

- Difficult temperament
- Insecure attachment
- · Hostile to peers, socially inhibited
- Irritability
- Fearfulness
- Difficult temperament
- Head injury
- Motor, language, and cognitive impairments
- · Early aggressive behavior
- Sexual abuse



- Parental drug/alcohol use
- Cold and unresponsive mother behavior
- Marital conflict
- Negative events
- Cold and unresponsive mother behavior
- Parental drug/alcohol use
- Family dysfunction
- Disturbed family environment
- Parental loss



- Poor academic performance in early grades
- Specific traumatic experiences
- Negative events
- · Lack of control or mastery experiences
- Urban setting
- Poverty



- Self-regulation
- Secure attachment
- Mastery of communication and language skills
- Ability to make friends and get along with others



- Reliable support and discipline from caregivers
- Responsiveness
- · Protection from harm and fear
- · Opportunities to resolve conflict
- Adequate socioeconomic resources for the family

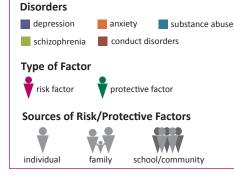


- · Support for early learning
- Access to supplemental services such as feeding, and screening for vision and hearing
- Stable, secure attachment to childcare provider
- Low ratio of caregivers to children
- Regulatory systems that support high quality of care



Risk and Protective Factors for Mental, Emotional, and Behavioral Disorders Across the Life Cycle







- · Negative self-image
- Apathy
- Anxiety
- Dysthymia
- Insecure attachment
- Poor social skills: impulsive, aggressive, passive, and withdrawn
- Poor social problem-solving skills
- Shyness
- Poor impulse control
- Sensation-seeking
- Lack of behavioral self-control
- Impulsivity
- Early persistent behavior problems
- Attention deficit/hyperactivity disorder
- Anxiety
- Depression
- · Antisocial behavior
- Head injury
- Self-reported psychotic symptoms



- Parental depression
- Poor parenting, rejection, lack of parental warmth
- Child abuse/maltreatment
- Loss
- · Marital conflict or divorce
- Family dysfunction
- Parents with anxiety disorder or anxious childrearing practices
- Parental overcontrol and intrusiveness



- Parents model, prompt, and reinforce threat appraisals and avoidant behaviors
- Marital conflict; poor marital adjustments
- Negative life events

(family risk factors continued)

- Permissive parenting
- Parent-child conflict
- · Low parental warmth
- · Parental hostility
- Harsh discipline
- Child abuse/maltreatment
- Substance use among parents or siblings
- Parental favorable attitudes toward alcohol and/or drug use
- Inadequate supervision and monitoring
- · Low parental aspirations for child
- Lack of or inconsistent discipline
- · Family dysfunction



- Peer rejection
- Stressful life events
- Poor grades/achievements
- Poverty
- Stressful community events such as violence
- Witnessing community violence
- Social trauma
- Negative events
- Lack of control or mastery experiences



- (school/community risk factors continued)
- Low commitment to school
- Peer rejection

School failure

- Deviant peer group
- Peer attitudes toward drugs
- Alienation from peers
- Law and norms favorable toward alcohol and drug use
- Availability and access to alcohol
- Urban setting
- Poverty



- Mastery of academic skills (math, reading, writing)
- Following rules for behavior at home, school, and public places
- Ability to make friends
- Good peer relationships



- Consistent discipline
- Language-based rather than physicallybased discipline
- Extended family support



- 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



- Female gender
- Early puberty
- Difficult temperament: inflexibility, low positive mood, withdrawal, poor concentration
- Low self-esteem, perceived incompetence, negative explanatory and inferential style
- Anxiety
- Low-level depressive symptoms and dysthymia
- Insecure attachment
- Poor social skills: communication and problem-solving skills
- Extreme need for approval and social support
- Low self-esteem
- Shyness
- · Emotional problems in childhood
- · Conduct disorder
- Favorable attitudes toward drugs
- Rebelliousness
- Early substance use
- Antisocial behavior
- Head injury
- Marijuana use
- Childhood exposure to lead or mercury (neurotoxins)



- Parental depression
- Parent-child conflict
- Poor parenting
- Negative family environment (may include substance abuse in parents)
- Child abuse/maltreatment
- Single-parent family (for girls only)
- Divorce



- (family risk factors continued)
- Marital conflict
- Family conflict
 - Parent with anxiety
 - Parental/marital conflict
 - Family conflict (interactions between parents and children and among children)
 - Parental drug/alcohol use
 - Parental unemployment
 - Substance use among parents
 - Lack of adult supervision
 - Poor attachment with parents
 - Family dysfunction
 - Family member with schizophrenia
 - Poor parental supervision
 - Parental depression
 - Sexual abuse



- Peer rejection
- Stressful events
- · Poor academic achievement
- Poverty
- Community-level stressful or traumatic events
- School-level stressful or traumatic events
- Community violence
- School violence
- Poverty
- Traumatic event
- School failure
- Low commitment to school
- Not college bound
- Aggression toward peers
- Associating with drug-using peers
- Societal/community norms about alcohol and drug use



(school/community risk factors continued)

- Urban setting
 - Poverty
 - Associating with deviant peers
 - Loss of close relationship or friends



- Positive physical development
- Academic achievement/intellectual development
- High self-esteem
- Emotional self-regulation
- Good coping skills and problem-solving skills
- Engagement and connections in two or more of the following contexts: school, with peers, in athletics, employment, religion, culture



- Family provides structure, limits, rules, monitoring, and predictability
- Supportive relationships with family members
- Clear expectations for behavior and values



- 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-onset depression and anxiety
- Need for extensive social support
- Childhood history of untreated anxiety disorders
- Childhood history of poor physical health
- Childhood history of sleep and eating problems
- Poor physical health
- Lack of commitment to conventional adult roles
- Antisocial behavior
- Head Injury



- Parental depression
- Spousal conflict
 - Single parenthoodLeaving home
 - Family dysfunction



- Decrease in social support accompanying entry into a new social context
- Negative life events
- Attending college
- Substance-using peers
- Social adversity



- 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



- Balance of autonomy and relatedness to family
- Behavioral and emotional autonomy



- Opportunities for exploration in work and school
- Connectedness to adults outside of family

