

Community/Society/Environmental; Family; School; Peer/Individual.

	Risk Factors	Protective Factors
<b>C O M M U N I T Y</b>	<ul style="list-style-type: none"> <li>Alcohol and other drugs readily available</li> <li>Laws and ordinances are unclear or inconsistently enforced</li> <li>Norms are unclear or encourage use</li> <li>Residents feel little sense of “connection” to community</li> <li>High unemployment</li> <li>Residents at or below the poverty level</li> <li>Lack of strong social institutions</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities exist for community involvement</li> <li>Laws and ordinances are consistently enforced</li> <li>Policies and norms encourage non-use</li> <li>Community service opportunities available for youth</li> <li>Resources (housing, healthcare, childcare, jobs, recreation, etc.) are available</li> </ul>
<b>F A M I L Y</b>	<ul style="list-style-type: none"> <li>Family member with history of alcohol or other drug abuse</li> <li>Family members don’t spend much time together</li> <li>Parents have trouble keeping track of teens, who they’re with and where they go</li> <li>Lack of clear rules and consequences regarding alcohol and other drug use</li> <li>Parents use drugs, involve youth in their use (“get me a beer, would you?”) or tolerate use by youth</li> <li>Parents have trouble setting consistent expectations and limits</li> </ul>	<ul style="list-style-type: none"> <li>Close family relationships</li> <li>Education is valued and encouraged, and parents are actively involved</li> <li>Copes with stress in a positive way</li> <li>Clear expectations and limits regarding alcohol and other drug use</li> <li>Encourages supportive relationships with caring adults beyond the immediate family</li> <li>Shares family responsibilities, including chores and decision-making</li> <li>Family members are nurturing and support each other</li> </ul>
<b>S C H O O L</b>	<ul style="list-style-type: none"> <li>Lack of clear expectations, both academic and behavioral</li> <li>Students lack commitment or sense of belonging at school</li> <li>High number of students who fail academically at school</li> <li>Parents and community members not actively involved</li> </ul>	<ul style="list-style-type: none"> <li>Communicates high academic and behavioral expectations</li> <li>Encourages goal-setting, academic achievement, and positive social development</li> <li>Provides leadership and decision-making opportunities for students</li> <li>Fosters active involvement of students, parents and community members</li> <li>Sponsors substance-free events</li> </ul>
<b>P E E R/ I N D.</b>	<ul style="list-style-type: none"> <li>Thinks most friends use</li> <li>Thinks alcohol and drug use is “cool”</li> <li>Begins using at a young age</li> <li>Certain physical, emotional or personality traits</li> </ul>	<ul style="list-style-type: none"> <li>Involved in substance-free activities</li> <li>Views parents, teachers, doctors, law enforcement officers and other adults as allies</li> <li>Has positive future plans</li> <li>Friends disapprove of alcohol and other drug use</li> </ul>

The Risk and Protective Factor Model is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D., and a team of researchers at the University of Washington in Seattle.