

# Blackpool's Resilience Journey

A Project Model



**BIG  
LOTTERY  
FUND**

# **HEADSTART**

**Raising the resilience of young people  
aged 10-14 to prevent them developing  
mental ill health in the future**



Part of the Big Lottery Fund's Fulfilling Lives programme - aimed at raising the resilience of young people aged 10-14 to prevent them developing mental health conditions in the future

- *1 of 12 areas identified to deliver the programme*
- *Stage 2 , £500,000 funding to develop and implement an 18 month pilot project.*
- *Stage 3 will give access to 10 million over a 5 year period*
- *Young people's Advisory Group advise and direct the Steering group*



# Resilience Research

- Wave 1
  - What factors do certain individuals have to enable them to overcome adversity?
- Wave 2
  - How do we understand context-dependent and development-dependent resilience?
- Wave 3
  - How do we intervene to foster resilience?
- Wave 4
  - Systems, epigenetic, neurobiological influences
- Wave 5
  - Working to reduce adversity

# Key Ideas

- Individuals are resilient if they are managing adversity
  - Not a simple personality characteristic

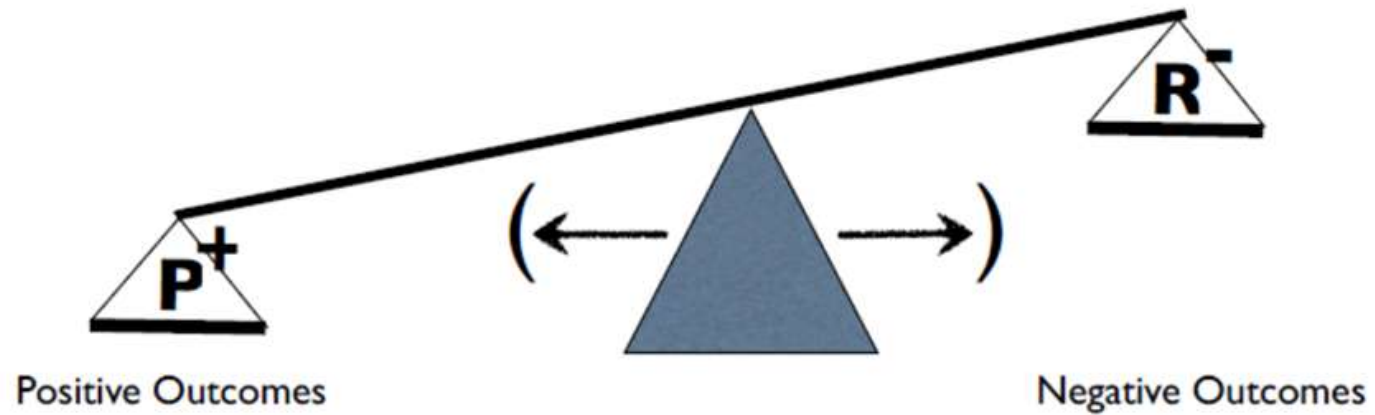
‘Resilience is an emergent property of a hierarchically organized set of protective systems that cumulatively buffer the effects of adversity and can therefore rarely, if ever, be regarded as an intrinsic property of individuals.’ (Roisman, Padrón et al. 2002: 1216)

The use of the term ‘resilient children’ is therefore to be avoided because it implies a within-child attribute and thinking of resilience in this way carries the implication that there are children who are ‘non-resilient’. This is tantamount to blaming the victims of adverse circumstances for their difficulties, for not having enough of the right personal qualities (Schoon, 2006).

# Key Ideas

- A dynamic interaction between individual and environment
  - Domain specific
- An interplay between Risk & Protective factors
  - Not directly causative
  - Factors cumulative in nature
  - SEL as ‘special’ protective factor – capacity building

# Frameworks Model

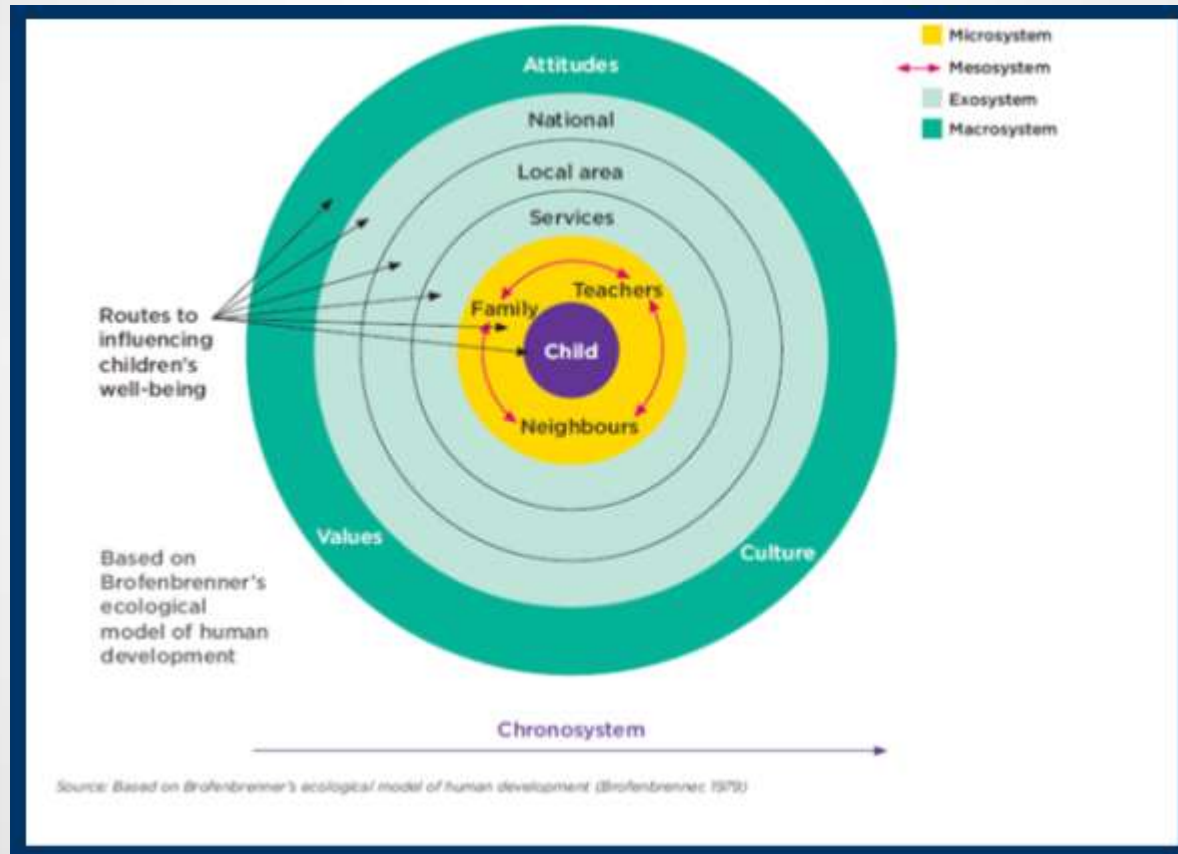


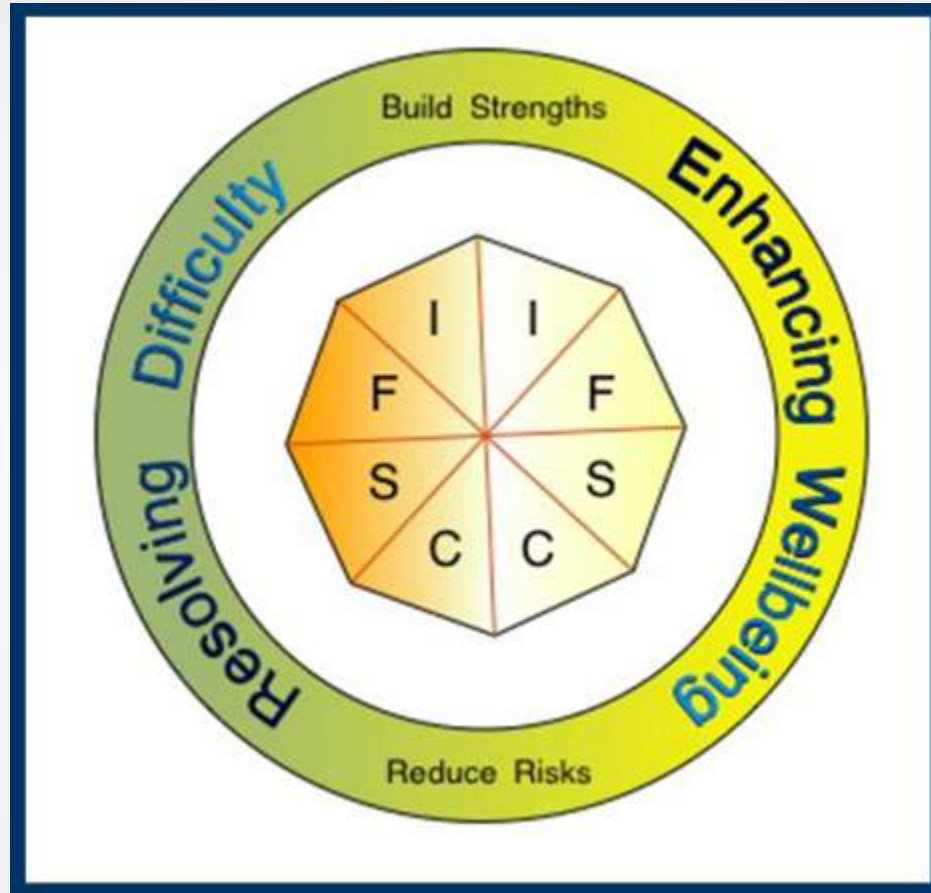


Resilient moves: ‘The kinds of things we need to make happen (e.g. events, parenting strategies, relationships, resources) to help children manage life when it’s tough. Plus ways of thinking and acting that we need ourselves if we want to make things better for children.’

Aumann, K & Hart, A. (2009). Helping children with complex needs bounce back: Resilient Therapy for parents and professionals. London: Jessica Kingsley.

# Headstart Resilience Model





Resolve Difficulty	Enhance Well-Being
<p>Programmes to achieve change at the individual level ...</p> <p>Individual Pupil Targeted Pupils Universal (All)</p>	<p>Programmes to enhance well-being at the Individual level ...</p> <p>Individual Targeted Universal</p>
<p>Programmes to achieve change at the Family level ...</p> <p>Individual Family Targeted Families Universal (All)</p>	<p>Programmes to enhance well-being at the Family level ...</p> <p>Individual Targeted Universal</p>
<p>Programmes to achieve change at the School level ...</p> <p>Individual Pupil Targeted Pupils Universal (All)</p>	<p>Programmes to enhance well-being at School level ...</p> <p>Individual Targeted Universal</p>
<p>Programmes to achieve change at Community level ...</p> <p>Individual Pupil Targeted Pupils Universal (All)</p>	<p>Programmes to enhance well-being at Community level ...</p> <p>Individual Targeted Universal</p>

Resolve Difficulty

Enhance Well-Being



Increased likelihood of work with  
Individuals or groups

Increased likelihood of work with  
groups or universal population

# Resilient Intervention Planning Tool

**Resolve  
Difficulty  
&  
Remove  
Adversity**

What support exists or could be created for individuals and targeted groups?

E.g. Individual therapeutic work

What support exists or could be created for individual and targeted families?

E.g. Parenting groups

What changes could be made at school level to support individual and targeted populations?

E.g. Teaching playground games at lunchtimes

What changes could be made at community level to support targeted populations?

E.g. Programmes to resolve gang conflict

What could be provided to enhance the well-being of universal and targeted populations?

E.g open access stress management programmes

What could be provided to enhance the well-being of universal and targeted families?

E.g. Family Fun Days

What could be provided at school level to enhance the well-being of universal and targeted populations?

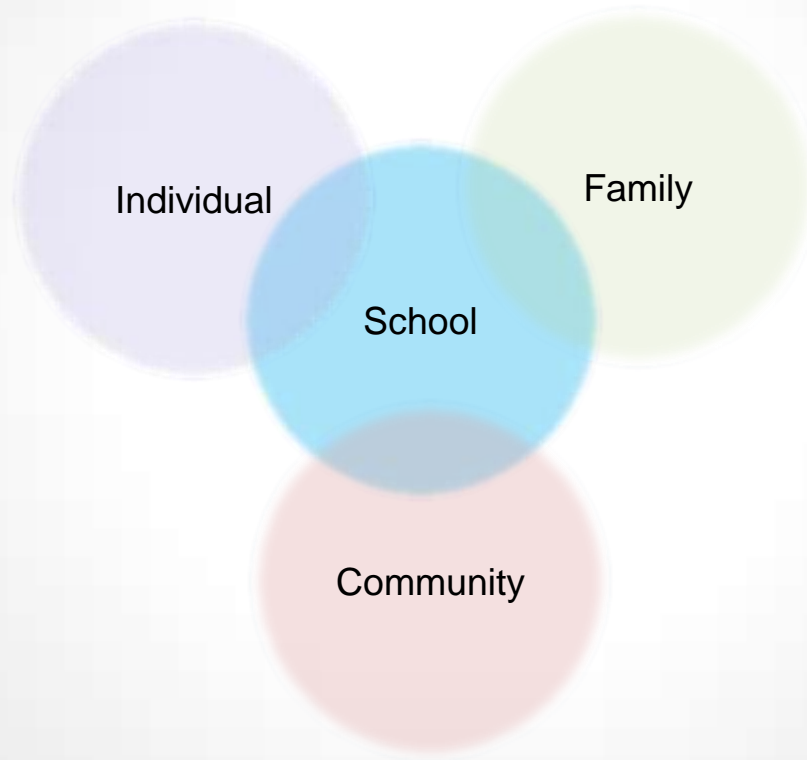
E.g. Programme of Girls' Groups

What could be provided at community level to enhance the well-being of universal and targeted populations?

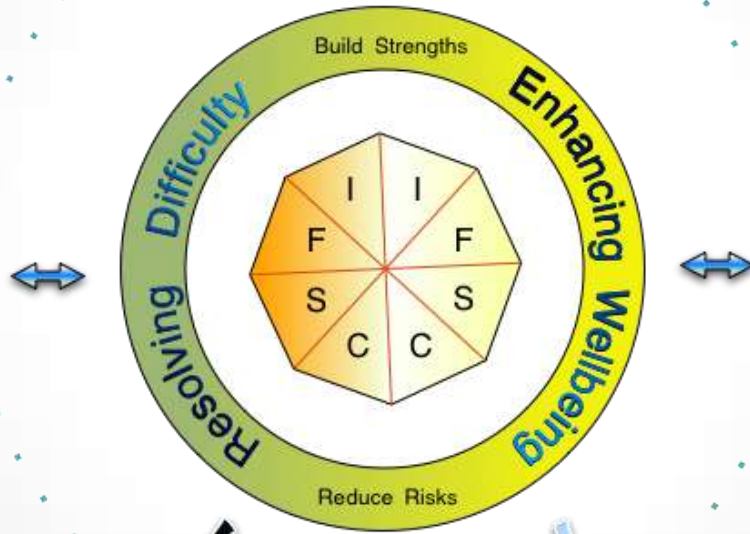
E.g. Extended community centre provision

**Enhance  
Well-Being**

# Schools: Special Facilitator Role

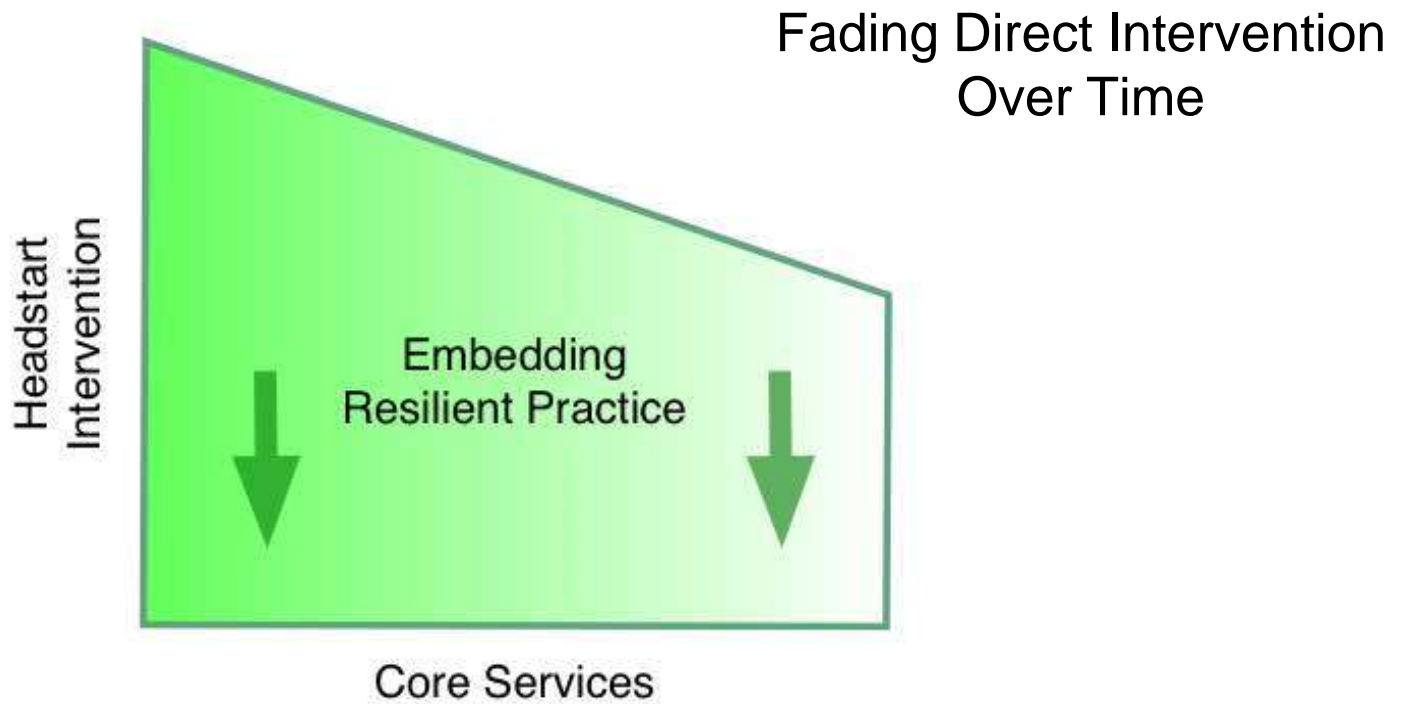


National Policy

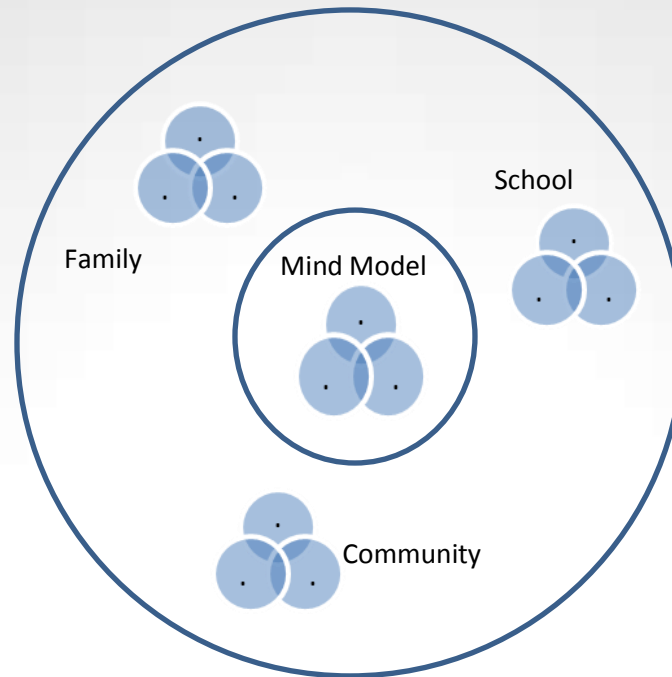


Local Policy





# Golden Threads



## Achievement

Academic/social sense of achievement

Strengths focus  
Support & encouragement  
Vision and hope for the future

Social & Emotional learning programmes  
SAFE structure

## Relationships

High-quality pupil/teacher relationships  
Strong home-school links

Relationships

Achievement

Autonomy

## Autonomy

Pupil involvement & voice  
Personal goal-setting

Environment

Safety

## Safety

From physical harm  
From social harm

## Environment

Orderly, attractive, well-maintained  
Predictable - roles/procedures/expectations

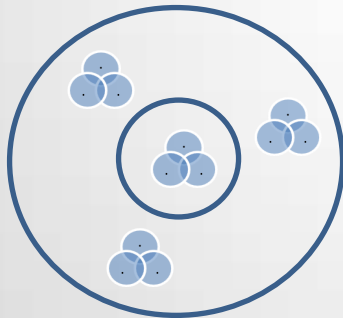


“Resilience  
Conversation”

# WH Questions

Intervene (in) Family	Intervene (with) Young
Programmes to achieve change at the individual level... Individual Pupils E.g. Individual therapy Targeted Pupils Universal (all)	Programmes to enhance well-being at the individual level... Individual Targeted Universal
Programmes to achieve change at the family level... Individual family Targeted families E.g. Parenting programmes Universal (all)	Programmes to enhance well-being at the family level... Individual Targeted Universal
Programmes to achieve change at the school level... Individual Pupils Targeted Pupils E.g. Teaching children to games at lunchtimes Universal (all) E.g. Support after the school and regarding mental health	Programmes to enhance well-being at school level... Individual Targeted Universal E.g. Programme of 'Buddy' groups Universal E.g. Asset embedded, NICE quality improvement
Programmes to achieve change at community level... Individual Pupils Targeted Pupils E.g. programmes to reduce gang conflict Universal (all)	Programmes to enhance well-being at community level... Individual Targeted Universal E.g. Positive activities programmes

**Where** is change to be focused? Particular emphasis on working with both individual and environment & enhancing well-being as well as resolving difficulty. Areas of potential focus include individual, family, school and community, with individual, group or universal populations in mind.



Having selected a focus area for change, **what** (on the basis of resilience research) should be addressed?

The elements for individual (adult and YP), family, community and school represent our 'Golden Threads'.

## **How?**

### **(Part 1)**

**How** will the particular change be carried out?

Which particular theory/intervention will be adopted?

### **(Part 2)**

**How** will we work as individuals on the Headstart team?

This is the area of values such as co-production and reflective practice which may arise from areas of thinking other than Resilience theory.

## **Who?**

**Who** will carry out the work?

Which community, team or individual, both in and outside the Headstart project?

# Future Challenges

- Visionary goal: for all Blackpool services to be using a/the resilience model
  - To be promoting well-being as well as resolving difficulty
  - To be reducing risk and building strengths
  - To actively reduce adversity
  - To *build-on* strengths in a solution-focused way
  - To co-produce change with CYP and their families



