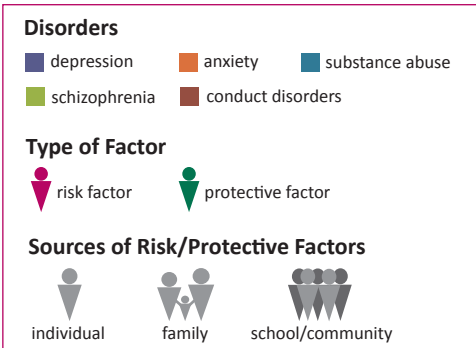




## Risk and Protective Factors for Mental, Emotional, and Behavioral Disorders Across the Life Cycle



- Difficult temperament
- Insecure attachment
- Hostile to peers, socially inhibited
- Irritability
- Fearfulness
- Difficult temperament
- Head injury
- Motor, language, and cognitive impairments
- Early aggressive behavior
- Sexual abuse

- Parental drug/alcohol use
- Cold and unresponsive mother behavior
- Marital conflict
- Negative events
- Cold and unresponsive mother behavior
- Parental drug/alcohol use
- Family dysfunction
- Disturbed family environment
- Parental loss

- Poor academic performance in early grades
- Specific traumatic experiences
- Negative events
- Lack of control or mastery experiences
- Urban setting
- Poverty

- Self-regulation
- Secure attachment
- Mastery of communication and language skills
- Ability to make friends and get along with others
- Reliable support and discipline from caregivers
- Responsiveness
- Protection from harm and fear
- Opportunities to resolve conflict
- Adequate socioeconomic resources for the family
- Support for early learning
- Access to supplemental services such as feeding, and screening for vision and hearing
- Stable, secure attachment to childcare provider
- Low ratio of caregivers to children
- Regulatory systems that support high quality of care

- Negative self-image
- Apathy
- Anxiety
- Dysthymia
- Insecure attachment
- Poor social skills: impulsive, aggressive, passive, and withdrawn
- Poor social problem-solving skills
- Shyness
- Poor impulse control
- Sensation-seeking
- Lack of behavioral self-control
- Impulsivity
- Early persistent behavior problems
- Attention deficit/hyperactivity disorder
- Anxiety
- Depression
- Antisocial behavior
- Head injury
- Self-reported psychotic symptoms

- Parental depression
- Poor parenting, rejection, lack of parental warmth
- Child abuse/maltreatment
- Loss
- Marital conflict or divorce
- Family dysfunction
- Parents with anxiety disorder or anxious childrearing practices
- Parental overcontrol and intrusiveness

- (family risk factors continued)
- Parents model, prompt, and reinforce threat appraisals and avoidant behaviors
  - Marital conflict; poor marital adjustments
  - Negative life events
  - Permissive parenting
  - Parent-child conflict
  - Low parental warmth
  - Parental hostility
  - Harsh discipline
  - Child abuse/maltreatment
  - Substance use among parents or siblings
  - Parental favorable attitudes toward alcohol and/or drug use
  - Inadequate supervision and monitoring
  - Low parental aspirations for child
  - Lack of or inconsistent discipline
  - Family dysfunction

- Peer rejection
- Stressful life events
- Poor grades/achievements
- Poverty
- Stressful community events such as violence
- Witnessing community violence
- Social trauma
- Negative events
- Lack of control or mastery experiences

- (school/community risk factors continued)
- School failure
  - Low commitment to school
  - Peer rejection
  - Deviant peer group
  - Peer attitudes toward drugs
  - Alienation from peers
  - Law and norms favorable toward alcohol and drug use
  - Availability and access to alcohol
  - Urban setting
  - Poverty
  - Mastery of academic skills (math, reading, writing)
  - Following rules for behavior at home, school, and public places
  - Ability to make friends
  - Good peer relationships
  - Consistent discipline
  - Language-based rather than physically-based discipline
  - Extended family support
  - Healthy peer groups
  - School engagement
  - Positive teacher expectations
  - Effective classroom management
  - Positive partnering between school and family
  - School policies and practices to reduce bullying
  - High academic standards

# Risk and Protective Factors for Mental, Emotional, and Behavioral Disorders Across the Life Cycle *(continued)*

## ADOLESCENCE

- Female gender
- Early puberty
- Difficult temperament: inflexibility, low positive mood, withdrawal, poor concentration
- Low self-esteem, perceived incompetence, negative explanatory and inferential style
- Anxiety
- Low-level depressive symptoms and dysthymia
- Insecure attachment
- Poor social skills: communication and problem-solving skills
- Extreme need for approval and social support
- Low self-esteem
- Shyness
- Emotional problems in childhood
- Conduct disorder
- Favorable attitudes toward drugs
- Rebelliousness
- Early substance use
- Antisocial behavior
- Head injury
- Marijuana use
- Childhood exposure to lead or mercury (neurotoxins)

- Parental depression
- Parent-child conflict
- Poor parenting
- Negative family environment (may include substance abuse in parents)
- Child abuse/maltreatment
- Single-parent family (for girls only)
- Divorce

### *(family risk factors continued)*

- Marital conflict
- Family conflict
- Parent with anxiety
- Parental/marital conflict
- Family conflict (interactions between parents and children and among children)
- Parental drug/alcohol use
- Parental unemployment
- Substance use among parents
- Lack of adult supervision
- Poor attachment with parents
- Family dysfunction
- Family member with schizophrenia
- Poor parental supervision
- Parental depression
- Sexual abuse

- Peer rejection
- Stressful events
- Poor academic achievement
- Poverty
- Community-level stressful or traumatic events
- School-level stressful or traumatic events
- Community violence
- School violence
- Poverty
- Traumatic event
- School failure
- Low commitment to school
- Not college bound
- Aggression toward peers
- Associating with drug-using peers
- Societal/community norms about alcohol and drug use

### *(school/community risk factors continued)*

- Urban setting
- Poverty
- Associating with deviant peers
- Loss of close relationship or friends
- Positive physical development
- Academic achievement/intellectual development
- High self-esteem
- Emotional self-regulation
- Good coping skills and problem-solving skills
- Engagement and connections in two or more of the following contexts: school, with peers, in athletics, employment, religion, culture

- Family provides structure, limits, rules, monitoring, and predictability
- Supportive relationships with family members
- Clear expectations for behavior and values

- Presence of mentors and support for development of skills and interests
- Opportunities for engagement within school and community
- Positive norms
- Clear expectations for behavior
- Physical and psychological safety

## EARLY ADULTHOOD

- Early-onset depression and anxiety
- Need for extensive social support
- Childhood history of untreated anxiety disorders
- Childhood history of poor physical health
- Childhood history of sleep and eating problems
- Poor physical health
- Lack of commitment to conventional adult roles
- Antisocial behavior
- Head Injury

- Parental depression
- Spousal conflict
- Single parenthood
- Leaving home
- Family dysfunction

- Decrease in social support accompanying entry into a new social context
- Negative life events
- Attending college
- Substance-using peers
- Social adversity

- Identity exploration in love, work, and world view
- Subjective sense of adult status
- Subjective sense of self-sufficiency, making independent decisions, becoming financially independent
- Future orientation
- Achievement motivation

- Balance of autonomy and relatedness to family
- Behavioral and emotional autonomy

- Opportunities for exploration in work and school
- Connectedness to adults outside of family

### Disorders

- depression
- anxiety
- substance abuse
- schizophrenia
- conduct disorders

### Type of Factor






- risk factor
- protective factor

### Sources of Risk/Protective Factors

- individual
- family
- school/community

## The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people’s lives.

Elements	Actions	Definitions
 <p><b>1. Express Care</b> Show me that I matter to you.</p>	<ul style="list-style-type: none"> <li>• <b>Be Dependable</b>.....Be someone I can trust.</li> <li>• <b>Listen</b>.....Really pay attention when we are together.</li> <li>• <b>Believe in me</b>.....Make me feel known and valued.</li> <li>• <b>Be warm</b>.....Show me you enjoy being with me.</li> <li>• <b>Encourage</b>.....Praise me for my efforts and achievements.</li> </ul>	
 <p><b>2. Challenge Growth</b> Push me to keep getting better.</p>	<ul style="list-style-type: none"> <li>• <b>Expect my Best</b>.....Expect me to live up to my potential.</li> <li>• <b>Stretch</b>.....Push me to go further.</li> <li>• <b>Hold me accountable</b>...Insist I take responsibility for my actions.</li> <li>• <b>Reflect on failures</b>.....Help me learn from mistakes and setbacks.</li> </ul>	
 <p><b>3. Provide Support</b> Help me complete tasks and achieve goals.</p>	<ul style="list-style-type: none"> <li>• <b>Navigate</b>.....Guide me through hard situations and systems.</li> <li>• <b>Empower</b>.....Build my confidence to take charge of my life.</li> <li>• <b>Advocate</b>.....Stand up for me when I need it.</li> <li>• <b>Set boundaries</b>.....Put limits in place that keep me on track.</li> </ul>	
 <p><b>4. Share Power</b> Treat me with respect and give me a say.</p>	<ul style="list-style-type: none"> <li>• <b>Respect me</b>.....Take me seriously and treat me fairly.</li> <li>• <b>Include me</b>.....Involve me in decisions that affect me.</li> <li>• <b>Collaborate</b>.....Work with me to solve problems and reach goals.</li> <li>• <b>Let me lead</b>.....Create opportunities for me to take action and lead.</li> </ul>	
 <p><b>5. Expand Possibilities</b> Connect me with people and places that broaden my world.</p>	<ul style="list-style-type: none"> <li>• <b>Inspire</b>.....Inspire me to see possibilities for my future.</li> <li>• <b>Broaden horizons</b>.....Expose me to new ideas, experiences, and places.</li> <li>• <b>Connect</b>.....Introduce me to people who can help me grow.</li> </ul>	

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young children grow up healthy, caring, and responsible.

<b>External Assets</b>	<b>Support</b>	<ol style="list-style-type: none"> <li><b>1. Family support</b>—Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child’s individuality.</li> <li><b>2. Positive family communication</b>—Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input.</li> <li><b>3. Other adult relationships</b>—With the family’s support, the child experiences consistent, caring relationships with adults outside the family.</li> <li><b>4. Caring neighbors</b>—The child’s network of relationships includes neighbors who provide emotional support and a sense of belonging.</li> <li><b>5. Caring climate in child-care and educational settings</b>—Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure.</li> <li><b>6. Parent involvement in child care and education</b>—Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child’s successful growth.</li> </ol>
	<b>Empowerment</b>	<ol style="list-style-type: none"> <li><b>7. Community cherishes and values young children</b>—Children are welcomed and included throughout community life.</li> <li><b>8. Children seen as resources</b>—The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children’s physical, social, and emotional needs.</li> <li><b>9. Service to others</b>—The child has opportunities to perform simple but meaningful and caring actions for others.</li> <li><b>10. Safety</b>—Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children’s health and safety.</li> </ol>
	<b>Boundaries &amp; Expectations</b>	<ol style="list-style-type: none"> <li><b>11. Family boundaries</b>—The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve.</li> <li><b>12. Boundaries in child-care and educational settings</b>—Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviors.</li> <li><b>13. Neighborhood boundaries</b>—Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior, in a supportive, nonthreatening way.</li> <li><b>14. Adult role models</b>—Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles.</li> <li><b>15. Positive peer relationships</b>—Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children.</li> <li><b>16. Positive expectations</b>—Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.</li> </ol>
	<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li><b>17. Play and creative activities</b>—The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others.</li> <li><b>18. Out-of-home and community programs</b>—The child experiences well-designed programs led by competent, caring adults in well-maintained settings.</li> <li><b>19. Religious community</b>—The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.</li> <li><b>20. Time at home</b>—The child spends most of her or his time at home participating in family activities and playing constructively, with parent(s) guiding TV and electronic game use.</li> </ol>

<b>Internal Assets</b>	<b>Commitment to Learning</b>	<ol style="list-style-type: none"> <li><b>21. Motivation to mastery</b>—The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills.</li> <li><b>22. Engagement in learning experiences</b>—The child fully participates in a variety of activities that offer opportunities for learning.</li> <li><b>23. Home-program connection</b>—The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities.</li> <li><b>24. Bonding to programs</b>—The child forms meaningful connections with out-of-home care and educational programs.</li> <li><b>25. Early literacy</b>—The child enjoys a variety of pre-reading activities, including adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.</li> </ol>
	<b>Positive Values</b>	<ol style="list-style-type: none"> <li><b>26. Caring</b>—The child begins to show empathy, understanding, and awareness of others’ feelings.</li> <li><b>27. Equality and social justice</b>—The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different.</li> <li><b>28. Integrity</b>—The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right.</li> <li><b>29. Honesty</b>—The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding.</li> <li><b>30. Responsibility</b>—The child begins to follow through on simple tasks to take care of her- or himself and to help others.</li> <li><b>31. Self-regulation</b>—The child increasingly can identify, regulate, and control her or his behaviors in healthy ways, using adult support constructively in particularly stressful situations.</li> </ol>
	<b>Social Competencies</b>	<ol style="list-style-type: none"> <li><b>32. Planning and decision making</b>—The child begins to plan for the immediate future, choosing from among several options and trying to solve problems.</li> <li><b>33. Interpersonal skills</b>—The child cooperates, shares, plays harmoniously, and comforts others in distress.</li> <li><b>34. Cultural awareness and sensitivity</b>—The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him.</li> <li><b>35. Resistance skills</b>—The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behavior.</li> <li><b>36. Peaceful conflict resolution</b>—The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.</li> </ol>
	<b>Positive Identity</b>	<ol style="list-style-type: none"> <li><b>37. Personal power</b>—The child can make choices that give a sense of having some influence over things that happen in her or his life.</li> <li><b>38. Self-esteem</b>—The child likes her- or himself and has a growing sense of being valued by others.</li> <li><b>39. Sense of purpose</b>—The child anticipates new opportunities, experiences, and milestones in growing up.</li> <li><b>40. Positive view of personal future</b>—The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.</li> </ol>



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<b>External Assets</b>	<b>Support</b>	<ol style="list-style-type: none"> <li><b>Family Support</b>—Family continues to be a consistent provider of love and support for the child’s unique physical and emotional needs.</li> <li><b>Positive Family Communication</b>—Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments.</li> <li><b>Other Adult Relationships</b>—Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult.</li> <li><b>Caring Neighborhood</b>—Parent(s) and child experience friendly neighbors who affirm and support the child’s growth and sense of belonging.</li> <li><b>Caring School Climate</b>—Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school.</li> <li><b>Parent Involvement in Schooling</b>—Parent(s) talk about the importance of education and are actively involved in the child’s school success.</li> </ol>
	<b>Empowerment</b>	<ol style="list-style-type: none"> <li><b>Community Values Children</b>—Children are welcomed and included throughout community life.</li> <li><b>Children as Resources</b>—Child contributes to family decisions and has opportunities to participate in positive community events.</li> <li><b>Service to Others</b>—Child has opportunities to serve in the community with adult support and approval.</li> <li><b>Safety</b>—Parents and community adults ensure the child’s safety while keeping in mind her or his increasing independence.</li> </ol>
	<b>Boundaries &amp; Expectations</b>	<ol style="list-style-type: none"> <li><b>Family Boundaries</b>—The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is.</li> <li><b>School Boundaries</b>—Schools have clear, consistent rules and consequences and use a positive approach to discipline.</li> <li><b>Neighborhood Boundaries</b>—Neighbors and friends’ parents help monitor the child’s behavior and provide feedback to the parent(s).</li> <li><b>Adult Role Models</b>—Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples.</li> <li><b>Positive Peer Influence</b>—Parent(s) monitor the child’s friends and encourage spending time with those who set good examples.</li> <li><b>High Expectations</b>—Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.</li> </ol>
	<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li><b>Creative Activities</b>—Child participates weekly in music, dance, or other form of artistic expression outside of school.</li> <li><b>Child Programs</b>—Child participates weekly in at least one sport, club, or organization within the school or community.</li> <li><b>Religious Community</b>—Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.</li> <li><b>Time at Home</b>—Child spends time at home playing and doing positive activities with the family.</li> </ol>

<b>Internal Assets</b>	<b>Commitment to Learning</b>	<ol style="list-style-type: none"> <li><b>Achievement Motivation</b>—Child is encouraged to remain curious and demonstrates an interest in doing well at school.</li> <li><b>Learning Engagement</b>—Child is enthused about learning and enjoys going to school.</li> <li><b>Homework</b>—With appropriate parental support, child completes assigned homework.</li> <li><b>Bonding to School</b>—Child is encouraged to have and feels a sense of belonging at school.</li> <li><b>Reading for Pleasure</b>—Child listens to and/or reads books outside of school daily.</li> </ol>
	<b>Positive Values</b>	<ol style="list-style-type: none"> <li><b>Caring</b>—Parent(s) help child grow in empathy, understanding, and helping others.</li> <li><b>Equality and Social Justice</b>—Parent(s) encourage child to be concerned about rules and being fair to everyone.</li> <li><b>Integrity</b>—Parent(s) help child develop her or his own sense of right and wrong behavior.</li> <li><b>Honesty</b>—Parent(s) encourage child’s development in recognizing and telling the truth.</li> <li><b>Responsibility</b>—Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home.</li> <li><b>Self-Regulation</b>—Parents encourage child’s growth in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices.</li> </ol>
	<b>Social Competencies</b>	<ol style="list-style-type: none"> <li><b>Planning and Decision Making</b>—Parent(s) help child think through and plan school and play activities.</li> <li><b>Interpersonal Competence</b>—Child seeks to build friendships and is learning about self-control.</li> <li><b>Cultural Competence</b>—Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds.</li> <li><b>Resistance Skills</b>—Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults.</li> <li><b>Peaceful Conflict Resolution</b>—Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.</li> </ol>
	<b>Positive Identity</b>	<ol style="list-style-type: none"> <li><b>Personal Power</b>—Child has a growing sense of having influence over some of the things that happen in her or his life.</li> <li><b>Self-Esteem</b>—Child likes herself or himself and feels valued by others.</li> <li><b>Sense of Purpose</b>—Child welcomes new experiences and imagines what he or she might do or be in the future.</li> <li><b>Positive View of Personal Future</b>—Child has a growing curiosity about the world and finding her or his place in it.</li> </ol>

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.

<b>External Assets</b>	<b>Support</b>	<ol style="list-style-type: none"> <li>1. <b>Family support</b>—Family life provides high levels of love and support.</li> <li>2. <b>Positive family communication</b>—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).</li> <li>3. <b>Other adult relationships</b>—Child receives support from adults other than her or his parent(s).</li> <li>4. <b>Caring neighborhood</b>—Child experiences caring neighbors.</li> <li>5. <b>Caring school climate</b>—Relationships with teachers and peers provide a caring, encouraging environment.</li> <li>6. <b>Parent involvement in schooling</b>—Parent(s) are actively involved in helping the child succeed in school.</li> </ol>
	<b>Empowerment</b>	<ol style="list-style-type: none"> <li>7. <b>Community values youth</b>—Child feels valued and appreciated by adults in the community.</li> <li>8. <b>Children as resources</b>—Child is included in decisions at home and in the community.</li> <li>9. <b>Service to others</b>—Child has opportunities to help others in the community.</li> <li>10. <b>Safety</b>—Child feels safe at home, at school, and in his or her neighborhood.</li> </ol>
	<b>Boundaries &amp; Expectations</b>	<ol style="list-style-type: none"> <li>11. <b>Family boundaries</b>—Family has clear and consistent rules and consequences and monitors the child’s whereabouts.</li> <li>12. <b>School Boundaries</b>—School provides clear rules and consequences.</li> <li>13. <b>Neighborhood boundaries</b>—Neighbors take responsibility for monitoring the child’s behavior.</li> <li>14. <b>Adult role models</b>—Parent(s) and other adults in the child’s family, as well as nonfamily adults, model positive, responsible behavior.</li> <li>15. <b>Positive peer influence</b>—Child’s closest friends model positive, responsible behavior.</li> <li>16. <b>High expectations</b>—Parent(s) and teachers expect the child to do her or his best at school and in other activities.</li> </ol>
	<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li>17. <b>Creative activities</b>—Child participates in music, art, drama, or creative writing two or more times per week.</li> <li>18. <b>Child programs</b>—Child participates two or more times per week in cocurricular school activities or structured community programs for children..</li> <li>19. <b>Religious community</b>—Child attends religious programs or services one or more times per week.</li> <li>20. <b>Time at home</b>—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.</li> </ol>

<b>Internal Assets</b>	<b>Commitment to Learning</b>	<ol style="list-style-type: none"> <li>21. <b>Achievement Motivation</b>—Child is motivated and strives to do well in school.</li> <li>22. <b>Learning Engagement</b>—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.</li> <li>23. <b>Homework</b>—Child usually hands in homework on time.</li> <li>24. <b>Bonding to school</b>—Child cares about teachers and other adults at school.</li> <li>25. <b>Reading for Pleasure</b>—Child enjoys and engages in reading for fun most days of the week.</li> </ol>
	<b>Positive Values</b>	<ol style="list-style-type: none"> <li>26. <b>Caring</b>—Parent(s) tell the child it is important to help other people.</li> <li>27. <b>Equality and social justice</b>—Parent(s) tell the child it is important to speak up for equal rights for all people.</li> <li>28. <b>Integrity</b>—Parent(s) tell the child it is important to stand up for one’s beliefs.</li> <li>29. <b>Honesty</b>—Parent(s) tell the child it is important to tell the truth.</li> <li>30. <b>Responsibility</b>—Parent(s) tell the child it is important to accept personal responsibility for behavior.</li> <li>31. <b>Healthy Lifestyle</b>—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.</li> </ol>
	<b>Social Competencies</b>	<ol style="list-style-type: none"> <li>32. <b>Planning and decision making</b>—Child thinks about decisions and is usually happy with results of her or his decisions.</li> <li>33. <b>Interpersonal Competence</b>—Child cares about and is affected by other people’s feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.</li> <li>34. <b>Cultural Competence</b>—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.</li> <li>35. <b>Resistance skills</b>—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.</li> <li>36. <b>Peaceful conflict resolution</b>—Child seeks to resolve conflict nonviolently.</li> </ol>
	<b>Positive Identity</b>	<ol style="list-style-type: none"> <li>37. <b>Personal power</b>—Child feels he or she has some influence over things that happen in her or his life.</li> <li>38. <b>Self-esteem</b>—Child likes and is proud to be the person that he or she is.</li> <li>39. <b>Sense of purpose</b>—Child sometimes thinks about what life means and whether there is a purpose for her or his life.</li> <li>40. <b>Positive view of personal future</b>—Child is optimistic about her or his personal future.</li> </ol>

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.

<b>External Assets</b>	<b>Support</b>	<ol style="list-style-type: none"> <li>1. <b>Family support</b>—Family life provides high levels of love and support.</li> <li>2. <b>Positive family communication</b>—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</li> <li>3. <b>Other adult relationships</b>—Young person receives support from three or more nonparent adults.</li> <li>4. <b>Caring neighborhood</b>—Young person experiences caring neighbors.</li> <li>5. <b>Caring school climate</b>—School provides a caring, encouraging environment.</li> <li>6. <b>Parent involvement in schooling</b>—Parent(s) are actively involved in helping young person succeed in school.</li> </ol>
	<b>Empowerment</b>	<ol style="list-style-type: none"> <li>7. <b>Community values youth</b>—Young person perceives that adults in the community value youth.</li> <li>8. <b>Youth as resources</b>—Young people are given useful roles in the community.</li> <li>9. <b>Service to others</b>—Young person serves in the community one hour or more per week.</li> <li>10. <b>Safety</b>—Young person feels safe at home, school, and in the neighborhood.</li> </ol>
	<b>Boundaries &amp; Expectations</b>	<ol style="list-style-type: none"> <li>11. <b>Family boundaries</b>—Family has clear rules and consequences and monitors the young person’s whereabouts.</li> <li>12. <b>School Boundaries</b>—School provides clear rules and consequences.</li> <li>13. <b>Neighborhood boundaries</b>—Neighbors take responsibility for monitoring young people’s behavior.</li> <li>14. <b>Adult role models</b>—Parent(s) and other adults model positive, responsible behavior.</li> <li>15. <b>Positive peer influence</b>—Young person’s best friends model responsible behavior.</li> <li>16. <b>High expectations</b>—Both parent(s) and teachers encourage the young person to do well.</li> </ol>
	<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li>17. <b>Creative activities</b>—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</li> <li>18. <b>Youth programs</b>—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</li> <li>19. <b>Religious community</b>—Young person spends one or more hours per week in activities in a religious institution.</li> <li>20. <b>Time at home</b>—Young person is out with friends “with nothing special to do” two or fewer nights per week.</li> </ol>

<b>Internal Assets</b>	<b>Commitment to Learning</b>	<ol style="list-style-type: none"> <li>21. <b>Achievement Motivation</b>—Young person is motivated to do well in school.</li> <li>22. <b>School Engagement</b>—Young person is actively engaged in learning.</li> <li>23. <b>Homework</b>—Young person reports doing at least one hour of homework every school day.</li> <li>24. <b>Bonding to school</b>—Young person cares about her or his school.</li> <li>25. <b>Reading for Pleasure</b>—Young person reads for pleasure three or more hours per week.</li> </ol>
	<b>Positive Values</b>	<ol style="list-style-type: none"> <li>26. <b>Caring</b>—Young person places high value on helping other people.</li> <li>27. <b>Equality and social justice</b>—Young person places high value on promoting equality and reducing hunger and poverty.</li> <li>28. <b>Integrity</b>—Young person acts on convictions and stands up for her or his beliefs.</li> <li>29. <b>Honesty</b>—Young person “tells the truth even when it is not easy.”</li> <li>30. <b>Responsibility</b>—Young person accepts and takes personal responsibility.</li> <li>31. <b>Restraint</b>—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</li> </ol>
	<b>Social Competencies</b>	<ol style="list-style-type: none"> <li>32. <b>Planning and decision making</b>—Young person knows how to plan ahead and make choices.</li> <li>33. <b>Interpersonal Competence</b>—Young person has empathy, sensitivity, and friendship skills.</li> <li>34. <b>Cultural Competence</b>—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</li> <li>35. <b>Resistance skills</b>—Young person can resist negative peer pressure and dangerous situations.</li> <li>36. <b>Peaceful conflict resolution</b>—Young person seeks to resolve conflict nonviolently.</li> </ol>
	<b>Positive Identity</b>	<ol style="list-style-type: none"> <li>37. <b>Personal power</b>—Young person feels he or she has control over “things that happen to me.”</li> <li>38. <b>Self-esteem</b>—Young person reports having a high self-esteem.</li> <li>39. <b>Sense of purpose</b>—Young person reports that “my life has a purpose.”</li> <li>40. <b>Positive view of personal future</b>—Young person is optimistic about her or his personal future.</li> </ol>



## CORE MEANINGS OF THE STRENGTHENING FAMILIES PROTECTIVE FACTORS

Protective Factor	Core Meaning
<p><b>Parental Resilience:</b> Managing stress and functioning well when faced with challenges, adversity and trauma.</p>	<p><u>Resilience Related to General Life Stressors</u></p> <ol style="list-style-type: none"> <li>a. managing the stressors of daily life</li> <li>b. calling forth the inner strength to proactively meet personal challenges, manage adversities and heal the effects of one's own traumas</li> <li>c. having self-confidence</li> <li>d. believing that one can make and achieve goals</li> <li>e. having faith; feeling hopeful</li> <li>f. solving general life problems</li> <li>g. having a positive attitude about life in general</li> <li>h. managing anger, anxiety, sadness, feelings of loneliness and other negative feelings</li> <li>i. seeking help for self when needed</li> </ol> <p><u>Resilience Related to Parenting Stressors</u></p> <ol style="list-style-type: none"> <li>a. calling forth the inner strength to proactively meet challenges related to one's child</li> <li>b. not allowing stressors to keep one from providing nurturing attention to one's child</li> <li>c. solving parenting problems</li> <li>d. having a positive attitude about one's parenting role and responsibilities</li> <li>e. seeking help for one's child when needed</li> </ol>
<p><b>Social Connections:</b> Positive relationships that provide emotional, informational, instrumental and spiritual support.</p>	<ol style="list-style-type: none"> <li>a. Building trusting relationships; feeling respected and appreciated</li> <li>b. Having friends, family members, neighbors and others who: <ul style="list-style-type: none"> <li>• provide emotional support (e.g., affirming parenting skills)</li> <li>• provide instrumental support/concrete assistance (e.g., providing transportation)</li> <li>• provide informational support/serve as a resource for parenting information</li> <li>• provide spiritual support (e.g., providing hope and encouragement)</li> <li>• provide an opportunity to engage with others in a positive manner</li> <li>• help solve problems</li> <li>• help buffer parents from stressors</li> <li>• reduce feelings of isolation</li> <li>• promote meaningful interactions in a context of mutual trust and respect</li> </ul> </li> <li>c. Having a sense of connectedness that enables parents to feel secure, confident and empowered to "give back" to others</li> </ol>





## CORE MEANINGS OF THE STRENGTHENING FAMILIES PROTECTIVE FACTORS

Protective Factor	Core Meaning
<p><b>Knowledge of Parenting and Child Development:</b> Understanding child development and parenting strategies that support physical, cognitive, language, social and emotional development.</p>	<p>Seeking, acquiring and using accurate and age/stage-related information about:</p> <ol style="list-style-type: none"> <li>parental behaviors that lead to early secure attachments</li> <li>the importance of                             <ul style="list-style-type: none"> <li>• being attuned and emotionally available to one's child</li> <li>• being nurturing, responsive and reliable</li> <li>• regular, predictable and consistent routines</li> <li>• interactive language experiences</li> <li>• providing a physically and emotionally safe environment for one's child</li> <li>• providing opportunities for one's child to explore and to learn by doing</li> </ul> </li> <li>appropriate developmental expectations</li> <li>positive discipline techniques</li> <li>recognizing and attending to the special needs of a child</li> </ol>
<p><b>Concrete Support in Times of Need:</b> Access to concrete support and services that address a family's needs and help minimize stress caused by challenges.</p>	<ol style="list-style-type: none"> <li>being resourceful</li> <li>being able to identify, find and receive the basic necessities everyone deserves in order to grow (e.g., healthy food, a safe environment), as well as specialized medical, mental health, social, educational or legal services</li> <li>understanding one's rights in accessing eligible services</li> <li>gaining knowledge of relevant services</li> <li>navigating through service systems</li> <li>seeking help when needed</li> <li>having financial security to cover basic needs and unexpected costs</li> </ol>
<p><b>Social and Emotional Competence of Children:</b> Family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions and establish and maintain relationships.</p>	<p><u>Regarding the parent:</u></p> <ol style="list-style-type: none"> <li>having a positive parental mood</li> <li>having positive perceptions of and responsiveness to one's child</li> <li>responding warmly and consistently to a child's needs</li> <li>being satisfied in one's parental role</li> <li>fostering a strong and secure parent-child relationship</li> <li>creating an environment in which children feel safe to express their emotions</li> <li>being emotionally responsive to children and modeling empathy</li> <li>talking with one's child to promote vocabulary development and language learning</li> <li>setting clear expectations and limits</li> <li>separating emotions from actions</li> <li>encouraging and reinforcing social skills such as greeting others and taking turns</li> <li>creating opportunities for children to solve problems</li> </ol> <p><u>Regarding the child:</u></p> <ol style="list-style-type: none"> <li>developing and engaging in self-regulating behaviors</li> <li>interacting positively with others</li> <li>using words and language skills</li> <li>communicating emotions effectively</li> </ol>

## ABOUT STRENGTHENING FAMILIES™ AND THE PROTECTIVE FACTORS FRAMEWORK

Strengthening Families™ is a research-informed approach to increase family strengths, enhance child development and reduce the likelihood of child abuse and neglect. It is based on engaging families, programs and communities in building five key protective factors:

**Parental resilience:** Managing stress and functioning well when faced with challenges, adversity and trauma

**Social connections:** Positive relationships that provide emotional, informational, instrumental and spiritual support

**Knowledge of parenting and child development:** Understanding child development and parenting strategies that support physical, cognitive, language, social and emotional development

**Concrete support in times of need:** Access to concrete support and services that address a family's needs and help minimize stress caused by challenges

**Social and emotional competence of children:** Family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions and establish and maintain relationships

At its heart, Strengthening Families is about how families are supported to build key protective factors that enable children to thrive. The five protective factors at the foundation of Strengthening Families also offer a framework for changes at the systems, policy and practice level – locally, statewide and nationally.

Using the Strengthening Families framework, more than 30 states are shifting policy and practice to help programs and providers working with children and families to take everyday actions that support parents to build their protective factors. States apply the Strengthening Families approach in early childhood, child welfare, child abuse prevention and other child and family serving systems.

The “Pathway to Improved Outcomes for Children and Families” on the next page articulates the core functions of Strengthening Families implementation which drive changes in program and worker practice to support families to build protective factors and improve outcomes. The lower graphic shows the everyday actions that can help families build each of the protective factors.

### What is the Protective Factors Framework?

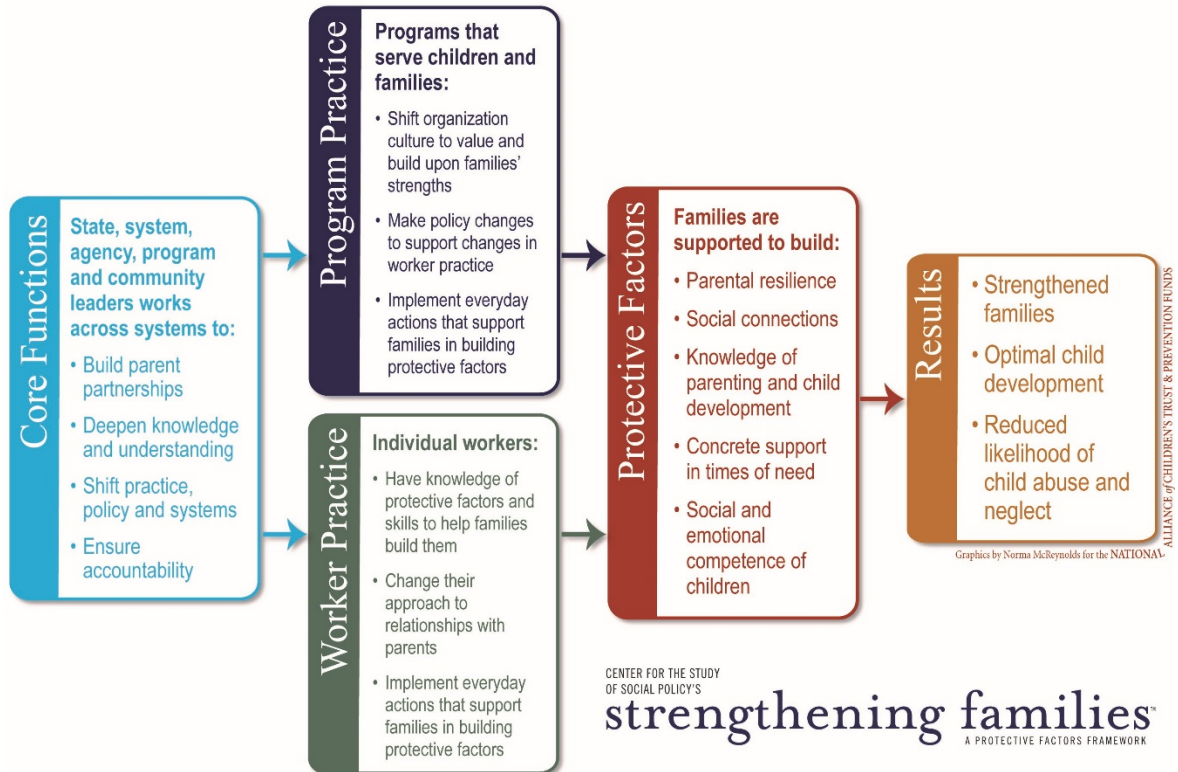
Protective factors are characteristics or strengths of individuals, families, communities or societies that act to mitigate risks and promote positive well-being and healthy development. Most often, we see them as attributes that help families to successfully navigate difficult situations.

A protective factors framework is an organized set of strengths-based ideas that are used to guide programs, services, supports and interventions aimed at preventing child maltreatment and promoting healthy outcomes.

The Strengthening Families Protective Factors Framework from the Center for the Study of Social Policy distills extensive research in child and family development into a core set of five protective factors that everyone can understand and recognize in their own lives.

For more information, visit [www.strengtheningfamilies.net](http://www.strengtheningfamilies.net).

**The Pathway to Improved Outcomes for Children and Families**  
**Strengthening Families™ Protective Factors Framework Logic Model**



**Everyday Actions That Help Build Protective Factors**

