

Resilience Framework key points

- The Resilience Framework summarises a set of ideas and practices that promote resilience. It is based on a body of research and practice development called Resilient Therapy (RT).
- This was originally developed by Angie Hart and Derek Blincow, with help from Helen Thomas and a group of parents and practitioners.
- Adapted versions have been created to adapt the Framework to different groups.

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart, Blincow and Thomas 2007					
	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 limits 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 strong	Map out career or life plan	Solving problems	Help the child/YP to know themselves
	Access & transport	The more healthy relationships the better Take what you can from relationships where there is some hope	Help the child/YP to organise themselves	Putting on rose-tinted glasses	Help the child/YP take responsibility for themselves
	Healthy diet	Get together people the child/YP can count on	Highlight achievements	Fostering their interests	Help the child/YP take responsibility for themselves
	Exercise and fresh air	Responsibilities & obligations Focus on good times and places	Learn on others when necessary	Calming down & self-soothing	Foster their talents
	Enough sleep	Make sense of where child/YP has come from	Devotion life skills	Remember tomorrow is another day	There are tried and tested treatments for specific problems, use them
	Play & leisure	Predict a good experience of someone or something new	Have a laugh	Learn on others when necessary	
	Being free from prejudice and discrimination	Make friends and mix with other children/YPs			
	NOBLE TRUTHS				
	ACCEPTING	CONSERVING	COMMITMENT	ENLISTING	

How the Resilience Framework was developed

We took the resilience research evidence base and padded other sets of ideas from our practice with very disadvantaged children and families in an NHS Child and Adolescent Mental Health Clinic, working closely with schools and other agencies. Alongside this, Professor Angie Hart's adoptive parenting knowledge went into the mix and, more recently, we've collected experiences from a much wider group of collaborators.

We distilled all these different sets of ideas into a handy table that summarises our approach and acts as a reminder to people of what's included. We've called this table various things over the years, and have represented it in different ways – firstly, as a [Resilient Therapy Magic Box](#) of potions and remedies, a toolkit of ideas, then a more detailed summary table.

The current [Resilience Framework](#) doesn't use the language of 'therapy', so that it is more accessible to a wider range of people. It is available as a [black and white Resilience Framework](#) in case you, or the young people you support, prefer to colour code the Framework yourselves, or don't have access to a colour printer. There is also a [blank Resilience Framework](#) so that you can write your own items if you wish.

The Resilience Framework has been translated into [Greek](#), [Spanish](#), [Turkish](#), [French](#), [Swedish](#), [Portuguese](#), [Danish](#) and [Polish](#) with more languages on the way. We've also been developing a

version of the table for use with adults, the [Resilience Framework for Adults](#), also available in [German](#), and a [Family Resilience Framework](#) to support members of the wider family (parents, siblings, carers etc.).

All our tables and frameworks are available as PDFs and can be downloaded from the Boingboing website. But the [Interactive Framework](#) we've designed especially for schools is probably what you want at the moment. Marton Primary School, Blackpool, have also co-produced a [Resilience Framework for Primary School children](#).

The Summary Table & how it works

The Summary Table visually shows you how we have split our ideas under five headings or compartments – Basics, Belonging, Learning, Coping and Core Self – to help us think strategically and practically about doing things resiliently.

Within each of these compartments is a selection of evidenced based ideas or remedies, to draw on when trying to make a resilient move with a child or young person. Navigate through the table to find out more about each term.

The [Resilience Framework Summary Table](#) does look pretty simple, but there's quite a lot of work behind it. And if you're thinking you are still unsure about how to give it a go, take a look at the [Resilient Therapy background](#) page and see if it can help.

If you really want to get stuck into understanding how we put it together, and get more information about how to use it, you might want to get hold of one of our [books](#).

We've also used it in other places on this website to give you more of an idea of how to put some of the ideas into practice so don't bother buying a book before you have had a good look around the website for ideas such as

- [The Resilient Classroom](#) – a Tutor resource
- And check out '[One Step Forward](#)' – a Looked After Children's resilience resource
- Have a look at the film below which features Hove Park School (secondary) in Brighton where the Resilient Classroom resource was developed as part of a whole school approach to promoting resilience.

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		Fostering their interests	Help the child/YP take responsibility for her/himself
	Exercise and fresh air	Focus on good times and places	Highlight achievements	Calming down & self-soothing	Foster their talents
	Enough sleep	Make sense of where child/YP has come from	Develop life skills	Remember tomorrow is another day	
	Play & leisure	Predict a good experience of someone or something new		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.

[read more](#)



Ready, Set, Resilience

Ready, Set, Resilience is a workbook and supporting guidance created to support young people’s resilience aimed at year 9 students. It uses mixture of activities which support individual resilience (beating the odds) and activities to support changing the odds like activism.

[read more](#)



[The Academic Resilience Approach](#)

Our resources help any school establish systems to build 'resilience approaches' that support disadvantaged pupils over time through a whole school approach. Benefitting all pupils and increasing academic resilience, the ARA helps everyone in the school community play a part.

[read more](#)



[Academic Resilience resources directory](#)

Here you can download the Academic Resilience Approach resources to help any school establish systems to build 'resilience approaches' that support disadvantaged pupils over time through a whole school approach. All the Academic Resilience Approach resources are free to download.

[read more](#)

	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	Instill a sense of hope
	Enough money to live	Help child/YP understand their place in the world	Engage mentors for child/YP	Being brave	Support the child/YP to understand other people's feelings
		Tap into good influences			
	Being safe	Have relationships you can trust	Map out career or life plan	Doing problems	Help the child/YP to know boundaries
	Access & transport	The more healthy relationships the better			
	Healthy diet	Take what you can from relationships where there is some hope	Hold the child/YP to account boundaries	Calmness down & self-soothing	Help the child/YP take responsibility for boundaries
		Get together people the child/YP can count on			
	Exercise and fresh air	Responsibilities & obligations	Highlight achievements	Remember someone is another day	Follow their beliefs
	Enough sleep	Focus on good times and places			
	Plan & prepare	Make sense of where child/YP has come from	Develop life skills	Learn on others when necessary	There are tried and tested treatments for specific problems, use them
Being free from prejudice and discrimination	Find a good experience of someone or something new				
	Make friends and mix with other children/YPs		Have a laugh		
NOBLE TRUTHS					

Interactive Resilience Framework

The Interactive Resilience Framework was developed especially for schools with children and young people in mind and has more detail about each idea, including relevant research evidence, suggestions of what to do, and what you people themselves think.

[read more](#)

The banner features a red background with white text. On the left, it says 'research in practice'. In the center, there is a logo for 'boingboing' with two smiling faces above the text 'resilience research and practice'. On the right, it says 'Frontline Briefing' with a person icon. The main title in large orange letters reads: 'Building child and family resilience - boingboing's resilience approach in action'.

Building child and family resilience – Boingboing’s resilience approach in action

This briefing seeks to build practice approaches to building resilience in the context of the social deprivation that is the experience of many of the most disadvantaged families.

[read more](#)

Fostering Academic Resilience: A brief review of the evidence

Authors: Professor Angie Hart and Ms Steph Coombe, University of Brighton and beingboing social enterprise

It is very clear that poor school outcomes can have catastrophic long term consequences, and there is growing recognition that schools should address ALL pupils' needs, for myriad reasons, such as:

- Gutman, Brown, Akerman, and Obolenskaya (2010 pv) writing "For the most part, emotional and behavioural difficulties followed by specific learning difficulties are the most frequent predictors of poor outcomes".

Fostering academic resilience a brief review of the evidence base

It is very clear that poor school outcomes can have catastrophic long-term consequences, and there is growing recognition that schools should address ALL pupils' needs. This brief review of the evidence explores what is meant by the term resilience and gives an overview of what schools can do to foster it in their pupils.

[read more](#)

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

Angie Hart¹ & Becky Heaver¹

¹ Centre for Health Research, University of Brighton, UK

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

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

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



About the Academic Resilience Approach

There are many school resilience programmes which aim to narrow the gap between pupils who do well academically and those who don't. A lot of them are very useful, so why have we put this information together? Resilience programmes can be expensive – we wanted to offer something everyone could access for free.

[read more](#)



How do I improve results through an Academic Resilience Approach?

A lot of schools struggle with how they can improve the results – or close the gap – for the more challenged, disadvantaged and vulnerable pupils in the school. This is much harder and requires much more attention to detail across the whole school.

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