

# Risk and protective factors for Alcohol and Drug Use

	Risk Factors	Protective Factors
<b>Society</b>	<ul style="list-style-type: none"> <li>• Impoverishment</li> <li>• Unemployment and underemployment</li> <li>• Discrimination</li> <li>• Pro-AOD-use messages in the media</li> </ul>	<ul style="list-style-type: none"> <li>• Media literacy (resistance to pro-use messages)</li> <li>• Decreased accessibility</li> <li>• Increased pricing through taxation</li> <li>• Raised purchasing age and enforcement</li> <li>• Stricter driving-under-the-influence laws</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>• Availability of AOD</li> <li>• Community laws, norms favorable toward AOD</li> <li>• Extreme economic and social deprivation</li> <li>• Transition and mobility</li> <li>• Low neighborhood attachment and community disorganization</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for participation as active members of the community</li> <li>• Decreasing AOD accessibility</li> <li>• Cultural norms that set high expectations for youth</li> <li>• Social networks and support systems within the community</li> </ul>
<b>School</b>	<ul style="list-style-type: none"> <li>• Academic failure beginning in elementary school</li> <li>• Low commitment to school</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for prosocial involvement</li> <li>• Rewards/recognition for prosocial involvement</li> <li>• Healthy beliefs and clear standards for behavior</li> <li>• Baring and support from teachers and staff</li> <li>• Positive instructional climate</li> </ul>
<b>Family</b>	<ul style="list-style-type: none"> <li>• Family history of AOD use</li> <li>• Family management problems</li> <li>• Family conflict</li> <li>• Parental beliefs about AOD</li> </ul>	<ul style="list-style-type: none"> <li>• Bonding (positive attachments)</li> <li>• Healthy beliefs and clear standards for behavior</li> <li>• High parental expectations</li> <li>• A sense of basic trust</li> <li>• Positive family dynamics</li> </ul>
<b>Peer</b>	<ul style="list-style-type: none"> <li>• Association with peers who use or value AOD use</li> <li>• Association with peers who reject mainstream activities and pursuits</li> <li>• Susceptibility to negative peer pressure</li> <li>• Easily influenced by peers</li> </ul>	<ul style="list-style-type: none"> <li>• Association with peers who are involved in school, recreation service, religion, or other organized activities</li> <li>• Resistance to negative peer pressure</li> <li>• Not easily influenced by peers</li> </ul>
<b>Individual</b>	<ul style="list-style-type: none"> <li>• Biological and psychological dispositions</li> <li>• Positive beliefs about AOD use</li> <li>• Early initiation of AOD use</li> <li>• Negative relationships with adults</li> <li>• Risk-taking propensity/impulsivity</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for prosocial involvement</li> <li>• Rewards/recognition for prosocial involvement</li> <li>• Healthy beliefs and clear standards for behavior</li> <li>• Positive sense of self</li> <li>• Negative beliefs about AOD</li> <li>• Positive relationships with adults</li> </ul>

Source: Adapted from: D'Amico, EJ, Osilla, KC. Prevention and intervention in the school setting. Edited by KJ Sher. Oxford: Oxford University Press, 2016. Vol. 2 of The Oxford Handbook of Substance Use and Substance Use Disorders, p. 678.