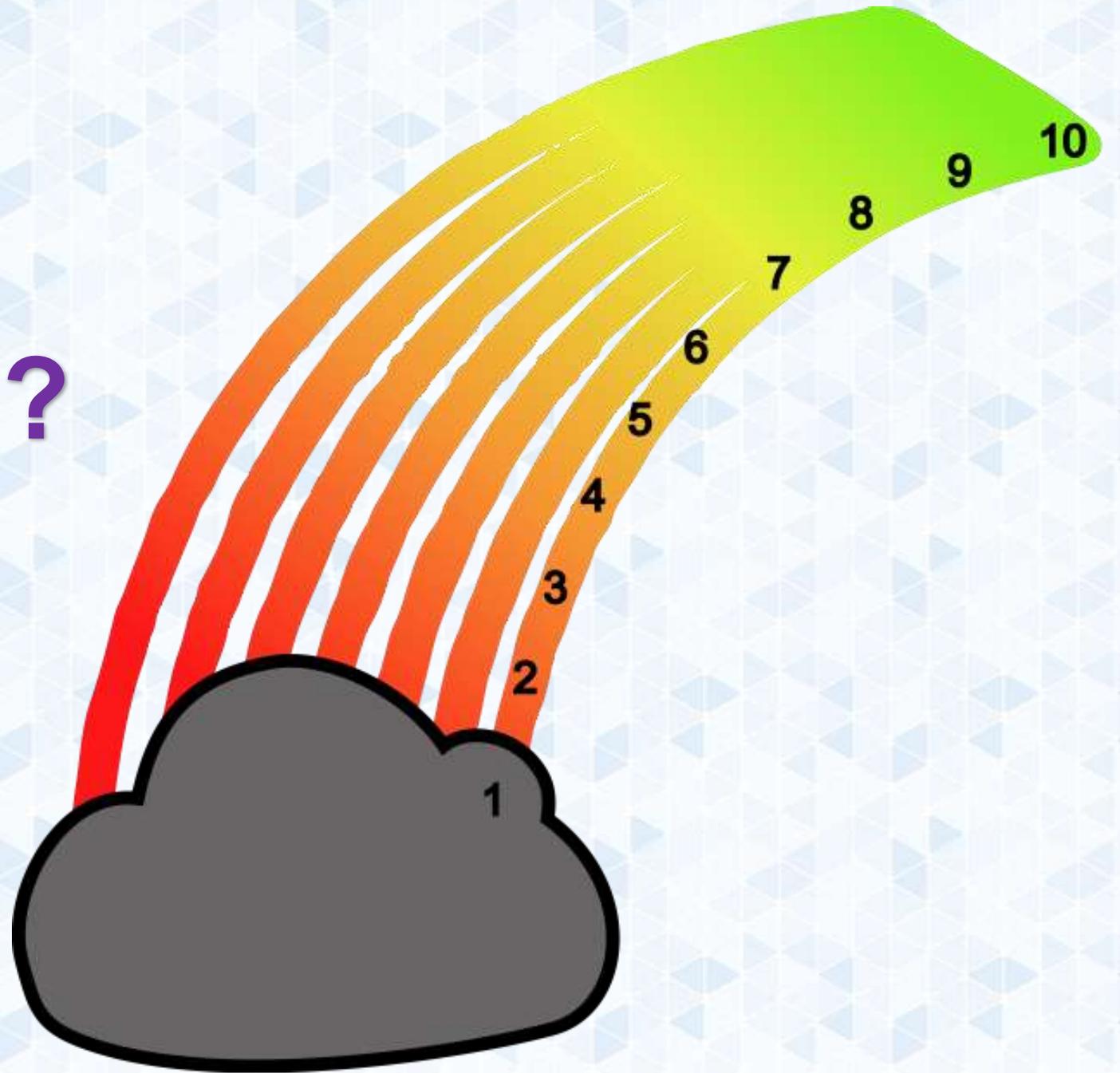


Merseyside Youth Association RAISE TEAM

Tony Niemen & Leigh Horner



How are you?



BASICS		BELONGING		LEARNING		COPING		CORE SELF	
I have a good place to live.	I feel that I belong.	I know my place in the world.	I like school.	I understand the need for boundaries and rules.	I believe in myself.				
Me and my family have enough money to live.	I know what things are good for me.	I can keep friends.	I get on well with teachers and people who help.	I can be brave.	I try to empathise with others.				
I feel Safe.	I recognise my healthy relationships.	I am able to maintain and keep good relationships.	I think about my future plans.	I like to make the most of the things that interest me.	I am self-aware.				
I travel to where I need to go.	I have friends who support me.	I know my responsibilities and what is expected.	I like to plan what I am going to do.	I can see things from another point of view.	I am responsible for myself and my actions.				
I eat healthy food.	I have good memories from my past.	I know about my history and where I am from.	I am proud of my achievements.	I can calm down when I need to.	I have talents.				
I have fresh air and exercise.	I like to try new experiences.	I can mix with others and make friends.	I aim to develop my skills and qualities.	I can start again because I know tomorrow is another day.	I have someone to talk to when I am unhappy.				
I sleep well.				I know how to have a laugh.	I get medical help when I need it.				
I play and socialize with others.									
I see that we are all equal.									
NOBLE TRUTHS									
ACCEPTING		CONSERVING		COMMITMENT		ENLISTING			

BASICS ?



Good enough housing



Enough money to live



Being safe



Access to transport

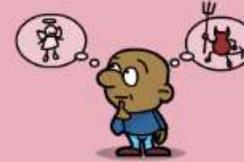
BELONGING ?



Find somewhere for the child/YP to belong



Help child/YP understand their place in the world



Tap into good influences



Keep relationships going

LEARNING ?



Make school/college life work as well as possible



Engage mentors for children/YP



Map out career or life plan



Help your child/YP to organise her/himself

Bounce Back Cards



Pick a card and discuss on tables

Resilience- Bounce Back

Aims of the course

- To understand the definition of resilience.
- To understand the impact that resilience has in our every day lives
- Consider varied responses on an individuals Mental Health
- To introduce & explore the Resilience Framework
- To explore the balance scale between risk and resilience and the affecting factors





R

Recognise the signs and symptoms

O

Ask **Open** questions
(try to spot the BIG thought)

A

Access Support, Services & Self-care

R

Build **Resilience**

Prior to the ROAR Course, only 36.4% of delegates agreed that they felt equipped to support the mental health and emotional well being of their children, but after the course, 100% of delegates stated they now felt equipped to do so.

When asked about their confidence to talk about mental health to staff, parents & carers and children they reported the following:

Talk to staff: before the course, 63.7% said they felt between a 7-10 out of 10 confident to talk to staff about mental health, but after the course, this risen to 100%.

Talk to parents/carers: Before the ROAR course, only 36.4% of delegates said they feel a 7-10 out of 10 confident to talk to parents/carer about mental health, and after the course this increased to 72.8%.

Talking to children: Before the course, 54.6% of delegates reported feeling between a 7-10 out of 10 confident to talk to children about mental health, but after the ROAR course, this risen to 100%.

100% of delegates that attended the ROAR Course trail said they would highly recommend this to their colleagues. LLP funded a second place in every primary school, with this now branching out to university's, with ROAR Essentials: Students Edition.

Temitope Fatoki

Faculty of Education, Health and Community, Liverpool John Moores University, Tithebarn Street, Liverpool, L2 2ER

Abstract

Current reports identify that nearly 10% of school age children between the ages of 5-16 are experiencing a clinically diagnosed mental disorder and this number is set to increase. Focus has been placed on increasing access, building resilience and early identification of the mental health and wellbeing of children and adolescents through schools, school based interventions and partnership working between healthcare, education and voluntary sectors.

Background

What is Mental Health?

According to WHO "mental health is a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community" (WHO, 2001).

Examples of Mental Health Illness/Disorders

- Low Mood
- Depression,
- Anxiety disorder,



Current Findings

- ChildLine (UK) has revealed that it held 34,517 counselling sessions in 2013/14 with children who talked about suicide – a 116 percent increase since 2010/11. (Heartfulness UK, 2018).
- One in 10 children between 5 and 16 years old suffer with depression, anxiety or conduct disorder (Mental Health Foundation, 2015).
- A quarter of children with a diagnosed anxiety disorder have had more than 15 day's absence from school per term. (Mental health of children and young people in Great Britain, 2004).

As a result of this research, Merseyside Youth Association developed the ROAR Course, which is the response to mental health in primary schools.

Methodology



Learning Outcomes

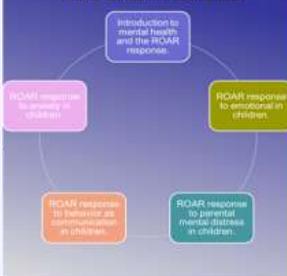
- Completed an impact report of the ROAR trial for future funding.
- Applied research skills and conducted thematic evaluation from pre/post ROAR surveys. I applied research through interview techniques with staffs that attended the ROAR training.
- Conducted an evaluation on a new primary school approach to mental health called the 'ROAR course' and its effectiveness and impact on the whole school.

Project Aim

The ROAR response, is a course which aims to help teachers and staff recognize and address the signs of mental health problems in children. It focuses on equipping front line professionals with the tools to provide early intervention and support to children experiencing mental distress. It also recognizes the importance of building resilience in children (Roar Response, 2018). The course responds to the top five CPD priorities identified by primary schools across Liverpool.



Five CPD Priorities



Results

Findings from the quantitative aspect of the evaluation shows that the ROAR course has helped staffs to address the signs of mental health problems in children. It has helped staffs to be able to signpost a distressed child to appropriate agencies. Some of the findings are as follows;

- 95% agreed to feeling more confident in understanding mental health and well being after completing the ROAR training.
- 100% respondents will recommend the ROAR training for other staffs.

Discussion

I contributed by attending the ROAR training, collating all of the pre/post data for all participants that attended the ROAR course, to identify any improvement from staffs in their attitude and capability towards mental health. I wrote a report for the ROAR trial for future potential funding based on the ROAR evaluations. I attended an assembly in which I delivered a section around risk and resilience factors towards mental health.

Conclusion

As a result of conducting this evaluation, it is evident to see that the trials conducted by Merseyside Youth Association have been extremely impactful on primary responses to mental health. Several schools have already started implementing the ROAR response. Currently, every primary school in Liverpool now has a ROAR Staff member, the hope for the future is that there will be several staff members in every school trained up in ROAR.

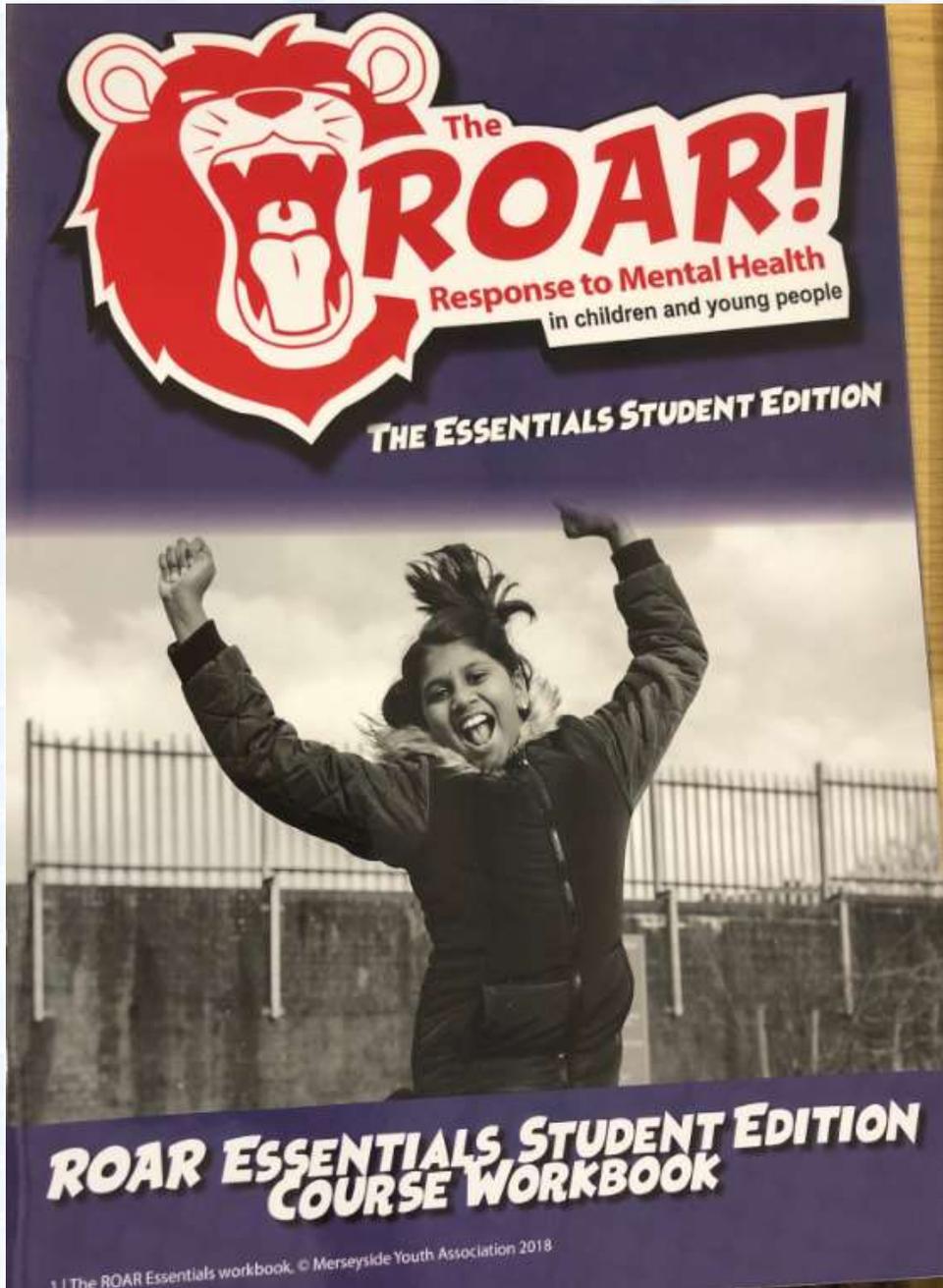
References

Brookly, (2018). *Empowering secondary schools effectively with learning*. London: Routledge.
 (2018). *100% of primary schools now have a mental health lead*. (2018).
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Acknowledgement



ROAR Evaluation



ROAR Essentials

- Trained over 700 students at Hope University
- 100% positive feedback with further demand for other areas
- Students more than likely will be placed or go on to gain employment in ROAR Response schools
- Follow up evaluation will be done with students once they have gained employment
- Further training booked in already for next year with interest from other universities.

Unhelpful coping strategies lead to more stress.

Thoughts

Behaviours

Feelings

Physical symptoms

A resilient child/young person will have a range of coping strategies.

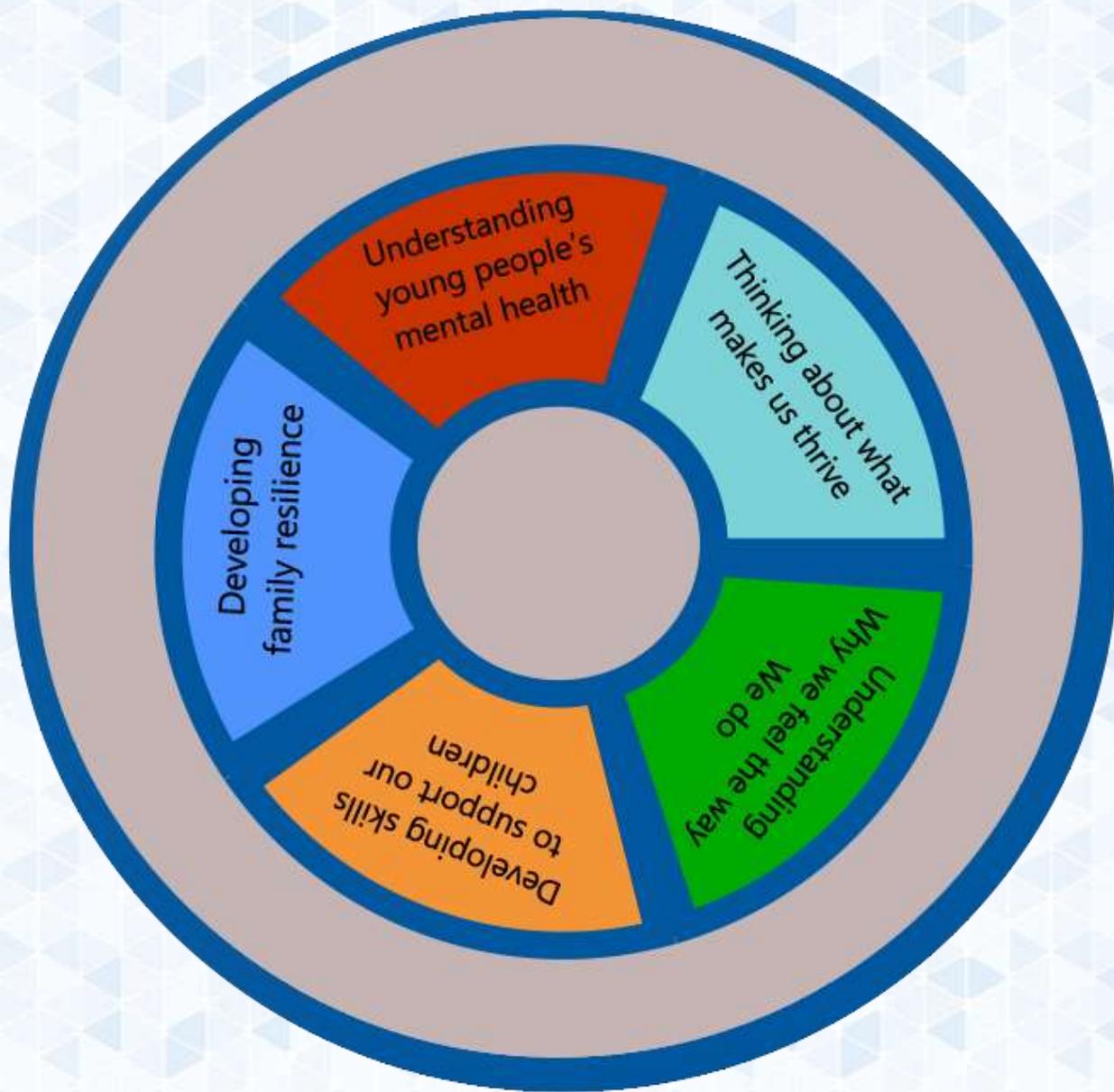
WHAT'S IN YOUR BUCKET?!



Positive coping strategies.

YOUTH CONNECT 5

Supporting the emotional
wellbeing of young people





Supporting the emotional wellbeing of young people

9 Authorities:

- Liverpool
- Sefton
- Knowsley
- St Helens
- Halton
- Warrington
- Chester & Cheshire West
- East Cheshire
- Wirral



YOUTH CONNECT 5 A FREE, FIVE-WEEK COURSE FOR PARENTS AND CARERS ACROSS CHESHIRE & MERSEYSIDE

Youth Connect 5 gives you the knowledge, skills and understanding to help your children develop strong emotional wellbeing.

You'll learn about resilience techniques that will strengthen your child's ability to deal with adversity, threats or even significant sources of stress - skills that will remain with them into adulthood.

As parents, we can't always control life's situations, but being able to handle these challenges comes from having strong skills of resilience - we like to think of it as being able to bounce back when life gets tough.

SESSIONS WILL TAKE PLACE IN VENUES THROUGHOUT CHESHIRE & MERSEYSIDE

FOR MORE INFORMATION AND TO BOOK A PLACE AT A VENUE LOCAL TO YOU, PLEASE VISIT WWW.YOUTHCONNECT5.ORG.UK



Developed from the original Connect 5 programme led by Stockport Council and further adapted and delivered by Merseyside Youth Association, Youth Connect 5 is commissioned by Champs Public Health Collaborative and funded through Health Education England.

Delivered to over 250 professionals as Train the Trainer to over evaluated by John Moores University



Supporting the emotional wellbeing of young people

Resilient Parents now promoting their own programme of YC5

“The course was great, helped me to consider things from my child's point of view, but also to use that to strategize. Was also good to meet other parents in the same position and to feel that solidarity. Well delivered course, with a great understanding of how the topics could relate to neuro diverse young people. Would recommend!”

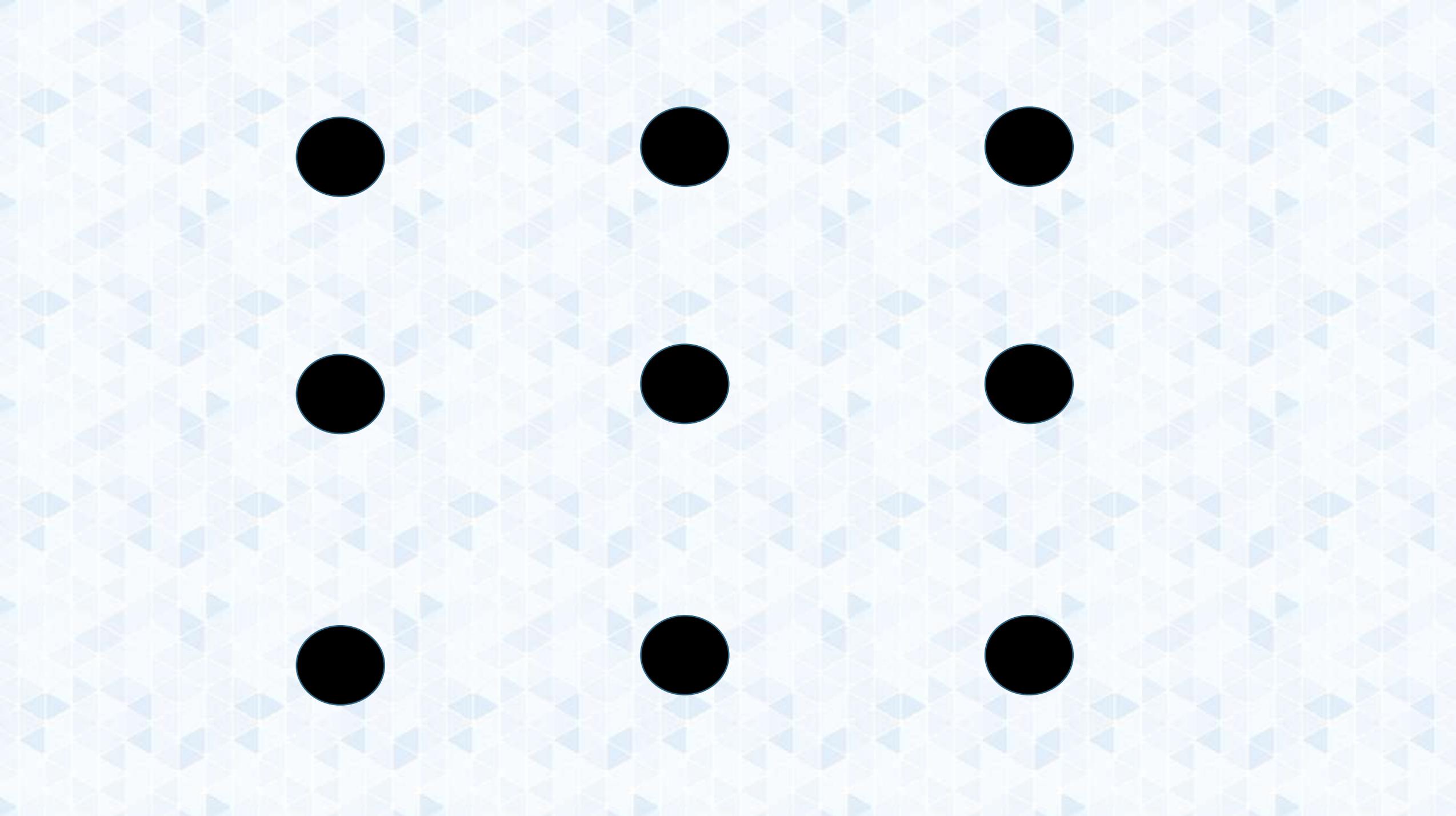
“Excellent course, training team all experienced and approachable.”

“Great training team, lots of real life experience understanding and approachable, flexible friendly and warm.”

“Really good course, informal & informative. So good to spend time & meet other parents I could really relate to. Have met up outside of the course so hopefully made some new friends too. Thanks for the course.”

“Really good advice, easy to follow & replicate at home. Positive fun approach Really felt listened to & came away feeling more assertive.”

“Girls are amazing, friendly, kind loving and funny. You have helped me with things I'd not have known if I hadn't been here. Its nice to feel welcome and listened too without feeling judged. Lovely group and lovely girls always make me feel welcome no matter what we feel.”



Resilient Ralph



NOW Festival 2019

Adverse Childhood Experiences & Resilience



The Festival

Past Festivals

Contact Us

 APPLY NOW!



The time is NOW!

Applications are now open for NOW Festival 2019 | Liverpool & sefton

 APPLY NOW!



WHAT KINDS OF EXPERIENCES ARE ADVERSE?

Forms of ACEs include:



Maltreatment

i.e. abuse or neglect



Violence & coercion

i.e. domestic abuse, gang membership, being a victim of crime



Adjustment

i.e. migration, asylum or ending relationships



Prejudice

i.e. LGBT+ prejudice, sexism, racism or disablism



Household or family adversity

i.e. substances misuse, intergenerational trauma, destitution, or deprivation



Inhumane treatment

i.e. torture, forced imprisonment or institutionalisation



Adult responsibilities

i.e. being a young carer or involvement in child labour



Bereavement & survivorship

i.e. traumatic deaths, surviving an illness or accident

HOW DOES IT IMPACT THE LIVES OF YOUNG PEOPLE?

ACEs impact a child's development, their relationships with others, and increase the risk of engaging in health-harming behaviours, and experiencing poorer mental and physical health outcomes in adulthood. Compared with people with no ACEs, those with 4+ ACEs are:



2x
more likely to binge drink and have a poor diet



3x
more likely to be a current smoker



4x
more likely to have low levels of mental wellbeing & life satisfaction



5x
more likely to have had underage sex



6x
more likely to have an unplanned teenage pregnancy



7x
more likely to have been involved in violence



11x
more likely to have used illicit drugs



11x
more likely to have been incarcerated



NOW Festival 2019

Life is ACE Film...

- Just having 5 spare minutes for a quick chat can really help – **empathise with my situation**
- Don't see me for me ACE's but see me for my resilience's – **focus on the good things**
- Although times may be tough it's still important for me to have opportunity to **have fun and have a laugh**
- If I seem snappy or moody, this isn't because I'm a 'teenager' - ask yourself what's really going on with me
- It's important that when I access support I have the same worker throughout and that they stick with me – **I get medical help.**
- It's OK to access support even if you have previously accessed support – **I have friends who support me**
- It's not about what's wrong with me but what's happened to me, ACE's are not my fault. - **I can see things from another point of view.**

Participation Examples of building resilience

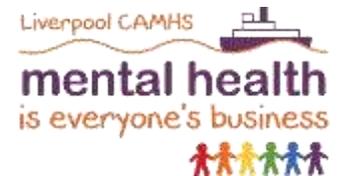
- My workers are genuinely interested in me - they take time to get to know me – **I get on well with teachers and people who help**
- They give me the tools to get to where i want to be – **I think about my future plans**
- They recognise when my family also need support to in turn support me – **I have friends who support me**
- They find out what I am interested in, they don't forget that I'm still a child/young person with hobbies and interests, regardless of hard times I'm going through – **I have talents & I am proud of my achievements**
- They allow me to have space to have a laugh which is really important to me – **I know how to have a laugh**
- The support I receive is integral to move on with my life, i.e. moving out, going to uni, volunteering etc. – **i think about my future plans**
- They made me realise Autism isn't something to be ashamed of, but it's a gift. - **we are all equal**
- The groups we attend are the best thing we've ever done for our confidence and self esteem. - **I am proud of my achievements, I believe in myself**
- They include me regardless of my needs, and they **highlight my talents** and what I'm good at, some things I've never even realised myself. **I am self aware, another point of view.**
- My feelings were validated when i accessed support – **I have friends that support me. I recognize my healthy relationships.**
- When i access the groups and services that support me, **I know that i belong.**

BASICS		BELONGING		LEARNING		COPING		CORE SELF	
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Me and my family have enough money to live.	I know what things are good for me.	I can keep friends.	I get on well with teachers and people who help.	I can be brave.	I try to empathise with others.				
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I have fresh air and exercise.	I like to try new experiences.	I can mix with others and make friends.	I aim to develop my skills and qualities.	I can start again because I know tomorrow is another day.	I get medical help when I need it.				
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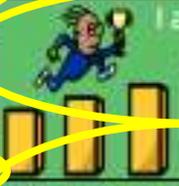
NOW Festival Steering Group



NOW Festival 2019





BASICS	BELONGING	LEARNING	COPING	CORE SELF
 <p>I have a good place to live.</p>	 <p>I feel that I belong.</p>	 <p>I like school.</p>	 <p>I understand the need for boundaries and rules.</p>	 <p>I believe in myself.</p>
 <p>Me and my family have enough money to live.</p>	 <p>I know what things are good for me.</p>	 <p>I get on well with teachers and people who help.</p>	 <p>I can be brave.</p>	 <p>I try to empathise with others.</p>
 <p>I feel Safe.</p>	 <p>I can keep friends.</p>	 <p>I get on well with teachers and people who help.</p>	 <p>I am good at solving problems.</p>	 <p>I am self-aware.</p>
 <p>I travel to where I need to go.</p>	 <p>I am able to maintain and keep good relationships.</p>	 <p>I think about my future plans.</p>	 <p>I like to make the most of the things that interest me.</p>	 <p>I am self-aware.</p>
 <p>I eat healthy food.</p>	 <p>I have friends who support me.</p>	 <p>I like to plan what I am going to do.</p>	 <p>I can see things from another point of view.</p>	 <p>I am responsible for myself and my actions.</p>
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NOBLE TRUTHS

ACCEPTING

CONSERVING

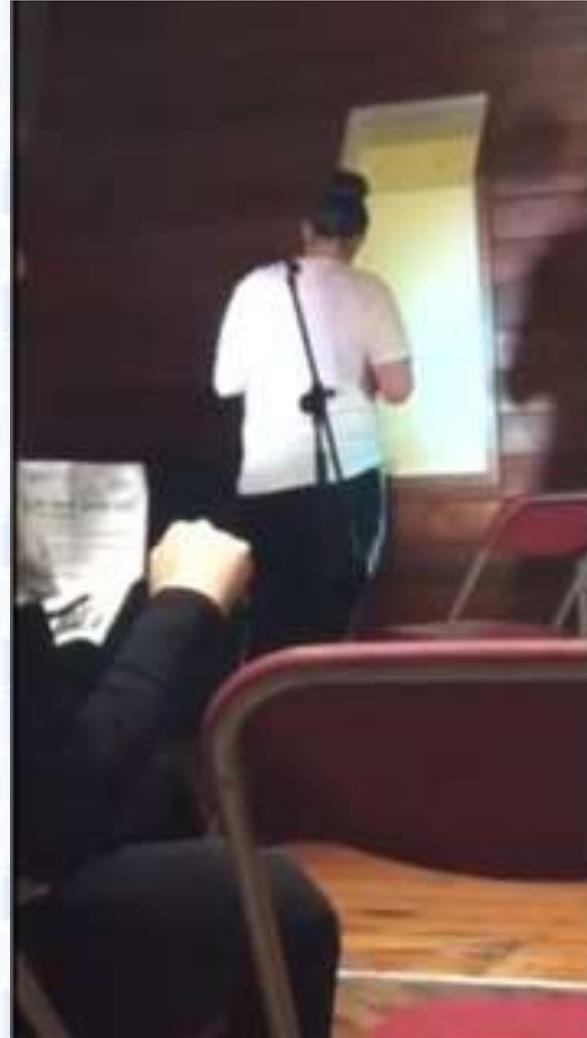
COMMITMENT

ENLISTING

“What participation means to me”

Jess Potter – Young Person

- CQC
- Social Actions
- Ofsted Recommendations



6 months apart



What superhero
are you?