| **Protective Factor Descriptions** | | | |
| --- | --- | --- | --- |
| **Community** |  | **Opportunities for Prosocial Involvement** | Youths report opportunities to participate in positive activities and interactions with prosocial adults in their neighborhood. |
| *Example question: “There are lots of adults in my neighborhood I could talk to about something important.”* |
|  | **Recognition for Prosocial Involvement** | Youths report that young people are recognized by adults in the community for positive participation in community activities. |
| *Example question: “There are people in my neighborhood who encourage me to do my best.”* |
| **School** |  | **School Opportunities for Prosocial Involvement** | Opportunities are available for youths to participate meaningfully in their classroom and school. |
| *Example question: “There are lots of chances to be part of class discussions or activities.”* |
|  | **School Recognition for Prosocial Involvement** | Recognition is given for contributions, efforts and progress of youths in school. |
| *Example question: “My teachers notice when I am doing a good job and let me know about it.”* |
| **Family** |  | **Attachment to Parents** | Youths report a strong emotional bond to their parents. |
| *Example question: “Do you share your thoughts and feelings with your mother (or the person who is like a mother to you)?”* |
|  | **Family Opportunities for Prosocial Involvement** | Youths report having opportunities to participate meaningfully in family responsibilities and activities with their parents or caregivers. |
| *Example question: “My parents (or caregivers) give me lots of chances to do fun things with them.”* |
|  | **Family Recognition for Prosocial Involvement** | Youths report feeling rewarded, recognized or praised by their parents for exhibiting healthy behaviors. |
| *Example question: “How often do your parents (or caregivers) tell you they’re proud of you for something you’ve done?”* |
| **Peer-Individual** |  | **Social Skills** | Youths report that they display appropriate skills for social interaction, including refusal skills (e.g., when responding to peer pressure). |
| *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?”* |
|  | **Clear Standards for Behavior** | Youths indicate having a positive belief system of what is “right” and “wrong.” |
| *Example question: “It is important to be honest with your parents (or caregivers), even if they become upset or you get punished.”* |
|  | **Prosocial Friends** | Youths report establishing friendships with peers who engage in positive, healthy activities. |
| **Peer-Individual** | *Example question: “In the past year (12 months), how many of your best friends have participated in clubs, organizations or activities at school?”* |
|  | **Prosocial Involvement** | Youths participate actively in positive, healthy activities. |
| *Example question: “How many times in the past year (12 months), have you volunteered to do community service?”* |
|  | **Rewards for Prosocial Involvement** | Youths perceive social benefits for engaging in positive, healthy activities. |
| *Example question: “What are the chances you would be seen as cool if you worked hard at school?”* |