

Risk and Protective Factors Checklist V.3

Youth: _____

Date: _____

	Risk Factors	Protective Factors
Individual	<input type="checkbox"/> Trauma history <input type="checkbox"/> Difficulty learning and understanding <input type="checkbox"/> Cognitive and/or situational inflexibility <input type="checkbox"/> High impulsivity <input type="checkbox"/> Low harm avoidance; risk and sensation seeking <input type="checkbox"/> Limited frustration tolerance <input type="checkbox"/> Poor ability to problem solve; resolve conflicts <input type="checkbox"/> Poor self-regulation skills (behavior; emotions) <input type="checkbox"/> Previous self harm ideation or behaviors <input type="checkbox"/> Lacks futures orientation <input type="checkbox"/> Drug Use: Favorable attitudes/Early use <input type="checkbox"/> Physical Health Concerns (Diabetes, etc.) <input type="checkbox"/> Developmental Concerns (Autism Spectrum Disorders; learning disabilities; etc.) <input type="checkbox"/> Medication: (non-compliance; no psychiatric)	<input type="checkbox"/> Gives back to the community <input type="checkbox"/> Futures orientation <input type="checkbox"/> Hopefulness <input type="checkbox"/> Motivation to Succeed <input type="checkbox"/> Effective communication skills <input type="checkbox"/> Conflict resolution; problem solving skills <input type="checkbox"/> Emotional regulation skills <input type="checkbox"/> Organization and planning skills <input type="checkbox"/> Appropriate decision-making skills <input type="checkbox"/> Tolerance in frustrating situations <input type="checkbox"/> Knowledge of triggers and relapse prevention skills <input type="checkbox"/> Physically healthy and active <input type="checkbox"/> Abilities and Talents _____ <input type="checkbox"/> Medication compliant
Family	<input type="checkbox"/> Low parental monitoring and supervision <input type="checkbox"/> Parental substance use <input type="checkbox"/> Parental mental health issues <input type="checkbox"/> Family violence <input type="checkbox"/> High family conflict <input type="checkbox"/> Low family bonding <input type="checkbox"/> Lack of rules, structure, accountability <input type="checkbox"/> Inconsistent or harsh discipline <input type="checkbox"/> Basic needs unmet (housing; food; utilities) <input type="checkbox"/> Lack of physical or emotional safety	<input type="checkbox"/> High monitoring; supervision; structure <input type="checkbox"/> Supportive relationships and strong bonds <input type="checkbox"/> Positive communication <input type="checkbox"/> Realistic expectations and accountability <input type="checkbox"/> Clear rules and consistent consequences <input type="checkbox"/> Available and accessible family supports <input type="checkbox"/> Adequate resources <input type="checkbox"/> Regular family activities <input type="checkbox"/> Stable housing <input type="checkbox"/> Physical and emotional safety ensured
Peers & Activities	<input type="checkbox"/> Negative peer influences (drug use; gangs) <input type="checkbox"/> Weak conventional ties (school/community) <input type="checkbox"/> Unsupervised, unstructured time and activities <input type="checkbox"/> No positive activities	<input type="checkbox"/> Pro-social peers <input type="checkbox"/> Peers attend school/community events <input type="checkbox"/> Organized activities with adult supervision <input type="checkbox"/> Asset-enhancing activities
School	<input type="checkbox"/> Poor attendance/truancy <input type="checkbox"/> Failure in school/poor school performance <input type="checkbox"/> Unrealistic/unachievable expectations (school) <input type="checkbox"/> Lack of positive connections in school <input type="checkbox"/> Behavioral problems at school <input type="checkbox"/> Lack of school credits (falling behind) <input type="checkbox"/> Low commitment to school <input type="checkbox"/> School placement does not meet educational needs	<input type="checkbox"/> Positive youth and parental involvement <input type="checkbox"/> Accommodations matched to need <input type="checkbox"/> Positive and caring school climate <input type="checkbox"/> Realistic and achievable expectations (school) <input type="checkbox"/> Clear rules and consequences <input type="checkbox"/> On schedule to graduate <input type="checkbox"/> Good fit with school placement <input type="checkbox"/> Positive relationships with school
Community	<input type="checkbox"/> Poverty <input type="checkbox"/> Restricted opportunity for positive involvement <input type="checkbox"/> Density of delinquent peers <input type="checkbox"/> Violence in neighborhood <input type="checkbox"/> Drug use/selling in neighborhood	<input type="checkbox"/> Positive adult role models (mentors, etc.) <input type="checkbox"/> Faith connections <input type="checkbox"/> Opportunities to give back <input type="checkbox"/> Neighborhood monitoring and supports <input type="checkbox"/> Structured and monitored activities available