Positive Childhood Experiences, Prevention, & Protective Factors

**Positive Childhood Experiences:**
Opportunities and advantages in childhood that increase the likelihood of healthy development

(Bethell, Jones, Gombojav, Linkenbach, & Sege, 2019)

**The Positive Childhood Experiences Score includes:**
- Felt able to talk to their family about their feelings
- Felt their family stood by them during difficult times
- Enjoyed participating in community traditions
- Felt a sense of belonging in high school
- Felt supported by friends
- Had at least 2 non-parent adults who took genuine interest in them
- Felt safe and protected by an adult in their home

**Preventing ACEs:**
Strategies to support children and caregivers to improve immediate outcomes and associated health effects across the lifespan

**The CDC suggests that these strategies may prevent Adverse Childhood Experiences (ACEs):**
- Strengthening economic supports for families
- Promoting social norms that protect against violence and adversity
- Ensuring a strong start for children and paving the way for them to reach their full potential
- Teaching skills to help parents and youth handle stress, manage emotions, and tackle everyday challenges
- Connecting youth to caring adults and activities
- Intervening to lessen immediate and long-term harms

(CDC 2019)

**Protective Factors:**
Characteristics and resources that may mitigate the effects of adversity and promote resilience
Can occur at the -individual level -community level -societal level

**In addition to the stable and supportive relationships that occur throughout positive childhood experiences, protective factors can include resources such as...**
- after school programs
- community events
- faith-based connection
- sports and other team activities
- social emotional skill development
- stable housing and food security

More than 81% of DE 5th, 8th, and 11th grade students reported that their parents give them a lot of support and encouragement.

More than 44% of DE 5th, 8th, and 11th grade students said that their teachers give them a lot of support and encouragement.

Approximately 69% of DE high school students said that they can always, or almost always, count on their parents.

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69% of DE 5th graders would talk to their parents about a personal problem.

About 54% of DE middle school students said they always or almost always spend time doing something fun with their parents.

About 31% of DE 8th and 11th students reported having 2 or more non-parent adults that give them a lot of support and encouragement.

84% of 5th grade children in DE reported participating in an organized activities outside of regular school hours.

69% and 70% of DE 8th graders and 11th graders (respectively) said that their friends give them a lot of support and encouragement.

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