

Anxiety: Risk and Protective Factors

Risk Factors	Protective Factors
Community	
Witnessing violence in the community	Having a high socio-economic status
Having a low socio-economic status	
Family	
Living in a single parent family	Consistent home/family routine
Family history of problem	High family support
Parental overprotection	
Parental conflict/fighting	
Close-knit/enmeshed family	
School	
Low academic self-efficacy	Experiencing less/removal of stressors
Low academic achievement	High social support
Individual/Peer	
Self-oriented perfectionism	High self-esteem
Brain injury/physical trauma	Feelings of self-worth
Stressful life event	Internal locus of control
Recent stressor (death, illness)	Consistent physical activity
Low general self-efficacy	Sufficient social skills
Maladaptive learned response	Secure attachment style
Substance abuse	Active/problem-solving coping strategies
Depressive attribution style	High self-esteem
External locus of control	Feelings of self-worth
Low self-esteem	Internal locus of control

Building Assets & Reducing Risk Tracking targeted interventions: Students with Anxiety Disorders

Month/Year: _____

Clinician: _____

School: _____

Client identification number: _____

Instructions: Circle the factors that you targeted for this client, during this month. Please use the back to provide a brief description of your intervention.

Alleviating Risk Factors:

Community: Interventions were targeted toward...

1. ... minimizing negative effects of witnessing violence in the community
2. ... minimizing negative effects of low socio-economic status

Family: Interventions were targeted toward...

3. ... helping single parent identify sources of support
4. ... decreasing parental overprotection
5. ... decreasing parental conflict
6. ... decreasing family enmeshment

School: Interventions were targeted toward...

7. ... increasing academic self-efficacy
8. ... increasing academic achievement

Individual/Peer: Interventions were targeted toward...

9. ... decreasing self-oriented perfectionism
10. ... accessing resources to address brain injury/physical trauma
11. ... building ability to cope with stressful life events
12. ... increasing ability to cope with recent stressor
13. ... increasing general self-efficacy
14. ... increasing adaptive learned response
15. ... obtaining treatment for substance abuse
16. ... modifying depressive attribution style
17. ... increasing internal locus of control (also a protective factor)
18. ... increasing self-esteem (also a protective factor)

Augmenting Protective Factors:

Family: Interventions were targeted toward...

1. ...creating a more consistent home/family routine
2. ...increasing family support

School: Interventions were targeted toward...

3. ...removing stressors
4. ...increasing social support

Individual/Peer: Interventions were targeted toward...

5. ...increasing feelings of self-worth
6. ...increasing physical activity
7. ...building upon social skills
8. ...teaching/strengthening problem-solving coping strategies

Depression: Risk and Protective Factors

Risk Factors	Protective Factors
Community	
Witnessing community violence	Social support
Family	
Death of a parent or loved one	Close knit family
Parental divorce	Parental support
Parental neglect/maltreatment	
Witnessing home violence	
Family history of problem	
School	
Experiencing bullying	School-based education/intervention programs
Individual	
Break-up of a romantic relationship	High self-esteem
Learning disability/disorder	Internal locus of control
Stress/stressful life events	Healthy diet/good health practices
Prior suicide attempts	Religious beliefs/involvement
Low self-esteem	Self-appraisal
Academic difficulties	Social self-efficacy
Chronic Illness, such as diabetes or asthma	Inherent skills in problem solving or conflict resolution
Victim of abuse or neglect	
Incarceration	

Building Assets & Reducing Risk Tracking targeted interventions: Students with Depressive Disorders

Month/Year: _____

Clinician: _____

School: _____

Client identification number: _____

Instructions: Circle the factors that you targeted for this client, during this month. Please use the back to provide a brief description of your intervention.

Alleviating Risk Factors:

Community: Interventions were targeted toward...

1. ... minimizing negative effects of child abuse
2. ... minimizing negative effects of community violence

Family: Interventions were targeted toward...

3. ... helping student with bereavement following death of a parent
4. ... helping student manage reactions to parental divorce
5. ... minimizing negative effects of parental neglect/maltreatment
6. ... creating safety plan to be used in event of home violence

School: Interventions were targeted toward...

7. ... working with students, teachers, staff to protect student from bullying

Individual/Peer: Interventions were targeted toward...

8. ... helping student manage reactions to break-up of romantic relationship
9. ... accessing resources to address learning disability/disorder
10. ... helping student manage stress and stressful life events
11. ... increasing self-esteem (also a protective factor)
12. ... overcoming academic difficulties
13. ... helping student manage reactions to chronic illness

Depressive Disorders, p. 2

Augmenting Protective Factors:

Community: Interventions were targeted toward...

1. ... building social support

Family: Interventions were targeted toward...

2. ... strengthening ties between family members
3. ... increasing parental support

School: Interventions were targeted toward...

4. ... working with student in school-based education/intervention program

Individual/Peer: Interventions were targeted toward...

5. ... building internal locus of control
6. ... education re: healthy diet/good health practices
7. ... building a more positive self-appraisal
8. ... increasing social self-efficacy

Disruptive Behavior Disorders: Risk and Protective Factors

Risk Factors	Protective Factors
Community	
Neighborhood criminality	Positive role models
Overcrowding	
Family	
Family history of problem	Positive parental influence
Severe parental discord	Consistent consequences and well defined expectations from family
Parent's incarceration, or psychopathology	
Large family size	
Excessive sibling rivalry	
Inconsistent, harsh discipline	
Permissive/poor parental monitoring	
Early rejection by caregivers	
Neglect, abuse, or violence	
School	
Maladaptive peers	Meaningful activities
	Pro-social peers or activities
Individual	
Low investment in school	Good social skills
Economic hardship	Spirituality
High emotional reactivity/inability to regulate emotion	Attachment to caregivers or supportive adults
Difficulty being soothed	
High motor activity	
Early institutionalization	
Neurological damage caused by low birth weight or birth complications	
Fearlessness or stimulation seeking behavior	
Learning impairments	
Autonomic under arousal	
Insensitivity to physical pain or punishment	
Hostile attributions	

Building Assets & Reducing Risk Tracking targeted interventions: Students with Disruptive Behavior Disorders

Month/Year: _____

Clinician: _____

School: _____

Client identification number: _____

Instructions: Circle the factors that you targeted for this client, during this month. Please use the back to provide a brief description of your intervention.

Alleviating Risk Factors:

Family: Interventions were targeted toward...

1. ... decreasing parental discord
2. ... helping parents seek treatment for own mental illness
3. ... decreasing sibling rivalry
4. ... lessening use of harsh or inconsistent discipline
5. ... increasing parental monitoring
6. ... limiting negative impact of neglect/abuse/violence

School: Interventions were targeted toward...

7. ... implementing large-group interventions to increase adaptive responses of peers

Individual/Peer: Interventions were targeted toward...

8. ... increasing investment in school
9. ... helping family to improve economic situation
10. ... working to alleviate emotional reactivity
11. ... teaching adaptive self-soothing strategies
12. ... decreasing stimulation seeking behavior
13. ... accessing resources to address learning impairments
14. ...decreasing hostile attributions

Disruptive Behavior Disorders, p. 2

Augmenting Protective Factors:

Community: Interventions were targeted toward...

1. ... identifying positive role models

Family: Interventions were targeted toward...

2. ... strengthening positive parental influence
3. ... building family's ability to provide consistent consequences/well-defined expectations

School: Interventions were targeted toward...

4. ... involving student in meaningful activities
5. ... helping student increase involvement with pro-social peers or activities

Individual/Peer: Interventions were targeted toward...

5. ... building social skills
6. ...building attachment to caregivers/supportive adults

Substance Abuse: Risk and Protective Factors

Risk Factors	Protective Factors
Community	
Low neighborhood attachment and community disorganization	Community bonding
Community laws and norms (favorable toward drug use)	Healthy beliefs and clear standards
Transitions and mobility	Community sponsored substance abuse prevention efforts and programs
Availability of drugs	Availability of constructive recreation
Extreme economic deprivation	High monitoring of youth's activities
Poverty	
Family	
Harsh and ineffective parenting skills	Consistency in rule enforcement
Favorable parental attitudes and involvement in the problem behavior	Reinforcement for pro-social involvement
Poor monitoring	High parental monitoring
Poor connections with parents	Strong parental/family bonding
Low cognitive stimulation	Positive family dynamics
Marital discord	No tobacco and other substance use/abuse in family
Family management problems	Extended family networks
Family conflict/abuse	
Parent criminal activity	
Parent substance abuse/history of substance abuse	
Life stressors	
Parent mental illness	
School	
Ineffective teacher responses	Strong classroom management
Classroom aggression	Norm of positive behavior
Academic failure beginning in late elementary school	Pro-social opportunities
Truancy	Academic achievement
	Regular school attendance
Individual/Peer	
Poor conflict management skills	Social competence (responsiveness, cultural flexibility, empathy, caring communication skills, and a sense of humor)
Poor social skills	Autonomy (sense of identity, self-efficacy, self-awareness, task-mastery, and adaptive distancing from negative messages and conditions)
Impulsivity	Sense of purpose and belief in bright future (goal direction, educational aspirations, optimism, faith, and spiritual connectedness)
Favorable attitudes toward substance abuse	Problem-solving (planning, teamwork, and critical and creative thinking)
Early initiation of problem behavior	Social bonding
Low school readiness	
Language and learning delays	

Attention deficit disorder & difficult temperament	
Deviant peers	
Peer rejection	

Building Assets & Reducing Risk Tracking targeted interventions: Students with Substance Use/Abuse

Month/Year: _____

Clinician: _____

School: _____

Client identification number: _____

Instructions: Circle the factors that you targeted for this client, during this month. Please use the back to provide a brief description of your intervention.

Alleviating Risk Factors:

Family: Interventions were targeted toward...

1. ... decreasing use of harsh discipline
2. ... helping parents who use substances seek treatment
3. ... decreasing poor parental monitoring
4. ... building stronger connections with parents
5. ... building cognitive stimulation at home
6. ... helping parents address marital discord
7. ... decreasing family management problems
8. ... helping parents seek treatment for mental illness

School: Interventions were targeted toward...

9. ... increasing effectiveness of teacher responses
10. ... decreasing classroom aggression
11. ... addressing academic difficulties/possible failure
12. ... decreasing truancy

Individual/Peer: Interventions were targeted toward...

13. ... teaching conflict management skills
14. ... building social skills
15. ... decreasing impulsivity
16. ... educating re: effects of substance use
17. ... assessing for/addressing early initiation of substance use
18. ... addressing language/learning delays through accessing special ed resources
19. ... treating ADD

Substance Use/Abuse, p. 2

Augmenting Protective Factors:

Community: Interventions were targeted toward...

1. ... implementing/strengthening community-sponsored substance abuse prevention efforts
2. ... strengthening constructive recreation opportunities
3. ... increasing monitoring of youth activities

Family: Interventions were targeted toward...

4. ... strengthening consistent rule enforcement
5. ... helping family implement reinforcement for pro-social involvement
6. ... increasing parental monitoring
7. ... strengthening family bonding
8. ... building positive family dynamics
9. ... strengthening extended family networks

School: Interventions were targeted toward...

10. ... strengthening classroom management
11. ... promoting norm of positive behavior
12. ... helping student increase involvement with pro-social peers or activities
13. ... promoting academic achievement

Individual/Peer: Interventions were targeted toward...

14. ... building social competence
15. ... building autonomy
16. ... augmenting sense of purpose and believe in bright future
17. ... strengthening problem-solving capabilities
18. ... promoting social bonding