



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

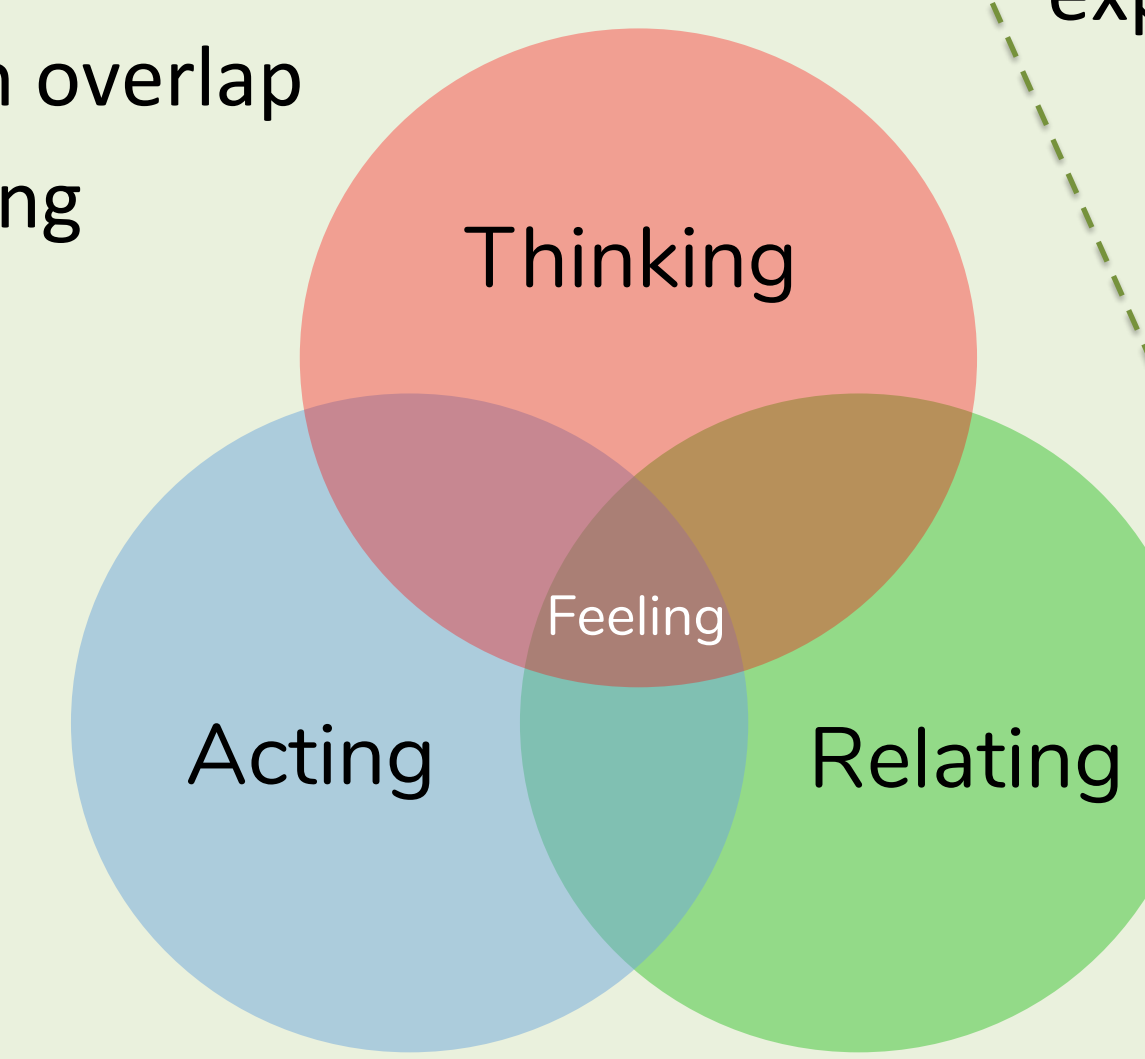


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Background & Framework

- 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).
- Hope is also related to both academic success and overall well-being in children (Pedrotti, 2018).

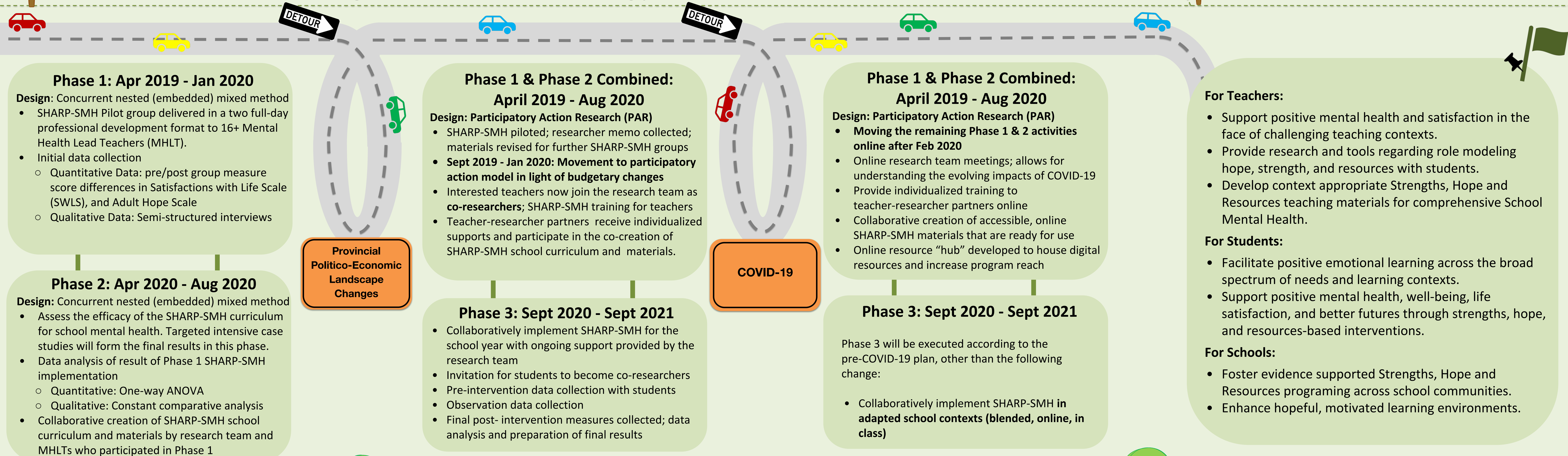
- Definition of hope:** "A process of anticipation that involves the interaction of **thinking, acting, feeling and relating**, and is directed toward a future fulfillment that is personally meaningful" (Stephenson, 1991, p.1459)
- The thinking, acting and relating dimensions of hope can overlap with 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.



SHARP-SMH

- The Strengths, Hope and Resources Program (SHARP) is a 6-week counseling program originally designed for working with individuals experiencing chronic pain.
- 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.**

Overview of the Changes to the Methodology



Research Objectives

- For Teachers:**
 - Support positive mental health and satisfaction in the face of challenging teaching contexts.
 - Provide research and tools regarding role modeling hope, strength, and resources with students.
 - 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.

Summary

- Adaptations to Participatory Action Research (PAR)
- Professional development in a more individualized and collaborative way based on teachers' needs in response to a changing context
- Increased teacher involvement due to the flexibility of an online context
- Resources ready to be used and shared as a result of moving to an online platform

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

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