

Where to Look for a Child's Sources of Resiliency: A guide to section 2 of the Trauma-Sensitive Review Form

**When identifying a child's sources of strength and support,
ask yourself these types of questions:**

Relationships (from the child's point of view)

- Who does the child love?
- Who does the child believe loves him/her?
- Who does the child define as friends?
- Who is important to the child? (Don't forget to consider pets, neighbors, coaches, bus drivers, convenience store clerks.)
- Who might the child call when he/she is stuck in a tough situation?
- Who does the child play with?

Support

- Who seems to really like this child or be invested in him/her doing well?
- Who does the child get support from? (For example, extra help at school, rides to activities, financial help, birthday cards.)
- Which teachers does the child seem to like the most or in whose classes does the child have the most success?

Coping Skills & Environments

- Are there challenging situations that the child handles well or better than expected?
- In what classes or course types does the child seem to do well?
- When/where has the child demonstrated problem-solving skills?
- Is the child able to communicate well? (If not verbally, does the child draw or use music to express him/herself? Are the child's behaviors sometimes "loud and clear" communication?)
- Does the child communicate better in certain situations or with specific people?
- Has the child demonstrated an ability to manage impulses?
- Are there moments or situations when the child seems to manage impulses better than others?
- Does the child ever seem to believe that he/she has the ability to make things happen? Like study hard for a test and get a good grade? Or make his/her opinions known to impact his/her case plan?
- Are there times, situations, or places where the child functions well independently?

- In what type of learning environment or situations at school does the child do well?
- When, where, and about what does the child feel confident?
- When and where does the child seem to have the most success in social situations?

Talents, Interests

- When and where does the child demonstrate curiosity?
- What is the child interested in? (It doesn't have to be a realistic dream to be a source of resilience.)
- What does the child do well? (For example, empties the dish washer, is kind to younger kids, gets to school on time, star of the track team, volunteers.)

World View (a sense of belonging or connection to something larger than him/herself)

- Does the child have spiritual or religious beliefs?
- Does the child have a sense that he/she is part of a community or something "larger" than him/herself, like a member of a kinship or community group?
- Does the child seem hopeful? Are there any people, places, or situations in which the child seems more hopeful? Think about before, during, or after specific interactions – how might those interactions be contributing to a sense of hopefulness?
- Are there times or specific people with whom the child is able to express empathy?
- Are there times when this child shows respect for authority?

Filling out Section 2

Section 2 of the Trauma-Sensitive Review Form, asks parents to identify their child's sources of resiliency, that is, where their child currently gets strength and support both from others and within him- or herself. When filling out this section, dig deep to identify the child's experience. The following contains an explanation of this section.

Potential Sources of Strength and Resilience	Child's Experience
Relationships, from the child's point of view <i>(including who the child loves and who the child defines as friends)</i>	List here anyone the child feels close to, including birth family members, teachers, caregivers, team members, former neighbors, or friends.
Support <i>(including who the child gets support from, and who is invested in the child doing well)</i>	This is a list of people who support the child, including doctors, mentors, teachers, social workers, church members, family members, etc.
Coping Skills & Environments <i>(including situations where the child does well, times when they can communicate well, and places or times where the child functions well or has the most success)</i>	Look for and identify situations where the child is comfortable or does well, including around the house, in play, at school, and with others.
Talents, Interests <i>(including activities the child is interested in or does well in)</i>	Note when the child expresses an interest, be it in an astronaut, police officer, artist, or cook. Also list special talents the child has, like running, drawing, or caring for animals, as well as things the child does well, like working with his or her hands, reading to younger children, or making their bed.
World View <i>(a sense of belonging or connection to something larger than him/herself, including spiritual beliefs, a larger community)</i>	A world view is how the child feels about belonging and how they interact with the community. Look for and note beliefs and communities to which the child feels connected, including spiritual beliefs, school clubs or groups, and larger family units, as well as times when the child seems to connect with other people.