



SCHOOL COUNSELOR LEADERSHIP NETWORK

R I V E R S I D E C O U N T Y

ON-THE-GO WEBINAR SERIES

ON-THE-GO WEBINAR SERIES

R I V E R S I D E C O U N T Y

LEADERSHIP NETWORK

SCHOOL COUNSELOR

While We Wait to Start, Determine Your Hope Scores

www.hopescore.org

WELCOME

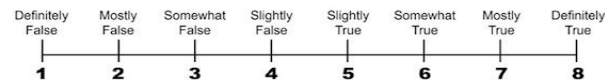


GET YOUR HOPE SCORE

<https://hopescore.com/hope-score/>

The Hope Score

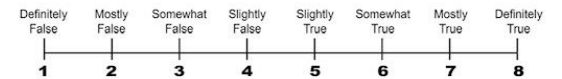
Directions: Read each sentence carefully. For each sentence, please think about how you are in most situations. Using the scale shown below, please select the number that best describes YOU. There are no right or wrong answers.



I can think of many ways to get out of a jam.



below, please select the number that best describes YOU. There are no right or wrong answers.



I can think of many ways to get out of a jam.



0%



Increasing HOPE To Decrease Math Anxiety

**Riverside County Office of Education
College Career Readiness
School Counselor On The Go Series**

College & Career Readiness Unit

Meet Our Team



Catalina Cifuentes
Executive Director



Gil Compton
Director I



Matt Elder
Director I CalSOAP



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*Coordinator
College Career
Readiness*



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Virtual Meeting Tips

- This meeting is being recorded so that others may listen to it at a later time for reference and will be uploaded to the RCEC YouTube page as well as www.rcec.us once you log in to access the content of the webinar series
 - All connections to this live meeting feature have been accounted for so please do not forward the Zoom link or invite anyone to join because you are taking someone else's spot and Zoom will automatically start kicking off connections randomly
 - Please use the chat feature to ask your questions
- **Every effort has been made to ensure the security of this webinar from “zombombombers” but in the event that we experience that, please stay calm and we will resume as soon as the technical difficulties have been resolved.****



Meet Your Presenters



Dr. Dawn Mann
New Dawn Consulting

We are here to support you!

Please reach out to College and Career Readiness with any needs at your school site, professional development topics, or general questions at:

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951-826-6323

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thank you!



Increasing HOPE to Decrease Math Anxiety

Riverside County Office of Education

March 29, 2023

Presenter: Dawn Mann, Ed.D.

<https://bit.ly/3ZoKBej>



MEET YOUR LEARNING FACILITATOR

DAWN MANN, Ed.D.

Chief Operating Officer, New Dawn Training Solutions

Former

- Director of Engagement Services, Hatching Results
- Director of Counselor Engagement, CEFGA
- Program Manager for Career Readiness & Counseling, GaDOE
- High School Counselor & Lead School Counselor, Cobb County, Georgia
- Recognized ASCA Model Program (RAMP), 2010
- 2017 National School Counselor of the Year Finalist
- 2014 Cobb High School Counselor of the Year



Today's Opener



Think of one student to whom you would like to dedicate your work today. This may be a student you worked with years ago or one you will see soon.

1. Who is the student?
2. Why did you choose this student?
3. What are your hopes for this student's future?

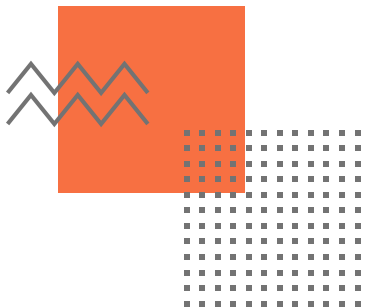
Learning Objectives

By the end of this workshop, you will know how to:

1. Use Hope scores to identify students who need tiered school counseling interventions
2. Connect measuring Hope to measuring Math Anxiety




Questions?



Numeracy Anxiety

Math Anxiety



A feeling of tension, apprehension, or fear that interferes with math performance (Ashcraft, 2002).

Math Anxiety...

Negatively impacts students in all grade levels—including college (Geist, 2010; Ashcraft, 2002)

Detrimentially impacts students classified as a member of an “at-risk” population (low socioeconomic status) (Geist, 2010)

Impacts career choices (Ashcraft, 2002)

Leads to the avoidance of math, which reduces exposure to math, which impacts students’ ability to practice math, which results in lower achievement on standardized tests (Fennema, 1989)



Why might this matter to you?

The Abbreviated Modified Math Anxiety Scale

Carrey, E., Hill, F., Devine, A., & Szucs, D., 2017

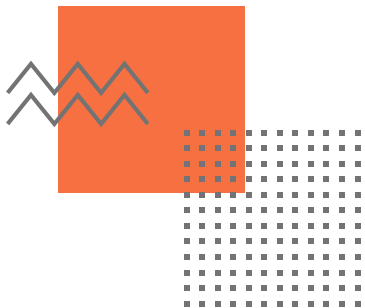
- Nine-item dispositional self-report index
 - The Modified Abbreviated Mathematics Anxiety Scale yields three scores—an overall
 - Math Anxiety score, a Learning subscore, and a Testing subscore.
 - The Learning subscale score is the sum of items 1, 3, 6, 7 & 9; the Testing subscale score is the sum of items 2, 4, 5 & 8. Math Anxiety is the sum of the five Learning and four Testing items.
- Scores can range from a low of 9 to a high of 45.
- A score of 30 or more out of 45 indicates high levels of MA

Instructions:
Please give each sentence a score in terms of how anxious you would feel during each situation. Use the scale at the right side and circle the number which you think best describes how you feel.

	☺				☹
	Low anxiety	Some anxiety	Moderate anxiety	Quite a bit of anxiety	High anxiety
1. Having to complete a worksheet by yourself.	1	2	3	4	5
2. Thinking about a maths test the day before you take it.	1	2	3	4	5
3. Watching the teacher work out a maths problem on the board.	1	2	3	4	5
4. Taking a maths test.	1	2	3	4	5
5. Being given maths homework with lots of difficult questions that you have to hand in the next day.	1	2	3	4	5
6. Listening to the teacher talk for a long time in maths.	1	2	3	4	5
7. Listening to another child in your class explain a maths problem.	1	2	3	4	5
8. Finding out you are going to have a surprise maths quiz when you start your maths lesson.	1	2	3	4	5
9. Starting a new topic in maths.	1	2	3	4	5



Questions?



The Science of Hope

The Science of Hope

Hope: the belief that one's future can be brighter and better than the past and that one plays a role in making the future brighter and better.

Hope encompasses three concepts related to a person's ability to:

1. Set and achieve an objective
2. Ability to envision different avenues for achieving the objective
3. Ability to initiate and sustain action toward meeting the desired objective

Goal Setting

Pathways

Agency



**Hope is
measurable.**

Higher Hope Correlates To...

Higher daily attendance rates

Lower tardiness rates

Higher grades and GPA's

Higher graduation rates

Higher college enrollments and college completion rates

Higher perceptions of competence and control

Higher perceived physical efficacy (running, jumping, organized sports, strength and fitness, etc.)

Higher perceptions of control due to linking themselves with positive outcomes

Higher feelings of self-worth

Higher ability to present in a socially desirable light

Less depression

Decreased bullying


The Children's Hope Scale

Snyder et al. (1996)

- Six-item dispositional self-report index
 - Three **Pathways** thinking items—finding ways to reach one's goals under ordinary circumstances and when there are problems
 - Three **Agency** thinking items—an active/doing orientation about the present and the future

THE CHILDREN'S HOPE SCALE

Directions: Read each sentence carefully. For each sentence, please think about how you are in most situations. Using the scale shown below, please select the number that best describes YOU and put that number in the blank provided. There are no right or wrong answers.

None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time
					
1	2	3	4	5	6

_____ 1. I think I am doing pretty well.

_____ 2. I can think of many ways to get the things in life that are most important to me.

_____ 3. I am doing just as well as other kids my age.

_____ 4. When I have a problem, I can come up with lots of ways to solve it.

_____ 5. I think the things that I have done in the past will help me in the future.

_____ 6. Even when others want to quit, I know that I can find ways to solve the problem.

Notes:

- The **Agency** subscale score is the sum of items 1, 3 & 6; the **Pathways** subscale score is the sum of items 2, 4 & 6. **Hope** is the sum of the three **Pathways** and three **Agency** items. Scores can range from a low of 6 to a high of 36.
- When administered to children, this scale is not labeled "The Children's Hope Scale"—it is labeled "Questions About Your Goals."

Agency Score: _____ (Add items 1, 3, and 5)

Pathways Score: _____ (Add items 2, 4, and 6)

Total Hope Score: _____ (Agency + Pathways Score)



Understanding Hope Scores

Children's Hope Scores and Categories

Hope Score	Level of Hope
30 or Higher	High Hope
19-30	Moderate Hope
12-18	Slight Hope
6-11	Low Hope

*Normed for children ages 8-16, and no statistically significant difference exists between subgroups

Hope Scores + Evidence Based Interventions = Changes in Achievement, Behavior, and Attendance

Understanding Hope Scores

Adult Hope Scores and Categories

Hope Score	Level of Hope
56 or Higher	High Hope
48-55	Moderate Hope
40-46	Slight Hope
40 and Below	Low Hope

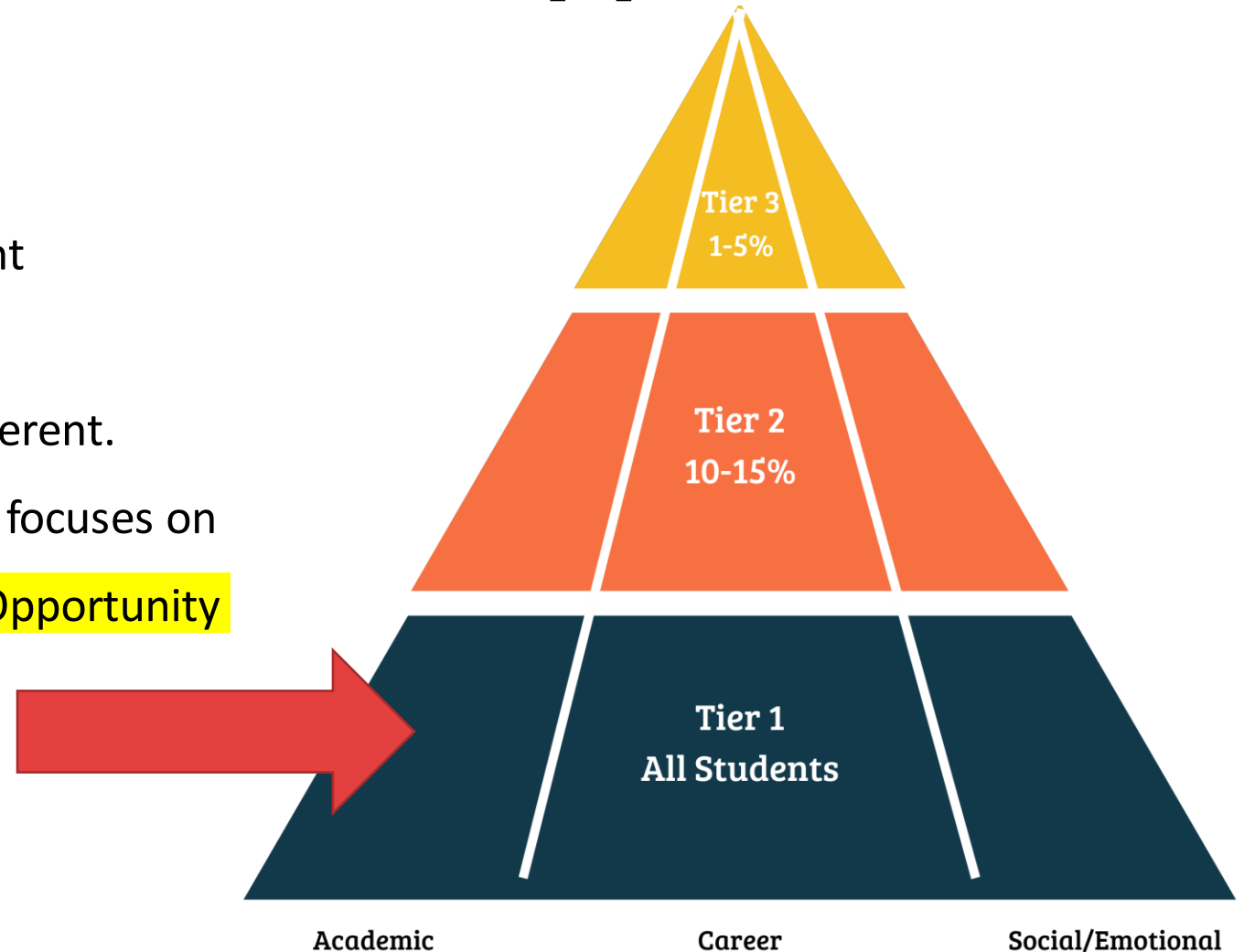


Hugging Math Anxiety with Hope

Multi-Tiered Systems of Support

Multi-Tiered Systems of Support (MTSS)

1. Purposeful and a component of student development
2. Provides data on how students are different.
3. Is not solely defined by the activity—it focuses on **who** receives the action. **Availability/Opportunity doesn't equate to Tier 1.**





1. Teach academic confidence strategies (ACS)
2. Work with students to set academic confidence goals (ACG)
3. Teach students to think critically
4. Teach students how to design pathways to achieve ACGs
5. Connect relevancy, and confidence to willpower
6. Teach students how to navigate barriers
7. Teach students to monitor their progress

Operationalizing The Method:

Grades 3-5

3rd Grade: Asking For Help



4th Grade: Is My Pencil Moving?



5th Grade: S.M.A.R.T. Goals, Pathways,
Willpower, Navigating Barriers

3rd Grade: Asking For Help

Do you know...

...what it is called when you ask for what you want or need in a calm, honest, and firm manner without trying to hurt another person's feelings?

Assertive

Why is it important to know how to ask for what you need or want?

Assertively asking for what you need or want:

1. Helps you achieve your objectives or goals
2. Helps you feel good about yourself.
3. Reduces stress and anxiety, which helps you feel calm.

Which reason do you like the best?

Ian walks to his teacher's desk and says, "I'm struggling with the math we learned today. Can we schedule a time to talk about it later, please?"

1. Is Ian asking for something he needs or wants?
2. Is Ian calm?
3. Is Ian being honest?
4. Is Ian being firm?

The Glow-Up Match-Up Game (Option A)

The Assertive Glow-Up Match-Up Game

Name(s): _____ Date: _____



Assertive

Assertive

Not Assertive

Not Assertive

4th Grade: Is My Pencil Moving

Tracking My Pencil's Movement

Name: _____

Date: _____



Week 1:

- I checked the status of my pencil.
- I used a Self-Check question to analyze my progress.
- I used a Self-Advocacy strategy to keep my pencil moving.



Week 2:

- I checked the status of my pencil.
- I used a Self-Check question to analyze my progress.
- I used a Self-Advocacy strategy to keep my pencil moving.



Week 3:

- I checked the status of my pencil.
- I used a Self-Check question to analyze my progress.
- I used a Self-Advocacy strategy to keep my pencil moving.



5th Grade: S.M.A.R.T. Goals

name: _____

Achieving My Goals the S.M.A.R.T. Way!

Think of a class in which you want to increase your confidence, and write in the box below.

What did you want to improve in this class?

I want to increase my confidence in class.

Absolutely Yes Mostly Yes Mostly No Absolutely No

Why do you want to increase your confidence in class?

What will it feel like to achieve your confidence goal?

List steps you can take to achieve your confidence goal.

- _____
- _____

List things that might stop you from achieving your confidence goal.

- _____
- _____

Achieving My Goals the S.M.A.R.T. Way!

Achieving My Goals the S.M.A.R.T. Way!

I want to increase my confidence in class.

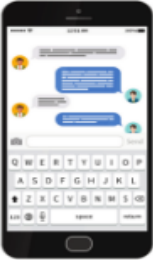
Absolutely Yes Mostly Yes Mostly No Absolutely No

Why do you want to increase your confidence in class?

What would it feel like to achieve your confidence goal?

Achieving My Goals the S.M.A.R.T. Way!

If you need help achieving your confidence goal, who could help you? Write a text message to that person asking for help.



Hi School Counselor,

Achieving My Goals the S.M.A.R.T. Way!

How likely are you to start working on your confidence goal?

Very Likely Likely Unlikely Very Unlikely

5th Grade: S.M.A.R.T. Goals

Monitoring My S.M.A.R.T. Goal Progress

Name: _____

Date: _____



Week 1:

- My confidence goal is right for me.
- The steps to achieve my confidence goal are attainable.
- I am working on at least one step to achieve my confidence goal.



Week 2:

- My confidence goal is right for me.
- The steps to achieve my confidence goal are attainable.
- I am working on at least one step to achieve my confidence goal.



Week 3:

- My confidence goal is right for me.
- The steps to achieve my confidence goal are attainable.
- I am working on at least one step to achieve my confidence goal.



Powder Springs Elementary School

By May 26, 2022, targeted 5th-grade students (scoring below advanced on the Fall Math Inventory (MI), not receiving additional math support through Special Education or Early Intervention Program and scoring in the significant range on the Math Anxiety Scale for Children) will increase their cumulative group average score on the MI by 23%, from 530 (Fall MI average score) to 650 (Spring MI average score).

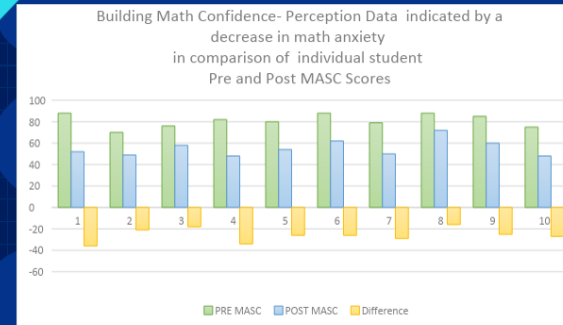
Based on the August 2021 administration of the Math Inventory (MI), only 10% of Kindergarten through 5th-grade students began the year on or above grade level in math, a 32% decrease from May 2021.

5th-grade students must score between 645-771 to be considered proficient on the Math Inventory. Based on the August 2021 MI scores, 88% of 5th-grade, 113 out of 129 students began the school year performing below grade level in math.

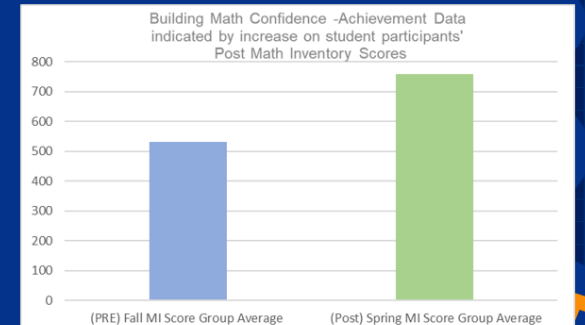
24% of all 5th-grade students scored in the significant range on the Math Anxiety Scale for Children

Average annual growth on the MI 100 pts per year. We wanted targeted 5th-grade students to make more than typical growth with this intervention and set our goal for an average of 120 pts growth

PRE & POST RESULTS



32% decrease in participants' math anxiety



an average 228-point increase

Operationalizing The Method

Grades 6-8

6th Grade: Wrap Hope Around a Data-Driven Need

7th Grade: Build On the Need Identified in the 6th Grade and Connect it to Academic Confidence

8th Grade: S.M.A.R.T. Goals, Pathways, Willpower, Navigating Barriers

Operationalizing The Method

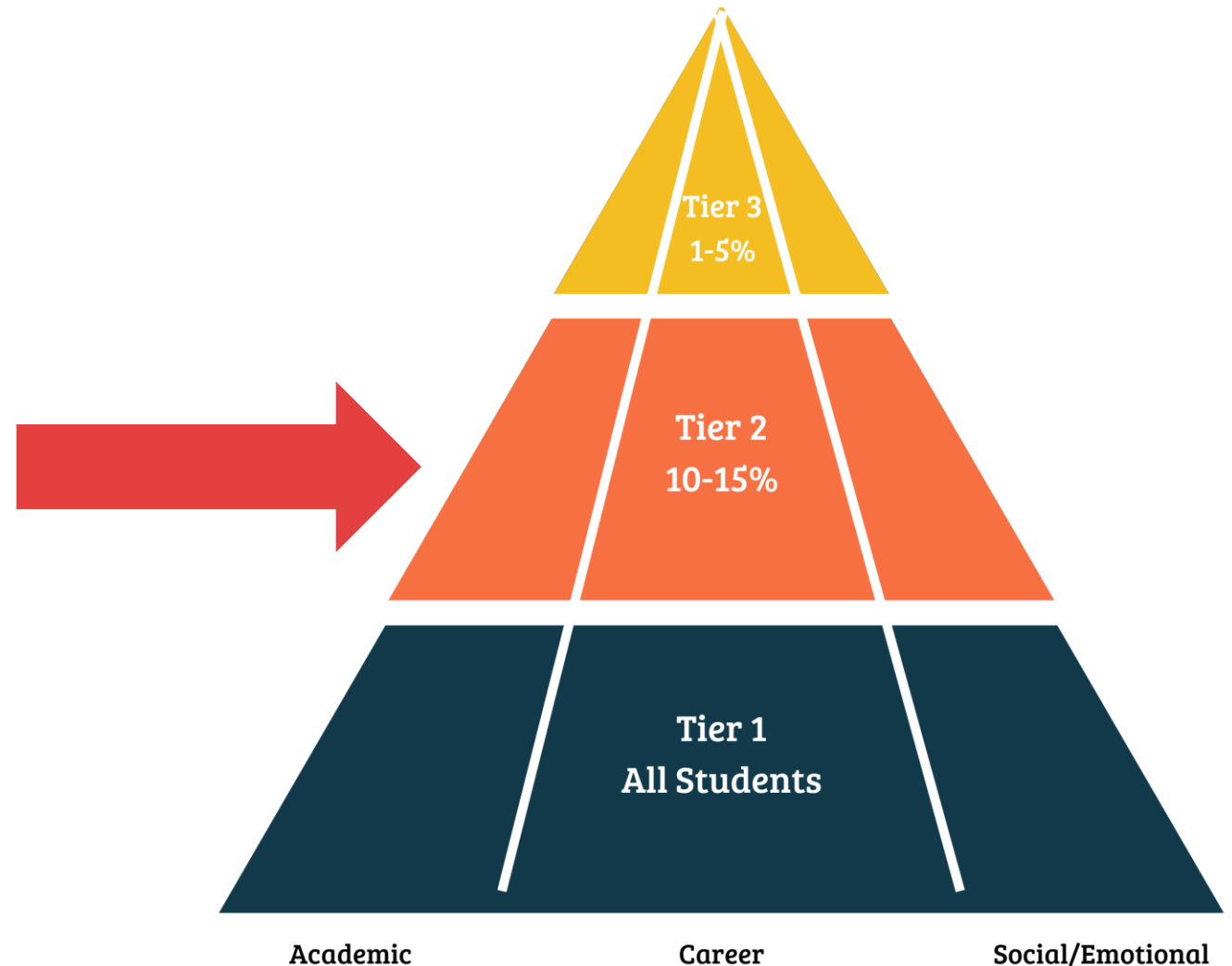
Grades 9-12

Assess Hope and
Math Anxiety

Determine the
Level of
Intervention
Needed

Remember...

- Tier 2 Interventions for students with low hope and high math anxiety after delivering the Tier 1 intervention
- Progress monitoring
- Connect work to outcome data (i.e., achievement, attendance, or discipline)



Rising Hope

Children's Hope Scores and Categories

Hope Score	Level of Hope
30 or Higher	High Hope
19-30	Moderate Hope
12-18	Slight Hope
6-11	Low Hope

*Normed for children ages 8-16, and no statistically significant difference exists between subgroups

Agency Items (1, 3, 5) | Pathway Items (2, 4, 6)

Goals: Identity desired short-term and long-term achievements and decision-making skills, and set S.M.A.R.T. Goals

Pathways: Flexible thinking, identifying multiple pathways, problem-solving to navigate potential barriers, identifying & manage resources, technology & information use, planning & organizing, and identifying times achieved goals and making connections

Agency: Set and memorize positive affirmations, emotional regulation, the strength of character building (identifying, prioritizing, enhancing, and applying strengths), stress management, and identify motivators and support sources

Hope Scores + Evidence Based Interventions = Changes in Achievement, Behavior, and Attendance

Let's Practice

Selecting a career

Reporting inappropriate behavior

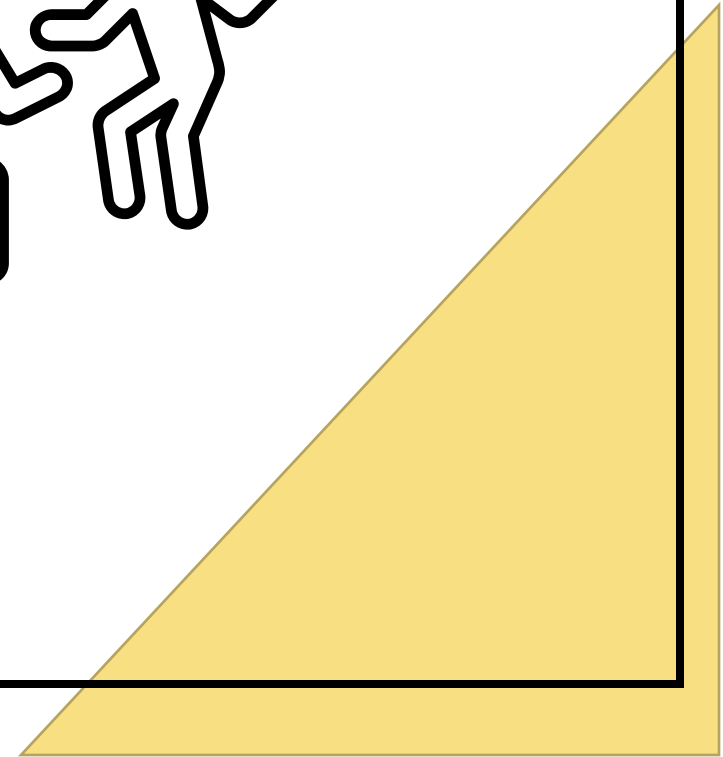
Showing self-control

Attendance

Missing homework assignments

*Goal Setting • Designing Pathways • Agency/Willpower • Navigating Barriers

I used to think
but now, I
think...



Questions?



Resources

Research Articles

- [The Development and Validation of the Children's Hope Scale \(Synder et. al., 1997\)](#)
- [The Modified Abbreviated Math Anxiety Scale: A Valid and Reliable Instrument for Use with Children](#)

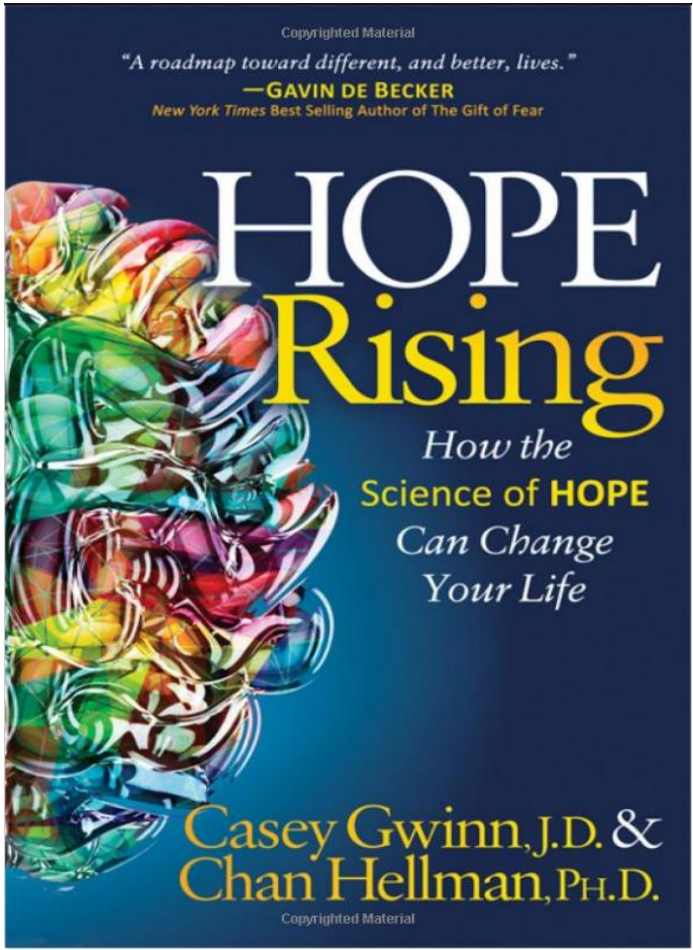
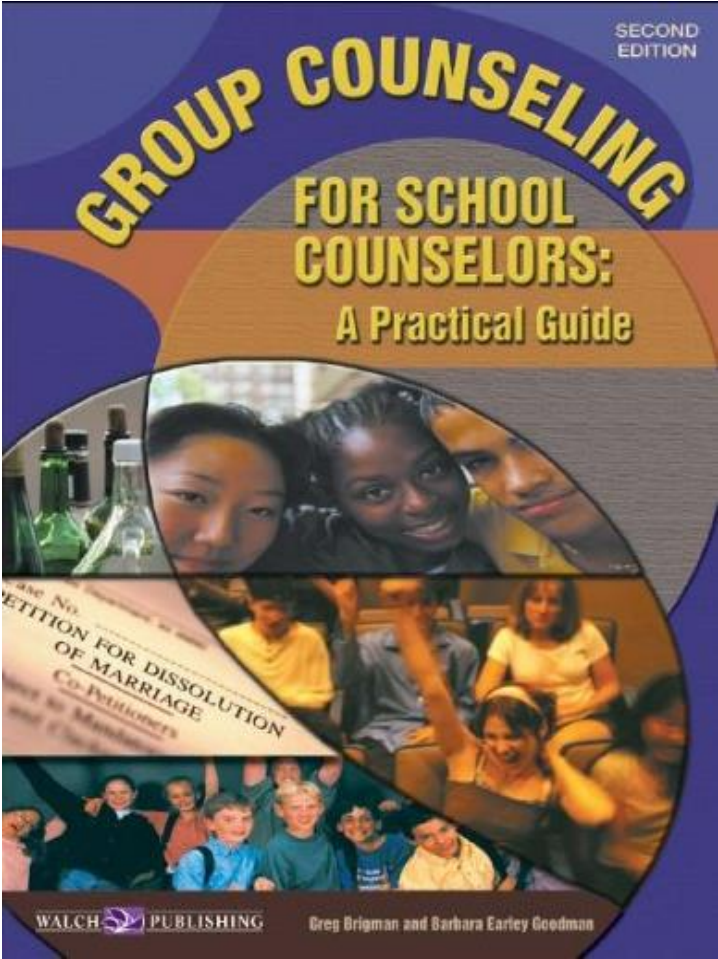
Books:

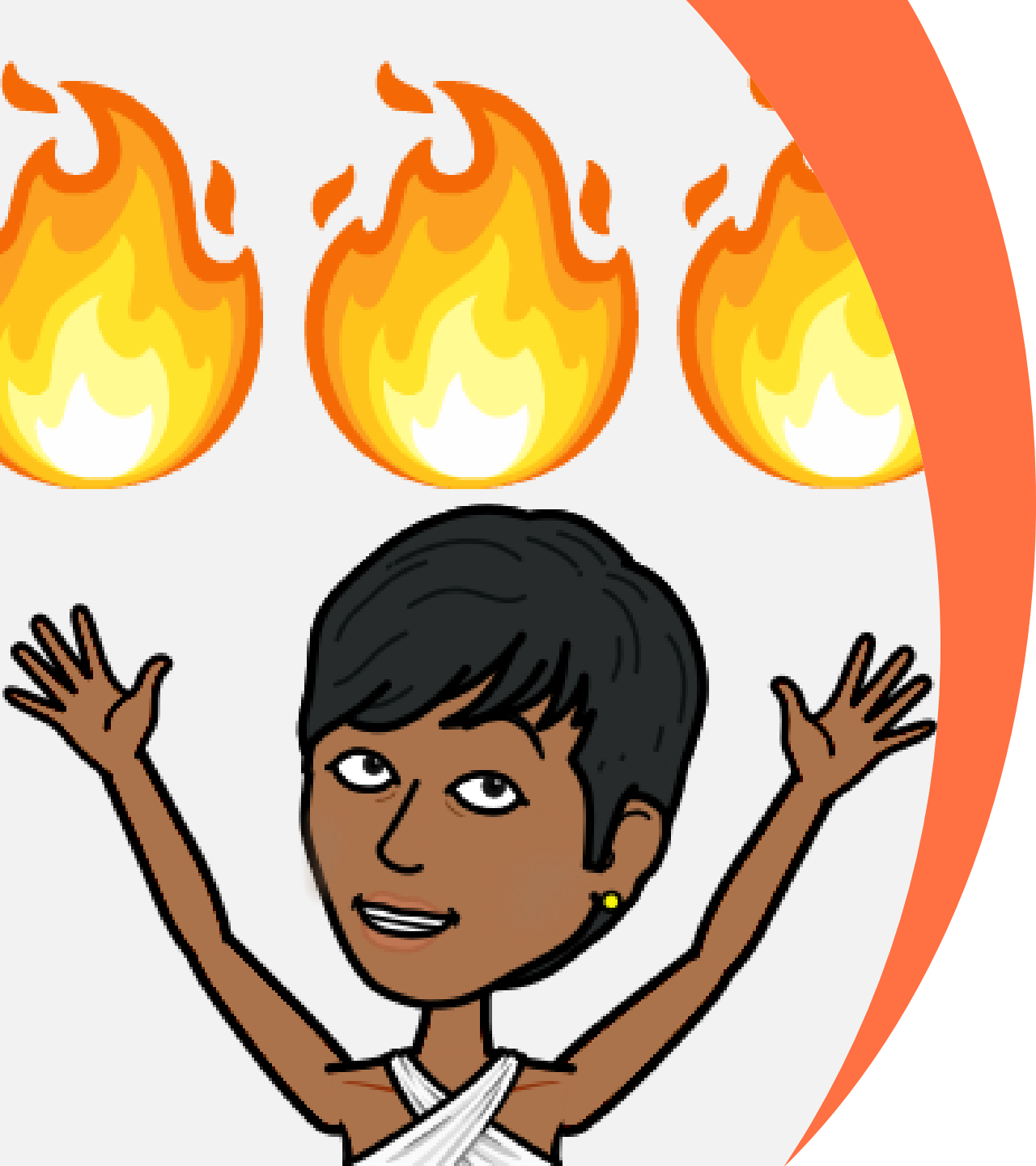
- Group Counseling for School Counselors (Brigman and Goodman, 2008)
- Hope Rising: How the Science of Hope Can Change Your Life (Gwinn and Chan, 2022)

Websites:

- www.hopescore.org
- www.camphopeamerica.org
- www.allianceforhope.com

Resources





**Thank you for
allowing me to
facilitate your
learning!**

CONTACT INFORMATION



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Thank you!