### MIDDLE CHILDHOOD

- 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

### MIDDLE CHILDHOOD

- 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

### Infancy & Early Childhood

- 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- Poor social skills: impulsive, aggressive, passive, and withdrawn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

**Sources of Risk/Protective Factors**

- Individual
- Family
- School/community

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

<table>
<thead>
<tr>
<th>Disorders</th>
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<tbody>
<tr>
<td>depression</td>
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<tr>
<td>schizophrenia</td>
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<thead>
<tr>
<th>Type of Factor</th>
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<tbody>
<tr>
<td>risk factor</td>
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<thead>
<tr>
<th>Sources of Risk/Protective Factors</th>
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<tr>
<td>individual</td>
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**Family Risk Factors continued**

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

- School failure
- Low commitment to school
- Peer rejection
- 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 physically-based 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

<table>
<thead>
<tr>
<th>Type of Factor</th>
<th>Summary</th>
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<tbody>
<tr>
<td><strong>Early-onset depression and anxiety</strong></td>
<td>Identity exploration in love, work, and world view</td>
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<tr>
<td><strong>Need for extensive social support</strong></td>
<td>Subjective sense of adult status</td>
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<tr>
<td><strong>Childhood history of untreated anxiety disorders</strong></td>
<td>Subjective sense of self-sufficiency, making independent decisions, becoming financially independent</td>
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<tr>
<td><strong>Childhood history of poor physical health</strong></td>
<td>Future orientation</td>
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<tr>
<td><strong>Childhood history of sleep and eating problems</strong></td>
<td>Achievement motivation</td>
</tr>
<tr>
<td><strong>Poor physical health</strong></td>
<td>Balance of autonomy and relatedness to family</td>
</tr>
<tr>
<td><strong>Lack of commitment to conventional adult roles</strong></td>
<td>Behavioral and emotional autonomy</td>
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<tr>
<td><strong>Antisocial behavior</strong></td>
<td>Opportunities for exploration in work and school</td>
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<tr>
<td><strong>Head Injury</strong></td>
<td>Connectedness to adults outside of family</td>
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<tr>
<td><strong>Parental depression</strong></td>
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<tr>
<td><strong>Spousal conflict</strong></td>
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<tr>
<td><strong>Single parenthood</strong></td>
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<tr>
<td><strong>Leaving home</strong></td>
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<tr>
<td><strong>Family dysfunction</strong></td>
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<tr>
<td><strong>Decrease in social support accompanying entry into a new social context</strong></td>
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<tr>
<td><strong>Negative life events</strong></td>
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<tr>
<td><strong>Attending college</strong></td>
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<tr>
<td><strong>Substance-using peers</strong></td>
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<td><strong>Social adversity</strong></td>
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<th>Scales</th>
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<tr>
<td>depression</td>
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<tr>
<td>anxiety</td>
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<tr>
<td>conduct disorders</td>
<td><img src="image" alt="conductor_disorders" /></td>
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<tr>
<td>substance abuse</td>
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<table>
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<tr>
<th>Sources of Risk/Protective Factors</th>
<th>Examples</th>
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<tbody>
<tr>
<td>individual</td>
<td>Family risk factors continued</td>
</tr>
<tr>
<td>family</td>
<td>(school/community risk factors continued)</td>
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<tr>
<td>school/community</td>
<td>(continue)</td>
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</tbody>
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- Marital conflict
- Family conflict
- Parent with anxiety
- Parental/parental conflict
- Family conflict (interactions between parents and children and among children)
- Parental drug/alcohol use
- Parental unemployement
- 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
- Socioeconomic norms about drug and use

- 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 norms
- Physical and psychological safety

- 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

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