



FRIEND FOR LIFE



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The role of supportive adults in building resilience for young people – learning from literature and the Friend for Life project

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What does friendship mean to you?



Pictures from:

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Why Friendship is Important

- Important for child development
- Supports mental health and skills development
- Increased access to resources and support
- Especially important for Our Children



Clayden & Stien, 2005; McAuley & Davis, 2009, Stanley, 2007



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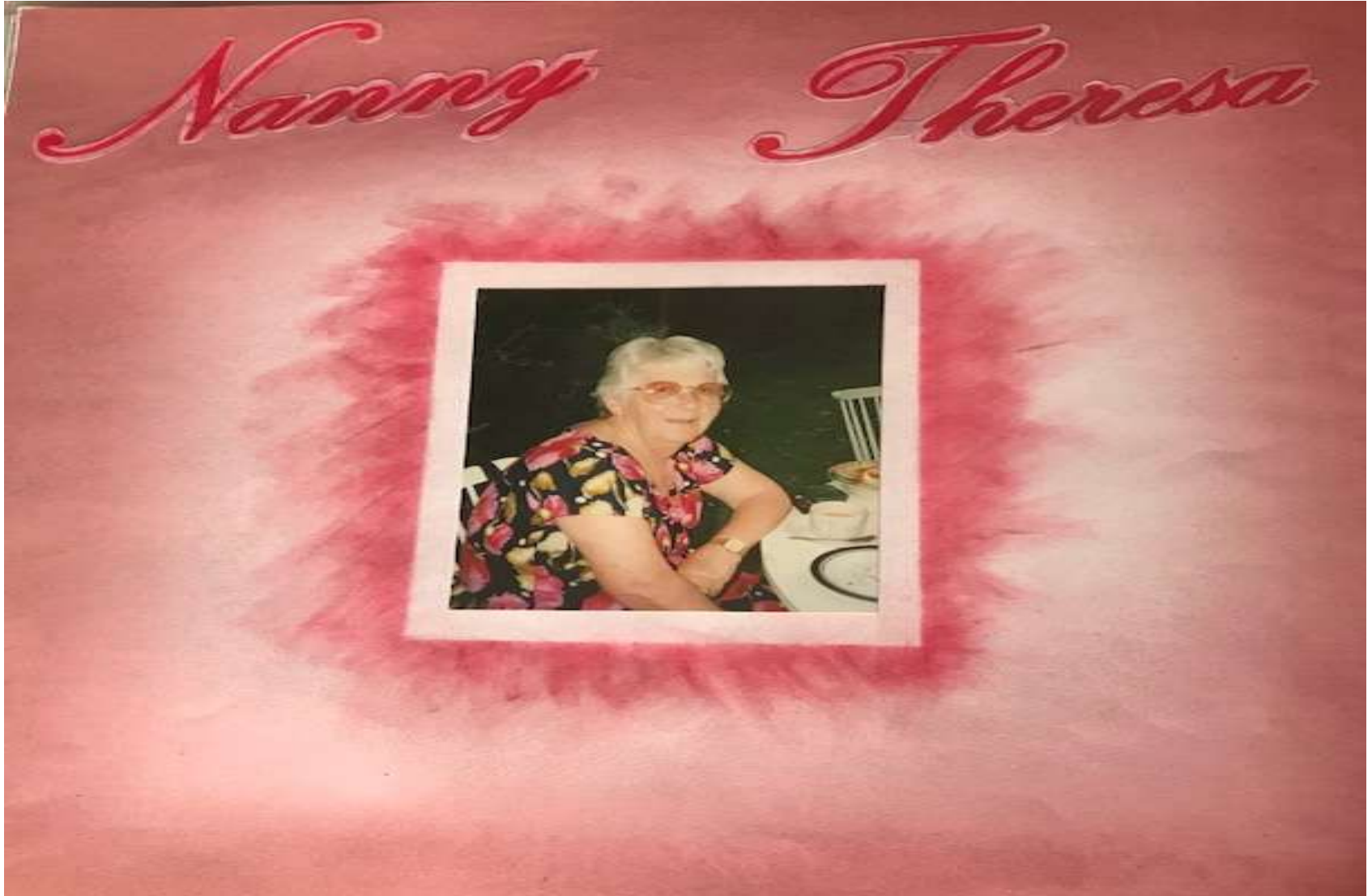
Importance of Significant Adult

- Protective factor
 - Supports mental health
 - Improves skills
 - Increases access to resources
 - Role model & Identity



Hart et al., 2007; Hart, 2012; Rutter, 1985

Significant Person in Our Lives



Friend For Life

Original concept developed by Professor Angie Hart



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	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
	Enough money to live	Help child/YP understand their place in the world		Engage mentors for children/YP	Being brave
		Tap into good influences	Solving problems		
	Being safe	Keep relationships going	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know her/himself
	Access & transport	The more healthy relationships the better		Fostering their interests	
		Take what you can from relationships where there is some hope		Help the child/YP to organise her/himself	Calming down & self-soothing
	Healthy diet	Get together people the child/YP can count on	Remember tomorrow is another day		Foster their talents
	Exercise and fresh air	Responsibilities & obligations		Highlight achievements	
		Focus on good times and places			
	Enough sleep	Make sense of where child/YP has come from	Develop life skills		Lean on others when necessary
	Play & leisure	Predict a good experience of someone or something new			
Being free from prejudice & discrimination	Make friends and mix with other children/YPs	Have a laugh			
NOBLE TRUTHS					
ACCEPTING	CONSERVING	COMMITMENT	ENLISTING		



What is Friend for Life?

- 'Our Children' – ages 10-12 in the care of Blackpool Council
- A volunteer trusted adult
- Fun & friendship
- Raise resilience



Training and Support

- Recruitment
- Matching
- Training
- Supervision
- Friendship Activities



Friend for Life Game





[Friend for Life Video](#)



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RESILIENCE FRAMEWORK

Basics



Good Housing



Money to live



Being safe



Transport and getting to places



Healthy diet



Exercise and fresh air



Enough sleep



Play and hobbies



Not being judged

Belonging



Find somewhere you feel like you belong



Find your place in the world



Spend time with good people and in good places



Keep relationships going



More healthy relationships the better



Take what you can from relationships where there is some hope



Get together with people you can rely on



Responsibilities & obligations. For example: looking after your brother/sister or going to school



Focus on good times and places



Understand what has happened in your life



Predict a good experience of someone or something new



Make friends and mix with other people

Learning



Make school or college work as well as possible



Engage mentors



Plan out your future



Organise yourself



Highlight achievements



Develop life skills

Coping



Understand right from wrong



Be brave



Solving problems



Focus on the good things in life. Put on your Positivity Glasses!



Find time for your interests



Calming down and making yourself feel better



Remember tomorrow is another day



Lean on others when necessary



LOL Have a laugh

Core self



Instil a sense of hope



Understand other people's feelings



Know and understand yourself



Take responsibility for yourself



Find time for your talents



There is existing help and solutions for problems, use them

Noble truths



Accepting



Conserving



Commitment



Enlisting

RESILIENCE FRAMEWORK

Basics



Have a place to live



Have some cash



Be healthy



Have some way to get to school



Healthy food



Have a safe place to go



Enough sleep



Swimming



Walking/cycling

Belonging



Find somewhere you feel like you belong



Find your place in the world



Spending time with good people and in good places



Have relationships going



Being friendly



Have relationships where there is some trust



Get together with people you can rely on



Experiences & adaptations for getting on in the world



Focus on good times and places



Understand what has happened in your life



Provide a good experience of someone or something new



Make friends and this with other people

Learning



Make school or college work as well as possible



Engage mentors



Plan out your future



Organize yourself



Highlight achievements



Develop life skills

Coping



Understand right from wrong



Be brave



Solving problems



Focus on the good things in life. Put on your Positivity Glasses!



Find time for your interests



Calming down and making yourself feel better



Remember tomorrow is another day



Ask for help when necessary



Have a laugh

Core self



Have a sense of pride



Understand and accept your feelings



Be kind and understanding



Take responsibility for your part



Find time for your interests



Remember tomorrow is another day



Ask for help when necessary

Noble truths



Accepting



Conserving



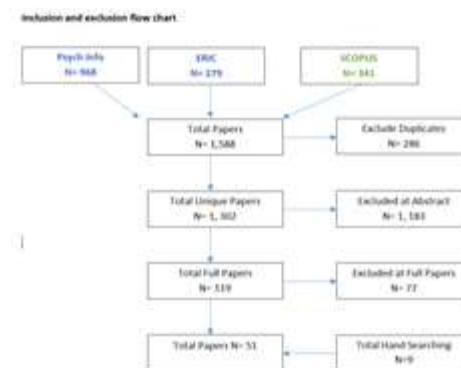
Commitment



Enjoying

Literature Review: Process & Inclusions/Exclusions

- Reviewed 1,588 abstracts (paper summaries)
 - Young people <18
 - Community-based
 - Youth reported outcomes
 - Psychosocial
(mental health, resilience, social capital)
 - Other outcomes noted
- Included 51 papers from 11 countries



Literature Review: Findings

- N=28 structured mentoring papers
 - Advocates to Successful Transition to Independence (ASTI) (N=1), Big Brother Big Sister (N=11), Boys to Men (N=1), Friends of the Children (N=2), Grand Mentor Program (N= 1), Independent Visitor Programme (N=1), Mentor Foundation (N= 1), Nightingale Project (N=1), Perach (N= 2), Project Connect (N= 1), PROMISE (N=1), The Recreation Mentor Program (N= 1), World Vision Mentoring Project (N= 2), Cross Programmes (N=2).
 - Improves a range of youth outcomes, most important for youth 'at-risk'
- N=23 natural mentoring papers
 - Improves a range of youth outcomes. All youth benefit from increased activities and safe-spaces/opportunities for natural relationships to form.

Literature Review: Recommendations

- Research supports the principles of Friend for Life;
 - Once relationships form, they are often long-lasting;
- 'At-risk' youth may benefit most if the adversity they experience is separation from birth family;
 - Improvements surrounding psychosocial outcomes primarily;
 - Mentor type, training, consistency important;



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Evaluation Plan

- PhD research to evaluate Friend for Life
 - Considers outcomes on:
 - Our Children;
 - Adult Friends;
 - Programme staff;
 - Wider community;

Supervised by Prof Angie Hart,
Dr Suna Eryigit-Maszwamuse,
Dr Patricia Castanheira



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What knowledge have we gained so far ?



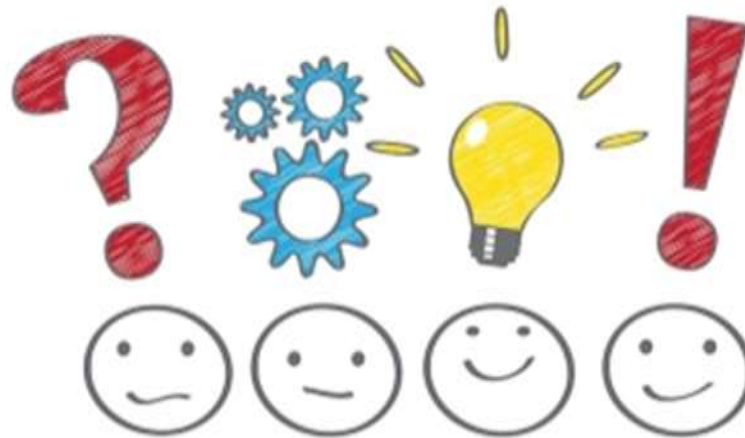
Want to get involved?

- Be a Friend for Life
- Support the project
- Be positive and brave!
- Be part of the research



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Any Questions?



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Further Reading

- The Care Inquiry. Making not Breaking: Building Relationships for our Most Vulnerable Children. Launched in the House of Commons on 30 April 2013
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Accessed 10.10.2017
- Hart, A., Blincow, D. & Thomas, H. 2007. Resilient Therapy: Working with Children and Families.
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- Hart, A., Blincow, D. & Thomas, H. 2007. Resilient Therapy: Working with Children and Families

Further Reading

- Hanson, E. and Holmes, D., 2014. That Difficult Age: Developing a more effective response to risks in adolescence. Dartington: Research in Practice.
- McAuley, C., & Davis, T. (2009). Emotional well-being and mental health of looked after children in England. *Child & Family Social Work*, 14(2), 147-155.
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<http://www.legacyproject.org/guides/intergenbenefits.html>
- Rutter, M. (1985). Resilience in the face of adversity: Protective factors and resistance to psychiatric disorder. *The British Journal of Psychiatry*, 147(6), 598-611.
- Stanley, N. (2007). Young people's and carers' perspectives on the mental health needs of looked-after adolescents. *Child & Family Social Work*, 12(3), 258-267.



FRIEND FOR LIFE

If you would like to find out more please come along to our

Information Evening

Friday 6th July 5:30-7 pm

Whitegate Manor, 261 Whitegate Drive, Blackpool FY3 9JL

Email: friendforlife@blackpool.gov.uk to reserve a space



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