

# Common Protective Factors for Multiple Youth Outcomes

<b>Protective Factors</b>	<b>*Substance Abuse</b>	<b>+Delinquency</b>	<b>*Risky Sexual Behavior</b>	<b>+School Drop-Out</b>	<b>+Violence</b>	<b>+Depression &amp; Anxiety</b>
<b>Individual</b>						
<b>Cognitive Competence</b>	✓	✓	✓	✓	✓	✓
<b>Emotional Competence</b>		✓				
<b>Social/Behavioral Competence</b>	✓	✓	✓		✓	✓
<b>Self-Efficacy</b>			✓			
<b>Belief in the Future</b>	✓	✓	✓		✓	✓
<b>Self-determination</b>			✓			
<b>Pro-social Norms</b>	✓	✓	✓		✓	✓
<b>Spirituality</b>	✓	✓	✓			
<b>Family, School and Community</b>						
<b>Opportunities for Positive Social Involvement</b>	✓	✓				
<b>Recognition for Positive Behavior</b>	✓	✓			✓	✓
<b>Bonding to Prosocial Others</b>	✓	✓	✓	✓	✓	✓

**\*Substance Use and Risky Sexual Behavior: Systematic evidence.** The list of protective factors known to buffer against these outcomes comes from systematic reviews of the literature, finding a minimum of 2 high quality longitudinal studies and a preponderance of evidence documenting the predictive relationship between each protective factor and outcome. Substance use was comprehensively reviewed in a review of evidence for the Surgeon General's report on Facing Addiction in America, 2017. Risky sex was comprehensively reviewed in a special issue on positive youth development and sexual and reproductive health in 2010 in the Journal for Adolescent Health Volume 46 (3 supplement).

**+Delinquency, Violence, School Drop-out & Depression/Anxiety: Developing evidence.** The list of protective factors for these outcomes was developed by examining all the research published by SDRG. A check under these outcomes means that there are at least 2 high quality longitudinal studies that document the predictive relationship between the protective factor and the outcome.

U.S. Department of Health and Human Services (HHS), Office of the Surgeon General, *Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health*. Washington, DC: HHS, November 2016. <https://addiction.surgeongeneral.gov/>

*A Review of Positive Youth Development Programs That Promote Adolescent Sexual and Reproductive Health*, Loretta E. Gavin M.P.H., Ph.D.; Richard F. Catalano, Ph.D.; Corinne David-Ferdon, Ph.D.; Kari M. Gloppen, M.P.H. Christine M. Markham, Ph.D., *Journal of Adolescent Health*, Vol 46, Issue 3, Supplement, March 2010, Pages S75-S91.

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Protective Factor	Definition	Measured on the CTCYS (scale name)
<b>Individual</b>		
<b>Cognitive Competence</b>	Includes a broad range of cognitive abilities, including academic performance, logical/analytic thinking, problem-solving, decision-making, planning, goal-setting and self-talk skills.	
<b>Emotional Competence</b>	The ability to identify and respond to feelings and emotional reactions in oneself and others. Includes skills for identifying feelings, managing emotional reactions or impulses, building youth's self-management strategies, empathy, self-soothing, frustration tolerance.	
<b>Social/Behavioral Competence</b>	The range of interpersonal skills that help youth integrate feelings, thinking and actions to achieve social and interpersonal goals. Includes skills such as communication, assertiveness, refusal and resistance, conflict resolution, interpersonal negotiation strategies, effective behavior choices and action patterns.	Social skills
<b>Self-Efficacy</b>	The perception that one can achieve desired goals through one's own action. Includes personal goal-setting, coping and mastery skills, techniques to change self-defeating cognitions.	
<b>Belief in the Future</b>	The internalization of hope and optimism about possible outcomes. Includes belief in one's own future potential, goals, options, choices or long range hopes & plans and healthy and productive adult life.	
<b>Self-determination</b>	The ability to think for oneself, and to take action consistent with that thought. Includes youth capacity for empowerment, autonomy, independent thinking, self-advocacy, and ability to live and grow by self-determined internal standards and values.	
<b>Pro-social Norms</b>	Strategies for encouraging youths to develop clear and explicit standards for behavior that minimize health risks and support prosocial involvement.	Interaction with pro-social peers
<b>Spirituality</b>	Includes concepts such as belief in a higher power, internal reflection or meditation, exploring a spiritual belief system or sense of spiritual identify, meaning or practice.	Religiosity
<b>Family, School and Community</b>		
<b>Opportunities for Positive Social Involvement</b>	Presentation of events and activities across different social environments that encourage youth to participate in prosocial actions. Includes ability for youth to actively participate, make a positive contribution, and experience positive social exchanges.	Opportunities for prosocial involvement
<b>Recognition for Positive Behavior</b>	Rewarding, recognizing or reinforcing children's prosocial behaviors.	Rewards for prosocial involvement
<b>Bonding to Prosocial Others</b>	Bonding is the emotional attachment and commitment a child makes to social relationships.	Attachment to parents

Definitions from: *Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs*, Richard F. Catalano, M. Lisa Berglund, Jeanne A. M. Ryan, Heather S. Lonczak, and J. David Hawkins, *Prevention & Treatment*, Volume 5, Article 15, posted June 24, 2002