Resilience Approaches to Supporting Young People's Mental Health:

Appraising the Evidence Base for Schools and Communities

Professor Angie Hart and Dr Becky Heaver

September 2015

University of Brighton

Imagine
connecting communities through research

boingboing
resilience research and practice

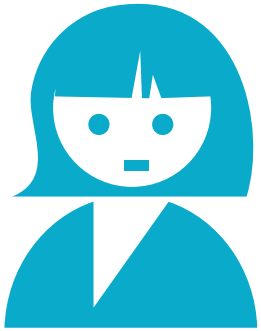
About the Authors

Dr Angie Hart is Professor of Child, Family and Community Health at the University of Brighton. She is also co-founder of the not for profit organisation Boingboing, and acts as its director in a voluntary capacity. Boingboing supports not for profit organisations, practitioners, other adults and young people to understand and apply resilience ideas in practice. Angie is a child and family psychotherapist and has worked in child mental health for many years alongside parenting her own three adopted children. She has written books and articles on resilience approaches and is especially interested in those which take whole systems, and explicitly social justice, approaches to developing resilience.

Drawing on academic research, practice and lived experience, Angie co-developed Resilient Therapy and the Academic Resilience Approach which are two of the approaches included in this guide, both of which are free to use, with materials supporting their application available to download from: **www.boingboing.org.uk** and **www.youngminds.org.uk/training_services/academic_resilience**

She has tried to be objective and even some might say a bit harsh when evaluating her own approaches resulting in the kind of acute self-reflection you might find painful to hear about. Despite the brow-beating, she will of course understand if you ignore what she's written about them and do your own investigations.

Dr Becky Heaver is Research Officer in the Centre for Health Research at the University of Brighton, and Volunteer Web Admin and Twitterer for Boingboing. Becky enjoys contributing to writing projects such as this and has been working with Angie on resilience for many years. She prefers to stay indoors on a computer, so you probably won't ever meet her.



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Introduction

About This Guide

This guide is designed to help anybody who wants to develop or commission a resilience program to work across a school or local area to support young people at risk of developing mental health difficulties. In her role as advisor to the Big Lottery Fund's HeadStart programme in England, Professor Angie Hart developed the methodological approach outlined below based on her academic research, her work as a child mental health practitioner and her lived experience of supporting children with mental health issues. In addition, the research undertaken and the production of the guide has been supported by the University of Brighton and the Economic and Social Research Council as part of Imagine, an international research project exploring and developing resilience approaches to supporting disadvantaged people. Dr Becky Heaver contributed to researching the different resilience approaches, and appraising them for this guide.

We hope you will find it to be a user-friendly, useful and transparent overview of what schools, local authorities, teachers, governors or other school staff, parents and even some young people themselves might want or need to know. The guide should help you think through what's out there in the way of resilience approaches for young people and the pros and cons of adopting particular approaches for your specific context. Also, we hope the questions and frameworks we have developed to evaluate current resilience programmes might also help you if you are trying to design your own or are planning to commission a programme that we haven't covered in this guide.

Programmes available range from more expensive bespoke facilitated programmes which you buy as a package, to those which just provide the materials and you do the rest yourself. As well as schools-based approaches, we've also included a few that are more broadly community-based. These you would need to adopt and adapt to your particular context, but we've included them because they are good examples of ways to build resilience with children and young people. Some programmes are up and running in other regions or countries, and we aren't able to give you every single detail about them. If you are travelling their way, contact them and ask whether you can speak to them about what they do.

We have undertaken research into 31 approaches or programmes in this guide, however, it is certainly not definitive. We have tried to include all the programmes currently being developed or used by 12 local areas as part of the Big Lottery Funded HeadStart programme. HeadStart aims to improve young people's mental health with local areas taking

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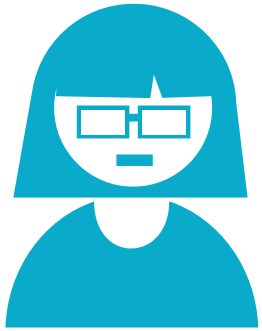
various different resilience-based approaches to tackling the issues. In addition, we have covered all the programmes first identified by the Big Lottery Fund as being of potential interest to HeadStart areas. We have added other programmes (delivered in the English language) to our review that were identified by international academics, charity chief executives and policy makers in a questionnaire we sent as part of our research to experts in the field in 2014 enquiring about resilience approaches. Hence not all of the programmes considered in this guide are available in the UK. We have included some programmes that we know to be in existence, simply from working in the field for many years. And finally, we have included a smattering of programmes because their originators became aware of the fact that we were working on these issues, and they contacted us to tell us about what they were doing. We have included any that we feel we can make a reasonable case for them to be understood and articulated as a resilience-based programme, even if they don't themselves coherently explain their aims in this way. Through our research we evaluated the programmes in relation to some of the core ideas in resilience theory and practice, we hope we have helped make some explicit links, and also identified gaps in programmes that might be addressed in the future.

Some of the judgements we have made are necessarily debateable and we have made our reasoning as explicit as possible, always citing additional references wherever possible so you can check out more if you want to. If you feel yourself getting hot under the collar because we've included your programme and you don't agree with our analysis or if you have further detail you would like us to add, please let us knowby emailing us at: **info@boingboing.org.uk** Alternatively, if you know of a programme or approach that you think should be in here, please let us know.

If you have any other comments about using the guide we would love to hear from you and have included a Feedback Form at the end if you would like to fill it in and send it back, otherwise just email us your comments.



Introduction

In a Rush? Go here first

Sorry, if you want to commission or develop a resilience programme you'll need to do a bit of reading and thinking otherwise you could end up wasting a lot of money. Schools are littered with cupboards full of programme manuals that never got used once the people selling them are no longer around. The following sections describe and explain the various sections of the guide and how we have summarised the programmes. If you have already read this, or just want to get to the summary, you can skip to Schools-Based Approaches. If you're in even more of a rush you can head straight to the Appendix – Summary Table for an overview. We've put all the scores on one table. The higher the score, the more effective that programme is for that element. If you take a look at that table alongside looking at the General Issues section on page 84 you'll have some ideas to take forward for sure. For your convenience, you can quickly navigate to the relevant part of the document by clicking on the programme headings in the summary table.

What We Were Looking For

We have analysed each programme or approach, using scientific articles, programme websites and evaluations, and any other published information that we could get our hands on. We have tried to use the most up to date information provided by programmes, although we suggest that if you are seriously interested in using a particular approach, you contact them directly to obtain their current details.

For each programme we have tried to include who is behind the development, how to contact them for more information, the key aims of the programme, what 'outcomes' they measure and (if easy to find out) the scales used to measure them, and a brief description of the main elements of the programme, such as the format for pupils and the training required to implement it. Regarding outcomes, it is worth considering that it is in a programme's best interest to report those measures that show positive change, and that sometimes the aims of the programme and the measured outcomes are not the same.

Under 'Programme Details' we have graded each programme in relation to different things – EIF Rating, Resilience Focus, Key Points of Resilience Building, Systems Rating, and Equalities Rating – and present information on the Country of Origin, Intended Age Range, and Costs (where available). Further explanation of the Programme Details section and ratings tables can be found below. Finally, we have listed the parts of the Resilience Framework that the programmes speaks to the most, and summarised what we see as the key issues to consider.

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Programme Details

a) EIF Rating

We gave each programme a score based on the Early Intervention Foundation (EIF) Standards of Evidence, which aims to summarise the quality of scientific peer-reviewed evidence available to back up a programme's success (or otherwise). This is quite a popular framework, and is very user-friendly. There are also critiques of it and more generally of the kind of approach it takes. A readable Oxfam blog considers this issue if you'd like to read more about that can be found at **http://oxfamblogs.org/fp2p/randomized-controlled-trials-panacea-or-mirage**

We suggest you don't just rely on the EIF rating as it is rather stringent, and Randomised Controlled Trials are quite difficult to do on complex whole systems interventions for many reasons, including the fact that no two schools are really alike. Also, and very importantly, although a programme may have scored highly on the EIF rating, it may be unsuitable to embed more widely across a local area or system. Many programmes which are designed to work across large systems, as well as a co-productive bottom-up community approaches are notoriously difficult to evaluate, particularly using Randomised Controlled Trials, so they wouldn't score highly on EIF ratings. Furthermore, although a programme may produce measurable results, it may not have taken into account equalities issues and accessibility, and therefore only work with more advantaged or 'easier to help' young people, whilst not making any impact on those most in need of the intervention. So, we've come up with a few other scoring systems of our own to compare and contrast the details of the programmes. See Table 1 below for the breakdown of the scoring.

Evidence or rationale for programme	Description of evidence	Description of programme	EIF rating
Multiple high-quality evaluations (RCT/QED) with consistently positive impact across populations and environments	Established	Consistently effective	4
Single high-quality evaluation (RCT/QED) with positive impact	Initial	Effective	3
Lower-quality evaluation (not RCT or QED) showing better outcomes for programme participants	Formative	Potentially effective	2
Logic model and testable features, but not current evidence of outcomes or impact	Non-existent	Theory-based	1
No logic model, testable features, or current evidence of outcomes or impact		Unspecified	0
Evidence from at least one high-quality evaluation (RCT/QED) indicating null or negative impact	Negative	Ineffective/Harmful	-
Programmes not yet rated, including those rated by evidence bodies whose standards are not yet mapped to the EIF standards, and submissions from providers or local areas of innovative or promising interventions	TBD	TBD	?

Table 1: EIF Rating: The Early Intervention Foundation (EIF) reviews a wide range of information on Early Intervention programmes and approaches, assessing both academic studies and innovative local practice against a standards of evidence and research framework. We have included our rating of programmes against the EIF's framework because it allows classification of approaches using a range of evidence sources. Schools, commissioners, policy-makers and practitioners can quickly assess whether programmes have lots, some or no established evidence of effectiveness, are innovative or promising, untested or ineffective (see http://www.eif.org.uk/our-work/assessment/).
RCT = Randomised Controlled Trial: A type of evaluation where children were randomly assigned to the programme group or to a comparison group that is similar in all respects except for the intervention.
QED = Quasi-Experimental Design: A type of evaluation where children were not randomly assigned to the programme or comparison group, but were selected in another manner, eg pre-existing groups such as classes.
TBD = To be determined.

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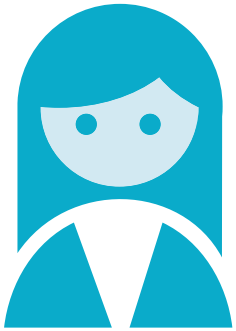
b) Resilience Focus

There have been several 'Waves' of resilience research over the last fifty years, developing ideas from an initial focus on scientists measuring the individual characteristics of children (Wave 1), through to the idea that what is termed 'co-productive ecological resilience building' alongside children and young people has the potential to overcome the adversity and oppression that they face in their lives (Wave 5). Co-productive, means doing things with children, rather than to them, so programmes that include children in the design and delivery of the programme would score very highly here. Ecological means focusing on many different aspects of their lives, such as home, leisure etc. and bringing in others as supporters, for example, parents, teachers and friends. These definitions are quite technical so we have summarised the Waves in Table 2 and tried to score the programmes according to their view of resilience. Applying definitions that focus only on pupils' internal capacities means you might miss out on making lasting changes to the whole school community. Resilience research Waves can be seen to build upon each other, programmes that are grounded in the resilience evidence base should score higher.

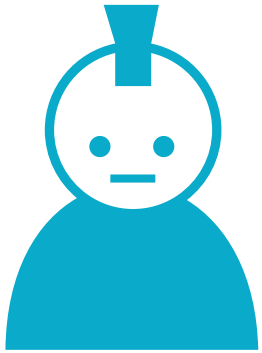


Resilience Focus	Description
Wave 1:	An emphasis on individual characteristics that make people resilient
Wave 2:	An emphasis on resilience processes (i.e., the relationships between a collective of individual and environmental factors that improve resilience at the end)
Wave 3:	An emphasis on interventions to foster resilience
Wave 4:	An emphasis on interactions between multiple-systems levels, including children's internal systems (neurobiological processes) and external systems/context
Wave 5:	An emphasis on emancipatory function of resilience (i.e., potential to overcome adversity and oppression) with an ecological orientation

Table 2: Resilience Focus: This rating indicates the degree to which the programme fits into the 'five waves' of resilience research and practice (Hart et al, 2015; Wright, Masten & Narayan, 2013). Ideally the waves can be seen as progressive, so a higher wave is desirable.

c) Key Points of Resilience Building

This rating covers eleven key points of resilience building (see Table 3). Ideally, resilience-building programmes that tackle inequalities within a whole systems approach would hit all of these, but this seems to be easier said than done (see also section on proportionate universalism). By matching up the numbers you might find that the key points you wish to address in your school or local community can be met by undertaking a combination of programmes.



Key Point	Resilience building
1	Have an adult they trust who helps them through life
2	Have support with getting the very basics in life, like food, clothing, transport and housing
3	Actually access activities, hobbies and sports
4	Have multiple opportunities to practise problem-solving at home, school and in the wider community
5	Feel safe, and can be themselves in their homes, schools and communities
6	Know how to calm themselves down and take charge of their feelings
7	Know what they are good at, and are proud of it
8	Support other people, for example, through volunteering and peer mentoring
9	Are supported to understand what they need to do to build their own resilience and support other people in their communities to build theirs
10	Know that all adults in their lives are enabled to help disadvantaged children build resilience, at any time and in any place
11	Have help to map out a sense of future (hope and aspirations) and develop life skills

Table 3: Key Points of Resilience Building: This rating identifies which of the following points are met by the programme. Children's systems that are working with an equalities-resilience lens would ensure that ALL children can access these.

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d) Country of Origin
We have included the Country of Origin because programmes designed for children in one culture and context may not translate seamlessly to another even if the underlying language (English) is the same. Words, phrases, pop culture references and social norms may vary, even if the children's demographics seem to match. Some overseas programmes have been specifically adapted for a UK context and this is stated in the Programme Description.

e) Age Range
Most programmes are designed for a range of year groups, and some may be suitable for a wider range than stated but the research has only been carried out with a particular age range. A couple of the programmes have different sets of materials and sometimes even different approaches for different age groups. Bespoke programmes or ones that you will need to adapt to your context anyway may be more flexible.

f) Costs
As ever, although people planning to use resilience programmes often ask about cost above anything else, information on costs, both upfront and ongoing, has been difficult to obtain. Of the costs that are available, they are usually just upfront training and materials costs, with no indication of the investment required by the school or community in terms of staff time etc. Some programmes are entirely bespoke and customised and so no costs are available at all, and overall they vary along a continuum between DIY programmes and those requiring 'facilitators'. It is worth thinking seriously about sustainability, as a programme which trains school staff and embeds a way of doing something thoroughly into the school may be a better investment long term. We have presented what cost information we have found that is publically available, but suggest you contact programmes directly to find out more if you are interested in finding out more.

g) Systems Rating

A child is not in isolation, s/he is part of an ecosystem which comprises (WHO, 2014, p. 17):

Parents, families, and households: parenting behaviours/attitudes; material conditions (income, access to resources, food/nutrition, water, sanitation, housing, employment), employment conditions and unemployment, parental physical and mental health, pregnancy and maternal care, social support;

Community: neighbourhood trust and safety, community based participation, violence/crime, attributes of the natural and built environment, neighbourhood deprivation;

Local services: early years care and education provision, schools, youth/adolescent services, health care, social services, clean water and sanitation;

Country level factors: poverty reduction, inequality, discrimination, governance, human rights, armed conflict, national policies to promote access to education, employment, health care, housing and services proportionate to need, social protection policies that are universal and proportionate to need.

The Systems Rating (see Table 4) is designed to indicate how fully integrated a programme is, both within and beyond an individual school, and into the wider community and local (and national) systems. This rating is one that we have developed 'to the best of our knowledge' because not many programmes give information about which schools or local authorities are currently using them, how long they have been in place, or give any indication of whether they have influenced local or national policy. Some programmes are never going to score highly on this rating because their remit is a specific group of vulnerable children, however other programmes have the potential to score more highly in the future because whilst they have not yet been fully integrated across a local system, they may be in the process of working towards this.

Description	Systems Rating
The programme has been fully integrated across a country-wide system (individual child, family, school, local community, local and national political system, local council children's/health policies, public child/family and mental health promotion) for at least two years with an identifiable change in culture across this whole system	6
The programme has been fully integrated across a local system (individual child, family, school, local community, local political system, local council children's/health policies, public child/family and mental health promotion) for at least two years and has also led to pockets of change in other areas nationally, or affected national policy	5
The programme has been fully integrated across a major section of a local system (Individual child, family, school, local community) for at least two years e.g. geographical area; cluster of schools and services	4
The programme is has been integrated across a major section of a local system and this is actually happening e.g. whole school in terms of activities which reach or influence all staff; structures; policy; language; culture; parents	3
Programme targeting one element of a local system e.g. classroom activities; PSHE activities; targeted staff; targeted groups such as year groups or vulnerable groups in a school	2
Programme targeting individual children	1

Table 4: Systems Rating: Our working definition of a whole systems approaches for this guide identifies the various components of local systems and assesses the nature of the links and relationships between each of these components. This includes issues of culture and mission.

h) Equalities Rating

Conceivably a programme that is very accessible to some groups of children may be inaccessible to or ignore the needs of other groups. Some programmes may receive a stream of funding aimed at increasing the participation of a particular group, or are often born of a particular interest or need of the researchers/developers and the children with whom they work in their local context. Perhaps predictably, within an educational context, the most commonly targeted group for interventions are those children with identified Special Educational Needs. We are not saying that this is the most important group of children, but in practical terms, if activities and materials are not presented in a cognitively or physically accessible way, then other aspects of equality and access cannot be addressed by the programme. It could also be said that some children may be able to cognitively connect to programme materials, but not engage due to exclusion – for example, materials only depicting able-bodied children of one ethnicity, or heteronormative assumptions about the children's families and relationships.

Marginalised young people may have 'increased likelihood of difficulty in accessing mainstream activity or intervention due to protected characteristics, social and health inequalities, complexity/level of need'. Some groups of children and young people experience worse mental health and have less access to formal support. According to Lavis (2014; p. 5): "Research by Stonewall (Guasp & Taylor, 2010) has found that young people from black and minority ethnic groups who identify as lesbian, gay or bisexual experience significantly higher rates of self-harm and suicide than the population generally. According to Scope (Trotter, 2012), there are at least 1 million disabled people from black and minority ethnic backgrounds. This group is likely to experience multiple disadvantages. For instance, nearly half of all minority ethnic disabled people live in household poverty, compared with 1 in 5 of the population as a whole, and many experience social isolation, stigma and discrimination (Trotter, 2012). These disadvantages are also risk factors for mental health problems. While this data refers to adults, we know that children with a long-term physical illness are twice as likely to suffer from emotional or conduct disorder problems (HM Government, 2011) and that children with a learning disability are about 4 times as likely as non-disabled children to experience a mental health problem (Emerson and Hatton, 2007)." A recent report in The Lancet outlines the grim reality that "children with learning disabilities are at increased risk of exposure to all major categories of social determinants that adversely affect health" (Demography still Dictates, 2015, p. 503).

Protected characteristics that were covered by the Equality Duty in relation to advancing equality of opportunity and fostering good relations are age, disability, gender, gender reassignment, race, pregnancy and maternity, religion or belief, sexual orientation (implications and suggestions for schools have been published by the DfE, 2014). Other groups of children who experience discrimination, but who are not covered by the current laws are children who are in care, and children living in poverty. Prejudice against people on the grounds of their poverty is a common but relatively unacknowledged feature of life in the UK. Such discrimination is sometimes based on views that people living in poverty are inferior or of lesser value. Such attitudes can become embedded as 'povertyism' and reflected in children's use of language such as 'chav' and vilification by the media (and government).

So how well do resilience approaches do in fostering equality of opportunity and good relations? We have given higher ratings to programmes that aim to sensitively and responsively support the needs of more than one group of marginalised young people (see Table 5). It is worth noting that programmes that are co-produced, co-led and co-delivered by marginalised young people are more likely to be accessible and address equalities issues, however, as you will see below, these are very few and far between.

Description	Equalities Rating
Programme aims to be accessible to any marginalised child AND has evidenced that they reach them	5
Programme aims to be accessible to any marginalised child (regardless of ability/background/protected characteristics)	4
Programme is accessible to at least three groups of marginalised children	3
Programme is accessible to some marginalised children	2
Programme acknowledges accessibility but does not address it in the programme	1
Programme does not acknowledge or address accessibility	0

Table 5: Equalities Rating: Our working definition of an equalities approaches for this guide identifies whether a programme is accessible to any marginalised young person (marginalised meaning 'increased likelihood of difficulty in accessing mainstream activity or intervention due to protected characteristics, social and health inequalities, complexity/level of need'). This may occur through increased resource allocation, out-reach, support to access activities.

Introduction

Resilience Framework

The Resilience Framework is based on the work of Angie Hart and colleagues at the University of Brighton and Boingboing. It combines the resilience research evidence base together with resilience practice and the lived experience of being, and/or working alongside, very disadvantaged children and families. The ideas have been distilled into a handy summary that acts as a reminder to what's involved in building resilience. We have included a summary of whether each of the approaches in this guide cover the different elements of the Resilience Framework. However, we have only been able to do this in summary format. If an approach covers all the areas in the framework then it is likely to be more comprehensive in terms of its resilience-related content.

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow with Thomas 2007

SPECIFIC APPROACHES

BASICS	BELONGING	LEARNING	COPING	CORE SELF
Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
Enough money to live	Help child/YP understand their place in the world	Engage mentors for children/YP	Being brave	Support the child/YP to understand other people's feelings
Being safe	Tap into good influences	Map out career or life plan	Solving problems	Help the child/YP to know her/himself
Access & transport	Keep relationships going	Help the child/YP to organise her/himself	Putting on rose-tinted glasses	Help the child/YP take responsibility for her/himself
Healthy diet	The more healthy relationships the better	Highlight achievements	Fostering their interests	Foster their talents
Exercise and fresh air	Take what you can from relationships where there is some hope	Develop life skills	Calming down & self-soothing	There are tried and tested treatments for specific problems, use them
Enough sleep	Get together people the child/YP can count on		Remember tomorrow is another day	
Play & leisure	Responsibilities & obligations		Lean on others when necessary	
Being free from prejudice & discrimination	Focus on good times and places		Have a laugh	
	Make sense of where child/YP has come from			
	Predict a good experience of someone or something new			
	Make friends and mix with other children/YPs			

NOBLE TRUTHS

ACCEPTING	CONSERVING	COMMITMENT	ENLISTING

Table 6: Resilience Framework: The Resilience Framework is a user-friendly summary of the research evidence base for building resilience with children and young people.

Introduction

Proportionate Universalism

Following on from our discussion of equality, we really need to consider the issue of proportionate universalism. This is a term from the Marmot Review (2010) which means:

"Proportionate universalism is the resourcing and delivering of universal services at a scale and intensity proportionate to the degree of need." (NHS Health Scotland, 2014, p. 3)

Proportionate universalism aims to produce a fairer society and reduce the steepness of the gradient of health inequalities. In other words, rather than targeting specific groups of children, within a universal resilience-building approach, all children can access the programme and resources, and those children who are most in need are able to access more of the resources more often, in proportion to the disadvantage or marginalisation that they experience. Additionally, taking this approach reduces the stigma of taking up support.

Because this is a difficult concept to measure, we hope that our Systems Rating and Equalities Rating capture some elements of this approach. A programme that supports the principles of proportionate universalism would score highly on both ratings, being integrated across a whole system, but being accessible and effective for any marginalised child within that system.

Whole Systems and Sustainability

A review of mental health promoting and problem prevention programmes in schools concluded that: "The characteristics of more effective interventions included: teaching skills, focusing on positive mental health; balancing universal and targeted approaches; starting early with the youngest children and continuing with older ones; operating for a lengthy period of time and embedding work within a multi-modal/whole-school approach which included such features as changes to the curriculum including teaching skills and linking with academic learning, improving school ethos, teacher education, liaison with parents, parenting education, community involvement and coordinated work with outside agencies. Interventions were only effective if they were completely and accurately implemented: this applied particularly to whole-school interventions which could be ineffective if not implemented with clarity, intensity and fidelity" (Weare & Nind, 2011, p. 29).

Governance and monitoring systems in schools can be geared to support a whole system approach, through emphasis on strategic planning and detailed practice, including:

- Strategy and leadership (governance, policy, senior leadership)
- Systems and structure (information management, behaviour systems, procurement etc.)
- Pupils and staff (skills, training, roles and responsibilities)
- Parents and community (carers, services, local authority etc.)
- School culture (ethos and attitude)

What Might a Good 'Resilience' Programme Look Like?

Our reviews of the resilience intervention literature (Hart & Heaver, 2013; Hart et al., 2014) show that lots of things help lots of typically developing children facing the ordinary everyday challenges of growing up. That's good news for the majority of your students. Things get more complicated (and arguably, harder) when trying to build resilience with those children facing additional and less ordinary challenges. The children most in need of resilience building approaches will require some extra thought and careful consideration to ensure the programmes you wish to implement are going to make a difference.

Research suggests that the most effective strategies for entrenched and marginalised young people are high intensity interventions, which have been customised for the young person and their context, occurring over a sufficiently time period to allow embedding of skills, and which include a 'joined-up' approach between home, school and community, such as through school-parent interaction (see Russell et al., 2010, for research into a model of joined-up service delivery in Wiltshire undertaken with the Young Foundation who have developed some useful work in this area). Time and time again we see a bond with one caring adult as being very important, which might be through one-to-one mentoring, to communicate caring, support and high expectations to the young person. Don't underestimate the importance of addressing the basics (e.g., giving the young people a decent breakfast, making sure they can access health care, helping with travel costs etc.) all too often left out of universal approaches. Bringing in expensive 'experts' to implement a programme may make things feels easier and smoother, but they will most likely take the expertise with them when they leave. Having an advisory board or steering group that ensures marginalised young people and parents are directly involved in designing and delivering the intervention will make sure your approach is on point and builds capacity. Student-lead projects about their experiences of marginalisation and social justice can act as 'consciousness raising' exercises for other students, staff and the local community. And don't forget the good old 'extra-curricular activities' as there is a great evidence base for the resilience-building benefits of hobbies and interests such as sport, dance, drama, art and music. For more guidance on this, refer back to the Key Points of Resilience Building in Table 3.

Introduction

Questions to Ask Yourself

- Have the right people got enough time to carefully think through and plan the programme?

- Can it be tailored to our local context (school and wider community)?

- Does the programme(s) we have selected have clear, achievable, measurable goals?

- Are the outcome measures suggested useful to our school (for example, an abstract score on a questionnaire vs a recorded decrease in detentions)?

- How easy will it be to implement in practice?

- Can we do everything ourselves, or do we need external facilitators/support?

- Can it be integrated into and influence the whole school?

- Is it able to offer young people ongoing support for as long as they need it (there are few quick fixes)?

- How do we reach the young people who may be absent from school (e.g., through exclusion, health problems or being a young carer)?

- Am I dismissing what might be a good programme simply because there haven't been randomised controlled trials of its effectiveness? It may be that this kind of research is pretty well impossible for what you need to do.

Now to the Programmes...

We will now outline the actual approaches included in this review. We have arranged them alphabetically in two sections (Schools-Based Approaches, and Community-Based Approaches), and have included most of the relevant approaches of which we are aware. There is quite a lot of information to take in, so you may want to get your head around this introductory section and then dip in to a couple of programmes to begin with.

Schools-Based Approaches

1) Academic Resilience Approach (ARA)

Developed By: Lisa Williams and Professor Angie Hart of Boingboing, a community interest company. ARA is based on the resilience framework and associated concepts developed by Professor Angie Hart and colleagues, and hosted on the website of the UK charity YoungMinds. The ARA is based on academic research undertaken by Angie to ensure practice is informed by research findings

Contact: Boingboing: info@boingboing.org.uk; YoungMinds **www.youngminds.org.uk/training_services/academic_resilience**

Key Aims: Aims to support pupils to achieve better educational and wellbeing outcomes than their circumstances might have predicted.

Outcomes: The school decides on the outcomes it wants to measure/improve based on school audit and pyramid of need.

Programme Description: The Academic Resilience Approach (ARA) is a free web resource. Schools promote academic resilience by strategically planning and practicing whole school community activities, such as school audits, action plans, resilience classroom activities and compiling a pyramid of need to help identify pupils' support needs. Video footage of schools that have developed aspects of the ARA is available for free. The ARA is designed to not only 'beat the odds' for individual vulnerable pupils, by helping them to do better than expected, but also encourage changing the odds for disadvantaged pupils across the board, by reducing inequalities.

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
1 (logic model but no current evidence)	Wave 5 (based on fifth wave resilience approach)	All	UK	3-19 years	**Free**; is delivered by schools themselves by using the materials downloadable from the web[1]	5 (integrated across a local system for at least two years)	4 (equalities issues and accessibility are at heart of this approach)

Source: [1]Young Minds (2015). About Academic Resilience. Retrieved from http://www.youngminds.org.uk/training_services/academic_resilience/about

Schools-Based Approaches

1) Academic Resilience Approach (ARA) *continued*

Resilience Framework: Basics; Belonging; Learning; Coping; Core Self. This approach is good across the Resilience Framework because it is based on the Resilience Framework.

Key Issues: -
Design is based on up to date research but to be tailored to local conditions, and likely to be most effective where schools are prepared to develop or co-develop it themselves.

- Resources are free and easy to obtain, although if you want help to implement them, then you would need to buy that in from either Boingboing or YoungMinds

- Currently being systematically evaluated, but evidence of formal evaluation not yet available.

- Tackles all key points of resilience building with a tailored approach, therefore has the potential to score higher once formally evaluated.

- Approach developed by people who live and work in the UK.

- It covers most aspects of pupils' resilience (including basic material needs, and belonging), so it doesn't just focus on coping and problem solving.

- It isn't a programme, but rather an approach, so you will need to choose exactly what you want to do yourself – this can mean a more bespoke approach.

- It has been developed with schools, and tackles school culture and audit, as well as classroom based activities so it is aimed at the wider system.

- If has not been systematically evaluated as a set of tools in practice, although the elements of it are all evidence-based.

- The people writing this guide were involved in developing this particular approach, so they may be biased about what they say here (we're not, honest, see how nice we are about other approaches below – the Academic Resilience Approach comes first in the list only because it's alphabetical). If any of these work for your most disadvantaged pupils, consider us delighted!

2) Achievement for All

Developed By: Designed by school leaders and education professionals at Achievement for All 3As Ltd, a registered charity.

Contact: www.afa3as.org.uk,
email: enquiries@afa3as.org.uk

Key Aims: Aims to close the attainment gap and improve progress in reading, writing and maths for the one in five pupils who are at risk of underachievement (through vulnerability, disadvantage, and/or identified SEND).

Outcomes: Performance in English and Maths, bullying and problem behaviour, attendance, positive relationships, parental engagement, awareness of and focus on SEND (as measured by school).

Programme Description: Achievement for All is a charity-run two year programme for schools, focused on the needs of children and young people vulnerable to underachievement, and has been in practice for five years, used by more than 2000 schools across England. The focus is on teaching and learning, leadership, parental engagement, and wider outcomes including behaviours and attendance. The programme supports schools to enable all children to improve self-esteem, emotional resilience, wellbeing and a readiness to learn, and to enable all children to take an active part in the wider life of school. Based on a needs analysis, the programme is individually tailored to the school setting, based on the school's identified priorities, by a designated 'Achievement Coach' and nominated 'School Champion' who support and challenge the school to address whole system change. The school-specific action plan can tackle a range of issues with a whole-school approach, implemented through coaching visits, training, professional development, on-line and community of practice support, and may include elements of staff development, policy review, and consistency of approach (e.g., language and culture change; J. Tordoff, personal communication, August 24, 2015).

Schools, coaches, partners, parents and carers can access a dynamic online resource called The Bubble, which provides interactive learning opportunities, ideas and case studies (Achievement for All 3As Ltd, 2015). Many schools report "increased awareness of and focus on SEND and inclusion issues throughout the whole school, with a greater emphasis on understanding and addressing pupils' wider needs" (Humphrey & Squires, 2011, p. 14). A range of new programmes have recently been introduced so costs may change (J. Tordoff, personal communication, August 24, 2015).

Schools-Based Approaches

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
2 (pilot evaluation1 showed improvements for pupils with SEND, but not RCT and no control group)	Wave 3 (tapping into wider ecology)	7, 9, 10, 11	UK	5-16 years; (piloting Early Years & Post-162)	£6,800-£7,500 in state and maintained schools/academies in England, depending on number of pupils; £7,500 in all schools in Wales and independent schools in England[2].	2/3 (vulnerable group & parents; whole school approach)	3/4 (aims to help vulnerable or disadvantaged pupils & those with SEND, customised to needs of the school)

Sources: [1]Humphrey, N., & Squires, G. (2011). Achievement for All national evaluation: final report. London: Department for Education. Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/193254/DFE-RR176.pdf

[2]Achievement for All 3As Ltd (2015). Achievement for All. Retrieved from http://www.afa3as.org.uk/achievement-for-all/

[3]J. Tordoff, personal communication, August 24, 2015

Resilience Framework:
Belonging; Learning; Core Self.

Key Issues:

- Two small schools can join together in partnership if the total number of pupils would be less than 440.

- The programme has been proven to produce excellent results in closing the gap between children who do well academically and those who do not.

- It would be important to clarify how Achievement for All works with pupils who are not in school.

- Unlike many other resilience-based programmes, this one doesn't seem to have a particularly major focus on emotional resilience, so you may want to consider how this is best fostered.

- Achievement for All does a lot of work with parents, anecdotally the authors of this guide have heard that people who use their approach find it very useful.

3) Behaviour Recovery Programme

Developed By: Dr Kevin Rowland, Educational Psychologist, Sandwell Inclusion Support Service, West Bromwich, a local authority.

Contact: Email: kevin_rowland@sandwell.gov.uk

Key Aims: Aims to help children who are physiological aroused to 'recover' their behaviour in the heat of the moment, and improve overall behaviour, self-control, emotional intelligence and mental health.

Outcomes: Reduction in detentions, isolations and exclusions (as measured by school).

Programme Description: Behaviour Recovery is a supportive and structured approach, providing an alternative to detentions, isolations and exclusions, and helping children to learn to manage their own behaviour (Rowland, n.d. b). Although not described as a resilience programme, Behaviour Recovery is more in tune with the resilience evidence base than some programmes with the word 'resilience' in the title. The programme becomes part of school policy and is implemented by all staff. It combines cognitive behavioural interventions with a positive psychology and humanistic counselling approach, and includes prevention (modifying curriculum content and delivery, class grouping/layout, building relationships), early intervention (eliminating triggers, de-esclating behaviours, establishing limits and boundaries) and classroom management strategies (positive feedback, consequences, consistency). Improvements should be seen over 6-10 weeks. It also encourages teachers to notice and engage children who are already 'on side' and motivated to learn, consult and listen to students, and think about school ethos, atmosphere and culture (Rowland, n.d. b).

An App has now been developed which supports the use of Behaviour Recovery and tracks pupil progress – Sandwell Student Behaviour Analysis System (SBAS) enquiries@imaginativeminds.co.uk

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
1 (not evaluated)	Wave 4 (incorporates child's physiological state in behaviour)	6, 7	UK	Primary school	Costs not included in programme booklet, contact if interested (a new SBAS app is available for £900 +VAT[1])	3/4 (several schools have this in their policy)	2 (targets students with behaviour difficulties)

Source: [1]Imaginative Minds (2014). e-learning UPDATE Issue 49. Birmingham: Imaginative Minds. Retrieved from http://issuu.com/imaginative/docs/el_update_issue_49_full_version?e=1384706/12706194

Schools-Based Approaches

3) Behaviour Recovery Programme *continued*

Resilience Framework: Belonging; Learning; Coping; Core Self.

Key Issues: -

- You would need to contact Sandwell Inclusion Support to find out more if your school is not in the Sandwell Metropolitan Borough Council area.

- Behaviour Recovery provides a very clear and structured approach to managing pupil behaviour.

- Requires all school staff to follow the same guidelines and procedures at all times.

- Designed to reduce detentions, isolations and exclusions for the most vulnerable pupils.

4) Bounce Back (BB)

Developed By: Helen McGrath and Toni Noble, academics and psychologists, freelancers.

Contact:
www.centreforconfidence.co.uk/projects.php?p=cGlkPTU3JmlkPTM20A
email: admin@bounceback.com.au, UK ordering: Pearson Customer Service 0845 313 6666 or customersolutions@pearson.com

Key Aims: Aims to create positive, pro-social and resilient classrooms and schools, and to enable staff to help their pupils develop resilient attitudes and behaviour.

Outcomes: Class connectedness: Student's Perceptions of Classroom Connectedness scale (SPOCC, McGrath & Noble, 2003); student resilience: Protective Resilient Attitudes and Skills Evaluation (PRASE, McGrath & Noble, 2003); teacher resilience: Resilience- My profile (adapted from Morris & Casey, 2006; see Axford et al., 2010); teacher wellbeing: Warwick-Edinburgh Mental Well-Being Scale (WEMWBS; Tennant et al., 2007).

Programme Description: The Bounce Back (BB) programme was designed to develop wellbeing and resilience in three ages groups of pupils in Australia, 5-8 years, 8-10 years and 10-14 years. It is described as very practical and teacher-friendly and its authors say that once teachers or other professionals grasp the basics they can easily adapt the materials to other stages or contexts (Centre for Confidence and Wellbeing, n.d.; McGrath & Noble, 2011a; 2011b; 2011c). The resource books and teacher hand book, ordered from the publishers, can be used as standalone materials, or teachers may be able to attend a two-day training workshop, although it's unclear if this is available in the UK.

BB materials have been formatted to suit a UK population, and were introduced to 16 primary schools in Perth and Kinross, Scotland in 2008. Mixed results were found across the schools. Although an overall increase of 2.25% in feelings of connectedness was reported by pupils, along with a 12.06% increase in pupils reporting more kindness to each other, 30% of classes showed a decrease in overall resilience scores (Axford et al., 2010). Reasons for this decrease are not accounted for by the authors. Bear in mind, however, the locality was a small, geographically spread population in remote rural towns, with lower class sizes and greater familiarity with peers than in some more multi-cultural, multi-lingual urban areas, where population transience is the norm.

Schools-Based Approaches

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
- (unexplained decrease in reported resilience[1])	Wave 2 (environmental, family factors[2])	1, 5, 6	Australia; adapted for UK	5-15 years (3 age groups)	$98.95 AUD per resource book/age group3; training costs not advertised on web, contact if intereste	2 (classroom activities)	0 (doesn't seem to mention additional needs, equality or diversity)

Sources: [1]Axford, S., Blyth, K., & Schepens, R. (2010). Can we help children learn coping skills for life? A study of the impact of the Bounce Back programme on resilience, connectedness and wellbeing. Perth & Kinross Council: Education and Children's Services. Retrieved from http://www.centreforconfidence.co.uk/docs/Perth_%26_Kinross_Council_bounce_back_Report.pdf
[2]Centre for Confidence and Wellbeing (n.d.). The Bounce Back Programme. Retrieved from http://www.centreforconfidence.co.uk/projects.php?p=cGlkPTU3JmlkPTM2OA
[3]http://www.pearson.com.au/products/Primary/_/N-1z12t4hZ1z13jxd/?_ps=1205

4) Bounce Back (BB) *continued*

Resilience Framework: Basics; Belonging; Learning; Coping; Core Self.

Key Issues:-
The materials produced to accompany the programme are very user- friendly and easy to get hold of. You can buy the materials and just use them if you want without having to stick rigidly to a programme.

- How accessible is this programme to ALL pupils, e.g. those living in disadvantage, coping with psychological and communication difficulties and having limited social support?

- The schools in the evaluation study were self-selected, so (as with the UKRP - United Kingdom Resilience Programme sample) may not be representative of the wider UK.

- One of the methods used in this evaluation was self-reporting on questionnaires – a method that many pupils may find difficult to access.

- BB is based on a particular definition of resilience of dealing with 'everyday set backs' (e.g. feeling disappointed) and returning to a 'state of wellbeing' (McGrath & Noble, 2010, in Axford et al., 2010, p. 5). This contrasts with some of the other definitions of resilience in use that acknowledge children coping with significant adversity, as opposed to daily setbacks, and who might not have a 'state of wellbeing' to return to.

- Focus on teachers, not whole school/all school staff.

5) Circles of Resilience (CoR)

Developed By: West Lothian Council Educational Psychology Department, a local authority.

Contact: www.westlothian.gov.uk
Education Psychology Service tel: +44(0)1506 283130

Key Aims: Aims to improve peer relationships, promote confidence to approach other young people as friends, improve individual resilience, allow solution focussed approaches to conflict, reduce negative attention seeking behaviours and allow a positive learning environment to support young people to reach their potential.

Outcomes: Individual action plan, electronic CoR questionnaire (no longer available online, but may be upon request), volume of incident report forms, amount of time pupils present to Pupil Support seeking support, staff observation of group dynamics (as measured by school).

Programme Description: Circles of Resilience (CoR) was an online programme developed by West Lothian Council to improve outcomes for Looked After Children. It was based on Daniel and Wassell's (2002a; 2002b; 2002c; Daniel et al., 1999) resilience matrix. It is no longer online, but the handbook, user guide, pen and paper activity book and board game (for younger children/those with language difficulties) can still be downloaded for free from the West Lothian Council website. The pilot took place weekly for one class period per week for four weeks, with a class where nearly a third of pupils had identified support needs and a quarter were experiencing interpersonal conflict.

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
2 (lower quality evaluation showed better outcomes[1])	Wave 2 (interaction of resilience correlates, child/ family)	6	UK	10-19 years	Materials free to download	2 (classroom/ PSHE activities with one class/ identified vulnerable group)	2 (looked after children with or without language difficulties[1])

Source: [1]West Lothian Council (2011). Circles of Resilience (CoR) handbook.
Retrieved from http://www.westlothian.gov.uk/media/4429/Circles-of-Resilience-Handbook/pdf/CoR_Handbook.pdf

5) Circles of Resilience (CoR) *continued*

Resilience Framework: Belonging; Learning; Coping; Core Self.

Key Issues: -

- It could be a very useful supplementary tool for a whole school approach to resilience building.

- The framework on which it is based is very user-friendly, and has useful supplementary materials.

- It is selective in what it focuses on with regards to building resilience, and excludes some important dimensions, for example, acknowledging the support pupils and their families might need with material basics.

- This is a now an unsupported approach, you would need to be self-sufficient in its application.

6) CUES-Ed

Developed By: Clinical Psychologists and CBT therapists from the South London and Maudsley NHS Foundation Trust (SLaM).

Contact: http://cues-ed.co.uk
email: cues-ed@slam.nhs.uk

Key Aims: Aims to help children spot their 'cues' for when something is not right, develop coping strategies to reduce distress and build resilience, to improve emotional wellbeing and resilience, normalise talking about mental health issues and reduce stigma.

Outcomes: Unspecified range of questionnaires and standardised assessment tools, but measuring how well materials have been adopted by children: use of active coping strategies, problem solving techniques, cognitive restructuring, support seeking strategies, attentional shifting techniques

Programme Description: CUES-Ed is a psycho-education package to teach children about mental health based on Cognitive Behavioural Therapy (CBT). The 'Who I Am and What I Can: How to Keep My Brain Amazing' package is designed to reach large numbers of children by delivering within primary schools to whole classes and encouraging children to learn the skills that can help build their resilience from an early age. It was developed by SLaM Child and Adolescent Mental Health Services (CAMHS) in response to feedback from children that the CBT they received at CAMHS was really useful, but that they should have been taught it earlier. It is a 6 session (weekly) whole class intervention delivered by two external practitioners (one of whom is a clinical psychologist or trained CBT therapist) using a range of multi-media resources. SLaM also offer two additional sessions covering needs analysis and outcomes, staff development for within session skills development and 'trouble shooting' meetings, and the opportunity to make strong links with local CAMHS. The package process detailed on the website is: initial contact, information meetings with head and class teachers, year group identified, Service Level Agreement and funding approved, team and package introduced to class, individual assessment and baseline measures completed with pupils, sessions 1-6 delivered during school day, ongoing reflections with class teachers, trouble-shooting and signposting, individual outcome measures completed, whole class and staff feedback gathered, review meeting to share outcomes and consider best ways of maintaining the strategies learnt.

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
2 (their own evaluation of CUES pilot study[1])	Wave 3 (an intervention approach)	4, 6	UK	Primary years 3-6, (ages 8-11 years)	£3,950 per class[1]	2 (whole class weekly activity)	2 (children with mental health issues)
Sources: [1]South London and Maudsley NHS Foundation Trust (2015). CUES-Ed. Retrieved from http://cues-ed.co.uk							

6) CUES-Ed *continued*

Resilience Framework: Basics; Coping; Core Self.

Key Issues: -

- This CBT approach does not sound like it would build capacity within the school staff as external experts are brought in to deliver the curriculum and it is a time-limited approach. Once they leave, they may take all the expertise with them.

- Having said that, it is delivered by highly-skilled professionals in the CBT methodology used and children identified as requiring further help would get accurate sign-posting.

- Currently only available in South East London, but they are planning to increase the number of areas covered.

- The website is user-friendly and contains a lot of information.

- As it is a whole class approach, children are not singled out for needing support and it aims to reduce stigma by making sure mental health issues are discussed.

- Would it work for children with significant learning difficulties? Worth asking them if you want to pursue

7) .b [dot-be] Courses from the Mindfulness in Schools Project

Developed By: Tabitha Sawyer, Rhian Roxburgh and Sarah Silverton, Mindfulness in Schools Project (MiSP), a mindfulness project.

Contact: http://mindfulnessinschools.org/courses
email: enquiries@mindfulnessinschools.org

Key Aims: Aims to increase wellbeing and resilience, reduce stress and anxiety, extend thinking skills and help children to understand themselves better.

Outcomes: Mindfulness: Cognitive and Affective Mindfulness Scale - Revised (CAMS-R; Feldman et al., 2006); resilience: Ego-Resiliency Scale (ERS; Block & Kremen, 1996); well-being: Warwick-Edinburgh Mental Well-being scale (WEMWBS; Tennant et al., 2007); personality: Ten-Item Personality Inventory (TIPI; Gosling, Rentfrow & Swann, 2003).

Programme Description: b, pronounced [dot-be], stands for 'Stop, Breathe and Be!' and is a range of courses created by the non-profit organisation, Mindfulness in Schools Project (MiSP), who aim to encourage, support and research the teaching of secular mindfulness in schools. In addition to 10-12 specific (PSHE) lessons, it is recommended that mindfulness practice is integrated into all subjects and lessons and the children's everyday lives. The courses aim to teach a set of distinct mindfulness skills in an engaging way, and offer a starting point for pupils to build upon if they find it beneficial. Off-site training courses include a 2 or 6 day foundation course for teachers, staff and parents to work on their own mindfulness practice (.b Foundations), a 3 day course for adults to teach 7-11 year olds (Paws b) and a 4 day course for adults to teach 11-18 year olds (.b). Taster sessions can be organised for interested school staff, and the training courses are available in several locations in the UK, and also abroad (sometimes in other languages; Mindfulness in Schools Project, 2015).

Most of the research into mindfulness has been conducted with adults, although the literature suggests that mindfulness interventions are: "relatively cheap to introduce, have an impact fairly quickly, can fit into a wide range of contexts and are enjoyable and civilising, for pupils and staff" (Weare, 2012). From 2015 MiSP are taking part in a large-scale trial of Mindfulness in schools, called the Mindfulness and Resilience in Adolescence (MYRIAD) project, which will assess effectiveness of teaching mindfulness in UK schools (Oxford Mindfulness Centre, 2015; Wellcome Trust, 2015, July 16). This three-part research project includes 1) a large, five-year, school-based randomised control trial of mindfulness training in 38 schools, compared with 'teaching as usual' PSHE lessons in another 38 schools, involving nearly 6,000 students aged 11-14, who will then be followed up for a further two years, 2) a two-year, lab-based experimental research project to establish whether and how mindfulness improves mental resilience, self-control and emotion regulation in nearly 600 participants aged 11-16, and 3) an evaluation involving 200 teachers who use different training methods (intensive mindfulness short course versus guided self-help mindfulness training and web-learning) to determine how best to train teachers to deliver mindfulness classes to students, how easily and cost effectively teacher training can be scaled up, and barriers to implementing mindfulness in schools.

Schools-Based Approaches

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
2 (there have been quite a few studies but with methodological limitations[1])	Wave 1 (the focus is on the individual child)	6	UK	7-11 11-18 years	.b - £625 +VAT (4 days) Paws b - £465 +VAT (3 days) .b Foundations - £330 +VAT (for 2 days, or £1050 +VAT for 6 days residential); includes access to the teaching materials required for lessons[2]	2 (PSHE lessons, but potential to be fully integrated)	2 (they link to some research on mindfulness for children with ADHD[2])

Sources: [1]Weare, K. (2012). Evidence for the impact of mindfulness on children and young people. Mindfulness in Schools Project. Retrieved from http://mindfulnessinschools.org/wp-content/uploads/2013/02/MiSP-Research-Summary-2012.pdf

[2]Mindfulness in Schools Project (2015). Mindfulness in Schools Project. Retrieved from http://mindfulnessinschools.org/

Resilience Framework: Coping; Core Self.

Key Issues:-

- You will need to wait at least 7 years to hear the results of the large-scale trial, although other research does exist.

- As mindfulness is a practice, you don't have to subscribe to expensive copyrighted products and computer systems for children to take part in exercises.

- Once teachers/staff are trained they can then teach the children directly without needing external facilitators/coaches, like some other programmes.

- There are pre-requisites for training to teach mindfulness **http://mindfulnessinschools.org/train/prerequisites/dotb**

- Teachers/staff will need to keep up their own mindfulness practise, which is a big commitment if it's not something that particularly grabs you.

8) Emotional First Aid (EFA)

Developed By: Stuart Gemmell, Dave Smith & Jacquie Kelly, Emotional First Aid Training Team, Thornhill Centre for Healthy Living, Solent NHS Trust.

Contact: www.emotionalfirstaid.co.uk
email: info@emotionalfirstaid.co.uk
tel: +44(0)23 8071 6674

Key Aims: Aims to dispel the myth that mental health means mental illness, reduce the likelihood of many children and young people developing a mental health problem or a mental illness, and build capacity, capability and confidence in Universal (Tier One) Services.

Outcomes: Not specified

Programme Description: Emotional First Aid (EFA) is an early intervention programme built on a foundation of Systemic Thinking and Humanistic Principles. They wish to encourage the wider Children's Workforce to get alongside a child or young person experiencing emotional distress, offering initial support before any professional help is required. Staff are encouraged to reach out to children and young people experiencing emotional distress and form a working alliance to explore emotions and "get through it together" through enabling of emotional expression and development of helpful strategies. EFA also includes the wellbeing of those who work alongside the young people.

Primary EFA courses (5-11 years) and Young People EFA courses (11-25 years) are six 3.5 hour sessions over a 6 week period and are aimed at staff/anyone working with children and young people, including Teachers, Social Workers, Learning Support Assistants, Mentors, Foster-Carers and Youth Workers. Each candidate receives an individual EFA training pack (in a pizza box) containing a training manual, EFA pen and support material such as the Discovery Guide to Anxiety, Emotional expression worksheets and crayons (Primary EFA) and the Me & U Booklet (Young People EFA). The modules include What is Emotional First Aid? Emotional Stuckness, Attachment & Self Esteem in Childhood (Primary)/ Developing your engagement skills (Young People), Enabling Emotional Expression (Primary)/Strategies of Self Management (Young People), Assessment of Risk, and Looking after Ourselves. Other courses include a Parents' EFA, and an eight week Peer EFA course delivered by peer mentors, which have both been piloted in Southampton. Bespoke training is also available from the trainers who have professional & personal experiences in CAMHS, education and the voluntary sector.

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
1 (feedback and annual report[1])	Wave 2 (relationships and supporting adults)	1, 6, 8, 10	UK	5-11 years 11-25 years	Not available on web, contact if interested	2/3 (aims to be all school staff)	2 (mental health)
Sources: [1]EFA Team (n.d.). Emotional First Aid Training. Retrieved from www.emotionalfirstaid.co.uk							

8) Emotional First Aid (EFA) *continued*

Resilience Framework: Belonging; Learning; Coping; Core Self.

Key Issues: -

- There is an online internet Forum for people to download resources and discuss the course with others **www.emotionalfirstaid.co.uk/community**

- The courses are for the adults (parents and professionals) and peers supporting the children and young people, rather than for the children and young people themselves.

- Aimed at supporting children experiencing emotional distress, giving staff the skills to deal with children who may be approaching a crisis, but before a referral to CAMHS is needed.

- As this is a staff course, it is not necessarily equipping children with coping skills in advance of encountering difficulties, and may require children to either ask for help or be noticeably in distress.

- Would complement other programmes that teach coping skills to the children.

9) FAST (Families And Schools Together)

Developed By: Lynn McDonald, academic at Middlesex University, London, now delivered in the UK in partnership with Save the Children.

Contact: http://familiesandschoolstogether.com
email: fast@savethechildren.org.uk
tel: +44(0)207 012 6400

Key Aims: Aims to empower parents and young people, reduce stress experienced by all young people and parents in daily life, reduce family conflict and increase family cohesion, increase parental engagement in their child's education, strengthen relationships parent-young person, parent-school, parent-community.

Outcomes: Various depending on setting/country/study, but including school achievement measures, plus externalising and internalising behavioural problems: Child Behavior Checklist (CBCL; Achenbach, 1991); social skills, academic competence and problem behaviours: the Social Skills Rating System (SSRS; Gresham & Elliott, 2008); family adaptability and cohesion: The FACES (Family Adaptability and Cohesion Evaluation Scales; Olson, Portner, & Bell, 1982); availability and helpfulness of social support for the family: FSS (Family Support Scale; Dunst et al., 1988); strengths and difficulties: Strengths and Difficulties Questionnaire (SDQ) (Goodman, 1997).

Programme Description: FAST has a 25 year track record and is recognised by several international evidence-based databases of programmes including SAMHSA, NREPP, C4EO and UNODC. The programme works in collaboration with schools, parents and students, and is all about making local links between parents, schools and the wider community. They might focus on transition periods in a child's education, e.g., Years 7 and 10 in Secondary school (The Children's Society, 2015), although the main focus in the UK is early Primary school. Up to 40 whole families attend eight 2.5 hour weekly after school sessions to spend time learning, having fun and developing relationships through educational games and activities, including: group discussions to improve children's thinking, reasoning and communication skills; feeling charades, to help children talk about their emotions; learning and communication games such as drawing and playing together; singing and group activities to get to know other families and parents; eating a family meal together, prepared by a different family each week. Each family also receives a hamper of goods, including books and toys, to support their child's learning and development at home. They recommend a minimum of four teaching staff to commit to the training and become part of the FAST Team to supports the weekly sessions. The FAST Team is made up of teaching staff, parents and local representatives from community or statutory organisations and one person becomes the nominated site co-ordinator for the school. Save the Children provides full training and covers programme costs. They ask for a commitment of time from teaching staff at the participating school, parents and community organisations to form the local FAST Team and support the programme.

Schools-Based Approaches

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
4 (multiple RCTs, more in progress[1] including one in the UK[2])	Wave 4 (multiple systems)	2, 6, 9, 10	USA (but adapted for 18 countries including UK)	3-5 years (plus siblings)	Currently fully funded by Save the Children and their donors, and is free for families to attend[3]	4 (geographical areas)	3 (SEBD, ethnic minority groups, deprived areas[1])

Sources: [1]Families and Schools Together Inc. (2015). Randomized control trials. Retrieved from https://www.familiesandschools.org/why-fast-works/rcts/
[2]Education Endowment Foundation (2015). Families and Schools Together (FAST).
Retrieved from https://educationendowmentfoundation.org.uk/projects/families-and-schools-together-fast/
[3]Families and Schools Together (n.d.). Families and Schools Together (FAST). Retrieved from http://familiesandschoolstogether.com

Resilience Framework: Basics; Belonging; Learning; Coping; Core Self.

Key Issues:-

- If you want a programme with a lot of evidence to back it up, this has scored the highest score on the EIF Rating.

- No cost to the school other than time and commitment.

- FAST actively aims to increase parental engagement, which is associated with academic success.

- Marketed for early Primary ages, but in Birmingham HeadStart it works with Secondary ages.

- The whole family can attend, so there is no need to worry about childcare for siblings.

- They advise a whole school approach.

10) FRIENDS Programme

Developed By: Professor Paula Barrett and colleagues; programme implementation is supported by a charity.

Contact: Web: **http://friendsprograms.com** email: info@friendsprograms.com; contact details for UK based trainers available here: **http://friendsprograms.com/international**

Key Aims: Aims to build resilience and social skills, and address anxiety and depression in individuals and families.

Outcomes: Anxiety: Spence Children's Anxiety Scale (SCAS; Spence, 1997) and Revised Child Manifest Anxiety Scale (RCMAS; Reynolds & Richmond, 1985) and depression: Children's Depression Inventory (CDI; Saylor et al., 1984), or anxiety and depression: Revised Child Anxiety and Depression Scale (RCADS) (Chorpita et al., 2000); externalising behaviour: Problem Behaviour at School Interview (PBSI; Erasmus, 2000).

Programme Description: The FRIENDS programme was developed in Australia. It is promoted as a whole school Cognitive-Behavioural Therapy (CBT) intervention for school children, teens and young adults. It is available for four age groups - Fun Friends (4-7 yrs), Friends for Life (8-11 yrs), My Friends Youth (12-15 yrs) and Adult Resilience (16-18+ yrs). Each programme involves 5 sessions of 2-2.5 hours, with content and activities tailored to the developmental needs and challenges of each age group. The programme promotes social and communication skills, self-esteem, problem-solving, psychological resilience, emotional regulation and building positive relationships with peers and adults. The programme for older children includes parents and families so the FRIENDS 'language' can be used at home.

The approach has had a lot of research done on it, particularly for 8-11 year olds. For example, Stallard et al. (2005) concluded that levels of anxiety reduced in pupils and self-esteem increased, and the programme had an impact on 60% of the pupils deemed to be in the "high risk" category (although what happens to the other 40% we ask?). The programme website says, "Friends for Life ... is recognised by the World Health Organisation for over 12 years of comprehensive research and as an effective means to prevent anxiety for children aged 8-11." Materials have been shown to be effective for culturally diverse groups of migrant and refugee youth, and in addition to translation of materials into other languages, culturally sensitive supplementary materials have also been developed for use in Australia (Barrett & Sonderegger, 2005).

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
4 (lots of research has been done, including RCTs[1])	Wave 3 (intervention, but still mainly focussed on the individual and their thoughts)	4, 6	Australia; available internationally	4-7 8-11 12-15 16-18+ years (4 age groups)	Materials: group leader manuals £25 each, children's activity books £4-6 each, plus P&P[2]; training bespoke, provided by licensed trainers in your own country[1,2]	2 (doesn't include changing wider school systems / culture)	3-5 ("high risk", refugee, BME orphan, mental health, developmental needs[3])

Sources: [1]The FRIENDS Programs International Foundation Pty Ltd (2013). The FRIENDS Programs. Retrieved from http://friendsprograms.com
[2]Interactive Connections (2015). The FRIENDS Materials. Retrieved from www.interactive-connections.co.uk/The%20Books.htm
[3]Barrett, P.M., & Sonderegger, R. (2005). Anxiety in children – FRIENDS program. In A. Freeman, S. Felgoise, A.M. Nezu, C.M. Nezu, & M.A. Reinecke (Eds.), Encyclopedia of cognitive behavior therapy (pp. 42-45). New York: Springer.

10) FRIENDS Programme *continued*

Resilience Framework: Belonging; Learning; Coping; Core Self.

Key Issues: -

- As this is a CBT programme, ideally, staff delivering the programme would be trained in cognitive behaviour therapy – something that school staff aren't necessarily familiar with. However we have heard anecdotally that this is not something that is adhered to in practice, and the theoretical basis of the program (cognitive behavioural therapy and positive psychology) is [briefly?] covered in the facilitator training (NREPP, 2014).

- Although this programme had positive effects on reducing anxiety and raising the self-esteem of 60% of "high risk" pupils, what about the other 40% that did not achieve these results? How would a school then provide for their needs?

- It was unclear from the evaluation whether the effects were sustained over time.

- How might FRIENDS work with pupils who aren't attending school?

- While research has demonstrated that children aged 7 and over are able to access the concepts of CBT, it also has to be delivered at a developmentally appropriate level – this may mean that some pupils are not able to access the programme successfully. A pilot project undertaken in collaboration with the BOND consortium in the UK has experimented with an adapted FRIENDS programme for pupils with learning difficulties.

- The materials were produced in Australia and so they aren't always suitable for pupils in the UK.

10) FRIENDS Programme *continued*

- If you only implement FRIENDS, how will you change wider school systems and culture?

- FRIENDS deals with emotional resilience, rather than broader resilience processes.

- It is developed and promoted through a charity which seems to still be very active so you might get some useful, and not too expensive, support in implementing it (but you may need a trip to Australia to get your head around it!).

- Programme materials have been translated into many different languages, although we're not sure how readily available international versions are for use in the UK.

- Despite the wide range of marginalised groups that have been researched using the FRIENDS programme, there is no mention of LGBTQUI+ youth or any variation of (otherwise it would have got 6 out of 5 for Equalities Rating!).

11) Growing Confidence

Developed By: A range of multi-agency professionals (including Patricia Santelices - Principal Officer, Molly Page - Development Officer and Jen Drummond - Development Officer), Mental Health and Wellbeing Team within City of Edinburgh Council.

Contact: www.growingconfidence.org
email: GrowingConfidence@edinburgh.gov.uk

Key Aims: Aims to enable individuals to promote emotional well-being in themselves and the children and young people they are responsible for.

Outcomes: Not specified

Programme Description: Growing Confidence offer training courses for parents/carers, professionals and young people which promote positive mental health and emotional well-being, and draw on contemporary research in neuroscience, psychology and social science. They focus on the importance of relationships, positive interactions and role modelling to nurture a sense of meaning and belonging, and develop emotionally strong individuals and communities. Courses include: Raising Children with Confidence (RCWC) – 7 x 2hr sessions for parents and carers of children aged 0 - 10 years; Confident Staff, Confident Children (CSCC) – 8 x 2hr sessions (or 3 day course) for multi-agency practitioners (professionals working with children in early years, educational and community settings); Raising Teens with Confidence (RTWC) – 6 x 2hr sessions for parents and carers of young people aged 11 - 16 years; Teenage Brains and Behaviour Series (TBBS) – 3 x 2hr sessions for multi-agency practitioners (professionals working with young people in educational and community settings); Cool, Calm and Connected (CCC) - for young people themselves, aged 11 - 16 years (used as part of PSHE curriculum). The RTWC (Teens) course has been piloted in 5 secondary schools across Edinburgh and they are preparing to roll out the training course more widely in 2015. The website describes the approach as 'universal' and training can be delivered to the whole school staff, but it is not clear whether it is a whole school approach.

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
2 (evaluation feedback[1])	Wave 2-4 (draws on neuroscience/ brain development, but quite focussed on the individual and primary relationships)	1, 6, 9	Scotland	0-16 years	Not available on web, contact if interested. Last time we had contact with them it was delivered by local practitioners as part of their day jobs and parent volunteers, and was free. Parent/carer course provided free to parents/ carers (crèche available at some venues)[2].	2/3 (classroom activities, but has parent engagement, considers organisational culture)	2 (mental health approach, training can target pupil support staff)

Source: [1]Growing Confidence (2015). Growing Confidence. Retrieved from http://www.growingconfidence.org/
[2]The City of Edinburgh Council (n.d.). Raising Children with Confidence. Retrieved from https://www.joininedinburgh.org/parenting-programmes/raising-children-confidence/

11) Growing Confidence *continued*

Resilience Framework: Belonging; Coping; Core Self.

Key Issues: -

- Courses currently take place in Edinburgh.

- Courses are capacity building – designed to support schools and community settings to develop partnership working and implement their own policies.

- Staff take knowledge back to their organisation but then may be on their own in terms of implementation.

- Doesn't mention other aspects of accessibility, equality or diversity and focus is on typically developing children.

Schools-Based Approaches

12) Health Promoting Schools (HPS)

Developed By: Broadly the World Health Organisation (WHO), championed by the Schools for Health in Europe (SHE) Network, which is coordinated by CBO in the Netherlands (formerly NIGZ), a WHO Collaborating Centre for School Health Promotion.

Contact:
www.who.int/school_youth_health/gshi/hps/en and **www.schools-for-health.eu/she-network**

Key Aims: Aims to develop policies that enhance overall health in pupils.

Outcomes: Varies by region/school/service.

Programme Description: The Health Promoting Schools (HPS) framework itself isn't billed as a resilience programme, but it is such an important worldwide initiative that we felt we should mention it. The World Health Organisation (WHO) provides a framework for schools to assist them to develop policies that enhance overall health in pupils. According to the WHO's Global School Health Initiative web site, a health promoting school:

- Fosters health and learning with all the measures at its disposal.

- Engages health and education officials, teachers, teachers' unions, students, parents, health providers and community leaders in efforts to make the school a healthy place.

- Strives to provide a healthy environment, school health education, and school health services along with school/community projects and outreach, health promotion programmes for staff, nutrition and food safety programmes, opportunities for physical education and recreation, and programmes for counselling, social support and mental health promotion.

- Implements policies and practices that respect an individual's well being and dignity, provide multiple opportunities for success, and acknowledge good efforts and intentions as well as personal achievements.

- Strives to improve the health of school personnel, families and community members as well as pupils; and works with community leaders to help them understand how the community contributes to, or undermines, health and education.

In different European countries various terms are used to denote a HPS approach, including 'healthy schools', 'school health promotion', and 'good and healthy schools', but they all have similar intentions. They are united by an overarching whole-school approach to create educational settings that continuously strengthen their capacity as healthy settings for living, learning and working, with much more emphasis is given to the process rather than the outcome.

Whilst the National Healthy School Programme launched in England in 1999 by the DfE and DH does not seem to have been a comprehensive success, the mixed findings of a two year evaluation highlighted the need for pro-active local schemes to take a flexible, targeted approach to supporting schools, whilst still providing them with structure and guidance (Arthur et al., 2011). A good example is Cornwall Healthy Schools: **www.cornwallhealthyschools.org** who do incorporate a resilience angle. They provide free support to all schools in Cornwall/Isles of Scilly, to raise attainment and achievement by improving health and wellbeing for pupils, staff, parents and carers in the wider school community. They aim to work in partnership with schools and the council, health service and voluntary sector to offer a 'joined up' effective, evidence-based wellbeing support, using a 'Whole School Approach'. They offer individual tailored school support, training courses/ workshops, advice/information/signposting, teaching resources and support for specific local/national wellbeing programmes that schools are engaged in. Some other areas provide tendered services to schools.

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
2 (evaluated but not RCT[1])	Wave 3 (health promotion is about interventions)	2, 3, 5, 6	Example from UK (England)	All school years	Free; support and resources vary between regions	5 (national programme, pockets of change)	3 (supposed to be accessible to all, but lacks in implementation[1])

Sources: [1]Arthur, S., Barnard, M., Day, N., Ferguson, C., Gilby, N., Hussey, D., Morrell, G., & Purdon, S. (2011). Evaluation of the National Healthy Schools Programme. London: NatCen. Retrieved from http://www.natcen.ac.uk/media/28170/evaluation-national-healthy-schools.pdf

12) Health Promoting Schools (HPS) *continued*

Resilience Framework: Basics; Learning.

Key Issues: -

- The health promoting schools model does not provide a framework that guides schools on strategies that may work for individual pupils and their families. Its view is a broad one of school ethos and policies, leaving schools to determine practical, day to day strategies that may work for their pupils (the Resilience Framework might help with this).

- It could be useful to take a look at for its evaluation approaches and systems focus.

- One of the few approaches that tackles the Basics, so would complement one of the many programmes that tackle all areas except the Basics.

- The type of support and resources available to implement this type of approach will depend on which part of the UK your schools is based (so it's also worth looking at the websites for other areas to see what you can 'borrow').

13) Place2be

Developed By: Multi-disciplinary team at Place2Be, registered children's mental health charity.

Contact: Web: **www.place2be.org.uk**
email: enquiries@place2be.org.uk
tel: 0207 923 5500

Key Aims: Aims to increase social skills, confidence and learning potential, and help young people to deal positively with the difficulties they face.

Outcomes: Emotional wellbeing; Strengths and Difficulties Questionnaire – SDQ; Goodman, 1997); attendance, pupil behaviour and disruptions in class, attitudes to learning and academic performance (as measured by school).

Programme Description: Place2Be has 20 years' experience in delivering universal and targeted services in 235 primary and secondary schools across the UK, providing in-school support and training to improve the emotional wellbeing of children, parents, teachers and school staff. A team of 5 Place2Be personnel (clinical staff and highly trained volunteers) come to your school to provide a bespoke service, which may be funded by the pupil premium. Group/whole class work may focus on transitions, life events, stress, family problems, friendship breakdown, bereavement or bullying. Children with the 'most pronounced' needs may have one-to-one counselling or support, and all pupils can drop-in or self-refer to lunch or break-time clinics. Parents (including grandparents and carers) needing extra support may meet with the Parent Counsellor, teachers and school staff can have advice about children with challenging behaviour or additional needs, and partnership working with statutory and voluntary organisations is supported. Place2Be also offer inset and CPD training, and jointly deliver with Action on Addiction an 8 week M-PACT Plus programme for families of children aged 8-17 years affected by parent/carer substance misuse. Teachers reported that 65% of children whose difficulties were affecting their learning before counselling were less affected by their difficulties after counselling, and parents reported that 81% of children were less affected by their difficulties after counselling compared to before.

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
2 (impact report, but not RCT/QED[1])	Wave 2 (focus on individual support and relationships)	1, 6, 7, 9	UK	Primary and Secondary (focus on 11-14 Years[2])	Not available on web, contact if interested	3 (whole school and parents)	3 (mental health, SEND, substance misuse, looked after, free school meals[1])

Sources: [1]Place2Be (2015). Place2Be in 2013/14 in Primary schools. Retrieved from http://www.place2be.org.uk/media/8565/Primary_summary_report_18_06_15.pdf
[2]Place2Be (n.d.). Prospects not Problems. Retrieved from http://www.place2be.org.uk

13) Place2be *continued*

Resilience Framework: Belonging; Learning; Coping; Core Self

Key Issues: -

- This service is delivered by trained experts who come in and provide counselling services to pupils, parents and staff.

- It probably won't build capacity as it relies on bringing in the experts, who will then leave again if the service is no longer commissioned.

- Parents, grandparents and carers are also able to accessing parent counselling, which is a step further than most other programmes.

- This programme fits with Proportionate Universalism as it describes itself as both universal and targeted, with the children more in need able to access more of the programme and more frequently (drop ins/self-referral).

- It is not clear how much the programme costs, but they suggest that at least some of the costs may be met by pupil premium.

- Place2Be have quite a few companies donating/ supporting them financially, so it should be around for a while yet.

14) Promoting Alternative THinking Strategies (PATHS®)

Developed By: Dr Mark T Greenberg and Dr Carol A Kusché of Paths Education Worldwide, a non-profit part of Channing Bete Company, Inc.

Contact: PATHS® Education Worldwide;
www.pathseducation.com
email: dorothy@pathseducation.com;
UK version: **www.pathseducation.co.uk/what-is-paths/paths-curriculum/**

Key Aims: Aims to improve social and emotional wellbeing and reduce externalising and internalising problems in preschool and primary school children.

Outcomes: Their own PATHS Preschool/ Kindergarten and Grade 1-5/6 Student Evaluation Scales, including subscales for Aggression/ Disruptive Behaviour, Concentration/Attention, Social and Emotional Competence.

Programme Description: The PATHS programme is a classroom based curriculum which focuses on emotional literacy, social competence, self-control, empathy, building and managing healthy relationships, problem-solving and decision-making skills. Teachers receive a two-day training workshop that can take place at their school or off-site. The programme is then delivered by teachers (or school counsellors) two or three times a week in 20-30 minute sessions for an academic year. Whilst it doesn't offer a whole schools approach, in some areas other staff, not just teachers have used it, and information and some activities are included for parents. There have been many research studies into the efficacy of PATHS and an abbreviated version for use in schools has also shown promising results but only for students with lower levels of behavioural issues.

The PATHS® Programme for Schools (UK Version) consists of a variety of lessons and is designed for use with primary school children (http://www.pathseducation.co.uk/what-is-paths/paths-curriculum/). It is described as a 'whole school' approach and is delivered with support from Barnardo's Specialist Coaches who support teachers to apply their PATHS® training in the classroom. An optional additional social skill training programme can be incorporated called "Friendship Group" to create a PATHS® Plus programme, that offers children the opportunity to learn and practice social skills in the context of small, supportive peer groups with adult guidance. Friendship Group is for children aged 5-11 and focuses on teamwork, cooperation and communication skills, fair play, negotiation skills, and effective conflict management. In addition, children have an opportunity to talk about their social worries, and receive support in coping with challenging peer situations (PATHS® Education UK, 2015). PATHS is being piloted at Secondary level (The Children's Society, 2015; J. Tordoff, personal communication, August 24, 2015).

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
4 (RCTs with control schools/ groups[1])	Wave 1/2 (individual skills, touches on relationships)	4, 6, 7	USA	3-12 years	UK costs not advertised on web, contact if interested; they state a $15 return (to policy makers) on every $1 invested[1]	2 (one element of local system – classroom activities, targeted staff)	3 (deaf children, SEN, mental health, BME[1])

Sources:
[1]Paths Education Worldwide (2015). Paths® Education Worldwide. Retrieved from http://www.pathseducation.com/

14) Promoting Alternative THinking Strategies (PATHS®) *continued*

Resilience Framework:
Belonging; Coping; Core Self

Key Issues: -
- Mostly for use in primary schools.

- You will need to pay for it, but the approach was developed by a not-for-profit organisation.

- It has been used with children with complex needs as well as with mainstream children.

- It had excellent results in both the US and Scotland, but in Hampshire the results were not as transformative as was hoped (but still good).

- Used by lots of schools in different countries and contexts.

- Anecdotally several teachers have told the authors of this guide that they liked using the programme and carried on after the research had finished.

- The UK version is being championed by Barnardo's.

15) The Resilience Doughnut (UK)

Developed By: Lyn Worsley, Clinical Psychologist, The Resilience Centre, Australia

Contact: For the UK programme:
www.resiliencedoughnutuk.com
email: hello@resiliencedoughnutuk.com

Key Aims: Primary school programme aims to improve well-being, confidence, social skills and mental resilience so children can cope better in challenging situations; secondary school programme aims to develop problem solving, positive and resilient connections with others, and help young people negotiate changes.

Outcomes: Strengths: Resilience Doughnut strengths measure (Worsley, 2006); resilience: Resilience Scale for Adolescents (READ; Hjemdal et al., 2006); strengths and difficulties: Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997).

Programme Description: Originating in Australia (Worsley, 2006; 2013), The Resilience Doughnut is now available in the UK delivered through a partnership between a variety of clinicians and trainers at The Resilience Doughnut, Australia (http://www.theresiliencedoughnut.com.au/), John Shepperd Associates, UK (http://www.johnshepperd.co.uk/), and a Community Interest Company, The Link (http://www.redcarlink.com/). They offer two types of programme – Connect 3 for primary schools, and Linked Up for secondary schools, colleges and community groups. Both are 9 week programmes based on six 90 minute sessions and include a parent information/engagement session, staff training session, validated pre- and post-programme assessment and qualitative feedback from pupils/staff. Programmes can also include their 'Resilience Report', an online tool which uses the Resilience Doughnut and two validated measures to "provide a snapshot of the specific resilience characteristics and wellbeing of young people and provides avenues for intervention and on going support" (Resilience Doughnut UK, 2015). They offer a variety of training packages, from general introduction training for all staff to the Resilience Doughnut and Resilience Report, to advanced training, project management and development support for schools wishing to embed the approach. To implement the Resilience Doughnut in your school, they recommend one or more staff members complete 'Level 1' training, a two day face-to-face course (which is also available online); project management and development support is then available to schools with one or more Level 1 facilitators. To deliver the official Resilience Doughnut Connect 3 and Linked Up programmes, Level 1 facilitators need to complete an additional 1 day of advanced face-to-face training. They also offer standalone 2 hour parent workshops, five 2 hour teacher wellbeing sessions, an adult resilience version of the Resilience Doughnut, and in September 2015 they are launching a 'Turnaround School Programme' (details not yet on the website).

Schools-Based Approaches

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
2 (case studies of 3 schools, modest effects for very anxious students[1])	Wave 2/4 (relationships between internal & external factors, draws on Wave 4 literature but presents as Wave 2!)	7, 11	Australia, but adapted for UK	Primary, secondary, college, adult	Not published on web, contact if interested. Parent workshops £302. Resilience Report software for schools $1,100 (AUD) per year[3].	3 (integrated into whole schools)	2 (some marginalised children, SEBD/ anxiety)

Source:
[1]Worsley, L. (2014). Building resilience in three Australian high schools, using the Resilience Doughnut Framework. In S. Prince-Embury & D. H. Saklofske (Eds.), Resilience interventions for youth in diverse populations (pp. 217-257). London: Springer.
2Resilience Doughnut UK (2015). The Resilience Doughnut UK. Retrieved from http://www.resiliencedoughnutuk.com/
[3]Resilience Report (2015). The Resilience Report. Retrieved from http://www.resiliencereport.com/

15) The Resilience Doughnut (UK) *continued*

Resilience Framework: Basics; Belonging; Learning; Core Self.

Key Issues: -

- Considers a range of external resources that children may be able to access and negotiate with, although the focus is on the individual child.

- Works with the strengths of the child and their context and how to improve these, although the Resilience Report does also measure/track difficulties faced.

- Draws on a range of 'Wave 4' resilience literature that takes into account multiple systems and interactions with the child's context, but then distils this into a framework that uses language of the individual child and building individual resilience. This may be a case of over-simplification, which is a shame as it is not encouraging staff to think towards a more ecologically embedded concept of resilience or a fifth wave approach.

- They have a snazzy website

- The lack of a price list suggests that it might be one of the more expensive programmes, but best to contact them to find out more if you're interested

- If you go for the development support you can build a bespoke whole-school approach tailored for your school.

- One of the few programmes to consider economic stability of the family, which comes under Basics in the Resilience Framework, however it is unclear what (if anything) is proposed if the family are struggling with poverty and unemployment. It is all well and good to encourage budgeting and strong work ethic, but families need money to budget with and employment opportunities to engage with.

- Talks about morals and values being transferred from the wider community to support the young person, but what if the community is not supportive of the young person's morals, values, identity, background or protected characteristics?

- No mention of diversity or accessibility, beyond social, emotional and behavioural problems or mental health difficulties.

- Doughnuts are unhealthy!

16) Rochester Resilience Program (RRP)

Developed By: Peter Wyman & Wendi Cross, University of Rochester Medical Centre

Contact: Email: peter_wyman@urmc.rochester.edu

Key Aims: Aims to strengthen self- regulation of emotions and prevent negative social-emotional outcomes (including mental health problems and substance misuse) in high risk primary school children with behavioural and social difficulties.

Outcomes: Classroom behaviour and social-emotional functioning: Teacher-Child Rating Scale-Version 2.1 (T-CRS; Hightower et al. 1986) with subscales Behaviour Control, Task Orientation, Assertiveness vs Withdrawn/Anxious Behaviour, Peer Social Skills; office disciplinary referrals and out-of-school suspension: Office Disciplinary Referrals (ODRs).

Programme Description: The Rochester Resilience Program (RRP) is a school-based emotion regulation skills training intervention. Children are assigned a Resilience Mentor who, guided by the child's teacher, tailors the intervention to the child's needs and works with them on an individual basis for 25 minutes a week over 14 weeks (Child Trends, 2012). The programme of adult modelling, verbal instructions, role-playing, practice in natural settings, and child-specific pacing, aims to teach children how to monitor their own and others' emotions, maintain self-control and reduce emotional escalation/conflict. Parents and teachers received a one-off orientation session, and the mentors were trained by the research team (and employed by the school/local authority) (CrimeSolutions.gov, n.d.). An experimental evaluation found that this program had significant impacts four months after baseline on: behaviour control, task compliance, peer social skills, assertiveness/withdrawal, and frequency of disciplinary incidents at school when compared with a waitlist control condition.

Although not an ongoing/active programme, CrimeSolutions.gov (n.d.) report that a newer version of the RRP has been developed and an evaluation of this version of the program is forthcoming. The newer version will have 24 mentor lessons rather than 14 and adds 12 home or in-school visits (40-50 minutes each) for parents, to introduce the specific emotional regulation skills, engage parents as teachers of skills, and incorporate skills into family life. It also contains a universal (whole class) component of brief classroom lessons co-taught by the Resilience Mentors and teachers, which cover emotion vocabulary and emotional regulation skills. Each year (over a 2-year span) teachers are offered eight lessons (10-15 minutes each) which aim to build emotional competencies in all children, and increase support for teacher reinforcement of the use of emotion-regulation strategies by children in the programme.

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
3 (single study[1])	Wave 1/2 (individual focus, bringing in family)	6	USA	5-11 years (5-8 years in study)	As the intervention was part of a research study, the costs to the schools appear to be limited to employment of Resilience Mentors[2]	1 (for individual children)	2 ("high risk" behaviour/ social difficulties[1])

Sources:
[1]Wyman, P.A., Cross, W., Brown, C.H., Yu, Q., Tu, X., & Eberly, S. (2010). Intervention to strengthen emotional self-regulation in children with emerging mental health problems: Proximal impact on school behavior. Journal of Abnormal Child Psychology, 38, 707-720. doi:10.1007/s10802-010-9398-x
[2]CrimeSolutions.gov (n.d.). Program profile: Rochester Resilience Project (RRP). Retrieved from https://www.crimesolutions.gov/ProgramDetails.aspx?ID=371

16) Rochester Resilience Program (RRP) *continued*

Resilience Framework: Learning; Coping; Core Self.

Key Issues: -

- It might be hard to find help to implement it, and the latest published details on it are years back.

- It was developed by a psychiatrist so it certainly addresses mental health issues.

- It only focuses on work with individual pupils, so doesn't offer a whole schools approach.

- We've not found anywhere it has been used in the UK (although let us know if you've used it) so it might need adapting for a UK context.

17) Stop Gap Go®

Developed By: Geraldine Thomas, psychotherapist and mindfulness teacher and trainer at Mindflow® training and consultancy organisation.

Contact: http://mindflow.co.uk/stop-gap-go
email: geraldine@mindflow.co.uk
tel: +44(0)151 6040 689 or +44(0)743 2098 873

Key Aims: Aims to empower young minds and provide a toolbox to equip them to better understand themselves, their emotions, their relationships and how to best learn, think clearly, develop and live successfully, to be calmer, feel happier, be more fulfilled, increase concentration, improve engagement and embrace the opportunities and challenges of school life, provide the building blocks for health and well being in later life.

Outcomes: Well-being: Warwick-Edinburgh Mental Well-Being Scale (WEMWBS; Tennant et al., 2007); anxiety: General Anxiety Disorder-7 (GAD-7; Spitzer et al., 2006)

Programme Description: Stop Gap Go® is an attention, contemplation and emotional intelligence training programme for primary and secondary schools. It is described as "a person-centred, experiential wellbeing program for the whole school community, including children, young people, teachers and parents. It introduces the skills of attention training (through the cultivation of mindfulness), contemplation skills training (through the cultivation of discernment) and emotional awareness skills training (through understanding self in relation to others)". It is an 8 week bespoke programme taught in the classroom with visuals, demonstrations, animation, and activities, is designed to engage every student, and can be taught within the school timetable or with selected students to address particular behavioural or mental health problems. Stop Gap Go has been introduced to a number of mainstream schools and referral units in the North West of England and results from pilots in Liverpool have shown increases in wellbeing and decreases in anxiety for the intervention group pupils compared to the control group. Mindflow also offer stress reduction courses for teachers, and introduction to mindfulness Inset days.

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
2 (impact report, but not RCT/QED[1])	Wave 1/2/3 (quite internally focussed, but also relationships)	6, 11	UK	Primary and Secondary years	Not available on web, contact if interested	2/3 (classroom activities/ targeted group or whole school)	2 (some marginalised children, behavioural/ mental health)

Source:
[1]Mindflow (2015). Stop Gap Go. Retrieved from http://mindflow.co.uk/stop-gap-go/

17) Stop Gap Go® *continued*

Resilience Framework: Belonging; Learning; Coping; Core Self

Key Issues: -

- Mindfulness based programmes have a good evidence base, but there is less evidence for the long-term effects of short-term courses and what bare minimum is required to sustain any positive effects, so think about whether and how you will encourage mindfulness practice within the school beyond the end of the course.

- Unlike some of the more embedded mindfulness programmes, this sounds like it is delivered by the Director of Mindflow personally, so thought would need to be given to their capacity to deliver if there was widespread uptake, and also what capacity can be built within the school if using an external 'expert'.

- Already being used in HeadStart Knowsley.

18) SUMO4Schools

Developed By: Paul McGee, The SUMO Guy, PMA International LTD, a limited company.

Contact: www.sumo4schools.com
email: Primary@SUMO4Schools.co.uk
or Secondary@SUMO4Schools.co.uk
tel: +44(0)1925 268708.

Key Aims: Aims to develop skills for life including dealing with change, emotional literacy, building better relationships, developing a resilient attitude to life, maintaining morale, improving motivation and coping with stress.

Outcomes: Not specified

Programme Description: SUMO (meaning 'I choose' in Latin) has been designed by education experts and professionals to empower children and teachers in an innovative and accessible way. Their resources address practical ways to keep young people healthy - emotionally, mentally and physically - including readymade plans that are easy for children to remember. The individual, paired and collaborative learning activities are designed by education professionals, so they fit with and support SEAL, the new PSHE framework, PLTS (Personal Learning & Thinking Skills), Citizenship and ECM (Every Child Matters), for both Primary (Key Stages 1 and 2) and Secondary Schools (Key Stages 3, 4 and 5). Some schools have used SUMO to support anti-bullying initiatives, leadership and peer mentoring programmes, life skills and stress management workshops. SUMO includes the following principles to communicate key ideas to children and young people, and give them a mutual language to describe certain aspects of their experiences: Change Your T-shirt, Develop fruity thinking, Hippo time is OK, Remember the Beachball, Learn Latin, Ditch Doris Day. The 'Schools Pack' (Primary or Secondary) includes a programme overview, lesson materials, DVDs and supporting materials. Other products include taster sessions, the Primary School 'Assembly Pack' (18 read-to-use assemblies described as 'fun and engaging'), externally facilitated enrichment days for pupils (Primary - Art, ICT, RE, Dance, Drama, Music, Film Making, Yoga & Literacy) and SUMO training for pupils (Secondary – six different themes including transition and dealing with change), and items such as t-shirts, toys and badges. Staff training is available as twilight or half/full day inset training; the Lead Practitioner for Secondary Schools training lasts 2 days.

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
1 (feedback only)	Wave 1 (very focused on the individual)	6, 7, 8, 11	UK	Primary and Secondary years	Schools Pack is £395+VAT; Training costs not available on web, contact if interested.	2 (PSHE/ classroom activities)	0 (does not acknowledge or address access or equalities)
Source: SUMO4Schools (2015). Welcome to SUMO4Schools. Retrieved from http://www.sumo4schools.com/							

18) SUMO4Schools *continued*

Resilience Framework: Basics; Belonging; Learning; Coping; Core Self.

Key Issues: -

- Designed to fit easily within UK schools including the new framework for PSHE and improving standards of pupil care as recognised by School Improvement Partners.

- Some parental involvement – letter home and activity sheets, but ideally this could be increased to foster home-school links.

- Bolt on programme to fit within PSHE slot, but could have wider effects on school culture e.g., anti-bullying, peer mentoring.

- Very focussed on the individual child and their inner world, emotions and skills, with some emphasis on peer relationships, but not much on family and wider community.

- Literature/website does not mention any groups of marginalised children and seems to be aimed at typically developing children facing everyday challenges of school life. It is unclear how adaptable the materials would be given that they are pre-written/ready made.

- Distinctively marketed programme with gimmicks and props (beach balls, boxing gloves etc. available from their website) which may make the activities more visual for students.

- The acronym SUMO was originally "Shut Up, Move On" and the programme's origins are motivational-speaking, reframing of problems so that they are no longer problems and getting over things – could be argued that this is not easy (or really the point) if you are living in disadvantage and facing daily discrimination.

- If desired, and appropriate, you can also buy T-shirts with 'victim' written on them for students-with-issues to take off during the Change Your T-shirt activity.... although we wonder if there might be a gentler way to approach this exercise.

19) Teens and Toddlers UK

Developed By: Diana Whitmore, Teens and Toddlers UK, a registered charity.

Contact: www.teensandtoddlers.org
email: info@teensandtoddlers.org.uk

Key Aims: Aims to improve teens' interpersonal and life skills, emotional literacy, and builds the young person's sense of responsibility, aspirations and goals, helping them to make positive decisions about their education, health and future, whilst improving the toddlers' personal, social and communication skills.

Outcomes: Engagement in risky behaviours (such as getting pregnant or joining a gang), self-esteem, attitude to school, behaviour at school, attendance and overall academic achievement (as measured by school).

Programme Description: The Teens and Toddlers programme targets two sets of vulnerable children simultaneously, raising the aspirations of young people (age 13-16/17) from disadvantaged areas by pairing them as a mentor and role model to a child in a nursery (age 2-5) who is in need of extra support. Teens and Toddlers is a programme of work experience combined with classroom training (topics include choice and consequence, risky behaviour, emotional intelligence and sexual health). The mentoring provided by the teens in turn helps the toddlers, who may be autistic, selective mutes, refugees etc. The programme has a positive psychological approach, which focuses on bringing out the unique potential of young people, rather than seeing them as a 'problem'. Only 5% of Teens and Toddlers young people become NEET, compared to their teachers' prediction that 45% will drop out, and only 1.6% report a pregnancy. Young people earn an accredited NCFE Level 1 Award in Interpersonal Skills, which helps them to re-engage with school and go on to further education.

Follow on programmes include a Community Enterprise Skills Award - a Level Two qualification where young people work together to create and deliver a community project - and a corporate mentoring programme. The 18 week programme includes one afternoon a week working with up to 8 at risk young people, who spend 1.5 hours at work experience mentoring a child in a nursery, and 1 hour in a facilitated classroom session. Package includes a dedicated project manager, specialist trained facilitator and assistant facilitator, programme resources and materials, QCF Level 1 qualification in Interpersonal Skills, impact and evaluation reports and end of programme 'celebration event'. The Youth-Led Consultancy Board (YLCB) advise Teens and Toddlers how to improve the programme and meet their future needs. Teens and Toddlers also offer a Sustainability Replication Programme providing training and quality-assurance to staff in schools and local authorities to facilitate their own programmes (Teens and Toddlers, 2014).

Schools-Based Approaches

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
3 (single RCT[1])	Wave 2 (relationships)	6, 8, 9, 11	UK	2-5 13-17 years	Not published on web, contact if interested; discount for schools due to sponsorship; they state £6 saved for every £1 invested; Sustainability training £1500 per teen (£800 once LA has its own facilitator)[2] In 2011/12 Salford Council spent £98,000 implementing sustainability training for 20 professionals to support 64 young people on 8 programmes in 4 high schools, with year 2 costs (to the LA) estimated to be £14,570 plus staff time and funding for voluntary sector involvement[3]	1 (targets vulnerable teens & toddlers)	3 (teens and toddlers are marginalised, improved outcomes for both[1])

Sources: [1]Jessiman, T., Keogh, P., Scott, S., Wollny, I., Sorhaindo, A., & Bonell, C. (2012). Teens and Toddlers integrated process evaluation. NatCen Social Research. Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/184059/DFE-RR212.pdf
[2]C4EO (2008). Validated local practice details: Teens and Toddlers Sustainability Replication Programme, Tameside. Retrieved from http://archive.c4eo.org.uk/themes/general/vlpdetails.aspx?lpeid=222
[3]Salford City Council (2011). Record of decision. Retrieved from http://services.salford.gov.uk/solar_documents/decisions/TEENS%20%20TODDLERS%20ROD.DOC

19) Teens and Toddlers UK *continued*

Resilience Framework: Basics; Belonging; Learning; Coping; Core Self.

Key Issues: -

- Bespoke scheme, contact the providers for further information on costs and structure.

- The authors heard a talk by the founder and a young ambassador for the scheme and were quietly impressed.

- According to the evaluation, the primary cost for schools is staff time spent becoming familiar with the intervention and the selection of pupils, with little administration time needed once 'up and running' (Jessiman et al., 2012).

- Has a youth led advisory board to ensure the programme remains effective and relevant.

- A distinctive approach which targets two sets of vulnerable children simultaneously.

- Experiential learning and powerful effect of being trusted with the responsibility of being a role model for a younger child helps young people to develop their own thinking around risk management, choices and consequences and coping with emotions.

- Could generate sustainable links between schools and nurseries that could have ongoing benefits for both in terms of work placements, child care qualifications etc.

20) Therapeutic Mentoring

Developed By: Dr Kevin Rowland, Educational Psychologist at Sandwell Inclusion Support Service, West Bromwich, a local authority.

Contact: Email: kevin_rowland@sandwell.gov.uk

Key Aims: Aims to build a warm, accepting and trusting relationship with the child, from which they can build feelings of self-worth, self-acceptance and empowerment.

Outcomes: Not specified.

Programme Description: Therapeutic Mentoring is a one-to-one approach where a key worker becomes the child's mentor and 'research assistant', finding resources (e.g., activities) for the sessions, maintains an unconditional positive regard for the child and helps them find meanings and constructive ways to solve problems. The mentor also helps to identify 'pressure points' in the child's school week, helps the child to relieve the pressures, develop coping strategies and explore aspects of their life. They may also communicates to other colleagues how best to understand and support the child (Rowland, n.d. a).

Resilience Framework: Basics; Belonging; Learning; Coping; Core Self.

Key Issues: -

- The approach formalises the kind of support that has been available in schools for many years by nurturing staff.

- This is an intensive, one-to-one, highly personalised support for individual students, which would complement a whole school approach.

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
1 (testable)	Wave 2 (relationships)	1, 3, 4	UK	? years	Not advertised on web, contact if interested; staff time	1 (targeting individual children based on need)	2 (not advised for children already receiving support from services[1])

Sources:
[1]Rowland, K. (n.d. a). Therapeutic mentoring: helping troubled children and promoting social, mental and emotional health. West Bromwich: Sandwell Inclusion Support

21) The Thrive Approach (Not to be confused with HowtoThrive – see entry number 22)

Developed By: Multidisciplinary team at Fronting The Challenge Projects Ltd, a limited company.

Contact: www.thriveapproach.co.uk
email: enquiries@thriveapproach.com
tel: 0845 564 5001

Key Aims: Aims to help children get ready to learn, enhance their learning, build positive relationships with their peers, improve attainment, become more self-assured, capable and adaptable, and prepare for life's emotional ups and downs. Aims to help teachers and adults to interpret children's behaviour and address emotional needs.

Outcomes: Emotional and social skills (own measure).

Programme Description: Thrive is a systematic, dynamic, developmental approach that integrates research from different disciplines including social work, family therapy, counselling, psychotherapy, neuroscience and attachment theory, and is aimed at professionals who work closely with children and young people from birth to adulthood. This may include: Parents and Carers, Adopters and Fosterers, Early Years Settings, Teachers and Schools, Health Professionals, Social Workers, Family Workers and Youth Offending Workers. The practical tools and techniques are supported by an online programme called Thrive-Online, which provides an assessment tool and extensive action planning resource to chart progress and measure outcomes, plus a training programme and peer and mentoring support for key staff, CPD, wider staff induction training and training across multi-agency teams. Children are taught to recognise and notice bodily sensations and link these to emotions and thoughts, to build cognitive, relational and physiological regulation systems so that they can see cause and effect and begin to make real choices, with some understanding of consequences.

A progressive spiral starts with assessment and uses relational, play-and arts-based activities in one-to-one sessions, small group sessions, or in class lessons. The programme has six developmental stages or strands: Being, Doing, Thinking, Power & Identity, Skills and Structure, Separation and Sexuality. Parents are fully involved in the process and are supported in activities at home, and the development team can advise organisations and child care settings on how to organise and plan provision. Thrive-Online can be used to produce individual targeted action plans for children, to be implemented over weeks, months or years, and may include environmental changes, classroom organisation and curriculum strategies.

Thrive offer a range of Foundation, Licensed, Intermediate and Advanced courses to suit professionals, parents and carers, which are either scheduled external open courses (in a variety of locations), or can be commissioned 'in-house' for bespoke training for 8-24 people. They also offer free Awareness Sessions. Thrive has been used in over 1,000 settings in the UK, with more than 1,500 staff trained to the level of Licensed Practitioner or above (see their website for conditions of maintaining Licensed Practitioner status). Thrive Schools report fewer exclusions, reduced classroom disruption, improved attendance and better educational attainment and parents report significant improvements in their relationship with their children as well as improved behaviour.

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
2 (case studies[1])	Wave 4 (includes influence of physiology/ neurobiology)	1, 6, 10, 11	UK	Birth to adulthood	Training per person: ranges from £66 (plus VAT) for Introductory Day, £105 (plus VAT) for CPD days, £415 (plus VAT) for Adopter/Foster Carer 3 day course, £1,525 (plus VAT) for 10 day Childhood Licensed Practitioner Training1; Whole School licence for online software: £3.35 per child per year[1].	4 (local system at least two years)	3 (behavioural, fostered/adopted/ looked after, at risk of exclusion/ pregnancy/drug or alcohol)
Source: [1]Thrive (2015). Thrive: Let's help every child. Retrieved from https://www.thriveapproach.co.uk/							

21) The Thrive Approach (Not to be confused with HowtoThrive – see entry number 22) *continued*

Resilience Framework: Belonging; Learning; Coping; Core Self.

Key Issues: -

- This is a whole school approach, and not a quick fix, so it will require commitment (not just of time and resources) to embed.

- A least one, preferably two, key staff will need to attain (and maintain) Licenced Practitioner status, and your school will need an annual subscription for the software; plus it is likely you will also need wider staff introductory training as part of a whole school approach, but they can come to you.

- They suggest successful implementation might involve protected time for assessments, developing individual action plans, reviewing cases and monitoring progress; a dedicated laptop or computer for Thrive-Online; dedicated space for 1:1 working with students; forging stronger partnerships with parents/carers; monitoring pupil attainment and progress in other areas (they don't say what, but perhaps that's in the training!).

- It feels rigorous and based in a solid understanding of child development from a variety of perspectives, but is definitely informed mainly by psychology, rather than community development or social policy approaches.

- Parents are involved and can also attend training courses.

- Unlike some programmes, they have a very comprehensive website with all the information you should need (including a detailed FAQ); we've only given a snapshot here.

- Already being used in HeadStart Cornwall – so perhaps talk to them about how they find it.

22) United Kingdom Resilience Programme UKRP/How to Thrive

Developed By: Professor Jane Gillham, Positive Psychology Center, University of Pennsylvania, USA.

Contact: Email: jgillha1@swarthmore.edu

Key Aims: Aims to build resilience, promote adaptive coping skills, and teach effective problem-solving for Year 7 pupils facing typical daily challenges.

Outcomes: Participant satisfaction: Pupil satisfaction survey, Facilitator satisfaction survey; depression: Children's Depression Inventory (CDI; Saylor et al., 1984); anxiety: Revised Children's Manifest Anxiety (RCMAS; Reynolds & Richmond, 1985); life satisfaction: Brief Multidimensional Students' Life Satisfaction Scale (SLSS; Huebner et al., 2006); behavioural outcomes: Strengths and Difficulties Questionnaire: pupil and teacher (SDQ pupil, SDQ teacher (Goodman, 1997); attendance rates; academic attainment: prior attainment (Key Stage 2) vs attainment at secondary school.

Programme Description: Another Cognitive-Behavioural Therapy (CBT) approach, the UKRP is based on the US Penn Resiliency Program, and was introduced in 2007 into 9 mainstream secondary schools by several local authorities in Scotland and England, in collaboration with the Young Foundation. By 2013, 85 schools were using UKRP, which is twelve 90-minute sessions teaching cognitive behavioural and social problem-solving skills, assertiveness, negotiation, decision-making, and relaxation using a standardised manual. Its focus is on reducing symptoms of depression using CBT, rather than on building students' resilience or changing the culture of a school. Teachers require 5-7 days intensive training to grasp the basics of CBT and administer the programme (some courses have been residential; Challen et al., 2010).

In their evaluation of 22 schools implementing UKRP, Challen et al. (2010) found positive short term improvements for pupils who were entitled to free school meals (FSM), had not attained the national targets in English or Maths at the end of Key Stage 2, or who had more symptoms of anxiety or depression to begin with. However, the overall impact of the UKRP was limited and not sustained over time. A later report by Challen et al. (2014) concluded that "UKRP produced small, short-term impacts on depression symptoms and did not reduce anxiety or behavioral problems", and suggest that the reduction in efficacy may have been due to the programme being taught by "regular school staff" rather than the researchers (Challen et al., 2014, p. 75). This raises the issue of sustainability – short-term benefits may mean that children need ongoing support until skills are embedded (Lee, 1993), but even if you really believe that a particular approach works (and doubts have been raised as to whether this one does – Coyne, 2013, November 25), the programme needs to be cost effective in order to be of use.

In Hertfordshire, the Penn Resiliency Programme is now marketed as How to Thrive (http://howtothrive.org/).

Schools-Based Approaches

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
- (although previous studies have shown positive effects, the largest and only UK based study showed null effects1)	Wave 1 (focus is on the individual's thought processes)	4, 6	USA, adapted for the UK	11-12 years	Not advertised on web, contact if interested; includes teachers' time released for training/ teaching cover costs, plus costs of training - current costs in Hertfordshire are £1,370 per teacher including teaching materials and licence[2]	2 (although across several schools, it was still targeted year groups)	0-2 (mainstream universal program, those marginalised children able to access it may benefit, but doesn't acknowledge or tackle access in programme itself – results for children with SEN are reported, but only because data was available from school records[1])

Sources:

[1]Challen, A.R., Machin, S.J., & Gillham, J.E. (2014). The UK Resilience Programme: A school-based universal nonrandomized pragmatic controlled trial. Journal of Consulting and Clinical Psychology, 82(1), 75-89. doi:10.1037/a0034854

[2]Hertfordshire Grid for Learning (n.d.). Penn Resilience Programme training. Retrieved from http://www.thegrid.org.uk/learning/hwb/ewb/prp/training/

22) United Kingdom Resilience Programme UKRP/How to Thrive *continued*

Resilience Framework: Coping; Core Self.

Key Issues: -

- A limitation of the UKRP is its applicability to children with complex needs (those who may need such support the most) because it relies on them attending school (and completing measures, and being able to utilise concepts of CBT).

- Extensive staff training is required which will certainly embed resilience approaches if successful but schools may not be able to accommodate easily.

- It may be seen to create "experts" in the field, which may mean other people in the school community won't bother doing anything.

- It hasn't been written to take account of the range of complex needs and disadvantage that many pupils in the UK face and therefore needs adapting.

- It requires 12 discrete sessions of teaching. This could be very beneficial, particularly if emphasis is simultaneously put on creating an "ethos" of developing resilience throughout both the school and wider community.

- The authorities involved in the evaluations so far were self-selected and subsequently, results may have been gained that do not reflect a fair representation of UK school pupils.

- How well would the programme transfer to pupils in highly diverse UK Boroughs, especially in contexts of deprivation?

- What role did parental involvement and support play in achieving better results for some children?

- You would need to pay for the programme, and it is not cheap.

- Quite a few places in the UK tried this programme out but it hasn't been embedded across the country as much as you might have thought given the investment

- Underlying theory does not draw on resilience research.

Community-Based Approaches

Community-based approaches weren't developed specifically for schools, and so they may need some adjusting to be applied within a school setting.

23) Action for Happiness

Developed By: Action for Happiness, a movement of people, and part of The Young Foundation, a registered charity and limited company.

Contact: www.actionforhappiness.org
email: via form on website

Key Aims: Aims to help people take practical action to improve mental wellbeing and to create a happier and more caring society.

Outcomes: Not specified

Programme Description: Action for Happiness is a global movement of people taking action to create a happier society and provides a hub of information, events and resources that support the aims of its community and members. People can join in with various projects arising out of Action for Happiness, such as local group meetings (which also take place in 168 different countries!), mindfulness and positive psychology courses, talks by invited speakers, including the Action for Happiness Patron, the Dalai Lama, The Happy City initiative, Mindapples, Wheel of Wellbeing and The Happy Café. Because the site brings together a collective of people, some events and resources are provided for free/by donation or low cost, and others cost the going rate from private sector individuals.

Action for Happiness state that happiness is 50% genes/upbringing, 10% income/environment and 40% daily activities and relationships, and the community focus on ways you can boost that 40%. Happy Cafés are set up by Action for Happiness supporters in their local communities as "a friendly and welcoming place to meet other people with a shared interest in promoting happiness and wellbeing" and have been featured on BBC and ITV news. There is also a12 week online programme called "Do Happiness" which costs £25 and is described as a programme of small positive actions designed to boost happiness. They state that participants feel 16.3% 'more able to bounce back from problems' after the course. If you can't afford £25 you can put your name on a waiting list for a free place.

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
2 (online programme has brief results)	Wave 1/2/3 (focus is on the actions and interactions of individuals)	6, 8, 9	UK but now in 168 countries	Seems to be mostly for adults but teenagers could certainly benefit from some of their free sessions	Varies by project/ event1. Online course is £252.	1/2 (as it stands this approach appeals to individuals and groups)	2 (mental health)

Source: [1]Action for Happiness (n.d.). Action for Happiness. Retrieved from http://www.actionforhappiness.org/
2Do Something Different (2015). Action for Happiness: Do Happiness. Retrieved from http://dsd.me/programme/dohappiness/

23) Action for Happiness *continued*

Resilience Framework:
Belonging; Coping; Core Self.

Key Issues: -

- This approach would be very much DIY, by looking at the resources and local events, talking to others and seeing what might work.

- We couldn't find anything aimed at schools, it is mainly for adults, so thought would need to go into adapting materials for younger children.

- Perhaps your school would like to set up its own Happy Café to develop ideas?

- Many of the small acts of kindness or small positive actions would not cost anything to implement and could perhaps contribute to a change in school culture.

- The events and courses listed on the Action for Happiness website are not endorsed by anybody in particular and some are members' own private practice or businesses.

24) Barnardo's ARCH Project (Achieving Resilience, Change, Hope)

Developed By: Barnardo's, Birmingham, a registered charity.

Contact: www.barnardos.org.uk/arch.htm
email: arch.project@barnardos.org.uk

Key Aims: Aims to build emotional resilience, strengthen protective factors, reduce progression of challenging behaviour and increase the confidence and skills of parents.

Outcomes: Own questionnaires.

Programme Description: This programme, whilst not school-based, has a key focus on education. Using Daniel and Wassell's (2002a; 2002b; 2002c) six domains of resilience the project works to build resilience in children and young people who have emerging emotional and behavioural difficulties, and also with their parents and carers. This is a community project in Birmingham that aims to build emotional resilience within the family environment through individual work with children, group work with children, and individually tailored parenting support. Individual local children can be referred to the group if they meet the criteria.

Resilience Framework: Belonging; Learning; Coping; Core Self.

Key Issues:

- It includes parents and carers which is not always the case with resilience programmes.

- The six domains of resilience approach exclude some important elements of resilience that might be important for schools (e.g. pupils' access to material resources).

- Daniel and Wassell's approach is very user-friendly.

- It doesn't provide a whole schools approach.

- The Barnados programme is only being used in one place at the moment but Daniel and Wassell's approach has been used in many places including the Benevolent Society in Australia and has been integrated into Scottish policy.

- You would need to obtain your own materials and set up your own group.

- The authors of this guide have found Brigid Daniel and Sally Wassell's risk and resilience matrix very useful.

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
1 (based on a testable model, but no evaluation of outcomes)	Wave 2 (resilience processes, family relationships[1])	1, 4, 7, 9, 11	UK	5-14 years	Not advertised on web, contact if interested; individual children are not charged[1]	1 (mainly targets individual children & their families[1])	2 (strict referral criteria include absence of formal diagnosis or involvement with other services1)
Source: [1]Barnardo's (2014). Arch Project. Retrieved from http://www.barnardos.org.uk/arch/							

25) Harlem Children's Zone (HCZ®)

Developed By: Geoffrey Canada (President) and Anne Williams-Isom (CEO), a non-profit organisation.

Contact: http://hcz.org

Key Aims: Aims to disrupt the cycle of generational poverty in Central Harlem through innovative and effective programs.

Outcomes: Academic achievement, poverty reduction, health measures – they track 600 goals.

Programme Description: Started in 1997, the Harlem Children's Zone's (HCZ®) holistic approach now helps over 12,000 children and families. They don't describe themselves explicitly as resilience-building, but they aim to give kids the individualized support they need to get to and through college, and become productive, self-sustaining adults, despite facing difficult and complex challenges. They offer outreach and flexible services, including workshops, home visits, after-school programmes and peer support, and classes are offered in English, French and Spanish. Their programmes cover children from birth to college, including Baby College® parenting workshops (0-3 years), Harlem Gems® pre-school program, Promise Academy® Charter School (5-18 years) and Healthy Harlem, a cross-site initiative to combat obesity and foster healthy habits. Charter Schools offer resources such as extra teaching assistants, student advocates, social workers, guidance counsellors, one-on-one tutoring, performance incentives, small classes, and healthy meals to raise attainment (Harlem Children's Zone, 2015; Otterman, 2010).

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
2 (good outcomes but not RCT/QED[1])	Wave 4 (multiple systems)	1, 2, 3, 5, 8, 11	USA	Birth to adult years	Not advertised on web, but estimated at $16,000 per student per year for Charter School places, plus costs of after-school program, rewards for student performance, chef who prepares healthy meals, central administration & building costs, and students' contribution to health & dental care2; annual operating budget in 2010 was $84 million, two thirds from private donations, including two billionaire philanthropists[2]	4 (local community for more than 2 years)	3-5 (good outcomes for marginalised children[1])

Sources: [1]Harlem Children's Zone (2015). Harlem Children's Zone. Retrieved from http://hcz.org/
[2]Otterman, S. (2010, October 12) Lauded Harlem Schools Have Their Own Problems. Retrieved from http://www.nytimes.com/2010/10/13/education/13harlem.html?_r=0

25) Harlem Children's Zone (HCZ®) *continued*

Resilience Framework:
Basics; Belonging; Learning; Coping; Core Self.

Key Issues: -
- This scheme certainly does a lot with its comprehensive programme of approaches, and has an international reputation as a cutting edge programme succeeding in supporting young people towards a college education

- It costs a lot and there is considerable controversy over whether or not it exceeds state-funded schools on value for money. If you're not also being funded by billionaire philanthropists you may have to pick and choose which elements are most useful (and affordable) for your school.

- Disappointingly in such a comprehensive project we have been unable to find anything to support LGBTQUI+ youth or anything around sexuality or gender identity.

- The precise support pathways for children and young people with special educational needs are not clear.

- There is a paper available which outlines how the learning from the HCZ might be applied to the UK context if you want to read more (Dyson et al., 2012).

26) Khazimula

Developed By: Linda Theron, Tamlynn Jefferis and Angelique van Rensburg, Pathways to Resilience researchers at Optentia, North-West University, South Africa.

Contact: www.optentia.co.za
email: Linda.Theron@nwu.ac.za
tel: +27(0)16 910 3076

Key Aims: Aims to encourage youth resilience in ways that best fit the youth with whom you work, and in ways that are systemically supported; to create supportive environments facilitate resilience processes in culturally relevant ways.

Outcomes: Not specified

Programme Description: Khazimula (which means 'shine' in Sesotho), is a supportive social ecological approach based on findings from the South African arm of the international Pathways to Resilience Project (http://www.resilienceresearch.org) aimed at exploring formal service and informal pathways to resilience in youth. It was developed in collaboration with adults and youth from Eastern Free State, about the processes of resilience relevant to local youth.

Khazimula strategy includes three core elements: dreaming (being future oriented, setting goals and changing perspectives), connecting (seeking and maintaining supportive relationships with family, community, culture and spiritual beings) and doing (negotiating for and making use of personal, familial, community and cultural resources). Training consists of four study units: Introduction, Dream, Connect and Do, through 14 hours of contact time and 14 hours of self-study, using a study guide and a CD of Powerpoint slides. To become an accredited Khazimula facilitator, participants' understanding of resilience, the components of Khazimula, and their competence to facilitate Khazimula is then formally assessed a month after completion, through a 45 minute visual presentation (e.g., video recording, cell-film recording, photographic account with audio recordings). They must demonstrate to a panel of 2-3 assessors and a group of 7 fellow students how they applied the Khazimula strategy with a group of three to five youth.

Within the community, the implementation process is described as: Pathways team introduces Khazimula to community stakeholders AND youth representatives; Stakeholders AND youth representatives introduce local youth and other community members to Khazimula; These youth and community members introduce Khazimula to other youth / community members; Continued cascading of Khazimula = systemic partnerships in support of youths' resilience processes.

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
2 (pilot evaluation[1])	Wave 5 (negotiating for resources[2])	1, 2, 4, 6, 7, 8, 9, 10, 112	South Africa	14-19 years	Not available on web, contact if interested.	2/3 (social workers & youth leaders[1])	4 (significant adversity contexts[2])

Source: [1]Jefferis, T., van Rensburg, A., Khambule, D., Bouwer, D., & Theron, L. (2013). Khazimula: A resilience-strategy to promote thriving youth. In Proceedings from 2nd South African Positive Social Sciences Symposium: Toward Thriving Youth. Vanderbijlpark, South Africa: North-West University. Retrieved from http://www.optentia.co.za/download.php?downloadid=4
[2]Theron, L., Jefferis, T., & van Rensburg, A. (n.d.). Khazimula: An indigenous strategy to systemically support youth resilience: Study guide. Vanderbijlpark, South Africa: North-West University.
[3]Theron, L. (2012). Research Media coverage of Pathways to Resilience Project, South Africa. Retrieved from http://lindatheron.org/pathways-to-resilience/research-media-coverage-of-pathways-to-resilience-project-south-africa/

26) Khazimula *continued*

Resilience Framework:
Basics; Belonging; Learning; Coping; Core Self.

Key Issues: -

- Draws on Ungar's (2011) social ecology of resilience theory, and recognises that what constitutes 'adversity' and 'positive adjustment' varies greatly depending on context, culture, developmental phase etc.

- One of the few programmes to have what we call a 'beating the odds' definition of resilience, which acknowledges that resilience occurs in response to significant adversity (e.g., major hardship: poverty, divorce, orphanhood, chronically ill parent, parental dysfunction, including alcohol/substance abuse, criminal acts, etc.; trauma: being a prisoner of war, rape and sexual abuse, natural disasters such as flood or earthquake, violent crime, etc.; or personal disability: physical disability, learning disability or chronic illness), not just normal everyday stress of daily living for typically developing children.

- Introduces universal pathways to resilience, but encourages facilitators to think about how these are shaped by local context and culture, giving the example of South African youths' pathways to resilience, e.g. attachment relationships expanded to include grandmothers and kin, not just parents.

- Study guide contains lots of activities for facilitators to carry out with groups of young people, including the rationale, list of materials, instructions for youth and follow up activities, but facilitators are also encouraged to think what else they could introduce – this would be suitable for staff members who feel more comfortable with definite activities and materials to use, AND for staff who want to draw on their existing knowledge/toolkit.

- By introducing the resilience evidence base and universal pathways as rationale for activities, it provides clarity and direction for the great work that schools and communities are already doing, and makes open-ended suggestions for building resilience – ie it starts with where everybody is now, and doesn't devalue existing work in order to sell a pre-made, time-limited, prescribed, formulaic package.

- This whole system approach builds capacity in both adults and young people in the local community in an ongoing cycle designed to build contextually relevant resources.

27) National Citizen Service (NCS)

Developed By: The NCS Trust, a not-for-profit social enterprise, Community Interest Company.

Contact: www.ncsyes.co.uk
email: education@ncstrust.co.uk

Key Aims: Aims to help young people build skills for work and life while taking on exciting challenges, making new friends and contributing to their community.

Outcomes: Increased confidence, sense of purpose, pride, responsibility, communication skills, new friendships, improved CV.

Programme Description: NCS is a 2-3 week full-time part-residential experience that takes place three times a year outside of term time. NCS programmes are delivered youth and community organisations including charities, voluntary, community, social enterprise and private sector partnerships. Students stay away from home at an outdoor activity centre for a week participating in team building activities (water rafting, abseiling, canoeing) before planning and delivering a social action project in their local community (~30 hrs). This might include fundraising and volunteering, creating a business plan, planning a project, and developing employment skills. 30,000 students have taken part and given over 3 million hours of their time doing things like revamping skate parks and fundraising for charities. NCS is an inclusive programme for all young people, catering for all religious/cultural beliefs, and "where possible" ensuring additional support is in place for those with additional needs. Government backing means that all meals and activities are included for the £50 cost to participants (with bursaries available to help meet the cost).

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
2 (surveys with control groups, not RCT[1])	Wave 5 (social action projects)	3, 4, 7, 8, 9, 11	England & Northern Ireland	15-17 years	Free to the school/college; £50 up front cost to young person (less or free depending on circumstances and provider); £6.10 of benefits returned to society for every £1 invested[2].	4/5 (widespread scheme, for more than 2 years)	4 (aims to be accessible to any marginalised child "where possible")

Source: [1]Booth, C., Cameron, D., Cumming, L., Gilby, N., Hale, C., Hoolahan, F., & Shah, J.N. (2014). National Citizen Service 2013 evaluation. London: Ipsos MORI. Retrieved from http://www.ncsyes.co.uk/sites/all/themes/ncs/pdf/ncs_2013_evaluation_report_final.pdf
2NCS (2015). National Citizen Service. Retrieved from http://www.ncsyes.co.uk/

27) National Citizen Service (NCS) *continued*

Resilience Framework:
Basics; Belonging; Learning; Coping; Core Self.

Key Issues: -
- No cost to your school or college.

- You deal directly with a vetted local provider who will do all the work for you, including coming to meet your Year 11/12 students and answer questions at parents evenings, assemblies, careers sessions.

- Develops transferable skills that are recognised by employers and UCAS.

- Meals and activities included in the experience is pretty great value for £50 (considering a week's activity holiday in the UK would be around £300-400).

- Young person gets the opportunity to make a real difference to people in their community.

- Not clear how the learning and experiences feed into the longer term for young people. Worth developing an exit plan?

28) Pathways to Education

Developed By: Carolyn Acker, Pathways to Education, a registered charity.

Contact: www.pathwaystoeducation.ca/en/home
email: info@pathwayscanada.ca

Key Aims: Aims to support "at risk" youth in low-income families to close the achievement gap, help them stay in school and graduate to post-secondary education or training.

Outcomes: Credit accumulation; attendance; students graduating high school; students enrolling in post-secondary education (own measures).

Programme Description: The Pathways to Education programme started in 2001 in one local area in Canada, and has now expanded to 10 areas, serving approximately 5,000 students and the non-profit has set a goal to help 10,000 students and alumni each year by 2016. The community-based initiative has increased post-secondary enrolments by 40-50% in programme areas since 2001. Students gain skills needed for life-long work and learning, including curiosity and knowledge-seeking, organisational skills, research skills, study skills, critical thinking and listening, numeracy and literacy, subject knowledge, note-taking, time management strategies (Pathways to Education, n.d.).

In partnership with community members, parents and school staff, the programme provides academic tutoring (by trained and supervised volunteers), social relationships (group or career mentoring), advocacy (assigned Student-Parent-Social-Workers who advocate on behalf of the student) and financial support (scholarships, transportation). The key principles of the program are timing (acknowledging that effective programs last a considerable period of time), addressing financial barriers to school attendance and participation, collaboration with community services, communicating high but clear expectations, continuity and quality of relationships between students and program staff/community members, and participation of the whole community. In each area the programme has been adjusted to fit with the local context in order to succeed (Pathways to Education, n.d.).

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
2 (improvements but not RCT/QED[1])	Wave 5 (advocacy & reducing financial barriers)	1, 2, 11	Canada	14+ years (pilot for 12-13 years)	Not advertised on web, contact if interested; they state a $24 return (to society) on every $1 invested[1]	4 (in 10 areas for more than 2 years)	3 (focuses on marginalised students, has doubled high school graduation[1])
Sources: [1]Pathways to Education (n.d.). Pathways to Education. Retrieved from http://www.pathwaystoeducation.ca/en/home							

28) Pathways to Education *continued*

Resilience Framework:
Basics; Belonging; Learning.

Key Issues: -
- Addresses basics such as financial barriers to education – scholarships, day-to-day transport.

- Advocacy element has the potential to challenge or transforming aspects of the adversity faced by students.

- With a focus on access, building relationships and making learning work for the student, this programme would complement other approaches that address coping and core self.

- This is an ambitious approach that involves the local community in partnership with the school and parents, so needs a lot of commitment and cooperation from all parties.

- Costs are unclear, but we expect they are quite hefty, involving multiple streams of income and contributions through donations, fundraising, sponsorship, intern placements and volunteers for subject tutoring and group mentoring.

29) Resilience Builder Program®

Developed By: Mary Karapetian Alvord, Bonnie Zucker, and Judy Johnson Grados, Alvord, Baker & Associates – a Limited Company Private Psychotherapy Practice.

Contact: www.alvordbaker.com
email: MAlvord@alvordbaker.com

Key Aims: Aims to enhance resilience, social competence and self-regulation, identifying and building on their strengths.

Outcomes: Behavior Assessment System for Children, 2nd Edition (BASC-2; Reynolds and Kamphaus 2004) and the Social Skills Improvement System-Rating Scales (SSIS-RS; Gresham and Elliott 2008).

Programme Description: The Resilience Builder Program® (RBP) started out as a practice-based social skills curriculum and has been developed and refined through repeated experience with young clients in a private psychotherapy clinic setting. In collaboration with researchers at the Catholic University of America, it has now been formalised into a manualised programme (Alvord et al., 2011) with research evidence to back up its outcomes (Aduen et al., 2014; Rich et al., 2014; Watson et al., 2014) and a RCT study under way. This is a cognitive behavioural therapy (CBT) approach geared towards clinicians working with children and young people with additional needs (including ADHD, anxiety, LD, depression, physical disabilities/medical conditions, with separate groups for those with Autism Spectrum who are unable to participate in the mainstream groups). Format includes didactic training, modelling and role playing new social skills, relaxation and self-regulation, and activities to generalise new skills outside the group. Parents are viewed as active partners and are assisted to encourage and foster skill development. During a school year 30 groups are run at the practice clinic, with a smaller number during the summer. Children work in small (usually) single-sex groups (3-6 children) of similar age for one hour per week for 12-15 sessions during a semester or 6-7 sessions over the summer (Alvord, Baker & Associates, LLC, 2015).

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
2 (lower quality evaluation, but RCT planned for September[1])	Wave 2/3 (intervention with focus on the individual child's skills, and the wider family system)	6, 7	USA	5-18 years (evaluation 8-14 years)	Therapeutic groups held at the clinic cost $95 per session, with a $110-130 registration fee2; manual including CD of reproducible materials available from Amazon for £26.71 (as at 28 July 2015)[3]	1 (programme mainly targets individual children)	3 (mental health, developmental conditions, autism with learning difficulties, ADHD, some youth also have physical disabilities and/or medical conditions[1])

Sources: [1]M. Alvord, personal communication, July 28, 2014 [2]Alvord, Baker & Associates, LLC (2015). Resilience Builder Program®. Retrieved from http://www.alvordbaker.com/groups/
[3]http://www.amazon.co.uk/Resilience-Builder-Program-Children-Adolescents/dp/0878226478

29) Resilience Builder Program® *continued*

Resilience Framework:
Belonging; Coping.

Key Issues: -
- As they are, groups are run at a private psychotherapy practice by clinicians with costs being met by the individual children/families.

- CBT has a good evidence base.

- Groups are lead by psychologists or social workers, who would be external experts.

- This approach would not build capacity within the school.

30) Resilient Therapy (RT)

Developed By: Angie Hart, Derek Blincow, Helen Thomas, Kim Aumann, academics and practitioners at University of Brighton, private practice, Amaze charity and Boingboing social enterprise.

Contact: www.boingboing.org.uk
email: info@boingboing.org.uk

Key Aims: Aims to build resilience alongside disadvantaged children and young people and their families.

Outcomes: Not specified/better outcome than expected given the circumstances.

Programme Description: Resilient Therapy (RT) draws on the resilience research and practiceof the developers and other academics to provide a framework within which small but effective resilient moves can be planned for work alongside disadvantaged children, young people and families, who may have disabilities, special educational needs, be looked after/care leavers or have other complexities. The strategies are tried and tested by parents and practitioners and are presented in an accessible way. The Resilience Framework presented earlier in this guide is based on the RT 'Magic Box' (Aumann & Hart, 2009; Hart, Blincow, & Thomas, 2007) and the approach has been further developed by members of Boingboing, a non-profit community interest company and community of practice made up of researchers, practitioners, parents/carers and young people. The Resilience Framework has been adapted for adults and is also available in German and Greek – further versions are in development. Bespoke training to understand and implement RT in schools and other organisations is available from Boingboing with monies raised being used to support disadvantaged young members to attend conferences to speak about their experiences, and the development of co-produced resilience building activities and materials, many of which are free to download and use from the website. Young people and parents are involved as co-deliverers of RT training and as co-developers of RT.

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
1 (feedback only, but testable model)	Wave 5	All	UK	0-adult years	Training costs for groups vary between £500-£1200 depending on group size and number of trainers needed, Contact if interested; there are lots of free resources on the website (and free monthly events)[1]; RT books are available for £15.99 and £26.99 (as at 26 August 2015). They run a bi-monthly training course in Brighton which costs around £100 but is subsidised for anyone who cant pay	4 (locally for at least two years)	4 (aims to be accessible to any marginalised child)

Source: [1]Boingboing (2010). What is Resilient Therapy? Retrieved from http://www.boingboing.org.uk/index.php/resilience-in-practice/what-is-resilient-therapy

30) Resilient Therapy (RT) *continued*

Resilience Framework:
Basics; Belonging; Learning; Coping; Core Self.

Key Issues: -

- Straightforward approach highlighting the small resilient moves that can be made right now even in complex situations.

- Designed to be easy for parents and practitioners to use, and even for young people to use themselves.

- This is not a manualised approach and doesn't come with an instruction manual.

- Because it summarises the resilience literature, you can use the Resilience Framework with other programmes to analyse the ways in which they build resilience, how comprehensive they are and where the potential gaps are. If you are implementing several programmes it would help identify which approaches might be complementary rather than duplicating strategies.

- Emphasis on co-production and social justice, so be prepared to get stuck in at the coal face alongside your young people.

- The people writing this guide were also involved in developing this particular approach, so once again they may not be impartial!

- Although a lot of the resources are free, if you wanted to know more about the background and philosophy of RT you would need to read the books and might want to consider the training courses.

31) Wrap Canada: Canadian High Fidelity Wraparound Model

Developed By: Andrew Debicki, Shalem Mental Health Network, a community-based mental health organisation & Wrap Canada, a non-profit organisation.

Contact: www.wrapcanada.org
email: andrewdebicki@wrapcanada.org

Key Aims: Aims to develop an individualised plan that uses the strengths of the youth/family and their team members to develop strategies that effectively address the whole family's needs on a day to day basis.

Outcomes: Resilience: Child and Youth Resilience Measure (CYRM-28; Ungar & Liebenberg, 2011); adult resilience: own Adult Resilience Measure; social determinants of health: own Functional Indicators Questionnaire.

Programme Description: The Wraparound process is a youth/parent driven, team-based and holistic planning process utilising a team of 3-10 people who take on tasks based on their own skills. Family involvement with Wraparound typically lasts a year, but can be from 3-4 months to 18-24 months, taking up 3-5 hrs per week initially, then dropping to 2-3 hrs per week once underway. Over the last 20 years in Canada the Wraparound process has primarily been implemented with youth and their families struggling with multiple, complex and ongoing problems, although it has been increasingly implemented across the age spectrum and across cultures. The Canadian Wraparound model has been adapted to and embedded within a cultural and historical context for First Nations, Métis and Inuit people. The training materials and resources have also been translated into French for implementation in Quebec and with other francophone communities across the country. Facilitator training last for 5 days (or 10 x three hour modules) (Debicki & Wrap Canada, 2014).

Facilitators assess the child/young person and their family to identify their hopes and dreams, their long term goals, their strengths, their family culture and the specific needs that have to be addressed on a daily basis (including safety, housing, income, health, relationships, work, education). The Facilitator then assists the person and their family to identify whom they want on their Wraparound team from their friends, extended family members and service providers that they are or want to be involved with. Both natural or informal support people and those providing services for them have a place and a role on their team. The Facilitator then guides the team through a highly structured but very flexible planning process (usually within the first month) involving 'strength-based' brainstorming to address the top one or two needs that the person/family have identified, do-able ideas that build on what the person, their family and their team members can do, not what they can't do. Ideas are developed into concrete strategies and action statements with team members volunteering to take responsibility for particular strategies. The team meet monthly to review progress and develop the plan further based on what is working well/not working. Small changes can happen very quickly, and all successes are celebrated, large and small. The team listen to the voices of the child/young person and their family, and accept and maximise their choices, putting them in charge. It is successful because it facilitates the collaboration and integration of available services and resources (Debicki & Wrap Canada, 2014).

Programme Details:

EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
2 (good outcomes from programme evaluations[1])	Wave 5 (this feels emancipatory)	1, 2, 3, 4, 5, 10, 11	Canada	Any	Training – not advertised on web, contact if interested; one evaluation stated cost to statutory services of $8,786 per participant, which was considered cost effective and far less than the YP being in care or in custody[2]	4 (interest & funding from provincial & territorial govt[1])	4 (complex children, good outcomes)

Sources: [1]Debicki, A., & Wrap Canada (2014). Wrap Canada: "creating community for all". An overview of the Canadian high fidelity wraparound model and certification system and training process. Retrieved from http://www.wrapcanada.org/html/pdf/CdnTrngManualSec1OverviewRRevisedFeb1,2014.pdf
[2]National Crime Prevention Centre (2012). The Surrey Wraparound: A youth driven plan for gang violence prevention. Retrieved from http://www.publicsafety.gc.ca/cnt/rsrcs/pblctns/srr-wrprnd/index-eng.aspx

31) Wrap Canada: Canadian High Fidelity Wraparound Model *continued*

Resilience Framework:
Basics; Belonging; Learning; Coping; Core Self.

Key Issues: -

- This approach is a bit different to all the others, as it calls on all available resources, including informal and natural supporting relationships, and integrates them into an action plan of strategies for which people volunteer responsibility.

- This approach places the young person at the centre, with their needs and wishes, rather than a set of 'desirable outcomes'.

- This is a highly individualised approach that would not come with a manual or a set of classroom exercises.

- How would this individual approach fit within a school context? (National Crime Prevention Centre (2012) report on the limitations of an application of the Wraparound ethos in a school to tackle gang violence in youth aged 11-17 in British Columbia.)

- Could friendship circles or peer volunteers from school be part of a child's team?

Other programmes

Other approaches and/or programmes that have been mentioned to us, or have turned up in our searches but we haven't been able to cover in this guide, but which might be worth a look include the following:

Aussie Optimism – **http://healthsciences.curtin.edu.au/teaching/psych_aussie_programs.cfm**

Big Brothers and Big Sisters International – **http://www.bbbsi.org/**

Bounce Back & Thrive! Resiliency Skills Training Program – **http://www.reachinginreachingout.com/programs-bb&t.htm**

Bounce NLP – **http://www.csukcoaching.com/bouncenlp**

Circles Solutions – Sue Roffey **http://www.sueroffey.com/circle-solutions-for-student-wellbeing/**

Friendly Schools – **http://friendlyschools.com.au/fsp/**

Forest schools – **https://www.forestschools.com/**

Inner Resilience Programme – **http://www.innerresilience-tidescenter.org/index.html**

Learning to Breath – **http://learning2breathe.org/**

'Mental toughness' approaches

Mind Matters – **http://www.mindmatters.edu.au/explore-modules/developing-resilience**
(we think this is free, but not sure if it's allowed outside Australia since its redevelopment)

PEAR (Program in Education Afterschool and Resilience) – **http://www.pearweb.org/**

Promoting positive behaviour' approaches

Resilient Families – **http://www.rch.org.au/cah/research/Resilient_Families_Study/**

Resilient Kids – **http://www.resilientkids.org/**

Resilient Schools – **http://oaec.org/our-work/projects-and-partnerships/resilient-schools/**

Other programmes

'Restorative Justice' programmes

School Transition and Resilience Training (START) – **http://www.education.vic.gov.au/Documents/school/teachers/health/start.pdf**

Social and Emotional Aspects of Learning (SEAL) Programme – **http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009**

Spirituality For Kids – **http://www.spiritualityforkids.com/**

Stressed Teens – **http://www.stressedteens.com/**

Sutton Life Centre/Life Skills Zones – **http://www.suttonlifecentre.org/**

Targeted Mental Health in Schools (TaMHS) – **http://www.hounslowservicesforschools.co.uk/services/targeted-mental-health-schools-tamhs**

Woodcraft Folk – **https://www.woodcraft.org.uk/**

Zip It (app from ChildLine) – **https://www.childline.org.uk/Play/GetInvolved/Pages/sexting-zipit-app.aspx**

General Issues

In summary:

- Schools are already doing some very important things that could be reframed as resilience-based.

- Some programmes must be followed exactly as the researchers designed them or else they don't work properly.

- Costs for programmes are difficult to obtain on a like for like basis, particularly for more customised/ bespoke programmes. We suggest you contact programmes directly for their prices.

- Things change, and quite quickly, so as soon as we send you our summary, it is probably already out of date. Again, we suggest you contact the programmes directly to find out the latest up to date offerings.

- Very few 'resilience building' programmes actually formally measure resilience using resilience scales – so how do we know if they build resilience?

- 'Evidenced based' is a term that gets used quite loosely. So be sure to look in more detail about what is actually being claimed and consider the degree to which approaches are linked to research findings as sometimes this is important.

- Most programmes score fairly low on the EIF, in part because it is very difficult to carry out Randomised Control Trials with complex locally customised whole system approaches. Therefore, we don't think you should rely on the EIF to select the right programme for your school or local community.

- Sometimes particularly disadvantaged children and young people have been left out of schools-based resilience programmes which have been well-researched. This is because researchers often find it too hard to involve children who are not in school, or pupils who have learning difficulties.

- Nobody in the world has yet set up an experiment to compare all the different resilience-based schools programmes or approaches and find out which one is best (due to context, we don't think that's even possible!).

- Many programmes are 'bolt on' to classes such as PSHE; only a very few approaches work across the whole school community, so lasting change can be tricky to achieve.

- For programmes that have been developed overseas consider whether you will get the level of support that you need, and whether it has been adapted for a UK context.

- Wider equalities issues (beyond additional needs) are rarely mentioned or tackled in the majority of programmes (e.g., LGBTQUI+, looked-after children, race and faith, young carers, rurality, deprivation), with only one organisation (Edinburgh Council) mentioning having run an Equality Impact Assessment (EqIA; as per the Equality Act 2010 in the UK) a process designed to ensure that a policy, project or scheme does not discriminate against any disadvantaged or vulnerable people.

- We just don't know how many programmes set out to measure the number of marginalised young people who access them, and whether they are making a difference and building resilience with the kids who need it the most.

- There is a lack of sensitivity to proportionate universalism – tackling aspects of disadvantage through a generalised approach.

- There are a real mix of delivery approaches in these programmes and a wide variety of organisations delivering them. If issues of profit and motivation concern you, it is worth considering whether the approach is being run by a private company, a local authority, freelance individual, charity or social enterprise – and with all of them you might want to ask what the profit margin is and whether any of the profits get reinvested in developing the programme, and how people more broadly learn about the approach. But we're not saying you will definitely get an answer!

- Sounds obvious, but some of the approaches have quite similar names so make sure you know which one you are actually commissioning (we've known people to make mistakes, honest).

- Hardly any of the programmes involve young people in their actual delivery. We've been doing this in our work for a few years now. Welcome to a tricky, definitely not for profit, but rewarding niche market for anyone else who wants to try to fill it.

General Issues

- If you've found low scores for some of the programmes you're already using, don't despair (well you might want to get a bit anxious, a bit of self-reflection is a good thing). Although some academics might try to persuade you to the contrary, in our view there really aren't many definitives here – the evidence base for this entire area isn't that strong and what you are doing might be just the thing to get embedded into a whole system approach. It is always worth stopping to reflect on the capacity/motivation/energy of schools and others in your area to deliver what you are doing really well. Sometimes it is not the effectiveness of particular programmes that impact on outcomes as much as the way the programme was implemented and embedded. In some cases you really can achieve better outcomes by implementing a less effective programme but really doing it well and getting everyone on board with it, and sustaining it yourself once all the experts have left town. If they've already left, and the manuals are at the bottom of the school cupboards, take a look at our table below and get started on something that will be more promising.

- If you've worked up an appetite for reading about these kinds of programmes take a look at Kids Matter site in Australia. They've done some appraisals of schools programmes too - **www.kidsmatter.edu.au/primary/resources-for-schools/other-resources/programs-guide/programs**

- And finally, please don't just go on EIF ratings. The capacity of a programme or approach to be embedded across a system and to address equalities issues are fundamental to beating the odds and changing them for children and young people.

Appendix

Here we hope to insert a table summarising all the programmes for quick reference. You can quickly navigate to the relevant part of the document by clicking on the name of the programme from the table below.

Summary Table

Programme	EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
Academic Resilience Approach (ARA)	1	5	All	UK	3-19	Free	5	4
Achievement for All	2	3	7, 9, 10, 11	UK	5-16	Yes, see description	2/3	3/4
Behaviour Recovery Programme	1	4	6, 7	UK	Primary	Contact if interested	3/4	2
Bounce Back (BB)	-	2	1, 5, 6	Australia; adapted for UK	5-8, 8-10 10-14	Some, see description	2	0
Circles of Resilience (CoR)	2	2	6	UK	10-19	Free	2	2
CUES-Ed	2	3	4, 6	UK	8-11	Yes, see description	2	2
.b [dot-be] Courses from the Mindfulness in Schools Project	2	1	6	UK	7-11 11-18	Yes, see description	2	2
Emotional First Aid (EFA)	1	2	1, 6, 8, 10	UK	5-11 11-25	Contact if interested	2/3	2
FAST (Families And Schools Together)	4	4	2, 6, 9, 10	USA; adapted for UK	3-5 (+siblings)	Free	4	3
FRIENDS Programme	4	3	4, 6	Australia; available internationally	4-7, 8-11 12-15 16-18+	Yes, see description	2	3-5

Appendix

Summary Table *continued*

Programme	EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
Growing Confidence	2	2-4	1, 6, 9	Scotland	0-16	Contact if interested	2/3	2
Health Promoting Schools	2	3	2, 3, 5, 6	UK	Any	Varies, see description	5	3
Place2be	2	2	1, 6, 7, 9	UK	Primary Secondary	Contact if interested	3	3
Promoting Alternative THinking Strategies (PATHS®)	4	1/2	4, 6, 7	USA	3-12	Contact if interested	2	3
The Resilience Doughnut (UK)	2	2/4	7, 11	Australia; adapted for UK	Primary Secondary College Adult	Contact if interested	3	2
Rochester Resilience Program (RRP)	3	1/2	6	USA	5-11	Contact if interested	1	2
Stop Gap Go®	2	1/2/3	6, 11	UK	Primary Secondary	Contact if interested	2/3	2
SUMO4Schools	1	1	6, 7, 8, 11	UK	Primary Secondary	Contact if interested	2	0
Teens and Toddlers UK	3	2	6, 8, 9, 11	UK	2-5, 13-17	Contact if interested	1	3
Therapeutic Mentoring	1	2	1, 3, 4	UK	Not specified	Contact if interested	1	2
The Thrive Approach	2	4	1, 6, 10, 11	UK	Birth-adult	Yes, see description	4	3
United Kingdom Resilience Programme UKRP	-	1	4, 6	USA; adapted for UK	11-12	Contact if interested	2	0-2
Action for Happiness	2	1/2/3	6, 8, 9	UK and others	Adult	Varies, see description	1/2	2

Appendix

Summary Table *continued*

Programme	EIF Rating[a] (0-4)	Resilience-Focus[b] (1-5)	Key Point(s)[c] (1-11)	Country[d]	Age Range[e]	Costs[f]	Systems Rating[g] (1-6)	Equalities Rating[h] (0-5)
Barnardo's ARCH Project (Achieving Resilience, Change, Hope)	1	2	1, 4, 7, 9, 11	UK	5-14	Contact if interested	1	2
Harlem Children's Zone (HCZ®)	2	4	1, 2, 3, 5, 8, 11	USA	Birth to adult	Difficult to estimate	4	3-5
Khazimula	2	5	1, 2, 4, 6, 7, 8, 9, 10, 11	South Africa	14-19	Contact if interested	2/3	4
National Citizen Service (NCS)	2	5	3, 4, 7, 8, 9, 11	England Northern Ireland	15-17	Yes, see description	4/5	4
Pathways to Education	2	5	1, 2, 11	Canada	14+	Contact if interested	4	3
Resilience Builder Program®	2	2/3	6, 7	USA	5-18	Yes, see description	1	3
Resilient Therapy (RT)	1	5	All	UK	0-adult	Contact if interested	4	4
Wrap Canada: Canadian High Fidelity Wraparound Model	2	5	1, 2, 3, 4, 5, 10, 11	Canada	Any	Contact if interested	4	4

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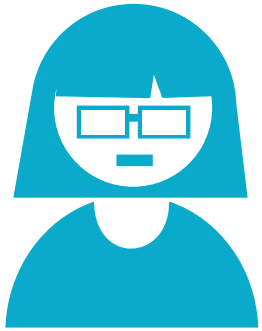

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