Resilience Doughnut

CPD

What is resilience?

- Development of personal competence

- Ongoing process between individual and environment

- Building relationships

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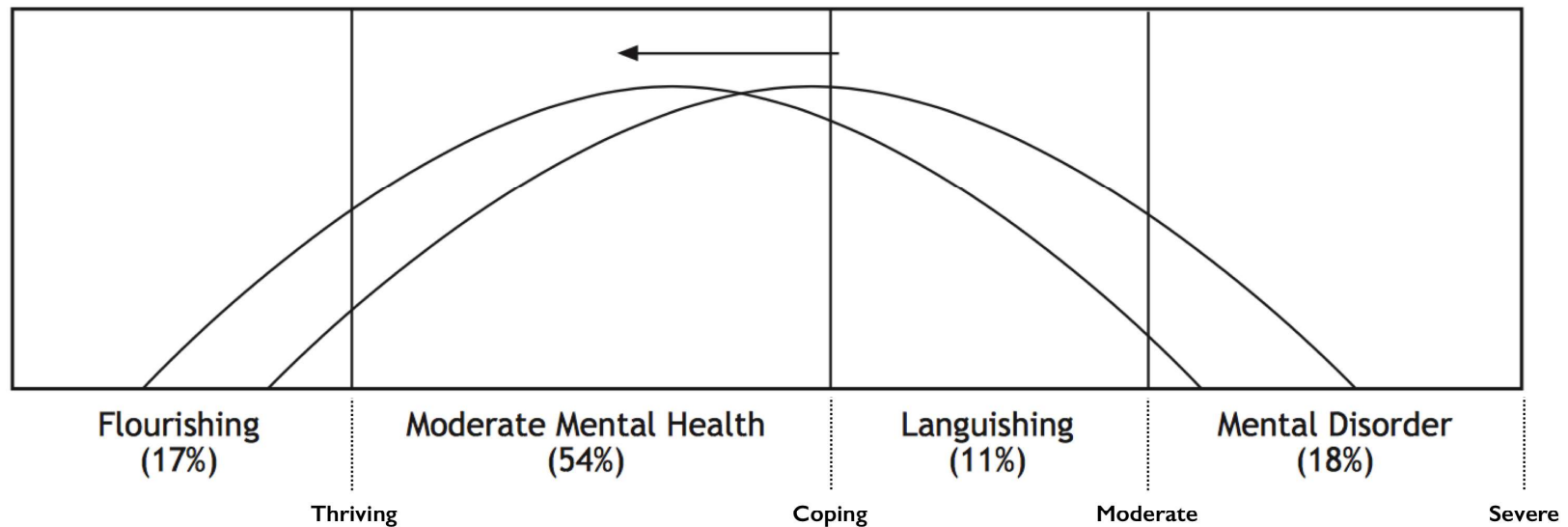Inspired to Achieve

Why is it important?

- Heart of wellbeing, success and mental health

- Positive life skills when life hands us inevitable transitions/adversities

- Enables individuals to thrive and flourish

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What does flourishing look like

- https://www.youtube.com/watch?v=OWavCPydQ5k

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Why is it important?

Figure 5: Population distribution of mental health

Flourishing (17%)	Moderate Mental Health (54%)	Languishing (11%)	Mental Disorder (18%)
Thriving	Coping	Moderate	Severe

(adapted from Huppert 2005; prevalence figures are from Keyes 2005, based on USA data)

What is the doughnut?

- Practical model to build resilience
- Develops:
  - Self-esteem
  - Self-efficacy
  - Social skills

- Based on international and Australian strengths-based research

Continued…

- Solution focused approach – focuses only on strengths

- Based on 3 internal factors/7 external factors combined help individuals build resilience

- Doesn't just teach resilience – process of developmental change

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Continued…

- Enables individuals to gain understanding of their current strengths

- Enables individuals to take responsibility for their own wellbeing

- Promotes self discipline/self control

Solution Focused Approach

- Uses questions to help focus on strengths/resources

- Helps to establish a clear vision for a preferred future
  - Small achievable steps

- 'brief therapy' – achieve desired outcomes in shorter space of time

- Draw on previous solutions/when there was less of a problem
- Approach is embedded within Resilience Doughnut

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Solution Focused Approach

- Questioning:

  – Miracle question

  – Scaling questions

  – Coping questions

Different to other interventions

- Change – located in imagined future
- Seeks to move to what is wanted – not move away from what is unwanted
- Individual is expert on own life
- Asking useful questions = individual learns from existing skills

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The Doughnut Model

- 2 parts

The Parent Factor
The Skill Factor
The Money Factor
The Family + Identity Factor
The Community Factor
The Peer Factor
The Education Factor

**I Have
I Am
I Can**

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The doughnut model

- Centre of model – key beliefs
  - Reflect internal characteristics

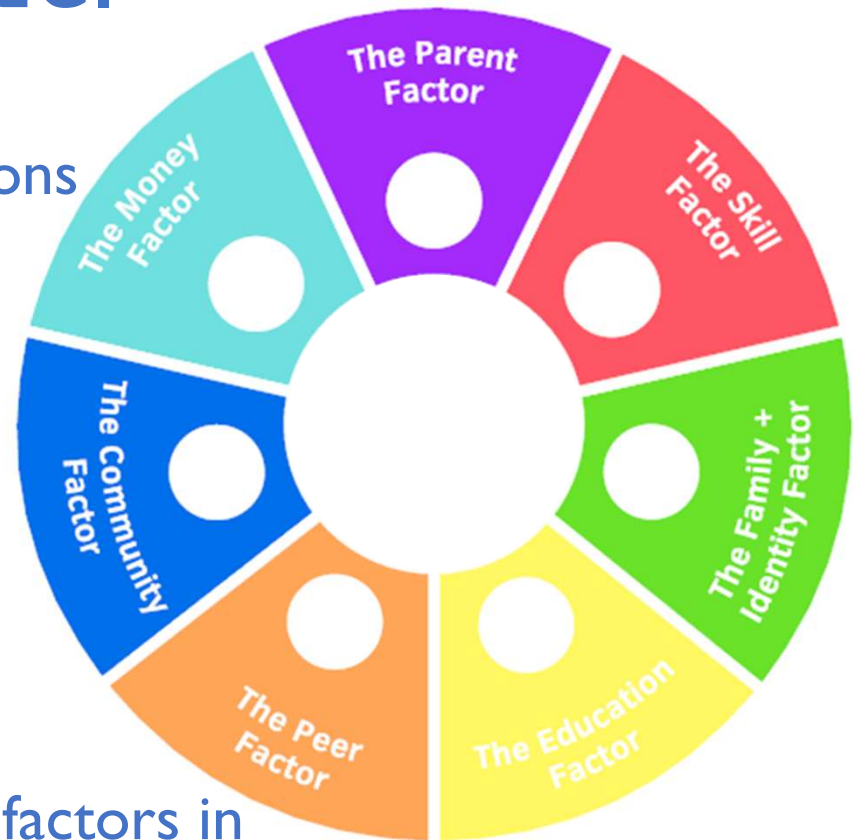I Have
I Am
I Can

- I have – awareness of who supports you
- I am – how you view yourself
- I can – confidence in own abilities

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The doughnut model

- Outside of the model – 7 sections
  - Represent external factors

- Resilient individuals have these factors in common

The doughnut model

- Parent – relationships
- Skill – what can I do well
- Family & identity – belonging/wider family
- Education – teachers/belonging
- Peer – friends
- Community – involvement
- Money – understanding/awareness

The doughnut model

- Contribute to building of personal competencies

- Have the potential to enhance positive beliefs

- Only need 3 of the 7 factors to be working well to be resilient

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Scaling

- Use scaling of 1-10 to gain understanding of the 7 factors

- Where would you rank each factor (can change over time)

- Why is it a number not a 0?
  - any number 0-10 is positive because they are on the scale
- What number would you like this to be?
- What can you do to help yourself get there?
- What will it look like when you get there?

In practice

- Conversations around scaling

- Only focus on solution not the issue – don't even refer to it (only acknowledge the issue)

- What can you do to help yourself – draw on your doughnut

In practice

Sam's story

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Not just for students…

Break time

Activity – 15 mins

- In pairs think about a student…

- Complete their doughnut wheel

- Find their 3 strengths and discuss the questions you would use to enable this student to move forward

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Next steps

- Roll out by all staff to Year 7/8
  - Tutor time activities (resilience report)
  - Resilience report will give them their doughnut wheel scores (out of 70)
  - Students will know their 3 strength factors

- Pilot groups in all years by HOLs
  - Staff will be informed of students involved

- Parent training (Yr7/8)

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What is your role?

- If you come across a Yr7/8/pilot student
  - Having a difficult time (academic/behaviour/social/personal)
- Assess situation
- Use of questioning (prompt sheet)/scaling
- Support student to draw on 3 strengths
  - Student to reflect & help themselves be able to cope
- Cura/communication if necessary

Things to consider

- Not a quick fix – reflective practice

- Creating a flourishing/thriving culture
  – Supporting students to cope with school and life in general

- Every student is different – will respond differently

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In it together

- To make our school a thriving school, it is everyone's responsibility to look after the wellbeing of our students

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Questions?