


Harris, M. (2000). With the phoenix rising: Lessons from ten women who overcame the trauma of childhood sexual abuse *Psychiatric Services* 51, 945-946.


University of Pretoria. Code of Ethics for Research. (http://web.up.ac.za/sitefiles)


Zucker, D. M. (2009).*How to do case study research.* University of Massachusetts, Massachusetts.
APPENDIX A – Colour-coded thematic analyses: Themes from MTRR-I
<table>
<thead>
<tr>
<th>Christie</th>
<th>Bianca</th>
<th>Colleen</th>
<th>Shelly</th>
<th>Caron</th>
<th>Jolene</th>
<th>Jenny</th>
<th>Lindi</th>
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<tr>
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<td>8</td>
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<td>26 rumination</td>
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<td>Spectrum of emotions</td>
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<td>28 rumination</td>
<td>28</td>
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<td>30</td>
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<tr>
<td>self-blame</td>
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<td>32 rumination</td>
<td>32</td>
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</tr>
<tr>
<td>rumination</td>
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<td>34 rumination</td>
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<td>self-blame</td>
<td>36</td>
<td>36 rumination</td>
<td>36</td>
<td>36</td>
<td>36</td>
<td>36</td>
<td>36</td>
</tr>
</tbody>
</table>

**Domains of the MTR-I (colour codes)**

- **Red:** rumination
- **Orange:** self-blame
- **Yellow:** perfectionism
- **Green:** recent trauma
- **Blue:** Spectrum of emotions
- **Purple:** trust
- **Pink:** self-blame
- **Brown:** rumination
- **Yellow:** perfectionism
- **Green:** recent trauma
- **Blue:** Spectrum of emotions
- **Purple:** trust
- **Pink:** self-blame
- **Brown:** rumination

*For a comprehensive understanding, please refer to the full document.*
Authority over memory
is able to choose to recall, or not recall life experiences and to what extent they recall the details of their past.

The integration of memory and affect
ability to feel in the present the emotions that were felt at the time of the childhood trauma and to experience new emotions in the present not only when recalling the past, but also reflecting upon it.

Affect tolerance and regulation
range of emotions that trauma survivors are able to experience and the extent to which they endure and manage difficult feelings.
A sign that a survivor has recovered from the childhood trauma is when the survivor has gained access to a wide spectrum of emotions in a tolerable range of intensities.

Symptom mastery
degree to which survivors can anticipate, manage, suppress, or prevent the cognitive and emotional disruption that arises from posttraumatic arousal.
but that they have learned to master these symptoms when they do arise.

Self-esteem
level of self-regard survivors display. It is a sign of recovery and resilience if survivors have a positive sense of self-worth by the way they care for themselves.

Self-cohesion
whole beings or as fragmented or disjoint.
understand and control the dissociative adaptations that may have occurred earlier.
one organized by secrecy and compartmentalization, which is often the case in child sexual abuse, embrace instead single, integrated expressions of self in the world.

Safe attachment
ability of survivors to develop feelings of trust, safety, and enduring connection in relationships with other.
Recovery from the trauma of interpersonal violence, or the violation of interpersonal trust.
renewed ability for trusting attachment and in the survivors' ability to secure and negotiate personal safety within a relational context.

CERQ themes in the MTRR-I
<table>
<thead>
<tr>
<th>Christie</th>
<th>Blanca</th>
<th>Colleen</th>
<th>Shelly</th>
<th>Carol</th>
<th>Jolene</th>
<th>Jenny</th>
<th>Lindi</th>
</tr>
</thead>
<tbody>
<tr>
<td>meaningfulness</td>
<td>10</td>
<td>coping</td>
<td>29</td>
<td>coping</td>
<td>29</td>
<td>coping</td>
<td>29</td>
</tr>
<tr>
<td>putting into play</td>
<td>20</td>
<td>coping</td>
<td>29</td>
<td>coping</td>
<td>29</td>
<td>coping</td>
<td>29</td>
</tr>
<tr>
<td>spirit</td>
<td>14</td>
<td>spirit</td>
<td>14</td>
<td>spirit</td>
<td>14</td>
<td>spirit</td>
<td>14</td>
</tr>
<tr>
<td>self-compassion</td>
<td>14</td>
<td>self-compassion</td>
<td>14</td>
<td>self-compassion</td>
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<td>self-compassion</td>
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<tr>
<td>coping</td>
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</tr>
</tbody>
</table>

Nine cognitive emotion regulation strategies (colour-coded in MTRR-I)

<table>
<thead>
<tr>
<th>Meaningfulness</th>
<th>Coping</th>
<th>Spirit</th>
<th>Self-compassion</th>
<th>Personal Development</th>
<th>Positive Coping</th>
</tr>
</thead>
</table>

Note: The above table represents a simplified version of the nine cognitive emotion regulation strategies. Each strategy is color-coded to represent different dimensions of regulation, such as goal-directedness, self-regulation, and emotional processing.
<table>
<thead>
<tr>
<th>Acceptance</th>
<th>refers to thoughts of resigning to what has taken place.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Refocusing</td>
<td>redirects the thoughts to other more pleasant matters instead of being preoccupied with the negative event</td>
</tr>
<tr>
<td>Refocus on Planning</td>
<td>involves thinking about what steps need to be taken in order to deal with the event. This is also a proactive coping strategy.</td>
</tr>
<tr>
<td>Positive Reappraisal</td>
<td>refers to the process of attaching a positive meaning to the event in terms of personal growth.</td>
</tr>
<tr>
<td>Putting into Perspective</td>
<td>entails thoughts that downplay the seriousness of the event when compared to other events that the individual has experienced or have been aware of in others.</td>
</tr>
<tr>
<td>Other-blame</td>
<td>refers to thoughts of blaming others for what has been experienced.</td>
</tr>
<tr>
<td>Self-blame</td>
<td>is when an individual’s thoughts centre around blaming herself for what she has experienced.</td>
</tr>
<tr>
<td>Rumination</td>
<td>alludes to thinking constantly about the feelings and thoughts associated with the negative event.</td>
</tr>
<tr>
<td>Catastrophising</td>
<td>involves thoughts that explicitly emphasize the terror of the experience.</td>
</tr>
</tbody>
</table>

PCI themes in MTRR-I
Aspinwall’s tenets of proactive coping (colour-coded)

<table>
<thead>
<tr>
<th>Resource Accumulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accumulating and preserving resources</td>
</tr>
<tr>
<td>Effective proactive coping involves the gathering of time, money, planning and organisational skills, social support,</td>
</tr>
<tr>
<td>preserving and gathering resources</td>
</tr>
<tr>
<td>A social network that provides social support is an important resource</td>
</tr>
<tr>
<td>appraising situations more effectively, provide tangible aid and emotional support</td>
</tr>
<tr>
<td>Interpersonal strength and relational skills are conceptualized as positive coping strengths</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recognition of potential stressors</th>
</tr>
</thead>
<tbody>
<tr>
<td>person’s ability to screen the environment for danger and to be sensitive to physical cues suggesting that threats may arise.</td>
</tr>
<tr>
<td>think about and plan for their futures.</td>
</tr>
<tr>
<td>information about the anticipated outcomes of the stressor is used in judging current outcomes</td>
</tr>
<tr>
<td>be vigilant, sensitised to such stressors and be able to monitor the level of seriousness and action required.</td>
</tr>
<tr>
<td>danger: hyper-vigilance which leads individuals to focus on imagined problems and potential threats</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initial appraisal</th>
</tr>
</thead>
<tbody>
<tr>
<td>outlining how the problem will be defined and,</td>
</tr>
<tr>
<td>secondly, how arousal will be regulated</td>
</tr>
<tr>
<td>the potentially stressful event should be run forward in time to project what its likely progression could be.</td>
</tr>
<tr>
<td>An optimistic individual might appraise a situation as less threatening as what a pessimist would do</td>
</tr>
<tr>
<td>Danger: A generally anxious person will appraise all situations as more threatening than someone who is not anxious.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preliminary Coping Efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td>depend directly on what the initial appraisal is</td>
</tr>
<tr>
<td>When a situation seems agreeable to change, this will most likely lead to a problem-solving appraisal that will translate into action</td>
</tr>
<tr>
<td>believes they are capable of successfully averting the stress</td>
</tr>
<tr>
<td>they feel in control of the situation, it will also lead to action, Not coping</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elicitation and use of feedback concerning initial efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td>the acquisition and use of feedback about the development of the stressful event itself,</td>
</tr>
<tr>
<td>the effects one’s preliminary efforts have had so far on the stressful event, and whether the event requires additional coping efforts</td>
</tr>
<tr>
<td>It is a crucial stage of the proactive coping process to ensure that the process of management continues and the resources are being preserved.</td>
</tr>
</tbody>
</table>
An appeal for research participants to take part in a study to determine how survivors of child sexual abuse develop coping skills to become resilient adults.

At least one in three girls are sexually abused as children.

If you are an adult survivor of child sexual abuse, your story of strength has incredible value! Please share how you have coped.

The aim is to learn more about how women develop inner strength despite their childhood trauma and to eventually help young victims become survivors too.

For More Information:

Contact Beverley:
Cell: 079 871 3551
Email: bev28@voda mail.co.za

This research is being done as a requirement for a PhD qualification in Educational Psychology.

This does NOT entail any counselling or therapy. If you should have the need of therapy or counselling after the interview, a suitable referral will be supplied to you.

The Aim:

To learn more about how women develop inner strength despite their childhood trauma and to eventually help young victims become survivors too.

What Does It Entail:

- A short questionnaire about your coping skills
  - (± 10 minutes)
- An interview (±90 minutes): focusing on how you deal with emotions and your resilience and strength.
- You remain completely anonymous and your information, confidential.
- You are free to withdraw from the research at any time.

Research Requirements:

- You must be 25+ years old
- You must have experienced severe sexual abuse as a child
- You have NOT had formal psychotherapy
Dear Prospective Participant,

Please read the following information thoroughly before deciding whether you would like to participate in this research. If you have any questions, please feel free to ask me for clarification.

What is the research about?

This research investigates the relationship between emotional coping and resilience in adult survivors of child sexual abuse.

The reason for the study:

The primary motivation of this research is to understand what emotional coping skills contribute to resilience in adult survivors of child sexual abuse who did not have formal therapy for whatever reason. This may help professionals to encourage the development of the emotional coping skills that seem to be helpful in contributing to resilience.

How were you selected to be a part of this research?

You will choose to participate in this research. Once you have received this document the decision to contact me, the researcher, will be yours alone. I do not know any of the participants as the document will be given to you without my knowing you. So you need not feel obliged to take part. However, if you decide to contact me to take part, the following criteria will be important to be included in this study. Participants in this research must be...
adults who can describe themselves as adult survivors of severe childhood sexual abuse who have not accessed formal therapy. In this research, severe childhood sexual abuse means that you have had at least three of the following experiences:

(i) the perpetrator was your father or a loved and trusted figure close to you as a child;
(ii) the abuse took place over a long period of time;
(iii) the abuse involved violence and/or pain;
(iv) you were coerced or bribed to remain silent about the abuse;
(v) penetration (in any form) took place; and/or
(vi) the abuse was experienced as extremely distressing to the point of being perceived as life-threatening to you at the time.

**What will be expected of you?**

If you agree to participate, I will ask you to participate in the following activities:

1. I would like you to sign a letter of consent to indicate that you participate voluntarily and that you understand what will be expected of you.
2. Complete a questionnaire about yourself, but I will not request or record any identifying data, such as your name, from you.
3. Complete a questionnaire (Cognitive Emotion Regulation Questionnaire) to see which coping skills you use most often in different situations. (20 minutes)
4. The Multidimensional Trauma Recovery and Resiliency Interview (MTRR-I) assesses trauma impact, resilience, and recovery through open-ended questions. This interview could take from 45 minutes to 2 hours. It is important for you to know that this interview has been used to investigate many different kinds of trauma and is not based on child sexual abuse exclusively.

**What are the risks of the research?**

I will ensure, as far as humanly possible, to minimise the risk of your feeling exposed. The only reference to the actual child sexual abuse is the above reference of the criteria of severe child sexual abuse. Never will it be required of you to divulge which criteria are relevant to you and there will be no further discussion of the actual abuse. Even though there is no need to probe any information pertaining to the child sexual abuse experienced, I will always respect the privacy and sensitivity of this traumatic childhood experience. As I am only a researcher in this project, I cannot assist anyone with counselling or therapy but will ensure that anyone who does express the need of therapy, will receive a suitable
referral. If you cannot afford private therapy, references that will suit you financially will also be supplied.

**What are the benefits of the research?**

Women who take part in this research can benefit in the knowledge that their participation could have a long-term effect on those who still have not dealt with their pain. It is also a chance to verbally express the positive strengths and coping strategies that you have developed and in so doing, you reinforce your own personal progress. The content of the interview is positive and empowering.

In conclusion, please remember that you will remain completely anonymous and your information will be confidential. This research project is approved by the University of Pretoria and is a requirement for the PhD Educational Psychology.

If you do decide to be part of this research, please contact me at **(079) 871 3551** or **bev28@vodamail.co.za** and we can make the necessary arrangements regarding a suitable time and venue.

I would like to thank you in advance for your willingness to participate in this research. I look forward to meeting you.

Beverley Buckley-Willemse

Under the supervision of:
Salome Human-Vogel, PhD
Email: salome.hourmanvogel@up.ac.za
Tel: 012 420 2770 (o/h)
INFORMED CONSENT FORM FOR PARTICIPANTS

I __________________________ voluntarily consent to participate in Beverley Buckley-Willemse’s research study regarding the resilience (inner strength) that adult women, who were sexually abused as children, have developed without the help of formal therapy.

I understand and agree to the following terms:

The information will be treated as highly confidential and will be released only to qualified professionals, ONLY with my explicit, written permission, except in certain situations where maintaining confidentiality would result in clear and imminent danger to myself or others, or as otherwise provided by state law.

Interviews may be audio-taped. All tapes, records and materials concerning clients are confidential and cannot be released to, nor shared with any other agency or individuals without my, the client’s, specific written permission.

Authorization will be obtained in writing, and my signature required, before Beverley Buckley-Willemse will consult with any other professionals.

The purpose of this research is the completion of a PhD research qualification and that the project is under the guidance of a senior supervisor who is also a co-researcher in this project.

Information obtained in interviews may be used for research purposes, presented anonymously at professional meetings, and/or published in journals or textbooks. At no time will my own or my family members’ names or any identifying information whatsoever, be used.

I also understand and accept that the researcher, Beverley Buckley-Willemse, has obtained written approval from the University of Pretoria for this research. She has clarified the nature of the research to me as contained in the attached addendum.

I additionally understand and accept that I am free to participate, or decline to participate or to withdraw from the research at any given time. I understand and accept that the researcher will
provide me with a prompt opportunity to obtain appropriate information regarding the nature, results and conclusions of the research and that she will answer any questions that I may have.

I believe that the information I give will be treated with respect and that the researcher will remember that the information that I divulge is very sensitive and needs to be handled professionally and with a great deal of compassion.

____________________    _______________________
Participant                  Researcher

____________________    _______________________
Date                        Date
# APPENDIX D: Cognitive Emotion Regulation Questionnaire

## Cognitive Emotion Regulation Questionnaire

A questionnaire measuring cognitive coping strategies

*(Nadia Garnefski; Vivian Kraaij; Philip Spinhoven)*

### CIRCLE THE OPTION CLOSEST TO CORRECT FOR YOU:

1 = (ALMOST) NEVER, 2 = SOMETIMES, 3 = REGULARLY, 4 = OFTEN OR 5 =(ALMOST) ALWAYS

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I feel that I am the one to blame for it</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>I think that I have to accept that this has happened</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>I often think about how I feel about what I have experienced</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>I think of nicer things than what I have experienced</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>I think of what I can do best</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>I think I can learn something from the situation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>I think that it all could have been much worse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>I often think that what I have experienced is much worse than what others have experienced</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9.</td>
<td>I feel that others are to blame for it</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10.</td>
<td>I feel that I am the one who is responsible for what has happened</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11.</td>
<td>I think that I have to accept the situation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12.</td>
<td>I am preoccupied with what I think and feel about what I have experienced</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13.</td>
<td>I think of pleasant things that have nothing to do with it</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14.</td>
<td>I think about how I can best cope with the situation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15.</td>
<td>I think that I can become a stronger person as a result of what has happened</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>16.</td>
<td>I think that other people go through much worse experiences</td>
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<td>2</td>
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<td>5</td>
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<td></td>
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<tr>
<td>17.</td>
<td>I keep thinking about how terrible it is what I have experienced</td>
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<tr>
<td>18.</td>
<td>I feel that others are responsible for what has happened</td>
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<tr>
<td>19.</td>
<td>I think about the mistakes I have made in this matter</td>
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<tr>
<td>20.</td>
<td>I think that I cannot change anything about it</td>
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<tr>
<td>21.</td>
<td>I want to understand why I feel the way I do about what I have experienced</td>
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<tr>
<td>22.</td>
<td>I think of something nice instead of what has happened</td>
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<tr>
<td>23.</td>
<td>I think about how to change the situation</td>
<td></td>
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<tr>
<td>24.</td>
<td>I think that the situation also has its positive sides</td>
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<td>25.</td>
<td>I think that it hasn’t been too bad compared to other things</td>
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<tr>
<td>26.</td>
<td>I often think that what I have experienced is the worst that can happen to a person</td>
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<tr>
<td>27.</td>
<td>I think about the mistakes others have made in this matter</td>
<td></td>
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<tr>
<td>28.</td>
<td>I think that basically the cause must lie within myself</td>
<td></td>
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<tr>
<td>29.</td>
<td>I think that I must learn to live with it</td>
<td></td>
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<tr>
<td>30.</td>
<td>I dwell upon the feelings the situation has evoked in me</td>
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<tr>
<td>31.</td>
<td>I think about pleasant experiences</td>
<td></td>
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<tr>
<td>32.</td>
<td>I think about a plan of what I can do best</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>33.</td>
<td>I look for the positive sides to the matter</td>
<td></td>
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<tr>
<td>34.</td>
<td>I tell myself that there are worse things in life</td>
<td></td>
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<tr>
<td>35.</td>
<td>I continually think how horrible the situation has been</td>
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<tr>
<td>36.</td>
<td>I feel that basically the cause lies with others</td>
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</tbody>
</table>

**APPENDIX E: Proactive Coping Inventory**
THE PROACTIVE COPING SCALE

Esther Greenglass, Ralf Schwarzer, Dagmara Jakubiec, Lisa Fiksenbaum & Steffen Taubert (1999)

<table>
<thead>
<tr>
<th></th>
<th>statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am a “take charge” person.</td>
</tr>
<tr>
<td>2</td>
<td>I try to let things work out on their own.</td>
</tr>
<tr>
<td>3</td>
<td>After attaining a goal, I look for another, more challenging one.</td>
</tr>
<tr>
<td>4</td>
<td>I like challenges and beating the odds.</td>
</tr>
<tr>
<td>5</td>
<td>I visualise my dreams and try to achieve them.</td>
</tr>
<tr>
<td>6</td>
<td>Despite numerous setbacks, I usually succeed in getting what I want.</td>
</tr>
<tr>
<td>7</td>
<td>I try to pinpoint what I need to succeed.</td>
</tr>
<tr>
<td>8</td>
<td>I always try to find a way to work around obstacles; nothing really stops me.</td>
</tr>
<tr>
<td>9</td>
<td>I often see myself failing so I don’t get my hopes up too high.</td>
</tr>
<tr>
<td>10</td>
<td>When I apply for a position, I imagine myself filling it.</td>
</tr>
<tr>
<td>11</td>
<td>I turn obstacles into positive experiences.</td>
</tr>
<tr>
<td>12</td>
<td>If someone tells me I can’t do something, you can be sure I will do it.</td>
</tr>
<tr>
<td>13</td>
<td>When I experience a problem, I take the initiative in resolving it.</td>
</tr>
<tr>
<td>14</td>
<td>When I have a problem, I usually see myself in a no-win situation.</td>
</tr>
</tbody>
</table>

APPENDIX F: Multidimensional Trauma Recovery and Resiliency Interview

Multidimensional Trauma Recovery and Resiliency Interview MTRRI¹

Time One Introductory Remarks:

Thank you so much for giving us your time today.

The purpose of this interview is to help us learn more about the impact of traumatic experiences on the lives of individual survivors and, more importantly, to learn something about how people survive, cope with and recover from these experiences.

The interview will take about 90 minutes and will cover many topics –

- your history
- your memory for events
- difficulties you may have
- ways in which you cope
- your relationships with others
- your feelings about yourself
- how you make sense of your experiences and your life.

I may move us along from one topic to another in the interest of time; if this ever makes you feel uncomfortable, please let me know.

Also, please know that you are free to decline to answer any question I may ask you.

I also want to remind you that the focus of the research is resilience and not the sexual abuse you experienced. Although you may feel that the question is leading you to speak about the sexual abuse, you do not need to talk about it at all if you don’t want to.

Again, thanks so much. Are you ready to begin?

1. HISTORY:

I’d like to begin by asking you some questions about your history.

Could you begin by telling me about your childhood, starting as early as you can remember, and working your way up through your teenage years—almost as if you were telling the story of your life, or writing an autobiography.

**Probe:** One or two specific memories if person speaks only in generalities.

**Probe:** Positive or negative memories if one or the other is absent.

2. PAINFUL TRAUMATIC EXPERIENCE

Now, if you can, please tell me about a really painful or traumatic experience from when you were growing up.

**Probe:** Were there other events in your childhood or teenage years that were painful or traumatic? (consider the participant’s ability to access, recall and recount traumatic events from childhood & adolescence.)
Prompt: When you recall events like these, as you are now, do you have feelings? For example, do you remember what you felt at the time, or actually re-experience the feelings when you recall the events?

3. ADULT LIFE

Now, can you tell me about your adult life—

- like what you do or have done for work;
- who are, and have been,
- the important people in your life;
- any other significant events - either good or bad.

Prompt: Are there any gaps in your memory, any long periods that seem to be missing or particularly hazy?

Prompt: Can you generally remember what happens from day to day? Do you tend to forget recent events rather easily?

Probe: the following domains as appropriate:

(Putting the personal narrative determine order of inquiry. Also note the ability to tell a coherent and continuous life story:)

• Work History

Probe:

- Can the person work effectively during stressful times?
- Does she use work to escape distressing feelings or to avoid relationships, etc.?
- Is the person engaged in meaningful work?
- Does the person use work in positive ways (e.g. for structure, routine, financial self-sufficiency, self-esteem)?

• Family Relationships

Probe:

- Does the person continue to have relationships with family of origin?
- Has the person established a family of her/his own?
- Or a friendship network that functions as family (and as different from friendships in general)?

Prompts:

Are there family members (or friends that you feel are like family) who you know you can count on and who know they can count on you?

- Are you able to talk about intimate or important things with members of your family?
• Romantic & Sexual Relationships

**Probes:**
- The quality of relationships is important—loving, abusive, etc.

**Prompts:**
- Is it okay if I ask you about sex?
- What’s sex like for you?
- Is sex something you generally enjoy, or do you sometimes feel anxious or uncomfortable about it?
- Do you sometimes dread sex or avoid it?

**Probes:**
- If participant acknowledges being sexually active, probe for information about her ability to negotiate and engage in safe and consensual sexual practices, or tendency to engage in indiscriminate or exploitative sexual behaviors.

**Social Life & Quality of Friendships**

**Prompt:**
- Do you have good friends?
- Do you have friends with whom you share intimate and important things?
- Do your friends know about your trauma history?

**Probe:**
- Does the person have enduring and intimate friendships?

**Prompts:**
- Do your friends include both men and women?
- Are you equally comfortable with men and women?
- Do your friends include other people who have had experiences like yours?
- Do you spend time talking with each other about these experiences?
- Do you talk about other things, too?

**Relationships Generally**

**Probe:**

Power dynamics of relationships.

**Prompts:**
- Do your relationships tend to be equal, or does someone usually have the upper hand?
- Are you able to ask for what you want or need in a relationship?
- Are you comfortable saying "no" when you need to?
- Do you have trouble trusting people?
- Are you ever too trusting?
- Are there ways you take care of other people?
- Are there ways other people take care of you?
4. Have there been changes in the nature or quality of your relationships over time?

**Probes:**

Explore changes in different kinds of relationships, e.g., with friends, romantic partners, family of origin, etc.

5. Now I’d like you to tell me, if you can, about a painful or traumatic experience you’ve had as an adult.

**Prompts:**

- When you recall painful events like these, do you have feelings?
- Do you remember what you felt at the time, or actually re-experience the feelings when you recall the events?

6. You’ve told me about some very painful experiences [mention what the person has told about painful childhood and adult experiences]. Do memories of this or other painful events ever jump into your mind and prevent you from thinking about or doing something else? (If yes, probe how often and how recently.)

**Prompt (if appropriate):**

- When this happens, are there things you do to try to distract yourself or get away from the memory?
- Do they work?
- Do you have different feelings now as you look back on these events?
- When you are recalling events that you once found frightening, do you ever have surprising reactions, like laughing?
- Have you ever had the sensation that something frightening that happened to you in the past was happening again?
- Do you ever get so upset or overwhelmed by a memory that you can’t really function or go to work?

7. Have you experienced any changes in what you remember about your past or in how you remember - like how vividly, or with how much detail?

8. Are there ways you think the painful or traumatic events you’ve experienced affect your day-to-day life?

**Prompts:**

- Do you ever have trouble sleeping? Do you ever have nightmares?
- What are your eating habits like? (probe both depression related appetite disturbances and eating disorders)
o Are you easily startled?
  o Do you often feel "on guard" like you're keeping your eye out for possible dangers?
  o Have you had any traumatic or really frightening events as an adult that are similar to things that happened to you earlier?
  o Are there things you deliberately avoid doing to keep from getting upset? (Probe: If yes) Does this ever interfere with your life?
  o Have drugs or alcohol ever been a part of your life?

9. What kinds of things do you do to cope or to manage when you get stressed or distressed?

  Probe: for both adaptive and maladaptive coping strategies.

  Prompt:
  o Are there activities that you do for fun or relaxation or to relieve stress?
  o Are there other things you do, like groups you're a part of, that help you deal with distressing thoughts or feelings?

10. Have you changed in the way you manage your distress or cope with your problems?

11. Now, I'd like to ask you some questions about your feelings and how you handle them. What is your normal mood— that is, how do you usually feel?

  Prompt:
  o Are you someone who has many different feelings - like happiness, sadness, anger, fear, excitement, and curiosity - or are there emotions you don't often feel?
  o Do you often feel sad?
  o anxious or panicky?
  o ashamed?
  o guilty?
  o angry?

  Probe: specific emotions as applicable
  o Are you an emotional person?
  o Do your feelings tend to be intense?
  o Probe for a specific example
Prompts:
- Are there any feelings that are especially hard for you to handle?
- For example, is it hard for you to feel angry? or to feel happy or hopeful?

Probe: how the participant handles these, asking for specific examples

Prompts:
- Do you ever have trouble knowing what you're feeling?
- For example, are there times when you're feeling stirred up but don't know exactly what the feeling is?
- Do you have periods when you don't feel very much at all or when you just feel numb? Do you ever just seem to shut off your emotions?
- Do you ever have intense feelings or strange bodily sensations that seem to come out of the blue?

12. Has there been any change in what you feel, how intensely you feel things, or your ability to deal with difficult feelings?

Probe if yes: What has changed and what caused the changes.

13. Now I'd like to ask you some questions about how you see, feel about, and take care of yourself.
Let's start with feelings. How do you generally feel about yourself? Do your feelings about yourself change a lot from day to day or moment to moment?

Prompt:
- Do you think of yourself as different or special in any way, either positive or negative?

Probe:
If participant has poor self-esteem, or experiences of self as alien, evil, or damaged.

Prompts:
- Do you feel basically consistent or "whole" as a person, or do you sometimes feel like the different parts of you don't fit together?
- Have you ever gone by another name or given different names to separate parts of yourself?
- Do you ever feel like you are more than one person?
- Do you tend to keep secrets, or work hard to keep different parts of your life quite separate?
- Do you ever feel like you leave your body or that your body feels strange or unreal?
- Do your hopes and goals stay pretty much the same from week to week, or do they change frequently?
- How do you feel about yourself as a woman?
- How do you feel about your body?
Do you take good care of yourself and your body, or are there ways that you don’t?

How is your physical health?

Do you often get headaches, back pain, really tight muscles, or stomach aches?

Do you seek medical help when you need it?

Do you ever wait too long to see a doctor?

Do you ever have impulses to hurt yourself, like cut or burn yourself?

Do you have tattoos, or have you had parts of your body other than your ears pierced?

Do you ever take unnecessary risks, like driving dangerously or walking alone in dangerous parts of town when you don’t really need to, or going home with strangers who could hurt you?

Do you sometimes find yourself in situations that feel degrading or humiliating?

14. Have your feelings about yourself, the way you see yourself, or the ways you treat yourself or your body changed in any way?

15. Does life feel meaningful to you? Does it ever feel meaningless?

If yes, probe: for details of intensity and pervasiveness

Prompt:

- What makes life meaningful for you?
- Are there people or groups who give meaning to your life - people with whom you share a sense of common purpose and values?
- Do you feel like you’re part of a larger community?
- Are you involved in any community groups, activities, or causes?
- Do you think of yourself as a religious or spiritual person? (If yes) Are religious or spiritual practices an important part of your life?
- Are you engaged in any creative pursuits that give meaning and purpose to your life?

16. How do you understand the painful and traumatic experience/s of your life?

Prompt:

- Who or what do you think is responsible for the traumatic experiences of your life?
- How much does your life now revolve around these experiences?
- Does the world seem like a dangerous place to you?
- Does the way you see the world ever separate you from others or make you feel alone?

17. Has your understanding of these experiences changed over time? How?

Does life seem more or less meaningful to you than it used to?

18. How do you feel about the future?

Prompts:
Are you hopeful about how your life will go?
What do you see yourself doing over the next few years?
Are you hopeful about the way your life or the lives of other people will unfold?

Probe:

At this point in the interview the interviewer should be exploring sources of meaning and hope and coping that may be quite individual:
- e.g., about the importance of beloved pets,
- the role of ritual, the meaning of parenthood,
- the importance of meditative, spiritual and/or religious practices
- and the part that humor may play in the survivor’s efforts to make sense of the past and move on to a more hopeful future.

Closing Question: I really appreciate the time you’ve taken to answer these questions.

How has this interview been for you?
Are there any other areas of difficulty or sources of strength that we haven’t talk about?
Is there anything you’d like to add, or anything you’d like to ask?
Close the interview by thanking the participant, inviting future questions, and assuring her/him of the value and contribution s/he has made to us, to the field, and to other survivors.
Assess mental status and emotional well-being of interviewee, offer support and, as needed, provide appropriate referrals and follow-up.
Appendix G: Disc with transcribed verbatim interviews