

# Strengthening the Circle: Introductory Webinar

Building resilience of children and young people



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- Newman, T (2002)







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## Research over recent years shows resilience as:

- A dynamic process
- About ***thriving***, not surviving
- Involving supportive relationship – not just individual effort
- Capacity to withstand – and rebound back from – stressful life challenges
- About ***emerging strengthened*** and more resourceful

Resilience is made up of a connected bundle of strategies, working together to form a resilience system.





Based on the evidence we know - **within the constraints of social circumstances, all people can develop more positive attitudes and effective coping skills that help them to approach external stress better.**

**4 positive processes** that help children and young people develop resilience and better cope with adversity:

1. Facilitating supportive adult-child relationships
  2. Building a sense of self-efficacy and perceived control
  3. Providing opportunities to strengthen adaptive skills and self-regulatory capacities, and
  4. Mobilising sources of faith, hope, and cultural traditions
- *The Harvard University Centre for Child Development*

**Focuses on:**

- Coproduction – skills and confidence for staff
- Enablement of children and young people – recognising their strengths and being heard
- Practical tools and strategies for staff to build resilience



# The Issues We Aim to Address

*“Young people and children are suffering a lot more than people think they are. In my opinion, people underestimate how much young people and children are affected by COVID and current circumstances.” - C’ aged 16, Jan 21*

- Pre pandemic recognition of increase in rates of CYP mental health
- During/post pandemic young people feeling “unable to cope with life”

## Concerns we have heard:

- Staff being able to respond to increasingly complex needs
- Finding consistent positive approaches across the CYP workforce, families and communities to build resilience and wellbeing
- How to integrate the right support and tools into everyday practice
- An approach that doesn’t just enable CYP but also increases resilience and capacity of staff





*"It makes you really aspirational to see what you can achieve for your local area. It gets you fired up to think about how you can change it locally." - SEND Leadership Programme 2020*

## National Development Team for **Inclusion** (NDTi)

Inclusion/equality for people at risk of exclusion  
Working across social care, health, education and communities.

- Training and consultancy
- Organisational development
- Research and evaluation



*Delivering Better Outcomes Together*





# Strengthening the Circle and COVID-19 Recovery

The programme supports:

RESILIENT COMMUNITIES

## Strategic Leads

- Revisit/refresh MH strategies
- Implement recovery from COVID plans
- Ensure co-production
- Value the CYP workforce

## Service Managers

- Action strategies on CYPs' wellbeing
- Implement COVID recovery plans
- Ensure co-production
- Inform developing strategy

## Practitioners

- Deliver CYPs' wellbeing/recovery plans
- Build own and CYP resilience
- Instigate and maintain co-production
- Peer support and cascade training





## Alice McColl

### Programme Manager, NDTi

- Children & Young People Development Lead
- Community development, mental health, and commissioning



## Bob Kitchin

### Trainer / NDTi Associate

- 30 years community mental health
- Mental health trainer
- MHFA, Awareness, Young People, Suicide Prevention





# Programme Outcomes



***“The course has given me the confidence not to shy away from difficult conversations. It’s given me tools and resources to use in my day to day delivery.” - Medical Officer, Further Education***

## **Workforce (*staff, volunteers, community members and parents*) improved:**

- Knowledge of resilience and mental wellbeing
- Ability to identify issues early
- Confidence and skills to support and enable CYP
- Knowledge of person-centered approaches
- Awareness and understanding of their own resilience

## **Children and young people improved:**

- Improved contact with staff
- Ability to manage their mental health
- Awareness of their influence



# Programme Outline



## Stage 1: pre-course design and set up

- Tailored content for each area (strategic alignment recovery plans, data and needs assessment)
- Coproduction session(s) with CYP
- Pre course surveys

## Stage 2: course delivery

- 5 x online sessions of 2.5 hours over 2 - 3 months
- Individual or small group tutor sessions
- Online learning platform for resource sharing

## Stage 3: evaluation and development

- Post course survey, learning logs and change stories
- Online community of practice





# Children and Young People's Coproduction Sessions

Stage 1:  
coproduction



# Who is the Programme for?



***"It helped to speak to professionals from different agencies."*** - Teaching Support Assistant & Learning Mentor

## "Non-specialist" Staff

- School staff
  - SENCOs, TSAs, welfare officers
- Health practitioners
  - Health visitors school nurses
- Children's services
  - Social care, early help, LAC support workers
- Voluntary and community sector
  - Advocates, family workers, youth workers
- Community members, volunteers and parents
  - Grass roots orgs, parents/carers

***"The 1-1 sessions made me think about my own well-being. They made me stop and think about what I need to change to make things more manageable for myself both at home and work."*** - School Nurse



**Stage 1: pre course surveys**

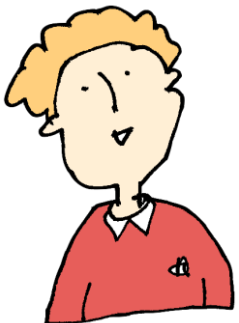




# Training Mapped to the Boingboing Resilience Framework

Stage 2: course delivery

| THE BASICS  | BELONGING   | LEARNING  | COPING  | CORE SELF  |
|---|---|---|---|--|
| <p>What is essential for children and young people to feel:</p> <ul style="list-style-type: none"> <li>• Safe</li> <li>• Healthy</li> <li>• Happy</li> </ul> <p>Housing, finance, play and leisure, being free from discrimination and prejudice</p> <p><b>Resilience Audit</b></p> | <p>Feeling a sense of belonging –</p> <ul style="list-style-type: none"> <li>• People</li> <li>• Places</li> </ul> <p>Understanding your place in friendships, family, community</p> <p><b>Relationship circle – friendships, family and other</b></p> <p><b>Inclusion web</b></p> <p>Revisiting and influencing changes to your inclusion web.</p> | <p>Developing skills for life<br/>Making the most of school/college</p> <p><b>Recognising my achievements</b></p> <p><b>Sharing my hopes and dreams (and fears)</b></p> <p>Learning what I need and how to be clear about this</p> <p>Knowing where to go for help when I need it</p> | <p>Boundaries – where can I influence and what things are out of my control ?</p> <p>Problem solving skills and strategies</p> <p>Knowing myself – what calms me – what triggers stress/anxiety?</p> <p>Learning my own <b>coping strategies (tools and techniques)</b></p> <p><b>Stress management</b></p> | <p>Who I admire and why?</p> <p>My own aspirations- where I am heading?</p> <p><b>My values</b></p> <p><b>Challenging reputations</b></p> <p>Negative thoughts to positive action – thoughts/feelings and behaviour</p> <p>Who do I trust and why?</p> |



# Our Approach to Training



*"The course delivery was at a good pace and the activities were fun and engaging"*

*"Delivery online worked well... frequent breakout rooms to have discussions around the information with other colleagues."*

wooclap

Information  
- Theory  
- CYP

Breakout  
rooms &  
exercises

Reflective  
learning

Tools &  
resources

Action  
planning

## Throughout the course

- Respond to individual needs
- Practical application of tools

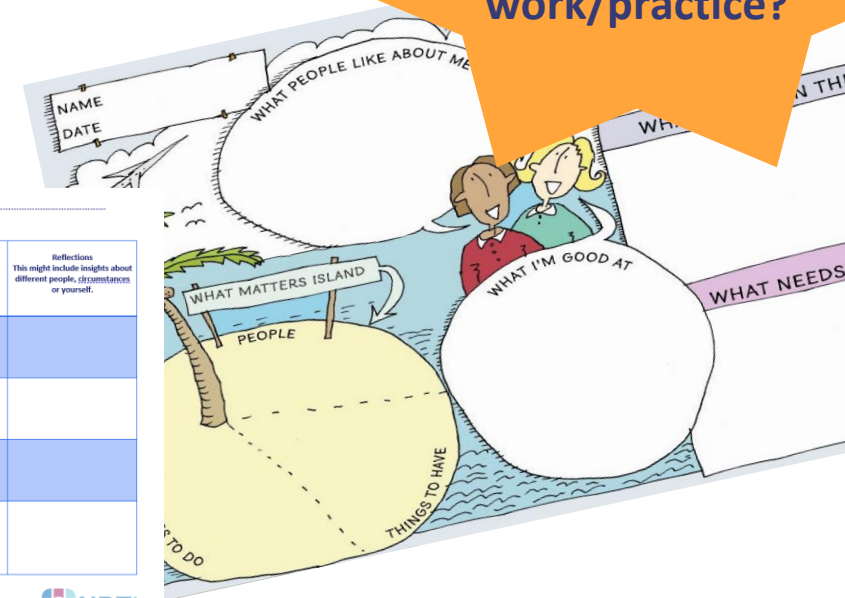


How can you  
use learning in  
your  
work/practice?

Strengthening the Circle Dudley - Reflective Learning Log

| Date or session | Topics covered in the Session. | What did you find particularly useful/interesting?<br>Is there more research or learning you want about this? | How might you use learning in your work/practice? | Reflections<br>This might include insights about different people, circumstances or yourself. |
|-----------------|--------------------------------|---|---|---|
|                 |                                |   |   |   |
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|                 |                                |   |   |   |
|                 |                                |   |   |   |

Name: .....



# Impact on Workforce



***“Loved it! What an amazing programme. Passionate trainers - I was engaged throughout, and I can be easily distracted, so this really demonstrates how engaging, insightful and thought-provoking this was.”***

- Youth Worker

## Extracts from Dudley Evaluation Report, Feb 21

- Participants average rate of score for the training and support received rating **5.78 / 6**
- Increase in knowledge and confidence about resilience and mental health?
- Increase in level of confidence and skills to support a young person if approached with concerns around their mental health
- Increased knowledge and experience of person-centred approaches
- **Would you recommend this course to others?**



**21.3 %**



**23.4 %**



**13.4%**

**YES  
100%**

# Impact on Children & Young People



B's self-esteem and confidence increased significantly – attending school more regularly, improved relationships with staff and a supported discussion with her mother.



Stage 3: evaluation



# Costs



## Strengthening the Circle

**Up to 12 people:** £9,200 plus VAT

*(equates to just under £770 per person based on there being 12 participants)*

**Up to 20 people:** £13,200 plus VAT

*(equates to £660 per person based on there being 20 participants)*

## With Cascade Training

**Up to 20 people:** £14,700 plus VAT

*(equates to £735 per person based on there being 20 participants)*

Delegates receive:

- Strengthening the Circle training
- Presentations and resources for cascade training
- Mentoring as trainers and micro teach
- Follow up session and reporting back to funder re. legacy





## Contact:

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## Visit:

<https://www.ndti.org.uk/projects/strengthening-the-circle>