

Welcome to a holistic look at what builds resilience for the young person in their world today



Introducing Tina



“I learnt empathy through helping my toddler. I started practicing how to control my emotions and how to speak to my teachers. My days at school started to go better and I didn’t get into so much trouble.”



Our session today

The aim of this session is:

- To share with you what Teens and Toddlers UK has found builds resilience in young people
- To recognise the value for young people of community engagement
- To provide you with some ideas and principles for building resilience in young people



Please note

This is not the Truth!
But our working hypotheses



To begin

Resilience is said to be

- Drive, tenacity and perseverance (ability to stick with tasks and see things through)
- Sense of Coherence
- Mental toughness or grit
- Enabling the student to develop the ability to cope with pressure and deal with adverse circumstances in a resourceful way
- Better equipped to face life and its challenges
- In a broad sense defined as a process whereby people bounce back from adversity and go on with their lives



I would add

- Ability to recognize one's responsibilities towards others and empathy
- Ability to understand one's strengths and opportunities for growth – building character strengths
- Social intelligence/competencies – identity and personal freedom
- Volunteering – serving others – community engagement



What is Teens and Toddlers?

Our Vision

A world where children and young people believe in their potential; where they contribute to society and society believes in them

Our Mission

We inspire young people from disadvantaged areas to succeed at school, in work and in their community. We do this by giving them the life skills and self-belief they need to understand who they are, who they can become and what they can achieve



What do we do?

Teens and Toddlers is an early intervention programme that pairs at risk teenagers with vulnerable children in a nursery setting to offer real-life experience of mentoring a small child and work experience - being a part of a team, having a responsible job to do, making a difference to another's life and to their community



What do we do?

The programme objectives are to support young people to:

- stay in school and fulfil their educational, employment and personal potential
- increase aspiration, self belief, resilience, life skills, and new positive life goals
- discover their inherent signature strengths and learn to apply these in their own lives, especially at school and in their community
- learn emotional literacy (self-reflection, self-management, awareness of others and social skills)



What do we do?

Classroom sessions affirming their character strengths and positive behaviour, applying their learning to:

- community and home life: peer relations, family relationships, community engagement and willingness to volunteer
- school: cognitive learning, engagement and enjoyment of learning, behaviour and attendance, aspirations and plans for the future
- self -efficacy: sense of coherence, resilience, communication and relational skills and life goals_emphasizing the capacity to actualize those goals
- healthy behaviour: attitudes to risk taking, sexual health, capacity for advice seeking, attitudes to being a teen parent. **(TINA)**



How do we build resilience?

MENTORING

‘Behind every successful person, there is one elementary truth: somewhere, somehow, someone cared about their growth and development . This person was their mentor’

(Dr Beverley Kaye, *Up is Not the Only Way*, 1997)



How do we build resilience?

1. Mentoring:

The quality of Relationships experienced are core to self esteem and well being

Think about 2 - 3 people in your life and career who believed in you, saw your potential (perhaps even before you saw it yourself) and reflect on the impact that they had on you. What did they do and be for you?

How did they help develop you?



Mentoring

- For developing resilience, mentoring schemes that provide exposure to valuable adult role models and older, more experienced people is important
- The young person will eventually internalise your positive role modelling – which becomes *positive self talk*, or self empathy
- Multi layered: facilitators to teens and teens to small child



Mentoring

- The power of careful observation and authentic positive feedback – again and again
- Building new and positive neural pathways
- Develop the capacity for self empathy – positive self talk



Building resilience

Drive, tenacity and perseverance (ability to stick with tasks and see things through)

Through mentoring a small child, learn the importance of working through difficulties and staying with adversity. The young child they are assigned to mentor usually has significant challenges to overcome which require the young person to be creative in finding ways to mentor them that addresses those challenges.



Building resilience

2. Trusting young people rather than controlling:

the power of expectations – we expect them to do well – we trust them – we don't see them as otherwise!

Armed with awareness of outcomes, choices & consequences...

In our programme, they are treated as a valuable part of the school team and trusted to perform well.

(TINA)



Building resilience

3. Respecting rather than judging

- Remove the label – *see Soul*
- Valuable & worthwhile - *simply because you exist*
- Plant the seeds of *self empathy*
- *“If you expect the best, you will get the best”*



Building resilience

4. Perseverance

- The Teens and Toddlers curriculum contains a session on delayed gratification, supporting the young people to identify both short term goals and also what is important for their future.
- An adaptation of the 'marshmallow experiment' is done so that they experience for themselves the benefits of reaping rewards through a sustained and focused process of showing up each week, committing to their small child and completing the regular tasks at hand.



Building resilience

5. Mental toughness or grit

Duckworth and Peterson (2007) define grit as perseverance and passion for long term goals and that it predicted validity of success measures over and beyond IQ.

Achievement of long term goals requires sustained and focused attention that perseveres and tenaciously addresses obstacles along the way.



Building resilience

- Young people, selected on the basis of risk of disengagement with education, often have endured chaotic lives, family discord and live in poverty and consequently, have developed a type of grit that has enabled them to survive in a chaotic world.
- This capacity can be reframed, transformed and channeled into more constructive and positive work on re-engaging with education in order to get what they aspire to from their lives



Building resilience

6. Volunteering

Serving others is transformative and healing

Community volunteer work helps build the skills and habits that all young people need for success in work and life – like teamwork, enthusiasm, resilience’

(BBC News)

(TINA)



Building resilience

- Our young people are volunteering their service in a nursery in a disadvantaged area with a small child who is in need of support
- A survey of our graduates showed that 81% wanted to do more volunteering activities



Building resilience

Serving others is transformative and healing

We all want:

- our life to mean something – to have meaning and purpose
- to feel that we belong
- to feel that our life matters and that we can make a difference in the world
- to love and to be loved



Building resilience

7. Providing an *experience* of their potential - of who they can become, as well as teaching them the tools and capacities to actualize this

It is our responsibility to show our young people how rich with potential they are and how much they have to contribute to the world.



Building resilience

7. Providing an *experience* of their potential - of who they can become, as well as teaching them the tools and capacities to actualize this

We want to form a partnership with the potential of each young person. We aim to become an ally for who they can become, perhaps who they really are from the start, until layers of difficult life experience have hidden their potential.



Building resilience

Providing an *experience* of their potential

Adolescence is a time of discovery and change, challenge and possibilities, a time when brain development is particularly active, a time when young people are being '*called*' to discover their gifts, character strengths and inherent talents



Building resilience

But, it is not only about uncovering potential

- the true value lies in supporting young people to form the capacity to ***actualise and express their potential.***
- We need to aim to build young people's awareness of their own uniqueness; encouraging new skills and capacities so that they can become resilient and have a sense of control over their lives and can positively engage with their communities.



Building resilience

The Teens and Toddlers curriculum unit on 'potential' aims to support the development of grit and perseverance

- *Young people explore human potential and are coached to recognize realistic aspirations*



Building resilience

This is learned through exploring what they believe the potential to be of the small child they are mentoring, followed by a lengthy inquiry into what conditions and support would be required for that small child to actualize their potential as well as what qualities and talents would need to be developed.



Building resilience

The focus is then shifted towards the young people themselves – their aspirations for the future and their sense of their own potential (character strengths, unique qualities and passions). They look at the short, medium and long term conditions and support they will need to reach their aspired goals.



Building resilience

- *Using their relationship with the small child they are mentoring as a precursor to looking at their own development provides a safe and congruent way of understanding, before the application of the learning to self.*

(TINA)



Building resilience

- *In the Teens and Toddlers session on 'Your Life, Your Dream' young people learn to build on existing strengths using self-management and to develop an action plan to reach their goals.*
- *Important in this process is recognizing how current life choices impact the future.*



Building resilience

- *The curriculum also aims to enable young people to identify ways to self-motivate as well as new behaviours to reach their goals.*
- *One session, entitled ‘Getting More of What you Want’ specifically focuses on applying the learning so far to school behavior, engagement and attainment; identifying what has worked well and recognizing how behavior and attitude can support learning at school.*



A Vision for young people

Principles of a Potential Orientated Way



**Empowering rather than
minimizing/fixing**
(Inner Freedom)



Hypotheses underlying a Transpersonal Approach

Inner Freedom

- No chart on the wall that tells us what a healthy, fully functioning teenager should be like – a normative chart
- *Developmental task: skill of self reflection, choices – consequences and outcomes*
- *Skill for all arenas of life*



A Vision for young people

Principles of a Potential Orientated Way

Understanding that young people are values driven



A transpersonal approach

- Wisdom is within – acorn theory
- Life events have meaning and purpose
- There is an evolutionary process – a reasonable ‘bet’
- Potential reveals itself slowly



Characteristics of a transpersonal approach



- A focus on potential
- A focus on values
- A focus on eliciting information (inner knowing)
- A focus on empowerment
- A focus on holistic approach to learning (mind, body, emotions, spirit)

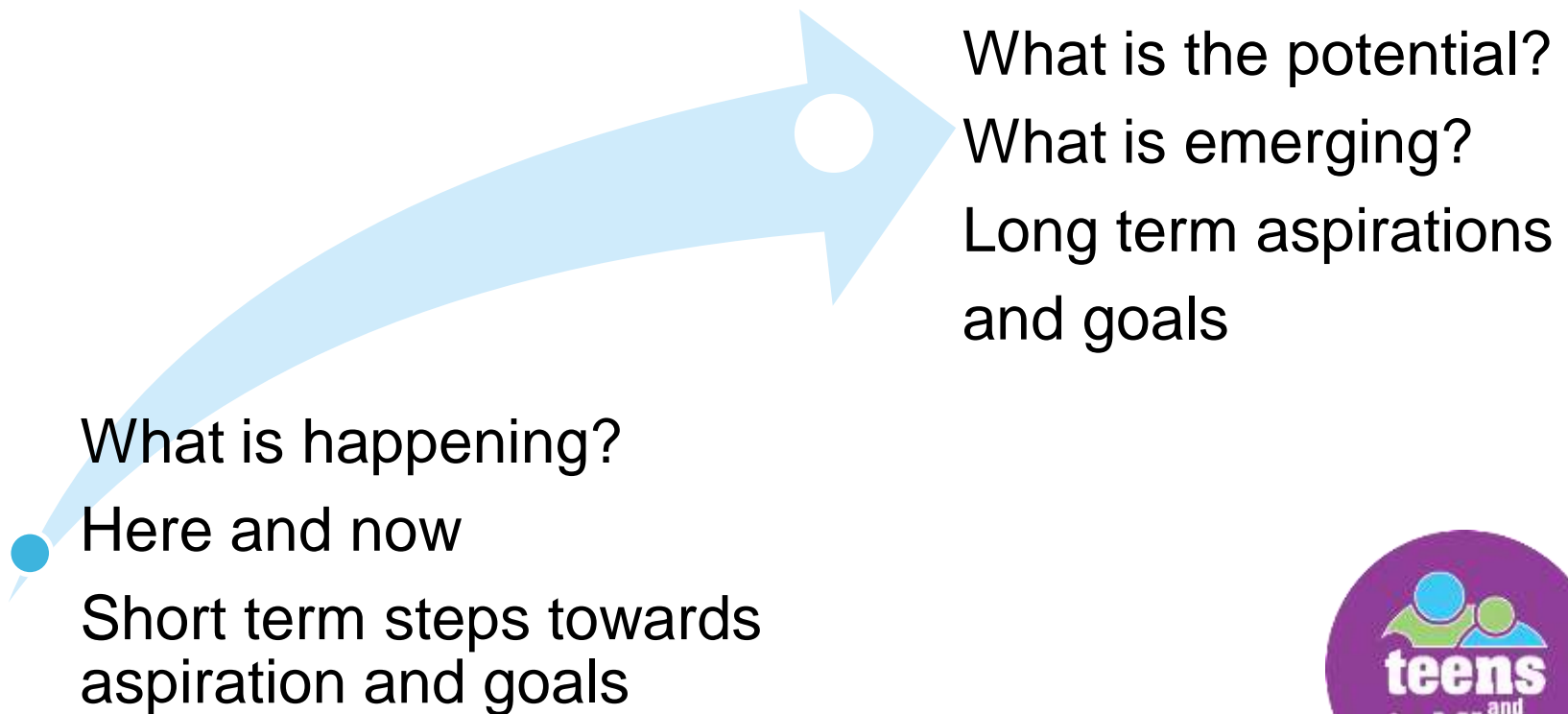


Exercise

- Perception
- Experience of Looking



Bi-focal vision



Bi Focal Vision

Using a bi-focal approach

Rather than fixing:

- What can the young person learn from this difficulty?
- How can I turn this into a learning experience, or a step forward?
- What is the creative possibility contained within this difficulty?
- What POTENTIAL is trying to emerge?



Building resilience

Building their social capital

The programme also focuses on future goals for careers and emphasis is placed upon *what the young person would need to do/be in order to fulfill their career aspirations* – building their social capital.



Building resilience

Building their social capital

The relationship that develops between young people and their facilitators embodies a positive relationship with significant adult role models.

Where possible, graduates join the Teens and Toddlers corporate mentoring scheme, being mentored by volunteer professional people who support their development with attention to CV writing, presentation skills and increase their social networks.



Theoretical Model

Self Awareness

Self Awareness

- **Self awareness as central concept**
- **Represents how the programme works**
- ***Self awareness is the ability to know your potential, your strengths and challenges***
- **Teens and Toddlers promotes self awareness through enhancing interpersonal relationships, promoting self acceptance and enhance achievement of personal goals**



Theoretical Model Self Esteem



- ***a positive or negative attitude toward a particular object, namely, the self***
- **a feeling that one is good enough and a positive sense of one's value as a person.**
- **relates closely to life satisfaction and well-being and may be regarded as an outcome of success and having positive social relations**



Theoretical Model Self Efficacy



- **the belief in one's ability to execute courses of action to achieve desired results**
- **self-efficacy predicts performance in education, work and a wide variety of other domains.**
- **individuals with higher levels of self efficacy are often highly conscientious individuals, who are, by definition, persevering and hardworking.**



Theoretical Model Cognitive Decision Making



- *the process of choosing a course of action from two or more alternatives while in the midst of pursuing one's goals.*
- **decisions are more consistent, which often leads to less risky behavior.**
- **ability to consider the impact and consequences of decisions on own lives, the lives of others, and society.**



Core elements in how T&T works



- An evidence based approach (psychological)
- Self Awareness:
 - Promotes Self Esteem
 - Correlates with greater cognitive ability (decision making, problem solving)
 - Promotes Self Efficacy



Peer relations, parents, etc.

School engagement, academic achievement

Community + Home Life

School

Self Esteem

Decision making

"I feel good about who I am"

"I make better decisions"

Self Awareness

Self Efficacy

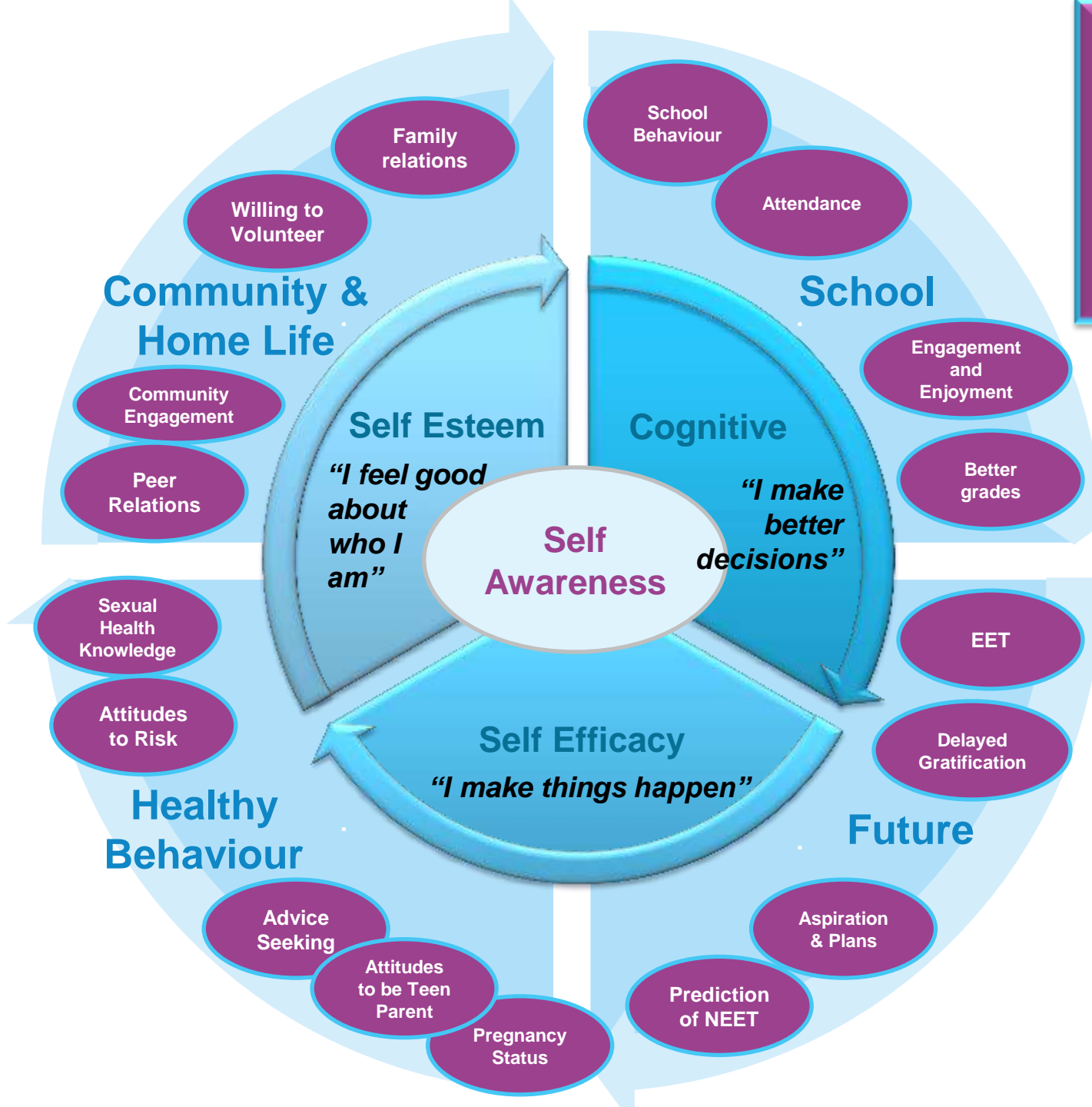
"I am confident I can make things happen"

Healthy Behaviour

Future

Exploring /risky behaviours

Aspirations and future behaviours



Supporting young people to have positive and sustained destination

Impact Outcomes

Retrospective tracking from 14 – 20 years:

- 95% still in education, employment, training

Pre and post intervention self reported and teacher perception

- 1.9% teenage conception
- 89% more aware risky behaviour choices
- 85% more confident to achieve goals
- 92% more make better decisions
- 88% more aware consequences of actions
- 67% better relationships with family



THANK YOU!

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