

# **Multidimensional Trauma Recovery and Resiliency Scale**

**MTRR-99**

## **Clinical Rating Form**

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# Domain I

## Authority over Memory

Item No.		[1=Not at all descriptive to 5=Highly descriptive]	
3.	Has relatively continuous memory for adulthood.	1 2 3 4 5	= ____
4.	Has difficulty recalling events from the very recent past.	1 2 3 4 5	= 6- ____ = ____
15.	Can remember and can relate to others a relatively complete story of his or her life, from childhood to present.	1 2 3 4 5	= ____
17.	Can recall painful events, including traumatic events, with detail and clarity.	1 2 3 4 5	= ____
26.	Has relatively continuous memory for events in childhood and adolescence.	1 2 3 4 5	= ____
27.	Can recall both positive and negative experiences from childhood and adolescence.	1 2 3 4 5	= ____
33.*	Has nightmares or night terrors in which traumatic experiences are relived.	1 2 3 4 5	= 6- ____ = ____
52.*	Unwanted thoughts, memories or images intrude on consciousness.	1 2 3 4 5	= 6- ____ = ____
62.**	Functions adaptively after retrieving painful memories, including memories of traumatic events.	1 2 3 4 5	= ____
89.*	At times behaves as if a past event (specifically a past traumatic event) is happening when it is not.	1 2 3 4 5	= 6- ____ = ____
97.	Can choose to recall or to put aside memories of painful events, including traumatic events.	1 2 3 4 5	= ____
	<b>Sum of Scores</b>		= ____
	<b>No. of Items</b>		= ____
	<b>Mean Score</b>		= ____

\* Item Assesses PTSD Sx

\*\*Optional Item at Intake Assessment

# Domain 2.

## Integration of Memory and Affect

Item No.	CIRCLE	SCORE
		[1=Not at all descriptive to 5=Highly descriptive]
11.	When recalling painful or traumatic events s/he is Able to remember feelings experienced at the time.\	1 2 3 4 5 =_____
12.	When recalling painful or traumatic events, s/he is able to feel emotions experienced at the time.	1 2 3 4 5 =_____
53.*	When recalling painful or traumatic events. s/he s/he vacillates between feeling flooded with emotion and experiencing no emotion at all.	1 2 3 4 5 =6-____ =_____
60.	Memories for painful or traumatic events integrate feelings from the past with new (and possibly different) feelings about the past.	1 2 3 4 5 =_____
94.	Can reflect upon painful events, including traumatic events, with varied and appropriate feeling.	1 2 3 4 5 =_____
	<b>Sum of Scores</b>	=_____
	<b>No. of Items</b>	=_____
	<b>Mean Score</b>	=_____

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# Domain 3.

## Affect Tolerance and Regulation

Item No.		CIRCLE	SCORE
			[1=Not at all descriptive to 5=Highly descriptive]
18.	Is able to regulate unpleasant affects without resorting to self harming, self destructive behaviors (e.g. substance abuse, cutting etc.)	1 2 3 4 5	= ____
21. *	Daily functioning is compromised by the avoidance of thoughts or situations that might elicit difficult or unpleasant emotions.	1 2 3 4 5	=6- ____ = ____
24.	Is able to experience a wide range of emotions, specifically: Anger, fear/anxiety, sadness, pleasure, anticipation, joy and hope.	1 2 3 4 5	= ____
25.	Is able to experience each of these emotions in a range of intensities.	1 2 3 4 5	= ____
28.	Often feels intense anger and rage.	1 2 3 4 5	=6- ____ = ____
30. *	Often feels emotionally numb.	1 2 3 4 5	=6- ____ = ____
37.	Often experiences feelings of helplessness.	1 2 3 4 5	=6- ____ = ____
38.	Experiences impulses to abuse drugs or alcohol whether or not s/he acts on these impulses.	1 2 3 4 5	= 6- ____ = ____
39.	Abuses drugs or alcohol.	1 2 3 4 5	=6- ____ = ____
40.*	Seldom re-experiences extreme trauma-related affects such as terror, rage, overwhelming arousal, or utter helplessness.	1 2 3 4 5	= ____
67.	Is troubled by feelings of shame and guilt.	1 2 3 4 5	=6- ____ = ____
78.	Often feels hopeless or depressed.	1 2 3 4 5	=6- ____ = ____
88.	Often feels anxious.	1 2 3 4 5	=6- ____ = ____
93..	Maintains a realistic view of situations even when emotions are strong.	1 2 3 4 5	= ____
98.	Is troubled by feelings of loss and grief.	1 2 3 4 5	=6- ____ = ____
		<b>Sum of Scores</b>	= ____
		<b>No. of Items</b>	= ____
		<b>Mean Score</b>	= ____

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# Domain 4

## Symptom Mastery and Positive Coping

Item No.		CIRCLE	SCORE
			[1=Not at all descriptive to 5=Highly descriptive]
7.	Uses humor appropriately and effectively to manage stress.	1 2 3 4 5	= _____
10.	Is able to accept help and experience help as helpful.	1 2 3 4 5	= _____
13.*	Is readily startled.	1 2 3 4 5	= 6-__ = _____
44.	Practices and makes effective use of one or more stress management techniques (e.g. relaxation, meditation).	1 2 3 4 5	= _____
47.	Enjoys work and is able to be task involved despite outside stressors.	1 2 3 4 5	= _____
51.	Utilizes imaginative capacities to manage distress.	1 2 3 4 5	= _____
54.	Has panic attacks.	1 2 3 4 5	=6-__ = _____
61.**	Responds empathetically to other peoples' needs.	1 2 3 4 5	= _____
65.	Recognizes and avoids anxiety provoking situations.	1 2 3 4 5	= _____
73.**	Is preoccupied with or distracted by fears of danger.	1 2 3 4 5	= 6-__ = _____
82.*	Is troubled by disturbed sleep.	1 2 3 4 5	= 6-__ = _____
85.**	Is excessively preoccupied with medical concerns or stress related physical ailments.	1 2 3 4 5	= 6-__ = _____
		<b>Sum of Scores</b>	= _____
		<b>No. of Items</b>	= _____
		<b>Mean Score</b>	= _____

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# Domain 5. Self Esteem (Self Care & Self Regard)

Item No.		CIRCLE [1=Not at all descriptive to 5=Highly descriptive]	SCORE =6-___ =___
2.	Takes unnecessary risks with her or his physical safety.	1 2 3 4 5	=6-___ =___
9.	Exhibits self-care by maintaining healthy sleeping and eating routines.	1 2 3 4 5	=___
20.	Ascribes a number and range of positive and valued qualities to self (e.g. sees self as compassionate and caring, empathic, competent, hardworking, creative).	1 2 3 4 5	=___
22.	Experiences self as evil, stigmatized or alien.	1 2 3 4 5	=6-___ =___
29.	Exhibits self care by engaging in a well balanced variety of personally meaningful activities.	1 2 3 4 5	=___
35.	Feels worthy of care and nurturance from others.	1 2 3 4 5	=___
41.	Experiences suicidal <b>thoughts or impulses</b> , whether s/he acts on these or not.	1 2 3 4 5	=6-___ =___
42.	At times <b>acts</b> on suicidal thoughts or impulses.	1 2 3 4 5	=6-___ =___
45.	Experiences <b>impulses</b> to behave in self abusive ways, such as cutting, burning, whether or not s/he acts on these impulses or not.	1 2 3 4 5	=6-___ =___
46.	<b>Behaves</b> in ways that are physically self abusive, such as cutting, burning, etc.	1 2 3 4 5	=6-___ =___
64.**	Experiences self as mentally, emotionally or or physically damaged.	1 2 3 4 5	=6-___ =___
71.	Experiences self as "special" in worrisome ways: (e.g. as selected for victimization, or as especially powerful or endowed with uncanny powers and attractions)	1 2 3 4 5	=6-___ =___
72.	Recognizes and avoids situations that are demeaning, humiliating or unnecessarily painful.	1 2 3 4 5	=___
75.**	Is comfortable with her or his sexual orientation.	1 2 3 4 5	=___
84.	Has an occupation appropriate to her or his abilities and talents.	1 2 3 4 5	=___
		<b>Sum of Scores</b>	=___
		<b>No. of Item</b>	=___
		<b>Mean Score</b>	=___

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# Domain 6.

## Self Cohesion

Item No.		CIRCLE	SCORE
			[1=Not at all descriptive to 5=Highly descriptive]
14.	Experiences strange or intense bodily sensations that seem to come from nowhere.	1 2 3 4 5	= 6-___ = ___
16.	Experience of self shifts markedly with change of mood or situation.	1 2 3 4 5	= 6-___ = ___
34.	Appears to have multiple personalities that compete for control of consciousness and may have little awareness of each other.	1 2 3 4 5	= 6-___ = ___
57.	Experiences dissociative states (e.g. feels like s/he leaves her/his body or that her/his feelings are somewhere else).	1 2 3 4 5	= 6-___ = ___
63. **	Leads a carefully compartmentalized life characterized by secrecy and duplicity.	1 2 3 4 5	= 6-___ = ___
69.	Has assumed control over dissociative capacities that once compromised psychological status and daily functioning	1 2 3 4 5	= ___ OR N.A.
79.	Feels like an integrated person whose actions and emotions fit together coherently.	1 2 3 4 5	= ___
99.	Appears to enter an altered or dissociative state when recounting traumatic experiences.	1 2 3 4 5	= 6-___ = ___
<b>Sum of Scores</b>			= ___
<b>No. of Items</b>			___
<b>Mean Score</b>			= ___

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# Domain 7

## Safe Attachment

Item No.		CIRCLE [1=Not at all descriptive to 5=Highly descriptive]	SCORE
5.	Gets involved in emotionally, physically or sexually abusive relationships in the role of perpetrator.	1 2 3 4 5	= 6-__ =__
6.	Gets involved in emotionally, physically or sexually abusive relationships in the role of victim.	1 2 3 4 5	= 6-__ =__
19.	Is comfortable with current relationship (and level of contact) with family of origin.	1 2 3 4 5	=__
31.	Is able to enter into and maintain safe and mutually satisfying relationships with intimate partners.	1 2 3 4 5	=__
36.	Is unusually sensitive to (or is preoccupied with) issues of power and control in relationships.	1 2 3 4 5	= 6-__ =__
43.	Has generally positive experiences with members of the opposite sex.	1 2 3 4 5	=__
55.	Experiences aggressive impulses towards others.	1 2 3 4 5	= 6-__ =__
56.	Acts on aggressive impulses towards others.	1 2 3 4 5	= 6-__ =__
68.	Forms and maintains safe and mutually satisfying friendships.	1 2 3 4 5	=__
76.	Experiences altruistic inclinations towards others.	1 2 3 4 5	=__
77.	Acts on altruistic inclinations towards others.	1 2 3 4 5	=__
80.	Avoids sexual contact.	1 2 3 4 5	= 6-__ =__
81.	Engages in compulsive or indiscriminate sexual activity.	1 2 3 4 5	= 6-__ =__
83. *	Avoids relationships.	1 2 3 4 5	= 6-__ =__
86.	Has generally positive experiences with members of own sex.	1 2 3 4 5	=__
87. **	Engages in safe, pleasurable and consensual sex.	1 2 3 4 5	=__
95. **	Is distrustful even when trust is warranted.	1 2 3 4 5	= 6-__ =__
96.	Is overly trusting when caution is warranted.	1 2 3 4 5	= 6-__ =__
		<b>Sum of Scores</b>	=__
		<b>No. of Items</b>	=__
		<b>Mean Score</b>	=__

\* Item Assesses PTSD

\*\* Optional Item at Intake Assessment



# Domain 8

## Meaning

Item No.	CIRCLE	SCORE
		[1=Not at all descriptive to 5=Highly descriptive]
1.	Has developed a coherent, personally meaningful and realistic narrative of her/his life, including painful and traumatic events.	1 2 3 4 5 = _____
8.	Is preoccupied with issues of trauma and abuse.	1 2 3 4 5 = 6-____ = _____
23.	Understanding of painful or traumatic past is marked by excessive and unreasonable self-blame.	1 2 3 4 5 = 6-____ = _____
32.	Understanding of painful or traumatic past incorporates conflicting and ambiguous aspects of reality.	1 2 3 4 5 = _____
48.	Understands the nature and origins of her/his psychological difficulties or vulnerabilities.	1 2 3 4 5 = _____
49.	Draws meaning from membership in a larger community.	1 2 3 4 5 = _____
50.	Appears to have come to terms with painful or traumatic events of the past.	1 2 3 4 5 = _____
58.	Is able to feel a realistic sense of hope and optimism about the future.	1 2 3 4 5 = _____
59.	Engages in creative pursuits and artistic endeavors as a way of making meaning of past trauma.	1 2 3 4 5 = _____
66.	Engages in educational, philanthropic or altruistic activities as a way of making meaning of past trauma.	1 2 3 4 5 = _____
70.	Is involved in (or draws meaning from) activities aimed at helping victims of trauma.	1 2 3 4 5 = _____
74.	Engages in social or political action as a way of making meaning of past trauma.	1 2 3 4 5 = _____
90.	Is able to draw comfort and meaning from a coherent set of religious, spiritual or moral values	1 2 3 4 5 = _____
91.	View of self incorporates but is not dominated by painful or traumatic experiences.	1 2 3 4 5 = _____
92.	Finds meaning in life (and in past suffering or trauma)	1 2 3 4 5 = _____
		<b>Sum of Scores</b> = _____
		<b>No. of Items</b> = _____
		<b>Mean Score</b> = _____
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# Multidimensional Trauma Recovery and Resiliency Scale

## MTRR

### 2004 Clinical Rating Form Scoring the Form, Constructing a Profile

#### Scoring the MTRR Rating Form

*Instructions: The rating form you have completed is designed to help you calculate item scores and domain scores. If you wish, you may calculate these and plot the domain scores on the bar graph in order to construct a multidimensional profile of the subject or patient you have rated.*

#### Scoring the Items:

*The score for any item which is stated as a positive recovery attribute (e.g. "has relatively continuous memory for adulthood") is equal to the rating which was given to the subject on that item. If, for example, you felt that this item was quite descriptive of the subject, then you might have given a rating of "4" on this item. Therefore the score for this item would be "4".*

*The score for any item which is stated as a problematic attribute (e.g. "had difficulty recalling events from the very recent past") is equal to the score of 6 minus the rating given the subject on that item. Thus, if you felt that this statement was not at all descriptive of the subject, you would have given a rating of "1". The score for the item would be 6 minus 1 . . or "5".*

#### Calculating the Domain Scores:

*Each domain is comprised of a number of items. To calculate the domain score, you must add the scores of the individual items in that domain and then divide by the number of items. If, for example, the scores for Domain Number One - Authority Over Memory add up to 44, and the domain is comprised of 11 items, all of which were given a rating and a score, then the domain score would be 44 divided by 11, or "4".*

*If you were unable to rate a subject on one or more items within a domain, then divide the sum of scores in that domain only by the number of items that were actually scored. Thus, if the scores assigned to items in Domain Number One add up to 40, but you were only able to rate the subject on 8 items, then the domain score would be 40 divided by 8, or "5".*

#### Constructing a Profile:

*When you have calculated the domain scores for your subject, you may plot them on a bar graph. The resultant "profile" will give you some indication of the strengths this individual brings to the challenge of recovering from trauma and of the areas of impairment that may require clinical attention. Items you were unable to rate may represent areas of functioning that remain to be explored. This information, too, can assist you in formulating a multi-dimensional treatment for your patient.*