# **A Full Effect model – promoting resilience for children and young people**

## **Principles**

The Full Effect model is based on ten core principles. These reflect current evidence on the factors which promote resilience[[1]](#footnote-1) as well as Full effect’s own practice experience. Children and young people need (and we believe are entitled) to have:

1. At least one trusted adult who they know cares about them and who helps them through life
2. Support with the basics of food, clothes, transport and housing
3. Access to activities that offer fun and excitement
4. Opportunities to practise problem-solving in different situations
5. Places and spaces where they feel safe and can be themselves
6. Support to understand and manage their feelings
7. A chance to find things they are good at and that make them feel proud of themselves
8. Opportunities to help other people
9. Support which recognises their whole lives: at home, at school and in the community
10. A sense of hope and ambitions for the future

We believe that although children and young people are part of families, and families are really important, they are also individuals in their own right and are entitled to have support and opportunities to make their own choices.

We also believe that although children are part of schools, and schools are really important, they are also part of communities and families and supporting children in school life alone is not enough.

*Children are not the property of their parents. They need to have support for their own journeys and you can plant seeds to show that life can be different…. The key things are that the support is personal, persistent and over-rides their anxieties – giving them certainty and example. What’s important is believing in them when they don’t believe in themselves.* Interviewee for Full Effect evaluation, 2016

## **What we aim to achieve**

We work with children and young people to help them develop themselves in all of the following areas of their lives:

* **Enjoying and achieving**

We work with children and young people to learn and enjoy. This includes acquiring new skills and discovering things you can be good at. But, just as importantly, it involves encouraging children and young people to try new things, to enjoy activities even if they’re not very good at them, to be brave enough to go outside their comfort zone and to have adventures!

* **Looking after yourself**

We work with children and young people to develop the knowledge and skills to make good choices about their own health and wellbeing. This includes the choices about physical health and opportunities to be more physically healthy. But, just as importantly, it involves working with children to understand themselves, to recognise their emotional responses, to talk and share and develop control and manage difficult feelings.

* **Getting on with other people**

We work with children and young people to help them develop good relationships with others and to make and keep friends. This includes helping them to understand other people and the impact of their behaviour and responses on how others respond to them. It includes developing the skills to resolve conflicts, to negotiate and to work and have fun with others in groups.

* **Playing a part in the community**

We support children and young people to play a part in their communities (including their school community, neighbourhood and in society). This includes taking responsibility as part of the community and doing things to make a positive difference, such as volunteering, peer mentoring or playing an active role in a team or club.

*Full Effect provides children with both anchors and pathways. The anchors are the relationships with an adult they see as ‘theirs’ – someone who is part of their world and community and who wholeheartedly cares about them. The anchors keep them safe when the seas gets rocky but also makes them feel brave enough to try some new paths in life.* Interview for evaluation report 2016.

## **What we do**

There are a number of core elements to the way we work:

* **Identifying the children and young people who will benefit from our support**

We think all children and young people benefit from having this kind of support in their lives. Many children have it already so we try to provide it for those who may not get it from other sources. The children we work with all have lots of strengths and capabilities but they also have areas of their lives where they need extra help. We use the 10 principles outlined above as guide to deciding who we should work with. This means that we prioritise work with children who don’t currently have a trusted adult in their lives, who may be feeling unsafe and not able to be themselves, who struggle to manage their feelings and behaviour and have difficulties in their relationships with others.

* **A combination of one to one and group support**

All children need individual attention from an attentive adult so one to one support from a consistent worker is part of our package. But we also believe children benefit from learning and supporting each other, so a central vehicle of our work is a nurture group to enable children to forge peer relationships in a safe environment.

* **Learning by doing**

Our experience has shown us that most of the children we work with learn most by doing and experiencing. That is why much of our work is activity based. We use activities to give children and young people new experiences, enable them to develop skills, to practice problem solving, relate to others in collaborative effort and to give them a different view of themselves and the choices available to them.

* **Developing role models**

We work alongside older young people and other members of the community who can provide positive role models and we support children to become good role models for their peers.

* **Involving parents and families**

Our primary focus is direct work with children and young people. However, we recognise the importance of their families and we endeavour to build trusting relationships with parents and carers and support them to get involved with their children’s progress.

* **Being there for the whole journey**

Our commitment is to see children through the primary years and the difficult transition into their teens. We stick like glue and are there for the downs of life as well as the ups. We understand that getting to adulthood is a trickier process for some children than others and the journey rarely goes in a straight line!

*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*. Hart & Heaver, 2015; p16

# **Full Effect Wellbeing and Resilience Tool (WART)**

Children and young people can complete the tool by themselves or together with a support worker.

Tick the boxes to show how strongly you agree or disagree with each statement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strongly agree****3** | **Agree****a bit****2** | **Disagree****a bit****1** | **Strongly disagree****0** |
| 1. I have people in my life

that I look up to |  |  |  |  |
| 1. I get along well with most people
 |  |  |  |  |
| 1. I have an adult in my life that I can talk to about my feelings
 |  |  |  |  |
| 1. There are lots of things I plan to do in life
 |  |  |  |  |
| 1. I don’t always learn from my mistakes
 |  |  |  |  |
| 1. The place I live is happy and comfortable
 |  |  |  |  |
| 1. I feel safe in my neighbourhood
 |  |  |  |  |
| 1. I know where to go to get help when I need it
 |  |  |  |  |
| 1. I feel I belong at school/college/work
 |  |  |  |  |
| 1. If I’m hungry there is usually plenty to eat
 |  |  |  |  |
| 1. I am treated fairly in my community
 |  |  |  |  |
| 1. I don’t have that much fun in my life
 |  |  |  |  |
| 1. Other people think I’m a good person
 |  |  |  |  |
| 1. When I am upset or angry I find it hard to manage my feelings
 |  |  |  |  |
| 1. I mostly enjoy school/college/my job
 |  |  |  |  |
| 1. My parents/carers usually know where I am and what I’m doing
 |  |  |  |  |
| 1. There are a lot of good things about me
 |  |  |  |  |
| 1. I can solve problems without hurting myself or others (for example without hitting anyone)
 |  |  |  |  |
| 1. I get anxious about trying new things
 |  |  |  |  |
| 1. I often help other people
 |  |  |  |  |
| 1. I have an adult in my life who stands by me during difficult times
 |  |  |  |  |
| 1. I feel loved and cared for
 |  |  |  |  |
| 1. My friends don’t always treat me well
 |  |  |  |  |
| 1. I often give up if something is difficult
 |  |  |  |  |
| 1. I’m looking forward to the future
 |  |  |  |  |

**BASIC –** basic needs that Full Effect cannot directly affect such as food, shelter and parental care – there are 5 of these that will provide some explanatory context for change/lack of change.

**BEING –** 5 things about the internal self – determination, confidence and self esteem

**RELATING –** 5 things about quality of relationships and support

**BELONGING** – 5 things about feeling part of something, ‘at home’ and accepted

**ENJOYING & ASPIRING –** 5 things about good times and ambition

# **Worker assessment and planning tool**

Based on your knowledge of the child/young person and their responses to the statements in the R-WART, what is your assessment of the extent to which they have the following resilience factors in their lives.

1. **On a scale of 0 to 5, what** is your assessment of the extent to which this child/young person has this resilience factor in their lives:

**At least one trusted adult who they know cares about them and who helps them through life (see 1, 3, 16, 21, 22)**

Please tick:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |

Not at all Plenty

Comment: (e.g. who are the adults in their lives, how good is their support)

What else could we do to improve this factor in the child/young person’s life?

1. **On a scale of 0 to 5, what** is your assessment of the extent to which this child/young person has this resilience factor in their lives:

**Support with the basics of food, clothes, transport and housing (see 6, 8, 10, 21)**

Please tick:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |

Not at all Plenty

Comment: (e.g. what support, if any, does the child need with these basics; who is providing this support; is it adequate?)

What else could we do to improve this factor in the child/young person’s life?

1. **On a scale of 0 to 5, what** is your assessment of the extent to which this child/young person has this resilience factor in their lives:

**Access to activities that offer fun and excitement (see 12, 19, 23)**

Please tick:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |

Not at all Plenty

Comment: (e.g. what activities are they involved in? Do they have hobbies or interests they enjoy?)

What else could we do to improve this factor in the child/young person’s life?

1. **On a scale of 0 to 5, what** is your assessment of the extent to which this child/young person has this resilience factor in their lives:

**Opportunities to practise problem-solving in different situations (see 5, 18, 19, 20)**

Please tick:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |

Not at all Plenty

Comment: (e.g. is the child/young person trying new things; are they learning social skills?)

What else could we do to improve this factor in the child/young person’s life?

1. **On a scale of 0 to 5, what** is your assessment of the extent to which this child/young person has this resilience factor in their lives:

**Places and spaces where they feel safe and can be themselves (see 6, 7, 11, 15)**

Please tick:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |

Not at all Plenty

Comment: (e.g. how safe is this child/young person at home and in their neighbourhood; how relaxed do they seem to be?)

What else could we do to improve this factor in the child/young person’s life?

1. **On a scale of 0 to 5, what** is your assessment of the extent to which this child/young person has this resilience factor in their lives:

**Support to understand and manage their feelings (see 3, 5, 14, 18)**

Please tick:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |

Not at all Plenty

Comment: (e.g. who does this child/young person have to talk to? How do they cope when they are angry or upset?)

What else could we do to improve this factor in the child/young person’s life?

1. **On a scale of 0 to 5, what** is your assessment of the extent to which this child/young person has this resilience factor in their lives:

**A chance to find things they are good at and that make them feel proud of themselves (see 2, 12, 13, 15, 17, 24)**

Please tick:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |

Not at all Plenty

Comment: (e.g. what talents/strengths does this child/young person have? How do they see themselves? Do they get positive feedback?)

What else could we do to improve this factor in the child/young person’s life?

1. **On a scale of 0 to 5, what** is your assessment of the extent to which this child/young person has this resilience factor in their lives:

**Opportunities to help other people ( see 7, 9, 13, 17, 20)**

Please tick:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |

Not at all Plenty

Comment: (e.g. is this child/young person involved in any voluntary activities? Are they helpful at school or at home?)

What else could we do to improve this factor in the child/young person’s life?

1. **On a scale of 0 to 5, what** is your assessment of the extent to which this child/young person has this resilience factor in their lives:

**Support which recognises their whole lives: at home, at school and in the community (see 3, 11, 21)**

Please tick:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |

Not at all Plenty

Comment: (e.g. does this child/young person have someone who knows all these aspects of their lives? Do the people involved with the child/young person communicate well with each other?)

What else could we do to improve this factor in the child/young person’s life?

1. **On a scale of 0 to 5, what** is your assessment of the extent to which this child/young person has this resilience factor in their lives:

**A sense of hope and ambitions for the future (see 22, 24, 25)**

Please tick:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |

Not at all Plenty

Comment: (e.g. what does the child/young person want to do when they’re older? Do they have ambitions?)

What else could we do to improve this factor in the child/young person’s life?

1. See Hart, A. and B. Heaver. 2015 Resilience Approaches to Supporting Young People’s Mental Health: Appraising the Evidence Base for Schools and Communities Brighton; University of Brighton/Boingboing [↑](#footnote-ref-1)