



ISCI CONFERENCE CAPE TOWN 2015

A qualitative and quantitative study on subjective measures of hope expressed by young people within the Scottish Secure Residential Care System

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Our purpose is to provide a positive life changing experience
For our young people through individual care, education
and skills development

www.goodshepherdcentre.scot



The Good Shepherd Centre



Scottish Government Wellbeing Domains

- Safe
- Healthy
- Active
- Nurtured
- Achieving
- Respected / Responsible
- Included
- **Hopeful**



Why focus on Hope?

- Hope is a meaningful construct, measurable and malleable via intentional change efforts
- Snyder 1994, 2002 highly influential and generative goal theory of hope conceptualises hope as involving a person's capacity to clearly conceptualise goals, develop specific strategies to reach those goals, initiate and sustain the motivation for using those strategies. Pathways and agencies thinking are stronger in high hope individuals
- Research shows that hope is positively associated with perceived competence, self worth, life satisfaction and wellbeing Gilman et al 2015 and negatively associated with symptoms of depression Snyder 1997. It has been correlated positively with social competence, pleasure in getting to know others, enjoyment in frequent interpersonal interactions Snyder 1997. Hopelessness is an important predictor of violence, aggressive behaviour, substance use and sexual behaviour Bolland 2003
- **Although school years should be most hopeful in student's lives, recent research suggests that hope is moderate during late childhood (10-13 yrs.), declining from late childhood to adolescence during the entire lifespan Marques & Lopez 2014**



Msc Advanced Residential Child Care

- The exploration of hopefulness and hopelessness of young people in secure accommodation
- Small work based research (dissertation)
- 12 young people identified to participate through gatekeepers
- 7 agreed to participate
- Qualitative, using semi structured interviews.
- Interpretative Phenomenological Analysis (IPA)




Findings

- Two super-ordinate themes
- 8 sub-themes
- The impact of hopelessness
 - - Admission to secure accommodation
 - - Loss and separation
- Hope- facilitating approaches
 - - Young people's views on hope
 - - Containment/Holding environment
 - - Relationships
 - - Sense of achievement
 - - Resilience
 - - Strength based Approaches
 - - Limitations of study



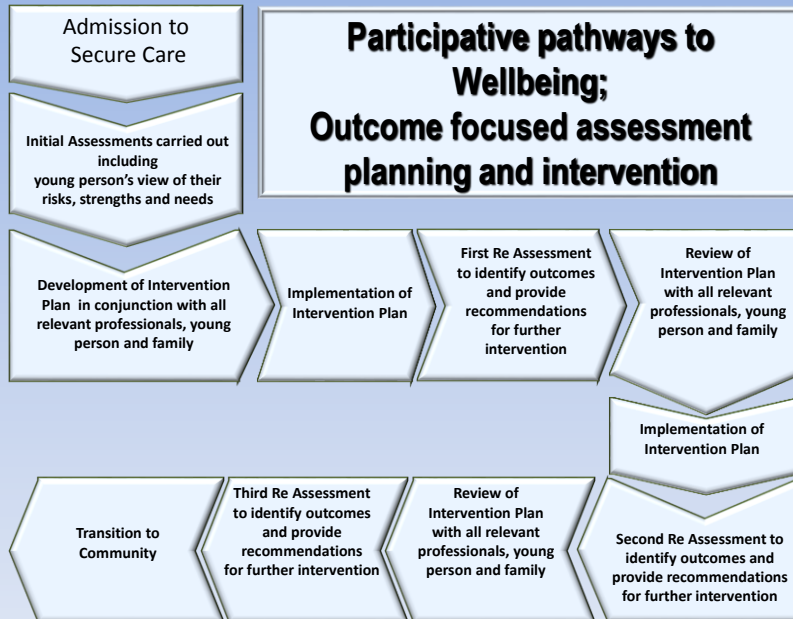
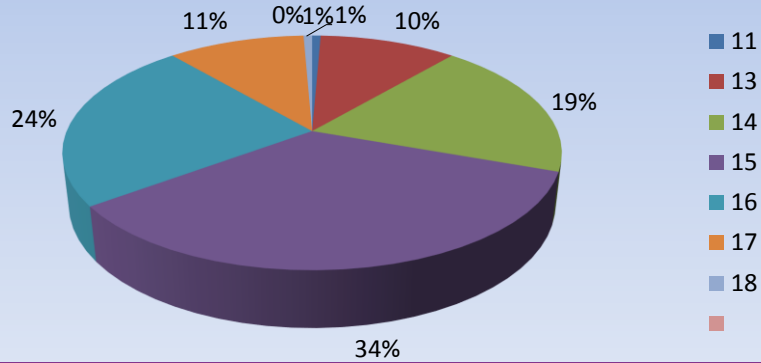
'For every dark night, there is a brighter day'

Brian (16)





- 152 young people over last 3 years
- Average age = 15.04 (SD = 1.25)



Wellbeing Outcomes “Hope”

- Comparisons between the initial ($M = 10.15, p = 4.49$) and the second quarter ($M = 13.00, p = 4.92$) indicated a statistically significant difference amongst young people with hope increasing over that quarter ($t = 2.273, p = .032$)



Hope by Gender

N=152

	Hopefulness	Hopelessness
Male	3.19 (SD=2.59)	4.88 (SD=3.36)
Female	3.61(SD-3.32)	4.06 (SD=2.97)



Hopefulness: $t = 1.02, p = .308$

Hopelessness $t = 1.55, p = .123$

Expressed Concerns Male vs Female

Scale	Male Mean	Male SD	Female Mean	Female SD	t-test	p
Identity Diffusion	58.88	23.67	63.54	22.37	0.99	0.323
Self Devaluation	50.35	28.06	75.04	27.72	4.34	0.000
Body Disapproval	22.6	22.7	68.17	39.06	6.99	0.000
Sexual Discomfort	36.33	11.19	51.44	15.87	5.39	0.000
Peer Insecurity	34.35	27.84	39.98	25.81	0.844	0.401
Social Insensitivity	73.02	18.88	48	19.95	6.31	0.000
Family Discord	77.08	15.95	80.35	16.51	0.99	0.326
Childhood Abuse	36.77	23.78	64.71	33.17	4.74	0.000

Correlations Hopefulness

In data collected over the last 3 years N=152 The Children’s Hope Index (CHI) Hopefulness score ($\alpha=.70$) was significantly correlated with:

- MACI; unruly (-), delinquent predisposition (-);
- AQ: hostility;
- IPPA: with mother—trust (-), communication (-), attachment (-), with father—trust (-), overall attachment (-) (| $r=.234-.369$ |, $p<.05$)

Correlations Hopelessness N=152

	Post traumatic stress	SRD Total	Unruly	Forceful	Social insensitivity	Family discord	Childhood abuse	Substance abuse	Delinquent predisposition	Impulsive	Suicidal
Post traumatic stress	1.00										
SRD Total	-0.12	1.00									
Unruly	-0.35***	0.41**	1.00								
Forceful	-0.19	0.40**	0.76***	1.00							
Social insensitivity	-0.49***	0.16	0.68***	0.64***	1.00						
Family discord	0.18	0.41**	0.47***	0.52***	0.22*	1.00					
Childhood abuse	0.69***	-0.06	-0.25*	-0.01	-0.43***	0.38***	1.00				
Substance abuse	0.06	0.59***	0.63***	0.66***	0.38***	0.57***	0.25*	1.00			
Delinquent predisposition	-0.44***	0.37**	0.85***	0.65***	0.83***	0.31**	-0.43***	0.52***	1.00		
Impulsive	-0.03	0.39**	0.74***	0.77***	0.46***	0.56***	0.10	0.69***	0.56***	1.00	
Suicidal	0.61***	0.04	-0.26**	-0.04	-0.50***	0.31**	0.86***	0.22*	-0.50***	0.11	1.00
Hopelessness	0.47***	0.08	0.15	-0.04	0.30**	0.15	0.57***	0.26*	0.27**	-0.18	0.69***

The dimension of Hope overlaps and appears to interact with the other areas of subjective wellbeing

When I think about the future I feel..

Happy because I know its going to change

Frustrated

Sad

Scared

Confused

Fine

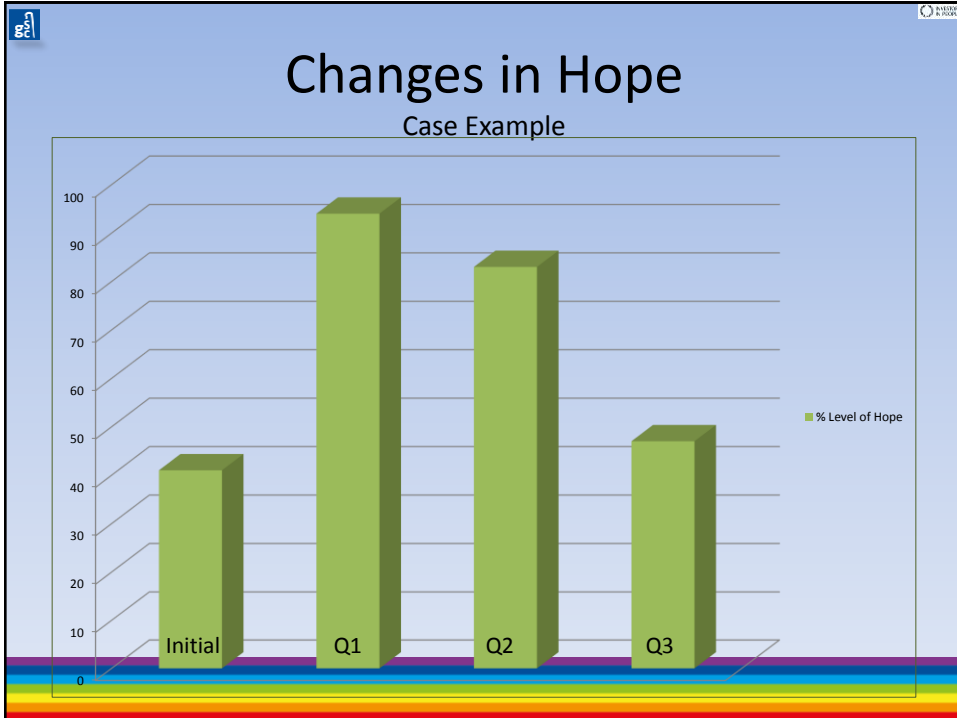
Confident

Rubbish

Don't care

Good and Bad

Confident I can fulfil my goals



- ## Hope Course
- 12 young people randomly assigned to Hope Course
 - 9 took part in 4 hour long sessions with related homework
 - Content based on Snyder's concept of Hope plus additional social construct of seeking help
 - Content adapted to meet Education Wellbeing Qualification
 - Content adapted to be as "kinetic" as possible in learning style and as creative as possible using "Communicake" therapy format
 - Delivered in Class as part of Education Curriculum

Pre/Post Hope Course

Scale name	Pre M(SD) N=9	Post M(SD) N=9	Direction of change
<i>Delinquent Behavior</i>	12.33(3.50)	12.25(3.70)	<i>better/same</i>
<i>Risky Behavior</i>	12.56(2.92)	11.50(2.92)	<i>better/same</i>
<i>Impulsivity</i>	16.44(3.74)	17.38(3.89)	<i>worse/same</i>
<i>Defiant*</i>	15.67(3.43)	13.13(2.95)	<i>better</i>
<i>Alcohol and drugs</i>	9.44(5.25)	8.88(4.64)	<i>better/same</i>
<i>Sadness</i>	14.33(4.27)	14.13(4.67)	<i>same</i>
<i>Anxiety</i>	16.00(3.24)	17.00(5.40)	<i>worse/same</i>
<i>Emotional IQ</i>	2.80(0.71)	3.15(1.14)	<i>better/same</i>
<i>Family Problems*</i>	13.22(3.23)	11.63(4.27)	<i>better</i>
<i>Hope</i>	3.78(0.83)	4.00(0.81)	<i>better/same</i>
<i>Welltree Hope Scale</i>	43.11(10.26)	41.00(10.81)	<i>worse/same</i>

* Wilcoxon z is statistically significant

- Framework for Hope**
- Increase options for explanatory responses within online assessment
 - Incorporate feedback from young people in design of Hope Course
 - Incorporate feedback from young people through homework assignments to create unique “Hope Development Plan”
 - Continue random assignment of young people to hope course while operating “waiting list” model
 - Continue to develop hope scales in relation to this client group
 - Expand testing to transition phase in community
 - Address issue of relationship with family members and link with hope data
 - Create new inputs with staff, parents and Social Workers to develop their capacity for “other orientated” hope (Howell & Larsen 2015)



Subjective wellbeing of children in public care Girona Spain
Adolescent who does not know their Mother or whose Mother had died had higher Subjective Wellbeing than those who had a Mother. Maybe more clear cut for those children
We find hope inversely correlated with communication with Mother so may be similar

Clinical Syndromes/Change Over Time

Scale	Initial	Quarterly	t-test	p
Eating Dysfunctions	37.89	38.19	0.06	0.951
Substance Abuse Proneness	85.16	77.52	1.47	0.153
Delinquent Predisposition	71.44	70.89	0.17	0.868
Impulsive Propensity	77.07	67.15	1.86	0.074
Anxious Feelings	39.93	46.85	2.22	0.035
Depressive Affect	72.93	62.41	1.64	0.114
Suicidal Tendency	61.81	42.44	2.5	0.019