



HEALTHY OUTCOMES  
FROM POSITIVE EXPERIENCES

## HOPE 101: Spreading Hope

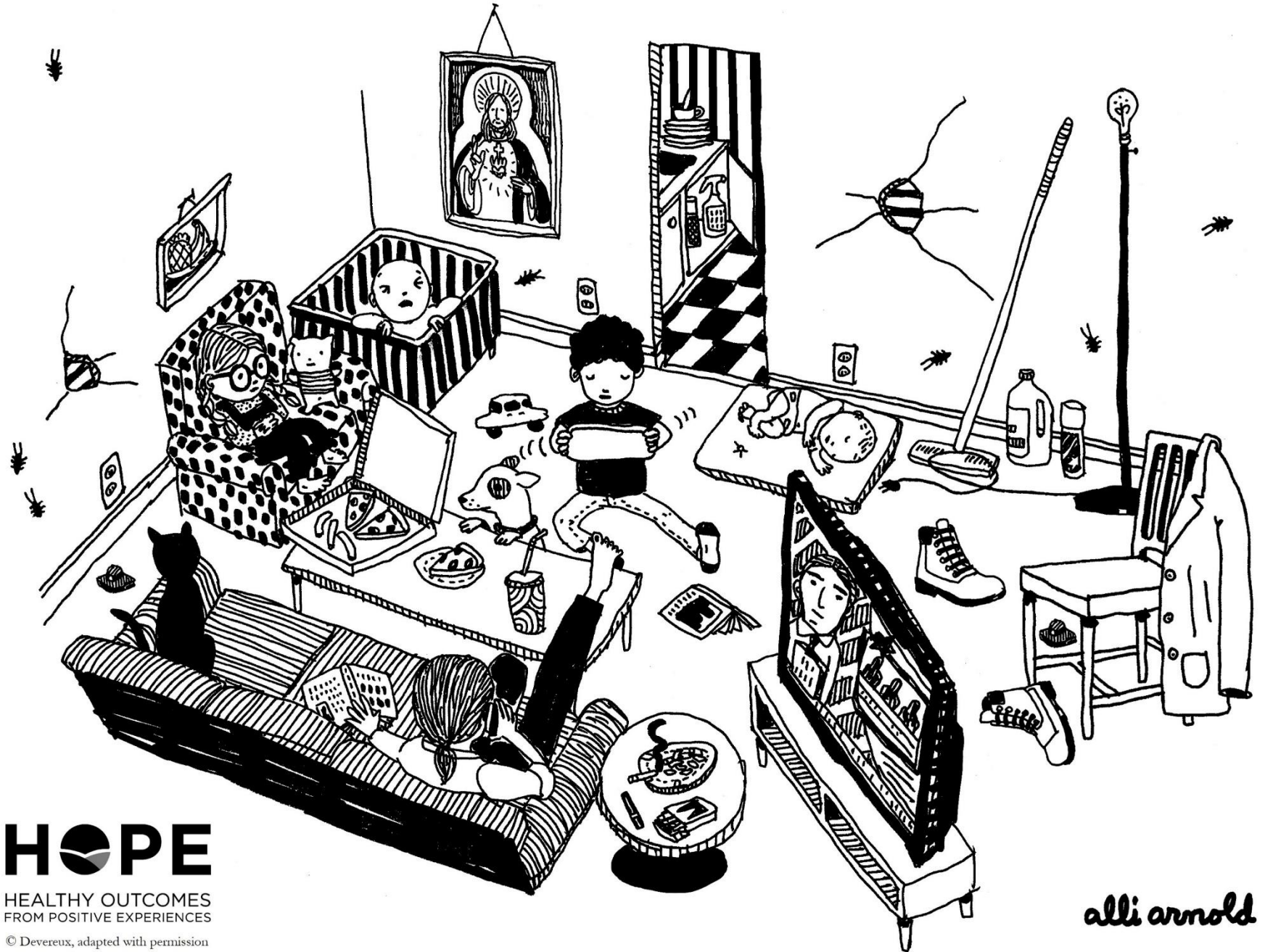
Presented by Certified Trainer:

**Claudia Raymer, MA**

Wheeling, WV



Please share what stands out to you in this picture in the chat box. What do you see?



**HOPE**

HEALTHY OUTCOMES  
FROM POSITIVE EXPERIENCES

© Devereux, adapted with permission

*alli arnold*



## Poll

Which did you notice first?

- A. Protective factors
- B. Risk factors
- C. They were about the same



# 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**

Based on research by Daniel Kahneman



$17 \times 24$  is ...



A bat and a ball together cost \$1.10.  
The bat costs a dollar more than the  
ball. How much does the ball cost?

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# Spreading HOPE



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**HOPE**

HEALTHY OUTCOMES  
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# Why HOPE Exists

Positive experiences help children grow into more resilient, healthier adults. HOPE aims to better understand and support these key experiences.



# Core assumption

from the Science of the Positive:

The **positive** exists, it is real and worth growing.

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## Positive experiences:

- Promote children's **health and well-being**
- Allow children to form strong **relationships** and connections
- Cultivate positive self-image and **self-worth**
- Provide a sense of **belonging**
- Build skills that promote **resilience**







## Many systems focus on the negative

Screening tools, many of which codify implicit bias, create a presumption of deficit

**HOPE** shifts the narrative: people are defined by their strengths as well as their challenges.

**HOPE** creates a presumption of strength



## Poll

How much do you know about Positive Childhood Experiences (PCEs)?

- A. Nothing – what are PCEs?
- B. A little – I have heard the term before.
- C. More than a little but probably still have a lot to learn.
- D. I am well versed in PCEs and their effects on health.
- E. I am a PCEs expert!



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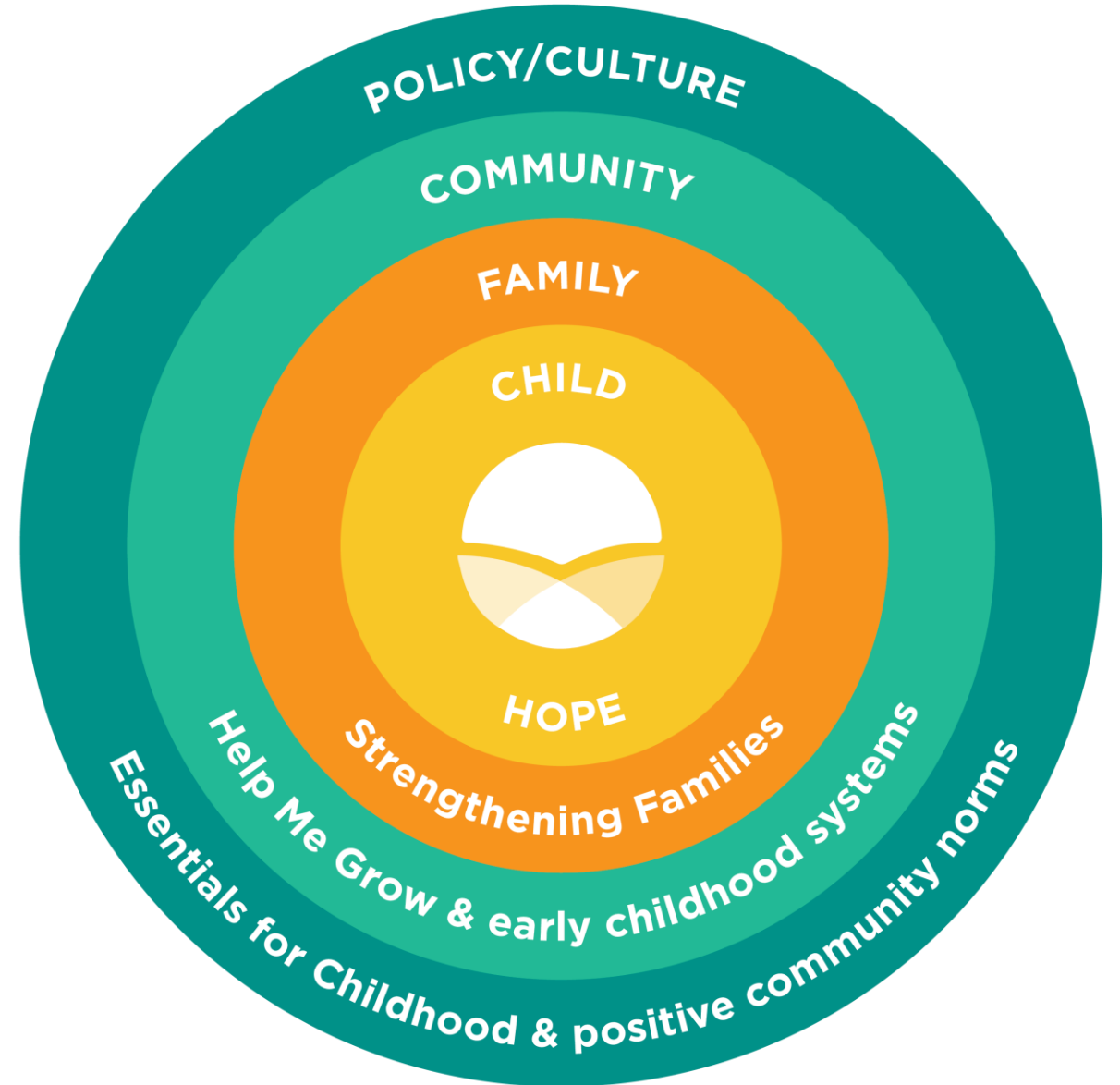
Strengths-based,  
Child-centered,  
Family-led innovating  
around promoting  
access to the Four  
Building Blocks







**HOPE focuses on the child**





# Common Framework

**HOPE links related ideas**

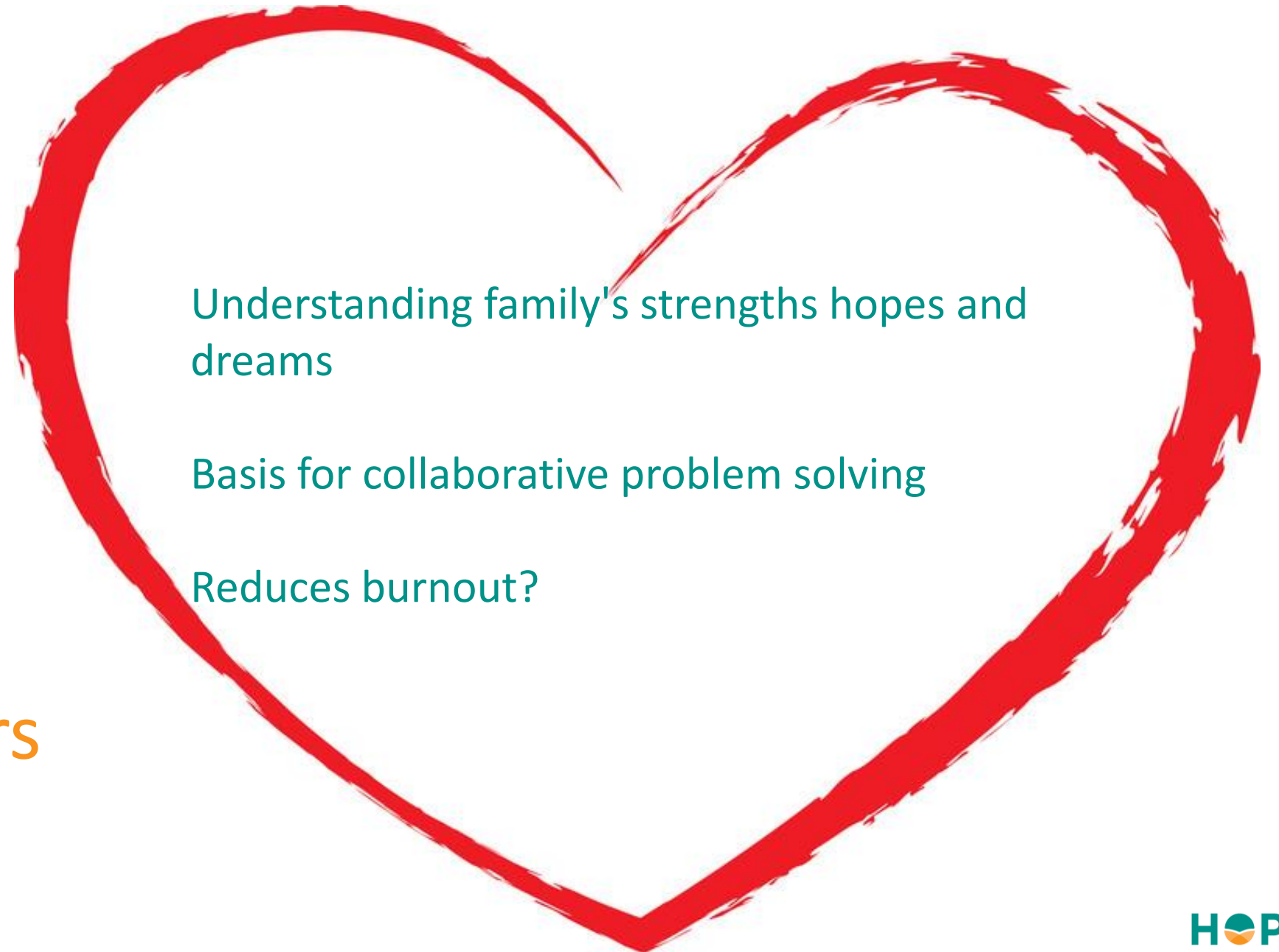
Relational Health

Social Determinants

Child-directed play

Parental wellbeing





Understanding family's strengths hopes and dreams

Basis for collaborative problem solving

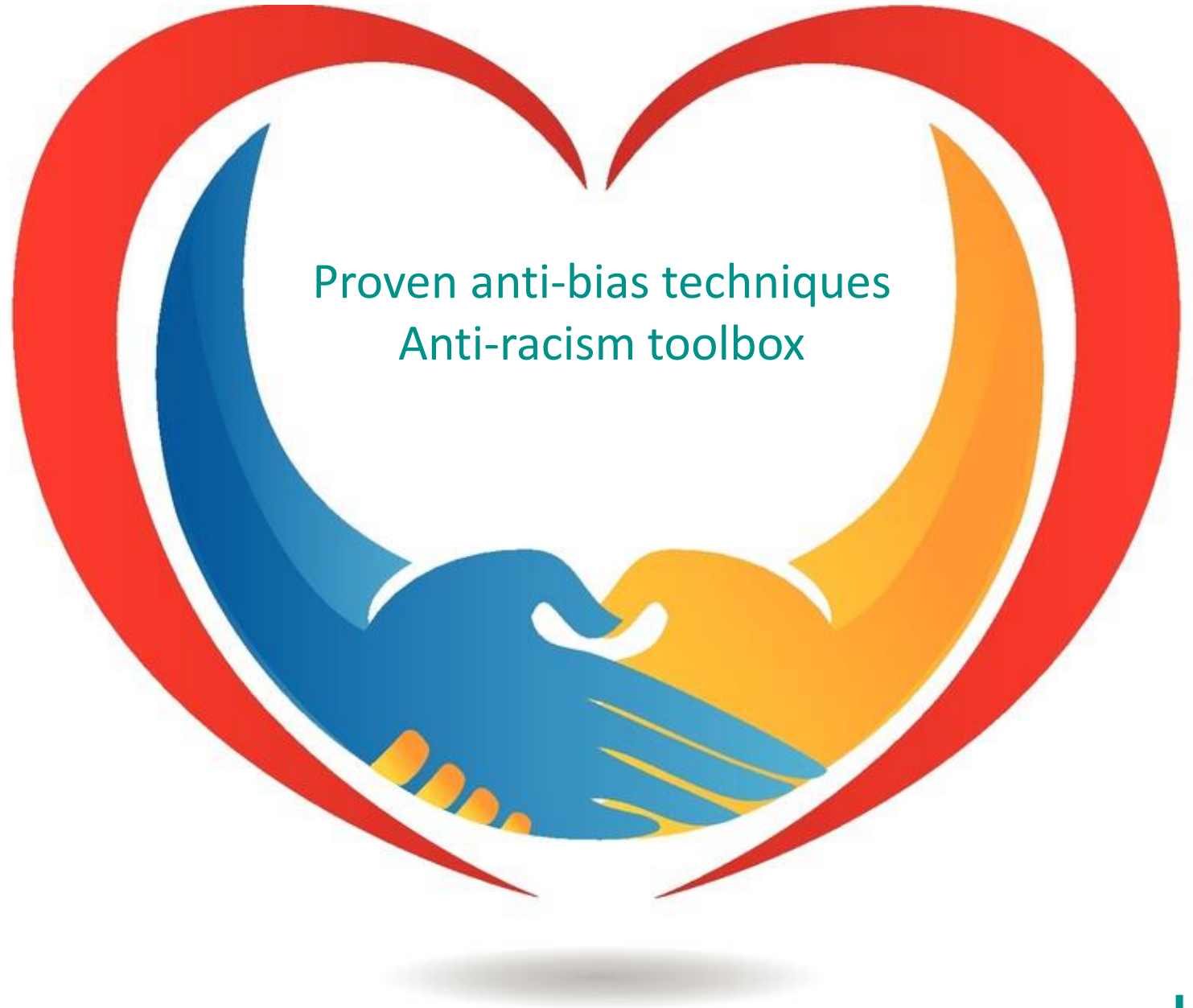
Reduces burnout?

Helps Providers



# Promotes human dignity

1. Start with data
2. Engage the community
3. Prioritize and change policy



**I LOVE RESEARCH!**



**RESEARCH IS MY  
FAVORITE!**



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2015 population study in Wisconsin

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Part of the BRFSS

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Asked about ACEs

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Asked about Positive Childhood experiences

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Correlated with mental health

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Drs. Pecora, Jones, Klika, Linkenbach, Sege

# Developing the Positive Childhood Experiences (PCEs) score







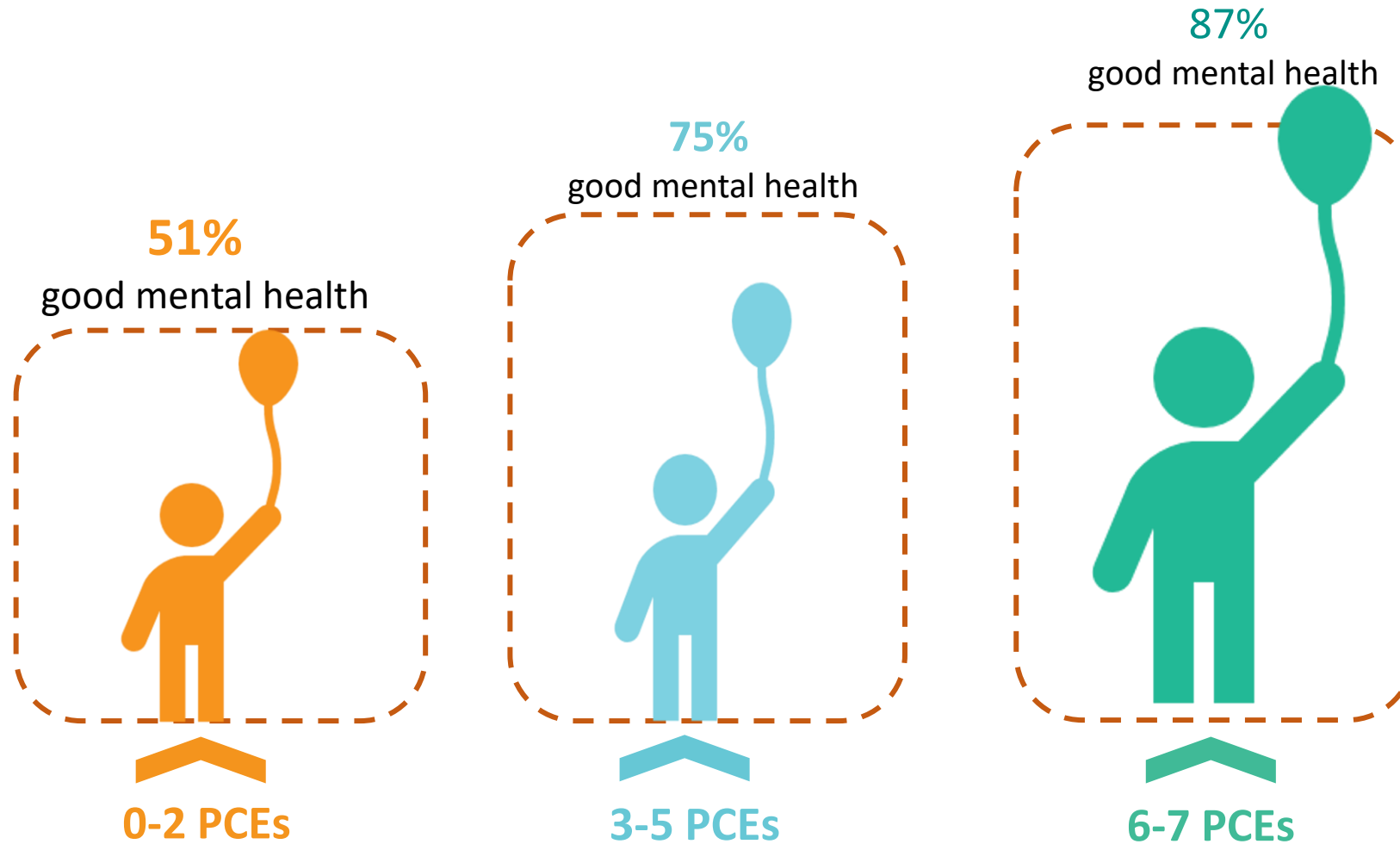
# Positive Childhood Experiences scale questions

*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



# Positive Childhood Experiences (PCEs) Protect Adult Mental Health



*Good mental health – those not reporting depression or poor mental health*



Research indicates that the absence of PCEs may be more damaging to long-term health outcomes than the presence of ACEs.





# PCEs can positively affect adult health

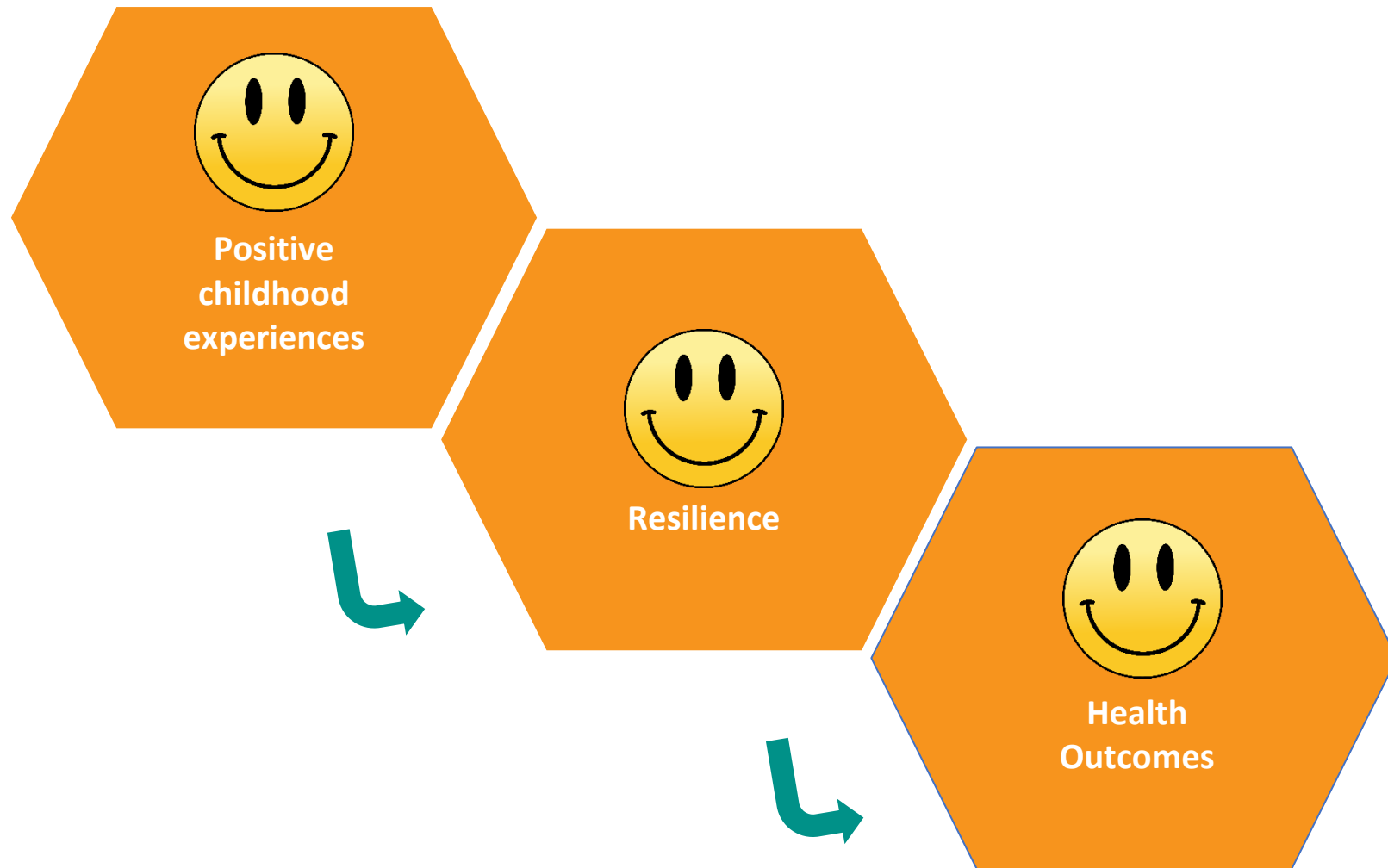


Photo by [Katherine Hanlon](#) on [Unsplash](#)





# The Four Building Blocks of HOPE



RELATIONSHIPS

**Relationships** with other children and with other adults through interpersonal activities.

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ENVIRONMENT

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

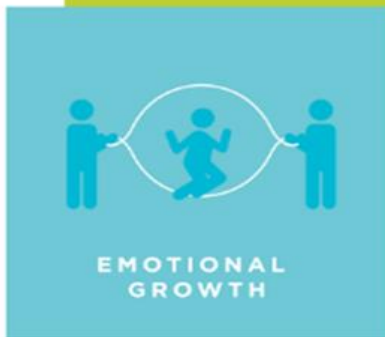
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ENGAGEMENT

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

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EMOTIONAL GROWTH

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

---





**Think about a positive experience that stands out to you from your childhood. Hold that in your mind as we talk.**





# Relationships

## The Four Building Blocks of HOPE



**Relationships** with other children and adults through interpersonal activities.

What types of relationships are we talking about?

- Foundational relationships with parents/caregivers who respond to a child's needs and offer warm, responsive interactions
- - Adults outside the family who take a genuine interest in a child and support their growth and development
- - Healthy, close, and positive relationships with peers



## Jamboard:

Ideas about promoting relationships through your work



# Environment

## The Four Building Blocks of HOPE



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

What do we mean by safe, stable, and equitable environments?

- Adequate food, shelter, and healthcare
- A nurturing home where a child is emotionally secure
- A stable school environment where children feel valued and receive high-quality education
- A community environment to play and interact with other children safely and equitably





Jamboard:

Ideas about promoting the **environment** building block through your work

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





# Engagement

## The Four Building Blocks of HOPE



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

What are some examples of social and civic (community) engagement?

- Being involved in projects, peer-mentoring, or community service
- Partaking in family cultural traditions
- Participating in organized music, art, or sports



Use the Chat Box:

Ideas about promoting the building block of **engagement** through your work



# Emotional Growth

## The Four Building Blocks of HOPE



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

- What do we mean by opportunities for social and emotional growth?
- Developing a sense of emotional and behavioral self-regulation
  - Having the ability to respond to challenges in a productive manner
  - Developing key socially and culturally appropriate communication and interpersonal skills



Use the chat box:

Ideas about promoting the building block of **emotional growth** through your work



## Building Blocks

1. Relationships
2. Environment
3. Social and civic engagement
4. Social and emotional growth



## Poll

How much do you know about Adverse Childhood Experiences (ACEs)?

- A. Nothing – what are ACEs?
- B. A little – I have heard the term before.
- C. More than a little but probably still have a lot to learn.
- D. I am well versed in ACEs and their effects on health.
- E. I am an ACEs expert!





# ACEs and PCEs

## ACEs

- 1998 study of employed people in Southern California
- Patients answered questions about their childhood
- Correlated with mental and physical health

## PCEs

- 2015 population study in Wisconsin
- Part of the Behavioral Risk Factor Surveillance Survey
- Asked about ACEs
- Asked about Positive Childhood experiences
- Correlated with mental health



**Table 1. Demographic Characteristics of Participants in the Kaiser Study and BRFSS ACE Survey, and Philadelphia Residents, 18 years and older, 2013**

<b>Kaiser Study</b>		<b>BRFSS ACE Survey</b>		<b>Philadelphia Residents</b>	
<b>Race</b>		<b>Race</b>		<b>Race</b>	
White	74.8% (n=12,968)	White, non-Hispanic	75% (N=19,770)	White	38.8% (N=466,677)
Black	4.6% (n=798)	Black, non-Hispanic	10% (N=2,662)	Black	36.1% (N=434,312)
Hispanic	11.2% (n=1,942)	Hispanic	8.5% (N=2,217)	Latino	11.4% (N=136,697)
Asian	7.2% (n=1,248)	Other, non-Hispanic	5% (N=1,381)	Asian	6.2% (N=74,916)
Other	1.9% (n=329)			Biracial	7.4% (N=88,939)
<b>Education</b>		<b>Education</b>		<b>Education</b>	
Not HS graduate	7.2% (n=1,248)	<High school	10% (N=2,646)	<High school	20.0% (N=202,166)
HS graduate	17.6% (n=3,051)	High school	28% (N=7,379)	HS graduate	35.7% (N=359,983)
Some college	35.9% (n=6,224)	> High school	62% (N=16,175)	Some college	21.8% (N=220,191)
College graduate or higher	39.3% (n=6,813)			College graduate	22.5% (N=226,748)
<b>All Participants</b>	<b>17,337</b>		<b>26,229</b>	<b>Total Residents</b>	<b>1,201,541</b>

Data Source: Felitti, et al.<sup>vii</sup> and Centers for Disease Control and Prevention<sup>viii</sup> and Nielsen-Claritas 2013 Pop-Facts Database. Prepared by the Research and Evaluation Group at PHMC



# Adverse Childhood Experiences (ACEs)

*The three types of ACEs include*

## ABUSE



Physical



Emotional



Sexual

## NEGLECT



Physical



Emotional

## HOUSEHOLD DYSFUNCTION



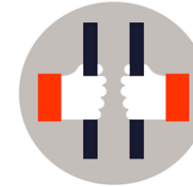
Mental Illness



Mother treated violently



Divorce



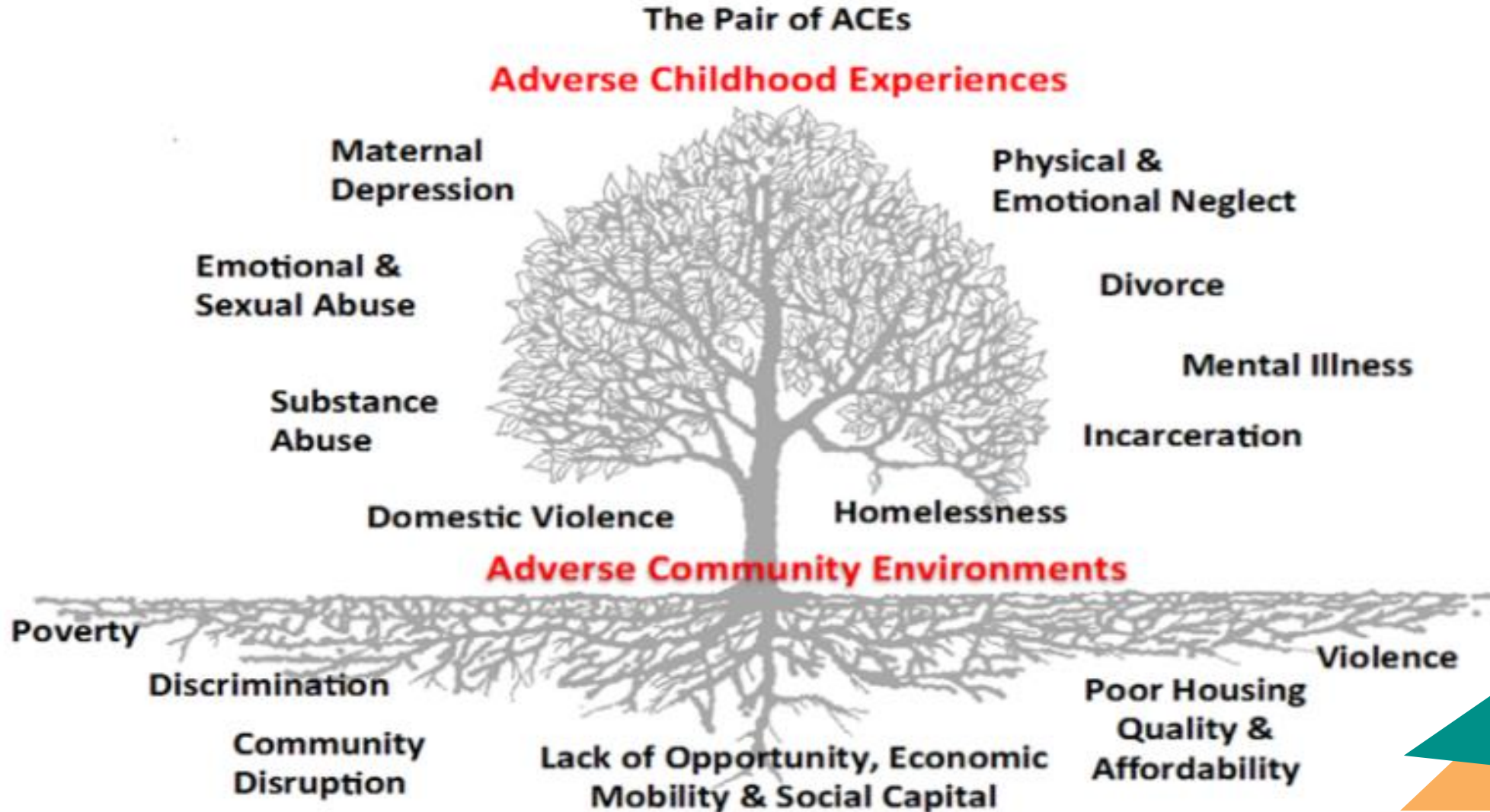
Incarcerated Relative



Substance Abuse

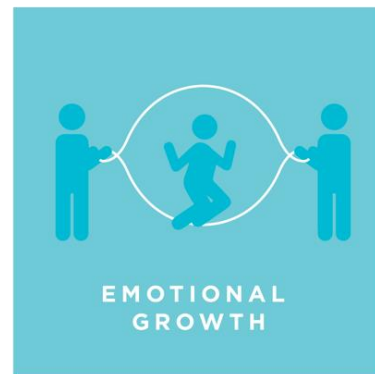


# Adverse Community Environments are the root causes of ACEs



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

# Adversity and the Building Blocks of HOPE



Child Abuse & Neglect...

Disrupts foundational  
*relationships*

Disrupts safe home  
*environments*

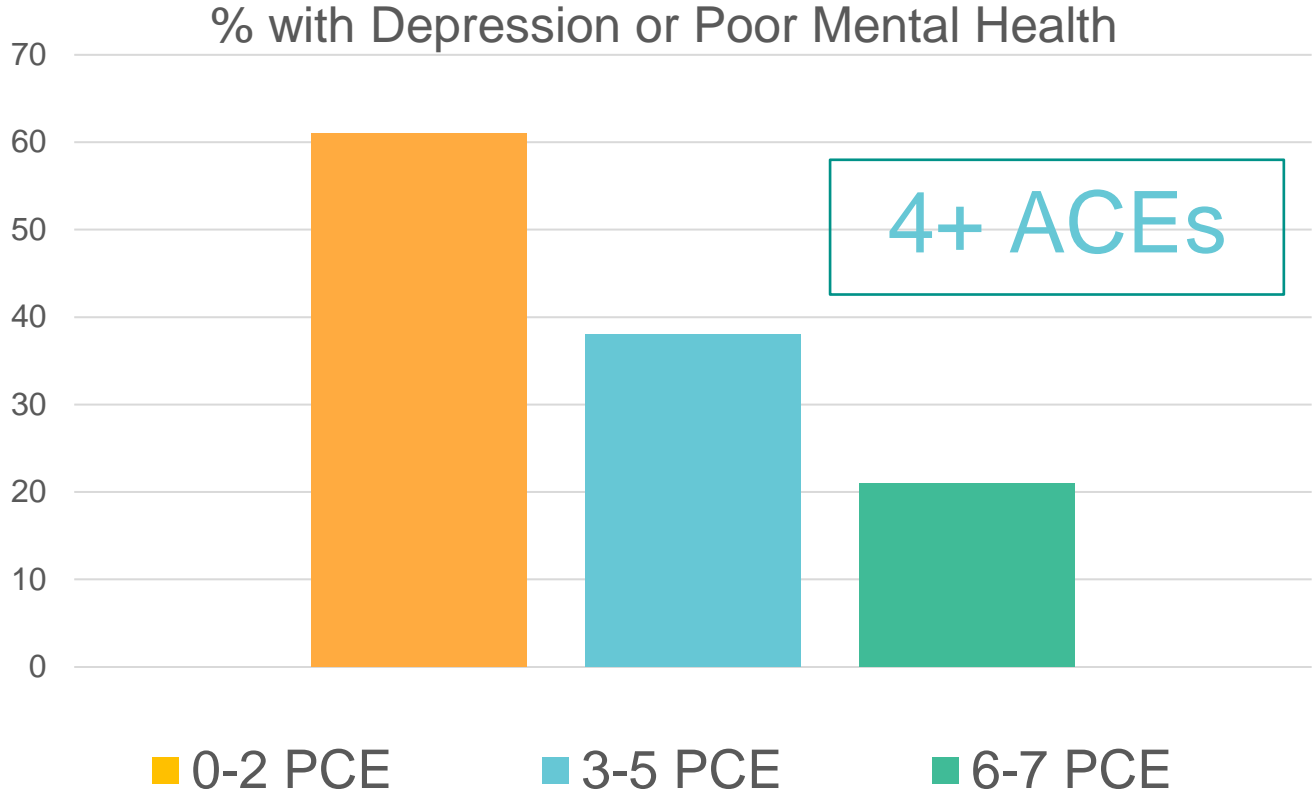
Family Disruption...

Disrupts safe  
*environments* (home and  
SDoH)

Adverse Community  
Environments...

Reduce *engagement*  
Reduce opportunities for  
*emotional growth* (peer  
play)

# Positive Childhood Experiences Mitigate ACEs Effects



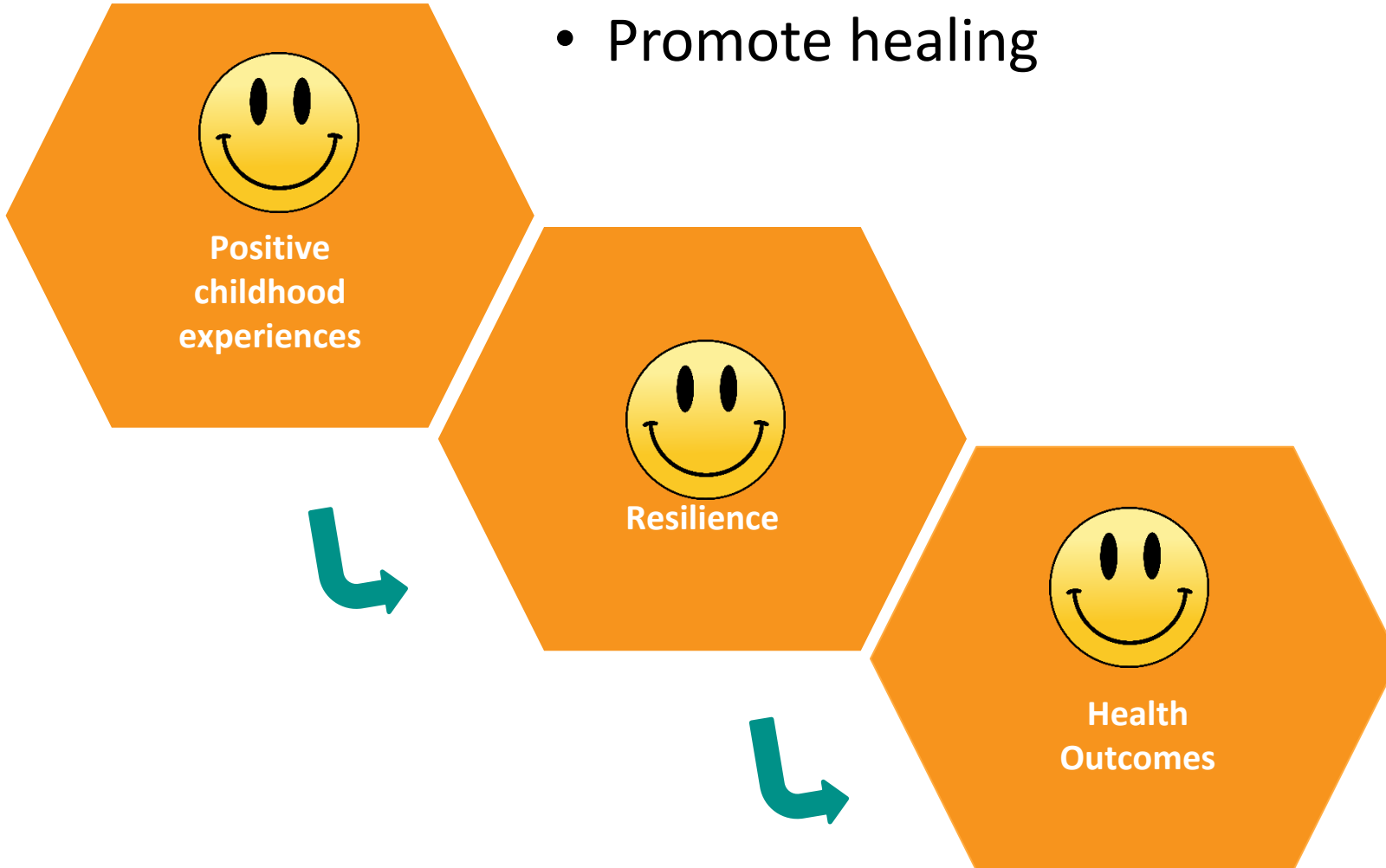
Bethell C, Jones J, Gombojav N, Linkenbach J, Sege R. Positive Childhood Experiences and Adult Mental and Relational Health in a Statewide Sample: Associations Across Adverse Childhood Experiences Levels. JAMA Pediatr. 2019 Sep 9; e193007





# Positive Childhood Experiences:

- Prevent ACEs
- Block toxic stress
- Promote healing





- PCEs protect adult mental health...even in the face of ACEs.
- What does that mean to you?



## HOPE-informed Resources and Referrals

Let's promote access to the Building Blocks!  
Breakout Rooms

- How does YOUR community define this Building Block?
- How do you know? If you aren't sure, how can you find out?
- Go round robin sharing ways you do or can promote access to this Building Block and referrals to partner organizations that also promote access.



## Discuss

Anything surprising?

Are there Building Blocks that are easier to connect to? Harder to connect to?

Are you stumped? Do you need suggestions? Throw it out to the group!







Families are Resilient. HOPE celebrates their strengths.



HOPE





# Moments of HOPE

**Moments  
of HOPE  
can  
occur:**

In each encounter

During intake and assessments

When sharing referrals or community resources

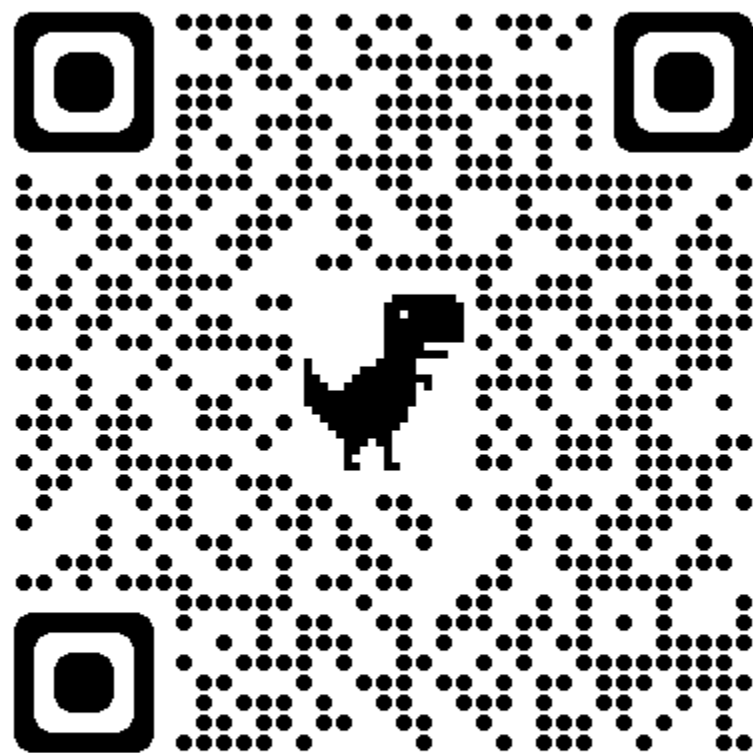
When creating or revising policies

When designing programming



Questions?

What will  
you do in the  
next 30  
days?



<https://form.jotform.com/220094754908057>



# 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 acknowledgment 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

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

# 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.

# HOPE 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.

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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







Spreading

HOPE



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