

# Resilience Protective Factors Checklist (RPFC-CLIN)

## Clinical Version- For Resilient Youth, Parents/Caregivers, & Others

Some people react to hard times (abuse; loss; or other stressors) by becoming chronically withdrawn, insecure, depressed, and even negative, non-caring, and sometimes abusive to self and/or others. These reactions can lead to lots of negative outcomes in life. However, others cope with life struggles by positively adapting and growing up to have well-adjusted lives. These people are called ‘resilient’. Researchers have discovered that we all have the capacity to be resilient if we have enough ‘protective factors’.

*Protective factors* (PF) are the assets and resources in our lives that help us to be resilient (our ability to ‘bounce back’ from hard times). The *RPFC-CLIN* describes protective factors (individual, family, & community factors) commonly linked to resilience in youth and adults.

**Individual PFs** are organized into five sub-categories- Thoughts/Values, Emotions/Affect, Self-Concept, Self-Directed, & Attitude/Social Attributes

**Family PFs** are organized into three sub-categories- Home Life, Education Value, & Parenting Style

**Community PFs** are organized into three sub-categories- Relationships, Activities/School & Neighborhood Support/Safety

Even having a couple of these PFs can have a positive impact on your ability to cope and live a happy, well-adjusted life. **The purpose of the *RPFC-Clin* is to facilitate communication about key PFs in our lives and how to strengthen these resilience-enhancing factors.**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Instructions:** Read each statement below, along with the protective factor (PF) listed in *italics*. Then have discussions about how important each protective factor might be for helping you lead a happy, successful life.

Ways to utilize the RPFC-CLIN:

- 1) Mark an **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-Youth* or the *RPFC-Par* (a score of 1-4 on each item) and then discuss the results
- 4) Identify your top 2-3 protective factors that you would like to focus on, to improve your life.

## 1) INDIVIDUAL Protective Factors

**Factors *within yourself* that can make you more resilient when faced with hard times.**

Thoughts/ Values

\_\_\_\_\_ **1. I am good at *thinking about my problems* and figuring out how to make it better**  
PF= *Problem-solving skills; Psychological-mindedness – Good insight into problems & solutions*

\_\_\_\_\_ **2. I am good at *thinking before I act***  
PF= *Self-regulation skills for self-control of attention, arousal, and impulses (Cognitive Regulation)*

\_\_\_\_\_ **3. I have *personal beliefs and values* that help me make healthy choices in life**  
PF= *Faith; Religion; Spirituality; Sense of meaning in life*

Emotions/ Affect

\_\_\_\_\_ **4. I am good at *calming myself down***  
PF= *Self-regulation skills for self-control of attention, arousal, and impulses (Emotional Regulation)*

\_\_\_\_\_ **5. I have *healthy coping skills when I experience stressful events* and emotional pain**  
PF= *Distress Tolerance*

\_\_\_\_\_ **\*6. I use *physical exercise* as a method of coping with life stress**  
PF= *Physical exercise/ movement*

Self-Concept

\_\_\_\_\_ **7. I *feel good about myself* for the positive things I do**  
PF= *Positive self-perception; self-esteem*

\_\_\_\_\_ **8. I have *talents* that I value and society values**  
PF= *Talents (i.e., computer skills, writing, music, athletics, cooking)*

\_\_\_\_\_ **9. I believe I am a *strong person* because of the *hard times* I have faced in life**  
PF= *Post-Traumatic Growth; “Steeling Effects”; Life adversity has made you more skilled and confident to cope with hard times*

Self-Directed

- \_\_\_\_\_ **10. I believe I can influence what happens in my life with my decisions and actions**  
PF= *Self-efficacy; Hope; Internal Locus of control* While some people mistakenly believe they have no control over their lives (learned helplessness), resilient people believe they do. They believe they can exert control over their internal motivation, behaviors, and social environment.
- \_\_\_\_\_ **11. I am personally motivated to make positive changes in my life**  
PF= *Internal motivation; Being committed to putting forth effort to improve your life*
- \_\_\_\_\_ **12. Even when something is hard, I try to finish it**  
PF= *Perseverance (not giving up even when things are difficult)*

Attitude/ Social Attributes

- \_\_\_\_\_ **13. I keep a positive attitude about life, even when faced with hard times**  
PF= *Positive outlook on life; Adaptive humor- tolerant, accepting, self-supporting humor that helps you manage stress and connect with others*
- \_\_\_\_\_ **14. I have a likable personality that people want to be around**  
PF= *Adaptable personality; General Appeal or Attractiveness to Others*

## 2) FAMILY Protective Factors

**Factors within your family that can make you more resilient when faced with hard times.**

Home Life

- \_\_\_\_\_ **15. I have a positive family member who gives me support in good and bad times (i.e., parent, grandparent, aunt, uncle, sibling)**  
PF= *Relationship with stable, prosocial family member(s)*
- \_\_\_\_\_ **16. I live in a home that is safe and everyone gets along well**  
PF= *Safe home, Positive family climate with low conflict*
- \_\_\_\_\_ **17. I live in a home that is organized and clean**  
PF= *Organized, Predictable home*
- \_\_\_\_\_ **18. I live in a home that has enough money to pay for everything we need (i.e., food, clothes, bills, rent, family activities)**  
PF= *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

- \_\_\_\_\_ **19. I have a parent/caregiver who thinks education is important**  
PF= *Parent/Caregiver who values education*
- \_\_\_\_\_ **20. I have a parent/caregiver who helps me out with schoolwork**  
PF= *Parent/Caregiver involved in child's education- Schoolwork*
- \_\_\_\_\_ **21. I have a parent/caregiver who attends my activities**  
PF= *Parent/Caregiver involved in child's education- Activities*

Parenting Style

- \_\_\_\_\_ **22. I have a parent/ caregiver who provides structure/ rules and monitors what I do**  
PF= *Authoritative (Democratic) parenting- Provide structure & supervision*
- \_\_\_\_\_ **23. I have a parent/ caregiver who regularly talks with me**  
PF= *Authoritative (Democratic) parenting- Regular communication/ check-ins*
- \_\_\_\_\_ **24. I have a parent/ caregiver who sets fair rules and limits**  
PF= *Authoritative (Democratic) parenting- Provide fair rules/limits; age-appropriate autonomy*

Parenting Style (cont.)

- \_\_\_\_\_ **25. I have a parent/ caregiver who regularly talks with me and explains the reasons for rules and limits**  
PF= Authoritative (Democratic) parenting- Provide rationale for limits
- \_\_\_\_\_ **26. I have a parent/ caregiver who believes in me and expects me to do well in life**  
PF= Authoritative (Democratic) parenting- Moderate to high positive expectations

### 3) COMMUNITY Protective Factors

**Factors within your community that can make you more resilient when faced with hard times.**

Relationships

- \_\_\_\_\_ **27. I have a positive adult from outside my family who gives me support (i.e., teacher, coach, minister, family friend, counselor)**  
PF= Relationship with stable, prosocial adult(s) outside the family
- \_\_\_\_\_ **28. I have a person from my culture and/or ethnic background who gives me support**  
PF= Relationship with stable, prosocial adult(s) from similar cultural background
- \_\_\_\_\_ **29. I have a positive friend who supports me and who stays out of trouble**  
PF= Connections to prosocial, rule-abiding peers
- \_\_\_\_\_ **\*30. 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

Activities/ School

- \_\_\_\_\_ **31. I have positive activities I like to do (i.e., sports, exercise, hobbies, jobs)**  
PF= Ties to prosocial activities/ organizations
- \_\_\_\_\_ **32. I feel safe at my school**  
PF= Attend a safe, prosocial, effective school- A school that is well-organized and predictable; consistently enforces rules; monitors student academic progress; and has well-trained teachers who provide high quality instruction, are positive role models, and sources of support for students
- \_\_\_\_\_ **33. I have some teachers who care about me**  
PF= Attend a safe, prosocial, effective school
- \_\_\_\_\_ **34. I like going to school**  
PF= Attend a safe, prosocial, effective school

Neighborhood Support/ Safety

- \_\_\_\_\_ **35. I have neighbors who care and look out for me**  
PF= Neighborhood with high 'collective efficacy'
- \_\_\_\_\_ **36. I live in a neighborhood where I feel safe**  
PF= High levels of public safety

Note: The above Protective Factors that have an asterisk (\*) indicate that this item did *not* significantly load on one of the three subscales of protection (Individual, Family or Community) in our initial study (Powell et al., 2021); however, it has been retained in the RPFC for clinical use due to empirical support in other studies and the need to further study these items with other subject pools. Also, a few of the above protective factor items were identified in a follow-up Confirmatory Factor Analysis (Arkfeld, Powell, & Conner, manuscript in preparation). Research on the RPFC is ongoing.

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