



# Introduction to HOPE for Norfleet

**Robert Sege, MD, PhD**

Institute for Clinical Research and  
Health Policy Studies

Tufts Medical Center, Boston MA

**HOPE**®

HEALTHY OUTCOMES  
FROM POSITIVE EXPERIENCES

**Tufts**Medicine  
Tufts Medical Center

THE **JIB** FOUNDATION

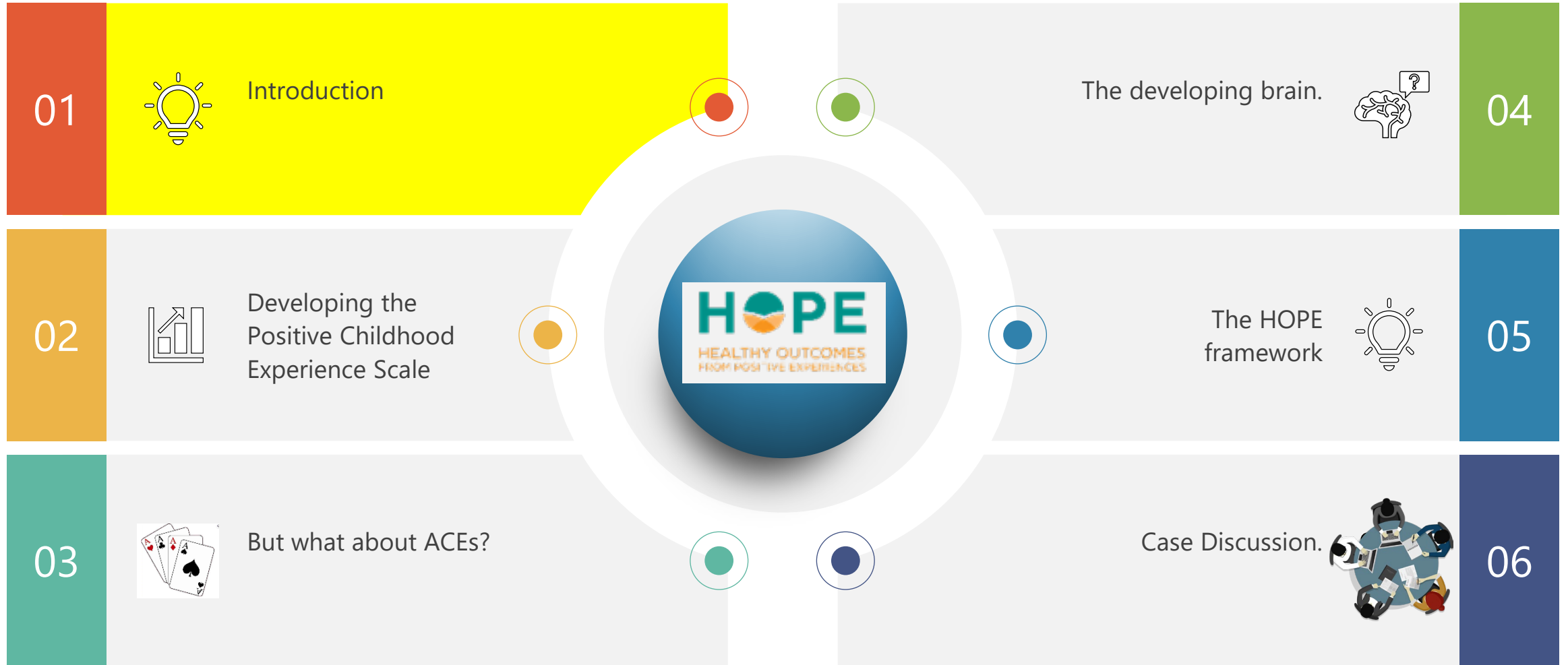


Hold in your heart someone who  
had a difficult childhood and is now  
a thriving adult - maybe yourself, a  
family member, a friend, or a public  
figure





# HOPE for Norfleet







Our Vision is a world that recognizes, honors, and fosters positive experiences because they are fundamental to people's health and well-being.

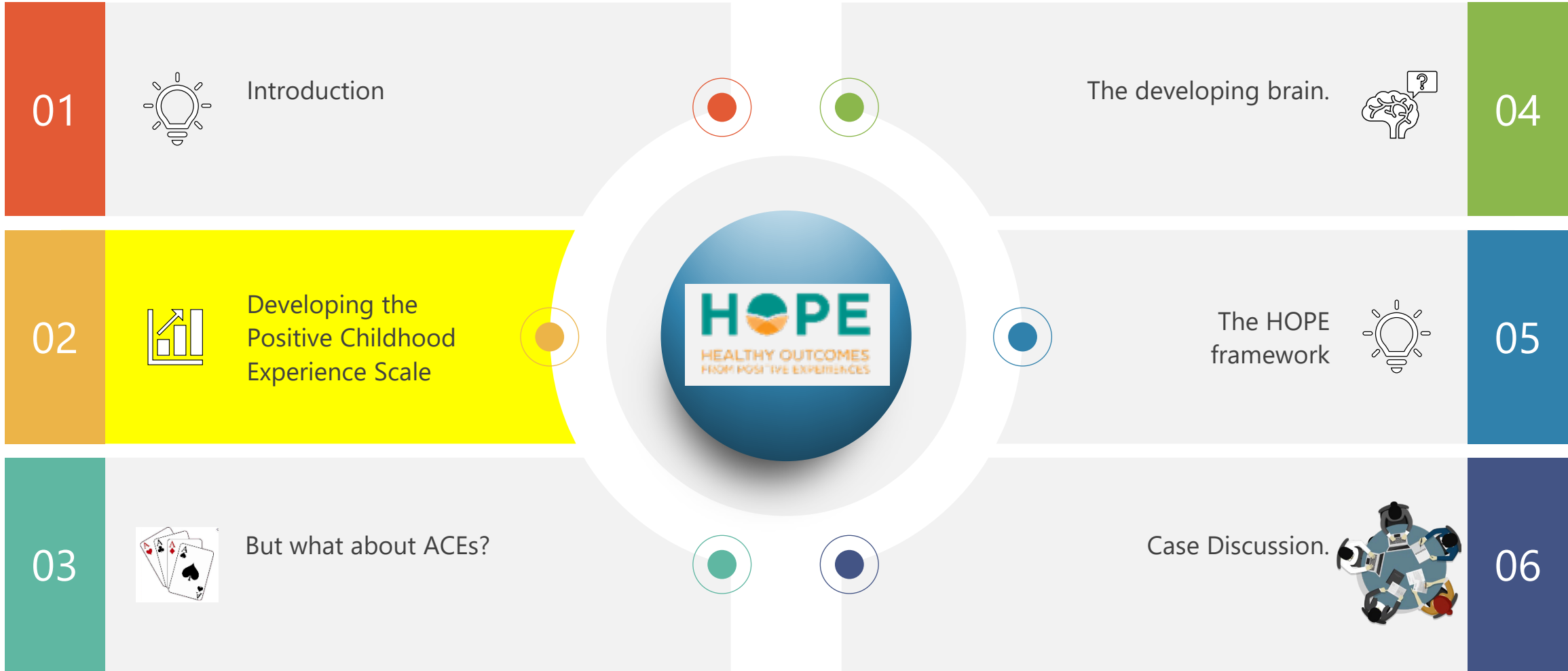








# HOPE for Norfleet





# Developing the Positive Childhood Experiences (PCEs) score

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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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# 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

51%  
good mental health



0-2 PCEs

75%  
good mental health



3-5 PCEs

87%  
good mental health



6-7 PCEs

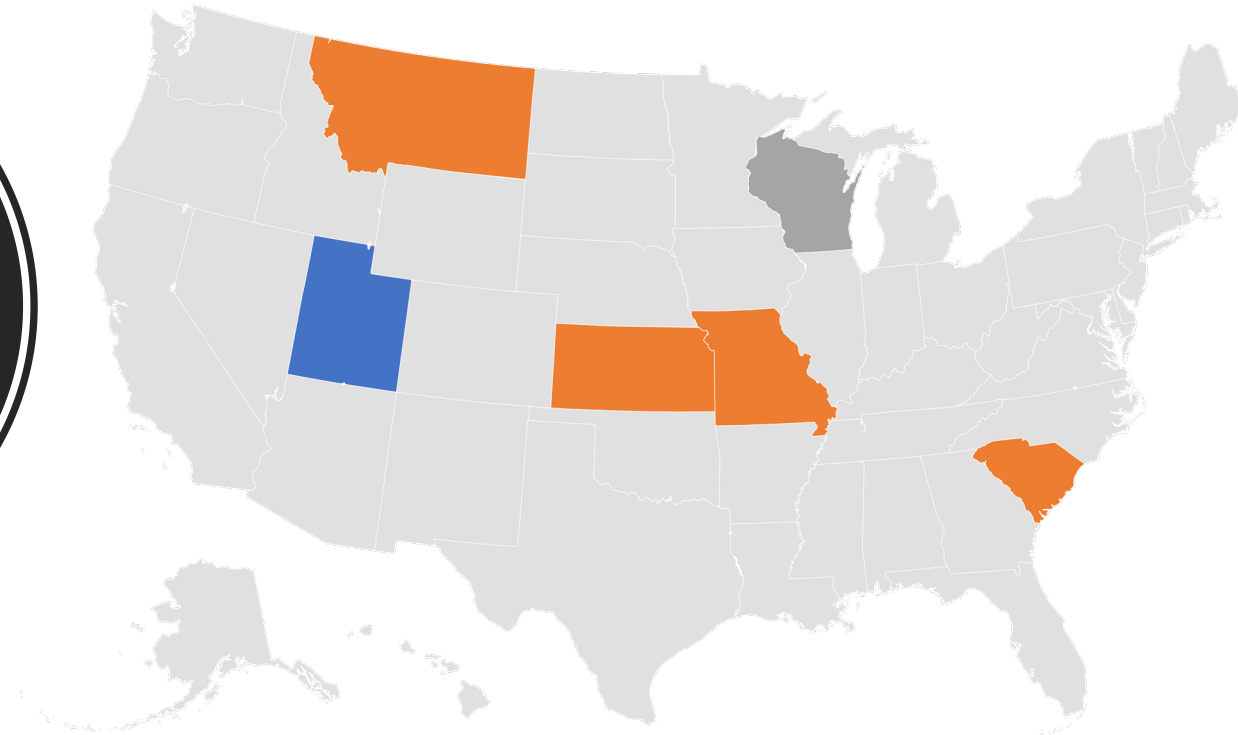
*Good mental health – those not reporting depression or poor mental health*





In Progress

## PCE data in BRFSS



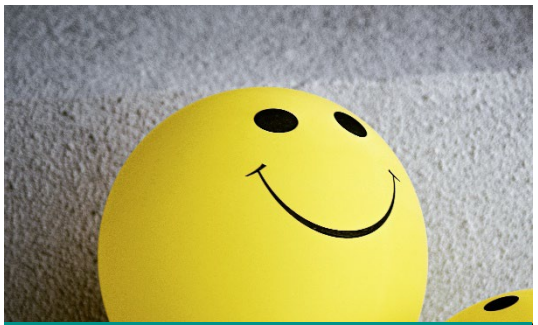
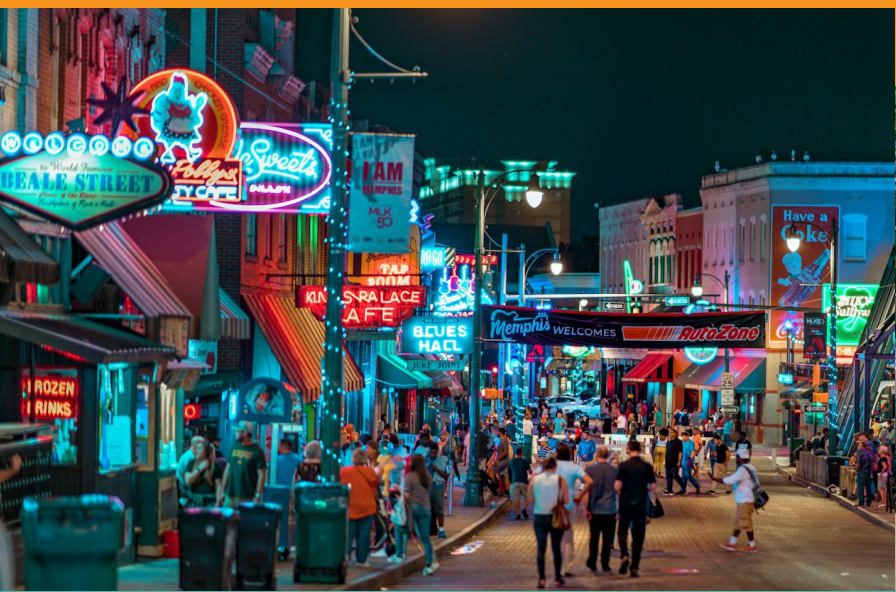
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- In process
- published

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# Higher PCEs Protects Overall Health

2021 Tennessee BRFSS Data



Lower Rates Of  
Depression



Lower Rates Of Heart  
Disease



Improved Physical  
Health



More Likely To Be  
Employed

Source: TN Department of Health. PCEs among Tennesseans 2021.  
<https://www.tn.gov/content/dam/tn/health/documents/PCEs-Factsheet%202021.pdf>

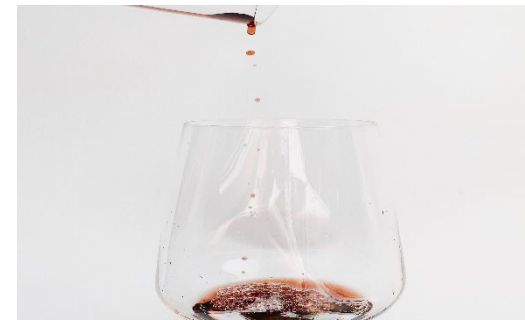


# Higher PCEs Associated With Lower Substance Use

2019 Montana BRFSS Data



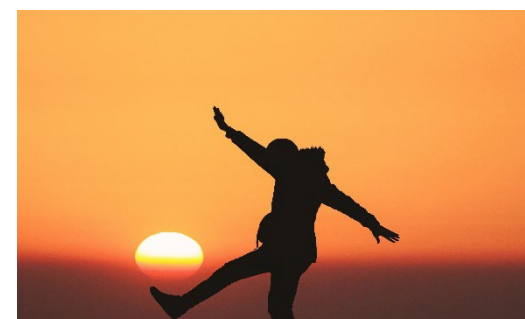
Less Cigarette  
Smoking



Less Alcohol  
Consumption



Lower Lifetime Odds Of  
Illicit Drug Use



Lower Lifetime Odds Of ANY  
Substance Use

*Graupensperger S, Kilmer Jr, Olson Dc, Linkenbach Jw. Associations Between Positive Childhood Experiences And adult Smoking And Alcohol Use Behaviors In A Large statewide Sample. Journal Of Community Health. 2022 Nov 15:1-9.*



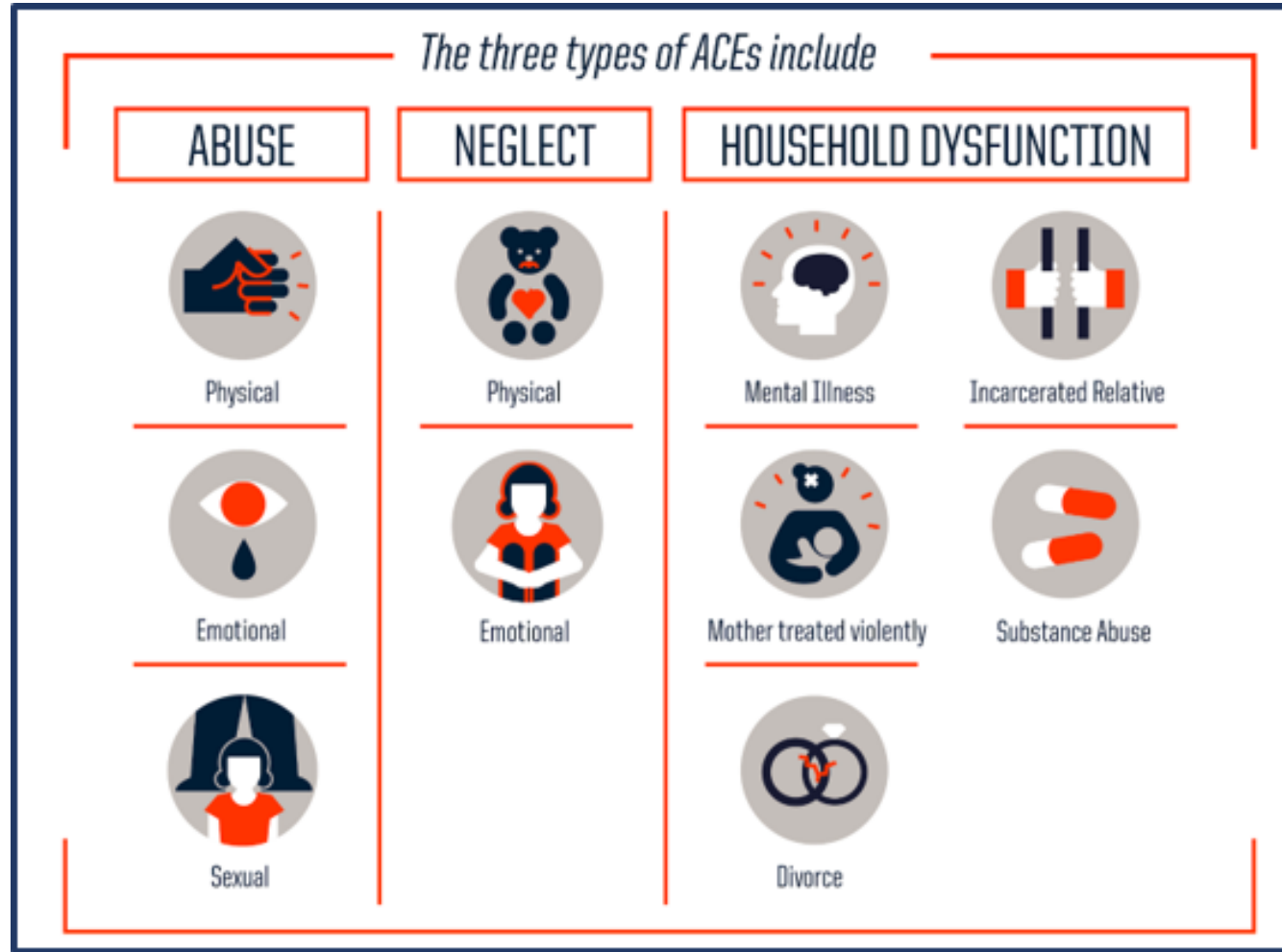


# HOPE for Norfleet



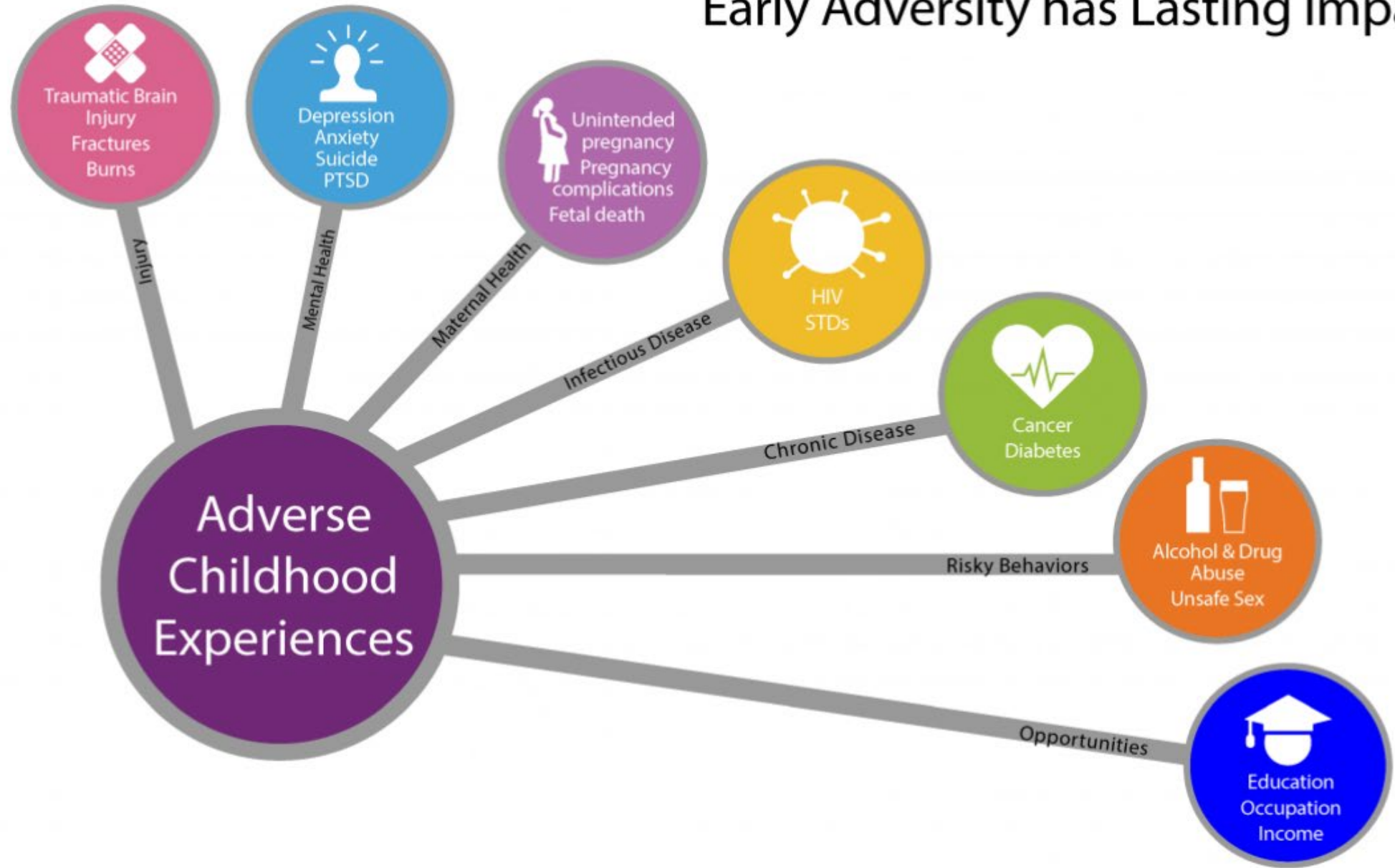


# Adverse Childhood Experiences





# Early Adversity has Lasting Impacts





Do ACEs determine our fate?

# ***Risk Factors are not Predictive Factors because of Protective Factors***

National Academy of Medicine,  
2009

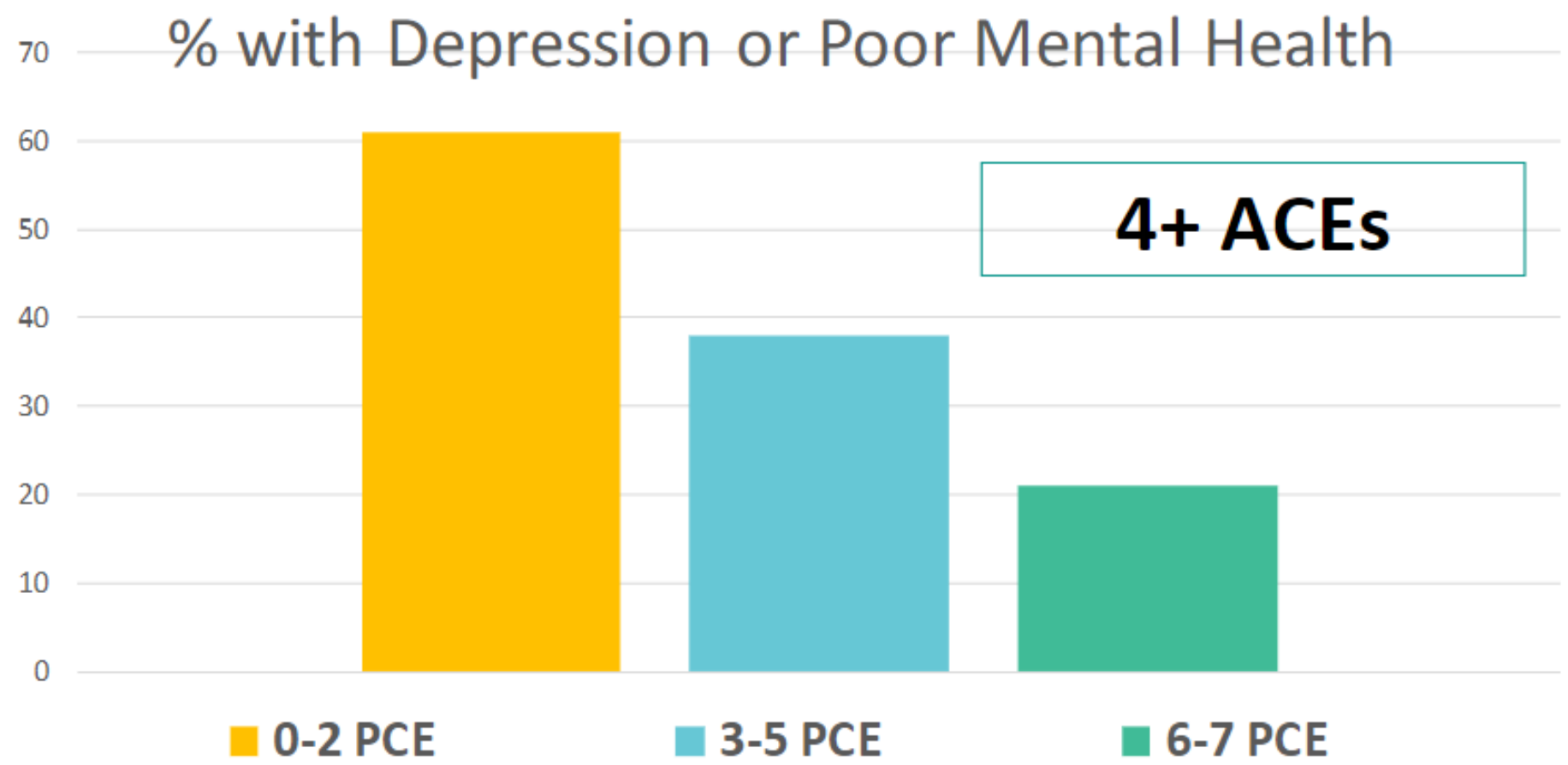


Carl Bell, MD, 1948-2019 Chicago Child Psychiatrist





**PCEs  
reduce  
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



# HOPE for Norfleet



# How do childhood experiences affect the brain?

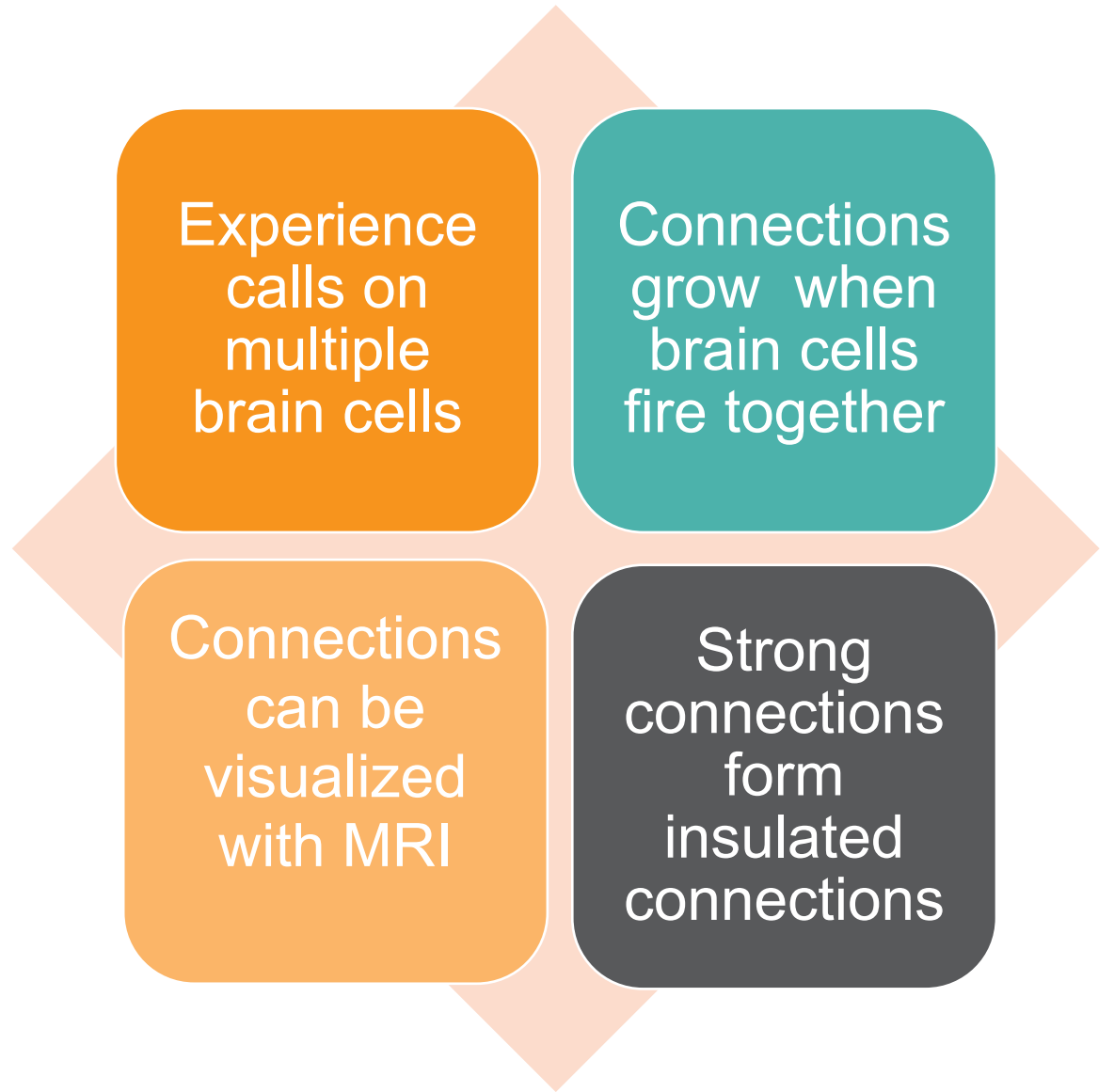






# Neuroplasticity: How the brain re-wires after trauma

# Human brains respond to experience





# HOPE for Norfleet





# Higher PCEs in Childhood Improve Adolescent Outcomes

National Longitudinal Survey of  
Australian Children

*5000 children followed from birth to  
early adolescence*

Guo et al. *Academic Pediatrics* 22.6  
(2022): 942-951.

HOPE Framework

Validated in Prospective Study



Improved Mental  
Health



Better Academic  
Skills

*Source:* Guo, Shuaijun, et al. "Measuring positive childhood experiences: testing the structural and predictive validity of the health outcomes from positive experiences (HOPE) framework." *Academic Pediatrics* 22.6 (2022): 942-951.

# The Four Building Blocks of HOPE



RELATIONSHIPS



ENVIRONMENT



ENGAGEMENT



EMOTIONAL  
GROWTH



# The Relationships Building Block



Stable nurturing **relationships** with other children and adults through interpersonal activities.

- Family relationships – immediate and extended
- Peer relationships
- Adults who care about the child



# The Environment Building Block



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

## Physical:

Social Determinants of Health

## Psychological:

Positive School Environment  
Safe neighborhoods

# The Engagement Building Block



ENGAGEMENT

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

*Where does the child have a place where they belong and contribute?*

# The Emotional Growth Building Block



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

- Child-directed Play
- Access to Nature
- Mentoring and Peer Leadership



# Social memes that undercut HOPE



- Parents can do everything on their own
- Team activities are secondary to academics
- Children need to be protected from disappointment





# HOPE Values Human Dignity

Proven anti-bias techniques





# HOPE in Practice: Anti-Racism in Action

RESOURCES BLOG, NEWS & EVENTS TRAINING & WORKSHOPS

## ANTI-RACISM STATEMENT

... as an individual with essential human dignity. The HOPE Framework recognizes that positive childhood experiences (PCEs) ...  
 ... hler 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 to ...  
 ... 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 and ...

## as an Anti-Racism Framework in Action

RELATIONSHIPS

ENVIRONMENTS

ENGAGEMENT

EMOTIONAL GROWTH

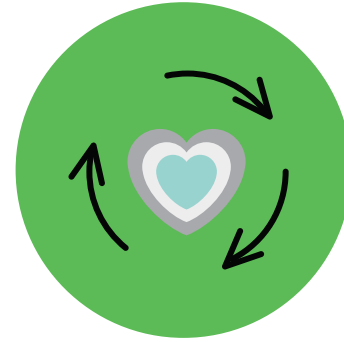
The Four Building Blocks of HOPE—supportive relationships, safe, equitable, and stable environments, social and civic engagement, and emotional growth—can be incorporated into decision making at every level and in every sector to ensure that all children, including children of color, have what they need 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 sustains racial inequity." [The Family Resilience](#)



# HOPE<sup>®</sup>



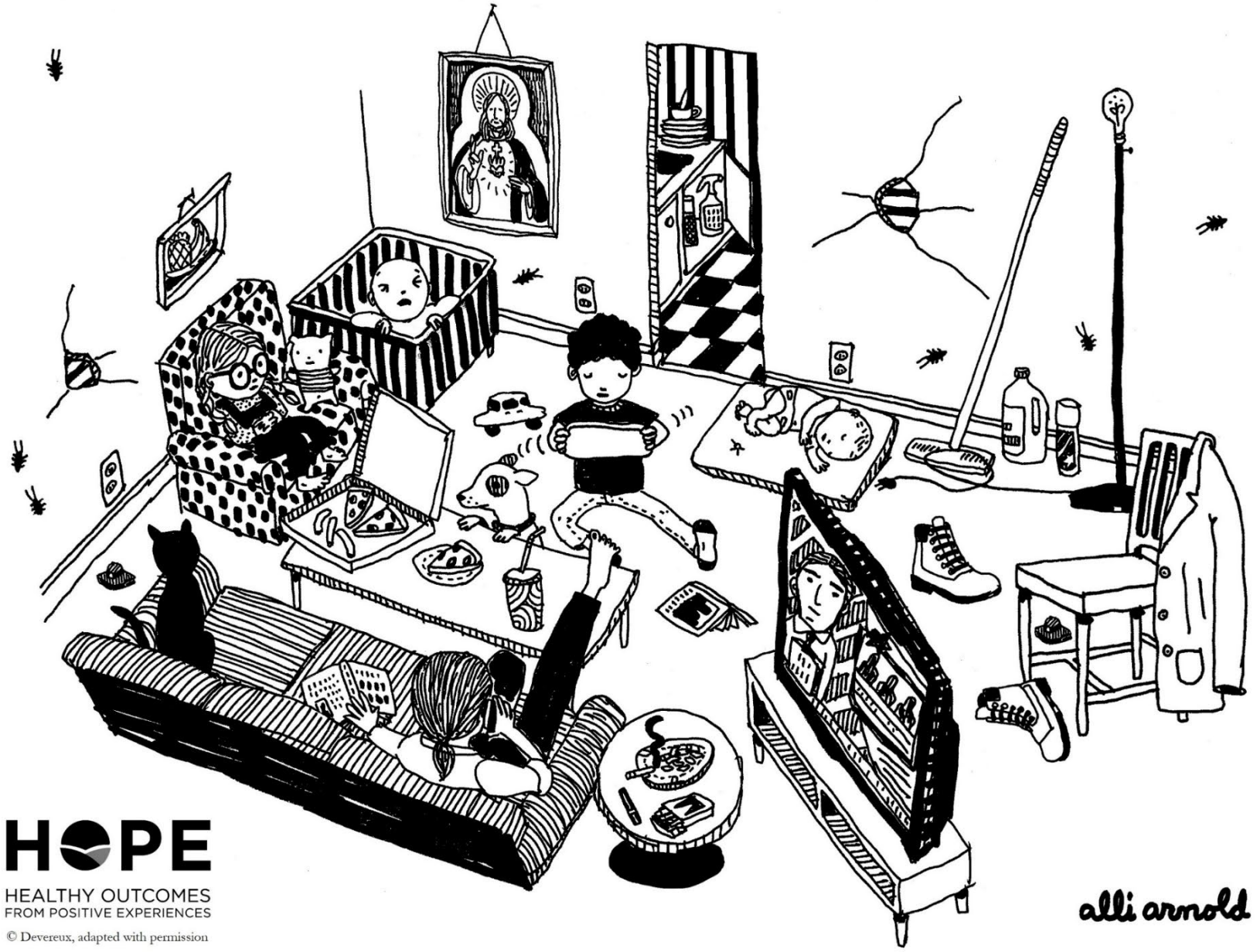
1. Start with Data: What is the racial disparity you are trying to address, and how does it connect with access to one or more of the four Building Blocks of HOPE.
2. Engage the Community: How do those most affected by the disparity feel? What do they see as the problem? What would they like to see in the solution?
3. Prioritize and Change Policy: What change can you make to increase access to one or more of the Building Blocks of HOPE?





Please share what first stands out to you about this picture in the chat box.

What do you notice?



**HOPE**

HEALTHY OUTCOMES  
FROM POSITIVE EXPERIENCES

© Devereux, adapted with permission

*alli arnold*



# 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

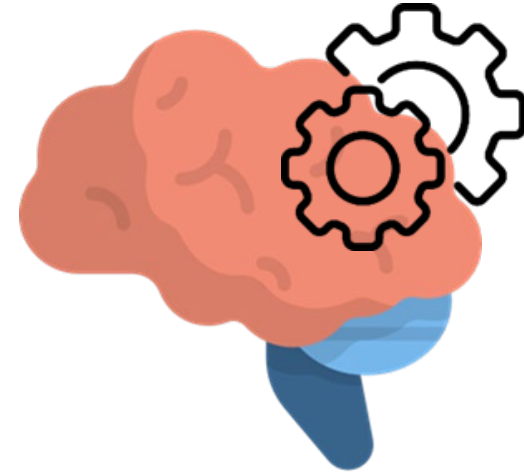


Unconscious, immediate  
reactions to difference



Project Implicit®

Type 2 thinking can help us notice  
and navigate our biases



Slow, conscious strategies to  
mitigate bias



# Family engagement and youth involvement

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# HOPEful Policies

## Systematic Policy Review Ensures

- Active promotion of access to the Four Building Blocks
- Celebration of strengths
- Noticing of inequities







# 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 service
- Inadvertently perpetuates labeling, stigma, or bias

If it checks all the boxes on the top of the page and

## Resource

### HOPE-Informed Checklist for Decision Making



# HOPE for Norfleet

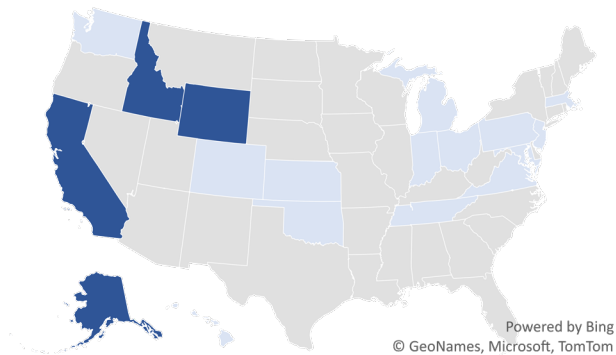




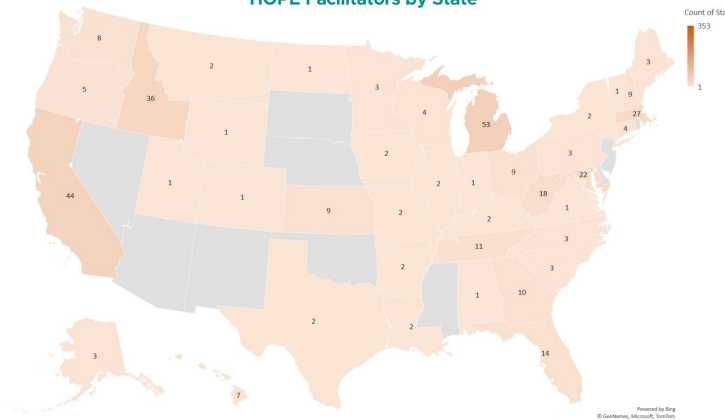
# HOPE is in 47 States!

HOPE National Resource Center  
56 workshops and presentations  
27 HOPE Facilitators and Trainers  
Media Attention

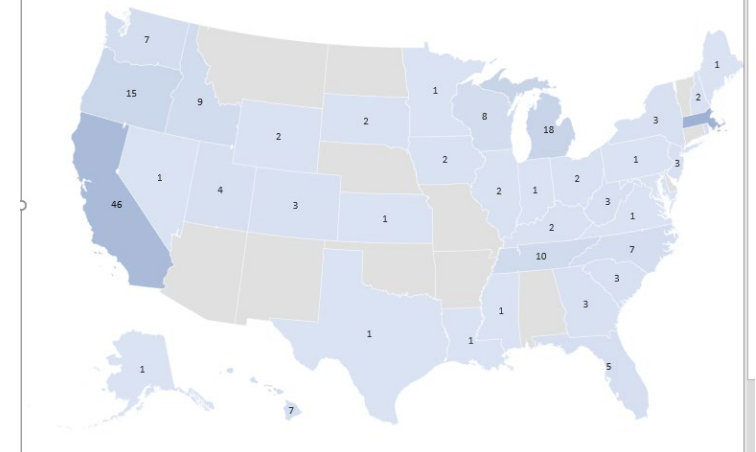
Earned Media



HOPE Facilitators by State



Local HOPE Workshops by NRC staff







# HOPE In Action: Examples of HOPE Implementation

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# HOPE in Practice: Gardner-Packard Children's Health Center: California

Pediatric residents developed a bilingual Four Building Blocks worksheet. This worksheet helps clinicians understand the families they care for.

The residents then pull out their toolkit of resources to help families connect with community resources that align with their goals they have for their children.

Residents report improvements that HOPE improves their relationships with their patients and that they use the HOPE approach in all of their patient care settings.

Age Group: 0 to 5 years

## The Four Building Blocks of HOPE

are composed of key Positive Childhood Experiences (PCEs)—and the sources of those experiences and opportunities—that help children grow into healthy, resilient adults.

## Los Cuatro Pilares Fundamentales de HOPE

se componen de Experiencias Infantiles Positivas esenciales (PCE, por sus siglas en inglés)—y las fuentes de esas experiencias y oportunidades, que ayudan a los niños a convertirse en adultos sanos y resistentes.

**Instructions for Parents:** Reflect on positive aspects of your child's life that fit each of the four building blocks and select the boxes provided next to each building block that you feel your child has in their life.

**Instrucciones para los padres:** Reflexione sobre los aspectos positivos de la vida de su hijo que se ajusten a cada uno de los cuatro pilares y seleccione las casillas que se encuentran junto a cada uno de los pilares que cree que su hijo tiene en su vida.

Relaciones con la familia y con otros niños y adultos mediante actividades interpersonales.



Relationships within the family and with other children and adults through interpersonal activities.

- A healthy relationship with an adult that lives with them
- A healthy relationship with an adult that does not live with them
- Other: \_\_\_\_\_

Regular access to healthy food or resources

Open in desktop from the More menu



# HOPE in Practice: *Kenosha Wisconsin Bright Family Futures*

This home visiting organization innovated by delivering the Childhood Experiences Survey (CES) to in an open-ended, relational, conversation-based format, being sure to pair information about Adverse Childhood Experiences with Positive Childhood Experiences. They now offer families a resource that has local free opportunities to access each of the Building Blocks, and discuss how may pair with family goals for their child.



"Anyone who is looking to excel as a parent should join the Bright Family Beginnings program."  
— Monet  
Actual Client



"It isn't just talking about my kids, it's talking about me and my overall health as well as theirs."  
— Llogan  
Actual Client



## HOPE in Practice: *Dr Gretchen Pianka and Resilience University in Maine*

Resilience University features HOPE and Positive Childhood Experiences. The *Parents and Community* tab offers helps families with resources to create Positive Childhood Experiences for their children. The *Providers* tab shares a resource Dr. Pianka created for providers walk families through identifying their own Building Blocks. This sparks conversations about families' goals and assists in knowing where to focus the time in visits.





# HOPE-Inform

Organizational  
Assessment

## Current State



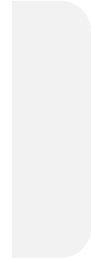
Leadership  
Commitment



HOPE-  
Informed  
Organization



Action Plan  
Inspired  
Organization







# 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

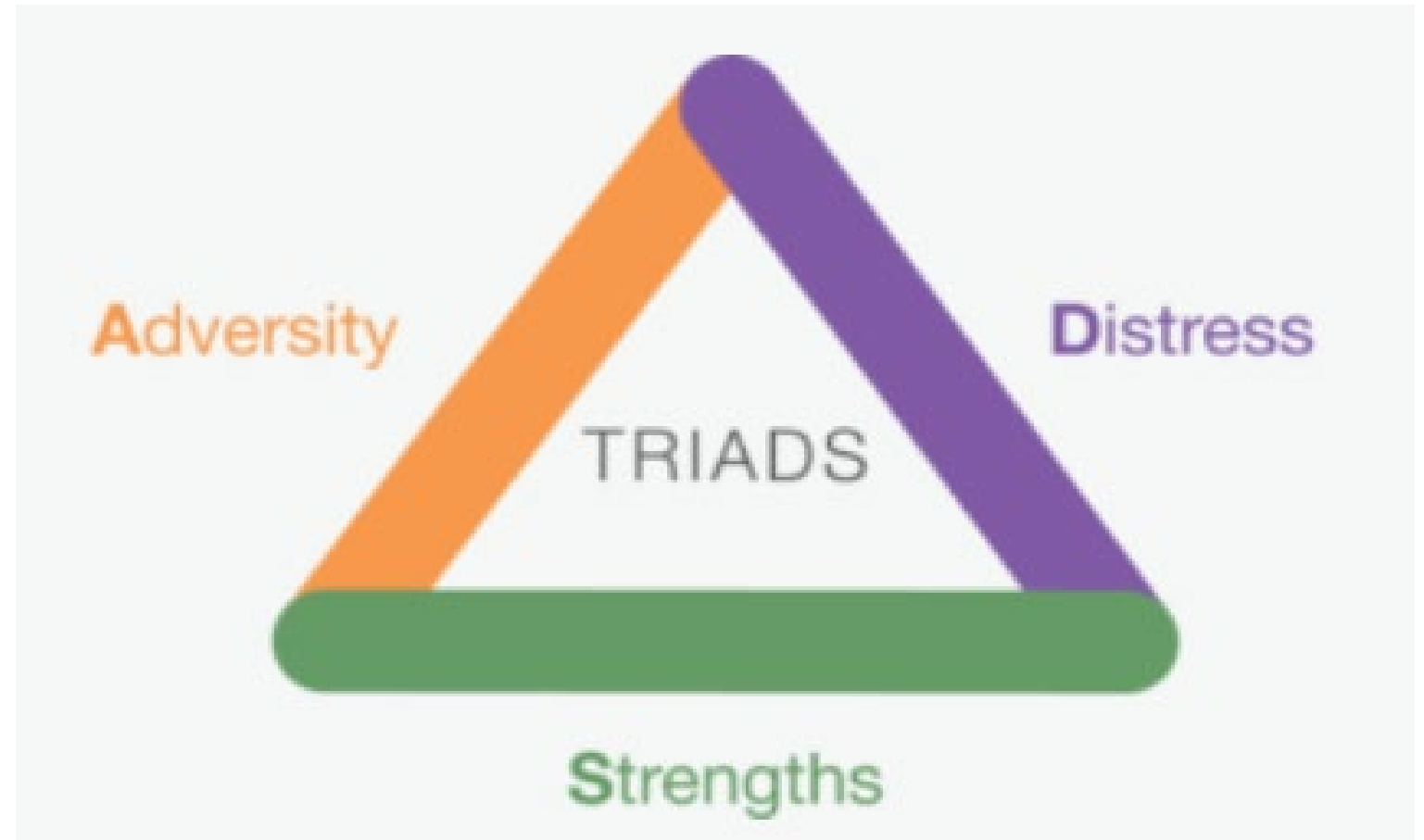
Bright Futures – Identifying strengths

Faith traditions bring communities together to support families



# TRIADS: Trauma and Resilience- Informed Inquiry into Adversity, Distress, and Strengths

HOPE and Trauma-Informed Care Informed



Homepage - The TRIADS Framework (ucsf.edu) <https://cthc.ucsf.edu/triads/>



# 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*?





# HOPE and Strengthening Families

- Cailin O'Connor (HOPE NAB member) and HOPE staff creating HOPE online course

Relationship BB	Social Connections PF
Safe stable, nurturing relationships with other adults and peers	Healthy, supportive, sustained relationships with people, institutions, community, and/or a higher power

Environment BB	Concrete Supports in Times of Need PF
Safe, stable, equitable environments to live, learn and play	<i>Identifying, accessing, advocating for, and receiving high quality and equitable support including the basic necessities everyone deserves and specialized services to address specific needs</i>

Social and Civic Engagement BB	Social Connections PF
Develop a sense of belonging and connectedness; a sense of mattering	Healthy, supportive, sustained relationships with people, institutions, community, and/or a higher power

Emotional Growth BB	Parental Resilience PF	Knowledge of Parenting and Child Development	Social and Emotional Competence of Children
<b>Emotional growth</b> through playing and interacting with peers for self-awareness and self regulation.	<i>Managing stress and functioning well—facilitated by individual, relational, community, or societal factors—when faced with stressors, adversity, or trauma</i>	<i>Learning about prenatal, infant, and child development, and using developmentally and contextually appropriate parenting practices.</i>	<i>Providing environments and experiences—grounded in early relational health—that build positive social skills; enable children to regulate thoughts, emotions, and behaviors; and promote effective communication, problem-solving, and decision-making skills.</i>



Hold in your heart someone who  
had a difficult childhood and is now  
a thriving adult - maybe yourself, a  
family member, a friend, or a public  
figure





# 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













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



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# Spreading

# HOPE

**Tufts**Medicine  
Tufts Medical Center

THE **J****D****B** FOUNDATION

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