Vision: A world that recognizes, honors, and fosters positive experiences as fundamental to lifelong health and well-being.
Positive experiences can help children grow into resilient, healthy adults. HOPE aims to evolve our understanding and support of these key experiences.

**Why HOPE Exists**

HOPE represents a paradigm shift in how we see and talk about the positive childhood experiences that support children’s growth.

**HOPE started small-ish**

PEDIATRICS

[Image of article citation]
HOPE is Spreading

What is HOPE?

The Science of HOPE
The Building Blocks of HOPE
HOPE in our work

Healthy Outcomes

Healthy Outcomes
Other Definitions of Health

Health is:
“A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”
World Health Organization

Navajos include in their health concept not only a perfect body and mind but also harmony with their surrounding environment.
Sobraluke, 1985
Poll #1
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!

Adverse Childhood Experiences (ACEs)

ACEs cause chronic disease:
Population attributable fractions by ACEs score

<table>
<thead>
<tr>
<th>Outcome</th>
<th>1 ACE</th>
<th>2-3 ACE</th>
<th>4 or more</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cor Heart Disease</td>
<td>2.6</td>
<td>3.4</td>
<td>6.6</td>
<td>12.7</td>
</tr>
<tr>
<td>Asthma</td>
<td>4.2</td>
<td>8.1</td>
<td>11.7</td>
<td>24.0</td>
</tr>
<tr>
<td>Depression</td>
<td>6.4</td>
<td>14.7</td>
<td>23.0</td>
<td>44.1</td>
</tr>
<tr>
<td>Heavy Drinker</td>
<td>5.6</td>
<td>9.0</td>
<td>9.3</td>
<td>23.9</td>
</tr>
<tr>
<td>Education &lt; HS</td>
<td></td>
<td></td>
<td></td>
<td>4.6</td>
</tr>
</tbody>
</table>


Image courtesy of RWJF
Adverse Childhood Experiences and Other Risk Factors for Toxic Stress

Additional community and societal factors that contribute to toxic stress:
- Poverty
- Institutional racism
- Historical Trauma
- War and migration
- Neighborhood effects

ACEs are part of the toxic stress picture

- Racism and other factors affect health
- Positive experiences affect outcomes
Adverse childhood experiences

ACEs are only part of the picture

- Many people with 4 or more ACEs are OK
- Other experiences affect the brain
- Do positive experiences affect outcomes too?

Positive experiences are so important

Positive experiences:
- Promote long-term health and well-being
- Allow children to form relationships and connections
- Provide a sense of belonging and mattering
- Build skills to cope with stress

Poll #2

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!
Exploring Positive Childhood Experiences

Positive Childhood Experiences Scale

1. Felt able to talk to their family about feelings
2. Felt their family stood by them during difficult times
3. Enjoyed participating in community traditions
4. Felt a sense of belonging in high school
5. Felt supported by friends
6. Had >1 non-parent adults who took genuine interest in them
7. Felt safe and protected by an adult in their home

Positive Childhood Experiences (PCEs) Protect Adult Mental Health

- 6-7 vs. 0-2 PCEs: 72% lower odds of depression or poor mental health
- 3-5 PCEs vs 0-2 PCEs: 52% lower odds of depression or poor mental health
- 48% vs. 12.6% OR 0.26; 95% CI 0.21-0.35. 3.8x higher rate for 0-2 vs. 6-7 PCEs.


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; e193007
Positive Childhood Experiences Mitigate ACEs Effects

% with Depression or Poor Mental Health

- 0-2 PCE
- 3-5 PCE
- 6-7 PCE

Positive Childhood Experiences (PCEs) and the brain

- Brain changes
- Healing
- How the phenomenon works

Brain changes with meditation

RCT of meditation vs. relaxation

- Functional Improvement
  - Mindfulness (Cognitive and Affective Mindfulness Scale)
  - Resilience (Resilience Quotient Test)
- Brain changes
  - Resting state functional connectivity (fMRI)

Brain changes with learning to read

- Pre-post evaluation of illiterate adults who learned to read
- The acquisition of literacy is associated with a reinforcement of left temporo-parietal connections**
- Learning to read changes the cortical networks for vision and language ***


Brain changes and healing from stroke

Clinical improvement with therapy correlated with changes in fMRI scans

Activity-Based Therapies

Cognitive-Based Therapies


Brain changes and healing from trauma

Post-traumatic growth (PTG) is characterized by subjective, positive psychological changes resulting from major life crises or traumatic events.

Recovery

Resilience

(Post Traumatic Growth) following the East Japan Great Earthquake (2011) was associated with increased regional grey matter volume.**

Higher PTG Inventory scores had stronger activation in the executive functioning network region of the brain on fMRI.***


How it works: changing brain wiring

How it works: changing brain wiring

Mechanism: Oxytocin and love

Oxytocin - the love hormone:
- Supports childbirth and lactation
- Oxytocin increases in all parents, regardless of gender, after the birth of their child
- Synchronous release promotes affiliative interactions

The Four Building Blocks of HOPE

Relationships are often fragile and are often at risk in early childhood and adolescence.

“Safe, secure, happy environments for individuals in times of trauma, stress, and recovery.”

Please choose the options that are most relevant to your organization.
Relationships with other children and with other adults through interpersonal activities.

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

Social and civic engagement to develop a sense of belonging and connectedness.
Emotional growth through playing and interacting with peers for self-awareness and self-regulation.

Sege and Browne. Responding to ACEs with HOPE: Health Outcomes from Positive Experiences. Academic Pediatrics 2017; 17:S79-S85

Adversity blocks Positive Childhood Experiences

Child Abuse & Neglect
- Disrupts foundational relationships
- Disrupts safe home environments

Family Disruption
- Disrupts safe environments (home and school)

Adverse Community Environments
- Reduce engagement
- Reduce opportunities for emotional growth (peer play)

How can you increase access to one or more of the Building Blocks?
1. What do you already do?
2. What more can you do?
Share what you group discussed

Type 1 vs. Type 2 thinking

Type 1 thinking
- Fast, intuitive, unconscious thought
- Everyday activities
- Effortless
- Training and experience

Type 2 thinking
- Slow, calculating, conscious thought
- Solving a problem
- Takes more effort!
- Something novel

Step One
- How do we see ourselves and our students?
- Risk and strengths
- Cognitive re-framing

Courtesy – Change in Mind Initiative, National Alliance for Strong Families and Communities
What did you learn from this video?

Share aloud with group!
What differences did you see in this video vs. the first one?

We carry our pasts with us

In chat box