

Evaluating resilience-based programs for schools using a systematic consultative review.

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Abstract

Resilient approaches to working in school contexts take many different forms. This makes them difficult to evaluate, copy and compare. Conventional academic literature reviews of these approaches are often unable to deal with the complexity of the interventions in a way that leads to a meaningful comparative appraisal. Further, they rarely summarise and critique the literature in a way that is of practical use to people actually wishing to learn how to intervene in an educational context, such as parents and practitioners. This includes teachers and classroom assistants, who can experience reviews as frustrating, difficult to digest and hard to learn from. Applying findings to their own particular settings, without precisely replicating the approach described, presents serious challenges to them. The aim of this paper is to explain how and why school-based resilience approaches for young people aged 12-18 do (or do not) work in particular contexts, holding in mind the parents and practitioners who engage with young people on a daily basis, and whom we consulted in the empirical element of our work, as our audience. Further, we attempt to present the results in a way that answer parents' and practitioners' most commonly asked questions about how best to work with young people using resilience-based approaches. The review is part of a broader study looking more generally at resilience-based interventions for this age group and young adults. We offer a critical overview of approaches and techniques that might best support those young people who need them the most.

[Download Article](#)

More resilience research articles and related content:



[Watch our workshops: how to do community co-research on health equity](#)

Created as part of the ongoing Community Solutions for Health Equity project that Boingboing Foundation are proudly part of, we are pleased to share recordings of a series of workshops held recently in Blackpool. These workshops are free resources to be taken advantage of by any community members or organisations looking for a beginner's guide to developing the research skills and knowledge needed to explore health inequalities in coastal areas.

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[The Research Ready Communities pilot continued](#)

For the past year and a half Boingboing has been working on a Research Ready Communities pilot project in Blackpool alongside the National Institute for Health Research as part of their Under-served Communities programme. Typically, much of the funding for health research in the UK goes to universities in London, Oxford and Cambridge, but health research is needed the most in places like Blackpool, where the harmful impacts of health inequalities are worst felt.

Resilience Framework (Children & Young People) Oct 2015 – adapted from Hart & Blincow 2007 www.boingboing.org.uk					
	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	Engage mentors for children/YP	Being brave	Support the child/YP to understand other people's feelings
	Being safe	Keep relationships going The more healthy relationships the better	Map out career or life plan	Solving problems	
	Access & transport	Take what you can from relationships where there is some hope	Help the child/YP to organise her/himself	Putting on rose-tinted glasses	Help the child/YP to know her/himself
	Healthy diet	Get together people the child/YP can count on Responsibilities & obligations		Help the child/YP to organise her/himself	Fostering their interests
	Exercise and fresh air	Focus on good times and places	Highlight achievements	Calmng down & self-soothing	Foster their talents
	Enough sleep	Make sense of where child/YP has come from		Remember tomorrow is another day	
	Play & leisure	Predict a good experience of someone or something new	Develop life skills	Lean on others when necessary	There are tried and tested treatments for specific problems, use them
	Being free from prejudice & discrimination	Make friends and mix with other children/YPs		Have a laugh	
	NOBLE TRUTHS				
	ACCEPTING	CONSERVING	COMMITMENT	ENLISTING	

The Boingboing Resilience Framework

The Resilience Framework is a handy table that summarises ‘what works’ when supporting children and young people’s resilience according to the Resilience Research base. The Resilience Framework forms a cornerstone of our research and practice. On this page we have pulled together lots of useful links so you can find out all about the Resilience Framework.

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An introduction to the Research Ready Communities pilot

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[Community Report – Climate Change and Mental Health](#)

A full summary of findings from the research project 'Climate change and mental health; A co-produced study with young people in Blackpool'.



[Communication between autistic and non-autistic speakers: Gemma Williams introduces her fellowship research](#)

Gemma is an autistic Early Career Researcher based at the Centre of Resilience for Social Justice, University of Brighton and a Boingboing volunteer. In this blog Gemma talks about her PhD research, and what she plans to do over the coming year of her fellowship under Prof. Angie Hart's mentorship.



Resilience Revolution – Blackpool HeadStart

The Resilience Revolution has delivered an extensive programme of lasting change with disadvantaged young people in the town of Blackpool, through a successful £10.4 million Big Lottery HeadStart funding bid. Their work is based on research into resilience by Boingboing and the Centre of Resilience for Social Justice.



Nothing about us without us: civic activism as a mental health intervention

Through this research a team of co-researchers from different generations, professions and backgrounds will co-create knowledge regarding the role of innovative ‘glocal’ civic activism as a mechanism to strengthen young people’s mental health.



How can patients, the public and health professionals work better together?

In this blog Debbie Hatfield, postdoctoral fellow with Boingboing and the Centre of Resilience for Social Justice, talks about her research and what she hopes it will achieve. Debbie's work includes promoting and developing her PhD findings which looked at patient and public engagement and involvement for commissioning health services.



Our Academic Publications

This page presents an archive of selected published works from the Boingboing, Resilience Revolution and CRSJ community. This includes key academic papers, submissions of evidence and a few books relevant to the Boingboing approach to resilience.



[United we stand Film: Youth perspectives on developing resilience to drought in South Africa](#)

United we stand is a policy briefing paper produced by all the team members involved in the co-productive research project led by Professor Angie Hart on Youth perspectives on developing resilience to drought in South Africa.



[Resilience among young people in a community affected by drought](#)

The expertise of young South Africans in coping with drought is being harnessed for this co-productive research project. Our team is working with partners to understand what enables young people to withstand, adapt to, resist or challenge these impacts.



Cross-cultural investigation of resilience

This research project will investigate whether the Resilience Framework operates similarly or differently across diverse contexts in a cross-cultural study, and adapt the Resilience Framework for non-Western life orientations in multiple languages.



Co-production in promoting resilience – what does this mean for schools?

Co-production is a value-based approach that views people who use a service as assets with important knowledge and skills. It harnesses this experience, knowledge and skill to promote positive change, and design, produce and deliver better services.



The Imagine Programme

The Imagine Programme brings together different research projects working across universities and their local communities. Using the new knowledge we gather, we are imagining how communities might be different. We are researching, and experimenting with different forms of community-building that ignite imagination about the future and help to build resilience.



Our schools-based resilience projects

Our schools-based resilience research adapts the Resilience Framework for use in schools and helps schools make resilient moves across the whole school community. Many different types of school are working with us on this.



Resilience to re-offending: young men overcoming adversity

This practitioner research combines support work with young people who have experienced challenging times and the Resilience Framework. By examining the mechanisms that promoted resilience amongst young men who were offending, the study took the Resilience Framework and applied it to the data collected on the young men's experiences.



Written by
Martha, Loretta, Sarah,

Can kinship carers benefit from learning about resilience?

This is a Collaborative Action Research project using Photo-elicitation to represent kinship carers experiences of trying to use Resilient Therapy and individual interviews with children to find out what helps them through difficult times.



Can resilience be measured?

Can resilience be measured? Finding adequate and good ways of measuring is important because we would like to track the effectiveness of resilient building approaches in daily practice, to make sure that people benefit from our interventions, check the quality of our work and continue developing our interventions.