

# Emotional Resilience

Useful resources for schools

South Lakes Federation



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# **Executive Summary**

## **Title Emotional resilience – What works?**

Our thanks go to Cumbria County Council for enabling us to participate in this project and encouraging us to question and learn from our practice and that of others with the aim of embedding good practice to enhance the emotional wellbeing of all of our students.

### **Executive summary**

This report highlights the varied and interesting practice put in to place as a result of financial support from the Cumbria County Council Health Gains. The project aimed to look at national and local practice examining what worked in creating impact and improving the emotional health of the children in our care. Although there were three strands within the projects, a. research b. communication and c. practical interventions, none of them stand alone with each impacting on and feeding the others.

The findings suggest the need to;

- work together to collectively remove obstacles and not just accept they are there
- break down barriers between professionals, acknowledging expertise and experience whilst focussing on the needs of the child
- share at every level, managers and practitioners
- maintain detailed records of interventions
- make use of the ever growing bank of evidence and resources available, ensuring a fitness of purpose
- develop a comprehensive emotional resilience policy for use in schools
- utilise assessment and evaluation tools to highlight progress and specific areas for future interventions as well as the long term effects of interventions
- develop a common understanding of the tiers of need and appropriate responses
- provide parents with appropriate support
- keep abreast of trends
- ensure regular feedback from young people as a guide to what is working for them

### **Introduction/description of the project:**

The project with the South Lakes Federation took place within secondary schools and a college of FE. There were three strands to the project:

#### **Research**

Practice at local, regional and national level is varied. It is fragmented and doesn't always join together resulting in missed opportunities for recognition and early intervention. Chances for professional development may be limited, poor practice evidenced, skills untapped and resources unused. This strand aimed to deepen understanding and awareness of emotional health and wellbeing through researching current practice, auditing range of interventions and identifying success measures.

#### **Communication**

Conscious that whilst there is much positive practice promoted through a number of different services and agencies there may also be a lack of understanding of the roles undertaken by each, sometimes leading to a muddled or dysfunctional approach in supporting an individual. We looked at ways of more fully integrating the services on offer, ensuring increased partnership, collaboration and joined up approaches whilst decreasing levels of duplication.

## Trialling of interventions

To complement the first two strands a number of practical interventions were applied through setting up a number of practical programmes across schools and college in the Federation, some of which were universal in nature and others more targeted according to need. The foci and approaches varied and were developed through consultation with young people and those working with them

Each of the strands impacted on the other resulting in a comprehensive overview of emotional resilience activities in action across the area

### ➤ **Why you wanted to run the programme/project**

Schools and college all reported on an increasing number of young people not achieving their potential, not because of a lack of ability but because of a feeling of diminished self-worth or because of a series of other factors impacting on their lives and leaving them emotionally low, unable to adequately face and respond to the rigours of school, family and / or other friendships.

A recent critical incident impacted on many young people and highlighted the need for those professionals in education and in other caring professions to re-visit their knowledge, skills and approaches to offer a more pertinent level of support, at the right time and within a culture of professional respect. Colleagues have expressed issues in identifying when to put in place interventions and who to involve. This project has been designed to consider those queries

### ➤ **What were the aims and objectives of the project (initial outcomes)**

- To support the development of emotional resilience amongst our young people
- To recognise and share existing good practice and disseminate widely
- To improve understanding and collaborative working practices with professionals from different agencies
- To offer opportunities to trial new ways of working, both universal and targeted

### ➤ **Who the project was aimed at**

- Young people aged between 11 – 18 in attendance at one of the South Lakes Federation Institutions

## The outcomes of the programme

### ➤ **Activities**

#### a. Research

##### Actions

- Formal research, largely undertaken by two practitioners identifying good national practice and contributing to the development of the South Lakes Federation Emotional Resilience Resource Pack
- Participation in the area wide “Born in South Lakeland” research programme
- Exploration of emotional and therapeutic needs of young people across the southern area of the County
- Appraisal of emotional health support services and practice within our institutions
- An investigation into assessment tools for measuring emotional health

##### Impacts

- An understanding of the range of practice
- An audit of support roles within our establishments
- The development of an electronic resource pack for practitioners
- Information sharing network developed
- Action based programmes across the area
- Outline plans for the development of an area based educational and therapeutic centre

- A review in the way Pupil Premium funding is spent – instead of focussing on interventions there is a more clear assessment on impact of interventions
- Increased awareness of assessment techniques

### b. Improving understanding and communication channels

#### Actions

- Training of school staff by a specialist counselling agency to aid understanding of the hows and whys of counselling and when to involve specialists
- Invitations to specialist agency and service staff to meet and work with school staff to improve ways of working
- An increase in partnership work with feeder primary schools enabling better transfer of information and ongoing support for children receiving counselling and other therapeutic interventions
- A look at language and how descriptions and definitions can affect partners understanding referrals and achieving outcomes
- An understanding of professional supervision within the therapeutic services
- Involvement CAAMHS and School Nurse reviews

#### Impacts

- The development of the cross federation Student Engagement and Pastoral Support group
- The agreement by all schools in the Federation to work together to create a shared core Emotional Resilience Policy, which will be further refined in each school to link with their own policies
- The more comprehensive use of Service Level Agreements ensuring deep understanding of roles and responsibilities when engaging in collaborative work
- The development of networks at different levels – managers, practitioners
- The adoption of Welsh Schools Counselling checklist in the appointment of school counsellor
- Hosting of a voluntary sector counselling agency within schools
- Updating of school policies
- Tightening up of school recording systems by pastoral staff
- Implementation of managerial supervision for pastoral staff
- An exploration between schools of how they can share specialist resources
- Promotion and re-instatement of multiagency meetings
- Future shared multi agency training exploring eating disorders

### c. Trialling of interventions

#### Actions

- Eleven different projects were set up, delivered and evaluated. They all focussed in identified needs of individuals and / or groups of young people
- Schools and college were given complete freedom, within the brief, to identify students and approaches
- Some schools chose to employ external facilitators whilst other utilised the experiences of their own teams
- One school only involved parents in the project, but with all projects parental consents were sought

#### Impacts

- One hundred and sixty nine young people completed in the project. In addition there were an extra eight who were invited to participate but chose not to and three who withdrew part way through
- A number of staff have had the opportunity to trial new ways of working
- All projects confirm positive outcomes
- The impact on individual students was recorded in all instances however the information does have its flaws in research terms as some of the “impacts” have been observational and anecdotal. The more clear results have been when before and after assessments have been used

- The outcomes vary in quality dependent upon whether rating scales were used. That said the student feedback however it was collected was valuable
- Involvement by parents was not as great as had been anticipated. This in itself created an extra negative for some of the young people.
- Impact on school staffing - some schools having witnessed the all-round benefits on students, not only on their emotional wellbeing but also the impact the emotional resilience work has had on academic performance.
- As a result of the projects, schools in some instances are employing additional staff members with the specific brief of support emotional resilience
- The impact of the interventions has having an impact on the curriculum in a couple of ways. a). a revisit of the content and structure of PSHE and citizenship lessons b). Changes in mainstream curriculum for some students with the removal of one particular curriculum area to allow for designated curriculum time for emotional resilience interventions c). increased use of targeted nurture groups

## **Lessons learnt - What you would do differently and why**

### **Establishing a baseline**

One of the most important learning points when supporting young people to increase their emotional resilience is to have an objective understanding of the distance travelled. This will avoid subjective anecdotes and will provide a more clear focus on what works. All schools will be provided with a list of scales and purpose for measuring an individual's progress

Should the project be repeated, it will be a requirement that all young people undertake a "before" and "after" assessment

### **Involvement of parents**

Whilst this was viewed as a good initiative, the impact was negative when they chose not to respond at appropriate times. A more thorough discussion with parents regarding expectations of them is required, putting in support for them if necessary

### **Timing**

In some instances an initiative undertaken was rushed as a result of a later notification of outcome than had been expected. If possible it would be better for school based interventions to be initiated at the beginning of an academic year to allow for timetabling issues around staff and students to be resolved

### **Becoming more focussed**

This project was excellent in allowing for wide ranging interventions enabling a build-up of baseline knowledge. In future I would recommend the further development of what we now know in focussing on a specific area such as CPD or dealing with attachment issues etc

## **Key recommendations**

### **Language**

One of the barriers to effective communication between services and agencies is without doubt the way language is used and understood. There is a need for all practitioners to seek out levels of understanding between each other; to be open to the language used by others; not to allow specific service terminology to detract from collaborative working

### **Support for young people at different tiers**

Schools need to be supported in enhancing the opportunities they can provide to their students who present at Tier One. Earlier identification and focussed support required to prevent escalation through the tiers. Working with other agencies there needs to be a clarity and transparency in referral systems with service level agreements and information sharing protocols confirmed

### **Training for staff in schools**

Schools need to consider the appropriateness of roles and responsibilities of designated staff members with training provided as required. Additional to training is the element of non-managerial supervision for all staff involved in therapeutic and emotional health interventions. This may involve the employment of an external supervisor. School staff need to be appraised of the pressures on voluntary and other statutory agencies with particular concern for the sustainability of third sector organisations

### **Employment of specialist staff**

Schools need to consider whether or not the direct employment of specialist staff such as counsellors is the way forward. In making consideration they need to explore how such staff potentially working in isolation from others in their field may receive adequate training, support, and time for reflection and professional supervision

### **Networking**

As a partnership we need to provide practitioner forums for the sharing of interventions, practice and emerging trends.

### **Support for parents**

As qualified professionals with accessibility to a plethora of resources we still find it difficult to know which way to turn. This issue is exacerbated for parents. The development of a parents pack will contribute to them understanding the roles and remits of the agencies

### **Trends**

It would appear at any one time in our schools there feels to be a growth in cases of young people exhibiting certain behaviours such as self-harm or eating disorders. Regular updates need to be shared across the partnership to enhance understanding, practice and identification of external help

### **A school emotional resilience policy**

For schools to review their policies and to make links under an overarching emotional resilience policy

### **Long term effects of interventions**

This project took place over a six month period and further research is required to ascertain the effects of the interventions over a prolonged period

# Emotional Resilience

## Introduction

This resource pack has been produced with contributions from partners. It is not meant to be exhaustive but is provided as a means of getting you started with resources tried and tested by others

Some hints about the use of resources

- take the ideas and personalise them, making them your own for use with particular students
- use colour whenever you can – it really lifts the content
- change the format making sure that each worksheet as well as being different, looks different

# What is Emotional Resilience?

## Some definitions and responses

Emotional resilience...

... is defined as an individual's ability to properly adapt to stress and adversity.

... refers to a person's ability to adapt to stressful situations or crises.

... is the capacity to withstand stress and catastrophe

... is about removing the struggle to manage your emotional reactions

... is the ability to spring back emotionally after suffering through difficult and stressful times in one's life.

... is the armour you need for modern life

... is partially inborn, but it can (and should) be learned and developed

... seems to involve several related elements. Firstly, a sense of self-esteem and confidence; secondly a belief in one's own self-efficacy and ability to deal with change and adaptation; and thirdly, a repertoire of social problem solving approaches

# Risk and protective factors for child and adolescent mental health

(taken from “Mental health and behaviour in schools”, DfE, June 2014)

	Protective factors	Protective factors
<b>In the child</b>	<ul style="list-style-type: none"> <li>• Genetic influences</li> <li>• Low IQ and learning disabilities</li> <li>• Specific development delay or neuro-diversity</li> <li>• Communication difficulties</li> <li>• Difficult temperament</li> <li>• Physical illness</li> <li>• Academic failure</li> <li>• Low self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Being female (in younger children)</li> <li>• Secure attachment experience</li> <li>• Outgoing temperament as an infant</li> <li>• Good communication skills, sociability</li> <li>• Being a planner and having a belief in control</li> <li>• Humour</li> <li>• Problem solving skills and a positive attitude</li> <li>• Experiences of success and achievement</li> <li>• Faith or spirituality</li> <li>• Capacity to reflect</li> </ul>
<b>In the family</b>	<ul style="list-style-type: none"> <li>• Overt parental conflict including Domestic Violence</li> <li>• Family breakdown (including where children are taken into care or adopted)</li> <li>• Inconsistent or unclear discipline</li> <li>• Hostile or rejecting relationships</li> <li>• Failure to adapt to a child’s changing needs</li> <li>• Physical, sexual or emotional abuse</li> <li>• Parental psychiatric illness</li> <li>• Parental criminality, alcoholism or personality disorder</li> <li>• Death and loss – including loss of friendship</li> </ul>	<ul style="list-style-type: none"> <li>• At least one good parent-child relationship (or one supportive adult)</li> <li>• Affection</li> <li>• Clear, consistent discipline</li> <li>• Support for education</li> <li>• Supportive long term relationship or the absence of severe discord</li> </ul>
<b>In the school</b>	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Discrimination</li> <li>• Breakdown in or lack of positive friendships</li> <li>• Deviant peer influences</li> <li>• Peer pressure</li> <li>• Poor pupil to teacher relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Clear policies on behaviour and bullying</li> <li>• ‘Open-door’ policy for children to raise problems</li> <li>• A whole-school approach to promoting good mental health</li> <li>• Positive classroom management</li> <li>• A sense of belonging</li> <li>• Positive peer influences</li> </ul>
<b>In the community</b>	<ul style="list-style-type: none"> <li>• Socio-economic disadvantage</li> <li>• Homelessness</li> <li>• Disaster, accidents, war or other overwhelming events</li> <li>• Discrimination</li> <li>• Other significant life events</li> </ul>	<ul style="list-style-type: none"> <li>• Wider supportive network</li> <li>• Good housing</li> <li>• High standard of living</li> <li>• High morale school with positive policies for behaviour, attitudes and anti-bullying</li> <li>• Opportunities for valued social roles</li> <li>• Range of sport/leisure activities</li> </ul>

# How schools can promote their pupils' mental health

(taken from "Mental health and behaviour in schools", DfE, June 2014)

The culture and structures within a school can promote their pupils' mental health through:

- **a committed senior management team** that sets a culture within the school that values all pupils; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way;
- **an ethos of setting high expectations of attainment for all pupils with consistently applied support.** This includes clear policies on behaviour and bullying that set out the responsibilities of everyone in the school and the range of acceptable and unacceptable behaviour for children. These should be available and understood clearly by all, and consistently applied by staff;
- **an effective strategic role for the qualified teacher who acts as the special educational needs co-ordinator (SENCO),** ensuring all adults working in the school understand their responsibilities to children with special educational needs and disabilities (SEND), including pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO will ensure colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary;
- **working with parents and carers as well as with the pupils themselves,** ensuring their opinions and wishes are taken into account and that they are kept fully informed so they can participate in decisions taken about them;
- **continuous professional development for staff** that makes it clear that promoting good mental health is the responsibility of all members of school staff and community, informs them about the early signs of mental health problems, what is and isn't a cause for concern, and what to do if they think they have spotted a developing problem;
- **clear systems and processes to help staff who identify children and young people with possible mental health problems;** providing routes to escalate issues with clear referral and accountability systems. Schools should work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school). These should be set out clearly in the school's published SEND policy;

# Identifying a starting point and measuring progress

To enable teachers and other support staff to measure the impact of interventions there are a number of assessment tools available, including those listed below

## **The Boxall Profile**

Often when interventions are implemented the impact is largely observational and anecdotal but the Boxall profile enables teachers to refine their observations gaining a deeper understanding of a student's difficulties supporting the planning of further interventions

## **The Butler Self-Image Profiles (SIP)**

The Butler Self-Image Profile is a brief self-report measure that provides a visual display of self-image and self-esteem. The profile taps into the individual's theory of self, looking at how I am and how I would like to be.

## **Strengths and Difficulties Questionnaire (SDQ)**

The Strengths and Difficulties Questionnaire (SDQ) is a brief child mental health questionnaire for children and adolescents ages 2 through 17 years old, developed by the UK child psychiatrist Robert N Goodman.

Due to copyright laws it is not possible to include electronic copies in this toolkit but schools and individuals may use paper copies accessible from the SDQ website <http://www.sdqinfo.com/>

The SDQs ask about 25 different attributes relating to

1. emotional symptoms
2. conduct symptoms
3. hyperactivity/inattention
4. peer relationship problems
5. prosocial behaviour

The same 25 items are included in questionnaires for completion by the parents or teachers

## **Using SEAL**

Some practitioners make use of SEAL Pupil rating scales, before and after interventions to measure progress

# Research Resources

## Mental health and behaviour in schools

DfE, June 2014

### The Royal College of Psychiatrists resources for young people

A collection of well-researched information sheets and book recommendations on a wide range of issues concerning the mental health of children and young people.

### A Guide to Promoting Resilience in Children: Strengthening the Human Spirit

by Edith H Grotberg, PhD. A guide, based on the International Resilience Project, to help adults promote resilience in children.

### The Primary Review Interim Report: Community Soundings, the Primary Review regional witness sessions

A report feeding into the Primary Review (University of Cambridge and Esmee Fairbairn Foundation) in which the stresses faced by children and young people are discussed.

### Report Card 7: An Overview of Child Well-being in Rich Countries, Unicef (pdf)

Report of a comprehensive assessment of the lives and wellbeing of children and adolescents in the economically advantaged nations.

### Wellbeing in the Classroom (pdf)

Transcript of the keynote seminar of the all-party parliamentary group on scientific research in learning and education: "Wellbeing in the Classroom", the Institute for the Future of the Mind, October 2007.

### Research on child wellbeing, inequality and materialism: Children's summary

Children's summary of research paper on child wellbeing by Ipsos Mori, Unicef UK in partnership with Dr Agnes Nairn.

### Children's Wellbeing in UK, Sweden and Spain: The Role of Inequality and Materialism

A qualitative study by Unicef, Ipsos Mori Social Research Institute in partnership with Dr Agnes Nairn.

### Building Emotional resilience in Denny Schools: A pilot intervention

Produced by the Scottish Development Centre for mental health in association with Young Minds. January 2009

### Bouncing back: How resilience can be promoted in vulnerable children and young people

Jane Glover for Barnardos 2009

### Born in South Lakeland – developing emotionally resilient children

Glenys Mariott, John Asher, Zoe Butler 2012

## Useful Resources: Books

	Title	Author
<b>Instant Help Books for Teens</b>	The Shyness and Social Anxiety Workbook for Teens: (CBT and ACT skills to Help You Build Social Confidence)	Jennifer Shannon
	The Anger Workbook for Teens: (Activities to Help You Deal with Anger and Frustration)	R Lohmann
	ADHD Workbook for Teens: (Activities to Help You Gain Motivation and Confidence)	L Honos-Webb
	The Stress Reduction Workbook for Teens: (Mindfulness Skills to Help You Deal with Stress)	Gina M. Biegel
	PTSD Workbook for Teens: (Simple, Effective Skills for Healing Trauma)	Libbi Palmer
	Free from OCD: (For Teens with Obsessive-Compulsive Disorder)	T Sisemore
	Stopping the Pain: (A Workbook for Teens Who Cut & Self-Injure)	L E Shapiro
	Bullying Workbook for Teens: (Activities to Help You Deal with Social Aggression & Cyberbullying)	R Lohmann
	The Bulimia Workbook for Teens: (Activities to Help You Stop Bingeing and Purging)	Lisa M. Schab
	Think Confident, Be Confident for Teens: (A Cognitive Therapy Guide to Overcoming Self-Doubt and Creating Unshakable Self-Esteem)	Marcia Fox
	What's Eating You? (A Workbook for Teens with Anorexia, Bulimia & Other Eating Disorders)	Tammy Nelson
	Don't Let Your Emotions Run Your Life for Teens: (Dialectical Behaviour Therapy Skills for Helping Teens Manage Mood Swings, Control Angry Outbursts, and Get Along with Others)	Sheri Van Dijk
	The Optimistic Child: (A Proven Program to Safeguard Children against Depression and Build Lifelong Resilience)	Martin E Seligman
	Learned Optimism: (How to change your mind and life)	Martin E Seligman
	I'm not good enough	Dr C Williams
Write all over your bathroom mirror	Dr C Williams	

	Self-Esteem workbook for Teens: Activities to Help you build confidence and achieve your goals	Lisa M Schab
	Beyond the Blues: A workbook to help Teens overcome depression	Lisa M Schab
	The Anxiety workbook for Teens: Activities to help you deal with Anxiety & Worry	Lisa M Schab
	The Homunculi Approach to Social & Emotional Wellbeing: A flexible CBT Programme for Young People on the Autism Spectrum or with Emotional and Behavioural issues	Anne Greig & Tommy Mackay
	The Seven Habits of Happy Kids (Simon & Schuster Children's 2008) Picture book for children on how to develop effectiveness and wellbeing.	S Covey
	The Seven Habits of Highly Effective Teens (Simon and Schuster, 1998) A guide to life for teenagers.	S Covey
	Teaching Meditation to Children (Thorsons, 1997) A guide to the varying techniques for working with children in different age groups (from five to eighteen), showing how the benefits of meditation can help in a range of ways.	D Fontana & I Slack
	Raising Our Children to Be Resilient, Routledge, 2005 A guide to helping children through their pain and confusion into a flexible and compassionate adulthood.	L Goldman
	How to be Happy, Life Squared, 2011 A guide exploring the issue of happiness including practical tips for improving mental health and wellbeing	E Holmes
	Where there is No Child Psychiatrist: A mental healthcare manual	V Eapen, P Graham & S Srinath
	Emotional Intelligence (Bloomsbury Publishing 1996 ISBN 0747528306)	D Goleman
	Social Intelligence (Arrow Books Publishing 2007 ISBN 9780099464921)	D Goleman
	Emotional Literacy (Continuum International Publishing ISBN 9781847064110)	D Spendlove
	Emotional Growth & Learning (Published by Routledge 1994 ISBN 0415101344)	P Greenhalgh

## Useful Resources: Other Organisations and websites

Organisation	Website	Details
The Birchall Trust	<a href="http://www.birchalltrust.org.uk/">www.birchalltrust.org.uk/</a> 01229 820828	A registered charity providing counselling for male and female adults, children and young people who are survivors of rape, sexual abuse and/or incest. The sexual abuse can be recent or historic.
SAFA	<a href="http://www.safa-selfharm.com">www.safa-selfharm.com</a> 01229 832269	SAFA is committed to making a positive difference to the lives of individuals aged 13 + who self-harm and to those who support them. Their primary goal is to empower the individual to take responsibility for their own lives by offering counselling and trusting support.
Very Important Kids (VIK)	<a href="http://www.youngmindsvs.org.uk">www.youngmindsvs.org.uk</a>	The Very Important Kids Project is a three-year lottery-funded YoungMinds initiative involving thousands of young people, which campaigns to improve mental health services, raises awareness about young people's mental health and wellbeing, and increases young people's involvement in service and delivery.
The United Nations Children's Fund (Unicef)	<b>Error! Hyperlink reference not valid.</b>	Unicef UK is a registered charity raising funds and awareness to support Unicef's work to protect child rights worldwide, in accordance with the UN convention on the rights of the child.
Rights Respecting Schools Award	<a href="http://www.unicef.org.uk/rrsa">www.unicef.org.uk/rrsa</a>	Home of the Rights Respecting Schools Award, which recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos.
The Nurture Group Network	<a href="http://www.nurturegroups.org">www.nurturegroups.org</a>	The Nurture Group Network is the international umbrella organisation for nurture groups.
What is a Nurture Room?	<a href="http://www.thenurtureroom.com">www.thenurtureroom.com</a>	Short video of children describing what a nurture room is.
Values-based Education	<a href="http://www.valuesbasededucation.com">www.valuesbasededucation.com</a>	Information on developing an educational philosophy based on valuing self, others and the environment.
Peer Mentoring Project	<a href="http://www.peermentoring.org.uk">www.peermentoring.org.uk</a>	Information on implementing a peer mentoring project.
School Councils UK	<a href="http://www.schoolcouncils.org">www.schoolcouncils.org</a>	Organisation that helps schools to run effective school councils.
Centre for Confidence and Wellbeing	<a href="http://www.centreforconfidence.co.uk">www.centreforconfidence.co.uk</a>	Parents pages on the Centre for Confidence and Wellbeing website

ChildLine	<a href="http://www.childline.org.uk">www.childline.org.uk</a>	ChildLine is a private & confidential service for children and young people <b>up to the age of 19</b> . You can contact a ChildLine counsellor about anything -no problem is too big or too small.
The site (16 +)	<a href="http://www.thesite.org">www.thesite.org</a>	TheSite.org is the online guide to life for <b>16-25 year-olds in the UK</b> , providing non-judgmental support and information on everything from sex and exam stress to debt and drugs. Straight-talking emotional support is available 24 hours a day.
Mind Full	<a href="http://www.mindfull.org">www.mindfull.org</a>	Mind Full is a brilliant new service for <b>11-17 year olds</b> , providing support, information and advice about mental health and emotional wellbeing; helping you to overcome life's ups and downs and feel confident and happy about who you are.
Samaritans	<a href="http://www.samaritans.org">www.samaritans.org</a>	People contact Samaritans when things are getting to them. Samaritans is here for them round the clock, every single day of the year. They provide everyone a safe place to talk, whoever they are, however they feel, whatever life's done to them.
B-eat	<a href="http://www.b-eat.co.uk">www.b-eat.co.uk</a>	Beat eating disorders - Information and help on all aspects of eating disorders, including Anorexia Nervosa, Bulimia Nervosa, binge eating disorder and related eating disorders.
Get connected	<a href="http://www.getconnected.org.uk">www.getconnected.org.uk</a>	Get Connected is the UK's free, confidential helpline service for young people <b>under 25</b> who need help, but don't know where to turn.
Minded	<a href="http://www.minded.org.uk">www.minded.org.uk</a>	
Dfe Department advice for School Staff 2014		Mental health and behaviour in schools

# **Examples Of Programmes Undertaken With Students**

## **Working with individual students exhibiting low levels of confidence**

The course materials used were:

"Write all over your bathroom wall" and "I'm not good enough" by Dr Chris Williams.

Some resources from the "unearthing pack" available from [www.hopemountain.org.uk](http://www.hopemountain.org.uk)

The course content was as follows (some amendments were made to meet the specific needs of the young people but a similar order and format for all the pupils was followed):

All the sessions were held in a quiet, private office away from the main teaching area. The young person was offered tea/coffee/juice on arrival.

Number of young people involved – 7

### **Session one – Rating your confidence**

Session one consisted of a short meeting with the young person to discuss the project and to ask whether the young person wanted to be part of it. The support worker asked the young person to fill in the 'adolescent wellbeing scale' 'Kutcher adolescent depression scale' and 'Rosenburg's self-esteem scale' to identify if there were any significant concerns re: emotional wellbeing which needed to be referred on to a specialist agency such as CAMHS or GP. These rating scales also measure the impact of low confidence on the young person and served as a base line to measure whether the project was having a positive impact. The young person was also asked to describe their difficulties in terms of confidence and self-esteem.

### **Session two – Imagining a positive future**

The support worker met with the young person and provided them with a copy of the CBT book "write all over your bathroom mirror". The support worker made the young person a cup of tea/coffee/juice and created a relaxed and friendly atmosphere in the room (eg no noise, mess, interruptions). This was done in order to demonstrate one of the points made in the book about setting a time aside each week to work on self. As it is a short book the support worker and young person read it together during the session. The support worker introduced the idea on page 27-28 of the book of 'imagining a more positive future' and writing yourself a letter about this. The remainder of the session was spent writing ideas on the whiteboard/paper about the kind of life that the young person wants in 10 years; where they will live, what they have achieved, how they will feel, what kind of friends they will have, etc. The young person was encouraged to really use their imagination in this process and to think about exactly how their future would look and feel, and how their life would have changed in a positive way. A short homework task was set for the young person – to write a letter to themselves in the book from their future self.

### **Session three – Good things about me list**

The support worker and the young person discussed the tasks set from the previous week and reviewed these. The support worker then introduced the "I'm not good enough book". The support worker talked with the young person about the negative things they say to themselves which have an impact on their self-esteem and confidence. The first part of the book was read during the session and the 'ok things about me' list introduced. The support worker supported the young person in starting their 'good things about me list'. 'Why I like you cards' (unearthing pack) were used as a basis to start a discussion about positive qualities the young person possesses. The following headings were also used to continue this process: positive qualities I have, things I have achieved, and times I have helped others, things I like about the way I look. The young person was asked to do some tasks at home following the session, including sharing the book with parents/carers, and writing some more things on their list. The support worker wrote to the parents to ask them if they would write a letter to the young person about all the positive traits their child has (a stamped addressed envelope was enclosed).

### **Session four – Acting confident**

The support worker shared with the young person the letter from parent/carer about the things they like about them (if this had been received). They also went over the 'ok things about me list' again. This week

the focus is 'acting confidently (as described on page 14-19 of the 'I'm not good enough' book). The young person was encouraged to think about people they know who are confident, and people they aspire to be like. Pictures were obtained of these people (singers, actors, etc) for the young person to stick in their book as a reminder of how to act confidently. A task was set whereby the young person could practice these acting skills either with the support worker or with another member of staff. The young person was asked to think of a situation where they felt unconfident or uncomfortable and to re-enact this situation whilst acting confidently. They were asked to think about things such as 'smiling' 'good eye contact' 'sitting/standing up straight' 'talking a bit slower and a bit louder'. A home task was set whereby the young person was asked to keep repeating to themselves the 'ok things about me list', sticking up the letter from parent/carer in their rooms and looking at it every day, and to find more pictures of confident people. The support worker emailed the young person's teachers to obtain some positive comments/feedback to share with the young person during the next session.

### **Session 5 – Confidence tree.**

The positive comments received from the teachers were fed back to the pupil. The focus of this week was to paint a 'confidence tree'. The materials required were: watercolour paints and coloured paper. The young person was asked to paint a tree on an A3 piece of paper including roots and branches. Along the roots the young person was asked to write all the times/situations/places where they already feel confident eg: at home, with my friends, when I'm biking, etc. This was described as being like a tree's roots - the things that keep you strong. Along the trunk of the tree the young person was asked to write a situation in which they would like to feel more confident/ something they want to work on eg: meeting new people, eating in the canteen, talking in front of a group of people. When this was completed the young person was asked to cut out leaves (from two different coloured pieces of paper). On the first colour leaves the young person was asked to think about/discuss/write down ideas about things they could do to help with that particular situation eg: talk to people about my worries, practice the things learned in the session, have good eye contact etc. On the second set of leaves the young person was asked to think about/discuss/write down all the things that other people could do to help them eg; encourage them, give them praise, make them do things they don't want to do, etc. At the end of the session the young person was reminded of all their achievements so far and also reminded that there was only one more session remaining.

### **Session 6 – changing bad thoughts to good ones**

The focus of this week was to look at the negative thoughts we tell ourselves and how we can change these to more positive ones. The young person was asked to think about specific things they tell themselves or think about which impact on their confidence. About 8 thoughts/statements were used. Examples of these were things such as 'I'm fat', 'I'm not good at that', 'I'm not pretty', 'I'm not as good as others', 'It's my fault' etc. The young person was asked to write each of these statements down on a card and then scribble them out. Each time a statement was scribbled out the young person was asked to write down the counter argument on the back of the card. So for example instead of 'I'm not good enough' this was changed to 'I am as good as everybody else. I have loads of positive qualities such as.....' This was continued until all of the statements were changed to more positive ones. As this was the last full session (apart from the evaluation session) the contents of the previous sessions were briefly discussed.

### **Evaluation session.**

During this session the support worker and the young person jointly looked back at the young person's achievements and what they had learned. They went over each of the topics covered and also talked about what the young person could do in future to address any unmet needs. The young person was reminded of all the positive feedback they had received either from parents/teachers/facilitator.

The rating scales were used again to measure whether there had been an improvement in terms of mood/self-esteem. The young person was also asked to rate their confidence on a scale of 1-10. After the endings session was over another staff member met with the young person later in the week to ask them a series of questions. They were reminded that these answers were anonymous and that they could be really honest about their feelings about the sessions in order to improve future interventions. The questions asked were as follows.

Pupils are to be asked these questions at the end of the 6 weeks of sessions, by a member of staff who is **not** the person who has facilitated the sessions.

Please remind the pupil that the answers are confidential (no names disclosed unless they want to)

1. What sorts of things did you do in the sessions? Can you tell me about some of the things you remember doing?
2. What did you like about the sessions?
3. What part of the sessions were most helpful to **you** (this is a reminder of what we did but this may not be the thing that helped you most, eg it could have been something you talked about etc - 'me in 10 years', 'list of good things about me', 'acting like a confident person', 'the confidence tree', 'changing bad thoughts to good ones')
4. What do you think would make the sessions better? It's great to have your ideas so we can change things round and make things better.
5. Have the sessions helped you improve your confidence? If they have, in what ways has your confidence improved? (if not can you think of anything which would help you improve your confidence? Are there specific reasons why you think your confidence hasn't improved).
6. At the start of the sessions you rated your confidence as.....How would you rate your overall confidence now (out of 10 – 10 being the most confident)

### Evaluation of the project.

The project appears to have been really successful with this initial group of students. Of all the rating scales completed so far there has been an improvement in all three of the scores (Kutcher/Rosenberg/Adolescent well-being) post intervention. Some of these changes were significant in terms of improved mood and self-esteem. It is too early to tell whether these changes will be maintained long term. The self-reported rating also improved following the sessions. The comments given on the anonymous questionnaire completed by a different staff member were positive. Please see some examples below:

Have the sessions helped you improve your confidence?

“Yes confidence improved. I can now go to the canteen”

“Yes loads. I speak to people I don't know”

The project appears to have been successful in empowering the students to work through their own confidence issues with support. Students have begun to deal with a variety of issues and have shown improvements in a number of areas such as eating in front of other people, walking around school more on their own, using the school toilets, dealing with panic attacks, etc. The sessions have also prompted a number of students to share their difficulties with friends who have in turn been able to support them further and encourage them to work through their issues.

A number of students have asked to continue with sessions after the initial ones had ended as they felt they had helped them. Some catch up sessions were offered however care has been taken to not encourage an over reliance on support.

### Things that worked well

The practical nature of the sessions worked well. Students really engaged well with the painting parts of the sessions and also seemed to open up more when using the white board as opposed to just talking about things.

The sessions were designed to be as positive as possible and this was also re-enforced by the letters from parents and feedback from teachers.

The students seemed to enjoy being offered a cup of tea as this is not something they usually have in school.

Different students cited different sessions as their favourite including 'me in 10 years' 'acting confident' and 'changing bad thoughts to good ones'.

The students who received letters from parents responded really well to this. Similarly the positive emails from teachers also produced lots of smiles 😊

Students responded really well to praise for their achievements and were keen to come back the following week with an update of their progress.

Most students were keen to take their work with them to show family and friends.

Most of the students told their friends about the sessions which gave them a bigger support network of people to talk to re: their confidence.

### Challenges/Barriers

Not all the parents engaged with the process. Only half of parents sent back the positive letter to their child despite supplying a stamped addressed envelope.

Initially more parental involvement in the process was hoped for but due to time constraints and lack of engagement from some parents this didn't happen. In some ways this was not necessarily a negative thing as the sessions became something that the young person had ownership of.

The sessions were not always held weekly due to a number of reasons – pupil absences, changes in timetables, exams, notes not reaching students, students forgetting. As a result there were larger gaps between some of the sessions than would have been preferred. Those students who missed sessions or who had larger gaps didn't appear to respond as well as others, however there was still some improvement.

### What could be done differently?

The way in which students are given appointments needs some tweaking. Ideally reminders need to be given out on the day of the appointment as well as the week before.

A home visit either prior to the sessions starting or at the point when the letter from parents is needed would be really beneficial.

Some time is needed to record case notes following the sessions. There was only time to write brief notes and more thorough weekly case notes would have been beneficial.

It would be good to train other staff to deliver the sessions as there is a waiting list of students who might benefit from the support.

A block of time needs to be set aside each week specifically for delivering these sessions so that students for example always know you will see them on a Wednesday.

# Improving Emotional Resilience

## Mirror Mirror

This project was offered widely to young people across years 7 – 10. Young people who participated actually volunteered to be involved in sessions which took place during their free time during lunch breaks

### Aims:

1. To improve emotional resilience in students within school.
2. To use creativity to encourage confidence.
3. To encourage presentation skills in front of large crowds.
4. To integrate all age groups in a team activity

Emotional resilience has become an area of concern in education. There is now awareness that coping skills and reasoning strategies are incredibly important for mental health, in adolescence and in adulthood.

Involving creativity to achieve this has been successful in school previously with pottery club achieving fantastic results with students.

Presentation skills are so important for later life and for those suffering from anxiety this is a particular challenge. Even standing in front of a large audience can seem a daunting experience for adults never mind children, so to encourage this experience in children it should prepare them for later life. Many children have shown particular distress at the prospect of public speaking and one aim of this project is to strengthen these skills.

Teamwork is crucial for emotional development and empathy so to get a group project together seems beneficial.

### The Project

To explore body image and feelings of self-worth through the design of positive slogan t-shirts and present them in a fashion show to the whole school.

### Breakdown of sessions

1. Discussion around body image, media and personal feelings
  2. Planning for design of t-shirts, looking at messages on commercial designs
  3. Design t-shirts
  4. Complete design t-shirts
  5. Preparation and practice for fashion show
- Leading towards whole school assembly including “fashion” show-



# **Examples Of Workshops**

## Mandala Session – Exploring Feelings through Colour

### Aim:

For young people to explore their feelings in different areas of their life using colour.

### Resources Needed:

- Mandala sheet
- Coloured pencils

### Method

#### **Part One**

*(10 minutes)*

Introduce the young person to the Mandala. Explain that the mandala is split into four sections:

- Self
- Friends
- School
- Home

Choose one section to begin with. Explain to the young person that you would like them to colour in that area of the mandala according to how they **feel** about that particular area of their life. For example, if they are comfortable and happy in that area, they might choose yellow to show that. If things are a struggle, they might choose a darker colour. However, allow the young person to choose the colour that they see is right for their own feelings – allow them to interpret the colours in their own way. There are lots of areas to colour in, so they can choose a variety of colours.

#### **Part Two**

*(Approx 15 minutes)*

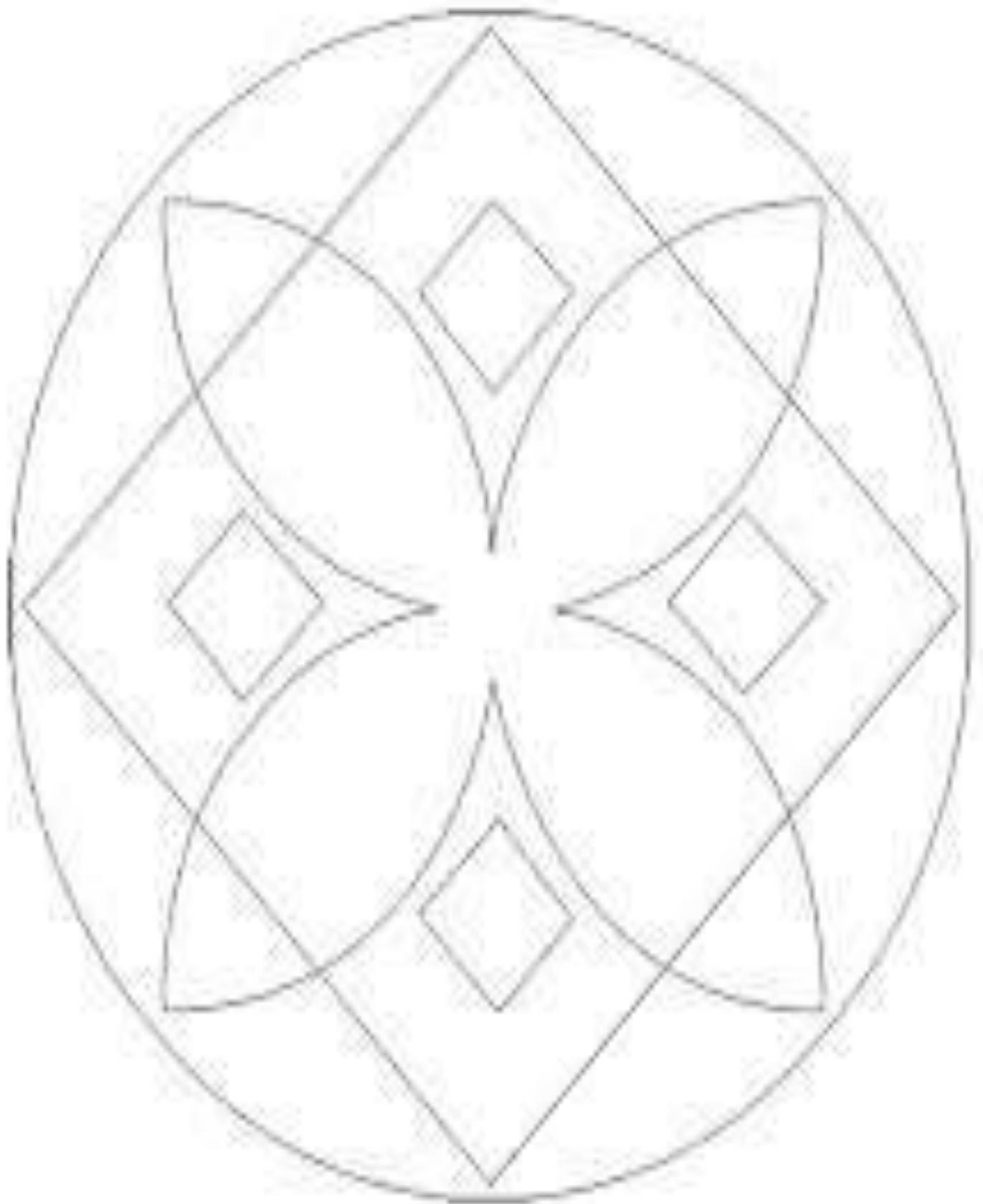
After the young person has coloured in one section, talk through their colours with them. Use active listening skills to expand on why the young person has chosen certain colours.

#### **Part Three**

*(Allow at least 20 minutes for each section)*

Choose another section and ask the young person to colour it, repeating part one. Again, follow this up with a discussion about why they have chosen certain colours.

This can then be repeated for all sections.



## My Gifts and Qualities

### Aim:

For young people to begin to recognise, explore and accept the gifts and qualities they have.

### Resources Needed:

- Gift box net
- Scissors
- Glue
- Felt tips
- Craft items to decorate with (sequins/stickers)
- Small pieces of paper with different gifts written on them

### Method

#### **Part One**

***Approx 10 mins***

Explain to the young people that this session will focus on who 'they are' on the inside. In today's world, we focus a lot on what people look like on the outside, but the challenge in this session is to look within.

Firstly, ask the young people to look at all the different gifts and qualities that are written on the small pieces of paper. Ask them to take their time and to choose the gifts and qualities that they think they have. They can choose as many as they like. (Some young people will find this very difficult, so they might need encouragement to choose perhaps 2 or 3.)

#### **Part Two**

***Approx 5 mins***

Ask the young people to share the gifts and qualities they have chosen one at a time. Ask them to share why they chose that gift/quality and to perhaps give examples of how they show this gift/quality where they can.

#### **Part Three**

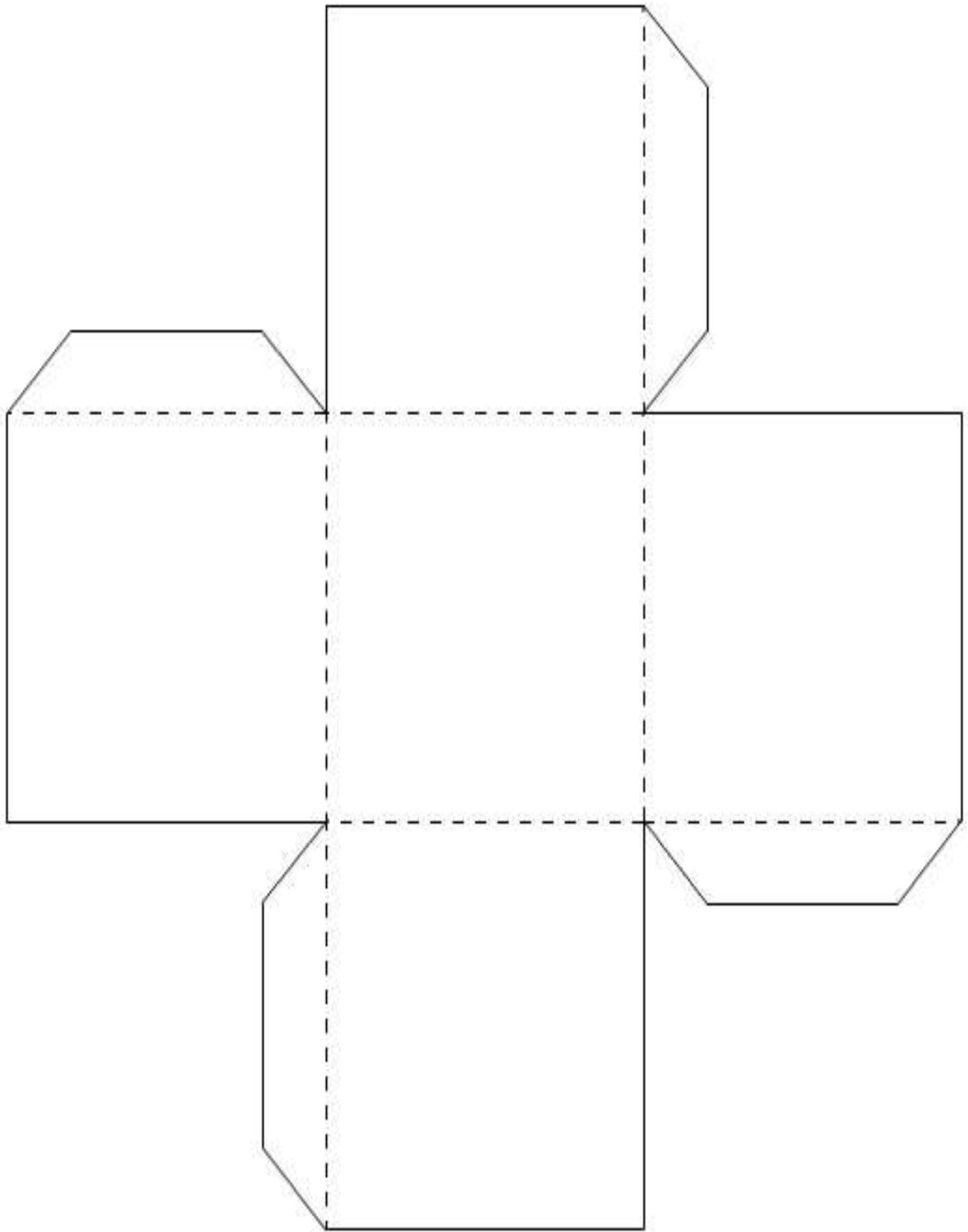
***Approx 10 mins***

Give the young people a copy of the gift box net. Ask them to decorate the box with their name and their favourite colours.

#### **Part Four**

***Approx 2 mins***

Ask the young people to place their gifts and qualities in their own gift box. Explain to the young people that this gift box can always be a reminder to them of their own special gifts and the gifts they share with other people.



Patient	Good Listener
Good sense of humour	Loyal
Hardworking	Kind to People
Honest	Reliable
Good Friend	Glad
Enthusiastic	Calm
Joyful	Thoughtful
Musical	Good at Sport
Fun	Helpful
Artistic	Caring
Generous	Brave
Funny	Confident

# **Examples Of Worksheets Used**

# About Me!

Circle statements that most closely match your qualities:

I am a loyal friend

I am good at working independently

I feel happy when I receive praise

I learn from my mistakes

I smile a lot

I like being creative

I am patient, able to keep my temper

I believe that I can achieve

I like working with people

I am an honest person

I like the way I look

I am a team player

I can cope in unfamiliar situations

I am good at making decisions

I like to win but I can be a good loser

I take pride in my appearance

I like solving problems

I try to understand other people's points of view

I feel good about myself

# It's GREAT to be Me!

Talents and Skills  
(I am good at ...)

Personal Qualities  
(I am liked because ...)

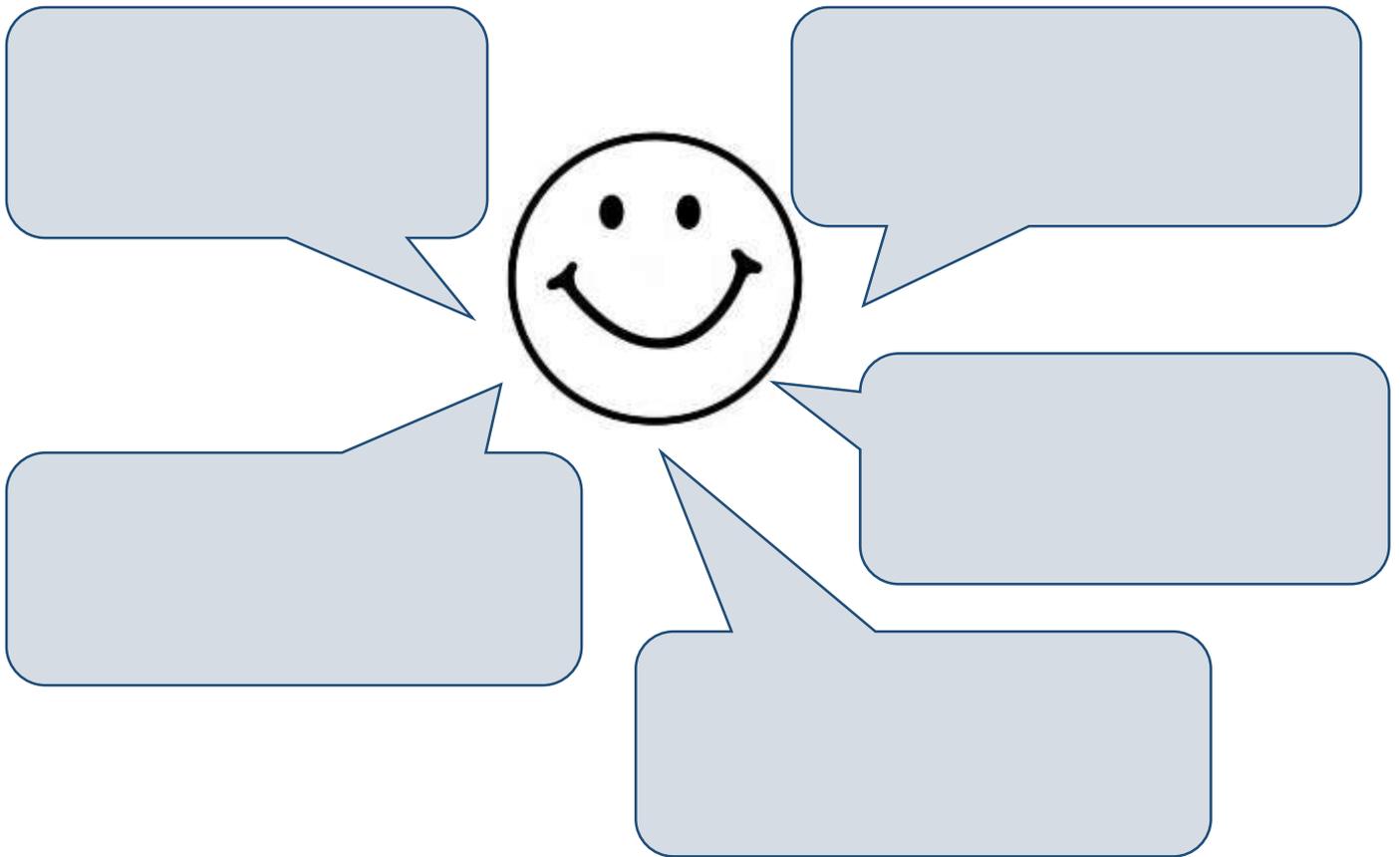
My Achievements  
(I have achieved ...)

My Best Qualities  
(My best qualities are ...)

# Things I am good at

Using the boxes below write down for yourself, five things that you believe you are good at

On a separate sheet write five positive comments that other people have made about you



# My Wider Interests

Things I've made \_\_\_\_\_

Subjects I'm good at \_\_\_\_\_

Groups I belong to \_\_\_\_\_

My hobbies and interests \_\_\_\_\_

# What do you want to know?

Look at the topics shown below and place a circle around the number which shows how much you want to focus on each topic

- 0 meaning not at all
- 5 meaning "Yes I really want to focus on this"

	0	1	2	3	4	5
Bottling up emotions						
Bullying						
Exam pressures						
Anger management						
Being worried						
Self-harm						
Body image						
Friendships						
Problem solving						
Family						
Self-image						

# Balancing Risk & Reward



Potential rewards in taking  
a specific action

Risks associated in taking  
that action

Potential rewards in taking a specific action

Risks associated in taking that action

# My Favourite Person

The things I like about \_\_\_\_\_

Uniqueness

Talented

Humour

Has lots of friends

Good at sport

Attractive

Funky

Spontaneous

Choice of Mediums

Successful

Sympathetic

Has courage

Colourful

Popular

Complex

Clever

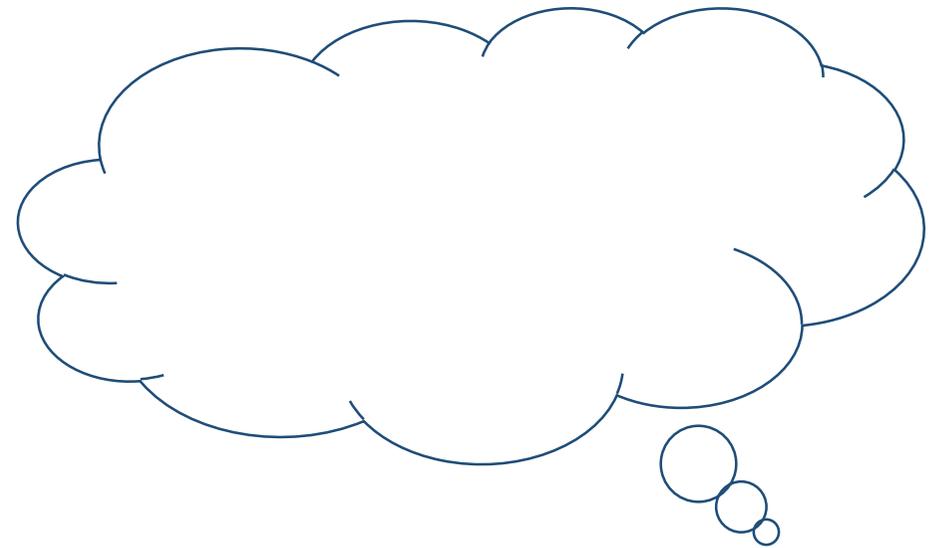
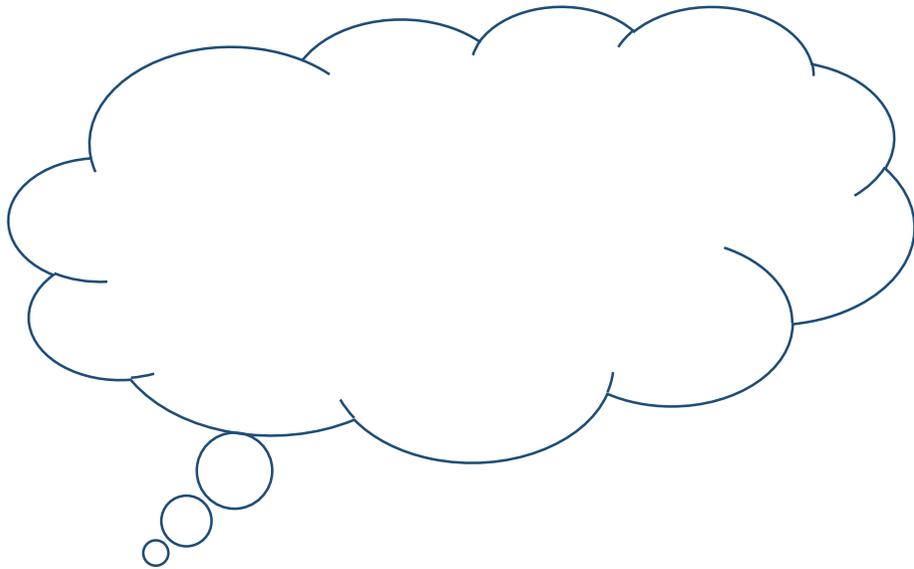
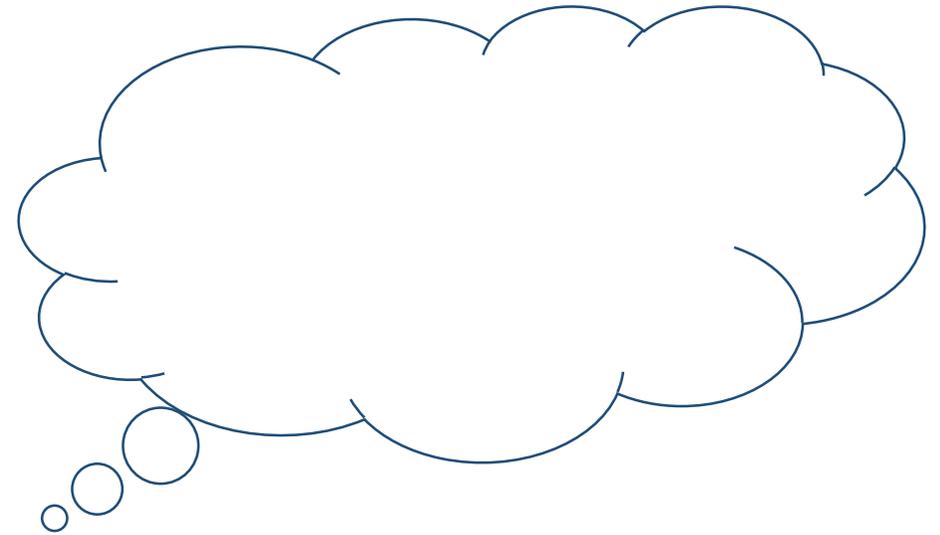
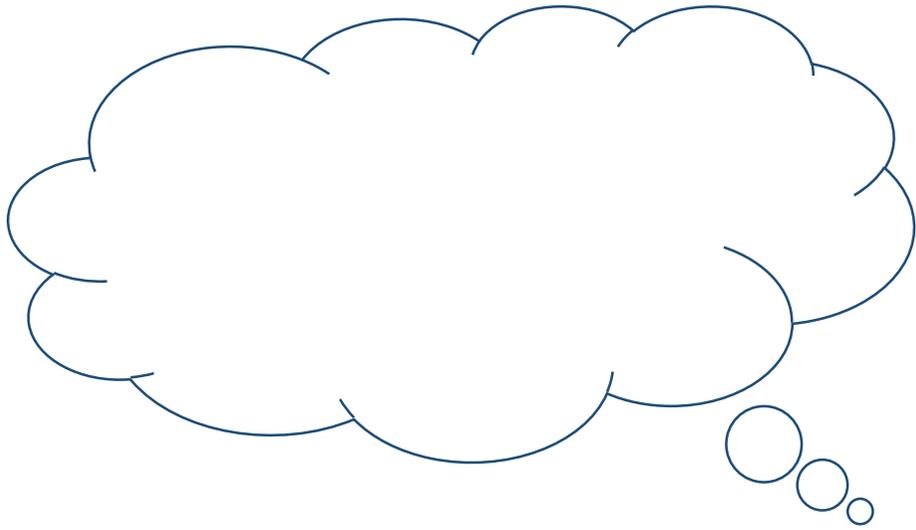
Trendy

Adventurous

Calm

Additional comments (if any)

# Peer Feedback Sheet



# Reviewing My Work

Name: \_\_\_\_\_

I achieved better than I expected

--	--	--	--	--	--	--	--	--	--

I didn't achieve as well as I hoped

I took a risk in developing a new approach

--	--	--	--	--	--	--	--	--	--

I did it safely, knowing it was within my comfort zone

I worked hard and applied myself

--	--	--	--	--	--	--	--	--	--

I could have put in more effort

I amended the project as I progressed through it

--	--	--	--	--	--	--	--	--	--

I stuck to the plan

It was all my own idea

--	--	--	--	--	--	--	--	--	--

I used other resources to help me

I took note of the feedback from my teacher

--	--	--	--	--	--	--	--	--	--

I carried on regardless

I understood what I was expected to do

--	--	--	--	--	--	--	--	--	--

I wasn't clear about the task

I had a limited amount of time to complete

--	--	--	--	--	--	--	--	--	--

It was an ongoing project

I am pleased with the final outcome

--	--	--	--	--	--	--	--	--	--

I am not pleased with the final outcome

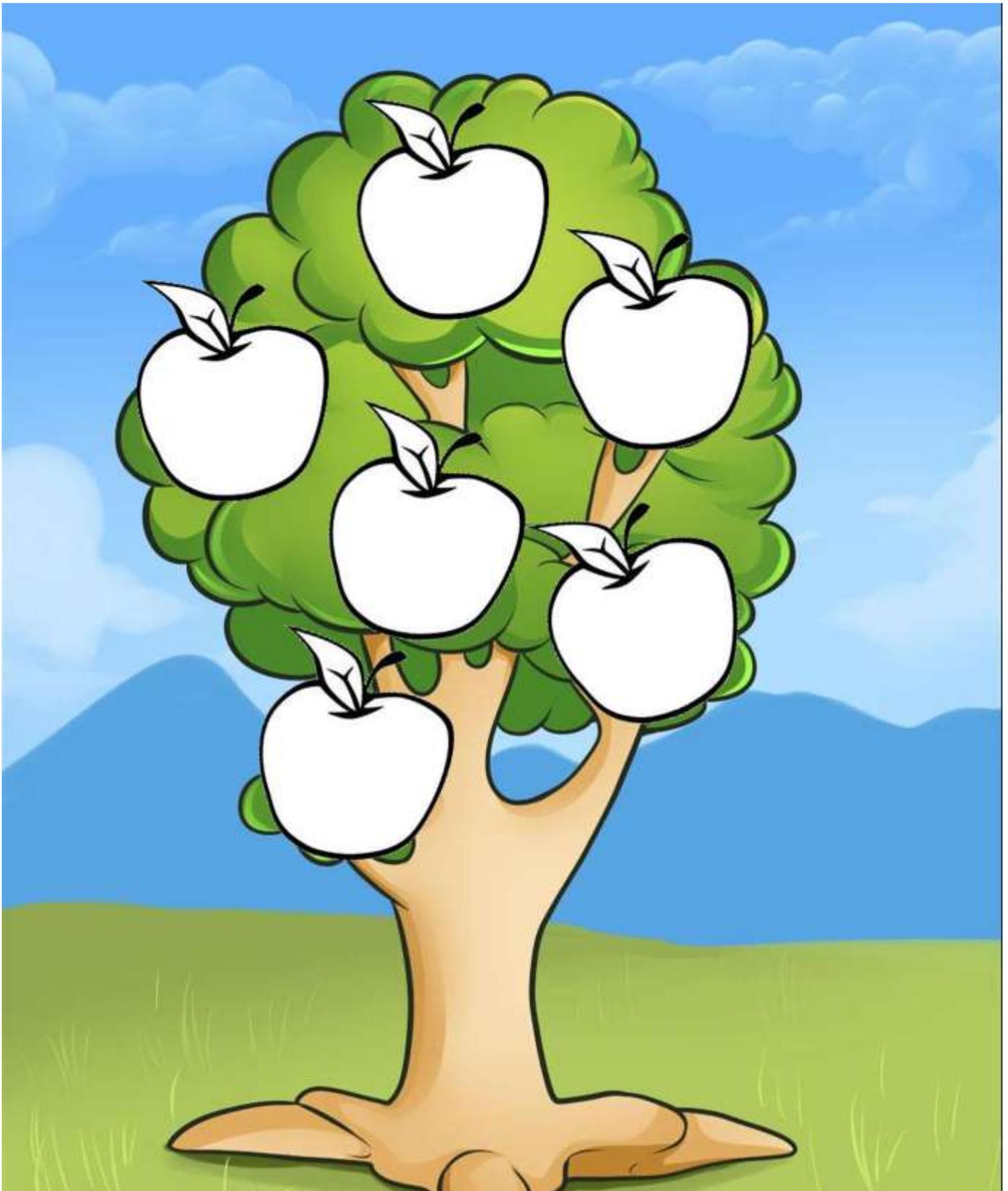


# Finding support

As you leave school and move onto college or apprenticeships, some of your existing support systems will change. Think about your needs and identify who will be able to help you.

What you might need help with	Who will help you and how

# Ideas Tree



# Action Planning and Goal Setting



One area I would like to improve upon and why:

What steps can I do to help myself?

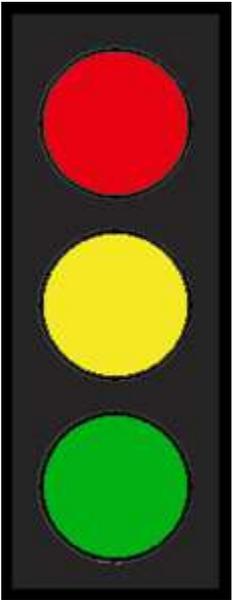
- 1.
- 2.
- 3.

What do I need from other people?

- 1.
- 2.
- 3.

# Strategies for Managing Anger

## Strategy 1

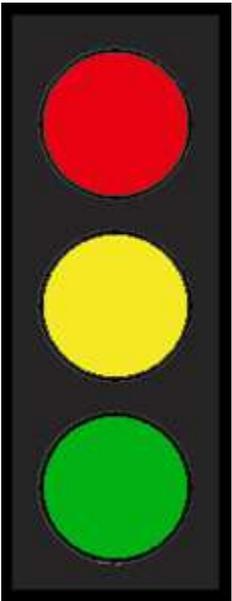


← Stop and say 'What is the problem?'

← PLAN: What can I do to sort it out?  
Who can help me?

← Think: How do I feel?

## Strategy 2



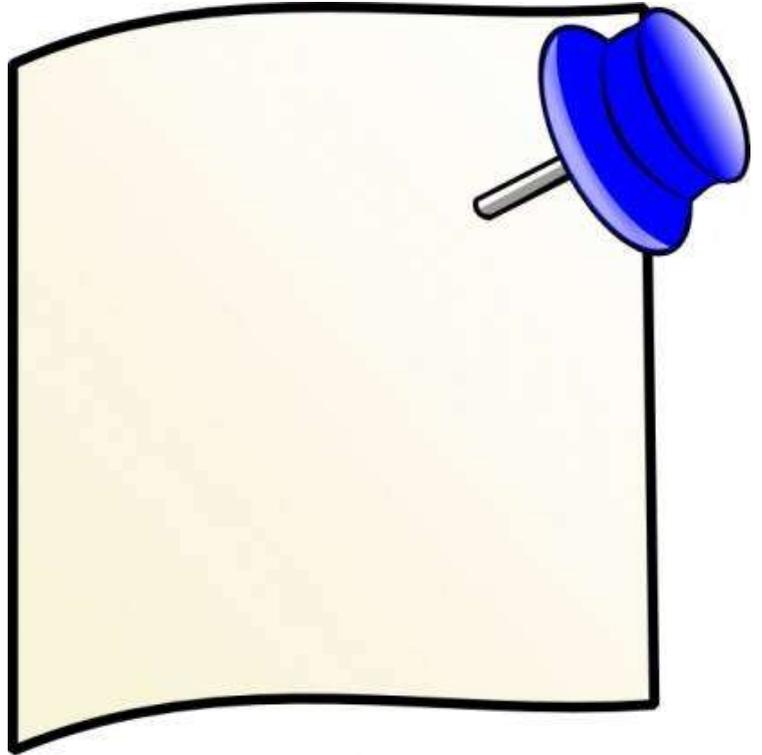
← STOP: What is the problem?

← RESIST: Don't lash out

← WALK AWAY: Remove yourself  
Take some time out

# A Personal Problem Sheet

What problem would you write about to an



Can you work out some solutions / ideas for coping and list them?

I could:

- 
- 
- 
- 
- 
- 

