There are six areas in our lives where we can promote resilience. Two tools have been developed to assess a young person’s resilience, a Self-Reflection tool and a Resilience Conversation tool.

Both tools are available to download from [www.kentresiliencehub.org.uk](http://www.kentresiliencehub.org.uk) and are available for use by all practitioners. Training is available on both the use of the tools, and the theoretical background.

the theoretical background.

**Resilience Conversation Tool**

The Resilience Conversation Tool has been designed for use to enable a more in-depth conversation. Using the wheel diagram, young people will consider all the areas of resilience, with consideration for themselves, their family, significant others and the wider community.

Although it is welcomed that within the wheel these areas are RAG (red, amber, green) rated, young people have said that for this tool to be something they can reflect on, it is encouraged that notes from the conversation are added to the wheel.

This tool can be used as part of the initial meeting with a young person. It will aid you in getting to know the young person, and as it provides focus, the young person may feel more open to discussion, and can pull out the areas that they feel confident about.

Here are some tips on getting started when having a Resilience Conversation with a young person:

* The Resilience Conversation is a tool to help you have confident and strength focussed conversations with young people. If you have the option of choosing when to have a conversation with a young person, think of who is best to have this conversation and think of your environment – use a table, for example, and think of your body language to create a calm atmosphere.
* Ask the young person to read the consent box at the bottom of the page and to sign/date it if they are happy for their information to be shared.
* Explain each area and the four categories on the mapping tool (self, family, significant others, wider community).
* Explain to the young person that the areas link with one another, for example, a strong friendship (green) with a friend from school may help a young person improve their talents and interests (red or amber) by getting them to go along to a school club. Here the young person will be using a strong part to boost a weaker part.
* If needed, model one of the parts yourself as an example. The young person may be confused at first but don’t panic!
* Give the young person 3-4 minutes to RAG rate their areas using three coloured pens. This must be their own views and not others. If you don’t have red, amber and green pens the young person could write the letters on instead, e.g. R, A and G.

**What next?**

* They now have an accessible, visual representation of their own resilience.
* Focus on the greens first. Ask them what is going well in their lives? Ask them why they put green for those areas
* Allow the conversation to flow. The young person should lead the conversation, but you may need to prompt with further questions. Don’t overthink the conversation – you are likely to be having these sorts of conversations on a regular basis but maybe not covering all the parts and in this detail.
* Gradually move on to amber and reds – ask the young person why they chose that colour. This may happen organically, or you may need to ask further questions.
* Ask what would make a ‘red’ better? – This will become an action to be written in the table on the conversation sheet. There may be just one action for one part or the young person may want more actions to be written down, this is personal to them. It is not necessary to have an action for each part.
* If appropriate, you may suggest the young person visits the school or community safe space/s, see a peer mentor, try online counselling, or access one of the other HeadStart services, e.g. volunteer mentor, intensive mentor, talents and interests grant, family group transition work.

|  |  |  |
| --- | --- | --- |
| Area | HeadStart Kent services start date | HeadStart Kent services end date |
| Gravesham & Swale | Sept 2017 | August 2019 |
| Ashford, Canterbury, Folkestone & Hythe | Jan2018 | Dec 2019 |
| Thanet & Maidstone | Jan 2019 | Dec2020 |
| Dover & Tonbridge and Malling | Sept 2019 | July 2021 |

* Please indicate in the table if you offer any of these options to the young person and if they are interested. Go back to a green to finish on a positive.

• If a young person will benefit from safe spaces and/or per mentoring inform them of what is available within the school setting. Many youth hubs also offer safe spaces.

* Online support and counselling can be accessed at <https://kooth.com/>
* Talents & Interests grants can be applied for at <http://www.kent.gov.uk/leisure-and-community/community-grants-and-funding/talents-and-interests-grant-scheme>
* For information on how to complete a referral for intensive mentoring, volunteer mentoring or family group transition work, visit [www.kentresiliencehub.org.uk](http://www.kentresiliencehub.org.uk)

• If there are other services you feel would benefit the young person, please refer using your local sources of information.

• HeadStart schools should record details of the conversation in their Schools Monthly Evaluation Summary Excel document which is held by the HeadStart Lead. This should be returned by email via Egress to HeadStart@kent.gov.uk by the 5th of the following month.

• For those outside of the HeadStart secondary schools, use the online form to return the summary details of the conversations [here](https://kentcc-self.achieveservice.com/en/AchieveForms/?form_uri=sandbox-publish://AF-Process-dea716ef-9d6c-4074-a58e-3f4b1fcb1ec2/AF-Stage446649d6-1eec-416e-bc25-e224d07f7247/definition.json&redirectlink=%2Fen&cancelRedirectLink=%2Fen&consentMessage=yes)

You or a colleague should then meet again with this young person after an agreed time to review their actions (see reverse of sheet) and RAG rate their areas again. Any updates around take up or completion of services should be noted and entered onto the Excel or online tool as appropriate.