

# ATTACHMENT B



CANADIAN MUNICIPAL  
NETWORK ON CRIME  
PREVENTION  
Together for Safer Canadian Cities

RÉSEAU MUNICIPAL  
CANADIEN EN PRÉVENTION  
DE LA CRIMINALITÉ  
Ensemble pour des villes canadiennes plus sécuritaires



## **Risk and Protective Factors Associated with Youth Gang and Gun Violence Prevention**

### **DEFINITIONS<sup>1</sup>**

- **Individual level:** Focus on factors that can place individuals at risk of being criminalized or victimized.
- **Family / peer level:** Focus on enhancing the strength and well-being of families or peer groups (such as friends, classmates).
- **Community / school / workplace level:** Focus on increasing the ability of schools, workplaces or of a community in general to prevent violence and victimization.
- **Societal level:** Focus on increasing the ability of society to promote positive values, laws, and rules. They may include initiatives that build structures and social systems to aid in the development of a supportive and resilient society.
- **Risk factors:** These are negative influences in the lives of individuals or a community. These may increase the presence of violence, victimization, or fear of crime in a community and may also increase the likelihood that individuals engage in violence or become victims.
- **Protective factors (resiliencies):** These are positive influences that can improve the lives of individuals or the safety of a community. These may decrease the likelihood that individuals engage in violence or become victims. Building on existing protective factors makes individuals and communities stronger and better able to counteract risk factors.

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<sup>1</sup> <https://www.publicsafety.gc.ca/cnt/cntrng-crm/crm-prvntn/fndng-prgrms/rsk-fctrs-en.aspx>



## EXAMPLES OF RISK FACTORS<sup>2</sup>

Individual	Peer Group	School	Family	Community	Society
<ul style="list-style-type: none"> <li>• Prior delinquency or criminalization</li> <li>• Illegal gun ownership</li> <li>• Drug trafficking</li> <li>• Desire for status, identity, self-esteem, companionship, and protection</li> <li>• Aggression or violence</li> <li>• Alcohol and drug use</li> <li>• Early sexual activity</li> <li>• Violent victimization</li> <li>• Adverse childhood experiences (ACEs)</li> </ul>	<ul style="list-style-type: none"> <li>• Gang members in class</li> <li>• Friends who use drugs</li> <li>• Friends who are gang members</li> <li>• Interaction with peers who are in conflict with the law</li> <li>• Pre-teen exposure to stress</li> </ul>	<ul style="list-style-type: none"> <li>• Poor school performance</li> <li>• Low educational aspirations</li> <li>• Negative labelling by teachers</li> <li>• Few teacher role models</li> <li>• Educational frustration</li> <li>• Low attachment to school</li> <li>• Learning difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Family violence, neglect, and drug use</li> <li>• Family members in a gang</li> <li>• Lack of adult and parental role models</li> <li>• Criminalized and/or incarcerated parents</li> <li>• Violence from parents or siblings</li> <li>• Lack of presence of parents before and after school</li> </ul>	<ul style="list-style-type: none"> <li>• Presence of gangs in the neighbourhood</li> <li>• Availability or perceived access to drugs in the neighbourhood</li> <li>• Availability of firearms</li> <li>• Cultural norms supporting gang behaviour</li> <li>• Feeling unsafe in neighbourhood</li> </ul>	<ul style="list-style-type: none"> <li>• High poverty</li> <li>• Discrimination, stigma, racism, and oppression</li> <li>• Lack of access to affordable and safe housing options</li> <li>• Lack of services (social, recreational, cultural)</li> </ul>

<sup>2</sup> <https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/yth-gng-nvlvmnt/index-en.aspx>



## EXAMPLES OF PROTECTIVE FACTORS (RESILIENCIES)<sup>3</sup>

Individual	Peer Group	School	Family	Community	Society
<ul style="list-style-type: none"> <li>• Intolerant attitude toward violence</li> <li>• Positive self-esteem and sense of belonging</li> <li>• Popularity acknowledged by friends</li> <li>• Highly developed social skills / competencies</li> <li>• Religious beliefs</li> <li>• Strong conflict resolution skills</li> </ul>	<ul style="list-style-type: none"> <li>• Strong and close relationships with classmates</li> <li>• Close relationships with peers who are not in conflict with the law</li> <li>• Membership in peer groups that do not condone violent behaviour</li> <li>• Involvement in after-school activities</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to school</li> <li>• Clear behaviour rules in school</li> <li>• Engagement of parents and teachers</li> <li>• Academic achievement and aspirations</li> </ul>	<ul style="list-style-type: none"> <li>• Connectedness to family or adults outside the family</li> <li>• Ability to discuss problems with parents</li> <li>• Frequent shared activities with parents</li> <li>• Consistent presence of parent(s) in the morning or evening</li> <li>• Involvement in social or recreational activities</li> <li>• Parental/family use of constructive strategies for coping with problems</li> </ul>	<ul style="list-style-type: none"> <li>• Community engagement</li> <li>• Volunteering</li> <li>• Participation in traditional healing and cultural activities</li> <li>• Availability of services (social, recreational, cultural)</li> <li>• Supports for parents</li> </ul>	<ul style="list-style-type: none"> <li>• Social and economic policies that support positive youth development</li> <li>• Access to basic needs and services</li> <li>• Community norms of shared responsibility for supporting youth and families</li> </ul>

<sup>3</sup> <https://www.cdc.gov/violenceprevention/youthviolence/riskprotectivefactors.html>