

## PROTECTIVE & PROMOTIVE FACTORS

Protective & Promotive Factors Constructs	Core Meanings
<p><b>Youth Resilience</b></p>	<ol style="list-style-type: none"> <li>a. managing the stressors of daily life and functioning well when faced with challenges, adversity, and trauma</li> <li>b. calling forth one's inner strength to proactively meet personal challenges, manage adversities, and heal the effects of trauma</li> <li>c. having a positive attitude about life and oneself</li> <li>d. believing that one's life is important and meaningful</li> <li>e. becoming more self-confident and self-efficacious</li> <li>f. having faith; feeling hopeful and optimistic</li> <li>g. envisioning positive future possibilities</li> <li>h. believing that one can make and achieve goals</li> <li>i. working with purpose to achieve goals</li> <li>j. facing challenges and making productive decisions about addressing challenges</li> <li>k. seeking help when needed</li> <li>l. thinking about and being accountable for one's actions and the consequences of one's actions</li> <li>m. managing anger, anxiety, sadness, feelings of loneliness, and other negative feelings</li> <li>n. learning from failure</li> </ol>
<p><b>Social Connections</b></p>	<ol style="list-style-type: none"> <li>a. Building a trusting relationship with at least one caring and competent adult who: <ul style="list-style-type: none"> <li>• listens in a non-judgmental manner</li> <li>• is dependable/can be counted on</li> <li>• provides well-informed guidance, advice, and help in solving problems</li> <li>• promotes high expectations</li> <li>• sets developmentally appropriate limits, rules, and monitoring</li> <li>• provides emotional support (e.g., affirming good problem-solving skills)</li> <li>• provides instrumental support/concrete assistance (e.g., transportation)</li> <li>• provides informational support (e.g., post-secondary educational opportunities)</li> <li>• provides spiritual support (e.g., hope and encouragement)</li> <li>• provides an opportunity to engage with others in a positive manner</li> <li>• helps buffer youth from stressors</li> <li>• helps reduce feelings of isolation</li> <li>• promotes meaningful interactions in a context of mutual trust, respect, and appreciation</li> </ul> </li> <li>b. Being constructively engaged in social institutions (e.g., school, religious communities, recreational facilities) that are safe, stable, and equitable</li> <li>c. Building a trusting relationship with positive, optimistic, mutually respectful peers who have similar values</li> <li>d. Having a sense of connectedness that enables youth to feel loved, secure, confident, valued, and empowered to "give back" to others</li> </ol>

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<p><b>Knowledge of Adolescent Development</b></p>	<ul style="list-style-type: none"> <li>a. Encouraging parents, adults who work with youth, and youth themselves to increase their knowledge and understanding about adolescent development</li> <li>b. Seeking, acquiring, and using accurate information about: <ul style="list-style-type: none"> <li>• adolescent brain development</li> <li>• physical and emotional changes that occur during puberty</li> <li>• one’s culture</li> <li>• societal rules, demands, expectations, and threats</li> <li>• one’s personal developmental history and needs, including one’s trauma history</li> <li>• sexual behavior, responsibility, choices, and consequences</li> <li>• essential life skills (e.g., managing money)</li> <li>• developing abstract thinking and improved problem-solving skills</li> <li>• developing a belief system and sense of morality</li> <li>• engaging in positive risk-taking and avoiding negative risk-taking</li> <li>• forging a personally satisfying identity</li> <li>• identifying productive interests, realistic goals, and steps to achieve goals</li> <li>• developing mature values and behavioral controls used to assess acceptable and unacceptable behaviors</li> <li>• building and sustaining healthy relationships with peers and adults</li> <li>• gaining independence from parents and other adults while maintaining strong connections with them</li> </ul> </li> </ul>
<p><b>Concrete Support in Times of Need</b></p>	<ul style="list-style-type: none"> <li>a. being able to identify, find, and receive the basic necessities everyone deserves, as well as specialized services (e.g., medical, mental health, social, educational, or legal)</li> <li>b. being resourceful</li> <li>c. understanding one’s rights in accessing eligible services</li> <li>d. navigating through service systems</li> <li>e. seeking help when needed</li> <li>f. being treated respectfully and with dignity when seeking and receiving services</li> </ul>
<p><b>Cognitive and Social-Emotional Competence</b></p>	<ul style="list-style-type: none"> <li>a. developing executive function skills (e.g., considering potential consequences; seeing alternate solutions to problems)</li> <li>b. engaging in self-regulating behaviors (e.g., control of thinking and feelings; staying on task in the face of distractions)</li> <li>c. developing character strengths (e.g., persistence, gratitude, integrity)</li> <li>d. experiencing positive emotions (e.g., joy, optimism, faith, compassion for others)</li> <li>e. taking responsibility for one’s self and one’s decisions</li> <li>f. developing self-awareness, self-esteem, self-efficacy, and self-compassion</li> <li>g. committing to and preparing to achieve productive goals</li> <li>h. having both positive images of the person one wants to become and negative images of the person one wants to avoid becoming, as well as plans to achieve the possible selves</li> </ul>