Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart, Blincow and Thomas 2007 www.boingboing.org.uk					
	BASICS	**BELONGING**	**LEARNING**	**COPING**	**CORE SELF**
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
	Enough money to live	Help child/YP understand their place in the world		Being brave	
	Being safe	Tap into good influences	Engage mentors for children/YP	Solving problems	Support the child/YP to understand other people's feelings
	Access & transport	Keep relationships going			
	Healthy diet	The more healthy relationships the better	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know her/himself
	Exercise and fresh air	Take what you can from relationships where there is some hope		Fostering their interests	
	Enough sleep	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Calming down & self-soothing	Help the child/YP take responsibility for her/himself
	Play & leisure	Responsibilities & obligations			
	Being free from prejudice and discrimination	Focus on good times and places	Highlight achievements	Remember tomorrow is another day	Foster their talents
		Make sense of where child/YP has come from		Lean on others when necessary	
		Predict a good experience of someone or something new	Develop life skills		There are tried and tested treatments for specific problems, use them
		Make friends and mix with other children/YPs		Have a laugh	
NOBLE TRUTHS					
ACCEPTING		**CONSERVING**	**COMMITMENT**		**ENLISTING**

Basic

The resilience research didn't have that much to say about the basic things we need in life to get by, for that we had to draw on social justice and inequalities research. Also, from our practice and parenting experience, we think that attending to the Basics is seriously important. So the ideas in this section are all about sorting out seemingly simple things. For some pupils, it's no good going on about things like careers or school work, unless you get some of these basics sorted first. Common sense tells us that if a pupil is too hungry, they simply won't learn.

Belonging

This puts good relationships at the heart of things. It focuses on reminding us to have and look after healthy relationships and to tap into good influences instead of bad ones. It recommends concentrating on the good times and places, find people that pupils can count on and remain hopeful about building new contacts. Given how long pupils spend in schools it's really important that they feel they belong. If that's too hard a goal in the first instance, even getting them to trust and relate to just one adult in school can be hugely helpful.

Learning

The importance of finding out about and discovering new things. So it's not just about sorting a child's schooling, although this is really important and that's why we've put together this website, it's also about less formal ways of learning, like making sure we develop interests, talents and life skills. Of course schools have a vital part to play in all of that. It encourages pupils to follow up new and old interests, dare to have a vision for a life plan or a future full of doing new things. It reminds us of the value of getting pupils organized, noticing their achievements and helping them to develop new skills.

Coping

This is all about those things pupils do to help get by in everyday ways. Like those times when they need to be brave, solve problems and stand up for their own views and beliefs. It's about putting on rose-tinted glasses when they need to, looking after their talents, finding ways to stay calm, remembering that tomorrow's a new day and leaning on others when its necessary.

Core Self

This puts the focus on pupils' inner worlds – those thoughts and beliefs they have about themselves that build their characters. This compartment concentrates on ways of being hopeful, finding their own sense of morality, using all of their senses to get a good solid idea of who they are. It encourages them to take responsibility for themselves, face problems and seek help when it makes sense to do so.

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We also have a group of four ‘noble truths’ that underpin these 5 compartments and the practices within them. These are those fundamental starting places we need if we are interested in building resilience with children, young people and families. They encapsulate the underlying beliefs, values and attitudes needed to put the resilience framework into action and include: acceptance, conservation, commitment and enlisting.

Accepting: This involves properly understanding our resilience baseline for either individual pupils or school communities. So knowing how what areas of resilience they are doing well with, and which need attention are essential to this. Accepting involves concentrating on what needs to happen and getting on with it, rather than moaning about how we wish things were different (although any staff room will have a bit of this going on of course, we all need to vent a bit, but just a bit perhaps? Not all morning).

Conserving: Lots of good things that happened in pupils’ lives can get lost, especially when things aren’t going smoothly. Preserving those good things, noticing them and even sometimes having to dig deep and resurrect them are important. A good maxim to follow here is that there should be no deconstruction without appreciation, otherwise all we end up doing is nagging pupils (and staff/parents) and making them feel worse about themselves than they do already.

Commitment: There are always some quick wins that you can get cracking on. However, promoting resilience is rarely a quick fix. Check out how committed you are to this approach. Keeping an eye on commitment as a key principle will help you notice who is around for just a short while and who is in there for the long haul. It will help you be explicit about this too, so that pupils don’t get any surprises about who is going to be sticking around.

Enlisting: Some pupils might need more people involved in supporting them, and you might have to enlist others quite specifically to achieve some well-defined resilience goals. Of course some of the pupils near the top of our pyramid of need might have too many people involved with them. We use the phrase ‘organizational promiscuity’ to suggest the idea of too many different organizations involved in pupils’ lives, for not enough time. It really is worth focusing on exactly when we may not be enough and will enlist others, and when we may be too much.

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Developed in partnership with

Basics

Glossary: Good enough housing

School can play its part in supporting pupils' parents to get the housing they need through writing letters to the housing department etc. However, school accommodation is important too. Never underestimate the impact the class environment can have on a student's ability to learn, cope and feel resilient. Try and make the classroom and the wider school environment safe, accessible, comfortable and welcoming.

What young people say… "Now our school has been redecorated and the new buildings have been finished the school is a different place to hang out and be in. There is more space and dark corridors are now better lit with natural light. The school has been painted and all our art work is up around the school. It makes such as difference and students litter less and treat more with respect.

The hub is a new building where you can go when you are really stressed. It is a nice building and all the people who work in the school that provide support to students are based there. So if you can't find one teacher another teacher can help you. I also like the way the building is situated in a central part of the school and I know exactly where to go if I need support.

My sister's disabled and was sleeping in the sitting room for years. We had nowhere to do our homework because all her stuff was in the corner where we could have had a table. I was telling our school counsellor about it and she got on to a social worker to help sort this out. We've got an extension on the house now with a bedroom for my sister and I've got somewhere to do my homework".

Evidence: Poor housing is closely associated with health inequalities (Thomas & Dorling, 2004), and poorly housed children in the UK include a disproportionate number of young people from black and ethnic minority communities (Preston, 2005) and those with disabilities (Burchardt, 2006). Living Out Loud, an American school-based program for young women with physical and/or specific learning disabilities provided help with basic living support, including food, clothing and housing, alongside a responsive life-skills and substance use prevention curriculum. The young people participated in facilitated group and one-to-one counselling, and disability

awareness and rights education, provided by adult female disabled role models for 1-3 hours a week for 2 years.

References:

- Burchardt, T. (2006). Changing weights and measures: disability and child poverty. *Poverty, 123*, 6-9.
- Ferreyra, N. (2001). Living Out Loud: building resiliency in adolescent girls with disabilities. Disability World, 7. Retrieved from http://www.disabilityworld.org/03-04_01/women/lol.shtml
- Preston, G. (2005) *At greatest risk*. London: Child Poverty Action Group.
- Thomas, B., & Dorling, D. (2004). *Know your place: housing wealth and inequality in Great Britain 1980-2003*. London: Policy Press.

We say:
Schools may be limited in how much realistic impact they can have on a child's housing situation, but there is often something they can do to help shift things along such as writing letters to the housing department pointing out the detrimental effect of poor housing on the children's learning. Information about local advocacy organisation should be made available to families. It may be possible to organise a school-based clean-up project for community areas to improve out access to pleasant spaces, or campaign to raise awareness of issues facing the local community.

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Glossary: Enough money to live

School can play its part in supporting pupils' parents to get the income and benefits they need through writing letters to the benefits department, liaising with employment advisors etc. However, they have a key role too in helping pupils understand the value of money and how money can make a difference to a student's quality of life. Managing money is a skill which pupils are often not taught. Understanding and being able to cope with budgeting can help pupils cope better with stress and increase their levels of resilience. It's also worth helping pupils understand how income is often unfairly distributed in society and raise their awareness of the role they can play as young citizens in achieving a fairer society.

What young people say… “My mum doesn't have any money which I feel embarrassed about. I get free school meals and have this card which other students have as a way of paying for their school meals so they don't have to carry money. I just swipe the card in the same way as they do and none of the other students know that I have free school meals.”

“Our school runs a breakfast club where breakfast is free. It also means I can get up out of bed get ready come to school then meet my friends and relax, as well as, eat breakfast.”

Evidence: According to the Child Poverty Action Group one in four children in the UK live in poverty. Similar to those in poor housing, a disproportionate number of children living in poverty are from black and ethnic minority communities or have a disability (Burchardt, 2006). Pupils from poorer households are more likely to have various poorer outcomes, including lower educational attainment, increased anxiety and disengagement, lower aspirations, and they may acquire fewer skills, meaning that on leaving school they are more likely to be unemployed or to take a low-paid, low-skilled job. This link starts early, with frightening stats from the Sutton Trust showing that the pupils from disadvantaged backgrounds are already 11.1 months behind their middle income peers in vocab tests by the time they start school in the UK (Waldfogel & Washbrook, 2010).

References:

- Burchardt, T. (2006). Changing weights and measures: disability and child poverty. *Poverty, 123*, 6-9.
- CPAG (2013). Child poverty facts and figures. Retrieved from http://www.cpag.org.uk/child-poverty-facts-and-figures#footnote1_bujbcos
- Estyn (2012). *Effective practice in tackling poverty and disadvantage in schools - November 2012*. Cardiff: Estyn. Available from http://www.estyn.gov.uk/english/docViewer/259977.9/effective-practice-in-tackling-poverty-and-disadvantage-in-schools-november-2012/?navmap=30,163,
- Waldfogel, J., & Washbrook, E. (2010). Low income and early cognitive development in the U.K. London: Sutton Trust.

We say:
Do your best to make sure social disadvantage doesn’t lead to educational disadvantage in your school by ensuring pupils have access to the resources they need regardless of family context. Schools can try and reduce the financial burden on families, for example by not having unnecessary uniform changes/requirements, encouraging a second-hand uniform market, providing loan of equipment rather than purchase, and fund-raising for school trips. They should also make information available to families about eligibility criteria and how to apply for free school meals/milk, grants or vouchers for school clothing from the local authority, governing

body or parents' association, free school transport, Educational Maintenance Allowance, and discretionary local education authority hardship grants (e.g., towards cost of musical instrument).

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Glossary: Being safe

Schools have to encourage pupils to feel safe and yet learn to manage the risks of being in school and the big wide world. For especially vulnerable pupils, or pupils who are being bullied because of their race, sexuality or disability for example, a physically safe place in school can be of enormous benefit. Encouraging them to identify where they feel safe and unsafe and looking at ways this can be changed can help a student feel more resilient.

What young people say… "At school there is a room which is called Safe Space. It is different from the other room which is where all the naughty students go because it is for students that are well behaved but are going through a hard time. For example students go there if someone very close to them has died or they are worried about a parent who is really ill, or they have been off sick and need to slowly get back into school or they are suffering from depression. It a Safe Space where students with permission can do their work. It is really good to know that if you are feeling rubbish that the school can support you and you don't have to just go to lessons which can be very hard when you are feeling really stressed."

Evidence:

a) Wellbeing@School offers New Zealand schools tools and suggestions for creating a safe physical environment in school, creating a sense of community and managing break-times effectively. They suggest noticing "hot spots" where bullying or aggressive behaviours are more likely to occur, and "hot times" when they are more likely to take place. Once these have been identified, the social and physical environments can be improved in ways that promote wellbeing, e.g., if most of the aggression or bullying happens during break-times, make sure they are well-organised. This may include activities pupils can take part in, such as exercise or clubs, safe spaces that students can go to, having a buddying scheme, praising pupils who demonstrate prosocial behaviour, and ensuring duty staff are both visible and consistent in their approach.

References:

- Wellbeing@School (n.d.). Safe physical environment. Retrieved from http://www.wellbeingatschool.org.nz/safe-physical-environment
- *We say:*
- Anti-bullying programs and policies may not be sufficient, but they are obviously very important. You need to consider the physical spaces within the school. Unless you're lucky (or rich) enough to be able to design your school from scratch you'll have to work with what you've got, but moving or blocking off particular areas might help.

b) An important part of staying safe is making healthy decisions. Health behaviours have knock on effects on academic achievement, whereas poor health and increased health risks can decrease school performance. A report by The Washington State Board of Health Report titled "School-based Health Interventions and Academic Achievement" found that pupils learn better if they arrive at school fed, rested, calm and ready to learn. Whole school health programmes, for example that tackle school policies, curriculum, training, environment and health services all together, work better than individual interventions.

They also highlighted seven interventions that were particularly positive:

- Hand washing (reduces school absences)
- Cognitive/social skills training (improves health related behaviours)
- Parent/teacher communication skills training (increases academic performance)
- Increased physical activity (improves ability and readiness to learn)
- School breakfast programmes (improves academic performance)
- Chronic disease management (improves self-management of pupil's condition and school attendance)
- School-based health centres (improves academic outcomes)

References:

- Washington State Board of Health (2009). Research Review: School-based health interventions and academic achievement. Retrieved from: http://sboh.wa.gov

We say:

Being safe encompasses such a wide range of things that may not spring immediately to mind, but this report gives some areas to aim for.

c) Living in an area of low physical safety, such as environmental hazards or high crime rates, is a source of stress for young people and their families, and may present additional parenting challenges.
d) *References*:
   - Anthony, E.K. Alter, C.F., & Jenson, J.M (2009). Development of a risk and resilience-based out-of-school time program for children and youths. Social Work, 54(1), 45-55.
   - Ghate, D., & Hazel, N. (2002). *Parenting in poor environments: stress, support and coping*. London: Jessica Kingsley.

We say:
Programs aimed at improving physical safety should also target the wider social context of the child, rather than focussing on individual strategies to cope with bullying or harassment. So school and local authority wide initiatives are very important here.

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Glossary: Transports and access to places and things

Travelling to and from school can be a good or bad experience. If the student's experience is bad then it can affect their school day, their ability to learn and concentrate as well as to cope with the challenges of being in school. As a school community, looking at how pupils' travelling experience could be improved and strategies on how they could make their journey better can help pupils feel more resilient.

What young people say… "When I was in Foster Care I had to get a taxi to school. I got to know my taxi driver John he was very nice and we would talk about football. He would tease me about my team and I would tease him about his. It made going to and from school a lot fun. "

"There is a bus driver who has white hair and a long white beard we call him God. He is always nice to us when we get on the bus and he makes jokes. He doesn't drive too crazy and waits for students if they are running to get the bus. It makes the journey a lot less stressful. "

"I used to go to school in Lewes and lived in Woodingdean so it was a big journey back over the downs. I had to get the bus at 3.50pm every day. What I liked about the journey was that the bus driver played music. He didn't really speak to any one but just played music really loud this seemed to make everyone relaxed and quiet. He had a collection of CD's one was UB40 greatest hits and another was Elvis."

Evidence:
Lack of access and transport understandably contributes to health inequalities and social exclusion, as young people and their families experience barriers to resources such as afterschool or social activities (Eachus et al, 1999), healthy food (Clifton, 2003) or statutory and community services. The Living Out Loud school-based program included young women with physical disabilities who had transport issues, so the researchers purchased a lift-equipped van and transported girls to and from group so that they could take part.

References:

- Ferreyra, N. (2001). Living Out Loud: building resiliency in adolescent girls with disabilities. Disability World, 7. Retrieved from http://www.disabilityworld.org/03-04_01/women/lol.shtml

We say:
Often research studies blame lack of transport for some of their participants dropping out of a program, however few think to provide transport or cover travel expenses. Don't make the same mistake in school with clubs and activities – it could mean the 'achievement gap' widens between the 'haves' and 'have nots'.

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Glossary: Healthy diet

Food is very important to a pupil's wellbeing. It can affect their moods, behaviours and their ability to learn. This is well known in schools and many schools do a great deal to create the conditions for pupils to eat well. Encouraging pupils to explore their eating habits can help them change their beliefs about food and can increase their resilience and wellbeing.

What young people say… "I like having warm meals at school especially in the winter. The cook does a really good chicken curry with lots of vegetables hidden in it. "

"In the canteen at the front of the dining queue there was this bloke Tony who was really nice and cheerful. He would make jokes and put on a funny voice asking students to get their money out. He made the canteen less stressful and students were more relaxed there was less pushing and shoving."

Evidence:

a) Everybody's heard of healthy eating, and the link between nutrition and mental health and behaviour is popular in the media. Proper resilience research boffins Masten et al. (2008) point out how schools can tackle issues of deprivation for at-risk pupils by serving healthy school meals. This can help address lack of provision of healthy food at home, through neglect or inadequate nutrition. Schools can be an asset-rich environment in other areas for pupils who come from backgrounds of deprivation and minimal experiences outside of the home. Targeting pupils' strengths is another way schools can address needs imbalances. For example, if discrimination is identified as an issue for pupils, anti-bullying programmes may be introduced. The school can not only provide interventions for pupils, but also for their families in areas such as:

- Health clinics
- After school programmes
- Tutoring and homework assistance
- Multimedia libraries
- Recreational activities, such as swimming or gymnastics
- Opportunities to further develop talents and interests, for example, music or art.

References:

- Masten, A.S., Herbers, J.E., Cutuli, J.J., & Lafavor, T.L. (2008). Promoting competence and resilience in the school context. *Professional School Counseling.* Retrieved from: http://www.thefreelibrary.com/_/print/PrintArticle.aspx?id=191213587

We say:

Schools can be a safe haven or home from home for students who have a difficult home life. It's not just Jamie Oliver who thinks that school dinners (and breakfast clubs if they are offered) should provide better nutrition than turkey twizzlers – it might be the only decent meal they get that day.

b) To help their kids get five a day, the Supportive Teachers, Assets and Resilience (STAR) school-based program in South Africa promoted social cohesion, supportive communities and healthy eating by growing vegetables in a community allotment. In partnership with whole families, parents and unemployed community volunteers helped tend the vegetable, as did the children, either as part of the curriculum (natural science), or after-school or during breaks. A "vegetable party" was held every Friday with spinach and tomatoes from garden, and a local company delivered soup and bread for breaks during the winter to keep the pupils warm. Excess produce was sold to raise money or used as part of the feeding scheme to feed needy learners in school. Teachers also formed partnerships with local organisations and businesses who provided after-school care, food parcels, clothing, uniforms and shoes.

References:

- Ebersohn, L., & Ferreira, R. (2011). Coping in an HIV/AIDS-dominated context: Teachers promoting resilience in schools. *Health Education Research, 26*(4), 596-613. doi:10.1093/her/cyr016

We say:

A simple but brilliant idea to increase children's interest in and access to fresh fruit and vegetables, whilst also gaining valuable skills and a sense of community responsibility. It may seem like an 'add on' activity but it has an evidence base and CAN make a difference to disadvantaged pupils.

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Glossary: Exercise and fresh air

Pupils today spend more time doing inactive things like playing computer games, texting and watching TV. Regular exercise and being out in the fresh air can improve their mood, help them forget about the stresses of school and build a sense of achievement.

What young people say… "Our school grounds are great we have a wild area where there is a pond and woods. We also have a Peace Garden where we plant trees and go and sit there when we want to be quiet. I like break and lunch you can walk around the

school grounds and just get out of the stuffy school building. There are lots of places you can go and just be with your friends and not surrounded by lots of people. “

“I am part of eco club and we look after the school grounds. We monitor the wild life and trees. It is a good way of being outside and enjoying nature. “

Evidence:
We don’t need to tell you about the benefits of exercise, they are well known, but engaging pupils in exercise that they will enjoy and continue to do can be more of a challenge. Sunset Surfers was an Australian learn-to-surf programme developed by front-line family workers. Professional surfing instruction was provided to children aged 8-13 years living in a disadvantaged urban neighbourhood near Sydney with a high proportion of Aboriginal families. The children were considered to be challenge-averse, vulnerable to social disadvantage, substance abuse and mental health problems. We don’t know exactly how much it cost, but government agencies and community-based services pooled resources. The ‘holistic’ program of manageable challenge, support and physical activity took place during school holidays. To make sure the kids turned up, they provided transport to and from the beach, and fed them a picnic lunch after each session. The children’s families were invited to a barbeque at the end of the program. Despite being organised collaboratively by community and government agencies, staff, parents and children all felt the program was a success and had positive outcomes.

References:
Morgan, P. (2010). ‘Get Up. Stand Up.’ Riding to resilience on a surfboard. *Child and Family Social Work, 15*(1), 56-65. doi:10.1111/j.1365-2206.2009.00637.x

We say:
Attempting to replicate the program in non-coastal, freezing cold parts of Britain may adversely affect outcomes – if you do hit the jack pot and come up with the dosh, far better to send the kids to Australia! But you get the gist – you can make your own version right?

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Glossary: Enough sleep

Pupils often do not get enough sleep and find it hard to relax. Encouraging pupils to think about why sleep and relaxation is important can help them see that it can affect the way they feel, their ability to learn and cope with stress and has an impact on their levels of resilience.

What young people say… “Last year when my parents were splitting up and arguing constantly I couldn't sleep. I used to fall asleep in lessons and get into trouble until June one of the Learning Assistants in the lessons noticed that it kept happening she asked me what was going on. I said I had problems sleeping etc and she recommended that I went to Hub at break and lunch and if I needed to fall asleep in the quiet corner. I did that and it made lessons better and school much more bearable.”

“My home life wasn't good and I didn't have much of chance to do home work regularly so sometimes, at the last minute, I would stay up all night trying to get home work done that I hadn't done for weeks. One of my English Teacher noticed that I would regularly do this so started encouraging me once a week to stay behind school and complete my homework. This worked and I managed to sleep better as well as have a regular time to complete my homework. “

Evidence:
Tired pupils may be inattentive or disruptive in the classroom. A review of sleep studies in school-aged pupils showed that school performance is affected by sleep duration, sleep quality and sleepiness (Dewald et al., 2010). Having enough good quality sleep is also linked to resilience, both through its physiological benefits on the child, and through the positive effect on their caregivers’ own stress levels and relationship with the child when the child has an adequate sleep pattern. Studies designed to educate adolescents about sleep hygiene have succeeded in increasing students’ knowledge, however, there appear to be no improvements in actual sleep (e.g., Moseley & Gradisar, 2009)! Other research suggests that young people’s sleep deprivation is caused by having to get up early to attend school itself, and can be addressed by a more radical change – starting the school day later in the morning to fit with circadian rhythms, allowing more sleep and harnessing the natural improved performance later in the day (Hansen et al., 2005).

References:

- Dewalda, J.F., Meijera, A.M., Oorta, F.J., Kerkhofb, G.A., & Bögelsa, S.M. (2010). The influence of sleep quality, sleep duration and sleepiness on school performance in children and adolescents: a meta-analytic review. *Sleep Medicine Reviews, 14*(3), 179-189. doi:10.1016/j.smrv.2009.10.004
- Hansen, M., Janssen, I., Schiff, A., Zee, P.C., & Dubocovich, M.L. (2005). The Impact of School Daily Schedule on Adolescent Sleep. *Pediatrics, 115*(6), 1555-1561. doi:10.1542/peds.2004-1649
- Moseley, L., & Gradisar, M. (2009). Evaluation of a School-Based Intervention for Adolescent Sleep Problems. *Sleep, 32*(3), 334–341.

We say:
Pupils being tired at school may be due to too much late-night computer gaming or television, but there are many other causes, one of which may be early rising for school. Perhaps we should bring back after-lunch school naps for everyone, including the teachers of course. Or more realistic would be to for schools to let pupils sleep in the day if they are desperate. Of course, we would only recommend this is done is a safe space outside of class with follow up discussion with pupils, and if a regular issue, then parents too.

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Glossary: Play and leisure

Play and leisure is an essential part of growing up. Access to open spaces, free play and leisure opportunities help improve pupils' wellbeing. It enriches their development in all sorts of ways: socially, physically, intellectually, culturally and emotionally.

What young people say… "I remember at my old school I loved break and lunch times they were great it felt like we could run wild in the school grounds. It was great having the freedom and space to get rid of all that extra energy. Often I got bored and agitated in lessons and so it was great having the chance to have a break where I could chat and joke with my friends. "

Evidence:
Australian study with young people who are blind found that leisure activities provided the young people with supportive relationships, a desirable identity, experiences of power and control, and experiences of social justice, enabling them to thrive despite adversity, and giving them a sense of pride. Interests included physical sports and activities, such as sailing, skiing or cricket, creative activities, such as reading, writing and playing music, and being involved with others as an advocate, tutor or mentor. These leisure pursuits had a

multitude of benefits that extended beyond the activities themselves, such as making social connections, being accepted, stress relief, support during adversity, health and fitness, learning and experiencing new things, being challenged, having fun, contributing to others, and resisting social prejudice.

References:

- Jessup, G.M., Cornell, E., & Bundy, A.C. (2010). The treasure in leisure activities: fostering resilience in young people who are blind. *Journal of Visual Impairment & Blindness, 104*(7), 419-430.

We say:
The researchers emphasised that was not the number of activities that was key, but the fit with the individual and how engaging they were, and that activities do not have to fit traditional ideas of "leisure".

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Glossary: Being free from prejudice and discrimination

This is clearly an aspirational aspect of the framework. Imagine a world in which the most disadvantaged children were free from discrimination and prejudice. In your dreams! But of course we should use every opportunity to systematically address this issue.

Evidence: Sadly disadvantaged young people are more likely to experience bullying, racial or disability hate-crime and other types of violence (Ghate & Hazel, 2002). The Bridge Project Out-of-School Time program was designed for America black and ethnic minority youth living in an urban area with high levels of poverty, crime and gang activity (Anthony et al 2009). It included an anti-bullying curriculum, neighbourhood betterment projects and a volunteering scheme to connect youth with elders in their local community, to provide a safe environment for young people during the holidays, develop a sense of responsibility and commitment to others.

What young people say: "At school we had a police officer PC Jones who would be there to deal with any bad things that happened. Having PC Jones in school made me feel safe especially if something bad happened and teachers did not have the authority to deal with the situation properly. He was particularly good in racist and homophobic situations."

We say: School culture and actual policies are important aspects to consider here. Many opportunities exist in school life to encourage pupils to discuss what prejudice is and discrimination and what are the effects are on a person who has been bullied. Encourage them to explore how they could cope and deal with situations where they are experiencing prejudice and discrimination. Such conversations can also be part of wider educational provision in relation to social inequalities. Clearly, equalities and diversity training and support for staff, volunteers and parents is also important here.

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References:

- Anthony, E.K. Alter, C.F., & Jenson, J.M (2009). Development of a risk and resilience-based out-of-school time program for children and youths. Social Work, 54(1), 45-55.
- Ghate, D., & Hazel, N. (2002). *Parenting in poor environments: stress, support and coping*. London: Jessica Kingsley.

Belonging

Glossary: Find somewhere for the child to belong

Pupils spend 1000s of hours in school, so it would be great if they all felt that they belonged there. For those that don't, schools can do a great deal to help improve pupils' sense of belonging and help them to identify a safe place or group where they can go when they are feeling vulnerable. Encourage them to have the right people in place to support them so that they feel protected. And if they really don't feel like they belong in school, it can be worth starting to help them feel they belong at least somewhere, a club for example.

What young people say… "I love my form room it is a safe place we can hang out at the break and lunch as well as the beginning of the day. Only people in our form can come into our class room. We have decorated it and made it our own space. "

"Sounds funny, but there's a tree in the school field that I love sitting under. Even when it's raining and cold I like to go out there and just feel the bark on the tree.. I think that tree's been there for a long time and will still be there whatever shit is going on in my life. Dunno why, but it calms me down."

Evidence: Attachment and belonging are essential for healthy development. Having a sense that they really belong somewhere, perhaps by feeling connected to their school, having caring and supportive relationships, and being part of the wider school community, benefits pupil's health and academic outcomes. Children are able to build up "social capital", or important social resources they can draw on that support them to be resilient to adverse outcomes, such as teenage pregnancy, drug use, academic failure and difficulties at home. Researchers propose that 'Health Promoting Schools' build on pupils' social capital by establishing a formal curriculum in health education, including subjects that emphasise connectedness and caring relationships between everyone in the school (and outside) community, along with recognition of the important role schools have to promote health and belonging. Of course it is also important that school teaching and support staff feel that they belong and are part of the school community.

References:

- Sun, J., & Stewart, D. (2007). How effective is the health-promoting school approach in building social capital in primary schools? *Health Education, 107*(6), 556-574.

We say:
Trust, effective communication and collective problem-solving all contribute toward building social capital in schools, staff and pupils.

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Glossary: Help them understand their place in the world

A culture that values and welcomes every pupil into the school and encourages them to develop their own individuality and explore their diversity is what is meant here. Encourage pupils to understand their roots and why it is important to identify where they have come from. Developing spirituality has been shown to be a great route to supporting pupils' resilience.

What young people say… "Our school was really good at celebrating every ones different cultures. We would have celebration events where our families would come in and there would be food and dancing. There would be different music and people could dress up in traditional clothes. "

"I'd always blamed my dad for being a drinker and for getting us into a mess, and thought I'd inherited his genes and would end up a drunk like him. It was actually doing stuff on politics at school that helped me understand my dad had never been given any

opportunities. He went to a crap school, his parents didn't help him because they'd had it hard too, and he lived in a really bad area. Made me see that things could be different for me because I've got teachers who look out for me and believe in me."

Evidence:

a) It is important that young people find out who they are and who they want to be. This may be through developing self-knowledge, a sense of self, aspirations, discovering talents and interests, finding out what places they like to be in, and who inspires them. It may also include exploring faith and spirituality, and issues relating to gender, sexuality, race, ethnicity, and disability. Chicago Freedom School is a school-based program for disenfranchised ethnically diverse youth in America rooted in a social justice agenda and promoting voice, choice and empowerment. As well as learning about social change and action, young people learned about themselves and what they were passionate about, sampling visual arts, music, performing arts, media, sports and holistic health. They heard from speakers in the "communiversity", a public open intergenerational teaching and learning space for experts and laypersons. Each youth chose a goal for social change on an issue that was important to them within their community, and received support and mentoring to pursue that goal, and understand their connection to the wider world.

References:

- Center for Urban Research & Learning (2007). *Chicago Freedom School executive summary*. Chicago: Loyola University Chicago.
- McKay, C. (2011). The resilient community: implications for out of school programming. *Child and Adolescent Social Work Journal, 28*(5), 357-373. doi:10.1007/s10560-011-0240-2

We say:
Encouraging young people to try new experiences, learn new skills and meet new people will help them discover what they do and don't like and who they do and don't want to be in life, allowing them to find their place in the world.

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b) According to resilience researchers, faith and spirituality has an important role to play in enhancing children's resilience. The processes by which belonging to a faith group may promote resilience in young people include attachment relationships (with the 'divine', prosocial peers, prosocial mentors, family cohesion), social support (sense of community belonging, rituals and
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prayers for major life events e.g., birth, marriage, death, burial, visits when sick, bringing food in troubled times, counselling, support groups, political sanctuary/sanctuary from persecution), guidelines for conduct and moral values (integrity, compassion, forgiveness, empathy, altruism, kindness, love, unconditional acceptance), personal growth and development/transformational opportunities (regulation of affect/arousal, prayer, meditation, liturgy and music of worship, celebration, comfort, reinforcement of family values and rules, provision of meaning and philosophy of life, reframing of trauma, acceptance of 'God's will', conversion and transformation) (Crawford et al., 2005).

References:

- Crawford, E., O'Dougherty Wright, M., & Masten, A.S. (2005). Resilience and spirituality in youth. In E.C. Roehlkepartain, P.E. King, L.M. Wagener, & P.L. Benson (Eds.), *The handbook of spiritual development in childhood and adolescence* (pp. 355-371). London: Sage Publications.
- Owens, C.C., Bryant, T.N., Huntley, S.S., Moore, E., Sloane, T., Hathaway, A., & Weist, M.D. (2004). Enhancing child and adolescent resilience through faith-community connections. In C.S. Clauss-Ehlers, & M.D. Weist (Eds.), Community planning to foster resilience in children (pp. 283-296). New York: Springer.

We say:

Ensuring that pupils are able to celebrate religious holidays and festivals, attend their place of worship, participate in religious rituals or activities, with support and without teasing or discrimination is vital. Pupils who do not follow a particular faith could be allowed to explore other forms of spirituality such as meditation or nature walks.

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Glossary: Tap into good influences

Helping pupils identify what qualities make a good friendship can form part of many curriculum activities. Explore with them how positive role models can make a difference to someone's life. Encourage a pupil to think about developing a relationship with a role model. This could be someone the pupil already knows like a teacher, club organiser or an older pupil.

What young people say… “At break and lunch all I do now is play basket ball. Last year I started getting into loads of trouble just hanging out with the wrong crowd. I still see them sometimes out of school at weekends but I know if I hang out with them at school I won't be able to do my school work and focus and sometimes just being with them, even though I am not doing anything, can get me into trouble. My PE teacher at the time saw that I was getting into trouble and suggested I started playing basket ball. It is a good way of getting all my stress out and not getting into mischief at break and lunch. I've now even got into the school team. “

Evidence:

Whilst attachment is traditionally associated with the first few years of life, respected theorists suggest that it is never too late for a child to benefit from better and more secure attachments (Roisman et al., 2002; Pearson et al., 1994; Rutter, 1995). If you went into teaching to make a difference in young people’s lives, then you’ll be pleased to hear that resilience research shows that teachers are perfectly placed to do just that (but you knew that already!). So apart from stating the obvious, what else does it say about resilience-building practice? Embrace the Future (see http://wwww.embracethefuture.org.au/) reassure teaching staff that “…resiliency research does *not* suggest that teachers need to develop specialist skills beyond those that they already possess, nor does it entail major, special effort.” What they suggest is that teachers:

- understand what resiliency is, so that pupils who need extra support are spotted,
- challenge assumptions made about some groups of pupils and their potential,
- learn to recognise how to foster resiliency in everyday practice,
- understand how to identify at-risk and vulnerable pupils,
- increase their use of positive communication styles with pupils.

References:

- Embrace the Future (2005). What schools can do. Retrieved from: http://www.embracethefuture.org.au/resiliency/index.htm
- Green, D., Oswald, M., & Spears, B. (2007). Teachers’ (mis)understandings of resilience. *International Education Journal, 8*(2), 133-144.
- Pearson, J.L., Cohn, D.A., Cowan, P.A., & Cowan, C.P. (1994). Earned and continuous security in adult attachment: relation to depressive symptomatology and parenting style. *Development & Psychopathology, 6*(2), 359-373.
- Roisman, G.I., Padrón, E., Sroufe, L.A., & Egeland, B. (2002). Earned-secure attachment status in retrospect and prospect. *Child Development, 73*(4), 1204-1219.

- Rutter, M. (1995). Clinical implications of attachment concepts: retrospect and prospect. *Journal of Child Psychology and Psychiatry, 36*(4), 549-571.

We say:
There is a multitude of resilience research that states how important just one relationship with a significant adult can be in a child or young person's life, highlighting the vital role that teachers play in building resilience. High time though that researchers put more effort into understanding what other adults in school can do to support pupils such as the dinner ladies, cleaners, cooks, admin workers etc. It is also important that school structures and staff roles are put in place that enable relationship building such as the tutor that stays through school life with their tutor group; or the librarian whose role as part of pupil support is acknowledged and provided for.

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Glossary: Keep relationships going

Help pupils to consider why it is important to have good relationships and why it is important to maintain them. External agencies and individuals can all play a part here. Keeping relationships going can help pupils have a sense of stability and constancy in their lives and this in turn will help them feel more resilient.

What young people say… "I know it sounds weird but going to see the school nurse helped me deal with being bullied at school. It was like I could go and hang out with a nice Auntie. I'd chat to her about stuff and she seemed interested in what I had to say. At the time I was having a bad time with friends and she would not ask why I was coming to see her she just let me be there. When the friend thing got really bad I once went there every day for a couple of weeks then the friend thing got better. I still once a week pop my head in and say hello."

"When I did Home Economics there was a teaching assistant Lucy who would go around the class supporting everyone. She used to come and help me and as the year went on I got better. When I bump into her now she still asks if I have kept up with my cooking and I speak to her about what I have recently made. She suggests recipes and I try them out and sometimes I bring in cake that I've made. "

Evidence:
Modern service and funding constraints focus on short-term relationships when supporting young people, in a repeating cycle of assessment and abandonment. Poor child outcomes have been linked with a high turnover of social work staff (Flower et al., 2005). Often (and sadly not always) the family and school is an important source of longer-term relationships. Adolescents who are involved in so-called 'risky' behaviours (such as early and unprotected sex, alcohol and drug abuse, school dropout, violence and suicide) have been shown to benefit from a connected relationship with a caring, competent and responsible adult (Aronowitz, 2005). Adults had high expectations, and had faith in the youth's competence and ability to achieve their goals. They countered negative stereotypes of adolescents (of being incapable, not motivated, too old to be helped), and the belief that ethnic minority youth may themselves hold that they have to develop a "raceless" persona in order to succeed. For example, one young person was believed in and supported by her head teacher who got her to help with filing.

References:

- Aronowitz, T. (2005). The role of "envisioning the future" in the development of resilience among at-risk youth. *Public Health Nursing, 22*(3), 200-208. doi:10.1111/j.0737-1209.2005.220303.x
- Flower, C., McDonald, J., & Sumski, M. (2005). *Review of turnover in Milwaukee County: private agency child welfare ongoing case management staff*. Milwaukee, WI: University of Milwaukee.

We say:
Changing form teacher every academic year may sever important bonds and add to a lack of continuity in a child's life. Introducing new subject teachers, but keeping the same form (or pastoral care) teacher or Head of Year would promote the development of longer-term relationships to support pupils through developmental stages.

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Glossary: The more healthy relationships the better

It is important to help pupils increase the number of good influences in their lives so they outweigh the bad ones. Encourage pupils to identify what makes a good relationship and whether they could develop those qualities themselves so that they could then have better healthy relationships.

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What young people say… “In year 8 my tutor got me to be friends with Shannon. I didn't have any friends in my tutor group and she was new. Even though we were really different we got on straight away. My tutor encouraging me to make friends with Shannon turned my school life around. Ten years later I am still friends with her now. “

“My tutor is really good at resolving disputes. He calls them interventions and sometimes it feels like he is Jeremy Kyle where he gets students to talk about why they are not friends and encourages them to be make up and be friends. “

Evidence:
Relationships outside the family and with the wider community are important for resilience. One way to enable this is to encourage schools to form strong partnerships with Community Based Organisations (CBOs) that support pupils in afterschool activities, as recommended by The National Collaboration for Youth in Washington. Young people can be kept engaged and motivated to participate by mixing it up a bit to ensure activities don’t just feel like a continuation of the school day. Afterschool activities can complement school-based learning by taking a more holistic approach, and developing transferable skills such as team work, problem solving and communication skills. It goes without saying that activities also need to be fun if you want young people to keep coming back!

References:

- National Collaboration for Youth (2004). *Partnerships for after school success.* Retrieved from: http://www.nydic.org

We say:
By helping developing social, emotional, vocational, civic and physical competencies these partnerships can help young people to achieve academically, without them realising!

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Glossary: Take what you can from relationships where there is some hope

Help pupils to positively expand their network of friends. Pupils need to consider different types of friendships and relationships that meet different needs. Encourage pupils to see that relationships are not just about building friendships – relationships can be built through activities or events which can lead to something good.

What young people say… "I hated school I didn't know what to do at lunch and break so I would hang out in the library. The librarian noticed I was always there and started talking to me and she asked if I would like to help her out. I had to help put books back on the shelves. I then became the library prefect. Being able to go there in lunch and break was a life saver."

Evidence: Resilience-based Multidimensional Treatment Foster Care for youth exposed to severe early adversity involves all caregivers, including biological parents, relatives and other long term carers, in addition to foster parents. The program targets parenting and peer interaction processes to prevent negative, coercive interactions between caregivers and children, and to enhance positive interactions and caregiver supervision skills. Interventions, such as reward systems, are coordinated across home, school and birth family. Benefits include improved prosocial behaviour, avoidance of relationships with antisocial peers, formation of relationships with normative peers, reduced caregiver stress, improved parenting and attachment relations, social support and stability of home context.

References:

- Leve, L.D., Fisher, P.A., & Chamberlain, P. (2009). Multidimensional treatment foster care as a preventive intervention to promote resiliency among youth in the child welfare system. *Journal of Personality,* 77(6), 1869-1902. doi:10.1111/j.1467-6494.2009.00603.x

We say:
These kind of programmes can be quite costly, but luckily you can use some of their principles without having to fork out a penny. Somebody doesn't have to be able to offer everything, to be able to offer something that will benefit a child's resilience. Also, people get lost in children's lives –don't write off or forget about people who were once helpful in a child's life. They may be able to step in

again and do something useful. A tricky balance we know, but even relatives who were once poor role models can sometimes turn their lives around and be good influences.

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Glossary: Get together people you can count on
Teams around the child are one way of doing this, and don't have to just be really formal processes. Schools can also help individual pupils to identify people who can help and support them and be a network of support. Encourage pupils to think about how their network of support could help them cope when they are going through a hard time.

What young people say… "In year 7 my parents split up and my Dad moved far awa.. I still saw him once a month at weekends. I had no confidence and found it hard making friends. So I was introduced to year 11 Peer Mentors. At lunch I could go sit and chat with them. Some of them were quiet cool and they stopped a year 8 boy from bullying me. They also encouraged me to make friends with another year 7 boy who didn't have many friends and we would all sit together. Slowly as the year went on I didn't need to sit with the Peer Mentors and would just hang out with my friend. However, if any one tried to bully us we would go and talk to them and through out the school year they would always be there to support us. "

Evidence: Those people involved in a young person's life (for example teachers and parents) should communicate openly and clearly, finding a common language and shared goals. If a lot of people are involved (perhaps also including social workers, counsellors, and foster carers), this might require some coordination by a knowledgeable, committed and positive person. Home-school communication could be strengthened through parent volunteering (e.g., reading support), parent-teacher conferences, concerts and curriculum days, parental supervision of homework, and parental monitoring of before and after-school activities (e.g., Nickolite & Doll, 2008). Closer relationships between parent/carers and schools could also take the form of an advisory group, including school staff, parents and community members, to plan changes to school policy or plan larger interventions (e.g., Hodder et al., 2011).

References:

- Hodder, R.K., Daly, J., Freund, M., Bowman, J., Hazell, T., & Wiggers, J. (2011). A school-based resilience intervention to decrease tobacco, alcohol and marijuana use in high school students. *BMC Public Health 2011, 11*, 722. doi:10.1186/1471-2458-11-722

- Nickolite, A., & Doll, B. (2008). Resilience applied in school: Strengthening classroom environments for learning. Canadian Journal of School Psychology, 23, 94–113. doi: 10.1177/0829573508316596

We say:
Make sure the people who declare themselves as involved are committed, both to the child, and to seeing things through. Flaky hangers on need not apply!

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Glossary: Belonging involves responsibilities and obligations too

Pupils who have appropriate roles and responsibilities, including running errands and doing odd jobs, have a chance of developing positive self-esteem and a sense of being able to make their own mark on what happen in the world. Helping pupils identify their responsibilities and obligations can make them feel a sense of belonging.

What young people say… "We got to know our school Groundsman his name was Paul he works really hard at clearing all stairs and hall ways of leaves and rubbish so that no one would slip or trip up. He did assemblies where he encouraged students to pick up rubbish and he had litter pickers for students who wanted to help out. It was good that we got to know him and that we could help out making our school better and less full of rubbish."

"I really like cleaning things so at school they let me clean the mini bus. I use water and sponges. I do this with Mr James he used to be a Science teacher but he is retired and just comes in now and again to help out. "

"Our school gives out extra voluntary homework which I like because it feels like a choice and often I do the home work because I want to learn and it is good that I can do something where I am not being forced to do it but I want to do it. "

"My mum never reminds me to do my homework but I think Mrs Smith our learning support lady realises that and so she always asks me how I'm going to sort it and then double checks I've done it. She offers to help me at lunch too, so I don't feel she's just nagging."

Evidence: Volunteering is a great way to introduce kids to responsibilities and obligations outside the home, which in turn make them feel valued and that they're making a contribution to their community. A quirky little study by a teacher working with Looked After Children in Scotland found that volunteering gave pupils opportunities they might otherwise not experience, such as making important decisions, and experiencing success as a direct result of their efforts, and which was valued by others. One pupil, who volunteered in a PE class at a local primary school, gained academic credit, thank you cards from his class, and was awarded a Community Involvement & Volunteering Award – that all adds up to experience of achievement and motivation to do more – not to mention looking pretty good on a UCAS form!

References:

- Woodier, D. (2011). Building resilience in Looked After young people: a moral values approach. *British Journal of Guidance and Counselling, 39*(3), 259-282.

We say:
The young people were able to experience work that they found challenging but rewarding, building their identities, and experiencing themselves in "successful social roles".

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Glossary: Focus on good times and places
It is important to encourage pupils to remember the good events that have happened and to revisit them. They are a reminder that, despite the difficult things, there are lots of good things too. 'Bottling up' good experiences can help pupils reconnect to people in their lives who have had some degree of healthy relationship with them. Helping pupils visualise and picture a favourite memory or place can help pupils feel safe, calm and more resilient.

What young people say… "We are lucky we have had our tutor now for four years and so he has got to know us really well. We have a notice board where we put favourite memories of year 7, 8 and 9. We have also created a tutor group memory box to remember all the good things we have done and gone through. "

Evidence: As part of an American summer day camp to boost resiliency skills (including humour, independence, insight, relationships and values), young low-income African American youth aged 9-12 years spent quality time with a caring, supportive, positive and consistent adult role model. By providing positive recognition of the young people's achievements via smiles, pats on the back, positive words, prize rewards, group photos, and an awards ceremony where they were presented with a certificate of completion, this gave the youngsters lots of positive memories and mementoes that they could later revisit to cheer themselves up when times were tough.

References:

- Allen, L.R., Cox, J., & Cooper, N.L. (2006). The impact of a summer day camp on the resiliency of disadvantaged youths. *Journal of Physical Education, Recreation & Dance, 77*(1), 17-23. doi:10.1080/07303084.2006.10597808

We say:
Developing school rituals that are celebrated and later remembered, can highlight and store up specific good times. Some pupils may not have other sources of memories that evoke positive emotions. The school can systematically monitor who has their achievements celebrated throughout the year – make sure no-one is left out!

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Glossary: Make sense of where the child has come from

Help your pupils to understand where they have come from. Encourage your pupils to understand their history and share who they think they are, what their good bits are and how they see the world.

What young people say… "School is really big on getting students to understand local history. They get students to have coffee mornings with older people where students can ask questions about the schools local history and what it was like when they went to our school and how it has changed. "

"I'm fostered so I dread anything about having to talk about your family. My mentor noticed this and we went over it. It was so good to talk it through and practice with her what I would say. You try explaining that your dad is in prison for child abuse when you're asked to do a family tree."

Evidence: Some pupils may need extra support to understand their family history, particularly if circumstances have changed significantly through adoption, new siblings, breakdown or blending of the family unit. Positive shared story making as a way to connect children with parent/carers has been highlighted as building resilience (Lacher et al., 2005), transmitting knowledge about managing difficult life events (McCubbin & McCubbin, 2005), and teaching coping strategies. Storytelling can also give children and families a sense of control over trauma, reframing the traumatic experiences into stories of strength and hope, and helping them to find meaning. Their stories can be used to educate others through books, public seminars, or live theatre (Morison et al., 2003).

References:

- Lacher, D., Nichols, T., & May, J.C. (2005). *Connecting with kids through stories: using narratives to facilitate attachment in adopted children*. London: Jessica Kingsley.
- McCubbin, L.D., & McCubbin, H.I. (2005). Culture and ethnic identity in family resilience: dynamic processes in trauma and transformation of indigenous people. In M. Ungar (Ed.), *Handbook for working with children and youth* (pp. 27-44). London: Sage.
- Morison, J.E., Bromfield, L.M., & Cameron, H.J. (2003). A therapeutic model for supporting families of children with a chronic illness or disability. *Child and Adolescent Mental Health, 8*(3), 125-130. doi:10.1111/1475-3588.00058

We say:
Having a coherent childhood narrative may help pupils feel more confident in making new friends because they have a practised way of describing who they are and where they came from.

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Glossary: Predict a good experience of someone or something new

Help pupils take a risk and try new things. Encourage pupils to set a challenge that will give them a good experience. Get them to plan it do it and review it and this will help them identify what works well and not so well.
What young people say… "I found school really boring. The only thing I was interested in was computers and listening to music so my Mum knew my music teacher and she spoke to him and got him to show me some soft ware the school had that helped you record music. Because I am good at computers I found it easy to understand. I then started making my own music tracks and the Head of Music encouraged me to work with other students to help them record their tracks. I got to know other students and it made school more fun. "

Evidence: This is an effective way of building trust and relationships, requiring good knowledge of the child to match them with the right opportunity (and perhaps a bit of behind the scenes meddling to ensure it all goes well!). Areas to consider for such opportunities include hobbies, recreational activities, or even work experience that matches the young person's interests and aspirations. Meeting new people may open up further opportunities, build a social network and develop skills.

References:

- Gilligan, R. (2008). Promoting resilience in young people in long-term care - The relevance of roles and relationships in the domains of recreation and work. *Journal of Social Work Practice: Psychotherapeutic Approaches in Health, Welfare and the Community, 22*(1), 37-50. doi:10.1080/02650530701872330

We say:
You don't need to become a fortune teller, but with some prudent planning and adequate preparation you can predict small positive experiences for the young person, that build a sense of trust and optimism that good things might happen for them in the future.

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Glossary: Make friends and mix with other children

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Even if a student has quite a few negative relationships in their life, forming just one new positive relationship can be powerful. Help pupils in your tutor group to find out more about what they like doing, their interests and activities. Encourage pupils to think about someone in their tutor group who might have a similar interest to them and could end up being a good friend.

What young people say… "When I started secondary school I found school bearable because I went clubs. I didn't really fit in at school. I felt scared of the large classes and all the students. I also found it hard making friends. A teacher that I liked encouraged me to go to his chess club he taught me how to play chess. Also because I liked science the teacher encouraged me to go to Eco Club it was really fun and we played games and did experiments. I slowly started to make a couple of friends who went to clubs and they were in some of my lessons. I am still friends with them now."

Evidence: Having high quality, secure and dependable friendships improves children's academic and social success. Pupils with secure friendships are more active and willing participants in their classes, are more successful at mastering tasks and cooperating in problem solving and offering tutoring. Even more importantly, the advantage offered by having friends accumulates over time, continuing to increase their academic success. As pupils progress through school, their wellness, indicated by homework adjustment, classroom engagement and high quality friendships, becomes more pronounced and stable with increasing age and experience.

References:

- Doll, B., Jones, K., Osborn, A., Dooley, K. & Turner, A. (2011). The promise and the caution of resilience models for schools. *Psychology in the Schools, 48*(7), 652-659.

We say:
It's the old 'quality over quantity' rule here - rather than the number of friendships, it seems as though it is the quality of friendships that enhances children's resilience. And if they really are struggling with getting good peer relationships in their lives, try friendships with pupils from different age groups, or even with adults. For some pupils this really will be the best strategy so think creatively. We can be a bit stuck in our ways thinking that pupils should always just have friends their own age.

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Learning

Glossary: Make school life work as much as possible

A positive school offers a stable environment for learning how to get along with adults and other young people and finding out about established or accepted social ways of behaving – which in turn contributes to academic learning skills. As a tutor encourage pupils to consider how they could make their school life better and what things they need to do to ensure they have a good experience while at school.

What young people say… "At FE college they had adult mentors that came in and their role was just to make sure we felt ok at college. If they passed you in the corridor they would stop and chat to you. It would make you feel noticed and acknowledged. They could help you with different issues and help organise things with you such as the school dance, flash mobs and climbing. They were youngish adults who were employed by the college. It was really good they way they walked around the college and just spoke to you so you didn't necessarily have to make an appointment. It also felt confidential, safe and private."

Evidence:

a) Research carried out in a Pupil Referral Unit in the UK found that highly individualised learning, taking place in an environment with a strong learning ethos, and where performance is reinforced through rewards, opportunities to succeed and learning relevant life skills, all contribute towards resilience. It is important that pupils' basic needs are met and that staff work to foster their engagement in their own learning. Setting high but realistic expectations gives them the opportunity to succeed and develop a positive sense of self-efficacy.

References:

- Hart, N. (2012). What helps children in a pupil referral unit (PRU)? An exploration into the potential protective factors of a PRU as identified by children and staff. *Emotional and Behavioural Difficulties.* doi:10.1080/13632752.2012.706905.

We say:
High expectations and self-efficacy come up a lot in the resilience literature, as does tailoring approaches to the individual child or young person.

b) Interestingly, in the recent Children and Young People's Mental Health Coalition schools competition, the top three schools judged as improving the mental health and emotional well-being of their students, staff and parents, all used whole school approaches to raising resilience and results. Rather than just focussing on academic achievement, all of these schools use whole school interventions which recognise the importance of addressing mental health and well-being issues. They have noted an improvement in curriculum attainment as a result.

References:

- Children and Young People's Mental Health Coalition schools competition (2013). Resilience and Results competition winners announced. Retrieved from http://www.cypmhc.org.uk/schools_competition_2013

We say:
Crucially, well-being is promoted in these schools as being of equal importance as academic success.

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Glossary: Engage Mentors for Children and Young People

Time and time again research points to the importance of disadvantaged children and young people having adults, or older children specifically involved with their lives in a supportive capacity.

What young people say… "At college I went to see once a week a Student Supporter. She was like a second mum and her role was to help students with anything and everything. Every student had an appointment booked in every other week and so it was regular contact and she really got to know me which was important when I was stressed about things like tests or even relationships. She also give us her work number in case we needed to call her. "

Evidence: The support of at least one caring adult is important to kids' resilience but, surprisingly, the research verdict on mentoring programs is mixed. Outcomes may depend on how close the mentoring relationship is, how long it lasts, how often they meet, whether there are clear expectations and goals, and whether the volunteer mentor receives on-going support. Mentoring can provide advocacy, positive attention, and role-modelling of (inter)personal skills and healthy behaviours. However, it can also have negative effects on kids if the relationship breaks down or ends prematurely – leaving youth feeling vulnerable, disappointed, frustrated, or even having experienced inappropriate boundaries or exploitation.

References:

- Rhodes, J., & Ryan Lowe, S. (2008). Youth mentoring and resilience: implications for practice. *Child Care in Practice, 14*(1), 9-17. doi:10.1080/13575270701733666.

We say:
Well-designed mentoring programs can be good, but it is worth making extra effort to find 'natural' mentors in the child's existing networks, such as an extended family member, teacher or neighbour, as these people are more likely to make a realistic long-term commitment to your young person. Also, it is important to try to set up some long term relationships, especially for the most disadvantaged children and young people.

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Glossary: Map out career or life plan

Helping pupils have a view to the future can help set them up for eventually mapping out a meaningful adult life. Encourage pupils to think ahead and to have a strong sense of purpose in regards to school work and their life at school.

What young people say… "At school they have career night where they encourage lots of different people to come in and talk about their different professions. Some of the things people do can be really unusual and it is great learning about everyone's different jobs. "

"My art teacher always talks about all the different jobs you can have with art: such as teaching, delivering art workshops, community art, curation and design. It is really good because it is easy to see that art is just about painting when it can be used for lots of different things. "

"I used to think I'd end up going to prison just like my dad. But Mr Tims and Mrs Williams have worked hard to help me see that my life can be different. I've got a file on my iPad which is special and is all about my life plan. If I get an idea I put it in there, pictures and stuff too. I haven't put a picture of a prison in there. "

Evidence: The BRAVE program from America was a highly experiential, interactive and skills-based career-oriented intervention, which was culturally sensitive and also aims to prevent alcohol, tobacco and drug use (ATOD), promote resilient behaviour, and address economic disadvantage (not too ambitious then!). Elements included development and monitoring of long and short-term career goals leading towards skilled trades (such as plumbing, carpentry & electrical work, entrepreneurship or the professions), peer-to-peer goal monitoring and reinforcement, mentoring, vocational field trips, vocational speakers, job readiness and on the job training, ATOD and life skills. Students gained self-esteem, sense of purpose and willingness to embrace new experiences, and are given responsibility, caring support and high expectations.

References:

- Griffin, J.P., Holliday, R.C., Frazier, E., & Braithwaite, R.L. (2009). The BRAVE (Building Resiliency and Vocational Excellence) Program: Evaluation findings for a career-oriented substance abuse and violence preventive intervention. Journal of Health Care for the Poor and Underserved, 20(3), 798-816. doi: 10.1353/hpu.0.0174

We say:
Although longer-term follow-up would have been nice to see whether students achieved their career goals, the program did see reduced alcohol and drug use compared to peers, and included a lot of transferable skills.

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Glossary: Help pupils to organise themselves

Encourage pupils to have structure in their lives as it can help their school life run more smoothly. Help pupils identify how they can be more organised and how being organised can help them feel more resilient.

What young people say… "When I went to secondary school I found organising myself really hard. So my tutor got everyone in my tutor group to design images on cards to help as a reminder of all the equipment that they have to remember to bring to lessons. We also designed time tables that were visual so that helped us remember where we had to be. My Tutor was great he would support, encourage and praise us – this helped me feel safe and ok if I made a mistake. "

Evidence: Children's self-management and organisational skills are key ingredients identified in the resilience literature (Brooks & Goldstein, 2003) – and they're pretty important for teacher resilience too! Self-management was one of the capacities encouraged in a young teen asthma camp in America. The young people were given information about asthma management and were encouraged to take responsibility for their scheduling their own medication so that they were in charge of the asthma, rather than the other way around (Buckner et al., 2005)!

References:

- Brooks, R., & Goldstein, S. (2003). *Nurturing resilience in our children: answers to the most important parenting questions*. Chicago: Contemporary Books.
- Buckner, E.B., Hawkins, A.M., Stover, L., Brakefield, J., Simmons, S., Foster, C., Payne, S.L., Newsome, J., & Dubois, G. (2005). Knowledge, resilience and effectiveness of education in a young teen asthma camp. *Pediatric Nursing, 31*(3), 201-7.

We say:
Organisation skills are routinely encouraged at school and through homework. Some pupils find this particularly difficult and may need extra support.

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Glossary: Highlight achievements

Taking notice of your pupils' successes, strengths, talents and interests will build their resilience and confidence. Help pupils to notice and feel good about what they have achieved. Encourage them to use what they have achieved as a way of helping them cope with stress and adversity.

What young people say… "Our Head of Year Mrs Northwood had a story to tell about everyone of her students something specific in their school life. She was also good at predicting students futures and how she imagined what their future would be like. She really took time to get to know all of her students. When she spoke about you … you felt really valued."

"Our school was really good at sending postcards, having exhibitions and giving out certificates if we had achieved or improved in any form. It was really good it gave me an incentive to do well."

Evidence: Highlighting achievements and setting high expectations is a way of enhancing and supporting self-esteem and confidence, and increasing a young person's sense of mastery and competence, capacities that will help them overcome adversity (Masten et al., 1999). As part of a social skills group intervention for American children, active parental involvement was encouraged and parents were given information on the course content and encouraged to continue to foster that skill or behaviour at home. Each session included an activity promoting self-esteem which was also shared with parents (including giving compliments, and making positive statements about their strengths and accomplishments). One child at each session also received a leadership award certificate, further highlighting achievements (Alvord & Grados, 2005).

References:

- Alvord, M.K., & Grados, J.J. (2005). Enhancing resilience in children: a proactive approach. *Professional Psychology: Research and Practice, 36*(3), 238-245. doi:10.1037/0735-7028.36.3.238
- Masten, A., Hubbard, J., Gest, S., Tellegen, A., Garmezy, N., & Ramirez, M. (1999). Competence in the context of adversity: pathways to resilience and maladaption from childhood to late adolescence. *Development and Psychopathology, 11*, 143-169.

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We say:
We're all for schemes like start charts, house points and golden time, for recognising day to day achievements, as well as award ceremonies to mark more significant accomplishments. What needs to be thought about is how to ensure all pupils in the class/school have opportunities to have their achievements noted.

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Glossary: Develop life skills
Developing life skills is about teaching pupils the necessary skills for living. Successfully teaching life skills relies on breaking things down into small parts and encouraging pupils to try out something new. Developing life skills is about relating learning to real life and then setting pupils a challenge so that they try and develop that life skill.

What young people say… "At school we would have Well Being days where we would learn about emotions and social skills. We would look at things like what makes a good friend, it is ok to have feelings and what to do if we are being bullied. "

"I am on the autism spectrum and I was getting really stressed out at school and not understanding certain social situations. I was then invited to join a social skills group where I could learn about different ways of relating to people and how to deal with emotions when I felt frustrated and upset. The group helped me cope more and understand how to deal with situations it made school a nicer place because suddenly I got why people acted the way they acted. "

Evidence: Many life skills are learned informally through family contacts and age-appropriate opportunities for responsibility. Life skills can also be embedded in a curriculum. An action research project in a New Zealand school helped cultivate life skills and resilience in a class with a high proportion of students with additional needs, some of whom were described as vulnerable to exploitation. Teachers developed a framework of lessons involving role-plays, scenarios and solving problems, including real-life examples. Students were asked to anticipate how and why they would react in risky situations and come up with their own strategies. The project produced increases in students' self-confidence, self-esteem and assertiveness, and a noticeable reduction in naivety. Many students were able to come up with several strategies they could use to protect themselves during dangerous situations, and the group were able to clearly identify risky situations and generate a variety of positive and assertive responses that allowed them to avoid risk-taking behaviour.

References:

- Mears, A., & Stevenson, R. (2006). Building resiliency in students with special education needs: a journey of discovery. *Kairaranga, 7*, 53-55.

We say:
Not all pupils have the opportunities to learn life skills at home, or appropriate role models. Life skills education should not be pushed out of the way by national curriculum demands. What use is a working knowledge of photosynthesis if you can't manage your household budget?

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Coping

Glossary: Understand boundaries and keep within them

It is important to help pupils learn about setting and keeping to limits. Setting boundaries can help pupils feel safe. Pupils need routine and structure to feel safe. Boundaries are clear rules that tell people have to behave. Encourage pupils to explore what boundaries are, why people have boundaries and why some people's boundaries are different from other people's.

What young people say… "My learning support tutor was really good at explaining different boundaries and why we have them and what they are for. When I understood what the boundaries were for I then could follow them."

"PC Stabler would come into school and teach us about the law. What laws you can't break and why. She also talked about drugs. I liked her coming into lessons it helped students learn about responsibilities."

Evidence: As much as they might fight them, kids need boundaries to feel safe, cared for and to help them cope and avoid danger, e.g. through close supervision and consistent limit-setting. Although boundaries are often internalised from those around them, some pupils find it more helpful to have a written contract or set of rules that is concrete, and can be referred to, and which is ideally

negotiated to some degree with the child. An American study to strengthen family resilience and reduce alcohol and drug use, included substance education, refusal skills, and family management training. Researchers found benefits from parents increasing the youths' involvement in setting the family's ground rules, including rules about use of alcohol and other drugs (Johnson et al., 1998). Other examples of consistent boundaries include the Multidimensional Treatment Foster Care reward chart system, which was consistent across home, school and biological family environments (Leve et al., 2009).

References:

- Johnson, K., Bryant, D.D., Collins, D.A., Noe, T.D., Strader, T.N., & Berbaum, M. (1998). Preventing and reducing alcohol and other drug use among high-risk youths by increasing family resilience. Social Work, 43(4), 297-308. doi: 10.1093/sw/43.4.297
- Leve, L.D., Fisher, P.A., & Chamberlain, P. (2009). Multidimensional treatment foster care as a preventive intervention to promote resiliency among youth in the child welfare system. *Journal of Personality, 77*(6), 1869-1902. doi:10.1111/j.1467-6494.2009.00603.x

We say:
School and home life should complement each other so that boundaries are consistently upheld in both environments. Make parents aware of what is and isn't allowed at school, and perhaps have a reward system that parents could also use at home if they wished. Easier said than done, we know. But some schools have achieved this we know, and you just have to keep on plugging away at it.

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Glossary: Being brave

Being brave invites us to help children face their uncomfortable, scared feelings, and to actively work with them. Being brave enables us to experience that, and to confront our personal power, instead of passively relying on other people to sort everything out. Encourage pupils to explore what being brave means to them, ways that they could feel braver and how this could make them feel more resilient.

What young people say… “At school I was really shy and didn't talk much. My tutor knew that I was really good at music and encouraged me to play the drums. I ended up performing at the school concert and because my Mum couldn't come (I live with my Grand Parents) my tutor arranged a special after school concert and invited my Mum, family and friends. I felt very scared but performing gave me confidence and it felt good to be brave. “

Evidence: Being brave can mean different things to different people – coping, not complaining, surviving, facing the fear and doing it anyway. Taking a risk and doing something scary can help build resilience, particularly if the risk is manageable and can be successfully negotiated with support and perseverance. “Challenges” is an American 3 week confidence-building summer program for children aged 7-12 years old with learning difficulties or medical problems. The focus is on facing challenges which, unlike some of the challenges the children may be facing in their real lives, are fun. This helps them gain skills and identify internal and external resources they can use to tackle uncomfortable feelings, such as confusion and frustration, in relation to problems in other areas of their lives.

References:

- Burka, A.A. (2007). Resiliency building program for children. The *Ochsner Journal, 7*(4), 177-180.

We say:
Our overall impression of these programs is that the exact content doesn’t matter, it’s the supportive environment and reflective space that allows young people to consolidate new learning that is important.

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Glossary: Solving problems

Problem-solving is a learned skill. Helping pupils focus on one problem at a time can help them avoid getting overwhelmed with the size of the problem. As a tutor encourage pupils to assess the type and size of a problem, what they need to do in order to resolve it and how they might work out who can help if necessary.

What young people say… “There used be Mr Dennis who if anything really bad would happen he would sort it out. He would patrol school at lunch and break. Kids were scared of him and when he was patrolling nothing in school seemed to happen there were less fights and everyone felt a lot safer. If you lost your coat or phone he would always help you find it. He was good too if you were being bullied he would stop the bullying and would check in regularly to make sure it didn't continue. He was very firm and fair and you could approach him if you were worried about anything. “

“Most teachers just nag you and tell you what to do and to be honest I switch off and think about my computer game. Ms Courts is different. She asks me what I think I should do about the problem, she keeps coming back to my opinion. It’s hard work and I can’t think about my game coz even if I just say ‘dunno’ she gives me three options to choose from.”

Evidence: According to longitudinal studies in the UK and US, school counsellors are well placed to enhance resilience by supporting students’ development of problem-solving skills, such as using a solution-focussed approach:

- Understanding the young person’s perception of the problem severity and rating it
- Uncovering their goal for solving the problem
- Looking at solution focused behaviours used by the young person in the past
- Practicing the solution behaviours

This type of approach is useful when working with adolescents who have conduct, substance (ab)use, coping, academic and social problems. It may also help young people struggling with loss, separation or divorce of parents, and the death of a significant other. Suggestions for school counsellors include the following techniques:

- Role play that assists the improvement of self-expression
- Conflict resolution that can be applied at school or home
- Nurturing pupils in a relationship of unconditional positive regard
- Modelling the principles of a healthy self-concept
- Using peer support models
- Using creative imagery and bibliotherapy (using written words as therapy)

References:

- Rak, C., & Patterson, L. (1996). Promoting resilience in at-risk children. *Journal of Counselling and Development, 744,* 368-373.

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We say:
Giving young people a toolkit with as many problem-solving techniques as possible will help them deal with what life throws at them. Time and time again research shows that problem solving skills support pupils' resilience so this is one to really invest in. Of course many aspects of the school curriculum will provide ideal opportunities to practice this fundamental skill. And as a parent, teacher, caretaker or other school staff member try to remember not to nag pupils and not to tell them what to do. Encourage them in every micro interaction to come up with their own solutions. That's if you have the energy. To help, just imagine there's a camera on the wall watching your every move. It will help you not to bark advice at them. We promise.

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Glossary: Rose-tinted glasses

Putting on rose-tinted glasses is an idea to put a resilient spin on things. It is about looking at bad things that have happened and adding a positive twist to them. This idea is about deliberately adopting a stance that helps make sense of something from the past in a positive way. It offers another view for the student to make sense of an event and develop a more adaptive view of their lives. Sometimes it is about managing life rather than changing it.

What young people say… "My school counsellor is really good at helping to see things different. She can take something negative and help me see it positively. Every thing I have been through I have learnt from and it has given me the chance to grow and develop into a different person. I was in hospital because I fell off a wall and broke my ankle. It was the second bad accident that year. I was beginning to think I was just an unlucky person after all the bad things that have happened to me but I always remember the social worker coming to see me and telling me that I'm a real life survivor – strong and that, always getting back up again. I never thought about it like that, all I've been through and I keep going."

Evidence: If you think "count your blessings" is just something your Nan says, think again. Boffins have shown that listing 5 things you are grateful for improves well-being, compared to focussing on neutral or difficult parts of life, even when facing adversity such as chronic illness. After only 3 weeks benefits included reduced physical symptoms, better sleep, feeling more satisfied with life, optimism for the upcoming week, a more positive mood, increased pro-social behaviours, and higher levels of physical activity.

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References:

- Emmons, R.A., & McCullough, M.E. (2003). Counting blessings versus burdens: an experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality and Social Psychology, 84*(2), 377–389. doi:10.1037/0022-3514.84.2.377

We say:
Quick and easy to do, free, and if being thankful would ruin pupils' emo image they can do it in private – so what have they got to lose? And you of course if you are practising your own resilience skills.

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Glossary: Fostering their interests

Helping pupils develop their favourite interest can give them opportunities to feel that they can succeed and as a result their self-esteem improves and they can have fun. The quality of their life improves. Succeeding helps pupils feel they have control of their lives which makes them happier and as a result stronger and more able to deal with difficulties that come their way. This can be an area where as a tutor you notice the things pupils do well and where they show real talent and creativity at managing difficulties.

What young people say… "I used to hate school until I started dance. I go to after school clubs where we do ballet and street dance. And we regularly have shows some with the drama department and some just on our own. Dance seems to help all the stress of the school day go away I can forget everything and just focus on dancing. "

Evidence: The value of 'ordinary' or mainstream opportunities in the child's social network and community, to foster talents and interests, is often neglected and should not be underestimated. Pursuit of activities can help marginalised young people to find a more positive pathway through and out of difficult circumstances such as growing up in care. Concerned and committed adults from the child's social network can sensitively mentor, providing positive feedback that is seen as more 'genuine' than praise from a parent, caregiver or friend. More than just an enjoyable leisure activity, this approach gives children access to supportive relationships with adults. Attention should be paid to cultural, community and sporting activities in which validation of effort, ability and personal qualities,

and achievement and recognition, can be attained in areas that the young person and significant others value. The reported benefits include increased confidence, coping, self-esteem, problem solving and social skills.

References:

- Gilligan, R. (1999). Enhancing the resilience of children and young people in public care by mentoring their talents and interests. Child and Family Social Work, 4(3), 187-196. doi:10.1046/j.1365-2206.1999.00121.x

We say:
Another example of the valuable role that 'natural' mentors can play in a young person's life.

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Glossary: Calming and self-soothing

Encourage pupils to notice when, where and why they are feeling upset. Try to get them to notice and understand why they are feeling stressed and ways that can help them feel more relaxed.

What young people say… "Last year in Primary School my best friend's mum died and one teacher who was not her class teacher mentored and formed a supportive relationship with my best friend. The teacher seemed to go out of her way and checked up on her and this helped my friend feel safe. When my friend got really upset this teacher helped my friend feel calm and gave her lots of comfort. "

"My art teacher encourages me to draw and doodle when I am upset or distressed. It is away of getting everything out and putting it on paper. "

In the Hub we have a puppet that looks like a seal and if you are stressed you can sit and stroke it. It is very soft and comforting. "

Evidence: Relaxation is something everybody needs to learn how to do, but some young people who are going through difficult times, or who are more likely to experience anxiety, may need additional support to learn effective strategies for self-soothing. The Living with Tics program for young people in America with tic disorders was an individualised CBT program focussing on coping with tics rather than reducing them. Content included 'distress tolerance' techniques such as scheduling pleasant activities, coping with negative emotions, self-soothing, distraction and cognitive restructuring (Storch et al., 2012). An Australian program to investigate the effects of short, school-based mindfulness intervention on pupil mindfulness, resilience and psychological well-being measures showed that higher levels of individual practise outside classroom was related to improvements in well-being and mindfulness, and the students themselves reported finding the training enjoyable and beneficial (Huppert & Johnson, 2010).

References:

- Huppert, F.A. & Johnson, D.M. (2010). A controlled trial of mindfulness training in schools: The importance of practice for an impact on well-being. *Journal of Positive Psychology, 5*(4), 264–274.
- Storch, E.A., Morgan, J.E., Caporino, N.E., Brauer, L., Lewin, A.B., Piacentini, J., & Murphy, T.K. (2012). Psychosocial treatment to improve resilience and reduce impairment in youth with tics: an intervention case series of eight youth. *Journal of Cognitive Psychotherapy, 26*(1), 57-70. doi:10.1891/0889-8391.26.1.57

We say:
Relaxation is horses for courses depending on what works for you, but these days there are a wealth of books, DVDs, mp3s, websites and apps to help young people relax if they need some extra ideas.

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Glossary: Remember tomorrow is another day

Helping pupils to remember that tomorrow is another day helps pupils find a solid place to stand and not feel overwhelmed by the stresses and challenges of a school day. Encouraging pupils to let go of worries can help pupils feel that their problems are more solvable and enables them to feel more resilient.

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What young people say… “My Maths teacher is really good. He says that at the beginning of the lesson that today’s lesson is a fresh slate and to forget about last lesson and this is a new opportunity. He said that this your opportunity to get things right. “

Evidence: Ruminating about what has gone badly can stop children from planning how to move forward and make positive changes. Staying on Track from Australia, although aimed at older adolescents and young adults, included positive behaviour change, goal setting and stress management. Students were encouraged to avoid viewing crises as insurmountable, accept change, move towards goals, take decisive action, look for opportunities for self-discovery, nurture a positive self-view, keep things in perspective, maintain a hopeful outlook, look forward and let go.

References:

- Stallman, H.M. (2011). Embedding resilience within the tertiary curriculum: a feasibility study. *Higher Education Research & Development, 30*(2), 121-133. doi:10.1080/07294360.2010.509763

We say:
Prolonged or disproportionate punishments for misdemeanours can take the wind out of kids’ sails when it comes to making resilient moves. The opportunity to let go and make a fresh start the following day may be denied when pupils are labelled as ‘difficult’ or ‘naughty’.

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Glossary: Lean on others when necessary

Encourage pupils to lean on others and trust that others can help and support them when needed. It is important to encourage pupils to identify who to go to when they need support.

What young people say… “When I am upset I can go and sit in the PSHE class room on my own and the teacher there just chats to me. I don't have to talk about why I am upset and sometimes I can just sit and read or draw. I just know I can go in there and that she will be supportive. “

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"If I am upset I go to Drop In. This is a space that is warm, comfortable and quiet. There is someone there I can talk too if I need too or I can just be quiet. It feels good I can go somewhere for support even if I don't want to talk. "

Evidence: Some pupils, particularly those who have been let down and hurt by trusted adults in the past, may be reluctant to ask for help or rely on others, and will need encouragement and patience. Pride, shame or culture may also affect a pupil's willingness to seek help. Having the confidence to ask for help, the ability to express needs, and the knowledge to find the right person to ask are important. Help-seeking skills could be built into a problem-solving session using social and emotional examples rather than practical ones. An American school-based psychosocial group, somewhat charmingly called "Chumship", helped pupils and their parents (in separate groups) practice asking for help through role-play and feedback. In a parallel group, school staff were encouraged to be sensitive to when youth were comfortable asking for help vs when they were being defensive to guidance and feedback, and practised encouraging youth to be open.

References:

- Davis, T.D. III, & Paster, V.S. (2000). Nurturing resilience in early adolescence: a tool for future success. *Journal of College Student Psychotherapy, 15*(2), 17-33. doi:10.1300/J035v15n02_04

We say:
Always do what you say you are going to do, and don't make promises you can't keep. Some pupil's trust will be fragile and hard to earn, and you may need to prove you deserve it.

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Glossary: Have a laugh

Encouraging pupils to have fun and have laugh can help them feel stronger and able to cope with life's challenges.

Evidence: Youth humour in the classroom may not always seem helpful to a situation, but don't underestimate the benefits of laughing something off or clowning around. As part of a larger well-funded project, two deprived, previously at-risk Canadian teenagers (15 year old girl and a 14 year old boy) were able to star in and direct a film of a day in their lives. Researchers found that joking, teasing, physical play, irony, sarcasm, mocking/parody and light tones helped to navigate complex and sensitive topics, situations, and relationships with friends and family, plus attract or deflect attention, reduce discomfort, have fun and maintain a positive outlook. Filming started midmorning so that, in the researcher's own words, "the youth had had time to wake up". Their participation was rewarded modestly with a copy of a half hour compilation tape.

References:

- Cameron, E.L., Fox, J.D., Anderson, M.S., & Cameron, C.A. (2010). Resilient youths use humor to enhance socioemotional functioning during a *Day in the Life*. *Journal of Adolescent Research, 25*(5), 716-742. doi:10.1177/0743558410366595

We say:
Take humour seriously! It may build relationships with students and help young people to cope and to express themselves.

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Core self

Glossary: Instil a sense of hope

Hope helps pupils hold on to the possibility of change and the anticipation and wish that tomorrow will be better. When hope is present it can make the most difficult challenges feel manageable and survivable. As a tutor encourage pupils to have aspirations and dreams about what would make school a better place.

What young people say… "My tutor is really good at looking at things I have achieved and helping me turn my weaknesses into strengths.

I was really unhappy in my biology class, I hated the subject and wished I'd never chosen it. My English teacher was asking me what I enjoyed at school and it all came out about regretting biology and she helped me think about what else I could do, and I changed to drama. I really, really love it. Its made me feel more interested in my future – I realised it could be great, it doesn't have to be about just getting some boring job, and even if I have an ordinary job I can always do drama anyway!"

Evidence: Children who have an optimistic outlook and believe in a better future are often more able to cope with difficult situations, struggle through hardship and keep on living. Even young children can be encouraged to think about hope, optimism and a better future. Through the concept of meaning making to process difficult or traumatic experiences Baum et al. (2005) suggest activities to encourage hope in pupils such as looking for the silver lining in events, making sculptures of emotions such as fear and hope, and making collages of images that give them strength, meaning and hope.

References:

- Baum, N., Bamberger, E., & Anchor, C. (2005). *Building Resilience in Preschool Children: Preschool Teachers' Manual*. Jerusalem: The Israel Center for the Treatment of Psychotrauma.

We say:
The nice thing about creating art work to represent hope is that products can be taken home and displayed as a reminder.

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Glossary: Teach the child to understand other people's feelings

It is important that pupils can understand and be aware of other people's feeling. It helps them get along with other pupils, to care about others and to feel confident and happy in other people's company.

What young people say… “When I went to my social skills group I learnt about other people's feelings. If someone said something mean or acted in not a very nice way the person they did it too said how it made them feel. I learnt that people can be hurt by things that I say and that I need to think do I really want to hurt this person how would I feel if they were doing it to me?”

Evidence: Researchers have emphasised the importance of children attaining social and emotional literacy, including empathy and understanding of other’s emotions (Masten et al., 1999). For some researchers this capacity is the most important one children should develop (Fonagy et al., 1994) Learning to walk in other people’s shoes might involve awareness and appreciation of difference, whether it’s physical, spiritual or cultural. Lack of appreciation of others’ feelings can contribute to bullying. A diverse group of at-risk pupils in a low-income school in America took part in an in-school adventure education ‘anti-bullying’ initiative involving a high ropes course, role play and service learning projects to make the school a more caring community. Using a ‘Comfort Zone’ model students were helped to empathise with peers' challenges, and were taught strategies to boost confidence to deal with being the target of bullying behaviour, and to intervene appropriately in bullying situations. The young people reported increases in empathy, self-efficacy and responsibility.

References:

- Beightol, J., Jevertson, J., Gray, S., Carter, S., & Gass, M. (2009). The effect of an experiential, adventure-based 'anti-bullying initiative' on levels of resilience: a mixed methods study. *Journal of Experiential Education, 31*(3), 420-424. doi:10.1177/105382590803100312
- Fonagy, P., Steele, H., Steele, M., Higgitt, A., & Target, M. (1994). The theory and practice of resilience. The Emanuel Miller Memorial Lecture 1992. *Journal of Child Psychology and Psychiatry, 35*(2), 231-257.
- Masten, A., Hubbard, J., Gest, S., Tellegen, A., Garmezy, N., & Ramirez, M. (1999). Competence in the context of adversity: pathways to resilience and maladaption from childhood to late adolescence. *Development and Psychopathology, 11*, 143-169.

We say:
No bullies were harmed in the making of this program, but by putting children in a challenging situation and encouraging them to think about each other’s feelings may have made the topics more relevant and easier to relate to.

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Developed in partnership with YOUNGMINDS The voice for young people's mental health and wellbeing · LISA WILLIAMS CONSULTING · boingboing · University of Brighton Community University Partnership Programme

Glossary: Help the child to know her/himself

In order for pupils to know themselves they need to feel good about themselves from the inside. Helping pupils feel good from the inside is about encouraging them to learn about themselves while being accepting of the fact that there are bits that they may need to change. Pupils who have a strong sense of themselves often have more confidence and higher self-esteem. They can manage situations more successfully because things are less overwhelming when they have some idea of the way they feel and why.

What young people say… "I used to suffer from depression. One of the most important things I worked on with my school mentor was understanding mine and other people's emotions and thoughts. I never knew what I really thought or really felt. I had to check with others to see what they were thinking or feeling so that I knew what I "should" feel or think. Now I accept my thoughts and feelings. "

Evidence: 9 out of 10 articles on resilience will mention self-awareness as a resilience-building capacity, but how to increase self-awareness in young people? Canadian researchers have combined arts and mindfulness-based practice to improve resilience and self-awareness for young people living in foster care and/or having behavioural and/or mental health difficulties. They reported having fun, learned things about themselves and life, shared and expressed ideas, and learned to use their imagination, by engaging in a variety of activities, eating healthy snacks and making friends. By meeting others with shared backgrounds and experiences it was normalising for many marginalised children, who developed self-awareness, felt better about themselves, learned emotional regulation and healthy expression of feelings, and coping skills.

References:

- Coholic, D.A. (2011). Exploring the feasibility and benefits of arts-based mindfulness-based practices with young people in need: Aiming to improve aspects of self-awareness and resilience. *Child & Youth Care Forum, 40*(4), 303-317. doi:10.1007/s10566-010-9139-x

We say:
This program makes mindfulness engaging and appealing to children, as well as normalising their experiences and providing nutrition – check out their other publications for additional activities - http://www.dianacoholic.com/.

Developed in partnership with

Glossary: Help the child take responsibility for her/himself

Help your pupils build their capacity to take responsibility for themselves. By knowing themselves they can see that they have a relationship to the things and people around them and can influence this, rather than assuming things happen *to them*. Help them know their own sense of usefulness and personal power. Grabbing hold of daily opportunities to help them control situations and understand they have the power to make choices and decisions in their life helps them see they can take control of their lives rather than life happening to them.

What young people say… "I always believed and hated the way at school you are told what to do, how to behave and what to say. I feel better now that I am part of the School's Youth Council. I can feel useful and am part of a team that can make choices and decisions that impact the way the school is run."

"I was always getting in to trouble last year. Then one day the deputy head sat down with me and a couple of others and spent ages asking me how the school could change how it helps pupils who get in to trouble. He really wanted to get my ideas. I said some stuff they could try, and he did. It was weird because then I started thinking of more things and kept telling him, and in the end I started being different as well because I realised what a lot of work I was."

Evidence:

a) Resilience boffins suggest encouraging children to make contributions in order to teach them responsibility. Pupils could be involved in tutoring younger pupils, painting school murals, watering and weeding plants, and conveying messages between teachers and the office (Brooks & Goldstein, n.d.). Some schools may even invite pupils to participate in school council, which is an effective way to involve young people in the running of the school, having their voices heard and learning how committees work (Children & Young People's Mental Health Coalition, 2012). We couldn't find much out there in the evidence-base on this,

but we think it's really important and know a few schools that are getting pupils to take responsibility for the wider school community, at least informally, through collecting registers, picking up litter etc.

References:

- Brooks, R., & Goldstein S. (n.d.). Risk, resilience and futurists: the changing lives of our children. Retrieved from http://www.cdl.org/resource-library/articles/risk_resilience.php
- Children & Young People's Mental Health Coalition (2012). *Resilience and Results: How to improve the emotional and mental wellbeing of children and young people in your school*. London: Children & Young People's Mental Health Coalition

We say:
This is really hard to achieve in practice, especially in big schools. Heads have told us that kitting out pupils with gloves to pick up litter, for example, is more hassle than it's worth. But finding ways to help pupils take responsibility for their environment should be part and parcel of what schools do. Major concerns about safeguarding have killed off a lot of these old fashioned practices, but we say bring them back, carefully of course!

b) Related to confidence, self-efficacy is our belief in how successful we will be in a particular area. If pupils believe that they are able to achieve success in a certain aspect of their academic careers, they may be more productive and less disruptive in class – a win-win for them and their teachers. Breaking down aspects of school life into smaller units (e.g., 'English' into spelling, reading and writing), enables pupils to identify areas that they CAN achieve in. Providing pupils with tangible evidence of their successes, progress and achievements may enable them to say that they are talented at writing poetry, or are a good reader. Lewis (1999) says that global self-concept is resistant to change in the future, and so if it is possible to enhance particular aspects of academic self-efficacy, this should be done by schools. Some simple strategies to enhance positive self-belief in disengaged pupils and encourage them to take responsibility for themselves include:
   - Encourage and reinforce positive statements about themselves
   - Once a pupil has made such a statement, back it up with agreement from adults (rather than praise)
   - Encourage pupils to be active agents in their own learning – they need to take responsibility for their learning

References:

- Lewis, J. (1999). Research into the concept of resilience as a basis for the curriculum for children with EBD. *Emotional and Behavioural Difficulties, 4*(2), 11-22.)

We say:
School staff should help discouraged pupils break down school activities and point out examples of when they HAVE been successful, so that they start to believe that they CAN achieve.

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Glossary: Foster their talents

Build qualities and develop the good points pupils already have, maximising their influence. By fostering their talents we give them a chance to understand more about their abilities. Often pupils are good at things they don't notice or they don't value. Doing fun stuff and fostering talent is a way to begin to experience some choice in life, a sense of achievement and competence.

What young people say… "The Head of PE was really good at getting us to think about what sports we were good at. . He was really good at championing students and took them under his wing. Like I was really good at running but I didn't really feel very confident. One day he rang our house and spoke to me about how good I could be if I wanted. I was so happy that he thought I could do it and he would speak to me about running at school and helped me keep focused on training and getting better. He made a real effort to build a personal relationship with me. I ended up in a running club and winning regional competitions. "

Evidence: An after-school football program in Zambia and South Africa highlighted the valuable role for coaches and mentors in young people's lives in fostering talents. The program was designed to resonate with youths' interest in sport while teaching skills to build resiliency and prevent HIV infection. The support of a caring adult and a group of peers improved student self-esteem and confidence through constructive praise, instilling a sense of pride, accomplishment and empowerment. Youth were also encouraged to internalise an inner coach voice to help them make thoughtful decisions.

References:

- Peacock-Villada, P., DeCelles, J., & Banda, P.S. (2007). Grassroot Soccer resiliency pilot program: Building resiliency through sport-based education in Zambia and South Africa. *New Directions for Youth Development, 2007*(116), 141-54. doi:10.1002/yd.241

We say:
Specific talents may need expert coaching to develop, so think who you can link your young person up with to get some input.

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Glossary: Using tried and tested treatments for specific problems

Encourage pupils never to be scared of getting support for specific problems. Support that could be available is mentoring, counselling, anger management, teenage pregnancy support, drugs and alcohol support etc. This support can help pupils cope with the challenges and stresses of growing up.

What young people say… "I've been to see the school counsellor. I didn't want to go thought it was weird talking to a stranger but it was ok. She seems to understand what I am going through and it is good to be able to talk about everything that is going on. "

"My Head of Year said I had to go to some anger management sessions. I learnt strategies on how to not lose it and if I am then to walk away from the situation. I also learnt what would trigger my anger and how to try and control it by talking about it to the teacher afterwards".

"Once every two weeks I go to girls group. There are 6 of us and school mentor. We talk about school, lessons, family life and issues around being a young person. I feel like I can share what I am going through with others and they understand me. "

Evidence: Mind and body are intertwined, therefore supporting young people's resilience doesn't just refer to psychological well-being, but includes children's physical health. Physical ill health has long been linked to poor outcomes in other areas. This may include inherited, chronic and newly acquired medical conditions, any physical consequences of adversity they may be facing, and sexual health issues. Helping pupils to make healthy decisions, and recognise when they might need to seek medical help for specific problems, will boost their resilience and psychological health. Health education should challenge stigma, and include information on who they can make contact with in the first instance, and when confidentiality is/isn't maintained.

References:

- Werner, E.E., & Smith, R.S. (2001). *Journeys from childhood to midlife: risk, resilience, and recovery*. New York: Cornell University Press.

We say:
Previous negative experiences of asking for help may deter young people from bothering to do so again, so making sure they have someone non-judgemental, trustworthy and reliable to turn to for support in a safe space will make it easier for them to confide any health-related concerns

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