



Protective Factors: High School

East Grand Rapids High School
East Grand Rapids



The **Michigan Profile for Healthy Youth (MiPHY)** is an online student health survey offered by the Michigan Departments of Education and Community Health to support local and regional needs assessment. The MiPHY provides student results on health risk behaviors including substance use, violence, physical activity, nutrition, sexual behavior, and emotional health in grades 7, 9, and 11. The survey also measures risk and protective factors most predictive of alcohol, tobacco, and other drug use and violence. MiPHY results, along with other school-reported data, will help schools make data-driven decisions to improve programming funded under the Title IV Safe and Drug-Free Schools (SDFS) program of the No Child Left Behind Act of 2001 as well as other prevention and health promotion programming.



Of Vital Concern: Protective Factors¹

Protective factors, also known as “assets,” are conditions that buffer and minimize youth’s exposure to risk by either reducing the impact of risks or changing the way that young people respond to risks. Because protective factors potentially exist in all areas, or domains, of a young person’s life, effective prevention requires addressing protective factors across all domains. These domains are: individual and peer, family, school, and community.

Families, schools and communities support the development of healthy behaviors for children by setting and communicating healthy beliefs and clear standards for youth behavior. The risk for substance use, violence, school failure, and related problems is greatly diminished when students are provided opportunities to be involved in activities that promote positive development and are rewarded for participation in those activities.

Effective prevention programming should focus on both enhancing protective factors and reducing risk factors. Therefore, review both the protective factor report and risk factor report for your building or district to identify important patterns.

¹J. David Hawkins and Richard F. Catalano, Communities That Care.



2012 Survey Results

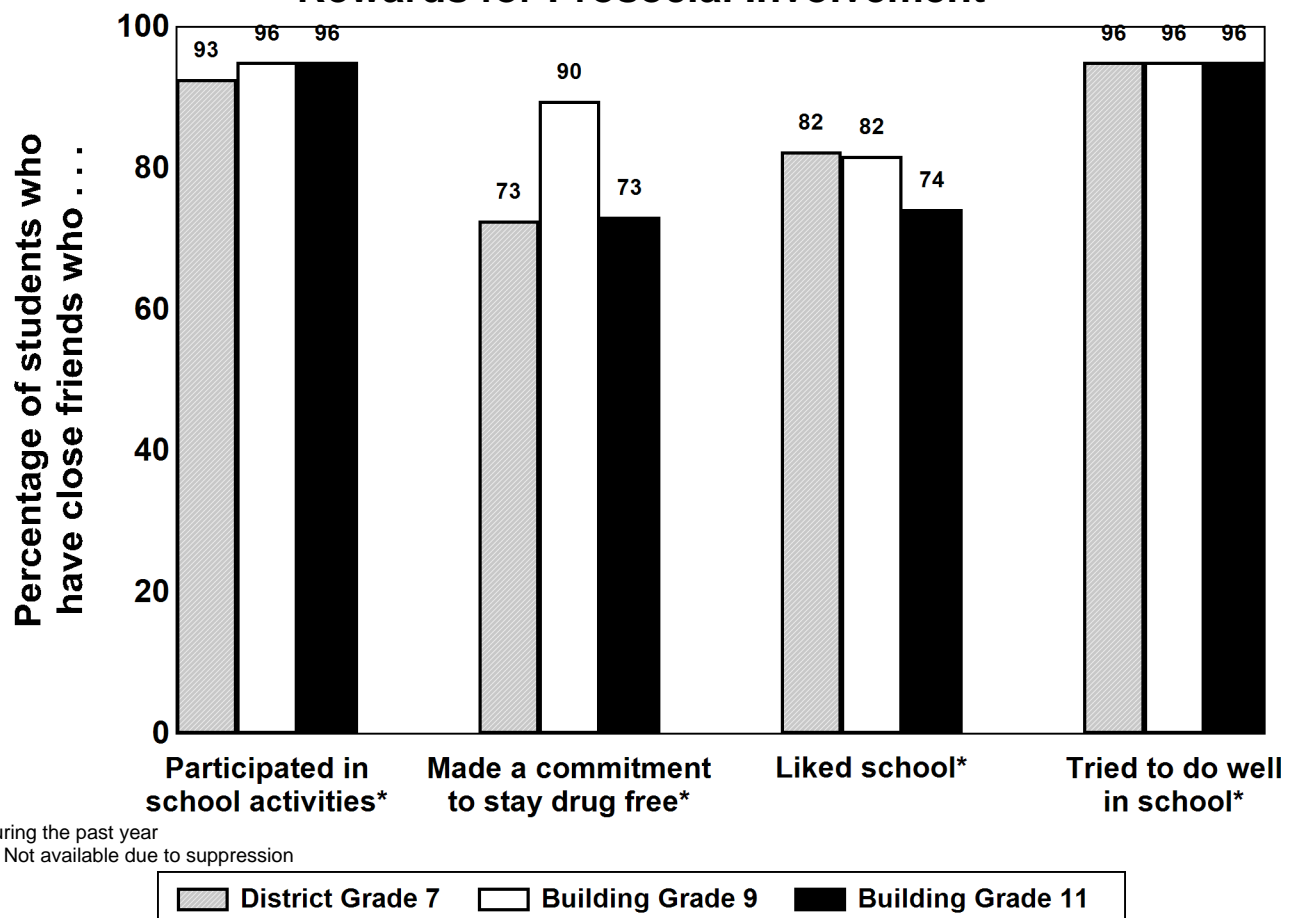
This report provides guidance through text and graphs of selected MiPHY survey results for students in grades 7, 9, and 11. Results of all protective factor items can be found in the summary tables related to the individual and peer, family, school and community domains. The graphs in this report provide MiPHY building and district results. Use the text and guiding questions to help interpret the results to improve prevention and health promotion programming. For details on survey demographics, please refer to the demographic report.

Peer: Opportunities and Rewards for Prosocial Involvement

Students with close friends who are positive about school and participate in meaningful school activities are less likely at early ages to engage in substance use, violence, and related problem behaviors.

- Comparing among grades 7, 9, and 11, are there differences in perceptions of peer attitudes toward or participation in prosocial activities?

1 Peers: Opportunities and Rewards for Prosocial Involvement



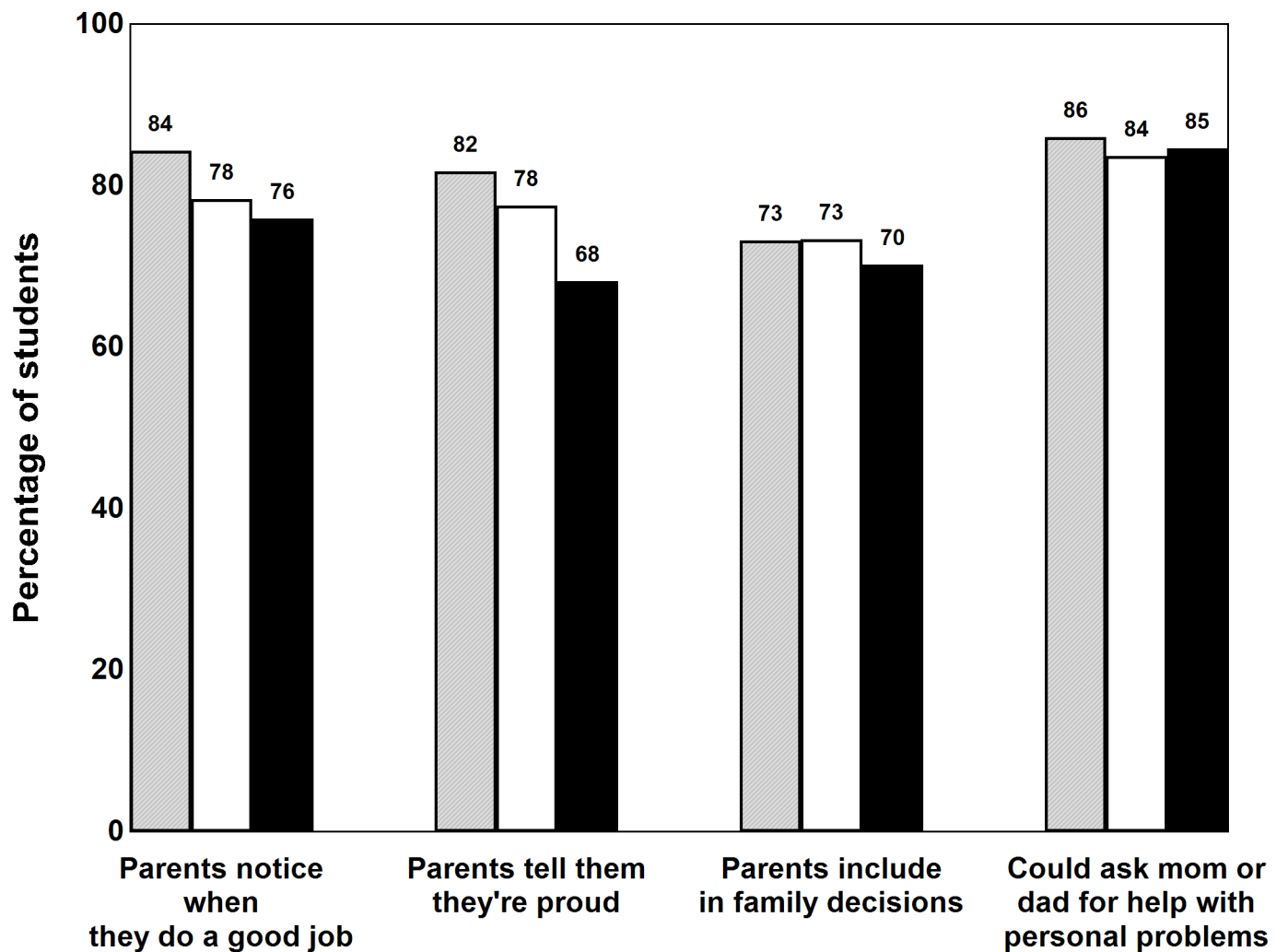


Family: Opportunities and Rewards for Prosocial Involvement

Students with families that support and recognize positive development are more likely to grow into healthy and successful adults, even when exposed to numerous risk factors.

- After looking at your Family Protective results, what are the areas of strength and/or concern?
- What strategies can your building/district utilize to improve family support and recognition of students' school efforts?

2 Family: Opportunities and Rewards for Prosocial Involvement



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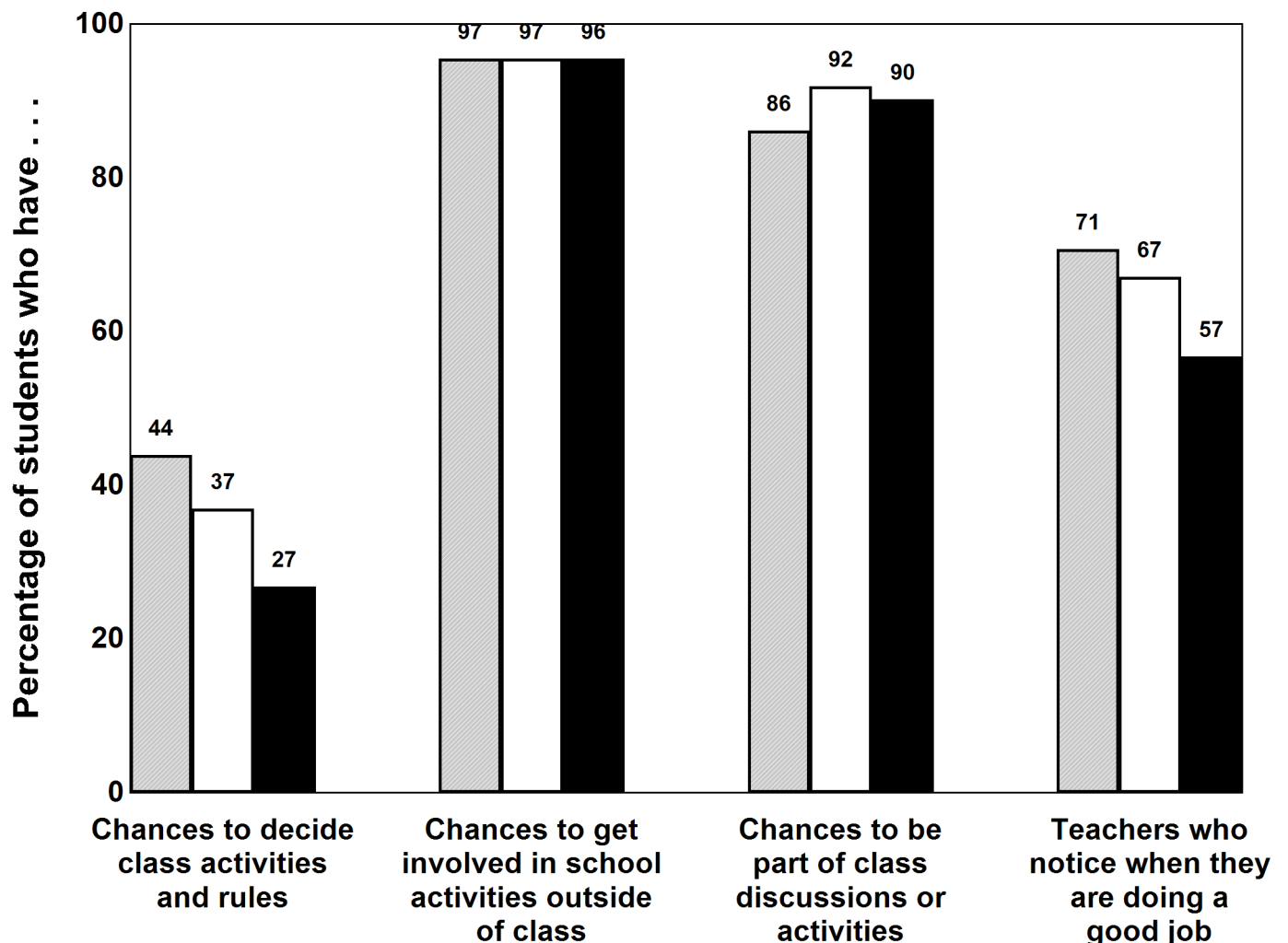
Legend: District Grade 7 (hatched), Building Grade 9 (white), Building Grade 11 (black)

School: Opportunities and Rewards for Prosocial Involvement

Substantial improvements in standardized test scores are found in school environments with (a) high expectations for learning and academic achievement, (b) student engagement in meaningful activities, and (c) recognition for participation in those activities.

- Are the majority of the students reporting opportunities and rewards for prosocial involvement? All items measuring school opportunities and rewards for prosocial involvement can be found in the School Domain Summary Table.
- For buildings or districts in which grades 7, 9, and/or 11 are considered a transition grade: Are the results for students in the transition grade(s) different from those in non-transition grades?

3 School: Opportunities and Rewards for Prosocial Involvement



NA Not available due to suppression

Legend: District Grade 7 (hatched), Building Grade 9 (white), Building Grade 11 (black)

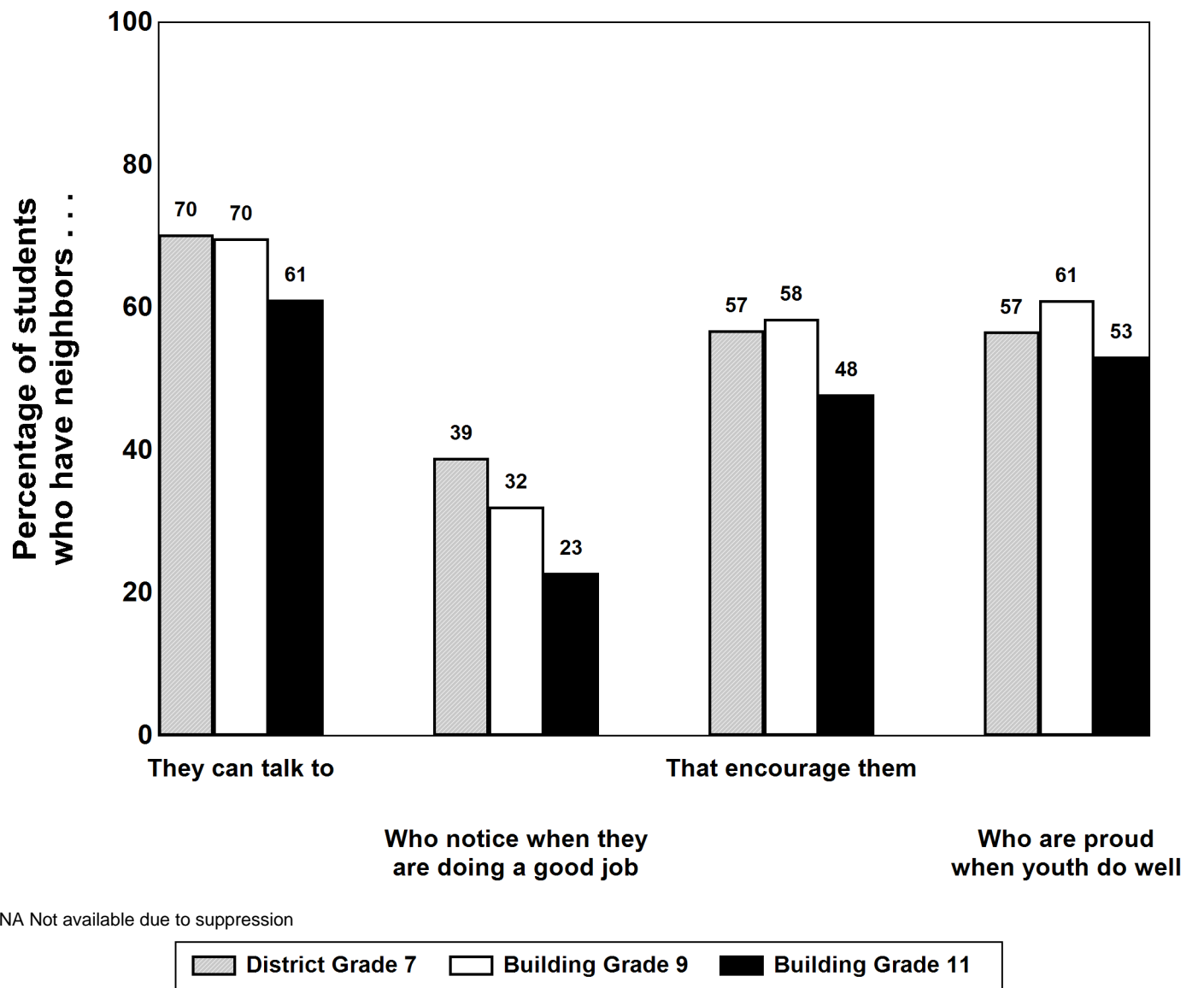


Community: Opportunities and Rewards for Prosocial Involvement

Students living in communities with caring and supportive adults who notice when they do a good job or encourage them to do well in school are more likely to be successful in school and to resist pressure to use drugs or engage in violence or other delinquent behavior. Strengthening community opportunities and rewards for prosocial involvement are especially effective in combination with other environmental strategies (e.g., enforcement of laws to prevent underage smoking and drinking).

- What community groups or organizations, can your building/district work with to improve community opportunities and rewards for prosocial involvement that impact student achievement and success (e.g., service-learning, community service, mentoring, school-community partnerships)?

4 Community: Opportunities and Rewards for Prosocial Involvement



Selected results in this report are only a portion of the data available for risk and protective factors. For more results, please refer to these summary table reports:

- Individual and Peer Domain
- Family Domain
- School Domain
- Community Domain

The contents of this report were developed under a grant from the United States Department of Education (Grants to States to Improve Management of Drug and Violence Prevention Programs (CFDA#84.184R)). However, those contents do not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the Federal Government. Authority: 20 U.S.C. 1221e-3 and 3474