

## Protective Factor Framework Comparison Chart

Level	Factor	Definition	Framework	Concrete Examples	Notes
Individual	Social-emotional competence	A child's ability to interact positively with others, self-regulate their behavior, and effectively communicate their feelings.	SF	Self-regulation skills, relational skills. (See below.)	<p>All five of these definitions are related to Zero to Three's definition of infant mental health: A child's developing capacity to:</p> <ul style="list-style-type: none"> <li>• Experience and regulate emotions</li> <li>• Form attached relationships</li> <li>• Explore the environment and learn</li> </ul> <p>Also related to <b>executive functioning skills</b>: the ability to focus thinking, filter distractions, and control impulses.</p> <p><i>Self-regulation skills, relational skills, and problem solving skills</i> are related to positive outcomes such as resiliency, having supportive friends, positive academic performance, improved cognitive functioning, and better social skills. They also related to reductions in post-traumatic stress disorder, stress, anxiety, depression, and delinquency. Finally, these skills are related to more satisfaction with out-of-home placements and fewer placement disruptions for youth who have been removed from their homes.</p> <p><i>Involvement in positive activities</i> is associated with lower levels of antisocial and general problem behavior, reductions in repeat pregnancies, higher socioeconomic status, and resiliency.</p>
	Self-regulation skills	A child's ability to manage or control emotions and behaviors.	ACYF	Self-mastery, anger management, character, long-term self-control, and emotional intelligence.	
	Relational skills	A child's ability to form positive bonds and connections and a youth's interpersonal skills.	ACYF	In children, social competence, being caring, and forming prosocial relationships. In youth, communication skills and conflict-resolution skills.	
	Problem solving skills	Includes general problem-solving skills, self-efficacy in conflict situations, higher daily living scores, decision-making skills, planning skills, adaptive functioning skills and task-oriented coping skills.	ACYF	Persisting at problem solving, ability to solve problems that require planning.	
	Involvement in positive activities	Refers to engagement in and/or achievement in school, extracurricular activities, employment, training, apprenticeships, or military.	ACYF	A child's school connectedness, commitment, and engagement as well as older youth having a job or participating in job training opportunities.	

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Relationship	Parental Resilience	The ability to manage and bounce back from all types of challenges that emerge in every family's life.	SF	Finding ways to solve problems, building and sustaining trusting relationships including relationships with own children, and knowing how to seek help when necessary.	<p><i>Competencies of the parent or guardian</i> are related to numerous well-being outcomes such as increases in self-esteem, lower risk of antisocial behavior, lower likelihood of running away and teen pregnancy, reductions in child behavior problems, increases in social skills, better psychological adjustment, and reductions in internalizing behaviors. For children in out-of-home placements, improvements in parenting competencies have been associated with being reunited with their parents.</p> <p>The <i>presence of a caring adult</i> is related to numerous positive outcomes including greater resilience, lower stress, less likelihood of arrest, reductions in homelessness, higher levels of employment, less delinquent conduct, favorable health, less suicidal ideation, and reductions in rapid repeat pregnancies and better outcomes for the children or teen mothers.</p> <p><i>Having friendships and support from peers</i> is related to reductions in depressive symptoms, more empathetic parenting attitudes (among teen mothers), and higher self-esteem. Positive peer norms is related to reductions in rapid repeat pregnancies, less alcohol, tobacco and other drug use, lower levels of sexual activity, less antisocial and delinquent behavior, more success in school, and more helping of others.</p>
	Knowledge of parenting and child development	Accurate information about child development and appropriate expectations for children's behavior at every age helps parents see their children in a positive light and promote their healthy development.	SF	Knowing what is appropriate behavior at specific ages.	
	Parenting competencies	Parenting skills and positive parent-child interactions.	ACYF	Establishing clear standards and limits, discipline, knowledge about child development, and proper care. Sensitive, supportive, or caring parenting and close relationships	
	Presence of caring adults	Most often refers to caring adults beyond the nuclear family.	ACYF	Often program staff or home visitors but can also be caring adults in the community, mentors, advocates, teachers, or extended family members.	
	Positive relationships with peers	Include friendships with peers, support from friends, and positive peer norms.	ACYF	Positive peer norms may include refraining from drinking or using illegal drugs and peer disapproval of these and other harmful behaviors.	

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Community	Social Connections	Friends, family members, neighbors and community members.	SF	Provide emotional support, help solve problems, offer parenting advice and give concrete assistance to parents, such as transportation or occasional childcare.	<p><i>A positive school environment</i> shows the most evidence as a protective factor at the community level. It is related to reductions in traumatic stress disorder symptoms, depression, psychosocial dysfunction, and dating violence, as well as improvements in school performance and resilience.</p> <p>*References:</p> <p>Administration on Children, Youth, and Families. (2013, August). "Protective Factors for Populations Served by the Administration on Children, Youth, and Families: A Literature Review and Theoretical Framework." Contract No. HHSP23320095611WC. Order No. HHSP23337001T. Retrieved from <a href="http://www.dsgonline.com/acyf/DSG%20Protective%20Factors%20Literature%20Review%202013.pdf">http://www.dsgonline.com/acyf/DSG%20Protective%20Factors%20Literature%20Review%202013.pdf</a></p> <p>Administration on Children, Youth, and Families. "Promoting Protective Factors for In-Risk Families and Youth: A Brief for Researchers." Retrieved from <a href="http://www.dsgonline.com/acyf/PF_Research_Brief.pdf">http://www.dsgonline.com/acyf/PF_Research_Brief.pdf</a></p> <p>"Making Meaningful Connections, 2014 Prevention Resource Guide." Retrieved from <a href="https://www.childwelfare.gov/pubs/guide2014/guide.pdf#page=9">https://www.childwelfare.gov/pubs/guide2014/guide.pdf#page=9</a></p>
	Concrete support in times of need	Meeting basic economic needs like food, shelter, clothing and health care is essential for families to thrive. Likewise, when families encounter crises, adequate services and support need to be in place to provide stability, treatment and help.	SF	Housing, alcohol and drug treatment programs, domestic violence counseling, and public benefits.	
	Positive school environment	A positive school environment is one with supportive teachers and staff as well as specialized school-based programming geared toward improving outcomes for these populations.	ACYF	Trauma-informed schools. Access to trauma-related services at schools.	
	Positive community environment	Neighborhood quality and advantage, community safety, social cohesion, and social network support.	ACYF	Religious service attendance, living in a safe and higher quality environment, a caring community, social cohesion, and positive community norms. Positive and trauma-informed service delivery.	
	Economic opportunities	Higher socioeconomic status, employment, and financial support for higher education.	ACYF	Household income and socioeconomic status; a youth's self-perceived resources; employment; apprenticeship, coursework and/or military involvement; and placement in a foster care setting (from a poor setting).	