

Meeting young people's psychological needs during the COVID-19 crisis and beyond

With:

Chair: Lauren Page-Hammick - Homeless Link
Dr Mary Quinton - SPRINT project, University of Birmingham
Benjamin Parry - SPRINT project, University of Birmingham



MEETING YOUNG PEOPLE'S PSYCHOLOGICAL NEEDS THROUGH COVID-19 AND BEYOND

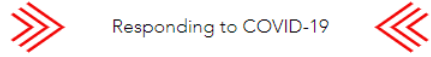
Dr Mary Quinton and Benjamin Parry

SPRINT project

University of Birmingham

www.sprintproject.org

WHY NOW?



Responding to COVID-19

As part of the University of Birmingham's efforts to supporting the government's response to COVID-19, the SPRINT team are proud to have contributed our research and broader evidence for shaping bespoke responses to young people experiencing homelessness.

Below you can see recommendations Professor Cumming and Dr Quinton made in their response to government's call for evidence in the homelessness and private rented sector.

GOVERNMENT QUESTION

“What problems remain a current and immediate concern?”



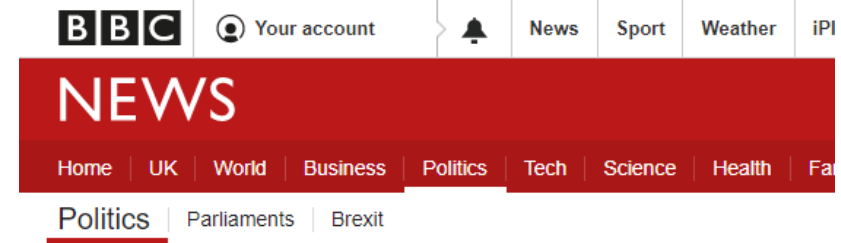
Mental Health Issues

[Hover to find out more >](#)



Victimisation and Risky Behaviour

[Hover to find out more >](#)



Coronavirus: All rough sleepers in England 'to be housed'

27 March 2020



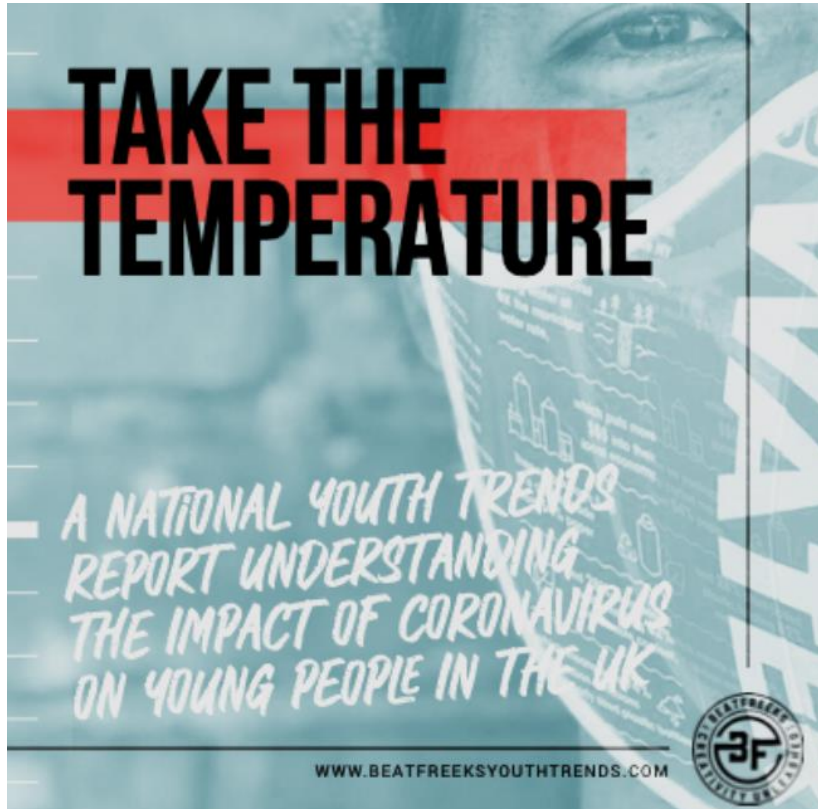
WHY NOW?

The effects of social deprivation on adolescent social development and mental health

Amy Orben*
University of Cambridge

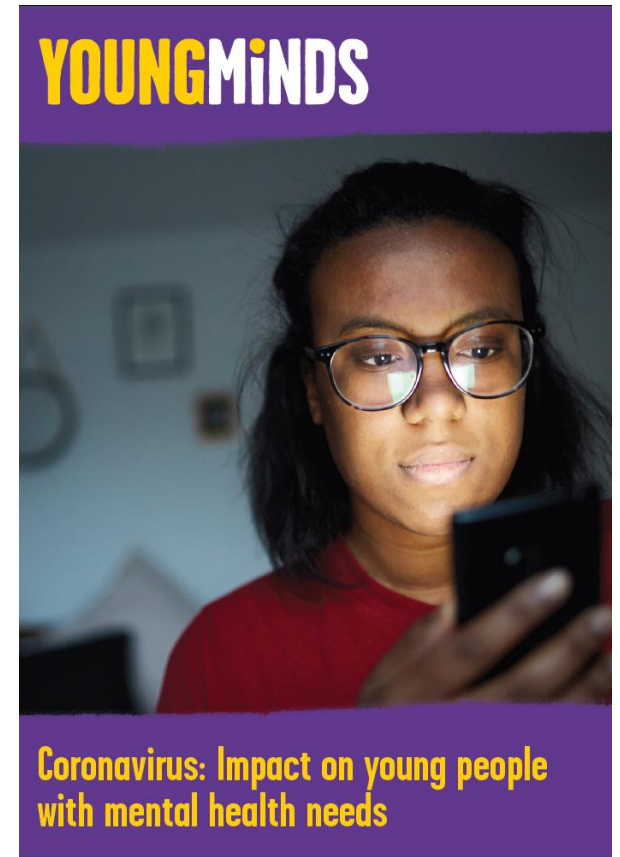
Livia Tomova*
Massachusetts Institute of
Technology

Sarah-Jayne Blakemore
University of Cambridge and
University College London



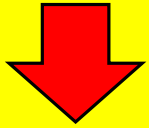
Young people who do not feel they have access to the resources they need in the pandemic are also 19% more likely to be feeling family strain

83% of young people have stated the pandemic has worsened their mental health, reporting increased anxiety, problems with sleep, panic attacks, or more frequent urges to self-harm among those who already self-harmed



SOUND FAMILIAR?

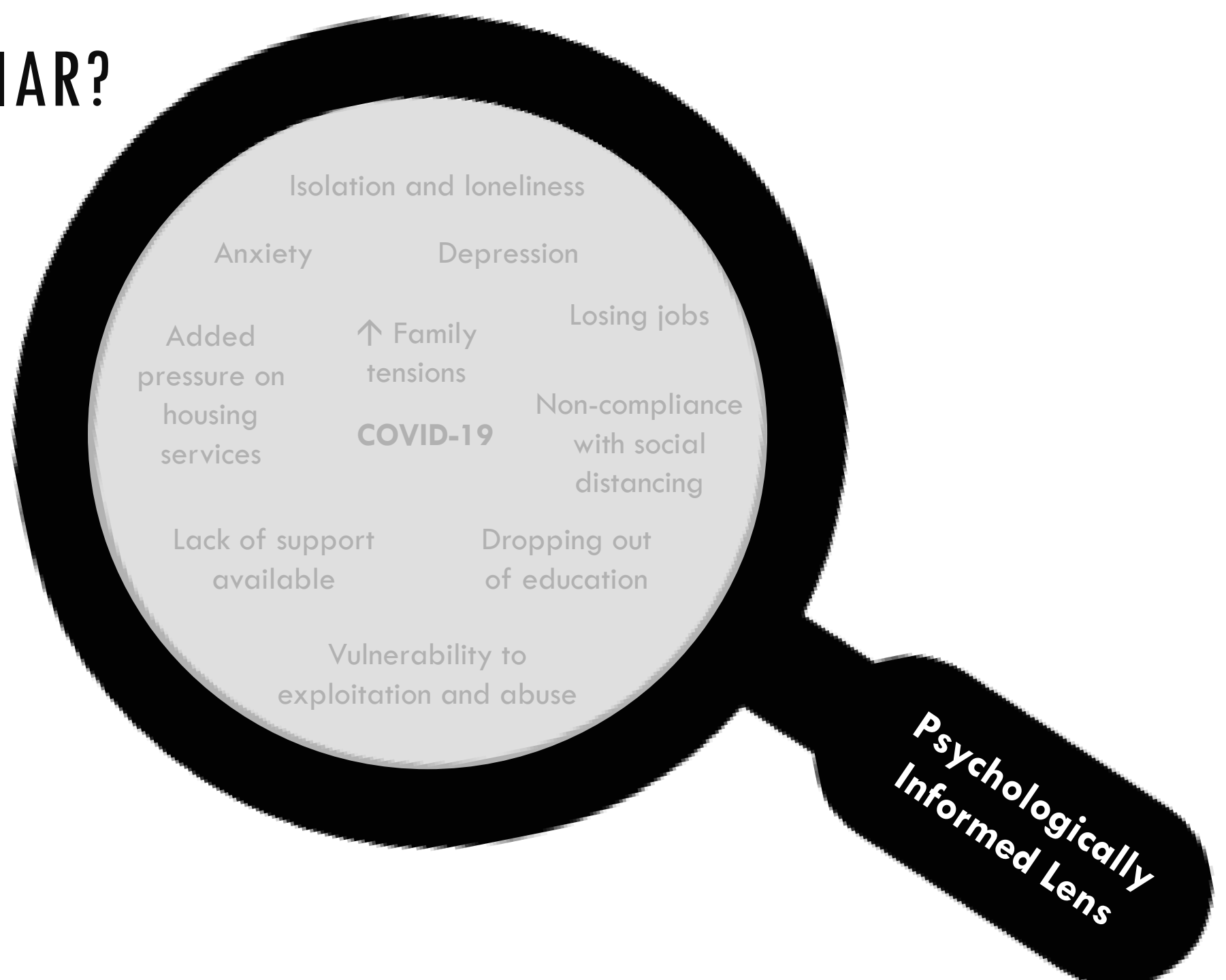
**Lockdown and
social
distancing**

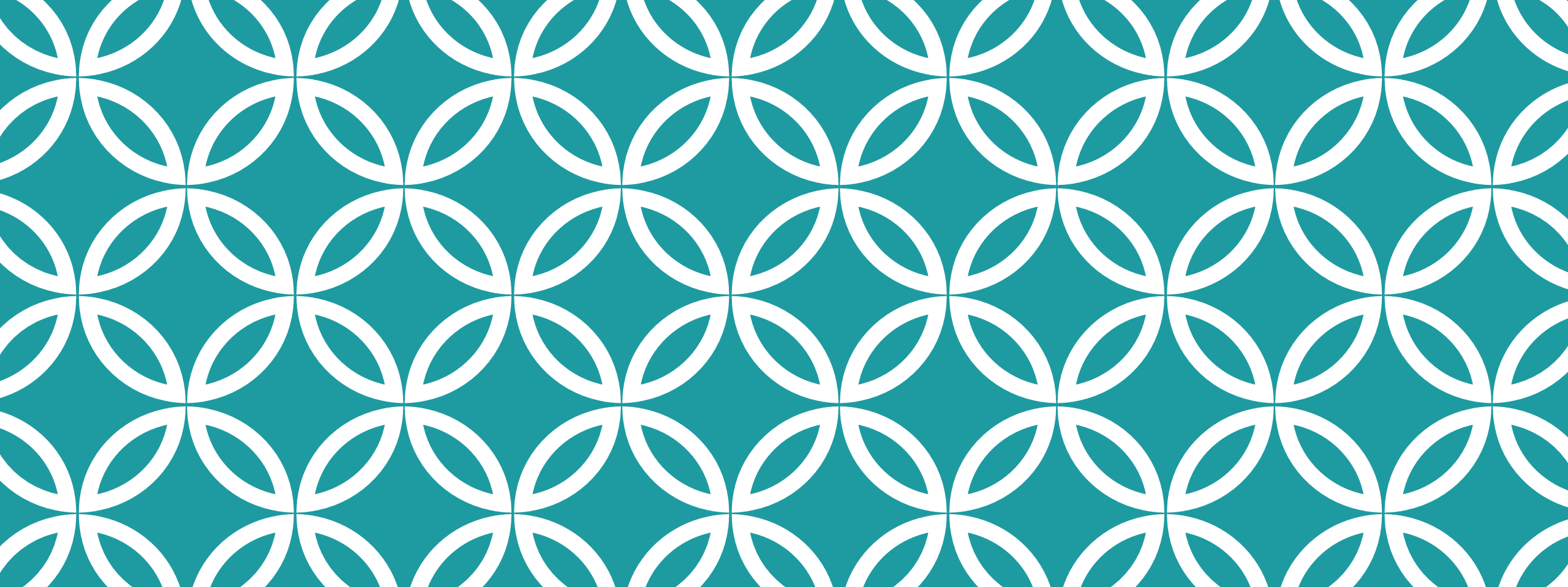


**Young people
feel controlled
and isolated**



**Psychological
needs being
thwarted**





BACKGROUND

MST4Life
Mental Skills Training Toolkit
Basic Psychological Needs

MY STRENGTHS TRAINING 4 LIFE (MST4LIFE)



Sport Psychology
Researchers from
UoB



Mental Skills
Training with AVFC
youth academy

Mental Skills Training



Mental skills are cognitive processes that help us manage our thoughts, feelings and behaviours

MY STRENGTHS TRAINING 4 LIFE (MST4LIFE)

Mental Skills Training



Sport Psychology
Researchers from
UoB



Mental Skills
Training with AVFC
youth academy

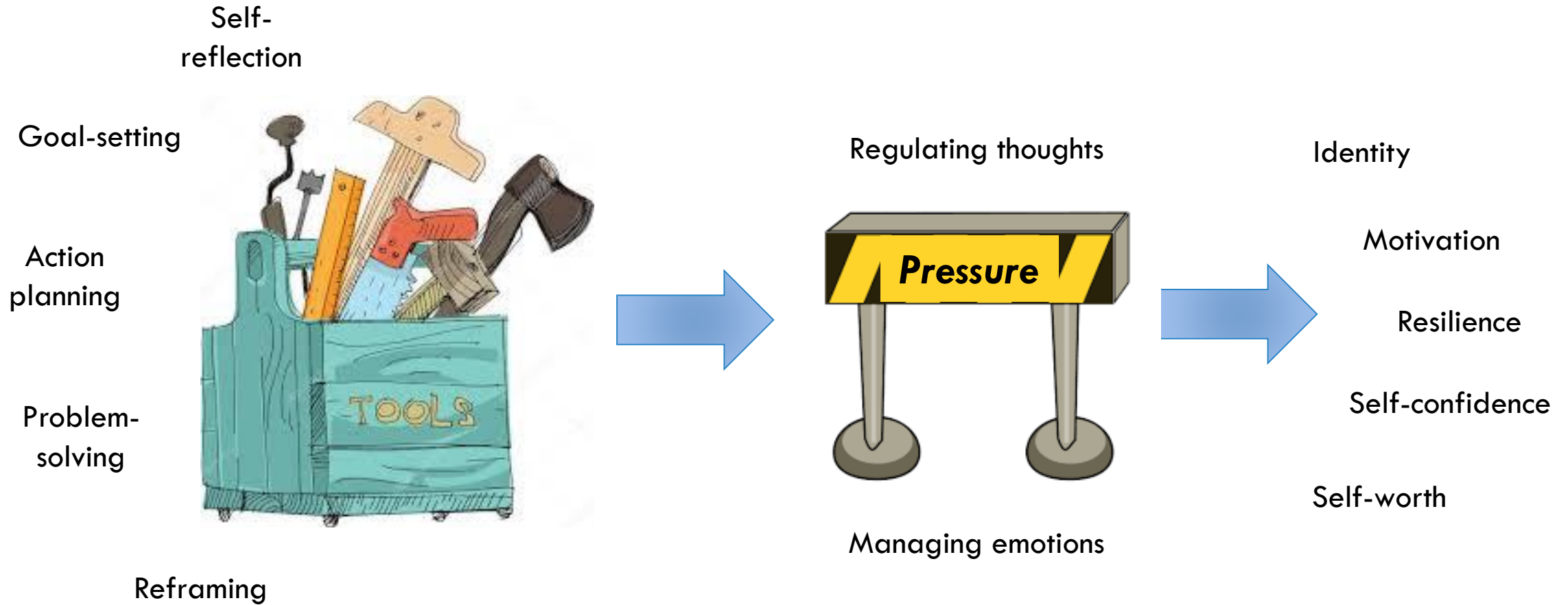
Key reasons for mental skills training is handling pressure



Pressure



'Mental Skills Toolbox'



MY STRENGTHS TRAINING 4 LIFE (MST4LIFE)

Mental Skills Training



Sport Psychology
Researchers from
UoB



Mental Skills
Training with AVFC
youth academy

Young people
experiencing
homelessness

St
Basils



MY STRENGTHS TRAINING 4 LIFE (MST4LIFE)



MENTAL SKILLS TRAINING FOR LIFE



Pre-Intervention:
Preparation

Phase 1:
10 workshops

Promoting well-being, self-awareness, life skills, and resilience

Hands-on learning (in-house and out-of-house)



St
co
Pre
programme



Transfer of skills in a challenging and safe environment

Outdoors environment promotes well-being

Phase 2:
Residential OAE course

Post-Intervention:
Follow-up

Check-in with young people

Collect follow-up data



VIDEO



OUTCOMES

Over **600** young people reached



Resilience

Self-worth



Well-being

Course satisfaction



*Capacity to self-regulate,
improved awareness of strengths,
and 'life changing' experiences*



MENTAL SKILLS TRAINING TOOLKITS

MENTAL SKILLS TRAINING TOOLKIT

A RESOURCE FOR STRENGTHS-BASED DEVELOPMENT

LEAD AUTHORS
Benjamin Parry,
Mary Quinton and
Jennifer Cumming

UNIVERSITY OF BIRMINGHAM | SCHOOLS OF SPORT, EXERCISE AND REHABILITATION SCIENCES | St Basils | YOU! IN VOICE | UNIVERSITY OF BIRMINGHAM | imh institute for mental health

MENTAL SKILLS TRAINING TOOLKIT

ENSURING PSYCHOLOGICALLY INFORMED DELIVERY

LEAD AUTHORS
Dr Mary Quinton, Benjamin Parry
and Dr Jennifer Cumming

UNIVERSITY OF BIRMINGHAM | SCHOOLS OF SPORT, EXERCISE AND REHABILITATION SCIENCES | St Basils | YOU! IN VOICE | UNIVERSITY OF BIRMINGHAM | imh institute for mental health

MENTAL SKILLS TRAINING COMMISSIONING AND EVALUATION TOOLKIT

IMPROVING OUTCOMES IN YOUNG PEOPLE EXPERIENCING HOMELESSNESS OR AT RISK

LEAD AUTHORS
Fiona Clarke,
Benjamin Parry,
Dr Mary Quinton and
Dr Jennifer Cumming

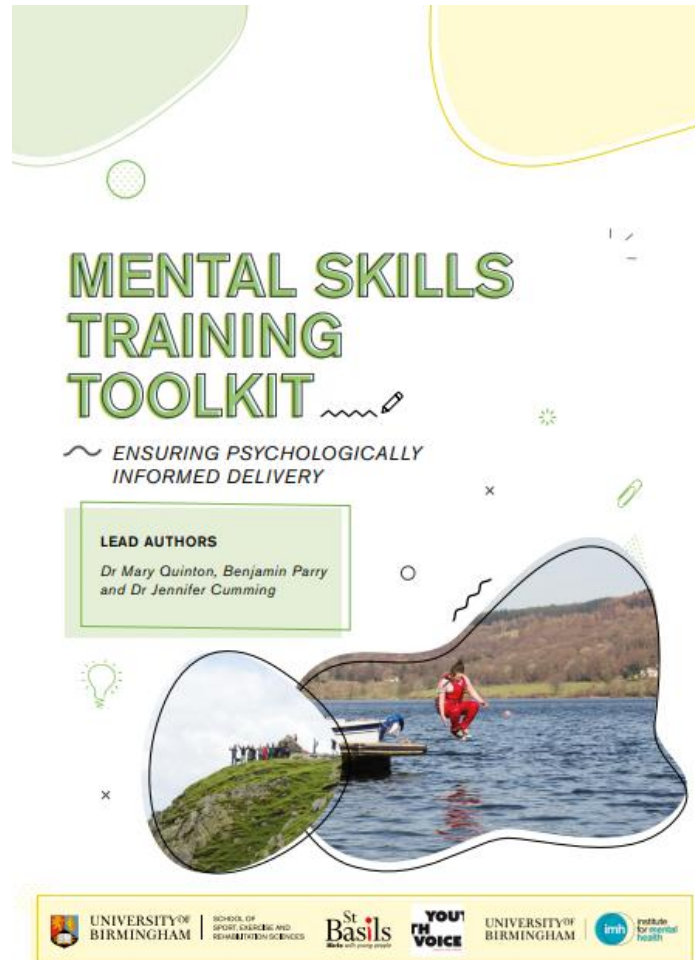
UNIVERSITY OF BIRMINGHAM | SCHOOLS OF SPORT, EXERCISE AND REHABILITATION SCIENCES | St Basils

MENTAL SKILLS TRAINING TOOLKITS



**Having emotionally safe
conversations**

**Supporting young people's basic
psychological needs**

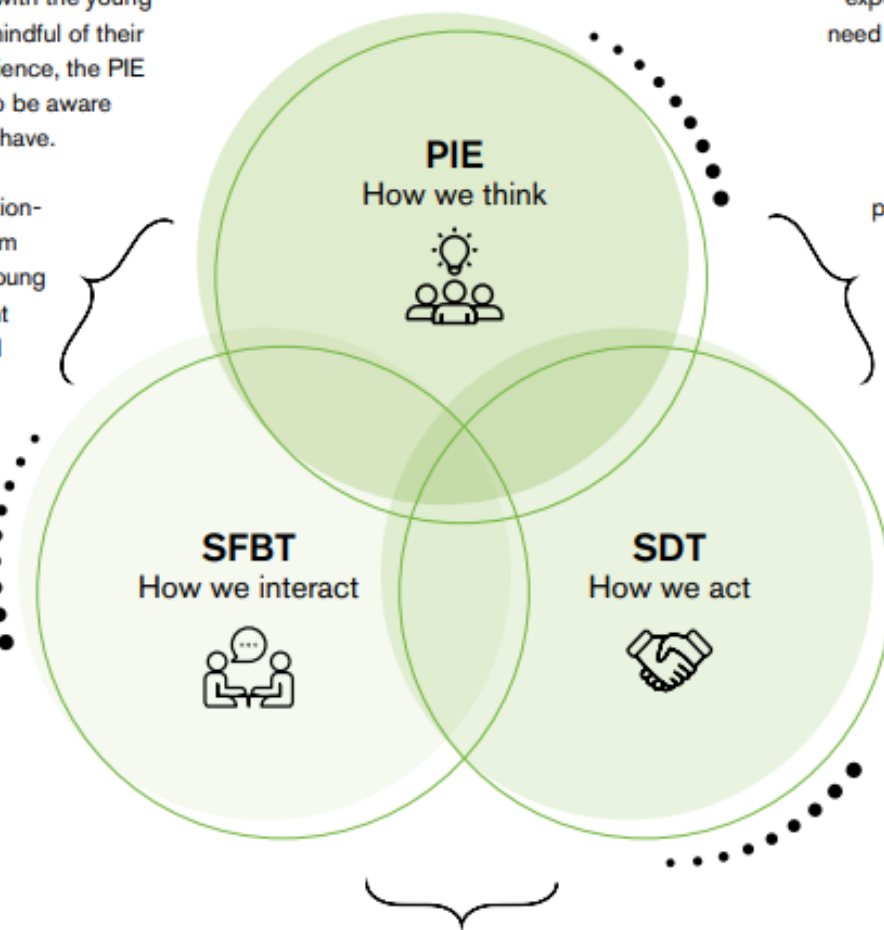


Psychologically informed environments (PIE) show us the importance of the interactions we have with each other and with the young people we work with. Being mindful of their vulnerability or previous experience, the PIE framework encourages staff to be aware of the impact their words can have.

Therefore, when we use Solution-focused Brief Therapy to inform our conversational style with young people, we create a consistent approach which is far removed from deficit-based (what's wrong with you?), and closer to strengths-based practice (what's right with you?).

With the understanding from PIE, we recognise that young people who have experienced homelessness or trauma need an environment in which they feel physically and emotionally safe.

Self-Determination Theory (SDT) is a framework to help support psychological safety by giving staff clear behavioural guidelines that can support basic psychological needs (competence, relatedness and autonomy) and well-being.



Self-Determination Theory (SDT) provides general behavioural guidelines, but to ensure we use appropriate language for the setting and population, Solution-focused Brief Therapy (SFBT) is an additional layer to our bespoke delivery style. Through being intentional in the language we use, SFBT provides with us with a template for conversations that build rapport, find solutions and empower young people. As a result, young people's basic psychological needs are met too.

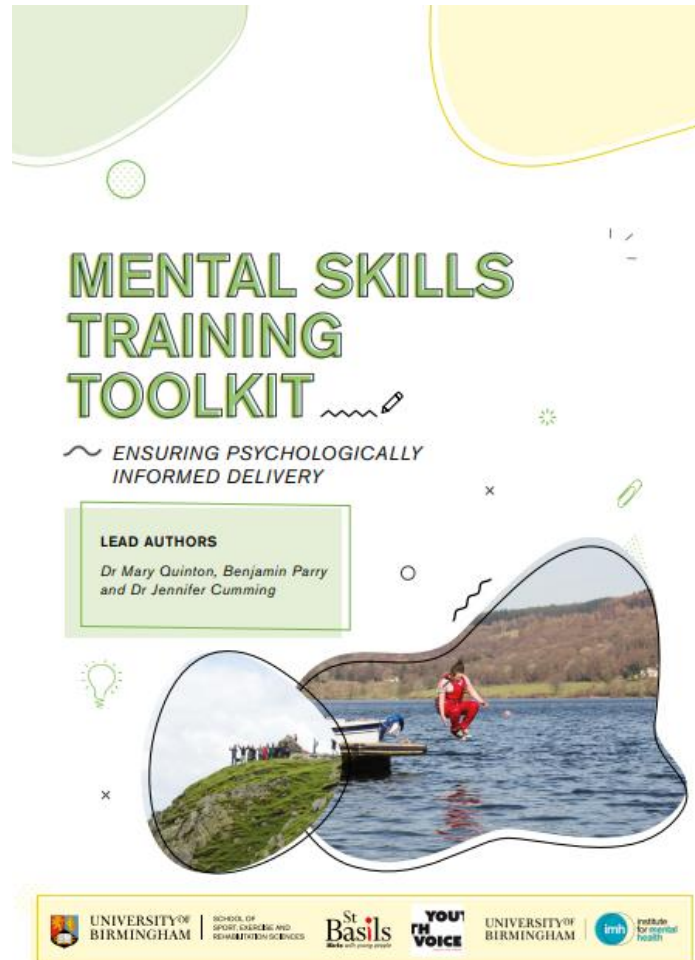
X

MENTAL SKILLS TRAINING TOOLKITS



Having emotionally safe conversations

Supporting young people's basic psychological needs



WHY NOW? 🤔

Increased feelings of vulnerability

Now more than ever, conversations are so valuable

Understanding how we construct these conversations

SELF-DETERMINATION THEORY



“

How we build and sustain motivation to foster long-term life satisfaction and well-being

”

Basic Psychological needs

Competence

- *The need to feel capable*



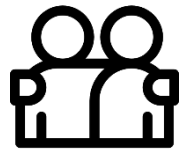
Autonomy

- *The need to feel we have choice*



Relatedness

- *The need to feel connected*



Because of the interest and enjoyment in the task itself

- Enjoyment
- Purpose
- Growth
- Curiosity
- Passion
- Self-expression
- Fun





SPRINT project • May 5 • 6 min read

Physical distancing not 'social' distancing: How to keep socially healthy during lockdown

When we hear the term 'social distancing', we know it refers to keeping a certain amount of physical space between ourselves and others. But just because we are physically distant from others, doesn't mean that we should be socially distant.

Now, perhaps more than ever, it's important for our mental well-being to stay connected to those around us in our lives. When we can't do this in person, we can do it virtually.

How can we support young people's basic psychological needs during COVID19?



Needs supportive

Our behaviour helps others feel like their basic psychological needs are being met

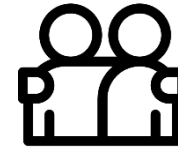


Needs thwarting

Our behaviour diminishes one's feelings of that basic psychological needs are being met

Relatedness

- *The need to feel connected*





Needs supportive

Our behaviour helps others feel like their basic psychological needs are being met

Acceptance

Active Listening

It's okay to feel stressed sometimes

Validation

I understand why you might be feeling that way



Needs thwarting

Our behaviour diminishes one's feelings of that basic psychological needs are being met



Yeah sure, back to this form

Task orientated

Not being present

Sorry I've got the TV on in background

Examples in conversation

Warm, friendly approach



Hey Cameron, great to hear from you, how are you? How're you holding up in lockdown?

Task-orientated, closing down conversation, not active listening

Showing a genuine interest



Are you sure? You seem a little quiet, is there anything you want to talk about?

Yeah I'm alright

Not being present, not validating

Acceptance, validation, being flexible based on needs



Sorry to hear that, I can understand why that must feel frustrating. What would you like to do today? There's no pressure to do the dream team tool today if you'd rather just have a chat

I'm just having a low day, I want to go see my mates but I can't

Good, well we've got a lot to get on with so let's get started

Ok

So, we're doing goal setting. Step 1, tell me something achieved



Yeah I'm not sure I feel up to this today



I've got a lot of people to speak today, so when shall we do it?

The dream team might help actually

TAKE AWAY MESSAGES



Be understanding
Be present
Be patient

Conversations Matter



What we say
and how we
say it



Be mindful of needs
supportive or needs
thwarting behaviours

How can we support
young people's basic
psychological needs
during COVID19?

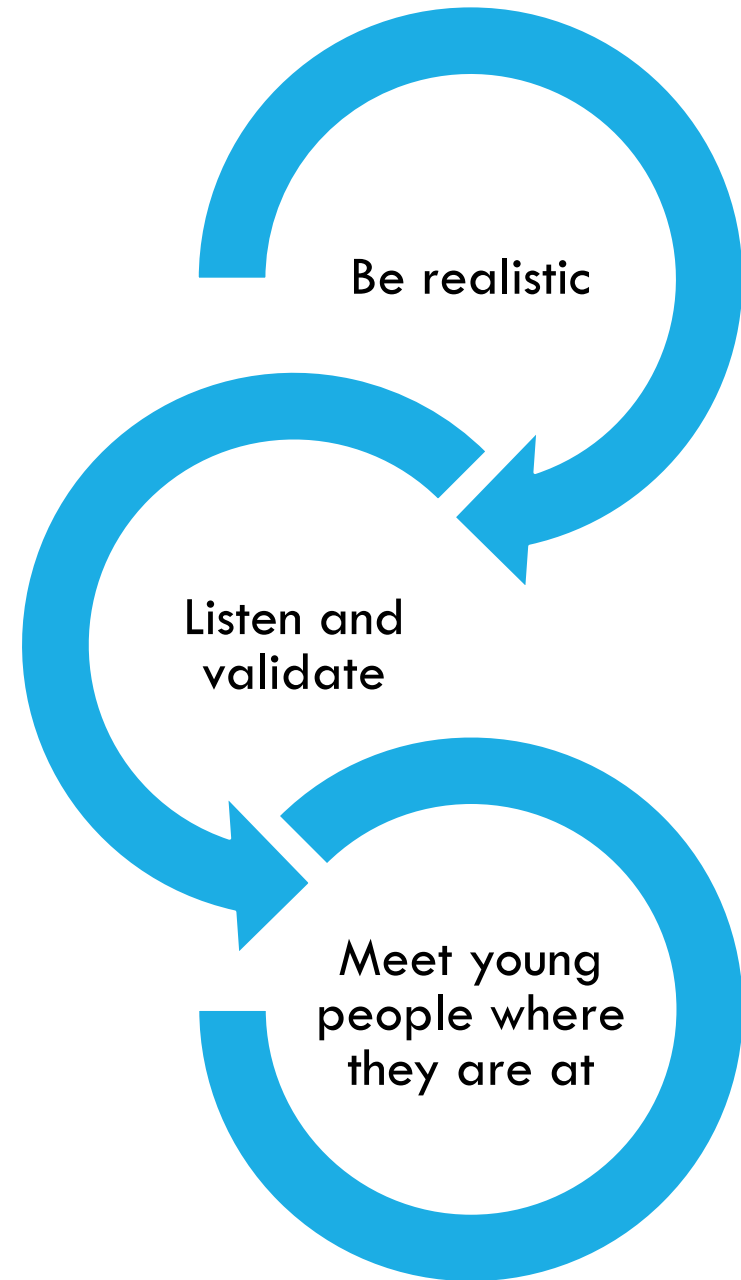
Social distancing doesn't
mean being socially
distant





BEYOND COVID-19 |

WHAT DOES THIS LOOK LIKE MOVING FORWARD?



RESOURCES

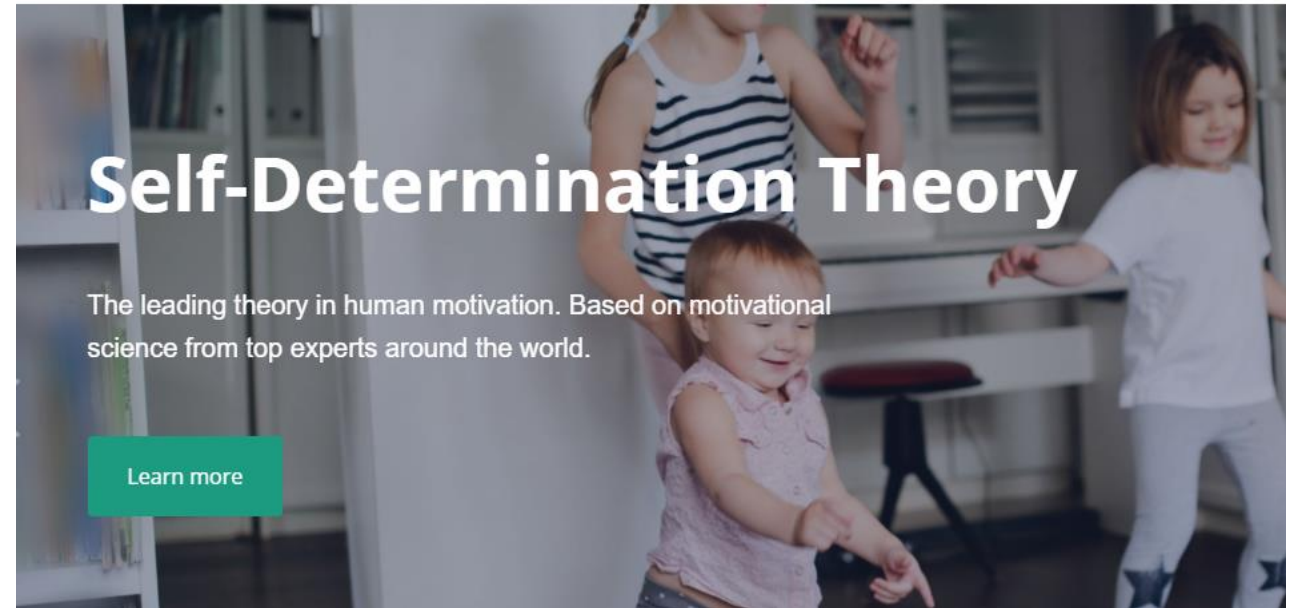
Center for Self-Determination Theory

What Works Wellbeing

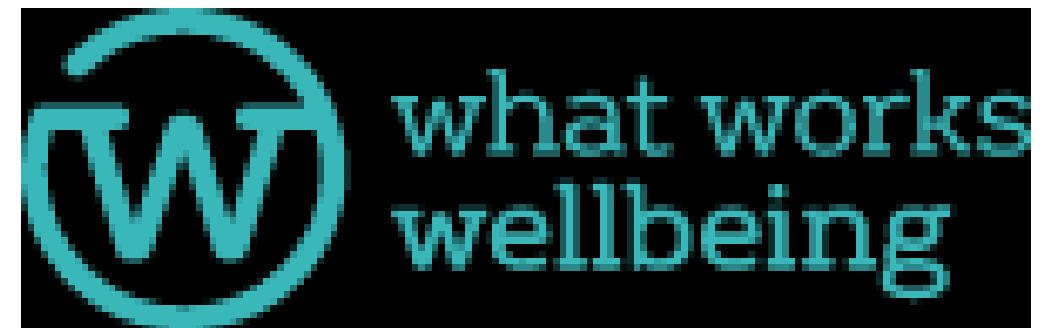
Mind

Young Minds

Futurelearn.com – psychological first aid



selfdeterminationtheory.org



whatworkswellbeing.org

THANK YOU

Impact | Projects | Toolkit | **The SPRINT Project** | Resources | Blog | About us

» Responding to COVID-19 «



www.sprintproject.org

Get in touch

m.quinton@bham.ac.uk

b.parry@bham.ac.uk



[@Mary_q6](https://twitter.com/Mary_q6)

[@BenJohnParry](https://twitter.com/BenJohnParry)

[#MSTtoolkit](https://twitter.com/hashtag/MSTtoolkit)



Questions and discussion

With:

Chair: Lauren Page-Hammick - Homeless Link
Dr Mary Quinton - SPRINT project, University of Birmingham
Benjamin Parry - SPRINT project, University of Birmingham