

Contributing Factors

In the substance use disorder prevention and mental health promotion online reporting system, Minerva 2.0, a contributing factor is a required part of a logic model. These factors represent the local conditions, behaviors, or circumstances that influence the presence of a specific risk or protective factor within a particular service area or community.

This document lists all contributing factors available in Minerva 2.0, as shown in the single-select *Contributing Factor* dropdown field.

Contributing Factors
Acquisition of culturally defined values using a cultural and social context
Ad placements that appeal to youth
Attitudes of family management practices (including monitoring, punishment, discipline, limit setting, control, managing anger)
Attitude toward holding family meetings where issues are discussed and family values clarified
Awareness of school policies regarding ATOD use/possession
Behavior problems among students
Communication skills among families
Community capacity to address ATOD issues
Community readiness to address ATOD issues
Conduct problems among students
Consistency and clear expectations for parents and students
Decision making skills
Desired behaviors among children in response to parenting techniques
Disapproval of peer use
Disruptive classroom behaviors
Effects of stress on caregivers
Enforcement of laws and policies
Environmental influences favorable to ATOD use
Family management skills
Family management skills among caregivers
Favorable attitudes toward alcohol

Favorable attitudes toward use
Knowledge and skills to facilitate family cohesion
Knowledge and skills to facilitate family communication
Knowledge and skills to reduce family tension
Knowledge of life skills
Knowledge of nurturing parenting techniques
Knowledge of physiological impact of ATOD use
Motivation to attend all classes
Motivation to learn
Neighborhood attachment
Non-use attitudes
Opportunities for increasing sense of connectedness to community, self-esteem, and sense of wellbeing
Opportunities for positive involvement in the family
Opportunities, skills, and recognition for prosocial involvement
Opportunities, skills, and recognition for prosocial involvement in school and the classroom
Opportunities, skills, and recognition for prosocial involvement in the community
Opportunities, skills, and recognition for prosocial involvement with peers
Opportunities, skills, and recognition to contribute to family bonding
Opportunities, skills, and recognition to contribute to positive family involvement
Opportunities, skills, and recognition to promote attachment to family, community, and/or school
Opportunities, skills, and recognition to promote attachment to society, community, and/or school
Opportunities, skills, and recognition to promote bonding to community role models who exhibit healthy beliefs and clear standards
Opportunity for economic self-sufficiency
Parent involvement in school
Parental awareness of risk/protective factors and the consequences of involvement
Peer disapproval of use
Perceived availability of drugs
Perception of enforcement of laws and policies
Perception of harm
Perception of parental disapproval of substance use
Perception of peer use

Personal competence (self-control, self-concept, self-efficacy)
Policies and/or social practices favorable toward ATOD use
Positive family interactions
Presentation of no-use messages on school campuses
Refusal and resistance skills
Refusal skills
Rewards for antisocial behavior
Self-efficacy of caregivers in their parenting skills
Social acceptance of ATOD use
Social competence skills (communication, decision making, problem solving, assertiveness)
Understanding of influence of community norms on children's lives
Understanding of the importance of the Tribe's culture, traditions, and heritage
Use of children assisting parents in obtaining their drugs
Use of family management skills (discipline strategies, techniques for setting limits, approaches to monitoring youth behaviors)
Youth access to ATOD
Youth's intentions to use ATOD