

Family Protective Influences Fact Sheet 2025

Issaquah School District, Grade 6

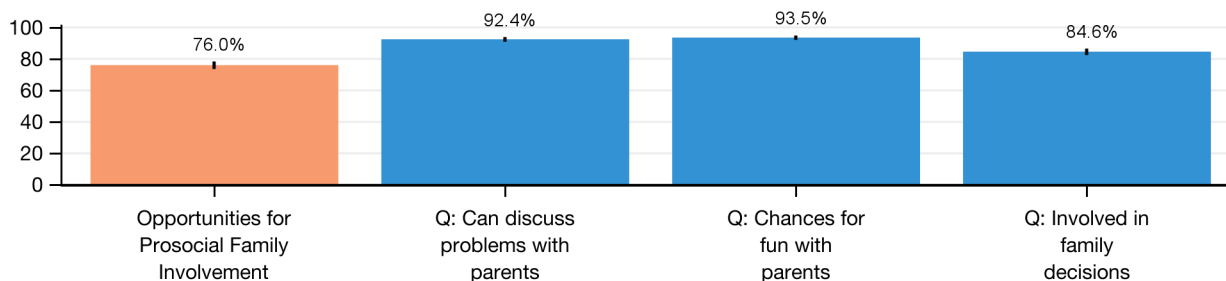
Students surveyed = 1,336

Introduction

- Researchers at the University of Washington Social Development Research Group (UW SDRG) developed a public health model for the prevention of youth substance use and other behaviors. Risk factors predict substance use or other behaviors, while protective factors can prevent substance use or protect against the effects of those risks. Effective prevention focuses on reducing risk and increasing protection. Additional details are available here: [Risk and Protective Factors on HYS](#)
- Each risk and protective factor in the HYS is measured with two or more questions to include multiple dimensions of the factor. The charts and tables below refer to the “percent of students protected,” which is defined as the percent of students whose scores were above a protection cutpoint determined by UW SDRG researchers.
- Addressing community risk and protective factors can look like building community cohesion, creating and enforcing local policies, and more. More information on effective community based prevention is available here: [The Power of Prevention Across Domains](#)

Protective Factor: Opportunities for Prosocial Family Involvement with Component Questions - Grade 6, 2025

% of students protected



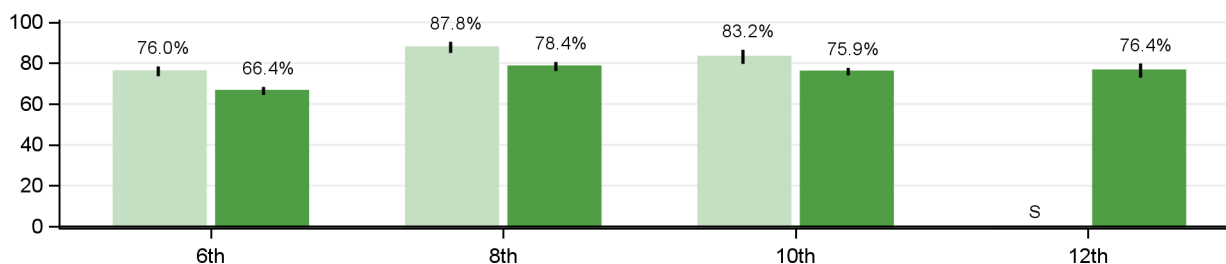
The bar chart above shows Protective Factor: Opportunities for Prosocial Family Involvement with Component Questions for Grade 6, 2025. The measures and values are:

Measure	Value
Opportunities for Prosocial Family Involvement	76.0% $\pm$ 2.4%
Question - can discuss problems with parents	92.4% $\pm$ 1.5%
Question - chances for fun with parents	93.5% $\pm$ 1.4%
Question - involved in family decisions	84.6% $\pm$ 2.0%

Protective Factor: Opportunities for Prosocial Family Involvement, All Grades, 2025

Local State

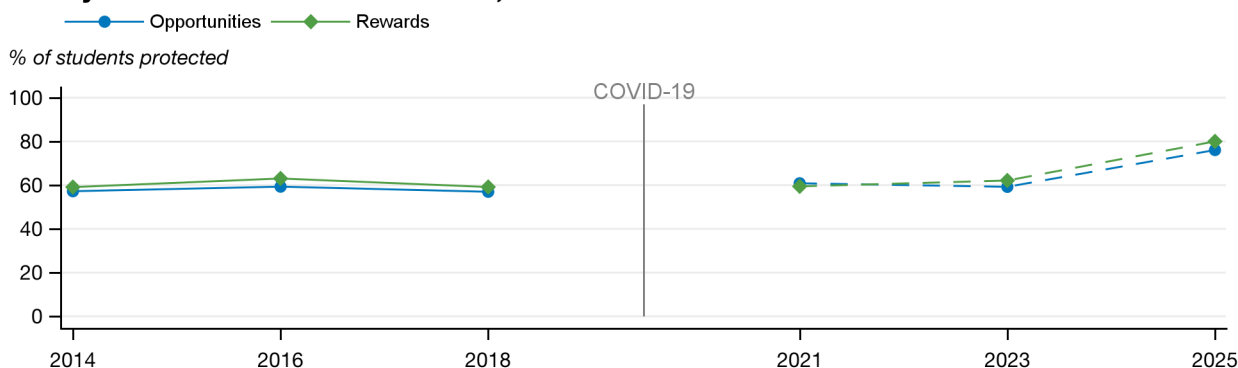
% of students protected



The bar chart above compares Issaquah School District (local results) to the state sample results for Protective Factor: Opportunities for Prosocial Family Involvement for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	76.0% $\pm$ 2.4%	66.4% $\pm$ 2.0%
8th grade	87.8% $\pm$ 2.7%	78.4% $\pm$ 2.2%
10th grade	83.2% $\pm$ 3.4%	75.9% $\pm$ 1.8%
12th grade	suppressed	76.4% $\pm$ 3.5%

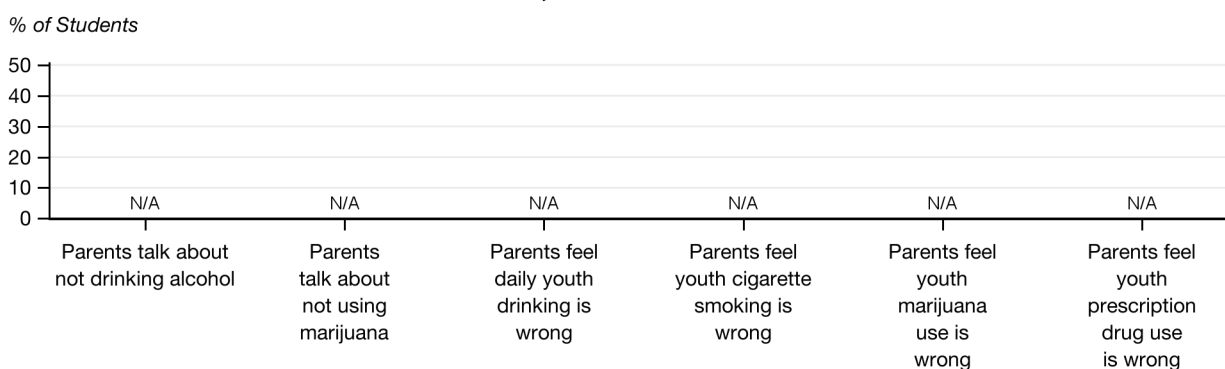
Family Protective Factor - 2014-2025, Grade 6



The trend plot above shows measures of Family Protective Factor between 2014 and 2025 for Grade 6. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Opportunities	57.2% ±2.7% ↓	59.3% ±2.6%	57% ±2.6%	60.8% ±2.8% ↑	59.2% ±2.7%	76% ±2.4% ↑
Rewards	59.1% ±2.7% ↓	63% ±2.6% ↑	59.1% ±2.6% ↓	59.4% ±2.8%	62.1% ±2.6%	80% ±2.3% ↑

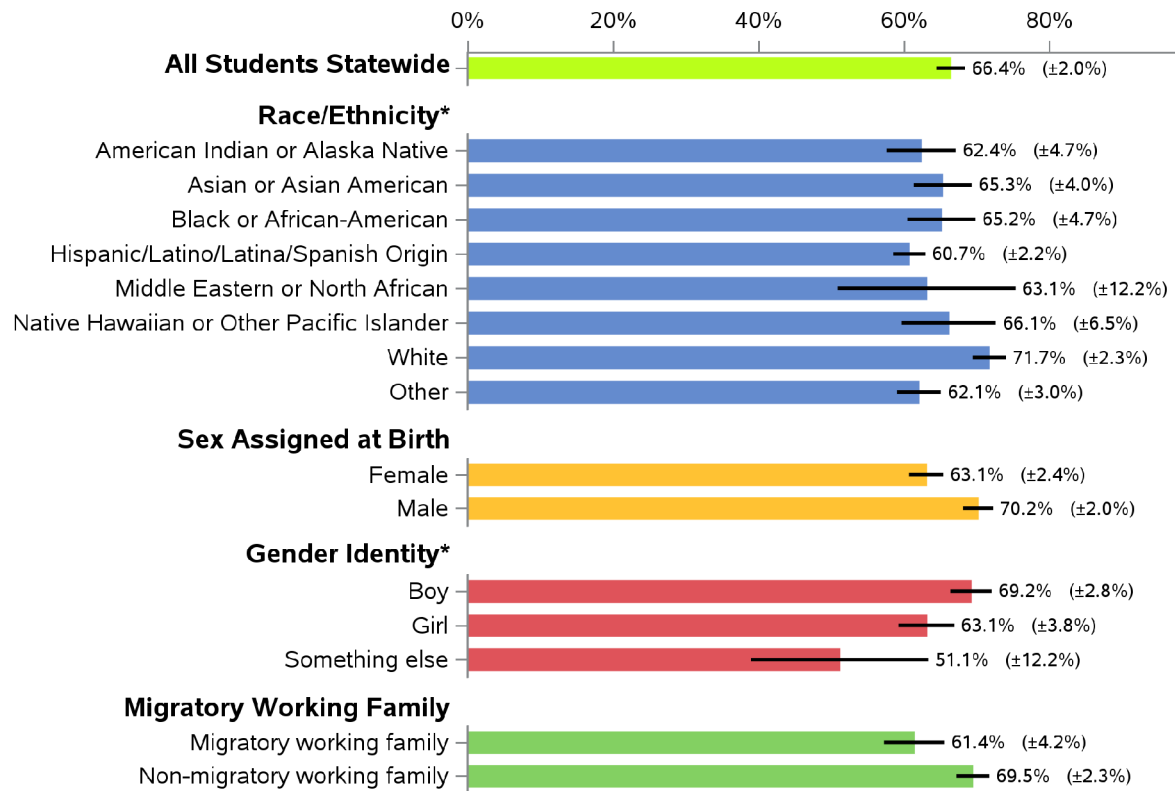
Parental Protective Influences - Grade 6, 2025



The bar chart above shows Parental Protective Influences for Grade 6, 2025. The measures and values are:

Measure	Value
Parents talk about not drinking alcohol	not asked of grade
Parents talk about not using marijuana	not asked of grade
Parents feel daily youth drinking is wrong	not asked of grade
Parents feel youth cigarette smoking is wrong	not asked of grade
Parents feel youth marijuana use is wrong	not asked of grade
Parents feel youth prescription drug use is wrong	not asked of grade

Statewide Relationship between Opportunities for Prosocial Family Involvement and Demographics, Grade 6, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

The bar chart above shows the statewide relationship between Opportunities for Prosocial Family Involvement and Demographics for Grade 6, 2025

- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
- Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", "something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.
- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide	66.4% $\pm$ 2.0%
By Race/Ethnicity	
American Indian or Alaska Native	62.4% $\pm$ 4.7%
Asian or Asian American	65.3% $\pm$ 4.0%
Black or African-American	65.2% $\pm$ 4.7%
Hispanic/Latino/Latina/Spanish Origin	60.7% $\pm$ 2.2%
Middle Eastern or North African	63.1% $\pm$ 12.2%
Native Hawaiian or Other Pacific Islander	66.1% $\pm$ 6.5%
White	71.7% $\pm$ 2.3%
Other	62.1% $\pm$ 3.0%
By Sex Assigned at Birth	
Female	63.1% $\pm$ 2.4%
Male	70.2% $\pm$ 2.0%
By Gender Identity	
Boy	69.2% $\pm$ 2.8%
Girl	63.1% $\pm$ 3.8%
Something else	51.1% $\pm$ 12.2%
By Migratory Working Family	
Migratory working family	61.4% $\pm$ 4.2%
Non-migratory working family	66.9% $\pm$ 2.0%

For More Information

- Several research briefs on substance use and mental health promotion topics have been developed by the Prevention Research Collaborative. Find them here:
<https://theathenaforum.org/prevention-101/research-briefs-substance-use-prevention-and-mental-health-promotion>
- Parents, schools, and communities can work together to keep youth healthy and safe. To learn more go to the Start Talking Now website: www.StartTalkingNow.org
- To find out about prevention coalitions in your area and how to get involved, go to
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- For free guides on preventing alcohol and other drug use, visit the ADAI Clearinghouse
<http://adaiclearinghouse.net>
- For prevention tips and other online resources visit <https://focusonyouwa.org> and www.DrugFree.org
- For 24 hour help for mental health, substance abuse and problem gambling, call 1-866-789-1511 or visit
www.waRecoveryHelpLine.org

Data Notes

Prevalence on charts is displayed with 95% confidence intervals (as $\pm$ or black bar |)

▲ ▼ indicates a significant change from the previous year, $p < 0.05$. Color indicates a **positive** or **negative** difference

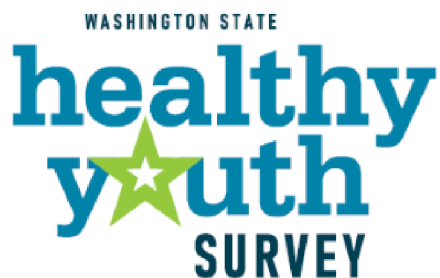
For HYS 2025, some questions and response options were modernized in consultation with the University of Washington Social Development Research Group. Trends over time that include these questions should be interpreted with caution.

Missing Codes:

- S = results suppressed due to insufficient reporting from students of school
- N/G = grade not available
- N/S = question was not surveyed this year
- N/A = question was not asked of this grade
- ns = no significant difference between groups in the Statewide relationship charts

Acknowledgements

The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Health Care Authority - Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board.



Family Protective Influences Fact Sheet 2025

Issaquah School District, Grade 8

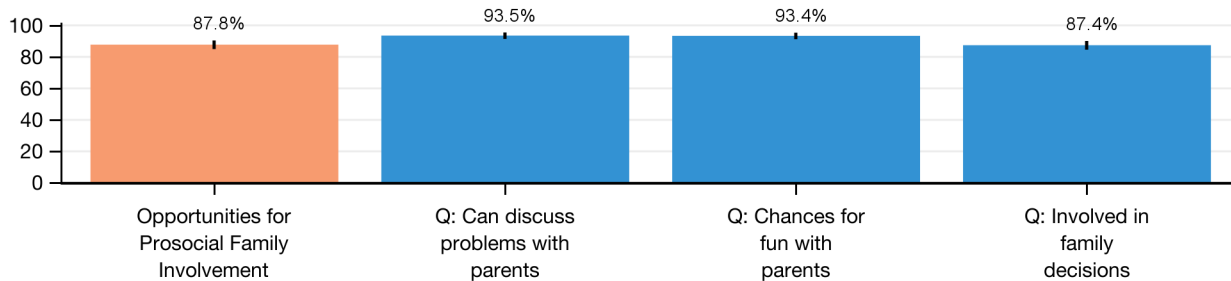
Students surveyed = 1,293

Introduction

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- Each risk and protective factor in the HYS is measured with two or more questions to include multiple dimensions of the factor. The charts and tables below refer to the “percent of students protected,” which is defined as the percent of students whose scores were above a protection cutpoint determined by UW SDRG researchers.
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Protective Factor: Opportunities for Prosocial Family Involvement with Component Questions - Grade 8, 2025

% of students protected



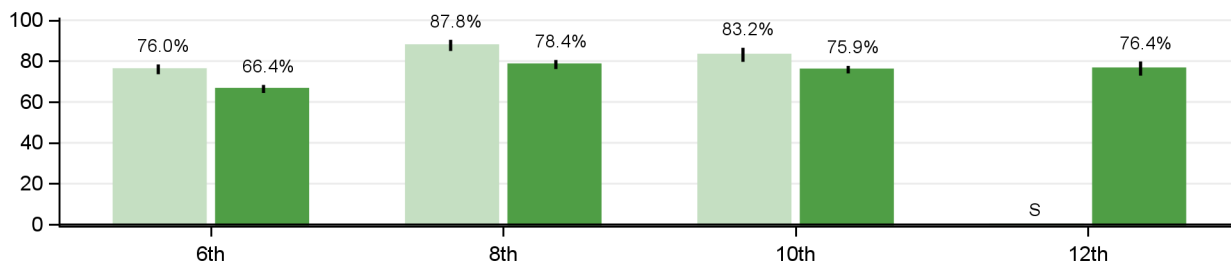
The bar chart above shows Protective Factor: Opportunities for Prosocial Family Involvement with Component Questions for Grade 8, 2025. The measures and values are:

Measure	Value
Opportunities for Prosocial Family Involvement	87.8% $\pm$ 2.7%
Question - can discuss problems with parents	93.5% $\pm$ 2.1%
Question - chances for fun with parents	93.4% $\pm$ 2.1%
Question - involved in family decisions	87.4% $\pm$ 2.8%

Protective Factor: Opportunities for Prosocial Family Involvement, All Grades, 2025

Local State

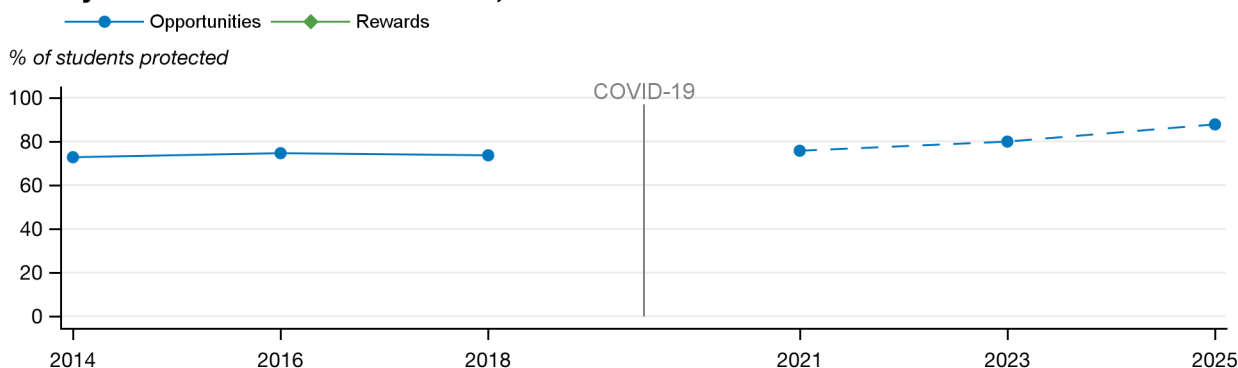
% of students protected



The bar chart above compares Issaquah School District (local results) to the state sample results for Protective Factor: Opportunities for Prosocial Family Involvement for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	76.0% $\pm$ 2.4%	66.4% $\pm$ 2.0%
8th grade	87.8% $\pm$ 2.7%	78.4% $\pm$ 2.2%
10th grade	83.2% $\pm$ 3.4%	75.9% $\pm$ 1.8%
12th grade	suppressed	76.4% $\pm$ 3.5%

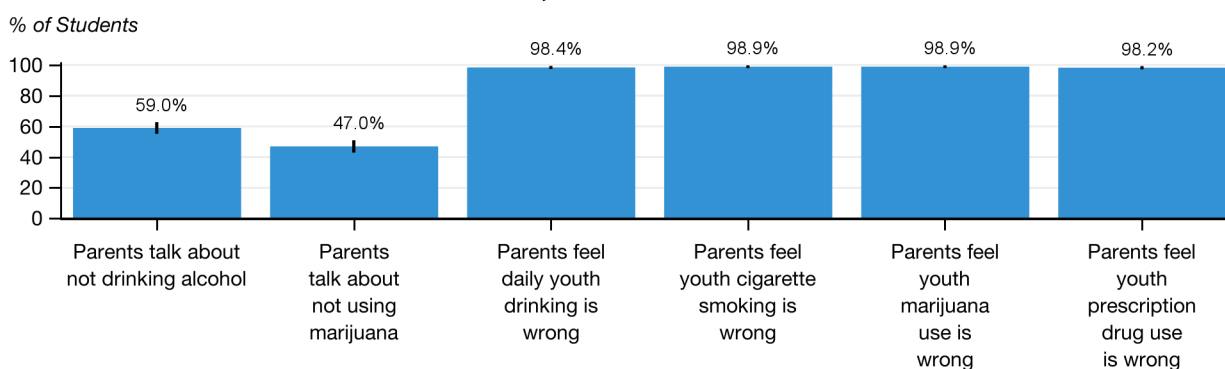
Family Protective Factor - 2014-2025, Grade 8



The trend plot above shows measures of Family Protective Factor between 2014 and 2025 for Grade 8. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Opportunities	72.8% ±3.7%	74.6% ±3.4%	73.6% ±3.6%	75.7% ±3.5%	79.9% ±3.2%	87.8% ±2.7% ↑
Rewards	not asked of grade	not asked of grade	not asked of grade	not asked of grade	not asked of grade	not asked of grade

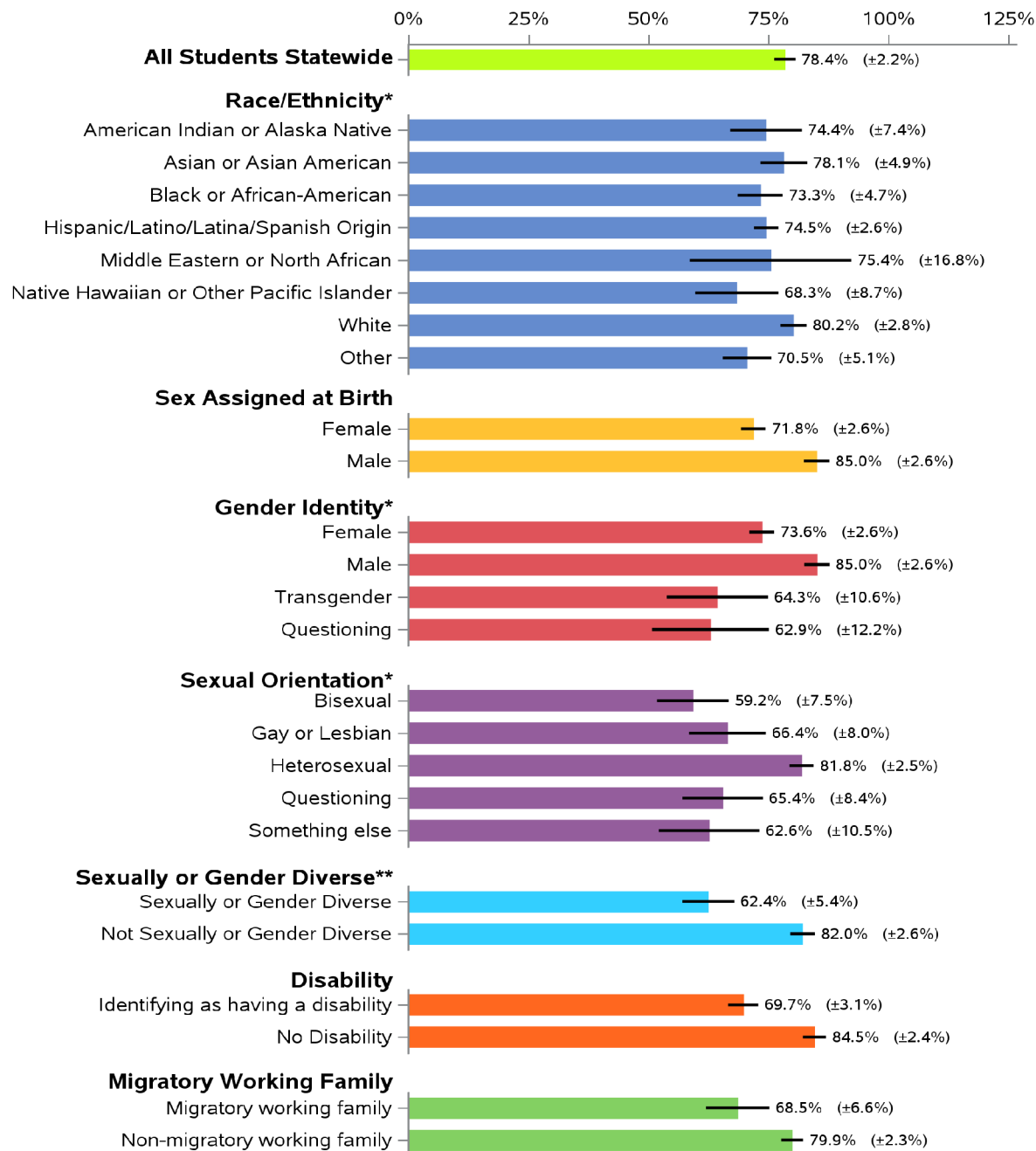
Parental Protective Influences - Grade 8, 2025



The bar chart above shows Parental Protective Influences for Grade 8, 2025. The measures and values are:

Measure	Value
Parents talk about not drinking alcohol	59.0% ±3.8%
Parents talk about not using marijuana	47.0% ±4.0%
Parents feel daily youth drinking is wrong	98.4% ±1.0%
Parents feel youth cigarette smoking is wrong	98.9% ±0.9%
Parents feel youth marijuana use is wrong	98.9% ±0.9%
Parents feel youth prescription drug use is wrong	98.2% ±1.0%

Statewide Relationship between Opportunities for Prosocial Family Involvement and Demographics, Grade 8, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

**Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", "something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.

The bar chart above shows the statewide relationship between Opportunities for Prosocial Family Involvement and Demographics for Grade 8, 2025

- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
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- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide 78.4% $\pm$ 2.2%

By Race/Ethnicity

American Indian or Alaska Native	74.4% $\pm$ 7.4%
Asian or Asian American	78.1% $\pm$ 4.9%
Black or African-American	73.3% $\pm$ 4.7%
Hispanic/Latino/Latina/Spanish Origin	74.5% $\pm$ 2.6%
Middle Eastern or North African	75.4% $\pm$ 16.8%
Native Hawaiian or Other Pacific Islander	68.3% $\pm$ 8.7%
White	80.2% $\pm$ 2.8%
Other	70.5% $\pm$ 5.1%

By Sex Assigned at Birth

Female	71.8% $\pm$ 2.6%
Male	85.0% $\pm$ 2.6%

By Gender Identity

Female	73.6% $\pm$ 2.6%
Male	85.0% $\pm$ 2.6%
Transgender	64.3% $\pm$ 10.6%
Questioning	62.9% $\pm$ 12.2%

By Sexual Orientation

Bisexual	59.2% $\pm$ 7.5%
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By Sexual Orientation

Gay or Lesbian	66.4% $\pm$ 8.0%
Heterosexual	81.8% $\pm$ 2.5%
Questioning	65.4% $\pm$ 8.4%
Something else	62.6% $\pm$ 10.5%

By Sexually or Gender Diverse

Sexually or Gender Diverse	62.4% $\pm$ 5.4%
Not Sexually or Gender Diverse	82.0% $\pm$ 2.6%

By Disability

Identifying as having a disability	69.7% $\pm$ 3.1%
No Disability	84.5% $\pm$ 2.4%

By Migratory Working Family

Migratory working family	68.5% $\pm$ 6.6%
Non-migratory working family	79.2% $\pm$ 2.2%
Non-migratory working family	79.2% $\pm$ 2.2%

For More Information

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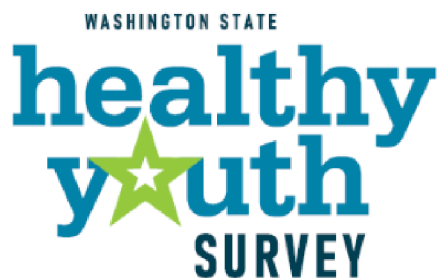
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Family Protective Influences Fact Sheet 2025

Issaquah School District, Grade 10

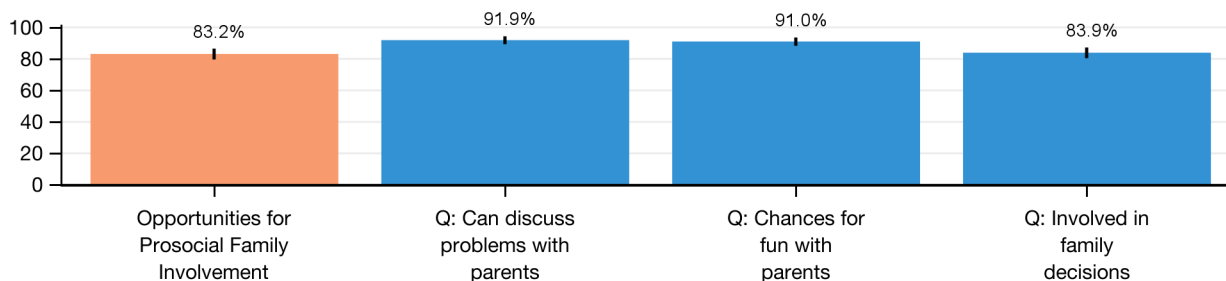
Students surveyed = 1,042

Introduction

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Protective Factor: Opportunities for Prosocial Family Involvement with Component Questions - Grade 10, 2025

% of students protected



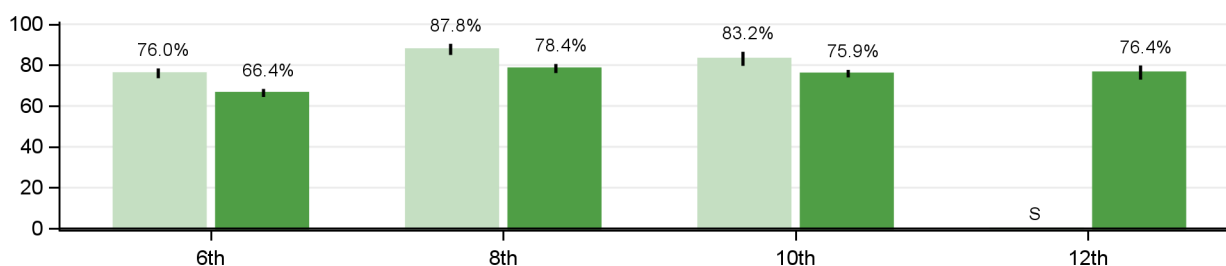
The bar chart above shows Protective Factor: Opportunities for Prosocial Family Involvement with Component Questions for Grade 10, 2025. The measures and values are:

Measure	Value
Opportunities for Prosocial Family Involvement	83.2% $\pm$ 3.4%
Question - can discuss problems with parents	91.9% $\pm$ 2.5%
Question - chances for fun with parents	91.0% $\pm$ 2.6%
Question - involved in family decisions	83.9% $\pm$ 3.4%

Protective Factor: Opportunities for Prosocial Family Involvement, All Grades, 2025

Local State

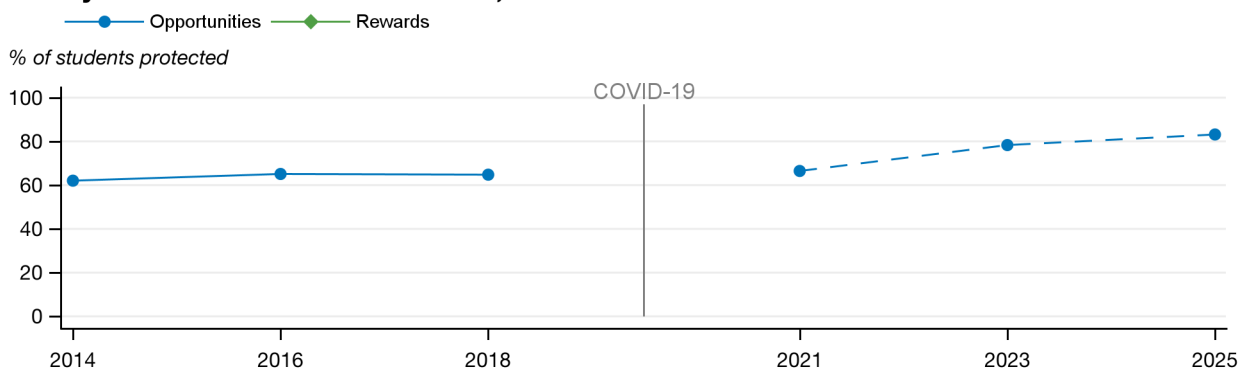
% of students protected



The bar chart above compares Issaquah School District (local results) to the state sample results for Protective Factor: Opportunities for Prosocial Family Involvement for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	76.0% $\pm$ 2.4%	66.4% $\pm$ 2.0%
8th grade	87.8% $\pm$ 2.7%	78.4% $\pm$ 2.2%
10th grade	83.2% $\pm$ 3.4%	75.9% $\pm$ 1.8%
12th grade	suppressed	76.4% $\pm$ 3.5%

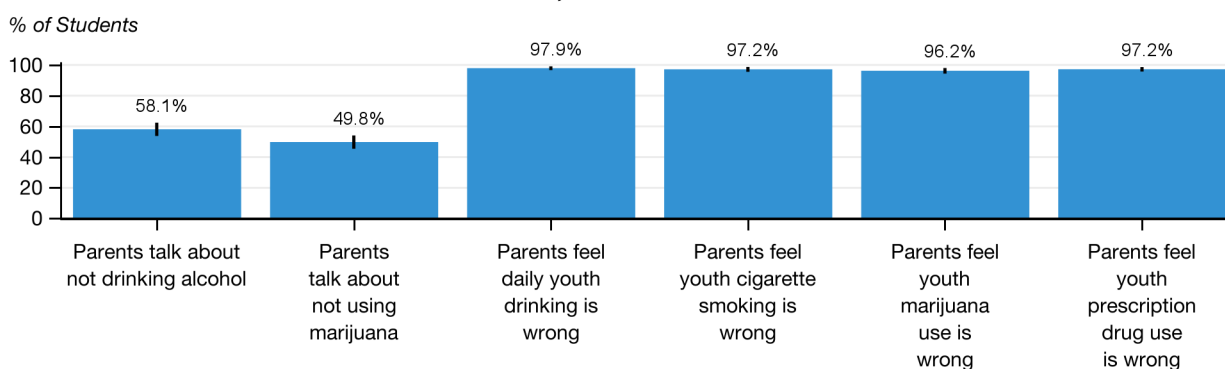
Family Protective Factor - 2014-2025, Grade 10



The trend plot above shows measures of Family Protective Factor between 2014 and 2025 for Grade 10. The measures and values are:

Measure	2014	2016	2018	2021	2023	2025
Opportunities	62% ±4.3%	65.1% ±4.2%	64.8% ±3.8%	66.5% ±4.1%	78.3% ±3.6%	83.2% ±3.4%
Rewards	<i>not asked of grade</i>	<i>not asked of grade</i>	<i>not asked of grade</i>	<i>not asked of grade</i>	<i>not asked of grade</i>	<i>not asked of grade</i>

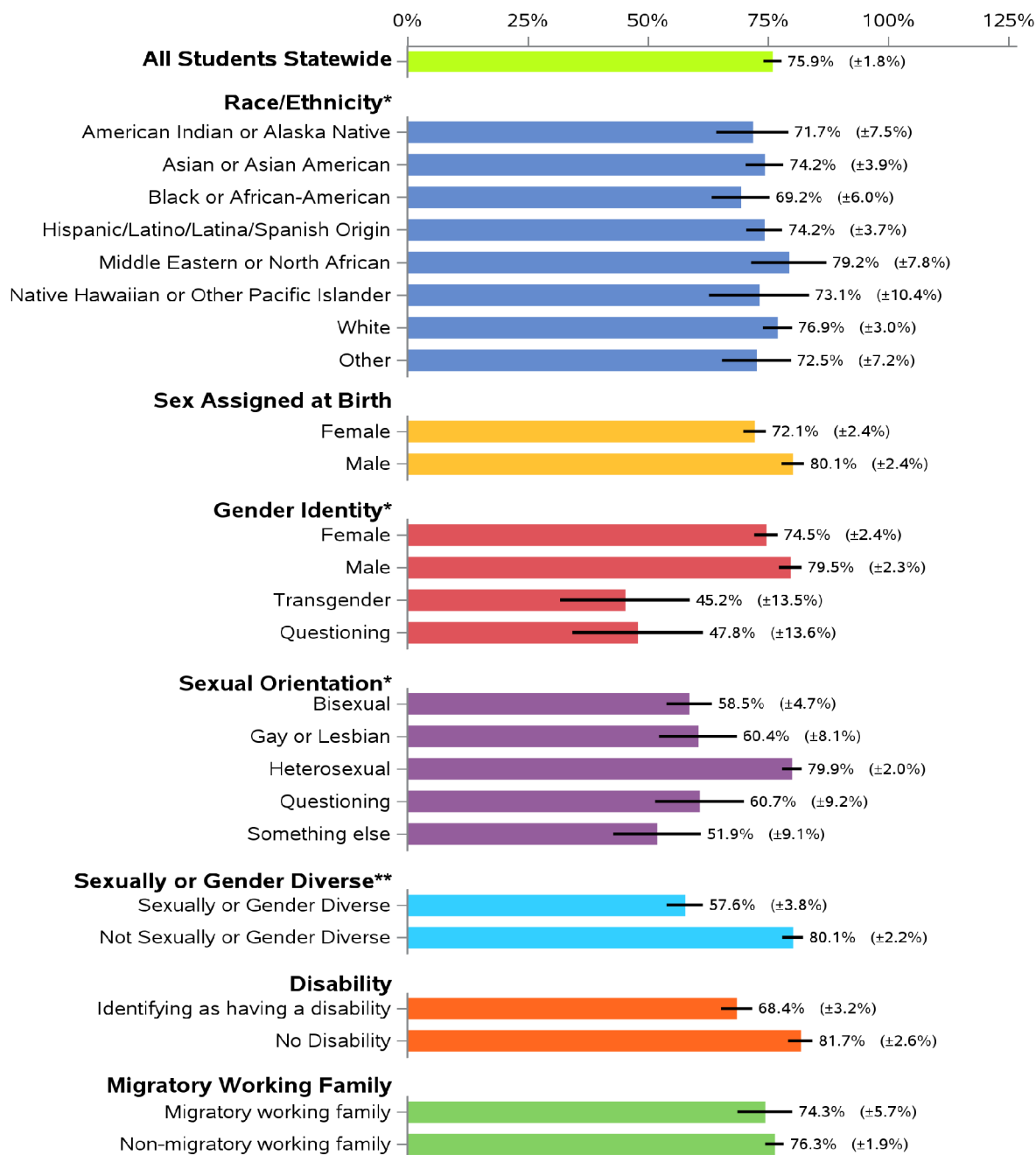
Parental Protective Influences - Grade 10, 2025



The bar chart above shows Parental Protective Influences for Grade 10, 2025. The measures and values are:

Measure	Value
Parents talk about not drinking alcohol	58.1% ±4.3%
Parents talk about not using marijuana	49.8% ±4.3%
Parents feel daily youth drinking is wrong	97.9% ±1.2%
Parents feel youth cigarette smoking is wrong	97.2% ±1.6%
Parents feel youth marijuana use is wrong	96.2% ±1.8%
Parents feel youth prescription drug use is wrong	97.2% ±1.4%

Statewide Relationship between Opportunities for Prosocial Family Involvement and Demographics, Grade 10, 2025



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- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
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- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide 75.9% $\pm$ 1.8%

By Race/Ethnicity

American Indian or Alaska Native	71.7% $\pm$ 7.5%
Asian or Asian American	74.2% $\pm$ 3.9%
Black or African-American	69.2% $\pm$ 6.0%
Hispanic/Latino/Latina/Spanish Origin	74.2% $\pm$ 3.7%
Middle Eastern or North African	79.2% $\pm$ 7.8%
Native Hawaiian or Other Pacific Islander	73.1% $\pm$ 10.4%
White	76.9% $\pm$ 3.0%
Other	72.5% $\pm$ 7.2%

By Sex Assigned at Birth

Female	72.1% $\pm$ 2.4%
Male	80.1% $\pm$ 2.4%

By Gender Identity

Female	74.5% $\pm$ 2.4%
Male	79.5% $\pm$ 2.3%
Transgender	45.2% $\pm$ 13.5%
Questioning	47.8% $\pm$ 13.6%

By Sexual Orientation

Bisexual	58.5% $\pm$ 4.7%
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By Sexual Orientation

Gay or Lesbian	60.4% $\pm$ 8.1%
Heterosexual	79.9% $\pm$ 2.0%
Questioning	60.7% $\pm$ 9.2%
Something else	51.9% $\pm$ 9.1%

By Sexually or Gender Diverse

Sexually or Gender Diverse	57.6% $\pm$ 3.8%
Not Sexually or Gender Diverse	80.1% $\pm$ 2.2%

By Disability

Identifying as having a disability	68.4% $\pm$ 3.2%
No Disability	81.7% $\pm$ 2.6%

By Migratory Working Family

Migratory working family	74.3% $\pm$ 5.7%
Non-migratory working family	76.0% $\pm$ 1.9%
Non-migratory working family	76.0% $\pm$ 1.9%

For More Information

- Several research briefs on substance use and mental health promotion topics have been developed by the Prevention Research Collaborative. Find them here:
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FACT SHEET

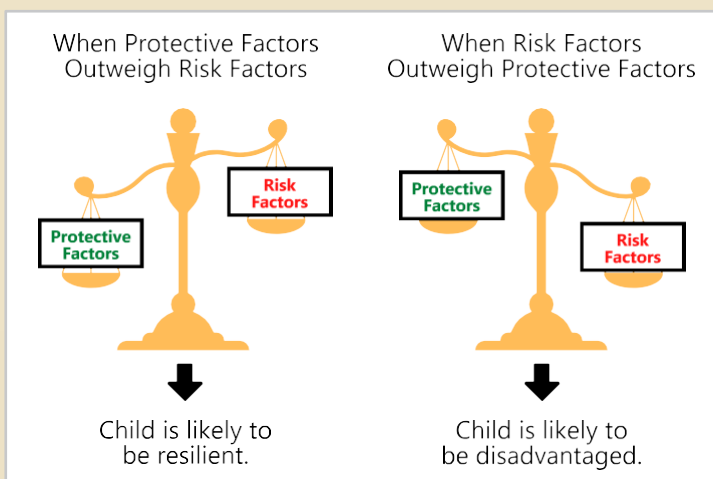
Risk and Protective Factors on the Healthy Youth Survey

Researchers at the University of Washington (UW) developed a public health model for the prevention of youth substance use and other behaviors, by identifying risk and protective factors.¹

- **Risk Factor** - something that may attribute to a problem.
- **Protective Factor** - something that helps to prevent a problem.

Taking a close look at youth risk and protective factors can help providers select appropriate programming and interventions.

Effective prevention focuses on reducing risk factors and strengthening protective factors. Comprehensive prevention efforts aim to ensure that protective factors outweigh risk factors at the individual, peer, family, school and community level.



<u>Peer-Individual Risk Factors</u>	Substance Use	Delinquency	Teen Pregnancy	School Dropout	Violence	Depression & Anxiety
Friends Who Use Drugs	**	**	**	**	**	
Favorable Attitudes Towards Drug Use	**	**	**	**	**	
Early Initiation of Drug Use	**	**	**	**	**	
Perceived Risk of Drug Use	**	**				
<u>Family Risk Factors</u>						
Poor Family Management	**	**	**	**	**	**
Parental Favorable Attitude Towards Drug Use	**	**			**	
<u>School Risk Factors</u>						
Academic Failure	**	**	**	**	**	**
Low Commitment to School	**	**	**	**	**	
<u>Community Risk Factors</u>						
Perceived Availability of Drugs	**				**	
Perceived Availability of Handguns		**			**	
Laws and Norms Favorable to Drug Use	**	**			**	
Low Neighborhood Attachment	**	**			**	

**= Risk Factor associated with increased likelihood of health risk behavior.

Family, School, and Community Protective Factors	Substance Use	Delinquency	Risky Sexual Behavior	School Dropout	Violence	Depression & Anxiety
Opportunities for Prosocial Involvement	**	**				
Rewards for Prosocial Involvement	**	**			**	**

**= Protective Factor has a positive influence against the health risk behavior

- Each Risk and Protective factor in the Healthy Youth Survey (HYS) is measured with two or more survey questions to include multiple dimensions of the factor.
- The Fact Sheets on Risk and Protective factors for the Healthy Youth Survey (<https://www.askhys.net/SurveyResults/FactSheets>), refer to the “percent of students at risk,” which is defined as the percent of students whose risk scores were above a certain number as determined by UW researchers.
- Data shows that youth who are not doing well academically, or who don’t believe that school is important, are likely to feel less connected and committed to school.²
- Data also shows that these same youth are likely to be those who are trying drugs or experiencing depression.³
- Researchers have identified best practice, evidence and research- based programs that can decrease risk factors and promote healthy family bonding, family management, strong social supports and positive school cultures.⁴

Providing youth with multiple opportunities to learn and grow while teaching them life skills, recognizing them for who they are, teaching and promoting positive relationships in all aspects of their life, and setting clear standards can help encourage them to achieve healthy behaviors.⁵

For More Information:

- Resources for parents on how to connect with their youth: <https://starttalkingnow.org/>
- Resources for schools: <https://ospi.k12.wa.us/student-success/health-safety/school-safety-center/mental-social-behavioral-health>
- Resources about mental health; National Alliance on Mental Health: <https://www.nami.org/Home>
- To find out about prevention coalitions in your area and how to get involved, go to: https://theathenaforum.org/community_prevention_and_wellness_initiative_cpwi

References:

1. J. David Hawkins, 1992
2. Coie and Jacobs, 1993; Coie et al., 1993; Hawkins et al., 1988; Rumberger, 1983, 1995; Yoshikawa, 1994
3. Conduct Problems Prevention Research Group [CPPRG], 1999; Grossman et al., 1997; Hawkins et al., 1999; Hawkins, Guo, Hill, Battin-Pearson, & Abbott, 2001
4. <https://depts.washington.edu/sdrg/research/>
5. <https://www.communitiesthatcare.net/>

These are the risk and protective factor questions that were asked on the 2021 survey:

<https://www.askhys.net/Resources/SurveyQuestionnaires>

Risk Factors

Peer-Individual Risk Factors

Friends Use Drugs

A peer-individual risk factor scale composed of four HYS questions.

- Think of your four closest friends. In the past year (12 months), how many of your closest friends have:
 - Smoked cigarettes?
 - Tried beer, wine, or hard liquor when their parent(s) didn't know about it?
 - Used marijuana?
 - Used LSD, cocaine, amphetamines, or other illegal drugs?

Favorable Attitudes Towards Drug Use

A peer-individual risk factor scale composed of four HYS questions.

- How wrong do you think it is for someone your age to:
 - Drink beer, wine, or hard liquor regularly?
 - Smoke cigarettes?
 - Smoke marijuana?
 - Use LSD, cocaine, amphetamines, or another illegal drug?

Perceived Risk of Drug Use

A peer-individual risk factor scale composed of four HYS questions.

- How much do you think people risk harming themselves if they:
 - Smoke one or more packs of cigarettes per day?
 - Try marijuana once or twice?
 - Smoke marijuana regularly (at least once or twice a week)?
 - Take one or two drinks of an alcoholic beverage nearly every day?

Early Initiation of Drug Use

A peer-individual risk factor scale composed of three HYS questions.

- How old were you the first time you:
 - Used marijuana?
 - Smoked a cigarette, even just a puff?
 - Had more than a sip or two of beer, wine, or hard liquor?

Family Risk Factors

Poor Family Management

A family protective scale composed of eight HYS questions.

- My parent or guardian ask if I've gotten my homework done.
- Would your parent or guardian know if you did not come home on time?
- When I am not at home, one of my parents or guardians knows where I am and who I am with.
- The rules in my family are clear.
- My family has clear rules about alcohol and drug use.
- In you drank some beer, wine, or liquor without your parent's or guardian's permission, would you be caught by them?
- If you carried a handgun without your parent's or guardian's permission, would you be caught by them?
- If you skipped school, would you be caught by your parent(s)/guardian(s)?

Parental Attitudes Favorable Towards Drug Use

A family risk factor scale composed of three HYS questions.

- How wrong do your does your parent or guardian feel it would be for you to:
 - Drink beer, wine, or hard liquor regularly (at least once or twice a month)?
 - Smoke cigarettes?
 - Use marijuana?

School Risk Factors

Academic Failure

A school risk factor scale composed of two HYS questions.

- Putting them all together, what were your grades like last year?
- Are your school grades better than the grades of most students in your class?

Low Commitment to School

A school risk factor scale composed of seven HYS questions.

- How often do you feel the schoolwork you are assigned is meaningful and important?
- How interesting are most of your courses to you?
- How important do you think the things you are learning in school are going to be for you later in life?
- Think back over the past year in school:
 - Enjoy school?
 - Dislike school?
 - Try to do your best work in school?
- During the LAST 4 WEEKS, how many whole days of school have you missed because you skipped or "cut"?

Community Risk Factors

Perceived Availability of Drugs

A community risk factor scale composed of four HYS questions.

- If you wanted to get:
 - Some beer, wine, or hard liquor, how easy would it be for you to get some?
 - Some cigarettes, how easy would it be for you to get some?
 - Some marijuana, how easy would it be for you to get some?
 - A drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?

Perceived Availability of Handguns

A community risk factor with one HYS question.

- If you wanted to get a handgun, how easy would it be for you to get one?

Laws and Norms Favorable to Drug Use

A community risk factor scale composed of six HYS questions.

- How wrong would most adults in your neighborhood think it was for kids your age:
 - To use marijuana?
 - To drink alcohol?
 - To smoke cigarettes?
- Would a kid in your neighborhood or community be caught by the police, if they:
 - Drank some beer, wine, or hard liquor?
 - Carried a handgun
 - Used marijuana

Low Neighborhood Attachment

A community risk factor scale composed of three HYS questions:

- I'd like to get out of my neighborhood or community.
- If I had to move, I would miss the neighborhood or community I now live in.
- I like my neighborhood / community.

Protective Factors

Family Protective Factors

Opportunities for Prosocial Family Involvement

A family protective scale composed of three HYS questions.

- If I had a personal problem, I could ask parent or guardian for help.
- My parent or guardian gives me lots of chances to do fun things with them.
- My parent or guardian asks me what I think before most family decisions affecting me are made.

Rewards for Prosocial Family Involvement

A family protective scale composed of three HYS questions

- My parent or guardian notices when I am doing a good job and let me know about it.
- How often does your parent or guardian tell you they're proud of you for something you've done?
- Do you enjoy spending time with your parents or guardians?

School Protective Factors

Opportunities for Prosocial School Involvement

A school protective factor scale composed of five HYS questions:

- In my school, students have lots of chances to help decide things like class activities and rules.
- There are lots of chances for students in my school to talk with a teacher one-on-one.
- Teachers ask me to work on special classroom projects.
- There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.
- I have lots of chances to be part of class discussions or activities.

Rewards for Prosocial School Involvement

A school protective factor scale composed of four HYS questions:

- My teacher(s) notices when I am doing a good job and lets me know about it.
- The school lets my parent(s)/guardians(s) know when I have done something well.
- I feel safe at my school.
- My teachers praise me when I work hard in school.

Community Protective Factors

Opportunities for Prosocial Community Involvement

A community protective factor scale that includes four HYS questions.

- There are adults in my neighborhood or community I could talk to about something important.
- Which of the following activities for people your age are available in your neighborhood or community?
 - Sports teams and recreation
 - Scouts, Camp Fire, 4-H Clubs, cultural activities, or other service clubs
 - Boys and Girls Club, YMCA, or other activity clubs

Rewards for Prosocial Community Involvement

A community protective factor scale that includes three HYS questions; only asked to 6th graders on Form C

- My neighbors notice when I am doing a good job and let me know.
- There are people in my neighborhood or community who encourage me to do my best.
- There are people in my neighborhood or community who are proud of me when I do something well.

Risk and Protective Factors Schedule

The Healthy Youth Survey has asked different Risk and Protective Factors over time. This table provides a list of factors that have been asked over the last 7 survey administrations.

	2010	2012	2014	2016	2018	2021	2023
Community Risk Factors							
Low Neighborhood Attachment	X ^S					X ^S	X ^S
Perceived Availability of Drugs	X	X	X	X	X	X	X
Perceived Availability of Handguns	X ^S	X ^S			X ^S	X ^S	X ^S
Laws And Norms Favorable to Drug Use	X	X	X	X	X	X	X
Community Protective Factors							
Opportunities for Prosocial Involvement	X ^S	X ^S	X ^S	X ^S	X ^S	X ^S	X ^S
Rewards for Prosocial Involvement	X ^E	X ^E	X ^E	X ^E	X ^E	X ^E	X
Family Risk Factors							
Poor Family Management	X ^{S,†}	X ^{S,†}	X ^S	X ^S	X ^S	X ^S	X ^S
Parental Attitudes Favorable towards Drug Use	X ^S	X ^S	X ^S	X ^S	X ^S	X ^S	X ^S
Family Protective Factors							
Opportunities for Prosocial Involvement	X [†]	X [†]	X	X	X	X	X
Rewards for Prosocial Involvement	X [†]	X [†]	X ^E	X ^E	X ^E	X ^E	X ^E
School Risk Factors							
Academic Failure	X	X	X	X	X	X	X
Low Commitment to School	X	X	X	X	X	X	X
School Protective Factors							
Opportunities for Prosocial Involvement	X ^S	X ^S	X ^S	X ^S	X ^S	X ^S	X ^S
Rewards for Prosocial Involvement	X	X	X	X	X	X	X
Peer-Individual Risk Factors							
Perceived Risk of Drug Use	X	X	X	X	X	X	X
Early Initiation of Drug Use	X ^S	X ^S	X ^S	X ^S	X ^S	X ^S	X ^S
Early Initiation of Antisocial Behavior	X ^S	X ^S					
Favorable Attitudes Towards Drug Use	X	X	X	X	X	X	X
Favorable Attitudes Towards Antisocial Behavior	X ^S						
Friends' Use of Drugs	X ^S	X ^S	X ^S	X ^S	X ^S	X ^S	X ^S
Interaction With Antisocial Peers	X ^S	X ^S					
Intentions to Use	X ^S	X ^S					
Peer-Individual Protective Factors							
Interaction With Prosocial Peers	X ^S	X ^S	X ^S	X ^S			
Belief in the Moral Order	X ^S	X ^S	X ^S	X ^S			
Prosocial Involvement	X ^E	X ^E	X ^E	X ^E			
Social Skills	X ^S	X ^S	X ^S	X ^S	X ^S		

Note: X^S = included only on the secondary version; X^E = included only on the elementary version; X[†] = removable questions.