

Last reviewed: March 2017

Intervention website: www.place2be.org.uk/

GUIDEBOOK INTERVENTION INFORMATION SHEET

Journey of Hope (Primary)

Please note that in the 'Intervention Summary' table below 'child age', 'level of need', and 'race and ethnicities' information is **as evaluated in studies**. Information in other fields describes the intervention as **offered/supported by the intervention provider**.

Intervention summary	
Description	Journey of Hope (Primary) is a school-based intervention for children aged 7 to 11 years old who have experienced challenging circumstances, and are at greater risk of social-emotional difficulties. It is delivered by a qualified practitioner (such as social workers, counsellors or psychologists) to groups of eight to 10 schoolchildren for eight weeks.
Evidence rating	2
Cost rating	N/A
Child outcomes	<ul style="list-style-type: none">Supporting children's mental health and wellbeing<ul style="list-style-type: none">Improved prosocial behaviour.
Child age (population characteristic)	7 to 11 years old
Level of need (population characteristic)	Targeted Selected

Foundations Guidebook – Intervention information sheet

Visit the Foundations Guidebook | www.foundations.org.uk/guidebook

Intervention summary	
Race and ethnicities (population characteristic)	<ul style="list-style-type: none">• African American• Latino• Native American• White.
Type (model characteristic)	Group
Setting (model characteristic)	<ul style="list-style-type: none">• Primary school• Secondary school.
Workforce (model characteristic)	Qualified practitioners such as psychologists, social workers, or counsellors
UK available?	Yes
UK tested?	No

Model description

Journey of Hope (Primary) is a school-based intervention for children aged 7 to 11 years old, designed to help children normalise emotions related to challenging life circumstances and develop positive coping strategies. Targeted at children who have experienced adversity, it aims to address the increased risk of social-emotional difficulties in this group. Originally developed in the United States for children affected by natural disasters, the intervention has since been adapted to support children facing various forms of adversity.

Delivered over eight sessions of one hour's duration, it uses role-playing, games, art, and writing activities to help children explore their emotions, manage trauma, and develop problem-solving skills. Each session is organised around a particular theme, and also includes discussions to help give children a greater understanding of negative emotions, managing difficult situations, and learning ways of dealing with problems. Journey of Hope (Primary) is delivered by a mental health practitioner, and a practitioner with experience working with vulnerable children.

Foundations Guidebook – Intervention information sheet

Visit the Foundations Guidebook | www.foundations.org.uk/guidebook

Target population

Age of child	7 to 11 years old
Target population	Children aged 7 to 11 years old who have experienced challenging circumstances that increase their risk of experiencing socio-emotional difficulties.

Please note that the information in this section on target population is as **offered/supported by the intervention provider**.



Theory of change

Why		Who	How	What		
Science-based assumption	Science-based assumption	Science-based assumption	Intervention	Short-term outcomes	Medium-term outcomes	Long-term outcomes
Experiences of difficult circumstances and traumatic events increase the risk of social-emotional difficulties, distress and low self-esteem in children. These may impact educational outcomes.	Positive coping mechanisms and self-management techniques support children's resilience, self-esteem, concentration, and behavioural issues.	Children who have experienced challenging life circumstances are more at risk of social-emotional and behavioural difficulties.	Journey of Hope (Primary) teaches children an understanding of negative emotions, equips them to handle challenging situations, and develops effective problem-solving skills, through discussion, role-playing, games, and art.	Children develop an understanding of negative emotions and learn strategies to cope with difficult situations.	Children become more resilient and more aware of their emotions, develop positive coping strategies, and develop positive relationships with peers and trusted adults.	<ul style="list-style-type: none"> • Children have increased self-esteem and self-confidence • Children have fewer social-emotional difficulties • Children have improved educational outcomes.



Implementation requirements

Who is eligible?	Children aged 7 to 11 years old who have experienced challenging circumstances that increases their risk of experiencing socio-emotional difficulties.
How is it delivered?	Journey of Hope (Primary) is delivered in eight sessions of one hours' duration each by a qualified practitioner (such as social workers, counsellors, or psychologists) to groups of eight to 10 schoolchildren.
What happens during the intervention?	<p>Each of the eight sessions focuses on a specific theme related to emotions, situations stemming from traumatic experiences, and coping strategies.</p> <p>Discussions aim to enhance children's understanding of negative emotions, equip them to handle challenging situations, and develop effective problem-solving skills.</p> <p>Sessions incorporate role-playing, games, art, and writing activities to help children engage with and explore the themes.</p>
Who can deliver it?	The practitioners who deliver this intervention are one accredited mental health practitioner and one practitioner with substantial experience working with vulnerable children (who does not have to be a mental health professional).
What are the training requirements?	The first practitioner has 16 hours of intervention training. The second practitioner does not require any training if they play a supporting role in the sessions but are required to undergo the same training as the first practitioner if they play a co-facilitating role. Booster training of practitioners is recommended.
How are practitioners supervised?	It is recommended that practitioners are supervised by one host agency supervisor, with 12 hours of intervention training.
What are the systems for maintaining fidelity?	<p>Intervention fidelity is maintained through the following processes:</p> <ul style="list-style-type: none"> • Training manual • Other printed material • Face-to-face training • Fidelity monitoring • Conference calls to support best practice • Intervention updates for professionals carrying out training or quality and fidelity roles.
Is there a licensing requirement?	Yes



*Contact details	<p>Contact person: Rebecca Kirkbride</p> <p>Organisation: Place2B</p> <p>Email address: Rebecca.kirkbride@place2be.org.uk</p> <p>Website: www.place2be.org.uk</p> <p>*Please note that this information may not be up to date. In this case, please visit the listed intervention website for up to date contact details.</p>
-------------------------	---

Evidence summary

Journey of Hope (Primary)'s most rigorous evidence comes from a QED which was conducted in the United States.

This study identified statistically significant improvements in prosocial behaviour.

Journey of Hope (Primary) has preliminary evidence of improving a child outcome, but we cannot be confident that the intervention caused the improvement.

Search and review

	Number of studies
Identified in search	6
Studies reviewed	1
Meeting the L2 threshold	1
Meeting the L3 threshold	0
Contributing to the L4 threshold	0
Ineligible	5



Individual study summary: Study 1

Study 1	
Study design	QED
Country	United States
Sample characteristics	134 children aged 8 to 12 years old who have experienced a traumatic event
Race, ethnicities, and nationalities	<ul style="list-style-type: none"> • 80.4% African American • 5.9% White • 5.9% Latino • 2% Native American.
Population risk factors	None reported
Timing	<ul style="list-style-type: none"> • Baseline • Post-intervention.
Child outcomes	Improved prosocial behaviour (teacher report)
Other outcomes	None
Study Rating	2
Citation	Powell, T. & Thompson, S. J. (2014) Enhancing coping and supporting protective factors after a disaster: Findings from a quasi-experimental study. <i>Research on Social Work Practice</i> . 26 (5), 539–549.

Brief summary

Population characteristics

This study involved a sample of 134 children aged 8 to 12 years old across three schools which were severely impacted by the tornadoes in Alabama, United States. Children were predominantly African American (80.4%) and 52.9% were female. Children with severe cognitive disabilities or emotional difficulties were excluded and referred for individual counselling instead.



Study design

The study adopted a QED design, where classrooms across three different schools were assigned to either Journey of Hope (Primary) (three classrooms) or a wait-list comparison group (four classrooms), based on the teachers' preference concerning the timing of the intervention. Each school had both experimental and wait-list comparison participants. At baseline, there was a large difference between groups on the Youth Coping Index.

Measurement

Outcomes were assessed at baseline and post-intervention:

- **Child report** measures included the Youth Coping Index (YCI) and the Community that Cares (CTC) survey.
- **Teacher report** measures included the Strengths and Difficulties Questionnaire (SDQ).

Study retention

Post-intervention, 76.2% (102) of the sample were retained, representing 48 students in the Journey of Hope (Primary) group, and 54 students in the wait-list comparison group (percentages not available).

Results

Data-analytic strategy

Hierarchical linear modelling was used to estimate the intervention's effects on the intended outcomes, with group, time and group by time interaction as fixed effects. Missing data was ascertained as missing completely at random using Little's MCAR test ($p = .33$) and missing values were addressed by imputing group means.

Findings

Youth in the intervention group showed statistically significant improvements in prosocial behaviour at post-intervention, compared to the comparison group. The intervention group also showed improved coping skills, compared to the comparison group, but there was a significant difference between the groups at baseline, which makes this result hard to interpret.

Limitations

The conclusions which can be drawn from this study are limited by the non-random assignment of groups, the lack of clarity about whether demographic characteristics are included in the analyses, and a large difference between groups on the Youth Coping Index at baseline.



Study 1: Outcomes table

Outcome	Measure	Effect size	Statistical significance	Number of participants	Measurement time point
Child outcomes					
Coping skills	Youth Coping Index (YCI) (child report)	0.414	Yes*	102	Post-intervention
Commitment to school	Community That Cares Survey (CTC) - Commitment to School Subscale (child report)		No	102	Post-intervention
Behavioural difficulties	SDQ (teacher report)		No	102	Post-intervention
Prosocial behaviour	SDQ (teacher report)	0.411	Yes	102	Post-intervention
Emotional distress	SDQ (teacher report)		No	102	Post-intervention
Peer problems	SDQ (teacher report)		No	102	Post-intervention
Inattention/hyperactivity	SDQ (teacher report)		No	102	Post-intervention
* There was a significant difference between the groups at baseline on the Youth Coping Index, limits the conclusions which can be drawn from this result.					



Other studies

The following studies were identified for this intervention but did not count towards the intervention's overall evidence rating. An intervention receives the same rating as its most robust study or studies.

Blanchet-Cohen, N. & Nelems, R. (2009) Journey of Hope (JoH) curriculum: Building children's and communities' resilience.

Powell, T. (2011) *The Journey of Hope curricula: Building resilience after a natural disaster* (Evaluation of Save the Children's Journey of Hope programme in Christchurch, NZ). **This reference refers to a pre-post study, conducted in New Zealand.**

Powell, T. & Blanchet-Cohen, N. (2014) The Journey of Hope: A group work intervention for children who have experienced a collective trauma. *Social Work with Groups*. 37 (4), 297–313.

Powell, T. & Leytham, S. (2014) Building resilience after a natural disaster: An evaluation of a parental psycho-educational curriculum. *Australian Social Work*. 67 (2), 285–296. **This reference refers to a pre-post study, conducted in New Zealand.**

Save the Children. (2015) *Journey of Hope: Evaluation 2015*.

—

Note on provider involvement: This provider has agreed to Foundations' terms of reference (or the Early Intervention Foundation's terms of reference), and the assessment has been conducted and published with the full cooperation of the intervention provider.