


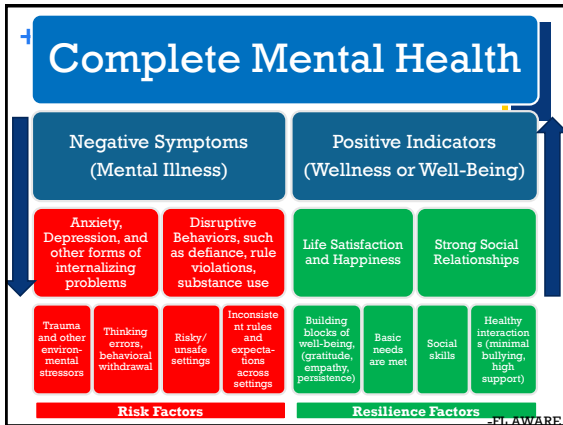
Evidence-Based Practices to Promote Children's Happiness: A Multicomponent Classwide Positive Psychology Intervention



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+ Presentation Agenda

- Objective 1:** Provide an empirical rationale for the importance of assessing both subjective well-being and psychopathology when determining youth mental health status, and promoting complete mental health for all students
- Objective 2:** Describe, demonstrate, and provide active practice in universal evidence-based intervention strategies for promoting students' subjective well-being
- Objective 3:** Illustrate strategies for overcoming common challenges encountered when implementing positive psychology interventions in a universal manner

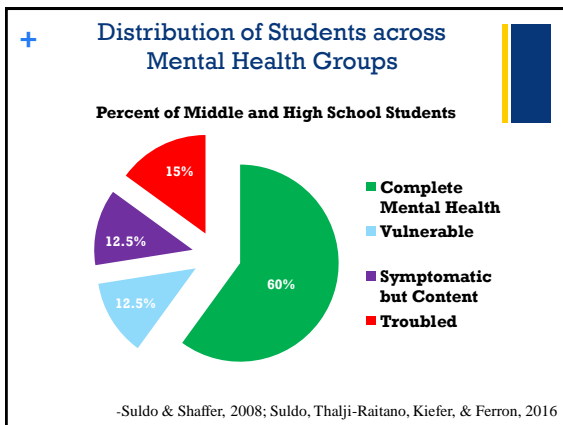


Dual Factor Model of Mental Health

- Factor 1 (Traditional Psychology): Mental *illness* or mental health *problems* (symptoms)
- Factor 2 (Positive Psychology): Subjective well-being

Mental Health Problems (Negative Indicators)	Subjective Well-Being (Positive Indicators)	
	Low	Average to High
Low	Vulnerable	Complete Mental Health
High	Troubled	Symptomatic but Content

-Suldo & Shaffer, 2008



+ Complete Mental Health

Complete Mental Health =

- High subjective well-being AND
- Few to no symptoms of mental illness

Positive Outcomes in Students with Complete Mental Health

- Compared to peers with low subjective well-being (but also without mental illness), students with complete mental health have:
 - Superior grades, test scores, attendance, attitudes about learning
 - Better social relationships (with teachers, classmates, parents)
 - Better physical health
 - Strongest personal identities (high self-esteem, involvement in meaningful activities)

+ Best Practices in Fostering Student Resilience: Emphasis on Tier 1 (Universal Supports)

Goal: Enhance assets and protective factors for entire school population

How? Develop personal resiliency skills *and* enhance protective settings

<p>Select and implement evidence-based curricula to develop student-level factors (social competence, problem-solving, autonomy, sense of purpose)</p> <ul style="list-style-type: none"> • Social-emotional learning curricula • Positive psychology interventions 	<p>Support teachers, administrators, and parents to promote the school- and family-level assets</p> <ul style="list-style-type: none"> • Teacher-student relationship building • Positive friendships, classmate support • Home-school partnerships (home activities to support learning, psychoeducation, communication with parents) • Enhance students' behavioral self-control through PBIS practices
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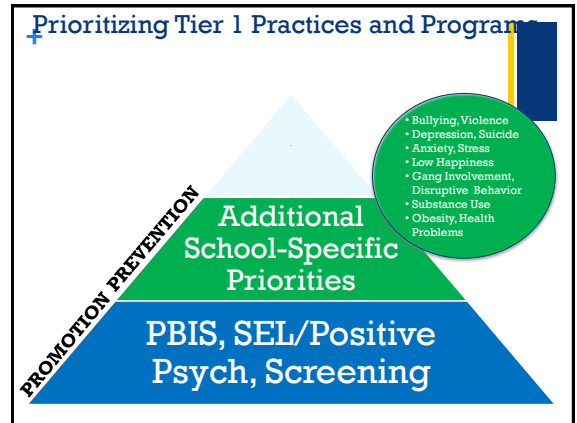
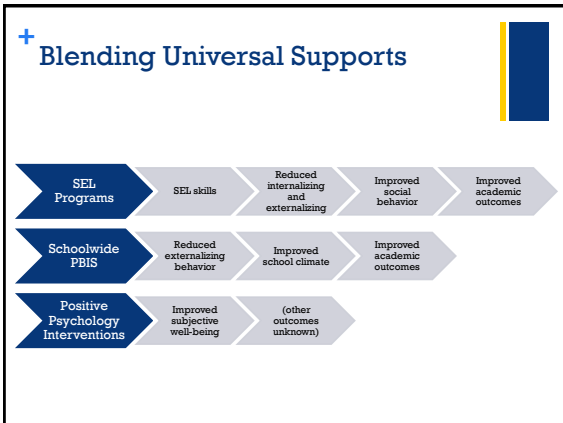
Not to be overlooked: join forces to minimize exposure to adversity and risk in the first place

- Nelson et al., 2013; Noltemeyer, 2014

+ Universal Level Supports (Tier 1)

Features	Programs and Practices
<p>Focus:</p> <ul style="list-style-type: none"> Prevention and competence-building for all students. Define and teach appropriate social behaviors Promote caring environments that help students overcome developmental risks 	<ul style="list-style-type: none"> • Social Emotional Learning (SEL) curricula • School-Wide Positive Behavior Support • School Climate initiatives • Resilient Classrooms • Positive Psychology (well-being promotion)
<p>Use schoolwide data to determine:</p> <ul style="list-style-type: none"> What types of programs does my school/students need? Who has emerging symptoms (needs early intervention)? Who needs more intensive supports? 	<ul style="list-style-type: none"> • Needs assessment • Universal screenings for emerging problems (internalizing and externalizing; academic; well-being) • Monitor progress of Tier 1 services
<p>Schoolwide development and generalization of skills via:</p> <ul style="list-style-type: none"> Direct instruction of selected skills Adult/peer modeling of skills taught Schoolwide practice of specific skills 	<ul style="list-style-type: none"> • Social Skills curricula (e.g., PREPARE) • Violence/bullying prevention (e.g., Olweus Bullying Prevention, Peacebuilders) • Suicide and depression prevention • Substance use prevention

- Christner & Mennuti, 2009; Doll et al., 2014; Simon, 2016



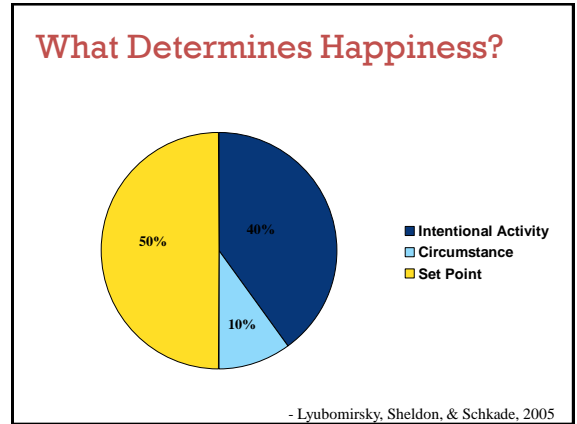
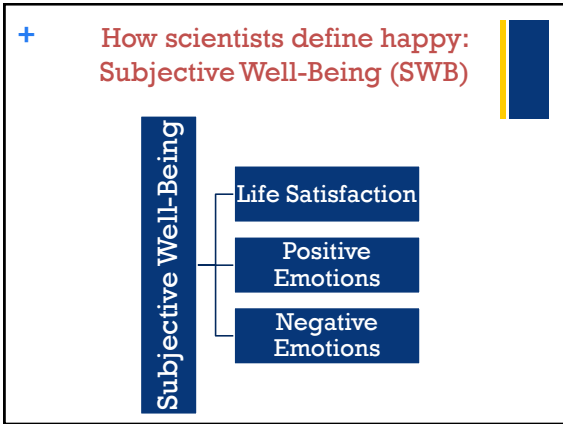
+ Multicomponent Approach to Promoting Elementary School Students' Happiness

Well-Being Promotion Program, involving:

- Students (all in class)
- School psychologists (interventionists)
- Teachers (co-interventionists and targets)
- Parents (informed)

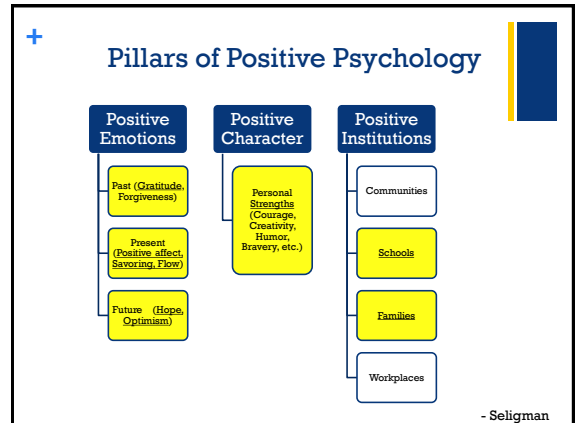
+ What does it mean to be happy?

Can people get happier?



+ How to Increase Happiness?

Improve Intentional Thoughts (about Past and Future) and Activities (in Present)



+ 10-week Classwide Well-Being Promotion Program for Elementary School Children

Meeting	Target	Activities
Week prior	Program Evaluation	Baseline data collection (well-being, engagement, relationships)
#1a	Teacher-Student Relationships	Teacher Information: Connecting to Students, Practice PPIs
#1b	Student-Student Relationships	Team-Building (Creative Coloring)
#2	Character Strengths	You at Your Best
#3	Gratitude	Gratitude Journals
#4	Gratitude	Gratitude Visit
#5	Kindness	Acts of Kindness
#6	Character Strengths	Introduction to Character Strengths
#7a	Character Strengths	Character Strengths Assessment
#7b	Character Strengths	Apply Strength 1 in New Ways
#8	Character Strengths	Apply Strength 2 in New Ways
#9	Hope, Goal Directed Thinking	Best Possible Self in the Future
#10	Program Termination	Termination: Review of Strategies and Plan for Future Use
Within 1 week	Program Evaluation	Students complete measures of well-being and engagement, to track change over time

- Suldo, Hearon, Bander, McCullough, Garofano et al., 2015

+ Teacher Intervention Components

+ Positive Introduction and Relationship Building (Week 1-throughout)

Goal:

- Understand determinants of happiness and program goals
- Generate positive feelings towards oneself
- Create a supportive group atmosphere

Activities:

- Informational Meeting for Teachers – How to Stronger Build Teacher-Student Relationships
- Getting to Know You Through Team-Building Activities (e.g., Commonalities with Classmates; Creative Coloring)
- Me at My Best activity

+ Teacher Involvement Sessions 2-11

Teacher Activities in Weeks of Classwide Intervention

- Model and reinforce teachers' classroom behavior management skills
- Include teacher in manualized intervention activities (especially as it relates to positive classroom interactions)
- Introductory meeting questions:
 - Teacher:
 - What have students done to show support and care?**
 - In what ways have students shown kindness to each other?**
 - Student:
 - What nice or supportive things have you noticed your teacher do or say?**
 - Tell us about some recent times where you have seen classmates being particularly kind to you or another student.**
- Prompt students to reflect/include teacher in PP activities
- Focus on importance of positive teacher-student interactions

- Suldo, Hearon, Bander, et al., 2015

+ Teacher Information Handouts

- Teacher handout includes:
 - Overview of the lesson covered that week
 - Description of the student homework task(s) assigned
 - Suggestions for teachers to apply the intervention strategies in their classrooms

+ Teacher Handout – Acts of Kindness

NOTES FOR TEACHERS

Acts of Kindness

What Did the Student Learn This Meeting?

During this meeting, we introduced the character strength of kindness to the student.

- What is an act of kindness? An action that benefits another person or makes other people happy, typically at the cost of your time and effort. When a person often performs these behaviors, we say that he or she is kind, or he or she possesses the strength of kindness.
- Why is kindness important? Performing acts of kindness helps us to focus our emotions on the positive parts of our present lives. For example, doing kind acts helps to increase cooperation, increase awareness of your own good fortunes, let you see yourself as helpful, increase your confidence about being able to help others, get others to know and like you, and make it more likely that others will reciprocate kindness and friendship.

We discussed kindness as a virtue and how kindness relates to happiness. We estimated the frequency that the student currently engages in acts of kindness.

Homework Activities

- The student was asked to perform five acts of kindness during 1 day prior to the next meeting, and record these behaviors on his or her Acts of Kindness Report Form. The student will be asked to share two to three of the kind acts he or she performed and related feelings with the group at the beginning of the next meeting.

What Can I Do?

When you see the student and/or his or her peers engaging in an act of kindness, acknowledge the kind act. Try to find ways to incorporate kindness as a theme in the classroom throughout the week. Have the student write down each morning how he or she plans to be kind throughout the day, and then review at the end of the day whether the student followed through with the acts of kindness.

- Suldo, 2016

+ Student Intervention Components

+ Session 1: Team Building

Ice breaker activity "Take a Step Forward If You..."

- All students stand in a line and step forward when the counselor's statement relates to them (e.g., "have a pet," "like to sing or dance")
- Counselors initiate reflections by asking if students realized they had so much in common and what they were surprised about

Creative Coloring Activity

- In small groups, counselors provide each student with a different colored marker and the group with a single coloring book page
- Students instructed to use only the color they received and work together to complete the page
- Counselors initiate discussion on challenges/benefits of working together to complete the picture

+ Session 2: Me at My Best

Students write about a time when they were at their best

- Examples:
 - Doing something really well
 - Going above and beyond for someone else
 - Displaying talent
 - Creating something

Students reflect on the story

- Remember feelings of that day
- Identify personal strengths displayed in story
- Think about time/effort that led them to their accomplishment

Students share story with other students near them

- Reflect on each others' strengths

Me at my Best
 Usually, everyday after I get home and eat dinner, I play the piano and cello. Everyday I try to do my best to make beautiful music for my parents and for myself. It takes a lot of hard work and concentration, but for me it has gotten easier since I play almost every day. I try to outdo myself and do better than what I did yesterday and achieve my goals. This is me at my very best every day.

When I'm at best is when my older sister Elise is depressed or angry at my parents. I try my best to always make her smile after that she feels a little bit more happy. I always want to talk to her because when I talk she is always there to talk it through with me. I feel good because I helped her. All the time when she has sad or bad feelings I always want to help.
 When I helped her the most was when she had suicide thoughts and I don't want to lose her. When we went to counseling for her to talk about it I went in with my mom and dad and we talked about why we want her to stay. When I was my turn to speak I said that if she were to go it would be terrible. She changed her thoughts because she never thought about how I would feel if she

+ Try it Yourself: Me at My Best

Using your handout, write a about a time you were at your best

- Doing something really well
- Going above and beyond for someone else
- Displaying talent
- Creating something

Think

- Remember feelings of that day
- Identify personal strengths displayed in story
- Think about time/effort that led them to their accomplishment

Pair

- Share story with others around you
- Reflect on each others' strengths

Share

- Who would like to share their partner's story?

+ Positive Feelings about the Past (Weeks 3 and 4)

Goal:

- Focus thoughts on positive interpretations of past events

Activities:

- Gratitude Journal
 - Write down five things in life for which you are grateful each day for at least one week
- Gratitude Visit
 - Express gratitude to someone who has been especially kind but never properly thanked via writing a one-page letter then delivering/reading the letter in person

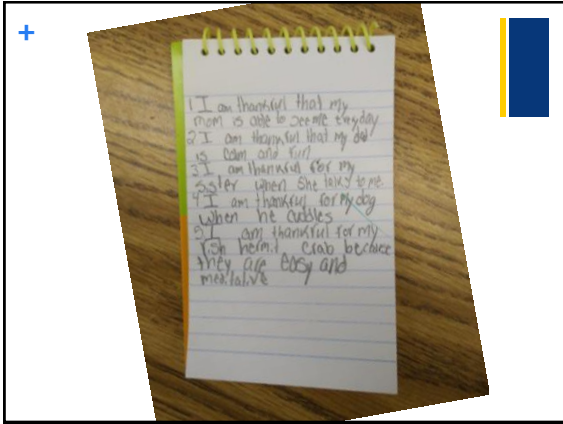
+ Session 3: Gratitude Journaling

Students use journal to write down 5 things they are currently grateful for

- Examples:
 - My friend's funny stories
 - My teacher giving me help
 - My mom taking me to soccer practice

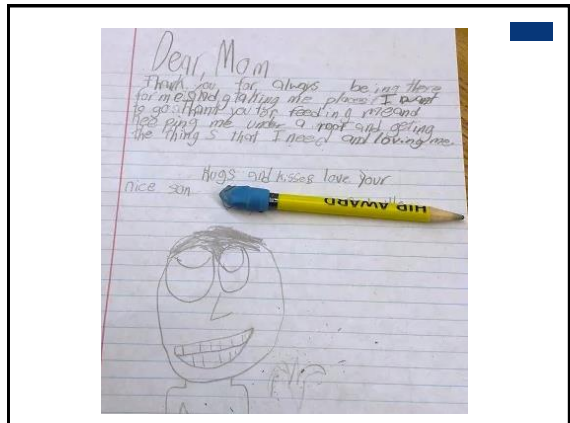
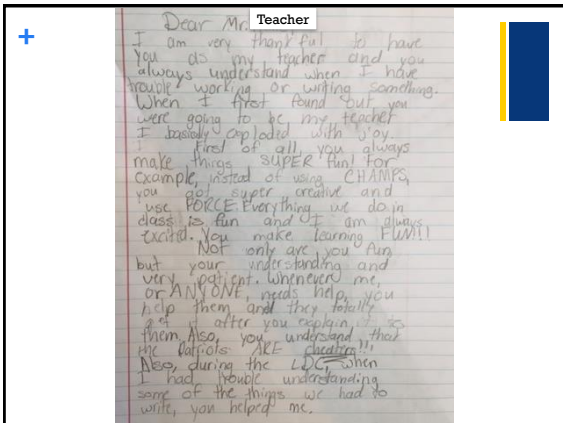
Students share 1-2 responses with peers

Journaling continued for homework



+ Session 4: Gratitude Visit

- Students generate a list of people who have been especially kind to them then select one person to whom they can deliver a letter in person
- Students write 1-page letter that describes reason(s) why they are grateful
- Students plan day and time during which they will read the letter aloud to the person using Gratitude Visit Planning Form
- Students seal letter in envelope and take home to deliver before next session
 - Read with expression
 - Make eye contact during face-to-face visit



+ Positive Feelings about the Present (Weeks 5, 6, 7, & 8)

Goal:

- Engagement in activities that are enjoyed through identifying, interpreting, and tapping into strengths

Activities:

- Acts of Kindness
 - Perform 5 acts of kindness (i.e., behaviors that benefit others at the cost of one's time and effort) during one designated day per week over at least two weeks
- Character Strengths
 - Identify signature character strengths (i.e., moral virtues) and use one in a new way each day for a week (and repeat process for at least one more week)

+ Session 5: Acts of Kindness

What?

- "Acts of kindness" = actions that benefit others or make others happy, at the cost of personal time or effort.

Why?

- Carrying out kind acts (e.g., 5 per day; 3 per week) and remembering kind acts leads to gains in happiness.

How?

- Perform 5 acts of kindness during one designated day per week.
- Examples: household chores typically assigned to parents (e.g., walking the dog, washing dishes), helping sibling(s) or classmates with school assignments, and helping the teacher clean up the classroom.
- Recount and share some of the kind acts completed. Such retelling provides a method of active savoring of these experiences.

Well-Being Promotion Program
Student Handout: Performing Acts of Kindness Record Form

Day of the Week: Thursday Date: 10-24-15
my granddad (papa)

Acts of Kindness

- Help him ~~to~~ get his plate to the ^{table} ✓
- make his dinner ✓
- help him pay attention/look to the plants ✓
- make his coffee before I get on my ~~feet~~ ✓
- get his clothes and shoes ready ✓

Well-Being Promotion Program
Student Handout: Performing Acts of Kindness Record Form

Day of the Week: Saturday Date: _____

Acts of Kindness

- Helping my brother with his costume ✓
- getting my sister ready for my sister ready for halloween ✓
- complement my brother ✓
- I got my mom chili and water ✓
- I baby sat my sister and took her trunk of clothes ✓

+ Session 6: Introduction to Character Strengths

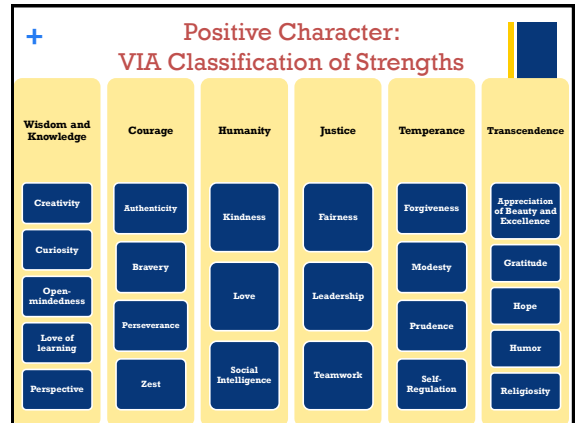
Review "Classification of 24 Character Strengths" sheet; students take turns reading definitions and saying what it means to them

Students generate ideas to what they think their top 5 character strengths may include

- May use "You at Your Best" activity to identify strengths

Students share aloud the strengths they chose and the group compares strengths shared by different classmates

Discuss how using strengths relates to good feelings in the present



+ Try it Yourself: Identify Your Strengths from "You at Your Best"

Use "Classification of 24 Character Strengths" sheet

Review "You at Your Best" activity to identify your strengths

- Circle strengths you see in your story

Discussion

- What strengths did you identify in your story?
- How did you feel when you were using your strength?
- How did using your strength affect your feelings in the present moment?

+ Session 7a: Assessing Character Strengths

Assist students to complete the Values in Action Inventory of Strengths for Youth (VIA-Youth)

Students review screen displaying their top 5 character strengths and are instructed to print two copies for activities during the following meeting

+ Positive Psychology Intervention: Identification and New Use of Signature Strengths

- VIA Survey of Character Strengths
 - www.authentichappiness.org
 - For adults
 - 240 questions
 - e.g., I have taken frequent stands in the face of strong opposition. ("very much like me" to "very much unlike me")
- VIA Strength Survey for Children
 - www.authentichappiness.org
 - Ages 8 to 17
 - 198 questions
 - e.g., I stick up for other kids who are being treated unfairly ("very much like me" to "not like me at all")
 - Create a screen name for student through your log-in
- VIA Youth Survey
 - www.viacharacter.org
 - brief version of the original VIA Strength Survey for Children
 - 96 items (4 items that load most strongly on each strength)
 - Fewer reverse-scored items

+ Student Sample of Character Strengths Survey Results

Your Character Strengths Profile

- 1 Gratitude
being aware of and thankful for the good things that happen; taking time to express thanks.
- 2 Love
Valuing close relations with others, in particular those in which sharing & caring are reciprocated; being close to people.
- 3 Spirituality
Having coherent beliefs about the higher purpose and meaning of the universe; knowing where one fits within the larger scheme; having beliefs about the meaning of life that shape conduct and provide comfort.
- 4 Zest
Approaching life with excitement and energy; not doing things halfway or halfheartedly; living life as an adventure; feeling alive and activated.
- 5 Bravery
Not shrinking from threat, challenge, difficulty, or pain; speaking up for what's right even if there's opposition; acting on convictions even if unpopular; includes physical bravery but is not limited to it.

+ Session 7b/8: Applying Strengths in New Ways

Program leaders and students brainstorm ideas of **new ways** students can use their strengths

- Students organized into small groups according to similar strengths to assist each other

Discuss importance of identifying novel way to use strength that is of **interest** to student and **feasible** for implementation in the upcoming week

Students record their preferred ways of using their strengths on the "New Uses of My First/Second Signature Strength" form and identify at least two activities to be carried out over the week, prior to the next session

+ Student Handout: New Uses of My First Signature Strength

Well-Being Promotion Program

Signature Strength: Creativity

New Ways I Can Use This Strength:

1. drawing strange creatures from other galaxies
2. creating different nature related art
3. create different cloth design

Day of the Week	New Use	Feelings
Saturday	Draw pictures to put on her for my cousin	Excited
Sunday	Use rocks, grass, twigs to make a nature sculpture	greatful for being able to
Tuesday	Draw a picture of how I felt at the beginning of the year	Enthusiastic
Friday	Write thankyou card to Jason (my cousin)	Loved
Sunday	Paint a picture of a open field	Proud of myself

+ Positive Feelings about the Future (Weeks 9 & 10)

Goal:

- *Creating a positive framework and expectation of future events*

Activities:

- **Hope**
- *Write about future goals and ways to achieve them each night for a week*
- **Best Possible Self in the Future**

+ Session 9: Best Possible Self in the Future

What?

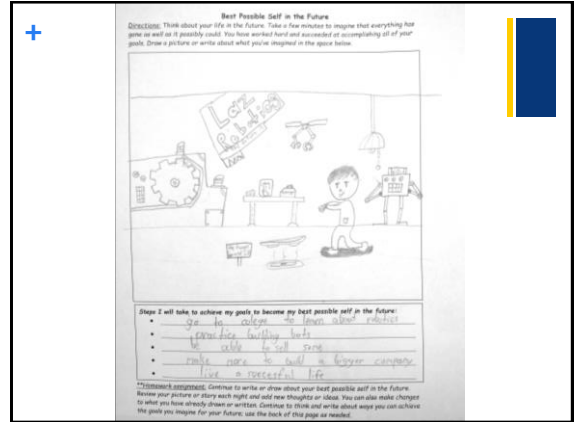
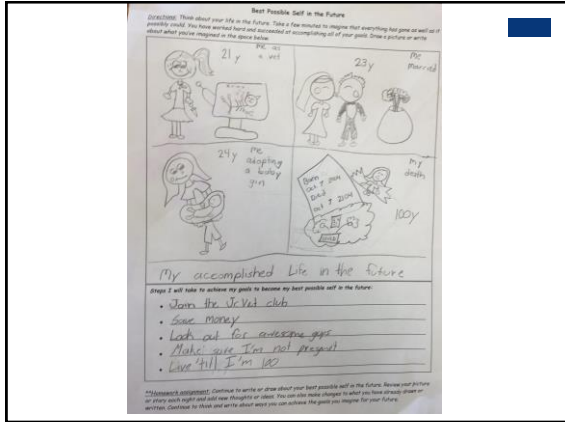
- Enact goal-directed thinking through visualization of a positive version of oneself in the future that reflects attainment of personal goals

Why?

- This activity fosters hope (goal generation, pathways to reach goals, and motivation to pursue those paths), resulting in greater optimism, self-esteem, and happiness
- Visualizing academic best possible selves in the future => greater behavioral engagement and GPA for up to 2 years

How?

- Write about desired life at some point in the future
- Describe ways one can/will reach the specified goals
- For homework, revisit best possible future self and add new ideas each night for one week; think about specific ways to accomplish goals
- Share expanded Best Possible Future Self with others.



+ Session 10: Termination

- Counselors review happiness framework
- Counselors summarize activities and discuss their application to future situations
- Students reflect on their personal progress over the course of the intervention
- Counselors provide students with "Certificate of Completion" and express appreciation for their efforts throughout the past 11 weeks

+ Parent Intervention Components

+ Session 1: Parent Information

- Establish rapport with parents
- Introduce parents to key positive psychology concepts
 - Define key terms
 - How to conceptualize youth well-being
 - Benefits of high SWB for youth and parents
 - Specific constructs targeted in the program (e.g., gratitude, acts of kindness, hope, optimism, character strengths)
- Demonstrate an example of a positive psychology intervention (e.g., Savoring; Me at My Best)
- Introduce and provide parents an overview of the focus of sessions in the core program

- Roth, Suldo, & Ferron, 2017

+ Parent Involvement in Student Sessions

- Parents receive weekly updates on group activities through a handout
- Parents encouraged to follow suggestions to reinforce strategies at home
- Handout should be sent home the same day the student participates in that session
- Deliver as a hard copy or directly to parent through email

- Roth, Suldo, & Ferron, 2017

+ Parent Information Handouts

- Parent handout includes:
 - Overview of the lesson covered that week
 - Description of the student homework task(s) assigned
 - Suggestions for parents to apply the intervention strategies in their own lives and as a family unit

- Roth, Suldo, & Ferron, 2017

+ Parent Handout – Gratitude Journaling

NOTES FOR PARENTS
Gratitude Journaling

What Did My Child Learn This Meeting?

During this meeting, we introduced the concept of gratitude to your child. We discussed what gratitude is and why it is important for happiness.

- What is gratitude? You feel gratitude (thanks, appreciation, grateful) when you recognize that you received an intentional act of kindness from another person.
 - More specifically, you feel gratitude after gaining a benefit that you view as valuable, that was provided intentionally and altruistically (not for ulterior motives), and occurred at some cost to the person who provided the benefit.
 - Example: A child earned an A on a homework assignment that his sister helped him complete the night prior. The child may feel gratitude toward his sister because she helped him on purpose (intents), gave up her time to help him (cost), and he got a good grade (benefit) due to her help.
- Why is gratitude important? It helps us focus our thoughts and emotions on the positive parts of our pasts related to school, friendships, and family life. Grateful thinking leads to more happiness with life.

Your child rated his or her current level of gratitude, and created a gratitude journal to record things in his or her life for which he or she is grateful.

Homework Activities

- Each night before bed, your child was asked to spend 5 minutes writing down at least five things in life that he or she is grateful for. Your child will be asked to share two to three of the responses he or she recorded in his or her journal during our next meeting.

What Can I Do?

You can make gratitude journaling a part of your entire family's routine. You might choose to sit with your child and his or her siblings (if you have more than one child) each night before bedtime and journal together. You can also share the things you are grateful for with each other. Discuss what similarities and differences you notice!

- Suldo, 2016

+ Evaluation- Support for Feasibility and Efficacy

+ Well-Being Promotion Program in all 4th and 5th Grade Classes

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      A[Recruit students from all 4th and 5th grade classes to take part in Program Evaluation] --> B[8 classes: Immediate/fall classwide program implementation]
      A --> C[7 classes: Wait for spring classwide implementation]
      B --> D[Follow-Up March]
      C --> E[Spring classwide program implementation]
      D --> F[Follow-Up May]
      E --> F
    
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+ Evaluation Procedures

- 2015-16 School Year**
 - USF research team collaborated with school leadership and teachers to implement intervention in 16 classes
 - Fall: 8 intervention classes (data removed from 2; N = 86 for analysis), 7 control classes (N = 85)
- Throughout intervention**
 - Data collected on:
 - Treatment integrity
 - Participants' reactions to intervention strategies
- Pre-Intervention, Post-Intervention, and 2 Month Follow-Up**
 - Students completed measures of subjective well-being, engagement, and intervention targets (classroom relationships, hope, strengths use)
 - Teachers rated psychopathology and engagement
- Data Analysis**
 - Analysis of group means across times
 - (Friday 12PM presentation by Brittan Hearon): Repeated measures statistics, effect sizes
 - Thematic analysis and case study from qualitative data

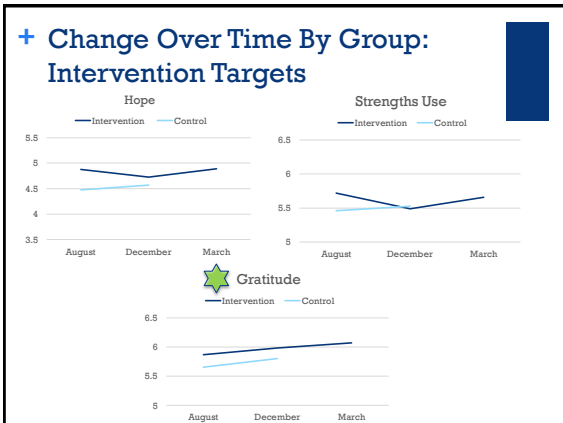
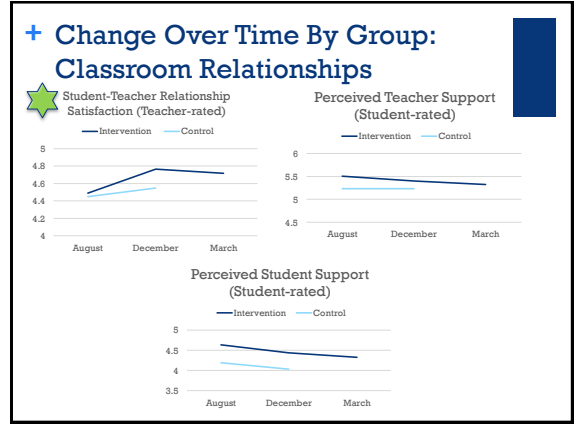
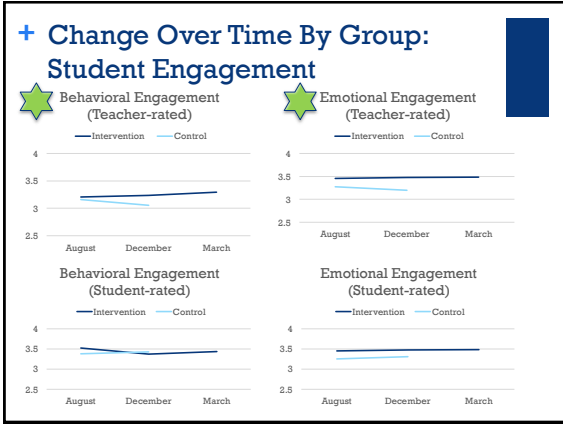
+ Outcome Measure: Engagement vs. Disaffection Scale (EvsD)

EvsD-S

We would like to know about your thoughts, feelings, and behavior in school. Please circle a number from (1) to (4) where (1) indicates you feel the statement is **not at all true** about you and (4) indicates you feel the statement is **very true** about you.

	Not at all true	Not very true	Sort of true	Very true
1. I try hard to do well in school.	1	2	3	4
2. In class, I work as hard as I can.	1	2	3	4
3. When I'm in class, I participate in class discussions.	1	2	3	4
4. I pay attention in class.	1	2	3	4
5. When I'm in class, I listen very carefully.	1	2	3	4
6. When I'm in class, I just act like I'm working.	1	2	3	4
7. I don't try very hard at school.	1	2	3	4
8. In class, I do just enough to get by.	1	2	3	4
9. When I'm in class, I think about other things.	1	2	3	4
10. When I'm in class, my mind wanders.	1	2	3	4
11. When I'm in class, I feel good.	1	2	3	4
12. When we work on something in class, I feel interested.	1	2	3	4
13. Class is fun.	1	2	3	4
14. I enjoy learning new things in class.	1	2	3	4
15. When we work on something in class, I get involved.	1	2	3	4
16. When we work on something in class, I feel bored.	1	2	3	4
17. When I'm in class, I feel worried.	1	2	3	4
18. When we work on something in class, I feel discouraged.	1	2	3	4
19. Class is not all that fun for me.	1	2	3	4
20. When I'm in class, I feel bad.	1	2	3	4

(Skinner)



+ End-of-Program Feedback: from Teachers

Teachers expressed interest in and enjoyment of intervention meetings sessions for students

- "It made them aware of things they can do to make themselves and other people happy by giving concrete examples."

Most important or preferred aspects of the intervention?

- "The students enjoyed the activities and looked forward to the time they got to participate each week."
- "Students identifying times when others (and myself) were helpful to them."

Suggestions for improvement?

- "Remove some survey items at the beginning."
- "Scheduling was difficult."
- "Include homework labels."

Which of the PPIs that they were likely to continue to do on their own?

- "Will continue to use Building Student-Teacher Relationships, Best Possible Self in the Future, Building student-student relationships, and Using Signature Strengths."

Summative comments

- "Give teachers a schedule as to which weeks you will need more than one session and when you need to use the computer lab."
- "Cut down on session times."
- "Students really enjoyed this! Thanks! ☺"

+ Gaining Buy-In

- What information is critical to convey to teachers and administrators before pioneering a universal focus on student happiness?
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

Your Thoughts on the Well-Being Promotion Program

- What do you feel are some of the most important things you learned in the program?
I have learned a whole lot about how to use kindness and gratitude to build and mend friendships.
- What did you like best about the program?
My favorite thing about the program was that I felt possible self in the future.
- What did you like (least) about the program?
Although I still liked it, my least favorite was... I've not my best.
- Which activities that you learned in the meetings are you likely to continue to do on your own?

<input type="checkbox"/> "Me at my best" writing	<input type="checkbox"/> Gratitude Journal
<input type="checkbox"/> Gratitude visit	<input checked="" type="checkbox"/> Acts of Kindness
<input checked="" type="checkbox"/> Using my signature strengths in new ways	<input type="checkbox"/> Coloring as a team
<input type="checkbox"/> "Best possible self in the future" writing	<input type="checkbox"/> None
- What suggestions do you have to improve the program?
NONE
- Any additional comments?
Even though I loved the program and it helped me realize how grateful I am for many things and how much I care for my friends and family when I do acts of kindness.

Your Thoughts on the Well-Being Promotion Program

- What do you feel are some of the most important things you learned in the program?
I think that my gratitude journal is very important because it helps me grow in gratitude.
- What did you like best about the program?
I liked the activities and homework best.
- What did you like least about the program?
That we didn't have it twice a week.
- Which activities that you learned in the meetings are you likely to continue to do on your own?
 Me at my best" writing Gratitude journal
 Gratitude visit Acts of kindness
 Using my signature strengths in new ways Coloring as a team
 "Best possible self in the future" writing None
- What suggestions do you have to improve the program?
Nothing it's perfect
- Any additional comments?
Thanks so much! This is great thing to help children grow.

End-of-Program Feedback: from Students

- Students expressed interest in and enjoyment of intervention meetings/sessions**
 - "I liked the team-building activities."
 - "I felt happier when practicing my gratitude journaling."
 - "It meant a lot to get to talk to other students in the class."
- Most important or preferred aspects of the intervention?**
 - "I feel happier!"
 - "I enjoyed the happiness counselors."
 - "I loved the candy."
- Suggestions for improvement?**
 - "Maybe include more team-building activities."
- Which of the FPIs that they were likely to continue to do on their own?**
 - Majority of students reported that they will continue to implement at least one activity taught.
- Summative comments**
 - "I am going to miss the counselors."

Implementing Positive Psychology Interventions in a Universal Manner

Solutions to common implementation challenges

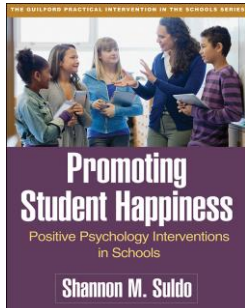
Barriers in Fall Implementation

Concerns	Program Changes
<ul style="list-style-type: none"> Sessions sometimes lasted 5 – 15 minutes longer than planned (mostly due to student enthusiasm for sharing stories, and distribution of treats for good behavior) Sometimes more than 1 classroom session per week Some repetitive material 	<ul style="list-style-type: none"> Removed candy reward at the end, will rely on existing classroom behavior management strategy Capped time allowed for student discussion of various topics, so that each session will be only 40 – 45 mins Added into schedule the separate data collection activities needed to evaluate program effects Coordinated session 7a with AP Removed potentially repetitive material Made clear rationale for why any activities are repeated

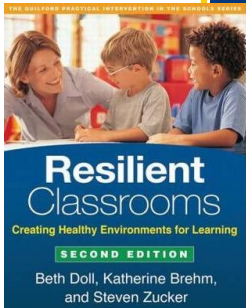
Barriers in Spring Implementation

Concerns	Solutions
<ul style="list-style-type: none"> Some students (especially 4th grade students) had difficulties thinking of ways to use Signature Strengths Scheduling of classroom intervention time was during a highly preferred activity for students (recess) Language and reverse scored items on VIA Character Strengths assessment could be difficult for students to understand 	<ul style="list-style-type: none"> Interventionists created Uses of Signature Strengths lists with example ways to use strengths Split students up into teams by chosen signature strength to brainstorm together Collaboration with school administration and teachers to choose another time for classroom intervention sessions Interventionists and co-interventionists circled room during assessment to answer any students' questions Extended time taken during classroom session to fully explain strengths that were harder to understand (i.e., Prudence)

Resources for Practitioners



Promoting Student Happiness
Positive Psychology Interventions in Schools
Shannon M. Suldo



Resilient Classrooms
Creating Healthy Environments for Learning
SECOND EDITION
Beth Doll, Katherine Brehm, and Steven Zucker



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Questions and
Comments