

Hope-Based Interventions in the School Setting

A Project Empower Webinar

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About the Presenters



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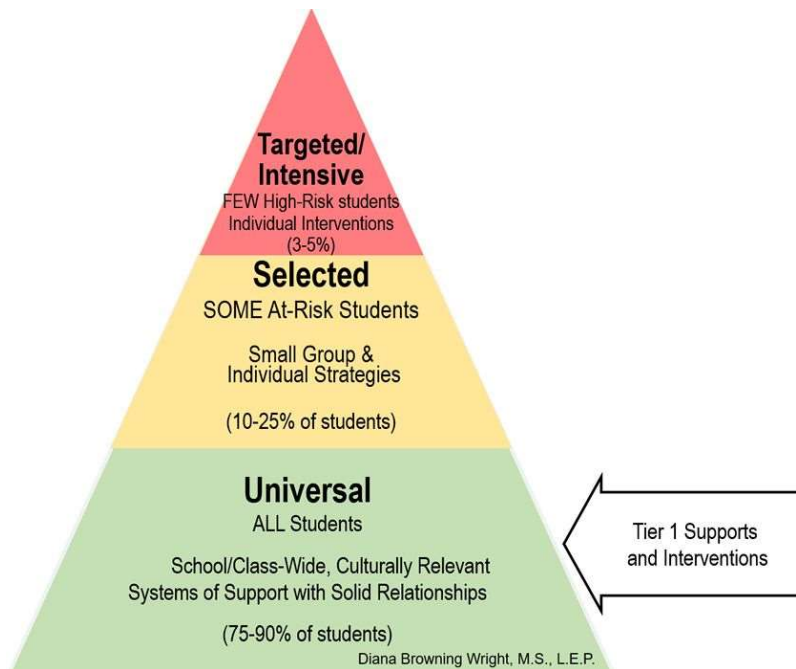
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Objectives

- Review the literature regarding implications of hope on student success
- Identify ways to incorporate hope into interventions
- Explore practical approaches across levels of development



Multi-Tiered Systems of Support (MTSS)



- Used for both academic and behavioral interventions.
- **All students start at Tier 1.** Core classroom instructions and interventions should be evidence based for all students and include constant progress monitoring.
- **Students who struggle in Tier 1 are moved to Tier 2.** Here there is a more targeted evidence-based instruction or intervention that is completed in small groups. Constant progress monitoring is still in place.
- **If a student is struggling in Tier 2, they are moved to Tier 3.** Tier 3 is more of an individualized, intensive, evidence-based instruction or intervention. Constant progress monitoring is still occurring.
- When a student is struggling in Tier 3, special education and/or an IEP or 504 are explored.

Buy-In from Stakeholders

Who are the Stakeholders?

- The mental health team at school; school counselor, school social worker, school psychologist, etc.
- The students
- The administration
- The guardians at home
- The teachers

Buy-In from the Stakeholders

- Commitment is necessary for success.
- Provide research to the stakeholders to show the effectiveness and importance hope for optimal student outcomes
- Keep a constant line of open communication with stakeholders.

How Stakeholders Help

- Securing the necessary resources needed.
- Providing appropriate space and time needed to conduct the interventions.
- Engage with trainings regarding protective factors, such as hope
- Doing the interventions!
- Keeping an open line of communication with everyone who needs to be informed about the performance.

RISK BEHAVIORS AND HOPELESSNESS

Implications for students' success



Risk Behaviors of Hopelessness

High Poverty School Districts

Poor Nutrition

Low Self Confidence

Exhibiting feels of Hopelessness

Pre-existing Mental Health Issues

Experiencing Bullying

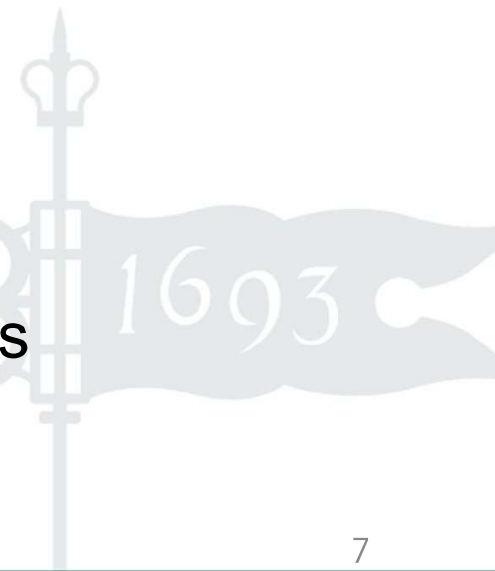
The Bully

Family Violence and Neglect

Emotional and Behavioral Dysregulations

Children with Disabilities

Experiencing a global pandemic



Threats of Hopelessness

Substance use

Suicidal ideation

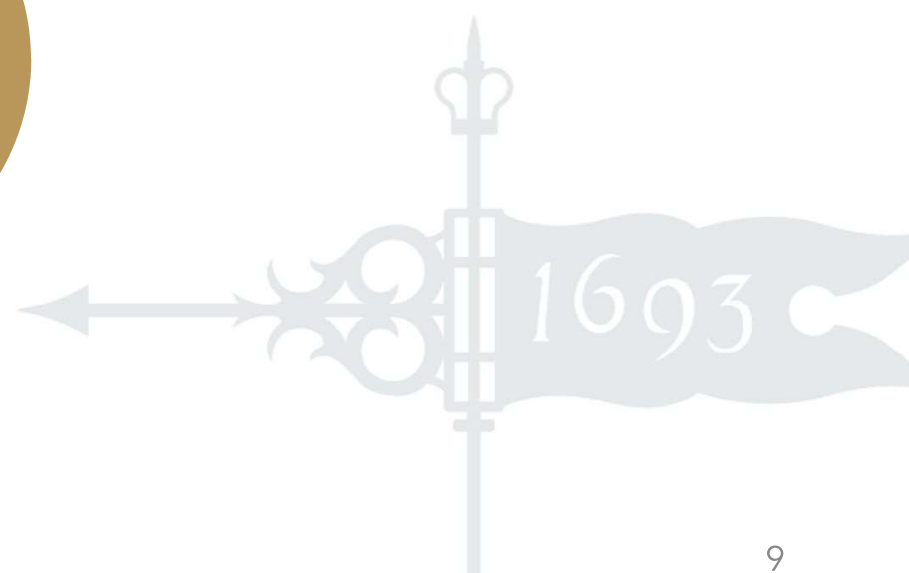
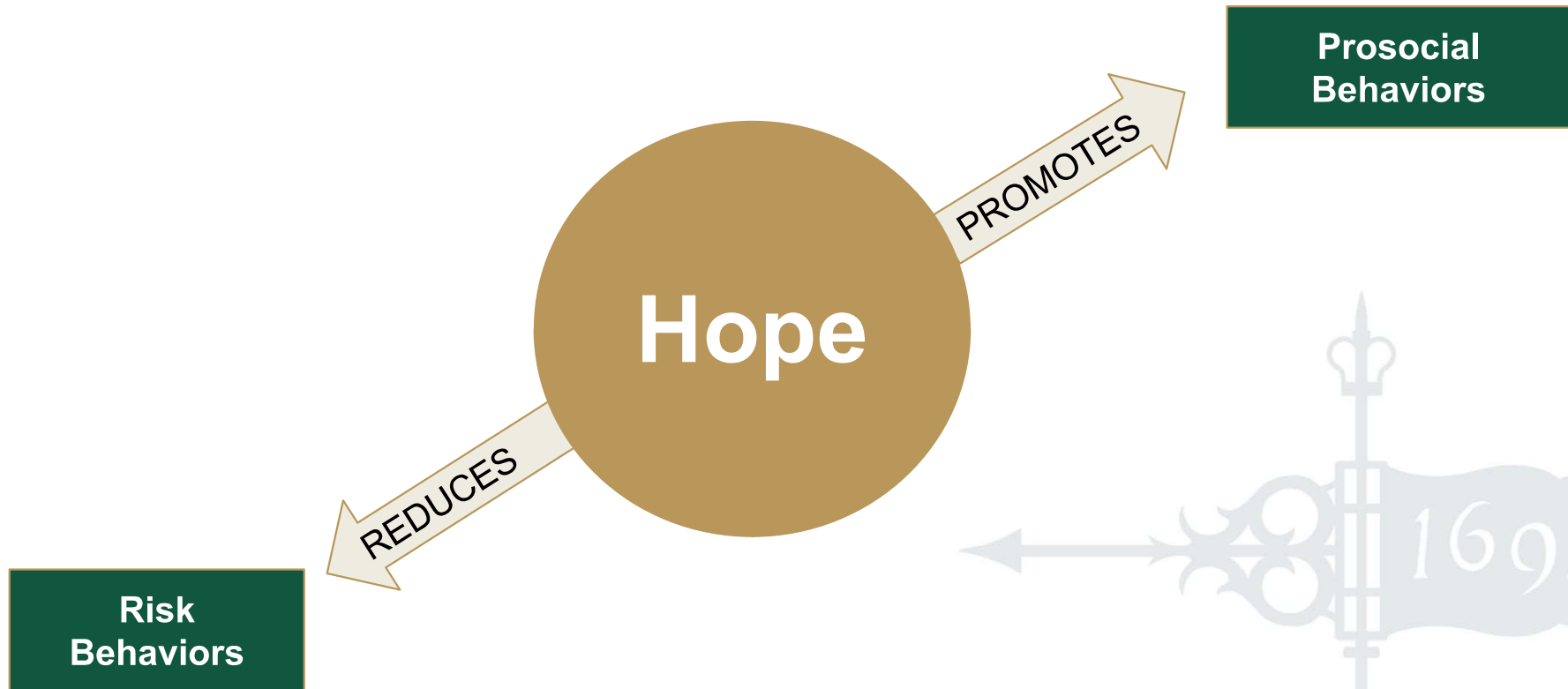
Mental health concerns

Increased violence

Reduced resilience



Hope as a Protective Factor



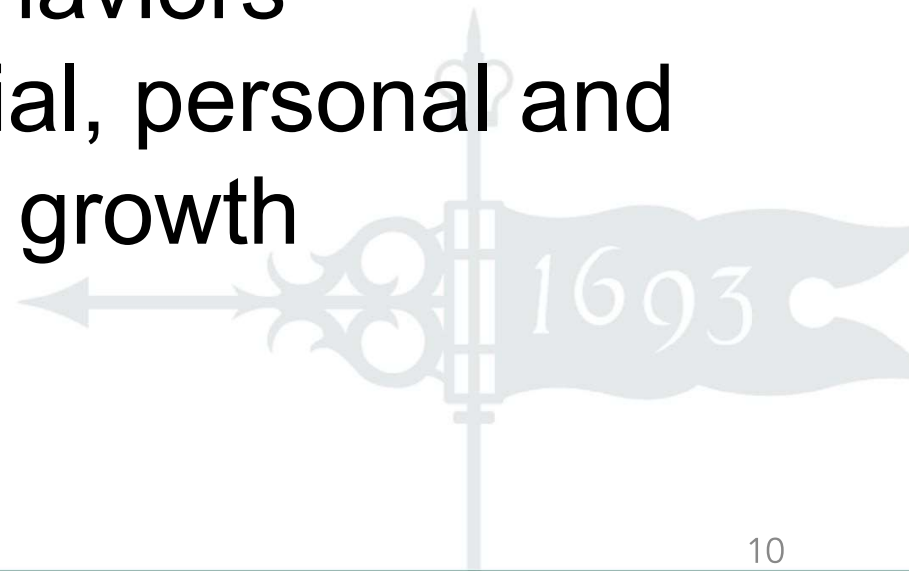
Benefits of Hope

Goal setting and achievement

School engagement

Prosocial behaviors

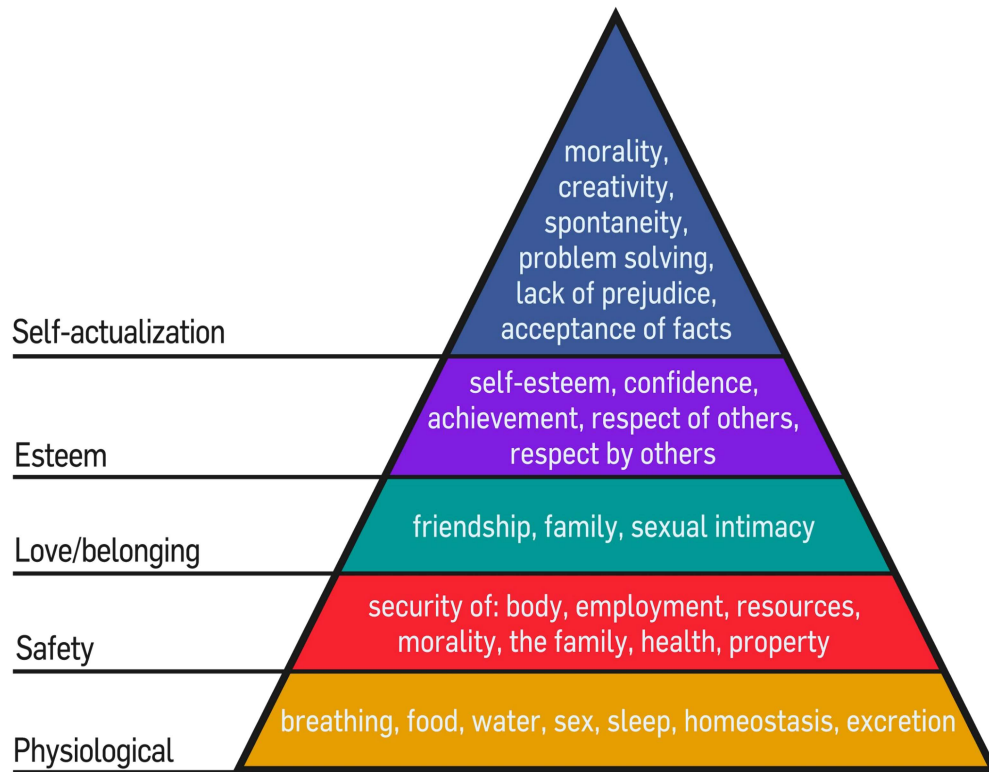
Academic, psychosocial, personal and
professional growth



HOPE-BASED INTERVENTIONS: ELEMENTS AND THEORETICAL FOUNDATIONS



Hope-Based Interventions



Building A Culture of Hope

“How important is education? I will tell you how important it is. For my children it is their only hope. I am telling you, it is their only hope. I don’t know about your kids but for my kids, education is a matter of life or death”

- Denton Texas Parent of Poverty

Elements of Hope

Pride:

Examples of their work around the school and classroom. A strong sense of community. Pep Rallies.

Purpose:

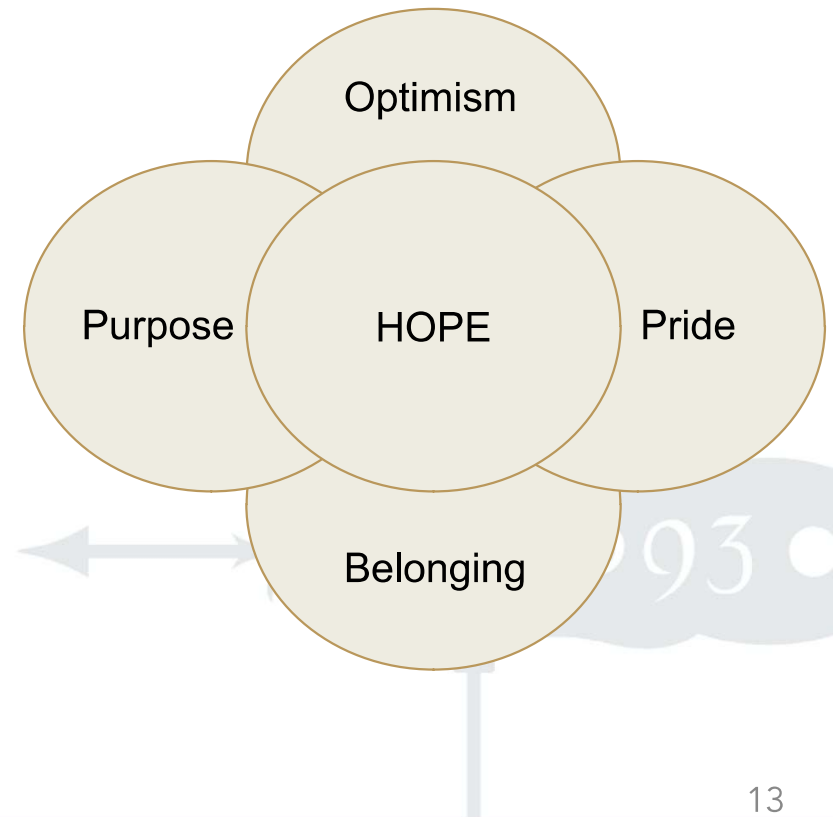
Real world implementations of their work (art fairs, science fairs, writing letters to real people). Having members of the community be present in the school. Community Service.

Optimism:

Welcoming atmosphere, decorative pictures on their wall. Positive attitudes. Career Fairs.

Belonging:

Representation! Positive peer support. Positive Relationship with adults. Access to clubs that interest them.



Hope-Based Interventions

School Based Pledges

I believe good things will come to me.

I pledge to do my best to earn respect.

I promise to do my work.

I pledge to be respectful to all teachers and adults.

I promise to do good, better, best- not to let it rest until
my good is better and my better is best.

I pledge to be responsible.

I pledge to be myself.

I pledge to be self disciplined and trustworthy.

I believe to follow a path of success.

In this way I will SHINE

- Lincoln Middle School, Newark New Jersey

Hope-Based Interventions

Schools Without Hope Based Interventions

- High Incarceration Rates
- 78% of At Risk students drop out by ninth grade.
- 5% more will drop out before graduation.
- Significant mental health challenges
- High levels of Substance Abuse
- Welfare Dependencies in adulthood

Schools With Hope Based Interventions

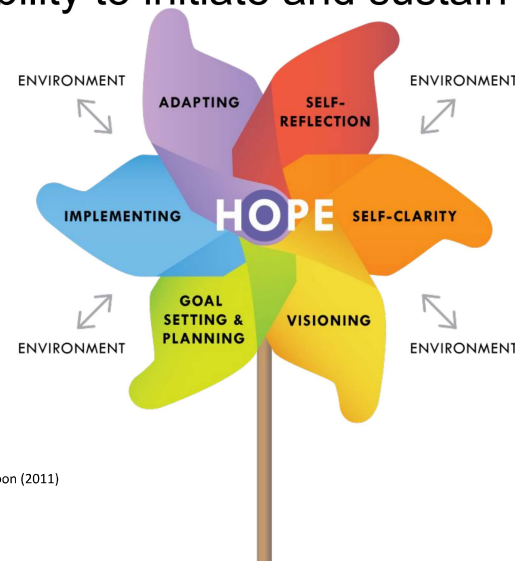
- School to Prison Pipeline is 75% less.
- 12% of At Risk students drop out by ninth grade
- 1% more will drop out before graduation.
- Often have strong mental health resources in the schools
- 50% more likely to go to college or trade school after graduation
- Increased prosocial behaviors.

Hope-Based Interventions

“Hope is a positive cognitive state based on a sense of successful goal-directed determination and planning to meet these goals.” (Snyder et al., 1991)

Snyder’s Hope Theory (1991)

1. Goals thinking: clear conceptualization of valuable goals
2. Pathways thinking: clear strategies for achieving goals
3. Agency thinking: the ability to initiate and sustain motivation for using those strategies



Hope-Action Theory
Niles, Amundson, & Yoon (2011)

How to Incorporate Hope

Regularly Integrating Hope into Class Discussions

- “Tell me about a time when something turned out better than you expected”
- “Tell me about a time things didn’t go your way but you were okay.”
- Discuss positive news events

Activities

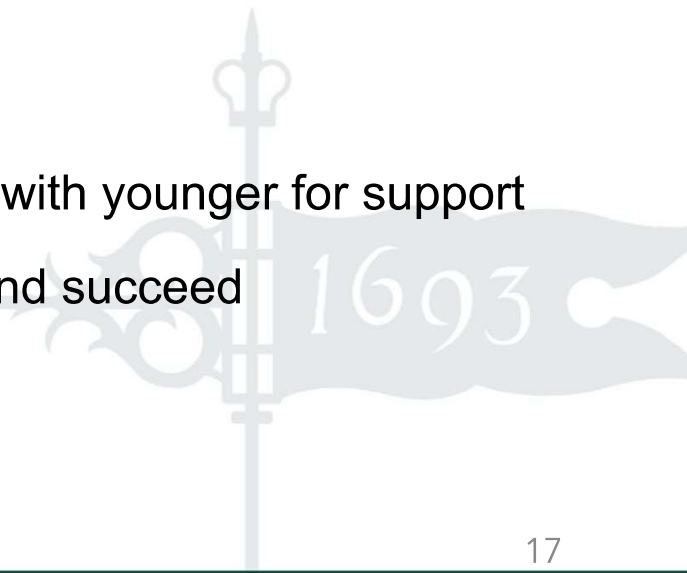
- Making collages of goals, hopes, and dreams
- Project-based learning
- Goal-setting activities
- Reflecting on Strengths and Achievements

Connecting Students to Students

- mentoring, buddy programs, connecting older students with younger for support

Teachers Communicating Their Belief in Students

- Openly expressing belief in students’ abilities to learn and succeed
- Expectations for all students to perform well



HOPE-BASED APPROACHES IN ACTION



Hope Interventions: Developmental Considerations

- **Elementary School**
 - building the groundwork of intrapersonal and interpersonal skills
- **Middle School**
 - increased complexity in personal, social, emotional, and career development
- **High School**
 - self-knowledge
 - exploration
 - decision-making skills

Elementary Level Interventions

Bounce Back Program: Cognitive Behavioral Intervention for Traumas in Schools. The goal is to teach and guide students through the coping process of traumatic experiences to help them regain their hope. The training for this intervention is online for free and counts towards 6 CEU credits: bouncebackprogram.org

Tier One

Classroom Guidance

- Lessons on coping skills and feeling identification in the classroom before entering the Bounce Back Program.
- Parent information is also recommended by the program.

Tier Two

Small-Group

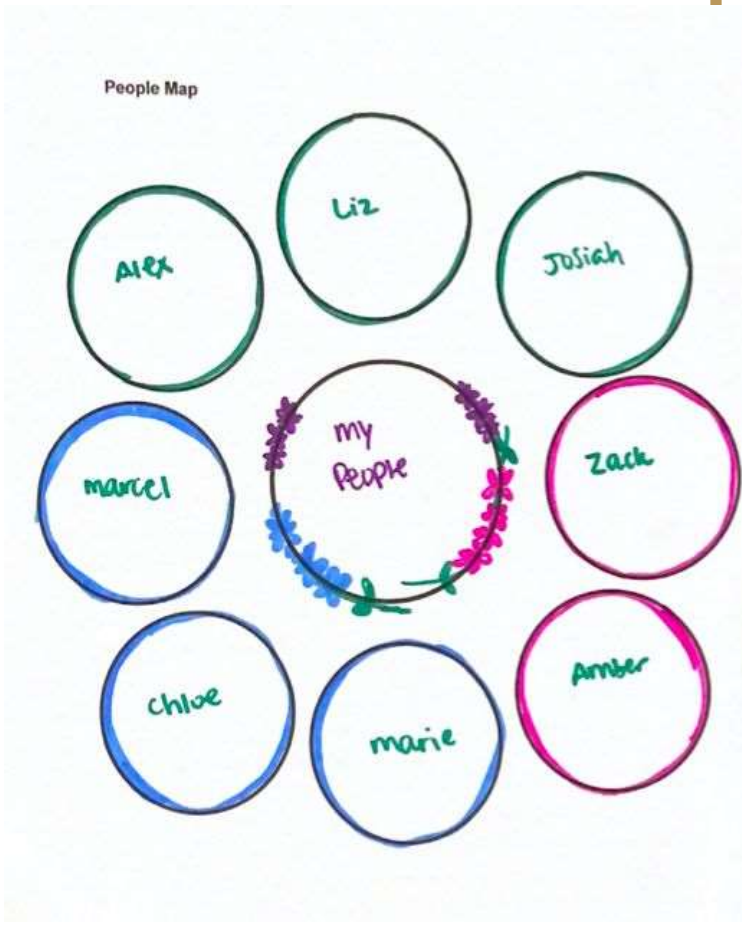
- Recommends groups of 4-7.
- 10 weeks of once a week hourly sessions.
- Works primarily of coping skills, feeling identification, problem solving and social support

Tier Three

Individual Sessions

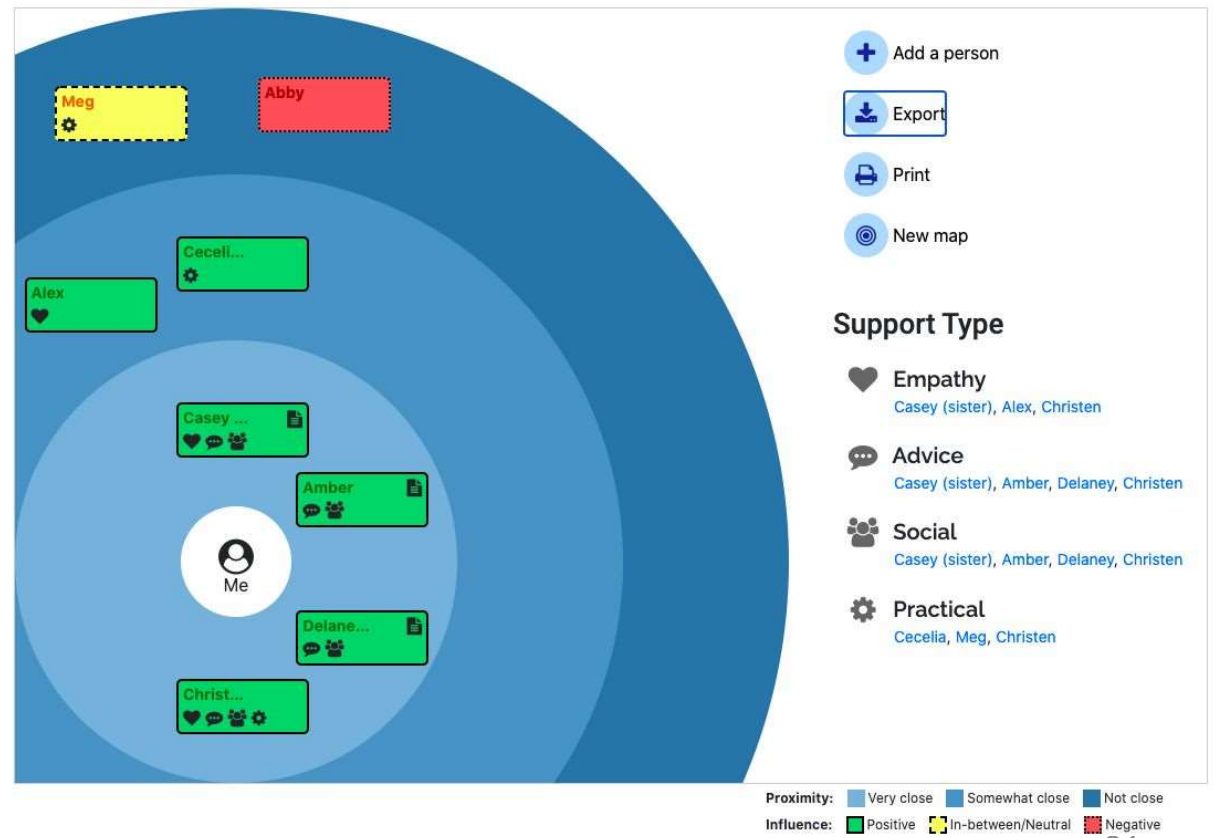
- The same program is also available with an individual outline.

Example: People Maps



Topic: [my Social Supports](#)

Owner: [Lauren](#)



Secondary Level Interventions

People Maps/Social Networks: Visual representations of the supportive relationships in students' lives.

Tier One

Classroom Guidance:

- SEL lesson on relationship skills or developing positive relationships
- Guide discussions on seeking or offering support when needed

Tier Two

Small-Group:

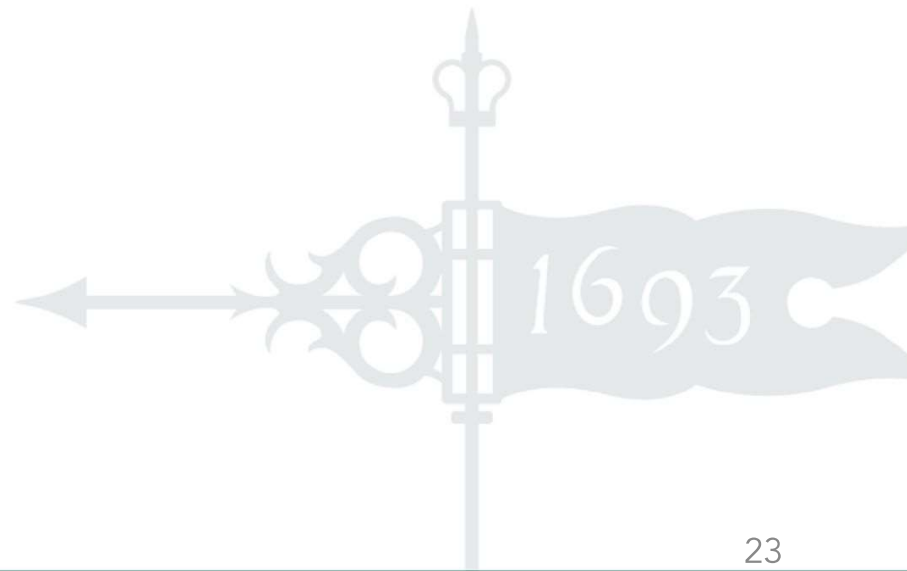
- Focus groups on positive relationships, grief & recovery support groups, small-group mentoring, goal-centered mentoring
- Discuss ways in which students' "people" have been there for them, and acknowledge their support systems in place.

Tier Three

Individual Sessions:

- Individual mentoring/counseling sessions
- Tailored to individual student's goals
- Termination process activity to discuss ways they will be supported beyond the mentoring/counseling sessions

KEY TAKEAWAYS



Key Takeaways

- Hope Interventions can be utilized across all ages and for students in all levels of the tiers.
- Hope can be used as a protective factor
- Pride, Purpose, Optimism and Belonging
- Bounceback Program
- People Maps
- In the time of bouncing back from the covid pandemic, understanding the importance of hope is essential.



Resources

- *Action-oriented Hope-centered Career Development Webinar*
 - <https://vimeo.com/171771704>
- *Bounce Back Program*
 - bouncebackprogram.org
- *Collaborative for Academic, Social, and Emotional Learning*
 - <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework>
- *Interactive People Maps*
 - <https://ssnmctl.columbia.edu/map/interactive/>
- *Article: Strategies to inspire hope*
 - <https://www.edutopia.org/article/7-ways-infuse-your-curriculum-hope>
- *Hope Action Theory*
 - <https://hope-action.com>
- *Hope Studies Central - A Counselor's Introduction to Hope Tools*
 - <https://drive.google.com/file/d/15zAOod8eRXPwg4X3RPPIZMChLs3bM9Ip/view>



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