



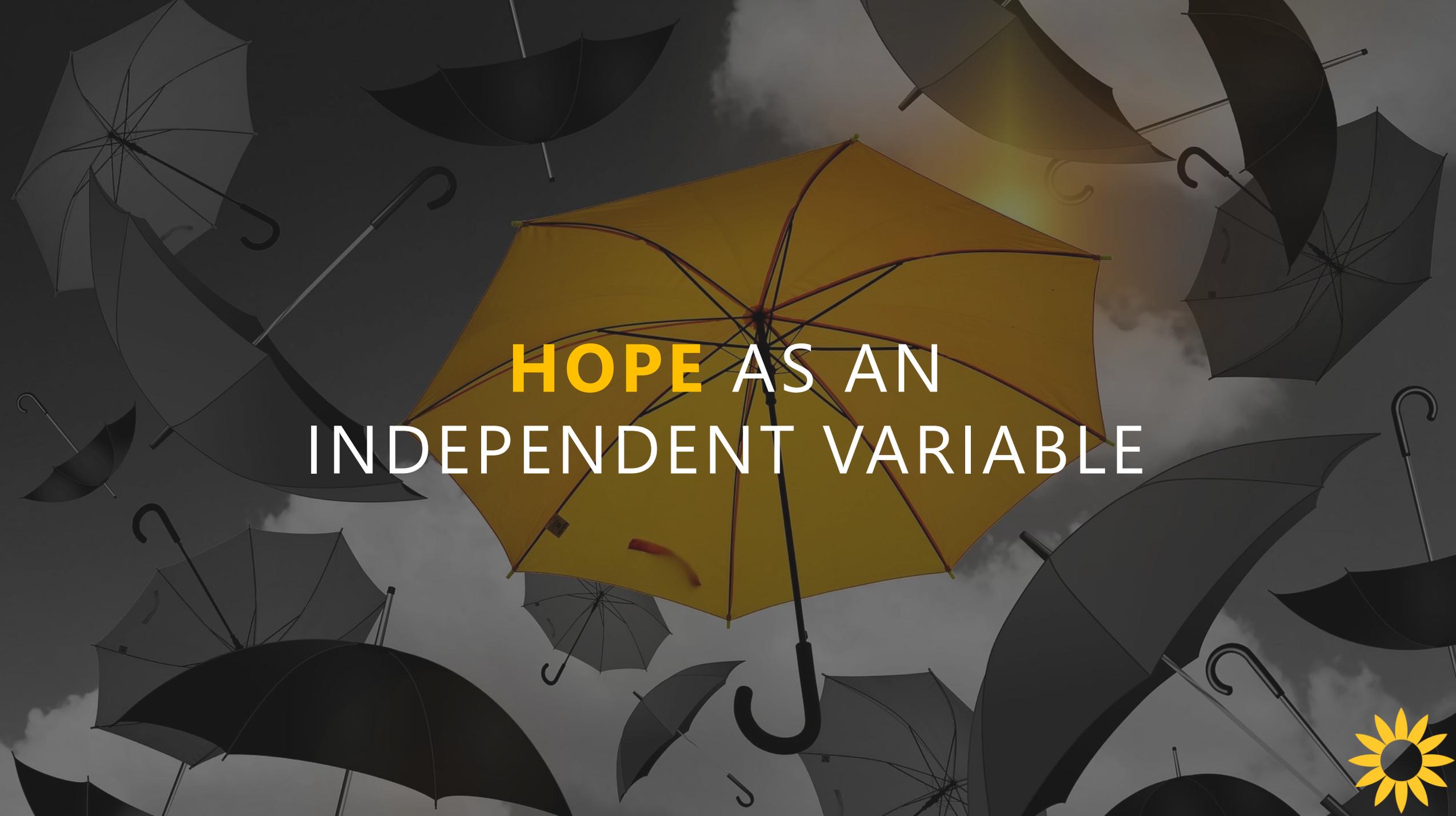
Hopeful Minds

an iFred.org Project

HOPE:
A GLOBAL
IMPERATIVE

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Massachusetts General Hospital
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HOPE AS AN
INDEPENDENT VARIABLE





THE PROBLEM

- 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





SOURCES

Oncology
Literature

Theoretical
Research

Trauma
Literature

Theological
Literature

Suicide Literature
& Program
Development





THE CHALLENGE

- 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





HOPE THEORY

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

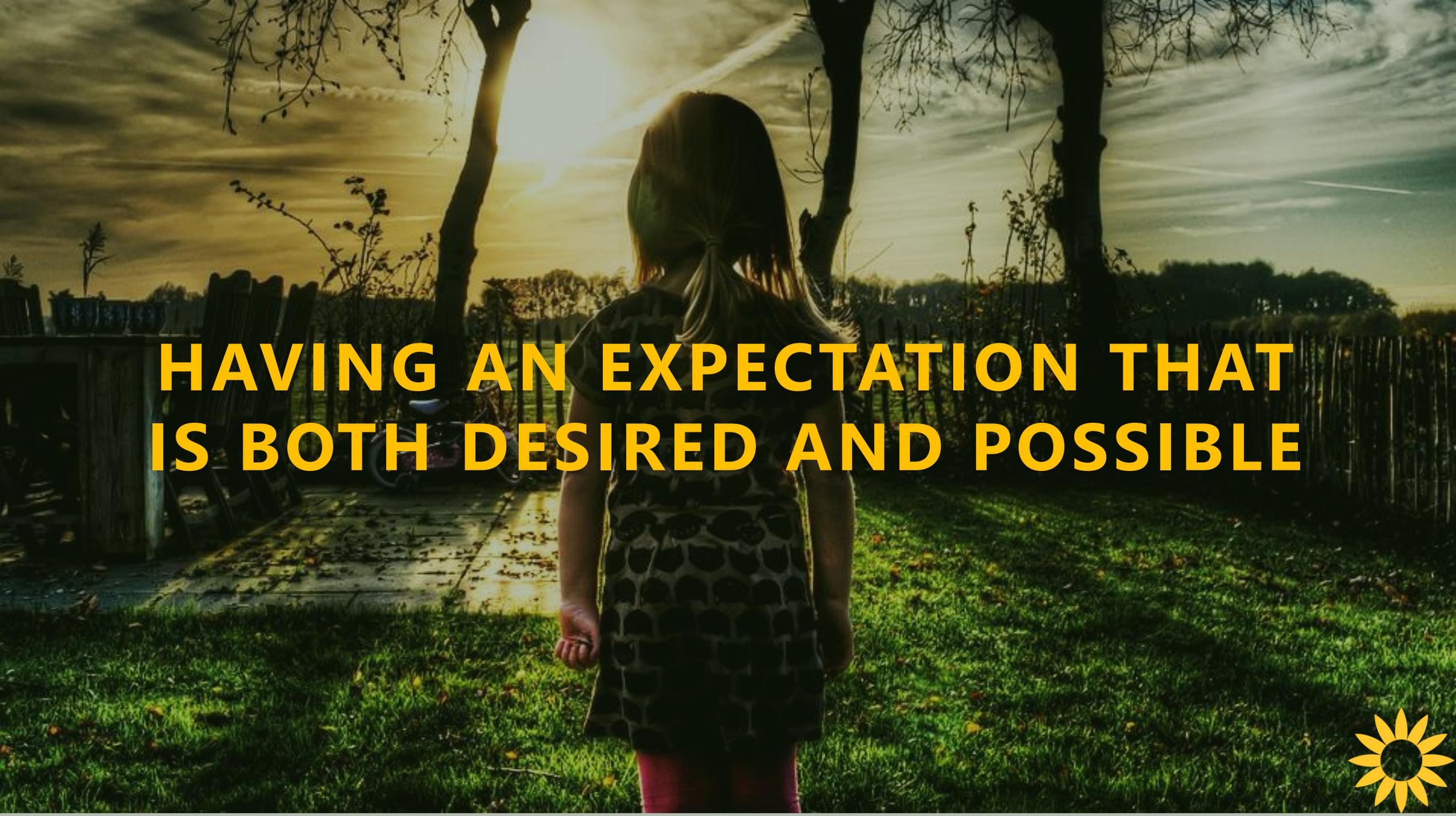


- Survival advantages
- Placebo effect
- Delay of death
- Improved immune system
- Active coping: High Hope individuals bounce back from distress (Snyder)
- Positive future orientation
- Amelioration of the negative impact of poverty



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



A close-up photograph of two hands clasped together in a supportive grip. The hands are positioned in the center of the frame, with the fingers interlaced. The background is a blurred brick wall, suggesting a sturdy or enduring environment. The lighting is soft and natural, highlighting the texture of the skin and the bricks.

IT IS LIKELY THAT **RESILIENCE** IS
AN OUTCOME OF HAVING **HOPE**





RESEARCH

- 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





CHILDREN'S HOPE SCALE

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.

	NONE OF THE TIME	A LITTLE OF THE TIME	SOME OF THE TIME	A LOT OF THE TIME	MOST OF THE TIME	ALL OF THE TIME
I think I am doing pretty well.	<input type="radio"/>					
I can think of many ways to get the things in life that are most important to me.	<input type="radio"/>					
I am doing just as well as other kids my age.	<input type="radio"/>					
When I have a problem, I can come up with a way to solve it.	<input type="radio"/>					
I think the things I have done in the past will help me in the future.	<input type="radio"/>					
Even when others want to quit, I know that I can find a way to solve a problem.	<input type="radio"/>					

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.

Source: Snyder, C.R., Hoza, B., Pelham, W.E., Rapoff, M., Ware, L., Danovsky, M., Highberger, L., Rubenstein, H., & Stahl, K.J. (1997). The development and validation of the Children's Hope Scale. *Journal of Pediatric Psychology*, 22, 399-421.

I think I am doing pretty well

I can think of many ways to get the things in life that are most important to me

I am doing just as well as other kids my age

When I have a problem, I can come up with a way to solve it

I think the things I have done in the past will help me in the future

Even when others want to quit, I know that I can find a way to solve a problem





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



HOPE IS A UNIVERSAL CONCEPT AND ONE THAT IS EASILY UNDERSTOOD IN MOST CULTURES

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.



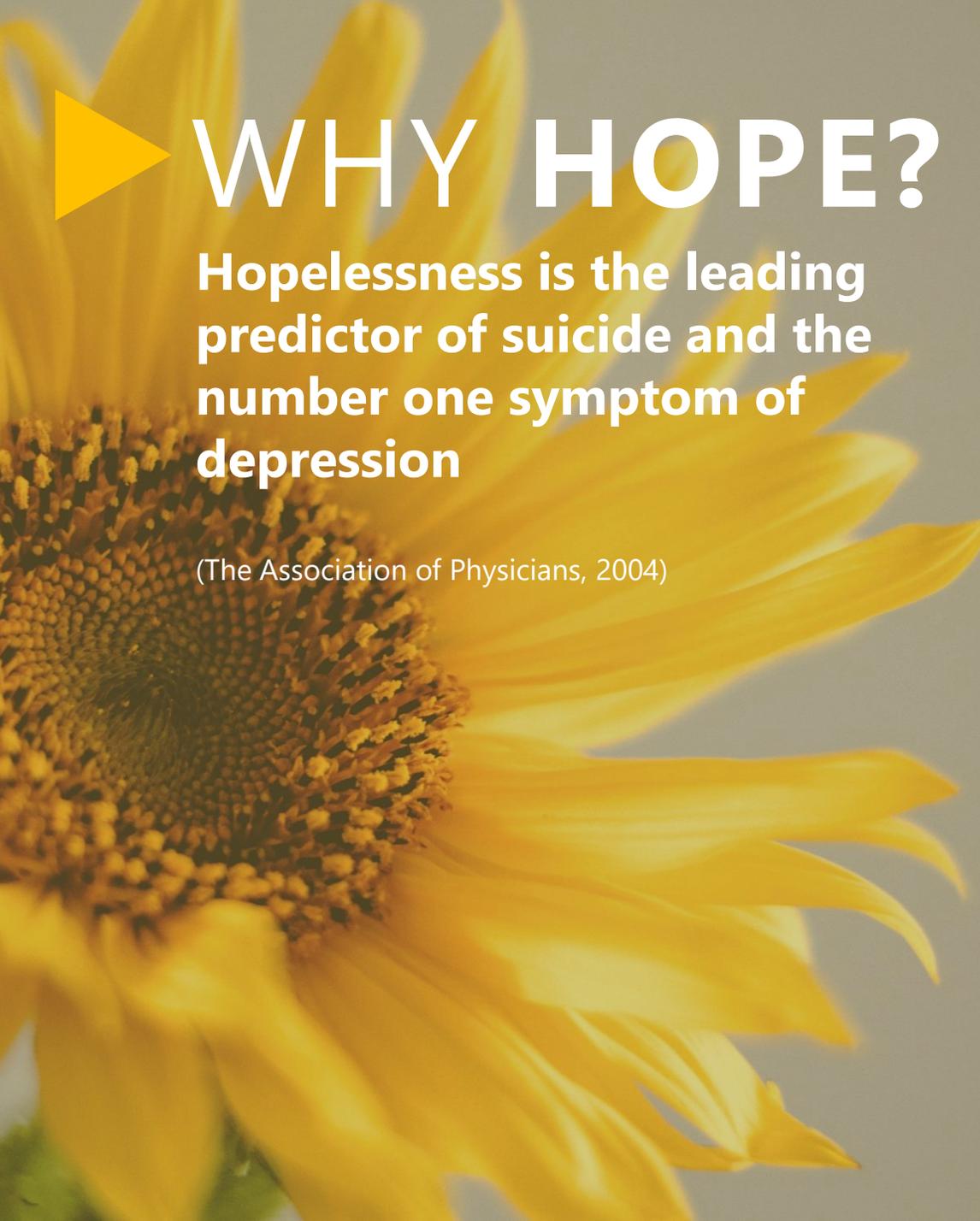
About iFred:



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.





WHY HOPE?

Hopelessness is the leading predictor of suicide and the number one symptom of depression

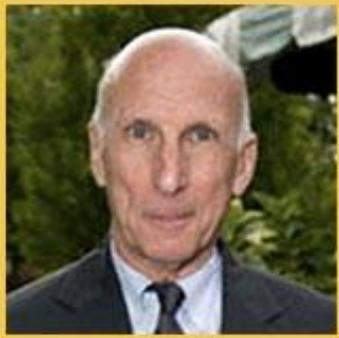
(The Association of Physicians, 2004)

- 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).

*Mazza, James; Catalano, Richard; Abbott, Robert; Haggerty, Kevin (2011). *An examination of the validity of retrospective measures of suicide attempts in youth*. Journal of Adolescent Health. Vol. 49, Issue 5, 532-537

*Sher, L. The Association of Physicians (2004). *Preventing Suicide*. QJM: An International Journal of Medicine. Vol. 97, Issue 10, 677-680. Oxford University Press.





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Anna Unkovich M.A.



A close-up photograph of a child's hand pointing at a worksheet. The worksheet features a large yellow sun drawing. The background is slightly blurred, showing a desk and other papers.

▶ WE STARTED
TEACHING
HOPE IN THE
UNITED STATES
IN 2014

- 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.***



▶ FEATURED AT:



IACAPAP 2016
Fighting Stigma, Promoting Resiliency and Positive Mental Health



The 22nd International Association for
Child and Adolescent Psychiatry and
Allied Professions World Congress (IACAPAP)



36th Annual Conference for the
Canadian Academy of Child and
Adolescent Psychiatry (CACAP)

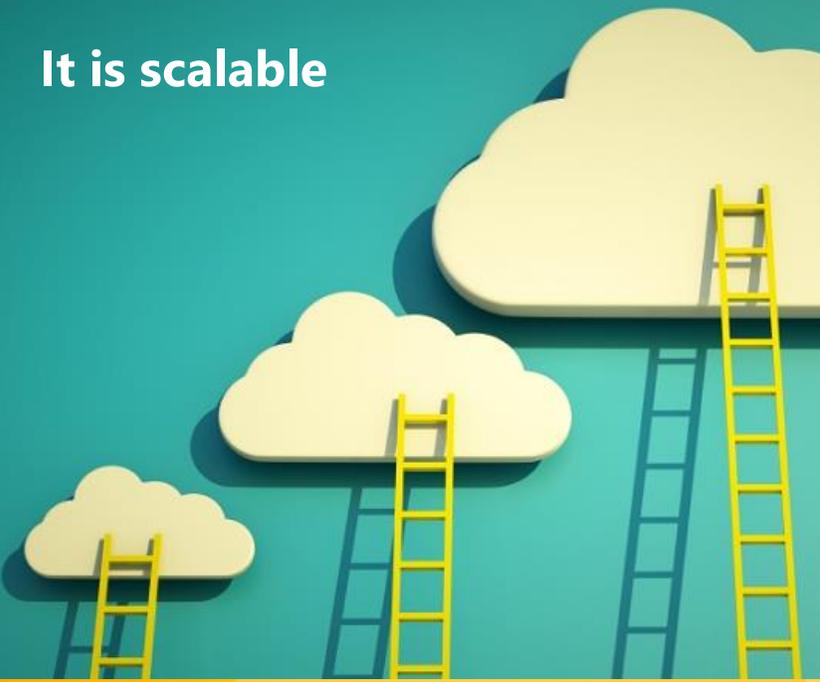
www.iacapap2016.org

September 18-22, 2016

Calgary TELUS Convention Centre
Calgary, Alberta, Canada



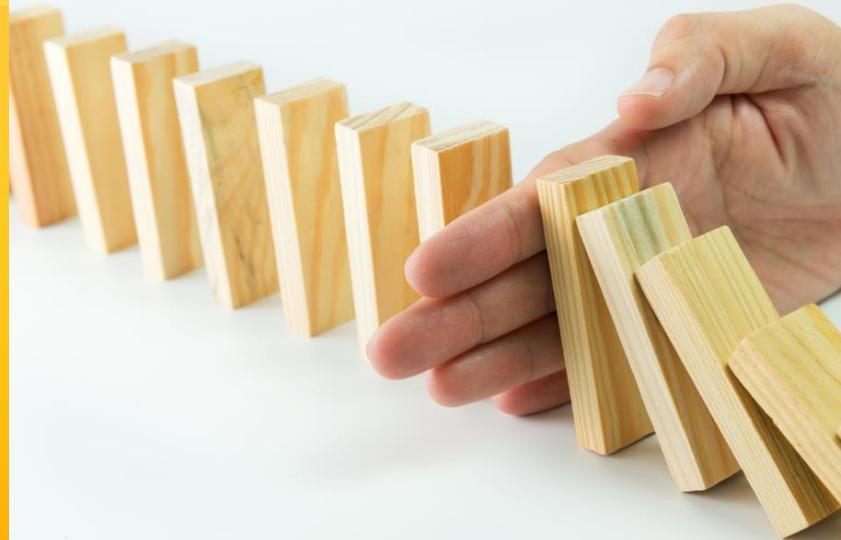
It is scalable



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 is adaptable for age ranges, cultures, and economic background



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?



▶ THE CURRICULUM

Twelve core lessons teach students the social and emotional learning tools to develop and maintain HOPE throughout life's challenges

- 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



▶ FALL CURRICULUM

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).



▶ SPRING CURRICULUM

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) (**hopelessness reduced significantly**)
- How I feel Questionnaire (**measures emotional regulation which improved significantly**)
- Spence Generalised Anxiety Measure for children (**anxiety levels reduced significantly**)

Indicated Statistically significant improvements between the mean scores of pre-test and post-test data ($p < 0.05$)

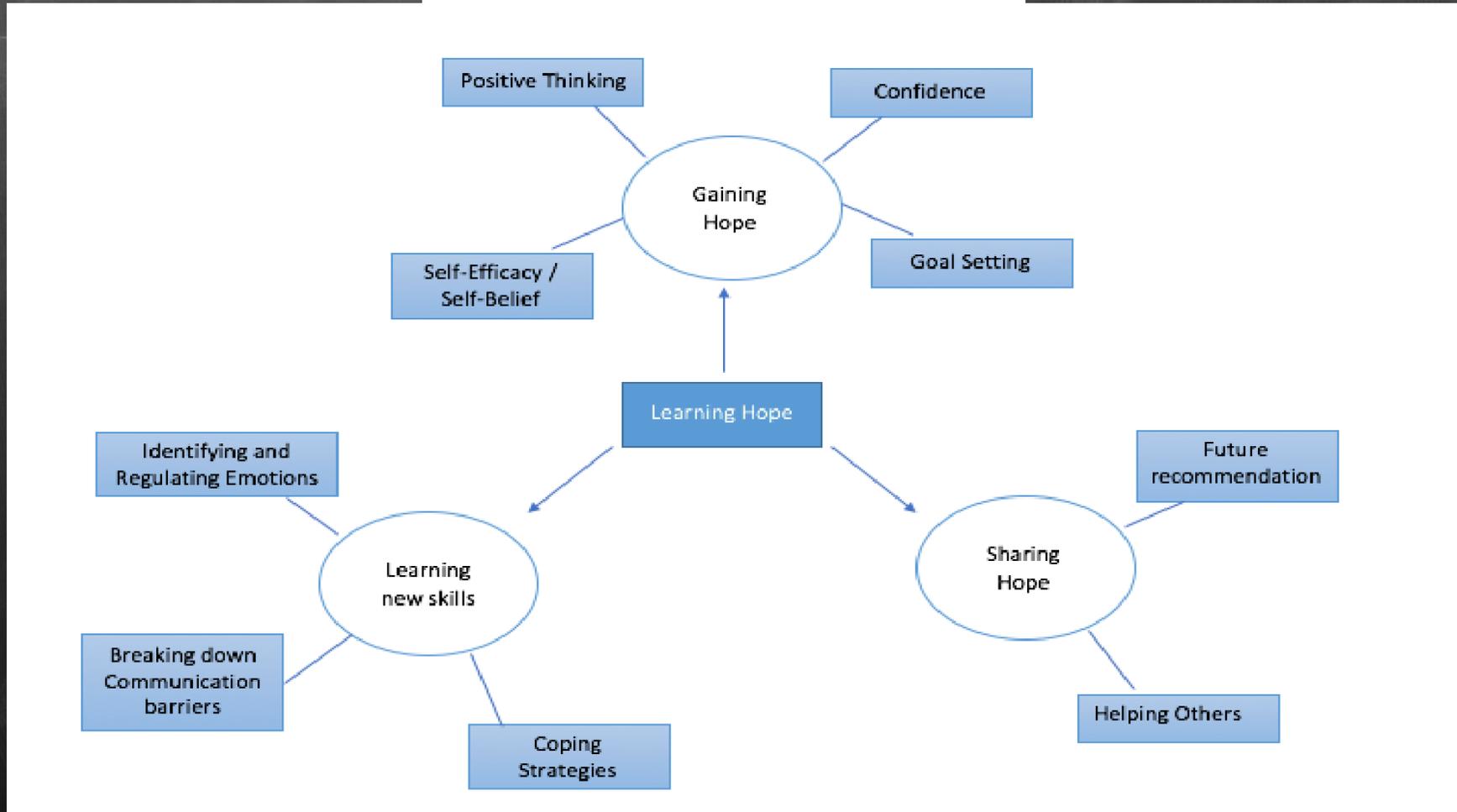




Northern Irish Pilot: Themes identified across 50 pupils who were interviewed



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

 **FEEDBACK**



*The following written statements are from students of Oakland Elementary School in Antioch, Illinois.

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

"I learned how to be calm"

*"I liked it and am excited to **do: Inspiring.**"*



"I like it because it tells us what hope means to a person"

"I think this is useful and good to know"

"I think this is helping us become more successful."

**STUDENTS
LOVE IT!**

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





INTRODUCING HOPE BADGE on 7 CUPS

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





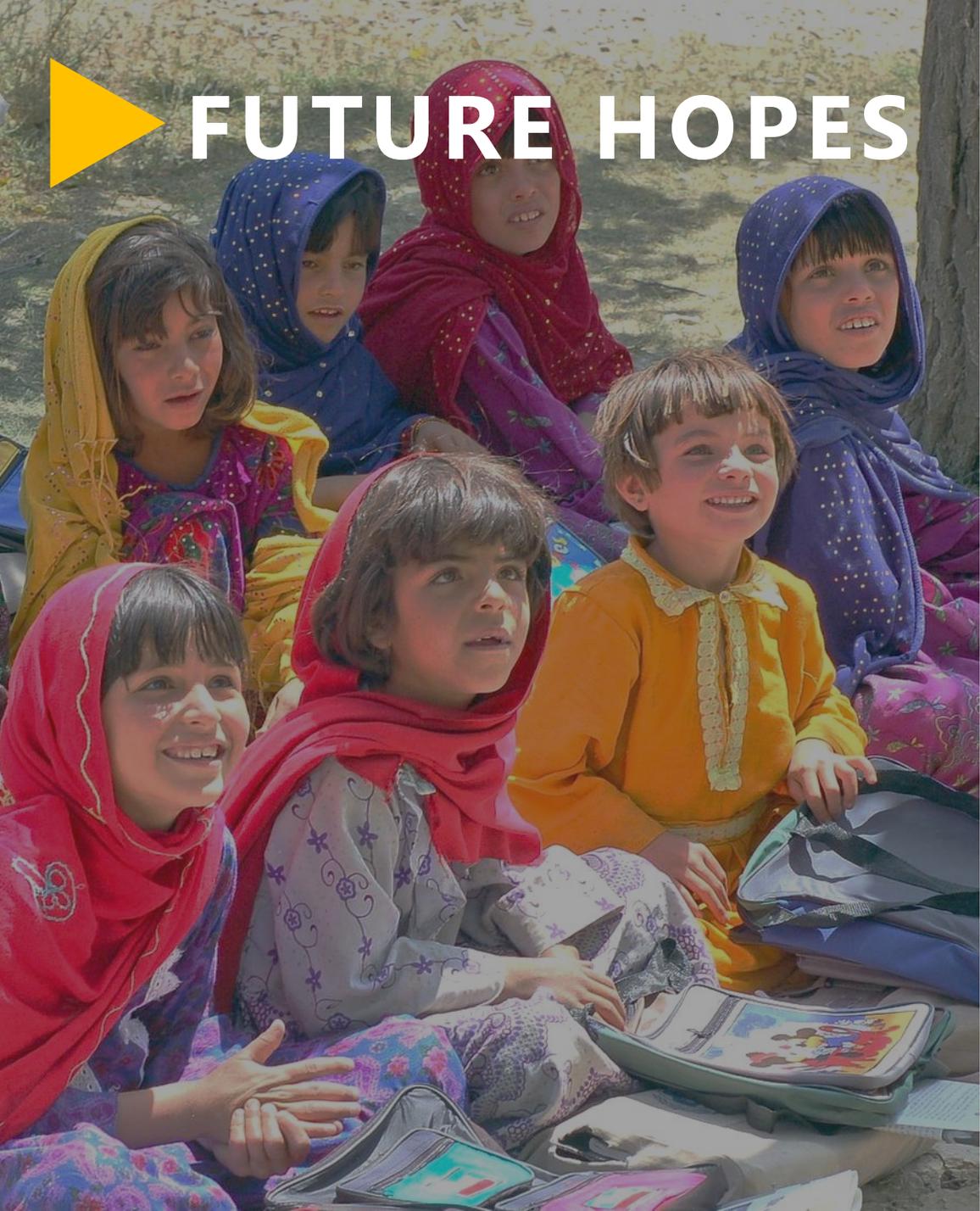
▶ INTRODUCING 7 CUPS

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.



7 CUPS 



FUTURE HOPES

- 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



THANK YOU

*"Once you choose **hope**, anything's possible"*

- Christopher Reeve



Hopeful Minds
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Engage Your Senses™

 **Sutter Health**

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