

YOUNG MINDS

The voice for young people's **mental health and wellbeing**

BUILDING RESILIENCE PRACTICAL TOOLS FOR THE CLASSROOM

MATTHEW DANIEL
TRAINING AND CONSULTANCY MANAGER

WORKSHOP LEARNING OUTCOMES

By the end of the session you'll be able to ...

- ✘ Describe some of the main ideas underpinning resilience
- ✘ Understand the link between your teaching and students mental health
- ✘ Use the resilience framework to build resilience in the classroom
- ✘ Discover ways in which you can bolster your own resilience

AGREE - DISAGREE

1. Some people are just born more resilient than others
2. Resilience is about gritting your teeth and bearing it
3. I am more resilient now than I was when I was a teenager

“...resilience is evident where people with persistently few assets and resources, and major vulnerabilities...have better outcomes than we might expect given their circumstances, and in comparison to what we know happens with other children in their contexts”.

(Hart, Blincow and Thomas)

WHAT IS RESILIENCE?



FIGURE 1: IDENTIFICATION OF RESILIENCE

Outcome	Adversity	
	Low	High
Positive	A. Favourable experience of life	B. Resilience: Unexpected positive outcome
Negative	C. Unexpected negative outcome	D. Risk and vulnerability

(reference and downloadable copy: www.ucl.ac.uk/capabilityandresilience. *Capability and Resilience: Beating the Odds* Edited by Professor Mel Bartley, published by UCL Dept Epidemiology and Public Health on behalf of the ESRC Priority Network on Capability and Resilience (2003-2007).)

THE DEVELOPMENT OF A NEW APPROACH

The development of the new Academic Resilience approach is being led by Lisa Williams Consulting in partnership with Professor Angie Hart and colleagues from the University of Brighton, 'boingboing' social enterprise and Young Minds.

ACADEMIC RESILIENCE

“....resilience is highly correlated with academic achievement and educational success. Engaging in school and reaping its rewards both reflects and enhances a child’s capacity to succeed over the whole lifespan. For these reasons, it might be argued that a good education is resilience”

(Hart et al 2007)

WHAT IS ACADEMIC RESILIENCE?

...students achieving good educational outcomes despite adversity. For schools, promoting it involves strategic planning and detailed practice involving the whole school community to help vulnerable young people do better than their circumstances might have predicted.

...THE SYSTEMIC APPROACH

- ✘ Strategy and leadership (governance, policy, senior leadership)
- ✘ Systems and structure (Information management, behaviour systems, procurement etc)
- ✘ Pupils and staff (skills, training, roles and responsibilities)
- ✘ Parents and community (carers, services, local authority ec)
- ✘ School culture (ethos and attitude)

BUT WHAT DOES THAT MEAN FOR YOU?



***“No matter how skilled
you are if you don’t care it
won’t work.”***

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow 2007 www.boingboing.org.uk

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

EXAMPLE ACTIVITY: BEING SAFE

1. Using sheets of paper provided draw a plan of your school or make a list of the places in which you feel most relaxed and those where you tend to feel the most stressed.
2. Discuss this with the rest of the people on your table, are there any differences etc?
3. How could you improve the high stress areas?
4. Would the areas be any different for students?

USING THE RESILIENCE FRAMEWORK...

- ✘ Look at the resilience framework cut-ups and work in pairs to come up with an activity that would work for you with children and young people you work with

YOUNGMINDS

- Parents Helpline 0808 802 5544
- Booklets for parents, professionals and children and young people
- www.youngminds.org.uk
- Training and development
matthew.daniel@youngminds.org.uk