

Table 2*Protective factors against adolescent violence*

Protective factors				
Authors and year of publication	N	Gender	Place of study	Additional Information
Borowsky et al. (2001)	13,110	-	USA	- students in grades 7-12 - 1995-1996 (11 months apart)
Perceived parent and family connectedness; emotional well-being (for girls); a high grade point average (for boys).				
Jiang and Peterson (2012)	13,236	51.8% female	USA	- 1994-1995 - immigrant and non-immigrant youth
Participation in extracurricular activities (for immigrants).				
Cluver et al. (2016)	3,401	1,475 male	Mpumalanga and the Western Cape (South Africa)	- 2009-2012 - two urban and two rural health districts - beneficiaries of social protection (economic and psychosocial)
Social protection in cash and care (for boys)				
Langevin et al. (2019)	410	100% male	Quebec (Canada)	- property/violent crimes, physical partner violence
Multilocus genetic profile protection scores.				
Wilkinson, Lantos, McDaniel and Winslow (2019)	10,613	5,373 male	USA	- started in 1994-1995 - adolescents in grades 7-12 - violent offending
School connection, high-quality relationships with mother or father figures, and neighborhood collective efficacy (for those who have not experienced maltreatment)				
Livingston et al. (2018)	144	51% female	Erie County (USA)	- students in 11th/12th grade
Maternal warmth and sensitivity in early childhood - was associated with reduced marital conflict and increased child self-regulation in the preschool years + increased parental monitoring in middle childhood and early adolescence.				
Estrada-Martínez et al. (2011)	16,615	51% male	USA	- severe youth violence
Family cohesion.				
Gorman-Smith, Henry and Tolan (2004)	263	100% male	Chicago (USA)	- African American and Latino youth - students in public schools
Exposure to high levels of community violence but families that functioned well across multiple dimensions of parenting and family relationship (moderator) - perpetrating less violence.				
Pardini et al.	503	100% male	Pittsburgh	- students in public schools

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(2012)			(USA)	
Low peer delinquency, negative attitude toward delinquency (at ages 13–14 and 15–18 years).				
Valentino et al. (2012)	70	57% male	South Bend (USA)	- mothers and their 18-year-old children - intergenerational continuity of child abuse
Authoritarian parenting - reduced risk for intergenerational continuity of abuse (only for the African American families).				
Banyard et al. (2020)	2,232/ 2,150	51.6% female	-	- perpetration of bullying, harassment, and sexual assault
Positive social norms, poly-strengths (only at Time 1)				
Caiozzo et al. (2016)	1,180	373 male	USA	- perpetration of aggression in late adolescent romantic relationships
Low levels of callous-unemotional traits – greater emotion regulation (moderator) – less physical aggression				
Hawkins, Catalano, Kosterman, Abbott and Hill (1999)	598	299 male	Seattle (USA)	- public schools in high crime areas - intervention that combines teacher training, parent education, and social competence training
A full intervention provided throughout the elementary grades: classroom instruction and management (for teachers), child social skill development (by teachers) and parenting classes offered to parents.				
Bernat et al. (2012)	1,226/ 1,037	55.1% female 58% female	USA	- 1995 Wave 1 – 2002 Wave 3 - high school students
Low ADHD symptoms, low emotional distress, high educational aspirations, and high grade-point averages (protective factors for youth violence at age 14 years). Low peer delinquency at age 13 years (protective factors for youth violence at age 14 years and 18–20 years).				
Smokowski et al. (2017)	4,175	52% female	North Carolina (USA)	- 26 public middle schools and 12 public high schools in two rural and economically disadvantaged counties - aggressive behaviors.
Ethnic identity, religious orientation, school satisfaction.				
Herrenkohl, Lee and Hawkins (2012)	808	49% female	Seattle (USA)	- Study start date: 1985, 18 public elementary schools
Low level of attention problems, low risk-taking, good family management, refusal skills, school attachment, peer prosocial behavior, and low access and exposure to marijuana at ages				

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10–12 years.				
Foshee et al. (2015)	4,227	48% male	North Carolina (USA)	- 2003-2004 - students
Holding prosocial beliefs. Additional protective factor for boys: parental monitoring				
Black, Grenard, Sussman and Rohrbach (2010)	3,103	53% female	USA	- 65 high schools from 8 states
Natural mentoring relationship – school attachment – reduced violence perpetration				
Tracy, Salo and Appleton (2018)	3,226	41% male	Avon (England)	- intergenerational transmission of violence
Paternal involvement at the age of 9-10 years (including children with a history of childhood abuse).				
Richards and Branch (2012)	970	475 male	Lucas County (USA)	- study started in 2001 - public and private schools - participants who previously had been or were involved at the time of the study in a romantic relationship - dating violence perpetration
Increased levels of support from friends (for girls).				
Sijtsema et al. (2015)	816	357 male	-	- Dutch teenagers
Social support.				
Borowsky et al. (2002)	13,781	6,800 male	USA	- high school students - violence perpetration
A high grade point average, school connectedness, parent-family connectedness, and emotional well-being.				
Henrich et al. (2005)	7,033	52% female	USA	- high school students - weapon violence
Parent and school connectedness.				
Resnick et al. (2004)	13,110	approx. 6,913 male	USA	- high school students
High school connectedness; strong connections with adults outside of the family (for boys), perceived parental school expectations (for boys); high family connectedness (for girls), frequent shared activities with parents, parental presence (at least one parent present when awakening, when arriving home from school, at evening mealtime, and when going to bed); religiosity (for girls); a high grade point average.				