

FOSTERING COMPLETE MENTAL HEALTH: EVIDENCE-BASED PRACTICES TO IMPROVE STUDENTS' SUBJECTIVE WELL-BEING

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Presentation Overview

Importance of promoting students' subjective well-being

- Assessment strategies

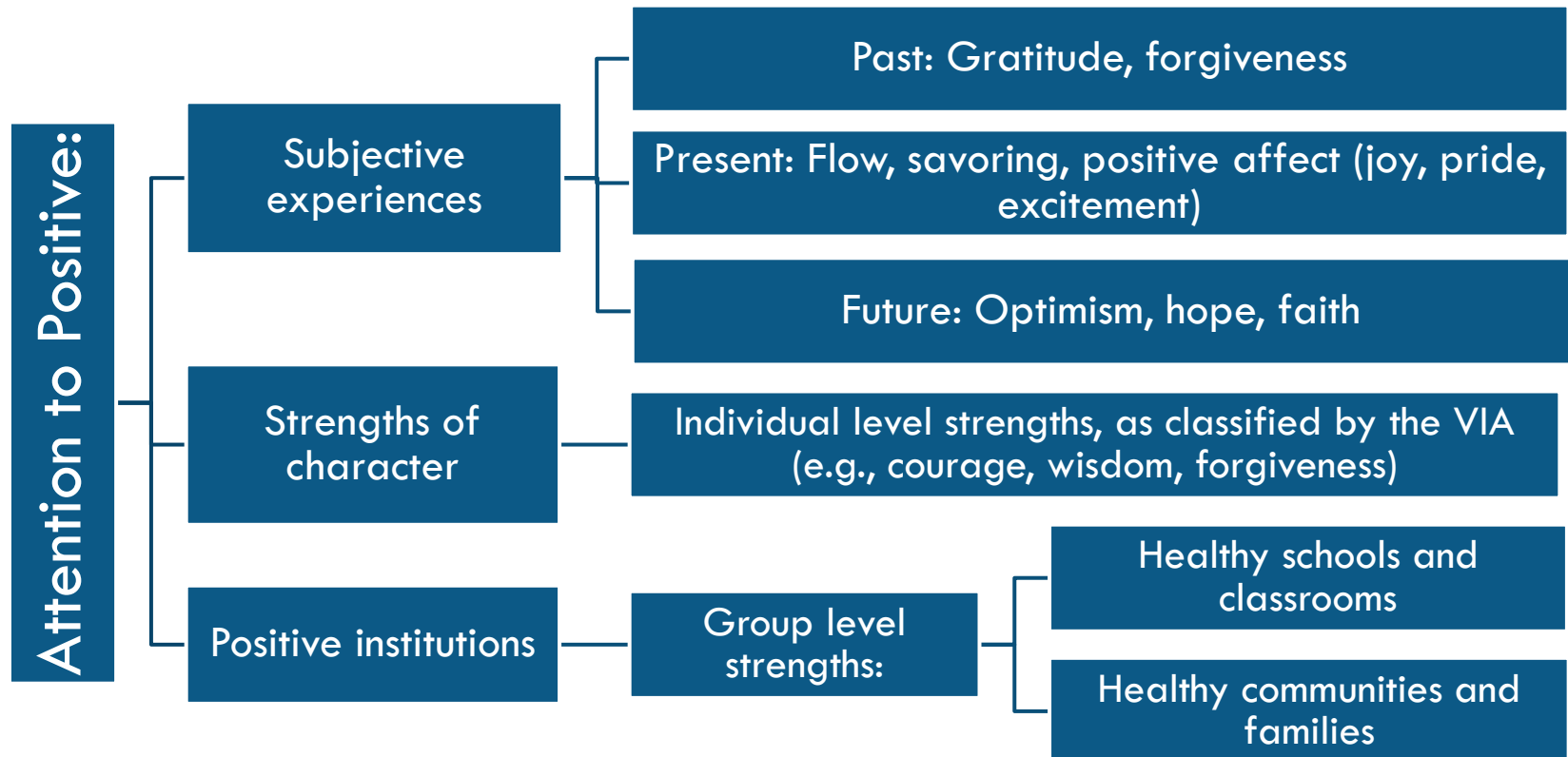
Promoting subjective well-being via positive psychology interventions for youth

- Adolescents: Small group student-focused interventions
 - With parent component
- Elementary school students: Classwide OR small group
 - With teacher and classmate components

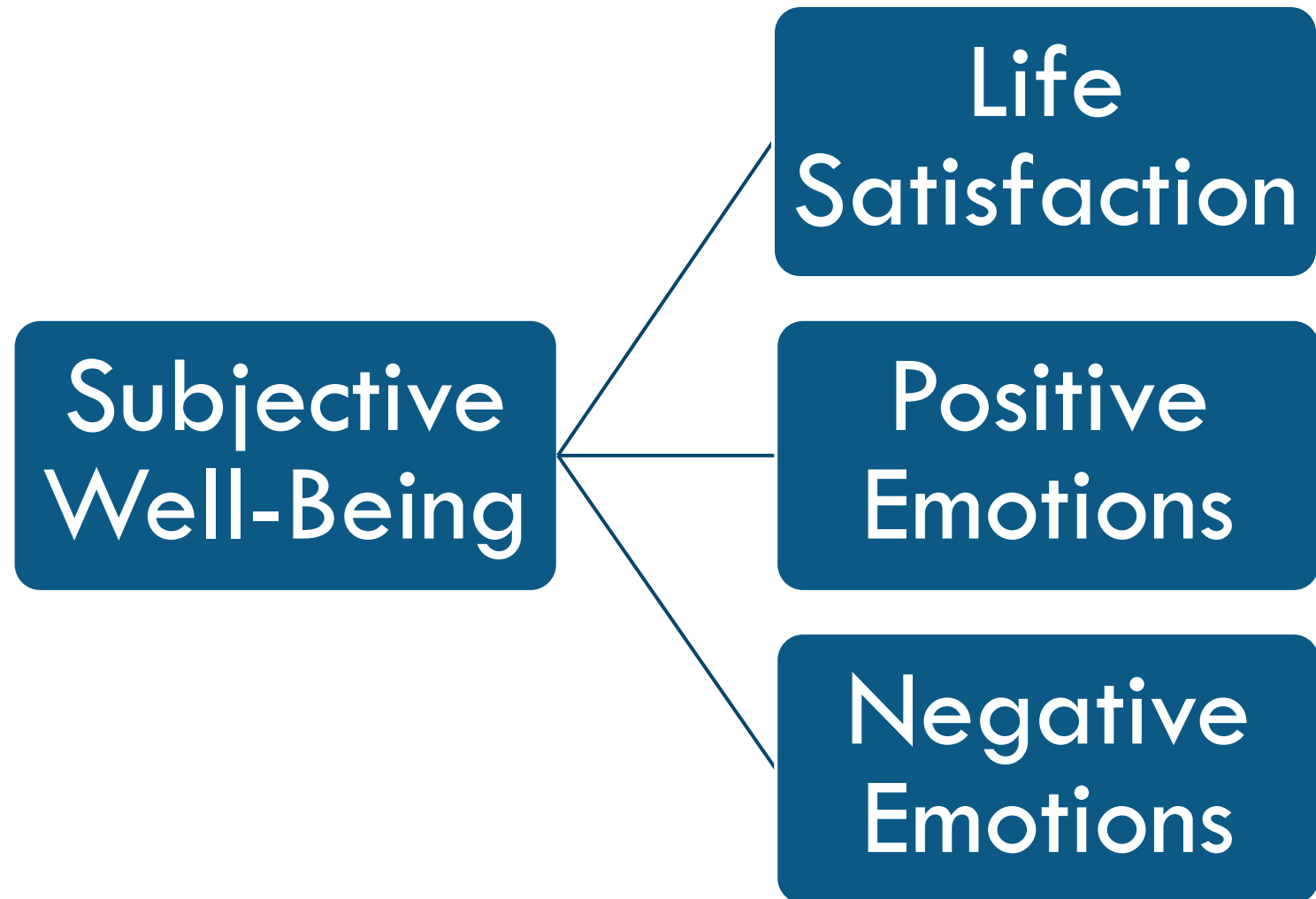
Positive Psychology Approach

Aim of Positive Psychology

- Traditional Psychology: devoted to healing- repairing damage using a disease model of human functioning
- Positive psychology: move from repairing the worst things in life to building the best things in life



How Scientists Define Happy: Subjective Well-Being (SWB)



Assessing Youth Life Satisfaction

Global measures

- Students' Life Satisfaction Scale
 - 7 items

Multidimensional measures

- Multidimensional Students' Life Satisfaction Scale
 - 40 items (5 domains)
- Brief Multidimensional Students' Life Satisfaction Scale
 - 6 items

Students' Life Satisfaction Scale

(SLSS; http://www.psych.sc.edu/faculty/Scott_Huebner)

Instructions: We would like to know what thoughts about life you've had during the past several weeks. Think about how you spend each day and night and then think about how your life has been during most of this time. Here are some questions that ask you to indicate your satisfaction with life. In answering each statement, circle a number from (1) to (6) where (1) indicates you **strongly disagree** with the statement and (6) indicates you **strongly agree** with the statement.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. My life is going well	1	2	3	4	5	6
2. My life is just right	1	2	3	4	5	6
3. I would like to change many things in my life	1	2	3	4	5	6
4. I wish I had a different kind of life	1	2	3	4	5	6
5. I have a good life	1	2	3	4	5	6
6. I have what I want in life	1	2	3	4	5	6
7. My life is better than most kids'	1	2	3	4	5	6

Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS; Scott Huebner at Univ. of South Carolina)

We would like to know what thoughts about life you've had during the past several weeks. Think about how you spend each day and night, and then think about how your life has been during most of this time. For each statement, circle a number from (1) to (7), where (1) means you feel *terrible* about that area of life and (7) means you are *delighted* with that area of life.

During the past several weeks...	Terrible	Unhappy	Mostly Dissatisfied	Mixed (about equally satisfied and dissatisfied)	Mostly Satisfied	Pleased	Delighted
1. I would describe my satisfaction with my <i>family life</i> as:	1	2	3	4	5	6	7
2. I would describe my satisfaction with my <i>friendships</i> as:	1	2	3	4	5	6	7
3. I would describe my satisfaction with my <i>school experience</i> as:	1	2	3	4	5	6	7
4. I would describe my satisfaction with <i>myself</i> as:	1	2	3	4	5	6	7
5. I would describe my satisfaction with <i>where I live</i> as:	1	2	3	4	5	6	7
6. I would describe my satisfaction with my <i>whole life</i> as:	1	2	3	4	5	6	7

Multidimensional Students' Life Satisfaction Scale (MSLSS)

MSLSS

Date: _____

Student: _____

We would like to know what thoughts about life you've had during the past several weeks. Think about how you spend each day and night and then think about how your life has been during most of this time. Here are some questions that ask you to indicate your satisfaction with life. In answering each statement, circle a number from (1) to (6) where (1) indicates you strongly disagree with the statement and (6) indicates you strongly agree with the statement. It is important to know what you REALLY think, so please answer the question the way you really feel, not how you think you should. This is NOT a test. There are NO right or wrong answers.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. My life is going well	1	2	3	4	5	6
2. My friends are nice to me	1	2	3	4	5	6
3. I am fun to be around	1	2	3	4	5	6
4. I feel bad at school	1	2	3	4	5	6
5. I have a bad time with my friends	1	2	3	4	5	6
6. There are lots of things I can do well	1	2	3	4	5	6
7. I learn a lot at school	1	2	3	4	5	6
8. I like spending time with my parents	1	2	3	4	5	6
9. My life is just right	1	2	3	4	5	6
10. My family is better than most	1	2	3	4	5	6
11. There are many things about school I don't like	1	2	3	4	5	6
12. I think I am good looking	1	2	3	4	5	6
13. My friends are great	1	2	3	4	5	6
14. My friends will help me if I need it	1	2	3	4	5	6
15. I wish I didn't have to go to school	1	2	3	4	5	6
16. I like myself	1	2	3	4	5	6
17. I would like to change many things in my life	1	2	3	4	5	6
18. There are lots of fun things to do where I live	1	2	3	4	5	6
19. My friends treat me well	1	2	3	4	5	6
20. Most people like me	1	2	3	4	5	6
21. I enjoy being at home with my family	1	2	3	4	5	6

Multidimensional Students' Life Satisfaction Scale (MSLSS), cont'd

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
22. My family gets along well together	1	2	3	4	5	6
23. I look forward to going to school	1	2	3	4	5	6
24. My parents treat me fairly	1	2	3	4	5	6
25. I wish I had a different kind of life	1	2	3	4	5	6
26. I like being in school	1	2	3	4	5	6
27. My friends are mean to me	1	2	3	4	5	6
28. I wish I had different friends	1	2	3	4	5	6
29. School is interesting	1	2	3	4	5	6
30. I enjoy school activities	1	2	3	4	5	6
31. I wish I lived in a different house	1	2	3	4	5	6
32. Members of my family talk nicely to one another	1	2	3	4	5	6
33. I have a good life	1	2	3	4	5	6
34. I have a lot of fun with my friends	1	2	3	4	5	6
35. My parents and I do fun things together	1	2	3	4	5	6
36. I like my neighborhood	1	2	3	4	5	6
37. I wish I lived somewhere else	1	2	3	4	5	6
38. I am a nice person	1	2	3	4	5	6
39. This town is filled with mean people	1	2	3	4	5	6
40. I like to try new things	1	2	3	4	5	6
41. I have what I want in life	1	2	3	4	5	6
42. My family's house is nice	1	2	3	4	5	6
43. I like my neighbors	1	2	3	4	5	6
44. I have enough friends	1	2	3	4	5	6
45. I wish there were different people in my neighborhood	1	2	3	4	5	6
46. I like where I live	1	2	3	4	5	6
47. My life is better than most kids'	1	2	3	4	5	6

Positive and Negative Affect Scale for Children (PANAS-C)

Positive and Negative Affect Scale for Children (PANAS-C)

This scale consists of a number of words that describe different feelings and emotions. Read each item and then circle the appropriate answer next to that word. Indicate to what extent you have felt this way during the past few weeks.

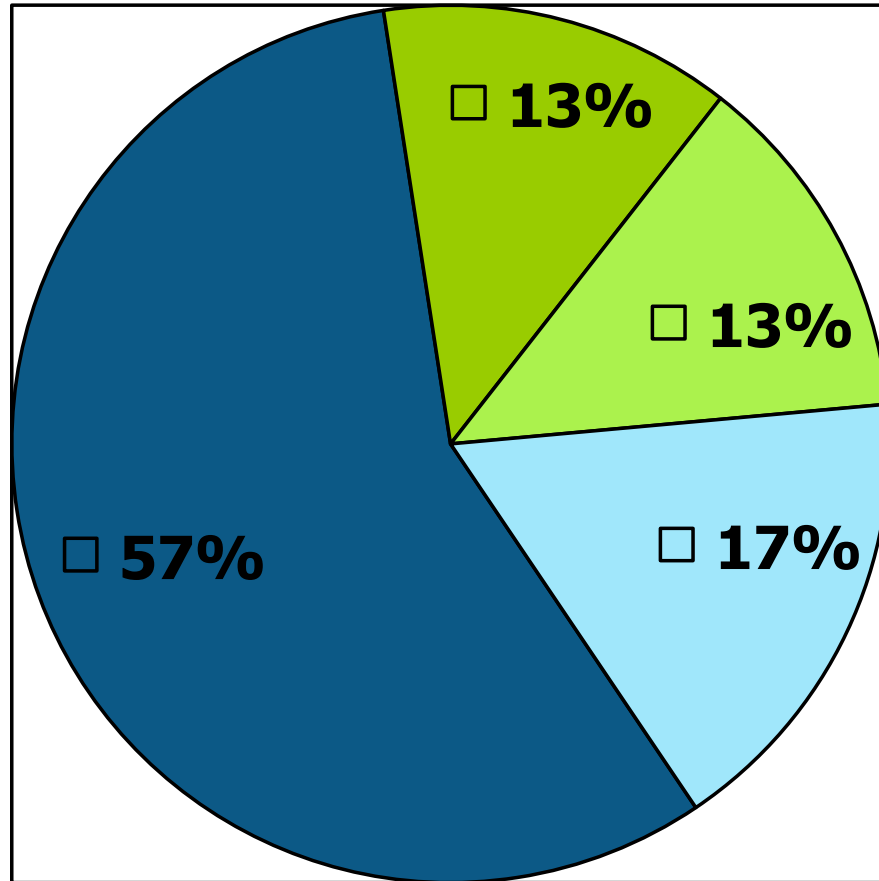
<i>Feeling or emotion:</i>	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
1. Interested	1	2	3	4	5
2. Sad	1	2	3	4	5
3. Frightened	1	2	3	4	5
4. Excited	1	2	3	4	5
5. Ashamed	1	2	3	4	5
6. Upset	1	2	3	4	5
7. Happy	1	2	3	4	5
8. Strong	1	2	3	4	5
9. Nervous	1	2	3	4	5
10. Guilty	1	2	3	4	5
11. Energetic	1	2	3	4	5
12. Scared	1	2	3	4	5
13. Calm	1	2	3	4	5
14. Miserable	1	2	3	4	5
15. Jittery	1	2	3	4	5
16. Cheerful	1	2	3	4	5
17. Active	1	2	3	4	5
18. Proud	1	2	3	4	5
19. Afraid	1	2	3	4	5
20. Joyful	1	2	3	4	5
21. Lonely	1	2	3	4	5
22. Mad	1	2	3	4	5
23. Disgusted	1	2	3	4	5
24. Delighted	1	2	3	4	5
25. Blue	1	2	3	4	5
26. Gloomy	1	2	3	4	5
27. Lively	1	2	3	4	5

Dual Factor Model of Mental Health

- Factor 1 (Traditional Psychology): Psychopathology
- Factor 2 (Positive Psychology): Subjective well-being

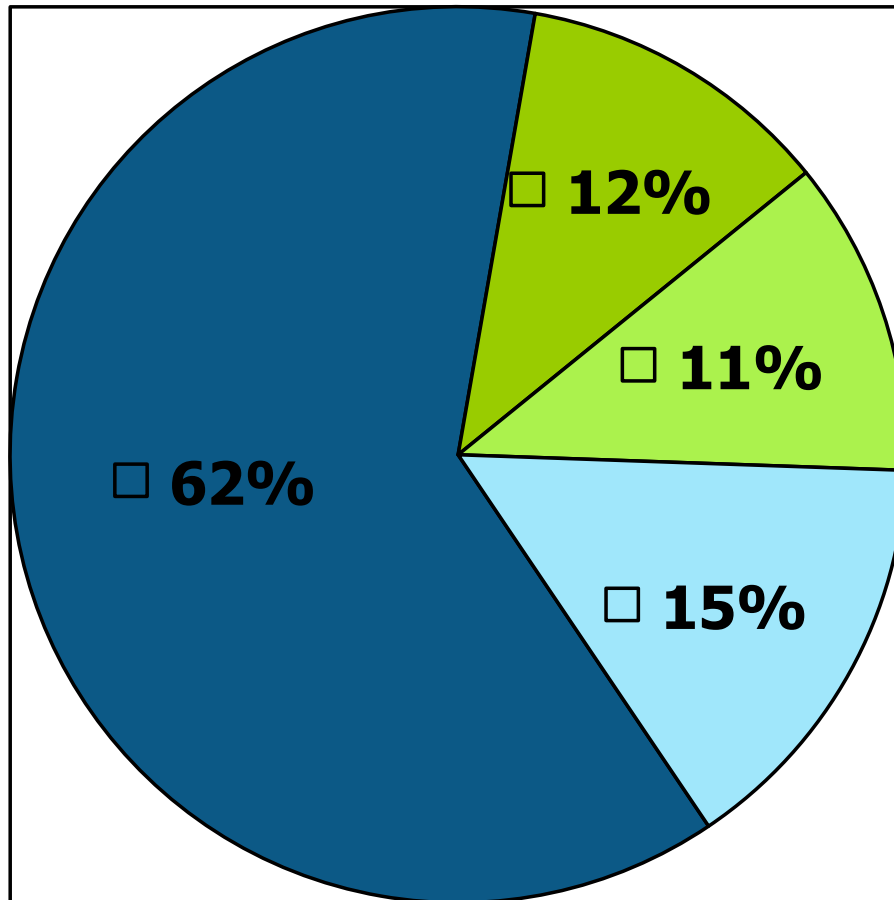
	Subjective Well-Being	
	Low	Average to High
Psychopathology		
Low	Vulnerable	Complete Mental Health
High	Troubled	Symptomatic but Content

Middle School Students in Mental Health Groups



- Complete Mental Health
- Vulnerable
- Symtomatic but Content
- Troubled

High School Students in Mental Health Groups



- Complete Mental Health
- Vulnerable
- Symtomatic but Content
- Troubled

Implications of Mental Health Status

Complete Mental Health

- Superior outcomes across domains— academic, social, physical health, identity development

Vulnerable

- Diminished social relationships
- Intact grades (in older youth), but ..
 - More negative attitudes about school and, in middle school students: less academic engagement, worse attendance, lower reading skills

Symptomatic but Content

- Intact social relationships, okay physical health, good self-concept, high gratitude and hope
- Poor current academic functioning

Troubled

- Worst outcomes across domains- current and later school failure (GPA), social problems, poor health

Positive Psychology Interventions (PPIs)

PPIs used with adults

Gratitude

- Emmons & McCullough, 2003; Seligman, Steen, Park, & Peterson, 2005; Sheldon & Lyubomirsky, 2006

Character strengths

- Seligman et al., 2005; Senf & Liao, 2013)

Savoring

- Hurley & Kwon, 2012; Kurtz, 2008

Acts of kindness

- Lyubomirsky et al., 2005; Otake, Shimai, Tanaka-Matsumi, Otsui, & Fredrickson, 2006

Hope

- Cheavens, Feldman, Gum, Michael, & Snyder, 2006; King, 2001; Sheldon & Lyubomirsky, 2006

Loving kindness meditation

- Fredrickson, Cohn, Coffey, Pek, & Finkel, 2008

Positive psychotherapy

- Seligman et al., 2006

PPIs used with youth

Singular constructs:

- Gratitude
 - Froh, Kashdan, Ozimkowski, & Miller, 2009; Froh, Sefick, & Emmons, 2008)
- Character strengths
 - Proctor et al., 2011
- Hope
 - Marques, Lopez, & Pais-Ribeiro, 2011
- Acts of Kindness
 - Layous et al. 2012

Multi-target:

- Positive psychotherapy
 - Rashid & Anjum, 2008
- Three wellness-promotion interventions for general samples
 - Notter, 2013
 - Shoshani & Steinmetz, 2014
 - Suldo, Savage, & Mercer, 2014



PPIs for Adolescents

- Small Group Modality

Small-Group Multi-Target PPI for Middle School Students

Conceptual underpinnings:

- Seligman's (2002) framework for increasing happiness
- Age-appropriate extensions of empirically-supported interventions with adults

Session content:

- Increasing students' positive thoughts and behaviors, regarding their lives in the...
 - Past
 - Present
 - Future

Quick Write: You at Your Best

- Think of a specific time, recently or a while back, when you were at your best. You were expressing the qualities that make you feel the most authentic and energized. The experience made you feel proud and happy to be alive.
- Develop a story for that experience or moment in time. Give the story a beginning, middle, and end. You might take the approach of replaying and reliving the positive experience in your mind, just as you were watching a movie of it.
- Write about your story.

Positive Introduction (Meeting 1)

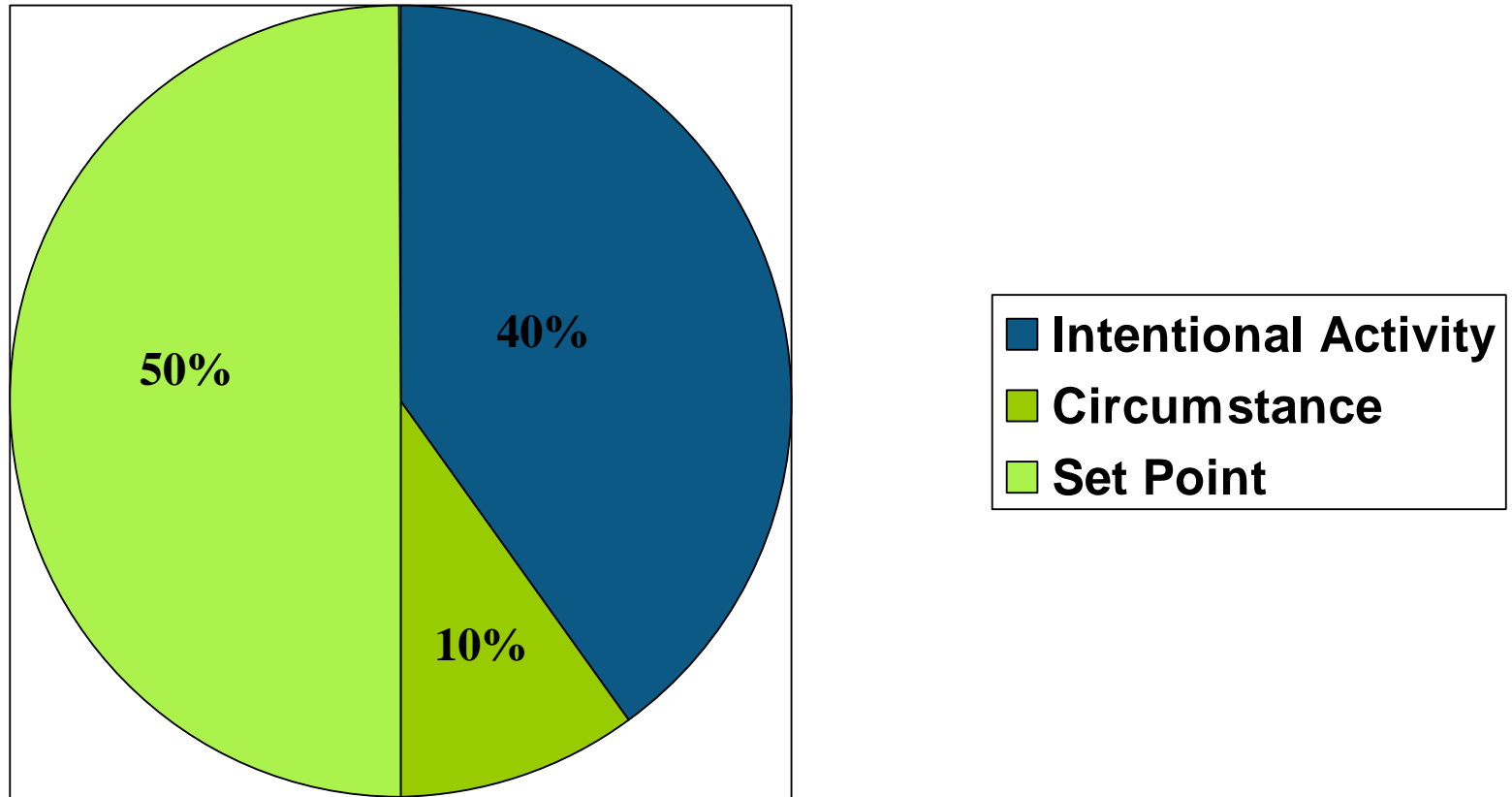
Goal:

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

Activities:

- Me at My Best
 - *Activity you just completed*
- 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*

What Determines Happiness?



How to Increase Happiness?



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

Promoting Happiness through School-Based Positive Psychology Interventions

Past

- Gratitude journals
- Gratitude visits

Present

- Acts of kindness
- Identify and use signature character strengths

Future

- Best possible self in the future
- Learned optimism

Strengthen Relationships

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.

One day I was at gymnastics and I finished my practice early. I went onto the floor and started working back-handsprings. I finally got my hands together on the line and so I moved up to the floor beam with two mats on either side. After I accomplished that, I went to the spring beam. After I went to the crank beam and onto the high beam. Something I had been working on for months, I finally got in half an hour. Everything just clicked. I felt relieved and excited.

Positive Feelings about the Past (Meetings 2 & 3)

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*

Journaling (Counting Blessings)

- Prompt: Reflect on the events of your past day and write down up to 5 things for which you are grateful
 - ▣ Share written reflections and positive experiences with classmates, educators
 - ▣ Journaling continued for homework
- Sample student responses:
 1. Our swimming pool
 2. Spaghetti and meatballs for dinner
 3. Cheerleading practice
 4. Made it to the bus stop on time
 5. Classmate helped me with the homework

Gratitude Visit Planning Form

People who have been especially kind or helpful to me:

1. mom
2. sister
3. brother
4. math teacher
5. coach

Person I will make a gratitude visit to: Mom

Date: 10-15 Time: 7:00 PM

****Reminder:** Tell the person that you want to make plans to spend time with them. Don't tell them about your gratitude letter before the visit. To have the gratitude visit work really well, remember to read your letter out loud to the person. Read slowly with expression and make eye contact.

Dear Mom,

I was thinking of how grateful I am to you. I am grateful because:

1. You put a roof over my head
2. Feed me when I am hungry
3. And love on me when I am sad

You make me feel **HAPPY!!!**

Love,
Your son

Dear Papa,

I am so grateful because you help our family a lot when in tough situations. I love you a lot and wanted to thank you since I haven't. Thank you for also building my toy box. I will treasure it forever. You have always done this kind of stuff for me no matter what I have done in the past, you are one of the most important people in my life. Love Boy.

Positive Feelings about the Present

(Meetings 4, 5, 6, & 7)

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)*

Performing Acts of Kindness Record Form

Day of the Week: Saturday

Date: 10/10

Acts of Kindness

Take my sister to the pool

Call my family members

By my mom gift

Iron my clothes and sisters

Open a door for someone

Performing Acts of Kindness Record Form

	Day of the Week: <u>Tuesday</u>	Date: <u>10/16/08</u>
Acts of Kindness	Tell mom she looks nice	
	Be friendly to teacher	
	Help friends with homework	
	Entertain friends	
	Work hard for counselors	

Character Strengths

Definition

- Positive traits, based on virtues that can be cultivated over time

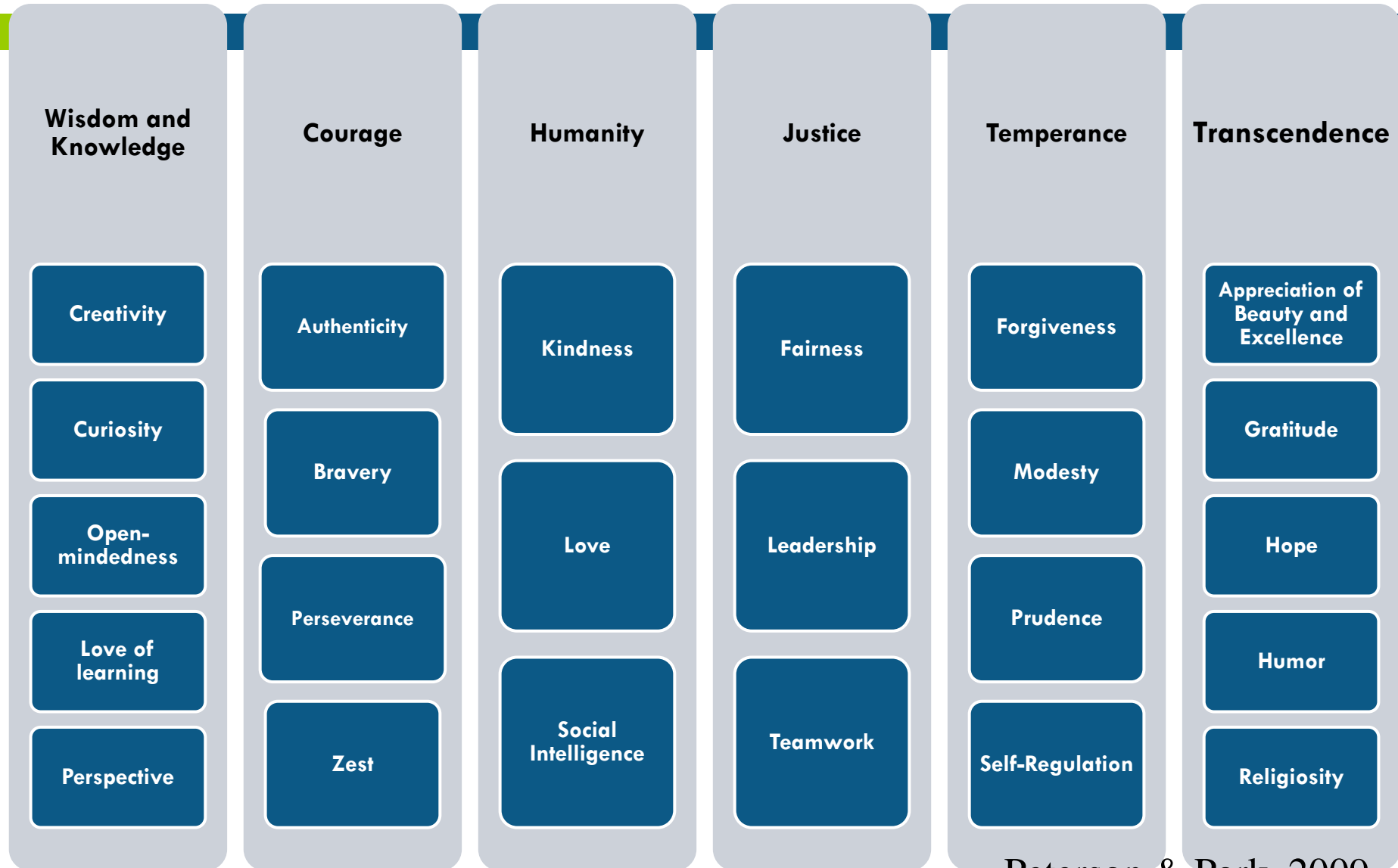
Rationale

- Good character permits access to positive emotions
- Good character defines individuals within positive institutions

Goal

- Identify signature strengths
- Use them in new ways across domains

VIA Classification of Strengths



-Peterson & Park, 2009

Identifying Strengths with the VIA Framework of 24 Character 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

Classification of 24 Character Strengths

1. **Wisdom and knowledge**—cognitive strengths in the acquisition and use of knowledge

- ☐ *Creativity:* Thinking of novel and productive ways to do things
- ☒ *Curiosity:* Taking an interest in all of ongoing experience
- ☐ *Love of learning:* Mastering new skills, topics, and bodies of knowledge
- ☐ *Open-mindedness:* Thinking things through and examining them from all sides
- ☐ *Perspective:* Being able to provide wise counsel to others

2. **Courage**—emotional strengths that involve the exercise of will to accomplish goals in the face of opposition, external or internal

- ☒ *Authenticity:* Speaking the truth and presenting oneself in a genuine way
- ☐ *Bravery:* Not shrinking from threat, challenge, difficulty, or pain
- ☐ *Persistence:* Finishing what one starts
- ☒ *Zest:* Approaching life with excitement and energy

3. **Humanity**—interpersonal strengths that involve “tending and befriending” others

- ☒ *Kindness:* Doing favors and good deeds for others
- ☐ *Love:* Valuing close relations with others
- ☐ *Social intelligence:* Being aware of the motives and feelings of self and others

4. **Justice**—civic strengths that underlie healthy community life

- ☐ *Fairness:* Treating all people the same according to notions of fairness and justice
- ☐ *Leadership:* Organizing group activities and seeing that they happen
- ☐ *Teamwork:* Working well as member of a group or team

5. **Temperance**—strengths that protect against excess

- ☐ *Forgiveness:* Forgiving those who have done wrong
- ☐ *Modesty:* Letting one’s accomplishments speak for themselves
- ☐ *Prudence:* Being careful about one’s choices; not saying or doing things that might later be regretted
- ☐ *Self-regulation:* Regulating what one feels and does

6. **Transcendence**—strengths that forge connections to the larger universe and provide meaning

- ☐ *Appreciation of beauty & excellence:* Noticing and appreciating beauty, excellence, and/or skilled performance in all domains of life
- ☐ *Gratitude:* Being aware of and thankful for the good things that happen
- ☐ *Hope:* Expecting the best and working to achieve it
- ☒ *Humor:* Liking to laugh and tease; bringing smiles to other people
- ☐ *Religiousness:* Having coherent beliefs about the higher purpose and meaning of life

VIA Survey of Character Strengths

Here are your scores on the VIA Survey of Character Strengths. For how to interpret and use your scores, see the book *Authentic Happiness*. The ranking of the strengths reflects your overall ratings of yourself on the 24 strengths in the survey, how much of each strength you possess. Your top five, especially those marked as Signature Strengths, are the ones to pay attention to and find ways to use more often.

Your Top Strength

Hope, optimism, and future-mindedness

You expect the best in the future, and you work to achieve it. You believe that the future is something that you can control.

Your Second Strength

Industry, diligence, and perseverance

You work hard to finish what you start. No matter the project, you "get it out the door" in timely fashion. You do not get distracted when you work, and you take satisfaction in completing tasks.

Your Third Strength

Gratitude

You are aware of the good things that happen to you, and you never take them for granted. Your friends and family members know that you are a grateful person because you always take the time to express your thanks.

Your Fourth Strength

Capacity to love and be loved

You value close relations with others, in particular those in which sharing and caring are reciprocated. The people to whom you feel most close are the same people who feel most close to you.

Your Fifth Strength

Perspective (wisdom)

Although you may not think of yourself as wise, your friends hold this view of you. They value your perspective on matters and turn to you for advice. You have a way of looking at the world that makes sense to others and to yourself.

Student Sample of Character Strengths Survey Results

TEST CENTER | QUESTIONNAIRES | INITIATIVES | RESOURCES

VIA Strength Survey for Children

Your Top Strength

✓ **Spirituality, sense of purpose, and faith**
You have strong and coherent beliefs about the higher purpose and meaning of the universe. You know where you fit in the larger scheme. Your beliefs shape your actions and are a source of comfort to you.

Your Second Strength

✓ **Appreciation of beauty and excellence**
You notice and appreciate beauty, excellence, and/or skilled performance in all domains of life, from nature to art to mathematics to science to everyday experience.

Your Third Strength

Creativity, ingenuity, and originality
Thinking of new ways to do things is a crucial part of who you are. You are never content with doing something the conventional way if a better way is possible.

Your Fourth Strength

Hope, optimism, and future-mindedness
You expect the best in the future, and you work to achieve it. You believe that the future is something that you can control.

Your Fifth Strength

Zest, enthusiasm, and energy
Regardless of what you do, you approach it with excitement and energy. You never do anything halfway or halfheartedly. For you, life is an adventure.

New Uses of My First Signature Strength

Signature Strength: Curiosity & interest in The world.		
Day of the Week	New Use	Feelings
4/20	Find more information about the Big Crunch.	inquisitive
4/20	Find out more about chromosomes	surprise
4/20	Why is Sarah not at school?	relieved
4/20	What exactly is a PRISM scholar? (find out)	understanding
4/19	Listen to my brother's views	interested, entertained
4/20	Find out about a batmitzvah.	less confused
4/17	Figure out why I'm not making any progress in dance.	annoyed

Teamwork

New Uses of My Second Signature Strength

Signature Strength:			
Day of the Week	Life Domain	New Use	Feelings
4/22	School	Cheer for fellow softball team members.	I felt more supportive <u>Savor:</u> Shared with mom. Agreed it showed sportsmanship.
4/22	Friends	Stretch with Morgan and help her become more flexible.	I felt helpful and proud <u>Savor:</u> Shared with myself. I really did help Morgan.
4/	Family	Help family with bringing groceries in	Happy <u>Savor:</u> Rethought it. Took less time. I play a big role in family
4/21	Family	Put Brian to bed	I felt good, laughed a lot <u>Savor:</u> Rethought it. I enjoyed myself and so did he.
			<u>Savor:</u>
			<u>Savor:</u>
			<u>Savor:</u>

****Remember to Savor: Make your good feelings last by telling someone about using your strength or taking a minute to close your eyes and think about the experience.**

Positive Feelings about the Future

(Meetings 8 & 9)

Goal:

- *Creating a positive framework for explanation of current life events and expectation of future events*

Activities:

- Hope
 - *Write about future goals and ways to achieve them each night for a week*
- Optimistic Thinking
 - *Make attributions of permanency to positive life events while viewing negative life event as temporary*
 - *See positive situations as universal and negative ones as specific*
 - *Personalize responsibility for positive events*

Hope and Goal Fulfillment

Definition

- Purposeful steps taken to turn beliefs into reality

Rationale

- Increase self-efficacy beliefs (via mastery experiences) and purpose in life

Goal

- Create list of large-scale goals to achieve
- Break goals into smaller targets
- Identify multiple strategies to use that week
- Monitor progress toward a goal with goal-attainment scaling

What my life is in the
future one word Awsome!
Im a wild life Photographer
I travel the world taking
Photo's of amazing Creatures
I sell my Photo's to
the highest bidder like
a Nat geo Magazine or
Newspaper factory I make
alot of money with
my Photo's up to 5,000
a Year I use the
money to buy supplies
and Airline tickets
when I travel and it's
not just animals but also
Volcanoes, Mountains, Rivers
or lakes I have a great
life.

How will I meet this
goal well ill go to
Coledge and take Photography
classes then when I Graduate
I will use the money [I have to
buy supplies and then take pictures in the Everglades]

Best Possible Self in future

- Got into Stanford on a full scholarship by exceeding in school
- Got a master's degree ^{design} and majored in either film production, or law by doing well in college
- Got a job in one of before mentioned categories by having an impressive resume and interview
- Travel to Europe with my girlfriends by saving up enough money from my job.
- Get married @ 28 and have 1 kid by age 30
- Buy a large, comfortable ^{house} by the beach in LA and winter home in Miami by being good at managing money

Optimism

Definition

- Positive and hopeful expectations in a given condition or in general

Rationale

- Predicts better physical and mental health, better coping
- Can be taught (learned optimism)

Goal

- Attribute good events to factors that are permanent, widespread, and internal
- Attribute bad events to factors that are temporary, specific, and external

Examples of Optimistic Thinking

Examples		Practice	
Good Events	Bad Events		
<i>Permanent</i>	<i>Temporary</i>	Event	Optimistic Thought
I made the goal because I'm talented in sports.	Even Beckham would have missed that one- I'll probably make the next goal I try for.	I was invited to the biggest party of the year. Good	I must be a nice person to everyone. I helped set up the party.
<i>Widespread</i>	<i>Specific</i>	My good friend hasn't called me back in days. Bad	She doesn't know my phone number and probably doesn't have time.
I'm good at all of my classes because I'm smart.	I'm not good at math because Mr. Smith is an unfair teacher.	My parents increased my allowance. Good	I help out in the house, am kind to sister, trustworthy, good child. parent's fault.
<i>Take Credit</i>	<i>Blame Other Sources</i>	My teacher said my science group did the best in the class. Good	I am smart, in science class, put much effort into it. and everything else.
I won the contest because of my effort and talent in creative writing.	I lost the contest because I needed better materials to prepare myself.	I had to finish a giant assignment in three days and I got a C- on it. Bad	Parents kept giving me even more work, they didn't get me the needed materials. Half the class got this grade so I'll probably do better next time.

My Optimistic Thoughts

Date	Situation	Good or Bad Event	Optimistic Thought*	
4/17	I got 100% on my science test.	Good	I studied and worked for my grade	take credit
4/17	My book was overdue.	Bad	I've been busy, it won't happen again	temp.
4/18	Enjoyed myself at friend's house	Good	I was outgoing and got to know people	take credit
4/20	People I saw said I look nice.	Good	I clean up well.	perm.
4/20	Didn't get to go to friend's house	Bad	Mom made previous plans	specific, blame others
4/21	My group finished project	Good	We worked long and hard	take credit
4/21	I got placed in middle row on risers	Bad	My dad is short	blame others
4/22	My team won softball game	Good	My team really is trying	take credit

*Optimistic thoughts for good events are widespread, permanent, and take credit. Optimistic thoughts for bad events are temporary,

Summary of Outcome Studies

Screening

- Grade-level use of the BMSLSS: quick and effective way to identify students' with room for growth in life satisfaction

Feasibility

- PPI implemented in 1 or 2X per week meetings
- Meetings held during 50-min class periods
- Group size: 3-5 or 7

Efficacy

- Students (grade 6) in the 10-week group PPI (1X/wk) experienced simultaneous increases in global life satisfaction (compared to peers randomly assigned to wait-list control)
 - Additional or long-term “benefits” were not identified
- Students (grade 7) in a 5-week group PPI (2X/wk) experienced simultaneous increases in global life satisfaction (somewhat greater magnitude than their 6th grade peers)



PPIs for Adolescents, Augmented

- Small Group + Parent Component + Booster Sessions

Manualized Small Group PPI for Adolescents... Version 2.0

Original PPI
developed by
Positive
Psychology
Research Team
at USF (Suldo,
Savage, &
Mercer, 2014)

Intervention activities
divided into 3 phases
focused on the past,
present, and future aspects
of emotional well-being

Past

- Gratitude journals
- Gratitude visits

Present

- Acts of kindness
- Character strengths
- Savoring

Future

- Optimistic thinking
- Hopeful and goal-directed thinking

Additions to PPI

Parent
psychoeducation
and weekly
handouts

Booster sessions

Intervention Schedule

Session	Target	Strategies
<u>Parents:</u>	Psychoeducation	Introduction to Key Positive Psychology Constructs and Focus of Intervention
<u>Students:</u>	Positive Emotions	Me at My Best
1		
2	Gratitude	Gratitude Journals
3	Gratitude	Gratitude Visit
4	Positive Emotions	Acts of Kindness
5	Character Strengths	Introduction to Character Strengths
6	Character Strengths	Character Strengths Assessment; Application of Signature Strength 1 in New Way
7	Character Strengths	Application of Signature Strength 2 in New Ways; Savoring
8	Optimistic Thinking	Examples of Optimistic Thinking; My Optimistic Thoughts
9	Hope	My Best Possible Self in the Future
10	All	Termination; Review of Strategies and Plan for Future Use
Booster 1	All; Gratitude	Review & Spotlight on Gratitude (Gratitude Journals)
Booster 2	All: Strengths, Optimism	Review & Spotlight on Signature Strengths (Application of Signature Strengths in New Way) and Optimistic Thinking (My Optimistic Thoughts)

Session 1: Parent Psychoeducation

Session Goals

- Establish rapport with parents
- Introduce parents to key concepts within positive psychology
 - 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

Student Sessions 2 – 11:

Parent Components

- 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

Student Sessions 2 – 11:

Parent Components

- 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

Parent Handout – Gratitude Journaling

Well-Being Promotion Program

Notes for Parents: Gratitude Journaling

What Did My Child Learn This Week?

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 towards his sister because she helped him on purpose (intent), 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.

The students rated their current levels of gratitude, and created a gratitude journal to record things in their life for which they are grateful.

Homework Activities

- Each night before bed, your child was asked to spend five minutes writing down at least five things in life that they are grateful for. Your child will be asked to share 2-3 of the responses they recorded in their journals 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 their 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!

Parent Handout – Optimistic Thinking

Well-Being Promotion Program

Notes for Parents: Optimistic Thinking

What Did My Child Learn This Week?

During this meeting, we introduced the concept of optimism to your child. We discussed how optimistic thinking leads to happiness, and practiced thinking like an optimist.

What is optimism? It is a way of thinking about the good or bad things that happen in our lives, which in turn affects how positive or negative we feel about the future. In optimistic thinking, we view positive life events as permanent and negative life events as temporary. Optimists see the positive as universal and the negative as specific. Last, optimists take credit for positive events, but when a bad thing happens they do not take it personally. In sum, positive events are viewed as permanent, widespread, and due to personal factors, whereas negative events are viewed as temporary, specific to the situation, and due to external sources.

Examples	
Good Events	Bad Events
<i>Permanent</i> I got the promotion at work because I'm talented in my profession.	<i>Temporary</i> They had decided to promote the boss's daughter to that position years ago, no one else had a chance—but, I'll probably get the next promotion I apply for.
<i>Widespread</i> My spouse stopped by the store for milk and eggs because he is always thoughtful and notices when we run out of things at breakfast.	<i>Specific</i> My spouse didn't pick up the groceries because her boss made her stay late at work.
<i>Take Credit</i> I got the new job because of my resume- I've worked hard to acquire all of those skills.	<i>Blame Other Sources</i> I didn't get the job because I wasn't told enough about the position to best prepare for the interview.

Why is optimism important? Optimism leads to resilience—feeling like you can face any bad situation and come out okay, leading you to be more likely to try when things are difficult.

Homework Activities

- Your child was asked to use optimistic thinking one time each day until the next meeting, and record the situation and their thoughts on their “My Optimistic Thoughts” record form.
- Additionally, your child was asked to choose a new signature strength to use in a new way each day and complete the “Uses of My Third Signature Strength” record form.

What Can I Do?

Ask your child to explain optimistic thinking to you in his or her own words. Model optimistic thinking for your child and reflect together on how thinking optimistically makes you feel in comparison to the way you normally think. Give an example of a time that optimistic thinking helped you deal with a hard situation. Praise your child when you notice them being optimistic!

Evaluation Process: Participants

Demographic Characteristics as a Percentage of the Sample (N = 42)

Characteristic	Whole School (N = 928) %	Total (N = 42) %	Intervention Group (n = 21) %	Wait-List Group (n = 21) %
Gender				
Male	49.50	50.00	42.86	57.14
Female	50.50	50.00	57.14	42.86
Free or Reduced-Price Lunch				
Not Eligible	73.30	78.57	76.19	80.95
Eligible	26.70	21.43	23.81	19.05
Ethnicity				
Hispanic, Latino, or other Spanish origin	12.00	21.43	23.81	19.05
Not Hispanic	88.00	78.57	76.19	80.95
Race				
White	74.40	83.33	80.95	85.71
African-American	4.80	9.52	4.76	14.29
Asian/Pacific Islander	3.40	2.38	4.76	0.00
Other race	5.40	4.76	9.52	0.00
Family Composition				
Married Parents	n/a	43.90	42.86	45.00
Parents not Married	n/a	56.10	57.14	55.00

Note. n/a = not applicable. Data are reflective of the 2013-2014 school year.

- Roth, Suldo, & Ferron, 2015

Outcome Research: Procedures

Screening

(December 2013)

- All students at partnering school completed BMSLSS
- Accessed 7th grade students' (N = 298) BMSLSS data
 - 111 students identified for recruitment
- Parent consent forms distributed
- Incentives provided to facilitate return of consent forms

Random Assignment

(January 2014)

- Recruitment process completed
- 42 students received parental consent and provided assent to participate
- Students completed baseline measures
- Students randomly assigned to intervention or wait-list control group stratified on life satisfaction scores

Intervention

(February to May 2014)

- 10-Week PPI and 2 booster sessions implemented
- Students completed self-report measures 3 more times
 - Immediate post-intervention (April)
 - Five-week follow-up (May)
 - Seven-week Follow-up (May)

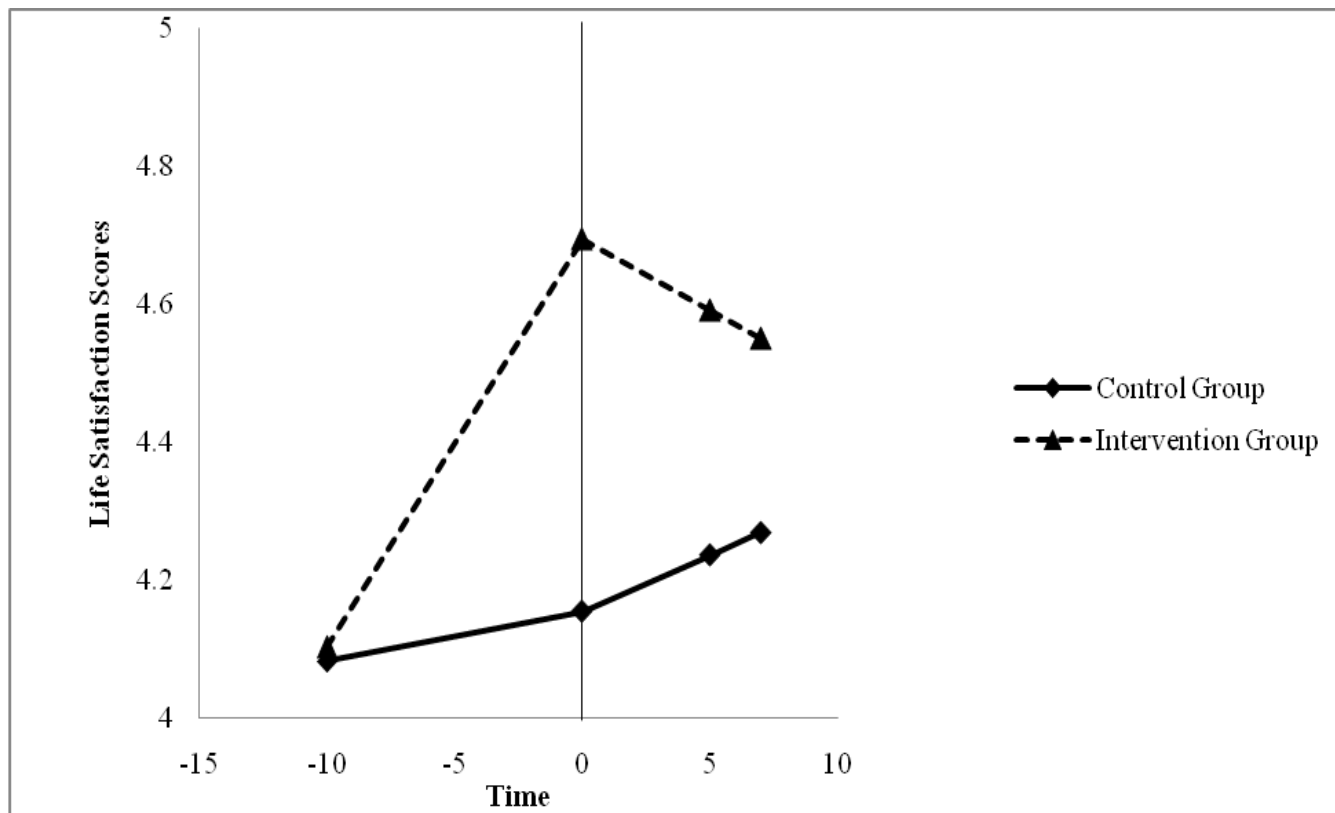
Data Analyses

- Five piecewise models:
 - Life Satisfaction
 - Positive Affect
 - Negative Affect
 - Internalizing Problems
 - Externalizing Problems

- Roth, Suldo, & Ferron, 2015

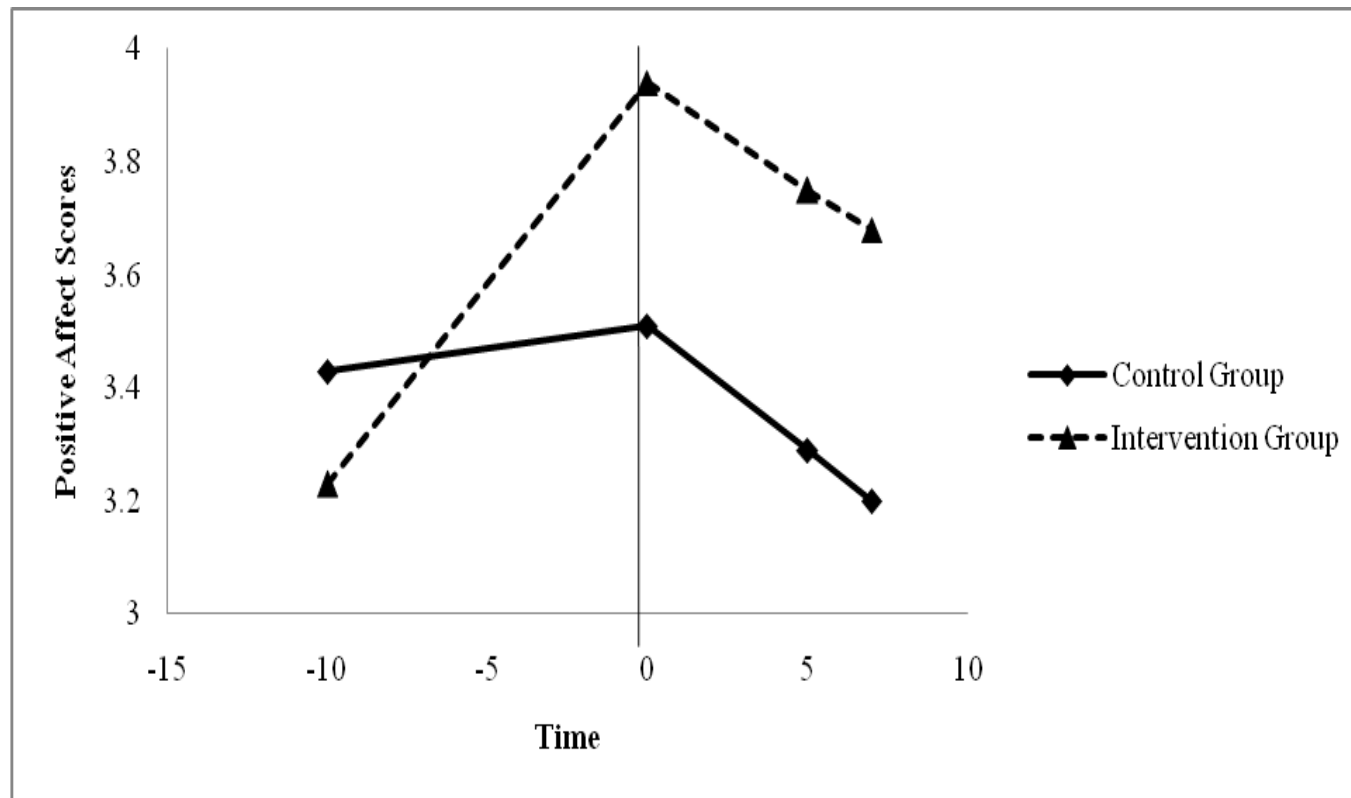
Group Differences and Growth: Life Satisfaction

Piecewise Model of Life Satisfaction



Group Differences and Growth: Positive Affect

Piecewise Model of Positive Affect



Intervention Efficacy: Effect Sizes

(.20 = small; .50 = medium; .80 = large)

	Effect Size (<i>d</i>)	
	Post-Intervention	Follow-Up
Global Life Satisfaction	0.53**	0.27
Positive Affect	0.76**	0.81**
Negative Affect	0.48**	0.37*
Internalizing Psychopathology	0.37*	0.32*
Externalizing Psychopathology	0.37*	0.30

* $p < .10$, two-tailed. ** $p < .05$, two-tailed.

Summary of Key Findings

Short-Term

- The addition of the parent component may have more benefit than a solely youth-focused PPI by significantly and positively impacting all components of SWB
- The impact of the PPI on internalizing and externalizing psychopathology symptoms is promising

Long-Term

- ▣ PPI associated with sustained high levels of positive affect almost 2 months post-intervention
- ▣ Positive impacts on other indicators of SWB as well as psychopathology were not maintained
- ▣ Confounding factors may have influenced these results, but booster sessions as implemented in this study (5 and 7 weeks after intervention conclusion) not very effective in maintaining or further enhancing growth in SWB or alleviation of internalizing and externalizing psychopathology



PPIs for Elementary School Students

- Classwide or Small Group Modality
- Teacher and Classmate Components

Manualized Classwide PPI for Children

Original PPI
developed by
Positive
Psychology
Research Team at
USF (Suldo,
Savage, &
Mercer, 2014)

Intervention activities
divided into 3 phases
focused on the past,
present, and future aspects
of emotional well-being

Past

- Gratitude journals
- Gratitude visits

Present

- Acts of kindness
- Character strengths

EXCLUDED Future
Focused Activities

Additions to PPI

Teacher
psychoeducation
and weekly co-
facilitation
(Teacher-Student
Relationships)

Team-building
(Classmate
Relationships)

Intervention Overview:

Classwide Application (Elementary School)

Session	Target	Strategies
1	Positive Relationships: Student-Teacher	Teacher Psychoeducation: Strategies for Conveying Social Support to Students
2	Positive Relationships: Student-Student	Team-Building
3	Positive Emotions	Me at My Best
4	Gratitude	Gratitude Journals
5	Gratitude	Gratitude Visit
6	Positive Emotions	Acts of Kindness
7	Character Strengths	Introduction to Character Strengths
8	Character Strengths	Character Strengths Assessment
9	Character Strengths	Application of Signature Strength 1 in New Ways
10	Character Strengths	Application of Signature Strength 2 in New Ways
11	All	Termination; Review of Strategies and Plan for Future Use

Session 1: Teacher Psychoeducation

Meeting Goals

- Establish rapport with teacher
- Introduce teacher to key positive psychology constructs
- Discuss student baseline levels of subjective well-being
- Convey importance of positive teacher-student relationships
- Share strategies for teachers to communicate support
- Introduce teacher to content of student intervention
- Address questions and clarify misconceptions (as needed)

Session 1: How Support is Communicated in Your Classroom

How do you show support for your students?

What types of actions or words do you think matter to them?

Differences in effectiveness of strategies for forming strong relationships with boys vs. girls?

Session 1: How Teachers Can Convey Support: What To Do

Girls

- Use Active Teaching Strategies
- Be Responsive to Class' Understanding of Material
- **Show Interest in Each Student's Progress**
- Provide Performance Feedback
- **Help Students Improve Moods**
- **Convey Interest in Student Wellness**

Boys

- **Give Treats, Free Time, Recess, and Parties**
- Be Responsive to Class' Understanding of Material
- **Help Student Improve Grades**
- Provide Performance Feedback
- Use Active Teaching Strategies
- **Treat Students Similarly/Equally**

Teacher Components Sessions 2-11

Sessions 2-11 Teacher Activities

- 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

Session 2: 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

Modifications and Adaptations to Make Developmentally Appropriate

Intervention Component	Original PPI	Elementary PPI
Time of Session	50 minutes	30 minutes
Delivery	Small Group	Classwide, Small Group, or Individual
Behavior Management	No positive reinforcement necessary	Used tangible incentives, praise, and encouragement
Language/Vocabulary Used	Used content vocabulary, VIA language	Developed child friendly list of terms, used age appropriate synonyms, used graphic organizers to understand meaning of terms
Written Activities (Me at My Best, Gratitude Journals)	Completed individually	Given option to dictate to a counselor or draw response
Character Strengths Activities	Completed individually	Used synonyms, counselors guided students to novel ways to use strengths

Elementary Student Modification

New Uses of My First Signature Strength

Strength: Curiosity and Interest in the world		
New Ways I Can Use this Strength: 1. Read a book or magazine about a new topic 2. Try a new food I've never had before 3. Watch a new show on Discovery Channel		
Day of the Week	New Use	Feelings

Elementary Student Modification, cont'd

New Uses of My Second Signature Strength

Strength: Leadership			
New Ways I Can Use this Strength: 1. I will volunteer to lead my peers during a small group activity 2. I will lead by example in class by being a model student 3. and respecting my peers and teacher.			
Day of the Week	Area of Life	New Use	Feelings

"Me at My Best"

I was at my best when I was playing my first soccer game ever because I didn't want to let my team mates down so I really ~~did~~ pushed hard to do my best and the work paid off. And I made my first goal and the only goal of the game that made me feel happy even though we did lose the game I know I did good and played hard and fair.

Dear Mom

Thank you for always being there
for me and taking me places I want
to go. Thank you for feeding me and
helping me under a roof and getting
the things that I need and loving me.

Hugs and kisses love your
nice son



Dear MS. Jackson

Thank you so much for helping
me the first day of school.
It made me feel good and great.
I think you are a great person.

Your
faithfully,

Dear I don't think I
could thank you so much for everything you
have done. You have always been there
to cheer me up when I'm down no
matter what, You are awesome amazing and
different you're the friend anybody could
wish for. You are the perfect friend
no matter what anybody thinks of you.

Evaluation Procedures

January – April 2014

- Teacher, school psychologist, and USF research team collaborated to implement intervention in January-April of 2014 with one 4th grade classroom
- 11 sessions held once/week, 45 – 60 minutes long

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 SWB
 - Life Satisfaction
 - Positive and negative affect

Data Analysis

- Repeated measures statistics
- Effect sizes

Efficacy of Classwide Program

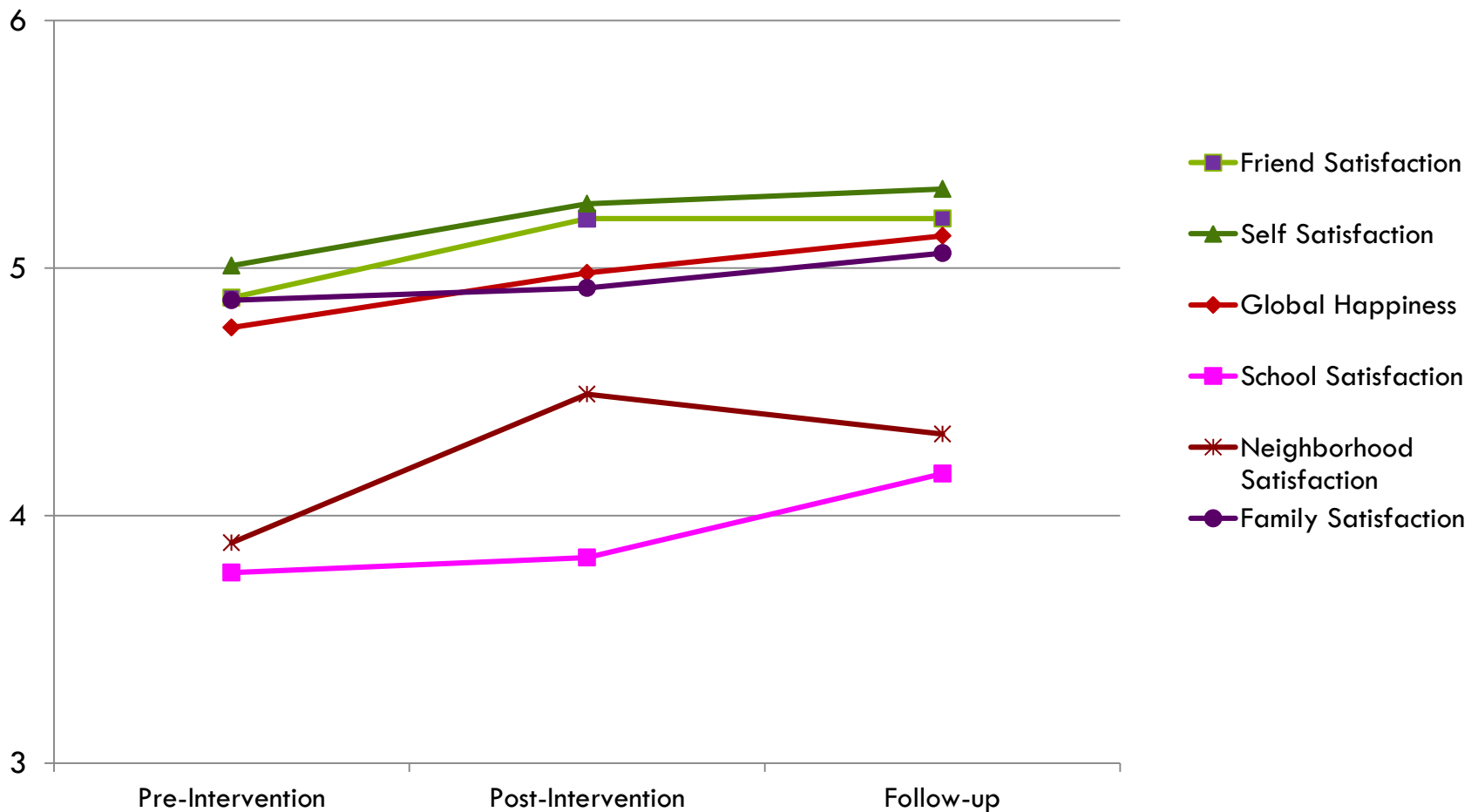
(Effect Sizes: .20 = small; .50 = medium; .80 = large)

	Effect Size (<i>d</i>)	
	Pre- to Post- Intervention (<i>n</i> = 12)	Post-Intervention to Follow-Up (<i>n</i> = 9)
Global Life Satisfaction	0.40†	0.05
Friend Satisfaction	0.43†	0.21 ^a
Self Satisfaction	0.40††	0.17
Living Environment Satisfaction	0.52†	0.06
School Satisfaction	0.00	0.68**
Family Satisfaction	0.06	0.44
Positive Affect	0.52††	0.12 ^a
Negative Affect	0.25 ^a	0.35

* $p < .10$, two-tailed. ** $p < .05$, two-tailed. † $p < .10$, one-tailed. †† $p < .05$, one-tailed.
(+) or (-) denotes the effect is in the opposite/unanticipated direction

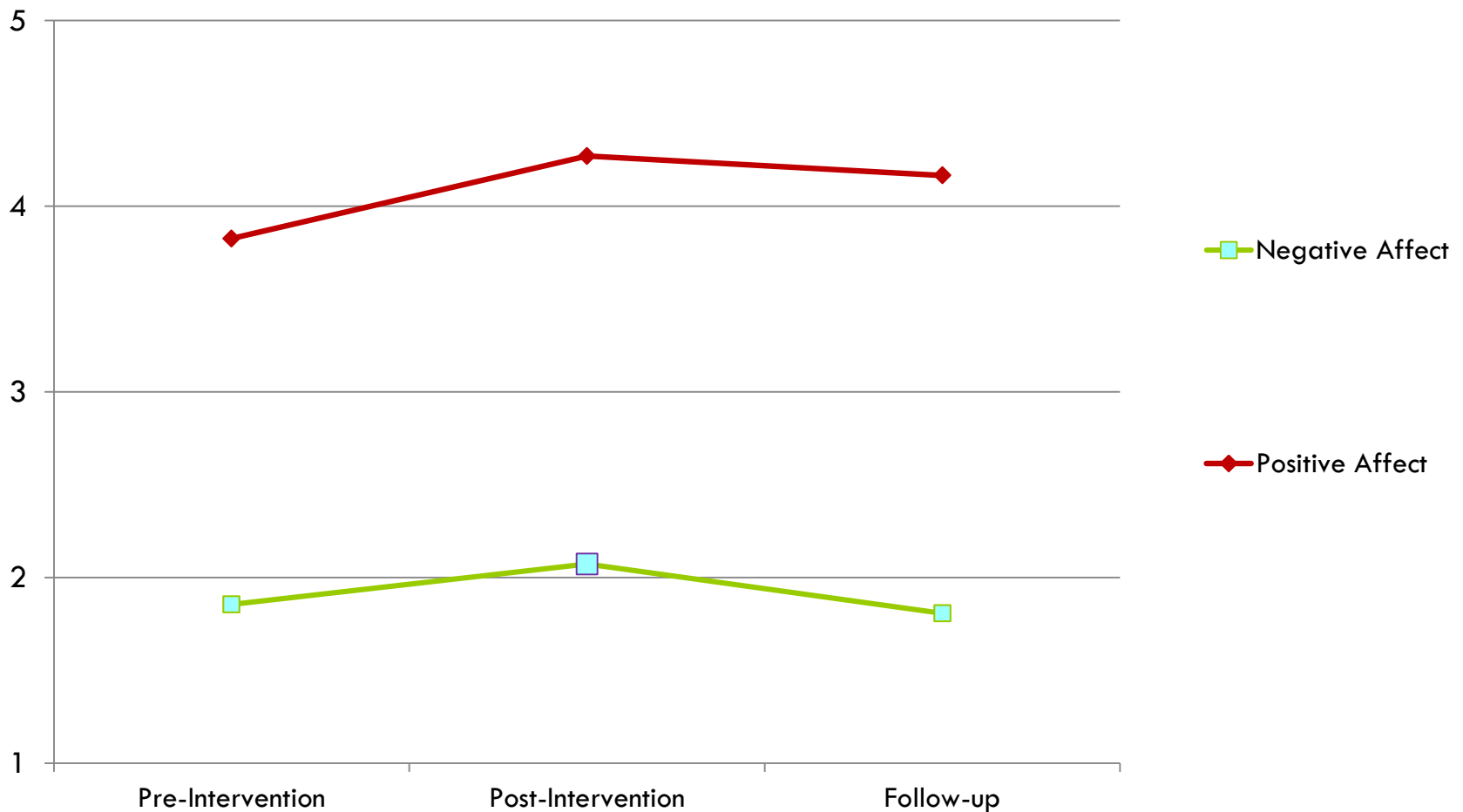
Changes in Students' Life Satisfaction

Global and Domain-Specific Life Satisfaction



Changes in Students' Daily Emotions

Positive and Negative Emotions



- Suldo, Hearon, Bander, McCullough, Garofano, Roth, & Tan, 2015

Efficacy of Small Group Program

(Effect Sizes: .20 = small; .50 = medium; .80 = large)

	Effect Size (<i>d</i>)
	Pre- to Post-Intervention (<i>n</i> = 29)
Global Life Satisfaction	0.51**
Friend Satisfaction	0.52**
Self Satisfaction	0.20
Living Environment Satisfaction	0.19
School Satisfaction	0.24†
Family Satisfaction	0.42*

* $p = .05$, two-tailed. ** $p < .05$, two-tailed. † $p = .10$, two-tailed.

Recent Experiences Facilitating Small Groups (2-4 kids) during Lunchtime

Highlights

- Student Growth
- Friendships
- Student Satisfaction with Intervention
- Student Excitement

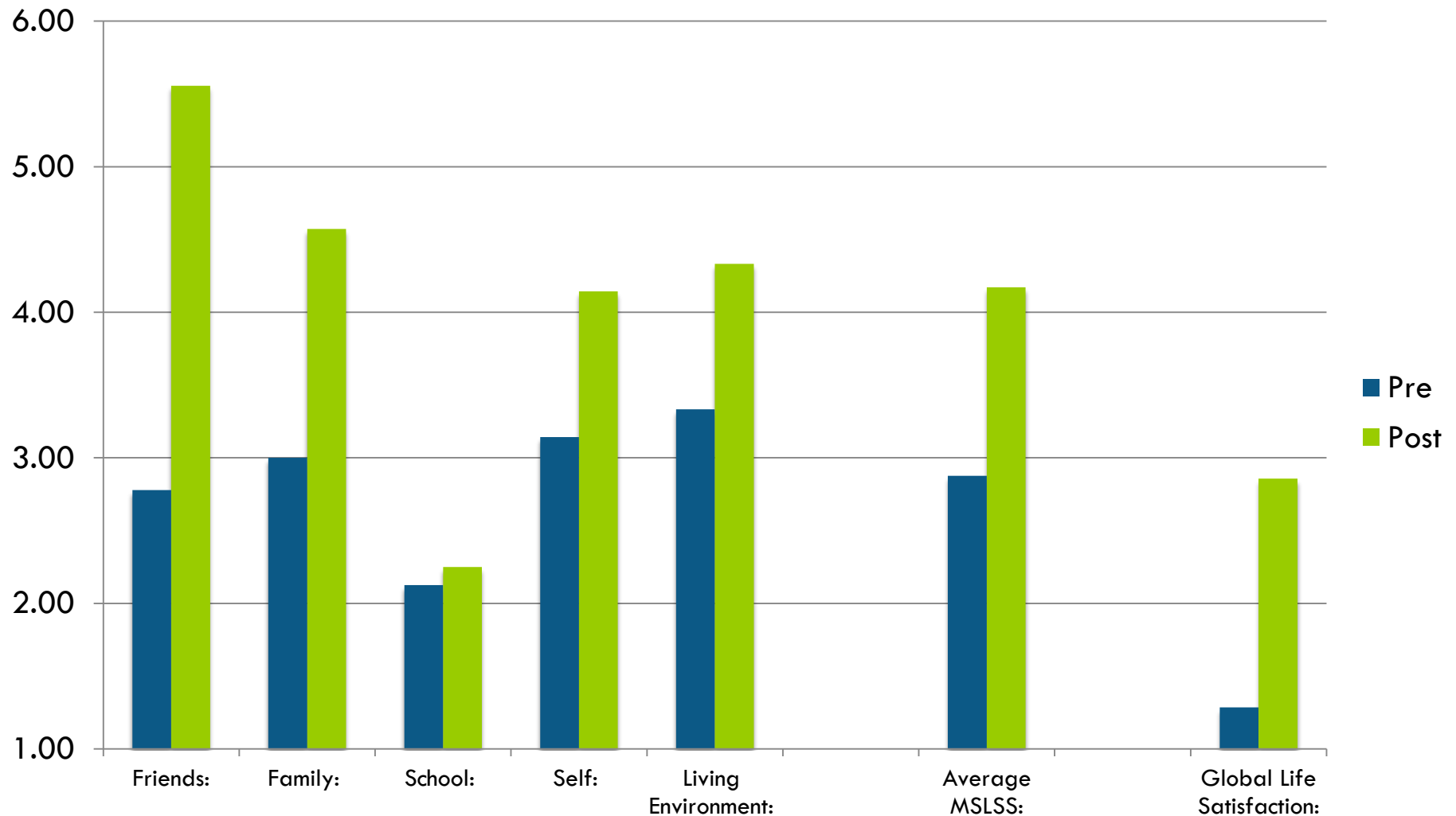
Challenges

- Homework Completion
- Materials for Each Session
- Student Understanding of Complex Material

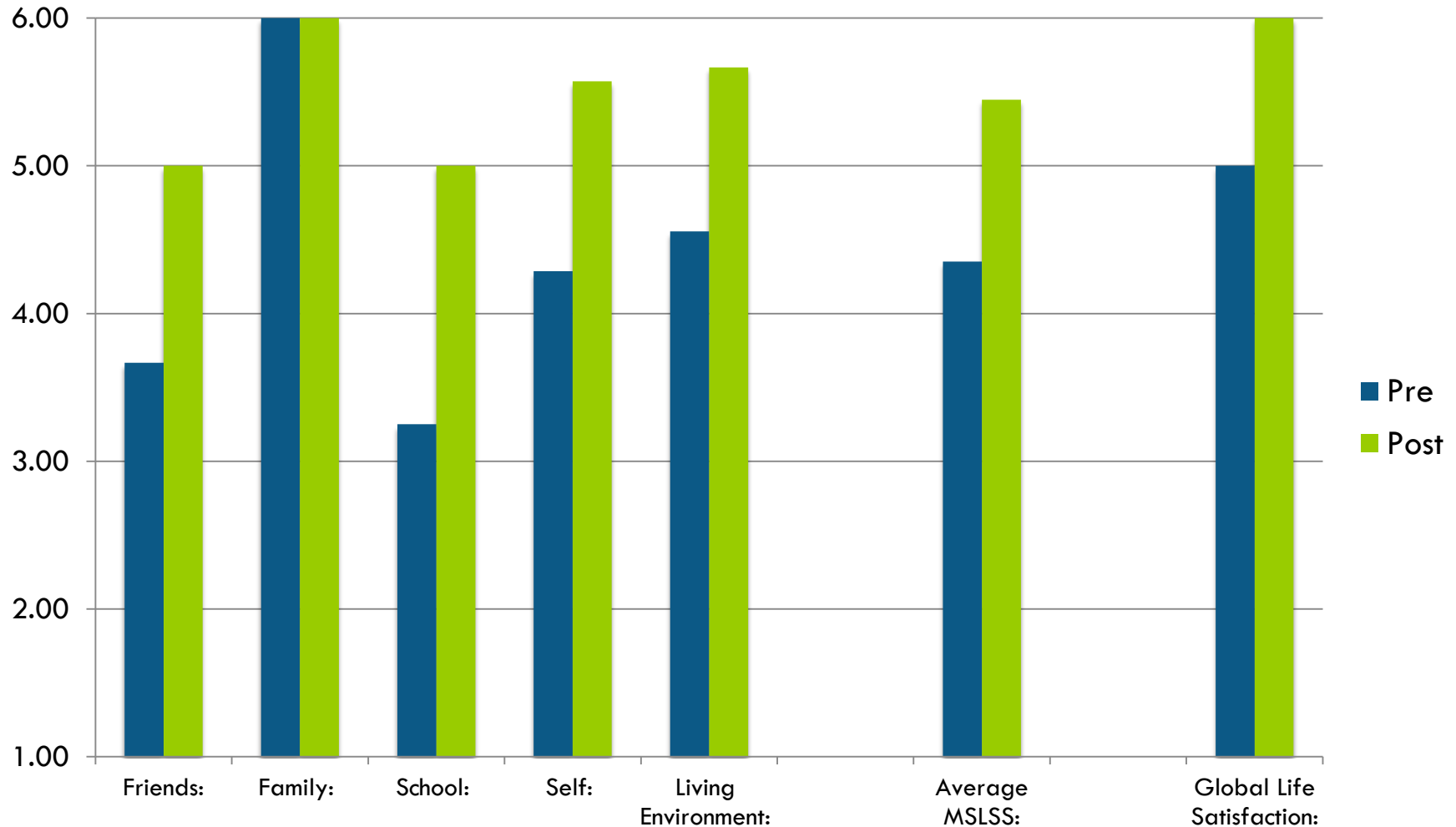
Individual Student Outcomes

- 3rd Grade Student
- 4th Grade Student

Example Outcomes of 3rd Grade Student in One Group



Example Outcomes of 4th Grade Student in One Group



Recommendations for Future Applications of the Classwide PPI with Children

Make sure behavior management system is in place

Keep at 4th and 5th grade students as youngest population (seems too advanced for 3rd graders, but outcomes promising)

Come prepared with developmentally-appropriate terms for complex constructs (like character strengths)

Expect some challenges with reading and writing requirements... be creative with how content is delivered and practiced

Teacher buy-in is instrumental; reiterate program goals (increase student happiness vs. decrease acting out behaviors)

Additional Resources

- authentichappiness.org
- Furlong, M. J., Gilman, R., & Huebner, E. S. (Eds.), *Handbook of Positive Psychology in Schools* (2nd ed.). New York: Routledge.
- Seligman, M. E. P. (2002). *Authentic Happiness*. New York: Simon & Shuster
- Lyubomirsky, S. (2008). *The how of happiness: A new approach to getting the life you want*. Penguin Books.
- Suldo, S. M. (2016). *Promoting students' happiness: Positive psychology prevention and intervention strategies in school-based practice*. New York: Guilford (Practical Intervention in the Schools Series).

Questions and Comments?

