HOPE: A GLOBAL IMPERATIVE

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HOPE AS AN INDEPENDENT VARIABLE
• Nobel prize-winning economist James Heckman argues that beyond academic knowledge, non-cognitive factors are critical for later life outcomes, including success in the labor market

• Non-cognitive factors – sets of behaviors, skills, attitudes, and strategies that are crucial to students’ academic performance and adjustment

• There are decades of research on the myriad factors tied to academic and job market success, but we don’t know how all of these factors fit together
THE OPPORTUNITY

**HOPE** predicts academic outcomes, including GPA

positively correlated with adjustment

positively correlated with economic success
• Differentiate Hope from **EXPECTATION, RESILIENCE, OPTIMISM, and AGENCY**

• Understanding Hope not only with individuals impacted by adversity but in the “normal” population

• Understand how Hope develops as an individual

• How can Hope be measured
ERICKSON
Believed Hope is made possible through the development of trust

MRAZEK & MRAZEK
See Hope as an orientation to life that permeates personal characteristics and aids in fostering resilience

A sense of moral and social order embodied in key cultural values

A positive motivational state directing perseverance towards goals and pathways
OUTCOMES

• Survival advantages
• Placebo effect
• Delay of death
• Improved immune system
• Active coping: High Hope individuals bounce back from distress (Snyder)
• Positive future orientation
• Amelioration of the negative impact of poverty
NO ONE GIVES HOPE BUT RATHER ONE CAN CREATE A CONVERSATIONAL SPACE FOR HOPE TO ARISE
HAVING AN EXPECTATION THAT IS BOTH DESIRED AND POSSIBLE
SUMMARY OF CONSTRUCTS

• Futuristic
• Motivating
• Self-sustaining
• Malleable
• Pervasive
• Action or goal oriented
• Necessary to life
• Expectancy
HOPE IS NOT EQUIVALENT TO THE EXPECTATION OF A FAVORABLE OUTCOME

WHEREAS OPTIMISM IS
IT IS LIKELY THAT RESILIENCE IS AN OUTCOME OF HAVING HOPE
• The foundation for Hope levels begins to form in early childhood. This highlights importance of shaping Hope in young children (Snyder).

• Individual asset of Hope is correlated with health and educational outcomes (Martin).

• Assessment: There are many Hope scales
The Children's Hope Scale

**Directions:** The six sentences below describe how children think about themselves and how they do things in general. Read each sentence carefully. For each sentence, please think about how you are in most situations. Place a check inside the circle that describes YOU the best. For example, place a check (✓) in the circle (O) below “None of the time,” if this describes you. Or, if you are this way “All of the time,” check this circle. Please answer every question by putting a check in one of the circles. There are no right or wrong answers.

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<td>I think I am doing pretty well.</td>
<td>O</td>
<td>O</td>
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<td>I can think of many ways to get the things in life that are most important to me.</td>
<td>O</td>
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<td>I am doing just as well as other kids my age.</td>
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<td>O</td>
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<td>When I have a problem, I can come up with a way to solve it.</td>
<td>O</td>
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<td>I think the things I have done in the past will help me in the future.</td>
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<td>Even when others want to quit, I know that I can find a way to solve a problem.</td>
<td>O</td>
<td>O</td>
<td>O</td>
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**Notes:** When administered to children, this scale is not labeled “The Children’s Hope Scale,” but is called “Questions About Your Goals.” The total Children’s Hope Scale score is achieved by adding the responses to the six items. None of the time = 1 A little of the time = 2 Some of the time = 3 A lot of the time = 4 Most of the time = 5 All of the time = 6.

The three odd-numbered items tap agency; the three even-numbered items tap pathways.

OBSERVATIONS

• Positive coping with cancer treatment

• **Trauma survivors recovery:**
  “Fuels energies to rebuild lives.”

• **Suicide:**
  Youth perspective... having choices, a dream

• Theologically Hope seen to allow an escape from despair

• Erikson and others propose that Hope is the most fundamental experience one can have as a human being and that it begins to be formed early in life
The challenge has been in operationalizing the concept of hope and moving beyond seeing it as a belief or simple optimism. 

Hopeful Minds has addressed this challenge.
About iFred:

Mission: The mission of International Foundation for Research and Education on Depression (iFred) is to shine a positive light on depression and eliminate the stigma associated with the disease through prevention, research and education. Its goal is to ensure 100% of the 350 million people affected by depression seek and receive treatment.

- Established in 2004, based on stigma / negative branding of mental health globally.
- Raised funding through the first national cause marketing campaign for depression with products at Lowe’s Home Improvement.
- Primary projects including Artworks for Hope, Gardens for Hope, Fields for Hope, and Hopeful Minds.
Suicide is now the leading cause of death, globally, for teen girls. (WHO, 2012)

In the US, 36% of adolescent girls in the US are depressed before graduating high school.

1 out of 9 students are self-reporting suicide attempts before graduating high school, with 40% of them in grade school. (Journal of Adolescent Health, 2009)

The opposite of Hopelessness? HOPE

Research suggests Hope is a teachable SKILL (Rand and Cheavens, 2008). It suggests that higher hope corresponds to

- greater emotional and psychological well-being,
- greater academic performance
- enhanced personal relationships (Snyder, 2005).

Hope can be taught (Cheavens, 2008), and the greater the hope, the greater the level of well-being (Scioli, 2009).
• Positive results for comprehension of materials, and knew they liked the program.
• We needed more rigorous research and evidence to expand it.
• Northern Ireland has now built on that research. We added 2 new lessons, and need to strengthen the evidence with control groups, economic impact modeling (possibly), new models of dissemination, and a way to measure academic performance.
• Through a country wide program, and rigorous research, we may create the first evidence-based program in the world to teach children hope.
It is scalable

It is adaptable for age ranges, cultures, and economic background

It can be used universally: we don’t need to single anyone out to teach hope. All must learn. *Hopelessness does not discriminate.*

It is cost-effective with a low cost to entry

It focuses on prevention

It makes human and financial sense. According to the World Health Organization, for every $1 invested, we get $4 back for intervention. What might that look like for prevention?
Lesson content was developed based on leading research on hope conducted by Dr. Guy Winch, Dr. Shane Lopez, Dr. Anthony Scioli, CR Snyder and others, along with the Social and Emotional Learning Standards successfully implemented around the nation through CASEL.

Each lesson plan contains objectives, critical thinking questions, discussion points, hands-on activities and stories to enhance student comprehension.

Supplemental projects, critical resources on depression and parent & teacher resources are available.

All lessons are online, and free for all. Templates are provided for those that want to translate to other languages or adapt stories for other cultures.
Lesson 1: What is HOPE?
Students discuss and create their own definition of hope. They also define what hope means to them, and what supports their hopeful state.

Lesson 2: Why is HOPE important?
Discussion on the meaning of success and how hope ties into living a fulfilling life. Success is the journey and how you treat yourself and others along the way, along with how you feel. It is not the destination.

Lesson 3: The Brain and HOPE
Learning about brain biology and the connection between our thoughts, feelings, and actions/reactions.

Lesson 4: Creating a Hopeful Mindset
Learning and practicing a multitude of self-regulation techniques such as meditation, visualization, and journaling. Children also learn, discuss, and practice the importance of gratitude.

Lesson 5: Having a HOPEful Purpose
Connecting passion and purpose.

Lesson 6: HOPEful Goals and Pathways
Goals will be identified with a specific action plan set to work toward those SMART goals. Emphasis will be placed on enjoying the process, achievements, and learning that will take place along the way (as opposed to destination).
Lesson 7: Rediscovering HOPE
Introduction / Review on Hope

Lesson 8: A HOPEful Approach to Change
The importance of anticipating obstacles along our path and creating a plan to overcome those challenges.

Lesson 9: Finding HOPE from Failure
Just because a person fails at something, doesn’t mean THEY are a failure. A failure indicates a flaw in the process, not person. A lesson to distinguish.

Lesson 10: From Rumination to Hope
Playing a negative scenario over and over in the mind is not just disinteresting, it is damaging. Learn how to use the hope tools to ‘change the channel’ in your mind.

Lesson 11: Creating a Hope Network
Exploration of hopelessness, and using our hope tools when life brings unexpected events. Also identifying a person (s) and network of support when a child is unable to find hope. We must all have at least one person.

Lesson 12: Giving HOPE
Students will learn the importance of helping others and giving back and how it relates to their own state of remaining hopeful.
OUTCOMES FOR THE PRIMARY SCHOOL CHILDREN

Using paired samples t test (comparing time 1 and time 2), the children’s scores on the:

• The Hopelessness Scale for Children (HSC) \( \text{(hopelessness reduced significantly)} \)

• How I feel Questionnaire \( \text{(measures emotional regulation which improved significantly)} \)

• Spence Generalised Anxiety Measure for children \( \text{(anxiety levels reduced significantly)} \)

Indicated Statistically significant improvements between the mean scores of pre-test and post-test data \( (p<0.05) \)
Northern Irish Pilot: Themes identified across 50 pupils who were interviewed

Phase 2 Qualitative Study: Findings with discussion
Teachers like the program overall. We did find it to be very effective. We have had kids make connections between the Hope lessons and lessons in class. There have been a lot of great conversations over the past month or so. Our students were engaged in the lessons, which is a huge plus. We would all love to teach it again.

– Woodland Intermediate School 5th Grade Team

“The hope lessons have allowed students to understand and use positive thinking and realize they can foster hope within themselves.”

– Brittany Klein, 5th Grade Teacher

I enjoyed teaching the lessons, as I think that our students aren’t really in touch with their emotions. I believe that this project created a safe place for my students to express their thoughts and feelings.”

– April Cooksey, 5th Grade Teacher
Students love it!

“I really liked it because I learned more about hope, how to meditate, and it was super fun.”

“I think this is useful and good to know”

“I learned how to be calm”

“I think this is helping us become more successful.”

“I liked it because it tells us what hope means to a person”

“I like how we had to meditate. It was hopeful and much needed. Very helpful. I love it!”

“The following written statements are from students of Oakland Elementary School in Antioch, Illinois.”
7 CUPS: A Peer to Peer Support App

EARN YOUR HOPE BADGE:

Research & Impact of 7 Cups Since August 2013:

- 714,171,813 messages sent
- 25,023,585 people helped
- 232,144 listeners, in 189 countries, using 140 languages
- 90% of people feel better after talking to listeners
- 97% people view their listener positively
- 80% people believe listeners can help people with mental health issues
- 81% users consider 7 Cups as a helpful service
EARN YOUR HOPE BADGE:

- Download 7 Cups
- Visit https://www.7cups.com/hope-training/
- Go through the training (12 lessons), take the quiz, and pass.
- Get the Hope Badge added to your listener profile.
• Create a Hope Bot to reinforce learning
• Modify curriculum for different age ranges – can be taught all levels
• Create a Hope app and potentially gamify Hope
• Have elderly adults & college students teach young people
• Bring the Curriculum to your different communities:
  • Schools, Health Systems, After School Programs, Boys & Girls Clubs, YMCA, United Way, Nonprofit organizations, Offices, Churches, and more.
• Additional cause Marketing campaigns for hope
“Once you choose hope, anything’s possible”
- Christopher Reeve

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