A scenic landscape featuring a dirt path that winds through a field of wildflowers and shrubs. In the background, a range of large, rugged mountains with patches of snow is visible under a clear blue sky. The foreground is filled with various green plants and yellow wildflowers. The text is overlaid on the lower left portion of the image.

As you enter, think of someone
who had a difficult childhood and
is now a thriving adult



Spreading HOPE

January 19, 2023

HOPE
HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES

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HOPE

HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES

Why HOPE Exists

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



Acknowledgment: A legacy of positivity

Science of the Positive - the Positive Exists

Strengthening Families – Protective Factors

Essentials for Childhood - Safe Stable Nurturing Relationships

Johns Hopkins – Flourishing -not just surviving

NICWA - Positive Indian Parenting

SEARCH Institute – 40 community assets

Bright Futures – Identifying strengths

Faith traditions bring communities together to support families



Poll

How much do you already 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!



2015 population study
in Wisconsin

Part of the BRFSS

Asked about ACEs

Asked about Positive
Childhood experiences

Correlated with
mental health

Developing the Positive Childhood Experiences (PCEs) score





Positive Childhood Experiences scale questions

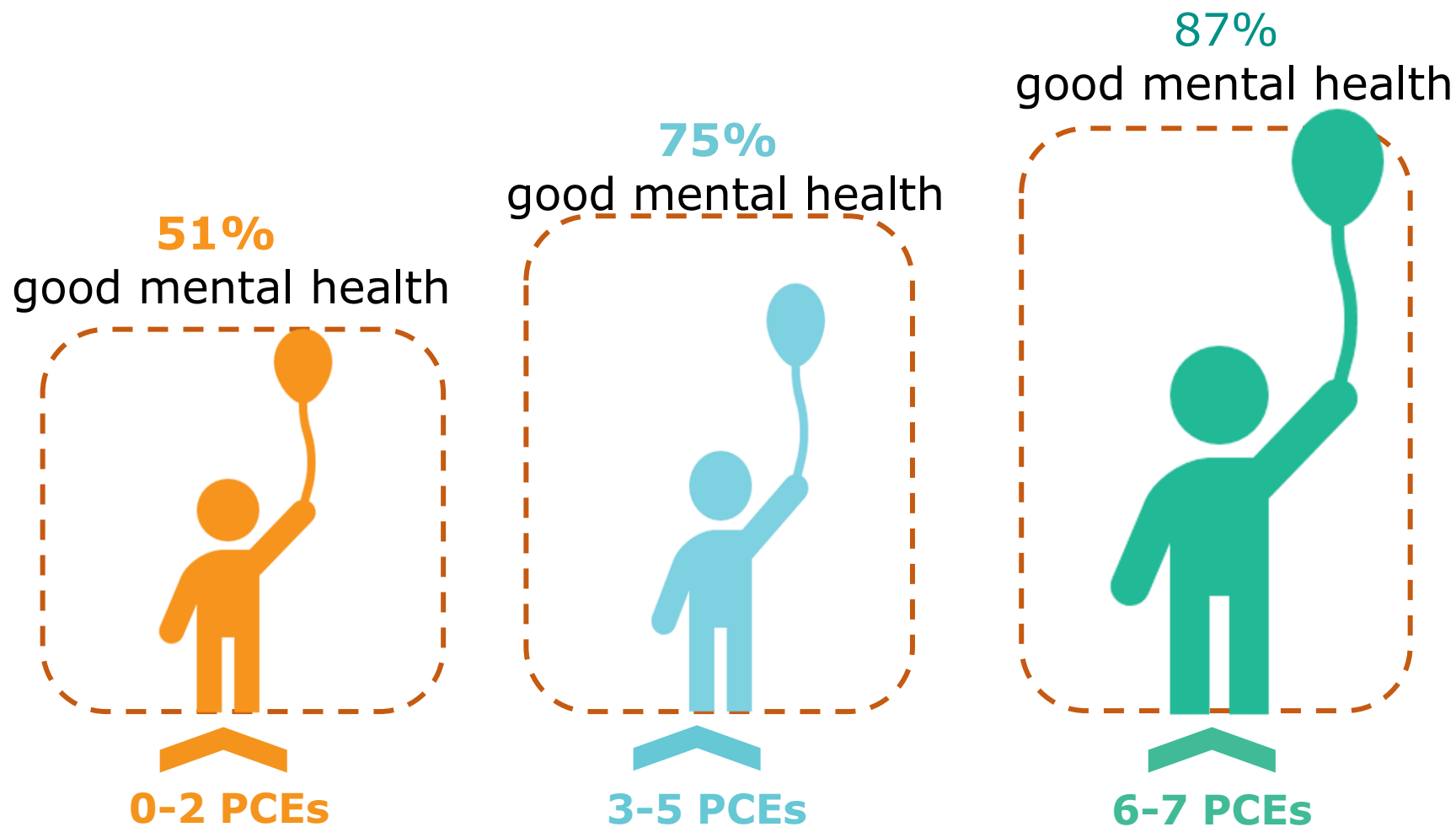
As a child, how often did you ...



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

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



PCEs protect adult health

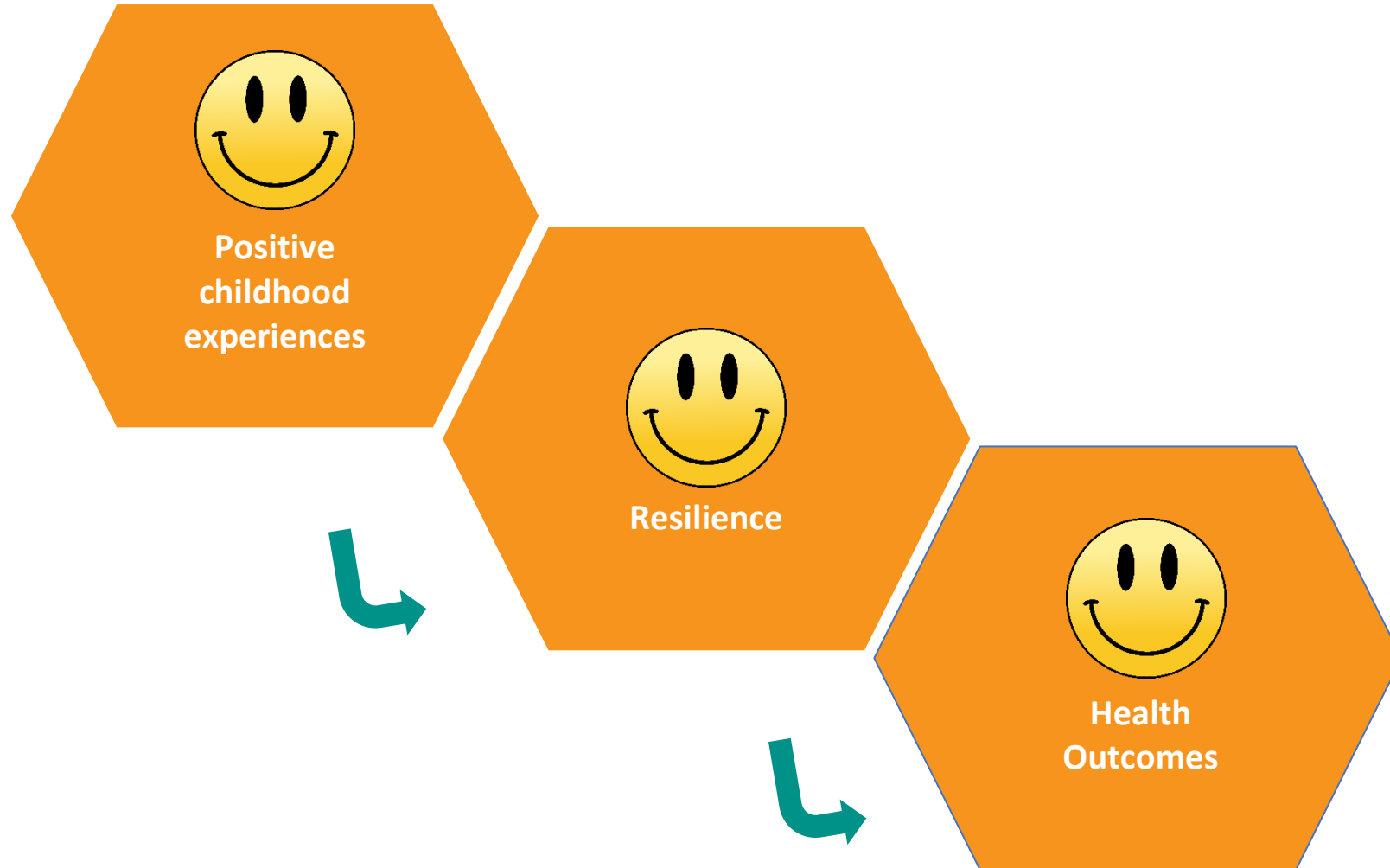


Photo by [Katherine Hanlon](#) on [Unsplash](#)





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

NEW

- 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



Adverse Childhood Experiences (ACEs)

The three types of ACEs include

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



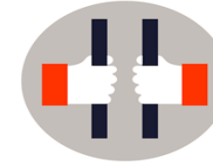
Mental Illness



Mother treated violently



Divorce



Incarcerated Relative



Substance Abuse

Image courtesy of RWJF

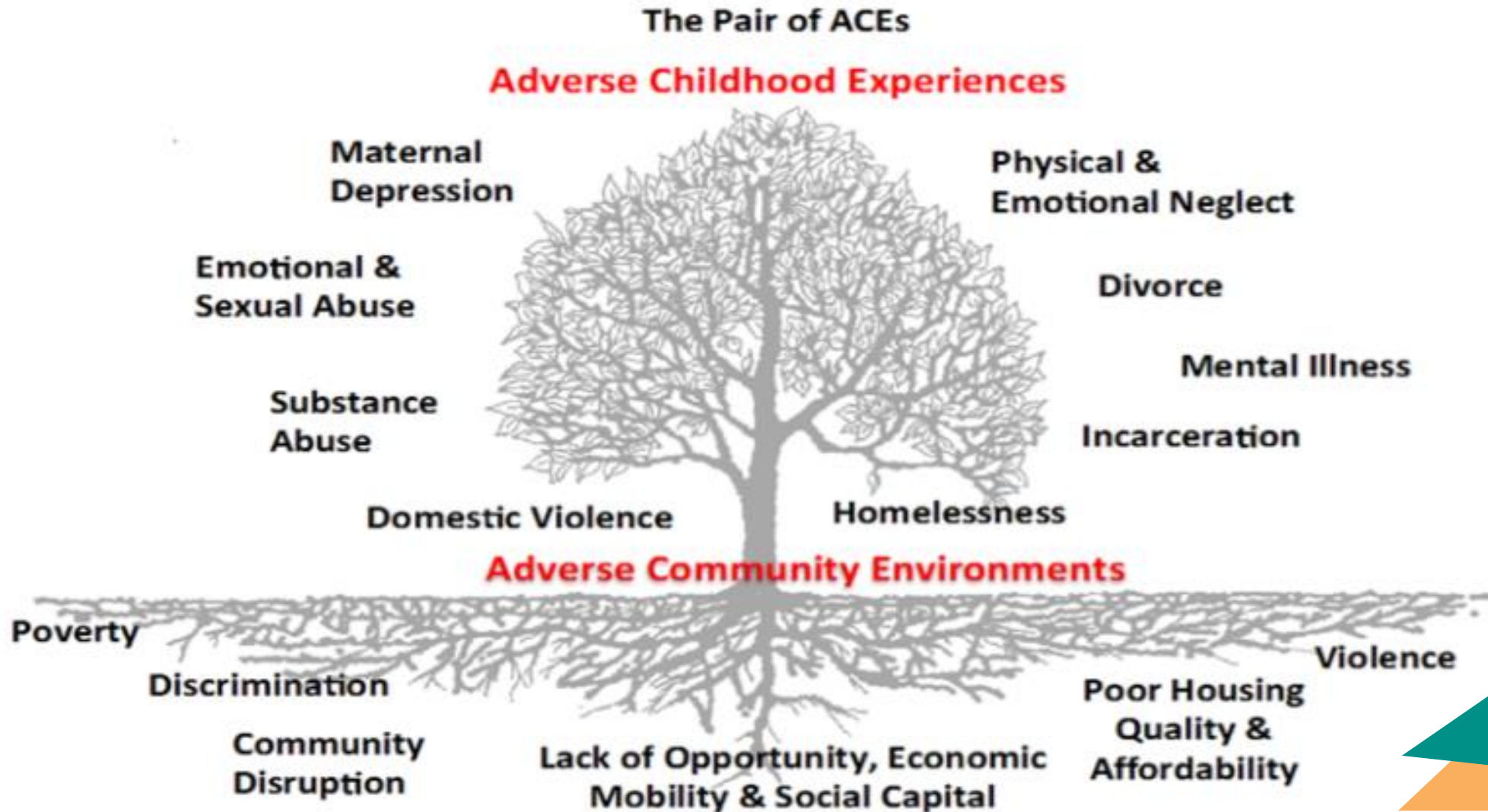


Early Adversity has Lasting Impact





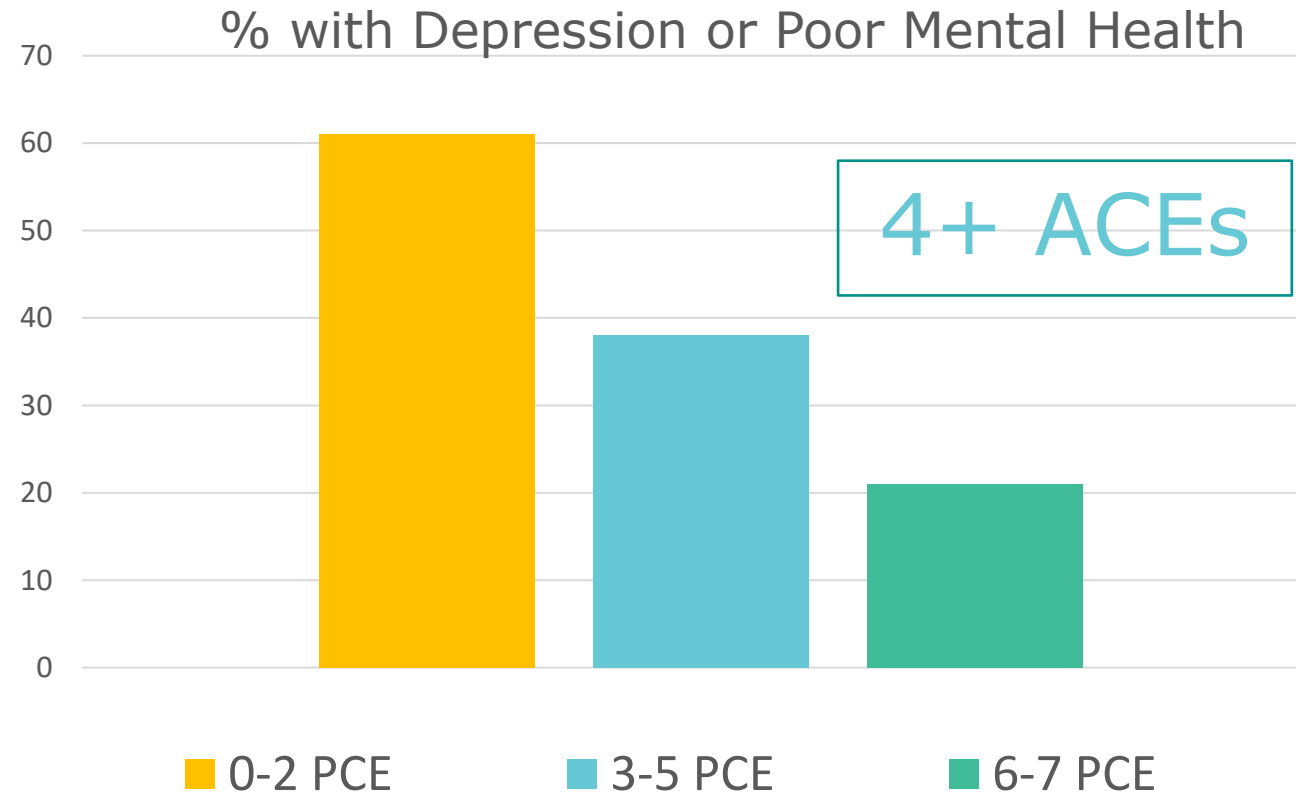
Adverse Community Environments are the root causes of ACEs



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



Positive Childhood Experiences Mitigate the Effects of ACEs



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



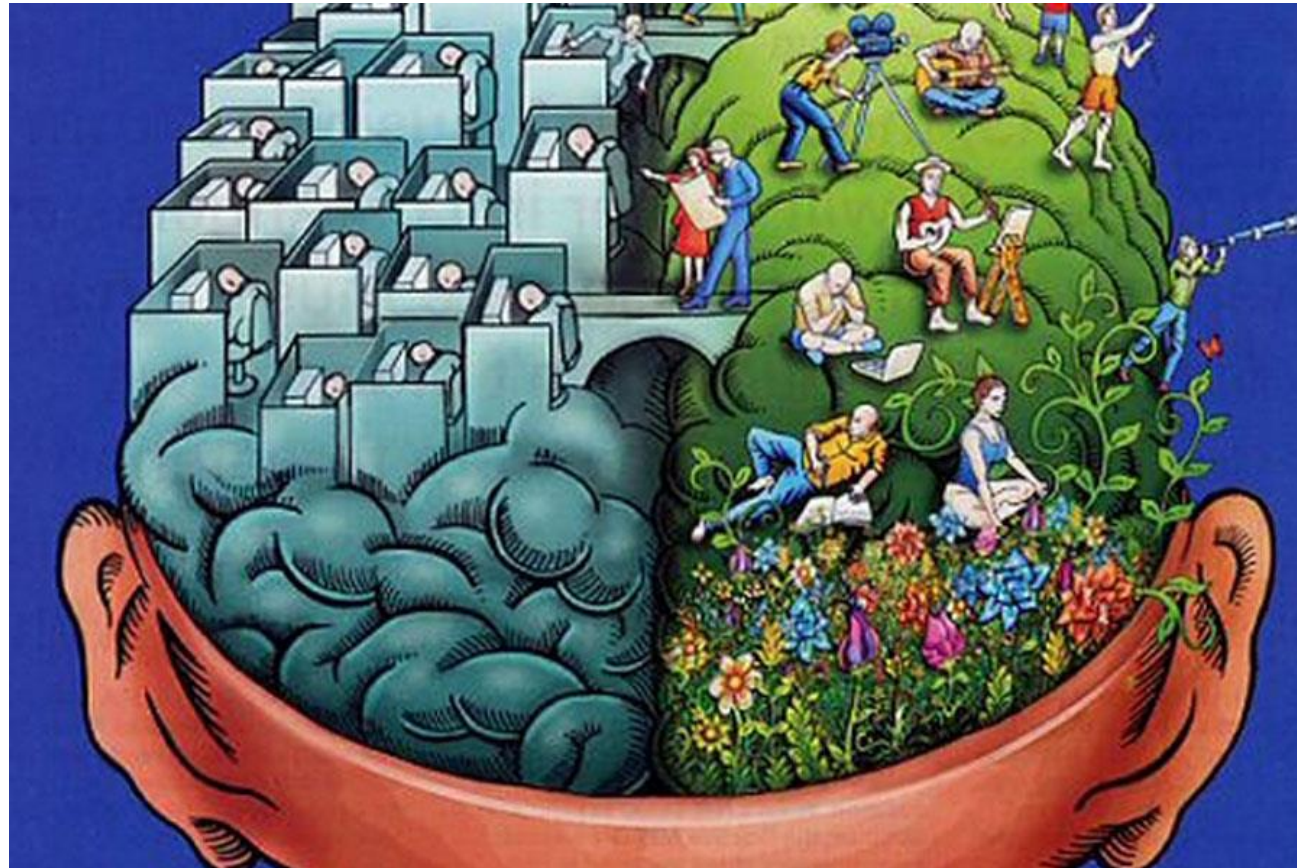
5 lessons from the Trauma-Informed Care Revolution

1. Children's brains respond to experience
2. Birth-3 and adolescence are sensitive stages
3. Therapeutic importance of childhood experiences
4. Most adults understand why childhood experience matters
5. People can heal, even after past trauma



Take Home Lesson: The Brain is Not Static!

Exposure to PCEs can strengthen brain pathways and promote resilience and recovery.



Indiana Public Media



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



The Four Building Blocks of HOPE



RELATIONSHIPS

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



ENVIRONMENT

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



ENGAGEMENT

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



EMOTIONAL GROWTH

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



The Four Building Blocks of HOPE



Relationships
with other
children and
adults through
interpersonal
activities.





The Four Building Blocks of HOPE



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





The Four Building Blocks of HOPE



ENGAGEMENT

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





The Four Building Blocks of HOPE



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



Families let
providers
know what
goes into the
buckets!





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





Families are Resilient. HOPE celebrates their strengths.





Questions?



HOPE in Practice - initial encounter

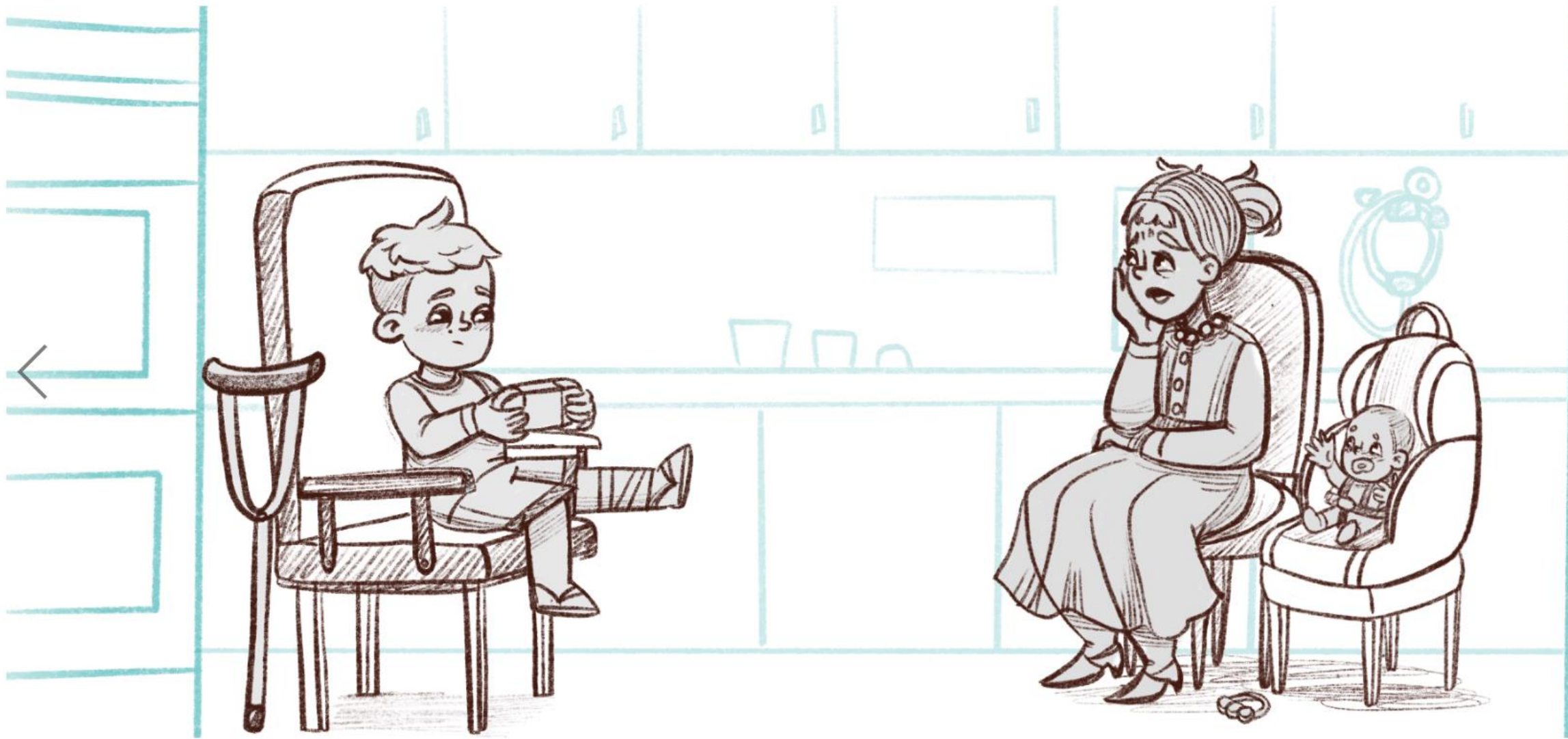
- Parents want to be trusted and valued
- Providers want to be trusted and valued
- But . . . how do we form those initial impressions?

**"YOU DON'T GET A
SECOND CHANCE
TO MAKE A POSITIVE
FIRST IMPRESSION"**

OSCAR WILDE

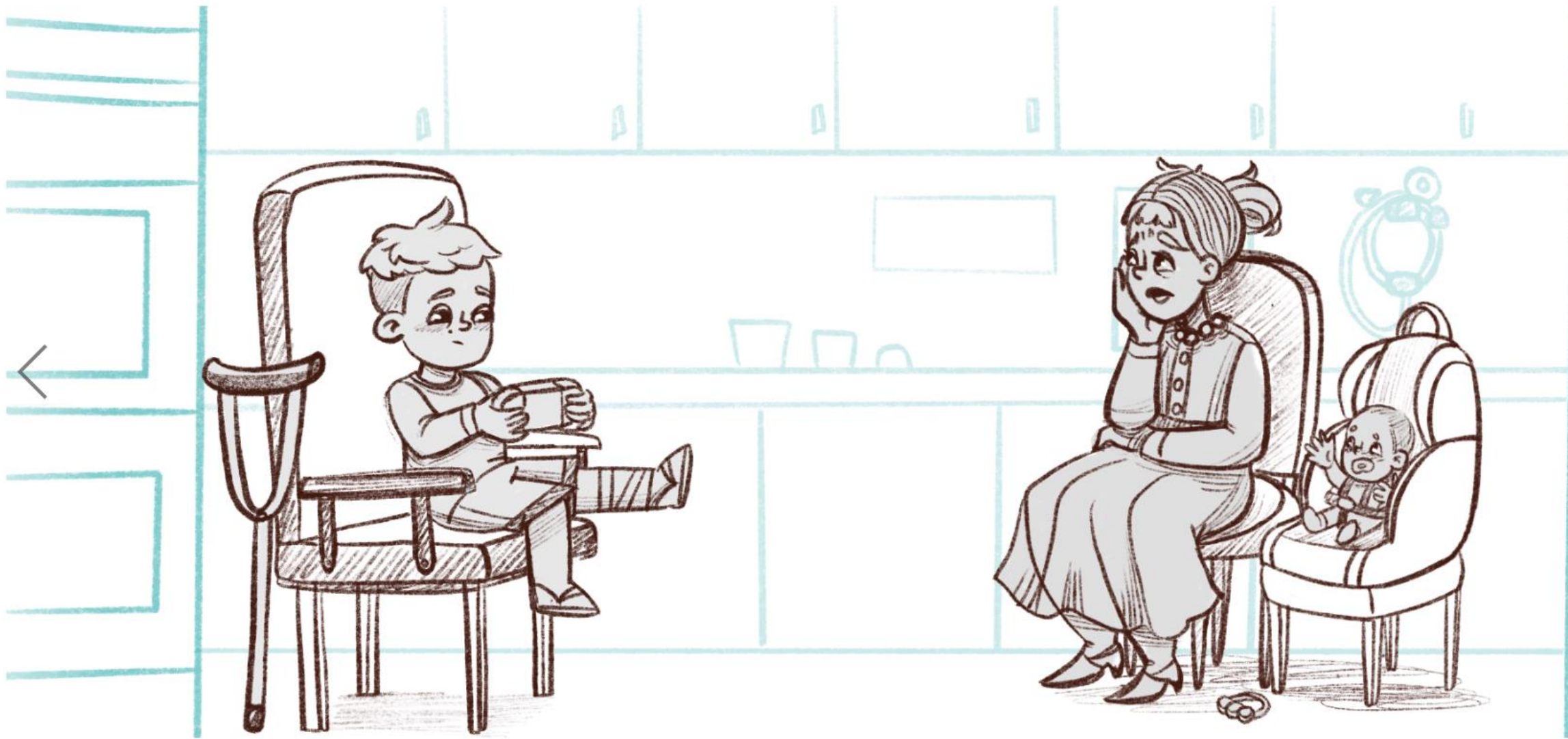


What RISK factors do you see?





What **PROTECTIVE** factors do you see?





Poll

Were risk or protective factors easier to see?

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



Brain Changes

We've talked about how a child's brain responds to experiences. Now let's talk about how **YOUR brain responds via cognitive reframing.**





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**



Type 1 vs. Type 2 thinking

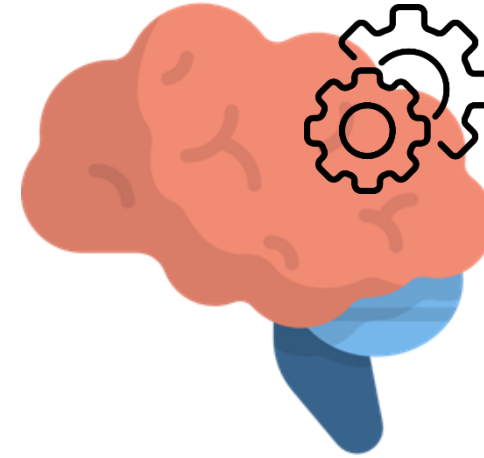
Implicit biases are imbedded in Type 1 thinking



Unconscious, immediate reactions to difference



Type 2 thinking can help us notice and navigate our biases



Slow, conscious strategies to mitigate bias



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.



QUESTION: Type in the
Chat or Come off Mute

How do ACEs screenings happen in your clinic?



Breakout Room

- Why do you screen for ACEs?
- How does it change your work with families?
- What are your goals in conducting the screening?



HOPE- informed ACEs Screen

- Preparing
- Provide information about screening
 - Explain ACEs study and kinds of questions study will ask
 - Explain why you are conducting the screening
 - Explain what is and is not reportable
 - Remind family that this is optional
- Schedule for a time in the future when parent can feel prepared to discuss





HOPE- informed ACEs Screen

- 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 ACEs screen





HOPE- informed ACEs Screen

- *After the Screener*
- Review PCEs that you have witnessed in the family
- Celebrate with the parent the work they are already doing to offset long term health outcomes associated with ACEs
- Ask parent if they are interested in brainstorming more ways to create PCEs for children
- Close with positive, HOPEful messaging



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:

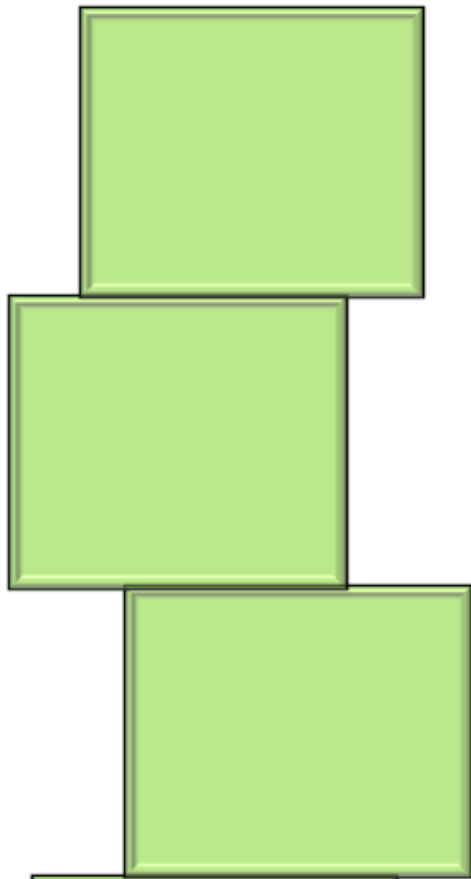
What do you like to do at home with your family? Who is someone outside your family that really cares about you?

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?

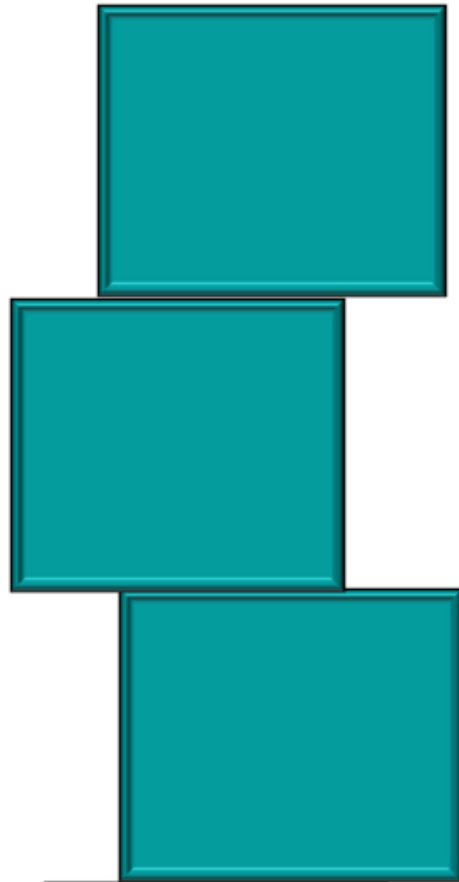
Build a Tower of Blocks!

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.



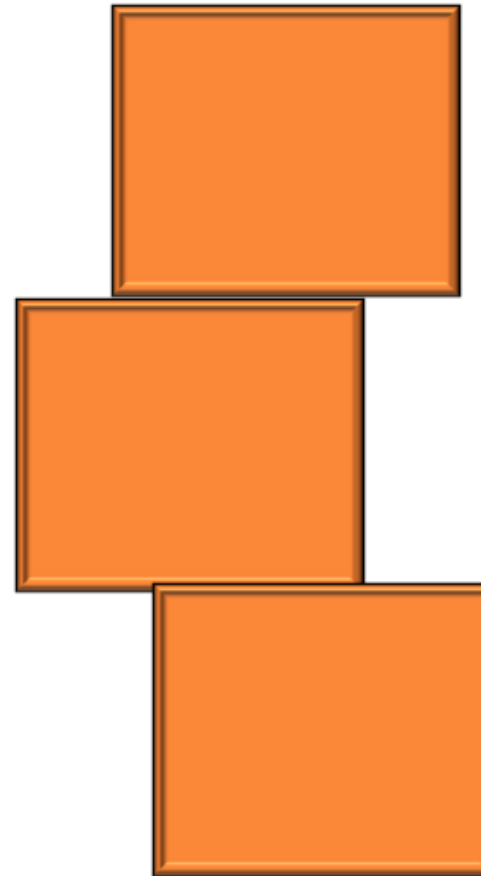
Engagement:

What do you like to do as a family outside the home? Where do you feel connected to others? Describe a favorite outing.



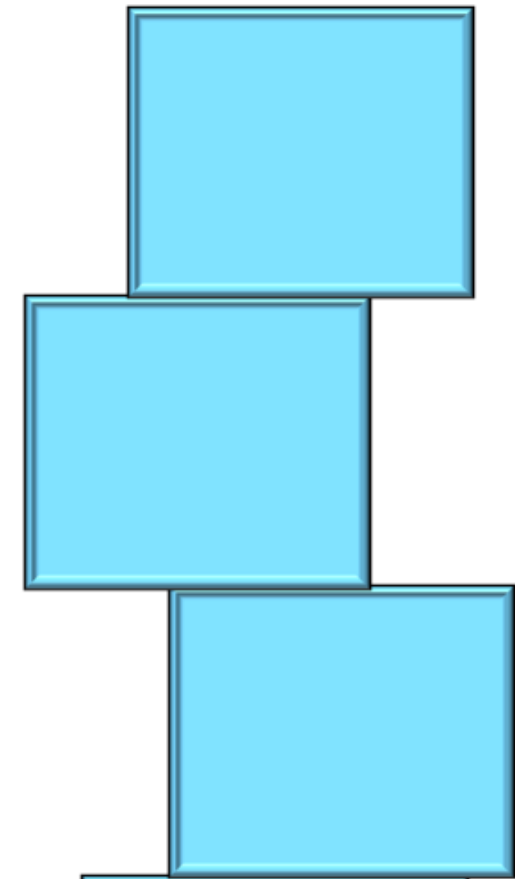
Relationships:

What do you like to do at home with your family? Who outside your family would always help you if you



Environment:

Describe places you love to go. Where do you like to play? Describe your safe space(s). What is your favorite place in your home?



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 don't feel good?

Strengths Based Building Block Conversations

Engagement:

- Suggest afterschool programs
- Explore summer camps, community programs
- Identify local YMCA - can they connect? Scholarships? Transportation Barriers?
- Parenting resources – positive parenting resources, community groups
- Youth programs, outreach, school, community groups
- Offer list of local churches or spiritual centers, resources
- Identify parent support groups – online or in person

Environment:

- Provide list of local housing resources
- Provide list of food pantries
- Provide list of transportation options
- Review Gun safety
- Review Medication safety
- Brainstorm about safe play areas
- Brainstorm about options for trips, outings
- Offer list of community resources for outdoor activities
- Trail/Park Maps and resources (i.e. state park passes or maps)

Relationships:

- How are things at home? What is hard for parents?
- Are parents able to play with kids, Read?
- What is parent proud of?
- How high is the stress level at home?
- Are there specific things or times of day that are hardest?
- Name the non-parent adults that can help; identify barriers to asking them for help
- Identify community resources that can reduce barriers/decrease isolation
- Provide list of community groups and supports
- Give Reach out and Read books/library resources

Emotional Health:

- Ask parents if they feel like they know how to help their child when they are angry, frustrated, worried or scared
- Ask parents how they take care of themselves when they are stressed, sad, angry or frustrated
- Make a “Family Feelings Chart” & encourage them to ask “how do I know I am feeling this way” & “how can I take care of myself while this feeling is here?”
- Teach at least one breathing exercise (glitter jar, box breathing or 5 big deep breaths)
- Teach one strategy for anger (playing “angry” ball with nerf ball, Daniel Tiger, outside to run around)
- Teach one mindfulness strategy: i.e. toes-to-nose or using all 5 senses



Inquiring about strengths, learning proxy measures for resilience, and promoting access to positive childhood experiences are key components of the HOPE framework. While there is not a single, evidence-based approach providers can use to ask about positive childhood experiences, the following options represent research-informed methods currently being used in the field.

The first two techniques are based on standardized, validated queries and will generate scores. Higher scores are associated with stronger resilience. The questions can be included in any standard intake form, paired with an ACEs screen, or used as a stand-alone screening tool.



Resource:

Four Ways to Assess Positive Childhood Experiences

1 Positive Childhood Experiences scale (Bethell et al, 2010)

In a population survey conducted in a largely White sample in Wisconsin, this scale has been shown to protect adult mental health. A score is calculated based on the number of questions that were answered "always" or "almost always".

Thinking back to your childhood, up to the age of 18, please indicate how often you:

- felt able to talk to their family about feelings
- felt their family stood by them during difficult times
- enjoyed participating in community traditions
- felt a sense of belonging in high school
- felt supported by friends
- had at least two non-parent adults who took genuine interest in them
- felt safe and protected by an adult in their home

2 Benevolent Childhood Experiences (Baron, Elora, Benjamin Harris, & Lieberman, 2018)

This instrument was developed for clinical use at the primary care clinic at the University of California San Francisco. It has been validated in small studies conducted among high risk populations. In addition to the Positive Childhood Experience scale above, a total score is generated by tallying the affirmative answers.


When you were growing up, during the first 18 years of life

- | | |
|--|--|
| • Did you have at least one caregiver with whom you felt safe? | • Was there an adult (non-parent) who could provide you with advice? |
| • Did you have at least one good friend? | • Did you have opportunities to learn? |
| • Did you have beliefs that gave you comfort? | |
| • Did you like school? | |



Breakout Room

- **What feels immediately actionable?**



What are you going to do to
create HOPEful ACEs
screenings this month?





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

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

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.

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

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/f8agsK9LZR9JG1BS6>



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Spreading

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