

| Socio-Ecological Level | Protective Factor | Suicide | Poisoning | Falls | Child Maltreatment | Domestic Violence/Sexual Assault | Transportation & Impaired Driving | Substance Use | Discrimination | Housing | Wellbeing |
|------------------------|--|---------|-----------|-------|--------------------|----------------------------------|-----------------------------------|---------------|----------------|---------|------------|
| Societal | Poison prevention laws and policies: such as good samaritan law, mandatory prescription drug monitoring program, or access to Naloxone | | | | | | 1 | | | | |
| | Laws and policies (general) | | | | | | | | 22 | | |
| | Strong community infrastructure such as: access to health care, counseling and evidence-based treatment, Home visiting, suicide prevention training, or talking openly about suicide | | | 4 | | 25 | | | | | |
| Societal | Adoption of safe driving policies including Complete Streets and graduated drivers licensing | | | | | | 1 | | | | |
| | Positive/healthy social behavioral norms | | | | | 26, 30 | | | | | |
| Community/School | Accessible and available mental health and substance use disorder or health care services | | | | | 13, 25 | | | | | |
| | Coordination of resources and services among community agencies, including exercise programs and prescription drug monitoring programs, etc. | | | 4 | | | | | 20 | | |
| | Safe supportive connected community | 5 | | | | | | | 2, 10, 20 | 6 | |
| | Caring school climate | | | | | 26 | | | 2 | | |
| Family/Interpersonal | Student participation in extracurricular activities | | | | | | | | | | |
| | Family support/connectedness (e.g. caring adult mentors/ connection to a caring adult) | | | | 34 | 11 | 1 | | | | 37 |
| | Positive parenting style | | | | | 11 | 1 | | | 29 | 32 |
| | Connected/committed to school or community | | | | | | | | 2 | 6 | 37 |
| | Economic stability | | | | | | | | 2 | 6 | |
| | Higher parental expectations about school | | | | | | | | | | |
| | Connection to a caring adult | | | | | | | | 2 | | |
| | Association with pro-social peers | | | | | 26 | 23 | | | | 37 |
| | Parents who use communication and anger management skills with teens | | | | | 30 | | | | | |
| Individual | Home safety practices: proper storage and disposal of poisons (including medications) and other lethal means of suicide | | | | | | | | | | |
| | Home safety practices: handrails, ramp, no loose rugs, adequate lighting, carbon monoxide detector | | | | | | | | | | |
| | Higher parent education | | | | | 11, 30 | 1 | | | 6 | |
| | Resilience | | | | | | | | | | |
| | Social competencies and life skills | | | | | | | | | | |
| Individual | Skills in solving problems nonviolently | | | | 21 | 30 | 9 | | | | |
| | School achievement | | | | | | | | | | |
| | Engagement in positive activities | | | | | 30 | | | | | |
| | Cultural identity and connection | | | | | | | | | | 14 |
| | Positive self-concept | | | | | | | | | | |
| | Positive peer role models | | | | | | | | | | |
| | Physical strength/ regular activity | | | suici | | | | | | | |
| | Feeling like you matter to community | 5 | | | | | | | | | |
| | Religious or spiritual beliefs | | | | | | | | | | 14 |
| | Positive personal qualities | | | | | | 9 | | | | 32 |
| | Mindfulness | | | | 21 | | 38 | | | | 12, 19, 35 |
| | Self-regulation | | | | | | 17, 38 | | | | 12, 35 |
| | Housing | | | | | | | | | 3, 6, 7 | |