



Healthcare Toolkit

Created by the HOPE National Resource Center at Tufts Medical Center



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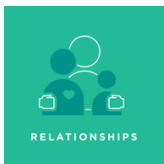
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HOPE[®] for Healthcare Toolkit

Introduction

To support the integration of HOPE (Healthy Outcomes from Positive Experiences) into nuanced healthcare settings, we collaborated with HOPE Facilitators and Champions across the world to develop this toolkit. These conversations helped us identify existing HOPE resources and to develop new ones to develop this complete toolkit. Resources in this kit can be used as is, or adapted to the individual needs of each setting.

Positive Childhood Experiences (PCEs) foster healing, resilience, and lifelong wellness, just as Adverse Childhood Experiences (ACEs) can hinder development and risk long-term health. PCEs are vital in alleviating stress and helping children flourish. The HOPE National Resource Center has organized PCEs into four Building Blocks:



Positive Relationships



Safe and Stable Environments



Social and Civic Engagement



Emotional Growth

As a healthcare professional, you are uniquely positioned to recognize, promote, and protect positive experiences with children and families in your practice. You will find that this toolkit includes HOPE training content for you and your staff, templates for a more HOPEful workflow, interactive HOPE tools for patients, and HOPEful resources for families.

The goal of this toolkit was to bring together evidence based resources and practical strategies that entwine HOPE into the foundation of your everyday work. We are excited to work towards a healthcare system where every interaction is a chance to build HOPE.



Acknowledgements

In an effort to create a comprehensive resource for those interested in implementing HOPE in Healthcare, this toolkit was developed in collaboration with trained HOPE Facilitators across the world.

We identified key resources available for providers, as well as gaps that needed to be addressed. Together we developed new resources tailored to health providers trying to figure out how to integrate HOPE into their practice. Each is included in this toolkit for you to utilize. The HOPE National Resource Team is grateful for these facilitators continued support, enthusiasm, and passion to promote HOPE. This toolkit wouldn't have been possible without them.

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While this toolkit is home to many great resources, there are more available on our website www.positiveexperiences.org.

For questions or concerns, please email: hope@tuftsmedicalcenter.org

HOPE[®]

Resources for Providers

Training about HOPE

HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES

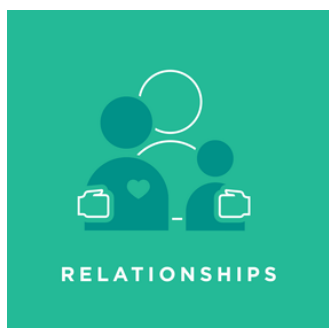
TuftsMedicine

The Four Building Blocks of HOPE

for medical providers

Research shows that positive childhood experiences (PCEs) help children grow into healthy, resilient adults. The HOPE framework centers around the Four Building Blocks of HOPE, key types of PCEs that all children need to thrive. This resource is designed to help medical providers increase access to the Building Blocks for the children they serve.

Relationships



Safe and supportive relationships within the family and with other children and adults

Being in nurturing, supportive relationships are critical for children to develop into healthy, resilient adults. Individuals that recall having these types of relationships during childhood experience significantly lower rates of depression and poor mental health during adulthood.

What kinds of relationships are we talking about?

- Foundational relationships with caregiver(s) who respond to a child's needs and offer warm, responsive reactions.
- Adults outside of the family who take a genuine interest in a child and support their growth and development.
- Healthy, close, and positive relationships with peers.



- Share information about caregiver-child attachment. Validate and reflect back when you see warm reactions between caregiver and child.
- Ask about the positive adults in the child's life - coaches, teachers, pastors, mentors. Celebrate those with them and encourage them to think about which of the components of those relationships they want to offer their children.

Environments



Safe, stable, and equitable environments where children can live, learn, and play.

Children who live, learn, and play in safe, stable, and equitable environments are less likely to experience poor mental and physical health as adults.

What do we mean by safe, stable, and equitable environments?

- A safe, stable environment secure in meeting a child's basic needs, including adequate food, shelter, clothing, healthy air and health care.
- A nurturing home where a child is physically safe and emotionally secure.
- A stable school environment where children feel valued and receive high-quality education.
- A community environment to play and interact with other children safely and equitably.

How can providers promote access to safe, stable, equitable environments?

- Ask about guns in the home. Have a conversation about gun safety and asking about guns in friends' homes.
- Ask about age-appropriate home safety interventions and/or provide information about child proofing the home.



- Ask about habitability of homes. Consider a partnership with a local legal aid clinic to draft a template letter for remediations that families can offer to their property owners if rentals are not meeting health codes.
- Provide information on local subsidized preschools, Early Head Start, and Head Start programs.

Engagement



Opportunities for social and civic engagement to develop a sense of belonging and connectedness.

Children need to feel connected to their communities, loved, and appreciated. Involvement in social institutions and environments, awareness of cultural customs and traditions, and a sense that they matter and belong helps them develop into secure and resilient adults.

What are some examples of social and civic engagement?

- Being involved in projects, peer mentoring, or community service through one's school or religious organization.
- Participating in family and cultural traditions.
- Create new family traditions. (Example: Taco Tuesday or having ice cream after a doctors visit.)
- Joining a music, art, or sports group.

How can providers promote access to social and civic engagement?

- Ask about what families do outside of school and work and delight with them around those activities.
- Have information available for Community Centers, after-school activities, and mentoring programs in your community.
- Suggest families create new after-school activities



Emotional Growth



Opportunities for emotional growth where children learn to cope with challenging events and emotions.

Children need to have a lot of opportunities to develop their sense of self-awareness and social cognition, learn how to self-regulate emotions and behavior, and acquire skills needed to respond functionally and productively to challenges. Many of these skills arise during child-centered play.

Some children will pick up these skills naturally, but others may need adults to help them name and understand their own feelings. Either way, these skills are critical for children to be able to become resilient, emotionally healthy adults.

What do we mean by opportunities for social and emotional growth?

- Developing a sense of emotional and behavioral self-regulation.
- Having the ability to respond to challenges in a productive way.
- Developing key social and culturally-appropriate communication and interpersonal skills.

How can providers support social and emotional growth?

- Help a child name their feelings as they arise and talk about what that feeling feels like in the child's body.
- Proactively normalize disagreements in peer groups and share information about how to disagree respectfully and productively.
- Encourage social connection like you would encourage eating healthy foods or exercising.



HOPE Online Modules



Introduction to HOPE



HOPE and Pediatric Residency



HOPE for Medical Students



HOPE for Medical Professionals

Find more online courses on our Online Learning Hub:

<https://positiveexperience.org/train-with-us/online-course-hub/>

Continuing Education Credits are available through Boston Children's Hospital.



With and Without HOPE Simulation Videos

These series of short videos show how HOPE can transform common clinical encounters, seeking to engage parents and patients rather than unintentionally signaling judgement. Each video has two role plays - one scenario may feature a hurried clinician, the second shows the same scenario. Note that these videos are a bit exaggerated for teaching purposes.

With and Without HOPE Referrals

These videos present two different deliveries of a referral to speech therapy- one with the HOPE and one without. Referrals are a wonderful moment to connect the family's goal for their child to a Building Block of HOPE.

With and Without HOPE Developmental Screening

These videos present two deliveries of the Ages and Stages Questionnaire often used for developmental screening in home visiting and pediatric practices.

Goal Concordant Care Simulations

These videos below share brief examples of providers eliciting a parent's goal in the course of a visit and then connecting that goal to a "moment of HOPE."

IEP Simulation Videos With and Without HOPE

These two videos share a simulation of an individualized education program (IEP) meeting with a parent Dr. Allison Stephens and her son T.J. and the school staff.

ACEs Screening Review Simulations

These two videos share a simulation of a physician reviewing the results of an Adverse Childhood Experiences (ACEs) screening with a parent.

Home Visiting Intake

These two videos present two intake sessions, one that is intentionally dramatized and not informed by HOPE and another that utilizes the HOPE framework.

Postpartum Depression Screen: HOPE-Informed Encounter

These videos demonstrate encounters with a mock patient, to discuss a Post-Partum Depression screen, with and without a HOPE-informed approach.

Teen Substance Use Screen: HOPE-Informed Encounter

Here we present three videos — one showing a traditional approach to a first encounter between a physician and patient, the second showing a HOPE-informed approach to the same encounter, and a third with the actress who played the part of the patient reflecting on what these two approaches felt like to her.

HOPE[®]

Resources for Providers

HOPE Tools for Practice

HOPE in Practice

Everyday prompts that strengthen children & families

Quick Tips

- Use prompts to build rapport
- Ask open-ended, strength focused questions
- Reflect protective factors you hear
- Give guidance on what's going on

Goal

Normalize the positive
reinforce strengths,
and support growth

Relationships

Who do you like spending time with?
Do you have a best friend?
Does your family eat together at least once a day?

Reinforce the importance of trusted relationships. Affirm caregivers who prioritize connection. Offer resources for peer or mentor support.



Engagement

Are you involved in any teams or clubs?
What are some of your extra-curricular activities?
Do you have a family tradition? Which is your favorite?

Encourage participation in interest-based clubs, faith or cultural communities. Share ideas for affordable, accessible activities.



Emotional Growth

What is your favorite thing about yourself?
When you feel upset, what helps you feel better?

Normalize emotional ups and downs. Encourage caregivers to reflect and name strengths. Offer strategies to support emotional regulation.





Pediatrics Cheat Sheet

Relationships

Ask about friends or mentors. Celebrate trusted adults and friendships; recommend peer programs if needed.

Environment

Ask where the child feels safe. Discuss safety, routines, and access to basic needs; connect to community supports if gaps appear.

Engagement

Encourage group activities like clubs, sports, faith and cultural programs. Encourage establishing and celebrating traditions.

Emotional Growth

Reflect and share strengths. Validate and normalize emotions, highlight resilience, and give one positive strategy.



Quick Question Card

Simple prompts to weave HOPE into your routine:

- “What do you like most about school?”
- “Who do you feel close to?”
- “What do you enjoy doing outside of school?”
- “Who can you talk to if you need help?”
- “What is something you are proud of?”



HOPEful Well-Child Visits

Overview

The Healthy Outcomes from Positive Experiences (HOPE) National Resource Center curated this packet for providers to use in tandem with the Bright Futures Guidelines, to ensure HOPEful Well Child Visits (WCV). HOPEful visits are when providers lead with a strength-based lens and promote access to the four Building Blocks of HOPE.

**These are suggested questions to engage parents and patients in the Bright Futures themes by including ways to identify, honor and promote PCEs. Use these as suggestions to add to your own practice, choosing and adapting queries to your community and each patient.*



General Appointment Considerations

- Start by asking caregivers about something that is going well at home, or recent exciting moments & take the time to celebrate those wins with the family.
- Create a space for families to feel comfortable openly sharing & remind them there is no obligation to respond, its whatever they feel comfortable sharing.
- Transition the conversation, to ask about any concerns they may have & ensure you address them in the appointment.
- Emphasize the power PCEs have to offset health outcomes.
- Review the PCEs that you see & celebrate with the family.
- Ask if they would like to brainstorm ways to promote PCEs
- Thank the families for their time and attention
 - Acknowledge all they arranged in order to attend the appointment
- Prepare the parents for the routine of future visits
 - Give them insight on what to expect at their next visit
- Document conversations in EMR
 - These topics should be explored in intake & followed up on for subsequent visits



HOPEful Well-Child Visits

Prenatal visit

Relationships:

- Who do you talk to when you're excited or worried about becoming a parent?
- What traditions or values do you want to pass down to your baby?
- Who supported you when you were growing up, and how does that influence how you hope to parent?

Environments:

- What routines or spaces help you feel calm or grounded?
- How do you imagine setting up your home to welcome your baby?
- Are you interested in resources that provide supplies you'll need for your baby?
- What plans do you have regarding parental leave?

Engagement:

- What things do you enjoy that you hope to share with your child?
- Describe what you are looking forward to about becoming a parent.
- Are there any groups you've enjoyed while preparing for parenthood?

Emotional Growth:

- How are you taking care of your own emotional well-being now?
- Who helps you feel emotionally supported when things get tough?
- Are there ways you express love to your baby already?



HOPEful Well-Child Visits

Newborn visit

Relationships:

- What are some moments you've enjoyed with your baby so far?
- What do you notice when your baby looks at you?
- Who do you have to help you with your baby?
- Who has been helping you adjust to life with your baby?

Environments:

- What part of your home feels the most comfortable for you and your baby?
- How have you created a safe and calming space for you and your baby?
- Would you like information about safe sleep?
- Would you like information on how to access affordable food, transportation, and housing?
- Who can you call in the case of an emergency?

Engagement:

- What is something you enjoy doing with your baby?
- What are your baby's unique traits/routines that you are beginning to notice?
- Are there any groups for new parents you have considered joining?

Emotional Growth:

- What helps you recharge emotionally?
- What have you learned about yourself through becoming a parent?
- What support would enable you to prioritize your own emotional well-being?



HOPEful Well-Child Visits

2nd Week visit

Relationships:

- What moments of connection have felt special this week?
- Who else has met or bonded with your baby?
- How are you and your baby getting to know each other already?
- Do you have someone to call in case of depression or anxiety symptoms during postpartum?

Environments:

- Where do you find yourself usually feeding, changing, and resting with your baby?
- What type of supports have been helpful as you and your baby settle in at home?
- Are there any challenges at home you'd like to discuss further?

Engagement:

- What do you enjoy doing during quiet moments with your baby?
- What has surprised you about your baby so far?
- What gives you a sense of accomplishment right now?

Emotional Growth:

- How are you feeling emotionally in this past week?
- Who checks in with you about how you are doing?
- What emotions come up most often during feedings or at night?



HOPEful Well-Child Visits

1 month visit

Relationships:

- How does your baby respond to you talking, singing, or holding them?
- What bonding moments have stood out this month?
- Who is involved in caring for you and your baby day-to-day?

Environments:

- How are you managing sleep and rest at this time in your life?
- Are there any parts to your routine that feel overwhelming?
- Where does your baby seem the most calm? Or the most alert?
- Who will care for your baby if/when you return to work?
 - Normalize working parents. Many feel guilty for going back to work. Their place of work may offer resources to support childcare.

Engagement:

- Are there ways that you communicate with your baby already?
- What topics have you explored about parenting so far?
- What do you enjoy doing during awake time with your baby?

Emotional Growth:

- What helps you stay grounded when parenting feels especially tough?
- How do you know your baby is soothed and/or comforted?
- How are you feeling this month? What has been best? What has been tough?



HOPEful Well-Child Visits

2 month visit

Relationships:

- How does your baby respond to your voice, touch, or seeing your face?
- What helps you feel confident as a parent?
- Who else shares bonding moments with your baby?

Environments:

- Walk me through a typical day with your baby...
- Is your home supporting your own rest and recovery?
- Would you like to discuss different routines you could implement to help make your days smoother?
- Who will care for your baby if/when you return to work?
 - Normalize working parents. Many feel guilty for going back to work. Their place of work may offer resources to support childcare.

Engagement:

- What do you enjoy sharing with your baby? Songs, stories, walks?
- Are you interested in learning about local parenting groups to stay connected with other new parents?
- What is something exciting you noticed your baby doing?

Emotional Growth:

- What helps you stay grounded during tough times?
- What signs are you noticing that shows your baby's recognizing you?
- How do you show love to your baby?



HOPEful Well-Child Visits

4 month visit

Relationships:

- What moments make your baby smile and/or giggle?
- What moments make you smile and/or giggle?
- What helps you feel connected to your baby during routines, like feeding?

Environments:

- Are there new things that you notice interest your baby?
- Where do you feel the most comfortable spending time with your baby?
- Are there any resources in your community you'd like to explore?
- How does it feel to be back at work?

Engagement:

- What sounds or games make your baby light up?
- What are your baby's favorite things to look at or listen to?
- What new things are you enjoying as a parent?

Emotional Growth:

- What emotions do you find the easiest to manage in parenting? Which emotions are tough to manage?
- What do you do when your baby needs soothing but nothing seems to work?
- How do you model calm or patience for your baby?



HOPEful Well-Child Visits

6 month visit

Relationships:

- What helps you feel in sync with your baby?
- How does your baby show they trust you?
- What do you enjoy most about your relationship with your baby right now?

Environments:

- Have you visited any new spaces lately? Community libraries or parks?
- What aspects of your routine feel joyful? What feels stressful?
- How do you manage noise in your home?

Engagement:

- What new things has your baby tried lately?
- What ways do you encourage your baby's exploration?
- How do you respond to your baby's sounds and facial expressions?

Emotional Growth:

- What strategies are you using to build emotional routines?
- How do you support your baby when they are overstimulated?
- What helps your baby manage new and unfamiliar experiences?



HOPEful Well-Child Visits

9 month visit

Relationships:

- How does your baby show affection or interest in other people or things?
- Who helps you feel confident in your parenting abilities?
- What does bonding with your baby look like day to day?

Environments:

- How do you create a calming routine for naps and/or bedtime?
- What sounds and/or sights have you noticed your baby seems interested in?
- Would you feel comfortable describing the places you visit with your baby (library, park, playgroup, etc)?

Engagement:

- What are you proud of your baby for?
- Which books and/or songs do you and your baby enjoy together?
- What does your baby love to do or play with?

Emotional Growth:

- How do you help your baby feel secure?
- What helps your baby calm down when they are overstimulated?
- What signs show you that your baby is understanding feelings?



HOPEful Well-Child Visits

12 month visit

Relationships:

- What routines do you enjoy most with your child?
- Who supports your parenting journey in meaningful ways?
- How does your child show affection to you? How about to other people?

Environments:

- What helps to create calm moments in your day?
- Are there resources/program in your community you'd like information on?
- How do you support your child's routine at home?

Engagement:

- What does your child get super excited about?
- How do you respond when your child shows interest in something?
- What songs, books, or routines are becoming your favorite with your baby?

Emotional Growth:

- What is something your child is learning right now?
- How do you help your child when they have big feelings?
- What helps your child feel calm again after being upset?



HOPEful Well-Child Visits

15 month visit

Relationships:

- Who is your child bonding with at this point in time?
- How does your child interact with siblings, pets, friends?
- What does your child do to seek your attention or comfort?
- Has your child started having tantrums?

Environments:

- What routines are helpful in guiding your day?
- How do you manage changes in meal times, nap times, and errands?
- How is your child responding to their current sleep environment?

Engagement:

- What activities seem to capture your child's attention the most?
- What surprises you about your child's play?
- How do you join your child in their new discoveries of the world?

Emotional Growth:

- What helps you stay calm when your child has big feelings?
- What ways is your child learning patience or waiting?
- What do you do when your child has a meltdown?



HOPEful Well-Child Visits

18 month visit

Relationships:

- What routines help you stay connected to your household?
- Who does your child enjoy spending time with?
- How have you noticed your child seek attention and/or comfort?

Environments:

- How do you encourage independence for your child?
- What sensory experiences does your child like (water, music, texture, etc)?
- Which spaces is your child able to freely play in?

Engagement:

- What makes your child laugh or show joy?
- How do you encourage your child to try new things?
- What are your child's favorite books, songs, and/or activities?

Emotional Growth:

- How can you help your child understand and name feelings?
- How do you show your child love and patience when they are upset?
- How do you model emotional expressions with you child?



HOPEful Well-Child Visits

2 year visit

Relationships:

- Who is part of your child's circle of play? Or regular care?
- What makes you feel especially close to your child?
- How do you and your child enjoy time together?
- What words have your child said?
- Has your child made you laugh with their speaking?

Environments:

- What changes have you made to support your child's independence?
- What routines does your child know to expect day-to-day?
- What environment helps your child take a break and calm down?

Engagement:

- How do you encourage creativity or pretend play?
- What opportunities do you create for your child to try new things?
- What is your favorite way to spend time with your child?

Emotional Growth:

- How does your child express their different feelings?
- Which calming techniques work well for your child?
- How do you talk about emotions with your child?



HOPEful Well-Child Visits

2 ½ year visit

Relationships:

- How does your child express love?
- Who outside of your home does your child feel connected to?
- What routines help your family feel close?

Environments:

- What places do you love going to with your child?
- Where do you feel comfortable having your child play?
- Do you feel you have what you need at home for your child to play safely (car seats, corner cushions, etc).

Engagement:

- When does your child feel proud?
- How do you support learning through play?
- How do you join in on your child's playtime?

Emotional Growth:

- What are your go-to responses when emotions are high?
- What do you say or do to help your child label how they feel?
- What have you noticed about how quickly your child moves through frustration, anger or sadness.



HOPEful Well-Child Visits

3 year visit

Relationships:

- Who does your child enjoy spending time with?
- Who are your child's friends?
- How do you and your child show care for one another?
- What family traditions do you want to introduce to your child?

Environments:

- What is your child's go-to spot to play? What about when they want to relax?
- Are there local spaces your child enjoys (library story times, community play groups, playground)?
- How are you creating an environment that supports your needs as well as your child's?

Engagement:

- Which play pretend themes does your child enjoy?
- How do you encourage problem-solving and trying new things?
- How are you engaging with your own personal circle of people?

Emotional Growth:

- What helps your child express and understand emotions?
- How do you help your child manage strong feelings?
- Have you considered building emotional routines with your child (naming feelings, taking deep breaths)?



HOPEful Well-Child Visits

4 year visit

Relationships:

- Who does your child go to when they need comfort?
- How does your child show affection?
- How do you connect with your child?
- Can you tell me about your child's relationships at school, preschool or childcare?

Environments:

- How do you include your child in daily routines?
- Are there places you and your child regularly enjoy?
- Are there spaces for your child to play and be creative?

Engagement:

- What is something your child has been proud of recently?
- How do you encourage your child to solve problems?
- What shows, books, or games does your child enjoy?

Emotional Growth:

- How do you support your child when they feel overwhelmed, frustrated, or disappointed?
- What strategies do you use to talk about feelings with your child?
- How does your child show that they care for others?



HOPEful Well-Child Visits

5 and 6 year visits

Relationships:

- What do you do as a family to feel connected?
- What adults in your child's life give them praise and encouragement?
- What's your child's favorite way to spend time with you?
- How do you connect with your child?
- Can you tell me about your child's relationships at school?

Environments:

- Where does your child appear to feel confident and independent?
- Can you walk me through your child's morning or bedtime routine?
- What do you do to help your child feel creative?

Engagement:

- What excites your child?
- Is there anything you want to try with your child (playgroup, new playground, new foods)?
- What is your child's favorite game to play?

Emotional Growth:

- How does your child talk about their feelings?
- Who does your child talk to when they feel worried?
- What helps you feel calm during this parenting journey?



HOPEful Well-Child Visits

7 and 8 year visits

Relationships:

- Who is your closest friend?
- How do you spend time with your family?
- Who do you feel supports you?
- Can you tell me about your friendships at school?

Environments:

- Can you describe a quiet place that helps you relax?
- What responsibilities do you have at home?
- Where do you like to spend your day?

Engagement:

- Which subject is your favorite in school, and why?
- How do you express your creativity (dance, sing, draw, build)?
- Is there anything you're excited to share with me today?

Emotional Growth:

- How do you calm down after being frustrated?
- What helps you feel better after a long day?
- How do you talk about your feelings?



HOPEful Well-Child Visits

9 and 10 year visits

Relationships:

- Tell me about a family routine you like...
- If you need advice, who would you go to?
- Can you tell me about some of your friends? Do you have a best friend?
- How do you [the caregiver] connect with your child?

Environments:

- Where do you feel safe and supported?
- What are your favorite places to visit nearby?
- Where do you relax?

Engagement:

- What interests or hobbies do you have?
- Which subject is exciting to learn about in school right now?
- When do you feel the most confident?

Emotional Growth:

- How do you talk about stress at home or school?
- What helps you if you feel anxious or worried?
- Who do you talk about your feelings with?



HOPEful Well-Child Visits

11 to 14 year visits

Relationships:

- Who do you go to for advice and/or support?
- Are there any adults outside of your family that you trust?
- What helps you feel connected to your friends?

Environments:

- Are there any helpful routines that you have at home (morning or bedtime)?
- Where do you feel safe and/or calm?
- Is there a place that you feel really energized?

Engagement:

- What do you do for fun?
- Is there anything you are proud of yourself for?
- How do you express yourself (music, dance, writing, sports, clothes)?

Emotional Growth:

- What helps you calm down after being worked up with big feelings?
- What makes you feel seen and heard by others?
- How do you manage challenges at school?
- Do any kids in your class have crushes? What is that like for you?



HOPEful Well-Child Visits

15 to 17 year visits

Relationships:

- Who do you trust?
- Besides your parents, are there any adults in your life that check in on you?
- What connections are most important to you?
- What helps you feel safe in your relationships?
- How do you help others feel safe in their relationships with you?

Environments:

- How do you contribute to the household when you are home?
- What types of things help you to focus when you have a task?
- Where do you go when you want to unwind?

Engagement:

- What are your passions and/or goals?
- What motivates you?
- Which type of strengths do you recognize in yourself?

Emotional Growth:

- What helps you feel confident?
- Tell me about how you express your care for others.
- What makes you feel heard and supported by people in your life?



HOPEful Well-Child Visits

18 to 21 year visits

Relationships:

- Who makes up your support system?
- Who can you turn to when you feel stressed?
- How do you maintain relationships that are meaningful to you?
- Do you have anyone your age who is special to you?

Environments:

- What routines help you feel grounded?
- What does a safe & comfortable living situation feel like to you?
- Where do you go when you want to rest?

Engagement:

- What type of activities fulfill you?
- What helps you stay motivated as you reach for your goals?
- How have you discovered your unique strengths?

Emotional Growth:

- What or who supports your mental health & emotional well-being?
- What helps you feel in control during challenging times?
- How are you learning to balance independence and asking for help?

HOPE in Every Note

A Strengths-Based EMR
Documentation Checklist for Positive,
Patient-Centered Care



Introduction

Clinical notes can be a powerful tool to highlight what's going well and make visible patients' and families' resources, resilience, and progress across the care team. By intentionally documenting strengths, moments of joy, and protective factors, we strive to capture a more complete story of health and create a shared, hopeful language in the medical record.

The HOPE framework emphasizes positive childhood experiences (PCEs), protective factors, and strengths-based care. This approach presented here shifts the focus from deficits to possibilities, promoting conditions for families to flourish.

The Four Building Blocks of HOPE: Relationships, Environment, Engagement, and Emotional Growth, represent the key types of positive childhood experiences all children need to thrive. When written to intentionally align with the HOPE Framework, clinical notes can open doors to PCEs, strengthen continuity, and support person-centered care. Recording positive experiences alongside clinical needs transforms notes into a platform for building resilience, guiding treatment planning, and fostering meaningful patient engagement.

Goal

Promote positive experiences, resources, and strengths of patients and families in all clinical encounter documentation.



Intake & First Encounters:

Focus on uncovering strengths, resources & protective factors with the HOPE lens

1. Ask at least one joy-focused question:

- a. "Tell me about a recent moment that brought you or your family happiness."

2. Ask positively framed questions:

- a. Instead of "What's been difficult?" also ask "What has been going well for you lately?" or "What gives you hope?"

3. Document family strengths (skills, values, abilities):

- a. "What things have helped you before to manage this situation?"
 - i. Example Documentation: Parents consistently advocate for child's educational needs'

4. Document Achievements:

- a. "What small achievements have you had in managing your health that you would like to maintain?"
 - i. Example Documentation:
 - The family began regular evening walks, increasing physical activity together.
 - Family successfully relocated to stable housing within a safer neighborhood.
 - Improved communication between parents and adolescents through agreed "no phone at dinner" rule.

5. Record phrases that reflect the client and family's personal meaning and pride.

6. Ask questions about the Four Building Blocks of HOPE:

- a. Refer to the Well Child Visit Provider Prompt Resource



Progress Notes

Reinforce and track strengths over time

1. **Include at least one positive change or success since last visit.**
2. **Highlight resources used: community groups, cultural traditions, supportive friends/family**
3. **Most EMRs focus on deficits. Make space to record abilities, talents, and supports:**
 - a. Examples: Instead of only writing, “Frequent headaches” Add: “Has learned breathing and stretching exercises that help reduce pain. = “Struggling with depression” Add: “Plays guitar daily, finds music helpful for mood regulation.”
4. **Connect strengths to care goals. Ensure documented strengths can be used to guide care plans and follow-up:**
 - a. Examples:
 - i. “Enjoys swimming... recommend aquatic therapy to support mobility.”
 - ii. “Enjoys gardening, suggest it as part of a physical activity plan”.
5. **Improve care goals and strengthen care plan by incorporating the four Building blocks of HOPE into it:**
 - a. Before putting together a care plan, ask yourself the questions “how to promote access to each building block?”
 - b. How can my plans promote access to PCEs?”
 - c. Examples:
 - i. Relationships: Connect the family to mentoring programs or peer support groups.
 - ii. Environment: Setting up a quiet, organized space for studying and rest.
 - iii. Engagement: Encourage participation in volunteer or neighborhood events.
 - iv. Emotional Growth: Include counseling or emotional skills-building activities in the plan.



Progress Notes

Reinforce and track strengths over time (cont.)

6. Track growth over time: new skills, resilience in challenges:

a. Examples:

- i. Family adopted a consistent bedtime routine that supports better sleep.
- ii. Teen started using a planner to organize schoolwork and activities.
- iii. Child maintained school attendance despite a recent move.

7. Use EMR prompts creatively:

- a. Turn mandatory fields into opportunities for positive reflection.

Communication & Care team Visibility

Make strengths easy for the whole team to see and act on

1. Flag strengths in the patient summary or “snapshot” for easy visibility.

- a. Make strengths visible.
- b. Place positive notes in sections where other care team members will see them quickly.

2. Document efforts made by patient/family (even small steps).

3. Include positive anticipatory guidance:

- a. “Continue daily bedtime reading to support bonding.”

Implementation Tip:

Embed these examples into EMR note templates so prompts appear during documentation.

- *This makes HOPE-informed writing the default, not the exception.*

HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES

TuftsMedicine

Four ways providers can assess positive childhood experiences handout

Inquiring about strengths, learning proxy measures for resilience, and promoting access to positive childhood experiences (PCEs) are key components of the HOPE framework. There are many evidence-based approaches that providers can use to ask about PCEs when interacting with children and families. This handout shares four research-informed methods to assess PCEs including standardized and conversational methods.



The first two techniques are based on standardized, validated queries and will generate scores. Higher scores are associated with stronger resilience. The questions can be included in any standard intake form, paired with an adverse childhood experiences screen, or used as a stand-alone screening tool.

1

Positive Childhood Experiences Scale (Bethell et al, 2019)

First conducted in a 2019 population survey in Wisconsin, the Positive Childhood Experiences Scale consists of 7 PCE questions. A PCE score is calculated based on the number of questions the respondent agrees with.

Thinking back to your childhood, up to the age of 18, please indicate how often you:

- Felt able to talk to your family about feelings
- Felt your family stood by you during difficult times
- Enjoyed participating in community traditions
- Felt a sense of belonging in high school
- Felt supported by friends
- Had at least two non-parent adults who took genuine interest in you
- Felt safe and protected by an adult in your home

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 Sep 9. 173(11):e193007. DOI: 10.1001/jamapediatrics.2019.3007.

2

Benevolent Childhood Experiences Screener (Narayan et al, 2018)

The Benevolent Childhood Experiences Screener was developed for clinical use at the primary care clinic at the University of California, San Francisco. It has been validated in small studies conducted among high-risk populations. Similar to the Positive Childhood Experience scale above, a total score is generated by tallying the number of affirmative answers.

When you were growing up, during the first 18 years of life:

- Did you have at least one caregiver with whom you felt safe?
- Did you have at least one good friend?
- Did you have beliefs that gave you comfort?
- Did you like school?
- Did you have at least one teacher who cared about you?
- Did you have good neighbors?
- Was there an adult (non-parent/caregiver) who could provide you with support and advice?
- Did you have opportunities to have a good time?
- Did you like yourself or feel comfortable with yourself?
- Did you have a predictable home routine, like regular meals and a regular bedtime?

Narayan, A. J., Rivera, L. M., Bernstein, R. E., Harris, W. W., & Lieberman, A. F. (2018). Positive childhood experiences predict less psychopathology and stress in pregnant women with childhood adversity: A pilot study of the benevolent childhood experiences (BCEs) scale. *Child abuse & neglect*, 78, 19-30.

The next two approaches are more conversational. They serve to better understand the child and family circumstances while forming a foundation for engaged, collaborative problem solving.

3

The Four Building Blocks of HOPE

The Four Building Blocks of HOPE, key types of PCEs can be adapted for use between any child-serving provider and the family. Research has shown that families, communities, and organizations that promote access to these PCEs help children and youth thrive, including those who have experienced trauma and adversity. This is not a formal screen and does not result in a score. It is up to each family to define what each Building Block means to them. The worksheet below can serve as a conversation starter between the provider and the family. This is part of a Building Blocks for Health tool developed by Gretchen Pianka, MD, MPH, FAAP in Lewiston, Maine and is reproduced with permission. The complete tool can be downloaded on the HOPE website.

HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES

TuftsMedicine

Building Blocks for Health

These Four Building Blocks are important factors in growing up healthy. Share what is working and your provider will brainstorm with you for solutions to anything that is not working.

Engagement:

What is one thing you like to do as a family outside the home? Where do you feel the most connected to others?

Environment:

Describe a place you love to go or play. Where is your safe space?

Relationships:

What do you like to do at home with your family? Who is someone outside of your family that really cares about you?

Emotional Health:

What feelings do you talk about at home? Who can you talk to about feelings with? How can you take care of yourself when you have big feelings?

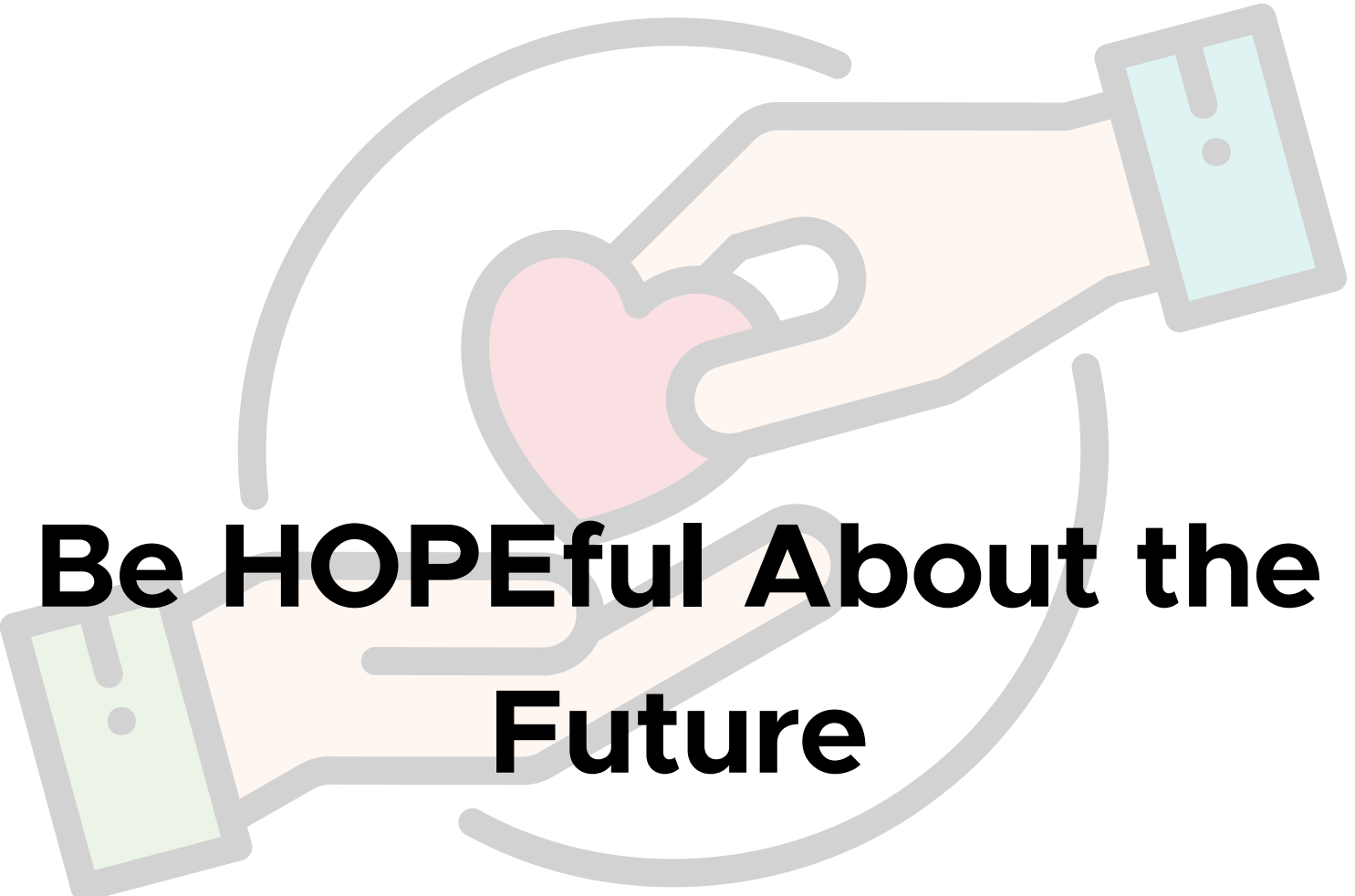
4

Narrative therapy techniques

Providers can use narrative therapy to draw out family and child strengths by asking questions like:

- Can you describe the last time you managed to get free of {the problem} for a couple of minutes?
- How have you handled {pressing concern} in the past?
- Can you share a bit about something you've done recently that you're proud of?

Explore with them the factors that enabled them to succeed. Listen for the Four Building Blocks of HOPE – relationships, environments, engagement, and emotional growth. Careful listening to a person's past successes places the provider in a position to better understand what resources to draw on to address current challenges. This approach may fit best when confronted with a challenging situation, or when a person feels helpless to approach a problem.

An illustration of two hands, one light orange and one light green, holding a pink heart. The hands are positioned as if they are gently cradling the heart. The background is a light gray with a large, faint circular outline.

Be HOPEful About the Future

A binder created to guide providers through identifying and documenting Positive Childhood Experiences (PCEs)

Developed by the HOPE National Resource Center in collaboration with HOPE Facilitator Dr. Javeria Bradley



Introduction

The HOPE Binder is a practical, physical or digital tool that guides health professionals to intentionally look for, document, and act on Positive Childhood Experiences (PCEs) during patient encounters.

Promoting positive experiences alongside clinical needs transforms practice into a platform for building resilience, guides treatment planning, and fosters meaningful patient engagement. In this way, we help our practice by making our care plans and encounters more efficient, easier to approach, achievable, and hopeful.

Furthermore, this binder promotes PCEs in a few ways. Such as becoming a visual reminder to keep PCEs at the forefront of clinical encounters, creating a shared language for all team members to document with, bridging clinical work with community based supports, by leading conversations that help to follow the family across settings outside the office.

Goals

- Keep a strengths-based focus in the center of care.
- Promote consistent use of the four Building Blocks of HOPE among providers.

- ✓ *We invite you and your team to make this binder your own, you can use this tool as a guide.*
- ✓ *We encourage you to also find local examples, resources and questions.*
- ✓ *What makes sense for you and your team matters!*



Implementation Tips

- **Assign a staff person(s) as a 'HOPE Champion or Facilitator'**

- Keep the binder updated with local resources that support positive experiences.
 - This person can also remind the team during meetings to integrate the HOPE framework into daily practice.
- This person can be administrative staff, a social worker or a collaboration of both.

** In addition to personal knowledge of the community, findhelp.org offers local resources to find help.*

- **Building a Strengths-Based Team Culture**

- Encourage all team members to notice and name the strengths they observe during patient interactions... such as resilience, social support, the four building blocks or meaningful routines.
 - These strengths can be shared during team huddles, staff meetings, or case presentations to promote a culture of positivity.

- **Take the time to notice and document positive experiences and strengths because it's a powerful clinical tool.**

- When we keep track of what's going well in our patients' lives, their sources of strength, meaning, and connection, we are delivering care that is more personalized, effective, and human.
 - Save time by building trust and continuity and strengthening relationships with families under your care.
 - Pointing out strengths add continuity to the care the patient or family receive, analogous to the list of problems.



Setting up your HOPE binder

Choose the Format

- **Physical:** A 3-ring binder with tab dividers for each HOPE building block
- **Digital:** A shared folder or EMR “favorites” list with the same structure. Or an EMR template

Tab Organization

- **Tab 1:** PCEs Overview : Quick overview, definitions, and prompts
- **Tab 2:** Relationships: Questions and tips for identifying supportive relationships
- **Tab 3:** Environments: Observations about safe, stable, equitable space
- **Tab 4:** Engagement: Opportunities for participation, learning, and connection
- **Tab 5:** Emotional Growth: Evidence of coping skills, self and co-regulation, and emotional literacy

Inside Each Section

- **Conversation Prompts** — Quick questions to uncover strengths
- **Observation Checklist** — What to look for during visits
- **Documentation Tips** — How to record PCEs/strengths in the EMR
- **Example Notes** — Strengths-based language providers can copy/adapt
- **Referral & Resource Ideas** — Allow this to be a place where you add in your own formal and informal resources within your community that promote access to the Building Blocks.

Quick Access Tools in the Front Pocket

- HOPE one-page overview
- PCE screening questions
- Smart phrase/auto-text list for EMR documentation
- Local resource directory for strengthening PCEs

Workflow Tip:

The binder should live where providers chart or conduct visits so it's visible during daily work. For digital versions, make sure the link is in an EMR favorites menu or clinic desktop shortcut.

The HOPE Binder - Building Block Sections



Tab 1: Positive Childhood Experiences (PCEs)

Definition: Everyday moments, relationships, and opportunities that help children thrive. Access to PCEs can be promoted by a systematic approach to the Four Building Blocks of HOPE: Relationships, Environment, Engagement and Emotional Growth.

Examples of PCEs:

- Feeling safe at home, school, and in the community.
- Having at least one supportive, stable caregiver.
- Engaging in enjoyable community activities.
- Having friends, mentors, or role models.
- Opportunities to learn, explore, and express creativity.

PCEs Questions for Providers:

- “What’s something your child enjoys doing most days?”
- “Who is an important person in your child’s life?”
- “What routines make your child feel secure?”
- What activities make your child feel excited and engaged?
- What helps your child calm down after a stressful moment?

EMR Tip:

Create a dedicated field or note heading for Positive Childhood Experiences or the Four Building Blocks of HOPE and add at least one PCE to promote per visit. Refer to our Well Child Visit Guidance for examples of PCE and HOPE related questions.



Tab 2: Relationship Building Block

Goal: Identify and support nurturing, supportive, and consistent relationships within the family and with other children and adults.



Look For:

- Foundational relationships with parents who respond to a child's needs and offer warm, responsive reactions.
- Stable caregiving arrangements.
- Positive sibling relationships.
- Presence of extended family involvement.
- Mentors, coaches, or teachers who know the child well.
- Adults outside of the family who take a genuine interest in a child and support their growth and development.
- Healthy, close, and positive relationships with peers.

Prompts/Questions:

- “Who does your child turn to when they need help or comfort?”
- “Tell me about a time your child spent with a friend or family member that was really special.”
- “Who is someone outside of your family that really cares about you?”

Documentation Examples:

- “Child has a strong connection with older sibling; they read together nightly, supporting literacy and emotional closeness.”
- “Mentor meets with youth weekly, providing consistent guidance and encouragement.”
- “Family holds Sunday dinners where all members share highlights from the week, promoting open communication.”

Resource Ideas (add your own informal and formal resources!)

- Family literacy programs - Public library family reading nights, reading buddies, or book-lending programs.



- Mentorship initiatives - school-based mentoring programs, community youth mentoring networks.
- Parenting support groups - In-person or online groups offering peer support and parenting strategies.
- Parent-Child Activity Classes – Music, art, cooking, or movement classes that encourage shared experiences.
- Faith or Cultural Community Groups – Churches, mosques, temples, tribal or cultural centers offering family events and intergenerational activities.
- School-Based Family Engagement Programs – family-school partnership activities, and open classroom days.
- Youth Clubs and Teams – Scouts, sports leagues, debate teams, theater groups
- Extended Family Engagement Events – Family reunions, heritage celebrations, or regular family meal initiatives.
- Community Volunteer Opportunities – Service projects where parents and children can contribute together.
- Peer Support for Adolescents – Teen peer mentoring, youth leadership councils.

Tab 3: Environment Building Block

Goal: Recognize safe, stable, equitable spaces where children live, learn, and play.



Look For:

- Safe home environment. Stable housing.
- A nurturing home where a child is emotionally secure.
- Supportive school climate.
- A stable school environment where children feel valued and receive high-quality education.
- Access to parks, community spaces. A community environment to play and interact with other children safely and equitably.
- A safe, stable environment secure in meeting a child's basic needs, including adequate food, shelter, and health care.

**Prompts/Questions:**

- “Where does your child feel most comfortable and safe?”
- “What’s your child’s favorite place to spend time outside the home?”
- “Describe a place you love to go and have fun”

Documentation Examples:

- “Family has stable housing in a neighborhood with a trusted community center.”
- “Home includes a designated study space with adequate lighting and quiet, supporting school success.”
- “Child has regular access to nearby park and participates in supervised outdoor play daily.”
- “Family receives support from a community food pantry, ensuring consistent access to healthy meals.”

Resource Ideas (add your own informal and formal resources):

- Housing assistance programs
- Neighborhood safety initiatives (safe walking/biking routes, community watch)
- Safe play spaces directory
- Trauma-informed school initiatives
- Home safety programs (childproofing, smoke detectors, hazard removal)
- School improvement projects (anti-bullying programs, inclusive classrooms)
- Parks and recreation access (safe playground access)
- Access to nutritious food (school meal programs, food banks, community gardens)
- Transportation assistance (bus passes, ride programs for appointments)
- Environmental health services
- Community centers offering youth-friendly spaces
- Technology and internet access programs for learning
- Emergency preparedness programs for families



Tab 4: Engagement Building Block

Goal: Encourage participation in meaningful social activities and civic engagements that promote learning, connection, and belonging that the family finds relevant to them.



Look For:

- Involvement in school clubs, sports, arts, music.
- Volunteer work or helping roles in the community.
- Participating in family and cultural traditions.
- Being involved in projects, peer mentoring, or community service through one's school or religious organization.

Prompts/Questions:

- “What activities light your child up with excitement?”
- “Is your child part of any group, team, or program?”
- “What is your favorite sport or activity?”

Documentation Examples

- “Attends after-school art club twice a week, providing creative outlet and peer friendships.”
- “Youth participates in local soccer league, developing teamwork skills and friendships.”
- “Child attends weekly art club, fostering creativity and connection with peers.”
- “Family volunteers together at community garden, building civic engagement and environmental awareness.”
- “Teen is active in school leadership council, contributing to decision-making and feeling valued.”
- “Child regularly attends cultural dance group, strengthening community ties and cultural identity.”

**Resource Ideas (add your own informal and formal resources):**

- Local recreation centers
- Cultural arts programs
- Youth volunteer organizations
- After-school clubs (arts, language, debate, robotics)
- Youth leadership programs (youth councils, advocacy training)
- Sports teams and recreational leagues
- STEM Programs, Mathletes, etc.
- Volunteering and service-learning programs
- Cultural and heritage festivals
- Community arts projects (murals, theater productions)
- Environmental action groups for youth (clean-ups, garden projects)
- Faith-based groups
- Peer mentoring or buddy programs
- Summer camps
- Local government youth advisory boards
- Intergenerational programs linking youth and older adults

Tab 5: Emotional Growth Building Block

Goal: Encourage participation in meaningful social activities and civic engagements that promote learning, connection, and belonging that the family finds relevant to them.

**Look for:**

- Child's ability to name and express feelings.
- Positive coping strategies.
- Caregiver support for emotional needs.
- Families having the ability to respond to challenges in a productive way.
- Developing key social and culturally-appropriate communication and interpersonal skills.

**Prompts/Questions:**

- “What helps your child feel calm after a hard day?”
- “How does your child handle frustration?”
- “Who can you talk to about your feelings?”
- “How do you take care of yourself when you’re not feeling your best?”
-

Documentation Example:

- “Uses breathing exercises before bedtime to relax; taught by parent as part of nightly routine.”
- “School counselor meets with youth biweekly, supporting stress management and emotional regulation.”
- “Family practices nightly ‘gratitude moments,’ helping children reframe challenges positively.”
- “Teen has developed breathing exercises to manage anxiety before presentations.”
- “Child was supported by parent through recent bereavement, with open conversations about feelings.”

Resource Ideas (add your own informal and formal resource ideas):

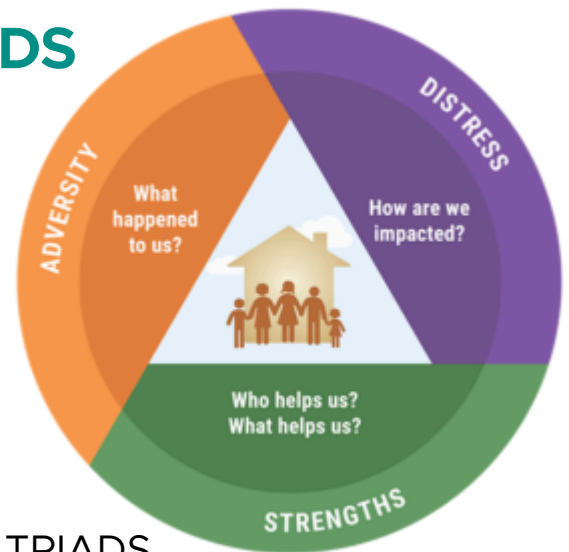
- Mindfulness apps for families.
- Social-emotional learning programs.
- School counseling services.
- Trauma-informed therapy programs for children
- Peer support circles (youth-led or facilitated)
- Parent–child communication workshops
- Art, music, or drama therapy programs
- Bereavement support groups for children and families
- Resilience skills training (problem-solving, emotion regulation)
- Conflict resolution and peer mediation programs in schools
- Youth journaling or creative writing workshops
- Family-based therapy programs to address shared stressors

HOPEful case reviews with TRIADS

The **Building Blocks of HOPE** and the **TRIADS model** can be used to promote strengths during case reviews. These tools allow for a more holistic process and reframe providers' responses to center HOPE.

In order to integrate an understanding of both strengths and adversities, this toolkit builds on the TRIADS approach from UCSF. TRIADS stands for **T**rauma and **R**esilience-informed **I**nquiry for **A**dversity, **D**istress and **S**trengths.

Further information can be found at: [Homepage - The TRIADS Framework](#).



Simply put, “distress” is the presenting problem for the patient. “Adversity” is the trauma or challenge the individual has experienced. “Strengths” covers both existing strengths and plans for building on to them. Strengths are assessed using the HOPE framework: relationships, environment, engagement, and emotional growth.

What is currently causing **distress**?



What **adversity** might the child have experienced?

What **strengths** does the child have?

How can I promote access to each of the Four Building Blocks to help the child build **strengths**?

 RELATIONSHIPS	
 ENVIRONMENT	
 ENGAGEMENT	
 EMOTIONAL GROWTH	

HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES

TuftsMedicine

HOPEful Care for Adolescents

Tips for healthcare providers who want to provide HOPE-informed care to adolescents

Relationships

- Talk directly with the patient, even when the caregiver is in the room.
- Take your time and be curious to learn more.
- Build trust and rapport by following up on conversations about interests or struggles that were discussed at previous relationships.
- Ask open-ended questions.

Privacy

- Be clear about what conversations remain private and what needs to be shared with others.
- Ask caregiver(s) to step out of the room to promote direct interaction with the adolescent. This is particularly crucial when asking about sensitive topics related to substance use, identity, and sexuality.

Engagement

- Include youth in decision making processes related to treatments.
- Explain things in plain terms in a way youth can understand.
- Provide time and space for youth to ask questions.

Emotional Growth

- Begin with the positive! Identify, honor and promote PCEs.
- Directly ask about stress, coping skills for big emotions, and school pressures.
- Encourage youth to take charge of their well-being.
- Be Curious. Ask open ended questions about their health, friendships, and how they deal with conflict. Use their responses to plan ways to deal with stress, big emotions and pressures at home and in school.
- Celebrate the small wins!

HOPE[®]

Interactive Worksheets for Children and Youth



Strengths Map Exercise

Instructions

This strength map can be used during well-child visits to help understand how individuals are already accessing the Building Blocks. It can give you insight into areas that are already very developed and areas where you might want to offer some informal or formal supports.

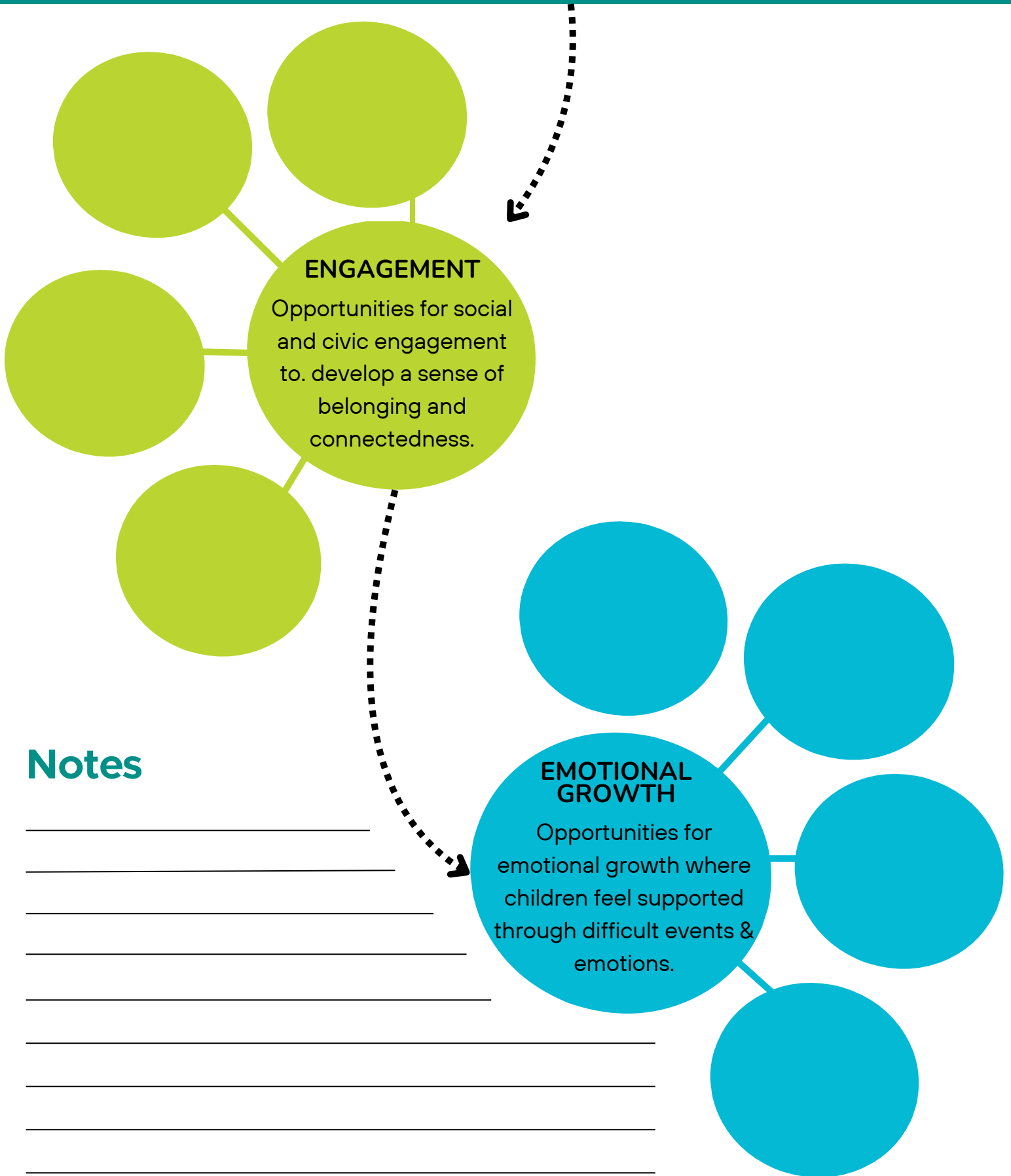
- Start by writing the patient's name in the center box.
- Review the impact of positive childhood experiences and protective factors.
 - Emphasize that these look different for everyone.
- Select a building block to start with
 - *Tip: pick one you already have information about.
 - Review the building block summary provided.
 - Provide examples of local ways to get involved (refer to community resource binder).
- Move through the remaining building blocks.
- Review ways they can strengthen their least developed building block - circle the ones you will follow up on at next visit.
- Leave room for questions or comments from the patient.
- Provide resources and handouts for the patients to bring home.
- Let family know that this is something you will re-visit and work on together.

Notes

Your Unique Strengths

Name: _____





Notes

HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES

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Four Building Blocks of HOPE interactive worksheet

Ages Group: 0 to 5 years

The Four Building Blocks of HOPE are composed of positive childhood experiences (PCEs) —and the sources of those experiences and opportunities—that help children grow into healthy, resilient adults.

Instructions for Parents: Reflect on positive aspects of your child's life that fit each of Building Blocks and select the boxes provided next to each Building Block that you feel your child has in their life.

Relationships within the family and with other children and adults through interpersonal activities.



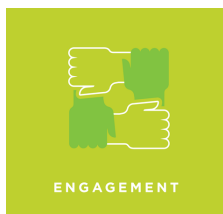
- ☐ A healthy relationship with an adult that lives with them
- ☐ A healthy relationship with an adult that does not live with them
- ☐ Other: _____

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



- ☐ Regular access to healthy food and resources
- ☐ A safe and stable place to live
- ☐ A safe place to play at home
- ☐ A safe place to play outside the home
- ☐ Other: _____

Social and civic engagement to develop a sense of belonging and connectedness.



- ☐ A group that they meet with regularly
- ☐ Participation in activities that connect them with their cultural heritage
- ☐ Other: _____

Emotional growth through playing and interacting with peers for self-awareness and self-regulation.



- ☐ A friend they play with regularly at home
- ☐ A friend they play with regularly outside of the home
- ☐ Other: _____



HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES

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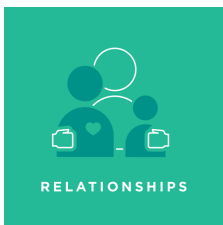
Four Building Blocks of HOPE interactive worksheet

Ages Group: 5 to 12 years

The Four Building Blocks of HOPE are composed of Positive Childhood Experiences (PCEs) —and the sources of those experiences and opportunities—that help children grow into healthy, resilient adults.

Instructions for Parents: Reflect on positive aspects of your child's life that fit each Building Blocks and select the boxes provided next to each Building Block that you feel your child has in their life.

Relationships within the family and with other children and adults through interpersonal activities.



- ☐ A healthy relationship with an adult that lives with them
- ☐ A healthy relationship with an adult that does not live with them
- ☐ A healthy relationship with an adult at school
- ☐ Other: _____

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



- ☐ Regular access to healthy food and resources
- ☐ A safe and stable place to live
- ☐ A safe place to play at home
- ☐ A safe place to play outside the home
- ☐ Other: _____

Social and civic engagement to develop a sense of belonging and connectedness.



- ☐ A group that they meet with regularly
- ☐ Participation in activities that connect them with their cultural heritage
- ☐ Participation in activities they feel passionate about
- ☐ Other: _____

Emotional growth through playing and interacting with peers for self-awareness and self-regulation.



- ☐ A friend they play with regularly at home
- ☐ A friend they play with regularly outside of the home
- ☐ A friend that helps them feel supported
- ☐ Other: _____



HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES

TuftsMedicine

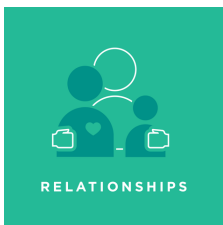
Four Building Blocks of HOPE interactive worksheet

Ages Group: 12 to 18 years

The Four Building Blocks of HOPE are composed of Positive Childhood Experiences (PCEs) —and the sources of those experiences and opportunities—that help children grow into healthy, resilient adults.

Instructions for Parents: Reflect on positive aspects of your child's life that fit each Building Blocks and select the boxes provided next to each Building Block that you feel your child has in their life.

Relationships within the family and with other children and adults through interpersonal activities.



- ☐ A healthy relationship with an adult that lives with you
- ☐ A healthy relationship with an adult that does not live with you
- ☐ A healthy relationship with an adult at school
- ☐ Other: _____

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



- ☐ Regular access to healthy food and resources
- ☐ A safe and stable place to live
- ☐ A safe place to play at home
- ☐ A safe place to play outside your home
- ☐ Other: _____

Social and civic engagement to develop a sense of belonging and connectedness.



- ☐ A group that you meet with regularly
- ☐ Participation in activities that connect you with your cultural heritage
- ☐ Participation in activities you feel passionate about
- ☐ Other: _____

Emotional growth through playing and interacting with peers for self-awareness and self-regulation.



- ☐ A friend you play with regularly at home
- ☐ A friend you play with regularly outside of the home
- ☐ A friend that helps you feel supported
- ☐ A friend that listens when you talk about feelings or difficult topics
- ☐ Other: _____

Building Blocks of HOPE

These four Building Blocks are important factors in growing up healthy. Share what's working & your provider will brainstorm with you for solutions to anything that's not working.

Relationships:

Who is someone outside of your family that really cares about you?

Environment:

Describe a place you love to go and have fun?

Engagement:

What is your favorite sport or activity?

Emotional Growth:

Who can you talk to about your feelings?
How do you take care of yourself when you're not feeling your best?

Building Blocks for Health

These four building blocks are important factors in growing up healthy. Share what's working & your provider will brainstorm with you for solutions to anything that not working.

Engagement:

What is one thing you like to do as a family outside the home?
Where do you feel most connected to others?

Environment:

Describe a place you love to go or play. Where is your safe space?

Relationships:

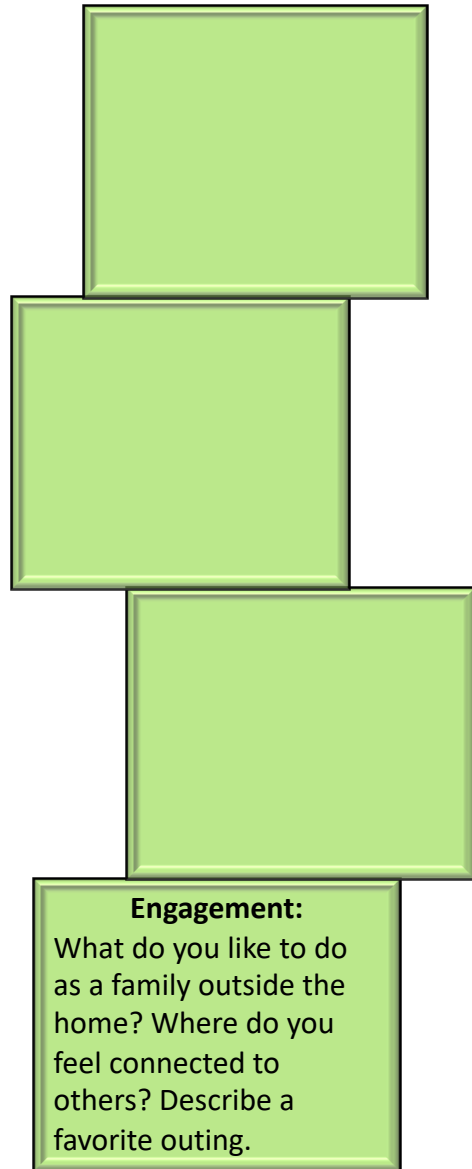
What do you like to do at home with your family? Who is someone outside your family that really cares about you?

Emotional Health:

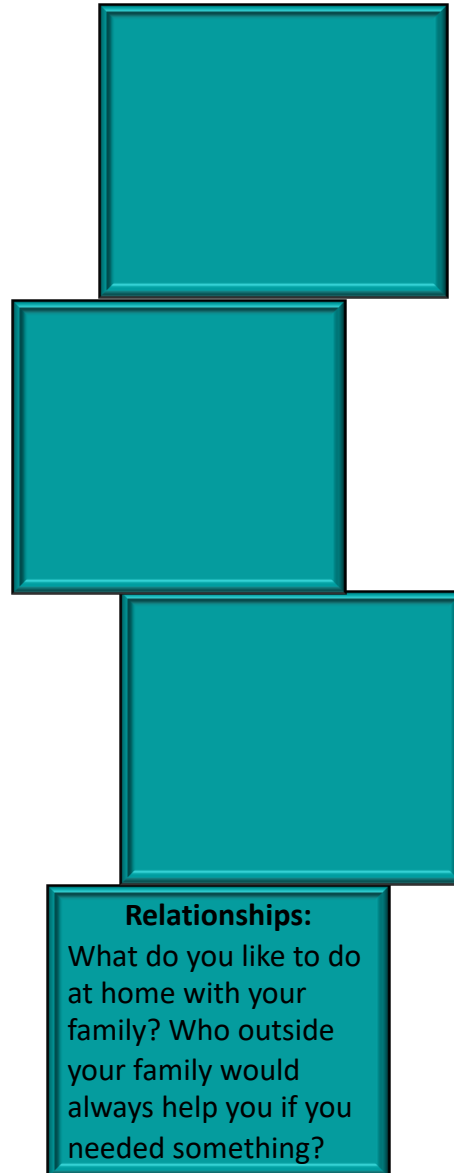
What feelings do you talk about at home? Who can you talk about feelings with? How can you take care of yourself when you have big feelings?

Build a Tower of Blocks!

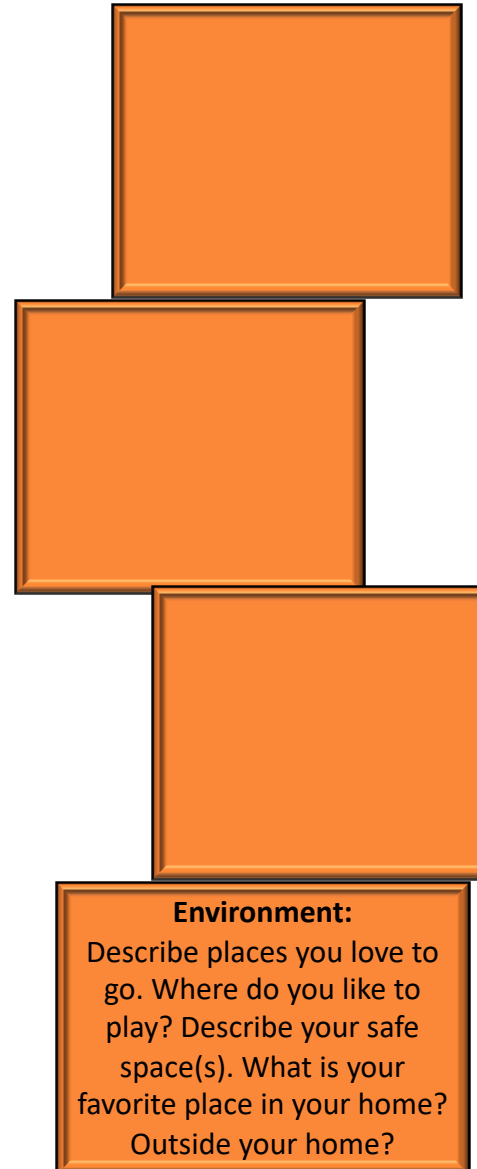
These four building blocks are important factors in growing up healthy. Share what's working & your provider will brainstorm with you for solutions to anything that not working.



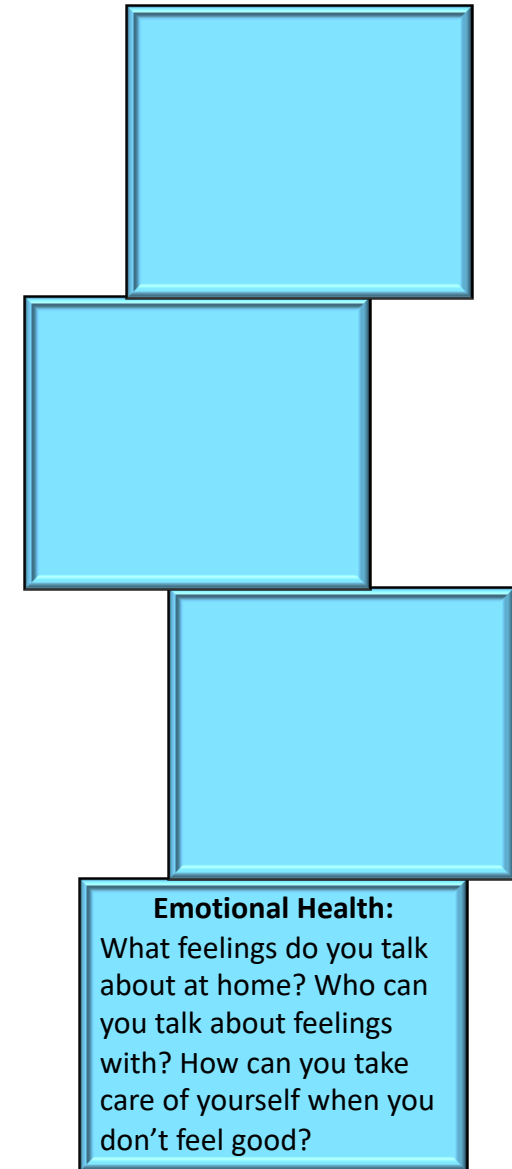
Engagement:
What do you like to do as a family outside the home? Where do you feel connected to others? Describe a favorite outing.



Relationships:
What do you like to do at home with your family? Who outside your family would always help you if you needed something?



Environment:
Describe places you love to go. Where do you like to play? Describe your safe space(s). What is your favorite place in your home? Outside your home?



Emotional Health:
What feelings do you talk about at home? Who can you talk about feelings with? How can you take care of yourself when you don't feel good?

Healthy Building Blocks

These four building blocks are important factors in growing up healthy. Share what's working & your provider will brainstorm with you for solutions to anything that not working.

Engagement:

What is your favorite sport or activity?

Describe a favorite outing.

Where do you feel connected to others?

What do you like to do as a family outside the home?

Relationships:

What do you like to do at home with your family?

What is your favorite book or movie?

Which family story are you proud of?

Who outside your family would always help you if you needed something?

Environment:

Describe places you love to go. Where do you like to play?

Describe your safe space(s).

What is your favorite place in your home?

What is your favorite place outside your home?

Emotional Health:

Who can you talk about feelings with?

How do you take care of yourself when you feel hungry?

How do you take care of yourself when you feel sad?

What always helps you feel better when you feel yucky?

Strengths Based Building Block Conversations

Engagement:

- Suggest afterschool programs
- Explore summer camps, community programs
- Identify local YMCA - can they connect? Scholarships? Transportation Barriers?
- Parenting resources – positive parenting resources, community groups
- Youth programs, outreach, school, community groups
- Offer list of local churches or spiritual centers, resources
- Identify parent support groups – online or in person

Environment:

- Provide list of local housing resources
- Provide list of food pantries
- Provide list of transportation options
- Review Gun safety
- Review Medication safety
- Brainstorm about safe play areas
- Brainstorm about options for trips, outings
- Offer list of community resources for outdoor activities
- Trail/Park Maps and resources (i.e. state park passes or maps)

Relationships:

- How are things at home? What is hard for parents?
- Are parents able to play with kids, Read?
- What is parent proud of?
- How high is the stress level at home?
- Are there specific things or times of day that are hardest?
- Name the non-parent adults that can help; identify barriers to asking them for help
- Identify community resources that can reduce barriers/decrease isolation
- Provide list of community groups and supports
- Give Reach out and Read books/library resources

Emotional Health:

- Ask parents if they feel like they know how to help their child when they are angry, frustrated, worried or scared
- Ask parents how they take care of themselves when they are stressed, sad, angry or frustrated
- Make a “Family Feelings Chart” & encourage them to ask “how do I know I am feeling this way” & “how can I take care of myself while this feeling is here?”
- Teach at least one breathing exercise (glitter jar, box breathing or 5 big deep breaths)
- Teach one strategy for anger (playing “angry” ball with nerf ball, Daniel Tiger, outside to run around)
- Teach one mindfulness strategy: i.e. toes-to-nose or using all 5 senses

HOPE[®]

HOPE Resources to Share with Families



Family activity book



HOPE - Healthy Outcomes from Positive Experiences

For some time, the approach to child development has focused on adverse childhood experiences (ACEs) and the resulting toxic stress and poor mental and physical health outcomes that can follow multiple ACEs. The language of HOPE – Healthy Outcomes from Positive Experiences – uses a positive lens, one which focuses on the buffering effects of positive childhood experiences and building on pre-existing strengths, to translate public approaches to the child's own experiences.

This activity book offers an opportunity for families to enjoy a positive childhood experience together while learning more about the HOPE framework.

Visit HOPE
positiveexperience.org





(Word) Search for HOPE

Find the word in the puzzle. Words can go in any direction. Words can share letters as they cross over each other.

antiracist, building blocks, childhood, community, connection, emotional growth, engagement, environment, family, individualized, positive, relationship, resilience, strength

t n e m e g a g n e g r i y s h i r
e v i t i s o p h v l l t w k t n e
c b l l g v g f p i n i d e c w d l
a v u l w p y o z f n q n i o o i a
w b w i n e g n p u d v o b l r v t
s t r e n g t h m r i r t l b g i i
r c p k h n j m m r w r n w g l d o
l e o w q p o z o z w r t q n a u n
z o s n b c x n p n b l d v i n a s
c d r i n a m n r b f l z f d o l h
d y o m l e y y f l s u m i l i i i
x k g o n i c u g w p x v w i t z p
e l i t h y e t s z m j j r u o e e
o i b u l d e n i o w w e u b m d v
k y b i t e l a c o p z n r w e c i
y n m z s f k i y e n a g p b m t m
v a w s j n q o h c n x g u i x n y
f g x a n t i r a c i s t z j d l f

For answers, go to page 12



hope



positive growth



What color means HOPE to you? Grab your favorite crayons or markers and color!



The color of HOPE

Find the hidden message

This puzzle is a word search puzzle that has a hidden message in it. First find all the words in the list. Words can go in any direction and share letters as well as cross over each other. Once you find all the words. Copy the unused letters starting in the top left corner into the blanks to reveal the hidden message.

blocks, building, childhood, experiences, for, four, hope, of, positive, the

g r t h e f o u r b u i l d i
n n o g b l o c k s o f h o p
e f i f o r p o s i t r i v e
c h e d i l d h o o u d e x p
e h r i l e n c e o s r q e e
t g o j x i p m f b q s k d t
g j g h j i u r s o h w c y d
j w z o h s s b r m c i y a q
l e v i t i s o p e h t d h k
q r k x v h e g o b l o c k s
a l t t p i d t f z e p c d j
z x y o f r u g u a w p i k k
e v l c h i l d h o o d o l u
e x p e r i e n c e s g d h p
l q u f t x y y h j z n x t g

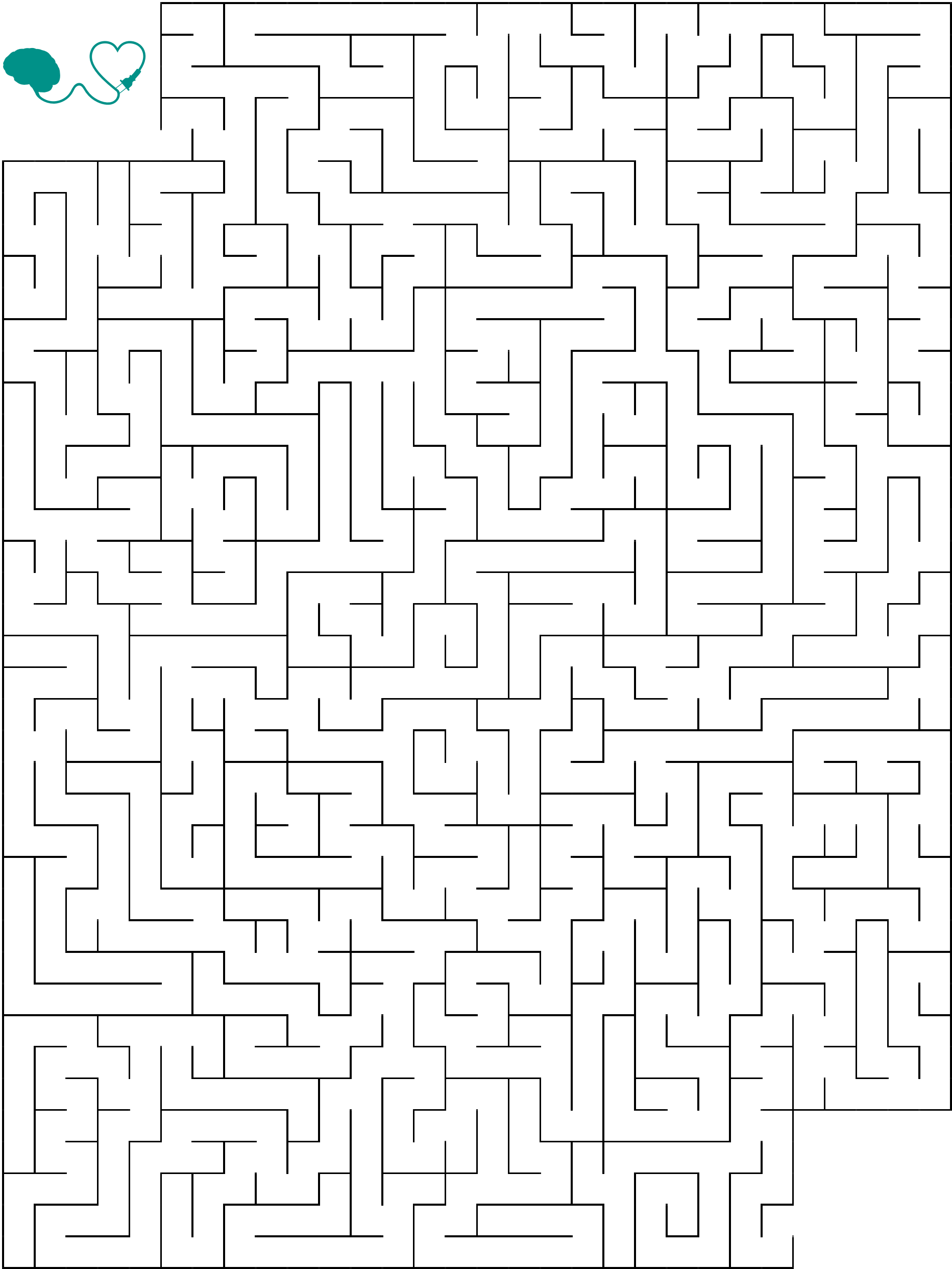
For answers, go to page 13

My family

Families come in all sizes, ages, relationships, genders, and colors. Sometimes, we are born into our families. Other times, we meet our family members as we go through life. Who are the people (or pets) in your family portrait?



What are their names?



The (brain) science of HOPE

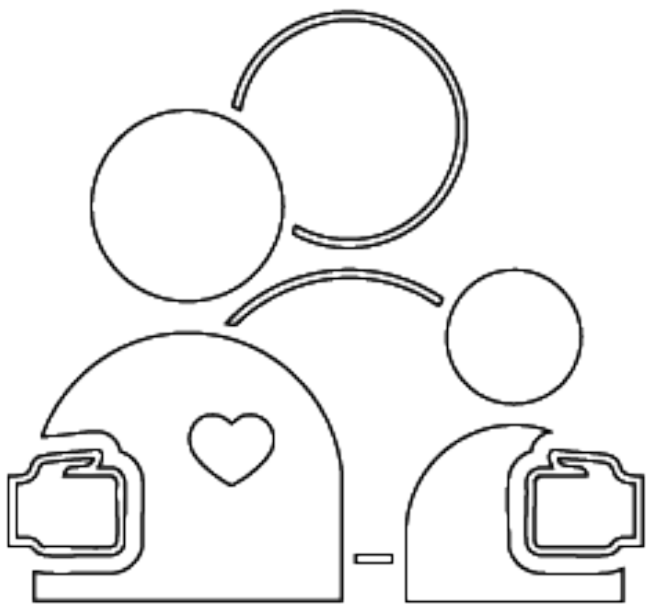
The latest science shows that our brains can change to improve our health even if negative things have happened in life. It is similar to the way that mazes, puzzles, and learning something new can help our brains. This is why positive childhood experiences are important for everyone.

For answers, go to page 14

Four Building Blocks of HOPE

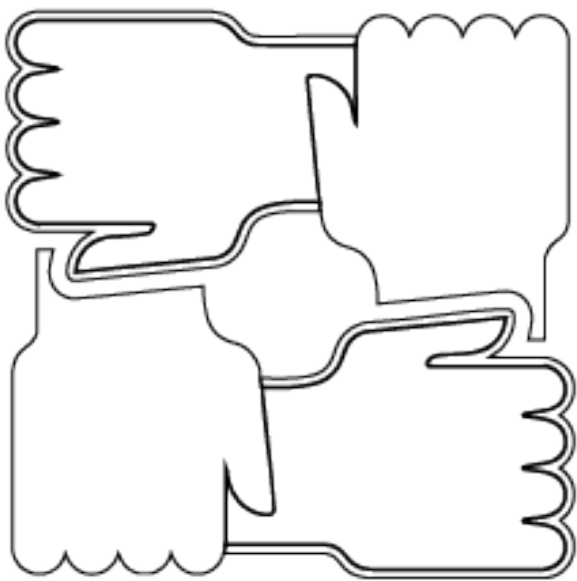
With HOPE, families and communities decide what their Four Building Blocks look like based on their experiences, resources, and cultures. Color in your unique Building Blocks!

Relationships



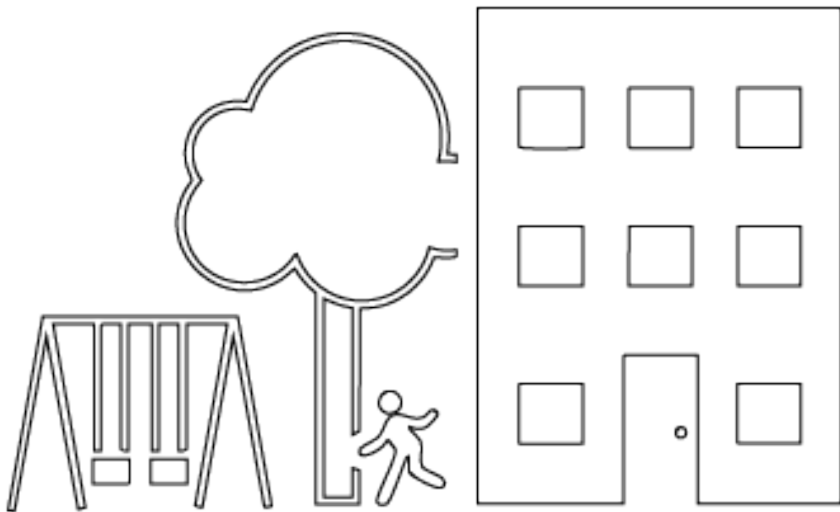
RELATIONSHIPS

Engagement



ENGAGEMENT

Environment



ENVIRONMENT

Emotional Growth



EMOTIONAL
GROWTH



Match the Building Blocks

Write the letter of the correct match next to each definition.



RELATIONSHIPS



ENVIRONMENT



ENGAGEMENT



EMOTIONAL GROWTH

1. _____

Emotional Growth

a. Within the family and with other children and adults through interpersonal activities
2. _____

Building Blocks

b. Safe, equitable, stable places and spaces for living, playing, learning at home and in school
3. _____

Environment

c. Developed by playing and interacting with peers for self-awareness and self-regulation
4. _____

Engagement

d. In social and civic settings to develop a sense of belonging and connectedness
5. _____

Relationships

e. Composed of key positive childhood experiences (PCEs) - and the sources of those experiences and opportunities

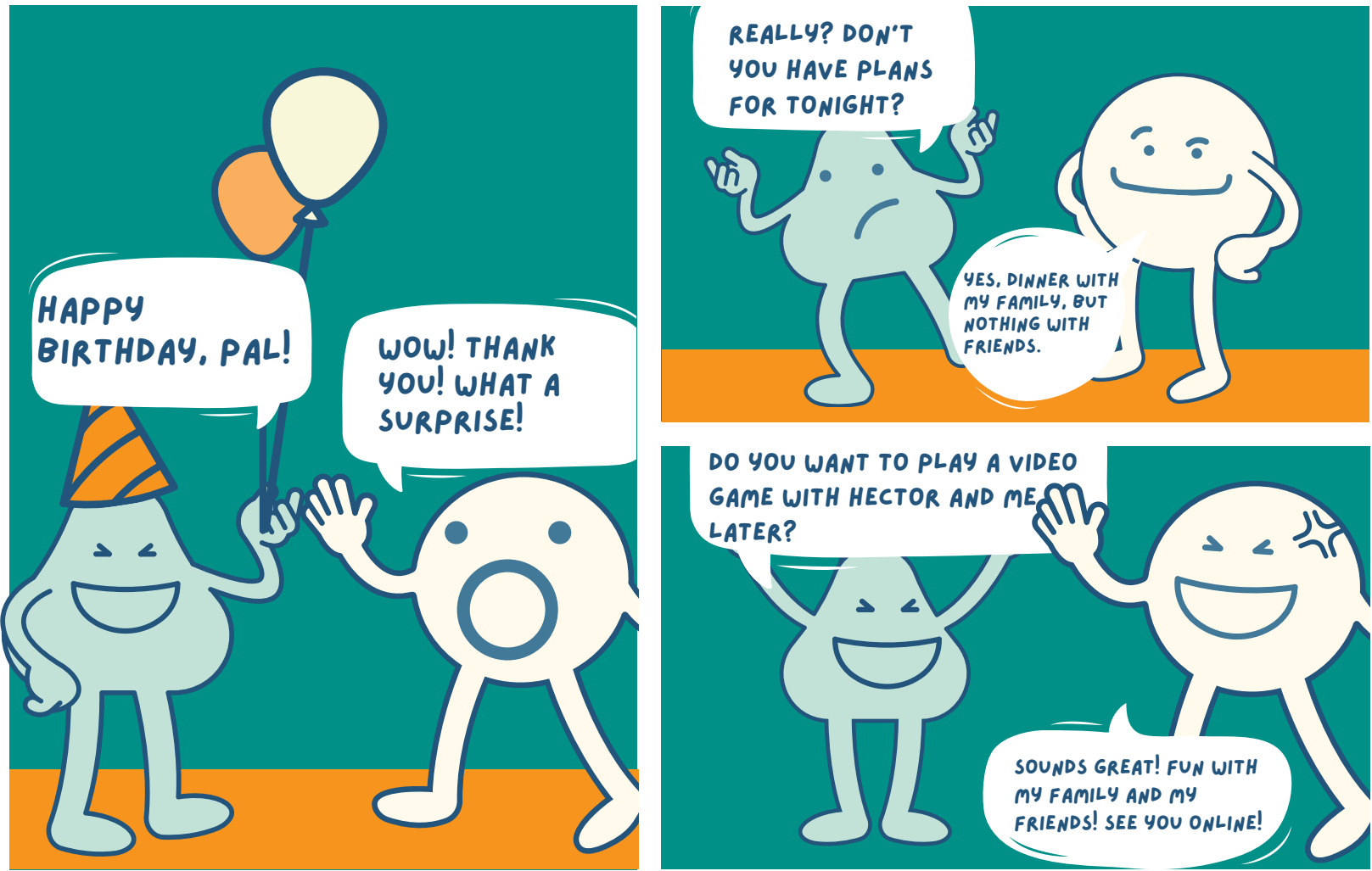
For answers, go to page 15



Story time

Tell a story about a positive experience you remember.
What Building Block does it represent? See the example below.

Building Block: Relationships

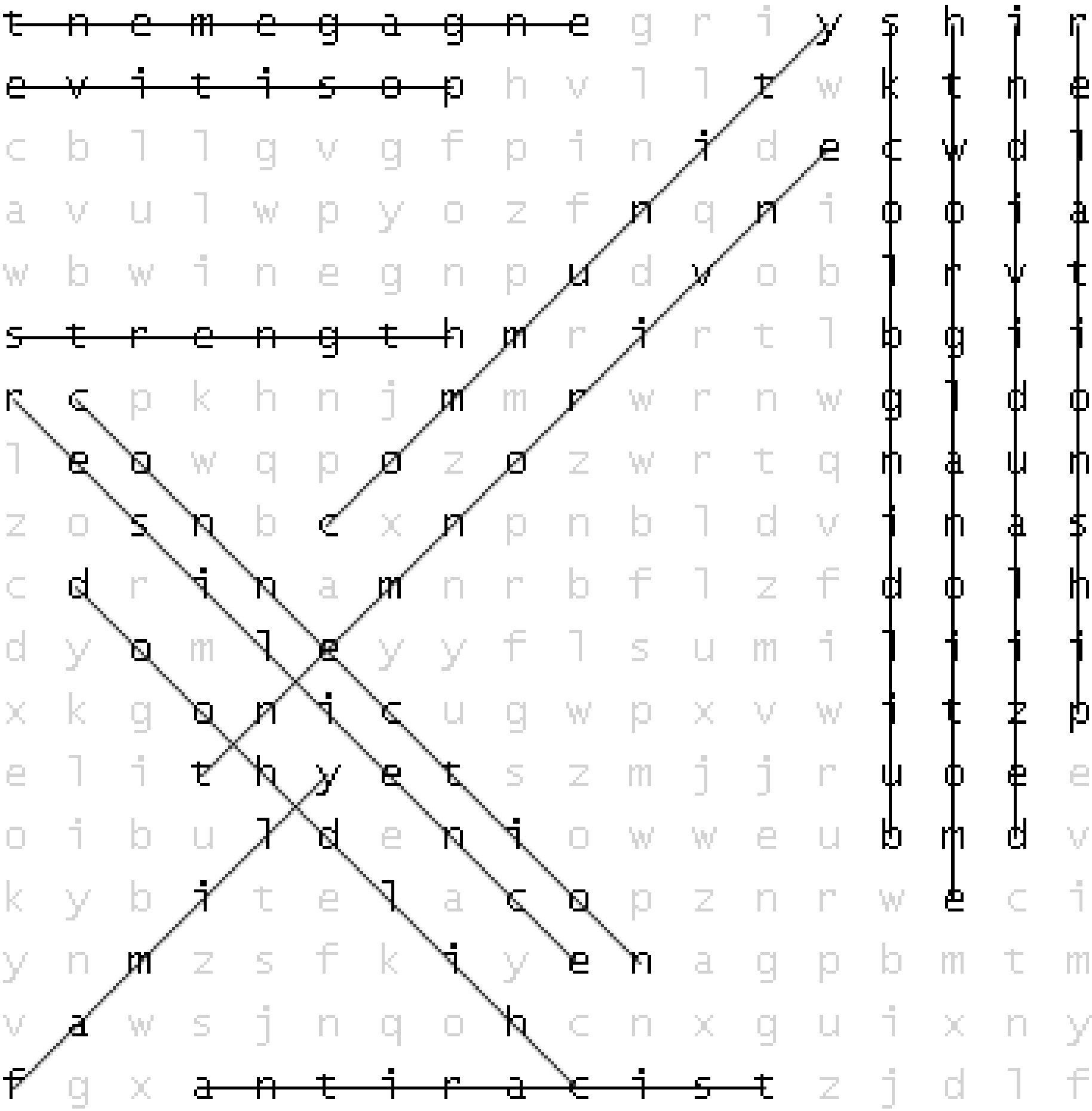


Building Block:

Hint: Relationships, environment, engagement, and emotional growth

Answer key: Word search

antiracist, building blocks, childhood, community, connection, emotional growth, engagement, environment, family, individualized, positive, relationship, resilience, strength



Answer key: Hidden message

blocks, building, childhood, experiences, for,
four, hope, of, positive, the

g r t h e f o u r b u i l d i
n n a g b l o c k s o f h o p
e f i f o r p o s i t r i v e
c h e d i l d h o o u d e x p
e h r i l e n c e e s r q e e
t g o j x i p m f b q s k d t
g j g h j i u r s o h w c y d
j w z o h s s b r m c i y a q
l e v i t i s o p e h t d h k
q r k x v h e g o b l o c k s
a l t t p i d t f z e p c d j
z x y e f r u g u a w p i k k
e v l e h i l d h o o d o l u
e x p e r i e n c e e s g d h p
l q u f t x y y h j z n x t g



A complex black and white maze with a path highlighted by green squares. The path starts at the top left, winds through the maze, and ends at the bottom right. Decorative elements include a brain and heart icon in the top left and a brain with lightning bolts in the bottom right.



Answer key: Match the Building Block

1. _____ c _____	Emotional Growth	a. Within the family and with other children and adults through interpersonal activities
2. _____ e _____	Building Blocks	b. Safe, equitable, stable places and spaces for living, playing, learning at home and in school
3. _____ b _____	Environment	c. Developed by playing and interacting with peers for self-awareness and self-regulation
4. _____ d _____	Engagement	d. In social and civic settings to develop a sense of belonging and connectedness
5. _____ a _____	Relationships	e. Composed of key positive childhood experiences (PCEs) - and the sources of those experiences and opportunities





How We Work to Help You and Your Family Thrive

Everyone deserves a chance to thrive. At our organization, we pledge to work with children, youth, and families in ways that help them:

1. understand and build their own strengths
2. have positive experiences
3. be as healthy and happy as they can be

We use The HOPE framework to make sure we are delivering services in a way that gives children, youth, and families what they need to thrive. A framework is a set of ideas, organized in a way that helps us think about how we do our work. The framework we use is based on research about children, families, and well-being.

The framework is the **Four Building Blocks of HOPE** – which stands for **Healthy Outcomes from Positive Experiences**.

The Four Building Blocks of HOPE are shown below. Research has shown when people have more of these positive experiences in childhood, they have better health, mental health, and social outcomes throughout their lives. We work with parents and caregivers, educators, health and mental health professionals, and youth to find ways to give children more chances to experience these Four Building Blocks.



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.

What you can do

Families can take steps to increase access to all four of the Building Blocks of HOPE for the adults and the children in the home. This may look different family to family, but some ideas include:

Relationships

- This is about your social circle – who do you turn to for support? Who is a positive influence for yourself and your children? If you have fallen out of touch with a friend or family member, could you reach out to reconnect?
- Talk to your kids about who is important in their lives, including people at school, in a club, on a team, at a job, or in the neighborhood. Some of your closest social connections may be key sources of support for your children, too.

Environment

- Learn more about what is available in your community to help families meet basic needs. These resources could help you or another family you know. Where could you go for help with housing? Food? Healthcare?
- Keep your home safe by making a safety plan for guns, prescription medication, or unsafe substances.
- Spend time outdoors together as a family. Go to the playground, take a walk in the woods, ride bikes around the neighborhood, or take a ball outside and play catch

Social and Civic Engagement

- Talk to your kids about where they feel like they belong and matter. This could be at home, at school, with a group of friends, or on a team. How can you help them stay involved? How can you help them find more places they feel they belong?
- Talk early and often with your children about their friends and social connections. Help them understand which ones are positive influences and which might be negative.
- Think about where you feel like you belong and matter too! Make a list of the types of social connections you want to build and think about ways you can start doing that. Join a club, start up a conversation with a neighbor, or volunteer to meet a community need. See who you meet and how you feel!

Emotional Growth

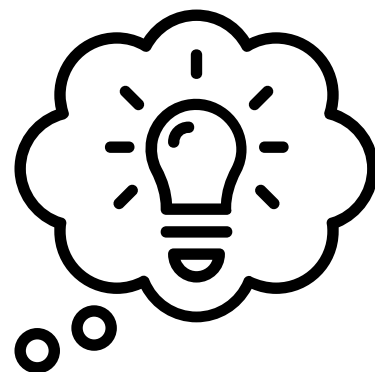
- The next time your child is upset, help them to calm down. We call this co-regulation. Some great ways to start this include breathing together, naming where feelings live in our bodies, or connecting with the present by listing things we can see, hear, feel, smell, or taste.
- Think about your life as a parent. Are there things you might like to do better? For example, if you wanted to better understand your child at their current stage of development, you could read a book or listen to a podcast to learn more. If you find yourself feeling stressed or challenged as a parent, you could plan time with your partner or a friend to talk. If you want to do more to help other parents, you could also get involved in or organize an activity in your community. We can all learn and grow in our parenting roles!

HOPE for Adolescents



Did you know that all experiences affect your brain and body? While you may hear a lot about how negative things can impact you (like drugs, alcohol, and unsafe driving), research shows that certain types of positive experiences can actually help you be a healthier adult.

It's not just about avoiding the bad stuff; it's also about trying to get more of the good stuff! Learn more about the key types of experiences, called the **Four Building Blocks**, that help kids and teenagers grow into healthier adults:



Relationships: Safe and supportive relationships with adults, family members, and friends matter! They protect against substance use, depression, and even poor physical health later in life!



Spend time with the people in your life who help you feel good about yourself.



Stay in touch with family members who support you through texting and video chats.



Be a good friend to others!



Environments: Everyone deserves to have safe places to live, learn, and hang out where you feel physically and emotionally safe AND have access to things like food, water, electricity, clothing, and other basic needs.



Keep a routine going. Having a daily routine can help things feel more predictable.



Help create safe spaces online and in person. Walk away if you sense drama starting. Grab an adult if it feels like things might be getting dangerous for yourself or others.



It's ok to ask for help. If you or your family is having a hard time paying bills, getting enough food, or having a safe space to live, there are people who can help! Talk with a trusted adult- a teacher, coach, doctor, counselor, or family member.



Engagement: Feeling like you belong somewhere, like you're part of a community, helps to create better mental and physical health!



Try out a new hobby.



Help your family with a meal or holiday tradition.



Volunteer somewhere that's meaningful to you.



Join a sports team or art club.



Emotional growth: We're always growing emotionally. Understanding what you're feeling and how to move through emotions are skills that will help you your whole life!



Keep a journal with you, and write things down when you're noticing big feelings. Talk to someone about how you're feeling.



Figure out what it looks like in your body when you're overstimulated, angry, sad, and frustrated. Give yourself permission to take a break when you notice these things happening. Try some deep breathing, moving your body, listening to music, or yelling into a pillow.

You might not always be able to control the hard things in your life, but research shows that these Four Building Blocks can help you be healthier and happier in adulthood, even when you've experienced some hard stuff.



Your doctor can help too! If you want to figure out how to get more of the Four Building Blocks into your life, let your doctor know!

Preparing for Your Baby

Understanding the Power of Positive Experiences



What is the HOPE Framework?

HOPE stands for Healthy Outcomes from Positive Experiences. It's a powerful way to understand how simple, loving, everyday moments can shape your baby's future.

From cuddling and singing to keeping routines and showing love, these experiences build your baby's brain, strengthen emotional bonds, and support resilience, confidence, and lifelong well-being. When parents, caregivers, and communities focus on creating positive experiences, they help children grow stronger, healthier, and happier.

The Four Building Blocks of HOPE

Research shows that positive childhood experiences (PCEs) help children grow into healthy, resilient adults. The HOPE framework centers around the Four Building Blocks of HOPE, key types of PCEs that all children need to thrive.





Relationships

Loving and supportive bonds with parents, caregivers, and extended family.

- Pay attention to your baby's cues and answer with love, comfort, and kindness.
- Talk to your baby—your baby can hear you!
- Encourage friends and family to sing, talk, and read to your baby.
- Practice mindfulness and self-care—your calmness helps your baby too.
- It takes a village to raise a child. Think about which of your friends and relatives will be able to support you in everyday life, and in emergencies.

Environments

A stable and equitable home where your baby feels calm, secure, and safe.

- Prepare your home with love so it feels ready to welcome your baby.
- Maintain predictable routines and create a peaceful space.
- Set up a cozy, peaceful space for your baby, even small touches like soft lighting or calming music help.
- Take care of your physical and emotional well-being
- Go to prenatal check-ups and ask questions to feel more confident and informed.

Engagement

Connections to your community and chances to explore the world.

- Join a prenatal class or support group to connect with others.
- Share your excitement and fears with trusted people.
- Begin building your support network for postpartum.
- Join a social group or hobby class you enjoy.
- Simple moments like going for a walk, joining a community event, or visiting a friend help build curiosity and a sense of belonging.

Emotional Growth

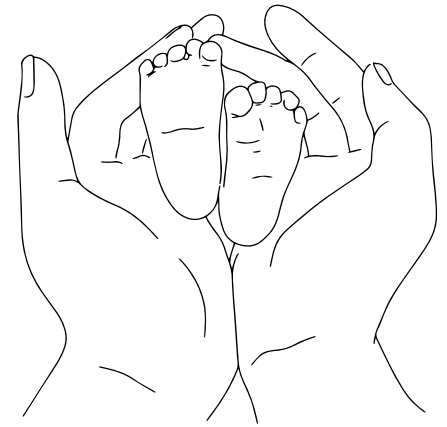
Learning about feelings and how to manage them: noticing emotions, soothing yourself when upset or not feeling well, and choosing kind, healthy ways to respond.

- Find people you can talk with about your feelings related to childbirth and the postpartum phase. It is normal to feel anxious, unsure, or scared. Giving those feelings voice can help reduce their power!
- Talk with your family about your expectations around the postpartum period. Think about what you might need in those first weeks, and let others know what would feel supportive (or- just as importantly- not supportive!).
- Begin to notice and talk about your own emotions—your baby is already sensing your tone and mood.
- Practice calming strategies like deep breathing, music, or gentle movement—your regulation helps your baby feel safe.
- Take time to play, laugh, and do things that bring you joy—your emotional well-being nurtures your baby.
- Reflect on how you want to support your child emotionally once they're born.



Welcoming Your Baby

With the Power of Positive Experiences



What is the HOPE Framework?

HOPE stands for Healthy Outcomes from Positive Experiences. It's a powerful way to understand how simple, loving, everyday moments can shape your baby's future.

From cuddling and singing to keeping routines and showing love—these experiences build your baby's brain, strengthen emotional bonds, and support resilience, confidence, and lifelong well-being. When parents, caregivers, and communities focus on creating positive experiences, they help children grow stronger, healthier, and happier.

The Four Building Blocks of HOPE

Research shows that positive childhood experiences (PCEs) help children grow into healthy, resilient adults. The HOPE framework centers around the Four Building Blocks of HOPE, key types of PCEs that all children need to thrive.



Relationships

Loving, supportive relationships are the foundation of your baby's healthy development. From the very beginning—even during pregnancy—your voice, touch, and attention help your baby feel safe and loved. These early bonds build trust and emotional security, essential for your child's brain development and lifelong well-being.

How to nurture relationships after birth:

- Cuddle skin-to-skin as often as you can.
- Respond to your baby's cries with calm, loving words and gentle touch.
- Make eye contact, smile, and talk to your baby throughout the day. Your baby learns from you!
- Pay attention to your baby's cues and answer with love, comfort, and kindness.
- All babies cry. Once you are sure that they are OK- fed, clean diaper, etc. – sometimes you need to let them cry it out. This is where having another adult available can really help!
- Build routines filled with love—feeding, bathing, sleeping, and playing are all bonding moments.
- Encourage your baby's "conversations" (when they make sounds or gestures, be sure to respond. This back-and-forth helps them learn and connect.

Take a moment to reflect

- Can you remember a time when someone made you feel truly loved and supported?
- What simple moments of love would you like to share with your baby every day?
- Every loving interaction helps your baby feel secure, seen, and valued





Environments

A safe, stable, and equitable environment gives your baby the foundation to grow and thrive. It reduces stress, supports healthy brain development, and helps your child feel secure and loved.

How to promote environments after birth:

- Create simple, loving routines (like a bedtime song or morning cuddle).
- Keep your baby's space clean, quiet, and smoke-free.
- Reduce overstimulation by keeping the sounds soft to create a peaceful environment.
- Babies learn from their own experiences. Avoid screens as much as possible for the first two years.
- Make your home a kind, nurturing place for both you and your baby.
- Ask for help when needed: emotional safety for you creates safety for your child.

Take a moment to reflect

- Was there a place where you felt especially safe and calm as a child?
- How can you create that kind of peaceful space for your baby now?
- When your baby feels safe, their brain can focus on growing, learning, and connecting.



Engagement

Positive social and community connections help children build trust, empathy, and a sense of belonging. These experiences shape how they relate to the world and others throughout life.

How to can promote engagement after birth

- Foster social connections that feel meaningful to you—such as with extended family, friends, or community groups.
- Introduce your child to new faces and experiences in a way that feels safe and nurturing for you both.
- Visit community spaces like parks or libraries when you feel comfortable.
- Celebrate family and cultural traditions—it strengthens identity and belonging.

Take a moment to reflect

- Think back to ways your parents helped you feel part of a community. Is there anything there you would want to repeat for your child?
- What things do you do, or what groups are you part of? What helps you feel connected and how could your child be part of that?
- What community or cultural experiences would you love to share with your child?
- Every connection, big or small, helps your child feel loved, accepted, and part of something greater.



Emotional Growth

Babies and young children begin to learn about emotions through their relationships with caregivers. Understanding, expressing, and managing emotions are key skills for lifelong mental health and healthy relationships. Early emotional support helps children feel safe, seen, and capable of handling the world around them.

How to can promote emotional growth after birth:

- Use playful facial expressions, songs, and gentle touch to connect with your baby.
- Pay attention to your baby's cues and answer with love, comfort, and kindness
- Create moments of back-and-forth play (peekaboo, simple games)—these "serve and return" interactions build emotional connection.
- Name emotions during daily routines: "You're excited to see me!" or "That loud noise surprised you."
- Laugh and play together—positive shared moments help your child feel safe and understood.
- Sometimes caring for a new baby is sheer joy. However, parents of infants also feel tired and sometimes overwhelmed. Think about how to take care of yourself, and remember that as your baby grows, it will become easier.

Take a moment to reflect

- Newborns respond well to being held, gently rocked, eye contact, and a soothing voice. As you and your baby get to know each other, you will figure out what works to co-regulate!
- When you play and connect emotionally with your baby, you're teaching them that feelings are okay—and that you're there to help them understand and handle each one calmly.



HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES

TuftsMedicine

The Four Building Blocks of HOPE

are composed of key positive childhood experiences (PCEs)—and the sources of those experiences and opportunities—that help children grow into healthy, resilient adults.



RELATIONSHIPS

Relationships within the family and with other children and adults through interpersonal activities.



ENVIRONMENT

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



ENGAGEMENT

Social and civic engagement to develop a sense of belonging and connectedness.

EMOTIONAL
GROWTH

Emotional growth through playing and interacting with peers for self-awareness and self-regulation.



The Four Building Blocks of HOPE

are composed of key positive childhood experiences (PCEs)—and the sources of those experiences and opportunities—that help children grow into healthy, resilient adults.

 RELATIONSHIPS	Relationships within the family and with other children and adults through interpersonal activities.	What kinds of relationships? • Child and child • Sibling and child • Child and parent • Other adults and child (e.g. teacher, community member)
 ENVIRONMENT	Safe, equitable, stable environments for living, playing, learning at home and in school.	What kinds of environments? • Home • Classroom • Playgrounds • Community Centers • Religious spaces
 ENGAGEMENT	Social and civic engagement to develop a sense of belonging and connectedness.	What kinds of engagement? • After-school sports or activities • Volunteer work • Hobbies with friends and families • Mentorship programs
 EMOTIONAL GROWTH	Emotional growth through playing and interacting with peers for self-awareness and self-regulation.	What kinds of emotional growth? • Opportunity to share feelings in a safe way • Opportunities for children to lead on their own • Opportunities for children to express disagreement



HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES

TuftsMedicine

Los Cuatro Pilares Fundamentales de HOPE

se componen de Experiencias Infantiles Positivas esenciales (PCEs)—y las fuentes de esas experiencias y oportunidades, que ayudan a los niños a convertirse en adultos sanos y resistentes.

The Four Building Blocks of HOPE

are composed of key Positive Childhood Experiences (PCEs)—and the sources of those experiences and opportunities—that help children grow into healthy, resilient adults.

 RELATIONSHIPS	Relaciones con la familia y con otros niños y adultos mediante actividades interpersonales.	Relationships within the family and with other children and adults through interpersonal activities.
 ENVIRONMENT	Ambiente seguro, justo y estable en casa y en la escuela, para vivir, jugar y aprender.	Safe, equitable, stable environments for living, playing, learning at home and in school.
 ENGAGEMENT	Participación social y cívica para desarrollar un sentido de pertenencia y a relacionarse con otros.	Social and civic engagement to develop a sense of belonging and connectedness.
 EMOTIONAL GROWTH	Crecimiento emocional mediante el juego y la interacción con los compañeros, para el conocimiento de sí mismo y autorregulación emocional.	Emotional growth through playing and interacting with peers for self-awareness and self-regulation.



HOPE的四大基石

由关键的童年积极体验 (PCEs) 以及这些体验的来源和机会——帮助孩子成长成健康、还有韧性的成年人。

The Four Building Blocks of HOPE

are composed of key Positive Childhood Experiences (PCEs)—and the sources of those experiences and opportunities—that help children grow into healthy, resilient adults.

	与人的关系 家庭内部以及通过人际活动 与其他儿童和成人的 关系。	Relationships within the family and with other children and adults through interpersonal activities.
	环境 安全、公平、稳定的家庭和学校生活、娱乐、和学习环境。	Safe, equitable, stable environments for living, playing, learning at home and in school.
	社会和公民参与 以培养归属感和联系 感。	Social and civic engagement to develop a sense of belonging and connectedness.
	情绪 通过玩耍和与同伴互动来提高自我意识和自我调节的情绪增长。	Emotional growth through playing and interacting with peers for self-awareness and self-regulation.

Bốn nền tảng khởi của HOPE

Là những trải nghiệm tích cực quan trọng trong thời thơ ấu (PCEs) và những trải nghiệm và cơ hội này giúp trẻ em phát triển thành người lớn khỏe mạnh.

The Four Building Blocks of HOPE

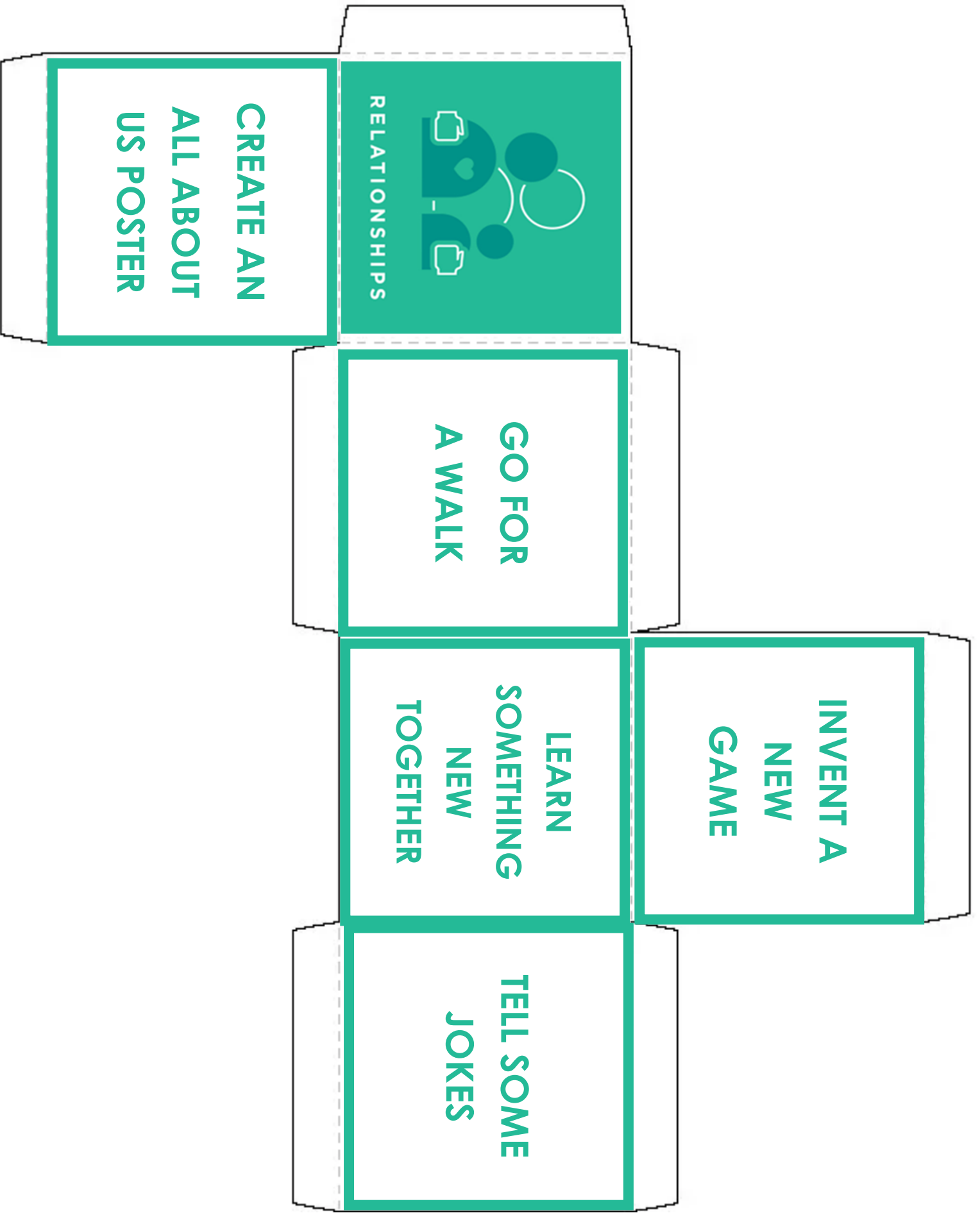
are composed of key Positive Childhood Experiences (PCEs)—and the sources of those experiences and opportunities—that help children grow into healthy, resilient adults.

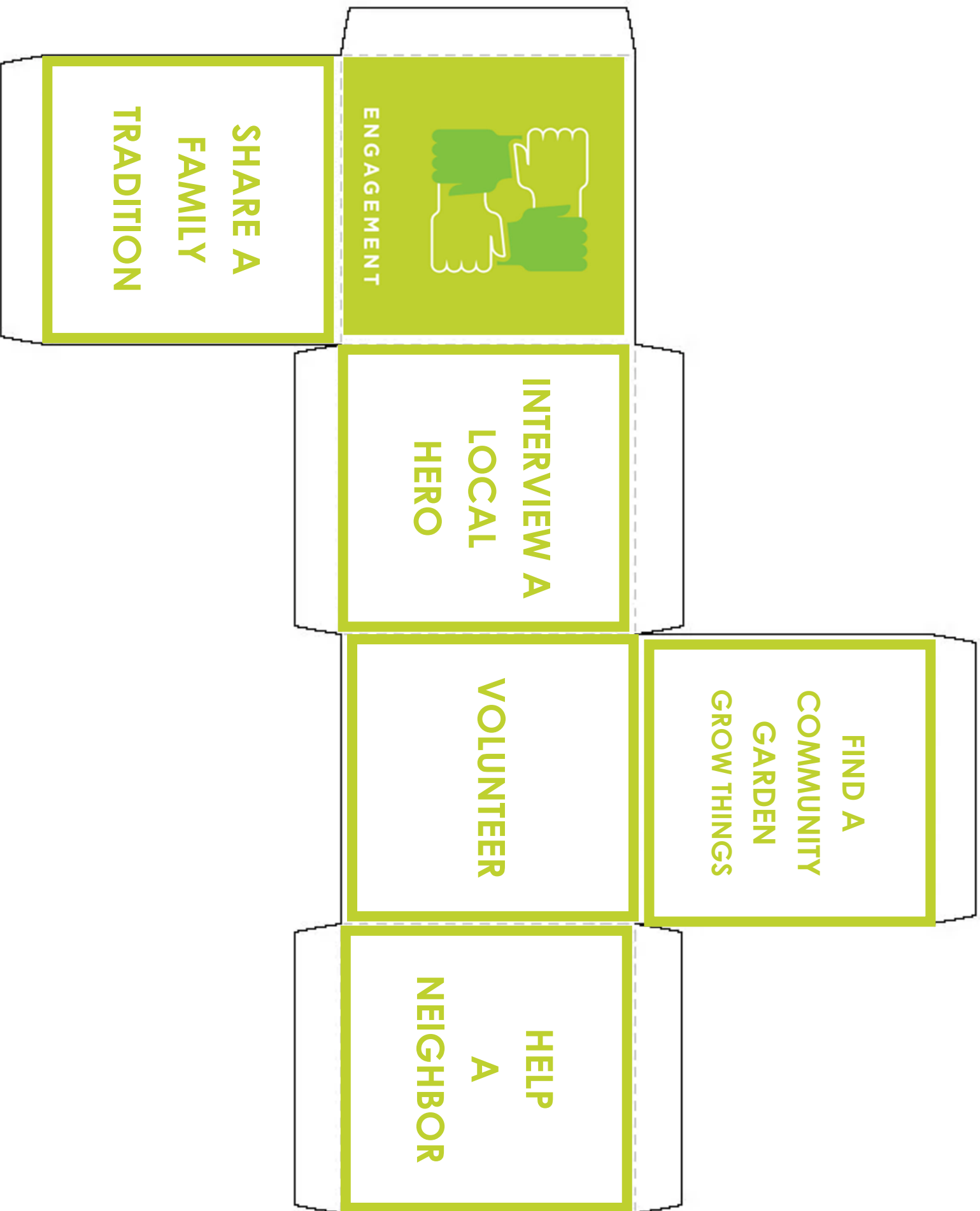
 RELATIONSHIPS	Tình bà con ở trong gia đình làm giữa các cá nhân các hoạt động cùng với nhau.	Relationships within the family and with other children and adults through interpersonal activities.
 ENVIRONMENT	Môi trường an toàn và ổn định để sống, vui chơi và học tập ở nhà và trường học.	Safe, equitable, stable environments for living, playing, learning at home and in school.
 ENGAGEMENT	Sự tham gia xã hội và công dân để phát triển cảm giác thân thuộc và kết nối.	Social and civic engagement to develop a sense of belonging and connectedness.
 EMOTIONAL GROWTH	Tăng trưởng cảm xúc khi chơi và giao tiếp với những người xung quanh để nhận thức và kiểm soát bản thân.	Emotional growth through playing and interacting with peers for self-awareness and self-regulation.

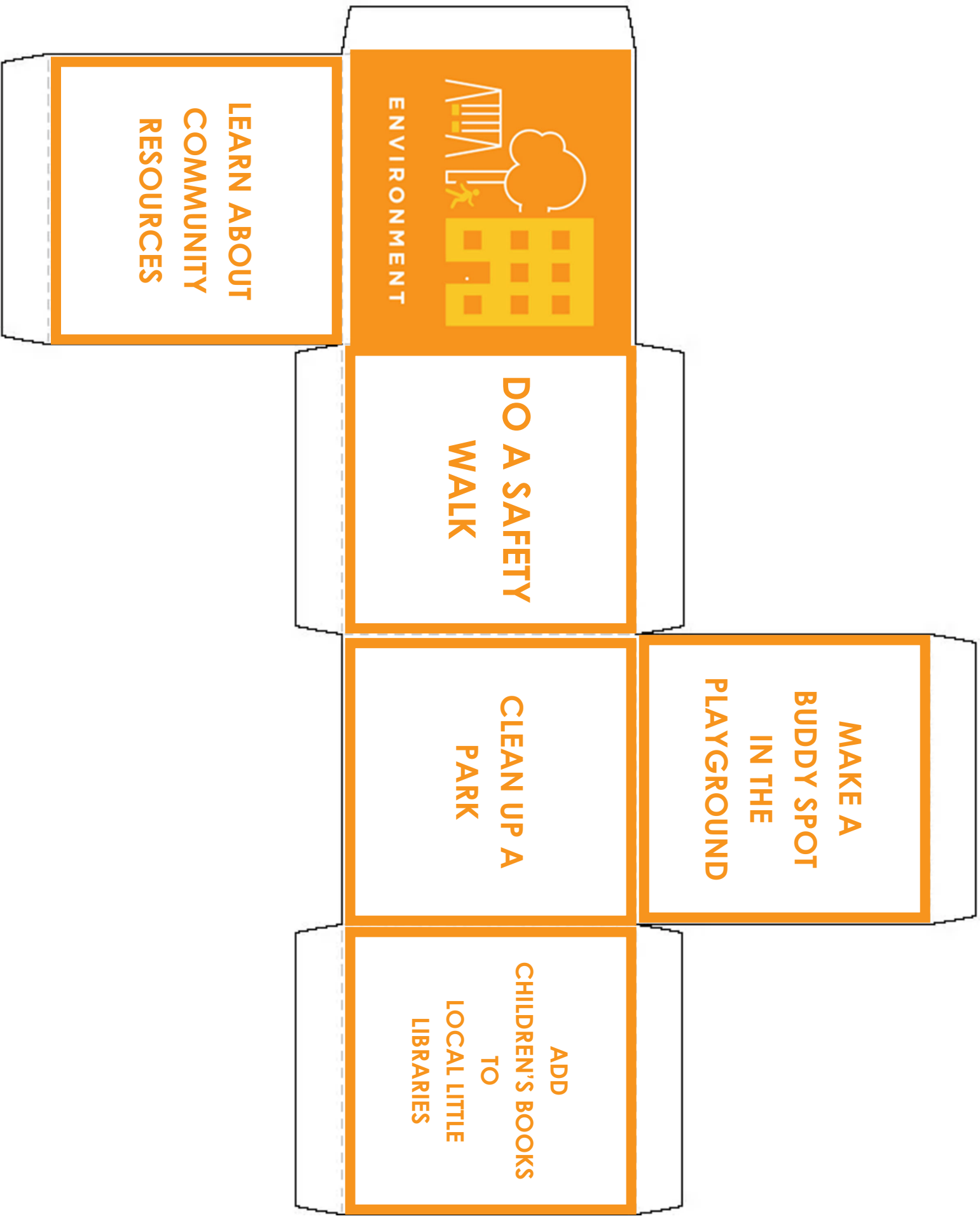
Creating Moments of HOPE Building Block Game

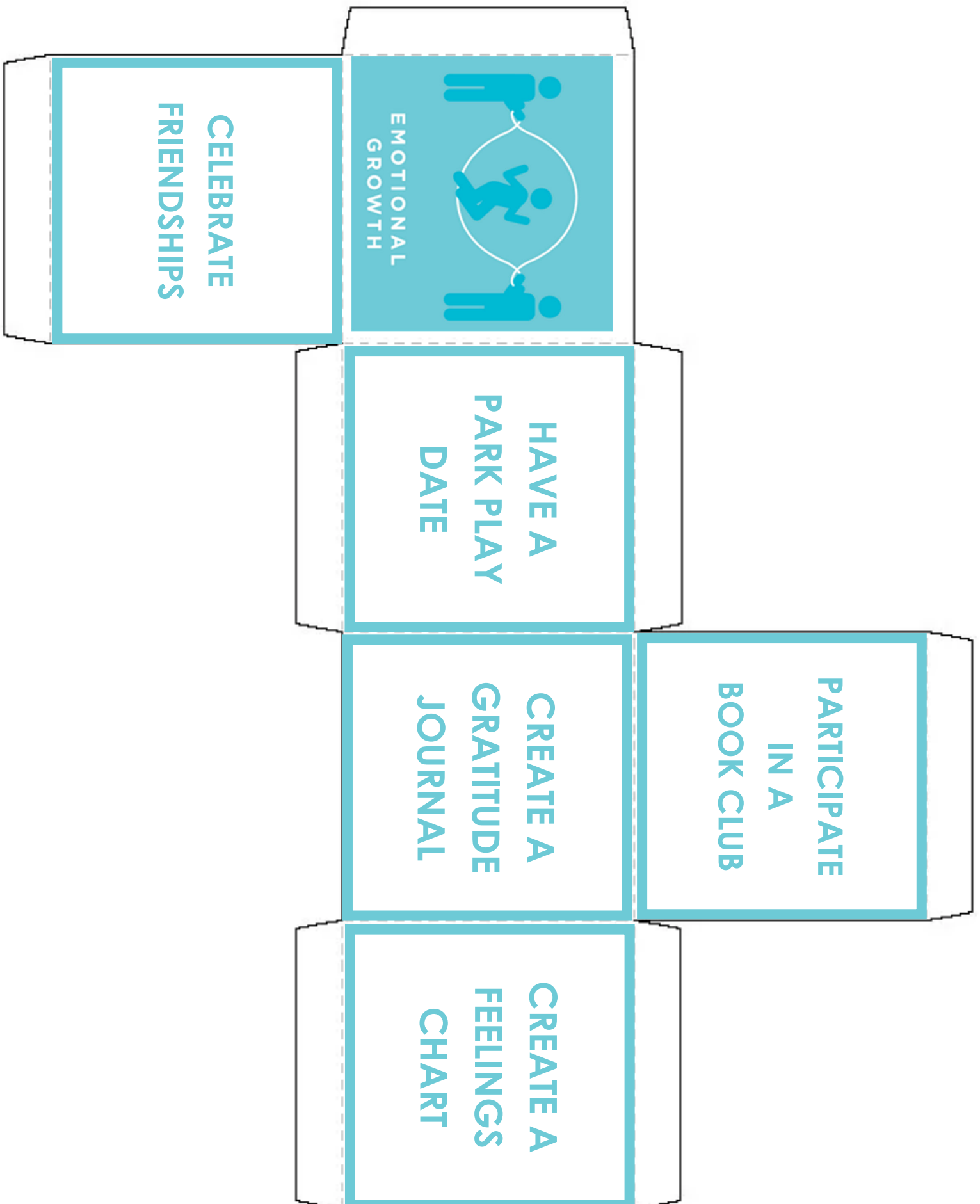
Instructions:

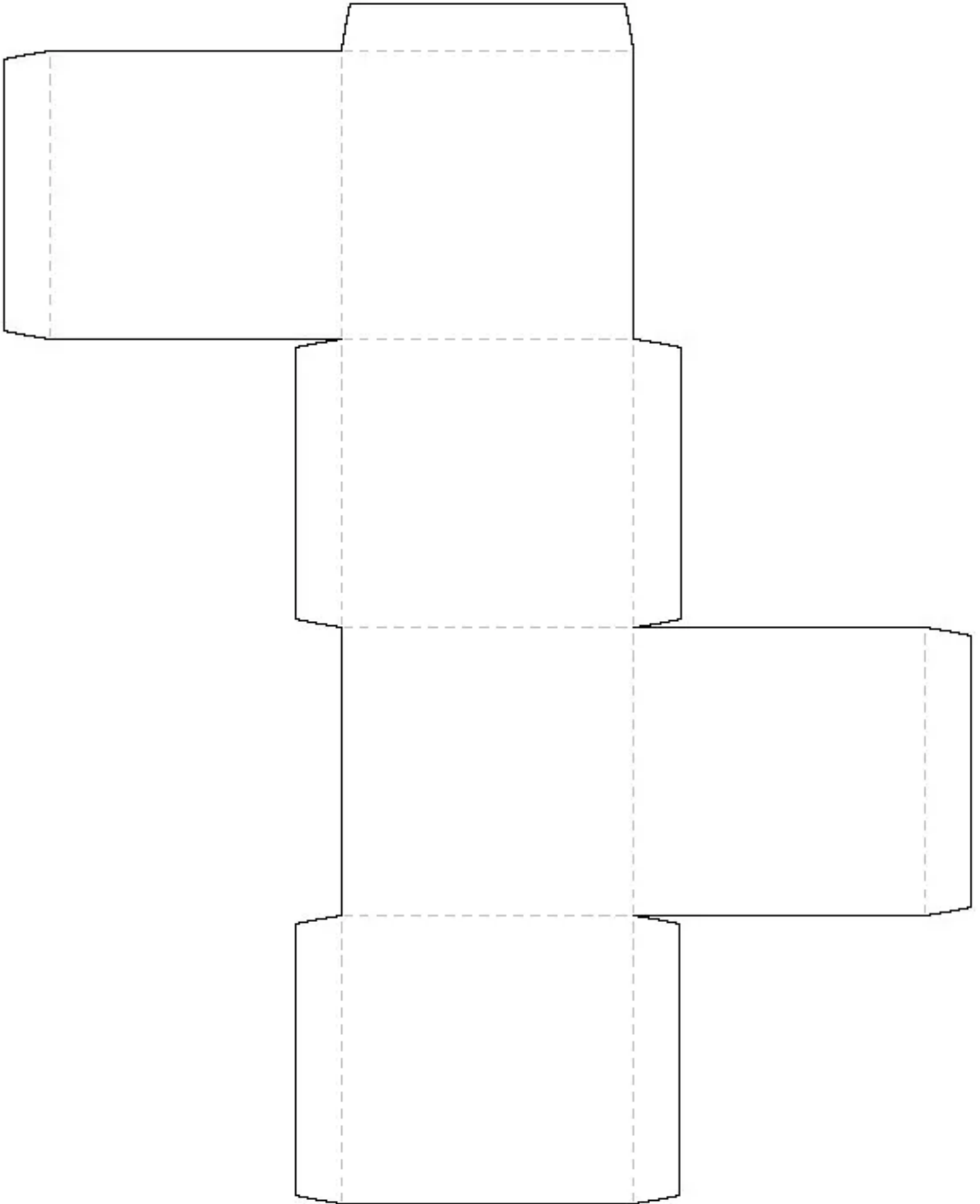
- ⇒ Players: A family, classroom, anyone can play this game with 2 or more people
- ⇒ Following the solid lines, cut out each building block. Fold it to make a 3D square. You can tape it around any 3D square object you already own.
- ⇒ The youngest player chooses a Building Block to roll.
- ⇒ Whatever comes up on the block is the activity everyone does together. If you roll the title of the block (Relationships, Engagement, Environment, Emotional Growth) you create your own activity or roll again.
- ⇒ There is a blank pattern to create your own custom building block.











HOPE[®]

Literature Review



Literature Review: Research on Positive Childhood Experiences (PCEs)

Promotion of Positive Childhood Experiences and Early Relational Health in Pediatric Primary Care: Accumulating Evidence

Pediatric primary care has been identified as a key opportunity for promoting PCEs due to the potential for high dose and low cost by leveraging the existing systems. Highlights the impact of interventions for positive parenting relationships that demonstrate the promise of pediatric primary care as a setting for promoting early relational health.

[Access Resource](#)

Prioritizing Possibilities for Child and Family Health: An Agenda to Address Adverse Childhood Experiences and Foster the Social and Emotional Roots of Well-being in Pediatrics

An agenda for research, practice, and policy with key priorities of translating the science of PCEs and ACEs into child health services; promoting cross-sector collaboration; enabling research, innovation, and implementation efforts; and restoring relationships. Lists key opportunities to leverage existing systems.

[Access Resource](#)



Positive childhood experiences predict less psychopathology and stress in pregnant women with childhood adversity: A pilot study of the benevolent childhood experiences (BCEs) scale

Pediatric primary care has been identified as a key opportunity for promoting PCEs due to the potential for high dose and low cost by leveraging the existing systems. Highlights the impact of interventions for positive parenting relationships that demonstrate the promise of pediatric primary care as a setting for promoting early relational health.

[Access Resource](#)

Transforming a hospital's organizational culture to promote parent-child relationships and child development

This study examined whether staff training could change the organizational culture of maternity and pediatric units in a hospital to help them promote PCEs for their patients. Following the intervention, staff reported greater knowledge, more positive attitudes, and higher confidence in promoting these early relationships. Staff also reported that they used more behaviors to promote these experiences and were successful in making practice changes.

[Access Resource](#)



Encouraging Strengths in Parents and Youth to Promote Positive Childhood Experiences

A call for pediatricians to adopt a strengths-based framework and summarizing different frameworks.

[Access Resource](#)

Early relational health: Innovations in child health for promotion, screening, and research

Special section on early relational health, how it can be screened for, and how the concept can be applied in clinical practice and research.

[Access Resource](#)

The TREE Program: Promoting Positive Early Childhood Experiences During Well-Child Visits

A feasibility study of the TREE (Talk Read Engage Encourage) developmental coaching program embedded in pediatric visits. Pediatric residents who participated in the program reported positive impacts, including improved practices and increased confidence. Caregivers had increased parental verbal responsivity, a measure of child-caregiver interaction, after participation.

[Access Resource](#)



Assessment and screening of positive childhood experiences along with childhood adversity in research, practice, and policy

Community providers, including primary care physicians, could use the Benevolent Childhood Experiences scale to screen for PCEs in adults to get a holistic assessment, understand the individual's resources, and provide appropriate referrals to promote resources. For children, primary care providers should also prospectively screen as there is the opportunity to help promote access to these experiences while still in childhood.

[Access Resource](#)

Intergenerational transmission of adverse and positive childhood experiences and associations with child well-being

There is evidence for the intergenerational transmission of PCEs from parent to child. There is a call for screening of PCEs and clinicians to use routine visits as an opportunity to discuss with parents how to promote access to more PCEs for their children.

[Access Resource](#)



Negative effects of adverse childhood experiences and absence of positive childhood experiences on healthcare employees: survey findings built on 10 years of trauma-informed development

There is evidence for the intergenerational transmission of PCEs from parent to child. There is a call for screening of PCEs and clinicians to use routine visits as an opportunity to discuss with parents how to promote access to more PCEs for their children.

[Access Resource](#)

Effects of positive and negative childhood experiences on adult family health

PCEs improve adult family health, including family health resources. The implications for health professionals include implementing family-based frameworks and screening for PCEs.

[Access Resource](#)



Trauma-informed care education for pediatric providers: promoting resiliency and wellbeing

An educational intervention with pediatric clinicians increased knowledge of ACEs and strengths-based approaches to care. A qualitative analysis showed that clinicians would apply the knowledge of the importance of relational health and adversity in their practice.

[Access Resource](#)

Primary Care as a Protective Factor: A Vision to Transform Health Care Delivery and Overcome Disparities in Health

This paper summarizes the importance of safe, stable, and nurturing relationships, particularly in the context of ACEs, and how primary care providers can promote these relationships.

[Access Resource](#)



Trauma-Informed Care: Positive and Adverse Childhood Experiences and WOC Nursing: An Integrative Review

Learning the science of PCEs and ACEs is essential to implementing trauma-informed care in WOC nursing to take a strengths-based approach and promote healing.

[Access Resource](#)

Shifting the focus: measuring positive childhood experiences and flourishing for holistic mental health in low and middle-income countries

PCEs should be incorporated in child mental health frameworks for research and intervention in low- and middle-income countries. Recognizing culture-specific practices that may be protective is an important part of this.

[Access Resource](#)



Digital Health Innovations for Screening and Mitigating Mental Health Impacts of Adverse Childhood Experiences: Narrative Review

There is evidence for the utility of digital health technologies—such as mobile health (mHealth), health information technologies, wearable smart devices, wireless medical devices, personalized medicine, and telemedicine platforms—for screening and mitigating the mental health impacts of ACEs that could also be used to promote PCEs.

[Access Resource](#)

Optimizing the Early Parent–Child Relationship: Windows of Opportunity for Parents and Pediatricians

Pediatricians are well situated to provide interventions and support the development of the early parent-child relationship. They can use the mnemonic SOAR for strategies for supporting the family. S: Support the family by building a therapeutic alliance. O: Observe interactions between parent and child. A: Address risk factors and Assess cultural considerations. R: Reflect with parents on their experience with their child, Reinforce parent strengths, and Refer for additional supports and services.

[Access Resource](#)



Factors Associated with Whether Pediatricians Inquire about Parents' Adverse Childhood Experiences

The study concluded that pediatricians' willingness to inquire about parents' Adverse Childhood Experiences (ACEs) is influenced by their knowledge, training, and comfort level with the topic. Addressing barriers like time constraints and lack of resources is essential to facilitate these conversations in clinical practice. The authors recommend integrating ACEs screening into pediatric care to promote better outcomes for both parents and children, and emphasize the importance of continued education and support for pediatricians to effectively address these issues.

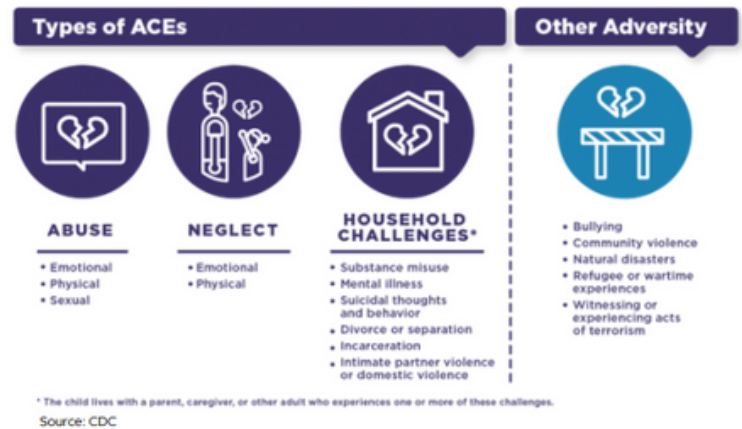
[Access Resource](#)

HOPE glossary

HOPE Key terms and Phrases

Adverse Childhood Experiences (ACEs)

ACEs are short-hand for Adverse Childhood Experiences. The original study on ACEs published in 1998 helped launch the field of trauma-informed care. The study paired with the later research showed that trauma and adversity in childhood can have lasting impacts on the brain and body.



Positive Childhood Experiences (PCEs)

PCEs are key positive childhood experiences that children need to thrive and that lead to lifelong health and well-being. PCEs can positively influence child development even in the presence of adversity (ACEs)



Healthy Outcomes from Positive Experiences (HOPE)

HOPE stands for Healthy Outcomes from Positive Experiences. We believe that all experiences, positive and negative, impact the brain and the body. We are dedicated to helping anyone expand access to the key types of positive experiences for children, families, and communities that promote health and well-being.

HOPE glossary

HOPE Key terms and Phrases (cont.)

HOPE Framework

The HOPE framework is a strengths-based flexible approach to supporting children and families by prioritizing the promotion of equitable access to PCEs. The HOPE National Resource Center, HOPE trainers, and our partners working with child-serving agencies and entities from daycares and schools to child welfare, juvenile justice, public health, and healthcare (and everyone in between!).

If you work with children, we want to help you create environments where you are actively cultivating health and well-being. This may include reviewing your organization's forms and policies, training your staff, or looking at your data to see what unique challenges your community faces. There are so many ways you can implement the HOPE framework in a way that feels meaningful to your community.

HOPEful well-child visits key terms

Introduction to HOPE Video ([View here](#))

Building Blocks of HOPE

The Four Building Blocks of HOPE is an accessible way of talking about the key types of positive childhood experiences that promote health and well-being.

The Building Blocks include:

- Safe and supportive **relationships**
- Safe, stable, equitable **environments**
- Opportunities for **engagement**
- Opportunities for **emotional growth**



HOPE[®] glossary

HOPEful well-child visits key terms (cont.)

HOPE National Resource Center

The HOPE National Resource Center (NRC) sees a world that honors and promotes positive experiences as necessary for health and well-being. The HOPE NRC aims to inspire a movement that changes how people and organizations advance health and well-being for children, families and communities. We offer research, resources, and training and technical assistance centered around the HOPE framework and positive childhood experiences.

Behavioral Risk Factor Surveillance Survey (BRFSS)

Behavioral Risk Factor Surveillance Survey (BRFSS) studies are surveys conducted by each U.S. state with support of the Centers for Disease Control and Prevention (CDC). Researchers call homes and ask adults questions about their demography, their current health and well-being, and their childhood. States, such as Wisconsin, Tennessee, and Montana have begun asking questions about positive childhood experiences during their BRFSS studies and correlating those questions with adult health. From these BRFSS studies, the HOPE NRC obtained crucial data on the impact of PCEs on adult health.

Bright Futures Pocket Guide ([View here](#))

Resources in this toolkit reference the American Academy of Pediatrics Pocket Guide. This includes “Guidelines for Health Supervision of Infants, Children, and Adolescents” and is described as a “set of principles, strategies, and tools that are theory based, evidence driven, and systems oriented that can be used to improve the health and well-being of all children through culturally appropriate interventions that address current and emerging health promotion needs at the family, clinical practice, community health system and policy level.