

Tool 15: Seven learnable skills of resilience

NAME

DATE

CHECK ONE: SUPERVISOR

SUPERVISEE

Using this tool practitioners rate their abilities in seven key areas of resilience, and identify factors which might be supporting or blocking them.

Aim

The aim of this tool is to encourage practitioners to think about and reflect on their own resilience in order to support their wellbeing.

Applications

- > This tool can also be used as an exercise in a group session supporting resilience. Participants work in pairs and share their reflections on how the process was with the wider group (not sharing the detail of their 'rating' conversation)
- > Complete the audit individually and then share the results in the next supervision session.
- > Complete the audit in supervision, using the supervisor to help rate skills and identify influencing factors.
- > Both parties might complete the audit tool for the supervisee before comparing and discussing results.
- > Use the tool to devise an individualised support plan
- > Supervisors can support practitioners to write and regularly review their action plans.

Instructions

Consider each of the learnable skills of resilience below before rating your ability in each 1-5, where one is low and five is high. Then consider the strategies that support the use of each skill and note down in the blank boxes what supports or blocks you using them. Finally, focus on three priority areas to improve your resilience and develop an action plan for the next three months to discuss and review in supervision. Revisit and review the plan in three months.

| Learnable skill | Current ability 1 – 5 (Low – High) | Strategies that support use of each factor | Support | Blocks |
|--|--|--|---|---|
| Each of the skills below support resilience and can be learnt | How good are you at doing these things? | The behaviours below describe skills that support resilience | What supports you to employ these skills? | What makes it hard for you to use these skills? |
| 1. Emotional regulation Manage your internal world in order to stay effective under pressure | | A+B=C Recognise the impact of your 'in- the-moment' thoughts and beliefs on behavioural and emotional consequences | | |
| 2. Impulse control Manage the behavioural expression of emotional impulses, including ability to delay gratification | | Calming and focusing Finding ways to step back from adversity; creating breathing space to think more logically and in depth | | |
| 3. Causal analysis Ability to accurately identify the causes of adversity | | Challenging beliefs Checking out the breadth and accuracy of our understanding of events – do I know everything I need to know? | | |
| | | Detecting icebergs Building up an awareness of how deep-seated beliefs we hold can impact upon our emotions and behaviours | | |
| 4. Self-efficacy The sense we are effective in the world and that we can solve problems and succeed | | Thinking traps Recognising and challenging the traps that impact upon our self-efficacy, such as jumping to conclusions, globalising | | |
| 5. Realistic optimism Ability to stay positive about the future yet be realistic in our planning | | Putting it into perspective Learning to stop the spiralling of catastrophic thinking and turn it into realistic thinking | | |
| 6. Empathy Ability to read other's behavioural cues to understand their psychological and emotional states | | Put yourself in their shoes Asking yourself how someone else would see the same situation; and seeking to understand before being understood | | |
| 7. Reaching out Ability to enhance the positive aspects of life and take on new challenges and opportunities | | Seeking support from others Being able to ask for help reasonably and accept it positively when offered | | |

Actions as a result of my reflections:

In the next 3 months I will work on the following skills:

- 1.
- 2.
- 3.

By doing the following things:

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With the following support:

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I will know that I am more resilient when I am able to:

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This is important to my life and to my work with adults and carers because:

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Source: Based on Child Centered Practice adapted from Reivich and Shatté (2002) and Jackson and Watkins (2004)