

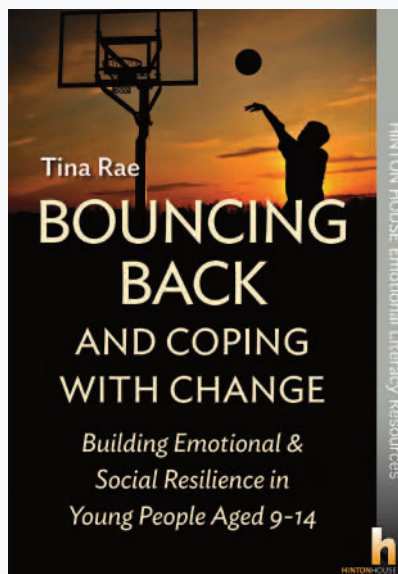


## BOOK REVIEW

# BOUNCING BACK & COPING WITH CHANGE

## Building Emotional & Social Resilience in Young People Aged 9-14

Dr Tina Rae has worked with adults, children and families within educational settings, specialist services and in clinical contexts. She has published more than 75 titles on a wide range of topics and presents at national and international conferences.



The preface sets the tone for the book and the audience, which she describes as “people who care for and nurture young people”. This is an excellent resource for those who work within schools, and anyone who works with children and young people to support wellbeing.

In the introduction, Rae outlines the importance of the wellbeing of staff and carers and acknowledges the need of the adult to have resilience to be able to teach these coping skills. She also highlights the need for consistency within schools and a whole school approach. The introduction explores some of the complexities of wellbeing and some of the difficulties faced by practitioners and carers within their settings to support children and young people. It identifies the fact that within schools, the practitioner can have an enormous impact on the child and young person through their interactions and can “successfully prevent the escalation of mental health problems” (p3).

The next few pages highlight ‘Resilience, Change, Building and Developing Resilience’, giving clarity to the subject with in-depth research and practical understanding of the subject. Rae also incorporates Cognitive Behaviour Therapy techniques (CBT) with a clear examples. This is a good introduction for people who may already understand the principles of CBT as well as those who are new to it.

The Mindfulness section examines the approach within the sessions and the benefits of increasing children’s and young people’s life skills. Throughout, the information is validated by accessible, accurate references.

The research at the end of the Mindfulness chapter is not as clear, it mentioned that there is ‘an increasing evidence base to support this intervention’ and then moved to Huppert and Johnson (p 27) delivering a four-week programme within an independent fee paying school. It stated ‘it would seem that there was a significant increase in wellbeing amongst students’. When the programme was adapted and delivered over eight weeks in state schools it appears there are no findings for this study.

I would also have liked the paragraph about FLOW (p17) to be referenced as the other subjects are. In the sessions (p54) it mentions ‘Mihalyi Csikszentmihalyi’ and refers to a book written with Martin Seligman, however I feel that the founder of the identification of FLOW could have been introduced in the explanatory paragraph on the subject.

The rest of the book comprises the 20 sessions. They are all highly structured with ready to use material both within the book and on the CD Rom. The CD Rom is easy to navigate and clearly labelled. It is clear that the materials are based on research and Tina Rae’s extensive experience of working with complex and vulnerable children, young people and adults.

Each session outlines the ‘Introduction and aims’, giving practical advice. There is an icebreaker, warm up activity, the actual activity, feedback and reflection and a closing section of mindfulness. They are ready to use lessons or could be adapted to the needs of the individual.

Overall the resource is well written and referenced throughout with some excellent up to date recommended websites to encourage the reader to further develop their understanding.

I believe that this is a vital resource within schools for both non-qualified and qualified staff and carers to teach these skills, helping the child and young people to identify and develop new habits and techniques for life, boosting wellbeing and lowering stress. It is an inclusive resource as it could be used for all children and young people not just SEBD or those identified as at risk of mental health difficulties.

*Bouncing Back and Coping with Change is available from the NGN website.*