

## Adapting a Strengths- and Hope-Based Program for Schools Within a Changing Context



Chelsea Hobbs, M.Ed.<sup>1</sup>; Rebecca Hudson Breen, Ph.D., R. Psych.<sup>2</sup>; Regan Holt, M.Ed.<sup>3</sup>; Wendy Edey, M.Ed., R.Psych.<sup>4</sup>; Denise J. Larsen, Ph.D., R. Psych.<sup>5</sup>; Amy Badger, B.Ed.<sup>6</sup>; Ji Won Lee, M.Ed.<sup>7</sup>; Natalie Kuhn, B.Ed.<sup>8</sup>



#### Background & Framework

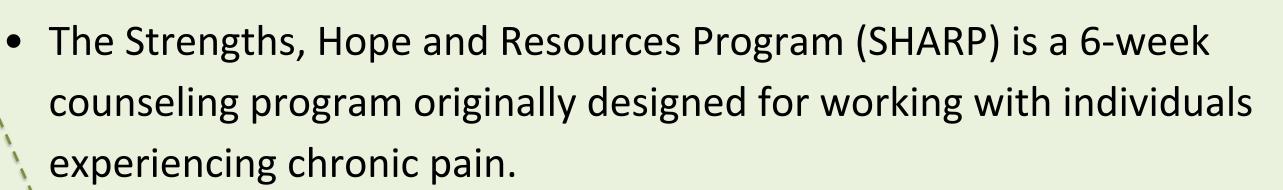
- Teaching is a complex and demanding profession, with many teachers experiencing high stress and burnout (Gray, Wilcox, & Nordstokke, 2017).
- Hope is an essential and sustaining factor when facing stressful workplace conditions (Flesaker & Larsen, 2010), and is necessary to overcoming challenges in educational contexts (Nolan & Stitzlein, 2011).
- Hope is an important resource for adults working with young people, in terms of holding perspectives of hope for those they work with, as well as in experiencing a sense of purpose in their work (Murdoch & Larsen, 2018).
   The Strengths, Hope and Resources Program for School Mental Health (SHARP-SMH) adapts an empirically
- Hope is also related to both academic success and overall well-being in children (Pedrotti, 2018).
- **Definition of hope**: "A process of anticipation that involves the interaction of **thinking, acting, feeling and relating**, and is directed toward a future fulfillment that is personally meaningful" (Stephenson, 1991, p.1459)
- The thinking, acting and relating dimensions of hope can overlap with one another, and they all lead to fostering the feeling of hope.
- The Strengths, Hope and Resources Program for School Mental Health (SHARP-SMH) adapts an empirically supported program employed in health settings for use with teachers and students.



Relating

Thinking

#### SHARP-SMH



- Adapted from the SHARP, SHARP-SMH is a positive psychology, strengths focused program for fostering student and teacher mental health and wellbeing.
  - Originally proposed as a mixed method concurrent (nested)
     design, the SHARP-SMH project has adapted to meet
     participant needs within a changing context.



#### Research Objectives



Phase 1: Apr 2019 - Jan 2020

Design: Concurrent nested (embedded) mixed method

- SHARP-SMH Pilot group delivered in a two full-day professional development format to 16+ Mental Health Lead Teachers (MHLT).
- Initial data collection

implementation

- Quantitative Data: pre/post group measure score differences in Satisfactions with Life Scale (SWLS), and Adult Hope Scale
- Qualitative Data: Semi-structured interviews

Phase 2: Apr 2020 - Aug 2020

Design: Concurrent nested (embedded) mixed method

Assess the efficacy of the SHARP-SMH curriculum

studies will form the final results in this phase.

Data analysis of result of Phase 1 SHARP-SMH

Qualitative: Constant comparative analysis

curriculum and materials by research team and

Collaborative creation of SHARP-SMH school

Quantitative: One-way ANOVA

for school mental health. Targeted intensive case

# Provincial

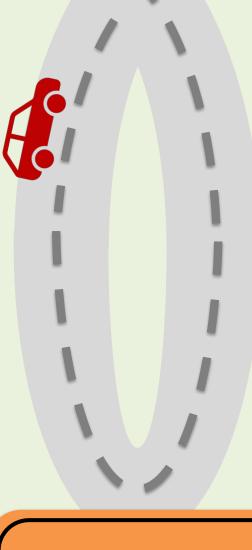
Overview of the Changes to the Methodology

### Provincial Politico-Economic Landscape Changes

#### Phase 1 & Phase 2 Combined: April 2019 - Aug 2020

Design: Participatory Action Research (PAR)

- SHARP-SMH piloted; researcher memo collected; materials revised for further SHARP-SMH groups
- Sept 2019 Jan 2020: Movement to participatory action model in light of budgetary changes
- Interested teachers now join the research team as co-researchers; SHARP-SMH training for teachers
- Teacher-researcher partners receive individualized supports and participate in the co-creation of SHARP-SMH school curriculum and materials.





#### Phase 1 & Phase 2 Combined: April 2019 - Aug 2020

Acting

Design: Participatory Action Research (PAR)

- Moving the remaining Phase 1 & 2 activities online after Feb 2020
- Online research team meetings; allows for understanding the evolving impacts of COVID-19
- Provide individualized training to teacher-researcher partners online
- Collaborative creation of accessible, online SHARP-SMH materials that are ready for use
- Online resource "hub" developed to house digital resources and increase program reach

#### Phase 3: Sept 2020 - Sept 2021

Phase 3 will be executed according to the pre-COVID-19 plan, other than the following change:

 Collaboratively implement SHARP-SMH in adapted school contexts (blended, online, in class)



face of challenging teaching contexts.Provide research and tools regarding role modeling

hope, strength, and resources with students.

Support positive mental health and satisfaction in the

 Develop context appropriate Strengths, Hope and Resources teaching materials for comprehensive School Mental Health.

#### For Students:

- Facilitate positive emotional learning across the broad spectrum of needs and learning contexts.
- Support positive mental health, well-being, life satisfaction, and better futures through strengths, hope, and resources-based interventions.

#### For Schools:

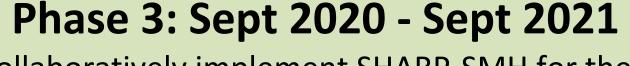
- Foster evidence supported Strengths, Hope and Resources programing across school communities.
- Enhance hopeful, motivated learning environments.



- Pre-intervention data collection begins
- Quantitative: Children's Hope Scale (CHS),
   Students Life Satisfaction Scale (SLSS)

SHARP-SMH & implement it in identified schools

- Qualitative: semi-structured interviews & focus groups
- Ongoing support for MHLTs
- Observation data collection
- Final post- intervention measures collected; data analysis and preparation of final results



- Collaboratively implement SHARP-SMH for the school year with ongoing support provided by the research team
- Invitation for students to become co-researchers
- Pre-intervention data collection with students
- Observation data collection

Summary

an online context

response to a changing context

moving to an online platform

 Final post- intervention measures collected; data analysis and preparation of final results

Adaptations to Participatory Action Research (PAR)

Professional development in a more individualized

and collaborative way based on teachers' needs in

Increased teacher involvement due to the flexibility of

Resources ready to be used and shared as a result of



#### Implications

- Build teacher self efficacy in explicitly promoting and teaching positive mental health through modelling,
- strengths, hope and resources.
   Educate teachers about specific, evidence-supported, practical strategies for teacher self-care and mental

health via a focus on strengths, hope, and resources.

 Develop cross-cultural understandings of hope for teachers.



#### Affiliations

1. Doctoral Student, Department of Educational Psychology, University of Alberta: Research Coordinator

2. Assistant Professor, Department of Educational Psychology, University of Alberta: Principal

Investigator

3. Program Coordinator, Comprehensive School Health, Inclusive Learning Services, Edmonton Public

School Board: Co-Investigator

4. Adjunct Professor, Department of Educational Psychology, University of Alberta: Co-Investigator

5. Professor, Department of Educational Psychology, University of Alberta; Associate Dean Research,

Faculty of Education, University of Alberta; Director of Hope Studies Central: Co-Investigator

6. Teacher, Edmonton Public School Board: Co-Investigator

- 7. Master's Student, Department of Educational Psychology, University of Alberta: Research Assistant
- 8., Research Volunteer



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