RISK
AND
PROTECTIVE
FACTORS
AND
DEVELOPMENTAL
ASSETS

RISK AND PROTECTIVE FACTORS

Risk Factors for Unhealthy Adolescent Behaviors

Certain risk factors have been identified in longitudinal studies as predictors of adolescent health and behavior problems. Risk factors are divided into four domains: individual/peer, family, school and community.

I. Individual/Peer Domain Risk Factors

Rebelliousness.
Young people who feel they are not part of society or are not bound by rules, who don't believe in trying to be successful or responsible, or who take an actively rebellious stance toward society are at higher risk of drug abuse, delinquency, and school dropout.

Friends who engage in the problem behavior.
Young people who associate with peers who engage in a problem behavior – delinquency, substance abuse, violent activity, sexual activity, or dropping out of school – are much more likely to engage in the same problem behavior.

Favorable attitudes toward problem behavior.
During elementary school years, children usually express anti-drug, anti-crime, and pro-social attitudes and have difficulty imaging why people use drugs, commit crimes, and drop out of school. However, in middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance of these behaviors. This acceptance places them at higher risk.

Early initiation of the problem behavior.
The earlier young people drop out of school, use drugs, commit crimes, and become sexually active, the greater the likelihood that they will have chronic problems with these behaviors later. For example, research shows that young people who initiate drug use before the age of 15 are at risk of having drug problems than those who wait until after the age of 19.

II. FamilyDomain Risk Factors

A family history of high-risk behavior.
If children are raised in a family with a history of addiction to alcohol and other drugs, their risk of having alcohol or other drug problems themselves increases. If children are born or raised in a family with a history of criminal activity, their risk for delinquency increases. Similarly, children who are born to a teenage mother are morel likely to drop out of school themselves.

Family management problems.
Poor family management practices are defined as a lack of clear expectations for behavior, failure of parents to supervise and monitor their children, and excessively severe, harsh, or inconsistent punishment. Children exposed to these poor family management practices are at higher risk of developing substance abuse, delinquency, violence, teen pregnancy, and school dropout.

Family conflict.
Although children whose parents are divorced have higher rates of delinquency and substance abuse, it appears that it is not the divorce itself that contributes to delinquent behavior. Rather, conflict between family members appears to be more important in predicting delinquency than family structure. For example, domestic violence in a family increases the likelihood that young children will engage in violent behavior themselves. Children raised in an environment of conflict between family members appear to be at risk for substance abuse, delinquency, violence, teen pregnancy, and school dropout.

Parental attitudes and involvement in the problem behavior.
Parental attitudes and behavior toward drugs and crime influence the attitudes and behavior of their children. Children of parents who excuse their children for breaking the law are more likely to develop problems with juvenile delinquency. Children whose parents engage in violent behavior inside or outside the home are a greater risk for exhibiting violent behavior. In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers in adolescence. The risk is further increased if parents involve children in their own drug, or alcohol-using behavior – for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.

III. School Domain Risk Factors

Early and persistent antisocial behavior.
Boys who are aggressive in grades K-3 or who have trouble controlling their impulses are at higher risk for substance abuse, delinquency, and violent behavior. When a boy's aggressive behavior in the early grades is combined with isolation or withdrawal, there is an even greater risk of problems in adolescence. This also applies to aggressive behavior combined with hyperactivity.

Academic failure beginning in late elementary school.
Beginning in the late elementary grades, academic failure increases the risk of drug abuse, delinquency, violence, teen pregnancy, and school dropout. Children fail for many reasons, but it appears that the *experience* of failure itself, not necessarily ability, increases the risk of these problem behaviors.

Low commitment to school.
Lack of commitment to school means the child has ceased to see the role of student as a viable one. Young people who have lost this commitment to school are at higher risk for substance abuse, delinquency, teen pregnancy, and school dropout.

IV Community Domain Risk Factors

Availability of drugs.
The more easily available drug and alcohol are in a community, the greater the risk that drug abuse will occur in that community. Perceived availability of drugs in school is also associated with increased risk.

Availability of firearms.
Firearms, primarily handguns, are the leading mechanism of violent injury and death. Easy availability may escalate an exchange of angry words and fists into an exchange of gunfire. Research has found that areas of greater availability of firearms experience higher rates of violent crime including homicide.

Community laws and norms favorable toward drug use, firearms, and crime.
Community norms – the attitudes and policies and community holds in relation to drug use, violence, and crime – are communicated in a variety of ways: though laws and written policies, through informal social practices, through the media, and through the expectations that parents, teachers, and other members of the community have of young people. When laws, tax rates, and community standards are favorable, or even when they are just unclear, young people are at higher risk.

Transitions and mobility.
Even normal school transitions can predict increases in problem behaviors. When children move from elementary school to middle school or from middle school to high school, significant increases in the rate of drug use, school dropout, and anti-social behavior may occur. Communities characterized by high rates of mobility appear to be at an increased risk of drug and crime problems. The more people in a community move, the greater is the risk of criminal behavior.

Low neighborhood attachment and community disorganization.
Higher rates of drug problems, crime, and delinquency and higher rates of adult crime and drug trafficking occur in communities or neighborhoods where people have little attachment to the community, where the rates of vandalism are high, and where surveillance of public places is low.

Extreme economic and social deprivation.
Children who live in deteriorating neighborhoods characterized by extreme poverty, poor living conditions, and high unemployment are more likely to develop problems with delinquency, teen pregnancy, and school dropout or to engage in violence toward others during adolescence and adulthood. Children who live in these areas *and* have behavior or adjustment problems early in life are also more likely to have problems with drugs later on.

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PROTECTIVE FACTORS

Promotion of protective factors has been demonstrated to reduce risk of problem behavior including drug use, violent or disruptive behavior, teen pregnancy, and dropping out of school. Promoting protective factors involves four domains:

Individual (Domain)
- Resilient temperament
- Positive social orientation

In Families (Domain)
- Bonding
- Healthy beliefs and clear family standards for behavior

In School (Domain)
- Opportunities for involvement
- Rewards/recognition for prosocial performance/involvement
- Healthy beliefs and clear standards for behavior

In the Community (Domain)
- Opportunities for prosocial involvement
- Rewards/recognition for prosocial involvement
- Healthy beliefs and clear community standards for behavior

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Risk Focused Prevention

The premise of risk-focused prevention is to identify problem behaviors and then find ways to reduce the risks. Risk factors and problem behaviors are divided into four categories: community, family, school and individual/peer. Risk-focused prevention assumes the following:

- Risks exist in the community, the family, in schools and individuals – prevention is everybody's business.

- The greater the number of risk factors present, the greater the risk. Some evidence indicates that risk incases exponentially with exposure to more than one risk factor.

- Interventions can reduce multiple problems such as substance abuse, delinquency, and youth violence.

- Risk factors show consistent effects across diverse groups.

- Protective factors can lessen risk.

Prevention Programming

Risk-focused prevention involves seven programming principles:

1. Focus on reducing known risk factors. Know which risk factors the program will address and how the program activities will reduce the risk factors.

2. Enhance protective factors while reducing risk. If a prevention program reduces risk in a way that strengthens protective factors, a child is double protected.

3. Address risk factors at the appropriate developmental stage and as early as possible.

4. Target programs to those exposed to multiple risk factors.

5. Deliver programs to reach the diverse racial and cultural groups in a community.

6. Work together with other people and organizations to address multiple risk factors.

7. Address the risk factors most prevalent in a particular community.

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Risk Factor Data

Risk factors are categorized in four domains: individual, family, school, and community. Key risk factors and related risk indicators used in SDFSCA needs assessments are listed below:

	Risk Factors		**Indicators**
I.	*Individual Domain Risk Factors*		
1.	Alienation and rebelliousness	I.1.a.	Suicide death rates by age
		I.1.b.	Reported gang involvement
		I.1.c.	Vandalism and graffiti damage
2.	Friends who engage in a problem behavior	I.2.a.	Adolescents involved with juvenile justice system
		I.2.b.	Reported alcohol and other drug use by friends
		I.2.c.	Adolescents in treatment
		I.2.d.	Adolescents diagnosed with sexually transmitted diseases
		I.2.e.	Adolescent pregnancies
3.	Favorable attitudes toward the problem behavior	I.3.a.	Disapproval of drug use
		I.3.b.	Perceived harmfulness of drug use
		I.3.c.	Attitudes about marijuana laws
4.	Early initiation of the problem behavior	I.4.a.	Grade of first ATOD use
		I.4.b.	Age of initial sexual activity
		I.4.c.	Dropouts prior to 9th grade
		I.4.d.	Violence-related arrests
5.	Constitutional factors	I.5.a.	Sensation seeking and low harm avoidance*
		I.5.b.	Poor impulse control*
		I.5.c.	Child of alcohol parent*
		I.5.d.	Hyperactivity, attention deficit disorder*
		I.5.e.	Poor ability to delay gratification*
		I.5.f.	Peer rejection*
II.	*Family Domain Risk Factors*		
1.	Family history of the problem behavior	II.1.a.	Adults in treatment
		II.1.b.	Less than 12 years education
		II.1.c.	Parents/other adults in prison
		II.1.d.	Adult illiteracy
2.	Family management problems	II.2.a.	Reported child abuse and neglect cases
		II.2.b.	Children living outside the family
		II.2.c.	Runaway reports
		II.2.d.	Children living in foster care
3.	Family conflict	II.3.a.	Divorce
		II.3.b.	Households with spouse absent
	W app02 risk,protective,asset factors	II.3.c.	Domestic violence reports

		Risk Factors		Indicators
II.		***Family Domain Risk Factors - Continued***		
4.		Favorable parental attitudes and involvement in the behavior	II.4.a.	Adult violent crime arrests
			II.4.b.	Adult property crime arrests
			II.4.c.	Adult alcohol-related arrests
			II.4.d.	Babies born affected by alcohol and other drug use
			II.4.e.	Drug use during pregnancy
III.		***School Domain Risk Factors***		
1.		Early and persistent antisocial behavior	III.1.a.	Elementary school disciplinary problems
			III.1.b.	Elementary school special education placement for behavioral disorders or attention deficit disorder.
			III.1.c.	Elementary school students diagnosed with behavioral disorders or attention deficit disorder
2.		Academic failure in elementary school	III.2.a.	Grade retention – 8th graders with one grade repeated
			III.2.b.	Grade retention – 8th graders with two grades repeated
			III.2.c.	ACT or SAT test scores
			III.2.d.	Reading proficiency
			III.2.e.	Math proficiency
			III.2.f.	GED diplomas issued
3.		Lack of commitment to school	III.3.a.	Dropout rates
			III.3.b.	Average daily attendance/truancy rates
IV.		***Community Domain Risk Factors***		
1.		Availability of drugs	IV.1.a.	Trends in perceived availability by 12th graders
			IV.1.b.	Perceived availability 8th, 10th, & 12th graders
			IV.1.c.	Per capita alcohol consumption
			IV.1.d.	Sales of alcoholic beverages/liquor sales outlets
2.		Availability of firearms	IV.2.a.	Crimes involving firearms (includes robberies, assaults, homicides)
			IV.2.b.	Arrests for adult possession of illegal firearms
			IV.2.c.	Arrests for juvenile possession of illegal firearms
3.		Community laws and norms favorable toward drug use, firearms, and crime	IV.3.a.	Juvenile arrest for drug law violations
			IV.3.b.	Juvenile arrests for violent crimes
			IV.3.c.	Juvenile convictions for AOD-related offenses
			IV.3.d.	Juvenile convictions for violent crimes
			IV.3.e.	Adult and juvenile DUI arrests
			IV.3.f.	Average penalties for DUI convictions
	W app02 risk,protective,asset factors		IV.3.g.	Quantity of drugs seized

3.	Community laws and norms favorable toward drug use, firearms, and crime - *Continued*	IV.3.h.	Areas targeted by law enforcement for drug clean-up
		IV.3.i.	Juvenile arrests for curfew, vandalism and disorderly conduct
		IV.3.j.	Secondary school disciplinary actions for ATOD and violence-related offenses
4.	Transition and mobility	IV.4.a.	Existing and new home sales
		IV.4.b.	Rental unit turnover
		IV.4.c.	Student movement in and out of school
5.	Low neighborhood attachment and community disorganization	IV.5.a.	Voter registration/voting rates
		IV.5.b.	Number of churches/synagogues
6.	Extreme economic deprivation	IV.6.a.	Families/children living below poverty level
		IV.6.b.	Unemployment rate
		IV.6.c.	Free and reduced lunch program
		IV.6.d.	Single female head of household as percentage of all households
Source: Most of the indicators listed above are from <u>Communities That Care Data Workbook</u>, Developmental Research and Programs, Inc., 1993. Indicators marked (*) were developed from studies presented in <u>Understanding and Preventing Violence</u>, Albert J. Reiss, Jr. and Jeffrey A. Roth, Editors, 1993.			

Making Sense of Data Gathered by a Needs Assessment

Too often needs assessment stops with the collection of various "pieces" of information. To guide the program planning process, the information needs to be more closely examined and synthesized. In the case of information about drug use, analysis of various pieces of data can help identify patterns which have programmatic implication.

Data	*Possible programmatic implications*
What drugs are being used	Greater emphasis in curriculum and in other prevention efforts on most prevalent drugs
Whether the pattern of use is widespread among youth or if use is concentrated in a more limited segment of the population.	If evidence of concentration, target greater resources to higher risk population.
Whether particular drugs are being used by youth at different ages. For example, higher prevalence of inhalant use among middle schoolers and higher prevalence of alcohol use at the upper high school ages.	Give greater emphasis at the middle school to inhalant use. Give greater emphasis at the high school level to alcohol use.
Existing student perceptions of safety in school, at school-sponsored events, or traveling to school	Sharpen focus of school safety efforts to areas of greatest need.
What other prevention resources/activities are being implemented in the community	Design comprehensive program to avoid duplication, take advantage of existing resources, and fill in service gaps.

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Link between Risk and Protective Factors and School Performance

What do risk and protective factors have to do wit school performance?

The research on risk and protective factors is invaluable to schools as they attempt to provide arenas where children can and want to learn. Although there are many significant studies on risk and protective factors, one is specific to school and student outcome and is widely recognized as a landmark study. The study and its conclusion by noted British psychiatrist Michael Rutter, are provided in the book, *Fifteen Thousand Hours.* For almost a dozen years during a formative period of their development, children spend almost as much of their waking life at school as at home. Altogether this works out at some *15,000 hours* (from the age of five until leaving school.)

Do a child's experiences at school have any effect; does it matter *which* school he attends; and do the organizational and functional features of the school matter? These are the issues, which gave rise to the study of 12 London secondary schools described in this book. The research findings provide a clear "yes," in response to the first two questions. Schools do indeed have an important impact on children's development and it does matter which school a child attends. Moreover, the results provide "strong indications of the particular features of school organization and functioning which make for success" (Rutter, 1979).

After collecting and reviewing the data of the 12 London Schools, Rutter found good outcomes for students were not due to size of school, age of buildings, broad differences in administrative status or organization (Rutter, 1979). After taking into account all the differences in abilities of students, he found that the differences between schools in outcomes were systematically related to their characteristics as *social institutions.* Factors as varied as "the degree of academic emphasis, teacher actions in lesions, good conditions for pupils, and the extent to which children were able to take responsibility were all significantly associated with outcome differences between schools" (Rutter, 1979). All of the factors acted in a way to create a set of values, attitudes and behaviors which become the factors acted in a way to create a se6 of values, attitudes and behaviors which become characteristic of the school as a whole. We recognize this as *climate or culture* in a school.

Rutter also found that:
- Frequent disciplinary interventions were linked with more disruptive behavior; conversely pupil behavior was better when teachers used ample praise

- Teachers who spotted disruptive behavior early and dealt with it appropriately and firmly with the minimum of interference had good results and did not lose students' attention

- High expectations meant good academic performance and good behavior

- Tasks of responsibility given to children resulted in better behavior

- Students were affected negatively by poorer teacher role models and positively by good teacher role models

- It is important that all children have some success and positive feedback, but it must be genuine

- When staff acted together in the areas of what was taught (curriculum) and how students were governed (behavior), there was better attendance and better behavior.

All though the resiliency literature we see an emphasis on an environment with certain characteristics/processes/resources that lead to positive outcomes for children. The work of Werner, Garmezy, Masten, Hawkins, and others has shown what many practitioners have learned from experience: *schools and other social institutions can and do help bugger the effects of risk factors on adolescent development.* The conditions in schools, characterized by the following three contexts, might benefit from a new look using risk and protective factors as a lens.

1. How we view our students and what we want for them

2. The couture or climate of our schools

3. What we teach and how we teach I

4. How we view our students

There isn't a day that goes by where we don't hear the words "at risk". We have been taught to examine children for their deficits so that they can receive free or reduced lunch, special education services, other special learning environments, and on and on. Are we wrong? Yes or no.

We can see the importance of continually trying to address risk factors because children do come from situations uniformly viewed as disadvantaged. Yet schools cannot assume this burden alone. We want children to be fed, housed, supervised, immunized and nurtured. The difficulty of forming and maintaining collaborations with families and communities has stymied many schools. The continued focus on risk factors and societal ills has caused "burn out" among educators.

Harold Hodgkinson, the eminent demographer and Director of the Center for Demographic Policy, Institute for Educational Leadership in Washington, D.C., tells us that schools can do all the reform that they like, but until we acknowledge the "spectacular changes that have occurred in the nature of the children who come to school (and the associated risk factors) we will not have real reform" (Hodgkinson, 1991). According to Hodgkinson, educators must address the following two questions before our schools will improve:

1. What can educators do that they are not already doing to reduce the number of children" at risk" in America and to get them achieving well in school settings?

2. How can educators collaborate more closely with other service providers so that we all work together toward the urgent goal of providing services to the same client (students)?

Linda Winfield, a UCLA professor and resiliency researcher, suggests that schools need to pay greater attention to children's inherent strengths and abilities and downplay their inadequacies. Here we might use inventories of student learning styles, and then try to give students opportunities to learn in that style. This confirms Rutter's research that every child needs to feel success. Using Norman Garmezy's competence indices, we could examine students for these predictors of resiliency and support them:

- Effectiveness in work, play, love
- Healthy expectations and a positive outlook
- Self-esteem and internal locus of control
- Self-discipline
- Problem-solving and critical thinking skills and humor

Michael Rutter would like children to have "…a sense of self-esteem and efficacy, a feeling of your own worth, as well as feeling that you can deal with things, that you can control what happens to you…[Y]ou need good relationships and security in those relationships..[C]hildren need to be adaptable to learn to cope with changing circumstance..[C]hildren need some experience with what is not talked about as social-problem solving" (Pines, 1984).

For these reasons, educators are optimistic as other researchers and practitioners are attempting to shift from the "risk factor" focus to a "protective factor, resiliency enhancing" focus. The researchers are showing educators what they believe to be a more hopeful and promising approach.

The Culture or Climate of our Schools

Much has been written about "Effective Schools" and the characteristics of such schools. These characteristics in Larry Lezotte's model are:

- Strong instructional leadership
- A clear and focused mission
- A climate of high expectations for success for all students
- A safe, orderly environment
- The opportunity to learn and adequate time spent on academic tasks
- Frequent monitoring of student progress
- Positive home and school relations

(Lezotte, 1990)

For our purposes, we will focus on the **culture** of the school or "the way we do things around here." Purkey and Smith define it as "those aspects of the school that generally reflect or structure the guiding beliefs and daily behavior of staff and students." (Purkey, Smith 1985).

Purkey and Smith's 13 characteristics of a good school culture are:

1. School site management and democratic decision-making
2. Leadership
3. Staff stability
4. Curriculum articulation and organization
5. Staff development
6. Parental involvement and support
7. School recognition of academic success
8. Maximized learning time
9. District support
10. Collaborative planning and collegial relationships
11. Sense of community
12. Commonly shared clear goals and high expectations
13. Order and discipline

These characteristics (or others like them) become the means by which student performance is improved. These can be "protective factors," if operational. We know that good school culture doesn't fall from the sky. We also know that good culture positively affects student behavior and achievement.

This suggests that the provision of the three main protective factors, *Caring and Support, High Expectations,* and *Meaningful Participation,* can become the guideposts for changing school culture into an atmosphere where good student performance is a reality. These three protective factors identified by Bonnie Benard, contain most, if not all, of the commonly known characteristics of a positive school culture.

Caring and Support

This includes conveying "compassion, understanding, respect, and interest grounded in listening, and the establishment of safety and basic trust." (Bernard, 1991)

In her 30-year study of children of Kauai, Emmy Werner found that the most frequently encountered positive role model, outside of the family, was a favorite teacher who was not just an instructor for academic skills, but also a confidant and model for personal identification.

The "connection" of staff members to students can also demonstrate caring and support when teachers look to collaborate with agencies, families, and community to support children.

What does caring and support look like when we live it?

- We available to listen.
- We are nonjudgmental.
- We reassure children.
- We show kindness.
- We assist children in generating possible solutions for problems.
- We express enjoyment at having spent time in their company.
- We are sensitive to the situations in which children are growing up.
- We have children work collaboratively, not competitively.
- We understand that sometimes the relationship is – adult is giver, child is recipient.

High Expectation

School effectiveness research show that the importance of positive and high expectations for school success. "The undermining of youths' sense of self-efficacy through low expectations communicated at school is the beginning of the insidious process of decreasing motivation and increasing alienation" (Bernard, 1992). Researcher Jeff Howard states that "expectancies affect behavior in two basic ways: first they directly affect performance behavior by increasing or decreasing our confidence levels as we approach a task and thus affecting the intensity of effort we're willing to expend; second, expectations also influence the way we think about or explain our performance..[W]hen people who are confident of doing well at a task are confronted with unexpected failure, they ten to attribute the failure to *inadequate effort.* The likely response to another encounter with the same or similar task is to work harder. People who come to a task expecting to fail, on the other hand, attribute their failure to *lack of abilities.* Once you admit to yourself, in effect, "that I don't have what it takes, you are not likely to approach that task again with great vigor" (Howard and Hammond, 1985).

Howard promotes "directly teaching children that intellectual development is something they can achieve through effort…[T]hink you can, work hard, get smart are messages children must be taught" (Howard, 1990)

Dr. Rhona Weinstein states that teacher-child interactions are "only a piece of the web of low and unequal expectations that is currently instutionalized in schooling practices." Her *Expectancy Communications Model* looks "beyond patterns of differential teacher-child interaction to include the structure and organization of classroom and school life, which sets the stage for certain kinds of educational and social opportunities." Weinstein identifies eight features of the instructional *environment* as critical in communicating expectations to students. In order to create a positive expectancy climate, substantial changes need to be made in the following (adapted from Weinstein, 1991 by Bonne Bernard, 1992):

- *Curriculum* – should include higher-order, more meaningful, more participative tasks
- *Grouping Practices* – should be heterogeneous, interest-based, flexible
- *Evaluation System* – should reflect the view ofmultiple intelligences, multiple approaches, multiple learning styles.
- *Motivation* – should use cooperative rather than competitive teaching strategies and focus on intrinsic motivation based on interest
- *Responsibility for Learning* – should elicit active student participation and decision-making in their learning.
- *Teacher-Student Relations* – should develop individual caring relationships with each student and value diversity
- *Parent-Class Relations* – should reach out to all parents with positive messages
- *School-Class Relations* – should provide lots of varying activities for all students' participation, including community service opportunities.

In all of the above ways, expectations are communicated students in their daily lives in school. "Research consistently shows us that 50% to 80% of students with multiple risks in their lives *do* succeed, especially if they experience a caring school environment that conveys high expectations." (Berard, 1992)

What does high expectation look like when we live it?

- We expect children to want to learn; they expect us to choose curriculum for them that is challenging and substantial.

- We follow our rules as we expect children to.

- We expect them to be ready to learn; they expect us to start our lessons on time.

- We expect them to do homework that is meaningful; they expect feedback from us on their work.

- We expect them to be caring and respectful to all persons; they expect us to.

- We expect them to solve their problems; they expect us to show them how and give them practice.

Meaningful Participation

This includes student "opportunities for valued responsibilities, for making decisions, for giving voice and being heard, and for contributing one's talents to the community" (Bernard, 1996). Rutter states that schools, by their compulsory nature, create an atmosphere where students exhibit an "anti-school" attitude. The rules of the school can be interpreted by individual teachers based on their whims; there are many variables that can contribute to an us vs. them climate. We must take care to develop relationships based on student participation (Rutter, 1979).

What does meaningful participation look like when we live it?

- Students learn skills and procedures in the context of meaningful problems and issues.

- Students help to shape school rules and become committed to uphold them.

- Student are taught in a way that helps them see why learning is valuable (they do not need extrinsic rewards).

- Students are encouraged to help give a genuine hand at school, at home, and in the community.

In addition to Benard's three protective factors area, Michael Rutter offers four protective processes to foster resilience:

- **Reduce negative outcomes** by altering the risk or the child's exposure to the risk (an example might be when a school works with the community to protect children going to and from school).

- **Reduce the negative chain reaction** following risk exposure (an example might be when additional counseling is provided a child who has been victimized).

- **Establish and maintain self-esteem and self-efficacy** (an example might be when arts activities are integrated into learning units and an artistic or expressive child can show others what he can do).

- **Open up opportunities** for youth (an example is when children become involved in a community-sponsored after-school program/activity or volunteerism).

J. David Hawkinsk Ph.D., of Seattle, Washington, developed on of the most well known protective factor models name *"The Social Development Strategy."*

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40 DEVELOPMENTAL ASSETS

Healthy Communities, Healthy Youth – Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring and responsible.

	CATEGORY		ASSET NAME AND DEFINITION
External Assets	**Support**	1.	*Family Support* – Family life provides high levels of love and support.
		2.	*Positive Family Communication* – Young person and her or his parent)s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
		3.	*Other Adult Relationship* – Young person receives support from three or more non parent adults
		4.	*Caring Neighborhood* – Young person experiences caring neighbors.
		5.	*Caring School Climate* – School provides a caring, encouraging environment.
		6.	*Parent Involvement in Schooling* – Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	7.	*Community Values Youth* – Young person perceives that adults in the community value youth.
		8.	*Youth as Resources* – Young people are given useful roles in the community.
		9.	*Service to Others* – Young person serves in the community one hour or more per week.
		10.	*Safety* – Young person feels safe at home, at school, and in the neighborhood.
	Boundaries & Expectations	11.	*Family Boundaries* – Family has clear rules and consequences and monitors the young person's whereabouts.
		12.	*School Boundaries* – School provides clear rules and consequences
		13.	*Neighborhood Boundaries* – Neighbors take responsibility for monitoring young people's behavior.
		14.	*Adult Role Models* – Parent(s) and other adults model positive, responsible behavior.
		15.	*Positive Peer Influence* – Young person's best friends model responsible behavior.
		16.	*High Expectations* – Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time	17.	*Creative Activities* – Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
		18.	*Youth Programs* – Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
		19.	*Religious Community* – Young person spends one or more hours per week in activities in a religious institution.
		20.	*Time at Home* – Young person is out with friends "with nothing special to do" two or fewer nights per week.
Internal Assets	**Commitment to Learning**	21.	*Achievement Motivation* – Young person is motivated to do well in school.
		22.	*School Engagement* – Young person is actively engaged in learning.
		23.	*Homework* – Young person reports doing at least one hour or homework every school day.
		24.	*Bonding to School* – Young person cares about her or his school.
		25.	*Reading for Pleasure* – Young person reads for pleasure three or more hours per week.
	Positive Values	26.	*Caring* - Young person places high value on helping other people.
		27.	*Equality and Social Justice* - Young person places high value on promoting equality and reducing hunger and poverty.
		28.	*Integrity* - Young person acts on convictions and stands up for her or his beliefs.
		29.	*Honesty* - Young person "tells the truth even when it is not easy."
		30.	*Responsibility* - Young person accepts and takes personal responsibility.
		31.	*Restraint* - Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies	32.	*Planning and Decision Making* - Young person knows how to plan ahead and make choices.
		33.	*Interpersonal Competence*- Young person has empathy, sensitivity, and friendship skills.
		34.	*Cultural Competence*- Young person has knowledge of and comfort with people of different cultural/racial/ethic backgrounds.
		35.	*Resistance Skills* – Young person can resist negative peer pressure and dangerous situations.
		36.	*Peaceful Conflict Resolution* - Young person seeks to resolve conflict nonviolently.
	Positive Identify	37.	*Personal Power* - Young person feels he or she has control over "things that happen to me."
		38.	*Self-esteem* - Young person reports having a high self-esteem.
		39.	*Sense of Purpose* - Young person reports that "my life has a purpose."
		40.	*Positive View of Personal Future* - Young person is optimistic about her or his personal future.