☐ 32. I am good at planning ahead and making decisions.

☐ 33. I am good at making and keeping friends.

☐ 34. I know and am comfortable with people of different cultural/racial/ethnic backgrounds.

☐ 35. I can resist negative peer pressure and dangerous situations.

☐ 36. I try to resolve conflict nonviolently.

☐ 37. I believe I have control over many things that happen to me.

☐ 38. I feel good about myself.

☐ 39. I believe my life has a purpose.

☐ 40. I am optimistic about my future.

An Asset Checklist

“Many people find it helpful to use a simple checklist to reflect on the assets young people experience. This checklist simplifies the asset list to help prompt conversation in families, organizations, and communities.”

“Note: This checklist is not intended nor appropriate as a scientific or accurate measurement of developmental assets.”

The Asset Checklist is reprinted in its entirety. Search Institute targeted all students in 6th through 12th grades without regard to disabilities and we believe it is equally important for students with low vision. The checklist may be used in a variety of ways:

• to help the student understand his strengths and resources
• to help the student identify areas in which he may seek improvements
• to help the teacher understand what he/she may draw on to assure academic success for the student

Ultimately the student is responsible for accumulating and assessing assets, but the inclusions on the checklist can be a basis for important discussions among teachers, the student, parents, and members of the educational team.

Teacher: ______________________ Date: ___________________

☐ 1. I receive high levels of love and support from family members.
☐ 2. I can go to my parent(s) or guardian(s) for advice and support and have frequent, in-depth conversations with them.
☐ 3. I know some non-parent adults I can go to for advice and support.
☐ 4. My neighbors encourage and support me.
☐ 5. My school provides a caring, encouraging environment.
☐ 6. My parent(s) or guardian(s) help me succeed in school.
☐ 7. I feel valued by adults in my community.
☐ 8. I am given useful roles in my community.
☐ 9. I serve in the community one hour or more each week.
☐ 10. I feel safe at home, at school, and in the neighborhood.
☐ 11. My family sets standards for appropriate conduct and monitors my whereabouts.
☐ 12. My school has clear rules and consequences for behavior.
☐ 13. Neighbors take responsibility for monitoring my behavior.
☐ 14. Parent(s) and other adults model positive, responsible behavior.
☐ 15. My best friends model responsible behavior.
☐ 16. My parent(s)/guardian(s) and teachers encourage me to do well.
☐ 17. I spend three hours or more each week in lessons or practice in music, theater, or other arts.
☐ 18. I spend three hours or more each week in school or community sports, clubs, or organizations.
☐ 19. I spend one hour or more each week in religious services or participating in spiritual activities.
☐ 20. I go out with friends “with nothing special to do” two or fewer nights each week.
☐ 21. I want to do well in school.
☐ 22. I am actively engaged in learning.
☐ 23. I do an hour or more of homework each school day.
☐ 24. I care about my school.
☐ 25. I read for pleasure three or more hours each week.
☐ 26. I believe it is really important to help other people.
☐ 27. I want to help promote equality and reduce world poverty and hunger.
☐ 28. I can stand up for what I believe.
☐ 29. I can tell the truth even when it’s not easy.
☐ 30. I can accept and take personal responsibility.
☐ 31. I believe it is important not to be sexually active or to use alcohol or other drugs.