



Spreading HOPE
Children Trust Michigan
October 18, 2024

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HOPE
 HEALTHY OUTCOMES FROM POSITIVE EXPERIENCES

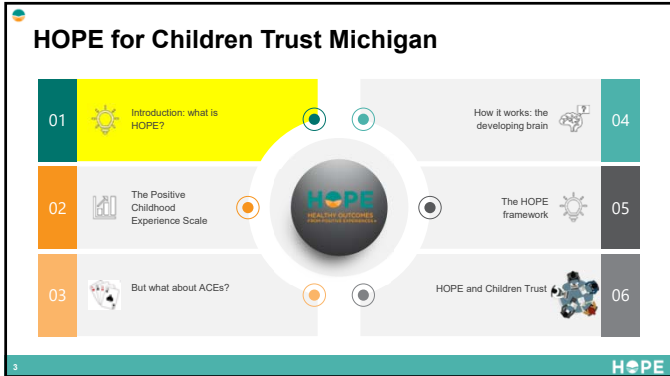
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Hold in your heart someone who had a difficult childhood and is now a thriving adult - maybe yourself, a family member, a friend, or a public figure

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HOPE for Children Trust Michigan

- 01 Introduction: what is HOPE?
- 02 The Positive Childhood Experience Scale
- 03 But what about ACEs?
- 04 How it works: the developing brain
- 05 The HOPE framework
- 06 HOPE and Children Trust

HOPE

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Meet the HOPE National Resource Center Team!

The HOPE National Resource Center, led by Dr. Robert Segre, is based out of Tufts Medical Center in Boston with staff all over the country!


ROBERT SEGRE Director	DINA BURSTEIN Project Director	AMANDA WINN Director of Strategic and Technical Assistance
DANIEL CHOI Communications Manager	ELIZA PURDUE Project Manager	ISABELLA PAGNOZZI Project Manager
LAURA CALLANT Research Associate	KELSEY HANNAN Research Assistant	CAROLINA JIMÉNEZ Research Assistant



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Our Vision is a world that recognizes, honors, and promotes positive experiences because they are fundamental to people's health and well-being.



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HOPE for Children Trust Michigan

01 Introduction: what is HOPE?

02 The Positive Childhood Experience Scale

03 But what about ACEs?

04 How it works: the developing brain

05 The HOPE framework

06 HOPE Children Trust

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Developing the Positive Childhood Experiences (PCEs) score

2015 population study in Wisconsin

Part of the BRFSS

Asked about ACEs

Asked about Positive Childhood experiences

Correlated with mental health

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Positive Childhood Experiences scale questions

As a child, how often did you ...

1. Feel able to talk to your family about feelings
2. Feel your family stood by you during difficult times
3. Enjoy participating in community traditions
4. Feel a sense of belonging in high school
5. Feel supported by friends
6. Have at least two non-parent adults who took genuine interest in you
7. Feel safe and protected by an adult in your home

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CDC Morbidity and Mortality Weekly Report (MMWR) Search

Prevalence of Positive Childhood Experiences Among Adults — Behavioral Risk Factor Surveillance System, Four States, 2015–2021

Weekly / May 2, 2024 / 73(17):399–404

[Print](#)

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10 Positive Childhood Experience — The Research HOPE

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Prevalence of PCES: KS, MT, SC and WI

Sege et al. MMWR 17(31) 399-404. 2024

Overall

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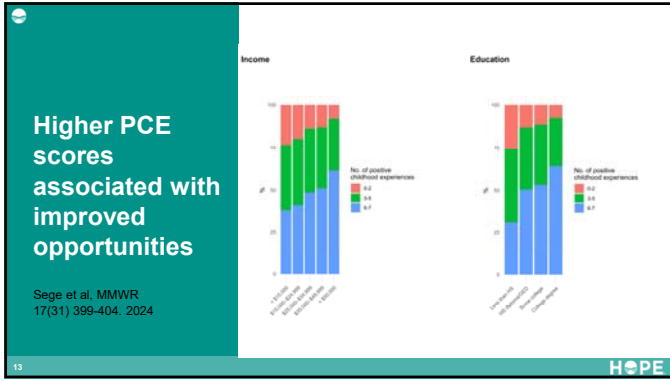
Gay, Lesbian, and Bisexual adults had lower PCE exposures

Sege et al. MMWR 17(31) 399-404. 2024

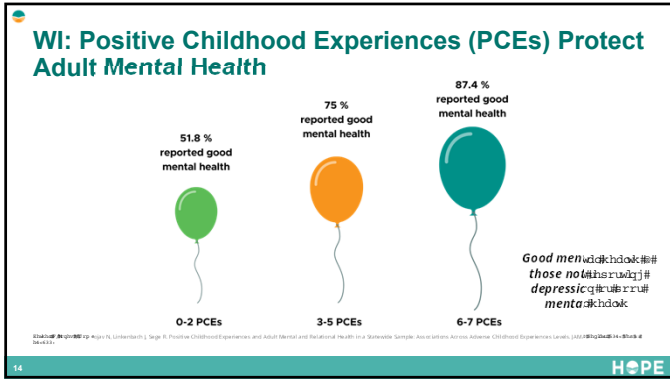
Sexual Orientation

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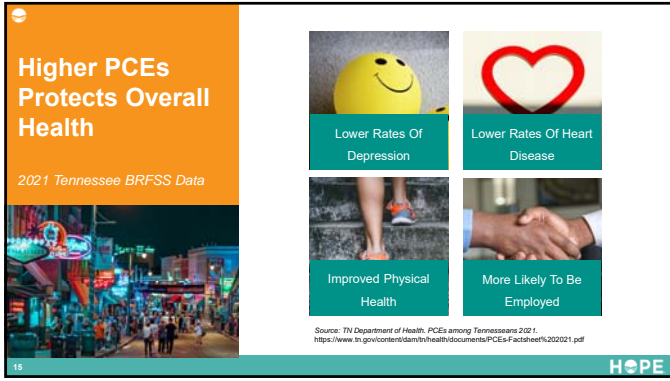
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Higher PCEs Associated With Lower Substance Use

2019 Montana BRFSS Data

- Less Cigarette Smoking
- Less Alcohol Consumption
- Lower Lifetime Odds Of Illicit Drug Use
- Lower Lifetime Odds Of ANY Substance Use

Grugensberger S, Kilmer Jr, Olson D, Linkenbach. An Associations Between Positive Childhood Experiences And Adult Smoking And Alcohol Use Behaviors In A Large statewide Sample. Journal Of Community Health. 2022 Nov 15; 1-9.

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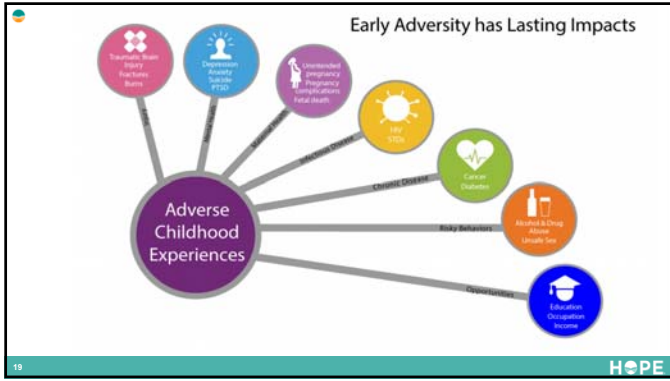
Adverse Childhood Experiences (ACEs)

The three types of ACEs include:

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
Physical	Physical	Mental Illness	Incarcerated Relative
Emotional	Emotional	Mother treated violently	Substance Abuse
Social		Divorce	

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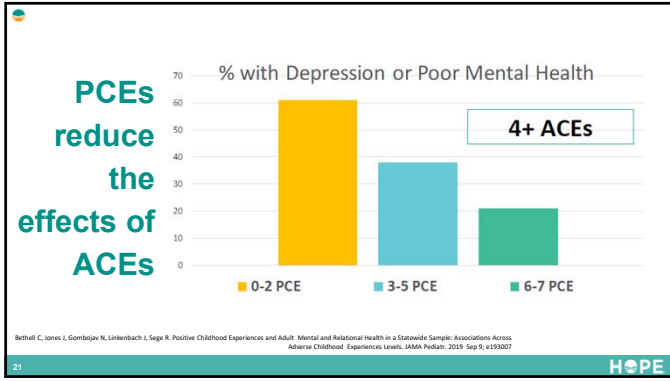
Do ACEs determine our fate?

Risk Factors are not Predictive Factors because of Protective Factors

National Academy of Medicine, 2009

Carl Bell, MD, 1948-2019 Chicago Child Psychiatrist

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5 Lessons From The Trauma-Informed Care Revolution

1. Children's brains respond to experience
2. Birth-3 and adolescence are sensitive stages
3. Therapeutic importance of childhood experiences
4. Most adults understand why childhood experience matters
5. People can heal, even after past trauma

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PCEs are the food, not the medicine.

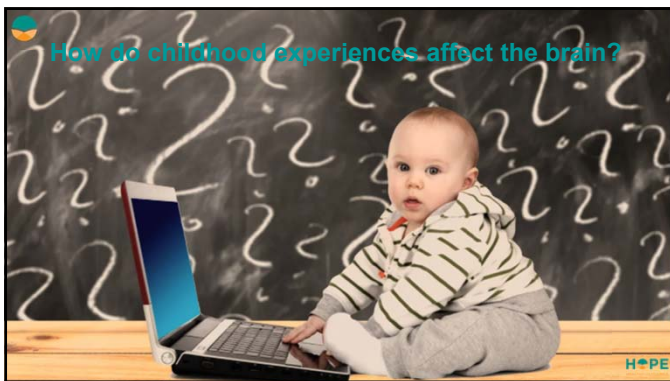
23 The Four Building Blocks of HOPE HOPE

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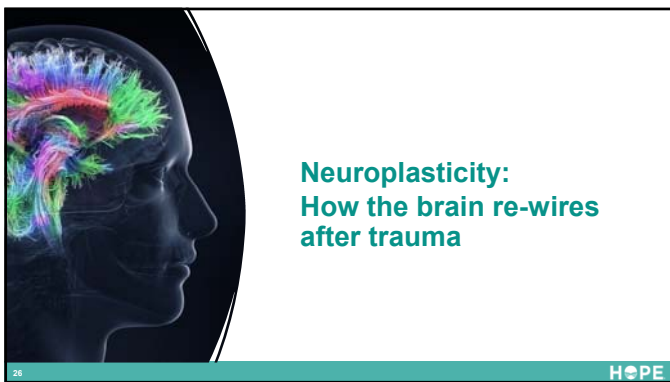
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Children's Brains Respond to Positive Experiences

Stroke




1. Nadelson AL, et al. (2014) Effects of post-traumatic growth on the neurobiological architecture of the brain. *Neuroscience Research*, 72(1-2): 1-10

2. Johnson et al. (2015) Brain Maps of Psychological Growth Following Adverse Experiences. *American Journal of Orthodontic and Facial Plastic Surgery*, 100(1): 10-18

3. Cornejo et al. (2018) Neurobiological and Psychological Mechanisms of Post-Traumatic Growth. *Frontiers in Psychology*, 9: 1-10

Literacy



4. Johnson, Elizabeth et al. (2015) Individualized Learning Adapted to Children's Skills. *Journal of Educational Psychology*, 107(2): 212-221

5. Thomas and Jordan et al. (2012) Reading Growth in 1st Grade. *Journal of Educational Psychology*, 104(1): 1-11

Post-Traumatic Growth





6. Nadelson, Nancy et al. (2014) Effects of post-traumatic growth on the neurobiological architecture of the brain. *Neuroscience Research*, 72(1-2): 1-10



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The Four Building Blocks of HOPE



RELATIONSHIPS



ENVIRONMENT



ENGAGEMENT




EMOTIONAL GROWTH




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The Relationships Building Block




Stable nurturing **relationships** with other children and adults through interpersonal activities.

- Family relationships – immediate and extended
- Peer relationships
- Adults who care about the child

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The Environment Building Block



Safe, equitable, stable environments for living, playing, learning at home and in school.


Physical:
Social Determinants of Health

Psychological:
Positive School Environment
Safe neighborhoods

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The Engagement Building Block




Social and civic engagement to develop a sense of belonging and connectedness.

Where does the child have a place where they belong and contribute?

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The Emotional Growth Building Block



Emotional growth through playing and interacting with peers for self-awareness and self regulation.

- Child-directed Play
- Access to Nature
- Mentoring and Peer Leadership

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PCEs are the food, not the medicine.



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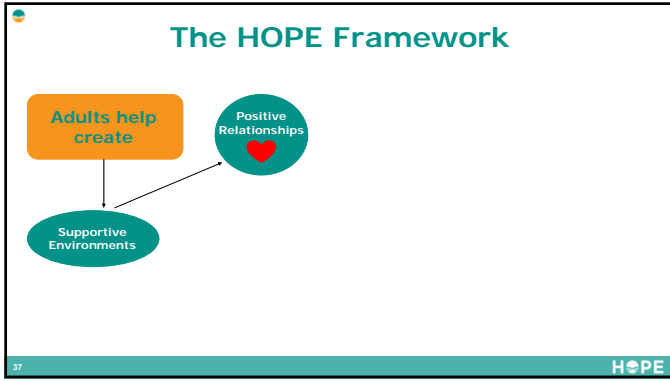
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The HOPE Framework

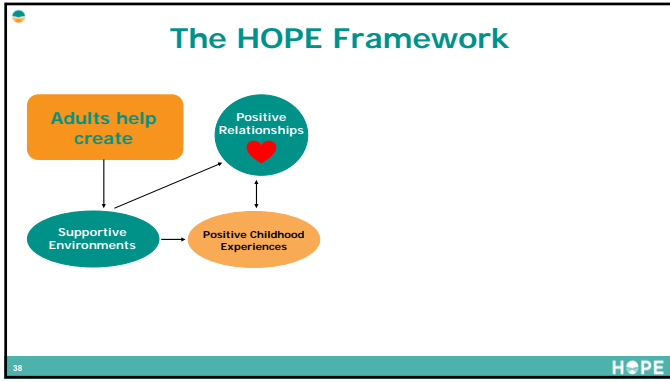


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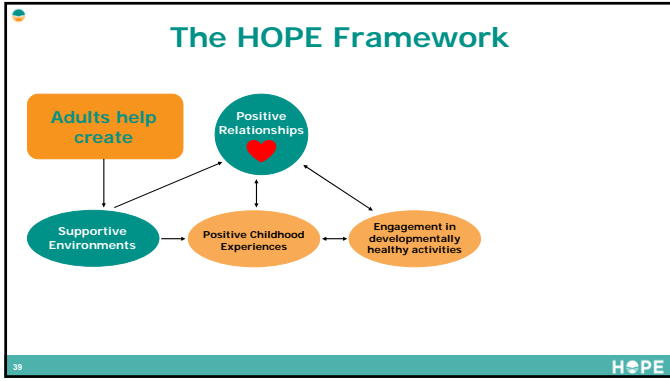
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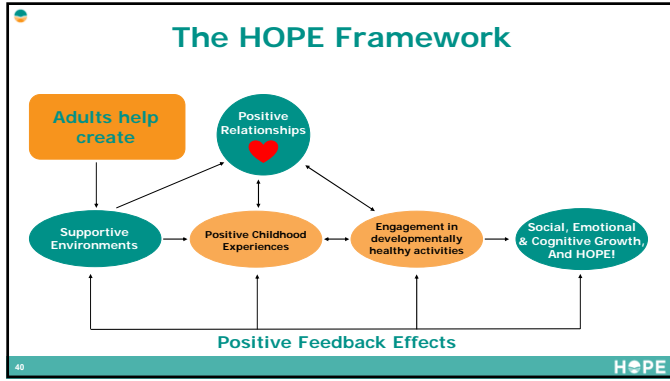
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PCEs in grade school

- Rapid cognitive and physical growth
- Peer RELATIONSHIPS grow in importance. Developing close friends *and* group affiliation
- An equitable ENVIRONMENT matches the growing sense of fairness. Children observe how adults treat each other.
- ENGAGEMENT of children in setting class rules leads to positive peer norms
- Successfully managing stress (think sports or spelling tests) sets the basis for self-confidence and EMOTIONAL GROWTH

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PCEs in high school

The second period of rapid brain growth – setting the foundation for emerging adulthood:

1. Teens establish their own safe and nurturing **RELATIONSHIP** as romantic / sexual interests begin.
2. Supportive **ENVIRONMENTS** allow risk –taking within boundaries.
3. Adolescents develop a sense of mattering / self-worth through **ENGAGEMENT**.
4. **EMOTIONAL GROWTH** – managing the transition from childhood to adulthood.

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PCEs in college

Continuity the period of rapid brain growth – setting the foundation for learning:

1. Safe and nurturing **RELATIONSHIPS** as adult relationships begin.
2. Social and natural **ENVIRONMENTS** allowing risky behavior without serious harm.
3. **ENGAGEMENT** with other people begins the process of civic engagement, involvement in healthy physical and spiritual activities for adult life.
4. **EMOTIONAL GROWTH** as emerging adults define their own paths to independence.

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**HOPE In Action:
Examples of
HOPE
Implementation**

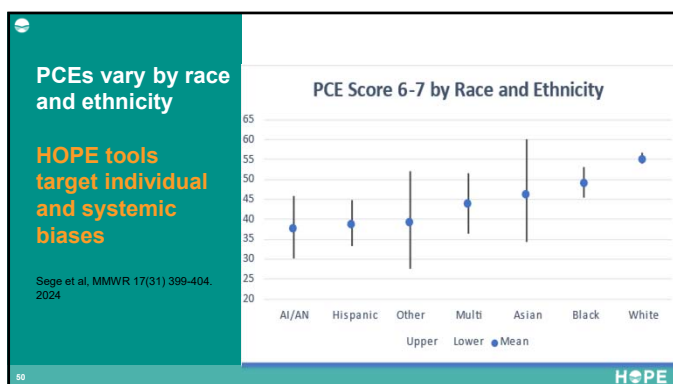
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Changing Practice Standards

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Type 1 Vs. Type 2 Thinking

Type 1 Thinking

- Fast, intuitive, unconscious thought
- Everyday activities
- Effortless
- Training and experience
- Implicit bias

Type 2 Thinking

- Slow, calculating, conscious
- Solving a problem
- Takes more effort!
- Something novel
- Perceiving variability
- Perspective taking

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Type 1 Vs. Type 2 Thinking

Implicit biases are imbedded in Type 1 thinking

Type 2 thinking can help us notice and navigate our biases

Unconscious, immediate reactions to difference

Slow, conscious strategies to mitigate bias

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Systemic racism hinders engagement: The HOPE approach to policy review

Start with the data:

- Identify disparities and uncover patterns and trends.
- Use patterns and trends to prioritize areas for action.

Engage the community:

- Partner with community members to understand the data
- Involve them in problem-solving.

Change Policy and Practice:

- Revise existing policies
- Develop new policies that promote equity
- Implement changes and monitor results

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HOPE Transformation to reduce bias

- Some policies and practices discourage engagement for some segments of the target population
- Can you think of examples? Here are some common ones:
 - Late policies affect people without cars
 - Discipline practices affect boys more than girls
 - Language access encourages inclusion
 - Pictures and photos can create inclusion
 - Hiring practices may emphasize "fit" or credentials more than skills

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So Now What?

HOPE provides many ways for individuals and organizations to engage with the framework and implement HOPE.

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5 LEVELS of Individual learning and certification



HOPE Resources Direct service providers and managers

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<https://positiveexperience.org/resources/>

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5 LEVELS of Individual learning and certification

Virtual Learning Hub Deeper dive via online courses. Many offer CEU and CME credit.

HOPE Resources Direct service providers and managers

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How to Get Involved: HOPE Virtual Learning Hub

Sign up for our Learning Hub and select your HOPE course.

Courses include:

- Introduction to HOPE
- HOPE for Substance Use Prevention
- HOPE and Home Visiting
- HOPE and Child Welfare

Coming soon:

- HOPE + Strengthening Families for Systems Impacted Families

Virtual Learning Hub

Learn more about our online courses!

HOPE offers a variety of online courses that are designed to provide you with the knowledge and skills you need to be successful in your role. Our courses are available in both English and Spanish. We offer a variety of course lengths, from 1 hour to 4 weeks. All courses are self-paced and can be completed at your own convenience.

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5 LEVELS of Individual learning and certification

Facilitators Certified facilitators learn to conduct introductory training

Virtual Learning Hub Deeper dive via online courses. Many offer CEU and CME credit.

HOPE Resources Direct service providers and managers

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5 LEVELS of Individual learning and certification

Champions	HOPE Champions facilitate organizational change
Facilitators	Certified facilitators learn to conduct introductory training
Virtual Learning Hub	Deeper dive via online courses. Many offer CEU and CME credit
HOPE Resources	Direct service providers and managers

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5 LEVELS of Individual learning and certification

Organizational Certification	Champions help organizations become HOPE-informed
Champions	HOPE Champions facilitate organizational change
Facilitators	Certified facilitators learn to conduct introductory training
Virtual Learning Hub	Deeper dive via online courses. Many offer CEU and CME credit
HOPE Resources	Direct service providers and managers

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The HOPE Transformation

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**Celebrating Success:
We are Building a Movement to Transform Care**

2019
HOPE Resources

2020
HOPE TTA

2021
HOPE Networks

2023
HOPE Certification

2024: Over 50,000 Providers reached by staff and over 300 certified Facilitators!

64 Call to Action HOPE

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Evaluation Link: <https://forms.gle/8KALTvvYWnB5qWT76>

E M A I L : HOPE@tuftsmc.org W E B S I T E : positiveexperience.org
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