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Social Emotional Learning and Hope Theory Connections: Perceptions of Teachers and School Counselors in Training

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Abstract

This qualitative survey study explored the interrelationship between hope as defined by Hope Theory (HT) and social emotional learning (SEL). Participants (N=161) were teachers and counselors in training (TCT) learning to work with English learners (ELs) in K-12 settings. Participants' perspectives of hope, strategies and future plans to integrate hope into the classroom were explored. Findings indicated that TCT in training have some knowledge of hope. Participants' knowledge was limited in applications of hope in the classroom. There is a need for increased training of SEL and HT to prepare TCT to work with ELs and all students to support academic, social and emotional development.

Keywords: social emotional learning, hope theory, hope, English learners, teachers in training, school counselors in training

Social Emotional Learning and Hope Theory Connections: Perceptions of Teachers and School Counselors in Training

Hope is a cognitive construct grounded in positive psychology (Duckworth et al., 2005), focusing on personal traits such as courage, perseverance, spirituality, and well-being (Seligman & Csikszentmihalyi, 2000). The interplay of goals, pathway thinking (strategies; PT), and agency thinking (motivation; AT) forms Hope Theory (HT). HT research has indicated that high hope is linked to student success in school. Hope and academic achievement meta-analysis research revealed a 12% gain in academic performance for respondents in 45 K-graduate-level studies (Marques et al., 2017). High hope students (HHS) scored a letter grade higher on final exams compared to low hope students (LHS; Lopez, 2013). Furthermore, studies have connected high hope teachers (HHT) to student academic success (Snyder et al., 2002). The 2016 Gallup Student Poll Snapshot reported approximately one million students in grades five through 12 measuring as HHS were 2.8 times more likely to have earned excellent grades; 47% more hopeful for the future; and 4.1 times more likely to have higher levels of school engagement (Gallup, 2016).

Hope is a construct frequently considered in social and emotional learning (SEL). SEL encourages the development of self-awareness, which is essential to developing hope (Lopez, n.d.). The Collaborative for Academic, Social, and Emotional Learning (CASEL) identified self-awareness and self-management as two of the five key competencies of social emotional learning. Within self-awareness, individuals are taught to recognize emotions and identify strengths. Self-management requires setting personal and academic goals as key components. Discovering one's hope can improve self-awareness and building one's hope employs planning and setting goals. Self-awareness of hope as a human strength is important to support students with their own SEL.

SEL research has reported an increase in students' ability to succeed in school, career, and life (Durlak et al., 2015). Moreover, studies revealed SEL strategies improve academic achievement by an average of 11 percentile points. SEL research has shown increased frequency of student externalizing behaviors (e.g., kindness, sharing, and empathy towards others) and internalizing behaviors (e.g., depression, and stress levels), resulting in improved student attitudes toward school (Durlak et al., 2011). Further, a 2017 review of research found that effective SEL school programs are enhanced when educators, administrations, teachers, and school counselors are culturally and linguistically sensitive (Dusenbury & Weissberg, 2017).

SEL supports the development and growth of ELs and promotes academic success. According to the latest demographic information, the English learner (EL) population in the United States is approximately 4.8 million (U.S. Department of Education, 2020). ELs are in the majority of the school systems in the United States (Mitchell, 2020); mostly in K-12 inclusion classrooms. ELs have unique histories, experiences, cultures, and language learning needs. Therefore, all K-12 classroom teachers and school counselors are required to meet the needs of ELs being a part of their school population. The components of SEL and HT are well suited to assist in increasing positive academic, language learning, social, and emotional outcomes. For this reason, it is important to consider how teachers and counselors in training (TCT) relate to hope as they are key promoters of SEL and HT among their students.

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Literature Review

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Snyder's Hope Theory

Snyder (1994) defined hope as a positive motivational state focused conceptualizing goals, developing pathways (strategies to meet goals), and sustaining successful agency motivated goal-directed energy (Creamer et al., 2009; Snyder et al., 1991). All three of these components (i.e., goals, agency, pathways) as shown in Figure 1 must be present to engender hope (Snyder et al., 1991).

Figure 1

Hope Components
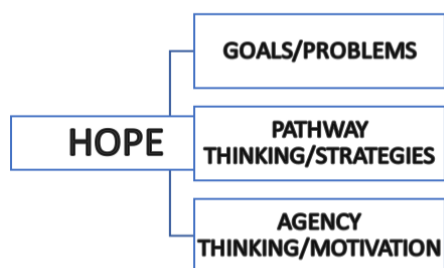
Goal achievement is the foundation for hope (Snyder et al., 1991). PT is the perceived ability to develop reasonable strategies to achieve goals (Snyder et al., 1991). PT is related to problem solving (Chang, 1998). AT, the motivational component of HT, is the perceived capability to use strategies to reach desired goals (Rand, 2009). Motivational self-talk is essential for advancement towards meeting a goal and becomes crucial when facing goal barriers (Lopez et al., 2003). AT provides motivation to determine alternate strategies if a goal is blocked (Snyder, 1994).

Hope is not motivation, yet it does involve AT which motivates and assists in moving a person to use strategies to reach goals or solve problems. Hope is not an emotion, yet can produce emotions as a result of thoughts and perceptions which can be an indicator of hope (Snyder, 1995). Optimism plays a part in hope's pathway towards success; however, it is not optimism. Self-efficacy is an individuals' perception of the capability to implement necessary actions to meet a goal. Moreover, HT engages the perception of individuals' will to accomplish actions to meet goals (Bandura, 1994). Hope, optimism, and self-efficacy are rooted in the expectation that something positive can happen in the future and is based on the achievement of goals. However, hope adds to optimism the notion that not only is a person capable of meeting a goal, but he/she has the strategies and motivations to accomplish the goal (Snyder et al., 1991).

Hope is not dependent on (a) intelligence, (b) SES, (c) gender, (d) educational status, (e) family background, or (f) age (Day et al., 2010; Lopez et al., 2009; Snyder et al., 1997). Hope can be taught, learned, increased, decreased, and is a choice (Lopez et al., 2009). High hope can increase resiliency and can be a protective factor for negative life events (Valle et al., 2006).

Impacts of Snyder's Hope Theory

High levels of hope are indicators of mental health wellness, life-satisfaction, and success (Davidson et al., 2012; Gallagher & Lopez, 2009; Gallup, 2014; Gilman et al., 2006; Valle et al., 2006). High hope individuals (HHI) perform better at work (Peterson & Byron, 2008) and live longer (Stern et al., 2001). Studies demonstrated that "hope can flow from one person to another" (Snyder et al., 2003, p. 132) and when people are exposed to people with goals and high hope, this increases their desire to succeed (Lopez, 2013). Hope can be a protective factor against depression and anxiety (Snyder et al., 1997). HHIs have higher self-esteem and self-worth (Lopez et al., 2009). Within research, hope has been found to increase happiness as much 10% for HHIs (Lopez, 2013).

HHIs embrace self-talk agency phrases such as, "I can do this," and "I am not going to be stopped" (Snyder et al., 1998). HHIs identify with being flexible thinkers, whereas low hope individuals (LHI) report less flexible thinking (Irving et al., 1998; Snyder et al., 1996). HHIs possess greater problem solving and adaptive skills (Chang, 1998; Lopez et al., 2000; McDermott & Snyder, 2000; Snyder et al., 1997). HHIs display the ability to build supportive relationships; however, LHIs tend to have difficulty building supportive relationships (Snyder et al., 1991). HHIs show a greater ability to self-regulate emotions resulting in an increase of positive emotions; in contrast, LHIs may experience more negative emotions (Snyder et al., 2002). Decreased ability in self-regulation may lead to frustration, lower self-esteem, increased anxiety, and the inability to receive constructive feedback (Snyder et al., 2002).

Impact of High Hope for Students

There are many positive outcomes associated with HHS. They perform higher in academics, social competence, and creativity (Onwuegbuzie & Daley, 1999). They exhibit more optimistic thinking, concentrate on setting higher academic goals, and maintain higher expectations for success (Snyder et al., 1997). HHS demonstrate superior problem-solving skills (Lopez et al., 2000). They illustrate their satisfaction with life, maintain well-being, perceive they have purpose in life, exhibit self-worth, and appropriate personal adjustment (Ciarrochi et al., 2015; Marques et al., 2009). HHS experience lower depression and anxiety, and demonstrate increased positive coping skills (Park & Peterson, 2009). Also, they are less likely to drop out of school, tend to have better school attendance, and have higher graduation rates (Gallup, 2016; Pedrotti et al., 2008). Moreover, they enjoy more positive connectedness with family and school (Stoddard et al., 2011).

Research reports that LHS experience higher anxiety and have a negative emotional state, which creates psychological distress and school maladjustment (Onwuegbuzie & Snyder, 2000). LHS may be prone to self-doubt, negative thoughts, and focus on failing versus succeeding concerning goal attainment (Snyder, 1994; Snyder, 1999). They frequently give up when faced with challenges due to difficulty in finding alternative pathways. Furthermore, LHS possess lower academic expectations when they confront goals they cannot reach, fail to increase academic efforts following failure, and feel frustrated, leaving them with lower self-confidence and self-esteem (Shorey et al., 2002).

Definitions of Social Emotional Learning

Research over the last several decades has demonstrated the benefits of SEL skills on positive academic, interpersonal, and mental health outcomes for students (Jones & Doolittle, 2017). SEL focuses on a set of social, emotional, behavioral, and character skills that support success in schools, the workplace, relationships, community, and citizenship (Frey et al., 2019; Jones & Doolittle, 2017). Furthermore, it is the process through which people understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive supportive relationships, and learn how to navigate responsible decision-making (Adams & Richie, 2017). The main goals of schools that adhere to an SEL model are to cultivate a caring, engaging, and equitable learning environment utilizing evidence-based practices involving all students in their social, emotional, and academic growth; to prepare students for long-term success in life; and to become responsible, caring citizens in diverse communities (CASEL, 2005).

CASEL identified five social-emotional competencies, namely self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Weissburg et al., 2015). Social and emotional skills serve as protective factors in the face of adversity and may assist in developing important executive functioning skills for future successes (Jones & Doolittle, 2017; Price, 2019).

Impacts of Social Emotional Learning

A meta-analysis of 213 programs spanning three decades of research found that SEL interventions increased students' academic performance by 11 percentile points. Furthermore, the SEL program outcomes indicated a reduction of aggression and emotional distress among students, increased helping behaviors in school, and improved positive attitudes toward self and others (Durlak et al., 2011).

SEL research has highlighted a connection between positive social conduct and more successful learning achievements (Cristóvão et al., 2017; Zins et al., 2004). Students taught SEL skills have higher scores on academic achievement tests and exhibit self-management, improving classroom behaviors (Durlak et al., 2011; Merrell & Gueldner, 2010). Students utilizing SEL skills are more adaptive to change; are more resilient, more resourceful, and more creative in finding solutions to problems; demonstrate more respect; and work well with others (Durlak et al., 2011). Further, they possess self-awareness, manage stress and depression, have better self-attitudes, and see others in a positive light (Payton et al., 2008). Also, students exhibiting self-awareness displayed increased self-regulatory skills, improved emotional management, more empathy, cultivate and maintain positive relationships, use more responsible decision-making strategies, and have increased coping skills (Durlak et al., 2011). Research has consistently demonstrated SEL skills can be taught (Sklad et al., 2012).

SEL Needs of ELs

ELs can be classified as individuals who have immigrated to or were born in the United States and their native language is not English (U. S. Department of Education, 2016). ELs often experience one or more of the following stressful circumstances: (a) immigration; (b) family separations; (c) poverty; (d) natural disasters; (e) war; (f) discrimination; (g) interrupted schooling; (h) cultural differences; (i) pressure of learning a

new language; (j) anxiety from new relationships; (k) new foods; (l) different school routines; (m) new learning styles; (n) acculturation; and (o) bullying (Paterson, 2017). ELs facing any of these conditions have an increased probability of possible negative outcomes associated with stress or traumatic events (Niehaus & Adelson, 2013).

ELs are at greater risk for the development of psychological and behavioral problems in the classroom (Wilson et al., 2009). When ELs experience psychological and behavioral challenges associated with stress or trauma, inattention, or off-task behaviors, difficulties with peer relations, then increased worry, loneliness, sadness, and anxiety may result (Niehaus & Adelson, 2014). As a result of these challenges, academic performance may decline.

For ELs to comprehend grade level content, they need comprehensible language learning which can contribute to improving their social skills (Dresser, 2012). Learning a new language while experiencing the acculturation process is demanding and requires coping skills to assist with these processes. In addition, appropriate motivation becomes a significant factor for students to engage in the language learning process (Gardner & Lambert, 1972). The Affective Filter hypothesis purports lowering stress levels, increasing motivation, and self-confidence, which are essential for ELs learning a new language (Krashen, 1982).

Therefore, if teachers and school counselors have the skill set to work with the SEL of ELs, it is more likely to reduce the impact of the negative conditions ELs' experience and positively impact their academic development (Niehaus & Adelson, 2013). Raising levels of hope through setting attainable goals, assisting with appropriate strategies, and offering motivational feedback can assist ELs in their language learning and acculturation process. Fostering hope can assist with coping and buffer any negative effects experienced by ELs during their transition from their home country to their new life conditions.

SEL Perspectives of Teachers

Although SEL is significant for students, teachers often relay their lack of proficiency and confidence in incorporating these strategies in classrooms (Anderson, 2015). From their vantage point, it is challenging to find time to incorporate the teaching of SEL skills with the already packed curriculum (Main, 2018). Teachers have expressed difficulty associating grade level curriculum with content related to SEL and locating appropriate resources (Ee & Cheng, 2013).

Teachers set the tone in their classrooms by how they relate, teach, and model appropriate SEL constructs and how they administer classroom management (Jennings & Greenberg, 2009). Also, it is accepted that teachers develop relationships with their students, foster relationship building between students, provide clear classroom behavior expectations, and communicate appropriate learning goals (Main, 2018).

Teachers have reported their role as being a facilitator and role model in the process of learning (Ee & Cheng, 2013). When asked why SEL was important for students, teachers responded that it was instrumental in character development, instilling values, decision-making skills, social awareness, self-regulation, and citizenship (Ee & Cheng, 2013).

SEL Perspectives of Teachers of ELs

Little research has been conducted looking at perspectives of teachers concerning SEL and ELs. However, it has been reported that teachers rate ELs as having fewer adaptive skills, more school problems, attention issues, fewer social skills, and difficulty following directions (Dowdy et al., 2011).
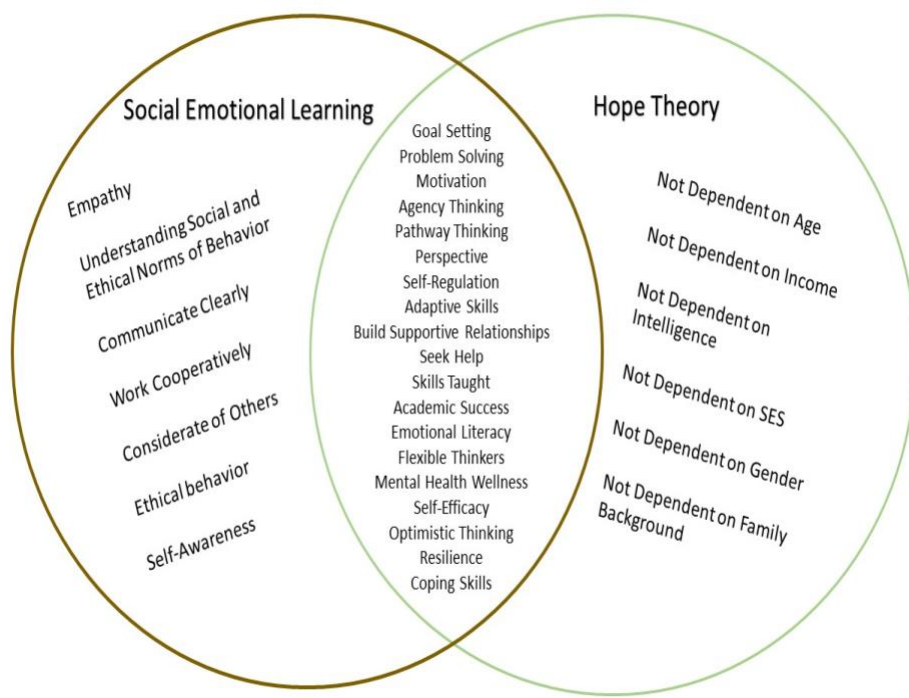
Research examining teachers' perspectives regarding SEL and ELs was conducted with a focus on elementary grade level refugees (Cho et al., 2019). Teachers reported EL refugees exhibited varying problematic social-emotional behaviors within the classroom which were obstacles to learning (Cho et al., 2019). The teachers reported the following regarding EL refugee students:

> (a) they lacked social awareness and tended to disrupt the class;
> (b) they had difficulty interacting with their peers;
> (c) they were consistently unable to get along with others, blaming others and tattling, name-calling or saying hurtful things;
> (d) their behaviors were aggressive toward their peers by rough play and being in personal space;
> (e) once you teach them the expectation to keep their hands to themselves and practice [that], and call them on it [to] stop, they change their behavior;
> (f) they display negative and depressive attitudes;
> (g) some behaviors did not meet ethical standards or responsible expectations;
> (h) some failed to control or regulate their emotions, attention, and behaviors;
> (i) some were unable to use strategies to combat boredom or impatience (Cho et al., 2019)

Connections of Hope Theory, and Social Emotional Learning

HT and SEL share many attributes and are well poised to both share and adapt practices that promote SEL growth as well as enhance hope levels concurrently. Ample research focusing on SEL and HT has been conducted, yet to the best of the authors' knowledge, there is less research connecting the two. Proven through research, SEL and HT are powerful affective elements for students that may lead to increased social and academic growth. For example, goal setting, planning strategies, garnering motivation during the goal attainment process, problem-solving potential, resilience in the face of obstacles, and having an optimistic outlook are some of the connecting features of SEL and HT. A recent study clearly connected SEL and HT find that when self-efficacy and hope were measured with fourth grade students, a high correlation was found between hope, self-efficacy, and social emotional skills. Students with high hope levels and self-efficacy also possessed high social-emotional learning (Yüksel et al., 2019).

The following diagram (see Figure 2) depicts how HT and SEL complement each other to increase positive outcomes for students.

Figure 2

SEL and Hope Theory Connections

Social Emotional Learning

Empathy
Understanding Social and
Ethical Norms of Behavior
Communicate Clearly
Work Cooperatively
Considerate of Others
Ethical behavior
Self-Awareness

Goal Setting
Problem Solving
Motivation
Agency Thinking
Pathway Thinking
Perspective
Self-Regulation
Adaptive Skills
Build Supportive Relationships
Seek Help
Skills Taught
Academic Success
Emotional Literacy
Flexible Thinkers
Mental Health Wellness
Self-Efficacy
Optimistic Thinking
Resilience
Coping Skills

Hope Theory

Not Dependent on Age
Not Dependent on Income
Not Dependent on Intelligence
Not Dependent on SES
Not Dependent on Gender
Not Dependent on Family Background

Methodology
Purpose

Research is limited regarding the perspectives of HT as a part of SEL as it pertains to TCT working with ELs in K-12 inclusive classrooms. As there is an interrelationship between HT and SEL, it is important to investigate teachers' and counselors' perceptions of hope and understand the potential strategies they may employ in teaching and learning for building hope among school children. Teachers and counselors are best positioned to influence children's hope through the classroom. Also, when they work together incorporating SEL and HT, all students' - including ELs' - outcomes are greater (Kao, 2017). For these reasons the following research questions were examined.

Research Questions

RQ1: How does TCT in EL training define hope?

RQ2: How is hope manifested in TCT in EL training's lives and what strategies do they use to foster personal hope?

RQ3: How does TCT in EL training plan to foster hope in their future work with all students?

Methods

The following qualitative survey study was conducted with institutional review board approval from a large university in the southeastern United States. Research consent was obtained from the participants involved in the study.

Participants

The participants (*N*=161) were enrolled in an English for Speakers of Other Languages (ESOL) methods course designed to prepare teachers to work with ELs in K-12 classrooms or enrolled in a multicultural course designed to prepare school counselors to work with diverse populations. The data were collected over two academic semesters and was a sample of convenience. Of the participants, 18% were in the university's Secondary Education degree program, 25% in the Counselor Education degree program, 11% in the Early Childhood degree program, and 46% in the Elementary Education degree program. Demographically, 64.5 % identified as White, 17.2 % Latino, and 14% Black with the remainder 4.3% identifying as multiracial or "other"; 77 % of the participants identified as female, 2% identified as non-binary, and 21% identified as male.

Procedures

The recruitment of participants was facilitated through intact classes. Classroom instructors invited students to participate in the survey. Participation was strictly voluntary. The participants did not receive extra credit for participating. If students agreed to participate and consent was obtained, participants completed surveys through Qualtrics.

Survey

The survey consisted of five questions; four were open-ended questions:

(1) What do you think hope means?
(2) What strategies do you use to foster your personal hope?
(3) What strategies do you use (or intend to use) in your class/school to foster hope in your students?
(4) How do you display hope?

One was a closed-ended question:

(5) Do you think you are a hopeful person?

The open-ended questions were meant to derive deeper meaning about hope from participants' responses. The survey took approximately eight to 10 minutes to complete.

Data Analysis

To analyze the open-ended questions on the survey, all results were read by two of the researchers. Potential codes were jointly determined based on the initial readings and the meaning patterns observed. For the question related to what hope meant, there were three themes: (a) setting goals and planning solutions, (b) demonstrating a positive mindset, and (c) expressing faith. For the other questions that discussed strategies related to hope eight overarching themes emerged: (a) faith, (b) mindset, (c) friends, (d) self-care, (e) goals, (f)

positivity, (g) modeling, and (h) encouragement. These themes were further classified as internal and external supports. Next, the researchers coded all comments into these themes and subcategories. All coding of the comments were coded independently and results were converged to establish consensus and to eliminate researcher bias. Interrater reliability was determined by the percentage of agreement of the codes which was a strong level of 95%. Divergent codings discussed the rationale until consensus was met. Next, themes were assigned quantitative values and descriptive statistics were run to analyze the data.

Results

The following findings are presented in the order of the research questions:

RQ1: How do TCT in EL training define hope?

Participants' definitions of hope were organized into two themes of belief and action. Eighty-one percent of the participants noted that hope was a belief and 14% attributed hope as taking action. Of the 14% who identified hope as an action, 12% were educators and 11% were counselors in training. Typical belief responses included: (a) "Hope is belief that a situation can/will improve," (b) "Hope means I have a future perhaps better than what I am experiencing right now," and typical action responses were: (a) "I think that hope means having the courage and will power to do something even though you are not entirely sure of the outcome," and (b) "The ability to have an opportunity to do something."

RQ2: How is hope manifested in TCT in EL training's lives and what strategies do they use to foster personal hope?

First, participants were asked whether they considered themselves hopeful people. The majority of the TCTs (86.3 %) identified as being a hopeful person (see Table 1).

Table 1

Hope Self Perception

	Frequency (%)	Counselor Education (%)	Education (%)
Hopeful Person	139 (86.3)	21 (84)	118 (86.8)
Not a Hopeful Person	11 (6.8)	3 (12)	8 (5.9)
Sometimes a Hopeful Person	8 (5)	1 (4)	7 (5.1)
Unrelated Response	1 (0.6)	0	1 (0.7)
Participant did not respond	2 (1.2)	0	2 (1.5)
N, n	161	25	136

Next, the participants (n=122 [75%]) shared how they manifested hope in their personal lives. For this question, related responses were categorized into three themes: (a) setting goals and planning solutions, (b) demonstrating a positive mindset, and (c) expressing faith (see Table 2). Typical qualitative responses for fostering hope in the goals category included: (a) "I display hope by following my goals in this country," (b) "I display hope by setting goals and hoping that everything works out the way it was planned." Common comments in the mindset category included: (a) "I always try to stay positive in the hardest times because it gives me peace and calmness," (b) "I always have an optimistic outlook on current situations and the future." Finally, faith comments included: (a) "Being a faithful, having hope plays a big role in my life as well, "(b) I believe in the perfect timing of the universe, when you are in tune with yourself you are in tune with everything."

Table 2

Hope Manifestation

	Frequency (%)
Goals, planner, solutions	23 (14.29)
Mindset	80 (49.69)
Faith	8 (4.97)
Not hopeful	11 (6.83)
Missing	39 (24.22)
N	161

Finally, participants indicated how they fostered hope in themselves when they needed hope. The five overarching themes for these responses included: (a) leaning on personal faith; (b) keeping a positive mindset by being happy and optimistic; (c) reaching out to friends; (d) practicing self-care; (e) setting personal goals, making plans, and working hard (see Table 3). Representative comments on fostering personal hope included: (a) "I believe in the power of meditative prayer, visualization, and affirmations"; (b) "I also understand that one negative outcome is not the end of the world"; (c) "By keeping a positive attitude I am able to accomplish my goals"; (d) "I talk to friends and family who help me never lose hope in the things I want to do in life."

Table 3

Personal Hope Strategies

	Frequency %	*Counselor Education*	*Educator*
Faith, God	26 (16.1)	5 (20)	21(15.4)
Mindset, Happiness, and Optimism	89 (55.3)	13 (52)	76 (55.9)
Friends	4 (2.5)	2 (8)	2 (1.5)
Self-Care	6 (3.7)	3(12)	3 (2.2)
Study, Goals, and Hard work	27 (16.8)	1 (4)	25 (18.4)
Missing	9 (5.6)	1 (4)	9 (6.6)
N, n	161	25	136

Finally, in response to **RQ3**: How do TCTs in EL training plan to foster hope in their future work with all students? The participants (n=148 [92%]) provided the strategies they intended to use with their future students. Responses were classified into four themes: (a) encouraging others or seeking personal encouragement, (b) creating a positive environment and displaying personal positivity, (c) setting achievable goals with students and the class, and (d) modeling and teaching others about hope. Most respondents indicated that building hope begins with developing a positive environment and displaying personal positivity in conversations. Likewise, encouraging, praising, and believing in students was largely recognized as a means to promote hope among school children (see Table 4).

Table 4

Classroom Hope Strategy

	Frequency (%)
Encouraging, Praise, and Belief	39 (24.2)
Positive Environment, and Demonstrating Positivity	64 (39.8)
Goals	19 (11.8)
Modeling and Teaching	26 (16.1)
Missing	13 (8.1)
N	**161**

Common comments in the encouraging theme were: (a) "I want to encourage and inspire them to be confident in themselves." Common comments in the positive environment category were: (a) "I will always encourage my students to be proud of their failures, because they really are our successes." Common comments in the goals category: (a) "Help students reach mini goals," and (b) "I will have my students visualize the outcome they want for themselves by creating vision boards." Common comments in the modeling category: (a) "Growth mindset strategies... instead of "I can't do this!" I want to hear "I can't do this yet, but if I do this instead it might work," and (b) "I would teach them every day to be happy, to focus on always believing in themselves." See Table 5 for the participants' hope perception by theme.

Table 5

Participants' Hope Perception by Theme

	Hope Constructs	*Hope Manifestation*	*Classroom Hope Cultivation*
Goals/Planning *[Internal]*	Hope is the goal that people work towards. It is what they want and work towards.	I believe doing vision boards and goal sheets foster my personal hope.	In my classroom, I will encourage my students, have them set goals, keep track of them and reward them.
Strategies (Hard work, Planning) *[Internal]*	Hope means having an opportunity to complete a goal or getting a feeling of joy because you know you have a chance.	I think calmly and logically of the next steps to take.	I plan to use a cluster of different methods such as mindful thinking, writing processes, and other soothing activities.
Motivation (Encouraging, Praise, Beliefs, self-care) *[Internal]*	Consistently believing you can accomplish your goal in mind	I read books and stories about people in similar situations, I feel if they can do, I can too. Telling myself to try and not to give up.	Growth mindset strategies... instead of "I can't do this!" I want to hear "I can't do this yet, but if I do this instead it might work..."
Mindset (Happiness, Optimism, Positivity) *[Internal]*	Hope to me means having that spark that something can or will happen. The desirer or want something to happen.	Look at the glass half full. When negative circumstances occur, I begin to think about how that has taught me something or has helped me in other ways.	I want my students to know that their ideas and beliefs are valid. I will encourage students to share their ideas and foster an open environment.
Friends/Support/Modeling/Teaching *[External]*		I try to foster my personal hope by surrounding	I will tell my students to help one another and this should foster

		myself with positive people.	help on themselves, each other, and the world.
Faith, God, Spirituality *[External]*	I believe I am a hopeful person. Prayer helps me feel hope.	I use prayer and personal affirmations to foster personal hope. Journaling, thoughts, meditation, prayer	

Discussion

ELs face many challenges in the course of their education. Teachers and counselors are best positioned to support ELs by incorporating SEL and HHT in their teaching and learning. In this study, TCT perceptions of hope were investigated.

First, the participants' definitions of hope were partially aligned with Snyder's definition of hope when they expressed hope as being action and belief. Addressing hope as an action is mostly akin to the motivational component of hope which is the energy to move from Point A to Point B (Lopez, 2013). Their notion that hope is a belief does not specifically align with HT's definition of hope. However, their comments describing hope as a situation that can/will improve and that the future will be better that the present are types of motivational self-talk (Snyder et al., 1991).

Next, it was interesting to note that the majority of participants in this investigation self-reported to be hopeful. This is a critical first step in adding to hope because hopeful people are more receptive to accepting help from others to raise their personal hope levels. To illustrate, neuroscience research explains the hopeful brain helps goal organization and works to inform us when it is necessary to reach out for more resources and support (Lopez, 2013). Further, research results have associated HHT with greater student academic success (Snyder et al., 2002). Research has demonstrated hope can be contagious (Snyder et al., 2003). Therefore, when ELs are engaged with HHT, their desire to set goals and succeed stands to increase (Lopez, 2013).

In contrast, it is important to note that 11% of respondents did not identify as hopeful people. This is pointed out because the literature illuminates the fact that hopeful teachers and school counselors are better equipped to teach and model hope to ELs resulting in positive academic and social gains. Future research could consider the impact of people in school systems who are not hopeful and the effects for ELs.

The participants described what strategies they engaged to foster personal hope. The participant's perceptions more closely aligned with HT when responses indicated setting goals, planning solutions, and demonstrating a positive mindset. The majority (80%) shared hope was manifested through their mindset and (89%) defined their strategy for fostering hope by having a positive mindset. This finding correlates with their definition of hope being a belief. However, when thinking about the elements of hope (i.e., setting goals, choosing strategies, exercising

AT), then hope is more action oriented. Goals are the foundation of hope and an intricate component of SEL (Adams & Richie, 2017; Lopez et al., 2003). Planning is critical with goal setting, especially when establishing strategies to implement in the quest of a goal. Working hard would fall into the motivation construct of hope and SEL because motivation requires self-awareness and the will to keep going, even when presented with challenges (Payton et al., 2008; Snyder, 1991).

Positive mindsets and optimism was an emergent theme in this study. *Optimism* is defined as the belief that good things will happen (Scheier & Carver, 1985). Optimistic people see the future better than the present (Lopez, 2013). Additionally, optimism or a positive mindset may not be attached to any specific goal. While hope is not optimism, which is wishful thinking without the strategies to achieve a goal, it is an element of the motivational component of hope. It should be noted that motivational self-talk according to HT is "I can" or "I will," instead of "I wish" or "I hope" (Snyder et al., 1998). HT is situated in positive psychology; however, hope does not mean that there will not be obstacles or that everything will turn out the way a person desires. Furthermore, HT discussed that HII can maneuver through obstacles by asking for help, finding alternative pathways, using positive self-talk to keep motivation high, and regoaling when necessary (Lopez et al., 2003). Consequently, while optimistic thinking about the future can be beneficial, teachers should be cautious about offering wishful thinking about a goal. Instead, HHT can help ELs by assisting the goal process by teaching how to create plausible pathways and how to increase focused motivation (Snyder et al., 2002). Therefore, future research should be conducted via professional development workshops and/or curriculum in teacher and counselor preparation programs to teach the tenets of HDHT and the interplay of HT and SEL. Further, emphasis should highlight goal setting strategies for TCT.

Faith was another common source for hope building for participants. This finding aligns with previous research that reports hope as a common thread through major religious or belief systems (Scioli, & Biller, 2009). Hope is not dependent on faith; however, people with faith have exhibited high levels of hope because of their tendencies to believe their paths are directed by their spirituality (Snyder et al., 2002). Individuals who use their spirituality to cope with life increase health and well-being (Akbari & Hossaini, 2018). HHI who are spiritual see many possible pathways to achieve goals and receive motivation through spiritual beliefs and spiritual communities (Snyder et al., 2002). A spiritual person might deem prayer, rituals, and rites as possible pathways to assist them in obtaining help from their spiritual source in reaching goals.

A smaller percentage of participants (4%) emphasized promoting hope by connecting with friends. Studies have shown when a person needs hope, their hope will increase by connecting to a hopeful person (Lopez, 2013). When a person feels helpless and has exhausted all routes for achieving their goal without success or solving their problem; their friends, family and co-workers can become their hope agents. This borrowed hope can sustain a person through a low hope situation by re-establishing their sense of identity and purpose. As in HT, SEL promotes social connectedness and relationship building which can assist in reigniting action towards goal achievement (Frey et al., 2019). Subsequently, when people possess the PT and AT, they are more likely to reach their goals or solve their problems (Snyder et al., 1991). Consequently, it is recommended that further research be designed to inform the value of connecting with others to improve SEL and hope as defined by HT (HDHT).

Another theme that surfaced, although in a lower frequency (6%), was practicing self-care. While HT does not designate specific actions that will enhance self-care, HII have associated their hopefulness to areas of human well-being (e.g., mental health wellness, life-satisfaction, success; Davidson et al., 2012; Gilman et al., 2006). This finding aligns with some of the characteristics of HII which align with self-care, such as greater management of emotions, more positive emotions, as well as higher self-esteem and self-worth. (Lopez et al., 2009). Burnout can be problematic for all teachers and school counselors, but in particular for school faculty working with special populations (Candeias & Calisto, 2019). It may be important to investigate ways to foster hope for teachers and counselors through self-care to combat burnout for school professionals.

When TCTs in EL training were asked to discuss how they intended to foster hope in the classroom, four themes emerged. First, 64% stated they would display positivity and create a positive atmosphere in their classroom to cultivate hope. In particular, they mentioned the use of positive speech to nurture hope. These actions would serve ELs by lowering the affective filter which can increase during ELs' language and acculturation (Krashen, 1982). Additional benefits of a positive, hopeful teacher is his or her enthusiasm, which can support students' beliefs regarding their successful goal attainment. Modeling positive communication can boost students' confidence and enhance motivation for setting and completing goals (Snyder et al., 1997).

Second, 39% of the participants indicated the importance of encouraging, praising and believing in students. These are crucial elements to foster motivational thinking with students. The process of acculturation and learning a new language can be daunting. Increased motivation can aid ELs in this process. It is especially important to encourage ELs when faced with difficulties or perceived barriers to goal attainment. TCT can assist ELs by utilizing HDHT and SEL to help find alternative ways to meet goals (Durlak et al. 2011; Snyder et al., 1991).

Next, 19% of the participants responded they would employ goal setting as a classroom hope strategy. Teachers are in a favorable position to assist their ELs with setting feasible goals. One participant stated that he/she would teach students to reach mini goals. This is an effective goal setting strategy in HT. For example, learning a second language is an extremely long process. A more successful approach is to break larger goals into smaller, attainable chunks (Snyder et al., 2006). Moreover, another participant comment was they would help their students visualize the outcome they desired through vision boards. Helping a student envision their end result is actually a proven tactic for provoking thoughts concerning how to obtain desired goals (Snyder, 2006). Further, teaching students about visualizing their desired goals is known to enhance capabilities to generate pathways (Burton & Lent, 2016).

Finally, 26% of the participants discussed modeling and teaching for advancing hope in the classroom. Hopeful teachers and counselors have the opportunity to create hope filled atmospheres by modeling hopeful actions and speech (Jennings & Greenberg, 2009). Additionally, they can spread hope by encouraging autonomy, modeling a hopeful lifestyle, promoting strengths-based development, creating excitement about the future, teaching various strategies for succeeding in their coursework, modeling excellent problem solving skills, and sharing their stories of overcoming obstacles to their goals (Lopez, 2011). Furthermore, research reveals students raise their hope levels when taking part in school-wide hope programs (Lopez et

al., 2000). The result of creating school cultures of hope and SEL is the positive impact on students' academic achievement, their well-being, engagement, and resilience and over time students, including ELs, are likely to show meaningful improvements in overall achievement (Adams & Richie, 2017; Sheehan et al., 2011). The more you plan for a targeted behavior, the more likely you are led to the intended behavior (Ajzen, 1991). The more teachers can plan for hope in the classroom, the more likely it will happen.

Implications and Future Work

After investigating the perceptions of TCT regarding hope, it was noted that they have an incomplete understanding of HDHT and the HT. Teacher and counselor education programs have the charge to prepare their students to educate K-12 students, including the most vulnerable like ELs. Since K-12 schools predominantly operate from an inclusion model of instruction, which means all students are included (e.g., native English speakers, ELs, students with neurodiversity), it is imperative to understand constructs of SEL which include HDHT. Therefore, it is necessary for TCT to be prepared to meet those specific needs, including social, emotional, academic, cultural and linguistic needs. This article and literature reviewed points to the effectiveness of using SEL and HT to increase SEL skills and hope levels with all students, including ELs. Teacher and school counselor preparation programs would benefit from including SEL and HT in their education programs, research efforts, curriculum, strategies, and training.

Our findings align with the suggestions of Dusenbury and Weissberg (2017) for further research of SEL strategies which can include the components of HDHT. Future research should be conducted measuring the effectiveness of SEL and HT training interventions for students, ELs, teachers, school counselors and TCT. Accordingly, to further improve the effective preparation of educators and school counselors regarding SEL and HT, it would be beneficial to create professional development workshops implemented to demonstrate the integration of HT and SEL to improve outcomes for ELs and all students. This work will not only extend the knowledge base of HT and SEL, but it will narrow the gap in research in the field of education and the social, linguistic, and academic needs of ELs.

Finally, Dusenbury and Weissberg (2017) implicated that "more scientifically sound, practical, and actionable social-emotional competence assessment tools were needed to improve classroom teaching and learning of social, emotional, and academic skills" (Dusenbury & Weissberg, 2017, pg. 10). The Children's Hope Scale (Snyder et al., 1997) could be an effective addition to SEL assessments to further measure outcomes, due to the compatible elements of SEL and HT. The research presented in this article only investigated their perceptions of hope. Further research should be conducted with educators and school counselors using appropriate assessments (e.g., the Adult Hope Scale, the Adult Dispositional Hope Scale, the Adult Domain Specific Hope Scale; Lopez et al., 2000; Snyder et al., 1991; Snyder et al., 1996; Snyder et al., 2007).

Conclusion

Our findings indicated the majority of TCT in this study identified as being hopeful individuals. Their definitions of hope were partially aligned with HT, but not entirely. The first step of increasing hope is knowing what hope is (Marques et al., 2011). Teachers and school counselors could gain insight professionally and personally from increasing their knowledge of

hope and SEL. This knowledge acquisition would transfer rendering greater outcomes for ELs and all students. The strategies the participants discussed for fostering hope for their future students were in line with SEL and HT; however, there are many more SEL and HT strategies that would benefit ELs in the classroom. Therefore, more foundational education and research is imperative to build upon and strengthen the ability of future and practicing educators to successfully build social emotional skills and increase hope levels with ELs (Kao, 2017). An integrative approach of SEL and HT classrooms would help address the ELs' affective needs while learning lifelong skills of emotional regulation, increased goal oriented behaviors, motivation, cultivating supportive relationships, and conflict resolution.

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