



**Using Evidenced-Based Resiliency Practices in Counseling  
Part Three: Basic Skills of Resiliency in Clinical Practice**

**Webinar Follow-up Question and  
Answer Session with Dr. Michell Temple**

**Question from M. Hedges:**

Regarding the children- I would be interested to know more information regarding their successes and challenges at school. I would want to know if they are using any resources through the school system to help the children.

**Answer from Presenter**

These are some resources individuals may find helpful:

Collaborative for Academic, Social, and Emotional Learning (CASEL): <https://casel.org/>

Kaiser Permanente Thriving Schools: <https://thrivingschools.kaiserpermanente.org/about-us/resilience-in-school-environments/>

American Psychological Association: <https://www.apa.org/topics/resilience-guide-parents>

**Question from A. Vosburg:**

Fostering Trauma-Resistant Skills-Building is a powerful concept. How do you start the process of building skills to set a positive tone and direction?

**Answer from Presenter**

Research seems to suggest that cognitive behavioral approaches are most effective with fostering trauma-resistant skills. Here is on resource a reader may find helpful: Developing Resilience: A Cognitive-Behavioral Approach by M. Neenan.

**Question from A. Parham:**

Where can we find the research on resiliency?

**Answer from Presenter**

Everywhere.

Here is a great starter article:

Southwick, S. M., Bonanno, G. A., Masten, A. S., Panter-Brick, C., & Yehuda, R. (2014). Resilience definitions, theory, and challenges: Interdisciplinary perspectives. *European Journal of Psychotraumatology*, 5, 1–27. <https://doi.org/10.3402/ejpt.v5.25338>

**Question from A. Huff:**

Are there events that's increase stress?

### **Answer from Presenter**

Of course! Stress, however, according to the American Psychological Association is the body's response to any demand. It is important not presume a person's stress response.

### **Question from J. Batina:**

Is there a standardized assessment that you recommend to assess for the resiliency skills and/or posttraumatic growth? While informal assessments are invaluable, they don't help us as an agency show effectiveness to constituents.

### **Answer from Presenter**

Resilience is contextual so the type of assessment you would conduct at an organizational, program, or intervention level would differ.

A reader may find this resource article helpful to identify tools to evaluate individual resilience:

Windle, G., Bennett, K. M., & Noyes, J. (2011). A methodological review of resilience measurement scales. *Health and Quality of Life Outcomes*, 9, 8. <https://doi.org/10.1186/1477-7525-9-8>

### **Question from J. Batina:**

Are any of these assessment, or are there other assessments designed for children and adolescents?

### **Answer from Presenter**

The Hope Trait scale does offer a child and adolescent version. The others do not. Here is an article that summarizes available Resiliency assessments:

Windle, G., Bennett, K. M., & Noyes, J. (2011). A methodological review of resilience measurement scales. *Health and Quality of Life Outcomes*, 9, 8. <https://doi.org/10.1186/1477-7525-9-8>

### **Question from S. Boynton:**

Are most clients willing to fill out these assessments?

### **Answer from Presenter**

Yes because they are strength-based.

### **Question from J. Epp:**

How often can the assessments be given?

### **Answer from Presenter**

The PSS-10 is designed to administer each month. The PSC- 4 is only a screener. It is not designed for symptom monitoring. All others, BRS and PTGI, measure current perceptions of ability and beliefs. Consequently, in my opinion and practice, I use them as a part of the initial assessment and at termination.

### **Question from J. Batina:**

I do work at a nonprofit. How can I access the post-traumatic growth inventory?

### **Answer from Presenter**

Yes. Individual can visit this website, <https://ptgi.uncc.edu/>, through the University of North Carolina- Charlotte for more information.

**Question from L. Hartman:**

When would an ACE questionnaire be appropriate?

**Answer from Presenter**

ACE does not measure resilience. It provides qualitative information about exposure to adversity and potentially traumatic events.

**Question from M. Chung:**

Any recommendations for working moms who are anxious due to COVID-19 (child care, home duty, work, etc.)?

**Answer from Presenter**

**Yes!** American Psychological Association offers this resource: <https://www.apa.org/topics/resilience-guide-parents>

Additionally, any strategy to help working moms regulate their affect and manage stress.

**Question from J. Conteh:**

What types of resiliency assessments would you recommend for research?

**Answer from Presenter**

It depends on the focus of the research. A reader may find this article helpful to make a decision about resiliency assessments:

Windle, G., Bennett, K. M., & Noyes, J. (2011). A methodological review of resilience measurement scales. *Health and Quality of Life Outcomes*, 9, 8. <https://doi.org/10.1186/1477-7525-9-8>

**Question from S. Boynton:**

any recommendations for those of us in the school setting

**Answer from Presenter**

The recommendations for schools include implementing trauma-informed practices, opportunities to promote resilience, and encourage growth of students.

Readers may find these resources helpful:

Masten, Ann. S. (2014). *Ordinary Magic: Resilience in Development*. The Guilford Press.

Review Carol Dweck's work on Growth Mindset, which I discuss in the first webinar. This website provides a helpful overview of the theory and approach: <https://www.mindsetworks.com/science/>

Martin, S. L., Ashley, O. S., White, L., Axelson, S., Clark, M., & Burrus, B. (2017). Incorporating Trauma-informed care into school-based programs. *The Journal of School Health*, 87(12), 958-967. doi:10.1111/josh.12568

Luthar, S. & Mendes, S. (2020) Trauma-informed schools: Supporting educators as they support the children, *International Journal of School & Educational Psychology*, 8:2, 147-157, DOI: 10.1080/21683603.2020.1721385