



HOPE in Practice

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HOPE[®]

HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES

TuftsMedicine
Tufts Medical Center

THE **JIB** FOUNDATION



HOPE[®]

HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES

Strengths-based, Child-centered, Family-led
innovating around
promoting access to the
Four Building Blocks



The Spirit of HOPE

All of experiences create us as the people we are

The HOPE framework **builds** on ACEs and Trauma-informed care by adding the positive

HOPE-informed **care** identifies, honors and promotes sources of strength and stamina



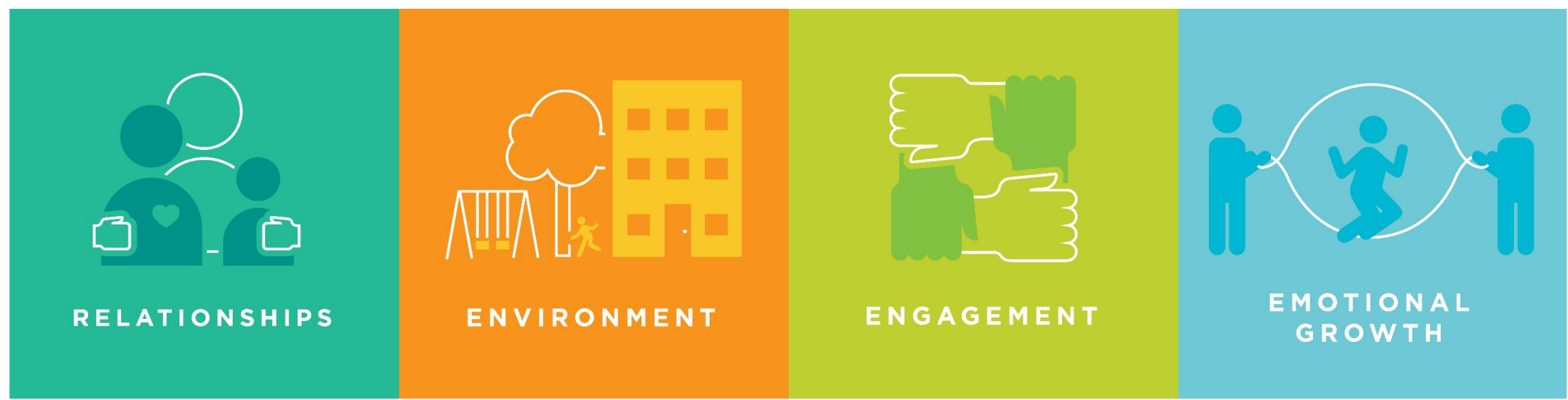


Key Messages

1. Identify positive experiences and strengths
2. Ask about social determinants of health
3. Assess how positive screens may be affecting the child's current health
4. Explore collaborative problem-solving to address challenges

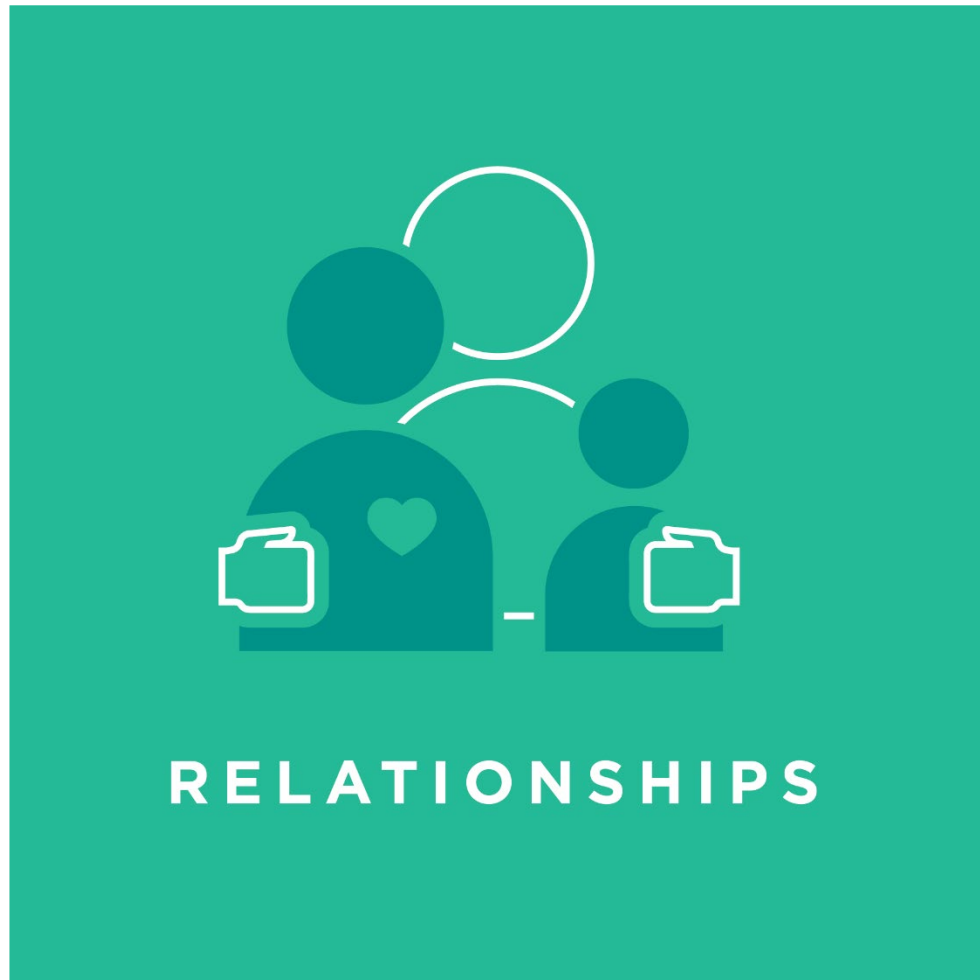


The Four Building Blocks of HOPE



Robert D. Sege, Charlyn Harper Browne. 2017. Responding to ACEs With HOPE: Healthy Outcomes From Positive Experiences. Academic Pediatrics, 17:7 pS79-S85.

The Relationships Building Block



Stable nurturing **relationships** with other children and adults

Standard Practice

- Screen for intimate partner violence
- Screen of parental mental health (post partum depression)

HOPE Informed Practice

- Early relational health
- Who helps you with parenting?
- Tell me about a time when things went well for you)

Sege and Browne. Responding to ACEs with HOPE: Health Outcomes from Positive Experiences. Academic Pediatrics 2017; 17:S79-S85

The Environment Building Block



Safe, equitable, stable **environments** for living, playing, and learning

Standard Practice

- Housing stability and quality
- Intimate partner violence

HOPE Informed Practice

- Positive school environment
- Recreational opportunities
- Family check-ins
- Parenting support

Sege and Browne. Responding to ACEs with HOPE: Health Outcomes from Positive Experiences. Academic Pediatrics 2017; 17:S79-S85



The Engagement Building Block



Social and civic **engagement** develops a sense of mattering

Standard Practice

- Asking about after school and summer activities

HOPE Informed Practice

- Family members for support and engagement
- Engagement in family and community
- Explaining the importance how children learn that they matter

Sege and Browne. Responding to ACEs with HOPE: Health Outcomes from Positive Experiences. Academic Pediatrics 2017; 17:S79-S85

The Emotional Growth Building Block



Emotional growth through play, nature, and spirituality

Standard Practice

- Screening: ASQ-SE
- Trauma-informed MH care

HOPE Informed Practice

- Access to safe playgrounds
- Child-centered play
- Green spaces
- Cultural and spiritual practices

Sege and Browne. Responding to ACEs with HOPE: Health Outcomes from Positive Experiences. *Academic Pediatrics* 2017; 17:S79-S85

HOPE: Healthy Outcomes from Positive Experiences

All people need:

- Nurturing and supportive relationships
- Safe, stable, protective, and equitable environments to live, learn, and play
- To be part of something bigger than themselves
- To continue to grow socially and emotionally





Multigenerational Approach





Moments of HOPE

**Moments
of HOPE
can
occur:**

In each encounter

During intake and assessments

When sharing referrals or community resources

When creating or revising policies

When designing programming



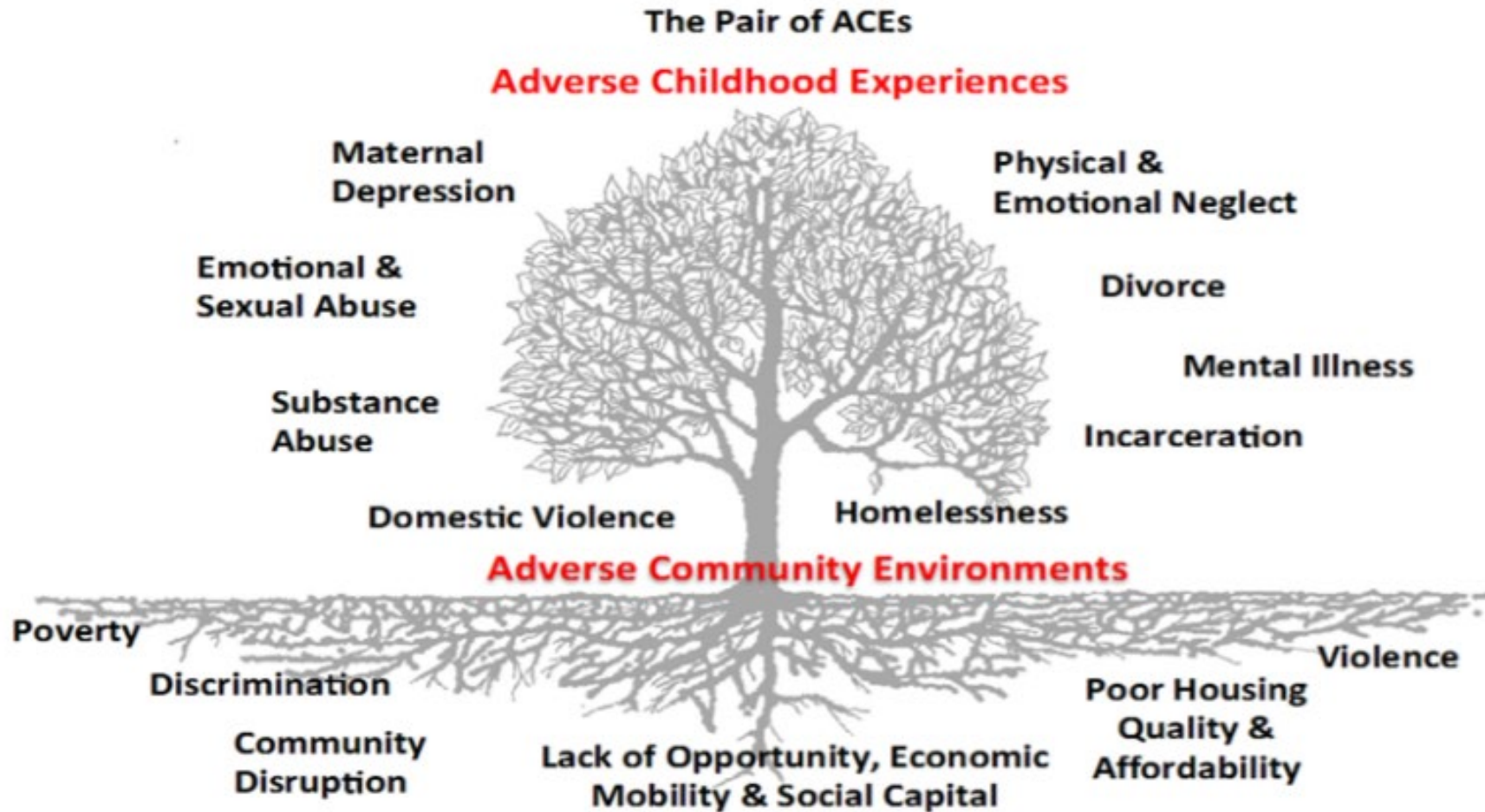
Promoting Equitable Access to the Building Blocks





Anti-Bias and Anti-Racism

Adverse Community Environments are the Root Causes of ACEs



Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. *Academic Pediatrics*. 17 (2017) pp. S86-S93. DOI information: 10.1016/j.acap.2016.12.011

Anti-Racism



“One either believes problems are rooted in groups of people, as a racist, or locates the roots of problems in power and policies, as an antiracist. One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an antiracist.”

- Kendi Ibram



ANTI-RACISM STATEMENT

... as an individual with essential human dignity. The HOPE Framework recognizes that positive childhood experiences (PCEs) ...
... their adults. Research data have shown that adults who remember PCEs have better lifelong mental health. PCEs protect child ...
... childhood experiences (ACEs). This means that ACEs do not need to define a child's life or determine their fate.

... society still struggles with the lasting effects of hundreds of years of racism. Race is a social construct, and racism distributes ...
... certain groups based on their race. Racism can lead to barriers that make it challenging for children and families to have these

... make it harder for providers to identify and understand how families provide the love and support that their children need ...
... HOPE-informed care seeks to help service providers show empathy by identifying, honoring, and promoting these family

... s of HOPE describe broad types of experiences that children need and leaves it to families and communities to decide on spe ...
... focus on HOPE and Positive Childhood Experiences brings to light the love, family, and community support that allow many t ...
... of racism. At the same time, the HOPE framework supports advocacy to ensure that every child has equitable access to the ...
... ess of their race.

... of cultural humility allows the HOPE Framework to continue to improve and build on our evolving understanding of racism an

HOPE HEALTHY OUTCOMES FROM POSITIVE EXPERIENCES

as an Anti-Racism Framework in Action



The Four Building Blocks of HOPE—supportive relationships, safe, equitable, and stable environments, social and civic engagement, and emotional growth—can be incorporated into decision making at every level and in every sector to ensure that all children, including children of color, have what they need to thrive.

Access to the Four Building Blocks is often disrupted by systemic racism, historical trauma, and adverse childhood experiences. HOPE-informed agencies can partner with their communities, and together identify existing resources to promote HOPE and identify unmet needs. Working together, HOPE and our partners seek to ensure that every family and child can have those key experiences that promote resiliency.

Racism is harmful to all of us. Anti-racism frameworks intentionally upend racist policies and practice in an effort to combat White supremacy. As author and anti-racism activist Ibram X. Kendi describes it, a racist policy is "any measure that produces or

Anti-Racism and HOPE



Cultural and Linguistic Appropriateness

HOPE-informed practices seek to provide culturally and linguistically appropriate services





Family Engagement and Youth Involvement



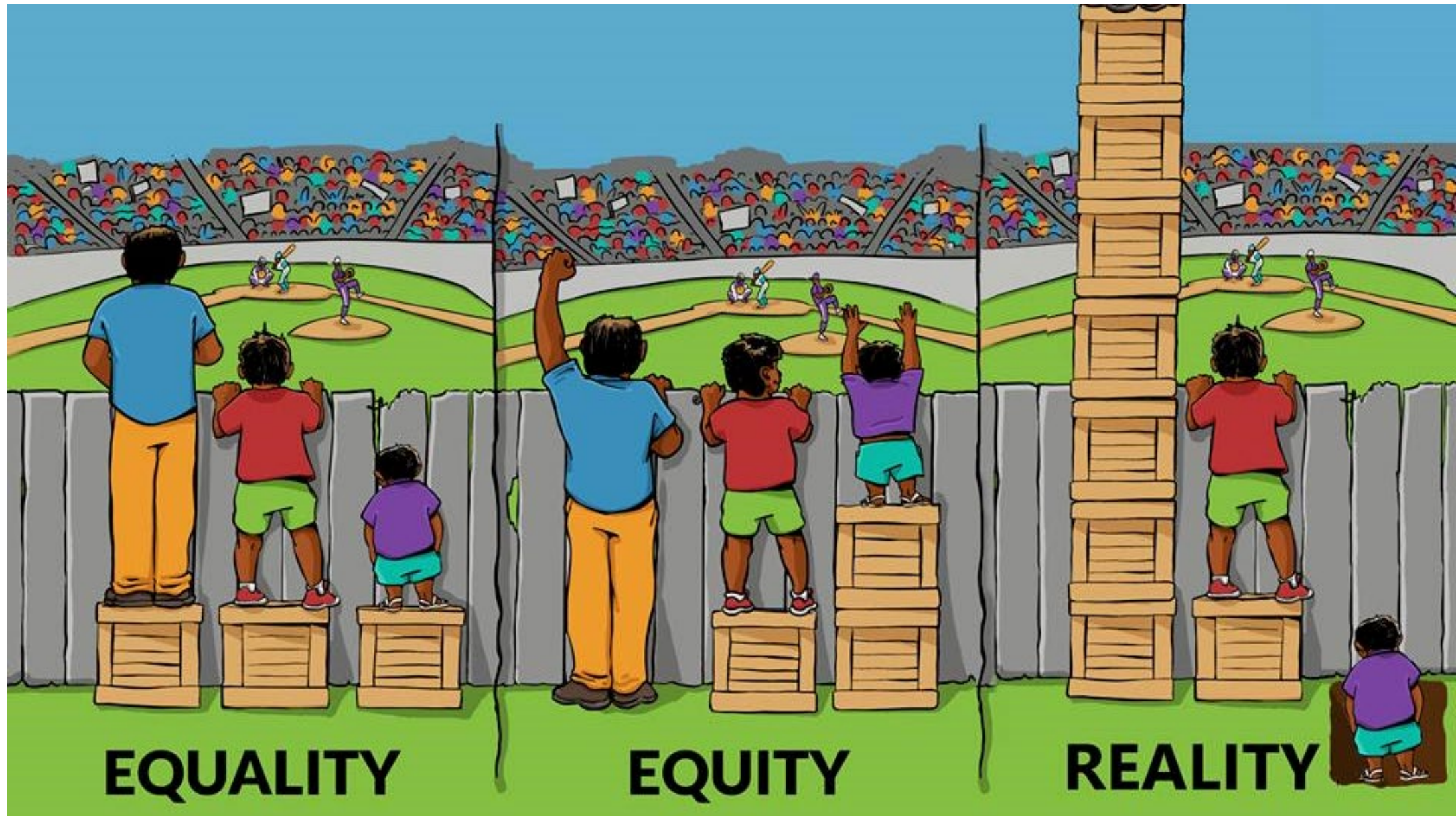
Family Engagement



- Primary and meaningful role in all decision-making
- Improving outcomes for all youth and families
- At the system level and at the service level.



HOPE for Equity Advancement



Where would you look to better understand the disparities in access to care or disparities in outcomes?





Access to the Building Blocks

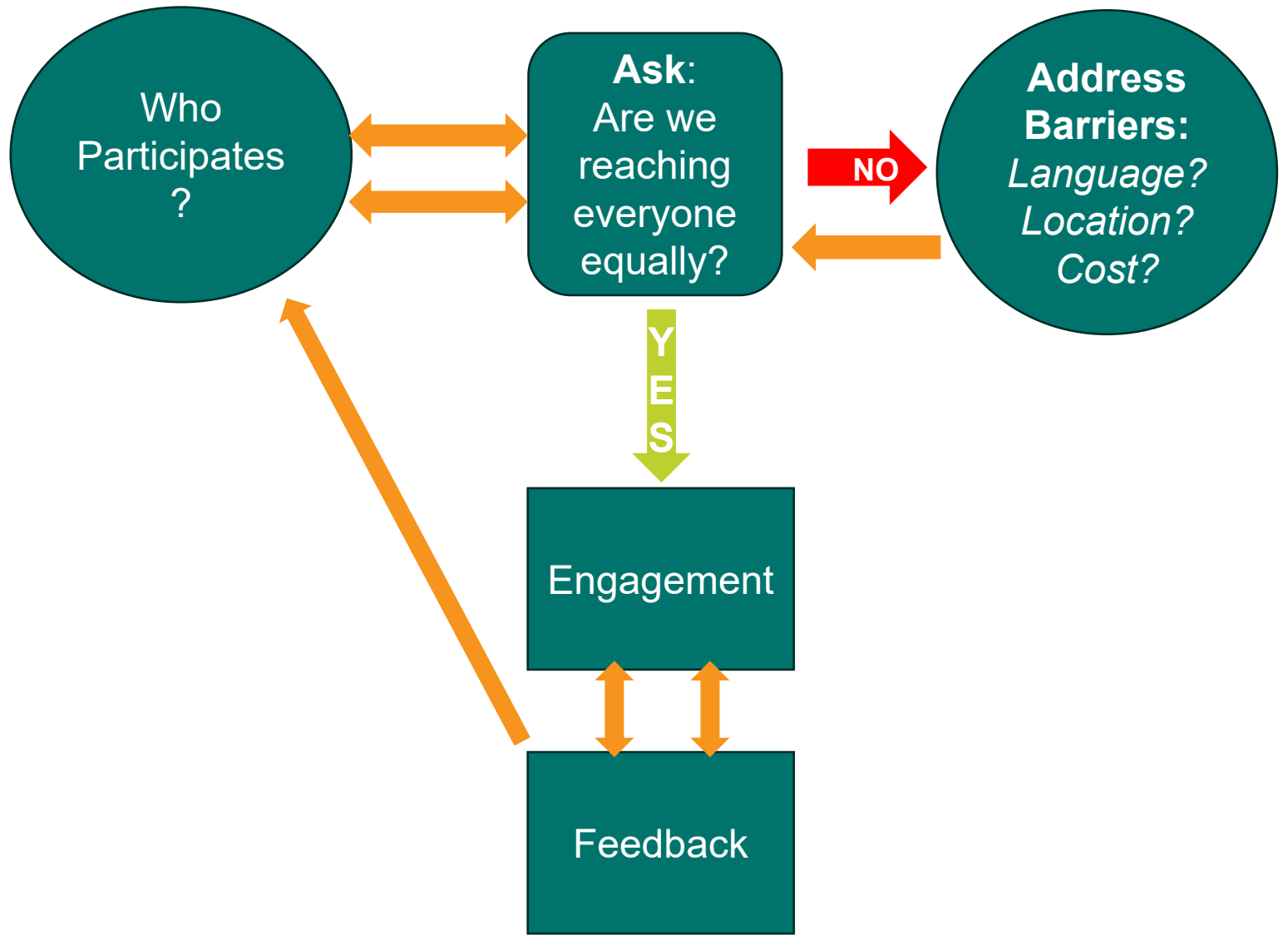
Disparities in
who is showing
up to services

Disparities in
service
outcomes



Imagine:

Community with 25% of Spanish-speaking residents





Putting HOPE into Practice

- Individual participant encounters
- Organizational policy review



Goals of HOPEful TA



Help staff promote access to the four building blocks of HOPE



Formalize opportunities to identify, honor and promote positive experiences



Build in feedback loops with staff and community



Forms

The forms an organization uses to carry-out family interactions set the tone and define organizational priorities.



Forms

Some can be changed

Some can't.

Individuation in HOPE-informed practice

- Resources offered reflect family needs as *they see themselves*
- Relies on active communication and interaction in:
 - policy development,
 - form development,
 - procedures, and
 - service planning
- Services are relevant and welcoming for the community



Family Voice in HOPE-Informed Goal Setting

- Develop policies and resources that meet local needs and preferences
- Offer resources based on family needs *as they see themselves*
- Refer to formal and informal services are relevant and welcoming for the individual family



Photo from South Carolina Home Visiting

Simulated Encounter

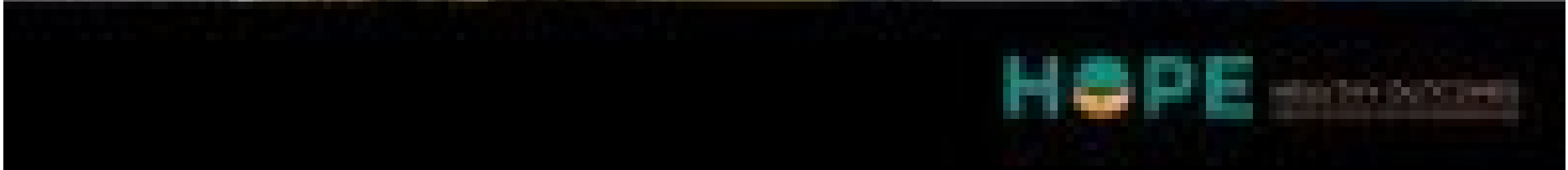


Without a HOPE-informed approach



Home Visiting without HOPE

Home Visitor Scenario Without HOPE



Simulated Encounter



Watch out for the Building Blocks!

With a HOPE-informed approach



Home Visiting with HOPE

Home Visitor Scenario With HOPE



Creating HOPE-Informed Intakes

HOPE and Intake Forms

What makes an intake or form HOPE-informed?

What makes the *delivery* of an intake or form HOPE-informed?



Group Conversation

What is the intake experience feel to a new participant / client / patient?

How can your organization's initial encounter become more HOPE-informed?



How to Assess PCEs

- Two checklists - PCE and BCE
- Building blocks for health (ask parents and kids to fill in the building blocks)
- TRIADS:
 - “What helps you the most when you are feeling down?”
 - “What makes you feel good?”
 - “What do you like to do?”

Building Blocks for Health

These four building blocks are important factors in growing up healthy. Share what's working & your provider will brainstorm with you for solutions to anything that not working.

Engagement:

What is one thing you like to do as a family outside the home?
Where do you feel most connected to others?

Environment:

Describe a place you love to go or play. Where is your safe space?

Relationships:

What do you like to do at home with your family? Who is someone outside your family that really cares about you?

Emotional Health:

What feelings do you talk about at home? Who can you talk about feelings with? How can you take care of yourself when you have big feelings?

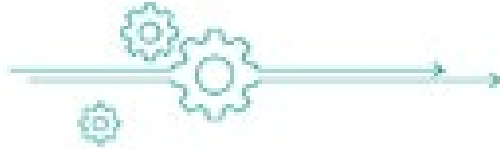
<https://cthc.ucsf.edu/triads/what-is-triads/>

<https://positiveexperience.org/resource/four-ways-to-assess-positive-childhood-experiences/>



Equitable Policies

Are organizational policies HOPE-informed?



HOPE-Informed Checklist for Decision Making

This simple checklist will walk you through assessing if the decision you are making, policy you are creating, or tool you are considering is HOPE-informed. As you consider moving forward, ask yourself if your decision, policy, or tool does the following things.

- Identifies, celebrates and honors strengths and resilience
- Supports access to the 4 Building Blocks of HOPE (relationships, environments, engagement, and emotional growth)
- Reflects practice that promotes empathy, recognizes common goals, and understands that individuals are doing the best they can
- Incorporates community feedback into robust continuous quality improvement
- Has clear mechanisms to identify and address systems failures that result in inequities

Equally as important, you will want to screen your decision/policy/tool to ensure that it does NOT check any of the following boxes.

- Exclusive focus on identifying problems and referring to services
- Creates an "us" and "them" dynamic in association with services
- Inadvertently perpetuates labeling, stigma, or bias

Resource

HOPE-Informed Checklist for Decision Making



Systematic Policy Review Ensures:

- Active Promotion of access to the Four Building Blocks,
- Celebration of strengths, and
- Noticing of inequities





HOPEful Screening and Assessment





Screenings and Assessments

- Why do you do screenings or assessments?
- How does it change your work with families?
- What are your goals in asking the question?



HOPE- Informed Screenings and Assessments

Preparing


- Provide information about screening
 - Explain the screener and the kinds of questions you will be asking
 - Explain why you are conducting the screening
 - Remind family that this is optional
- Schedule for a time in the future when parent can feel prepared to discuss



HOPE- informed Screenings and Assessments

Conducting the Screener

- Briefly review power of the brain to change
- Review science of Positive Childhood Experiences and the power to offset health outcomes
- Create a safe space to share, acknowledging that parent should not feel obligated to go into detail
- Conduct screener or assessment



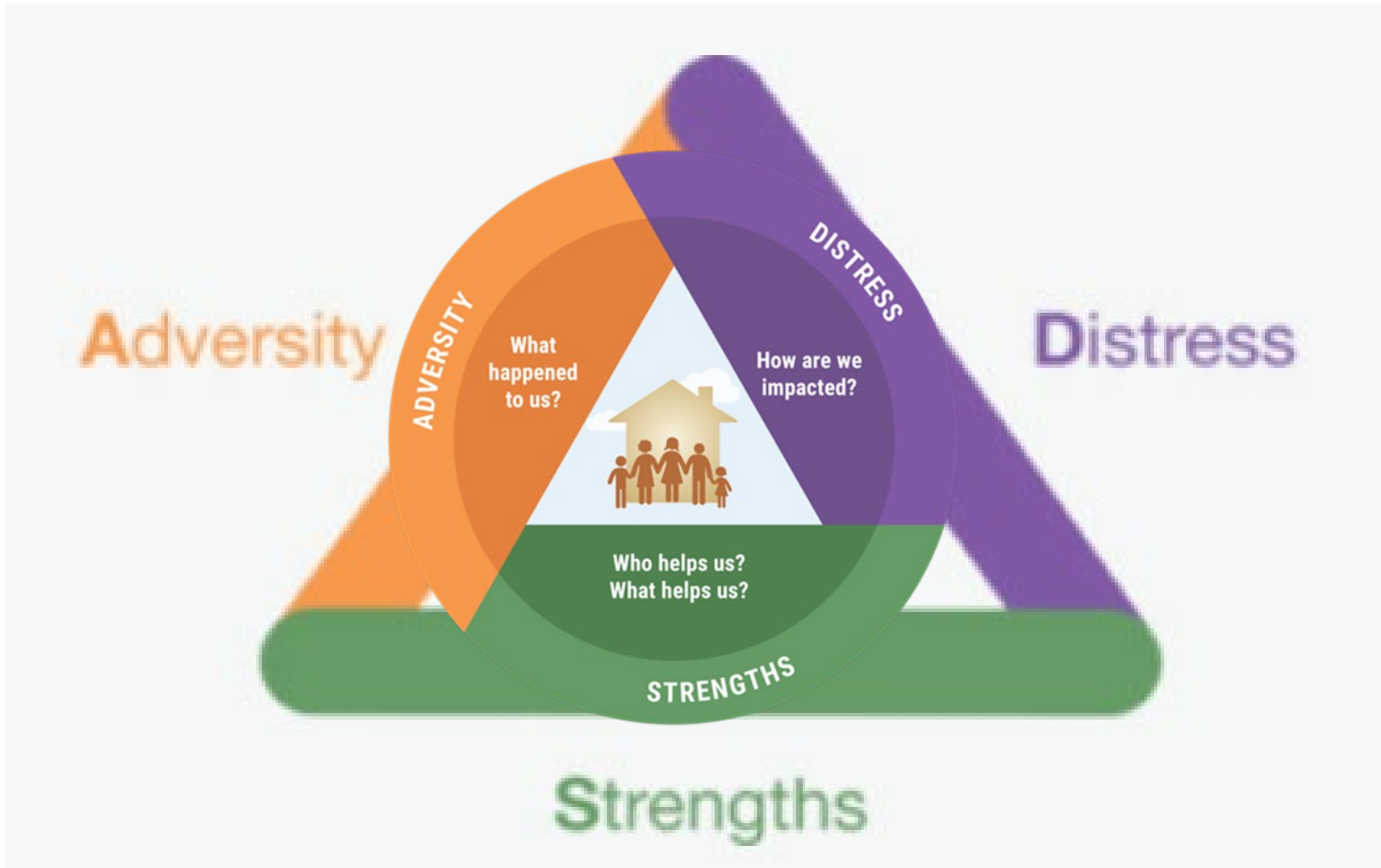
HOPE- informed Screenings and Assessments

After the Screener

- Review PCEs that you have witnessed in the family
- Celebrate with the parent the work they are already doing to create resilience and health for their children
- Ask parent if they are interested in brainstorming more ways to create PCEs for children
- Close with positive, HOPEful messaging

HOPEful Case Conferencing





HOPEful Case Conferencing



Case Summary

HOPE Builds on Trauma-Informed Care

Adversity

Distress

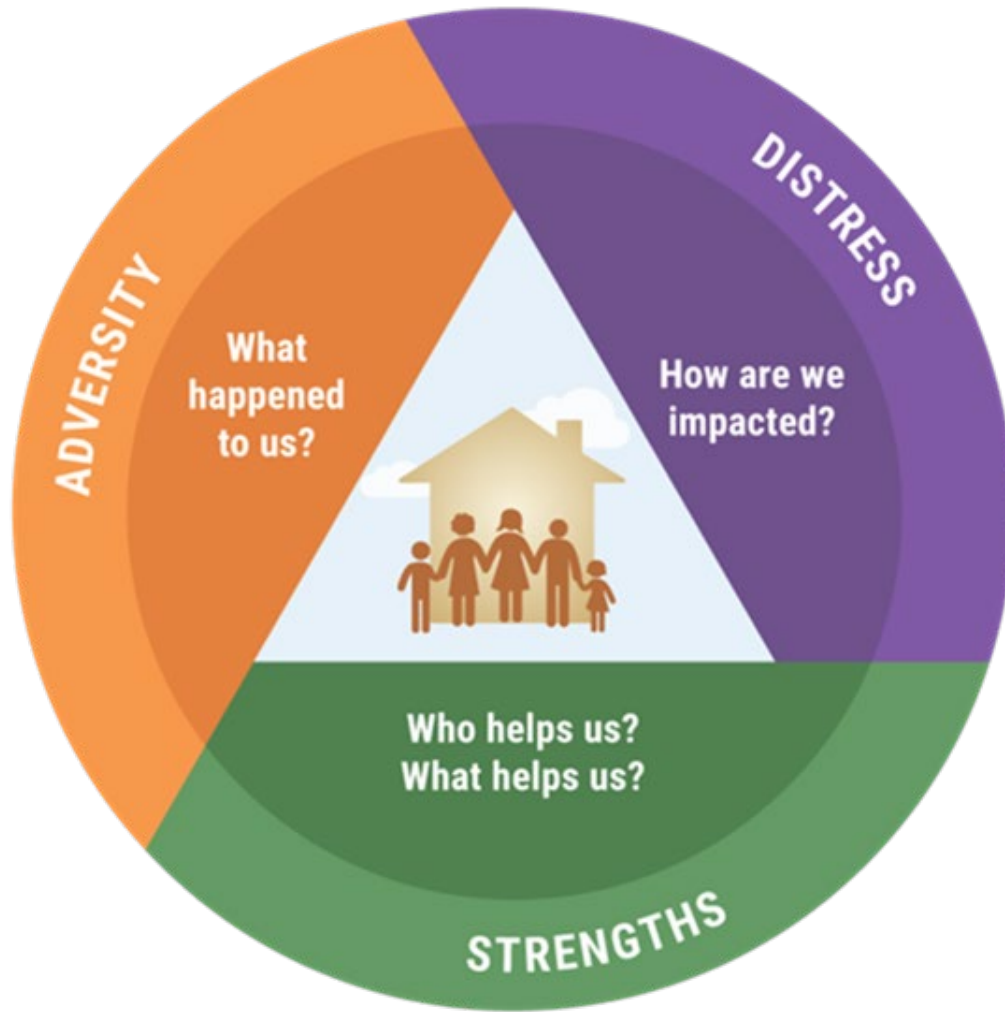
Strength



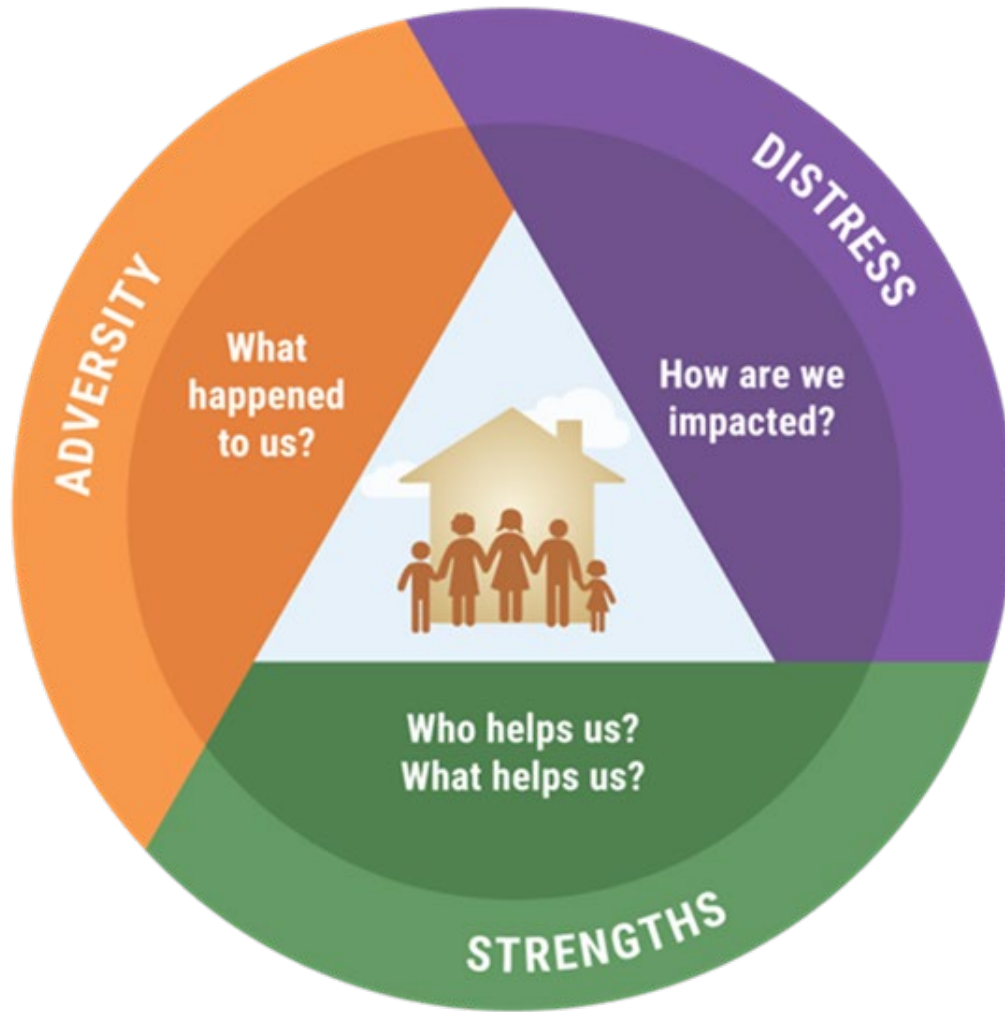
HOPE Case Discussion

Tara is a 15-year-old in an adolescent intensive outpatient program for her drinking. She was referred to the program after repeatedly showing up to school drunk after lunch.

There has been known DV in her home since she was 11. Her father drinks, which tends to be when he is violent. Tara has been in and out of emergency foster care since she was a toddler due to parental substance use.



Using TRIADS to Understand and Support Tara

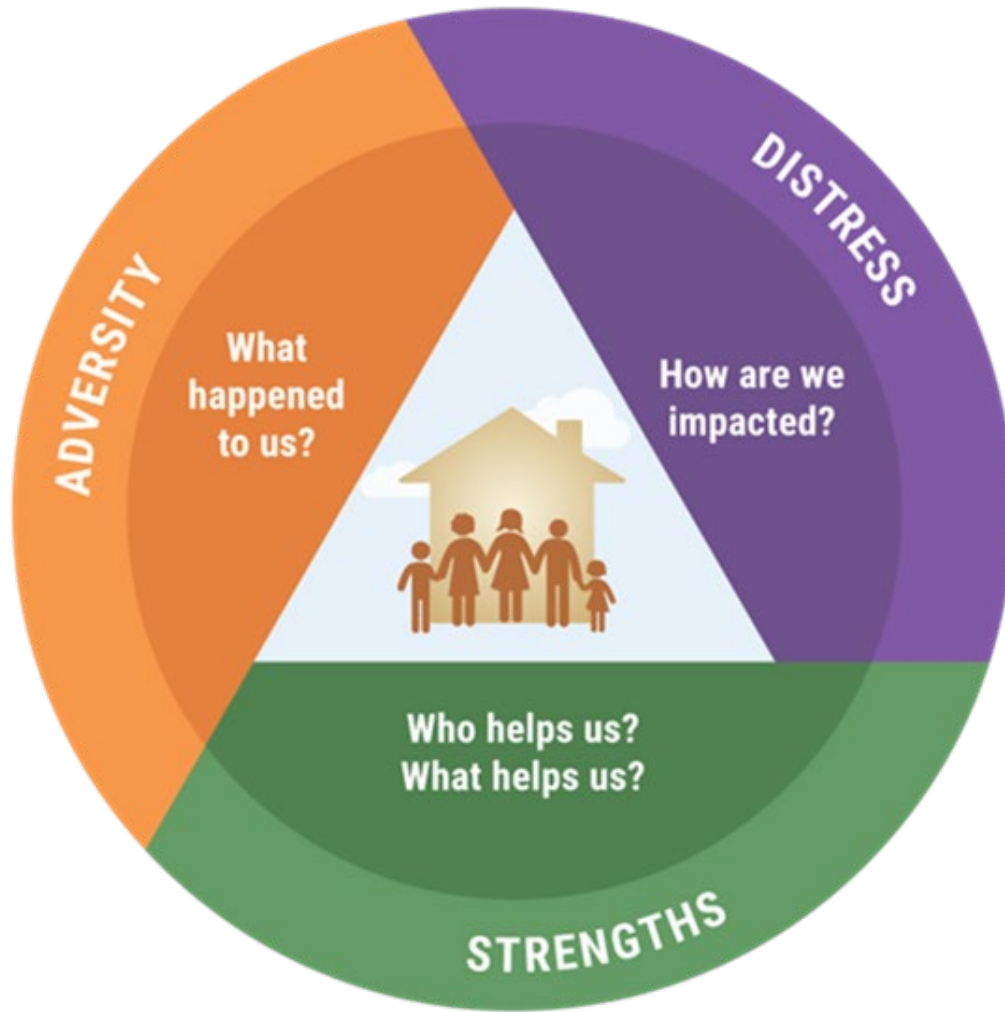


Adversity:

Parental Substance Use

DV in the home

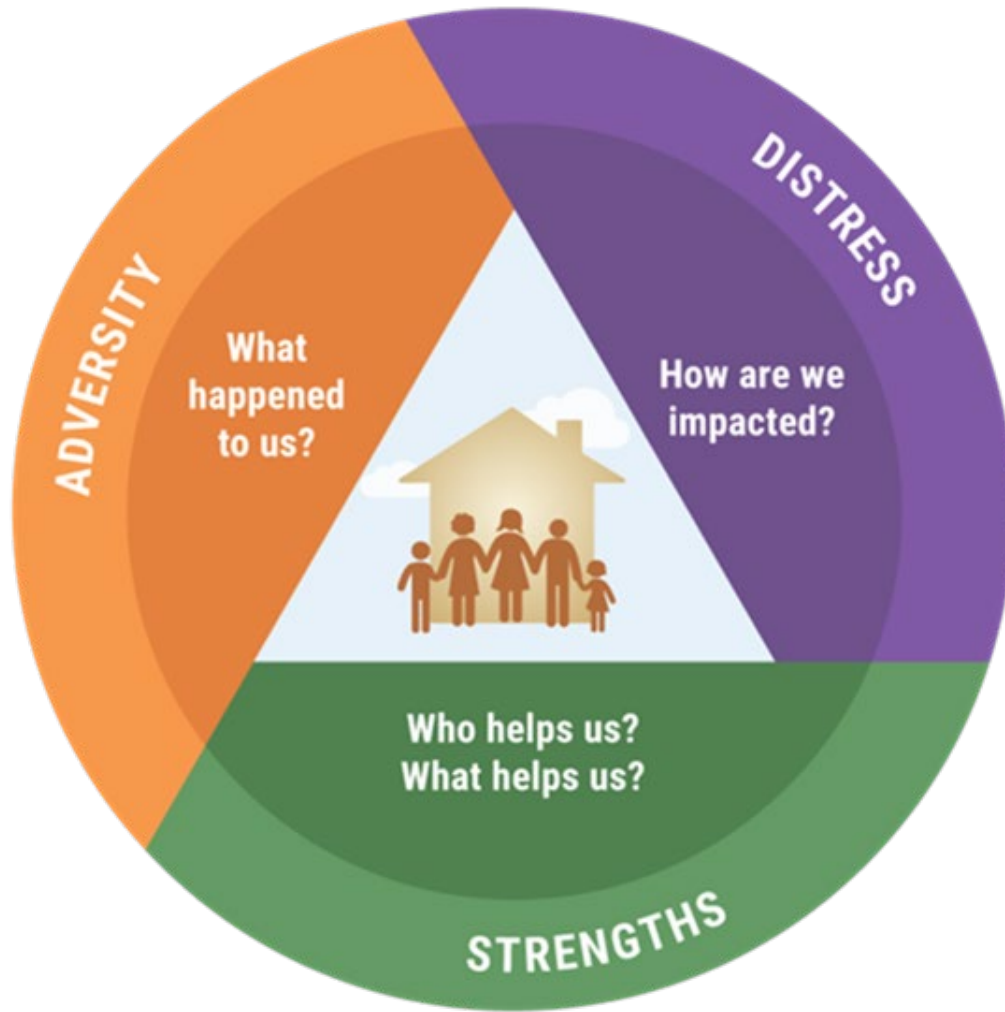
History of child welfare involvement



Distress:

Drinking alcohol

Social isolation



Building Strengths



RELATIONSHIPS



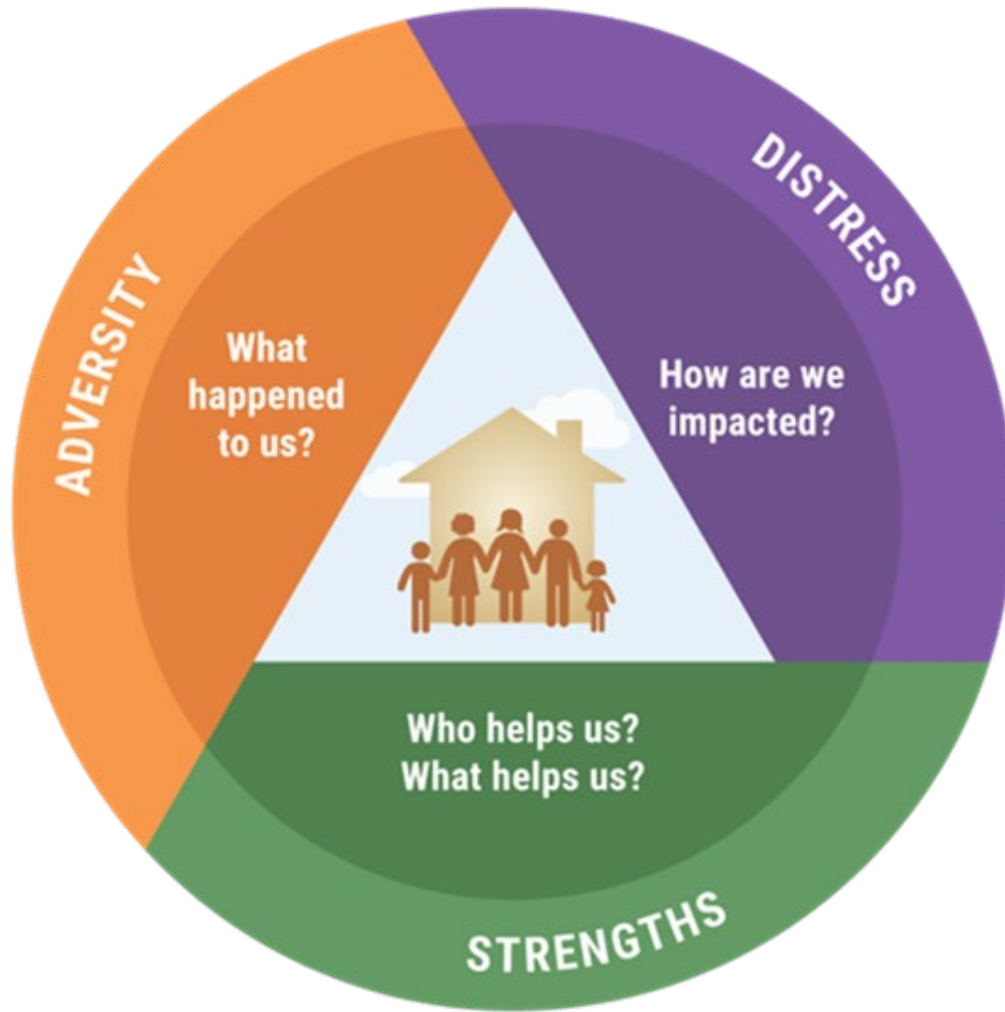
ENVIRONMENT



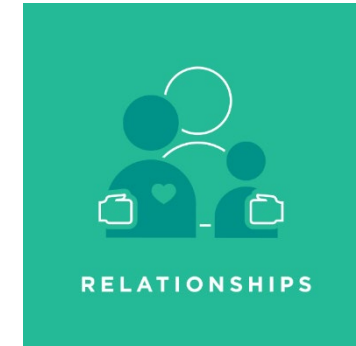
ENGAGEMENT



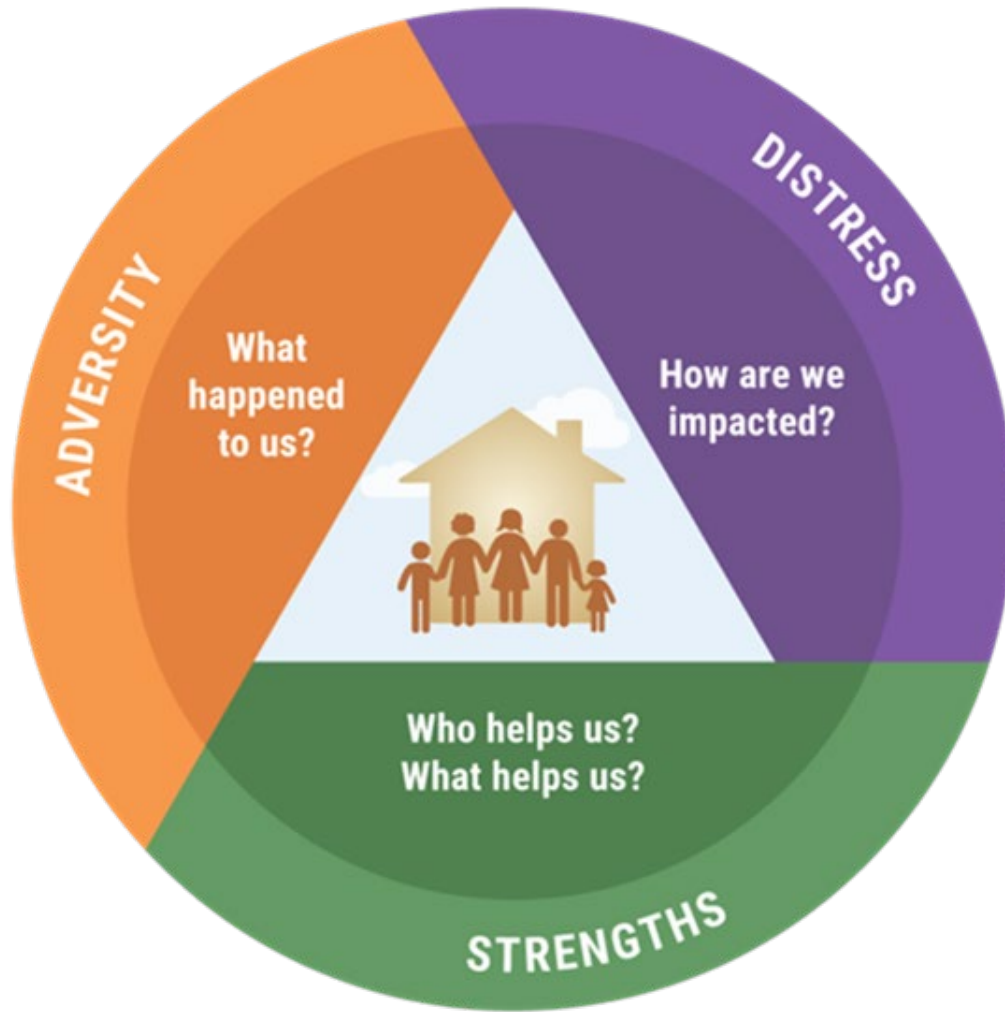
EMOTIONAL
GROWTH



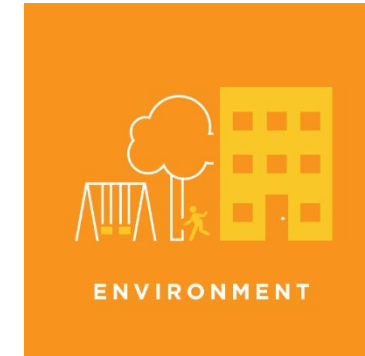
Building Strengths Relationships



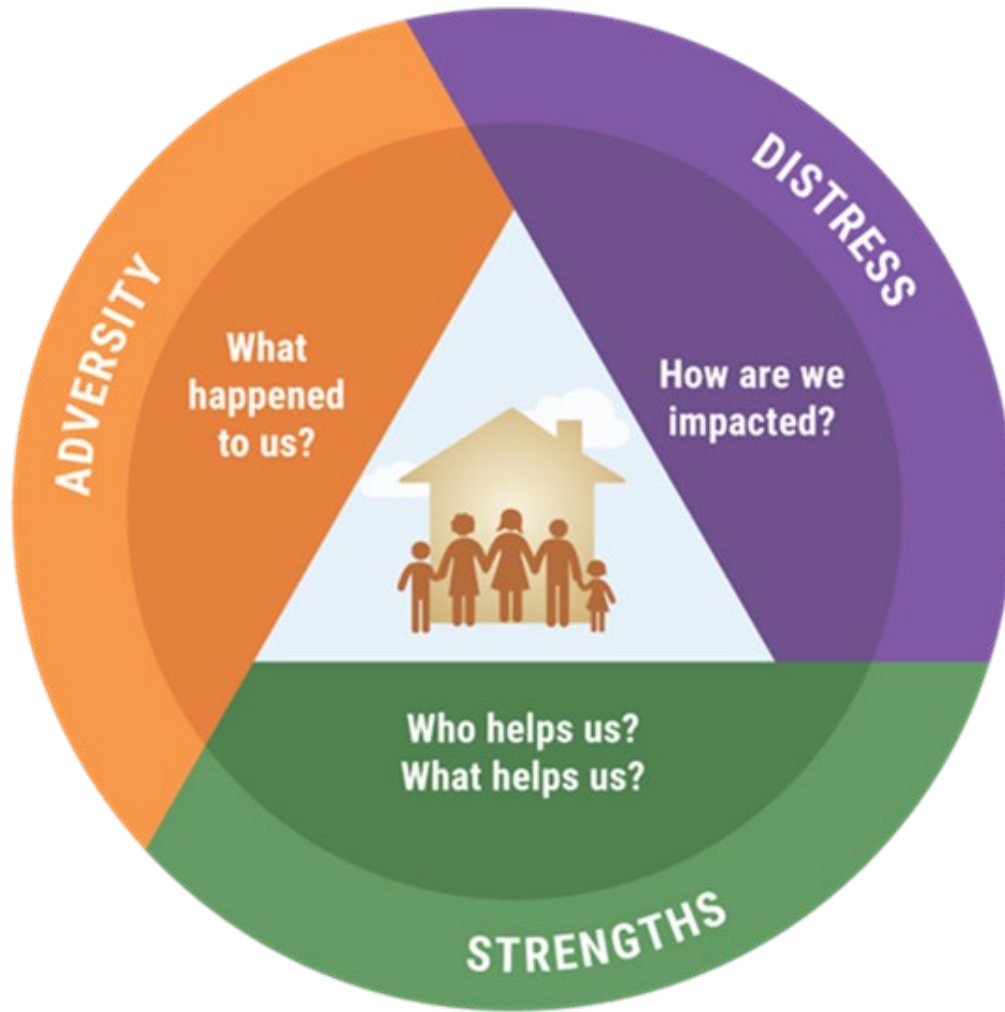
- Relationship with biological mother
- Local support group
- Previous foster parent
- Older cousin



Building strengths Environment



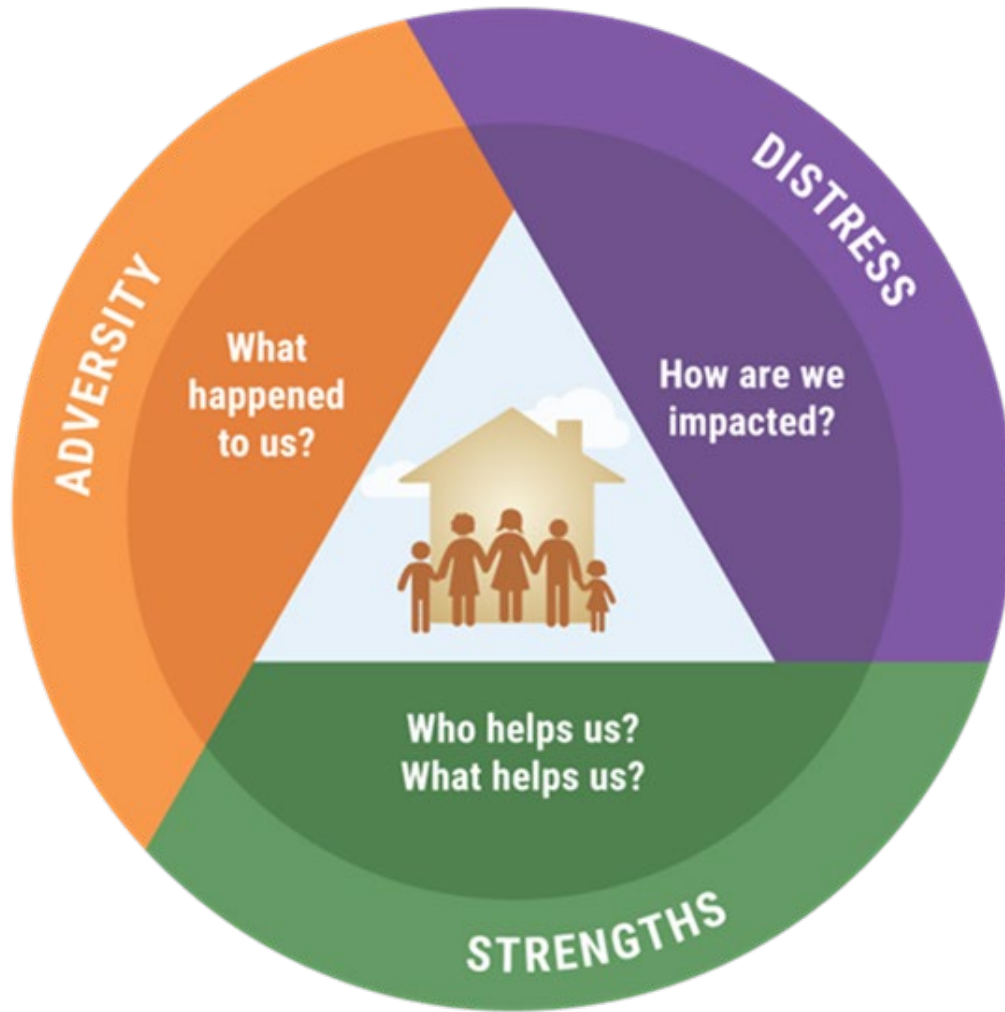
- Create a safety plan
- Can her new school feel safe?



Building strengths Engagement



- Mentor program
- Assistant coaching cousin's soccer team



Building strengths Emotional Growth



- Share story with others
- Connect with therapist
- Take meditation class



HOPEful Case Reviews

What *adversity* might the child have experienced?

What is currently causing *distress*?

How can the HOPE framework help the child build *strengths*?



Creating an Internal Culture of HOPE



HOPE-informed Supervision and Leadership

This handout will walk you through assessing how HOPE-informed your supervision/leadership style is currently. You might also consider pairing this document with the [HOPE-informed Checklist for Decision Making](#) to ensure that policies and decisions that you create as an organizational leader are HOPE-informed. If you haven't done so already, consider signing up for a HOPE 101 training or completing the [online modules](#) to ground yourself in the framework that your team is using with families.




As you work towards incorporating HOPE into your supervision and leadership style, ask yourself in what ways your supervision/leadership style does the following.

HOPE Informed Component	Examples
Explicitly highlights or elicits staff strengths	Begin supervision sessions by noting or asking about something the staffer has done well/proud of since the last time you spoke; Create a bulletin board with staff photos and personal strengths or skills; Encourage "hi outs" during staff meetings where people can publicly thank or celebrate colleagues for support or success
Encourages staff to acknowledge client/family/patient strengths, even in the face of challenges	Incorporate "what is going well" into every care conference; Encourage staff to document positive factors/strengths with each client contact
Create formalized feedback loops with the	Create satisfaction surveys for families

Resource:

HOPE-informed Supervision and Leadership

- 
- Highlight staff strengths
 - Discuss family strengths during case conferences
 - Open team/department meetings by celebrating staff wins
 - Reflect on how services promote access to the Four Building Blocks



- Revise intake forms to be HOPEful
- Train staff on HOPEful delivery of existing screening tools
- Understand what the building blocks mean in your community and link to culturally- and linguistically-relevant services
- Engage with a Parent Advisory Board for continuous improvement





Families are Resilient. HOPE celebrates their strengths.





**What are you going to do
to create HOPE in your
organization this month?**



Questions?



We carry
our past
with us



















The Four Building Blocks of HOPE



Robert D. Sege, Charlyn Harper Browne. 2017. Responding to ACEs With HOPE: Healthy Outcomes From Positive Experiences. *Academic Pediatrics*, 17:7 pS79-S85.



HOPE HEALTHY OUTCOMES FROM POSITIVE EXPERIENCES

as an Anti-Racist Framework in Action



The Four Building Blocks of HOPE—supportive relationships, safe, equitable, and stable environments, social and civic engagement, and emotional growth—can be incorporated into decision making at every level and in every sector to ensure that all children, including children of color, have what they need to thrive.



Access to the Four Building Blocks is often disrupted by systemic racism, historical trauma, and adverse childhood experiences. HOPE-informed agencies can partner with their communities, and together identify existing resources to promote HOPE and identify unmet needs. Working together, HOPE and our partners seek to ensure that every family and child can have those key experiences that promote resiliency.



Racism is harmful to all of us. Anti-racist frameworks intentionally upend racist policies and practice in an effort to combat White supremacy. As author and anti-racist activist Ibram X. Kendi describes it, a racist policy is “any measure that produces or sustains racial inequality.” This work requires tacit acknowledgement that systems, institutions, policies, practices and norms privilege White people, even when they do not explicitly mention race. While bias operates at the individual level, providers, practitioners, and educators are also operating within



systems built on racist foundations. In this resource, we will be focusing specifically on systemic racism and unconscious bias.

This resource walks the reader through the process of thinking about policy and



Offering HOPE to Combat ACEs and Early Trauma

HOPE HEALTHY OUTCOMES FROM POSITIVE EXPERIENCES

HOPE – Healthy Outcomes from Positive Experiences – is a new way of seeing and talking about experiences that support children’s growth and development into healthy, resilient adults.

Our research has led us to create a new paradigm, based on an understanding of how positive childhood experiences (PCEs) drive healthy development and mitigate the effects of adverse childhood experiences (ACEs). Positive experiences allow children to form strong relationships and meaningful connections, cultivate positive self-image and self-worth, experience a sense of belonging, and build skills to cope with stress in healthy ways. This shift in focus builds on previous understandings of the importance of experience in child development, including those ACEs associated with toxic stress.



Our Mission

We aim to inspire a HOPE-informed movement that fundamentally transforms how we advance health and well-being for our children, families, and communities.



The Four Building Blocks

Through our work we have identified four building blocks that promote positive experiences that help children grow into healthy, resilient adults. We know that PCEs in these four areas can buffer against long term health outcomes associated with adverse childhood experiences, and we want to help increase access to these opportunities for all children and families.

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

HOPE HEALTHY OUTCOMES FROM POSITIVE EXPERIENCES

10 Ways for Families to Promote Positive Childhood Experiences



Many of us are concerned about increased stress for our children and families, especially during COVID-19. We aren’t powerless, though, and the unique circumstances of our current environment actually allow for new ways to engage and connect with our children. Using HOPE (Healthy Outcomes from Positive Experiences) as a guide, here are 10 suggestions to promote Positive Childhood Experiences now:

1. Think about **social connection** and **physical distance**, not social distance. The new way of the world ironically allows for increased connections with friends and loved ones far away. Take advantage of the extra time at home by having virtual story-time with Grandma, trivia night with cousins, or Zoom holiday dinners.
2. **Talk with your children.** Like us, children may be fearful or simply missing their routines. Connect with them. Ask them about their concerns. Their answers will guide you on how to talk with them. Reassure them that life will return to some semblance of normal at some point.
3. **Reach out for support** when you need it! Model for your child that everyone needs help sometimes, and it’s ok to ask for it when you need it.
4. **Reach out to support.** Reach out to your friends or relatives, encourage your children to touch base with their friends, and check in on how they’re feeling. Increase opportunities for your child to practice empathy and listening skills.

HOPE HEALTHY OUTCOMES FROM POSITIVE EXPERIENCES

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HOPE HEALTHY OUTCOMES FROM POSITIVE EXPERIENCES

Positive Experiences are Key!

We have identified four building blocks that you can use to promote positive experiences for your child to help them build resilience!



The 4 Building Blocks of HOPE



Nurturing, supportive relationships are critical for children to develop into healthy, resilient adults.

- Play and connect with your child(ren) regularly! Be silly, move your bodies, read a book, The options are endless!
- Help your child make connections with other adults in your life – aunts, uncles, coaches, pastors. It takes a village, and the larger the village, the more opportunities your child has for connection and support.



Children thrive when they have **safe, stable, equitable environments** to live, learn, and play.

- Check your house for safety issues, like access to guns, medications, alcohol, and drugs. Create a plan to address any identified risks.
- Talk with your child(ren) about school. Do they feel safe there? Are they being treated well by their peers? If not, connect with their teacher and



Join us in the HOPE transformation

LEARN

- Visit our website
- Download our material
- Watch our videos
- Complete our online modules

SHARE

- Tell your colleagues
- Encourage your agency to sign up for a workshop about implementing HOPE

ACT

- Sign up for a Train the Facilitator
- Use the Anti-racism Toolkit to increase access to the 4 Building Blocks in your community
- Revise your intake and assessment forms to be HOPE-informed





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



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Spreading

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