



## The Risk and Protective Factors Evidence-Based Programs for Young People Should Measure

This document outlines key risk and protective factors that a youth may experience, and that communities may want to address. Taken from the Evidence2Success Youth Experience Survey, the following chart offers questions that communities may ask youth to assess the prevalence of risk and protective factors.

### Risk Factor Definitions

<b>Family</b>	<b>Poor Family Management</b>	Youths indicate that parents do not provide clear expectations and rules for their children’s behavior, or fail to monitor their children’s behavior.  <i>Example question: “If you skipped school, would you be caught by your parents (or caregivers)?”</i>
	<b>Family Conflict</b>	Youths report high levels of conflict between family members, and conflict that is ongoing or poorly resolved.  <i>Example question: “We argue about the same things in my family over and over.”</i>
	<b>Parental Attitudes Favoring Drug Use</b>	Youths report that parents are tolerant of their children’s alcohol, tobacco or marijuana use.  <i>Example question: “How wrong do your parents (or caregivers) feel it would be for you to smoke marijuana?”</i>
	<b>Parental Attitudes Favoring Antisocial Behavior</b>	Youths report parents are tolerant of their children’s misbehavior, including violence and delinquent behavior.  <i>Example question: “How wrong do your parents feel it would be for you to steal something worth more than \$5?”</i>
	<b>Household Adults Involved in Antisocial Behavior</b>	Youths report that adult members of their household engage in problem behaviors (e.g. crime, violence, or alcohol or drug abuse).  <i>Example question: “In the past year (12 months), how many adult family members who live with you have sold or dealt drugs?”</i>

Community	Low Neighborhood Attachment	Youths report that they are not emotionally connected to their neighborhood.
		<i>Example question: "I'd like to get out of my neighborhood."</i>
	Community Disorganization	Youths report that their neighborhoods are characterized by a lack of safety, physical deterioration, high rates of crime and racial insults or attacks.
		<i>Example question: "How much does each of the following statements describe your neighborhood: crime and/or drug selling."</i>
	Transitions and Mobility	Youths report that they have experienced many school and/or residential changes during their childhood.
		<i>Example question: "How many times have you changed homes since kindergarten?"</i>
	Perceived Availability of Drugs	Young people report that it would be easy for them to obtain cigarettes, alcohol, marijuana and other illegal drugs.
<i>Example question: "If you wanted to get some marijuana, how easy would it be for you to get some?"</i>		
Perceived Availability of Handguns	Youths report that it would be easy for them to obtain a handgun.	
	<i>Example question: "If you wanted to get a handgun, how easy would it be for you to get one?"</i>	
Perceived Racial Discrimination	Youths report being badly treated or discriminated against because of their race.	
	<i>Example question: "In the past year (12 months), how often have you been treated badly by other people because of your race?"</i>	
School	Academic Failure	Youths report that they receive poor grades and that they are not keeping up with other students academically.
		<i>Example question: "Are your school grades better than the grades of most students in your class?"</i>
	Low Commitment to School	Youths report that school success is neither meaningful nor important to them.
		<i>Example question: "How often do you feel that the schoolwork you are assigned is meaningful and important?"</i>
	Past Grade Retention	Youths report having repeated a grade.
		<i>Example question: "Have you ever been held back a year in school (repeated a grade)?"</i>

<b>Peer-Individual</b>	<b>Rebelliousness</b>	Youths report that they often do not obey rules and that they take an active rebellious stance against society and social norms.
		<i>Example question: "I do the opposite of what people tell me, just to get them mad."</i>
	<b>Early Problem Behavior</b>	Students report that they have initiated violence and delinquent behaviors at an early age. The earlier youth begin engaging in antisocial behavior, the higher the risks for poor outcomes in the future.
		<i>Example question: "How old were you when you first attacked someone with the idea of seriously hurting them?"</i>
	<b>Early Initiation of Drug Use</b>	Youths report that they have initiated cigarette, alcohol or drug use at an early age. The earlier youth begin using substances, the higher the risks for poor outcomes in the future.
		<i>Example question: "How old were you when you first smoked a cigarette, even just a puff?"</i>
	<b>Friends' Use of Drugs</b>	Youths report that they associate with peers who use alcohol or other substances.
		<i>Example question: Think of your four best friends ... In the past year (12 months), how many of your best friends have smoked cigarettes?"</i>
	<b>Friends' Gang Involvement</b>	Youths report having close friends involved in gangs.
		<i>Example question: "In the past year (12 months) how many of your best friends have been members of a gang?"</i>
	<b>Victim of Repeated Aggression (Bullying)</b>	Youths report having been subjected to various types of aggression either several times or a lot in the past 12 months.
		<i>Example question: "Think about how often these things have happened to you during the past year (12 months): ... A student or group of kids pushed, shoved, tripped or picked a fight with me."</i>
	<b>Romantic Partner/Dating Violence</b>	Youths report whether they have been the victims of physical violence by their romantic partners.
		<i>Example question: "During the past 12 months, did your boyfriend or girlfriend ever hit, slap or physically hurt you on purpose?"</i>
<b>Youth Employed &gt; 20 Hours/Week</b>	Youth report that they are employed more than 20 hours per week during the school year.	
	<i>Example question: "On average over the school year, how many hours per week do you work in a paid job?"</i>	

**Protective Factor Definitions**

<b>Family</b>	<b>Attachment to Parents</b>	Youths report a strong emotional bond to their parents.  <i>Example question: "Do you share your thoughts and feelings with your mother (or the person who is like a mother to you)?"</i>
	<b>Family Opportunities for Prosocial Involvement</b>	Youths report having opportunities to participate meaningfully in family responsibilities and activities with their parents or caregivers.  <i>Example question: "My parents (or caregivers) give me lots of chances to do fun things with them."</i>
	<b>Family Recognition for Prosocial Involvement</b>	Youths report feeling rewarded, recognized or praised by their parents for exhibiting healthy behaviors.  <i>Example question: "How often do your parents (or caregivers) tell you they're proud of you for something you've done?"</i>
	<b>Parental Use of Positive Discipline Strategies</b>	Youths report that their parents use disciplinary strategies that are positive, non-violent, or that involve verbal reasoning.  <i>Example Question: "When you have misbehaved do your parents (or caregivers) discuss what you did and why it was wrong?"</i>
	<b>Parental Involvement in Education</b>	Youths report their parents are involved in their children's schooling (for example, attending school programs for parents or helping with homework when asked).  <i>Example Question: "My parents (or caregivers) know how I am doing in school."</i>
	<b>Community</b>	<b>Opportunities for Prosocial Involvement</b>
<b>Recognition for Prosocial Involvement</b>		Youths report that young people are recognized by adults in the community for positive participation in community activities.  <i>Example question: "There are people in my neighborhood who encourage me to do my best."</i>
<b>Neighborhood Collective Efficacy</b>		Youths report that, in their neighborhood, residents trust and help each other, and are willing to intervene for the common good.  <i>Example question: "People around here are willing to help their neighbors."</i>

School	<b>School Opportunities for Prosocial Involvement</b>	Opportunities are available for youths to participate meaningfully in their classroom and school.
		<i>Example question: "There are lots of chances to be part of class discussions or activities."</i>
	<b>School Recognition for Prosocial Involvement</b>	Recognition is given for contributions, efforts and progress of youths in school.
		<i>Example question: "My teachers notice when I am doing a good job and let me know about it."</i>
	<b>Academic Self Efficacy</b>	Youths report that they believe they are academically competent and that they can complete school tasks.
		<i>Example Question: "I can do even the hardest work in class if I try."</i>
Peer-Individual	<b>Social Skills</b>	Youths report that they display appropriate skills for social interaction, including refusal skills (e.g., when responding to peer pressure).
		<i>Example question: "You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?"</i>
	<b>Clear Standards for Behavior</b>	Youths indicate having a positive belief system of what is "right" and "wrong."
		<i>Example question: "It is important to be honest with your parents (or caregivers), even if they become upset or you get punished."</i>
	<b>Prosocial Friends</b>	Youths report establishing friendships with peers who engage in positive, healthy activities.
		<i>Example question: "In the past year (12 months), how many of your best friends have participated in clubs, organizations or activities at school?"</i>
	<b>Prosocial Involvement</b>	Youths participate actively in positive, healthy activities.
		<i>Example question: "How many times in the past year (12 months), have you volunteered to do community service?"</i>
	<b>Rewards for Prosocial Involvement</b>	Youths perceive social benefits for engaging in positive, healthy activities.
		<i>Example question: "What are the chances you would be seen as cool if you worked hard at school?"</i>

	<b>Exercise/ Physical Activity</b>	<p>Youths report being physically active for at least one hour on at least five days of the past week.</p> <p><i>Example Question: "During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)"</i></p>
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