



HeadStart Blackpool: Evaluation of a Complex Community-Based Resilience Intervention

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6th September 2019



RESILIENCE FRAMEWORK

Basics

-  Good Housing
-  Money to live
-  Being safe
-  Transport and getting to places
-  Healthy diet
-  Exercise and fresh air
-  Enough sleep
-  Play and hobbies
-  Not being judged

Belonging

-  Find somewhere you feel like you belong
-  Find your place in the world
-  Spend time with good people and in good places
-  Keep relationships going
-  More healthy relationships the better
-  Take what you can from relationships where there is some hope
-  Get together with people you can rely on
-  Responsibilities & obligations. For example: looking after your brother/sister or going to school
-  Focus on good times and places
-  Understand what has happened in your life
-  Predict a good experience of someone or something new
-  Make friends and mix with other people

Learning

-  Make school or college work as well as possible
-  Engage mentors
-  Plan out your future
-  Organise yourself
-  Highlight achievements
-  Develop life skills

Coping

-  Understand right from wrong
-  Be brave
-  Solving problems
-  Focus on the good things in life. Put on your Positivity Glasses!
-  Find time for your interests
-  Calming down and making yourself feel better
-  Remember tomorrow is another day
-  Lean on others when necessary
-  Have a laugh

Core self

-  Instil a sense of hope
-  Understand other people's feelings
-  Know and understand yourself
-  Take responsibility for yourself
-  Find time for your talents
-  There is existing help and solutions for problems, use them

Noble truths

-  Accepting
-  Conserving
-  Commitment
-  Enlisting

WHY A RESILIENCE REVOLUTION IN BLACKPOOL?

Tourism

High Deprivation

- Poor:
- Housing
 - Educational Attainment
 - Mental/Physical Health

High rate of Looked After Children





1. Practice Development
2. Strategic Delivery and Transformation
3. Enabling Youth Voice and Activism
4. Targeted Support



Workforce and Community Development

Rochelle Morris and Adam Williams
6th September 2019

Fundamentals

Co-production

Whole Systems Change

Social Justice

Asset Based

One approach, One Language

Research and Evaluation

Brave and Innovative



Social Movement

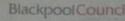
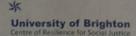
JOIN THE RESILIENCE REVOLUTION

RESILIENCE REVOLUTION MANIFESTO

Things I will do
as a person living, working or volunteering in
Blackpool to be part of the Resilience Revolution...

- 1. LEARN:** about the Resilience Framework by attending at least one free training session or Resilience Forum
- 2. SHARE:** details of the Resilience Revolution! For example, I will talk to friends and family about it in Blackpool and beyond, spread the word in my community, like and share posts on social media, wear my Resilience Revolution badge and recommend the training to others
- 3. VOLUNTEER:** my time to help young people and families in the town. This might include signing up to one of the roles within the Resilience Revolution (Resilience Champion, Youth Engagement, Friend for Life) or connecting with one of the many volunteering opportunities within Blackpool's community and networks
- 4. ENQUIRE:** and learn more about how inequalities are damaging our society (for example by visiting the Equality Trust website www.equalitytrust.org.uk) or find out what other people are doing all over the world to bring about change (Harlem Children's Zone or 100 Resilient Cities).....I will get informed to help mobilise change
- 5. HOST:** a 'Resilience Get Together' within my friendship group, local community or organisation - there are packs available with resources, tools and games to help get everyone together!
- 6. ACT:** by getting involved and becoming an odds changer, sharing my knowledge with the community and putting it into practice
a few ideas include becoming a parent governor of a school, joining a Resilience Revolution group (parents/carers/youth), or talking to your MP about changes you want to see in Blackpool. Let us know what your knowledge, experience and interests are and we can help you connect
- 7. CAMPAIGN:** on a topic I am passionate about!
What systems and issues do you think need changing? Poverty? Access and Transport? The care system? Environmental issues? Join with others and campaign for change, together we are powerful

The 'Resilience Revolution' in Blackpool is based on the original concept of Resilient Therapy and its associated inequalities-related research developed by Professor Angie Hart and collaborators. It is a social movement leading a whole town approach to address the inequalities impacting on young people and their mental health. More info at www.boingboing.org.uk and @HSBLACKPOOL on Facebook and twitter.

Learn
Share
Volunteer
Enquire
Host
Act
Campaign

Resilience Forums



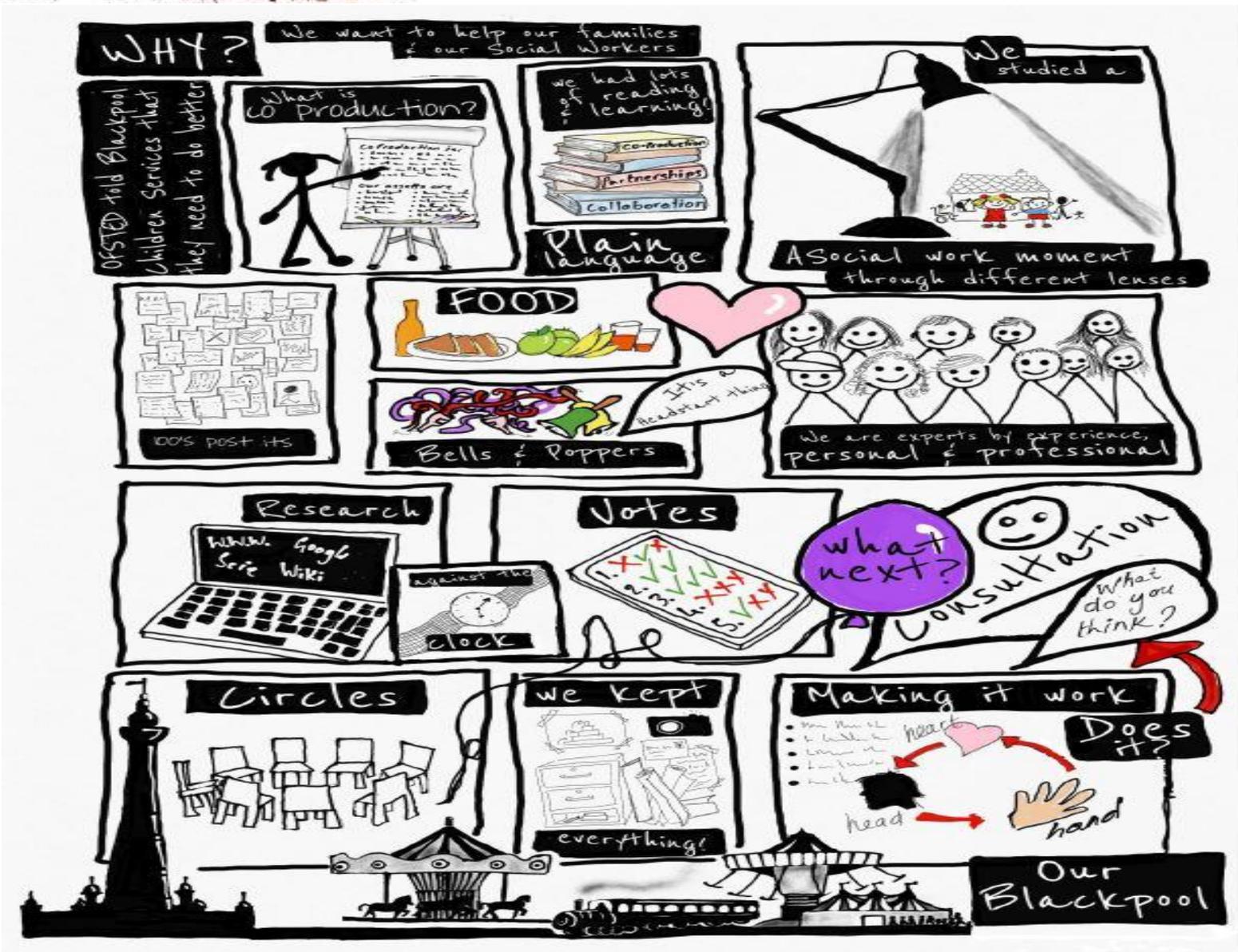
Print, Social and Digital Media



Big Resilience Get Together



Model of Practice



Training and Development Offer

Resilience Get Togethers

Building Resilience -
Parents & Carers

Resilience Forums

Introduction to Resilient Therapy

Practitioner Resilience

Parents and Resilience



Resilience Pathway



Value Creation Framework



Immediate
Potential
Revolutionary
Enabling
Strategic
Applied
Realised



Researching the Effectiveness of the Academic Resilience Approach (ARA) on Secondary School Exclusion Rates in Blackpool

Rosie Gordon and Jemma Orange
6th September 2019

Universally Targeted Resilience Intervention

FRIEND FOR LIFE



Facilitating adult friends to offer a lifelong friendship for our children (in care) aged 10, 11 and 12 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.

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!

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.

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.

ACADEMIC RESILIENCE APPROACH



ARA is a whole school approach to resilience. An ARA facilitator will facilitate school led discussions, involving SLT, staff, students and parents, which results in an action plan to become a more resilient school where everyone can thrive. The implementation is supported by the facilitator working with the school's champion. Bespoke training for schools and communities of practice across Blackpool schools are part of the offer.

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.

TRAINING



Empowering The Revolution - comprehensive training for all stakeholders in the Resilience Revolution; Resilient Therapy for Pastoral Staff, Workforce Resilience, Resilience Get Togethers and the Academic Resilience Approach.

PEER MENTORING



Supporting secondary schools to embed the resilience framework into their peer mentoring programmes, offering training to mentors and schools staff.

MOVING ON UP



Where needed resilience coaches work alongside young people, parents and carers and school during year 6 until the young person is settled in year 7.

YOUTH ENGAGEMENT



The Youth Engagement Team develop and facilitate co-production opportunities for young people, both in school and the community. The aim of co-production is to enable young people to be active participants in solutions and change. Young people have reported that being involved in co-production promotes feelings of achievement, a sense of belonging and purpose, confidence and aspiration.

BACK ON TRACK



A resilience coach will work alongside young people, schools, foster carers and social workers to support our children (in care) to remain in mainstream education where appropriate.

The Resilience Revolution in Schools

THE REVOLUTION IN SCHOOLS


802 school staff
trained in resilience


44 schools engaged
and on-board


6 Communities of
Practice were held


17 resilience action
plans have been
written by schools


110 Academic Resilience
Approach meetings have
been held


12 out of 16 Year 2
schools have completed
the whole-school
resilience process



Schools Innovation Fund

Every school in Blackpool can apply for money from this pot to try out creating ways of increasing their pupils' resilience. This year, 18 schools had their bids approved. Projects include:

- Forest schools
- After-school activities
- Dedicated spaces to improve resilience
- Anti-bullying programmes
- Recognising achievements
- Community café
- Communication skills
- Helping pupils manage in class

Quotes from staff

"Taught me how to reinforce positivity"

"The training will improve my classroom practice"

"Better practitioner in terms of my understanding of individuals"

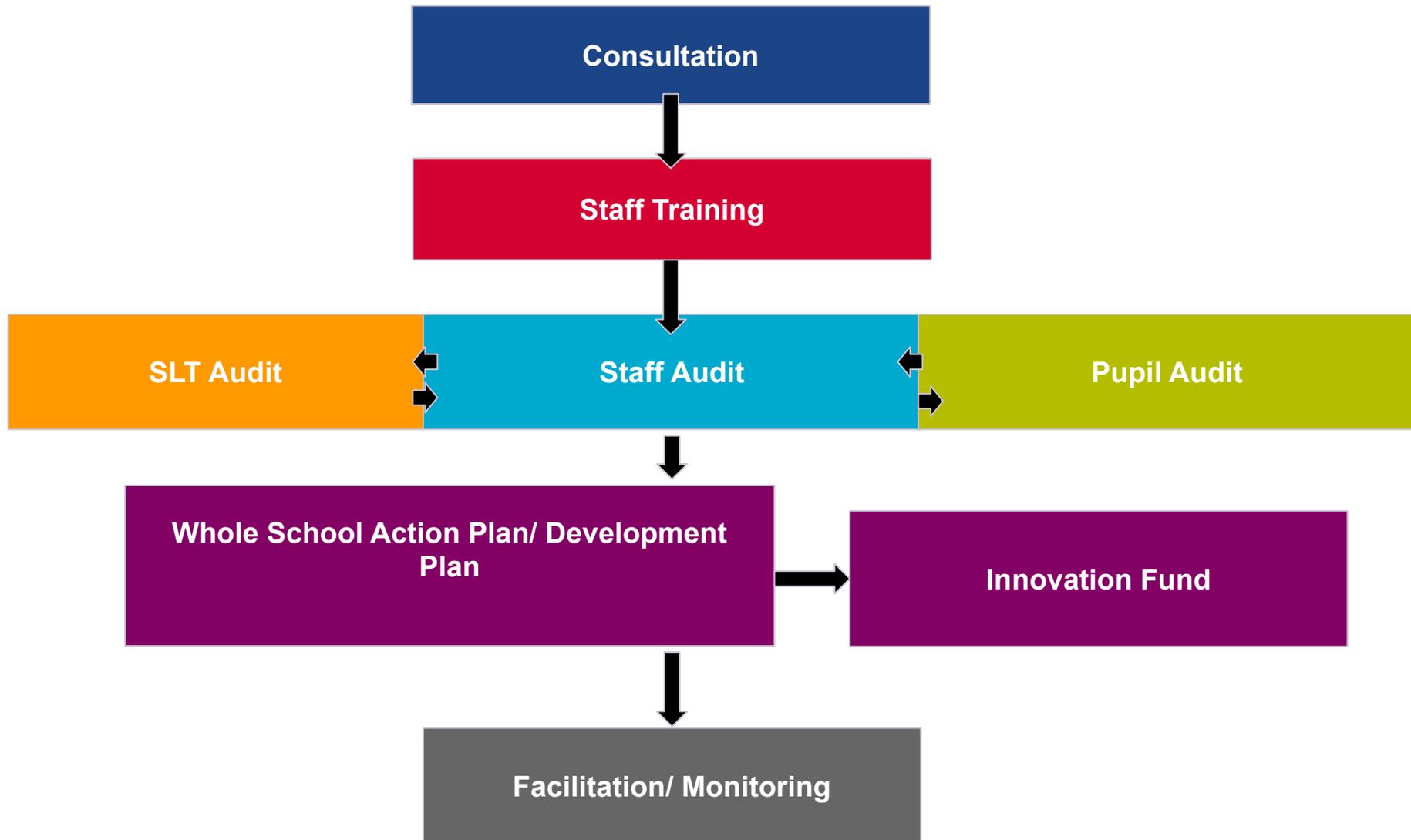
"I am more conscious of language used and understanding the bigger picture of each child"

Longitudinal data collection

Data Collection Plan: Secondary Schools

	Year 7	Year 8	Year 9	Year 10	Year 11
2016/17	(original)		(snapshots)		
2017/18					
2018/19	(new)				
2019/20					
2020/21	(primary)				

Academic Resilience Approach



RESILIENCE FRAMEWORK

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Core self

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Noble truths

-  Accepting
-  Conserving
-  Commitment
-  Enlisting

Resilience Committees

- Young people are selected
- 6-8 sessions
- Resilience Framework based in Resilience Therapy (Hart, Thomas and Blincow, 2007)
- Value of their voice in school and sometimes they are the expert in the discussion as they have lived experiences of the situations
- Scenario based discussions
- Formulation of areas of strength and development
- Responses from schools
- Whole school action/development plan/SEF/Ofsted evidence
- Innovation fund

Giving Young People a voice

- Young people feel empowered to help others
- Young people become more engaged in their community
- Young people become positive role models for others
- Young people's views are acted upon and help to drive change in Blackpool



Evaluating the ARA

Exclusion in the U.K. has been referred to as an epidemic as well as a scandal (Parsons, 2018).

Fixed Period (suspension): when a pupil is not allowed in school for a fixed amount of time (including exclusions over lunch time) (Blackpool.gov)

Permanent (expulsion): when a child is permanently barred from the school premises and their name removed from the school roll (Blackpool.gov)

Research Questions

- 1. What are the key risk factors for fix-term and permanent school exclusion in secondary schools in a deprived area?**
2. To what extent does the ARA have the potential to decrease secondary school exclusion rates in a derived area?
3. What are the key protective mechanisms and factors of exclusion?
 - a. at the school level: e.g. policies and behavioural management practices.
 - b. at the staff level: e.g. perspective of school climate, attitudes towards challenging pupils and staff wellbeing.
 - c. at individual pupil level: e.g. mental health, wellbeing and resilience.
4. How do these factors and mechanisms interrelate across the school system?
5. How does the implementation of the ARA impact on these factors and mechanisms?

Who is at Risk of Exclusion?

Systematic Review:

- Narrative synthesis
- N=18 papers included in final review

Results:

- Race/ Training + Relationships

- Behaviour/ Training + Relationships

Discussion:

Only a small amount of overlap between risk factor research and intervention research.

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Youth Engagement and Co-Production

Alice Brown, Jemma Orange and Adam Williams

6th September 2019

Youth Engagement & Co-Production

- Co-production = working together to reach a shared goal
- We believe that involving young people as key stakeholders is mutually beneficial



Youth Engagement activities



Adam's story



Research questions

1. What activities are delivered within youth engagement and who participates in them?
2. How is the co-production process being experienced by different stakeholders?
3. What impact does co-production have on young people?
4. What impact does co-production have on programme delivery and wider systems?
5. What will be the potential for sustainability of co-production within the whole system?

Data sources

Quantitative:

- Reach figures
- Regular surveys with young people (measuring self-esteem, self efficacy, civic engagement, and identity formation)
- Education data
- National survey data: Wellbeing Measurement Framework

Qualitative:

- Case studies and feedback
- Interviews with young people and internal staff
- Interviews with external stakeholders
- Focus groups with resilience committees

Reach figures

A total of **380** young people have taken part in Youth Engagement since the programme inception to July 2019.

This includes:

- **262** in Resilience Committees
- **41** in TAB youth group
- **30** in Young People's Executive Group
- **20** in Junior Park Rangers
- **13** in Digital Group
- **9** in Revolution Researchers
- **7** in Same Pay for the Same Day campaign group
- **4** in Blackpool Beating Bullying campaign group

NB: Some young people took part in more than one group

Young people's comments

"It has made me feel more important and listened to"

"Things have improved at home, especially with my brother - my mum has noticed a difference in me"

"I think co-production has helped me work out strategies for daily life problems"

"It has helped me progress in overcoming challenges my anxiety has forced me to face, such as confidence around others"

"I feel a lot more confident in a way I can get my dream job"

Survey data

47 young people completed an initial survey in June/July 2019.

Youth Engagement group	Number of responses
Resilience Committees	36
YPEG	13
Revolution Researchers	7
Digital Group	3
TAB youth group	2

NB: Some young people took part in more than one group.

Survey data

Findings

On average young people attended 23 Youth Engagement sessions. The number of sessions they attended ranged from 1 to 159.

Higher number of sessions attended = higher self-efficacy and civic engagement behaviour

Significant correlation between this and:

- Self-esteem
- Civic engagement attitude
- Elements of identity development



Targeted HeadStart Blackpool interventions

Barbara Mezes, Sharon Butler and Joshua Kania
6th September 2019



Introduction





Target groups

- Our children (looked after children), who are at risk of exclusion
- Young people transitioning from primary to secondary schools
- Young people who self-harm

Resilience Framework

RESILIENCE FRAMEWORK

Basics

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Coping

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Core self

-  Instil a sense of hope
-  Understand other people's feelings
-  Know and understand yourself
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-  Find time for your talents
-  There is existing help and solutions for problems, use them

Noble truths

-  Accepting
-  Conserving
-  Commitment
-  Enlisting

Blackpool Council

 **boing boing**
resilience research and practice

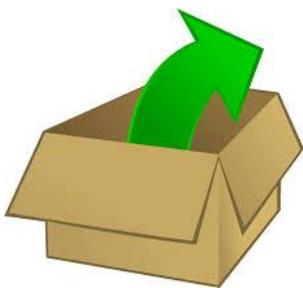
 **BIG LOTTERY FUND**
NATIONAL LOTTERY FUNDED

Evaluation strategy

- The aim is to demonstrate what impacts the targeted interventions of HeadStart Blackpool are achieving
- We need:
 - a broad range of evidence: quantitative and qualitative
 - an approach to analysis that can identify to what extent our outcome data is produced by mechanisms related to the HeadStart interventions
- We are using:
 - mixed methods approach within an overarching explanatory framework
 - Value Creation Framework (Wenger-Trayner, et al., 2017)

Data that has been collected for service evaluation

Data	Purpose
Feedback forms and reach figures	To monitor how many people have accessed targeted support and what their experiences were.
Questionnaire data completed before, during (occasionally) and after targeted interventions	To understand changes in outcomes, such as wellbeing and resilience after participating in targeted interventions
Local authority health and education data, i.e. hospital admissions, attainment, attendance and exclusion rates	To explore the potential impact of targeted interventions on these outcomes.



Research data that we collect

Data	Purpose
Wellbeing Measurement Framework in a new cohort in transition from primary to secondary school	Young people in transition is one of the key targets for Blackpool HeadStart targeted interventions. This data will help understand the longer-term impact of activities on this cohort.
Repeated interviews with young people in targeted interventions, their parents/carers and an involved professional	To understand experiences in depth and to get explanatory insight.
Regular staff survey	To document staff experiences and reflections related to the everyday running of the programme, including targeted interventions
One off interviews/focus groups with all other stakeholders	To understand engagement, impact on community and workforce, system change and sustainability





Back on track

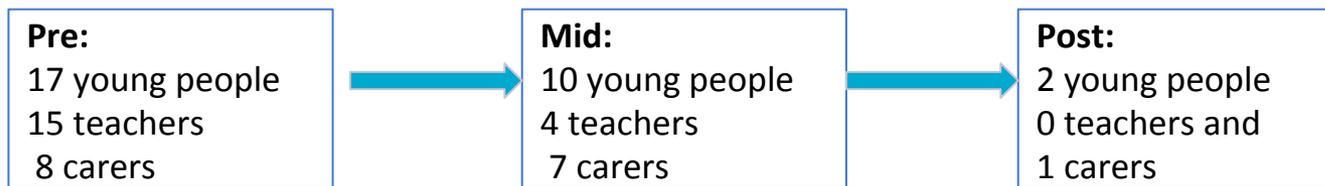
- Aim is to promote permanence and keep 'Our Children' within mainstream education, whilst it is appropriate
- Supported 31 young people age 10 – 16
- Story/experience

Back on track -Results to date

- 81% have remained in mainstream education
- 19% have transitioned to another school suitable for their needs.
- None of them have been permanently excluded from mainstream.
- 5% increase in attendance rate

- **Strengths and Difficulties Questionnaire (SDQ; Goodman, 2001) data for Back on track**

- **Low completion rate to date:**



- No statistically significant difference in any of the subscales between pre and mid point
- Figures are moving in the right direction:

Completer	Pre % of young people with serious difficulties	Mid % of young people with serious difficulties
Carers	100%	29%
Teachers	86%	75%
Young people	65%	20%

Moving on Up- Group

- A 6 week group work programme delivered to young people in year 6.
- Young people identified as medium resilience.
- Aim is to help them develop their resilience to enable a smooth transition to High school.
- Since the beginning of the project we have supported **520** young people

Young people's quotes

- **"Josh, Joanne and Lorie made me feel more resilient and more positive towards high school"**
- **"I loved it so much it was amazing"**
- **"I think you were great, if there was a 20 I would put a 20. Thank you for being there for me! I wish you could stay!"**
- **"Thank you for helping me I am ready for high school now thank you guys"**
- **"Thank you Josh and Joanne for making me feel more confident about high school. Thanks"**

Moving on Up- Group work: Results to date

- **Short Warwick-Edinburgh Mental Wellbeing Scale** (NHS Health Scotland, University of Warwick and University of Edinburgh, 2008)
- **364** young people (54% boys) completed the survey at baseline
- 73% (n=**266**) of them completed the follow-up survey
- Significantly higher rates of wellbeing after the group work sessions (M=25.03, SD=5.26; vs. M=26.56, SD=5.64; $t(265)=-5.00$; $p < 0.001$)
 - **60%** of the young people reported higher wellbeing after the sessions.
 - The average increase in young people's wellbeing was **6%**.
- Girls and boys did not differ significantly at baseline in their wellbeing score
- At follow-up boys reported significantly higher rates of wellbeing (M=25.16, SD=5.73; vs. M=27.89, SD=5.14; $t(263)=-4.29$; $p < 0.001$)

Moving on Up: One-to-one

- Young people who are identified as low resilience are offered a resilience coach.
- Support is offered through 1:1 and more recently also involving co- production groups.
- 1 year support
- Since the beginning of the programme, Resilience Coaches have worked with **263** young people.
- Just this year **182** young people have taken up the support.
- Story/experience

Moving on Up: One-to-one- Results to date

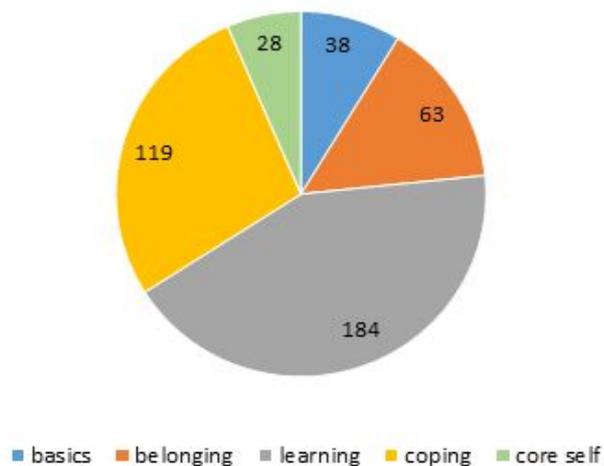
- Student Resilience Survey (SRS; Sun & Stewart, 2007) and Goal based outcomes (GBO; Law and Jacob, 2015)
- Goals are linked to the five sections of the Resilience Framework (Hart et al., 2007): Basics, Belonging, Learning, Coping and Core Self
- We have recently started collecting Me and My Feelings Questionnaire (Deighton et al., 2013) data to evaluate the impact on emotional and behavioural difficulties

SRS results- paired t-test results

SRS subscales	Baseline Mean (SD)	Follow-up Mean, SD	t -value (df)	P value
Community connection	14.89 (4.76)	17.62 (3.24)	-2.81 (36)	.008
Empathy	7.21 (2.11)	8.21 (1.91)	-2.34 (36)	.025
Goals and aspirations	7.22 (2.37)	8.59 (1.52)	-3.20	.003
Problem solving	9.89 (3.38)	12.17 (2.43)	-3.58 (35)	.001
Peer support	44.11 (14.18)	50.86 (12.36)	-2.29	.028

GBO results

Number of goals set



- **180** young people
- Total of **432** goals
- Between 1 and 7 each

Resilience Framework section	Average increase in scores
Core Self	71%
Coping	63%
Belonging	32%
Learning	20%
Basics	22%

Self-harm support

- 8-week support for young people who are or are at risk of self-harming.
- Resilience coach offers 1:1 support tailored to the individual.
- Referral only from the CASHER team.
- Since the beginning of the programme **81** young people have received 8 weeks of self-harm support.
- Between July 2018 and July 2019 **44** young people have been supported.
- **83%** of those supported have not represented to hospital with self-harming thoughts or injuries. The average length of time between this report and the beginning of support was 385 days (Range:53-818 days)

• SDQ data for Self-harm support

• Low completion rate to date:

Pre:

12 young people:
7 girls, 6 boys



Post:

8 young people:
4 girls, 4 boys

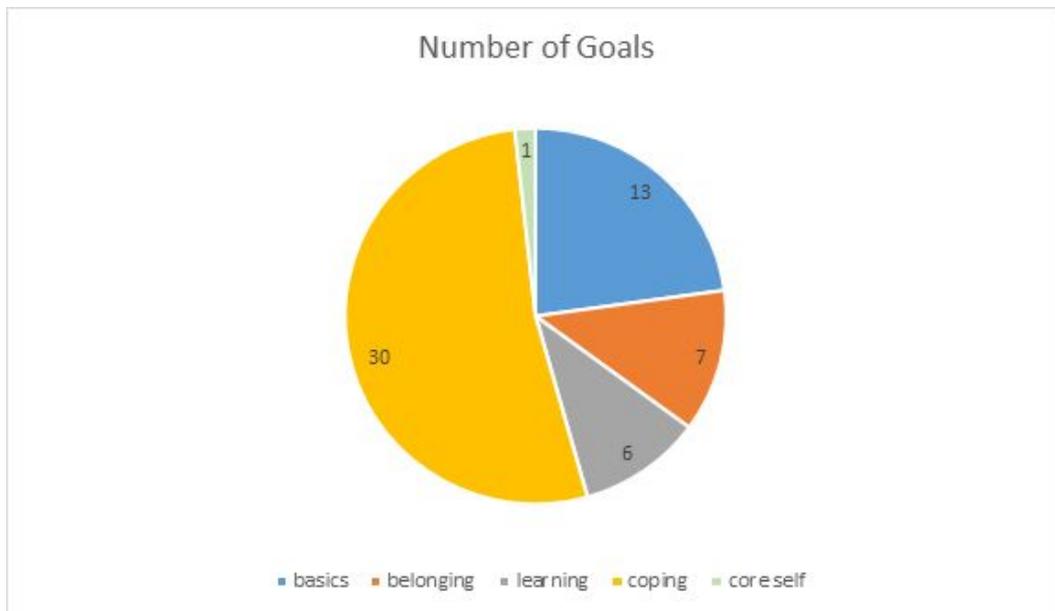
Girls reported significantly higher total difficulties at baseline, the difference was not significant at follow-up (M=23.50, SD=2.95; vs. M=14.83, SD=6.91; $t(6.76)=2.83$; $p=.027$)

- **71%** of young people reported significantly less:
 - problems with their peers (M=4.57; SD= 2.99; M=3.43; SD= 2.70; $t(6)=3.36$; $p=.015$)
 - impact (M=3.86; SD= 2.41; M=2.29; SD= 1.70; $t(6)=3.27$; $p=.017$) on their lives (family, leisure, classroom, friendships) following Self-Harm Support.
- Other subscales were not significant, but moving into the right direction:

SDQ score	Pre % of young people	Post % of young people
Serious total difficulties	83%	62.5%
Good prosocial behaviour	67%	87.5%

GBOs for self-harm

- **24** people have set a total of **57** goals, between 1 and 4 each.

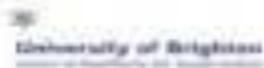


Resilience Framework section	Average increase in scores
Learning	43%
Basics	40%
Coping	38%
Belonging	28%
Core Self	20%

Closure



RESILIENCE REVOLUTION



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Conclusion

Fundamentals of the Resilience Revolution:

- Co-production
- Social justice approach
- Shared language
- Innovation
- Whole system change

It is a complex intervention at the intersection of developmental and systems theories

Conclusion

Programme's complexity comes from.....

- A system's **interconnected parts** (e.g., # of components)
- **Number and severity of adversity situations** experienced by those delivering or receiving the intervention
- **Number of groups** or organizational levels targeted by the intervention
- Number and variability of **outcomes**
- **Degree of flexibility or tailoring** of the intervention permitted
- **Diversity** of people involved

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