



FACTSHEETS | SEPTEMBER 2015

Promoting Protective Factors for Victims of Child Abuse and Neglect: A Guide for Practitioners

Protective factors are conditions or attributes of individuals, families, communities, or the larger society that, when present, promote well-being and reduce the risk for negative outcomes. These factors may "buffer" the effect of risk exposure and, importantly, may help individuals and families negotiate difficult circumstances and fare better in school, work, and life.

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WHY FOCUS ON PROTECTIVE FACTORS?

Children who experience abuse and neglect are likely to be exposed to other conditions that put them *at risk* for negative outcomes. In addition, these children are considered to be *in risk* as a result of the trauma they have suffered. Practitioners working with these children, youth, and families must address their immediate safety needs as well as consequences of trauma while also effectively building strengths and assets at the individual, relationship, and community levels. Intervention and prevention efforts intended to reduce risk factors can be effective, but they may also take longer to show evidence of impact.

Building protective factors for victims of child abuse and neglect can help increase their resilience in the short term. It can also contribute to the promotion of skills, personal characteristics, knowledge, relationships, and opportunities that offset risk factors and contribute to improved well-being and positive longer term outcomes.

LESSONS FROM THE RESEARCH LITERATURE

To address the broad spectrum of the U.S. Department of Health and Human Services (HHS), Administration on Children, Youth and Families' (ACYF's) programs and populations, ACYF commissioned [Protective Factors for Populations Served by the Administration on Children, Youth and Families: A Literature Review and Theoretical Framework](#), a

literature review and expert consultation effort that distilled findings on protective factors relevant to the five populations it serves: homeless and runaway youth, children exposed to domestic violence, victims of child abuse and neglect, youth in and aging out of foster care, and pregnant and parenting youth. As a result of that review, a general framework for organizing and applying protective factors was developed outlining the evidence for protective factors at the individual, relationship, and community levels.

The findings presented in this factsheet are based on a thorough review of current research that identifies specific protective factors that carry moderate or strong association with improved well-being for victims of child abuse and neglect. This review revealed the need to enhance the evidence base through further research and practice in order to better understand the measures for tracking progress and the policy context and strategies that contribute to effective interventions. For example, the scope and number of studies did not provide sufficient evidence to draw conclusions about the salience of protective factors for all developmental stages. A majority of studies focused on children and youth over the age of 12. The review also highlighted the importance of working at multiple levels to increase individual skills and capacities, strengthen relationships, and build capacity within the community.¹

¹ Protective factors demonstrating evidence with general populations may also be protective for victims of child abuse and neglect. Omission of a factor here does not mean it cannot be protective for these youth; it primarily means that there is currently no strong or moderate evidence showing its protective nature for child abuse and neglect based on this literature review.

Protective Factors

The following presents the 12 protective factors with the strongest evidence to date for victims of child abuse and neglect.

Individual Level	Relationship Level	Community Level
Sense of purpose	Parenting competencies	Positive school environment
Agency (self-efficacy)	Positive peers	Stable living situation
Self-regulation skills	Parent or caregiver well-being	Positive community environment
Relational skills		
Problem-solving skills		
Involvement in positive activities		

USING PROTECTIVE FACTORS FOR VICTIMS OF CHILD ABUSE AND NEGLECT

WHICH INDIVIDUAL SKILLS AND CAPACITIES CAN IMPROVE THE WELL-BEING OF CHILDREN WHO HAVE BEEN ABUSED OR NEGLECTED?

At the individual level, evidence is strongest for the protective nature of characteristics such as self-efficacy and a sense of purpose as well as skills such as self-regulation skills, relational skills, and problem-solving skills for victims of child abuse and neglect. Involvement in positive activities is also related to positive outcomes in this population.

Self-efficacy, defined generally as having a positive internal locus of control, is related to resilience and improvements in internalizing behaviors (e.g., depression, anxiety, social withdrawal, somatic symptoms) for children who have experienced abuse or neglect.ⁱ

A **sense of purpose**, measured by attitudes toward religiosity, faith, or spirituality, is related to reductions in substance abuse and antisocial conduct, less sexual activity, improvements in internalizing and externalizing behavior, and school performance.ⁱⁱ

Self-regulation skills, defined typically as the ability to control emotions and cognitive thought processes, are related to resilience, reductions in problematic mental health symptoms, fewer out-of-home placements, and reductions in stress and anxiety for children who have been abused or neglected.ⁱⁱⁱ Increases in **problem-solving skills** are linked to improvements in academic performance, positive internalizing and externalizing behaviors, and fewer placement disruptions for this population.^{iv} Also, **relational skills** that increase children's abilities to perform effectively in social situations offer important sources of protection for children who have been abused or neglected.^v

Finally, **involvement in positive activities**, specifically school connectedness, commitment, and engagement, is associated with reductions in delinquency and other negative behaviors for children who have been abused or neglected.^{vi}

HOW CAN PARENTS, GUARDIANS, FRIENDS, AND OTHER ADULTS CONTRIBUTE TO THE WELL-BEING OF CHILDREN AND YOUTH WHO HAVE BEEN ABUSED OR NEGLECTED?

Parenting and peer factors play important roles in increasing protection for victims of child abuse and neglect.

Parenting competencies, such as setting clear expectations about children's behavior, using positive and consistent supervision and disciplinary practices, and rewarding children for good behavior, are strongly related to a wide range of positive outcomes for children who have experienced abuse or neglect.^{vii} These outcomes include reductions in internalizing behaviors and decreases in substance use and other forms of antisocial conduct.

Parental or caregiver well-being (e.g., parents or caregivers with strong emotional skills, lower stress levels, and social supports) a key protective factor for children who have experienced abuse or neglect.^{viii}

Positive peers can also play an important protective role in the lives of abused or neglected children. Support from positive friends is related to lower levels of substance use, antisocial behavior, and suicide, as well as academic performance among children exposed to abuse and neglect.^{ix}

HOW CAN WE CREATE A COMMUNITY THAT SUPPORTS THE WELL-BEING OF VICTIMS OF CHILD ABUSE AND NEGLECT?

Children who have been abused or neglected benefit from positive community and school environments and from stable living situations. A **positive school environment**, as measured by a positive school climate or effective programming in schools, was related to reductions in delinquency; use of alcohol, tobacco and other drugs; and other antisocial behaviors.^x A **positive community environment**, as measured by neighborhood advantage, neighborhood cohesion, or informal social control, was related to resilience for victims of child abuse and neglect.^{xi} A **stable living environment**, whether it is in a foster or adoptive home or living with both birth parents, is related to school success, higher levels of attachment, and fewer internalizing problems for children who have experienced abuse and neglect.^{xii}

WHERE TO GO FROM HERE?

Practitioners working with victims of child abuse and neglect have an important role to play in using protective factors as part of program strategies, and in continuing to develop the evidence base for protective factors in this population. Practitioners can do the following:

- **Assess existing direct services to determine the impact on individual protective factors**, including a sense of purpose, self-efficacy, self-regulation skills, relational skills, and problem-solving skills. Program components can include individual counseling, group counseling, and involving victims of child abuse and neglect in programs for the general population. Integrating children who have experienced

abuse or neglect in general population programs can help them to connect with positive peers. Children and youth can benefit from participation in positive activities that are trauma-informed, but not based on their experience of abuse or neglect.

- **At the relationship level**, when the safety of children can be assured, provide services and supports for parents of children exposed to domestic violence. Practitioners can ensure that parents are connected to resources that can assist them in developing the parenting competencies, emotional skills, and social supports they need. While there are many programs addressing these important factors for parents, an appropriate program will have the capacity to work with parents whose children are victims of child abuse and neglect and incorporate a culturally sensitive approach. Additionally, efforts can be made to connect victims of child abuse and neglect to positive peers through programming and other activities.
- **At the community level**, collaborate with other agencies and community organizations to build protective factors. These kinds of factors incorporate many elements. For example, building a positive school environment refers to specific programs as well as general improvement in school climate. Collaboration will likely be necessary to address these factors.
- **Include an evaluation component** that will help build the evidence base for protective factors already showing some research support, as well as for those factors that have been useful in a practice context, but do not yet have evidence of impact.

Practitioners have a unique opportunity to contribute to the understanding of how to effectively promote protective factors and how to measure meaningful changes at the practice level. In developing the framework, it was clear that other factors may also be protective, but the evidence is not yet sufficient. In that sense, the framework and supporting evidence can also be seen as a guide to future research.

- **Engage in advocacy, policy development, and community engagement activities** to inform policymakers about the importance of investing in evidence-based protective factors for victims of child abuse and neglect.

CONCLUSION

No single program or initiative is likely to have the resources to address all pertinent factors, and it may not always be possible to incorporate protective factors at multiple levels. In such cases, the framework should be thought of as a guide to where collaboration might occur. If a program can work with one or two factors at the individual or relational levels, then this framework can help in selecting partners for collaboration who can address other evidence-based factors relevant to children who have been abused or neglected. This may include efforts to ensure that there are supports for children who have been abused or neglected at school and in the community, and making all efforts possible to ensure a stable living environment for them.

It is vital that practitioners who work with victims of child abuse and neglect use evidence-based strategies whenever possible. It can sometimes be difficult to identify programs and strategies that are designed

specifically for this in-risk population. However, by focusing on enhancing the aforementioned protective factors, we can help ensure these in-risk youth have a better chance to enjoy positive life outcomes.

RESOURCES

Promoting Protective Factors Factsheets (Development Services Group, Inc. [DSG], & Child Welfare Information Gateway)

This factsheet is part of a series of factsheets for practitioners developed by DGS for ACYF. The series explores the importance of protective factors in working with the following in-risk populations served by ACYF:

- [Promoting Protective Factors for Children Exposed to Domestic Violence](#)
- [Promoting Protective Factors for Children and Youth in Foster Care](#)
- [Promoting Protective Factors for In-Risk Families and Youth](#)
- [Promoting Protective Factors for Pregnant and Parenting Teens](#)
- [Promoting Protective Factors for Victims of Child Abuse and Neglect](#)

Protective Factors for Populations Served by the Administration on Children, Youth, and Families: A Literature Review and Theoretical Framework (ACYF & DSG)

ACYF contracted DSG to examine the research and develop a literature review on protective factors relevant to ACYF's target populations. Information and resources gleaned from this examination helped inform this factsheet and aid the development of graphic models and a brief for researchers.

Access the Protective Factors Literature Review, graphic models, and brief for researchers on the [DSG website](#).

[Protective Factors Approaches in Child Welfare](#) (Child Welfare Information Gateway)

This issue brief provides an overview of protective factors approaches to the prevention and treatment of child abuse and neglect. It is designed to help policymakers, administrators, child welfare and related professionals, service providers, advocates, and other interested individuals understand the concepts of risk and protective factors in families and communities and learn ways in which building protective factors can help to lessen risks for child abuse and neglect.

[Prevention Resource Guide](#) (HHS's Children's Bureau, Office on Child Abuse and Neglect; Child Welfare Information Gateway; FRIENDS National Center for Community-Based Child Abuse Prevention; & Center for the Study of Social Policy—Strengthening Families)

This guide was created primarily to support community-based child abuse prevention professionals who work to prevent child maltreatment and promote well-being. Find information on protective factors approaches to promoting well-being, working with families using protective factors, engaging communities, and protecting children. The guide also includes tip sheets for parents and caregivers and activity calendars—in both Spanish and English. Access the guide through the National Child Abuse Prevention Month website.

This factsheet was written by Development Services Group, Inc., for the Administration on Children, Youth and Families.

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