



Protective Factor Descriptions

Community	Opportunities for Prosocial Involvement	Youths report opportunities to participate in positive activities and interactions with prosocial adults in their neighborhood.
		<i>Example question: "There are lots of adults in my neighborhood I could talk to about something important."</i>
Community	Recognition for Prosocial Involvement	Youths report that young people are recognized by adults in the community for positive participation in community activities.
		<i>Example question: "There are people in my neighborhood who encourage me to do my best."</i>
School	School Opportunities for Prosocial Involvement	Opportunities are available for youths to participate meaningfully in their classroom and school.
		<i>Example question: "There are lots of chances to be part of class discussions or activities."</i>
School	School Recognition for Prosocial Involvement	Recognition is given for contributions, efforts and progress of youths in school.
		<i>Example question: "My teachers notice when I am doing a good job and let me know about it."</i>
Family	Attachment to Parents	Youths report a strong emotional bond to their parents.
		<i>Example question: "Do you share your thoughts and feelings with your mother (or the person who is like a mother to you)?"</i>
Family	Family Opportunities for Prosocial Involvement	Youths report having opportunities to participate meaningfully in family responsibilities and activities with their parents or caregivers.
		<i>Example question: "My parents (or caregivers) give me lots of chances to do fun things with them."</i>
Family	Family Recognition for Prosocial Involvement	Youths report feeling rewarded, recognized or praised by their parents for exhibiting healthy behaviors.
		<i>Example question: "How often do your parents (or caregivers) tell you they're proud of you for something you've done?"</i>
Peer-Individual	<i>Social Skills</i>	Youths report that they display appropriate skills for social interaction, including refusal skills (e.g., when responding to peer pressure).
		<i>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?"</i>
Peer-Individual	<i>Clear Standards for Behavior</i>	Youths indicate having a positive belief system of what is "right" and "wrong."
		<i>Example question: "It is important to be honest with your parents (or caregivers), even if they become upset or you get punished."</i>



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Peer-Individual	<i>Prosocial Friends</i>	Youths report establishing friendships with peers who engage in positive, healthy activities.
		<i>Example question: "In the past year (12 months), how many of your best friends have participated in clubs, organizations or activities at school?"</i>
	<i>Prosocial Involvement</i>	Youths participate actively in positive, healthy activities.
		<i>Example question: "How many times in the past year (12 months), have you volunteered to do community service?"</i>
	<i>Rewards for Prosocial Involvement</i>	Youths perceive social benefits for engaging in positive, healthy activities.
		<i>Example question: "What are the chances you would be seen as cool if you worked hard at school?"</i>