

Schools for Hope

 Western Health
and Social Care Trust

 Health Improvement
Western Area



Based on the Schools for Hope IFred.org.
Kathryn Goetzke, Founder, Interim Director and her team.



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The sunflower has been identified as the universal and positive symbol of HOPE



AIM

- Some background on how it has come about
- Introduce you to the concept of Hope
- Evidence to why we need to invest in this
- The Journey to date
- Vision for the future





Schools for Hope - background

- **Schools for Hope** is a new curriculum project developed by iFred (*the International Foundation for Research and Education on Depression*) It is based on research that suggests hope is a teachable skill. It aim is to equip students, educators, and parents with the tools they need to find and maintain **Hope** even during the most trying of times.
- The Outer West Neighborhood Renewal Partnership, WHSCT Health Improvement Dept, Ulster University and Local Primary and Secondary schools in the area set out on this journey last June



Rationale

- In the research and work related to suicide prevention there has been a tendency to focus on hopelessness. Hopelessness has been shown to predict suicide, but very few have studied its opposite, i.e. the importance of hope. Hope should be considered as a central concept when working with preventive measures.
- We should look to strengthen people's hope. This could be done by giving people a sense of agency to handle their own life. In this process it is central to look at how individuals perceive possible goals and potential pathways to these goals. If you do not know how to pursue your goals, it might lead to despair.



So what is it ?

- Hope is defined as **goal-directed thinking** in which the person has the perceived capacity to find routes to goals (**pathways thinking**), and the motivation to use those routes (**agency thinking**).
- Hope is the feeling of wanting something to happen and thinking that it can happen
- Webster Dictionary



CONCEPTS OF HOPE

- **.You are not born with hope. Hope must be developed, like a set of muscles. There are four kinds of hope: Each type of hope, just like each muscle, has a special purpose.** Dr. Anthony Scioli
- **Attachment hope** is used to build and keep trusting relationships, have a sense of connection to others, and have strong survival skills.
- **Mastery hope** is used to become strong and successful, supported in your efforts, and inspired by good role models.
- **Survival hope** is used to stay calm and find ways out of trouble or difficult situations. It allows you to manage your fears.
- **Spiritual hope** is used to feel close to nature and all human beings and to draw extra strength and protection.
- *Dr. Shane Lopez, a hope expert, says that hope is the feeling you have when you have a goal, are excited about achieving that goal, and then you figure out how you achieve it



Resilience and HOPE

- “We learn our belief systems as very little children, and then we move through life creating experiences to match our beliefs. Look back in your own life and notice how often you have gone through the same experience.” -Louise L. Hay

The subject of resilience in positive psychology deals with the ability to cope with whatever life throws at you. Some people can be knocked down by life and return as a stronger person than ever before. These people are called resilient.

- A resilient person works through challenges by using personal resources, strengths and other positive capacities of psychological capital such as hope, optimism, and self-efficacy



Consultation with a difference

- The future is brighter (M39)
- Never giving up no matter what ((F44)
- **Having a big, big dream (F8)**
- When your dreams come true (F10)
- I guess it is to believe in something (F8)
- Hope is power (M 51)
- Moving forward (F46)
- Seeing my grandchildren (F60)
- Something in the future (M 72)
- **Having courage to play foot ball (10)**
- **If we don't have hope we have nothing (F74)**
- Having a future (F24)
- If some one was ill physically or mentally – hope is the thing that get them through (f22)
- ❖ **Hope is when someone puts an arm around you when you are ready to let go (M23)**
- Hope is believing things will get better (F 31)
- **Hope means life (M 68)**
- It gets me up and keep me going and we should help our young folks get it and maybe they would not feel so hopeless (F79)



What the evidence is telling us

- Research suggests that HOPE is a teachable skill (Rand & Cheavens, 2008)
- It has also been found that a greater level of HOPE results in greater well-being, and the fact that HOPE is vital to success (Scioli, 2009).
- Relevant research studies that have been performed to determine the risk factors of suicide, indicate that hopelessness is a primary predictor of suicide. Hopelessness is associated with suicide attempts, although the factor may be confounded by the presence of depression (Wilkinson et al, 2010)
- Primary predictors of suicide include hopelessness and depression. (Association of Physicians, 2004).
- Higher Hope corresponds to greater emotional and psychological well-being, greater academic performance, and enhanced personal relationships (Snyder, 2003)





PROGRAMME DELIVERY

PROGRAMMES BEGIN IN THE

AUTUMN – 5 SESSION X 2 Hours

- Session 1 - Defining Hope
- Session 2 - Why Is Hope Important
- Session 3 -The Brain And Hope
- Session 4 - How To Create A Hopeful Mind
- Session 5 - Hopeful Purpose
– Connecting, passion / purpose



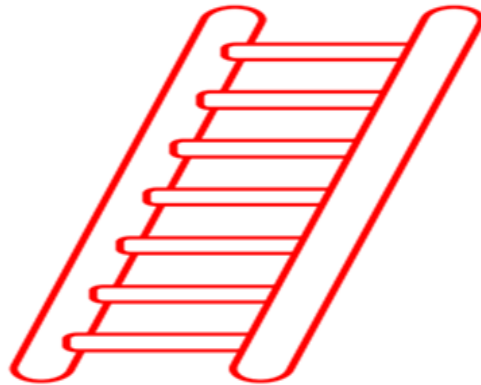
Spring begins with a follow on 6 x 2 hour sessions

- Session 6 - Discussing Hope
- Session 7- Hopeful Goals and Pathways
- Session 8 - A hopeful approach to change
- Session 9 - Challenges to hope
- Session 10 - Giving hope



Session 3 The Brain and Hope

- Upstairs – Where we do our thinking, imagination , our learning - sound decisions, making plans self- understanding, learn new things and we feel hope



- DOWNSTAIRS
- Basic functions – survival breathing, blinking , heart rate, fight or flight or freeze, strong emotions, such as anger or fear (Siegel ,DJ, Bryson, T.P.2011)



Example session five **Connecting, Passion And Purpose**

An important aspect of strong HOPE is having a purpose

Charlie The Comic Story



Charles the Comic

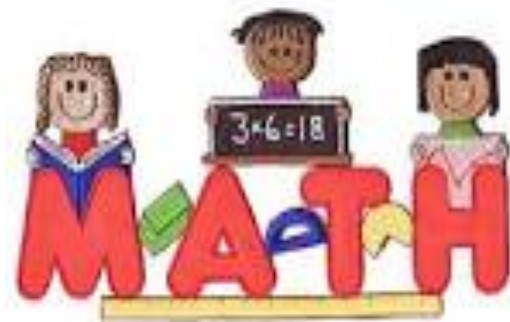
Charles was a smart boy who was always placed in advanced math class. Charles' parents and family were very proud of these maths skills and told everyone about them. The neighbours, their friends, and even the people who worked at the grocery store knew

Charles was good at math.

Even though Charles was good at it, math did not make him happy.

Charles showed up every day to math class dreading the work.

One day at lunch, Charles sat next to a girl, Jasmine, who was drawing lots of small pictures in a row.



What are you doing?” Charles asked.

“Making comics,” Jasmine responded.

Charles watched Jasmine draw comics all lunch period.

He was fascinated with how much detail she put into her characters and the funny things she had them say.

Come back tomorrow and I’ll teach you how to make your own comics,” Jasmine told Charles.

The next day, Charles came to lunch prepared with some blank paper and a pencil. Jasmine taught Charles tips on drawing comics, shared some books with him about making comics, and introduced Charles to a few other friends who drew comics too



Charles learned that he loved drawing. He liked that there were lines and boxes in the comics that reminded him of sequences and Patterns in maths that he already knew well.

What he really loved was that he could make worlds come to life on his page.

Whenever Charles has spare time, he now draws comics. He shares them with friends and family and everyone enjoys reading his stories.

This makes Charles feel like there is meaning in his life and he feels special.

When he sees other people laugh and learn from his drawings, Charles feels they are not just his passion, but also his **purpose**.



HAVING A HOPE SUPPORTER !!!

- A Hope Supporter is someone who knows and appreciates you, sees your strengths, and helps you keep a hopeful mind. They are important to our hope. It takes a team to achieve most goals.
- It's always important to ask for help. These supporters help us toward our dreams



Hope network

- My Friends on whom I can count:

- ---
- ---

- Family members with whom I feel comfortable sharing my feelings:

- ---
- ---

- Relative (e.g., aunt, uncle, cousin, grandparent) with whom I can talk:

- ---
- ---

- Faculty and staff (e.g., teacher, counselor, coach) I can go to for support:

- ---
- ---

- Someone I might be able to count on even though we are not always close:

- ---
- ---

- Something sacred to me (pets, nature, music):

- ---

Adapted from the Student Personal Resource Survey Opalewski and Robertson (2007), p. 13 Hope Network

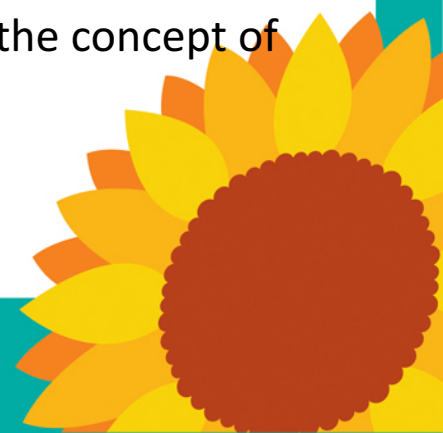


Evaluation to date

Schools for Hope: Implementation with Late Elementary Students at the Fifth Grade Level International Foundation for Research and Education on Depression

Kathryn Goetzke, Penny Tate, Harsh Patel & Kristin Lewis

- ✓ Pre and post questionnaire
- ✓ Results of testing concluded the effectiveness of the program with an overall increase in student comprehension of material and contents.
- ✓ Additionally, feedback from educators and students was collected with indicated Reports of overall satisfaction, support, and a desire to continue forward with the program
- ✓ The hope curriculum proved to be an effective means of teaching the concept of hope
- ✓ Further research is needed to see the longitudinal impact



WESTERN AREA

- Produced training packs
- Trained 30 people from Stat , Vol ,community **Pilot one** – Introduce the programme in 5 primary schools initially in the outer west area (P5- P6) and two secondary schools
- University of Ulster (Dr Karen Kirby)are assisting with the pre and post evaluation
- Strong links with our colleagues in Ifred and share the learning
- Producing initial evaluation finding in June



RESEARCH TO EVIDENCE

- The aim of the pilot evaluation was to assess the effectiveness of the Schools for Hope programme in being able to:
- improve levels of hope in children and young people,
- increase awareness and improvement recognising 'feelings' and emotional regulation,
- Increase emotional resilience and coping skills
- If present- be able to show reductions in potential levels of anxiety and/or depressive symptoms



Questionnaire Survey pack for Primary School children

- The 'Hope scale' was assessed pre/post and in session by session to evaluate improvements in Hope over the course of the 10 week programme.
- Pre and post measures only
- The Hopelessness Scale for Children (HSC).
- How I feel Questionnaire
- Spence Generalised Anxiety Measure for children



Questionnaire Survey pack for Post Primary School children

- The Difficulties in Emotional Regulation Questionnaire-Short Form (DERS-SF)
- The Measure of Child and Adolescent Coping Scale
- Adolescent Resilience Questionnaire Revised (ARQ-R)
- GAD-7 Anxiety
- The Beck Hopelessness Scale for Children
- Rosenberg Self Esteem Scale



THE FUTURE !!!!

- Every child deserves HOPE and the opportunity to face life, equipped with the essential tools for emotional wellness. With these skills in place, we not only are providing the path for a life of fulfillment and success, but we are preventing the consequences hopelessness may bring.



INSPIRATIONAL CLIP

- Insert video clip
-
- Uplift Connect's
- This kid knows What is important in life



LEND ME YOUR HOPE

*Lend me your Hope for a while
I seemed to have mislaid mine
Lend me your hope for a while*

*Lost and lonely feeling follow me
I see days filled with sadness and fear
Lend me your hope for a while*

*Lent me your hope for a while
and one day I will heal and then I will lend my
renewed hope to others
lend me your hope for a while
ANON*

HOPE can be gentle, quiet and still.



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