|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Risk Factors for Adolescent Problem Behavior | | | | | | |
| Risk Factors | Substance Abuse | Delinquency | Teen Pregnancy | School Dropout | Violence | Depression & Anxiety |
| COMMUNITY | | | | | | |
| Availability of Drugs | \* |  |  |  | \* |  |
| Availability of Firearms |  | \* |  |  | \* |  |
| Community laws and norms favorable toward drug use, firearms, and crime. | \* | \* |  |  | \* |  |
| Media portrayals of violence |  |  |  |  | \* |  |
| Transitions and mobility | \* | \* |  | \* | \* | \* |
| Low neighborhood attachment and community disorganization | \* | \* |  |  | \* |  |
| Extreme economic deprivation | \* | \* | \* | \* | \* |  |
| FAMILY | | | | | | |
| Family history of the problem behavior | \* | \* | \* | \* | \* | \* |
| Family management problems | \* | \* | \* | \* | \* | \* |
| Family Conflict | \* | \* | \* | \* | \* | \* |
| Favorable parental attitudes and involvement in problem behavior | \* | \* |  |  | \* |  |
| SCHOOL | | | | | | |
| Academic failure beginning in late elementary school | \* | \* | \* | \* | \* | \* |
| Lack of commitment to school | \* | \* | \* | \* | \* |  |
| INDIVIDUAL/PEER |  |  |  |  |  |  |
| Early and persistent antisocial behavior | \* | \* | \* | \* | \* | \* |
| Rebelliousness | \* | \* |  | \* | \* |  |
| Friends who engage in the problem behavior | \* | \* | \* | \* | \* |  |
| Favorable attitudes toward the problem behavior | \* | \* | \* | \* | \* |  |
| Early initiation of the problem behavior | \* | \* | \* | \* | \* |  |
| Constitutional factors | \* | \* |  |  | \* | \* |

The Risk and Protective Factor Model

The model was developed by Dr. David Hawkins and Dr. Richard Catalano. It is based on the simple premise that to prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing.

By measuring risk and protective factors, communities can plan their programs and strategies to address specific needs.

Risk factors are characteristics of school, community and family environments, as well as characteristics of students and peer groups. These areas are known to predict increased likelihood of drug use, delinquency, school dropout, teen pregnancy, violence, depression and anxiety (see table).



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Build community coalition

Assess community risk/protective factors

Plan and match programs to assessment needs

Implement programs proven to be effective

Evaluate programs for outcomes

Reduction in problem behaviors

Vision for a Healthy Community

