



Keeping the Relational in Resilience

Resilience Forum –
Brighton

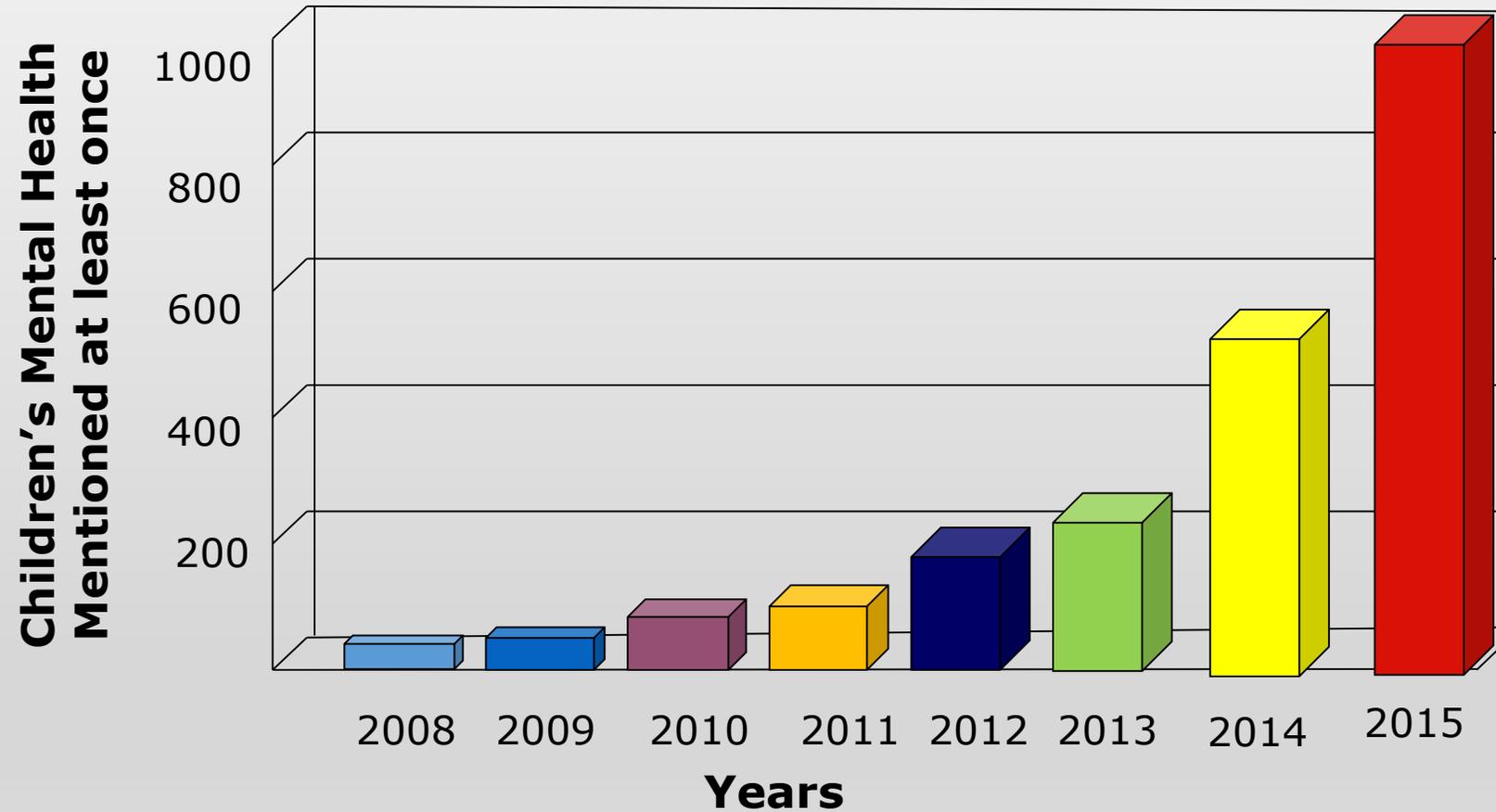
Wednesday 19th October
2016

Ceri May and Nick Barnes

Keeping the Relational in Resilience

1. Conceptualising “Connected Resilience” – BRIC
2. Contextualising a Relational Approach to Resilience – Young Minds and Haringey CAMHS
3. Building Resilience in practice – How To Be/The Anchor Project
4. A Work in Progress

Number of mentions of children's mental health in UK newspapers 2008-2015



Shift to Earlier Help and Prevention

- National/International “Crisis” in CYP mental health
- Need to stop mopping the floor – it’s time to turn off the tap
- CAMHS transformation – Future in Mind, Thrive model
- Specialist services never likely to have capacity to address totality of need
- Emphasis on resilience to underpin preventative paradigm

Building Resilience in Children - BRIC

A Pan European Initiative – seeking to develop an Action Research, co-designed project for promoting positive mental health and building resilience in multiple sites and settings across the EU.

Led by A Montgomery at University of Macedonia, Thessaloniki

Collaboration involving – University of East London, Barnet, Enfield and Haringey Mental Health Trust, Individio Media Ltd (UK), University of Lisbon, University College Dublin, Bulgarian Academy of Sciences & Health Psychology Research Centre, Babes-Bolyai University (Romania), Ege University (Turkey), Institute of Occupational Health of F. Y. Republic of Macedonia, University of Bologna, University of Seville.

and then came BREXIT AND ERDOGAN!!

How do we define resilience?

Early work - The original work on resilience aimed to understand what enabled some individuals to overcome difficult life circumstances and risk factors, viewing resilience as being successful adaptation, while hazards/difficulties relating to the individual or their environment increase the likelihood of a problem occurring (Rutter, 1987).

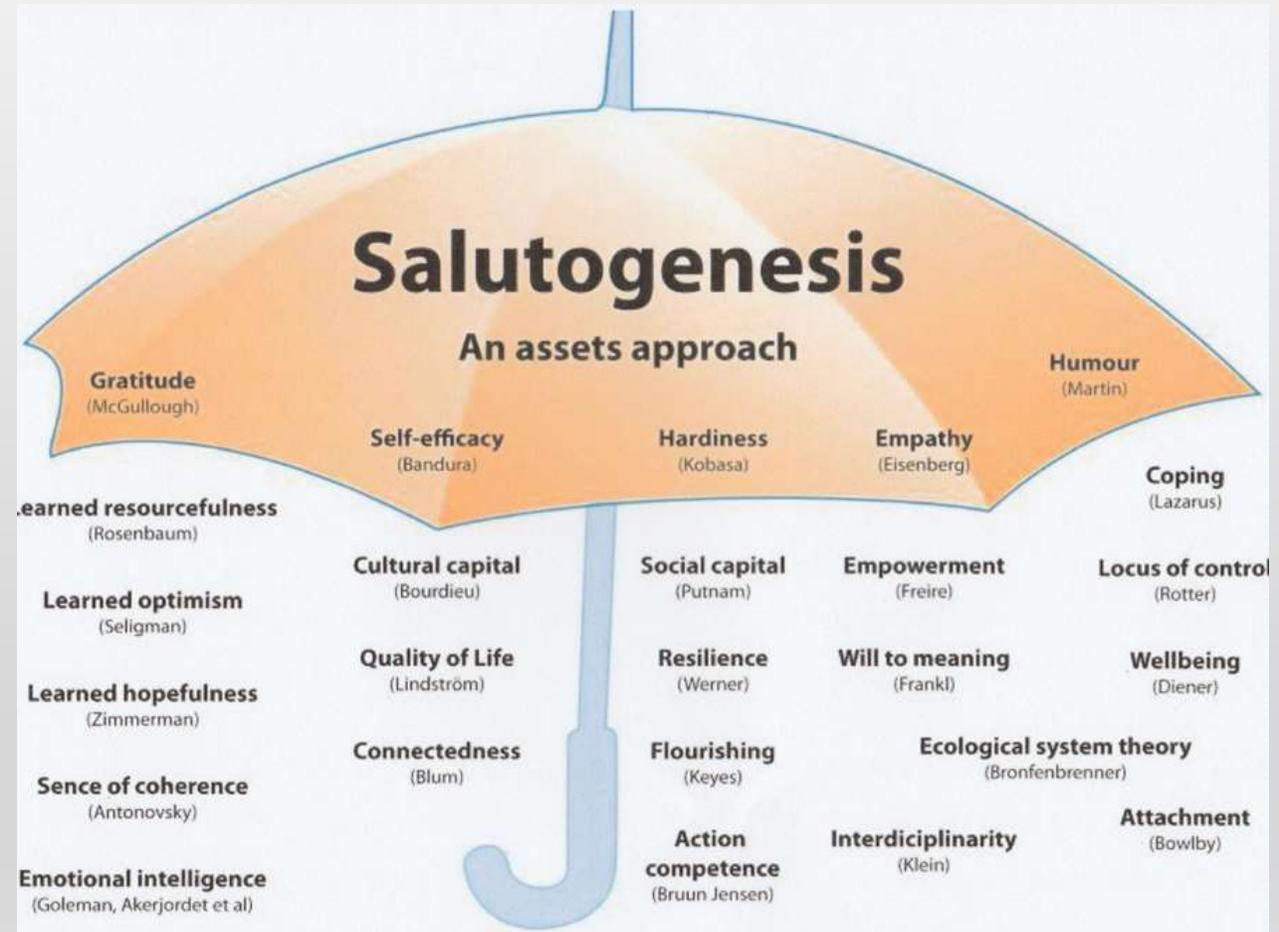
Rutter, an early pioneer of the field, sought to locate the emotional and behavioural protective factors that could be useful for the whole population (Rutter, 1987).

“Positive adaptation to adversity despite serious threats to adaptation or development’ (Masten). “Ordinary Magic” – thinking about the everyday – e.g. the teacher checking in the with student how they got on in their football match.

Defining resilience – broadening the perspective – building on strengths

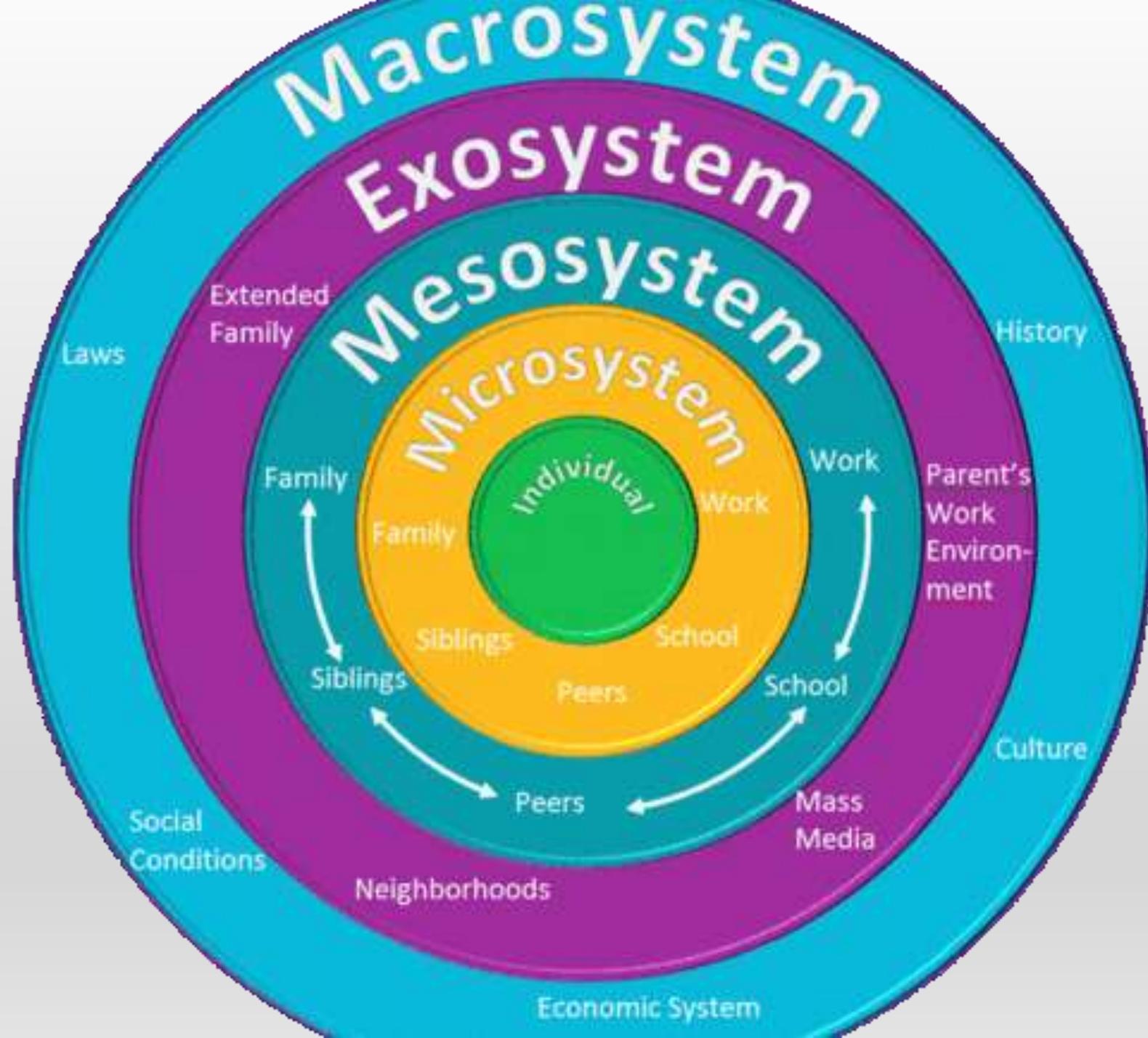
Antonovsky (1987)

Exploring strengths and assets – encouraging the focus to be on the “sense of coherence” to determine whether the individual is impacted upon by the impact of hardship.



Defining resilience –
broadening the
perspective –
A socio-ecological
model

Bronfenbrenner (1998) -
Current research
directions tend towards
an emphasis on the
socio-ecological context
in which people
experience risk factors
and the identification of
resources used for
coping; characterized by
the Bronfenbrenner
ecological model



Defining resilience

Boing Boing (2013) - “Beating the odds whilst changing the odds”

Roisman (2002) - an emergent property of a hierarchically organised set of protective systems that culminatively buffer the effects of adversity and therefore can rarely, if ever, be regarded as an intrinsic property of individuals

Ungar (2011) has built upon this work allowing an understanding to be focused not just on the individual but to also think about those individuals around the young person who might be needed to provide support, and thinking about the young person’s place within their family and wider communities.

Hence resilience is defined as:

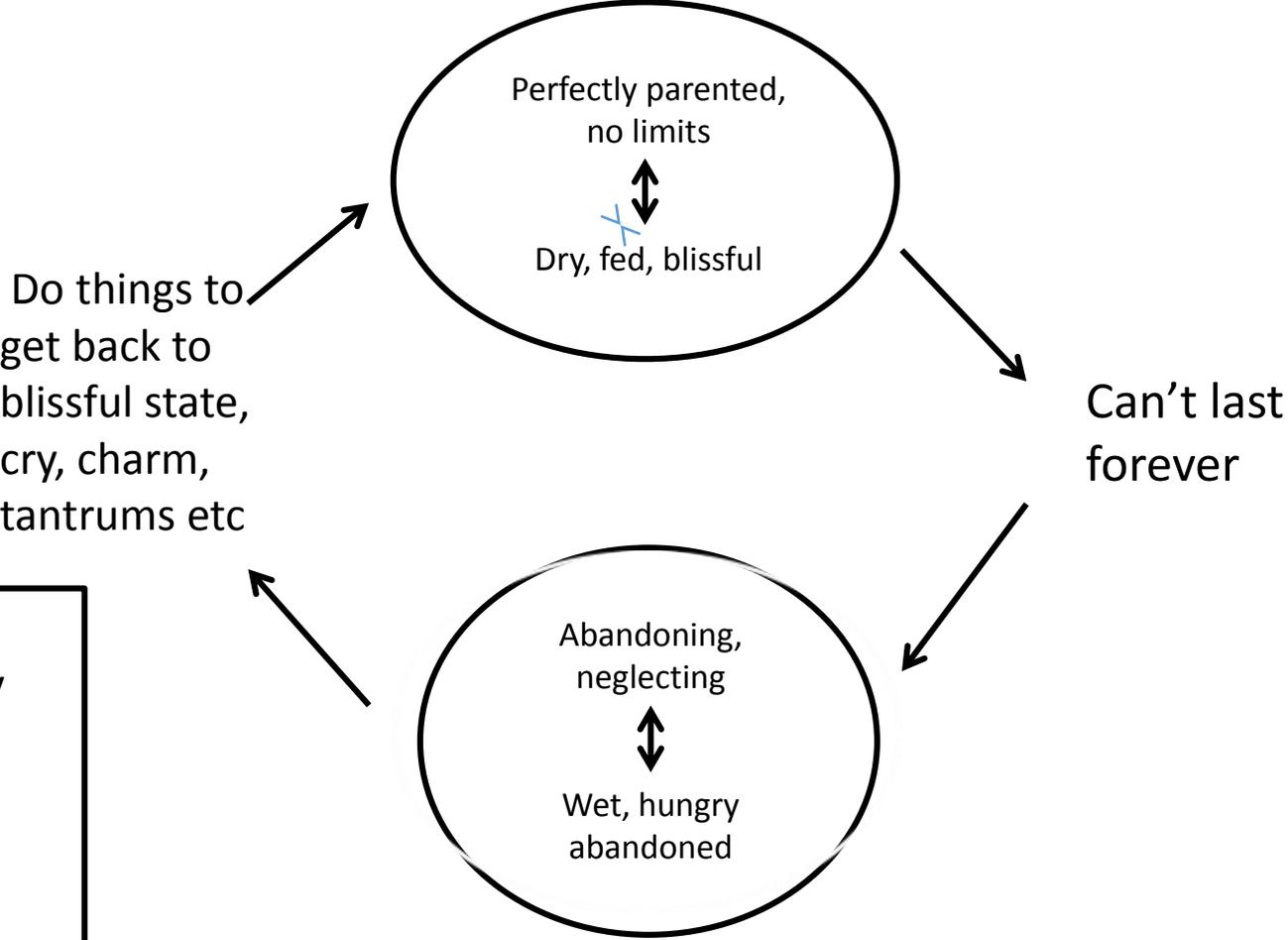
- I. The capacity of individuals to navigate their ways to resources that sustain well-being;
- II. The capacity of individuals’ physical and social ecologies to provide those resources
- III. The capacity of individuals, their families and their communities to negotiate culturally meaningful ways to share resources.

Defining resilience; Developmentally and Relationally

- Positive school connectedness
- Positive connectedness with individuals and activities in community
- Positive peer connectedness
- Positive home and family connectedness
- Autonomy
- Positive self esteem
- Empathy
- Problem solving skills
- Aspiration

Relational model of development

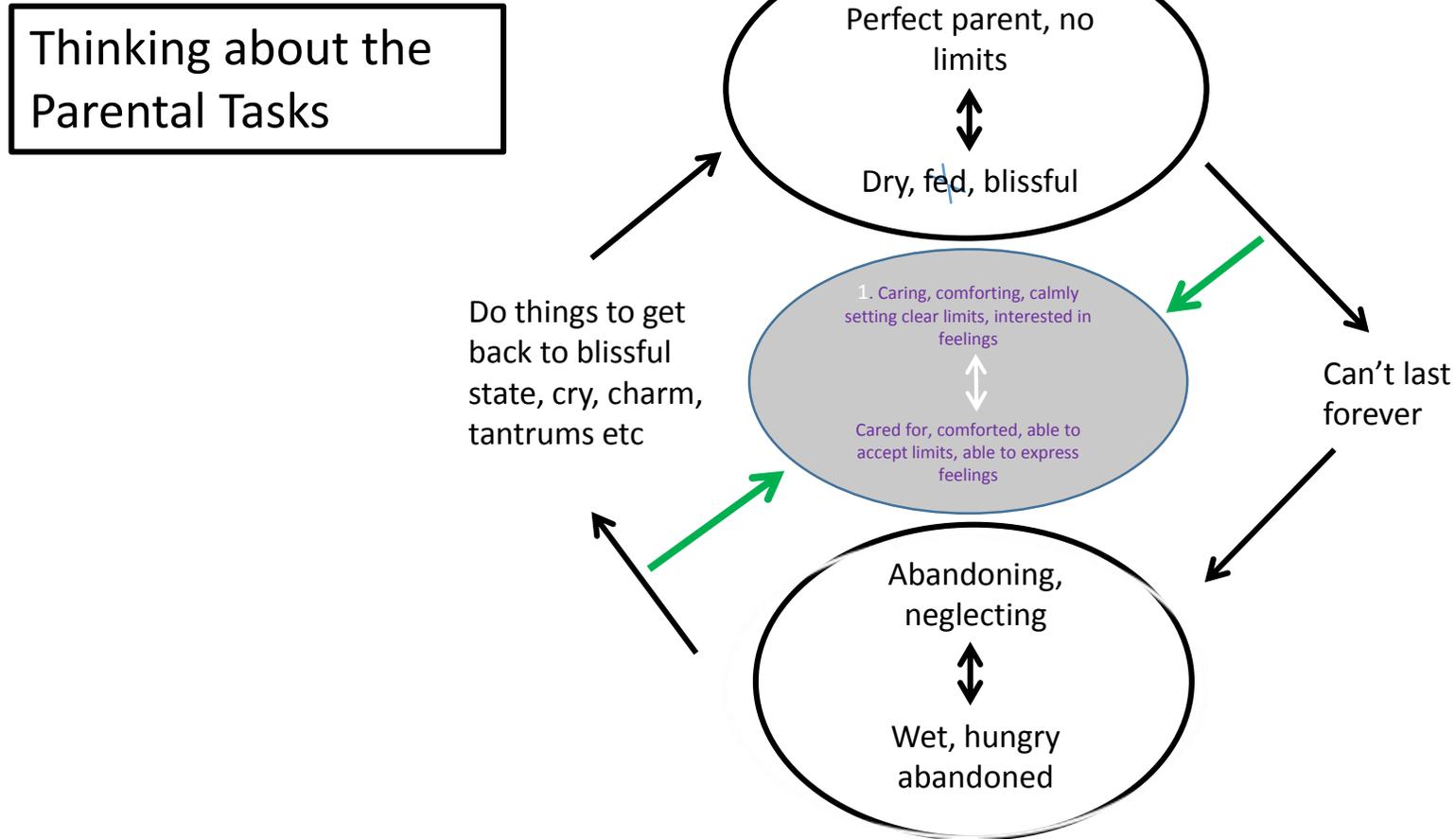
Developmental
Template



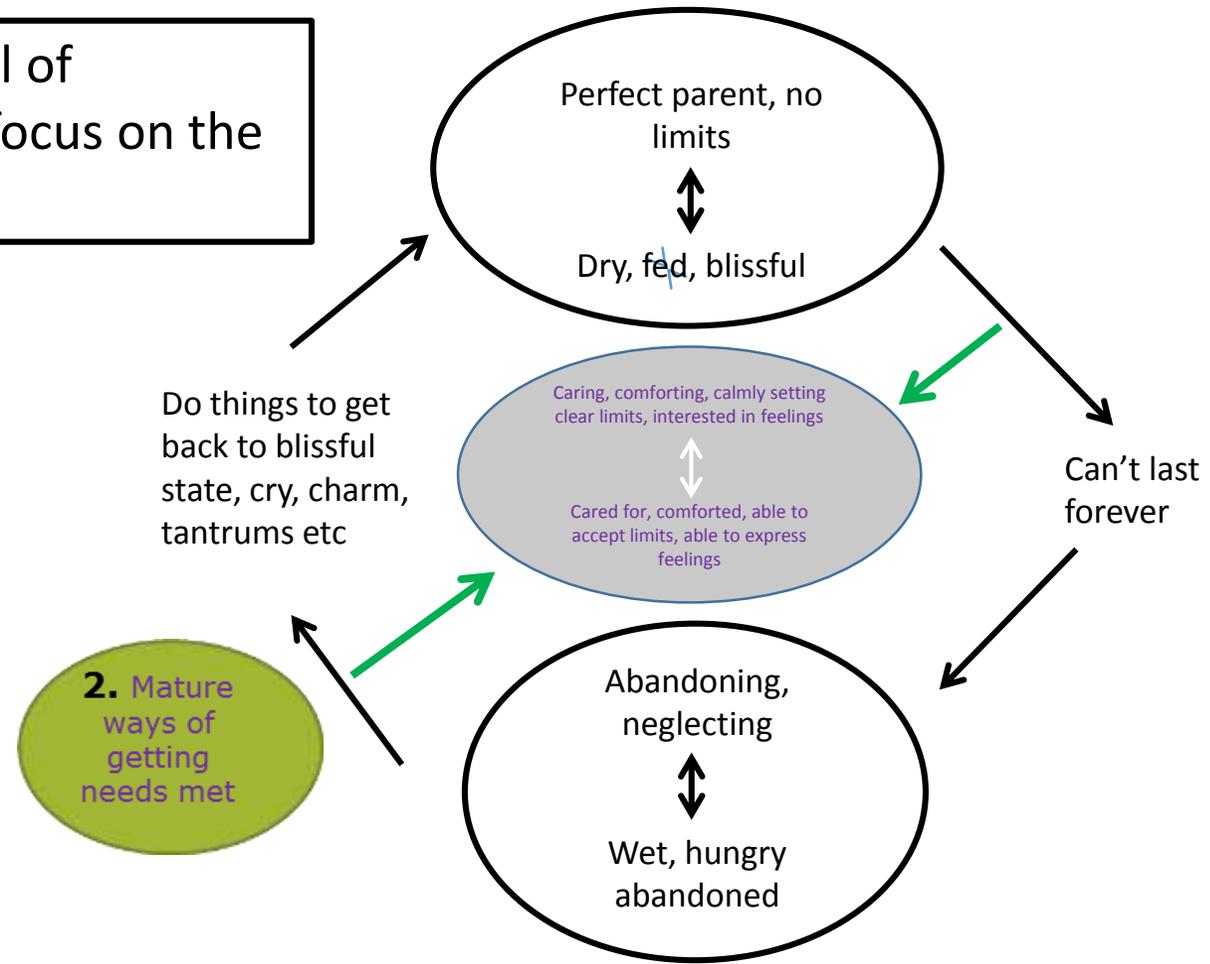
Ryle et al.
Cognitive Analytic Theory
and development of self;

Self to Self
Self to Other
Other to Self

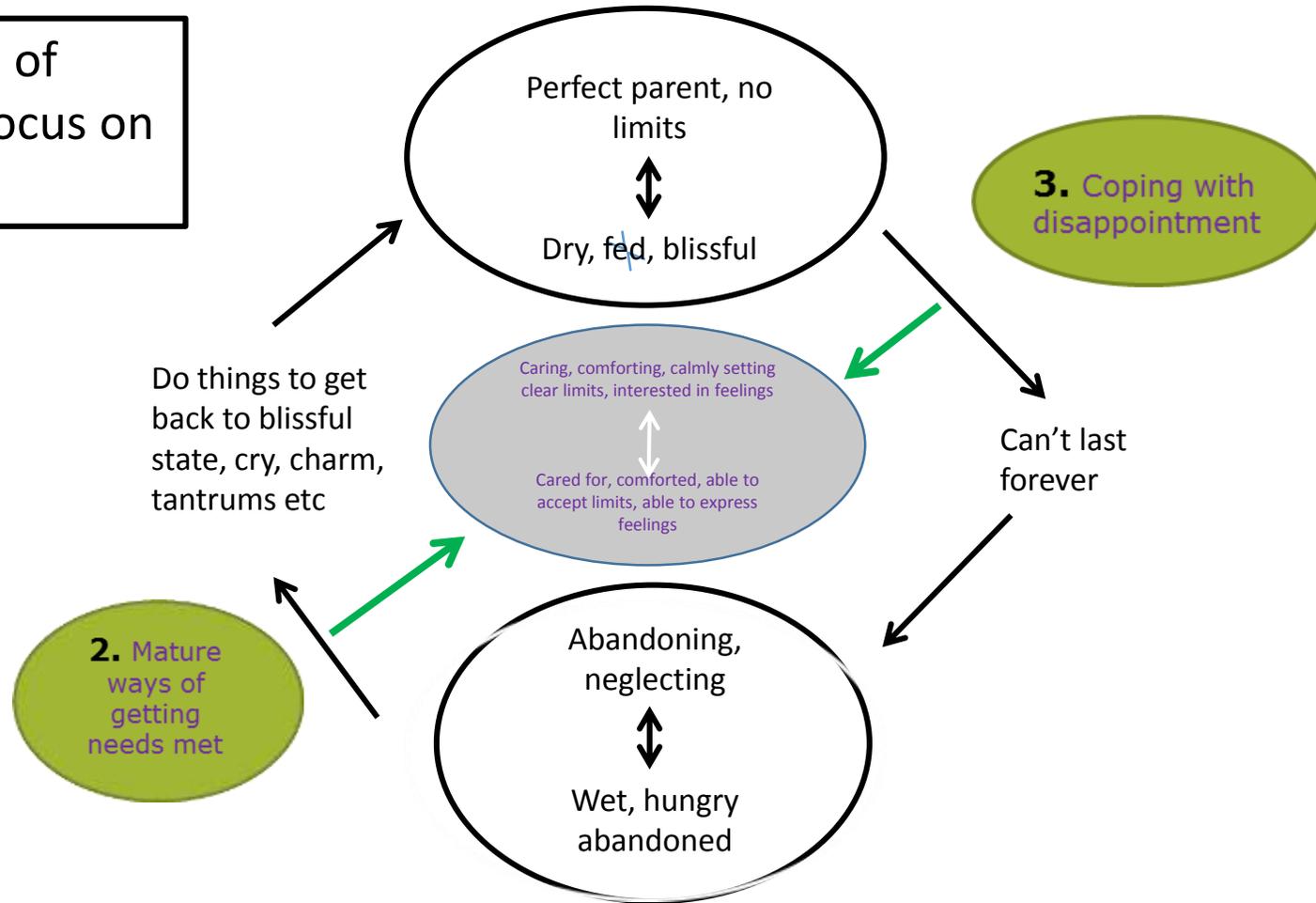
Relational model of development



Relational model of development – focus on the parental tasks



Relational model of development – focus on parental tasks



Things that make it difficult to stay in the middle

Child factors – e.g. developmental delay, special baby due to illness etc

2. Mature ways of getting needs met

Do things to get back to blissful state, cry, charm, tantrums etc

Perfect parent, no limits
↕
Dry, fed, blissful

Caring, comforting, calmly setting clear limits, interested in feelings
↕
Cared for, comforted, able to accept limits, able to express feelings

Abandoning, neglecting
↕
Wet, hungry abandoned

Parent factors – need to be perfect parent due to parent's own bad experiences?

3. Coping with disappointment

Can't last forever

Social factors – e.g. adversity, bullying, discrimination?

Working in the ZPD

Lev Vygotsky

Scaffolding and the Zone of Proximal Development – “the gap between what a child is able to do alone and what he or she could learn to do with the provision of appropriate help from a more competent other, who may be parent, teacher or peer” allowing for a “prospective” view of development and a framework for a dynamic assessment

Working where a young person “is at”!

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					
	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
		Being safe		Keep relationships going	Putting on rose-tinted glasses
	Access & transport	The more healthy relationships the better	Map out career or life plan	Fostering their interests	
		Take what you can from relationships where there is some hope			Help the child/YP to organise her/himself
	Healthy diet	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Calming down & self-soothing	
		Responsibilities & obligations			Remember tomorrow is another day
	Exercise and fresh air	Focus on good times and places	Highlight achievements	Lean on others when necessary	
		Enough sleep			Make sense of where child/YP has come from
	Play & leisure	Predict a good experience of someone or something new	Develop life skills	Have a laugh	
		Make friends and mix with other children/YPs			
NOBLE TRUTHS					
ACCEPTING		CONSERVING		ENLISTING	

How could we measure Connected Resilience?

Individual scales – Child and Youth Resilience Measure (CYRM)

- Student Resilience Survey (SRS)
- Resilience Scale for Adolescents and Children (RSCA)

Indirect measures – Strengths and Difficulties Questionnaires (SDQ)

- The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)
- Rosenberg Self-Esteem Questionnaire

Focus on specific cohorts –

e.g. – Young Carers – MACA and PANOC

How could we measure Connected Resilience?

Family measures – Family Environment Scale

- Brief Family Relationship Scale

Community measures – Schools Organisation and Climate Scale

- Social support index (Family and peer relationships)
- Health Promoting School Scale

Broader social context – Social Capital Scale

- The Wellbeing and Resilience Measure (WARM)

Connected Resilience

- A clear place for maintaining a focus on the relational within resilience
- In current political climate possibly even more important that the focus of resilience doesn't just remain located within the individual and that there is a greater appreciation of the communal and societal focus
- But to achieve this we need to ensure we have a relational model of development underpinning this work
- That we need adequate tools to be able to describe and measure this concept of Connected Resilience



Contextualising a Relational Approach to Resilience

Developing a Relational Approach to Resilience within Haringey

Funding of Young Minds and Haringey CAMHS to delivery borough wide training within all schools

Local CAMHS Transformation Plans

Social work training programme

Young Carers offer and Kids Time Workshops

How to BE

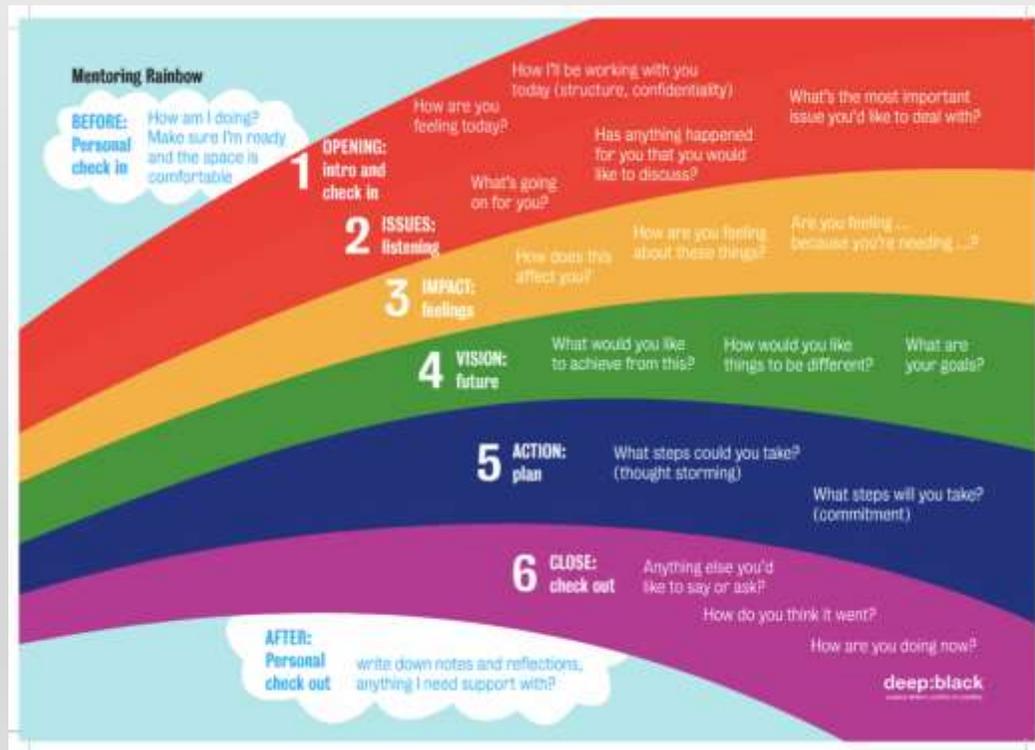
Developing a local Resilience Forum and key messages about resilience

Local initiatives – Time 2 Talk

- Young Minds in Schools

A Relational Approach to Resilience

Emphasis on Peer support and peer mentoring



A Relational Approach to Resilience

Through extensive training across the borough there is an opportunity to develop a common language (Dialogue) about resilience – a chance to operationalise CONNECTED RESILIENCE.

Workforce may have understanding of the concept of CONNECTED RESILIENCE – but they also need to have tools to be able to apply the theory and thinking....

Hence, How to BE



How to Be

Context:

Haringey LONDON Virtual School

- ❑ Brief - raise attainment of LAC

- ❑ Data Analysis & Research
 - Expected or better attainment
 - Mainstream school

- ❑ Research
 - Attend mainstream school
 - Outcome focus
 - Culture & Leisure Activities



Philosophy:

- ❑ Remain in school systems
- ❑ Reduce exclusion
- ❑ Build capacity in child networks
 - Adult
 - Peer
 - Community
- ❑ Encourage & support culture & leisure activities
- ❑ Integrity – child centred

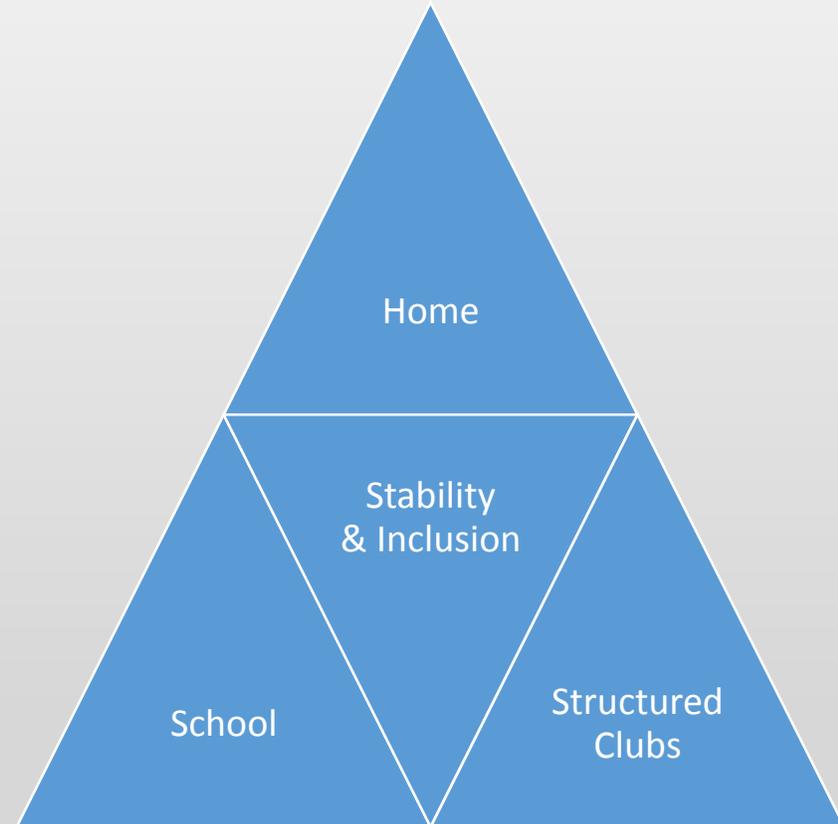


RECOVERY



Creating Stable Bases:

- Stabilise school & care placements
- Reduce exclusion
- Reduce moves to AP & high cost placements
- Increase access to clubs, with benefits to attainment & stability



Triangulate for Stability

Historical Timeline:

Embedding Attachment Aware,
Trauma Informed Practice in Haringey



Kate Cairns –
celebrated author/trainer in
Trauma recovery
2010

Consultation with
Haringey Schools
2011

Formation of multi-
agency working party to
develop tool
2011

Training



Reflection



Action



Schools reported that the conference & online training promoted reflective practice.
Schools identified the need for additional resources
to embed this into practice.



Historical Timeline:

Embedding Attachment Aware,
Trauma Informed Practice in Haringey



Five to Thrive
Toddler
2012
Training delivered
to
ALL Haringey
Early Years
Providers

The Brook
Special School
Five to Thrive
Children with
Disabilities

Multi-Agency Working Party
Mainstream Schools
PRUs
Early Years
Speech Therapy
Language Team
CAMHS (Adolescent Outreach)
Tavi-LAC (First Step)
Educational Psychology
Inclusion Service
Exclusion Service

Foster Carers

'How to BE' tool Developed
School – Emotionally Friendly Classroom - 2012
Home – Emotionally Friendly Home - 2013
Clubs - Emotionally Friendly Clubs - 2016

Increasing Confidence & Strengthening Communication :



Across the Community

- Parents / Carers
 - School staff
 - Medical staff
 - CAMHS staff
 - Early Help
-
- Empowering parents/carers
 - Strengthening communication

Reinforcing Language & Message:

Cross Phase



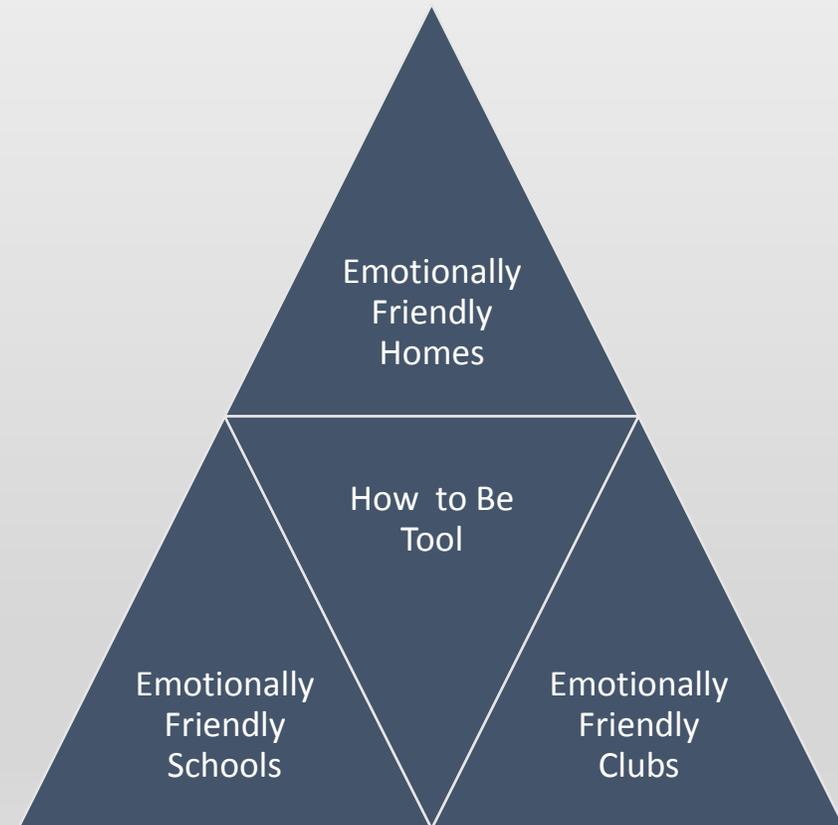
Empower Parents/Carers

- Reinforce language and concepts across phases
- 1 language
- 1 message
- Baby
- Toddler
- School-age
- SEND

How to Be Tool:

□ Creating Stable Bases

- School
- Home
- Structured clubs



How to BE Tool:



Aim:

- Simplicity
- Benefit all vulnerable children
- Influence individual relationships & organisational culture - school/classroom/home/club
- Provide a common language to facilitate sharing of information & ideas – home/school/club



How to BE with each other



Classroom & Home Culture



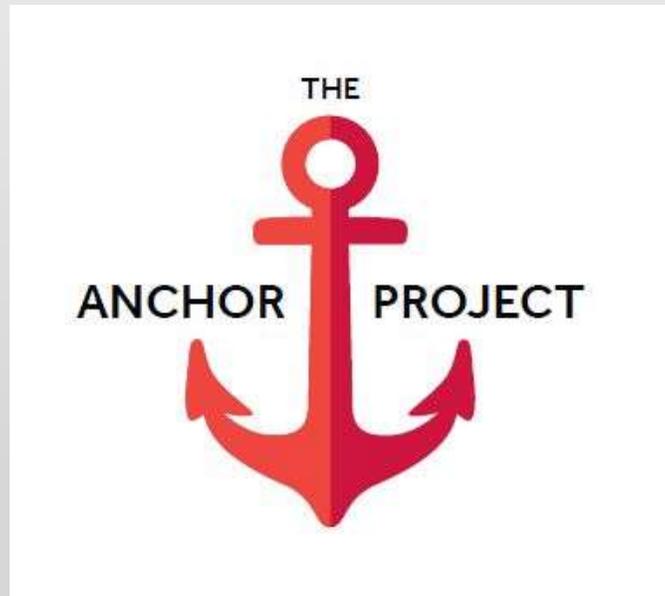
Club Culture



From Targeted to Universal:

April 2016

Attachment Aware,
Trauma Informed Practice



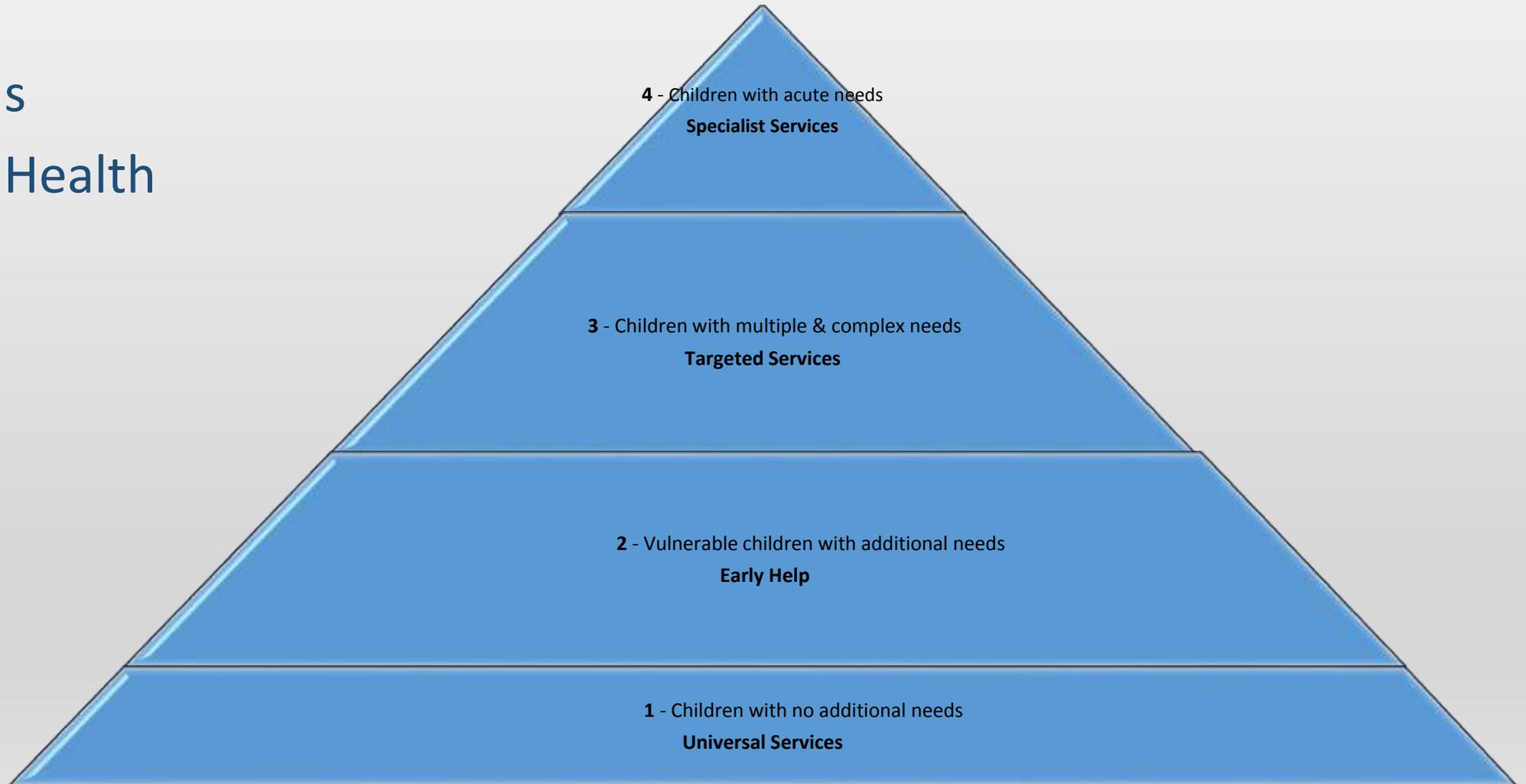
*Building Capacity
Linking things up*



Where in the Structure? Universal & Early Help:



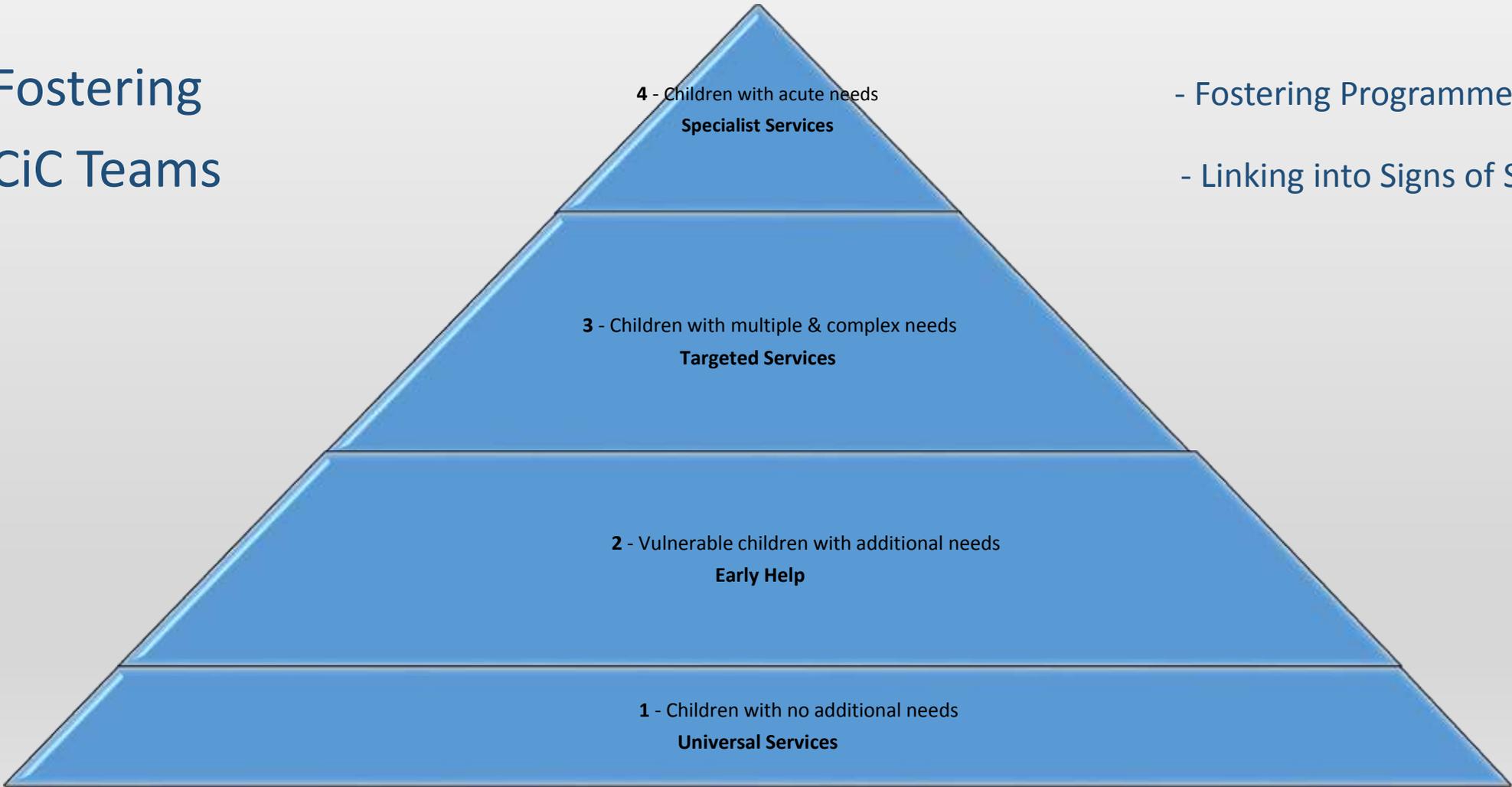
- Schools
- Public Health



Where else in the Structure?

Targeted Services:

- Fostering
- CiC Teams



- Fostering Programme
- Linking into Signs of Safety

Central Principle – Relational Model

Using Relationships in the Child's Network

For:

- Wellbeing for all
- Recovery from developmental trauma



• Good enough parenting model

- Significant relationships
- Not highly specialised
- Mindfulness around needs – soothing or stimulation?
- Knowledge of elements of relationship necessary



(as opposed to behavioural)



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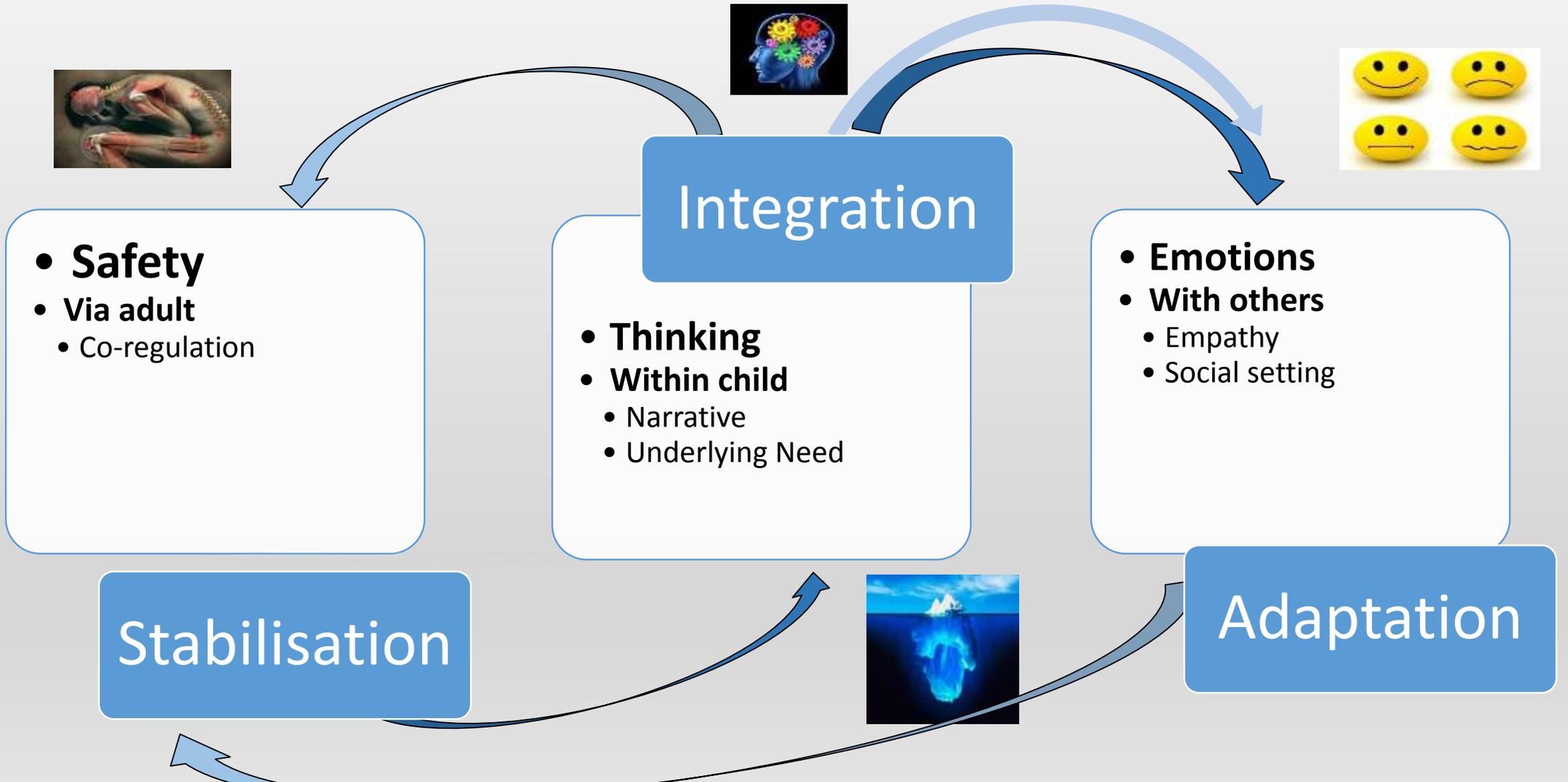
What that looks like – Establishing Safety:

- **SAFE PERSON**
 - Soothe or Stimulate?
- **SAFE SPACE**

- **HIGH EMPATHY**
 - Name the Emotion
 - Validate the feeling
 - Contain the Emotion
- **HIGH GUIDANCE**



Emotional Rebalancing Framework



Training needs to:

Influence...

- Policy
- Systems
- Practice

Facilitate...

- Information sharing
- Embedding into practice
- Understanding how to adapt practice for more complex children

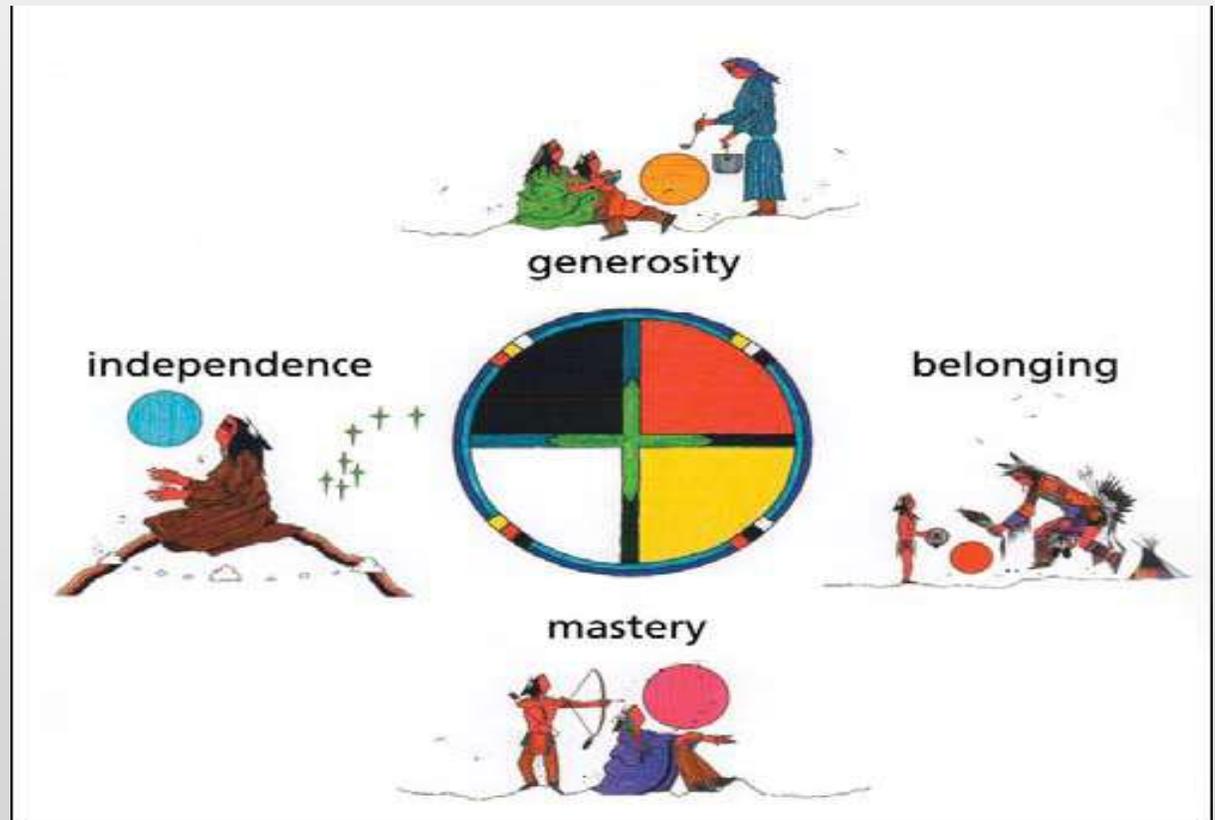


Resilience:

Circle of Courage

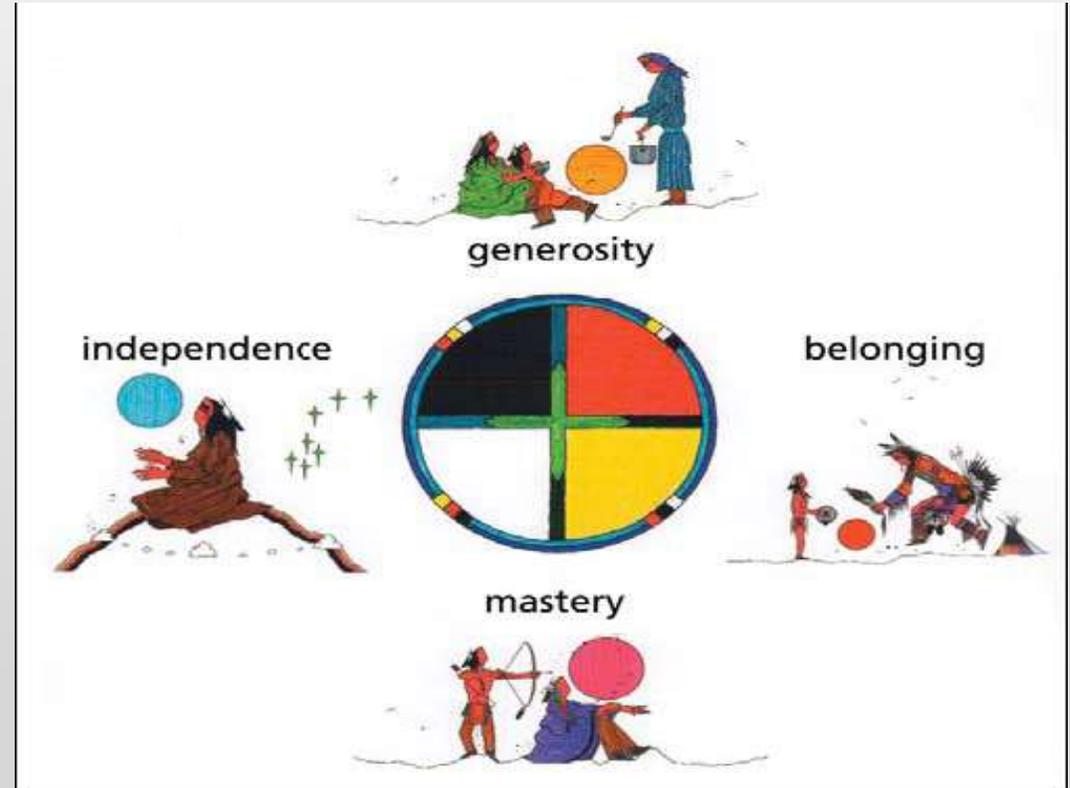
“Developmental needs are universal in all Cultures”.

Martin Brokenleg



How it could look for 6 year olds:

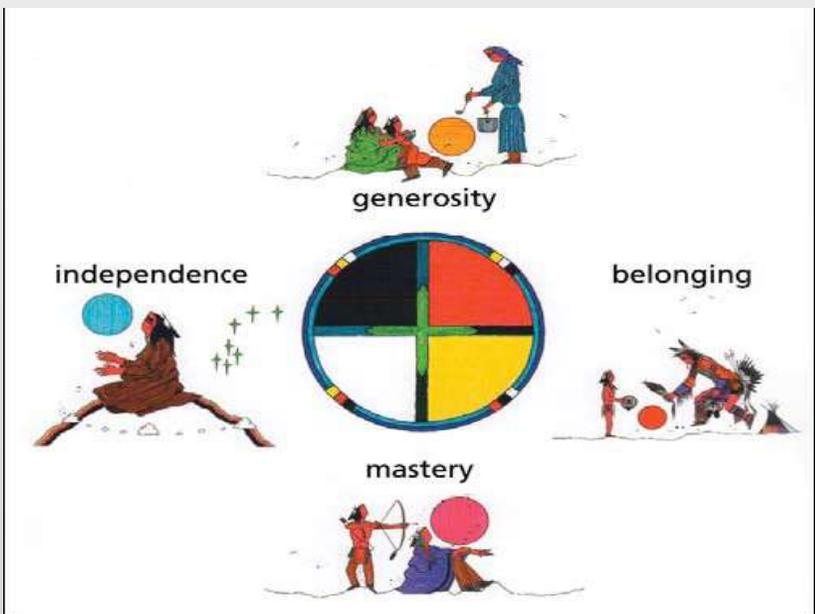
- We ask others to play if they seem lonely / *We can't say "You can't play" because everyone needs to belong*
- We help one another learn
- We are growing up and we are responsible
- We care about people



Application:

Responding to Needs:

Connect - Clarify – Restore



Assessment:

Think about...

- Where they connect?

- Interactions with school & learning?

- Levels of independence?

- Levels of generosity/interests in something bigger than themselves/ having a sense that they can influence something bigger than themselves?



Resilience Compass

How to Be Tool - Emotionally Friendly Clubs



Scenario - Almass

Almass loves football and she attends football club every week. She has two good friends who she regularly falls out with if they don't follow her rules. After she has a disagreement, she can take 20 minutes to calm down enough to rejoin the group.

Almass becomes very agitated if someone knocks into her when playing football or if she thinks she's made a mistake and regularly gets into situations of conflict.

She spends a lot of time around the club leader asking for things, for help, or to check what's happening next. She's particularly anxious 10 minutes before the end of the session.

- **Please look at the tool**
- **As a club leader, how would you use it to help Almass settle at your club?**
- **How helpful would this be to you as a club leader?**



In Summary

BRIC project enabled the articulation of a relational approach to resilience – conceptualising CONNECTED RESILIENCE

Transformation of local services and funding of training programmes have enabled the opportunity to operationalise this concept, and ensure that there is a common language and dialogue about a relational approach to resilience across the borough

How 2 BE offers the tools for implementation

Peer support and peer mentoring – examples of how to embed this thinking and practice

Any questions?

