

RISK AND PROTECTIVE FACTORS FOR SUBSTANCE ABUSE AMONG YOUNG PEOPLE

RISK FACTORS	PROTECTIVE FACTORS
MIDDLE CHILDHOOD	
INDIVIDUAL	INDIVIDUAL
<ul style="list-style-type: none"> ▪ Poor impulse control ▪ Sensation-seeking ▪ Lack of behavioral self-control ▪ Impulsivity ▪ Early persistent behavior problems ▪ Attention deficit/hyperactivity disorder ▪ Anxiety ▪ Depression ▪ Antisocial behavior 	<ul style="list-style-type: none"> ▪ Mastery of academic skills (math, reading, writing) ▪ Following rules for behavior at home, school, and public places ▪ Ability to make friends ▪ Good peer relationships
FAMILY	FAMILY
<ul style="list-style-type: none"> ▪ Permissive parenting ▪ Parent-child conflict ▪ Low parental warmth ▪ Parental hostility ▪ Harsh discipline ▪ Child abuse/maltreatment ▪ Substance use among parents or siblings ▪ Parental favorable attitudes towards substance use ▪ Inadequate supervision and monitoring ▪ Low parental aspirations for child ▪ Lack of or inconsistent discipline 	<ul style="list-style-type: none"> ▪ Consistent discipline ▪ Language-based rather than physically-based discipline ▪ Extended family support
SCHOOL AND COMMUNITY	SCHOOL AND COMMUNITY
<ul style="list-style-type: none"> ▪ School failure ▪ Low commitment to school ▪ Peer rejection ▪ Deviant peer group ▪ Positive peer attitudes towards alcohol and drugs ▪ Alienation from peers ▪ Laws and norms favorable towards substance use ▪ Availability and access to alcohol and drugs 	<ul style="list-style-type: none"> ▪ Healthy peer groups ▪ School engagement ▪ Positive teacher expectations ▪ Effective classroom management ▪ Positive partnering between school and family ▪ School policies and practices to reduce bullying ▪ High academic standards
ADOLESCENCE	
INDIVIDUAL	INDIVIDUAL
<ul style="list-style-type: none"> ▪ Emotional problems in childhood ▪ Conduct disorder ▪ Favorable attitudes towards substance use ▪ Rebelliousness ▪ Early substance use ▪ Antisocial behavior 	<ul style="list-style-type: none"> ▪ Positive physical development ▪ Academic achievement/intellectual development ▪ High self-esteem ▪ Emotional self-regulation ▪ Good coping and problem-solving skills ▪ Engagement with peers and adults

FAMILY	FAMILY
<ul style="list-style-type: none"> ▪ Parental substance use ▪ Lack of adult supervision ▪ Poor attachment with parents 	<ul style="list-style-type: none"> ▪ Parental monitoring ▪ Supportive relationships with family members ▪ Clear expectations for behavior and values
SCHOOL AND COMMUNITY	SCHOOL AND COMMUNITY
<ul style="list-style-type: none"> ▪ School failure ▪ Low commitment to school ▪ Not college bound ▪ Aggression toward peers ▪ Associating with drug-using peers ▪ Favorable norms towards substance use 	<ul style="list-style-type: none"> ▪ Presence of mentors and support for development of skills and interests ▪ Opportunities for engagement within school and community ▪ Positive norms ▪ Clear expectations for behavior ▪ Physical and psychological safety
EARLY ADULTHOOD	
INDIVIDUAL	INDIVIDUAL
<ul style="list-style-type: none"> ▪ Lack of commitment to conventional adult roles ▪ Antisocial behavior 	<ul style="list-style-type: none"> ▪ Identity exploration in love, work, and world view ▪ Subjective sense of adult status ▪ Subjective sense of self-sufficiency, making independent decisions, becoming financially independent ▪ Future orientation ▪ Achievement motivation
FAMILY	FAMILY
<ul style="list-style-type: none"> ▪ Leaving home 	<ul style="list-style-type: none"> ▪ Balance of autonomy and relatedness to family ▪ Behavioral and emotional autonomy
SCHOOL AND COMMUNITY	SCHOOL AND COMMUNITY
<ul style="list-style-type: none"> ▪ Attending college ▪ Substance-using peers 	<ul style="list-style-type: none"> ▪ Opportunities for exploration in work and school ▪ Connectedness to adults outside of family

Source: National Research Council and Institute of Medicine. (2009). *Preventing mental, emotional, and behavioral disorders among young people: Progress and possibilities*. Washington, DC: The National Academies Press.