

RPFC-2

RESILIENCE PROTECTIVE FACTORS CHECKLIST- 2ND EDITION (RPFC-2)

RPFC-2: CLIN -*CLINICAL VERSION

RPFC-2: YOUTH -*YOUTH VERSION

RPFC-2: PAR -*PARENT/CAREGIVER VERSION

RPFC-2: COLLEGE RSCH -*COLLEGE RESEARCH VERSION

RPFC-2: ABBREVIATED -*YOUTH- 15 ITEM VERSION

USER MANUAL

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Note: There is no cost to utilize the RPFC-2. Copies of the most up-to-date RPFC-2 versions can be requested from Kevin M. Powell, Ph.D. at kevinpowellphd@gmail.com or thru his website www.kevinpowellphd.com

To Cite This Manual, Please Use:

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<https://www.kevinpowellphd.com/resources>**

Section 1: INTRODUCTION

The field of mental health and criminal justice has historically placed a strong emphasis on the identification and treatment of problems and risk factors. However, there is growing awareness and empirical support for adopting a strengths-based orientation (Edwards et al., 2017; Flückiger et al., 2023; Fu et al., 2025; Moisan et al., 2019; Onyeka et al., 2021; Powell, 2015, 2025; Toros & Falch-Eriksen, 2021). This orientation places an emphasis on strengths and protective factors that can bolster resilience and healthy, prosocial development. The Resilience Protective Factors Checklist (RPFC-2) is part of this strengths-based movement.

General Description of the RPFC-2

The **Resilience Protective Factors Checklist- 2nd Edition (RPFC-2)** is a strengths-based oriented questionnaire that assists in the identification of protective factors empirically linked to resilience and positive outcomes.

Five versions of the RPFC-2 are described in this manual, which can be administered to people across the life span and who have different life roles. The *RPFC-2: CLIN* (clinical version) utilizes a checklist response format and was developed to facilitate open communication and education about a myriad of different protective factors linked to resilience.

The other four versions, the *RPFC-2: Youth* (Youth version), *RPFC-2: Par* (Parent/ Caregiver version), *RPFC-2: College Rsch* (College Research version) and *RPFC-2: Abbreviated* (Youth- 15 item version) utilize a more quantitative scoring system with the use of a 4-point Likert-Type rating scale. Refer to Section 4 for details about each version of the RPFC-2. *Note:* The RPFC-2 has also been translated into Spanish.

Development of the RPFC-2

The RPFC-2 is a strengths-based questionnaire that was initially developed and utilized as a clinical tool during two decades of work in a maximum-security detention center serving adolescents, young adults, and their families. The clinical utility of the RPFC-2 has been evident over the years regarding its capacity to positively engage at-risk (at-promise) clients and their families in both therapeutic and educational settings. Rather than focusing on what is ‘wrong’ with clients or their families, the RPFC-2 provides opportunities to look at what is ‘right’ with them by identifying, developing, and strengthening protective factors linked to resilient positive outcomes.

Defining ‘Resilience’ and ‘Protective Factors’

The psychological construct of *Resilience* and the interrelated *Protective Factors*, describe the dynamic process in which humans adaptively cope with life stressors. This multidimensional process has made it challenging for researchers and clinicians to agree on a specific, operationally-defined definition (Infurna et al., 2024). For the purposes of the RPFC-2 these are definitions for *resilience* and *protective factors*:

RESILIENCE:

“A systematic and dynamic process of responding adaptively to life adversity over time”
(Lyda Hill Institute for Human Resilience, 2024)

“The capacity of a dynamic system to adapt successfully through multisystem processes to challenges that threaten system function, survival, or development” (Masten et al., 2021)

PROTECTIVE FACTORS:

“The assets and resources within an individual, their family, and/or their community that facilitate the capacity for resilient responses (Werner, 2000).

Types of Protective Factors- Individual, Family, & Community

An ecologically-based exploration of protective factors is required due to the heterogeneity of protections that have been linked to positive, resilient outcomes. These protective factors include both external resources (from the person’s family and community) and internal attributes (within the person).

The RPFC-2 items are organized into three categories of protection - Individual, Family, and Community Protective Factors. *Individual protective factors* are traits and actions within an individual that can enhance resilience when faced with hard times. *Family protective factors* are dynamics within the family that can augment a resilient response to adversity. *Community protective factors* are influences within the social environment (e.g., peer group, school, neighborhood) that can heighten a person’s resilience. Refer to Table 1 (in Section 3) for a list of the individual, family, and community protective factors.

Positive Effects of Protective Factors

Contemporary research on resilience has highlighted the complexity of resilient responses and the multitude of dynamic and interacting systems that influence a person’s capacity to adaptively cope with life adversity (Masten, 2024; Ungar et al., 2023). Protective factors can heighten resilience in heterogenous ways. The term ‘*protective*’ factor is used to describe all the RPFC-2 items because they help mitigate and buffer the impact of life adversity; however, users of this instrument are encouraged to be cognizant of the potential ‘*steeling*’, ‘*promotive*’, and ‘*preventive*’ effects that can also benefit youth and adults. Depending on the individualized circumstances, these factors can inoculate and/or reduce the negative reactions to future adversity (*steeling effects*), help a person develop insights and skills for leading a more stable, fulfilling life (*promotive effects*), and reduce the risk of exposure to future adversity (*preventive effects*). Utilizing the RPFC-2 to identify, develop, and strengthen these ‘resilience-inducing factors’ can enhance people’s past, present, and future lives.

Research on the RPFC-2

All the protective factors included in the *Resilience Protective Factors Checklist (RPFC-2)* have empirical support linking them to resilience and positive outcomes. The initial item selection and early

revisions of the RPFC were based on protective factors identified in the research literature at the time (i.e., Masten & Coatsworth, 1998; Masten et al., 2009; Masten & Reed, 2002).

Over the past two decades, additional items have been added to the RPFC-2 based on contemporary research, including a *post-traumatic growth/ steeling effects item* (Collier, 2016; Holtge et al., 2018; Meyerson et al., 2011; Schaefer et al., 2018; Seery et al., 2013), an *internal motivation item* (Miller & Rollnick, 2023; Wigfield et al., 2021), *adaptive humor, positive affect item* (Abel, 2002; Kuiper et al., 2004), *psychological-mindedness*, and *problem-solving item* (Nyklicek et al., 2010; Roxas & Glenwick, 2014). The wording of some of the RPFC-2 items have been modified over time based on feedback from youth, as well as the mental health professionals administering the RPFC-2.

In the most up-to-date version of the RPFC-2 has added the protective factors of *distress tolerance* (Akbari et al., 2022; Mattingley et al., 2022); *working hard even when something is difficult*, which represents ‘perseverance’ and other overlapping psychological constructs including ‘conscientiousness’ and ‘growth mindset’ (Burnette et al., 2020; Oshio et al., 2018; Thorsen et al., 2021); and the protection of *culturally specific values & relationships as a source of social and community support* (Raghavan & Sandanapitchai, 2024).

Thus far, the research that has been conducted on the RPFC-2 (Arkfeld, Powell, Sturgess, & Conner, 2025; Powell, Rahm-Knigge, & Conner, 2021) has revealed good psychometric properties and the factor analysis support the resilience structural model of three interrelated areas of protective factors - Individual, Family, and Community influences. The RPFC’s Individual, Family, and Community Protective Factors have all been found to be positively correlated with four domains of positive life outcomes [physical health, psychological health, social relationships, and a healthy (safe, supportive) environment], as well as negatively correlated with adverse childhood experiences (ACE). When taking a closer look at participants who had one or more ACEs, the RPFC was found to predict several positive life outcomes. The RPFC’s ‘individual protective factors’ positively predicted physical health and psychological health outcomes, while the ‘community protective factors’ positively predicted healthy living environment outcomes. In addition, the RPFC’s ‘family protective factors’ moderated the path between adverse childhood experiences and social relationships. That is, for individuals who have experienced more adverse childhood experiences, those with higher levels of RPFC family protective factors had positive social relationship outcomes, while those with lower levels of family protective factors had negative social relationship outcomes.

These findings lend support for the utilization of assessment measures for identifying and promoting protective factors that can buffer life adversity and heighten resilient positive outcomes. Incorporating *strengths-based, resilience-enhancing services* into treatment addressing childhood adversity can result in positive outcomes (Powell, 2025).

The results of a more recent CFA (Confirmatory Factor Analysis, n=652) on the RPFC-2 (Arkfeld et al., 2025) added more clarity to the RPFC-2 items that make up the three areas of protection- Individual, Family, and Community influences. This study included a few additional protective factor items that explore perseverance, distress tolerance, cultural/ ethnic supports. In addition, a few items were reworded or broken up into two separate questions due to the original items including two related

concepts in one question. For example, the original question for exploring the protective factor of self-regulation (*“I am good at calming myself down and thinking before I act”*), was divided into two separate questions, *“I am good at calming myself down”* and *“I am good at thinking before I act”*. This helped to better clarify the specific type of self-regulation that is being used as it relates to regulating yourself on an emotional level (emotional regulation) versus regulating yourself on a cognitive level (thinking before acting-cognitive regulation). The most up-to-date version of the RPFC-2 is described in Section 3.

RPFC-2 is a Clinical Tool, Not a Risk Assessment

Users of the RPFC-2 should utilize this instrument as a clinical tool for educating and promoting protective factors and resilience, and *not* as a predictor of risk or any other type of predictive assessment.

Benefits to using the RPFC-2

There are several benefits to utilizing the RPFC-2 including:

- *RPFC-2 helps *engage/ motivate clients (youth, families, and adults)* by focusing attention on strengths/ protective factors (focusing on what is right with them, as opposed to what is wrong with them).
- *The RPFC-2 can be *utilized in multiple settings* (i.e., mental health agencies, schools, home-based services, detention centers, residential facilities).
- *The RPFC-2 can be *utilized by anybody* who wants to learn more about their strengths and resources that can assist them in living a resilient and fulfilling life.
- *RPFC-2 helps to *provide a clear strengths-based, solution-focused plan* regarding what to target (to develop and/or strengthen) in therapeutic and educational services.
- *RPFC-2 results can assist in the development of *strengths-based goals/ treatment plan objectives*.
- *The RPFC-2 can provide a *baseline measure of current protective factors*, which can help inform service recommendations.
- *The RPFC-2 can be used as *pre- and post-outcome measures* for *individual client feedback* and/or *agency effectiveness*.

Utilization of the RPFC-2 as a Pre and Post Outcome Measure

The RPFC-2, especially the versions that utilize a Likert-type rating scale can be utilized as a Pre and Post Measure regarding the development and/or strengthening of protective factors during the course of services.

The *Professional Use* section (located near the top of each *RPFC-2* form) can be used to designate the approximate time in which the *RPFC-2* is being completed:

Circle **PRE Services** if the client is completing the RPFC-2 at the beginning of services.

Circle **MID Services** if the client is completing the RPFC-2 at a midpoint in services.

Circle **POST Services** if the client is completing the RPFC-2 near the end of services.

Scores on the PRE, MID, & POST administration can be compared, as a method of *assessing individualized progress*, as it relates to the enhancement of protective factors within a client's life.

These scores can also be utilized as an *agency outcome measure* to help determine the effectiveness of services for promoting individual, family, and community protective factors linked to resilience.

Section 2: ADMINISTRATION & SCORING

Age & Life Role Requirements

All ages and life roles can benefit from the RPFC-2, which is why there are multiple versions:

- 1) **RPFC-2: CLIN** (*Clinical* version): For All Ages
- 2) **RPFC-2: YOUTH** (*Youth* version): For Youth, 12-20 years old
- 3) **RPFC-2: PAR** (*Parent/ Caregiver* version): For Parents/ Caregivers, 18 years or older
- 4) **RPFC-2: COLLEGE RSCH** (*College Research* version): For Adults, 18 years or older
(and some younger-aged college students)
- *5) **RPFC-2: ABBREVIATED** (*Youth-15 item* version): For Youth, 12-20 years old

Reading Level Requirements

The RPFC-2 is written in user-friendly language with limited psychological jargon. Based on the Text Readability Consensus Calculator (readabilityformulas.com), which uses a combination of seven popular readability formulas, the RPFC-2 text requires participants to have a ***Sixth Grade Reading Level***.

Administering the RPFC-2

Prior to administering the RPFC-2, *ensure that participants read the instructions at the top of the page*. The instructions ask participants to rate how true each statement is as it relates to their life (or the life of their child). The instructions also remind participants that there are no right or wrong answers, just what is true as it relates to their life.

Hand Scoring Instructions for the RPFC-2

The *RPFC-2: Clin* utilizes a checklist response format.

The *RPFC-2: Youth*; *RPFC-2: Par*; *RPFC-2: College Rsch*; and *RPFC-2: Abbreviated* utilize a 4-point Likert-type rating scale.

Scoring for the *RPFC-2: Clin*: The *RPFC-2: Clin* utilizes a checklist response format that is used as a clinical guide for clients and their providers. It is not quantitatively scored.

Suggested ways to utilize the RPFC-2: CLIN:

- 1) Mark a **T** (True) next to the ‘protective factors’ that are *most true in your life*
- 2) Mark an **I** (Important) next to the ‘protective factors’ you believe are *most important* to further work on to better your life
- 3) Transfer the results from the RPFC-2 versions that use a 4-point Likert-type rating scale (**1-4** scores) and discuss the results
- 4) Identify your top 2-3 protective factors that you would like to focus on, to improve your life.

Scoring for the *RPFC-2-Youth*, *RPFC-2-Par*, and *RPFC-2: College Rsch*: These versions of the RPFC-2 utilize a 4-point Likert-type scale in which participants select one of four responses as it relates to their life. Responses are scored as follows:

Not True = **1** Sometimes True = **2** Often True = **3** Almost Always True = **4**

Refer to the **RPFC-2: Scoring Key (Appendix F)** for additional information about hand scoring. Also, additional details about the scoring for each RPFC-2 version can be found in **Section 4**.

***Note:** The abbreviated version [RPFC-2: Abbreviated (Youth-15 item version)] only includes 15 of the 34 items/protective factors. The specific protective factors that are included in the abbreviated version are listed in parentheses at the end of each question. The specific item numbers are *Individual Protective Factors*: 1, 4, 6, 11, 13; *Family Protective Factors*: 14, 15, 18, 23, 25; *Community Protective Factors*: 26, 28, 29, 32, 34. These item numbers can be used for hand scoring.

Possible Discussion Topics Regarding RPFC-2 Results

The results of RPFC-2 should be shared and discussed with individuals who complete it (except for research subjects who complete the RPFC-2 anonymously). Possible topics to discuss and collaborate on include:

- 1) Which Protective Factors (individual, family, & community) are **ALREADY PRESENT/COMMON** in your current life [those items you rated as *Often True* (3) or *Almost Always True* (4) in your life]?

Are these **COMMON** PFs helpful in your life (make life easier/ happier)?

What can we do to keep these Protective Factors strong?

- 2) Which Protective Factors (individual, family, & community) are **LESS COMMON** in your current life [those items you rated as *Not True* (1) or *Sometimes True* (2) in your life]?

Which of these Less Common Protective Factors do you think are **MOST IMPORTANT** for helping you lead a better life (a more resilient, stable, and happy life)?

What can we do to make these Protective Factors more Common in your life?

- 3) Are any of these **LESS COMMON** protective factors **MAKING LIFE HARD** for you?
What can we do to make these Protective Factors more Common in your life?

- 4) When you consider all the protective factors (listed on the *RPFC-2: CLIN*)...

What do you think is the **MOST IMPORTANT** *Individual PF* for helping you to lead a good life?

What do you think is the **MOST IMPORTANT** *Family PF* for helping you to lead a good life?

What do you think is the **MOST IMPORTANT** *Community PF* for helping you to lead a good life?

- 5) What are the **TOP THREE PROTECTIVE FACTORS** that you would like to focus on (in treatment, at home, in school)?

- 6) Let's Brainstorm about what STRATEGIES/ SUPPORTS/ SERVICES could help us DEVELOP and/or STRENGTHEN your most important Protective Factors.
- 7) Let's use your RPFC-2 results to help us DEVELOP YOUR TREATMENT PLAN.

Section 3: CONTENT DESCRIPTION OF EACH RPFC-2 ITEM

A list of each protective factor (PF) included in the RPFC-2 (#1-34) can be found in Table 1. The PFs are broken down into three major categories [Individual, Family, & Community protective factors] and further organized into eleven subcategories: *Five Individual PF subcategories*: Thoughts/Values; Emotions/Affect; Self-Concept; Self-Directed; and Attitude/ Social Attributes. *Three Family PF subcategories*: Home Life; Education Value; Parenting Style. *Three Community PF subcategories*: Relationships; Activities/ School; Neighborhood Support/ Safety.

TABLE 1: List of RPFC-2 Protective Factors

INDIVIDUAL Protective Factors:

Thoughts/ Values

- ___ 1. Problem-solving skills; Psychological-mindedness
- ___ 2. Self-regulation skills for self-control of attention, arousal, and impulses (Cognitive Regulation)
- ___ 3. Faith; Religion; Spirituality; Sense of meaning in life

Emotions/ Affect

- ___ 4. Self-regulation skills for self-control of attention, arousal, and impulses (Emotional Regulation)
- ___ 5. Distress tolerance

Self-Concept

- ___ 6. Positive self-perception; Self-esteem
- ___ 7. Talents (i.e., computer skills, writing, music, athletics, cooking)
- ___ 8. Posttraumatic growth; “Steeling effects”; Life adversity that enhances skills and confidence to cope with hard times

Self-Directed

- ___ 9. Self-efficacy (believe you can effect your environment- exert control over one's own motivation, behavior, and social environment); Hope; Internal Locus of Control
- ___ 10. Internal motivation; Being committed to putting forth effort to improve your life
- ___ 11. Perseverance (not giving up even when things are difficult)

Attitude/ Social Attributes

- ___ 12. Positive outlook on life; Adaptive humor (tolerant, accepting, self-supporting) that helps manage stress & connect with others
- ___ 13. Adaptable personality; General appeal or Attractiveness to others

FAMILY Protective Factors:

Home Life

- ___ 14. Relationship with stable, prosocial family member(s)
- ___ 15. Safe home; Positive family climate with low conflict
- ___ 16. Organized, predictable home
- ___ 17. Home with socioeconomic advantages- Families that have enough money to pay for food, clothing, rent/mortgage, schooling, childcare, health care, leisure activities, etc.

Education Value

- ___ 18. Parent/Caregiver who values education
- ___ 19. Parent/Caregiver involved in child’s education- *Schoolwork*
- ___ 20. Parent/Caregiver involved in child’s education- *Activities*

Parenting Style

- ___ 21. Authoritative (Democratic) parenting- *Provide structure & supervision*
- ___ 22. Authoritative (Democratic) parenting- *Regular communication/ check-ins*
- ___ 23. Authoritative (Democratic) parenting- *Provide fair rules/limits; age-appropriate autonomy*
- ___ 24. Authoritative (Democratic) parenting- *Provide rationale for limits*
- ___ 25. Authoritative (Democratic) parenting- *Moderate to high positive expectations*

TABLE 1: List of RPFC-2 Protective Factors (cont.)

COMMUNITY Protective Factors:

Relationships

- ___ 26. Relationship with stable, prosocial adult(s) outside the family (i.e., teacher, coach, minister, family friend, counselor)
- ___ 27. Relationship with stable, prosocial adult(s) from similar cultural background
- ___ 28. Connections to prosocial, rule-abiding peers

Activities/ School

- ___ 29. Ties to prosocial activities/ organizations
- ___ 30. Attend a safe, prosocial, effective school- *Feel Safe*
- ___ 31. Attend a safe, prosocial, effective school- *Supportive Teachers*
- ___ 32. Attend a safe, prosocial, effective school- *Enjoy school*

Neighborhood Support/ Safety

- ___ 33. Neighborhood with high 'collective efficacy' (care and support from neighbors)
- ___ 34. High levels of public safety- safe neighborhood

Note: Users of the RPFC-2 may want to explore additional protective factors not included in this measure, which could be influential for a particular student/ client. Two of the original RPFC items factors (using physical exercise/movement as a coping skill; and having a positive, well-adjusted partner) were eliminated from the RPFC-2 due to non-significant results in our research (Arkfeld et al., 2025; Powell et al., 2021). However, other studies have linked these two items to positive, resilient outcomes; therefore, providers may want to ask about these potential areas of protection when using the *clinical version* of the RPFC-2 (RPFC-2: CLIN). The clinical version still lists these two protective factors, which are unnumbered and delineated with two asterisks (**).

___ ** I use physical exercise as a method of coping with life stress/ movement
PF= Physical Exercise/ Movement

___ ** I have a *positive partner* (romantic partner, boyfriend, girlfriend, spouse) who supports me and stays out of trouble
PF= Relationship with Prosocial, Well-Adjusted Partner

Section 4: DIFFERENT VERSIONS OF THE RPFC-2

Everyone can benefit from learning about their protective factors and capacity to be resilient and psychologically healthy, which is why the RPFC-2 has multiple versions available.

Five versions of the RPFC-2 are described:

- 1) RPFC-2: CLIN (*Clinical* version)
- 2) RPFC-2: YOUTH (*Youth* version)
- 3) RPFC-2: PAR (*Parent/ Caregiver* version)
- 4) RPFC-2: COLLEGE RSCH (*College Research* version)
- *5) RPFC-2: ABBREVIATED (*Youth-15 item* version)

The main differences between the five versions of the RPFC-2 is the *age range* and the *life role* for the participants completing the RPFC-2 (e.g., youth vs. parent/caregiver)

Another difference is the response format being utilized.

The *RPFC-2:Clin* uses a checklist format.

The *RPFC-2:Youth*, *RPFC-2:Par*, *RPFC-2:College Rsch*, and the *RPFC-2:Abbreviated* use a 4-point Likert-type rating scale.

Refer to Appendix A-E for a copy of all the RPFC-2 versions

1) **RPFC-2: CLIN (Clinical version)**

RPFC-2: Clin is a 34-item clinical tool that is designed to help facilitate open communication between youth, parents/ caregivers, and human service providers regarding the identification of protective factors linked to resilience and positive outcomes. RPFC-2 items include individual, family and community protective factors that are also organized into eleven subcategories.

In addition to the 34 items, 2 unnumbered protective factors are also included on the *RPFC-2: Clinical Version*. These two items are delineated with two asterisks (**). These areas of protection (e.g., physical exercise & having a positive partner) did *not* significantly load on one of the three RPFC-2 subscales (Individual, Family or Community protective factors) in our research (Arkfeld et al., 2025; Powell et al., 2021). However, they are listed on the *RPFC-2: Clin*, in order to encourage providers to explore additional protective factors that have been identified as clinically significant in other studies

Age Requirement: All Ages (with the assistance of parents/caregivers and human service providers)

Life Role Requirement: Youth and Parents/Caregivers (and others) who want to learn more about their *Protective Factors* and *Resilience*.

Response Format: Checklist

Instructions: Read each statement (protective factor) and then have discussions about how important each protective factor might be for leading a happy, successful life. *Note: The name for each Protective Factor (PF) is listed in italics.*

Suggested ways to utilize the *RPFC-2: CLIN*

- 1) Mark a **T** (True) next to the 'protective factors' that are *most true in your life*
- 2) Mark an **I** (Important) next to the 'protective factors' you believe are *most important* to further work on to better your life
- 3) Transfer the results from the RPFC-2 versions that use a 4-point Likert-type rating scale (**1-4** scores) and discuss the results

Hand Scoring: The *RPFC-2: Clin* utilizes a checklist response format that is used as a clinical guide for clients and their providers.

Specific Attributes of the *RPFC-2: Clin*:

- * The *RPFC-2: Clin* is a clinical tool with a simple checklist response format
- * The *RPFC-2: Clin* is a useful tool for helping people (youth, parents/caregivers, and their human service providers) to be well-informed about their personal protective factors and resilience. Compared to the other RPFC-2 versions, the *RPFC-2: Clin* provides a more in-depth description of the construct of resilience and protective factors (refer to the grey box at the beginning of the form). In addition, listed underneath each RPFC-2 item is the actual name of the protective factor (PF=) being measured.

Refer to Appendix A for a copy of the *RPFC-2: Clin*

2) **RPFC-2: YOUTH (Youth version)**

RPFC-2: Youth is a 34-item questionnaire to assist *Youth* in identifying protective factors in their life that have been linked to resilience and positive outcomes. The items include individual, family and community protective factors.

Age Requirement: 12-20 years old (or younger if Parents/ Caregivers elect to complete the *RPFC-2: Youth* together with their child)

Life Role Requirement: Any youth interested in learning about their *Protective Factors* and *Resilience*

Instructions for Youth: Read each statement below and check the box that best describes HOW TRUE IT IS IN YOUR LIFE. There are no right or wrong answers, just what is true for you.

Response Format: 4-point Likert-type rating scale

Not True Sometimes True Often True Almost Always True

Scoring: Responses are given a numeric score based on their rating:

Not True= 1 Sometimes True= 2 Often True= 3 Almost Always True= 4

Refer to Appendix F for a copy of *RPFC-2: Scoring Key* that provides instructions on how to score the *RPFC-2: Youth* and *RPFC-2: Par* versions.

Specific Attributes of the *RPFC-2: Youth*:

* The *RPFC-2: Youth* is a useful tool for gathering information about youth, *from the youth's point of view*.

Refer to Appendix B for a copy of the *RPFC-2: Youth*

3) **RPFC-2: PAR (Parent/ Caregiver version)**

RPFC-2: Par is a 34-item questionnaire to assist *Parents/ Caregivers* in identifying protective factors (within the life of their child) that have been linked to resilience and positive outcomes. The items include individual, family and community protective factors. The Family Protective Factor section requires parents/caregivers to self-report about their personal parenting style and specific conditions within their home, which can influence their child's resilience.

Age Requirement: 18 years old and up

Life Role Requirement: Any Parent/ Caregiver who is interested in learning about the *Protective Factors* and *Resilience* with their child and family.

Instructions for Parent/Caregiver: *Read each statement below and check the box that best describes HOW TRUE IT IS IN YOUR CHILD'S LIFE and/or FAMILY'S LIFE. There are no right or wrong answers, just what is true as it relates to your child and family*

Response Format: 4-point Likert-type rating scale

Not True Sometimes True Often True Almost Always True

Scoring: Responses are given a numeric score based on their rating:

Not True= 1 Sometimes True= 2 Often True= 3 Almost Always True= 4

Refer to Appendix F for a copy of *RPFC-2: Scoring Key* that provides instructions on how to score the *RPFC-2: Youth* and *RPFC-2: Par* versions.

Specific Attributes of the *RPFC-2: Par*

*The *RPFC-2: Par* is a useful tool for gathering information about a youth *from the perspective of their parent/caregiver*.

*The *RPFC-2: Par* is also a helpful resource when a child/youth is unable to complete the *RPFC-2: Youth* version on their own due to their young age, lower reading level, and/or resistance to participate.

Refer to Appendix C for a copy of the *RPFC-2: Par*

4) RPFC-2: COLLEGE RSCH (*College Research* version)

RPFC-2: College Rsch is a 34-item questionnaire that is being utilized to assist in the validation of the RPFC-2. This version requires adult/college age participants to rate how true each protective factor is in their current adult life and/or retrospectively rating protective factors within their family and community during their childhood years (e.g., *Growing up I lived in a neighborhood where I felt safe*).

Refer to Appendix D for a copy of the *RPFC-2: College Rsch*

5) RPFC-2: ABBREVIATED (*Youth 15-item* version)

RPFC-2: Abbreviated is an abbreviated 15-item version that includes key individual, family and community protective factors. The purpose of this abbreviated RPFC-2 is to provide a version for youth that can be completed more quickly and reduce the risk of participant fatigue.

The specific protective factors that are include in the abbreviated version are listed in parentheses at the end of each question. The specific item numbers are *Individual Protective Factors*: 1, 4, 6, 11, 13; *Family Protective Factors*: 14, 15, 18, 23, 25; *Community Protective Factors*: 26, 28, 29, 32, 34.

Refer to Appendix E for a copy of the *RPFC-2: Abbreviated*

Note: All the RPFC-2 versions have been translated into Spanish and is available upon request.

Section 5: SUGGESTED INTERVENTIONS for Developing & Strengthening Protective Factors Identified in the RPFC-2 *(Work in Progress)*

Note: Information about strengths-based oriented interventions can be found in Dr. Powell's book...

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APPENDIX A

RPFC-2: CLIN (*Clinical* version)

Copies of the most up-to-date versions of the RPFC-2 are available by contacting Kevin M. Powell, Ph.D. at kevinpowellphd@gmail.com or thru his website www.kevinpowellphd.com

APPENDIX B

RPFC-2: YOUTH (*Youth* version)

Copies of the most up-to-date versions of the RPFC-2 are available by contacting Kevin M. Powell, Ph.D. at kevinpowellphd@gmail.com or thru his website www.kevinpowellphd.com

APPENDIX C

RPFC-2: PAR (*Parent/Caregiver* version)

Copies of the most up-to-date versions of the RPFC-2 are available by contacting Kevin M. Powell, Ph.D. at kevinpowellphd@gmail.com or thru his website www.kevinpowellphd.com

APPENDIX D

RPFC-2: COLLEGE RSCH (*College Research* version)

Copies of the most up-to-date versions of the RPFC-2 are available by contacting Kevin M. Powell, Ph.D. at kevinpowellphd@gmail.com or thru his website www.kevinpowellphd.com

APPENDIX E

RPFC-2: ABBREVIATED (*Youth-15 item* version)

Copies of the most up-to-date versions of the RPFC-2 are available by contacting Kevin M. Powell, Ph.D. at kevinpowellphd@gmail.com or thru his website www.kevinpowellphd.com

APPENDIX F

RPFC-2: SCORING KEY (*Hand Scoring Info & Protective Factor list*)

Copies of the most up-to-date versions of the RPFC-2 are available by contacting Kevin M. Powell, Ph.D. at kevinpowellphd@gmail.com or thru his website www.kevinpowellphd.com

APPENDIX G

RPFC-2 Graph

Copies of the most up-to-date versions of the RPFC-2 are available by contacting Kevin M. Powell, Ph.D. at kevinpowellphd@gmail.com or thru his website www.kevinpowellphd.com