

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

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

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.