

# *What is Resilience?*



# Objectives

- To define resilience
- To understand and apply risk and protective factors
- To understand and apply the resilience framework





- Young Minds say.....



<http://www.boingboing.org.uk/>

“Overcoming adversity,  
whilst potentially subtly  
changing, or even  
dramatically transforming,  
(aspects of) that adversity”

“Beating the odds whilst  
changing the odds.”



# Risk and Protective Factors

Risk factors



Protective factors

Activity



Mental health and behaviour in schools. Departmental advice for school staff. Department For Education. (Updated March 2016)



# Awareness of difficult events that may affect children and adolescents:

Loss or separation

Life changes

Traumatic events



# Thinking Processes build resilience

- Emotional regulation
- Impulse control
- Causal analysis
- Empathy
- Realistic optimism
- Self-efficacy
- Reaching out to others and taking opportunities



(Gillham, Reivich & Shatte, 2002)

	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
		Help child/YP understand their place in the world		Being brave	
	Enough money to live	Tap into good influences	Engage mentors for children/YP	Solving problems	Support the child/YP to understand other people’s feelings
		Keep relationships going		Putting on rose-tinted glasses	
	Being safe	The more healthy relationships the better	Map out career or life plan	Fostering their interests	Help the child/YP to know her/himself
		Take what you can from relationships where there is some hope		Calming down & self-soothing	
	Access & transport	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Remember tomorrow is another day	Foster their talents
		Responsibilities & obligations		Lean on others when necessary	
	Healthy diet	Focus on good times and places	Highlight achievements	Have a laugh	There are tried and tested treatments for specific problems, use them
		Make sense of where child/YP has come from		Develop life skills	
	Exercise and fresh air	Predict a good experience of someone or something new			
		Make friends and mix with other children/YPs			
	Enough sleep				
	Play & leisure				
Being free from prejudice & discrimination					
NOBLE TRUTHS					
ACCEPTING		CONSERVING	COMMITMENT	ENLISTING	



# Basics



# Belonging

TOOLS  
FOR  
SCHOOLS



# Learning

TOOLS  
FOR  
SCHOOLS



# Coping

TOOLS  
FOR  
SCHOOLS





# Self regulation

## Emotional coaching:

- LABEL
- VALIDATE
- EMPATHISE
- LIMIT



# Core Self

TOOLS  
FOR  
SCHOOLS



Activity

# Where does my school fit?



# Ofsted Changes

“Teachers are able to develop pupils’ resilience and ability to resist peer pressure very effectively; they help develop pupils’ confidence well and strengthen their attitudes to learning across the school curriculum.”





# Academic Resilience Resource

Getting to grips with what you already do and making plans....



Academic  
Resilience  
*Beating the odds for better results*

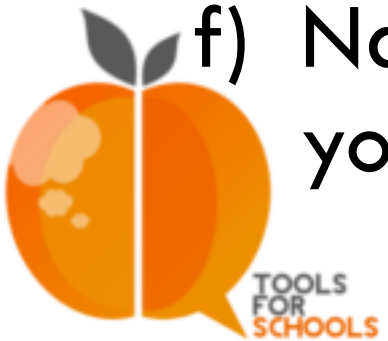
# Using the Pyramid of Need



# Recap: test your partner...

- a) What is resilience?
- b) Name 3 risk factors.
- c) Name 3 protective factors.
- d) Name 3 to 5 areas of the Resilience Framework.
- e) Name an area of the Resilience Framework your school is addressing well.
- f) Name something you want to work on to improve your students' resilience.

Activity



# Questions and Evaluation

Thank you for your time.

