

For District, Agency, or Organization Continuing Education Credit

**Quiz** for the webinar, *“Resiliency In Action:  
How Schools, Families & Communities Build “Bounce-Back Kids”*

1. What single concept best explains how to build more resiliency (in those we work with, in our families, and in ourselves)?  
 a. The concept of conducting lifespan studies.  
 b. The concept of strengthening protective factors.  
 c. The concept of naming people’s strengths.  
 d. The concept of explaining how someone has done as well as they have done.
  
2. Which of the following best answers the question, “Can everyone be resilient”?  
 a. No, to be resilient a person must be born with “the resiliency gene.”  
 b. No, to be resilient a person must have resiliency role models.  
 c. Yes, everyone is born with some innate resiliency.  
 d. No, to be resilient a person must be born into a healthy family.
  
3. Which definition of resiliency is taken directly from the social science research that focuses on resiliency?  
 a. Resiliency is “jumping back up when life knocks you down.”  
 b. Resiliency is the same as “grit” – “inner toughness.”  
 c. Resiliency is “standing strong when facing life problems.”  
 d. Resiliency is “an innate, self-righting and transcending ability.”
  
4. People shift to healthier, more positive behaviors, according to resiliency research...  
 a. Because they are frequently reminded of their problems by several sources.  
 b. Because someone or some organization forces them to do so.  
 c. Because what is strong and positive in their lives grows in power and influence in their lives.  
 d. All of the above.
  
5. Resiliency pioneers Steve Wolin, M.D., and Sybil Wolin, Ph.D., recommend these strategies for strengthening individual protective factors:  
 a. Identify strengths; name them specifically; be an alternate, believing mirror; and teach about resiliency.  
 b. Tell people they are resilient, share examples of your personal resiliency, and be a cheerleader for resiliency.  
 c. Share examples of resiliency in history, movies, and literature; and encourage people to tell their own personal resiliency stories.  
 d. Name protective factors, share the definition of resiliency, provide opportunities to contribute to others, and be a resiliency role model.

6. Which of the following statements is not true?
- a. Strengthening environmental protective factors should be a focus of all families, schools, and community organizations.
  - b. It is important to identify people's strengths with at least the same attention as is paid to people's problems.
  - c. Almost every conversation can be a resiliency-building conversation.
  - d. Every person has each one of the individual protective factors listed in this presentation.
7. Which of the following best describes environmental protective factors?
- a. Conditions in a person's environment that research shows propel him or her to a resilient outcome.
  - b. Factors that promote healthy life outcomes specifically for young children.
  - c. Best practices for conserving environmental resources.
  - d. Stress-reduction techniques that can be taught to people of all ages.
8. The "Kauai Study" is highly acclaimed because:
- a. It is lifespan research.
  - b. It studies human development under great adversity.
  - c. Its findings contradict the prevalent notion that if people experience early trauma, they will not have healthy, productive lives.
  - d. All of the above.
9. The "Resiliency Wheel" is best described as:
- a. A drawing to use to teach young children about resiliency.
  - b. A synthesis of the list of environmental protective factors in a visual diagram.
  - c. A metaphor for explaining "bounce back kids."
  - d. A way of diagramming statistics from resiliency research.
10. Which of the following describes "The Resiliency Attitude"?
- a. Any conversation that communicates, "what is right with you is more powerful than what may be 'wrong' with you."
  - b. Communicating to another, "I believe in you."
  - c. Sharing examples of how someone has overcome challenges in the past.
  - d. All of the above.

YOUR NAME \_\_\_\_\_  
PLEASE SUBMIT THIS (COMPLETED) QUIZ  
TO \_\_\_\_\_

Choose one or more of the following to put the information from PART ONE of The Resiliency In Action webinar into practical action:

1. Make a list of things you already do or that you can add to what you do to strengthen the power of the individual protective factors in the life of the young person you diagrammed in The Resiliency Chart. Identify what you will do now.
2. Determine to find another individual protective factor that is operating in the life of the young person you diagrammed....Remember, the protective factor doesn't have to be in full perfect manifestation. If you see it sometimes, it is there!
3. Identify how you can provide opportunities for the person you diagrammed to use one or more of his or her protective factors.
4. Discuss with others how you are now "an alternate, believing mirror" in your role with children and youth. Then identify at least one additional way you can be that "believing mirror."

Choose one or more of the following to put information from PART TWO of The Resiliency In Action webinar into practical action:

1. Using your handout of The Resiliency Wheel, identify one thing you now do in each segment of the Wheel that builds this Environmental Protective Factor in the lives of those you work with.
2. Now determine what segment of the Wheel you want to focus on strengthening in your work. Which segment did you choose? How specifically will you “grow it” in your work?
3. Assess how well you are implementing the Four Most Important Steps for Fostering Resiliency. Specifically, in each, what do you now do well in your work? What can you improve? How, specifically, can you improve in one or more areas?
4. Now, answer each of the above questions for your own personal life: What do you do well in your own life to maintain and build your own resiliency? What area(s) do you need to improve? How, specifically, can you do this for *yourself*?