

# Resilience Following Trauma

Machelle D. Madsen Thompson

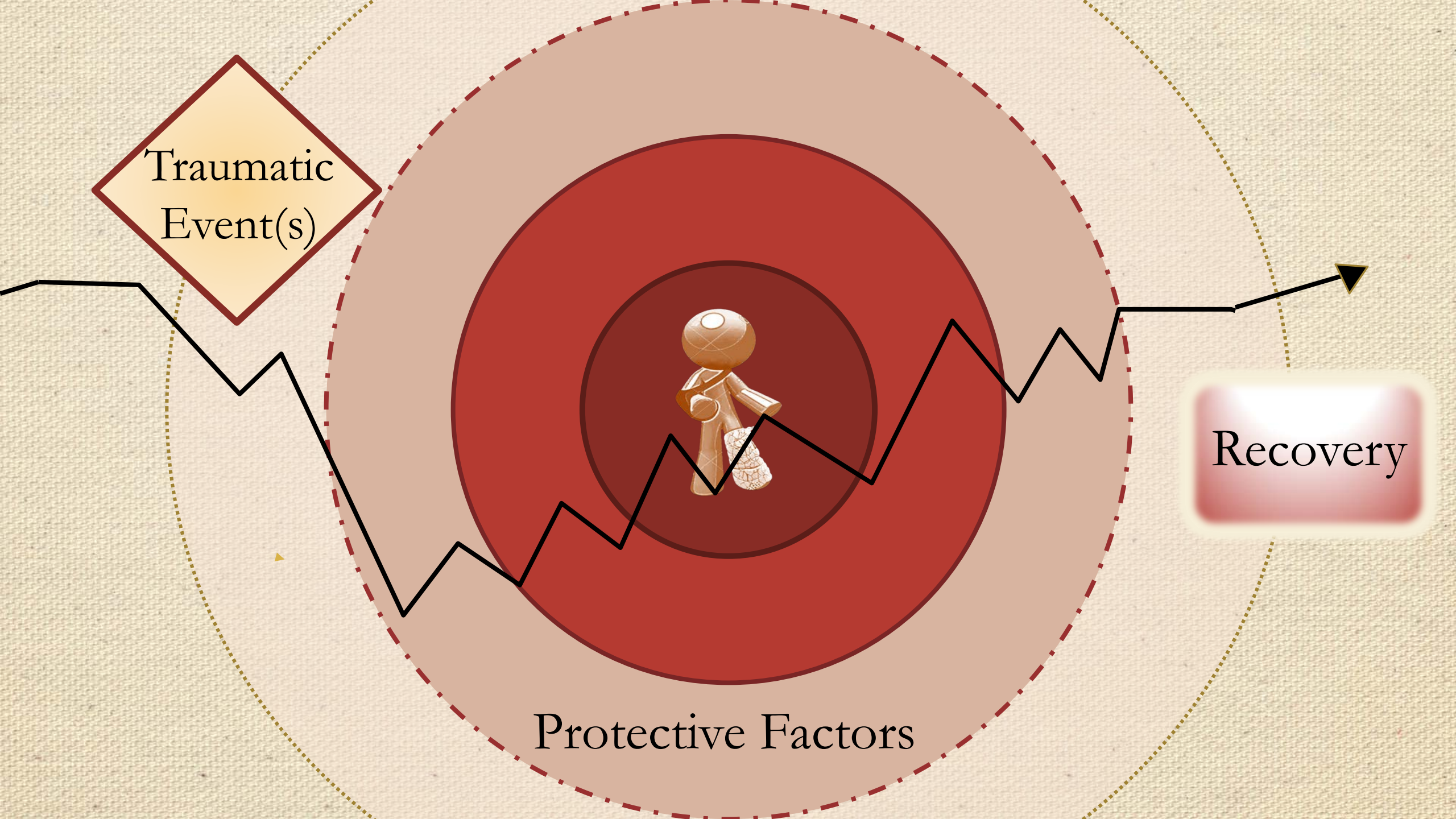
---

Measuring & Implementing  
Protective Factors in Treatment



# Protective Factors as a Treatment Intervention

- Resilience and protective factors are not mentioned in the DSM 5
- Therefore, they are rarely used in treatment planning or interventions
- Despite research showing they offset the negative effects of Trauma and Adverse Childhood Experiences known to cause physical and psychological harm. (eg. Bethell, Gombojav, Solloway, M., & Wissow, 2016).
- Implementing the major protective factors...



Traumatic  
Event(s)

Recovery

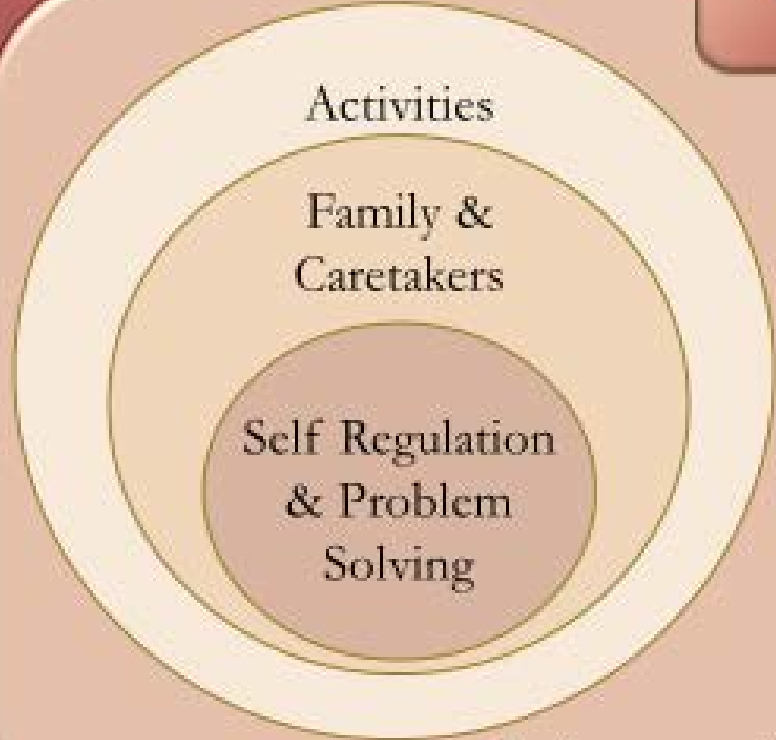
Protective Factors



# Protective Factors following Trauma can be measured and implemented seamlessly with adapted CBT

- Self Value
- Self Regulation
- Hopeful Future Goal Setting
- Problem Solving
- Supportive Belief Structure
- Family
- Friends
- Academic Achievement
- Active Diversion
- Supportive Community
- Fewer and less severe additional stressors

# Traumatic Event



Protective  
Factors  
Supporting  
Resilience

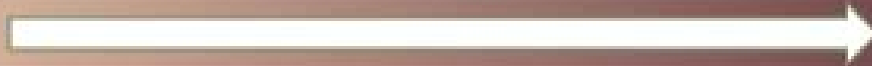


Inter-systemic Developmental Shift

Simple Intra-regulation/Dependent Relational

Integrative relational-existential

Early Childhood



Adulthood

# Measuring Resilience: TRSC

---

- Trauma Resilience Scale for Children.
- Narratives of the Children drove the items.
- Subscales are indicators of strengths in ten protective factor clusters as associated with resilience in over 200 empirical articles and the author's qualitative work used to formulate the scale.
- Items tested as valid and reliable across gender and ethnicity of North American children.

# Trauma Resilience Scale for Children

A Measure of Protective Factors

Name \_\_\_\_\_

Birthday \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

When something really hard happens, what helps you the most?

The measure demonstrates strong psychometric properties across reliability ( $\alpha^{\text{stratified}} = .96$ ), validity, and distinct factor structure modeling with clinical and general population samples. About half the sample self-identified as ethnic minorities. Differential item function showed no biased items for ethnic or gender differences.

Please circle the answer closest to how each sentence relates to you:



5=Always



3=At Times



2= Seldom

1=Never

## Self-Value

Things about me:

My Answer:

1) I like myself.	5	4	3	2	1
2) I am a good person no matter what happens.	5	4	3	2	1
3) I can help out.	5	4	3	2	1
4) I can do good things.	5	4	3	2	1
5) Mostly, I am pretty cool.	5	4	3	2	1
6) I love being me.	5	4	3	2	1
7) I care about myself.	5	4	3	2	1

Next Page





[machelle@thompson.org](mailto:machelle@thompson.org)

---

Florida State University College of Social Work  
296 Champions Way University Center, Bldg C  
Tallahassee, FL 32306-2570 USA

Children and Adolescent Counseling, Shade Tree Group  
306 N Madison St, Quincy, FL 32351, USA

850-509-8950