Capturing and Expanding the Resilience Vision

RESILIENCE DEFINITIONS

Resilience is....
1. '. . . emergent property of a hierarchically organised 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 et al 2002:1216)
2 '. . is both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their well-being, and their capacity individually and collectively to negotiate for these resources to be provided and experienced in culturally meaningful ways. (Ungar 2008:225)
3 '. . . capacity of a dynamic system to withstand and recover from significant challenges that threaten its stability, viability, or development.' (Masten 2011:494)
4 'person←→context exchanges that are mutually beneficial for the individual and his or her setting . . . Resilience involves mutually beneficial reciprocally influential relations between a person and his or her context.' (Lerner 2006:40)
5 '...is the dynamic capacity to overcome adversity, drawing on personal, social and organisational resources, to achieve personal growth and transformation' (cited in Sanderson & Brewer 2017:69 adapted from Tempski et al 2015 and Wood 2015)
6 'Overcoming adversity, whilst also potentially changing, or even dramatically transforming (aspects of) that adversity' (Hart et al, 2013) *"Beating the odds, whilst also changing the odds"*
7. Social Identity Model of Collective Resilience; ***'arising from a sense of shared identity that flows from an emergent sense of common fate from shared experience of adversity'*** Drury 2012

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Mirika Flegg: The Friend for Life Project

About Friend for Life (FFL):

- FFL matches 'Our Children' (youth in the care of Blackpool Council) ages 10-12 to a supportive adult who makes a permanent, but non-legally binding commitment to them;
- It is an original concept developed by Professor Angie Hart & conceptualised by Hart and members of Blackpool HeadStart;
- It aims to increase resilience and provide relational permanence for 'Our Children' and benefit Adult Volunteers;

CORE alignment:

- FFL is a new, resilience focused project;
- Collaborative practices were included in the review of existing literature;
- The longitudinal study of FFL involves:
  - A Community of Practice (& shared authorship);
  - Visual methods and co-designed data collection tools;
  - The consideration of outcomes relating to resilience and underlying mechanisms;

Preliminary data suggests considerable youth involvement in project decisions and design.

'Overcoming adversity, whilst also potentially changing, or even dramatically transforming (aspects of) that adversity'
(Hart et al, 2013)

Valuing collaboration: using Q sort method to build resilience through curriculum design

Caroline Hudson

Aligned to resilience definition:

‘…is the dynamic capacity to overcome adversity, drawing on personal, social and organisational resources, to achieve personal growth and transformation’

(cited in Sanderson & Brewer 2017:69 adapted from Tempski et al 2015 and Wood 2015

Social Identity Model of Collective Resilience (Drury 2012)

Chris Cocking

Adversity can create new common identity in response to shared threat

Results in co-operative & resilient behaviour as people respond to adversity

Collective Resilience emerges not in spite of, but **because of,** adversity (eg social bonds didn't exist before adversity emerged)

Supported by evidence from mass emergencies & other shared experiences of adversity Cocking et al (2018)

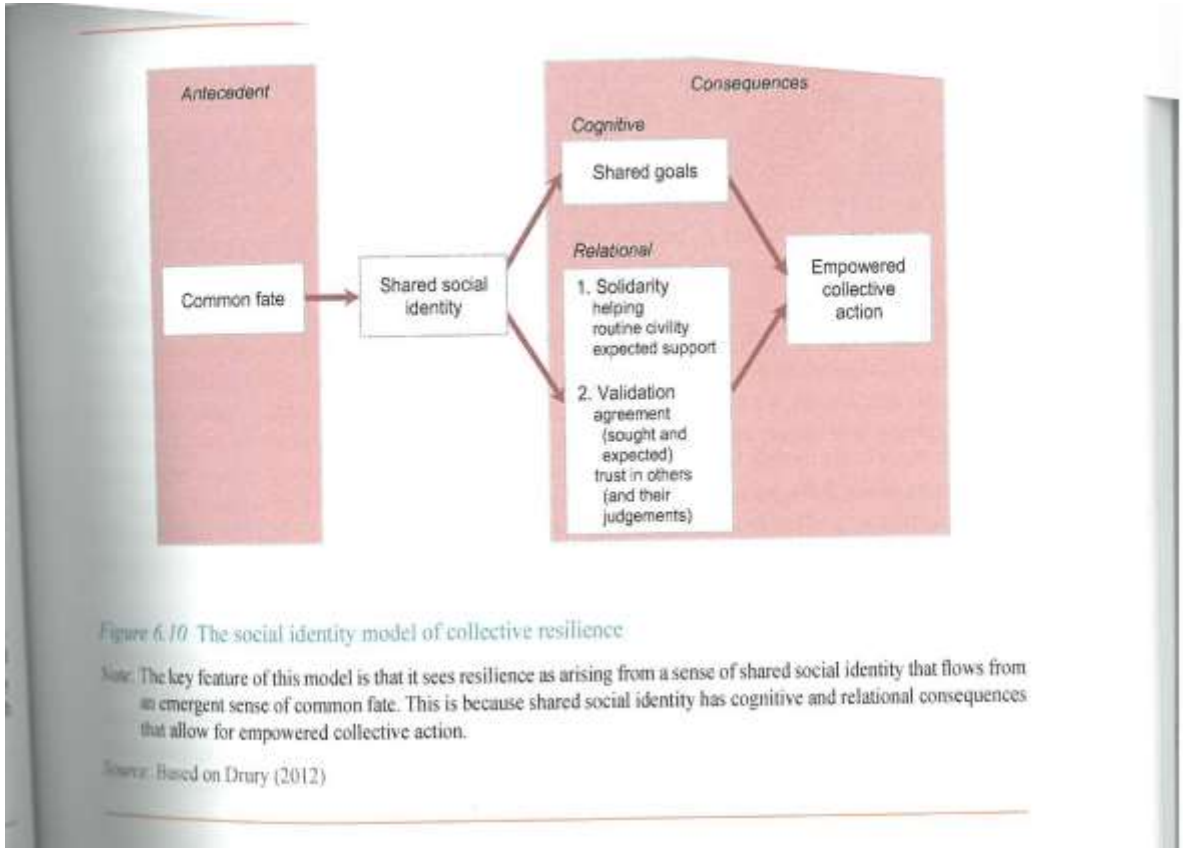

Figure 6.10 The social identity model of collective resilience

Note: The key feature of this model is that it sees resilience as arising from a sense of shared social identity that flows from an emergent sense of common fate. This is because shared social identity has cognitive and relational consequences that allow for empowered collective action.

Source: Based on Drury (2012)

- Cocking, C (2013) Collective resilience versus collective vulnerability after disasters- a Social Psychological perspective. In R. Arora (ed.) *Disaster Management: A Medical Perspective* http://www.cabi.org/CABeBooks/default.aspx?site=107&page=45&LoadModule=PDFHier&BookID=804
- Cocking, C (2016) 'Collective Resilience and social support in the face of adversity- evidence from Social Psychology' in Kumar, U (ed.) 'Routledge International Handbook of Psychosocial Resilience'. Routledge, Taylor & Francis: UK
- Cocking C, Aranda K, Sherriff N & Zeeman L (2018) Exploring young people's emotional well-being and resilience in educational contexts: a resilient space? *Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine.* http://journals.sagepub.com/doi/10.1177/1363459318800162
- Drury, J. (2012). Collective resilience in mass emergencies and disasters: A social identity model. In J. Jetten, C. Haslam, & S. A. Haslam (Eds.), *The social cure: Identity, health and well-being*.
- Drury, J. (2018). The role of social identity processes in mass emergency behaviour: An integrative review. *European Review of Social Psychology 29*(1), 38-81.

Whole System Approaches to Building Resilience

HeadStart Blackpool – Resilience Revolution

£11 Million National Lottery Community Fund supported programme

Resilience Revolution as a complex intervention

- Provides support and opportunities for **young people, families, and the communities;**
- Creates **whole systems change** through strategic delivery and transformation;
- Offers **practice development** in resilience work; and
- Emphasizes **youth voice and activism** through **co-production** and **engagement**

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Elle Barnett and Rochelle Morris

HEADSTART

FRIEND FOR LIFE

Facilitating adult friends to offer a lifelong friendship for our children (in care) to have fun, go on adventures and be there for them through thick and thin, on the good days and the not so good days.

ACADEMIC RESILIENCE APPROACH

A whole school approach to resilience, facilitating school led discussions that result in a resilience action plan for the whole school community, including young people, teachers and staff, offering support and training where required.

WALK AND TALK

Taking counselling into the community, supporting young people at risk of self harm to choose the space they want to meet and talk in, walking, baking, sport... anything goes!

BOUNCE FORWARD

A whole class 10 week resilience course for all young people in year 5, building knowledge and developing young people's expertise in resilience practice for themselves, friends , family and school community.

CREATIVE ACTIVITIES

Offering creative activities for young people to enjoy a new activity and have the opportunity to develop their skills further, and hopefully find a lifelong talent!

COMMUNICATION FRIENDLY SPACES

Speech Bubble are working alongside Educational Diversity to build communication friendly classrooms, so all young people are able to engage fully in learning.

SADDLE UP

A 12 week project combining horse care with art therapy, focusing on communication and relationship building.

MOVING ON UP

Working alongside young people, parents/carers and schools: resilience coaches offer up to 2 years of resilient therapy or 7 weeks of group work to ensure young people are settled and happy in high school.

SELF HARM SUPPORT

Short term support for young people who self-harm and their families, ensuring they have the help they need in the community.

BACK ON TRACK

Up to 2 years work alongside young people, schools, social workers and foster carers to support our children (in care) to remain in mainstream school where appropriate.

DIGITAL LEARNING SPACE

Young people and practitioners share a digital space to collaborate and develop the work.

Pauline Wigglesworth and Caroline Beswick

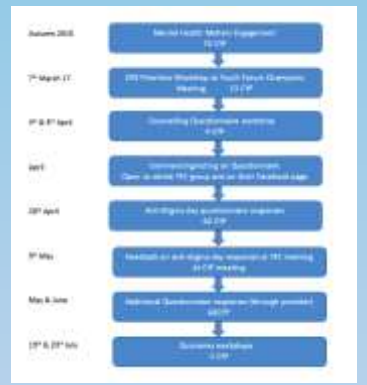
Matt Wood – Resilience and Social Marketing

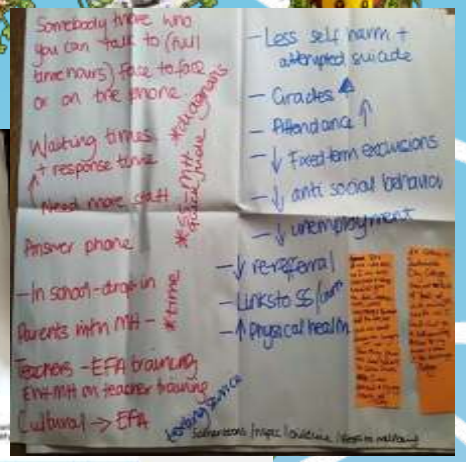
- *Social Marketing:* using commercial marketing thinking and techniques to encourage/enable behaviour change for individual or social good (obesity, smoking, alcohol/drug abuse, sexual health, carbon reduction, road safety, civic/community engagement etc.)
- Focus on *individual behaviour* change – *downstream* social marketing
- *Short-term* focus on "problems", *"blaming"* individuals for situation
- *Socio-ecological approach*: understand the environmental, systemic and relational influences on behaviour, including service providers
- *Build resilience:* at individual, family and community levels to reduce risk of a range of negative outcomes – health, educational, economic etc.

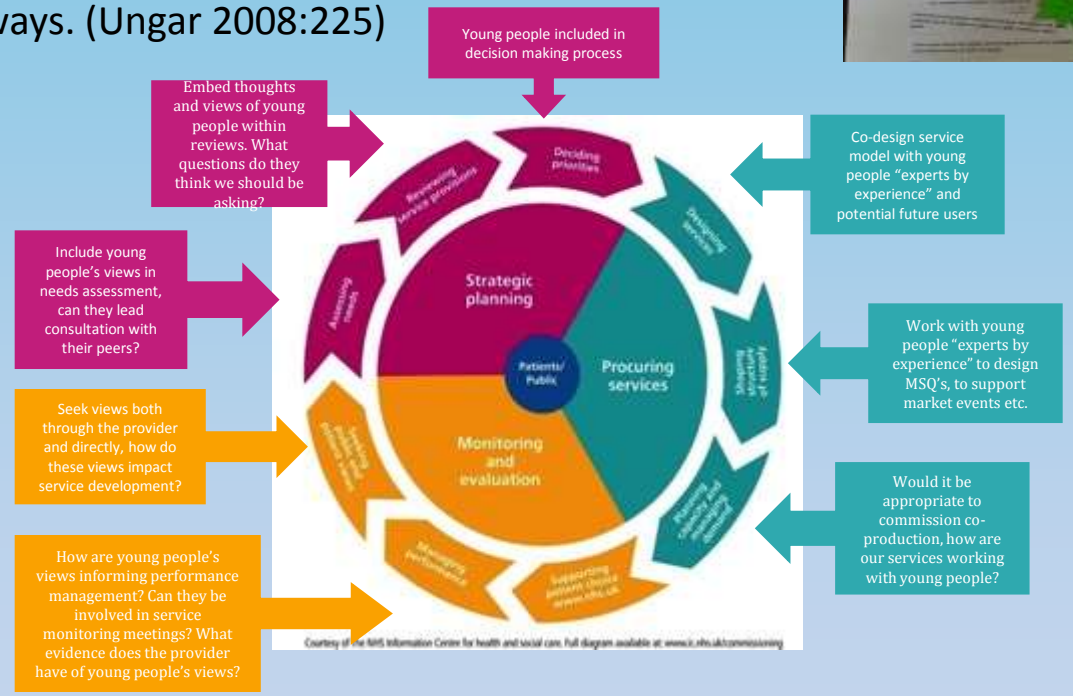
- **Wood, M. (**2019). Resilience Research and Social Marketing: The Route to Sustainable Behaviour Change, *Journal of Social Marketing*, Vol. 9 Iss: 1, pp.77-93.
- **Wood, M.** and Shukla, P. (2019). Resilience, Parenting Style and Children's Eating Behaviour, *Social Marketing Quarterly*, 25:2, 123-136.

8 Co-produced resilience: impacting services, impacting systems

Resilience '. . is both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their well-being, and their capacity individually and collectively to negotiate for these resources to be provided and experienced in culturally meaningful ways. (Ungar 2008:225)







Service and systems impact:

- A co-designed service procured
- Embedded into commissioning practice for CYP
- YP promoting services to their peers

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SOUTHAMPTON CITY COUNCIL

NHS
Southampton City Clinical Commissioning Group

LOTTERY FUNDED

Anne Rathbone

9 Lived Experience Representation

Co-Researchers in Leandra Created art with elders in their Community to teach us how they are resilient to drought.

This drawing is about how they know when there is a drought.

We co-produced a Policy document using data from their research

We Worked with a South African arts activist & young Co-researchers to make a film for Policy makers about how their Community can be Supported to be more resilient to drought.

The importance of good lived experience representation in our work

"NOTHING ABOUT US WITHOUT US"

Art is useful as a tool for Capturing information, navigating barriers & Communicating. For Many art Can Make research More accessible

We Worked With Arts Connect Ambassadors to make a resilience Calendar

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Lisa Buttery

Josh Cameron

Building resilience for mental health recovery: a Recovery College collaboration.

Sussex Recovery College
Co-production and learning about mental health and recovery

Imagine

being being

"I think I'd be more inclined to ask for help from people around me now and see that as a resilient move. Whereas before I'd have seen it as not being resilient at all by having to ask for help, um… yeah that's… that's really what's changed is not seeing asking for help as a weakness, but seeing it as a resilient move."

The concept of resilience is relevant to people challenged by adversity…

- *But it need not be restricted to individualising internal interpretations of resilience (eg Rees et al 2015) – which in a mental health setting may increase self-blame and self stigma (Cameron et al 2014).*
- *People benefit when they recognising that asking for and being provided with help is a resilient move. (Ungar 2007)*
- *Likewise, challenging adversity (and not just coping with it) can be a resilient move.*
- *An alternative account of resilience can be integrated with a social justice perspective. (Hart et al 2016)*

Recovery Colleges address mental health challenges using an educative approach underpinned by a collaborative recovery orientated philosophy (Perkins et al., 2012).

Resilience and inclusive arts practice – Wednesday 20 June 2018 – Brighton Resilience Forum

Posted by **Boingboing** | Jan 10, 2018

Julie Winckler

Topic: Resilience and inclusive arts practice – Elaine Foster-Gandey, Beccie Morris, Safi Ngoy, Michelle Steele, Cate Gunn, Claire Heath, Maggie Rothwell – University of Brighton.

A Juxtaposition of complex systems and social resilience

Phil Haynes

	Complex Social Systems	Social Resilience	Juxtaposition
Cases and Levels	Social interactions	Occurs across levels	Individual always in social context
Elements	Fragile structures	Have to adapt	Adaptation
Interaction	Systems are interactions	Enables resilience	Facilitating
Communication	Lifeblood of the system	Quality of	Underpinning shared values
Self Organisation	Structures dominate, but agency possible	Small scale build or resistance	Nurture small scale, then scale up
Patterns	Not mechanistic	Similarities exist	Stories of what works
Interventions	Local adaptation	Co-produced	Process over outcome

Naz Biggs

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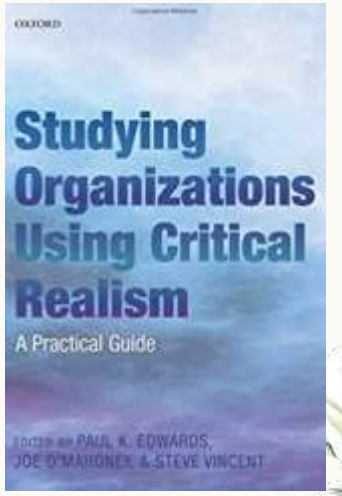
Collaborative social enterprises between academic entrepreneurs and community partners – using a resilience lens to assess whether co-creating knowledge generates value

INTERVIEW

Semi-structured and go-along

Knowledge exchange



Desk-based research

Resilience

Using Collaborative Arts-based Research for Critical Resilience: Helen Johnson

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Background:

- New method for participatory arts-based research, 'collaborative poetics' (CP), established at McGill in 2016 (Johnson et al, 2017, 2018)
- Creative exploration and communication of co-researchers' lived experiences, using poetry and other art forms.
- Aims: to increase individual/community well being and work towards positive social change.
- Explicit incorporation of 'critical resilience' concept over past year (e.g. Johnson, in draft)

Recent Work:

- Production of a CP resource pack (available for free online: http://blogs.brighton.ac.uk/collaborativepoetics/)
- Pilot study using pack with Hangleton and Knoll Project to explore arts inclusivity (funded by CUPP's Ignite programme)
- Drafting of a book chapter drawing out spoken word inquiry method from CP (Johnson, in draft)

References

- Johnson, H. (in draft) Beyond Discipline(s): Spoken Word as a Social Scientific Research Tool. In, Lucy English and Jack McGowan (Eds). *Spoken Word in the UK*. Routledge.
- Johnson, H., Carson-Apstein, E., Banderob, S. and Macualay-Rettino, X. (2017). 'You Kind of Have to Listen to me': Researching Discrimination through Poetry. *Forum Qualitative Social Research/Forum Qualitative Sozialforschung, 18* (2). Available at: http://www.qualitative-research.net/index.php/fqs/article/view/2864 doi: http://dx.doi.org/10.17169/fqs-18.3.2864.
- Johnson, H., Macaulay-Rettino, X., Banderob, S., Lalani,I., Carson-Apstein, E. and Blacher, E. (2018) A Rose by any Other Name? Developing a Method of 'Collaborative Poetics.' *Qualitative Research in Psychology.* https://www.tandfonline.com/doi/full/10.1080/14780887.2018.1442762?needAccess=true

Future events and opportunities:

NEXT CENTRE MEETINGS

11TH DECEMBER 2019 AND **6TH MAY 2020**

- Resilience Forums
- Masterclasses – resilience and LGBT, Human Rights, Environment, Charities
- SIGN UP TO THE NEWSLETTER
- Writing retreats
- Volunteering
- PhD students – peer and group supervision