

Accepting Aim: Acknowledge the starting point of where a young person needs to be in order to start on their resilience journey and focus on what can be done

Accepting allows a 'can do' attitude and shifts focus towards what can and needs to happen as opposed to what can't/ won't change. It is really important both carer and young person has an outlet for the frustrating 'can't do' elements but accepting and moving forward is a priority.

Properly understanding the resilience starting point for the young person you are caring for. Within the journal there is a resilience quiz which briefly asks young people to rate their resilience on a scale 1-10 within the areas of Basic, Belonging, Coping, Core Self, Learning and Rights and Responsibilities.

Any area below 5 is seen as a priority although a young person may find all areas score equally low. By helping a young person focus on 1 or 2 areas may also increase their resilience in another area.

Commitment Aim: Be clear about your role in the young person's life especially the intended time frame you will be in their life. Identify a few key individual or places a young person can go to for support.

One of the fundamental struggles of a looked after young people is the lack of stability from 1 or 2 individuals. Helping them identify key people or places they can go to for support is a big starting point and helps them stay committed to the process of building their resilience.

Being clear with the young person from the beginning about your role in their life helps manage their expectations especially if this is for a set period. Your commitment to helping the young person build resilience is also important. Keeping a young person motivated and recognising their strengths in times of difficulty can be a challenge – by focusing on the positives and areas they do well in can help you all to continue building their skill base.

Conserving Aim: Acknowledge young people's success when they have done well and remind them of it during difficult periods.

Good things happen in a young person's life daily, even at times of upset and stress. This could be as small as tidying their room, the bus on time, saying thank you for dinner or an achievement at school. It is important for a young person that these good things are noticed and mentioned to them even (and especially) on days when everything else may have not gone according to plan. Noticing and keeping hold of the good things can help a young person recognise their success especially when referred to at times of challenge.

Activities within the journal that can assist with identifying challenges (coping), recognizing their strengths and talents (core self) and focusing on their aspirations (learning) may help with this.

Enlisting Aim: Be clear on the individuals and services involved in a young person's life and the reason for their involvement.

Young people looked after often find it difficult to understand why so many professionals are involved in their care. They often don't understand their job title or what role they have in keeping them safe. Inevitably there will be young people that need to have several services in their life and being clear on who the service is and what they do can really help. Ideally if this happens before a young person is sat with them in a 1-2-1 or meeting environment it can help with their feeling of control over their care plan and allows them to feel their views are being listened to. It is important to show a young person where enlisting the help of others may specifically help them achieve some well-defined resilience goals and the benefit this will have in their day to day life. There are times when involvement of adults may be overwhelming and young people often feel where there are many adults no one person takes responsibility. Recognising this and keeping professional activity to a minimum where possible or explaining their involvement with one designated lead is important

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