

Having Resilience Conversations with Young People

There are six areas in our lives where we can promote resilience. Two tools have been developed to reflect on 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 and are available for use by all practitioners. Training is available on both the use of the tools, and the theoretical background.

Self-Reflection Tool

The Self-Reflection tool has been designed to encourage young people to think about their own areas of resilience, and to guide school staff and practitioners as to which young people may benefit from a conversation about building resilience. The Self-Reflection tool consists of a range of questions, for which young people can respond, Usually, Sometimes, Rarely and Not Sure.

This tool can be used at any time during the school day. Schools that have used the self-assessment have said that it can work well during form time – with the whole form completing a self-assessment at the start and beginning of term, enabling tutors to see how a student is progressing, and then where required a follow up conversation with the young person should take place. Additionally, schools have used this as a tool to help the young person collect their thoughts following an incident, and then to assist the staff member to identify through a conversation with the young person if there is something else contributing to behaviours being displayed in school.

It is during follow up conversations that access to services could be discussed and a referral made. This cannot be achieved through the completion of a self-assessment alone.

Young people do not need to answer all the questions. Some young people may prefer to rate how they feel on a scale of 1-10. This is completely acceptable as the tool should act as an assistance to aiding a conversation and should not be a block.

Practitioners can use this tool as an alternative to the Resilience Conversation tool that incorporates the resilience wheel.

How to have a follow up conversation

The results from the self-reflection should help you to have a confident and strength focused conversation with a young person. If you have the option of choosing when to hold the conversation, 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.

Start by looking at some of the positives that the young person has noted on their self-reflection, about what is going well for them. Ask why they felt confident to tick 'usually' so that you can begin to understand the strengths in their life.

Next you will want to consider their 'sometimes' and 'not sure' responses. As the young person talks through these responses, use their positives to build up these areas

Statements that have been answered with a 'rarely' will need more detailed discussion. Why do they feel that way? What would make it better? Are there existing strengths elsewhere on the

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cont.

assessment that could help support to change this response? Explain to the young person that the areas link with one another, for example, a strong friendship with a friend from school may help a young person improve their talents and interests by getting them to go along to a school club. Here the young person will be using a strong area to boost a weaker area. Start to think about if there is additional support that would benefit the young person.

Finally, return to the positive responses as yet undiscussed. Ensure the young person recognises how much they benefit from these positives.

Throughout it is important to 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 areas and in this detail.

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. talents and interests grant.

Please indicate in the table (marked for staff use only) if you offer any of these options to the young person and if they are interested. If no support is offered, please record this.

Please note the purpose of the conversation is to support young people in recognising their own strengths and should not be used for the sole purpose of accessing outside services.

- If a young person will benefit from safe spaces and/or peer 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>
- If there are other services you feel would benefit the young person, please refer using your local sources of information.

You or a colleague should then meet again with this young person after an agreed time to review their actions.