



SRAETTA

Sexual Risk Avoidance Education
Training and Technical Assistance

SRAE TTA Virtual Topical Training

The Science of Hope and Its Application to SRAE Programs

Day Two

August 24-26, 2021



ADMINISTRATION FOR
CHILDREN & FAMILIES

FYSB Family & Youth
Services Bureau

Welcome and Preview of the Day



Jerry Regier

Public Strategies



Day 2

**The Hope Continuum
and Lessons Learned
from Abused Kids**

The Science of Hope and Its Application to SRAE Programs

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SRAE TTA Virtual Topical Training — Day 2

August 25, 2021



Day 2

The Hope Continuum



Hope Centered and
Trauma Informed®

Dr. Chan Hellman

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The potential benefit of implementing the science of hope throughout society is enormous if we truly want to meet the needs of the currently unrecognized multitudes of trauma-exposed adults and children.

-- Dr. Vincent J. Felitti,

ACE Categories

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



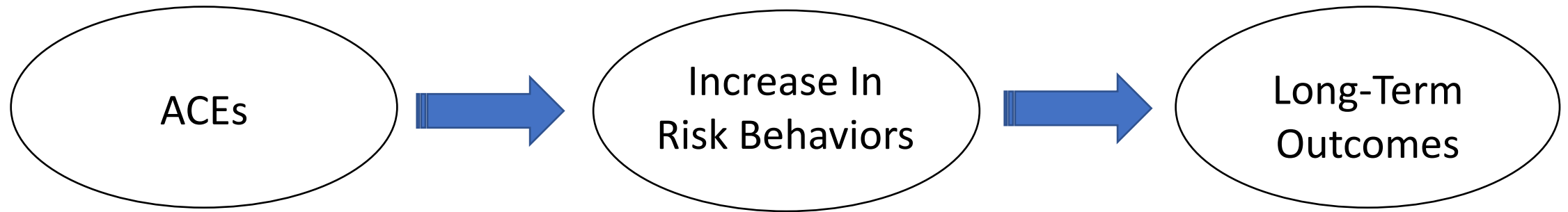
Substance Abuse



Divorce

Some Associations with ACEs ≥ 4

- 1,200% greater likelihood of attempting suicide.
- 700% greater likelihood of becoming an alcoholic.
- **600% more likely to have sex before age 15.**
- 500% more likely to have multiple marriages.
- 300% greater likelihood of becoming a DV victim (woman).
- 300% greater likelihood of chronic depression.
- 200% more likely to become smoker.



People with high levels of trauma (ACEs and Polyvictimization) often respond with:

**Inability to trust
others**

Perception that
danger is
everywhere

**Difficulty with
change and
transitions**

Guarded and
anxious

**Difficult to re-
direct, rejects
support**

Highly **physically**
reactive

Highly **emotionally**
reactive

**Difficulty “calming
down” after
outbursts**

Holds onto
grievances

Unable to
recognize
dynamics that lead
to **same results**



HOPE CENTERED AND TRAUMA INFORMED®





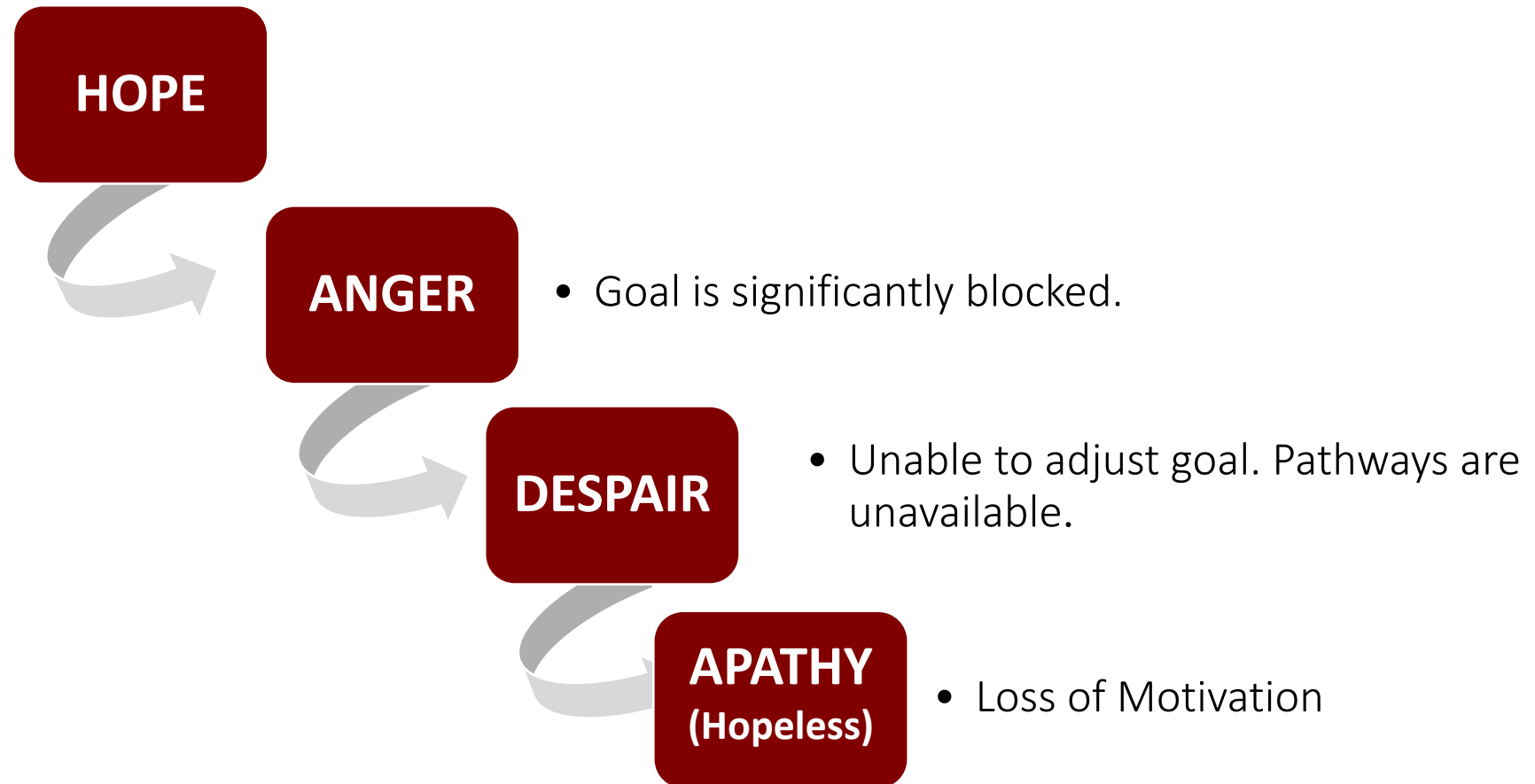
What is Hope?

Hope is the **belief** that your future will be better than today and **you** have the power to make it so.



What is the opposite
of hope?

THE LOSS OF HOPE IS A PROCESS





How Adversity/Trauma Influence Hope

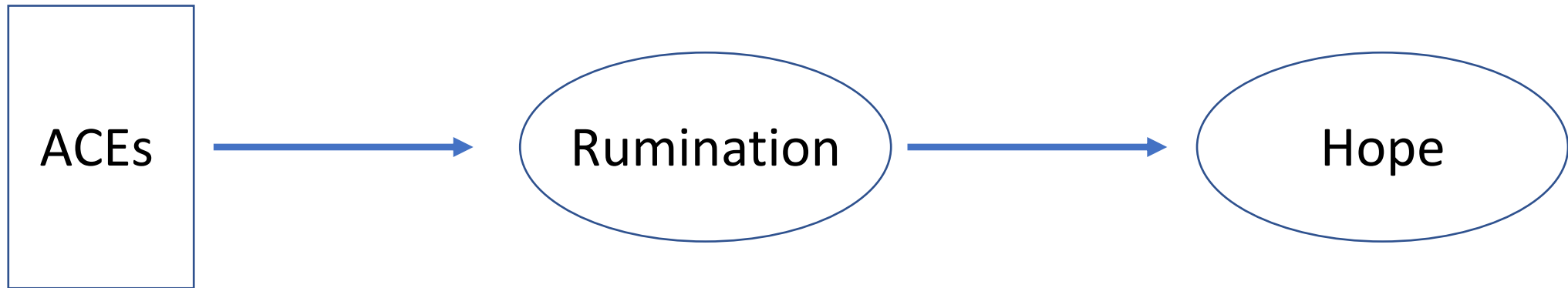
- Adversity Influences The Nature of Our Goals.
 - Avoidant or Achievement Mindset
 - Short-Term and Long-Term
- Pathways Thinking Becomes Difficult
 - Ability to consider barriers and problem solve
 - Ability to identify multiple pathways to goals
- Willpower Is Focused on Fear and Rumination
 - Willpower is a potentially limited resource
 - Importance of nutrition

Will ACEs Lead to Lower HOPE?

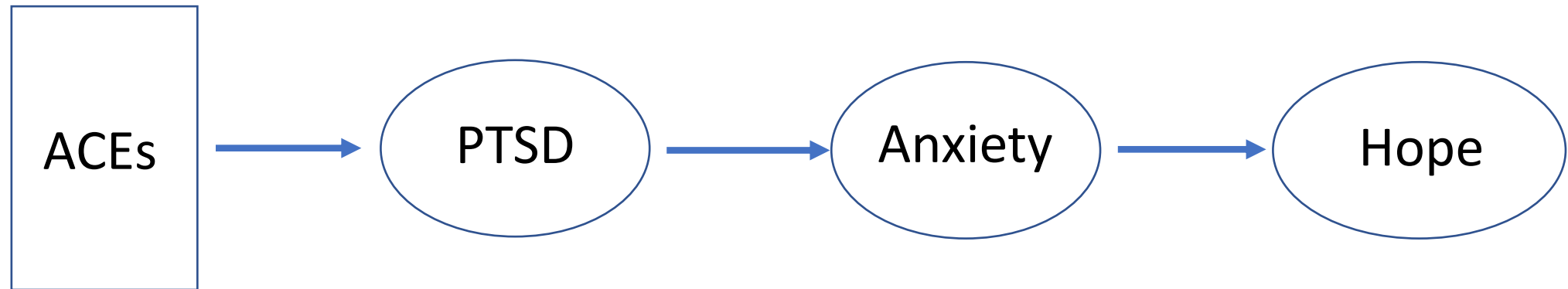
Yes, but...

....Not
directly.

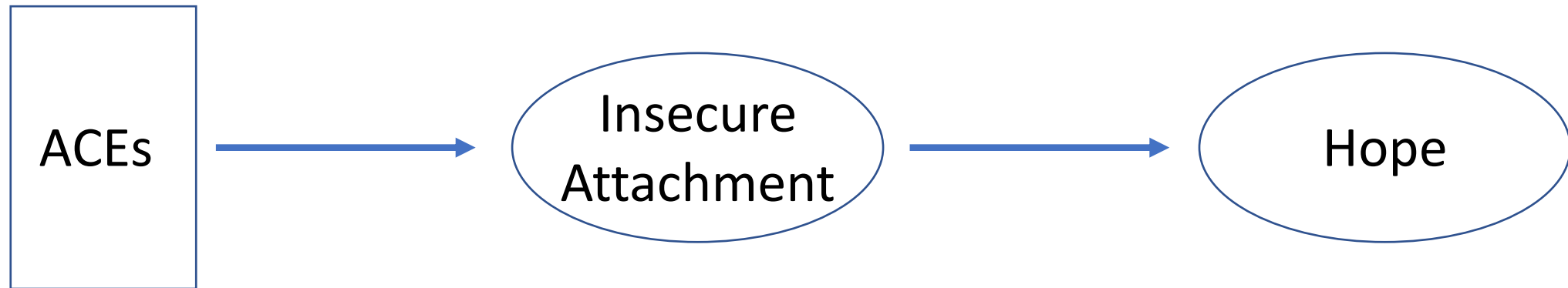
The Relationship Exists Through Rumination



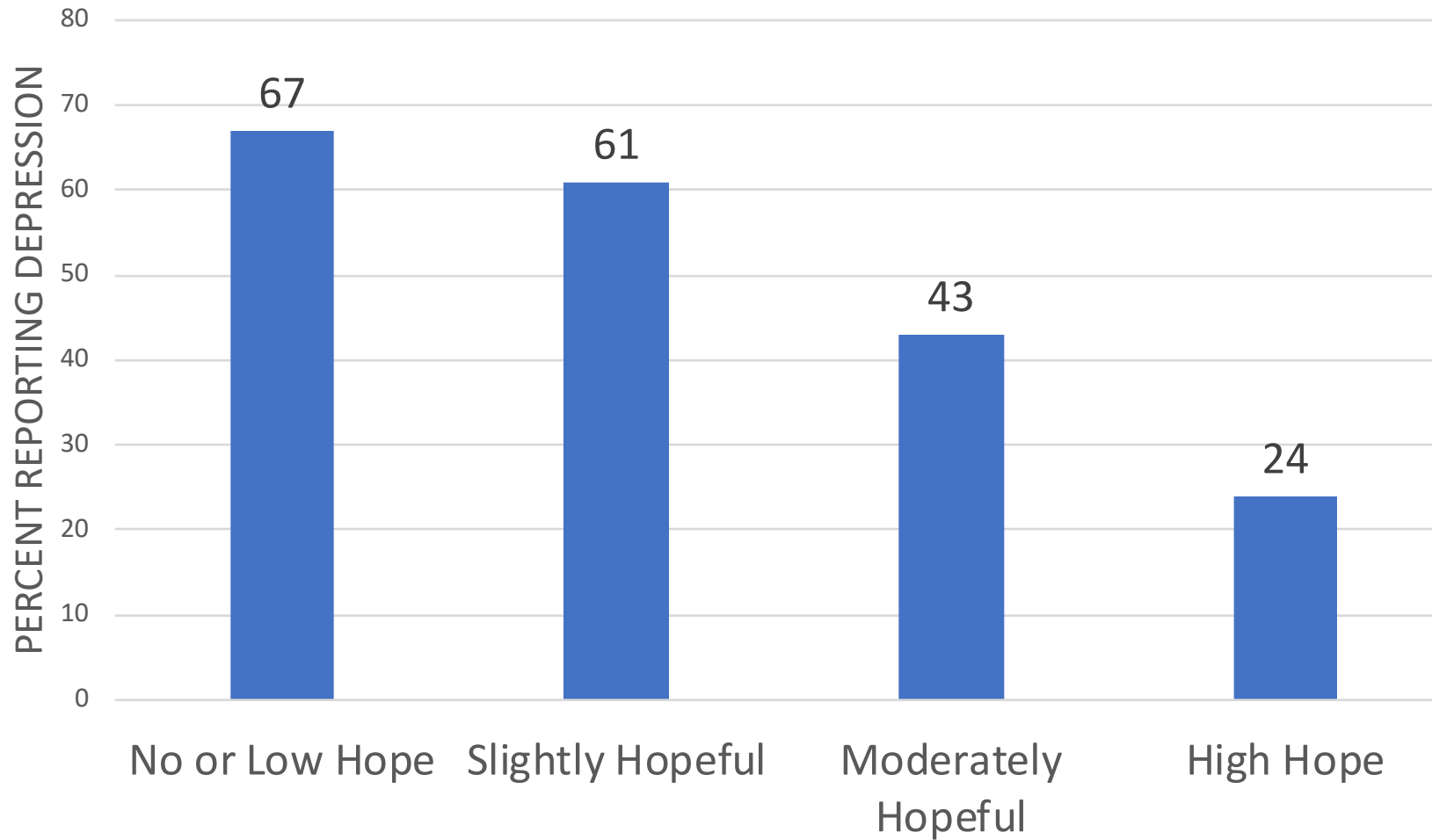
The Relationship Exists Through Trauma



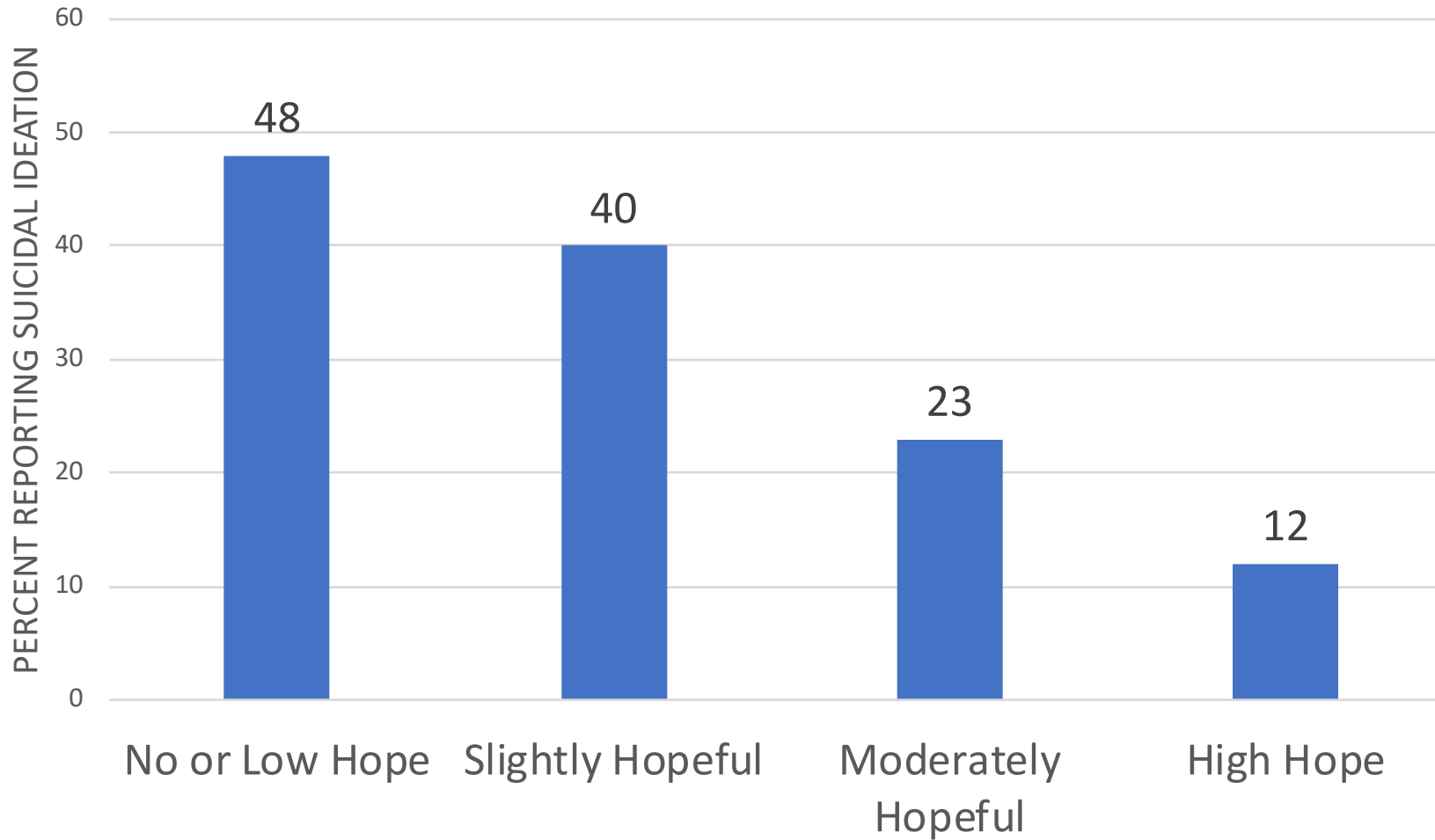
The Relationship Exists Through Attachment



Hope & Depression Among 8-12 Grade Youth(2018 HYS)



Hope & Suicidal Ideation Among 8-12 Grade Youth(2018 HYS)

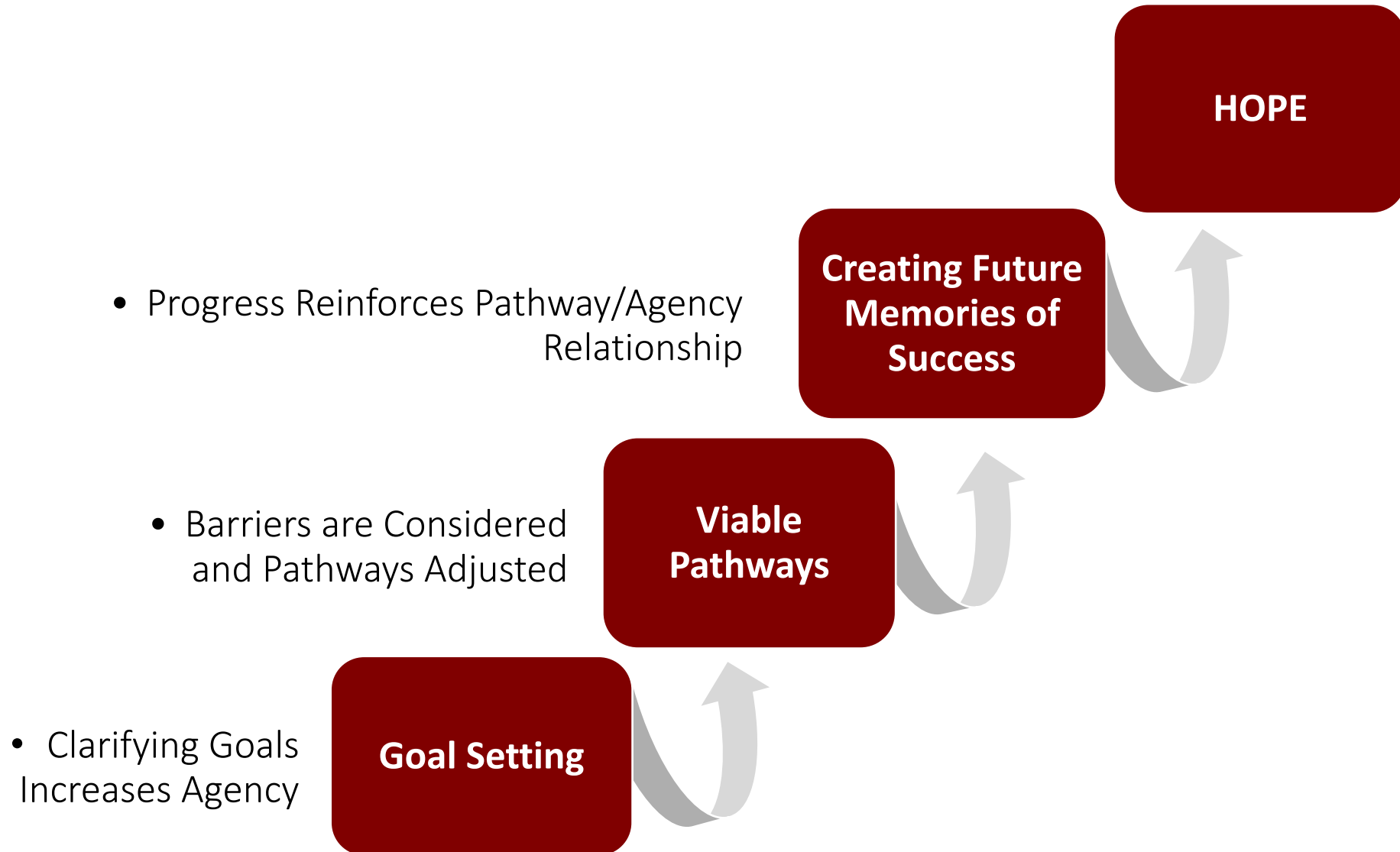


A black and white photograph of a child's silhouette holding a balloon in a tunnel. The child is standing on a path that leads towards a bright light at the end of the tunnel. The child is holding a string attached to a dark balloon. The tunnel walls are textured and curved, creating a sense of depth. The light at the end of the tunnel is very bright, creating a strong contrast with the dark surroundings. The word "HOPE" is written in large, bold, serif capital letters across the middle of the image, partially overlapping the child's silhouette and the path.

HOPE

HOPE CAN BE TAUGHT!

NURTURING HOPE IN CHILDREN AND ADULTS



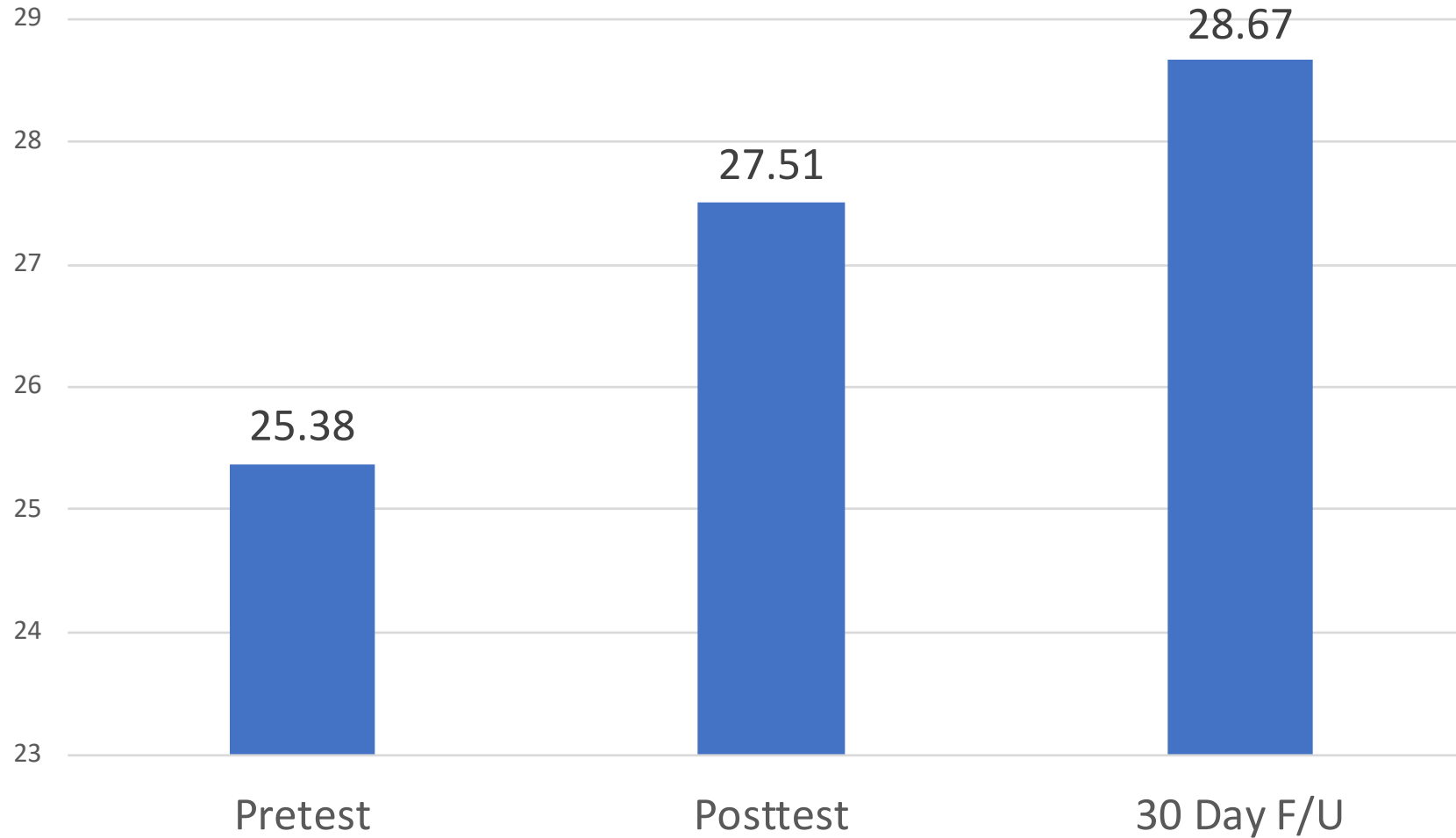
High ACE Youth

Prevalence of Adverse Event by Type

	Percent		Percent
Abuse:		Dysfunctional Family	
Verbal	49.8	Witness Domestic Violence	77.9
Physical	38.6	Parent Divorce	41.2
Sexual	20.3	Substance Abuse	42.5
Neglect:		Mental Illness	38.5
Emotional	47.1	Parent Incarceration	44.7
Physical	17.9		

THE POWER OF HOPE

Changes In Hope Among High ACE Children



Strategies To Nurture Hope

Introduce Hope	Introduce the concept of hope and discuss its core components (distinguish wishful thinking).
Goal Setting	Help the student develop personally relevant goals.
Pathways	List and discuss potential pathways the client choose.
Willpower	Have student identify/describe sources of motivation.
Problem Solve	Identify and list obstacles.
Create Hope Visual	Create a Visual Map accessible for the reference.
Re-Goaling	Remember – We have the ability to re-goal.