

Using Positive Psychology Assessment and Interventions to Promote Students' Complete Mental Health



SHANNON SULDO

**SCHOOL PSYCHOLOGY PROGRAM
COLLEGE OF EDUCATION
UNIVERSITY OF SOUTH FLORIDA**

AUGUST 30, 2019

SULDO@USF.EDU

813-974-2223

What's on the Agenda?



Conceptualizing student mental health through positive psychology

Links between students' academic success and complete mental health

Defining and measuring key ideas in positive psychology (happiness, resilience)

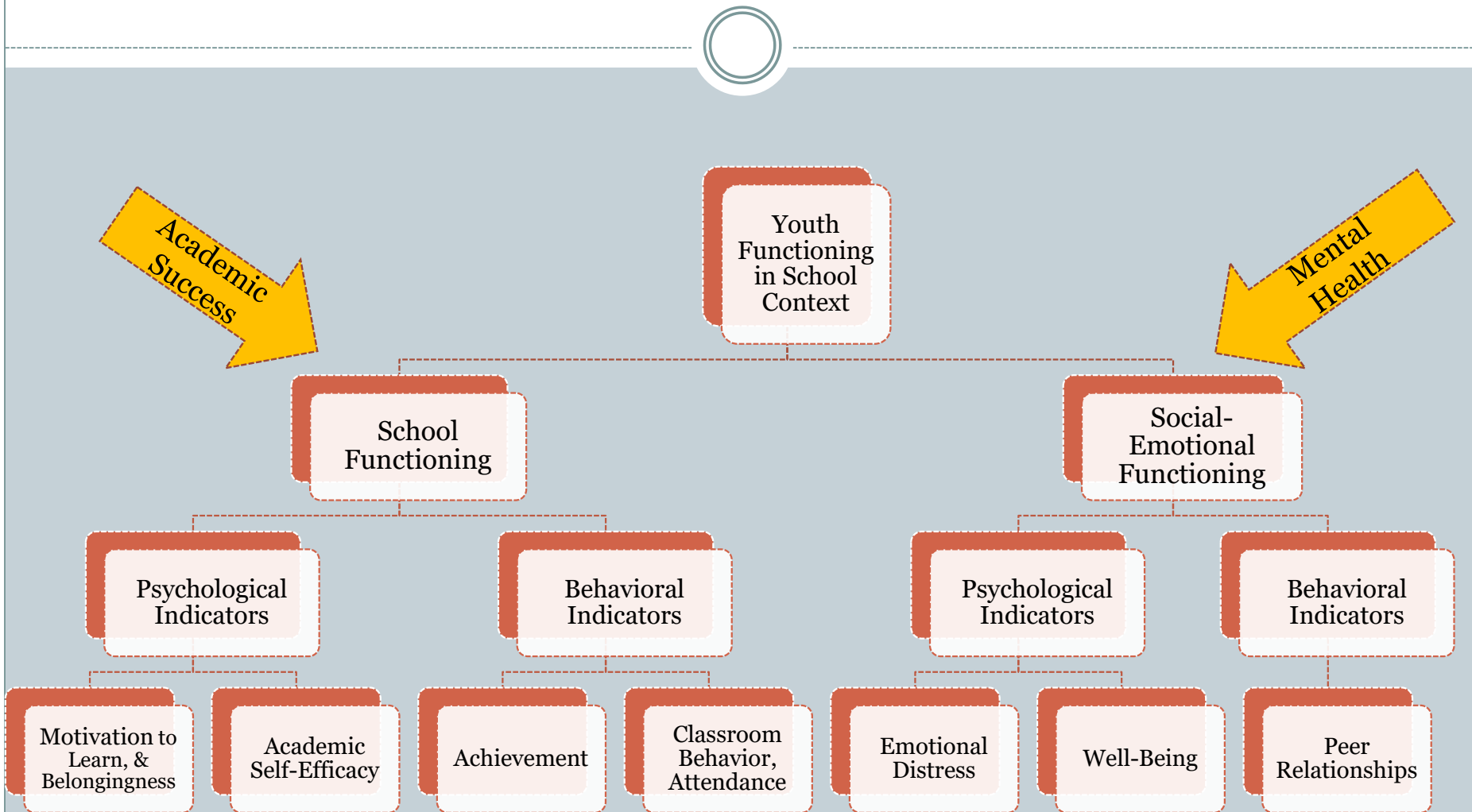
Supporting student mental health in a multi-tiered framework

School and classwide strategies to promote students' well-being

Well-Being Promotion Program (Suldo, 2016)- targeted & individualized supports

Involving and gaining support from key stakeholders at your school for positive psychology programs and practices

Defining Student Adjustment and Success



Prevalence of Emotional Distress

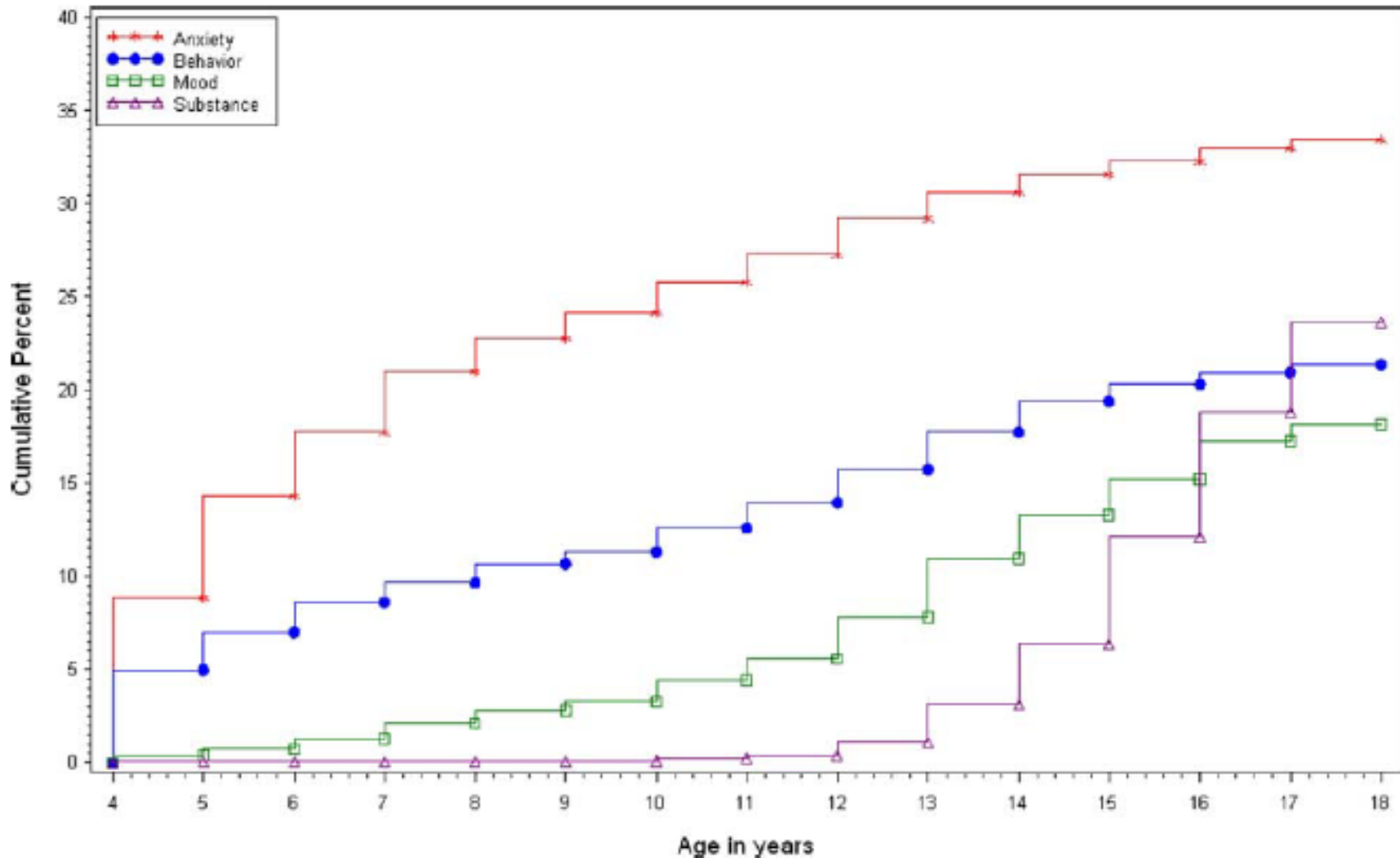


Studies indicate that between 17% to 26% of youth have mental health problems (Brown, Riley, & Wissow, 2007; Costello et al. 2005; Roberts, Roberts, & Xing, 2007)

Surgeon General's Report (1999): **21%** of U.S. children ages 9 to 17 have a diagnosable mental or addictive disorder associated with at least minimum impairment

Merikangas, He, Burnstein, et al. (2010): Nationally representative study of 10,000 youth (ages 13 to 18) revealed prevalence rates for most common mental health disorders

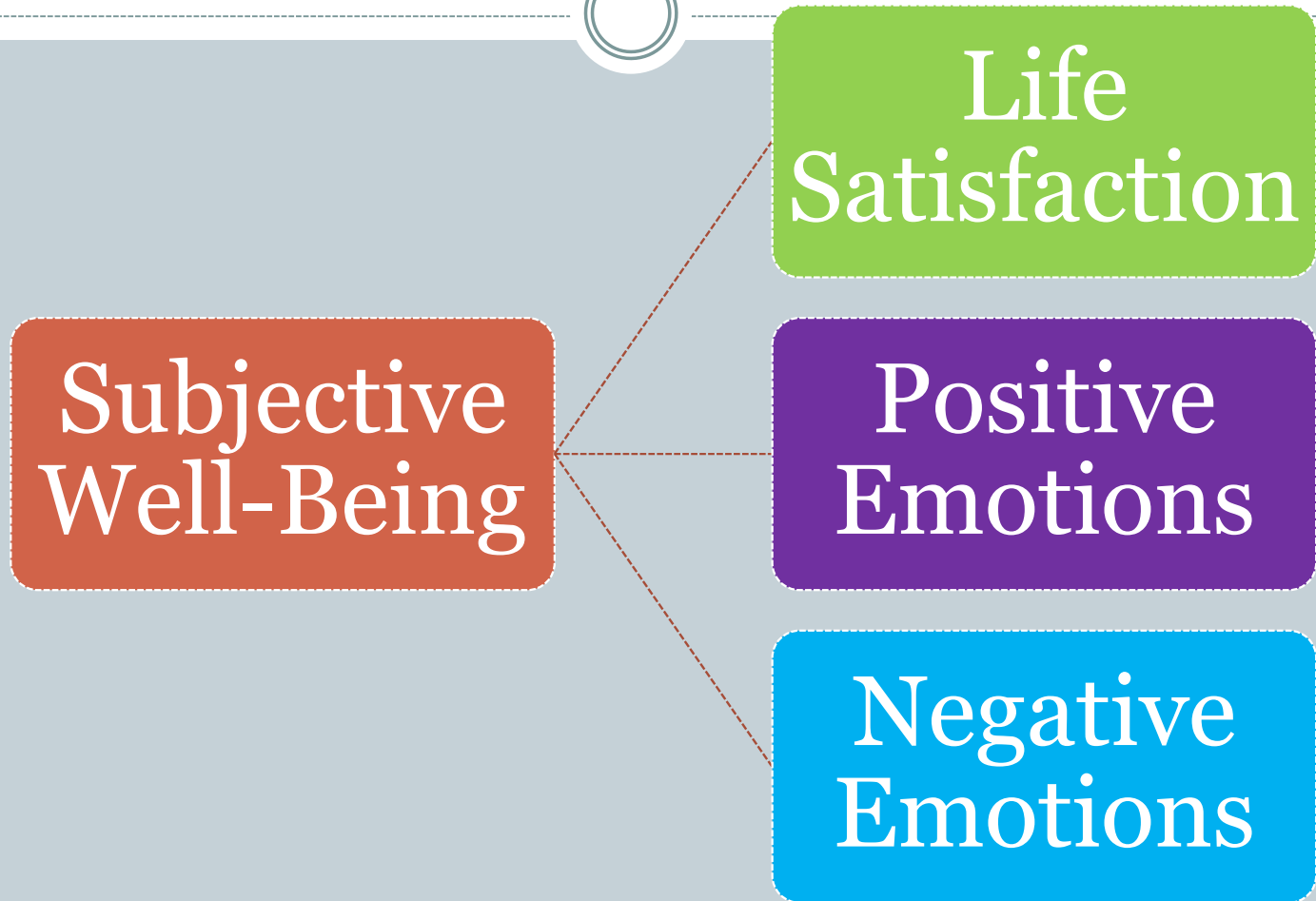
Cumulative lifetime prevalence of major classes of *DSM-IV* disorders among adolescents (N = 10,123)



Is Happiness the Opposite of Emotional Distress?



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



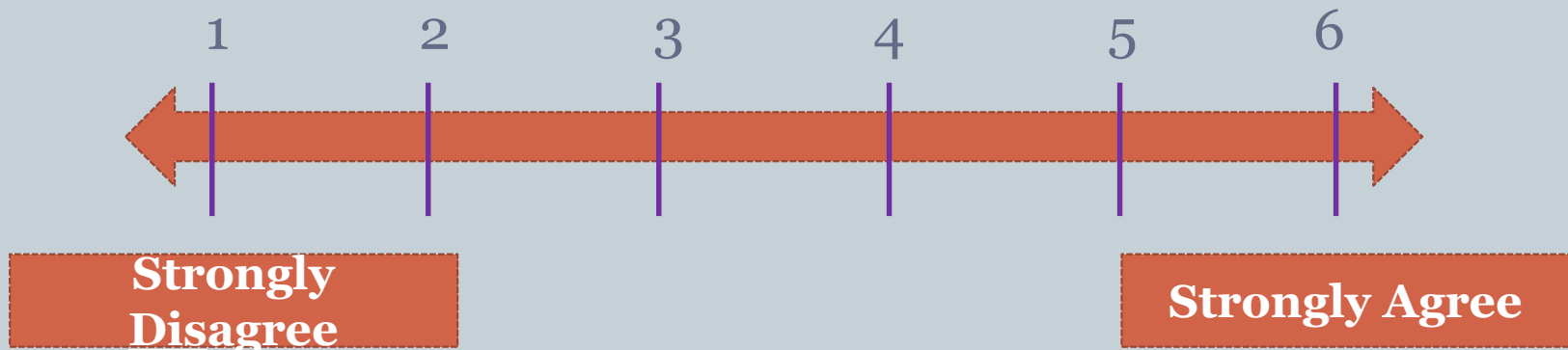
**Positive Psychology Approach to
Mental Health Care**

Measuring Global Life Satisfaction: The Students' Life Satisfaction Scale (SLSS)

- **Items:**

- My life is going well
- My life is better than most kids'
- I have what I want in life
- I wish I had a different kind of life*

- **Response options:**



Does Life Satisfaction Matter to Student Success?

Happier children and adolescents...

Earn better grades

Perform better on standardized tests

Have more positive attitudes towards school and learning

Are physically healthier

Have better social relationships

Experience less peer victimization (bullying perpetrator or victim)

Have fewer symptoms of mental health problems like depression and anxiety

Dual Factor Model of Mental Health

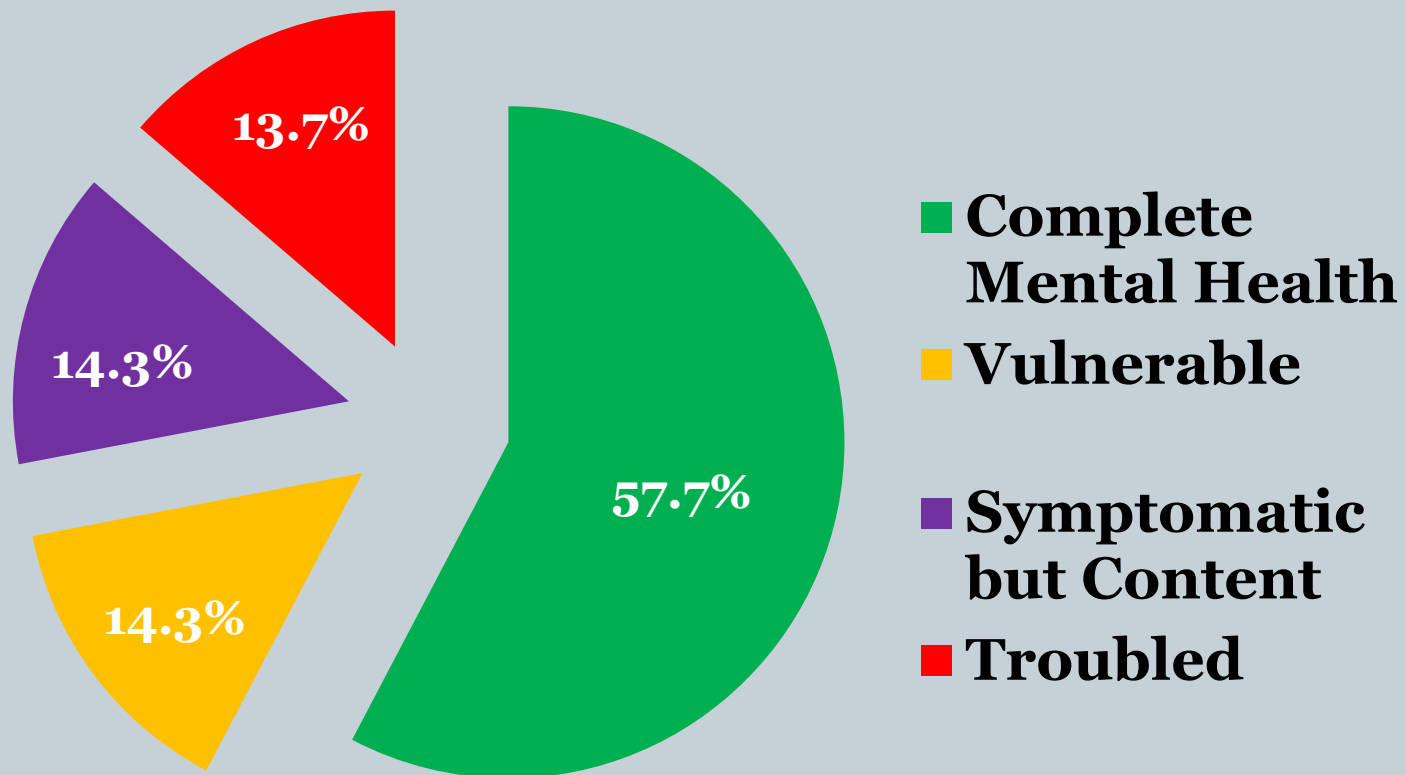


- Factor 1 (Traditional Psychology): Mental *illness* or mental health *problems* (symptoms of emotional distress)
- Factor 2 (Positive Psychology): Subjective well-being

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

Proportions of Youth in Mental Health Groups

Percent of Students in Samples from Elementary, Middle, and High Schools (Grades 4 – 12)

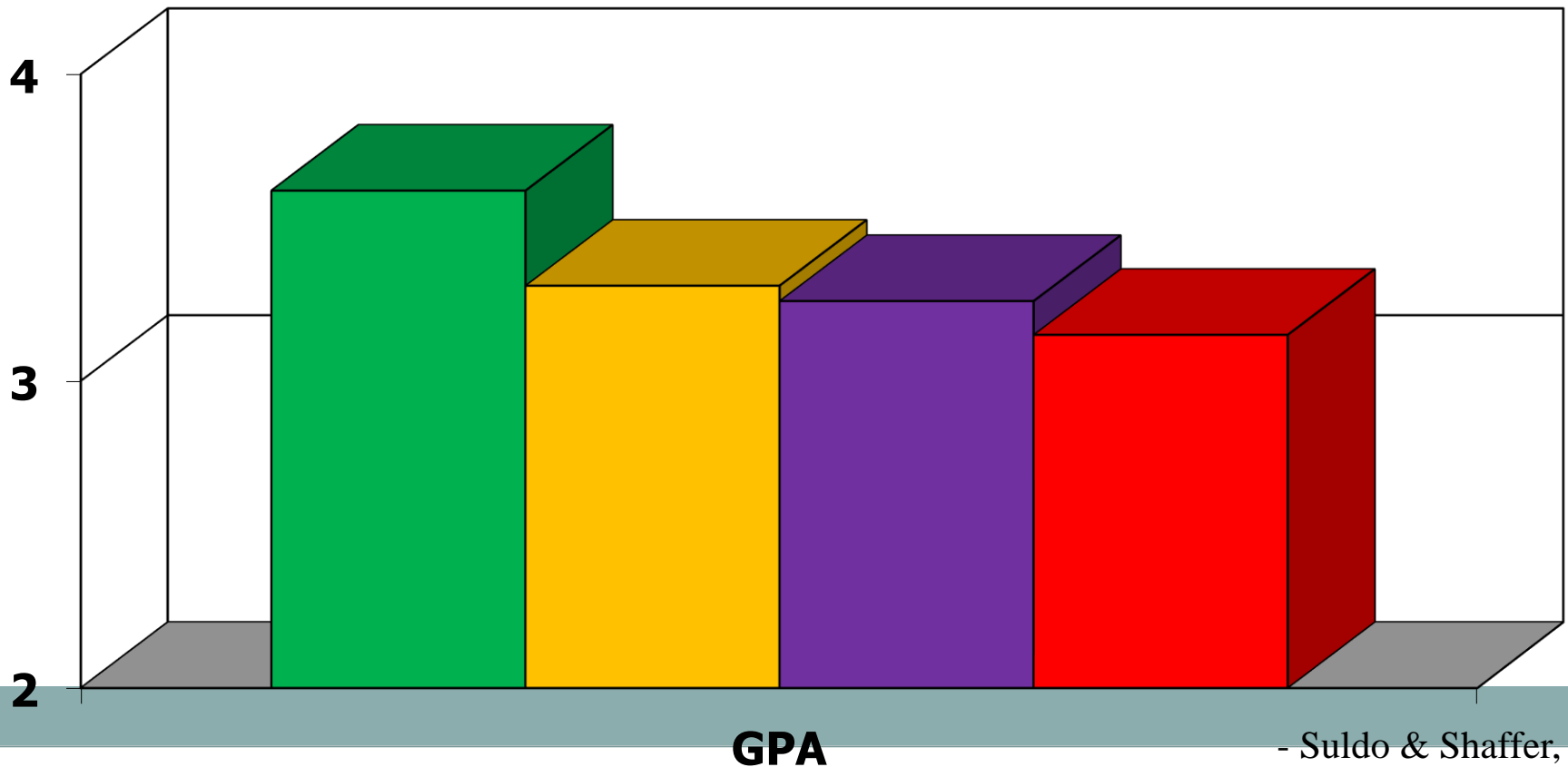


Does SWB Matter?

Benefits of Complete Mental Health- Grades



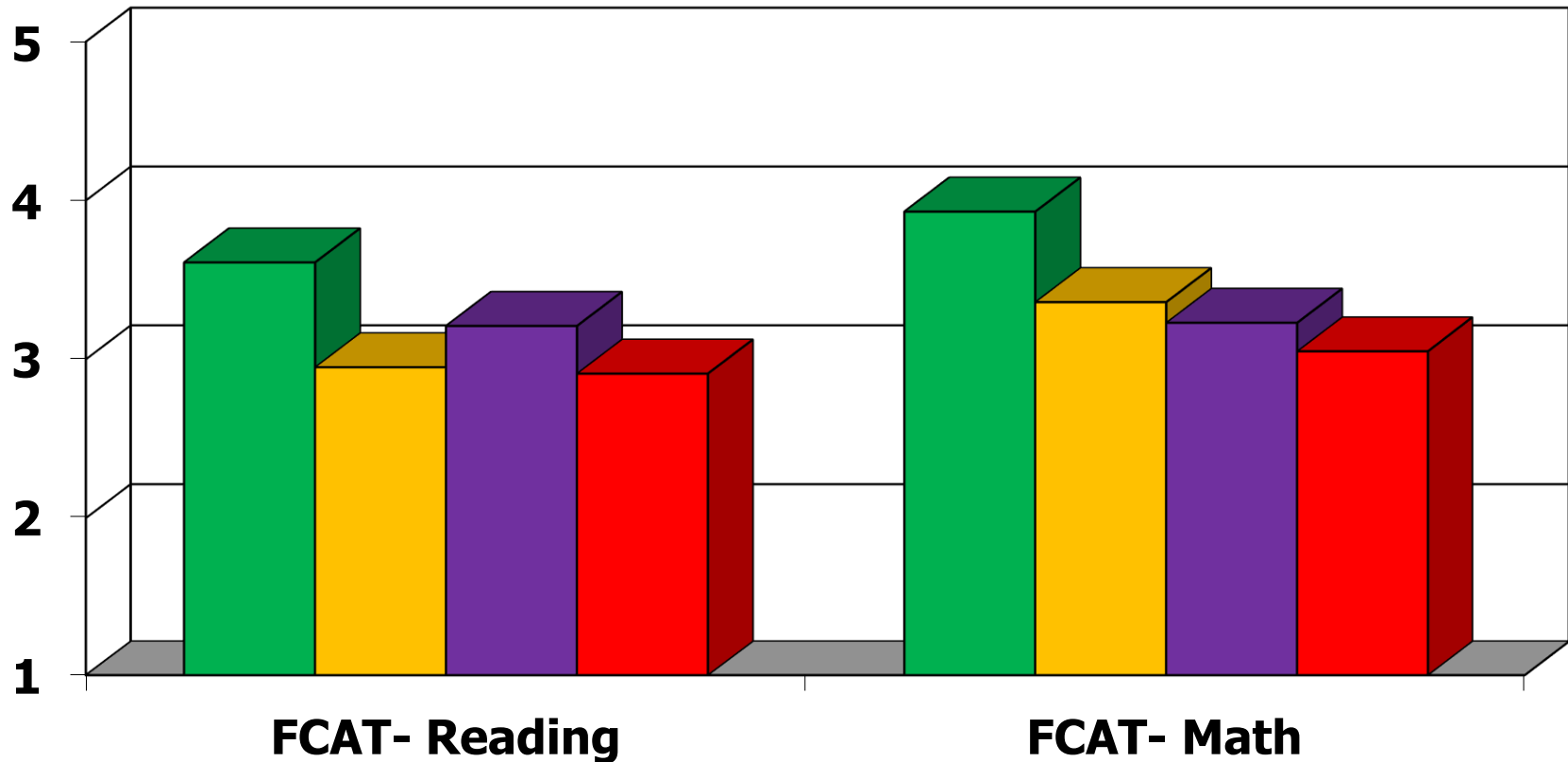
■ **Complete Mental Health** ■ **Vulnerable**
■ **Sympomatic but Content** ■ **Troubled**



Benefits of Complete Mental Health: Academic Skills (Middle School)



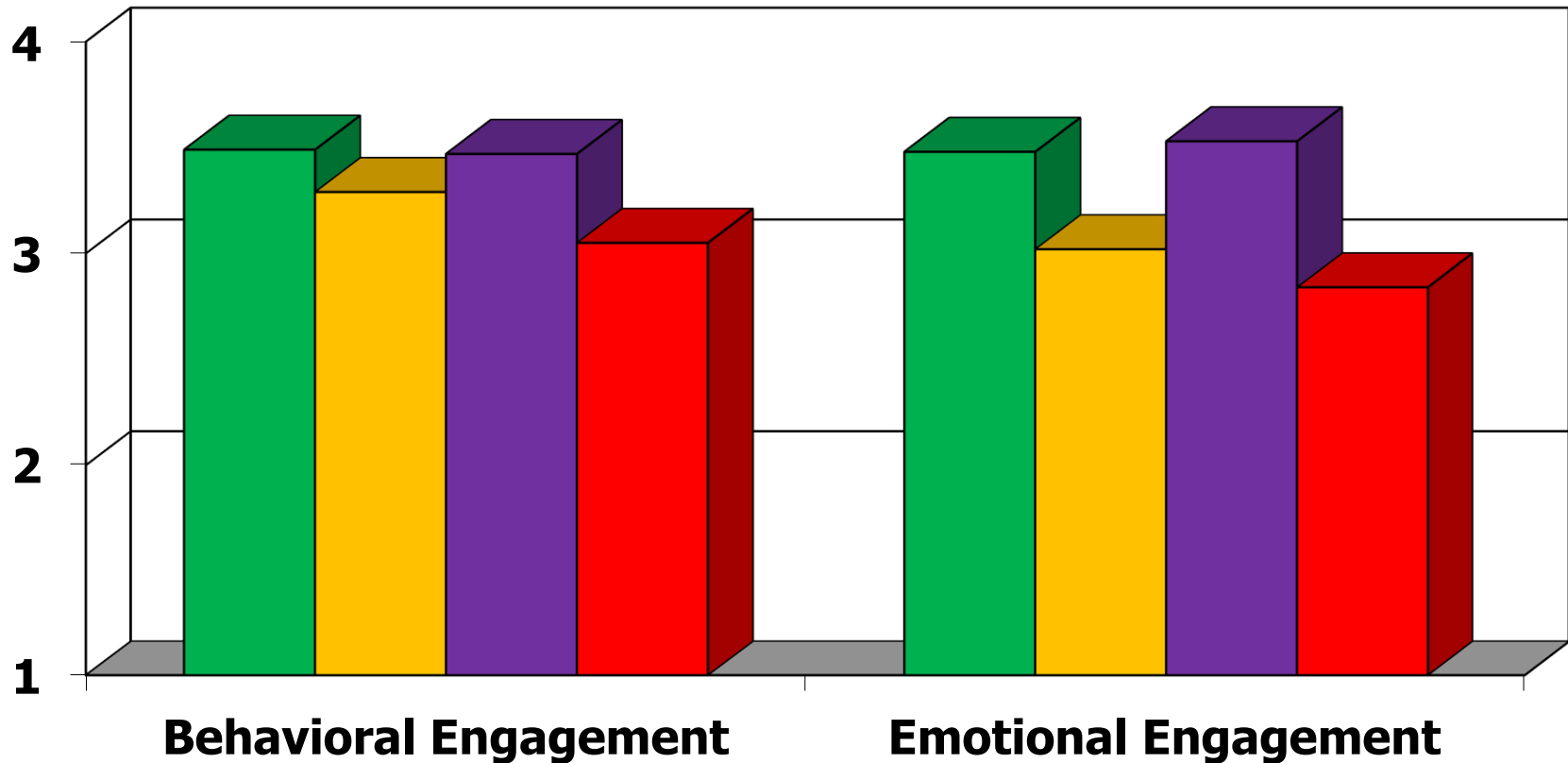
■ Complete Mental Health ■ Vulnerable
■ Sympomatic but Content ■ Troubled



Benefits of Complete Mental Health: Student Engagement (Elementary School)



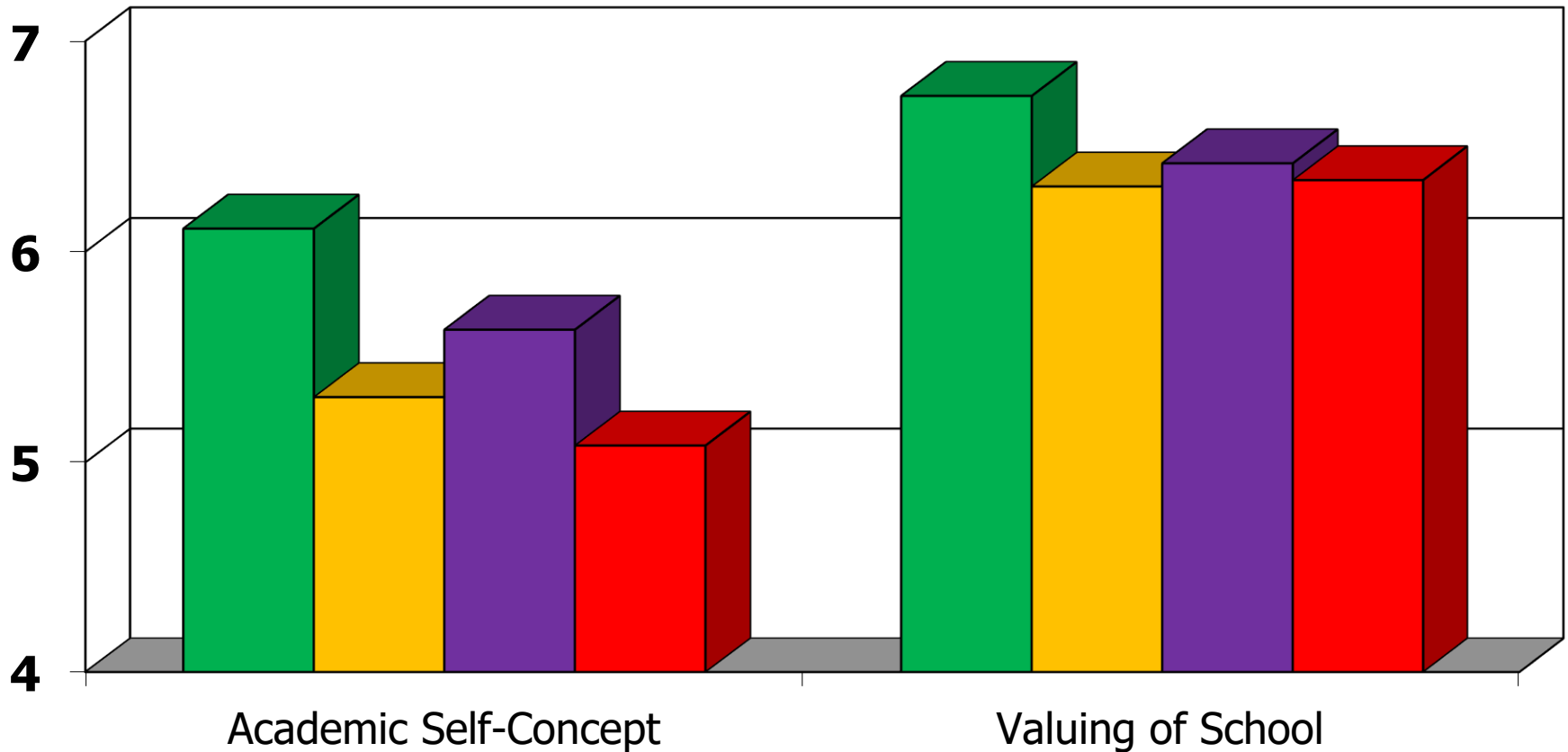
■ Complete Mental Health ■ Vulnerable
■ Sympomatic but Content ■ Troubled



Benefits of Complete Mental Health: Cognitive Engagement (Middle School)

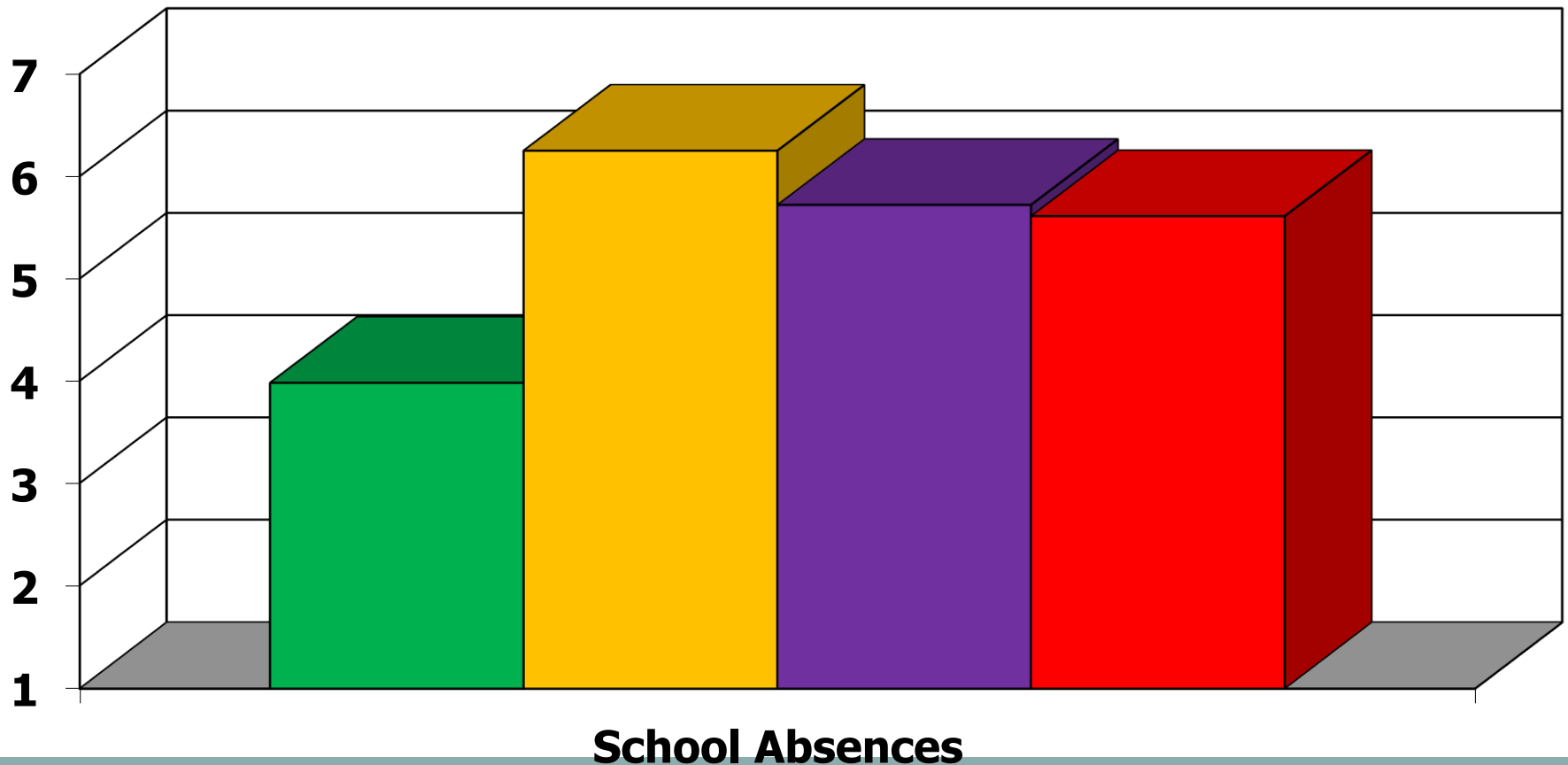


- Complete Mental Health
- Vulnerable
- Symptomatic but Content
- Troubled

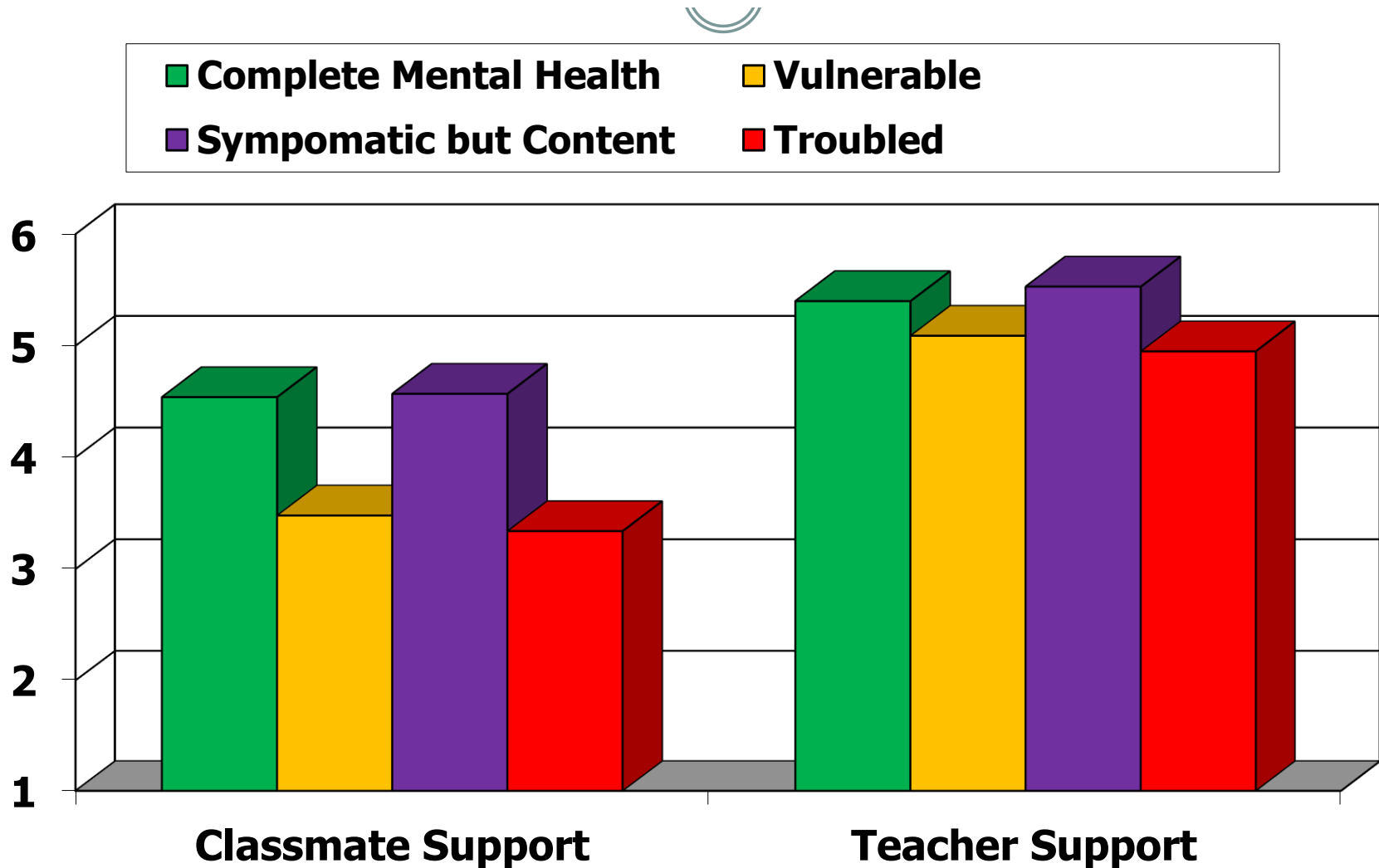


Benefits of Complete Mental Health: Attendance (Middle School)

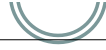
■ Complete Mental Health ■ Vulnerable
■ Sympomatic but Content ■ Troubled



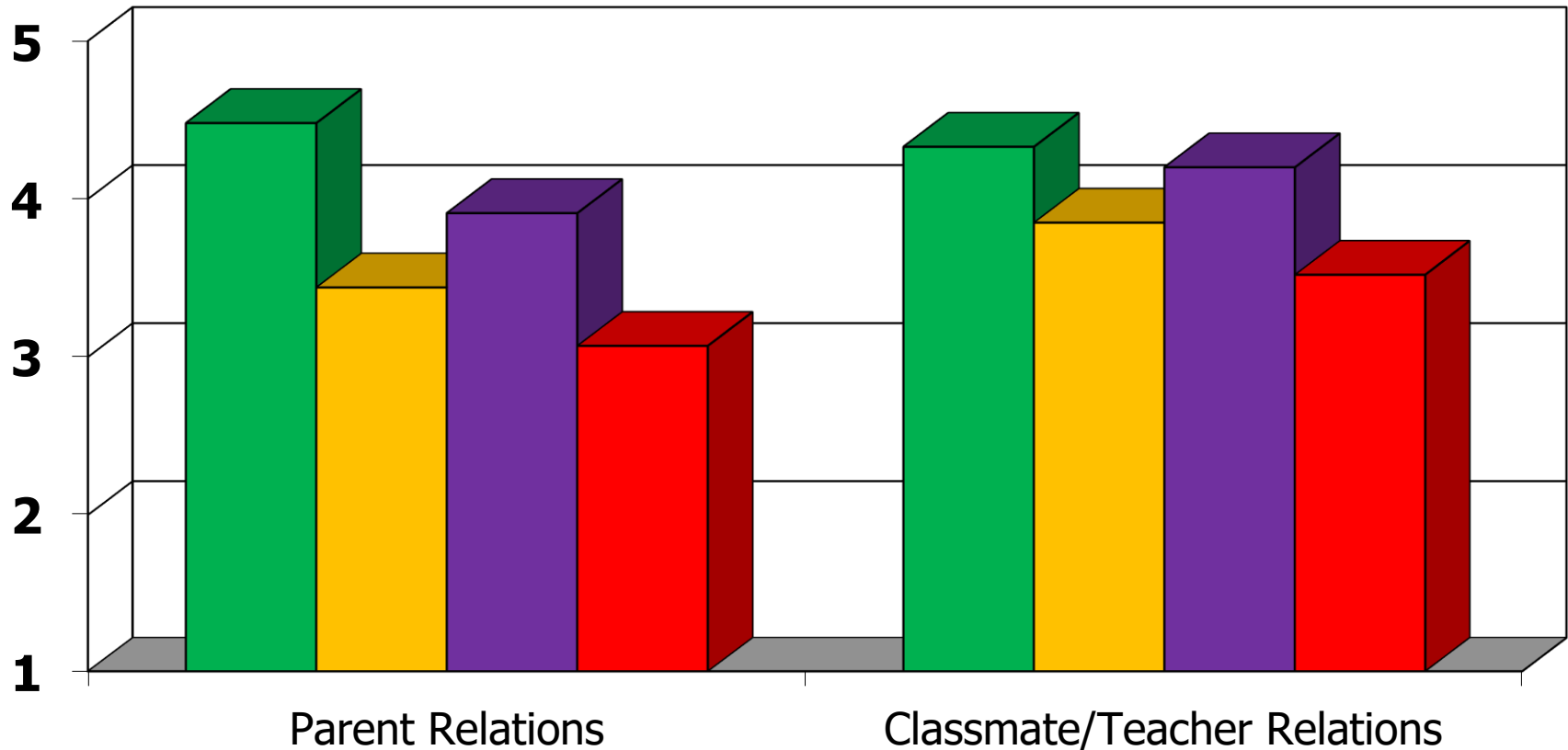
Benefits of Complete Mental Health: Social Functioning (Elementary School)



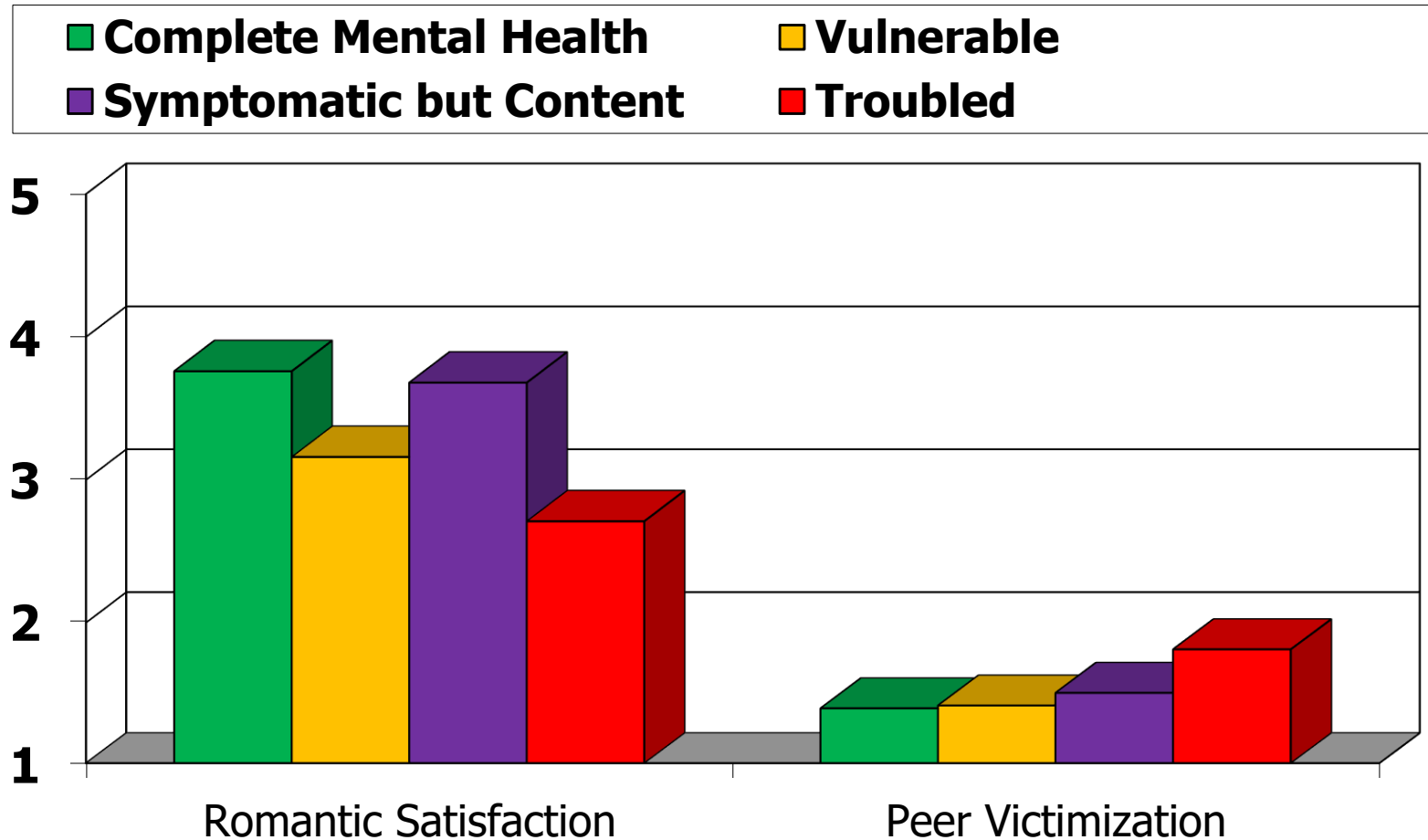
Benefits of Complete Mental Health: Social Functioning (High School)



Complete Mental Health **Vulnerable**
Symptomatic but Content **Troubled**

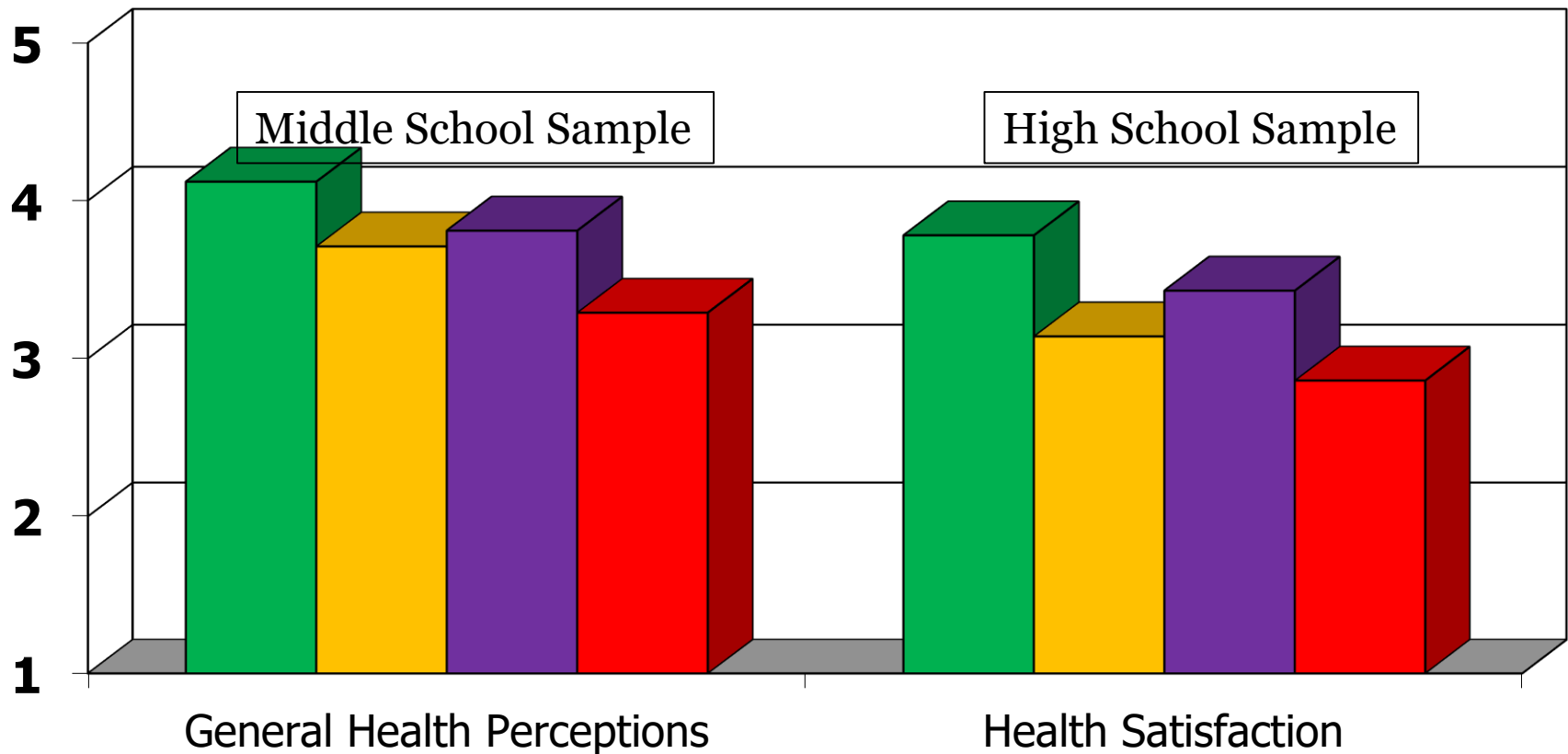


Benefits of Complete Mental Health: Social Functioning (High School)

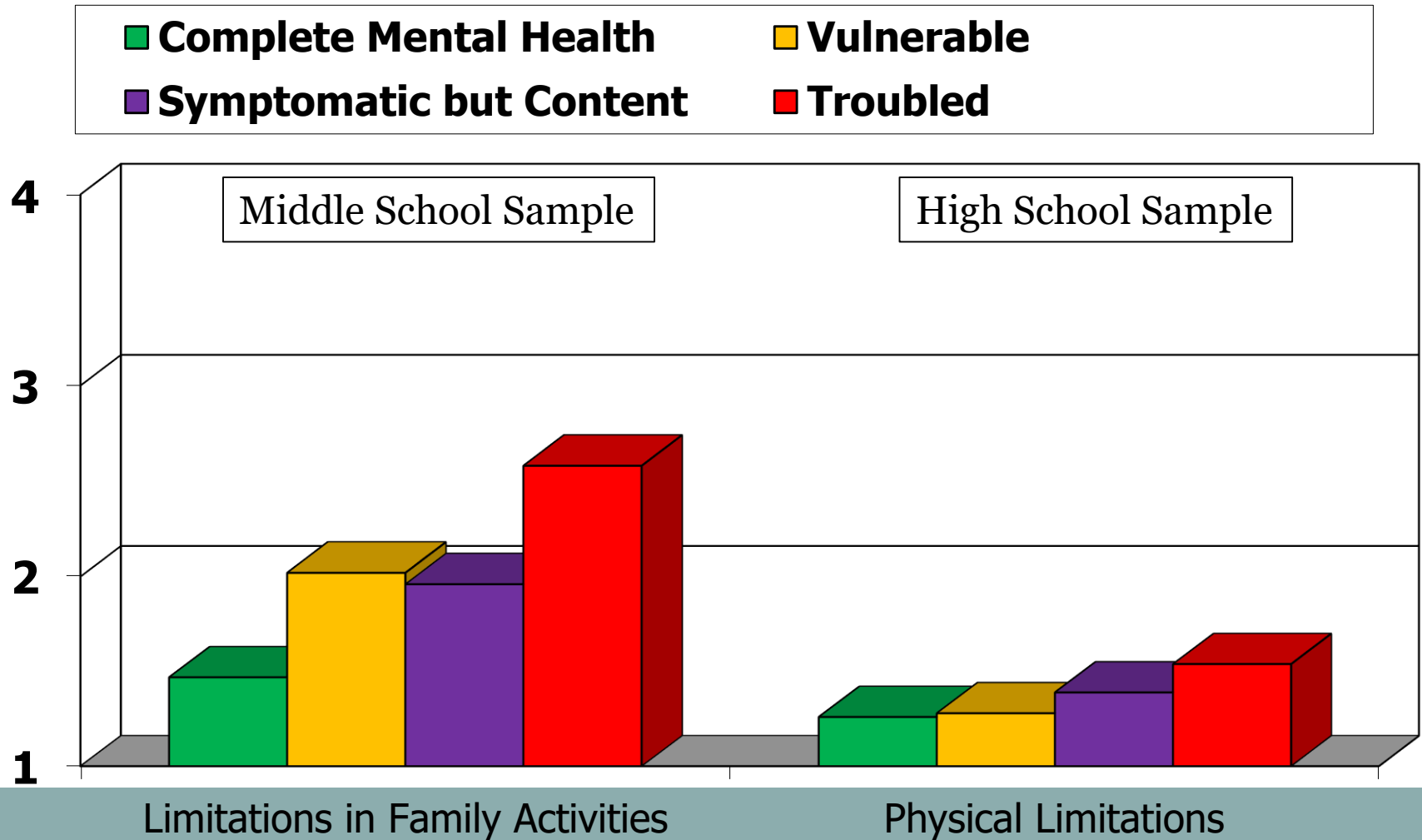


Benefits of Complete Mental Health: Overall Physical Health

■ **Complete Mental Health** ■ **Vulnerable**
■ **Symptomatic but Content** ■ **Troubled**



Benefits of Complete Mental Health: Limitations due to Health Problems



In Sum, Benefits of Complete Mental Health (vs. Vulnerable)

Physical Health

- Illness Frequency and Overall Health
- Activity Limitations

Social Adjustment

- Social Support
- Less Victimization

Identity Development

- Self-Concept Clarity
- Self-Esteem

Academic Outcomes

- Engagement (Cognitive, Affective, Behavioral)
- Academic Skills, as assessed by GPA, FCAT scores

Complete Mental Health

Negative Indicators
(Mental Illness or Problems)

Positive Indicators
(Mental Wellness or Well-Being)

Anxiety, Depression, and other forms of internalizing problems

Disruptive Behaviors, such as defiance, rule violations, substance use

Life Satisfaction and Happiness

Strong Social Relationships

Trauma and other environmental stressors

Thinking errors, behavioral withdrawal

Risky/unsafe settings

Inconsistent rules and expectations across settings

Building blocks of well-being, (gratitude, empathy, persistence)

Basic needs are met

Social skills

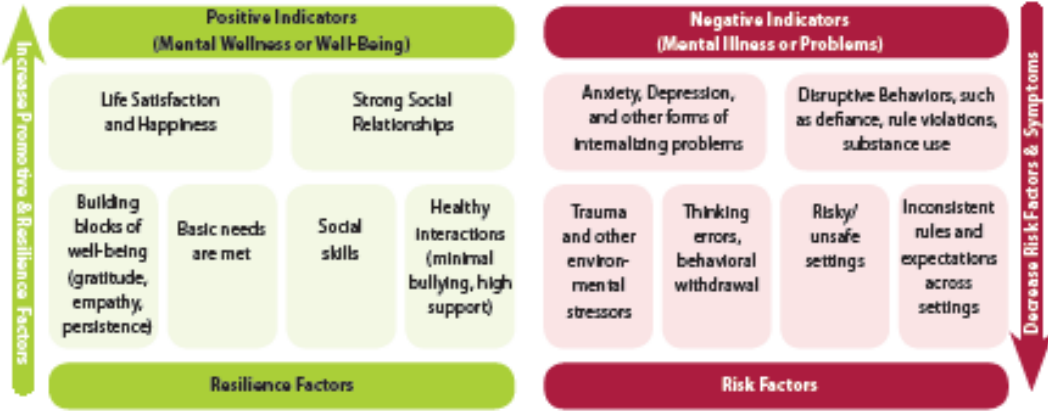
Healthy interactions (minimal bullying, high support)

Risk Factors

Resilience Factors

Florida AWARE defines complete mental health as the presence of social, behavioral, and emotional well-being and resilience factors, as well as minimal social, behavioral, and emotional problems, and the reduction of risk factors.

Students with complete mental health have many signs of well-being, such as happiness and strong relationships, coupled with few signs of mental health challenges, like symptoms of depression or behavior problems.



Foster the factors within youth and their environments at school and home that promote resilience and well-being

- Teach social, behavioral, and emotional skills
- Create safe and nurturing environments that support well-being
- Foster resilience and increase protective factors

Prevent, reduce, and manage the risk factors within youth and their environments that cause and maintain mental illness

- Identify students at-risk for mental health problems
- Provide targeted interventions matched to signs of risk and needs
- Provide support to youth in crisis or with chronic mental health needs

Florida AWARE supports schools' implementation of a multi-tiered framework of evidence-based practices to promote complete mental health. Contact us at:

Natalie Romer, PhD
State Coordinator
romer@usf.edu

Michele Johnson, MA
Duval Program Manager
johnsonm16@duvalschools.org

Vicki Koller, MSW
Pinellas Program Manager
kollerV@pcrb.org

Deborah Badertscher, MEd
Program Manager
deborah.badertscher@polk-fl.net

Florida AWARE is a State Education Agency "Now is the Time" Program, awarded by the Substance Abuse and Mental Health Services Administration (SAMHSA) to the Florida Department of Education Bureau of Exceptional Education and Student Services with a sub-agreement to the University of South Florida and the three partnering districts (Duval, Pinellas, and Polk).

This handbook was developed under grant number 1H79SM061890-01 from SAMHSA, U.S. Department of Health and Human Services (HHS). The views, policies, and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HHS.



Flyer location:

<http://sss.usf.edu/resources/florida-aware/resources/2017-03%20Florida%20AWARE%20Complete%20MH.pdf>

2014 **Now is the Time Project** **AWARE** (Advancing Wellness and Resilience in Education)

Goal: Build and expand the capacity of State Educational Agencies to increase awareness of mental health issues among school-aged youth; train school personnel to detect and respond to mental health issues; connect students w/ behavioral health issues with appropriate services.

Intent: Develop a comprehensive, coordinated, and integrated program for advancing wellness and resilience in educational settings for school-aged youth. President Obama's Plan http://www.whitehouse.gov/sites/default/files/docs/wh_now_is_the_time_full.pdf.

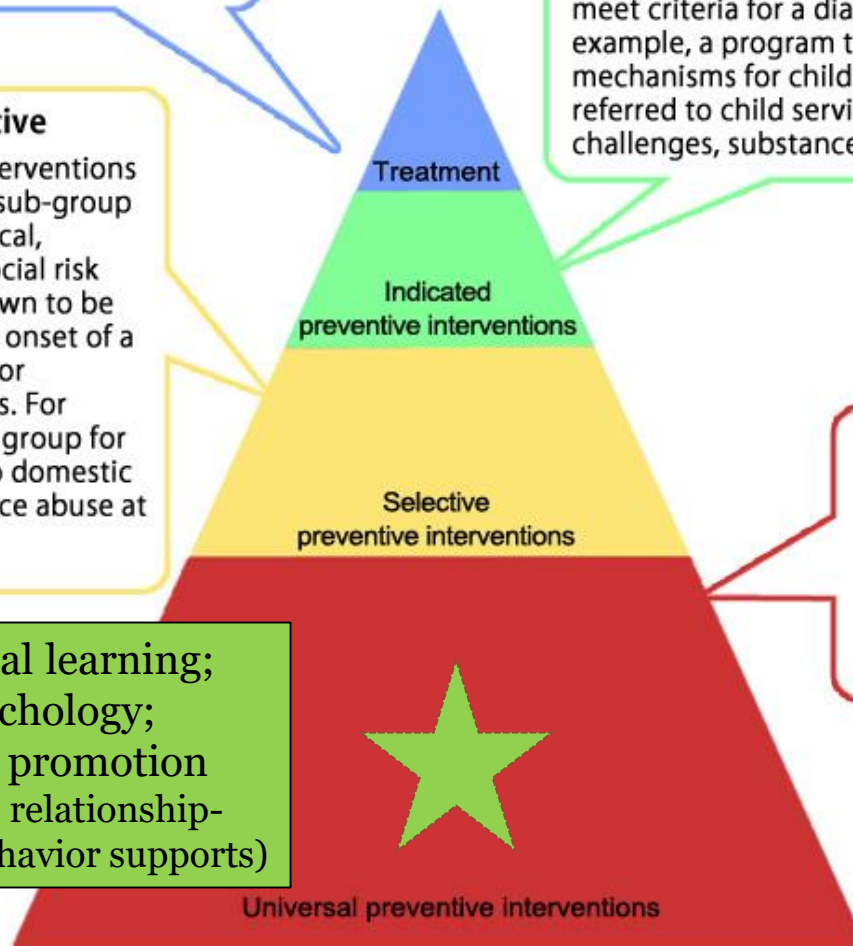
Treatment: Interventions for individuals who currently have a diagnosable disorder that are intended to cure or reduce the symptoms or effects of the disorder. For example, individual/family/group psychotherapy or evidence-based practice for an individual or family that has been diagnosed with a mental health disorder.

Indicated preventive interventions: Interventions for high-risk individuals who are identified as having some detectable signs or symptoms of a mental, emotional, or behavioral disorder, or who have a biological pre-disposition for such a disorder, but who do not meet criteria for a diagnosis at the current time. For example, a program to develop social skills and coping mechanisms for children or youth who have been referred to child serving systems due to behavioral challenges, substance use or truancy.

Selective preventive interventions: Interventions for individuals or a sub-group who exhibit biological, psychological, or social risk factors that are known to be associated with the onset of a mental, emotional, or behavioral disorders. For example, a support group for children exposed to domestic violence or substance abuse at home

Universal preventive interventions: Interventions for the general public that have not been identified to be at risk. For example, a mental health or substance abuse curriculum for all children in the school.

Social-emotional learning;
Positive psychology;
School climate promotion
(teacher wellness, relationship-
building, positive behavior supports)



Universal preventive interventions

Best Practices in Fostering Student Resilience: Emphasis on Supports for All Students

Goal: Enhance assets and protective factors for entire school population

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

Select and implement evidence-based interventions to develop student-level assets (social competence, problem-solving, autonomy, sense of purpose)

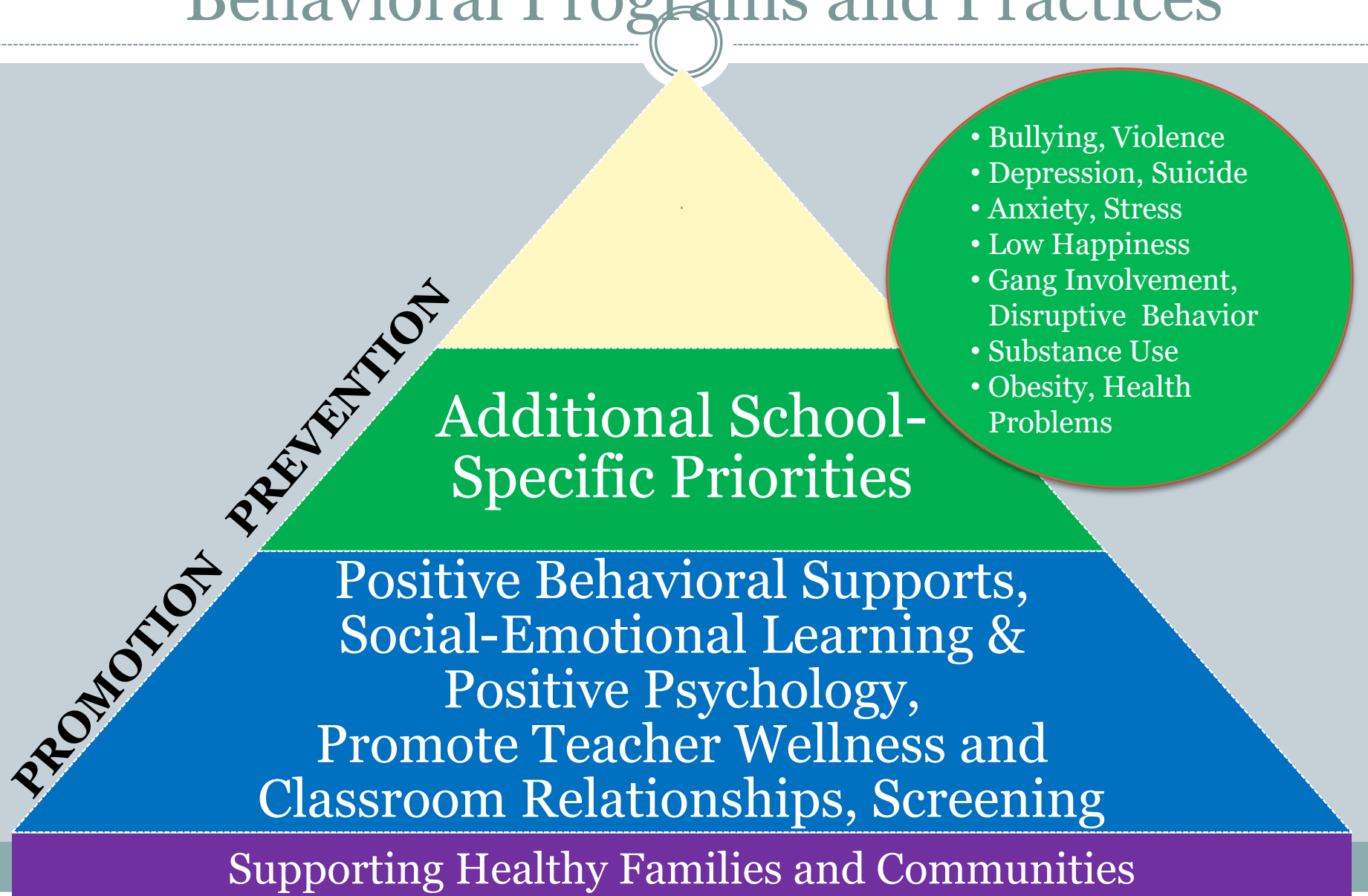
- Social-emotional learning (SEL)
 - Identify and regulate negative emotions
- Positive psychology interventions
 - Identify and increase positive emotions

Support teachers, administrators, and parents to promote school-, community-, and family-level assets

- Support educators' emotional health
- Strengthen classroom relationships
 - Teacher-student relationships
 - Healthy friendships & classmate support
- Build home-school partnerships
 - Home activities to support learning
 - Communication between family-school
- Positive behavioral supports (PBIS)
 - Increase students' behavioral self-control

Not to be overlooked: join forces to minimize exposure to adversity and risk in the first place

Prioritizing School-Based Social-Emotional-Behavioral Programs and Practices

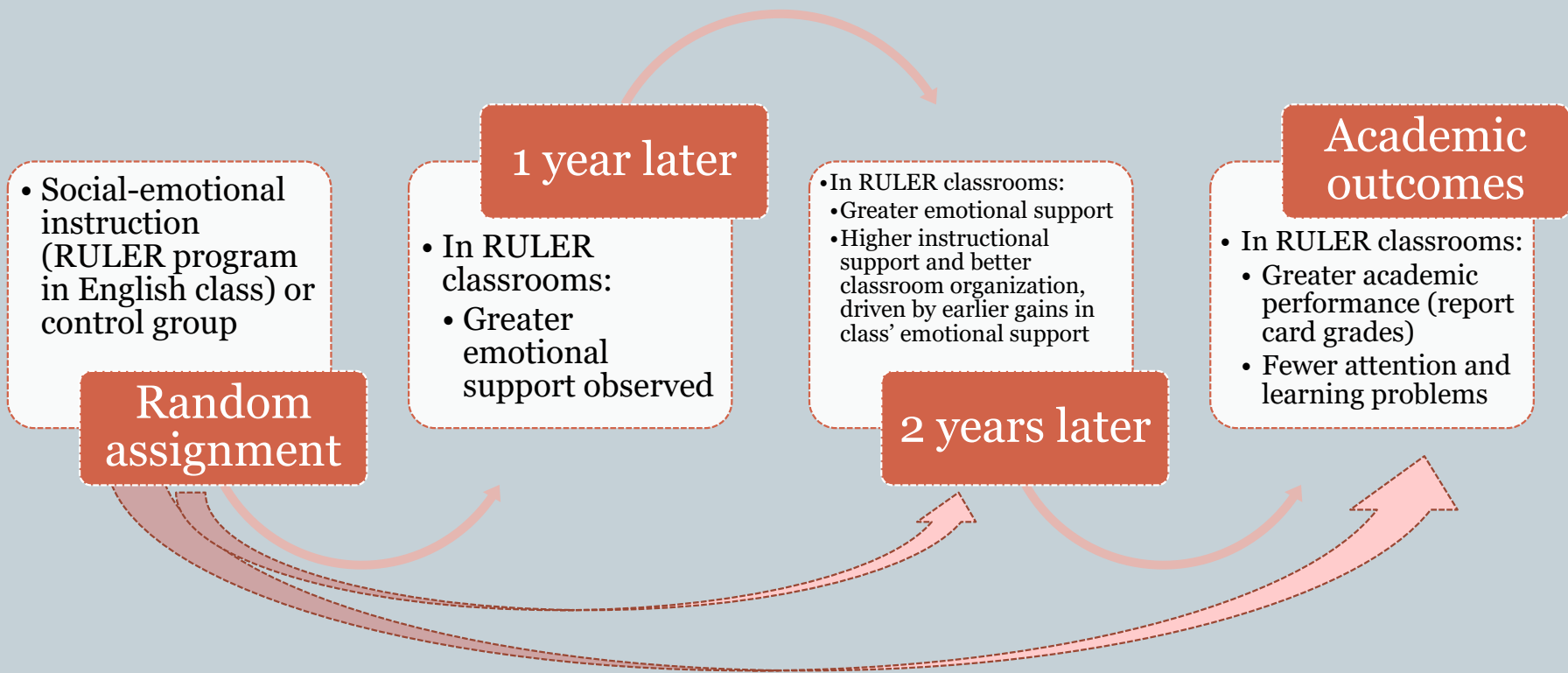


Social-Emotional Learning (SEL) Core Competencies



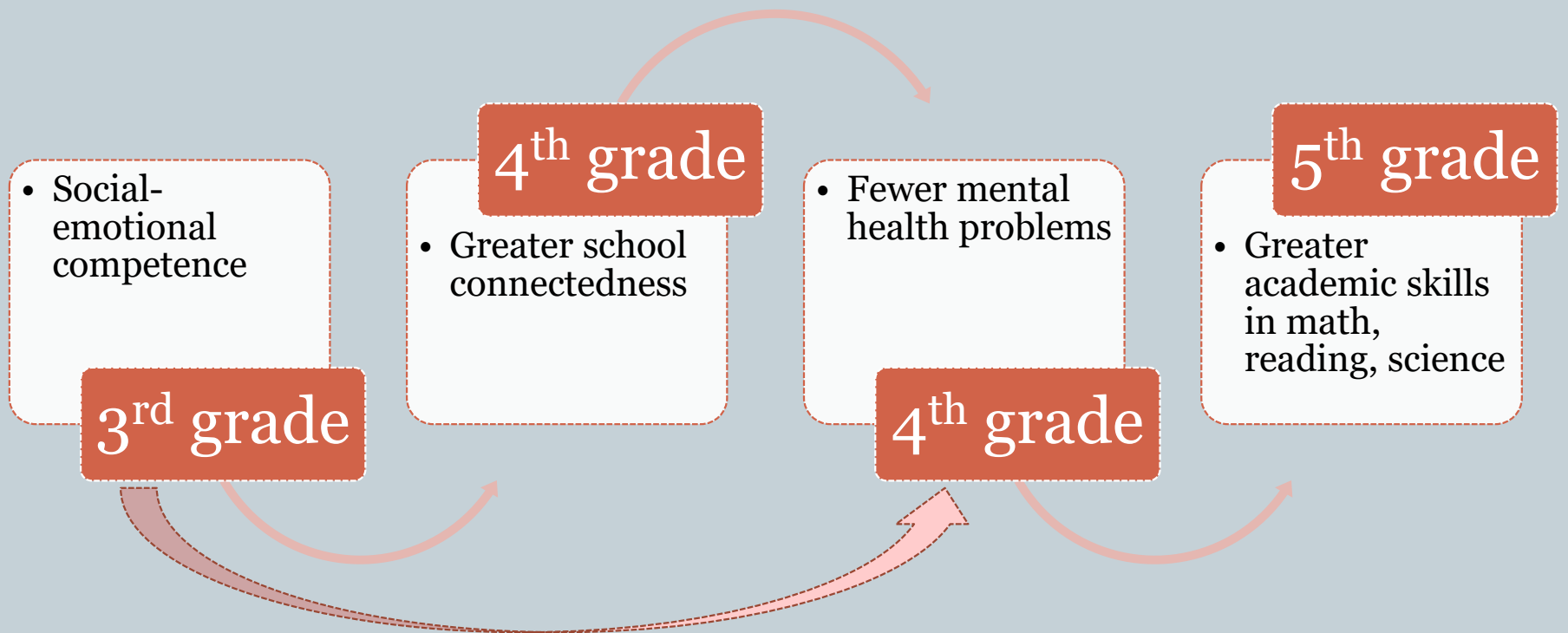
How does SEL Instruction Improve Student Outcomes? (An example from RULER)

Takeaway: SEL instruction fosters a positive classroom climate, which facilitates learning



How does SEL Instruction Improve Student Outcomes? (An example from PATHS)

Takeaway: SEL competence prevents and reduces social-emotional-behavioral problems, which pose barriers to learning



How do Positive Behavioral Supports (PBIS) Improve Student Outcomes?

Takeaway: Schoolwide positive behavioral supports- when implemented as intended- lead to robust positive effects on student behavior and academic success

- PBIS adopted schoolwide across 3-7 years

High implementation fidelity

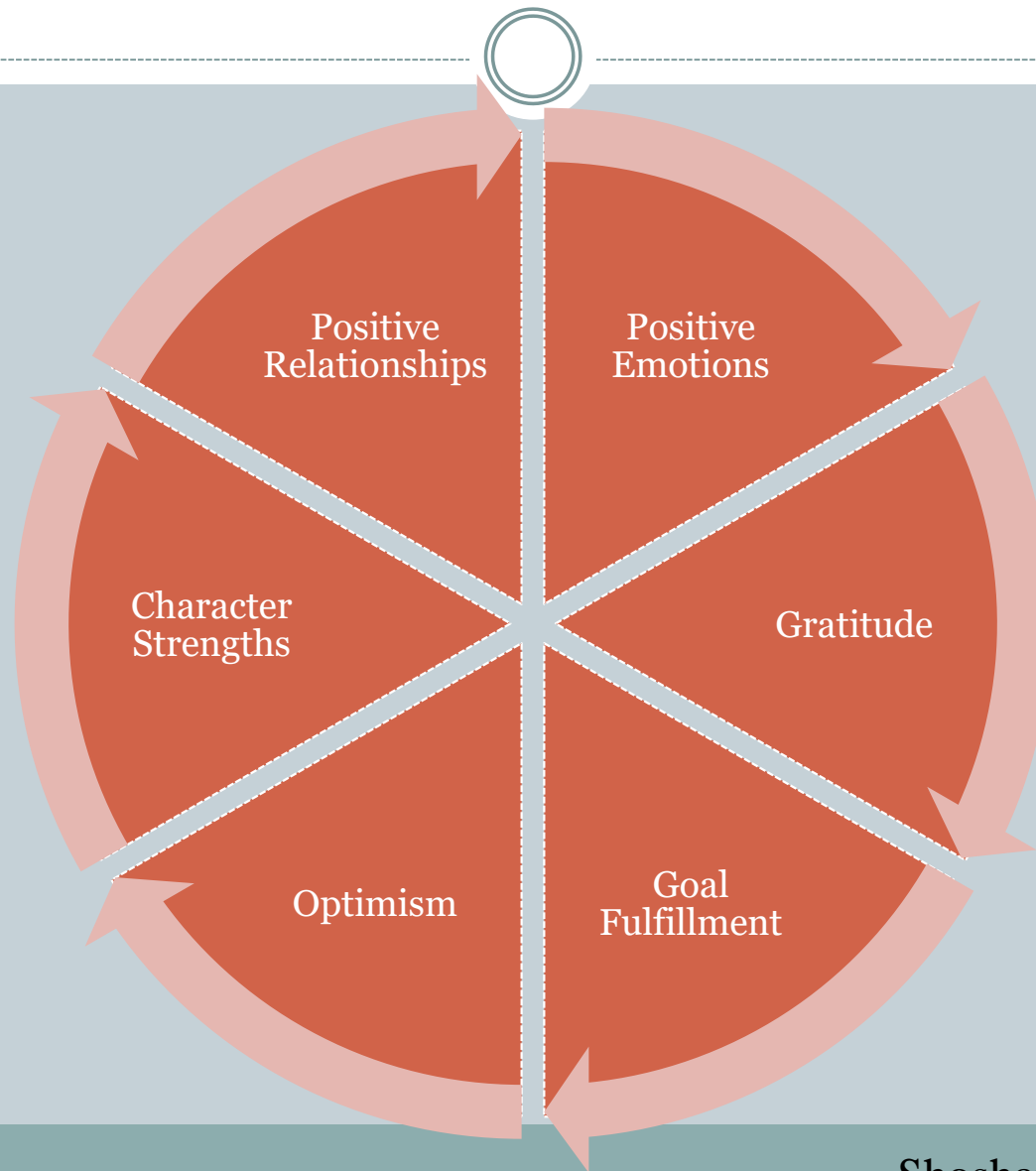
Reductions in office discipline referrals and suspension rates

- Significant improvements in student social behavior & school climate

- Significant academic improvements

Increased reading achievement and math proficiency

Schoolwide Approach to Happiness Promotion



How do Positive Psychology Interventions Improve Student Outcomes?

Takeaway: Positive psychology practices adopted by teachers and students lead to robust positive effects on mental health, student engagement, and course grades

- Positive psychology practices adopted class/schoolwide across 2 years
- Secondary teachers trained in positive psychology (15 2-hr workshops) or control group

Random assignment

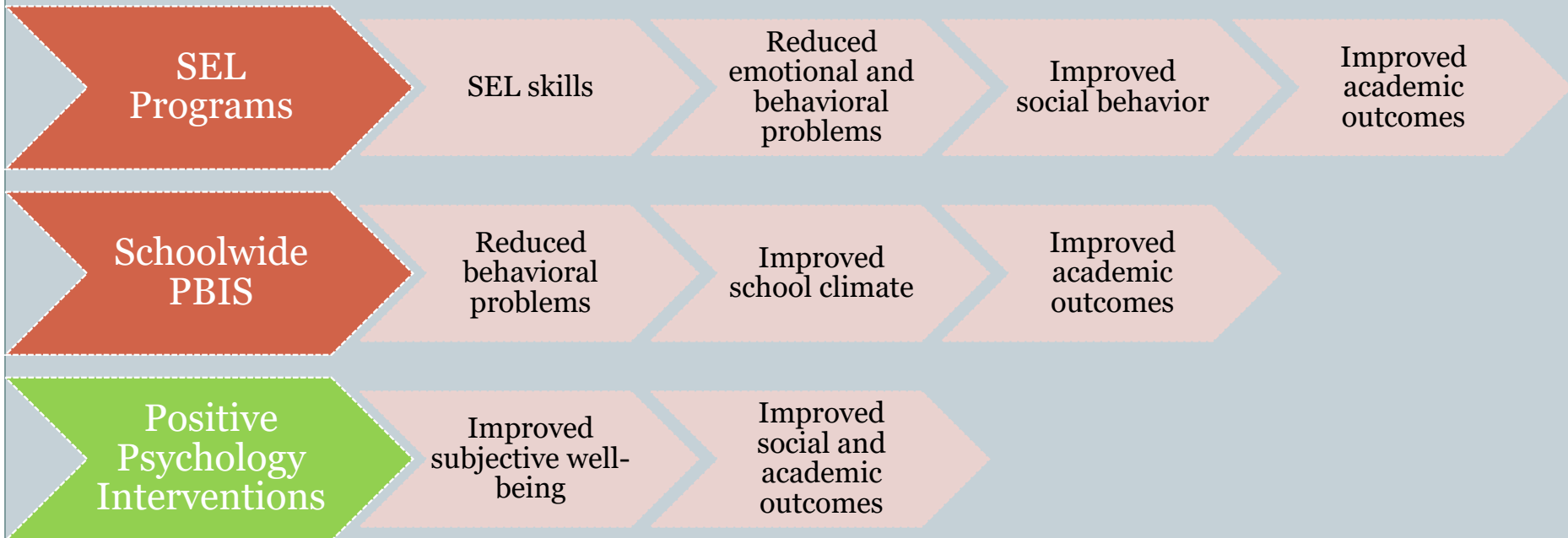
1-2 year follow-up:
social-emotional-
behavioral

- In positive psychology classrooms:
 - Increased subjective well-being (more positive emotions, less negative affect)
 - Reduced emotional problems (depression, anxiety)
 - Improved peer relations

- Increased student engagement (cognitive, emotional)
- Higher grade point averages

1-2 year follow-up:
academics

Blending Social-Emotional-Behavioral Supports for All Students



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

Attention to Positive:

Subjective experiences

Past: Gratitude, forgiveness

Present: Positive emotions, flow, savoring

Future: Optimism, hope, faith

Strengths of character

Individual level strengths (see VIA)

Positive institutions

Group level strengths:

Healthy schools and classrooms

Healthy communities and families

Positive Psychology... What Can Science Tell Us?



Measure
youth
happiness:
1990s

Correlates
and functions
of youth
happiness:
2000s

Interventions
to improve
youth
happiness:
2008+

School-wide
approach to
happiness
promotion:
2011+

**“Positive
Psychology”:**
~ 2000

Promoting Happiness through School-Based Positive Psychology Interventions

Positive Emotions:

Past

- Gratitude journals
- Gratitude visits

SEE RESOURCE LIST!

Present

- Acts of kindness
- Identify and use signature character strengths
 - You at Your Best
 - VIA survey
 - Savoring

Future

- Best possible self in the future
- Optimistic thinking

Strengthen Classroom Relationships

How to Positive Psychology Interventions Work?

Broaden and Build Theory of Positive Emotions

**Positive
Emotions**

Broaden
the scope
of
attention,
thoughts,
and actions

Quicker and
more creative
problem-
solving

Better adapt to
stressful
situations in the
future

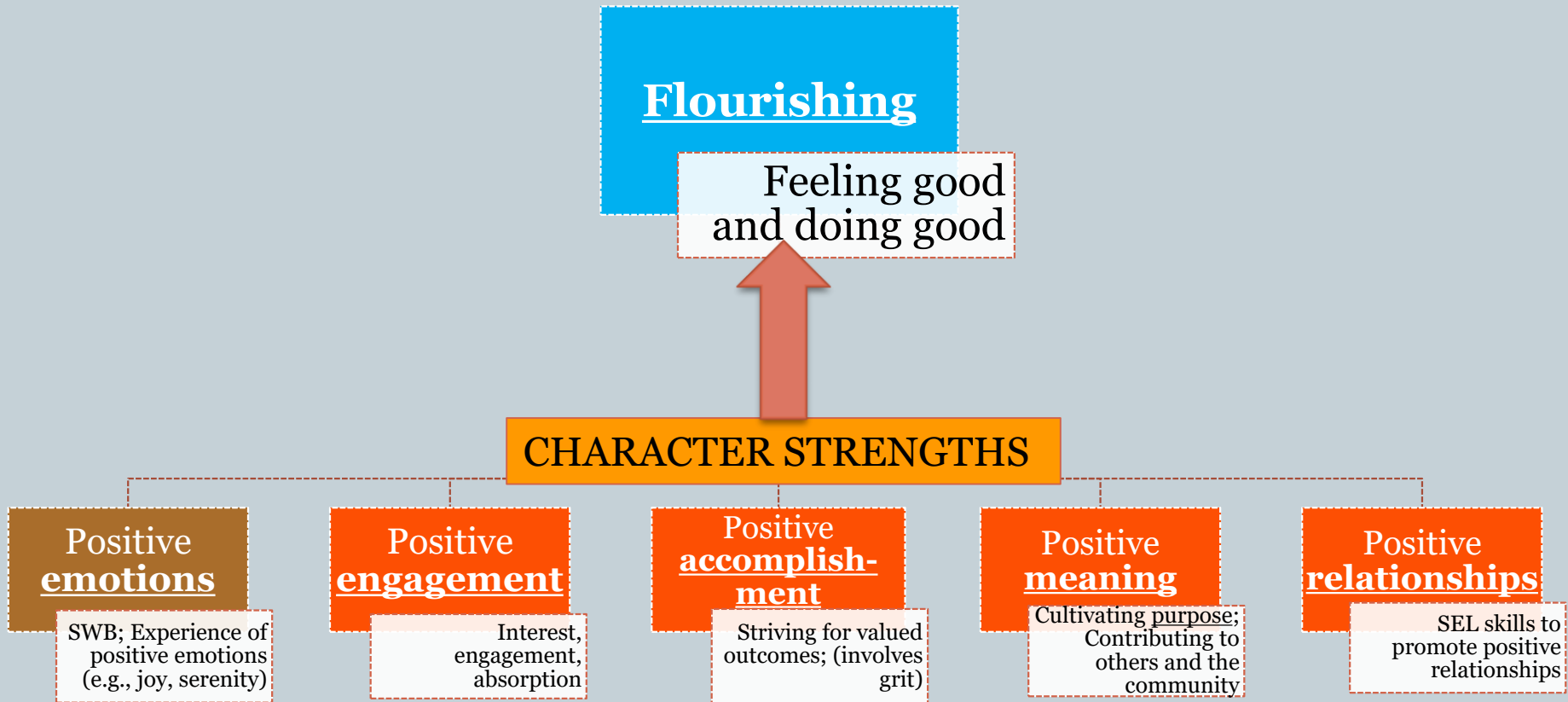
Improved social
relationships

Greater
performance
in the
classroom

**More
Positive
Emotions**

- Fredrickson, 1998; 2001

PERMA Framework



Positive Character: VIA Classification of Strengths

Wisdom and Knowledge

Creativity

Curiosity

Open-mindedness

Love of learning

Perspective

Courage

Authenticity

Bravery

Perseverance

Zest

Humanity

Kindness

Love

Social Intelligence

Justice

Fairness

Leadership

Teamwork

Temperance

Forgiveness

Modesty

Prudence

Self-Regulation

Transcendence

Appreciation of Beauty and Excellence

Gratitude

Hope

Humor

Religiosity

VIA Classification of 24 Character Strengths*

| Virtue | Strength | Description (Features of the Character Strength) |
|----------------------|-------------------------------------|---|
| Wisdom and Knowledge | Creativity | Thinks of new ways to do things; has unique ideas or actions |
| | Curiosity | Interested in exploring and discovering things; asks a lot of questions |
| | Love of learning | Likes to become an expert in things; enjoys reading, school, and other chances to learn new information and skills |
| | Judgement/Open-mindedness | Thinks things through from all angles; looks for evidence; does not jump to conclusions |
| | Perspective | Sees both sides of a story; offers good advice to other people |
| Courage | Honesty/Authenticity | Tells the truth; a "real" person who is down to earth and genuine |
| | Bravery | Speaks up for what is right; faces challenges head-on |
| | Persistence/Perseverance | Completes tasks; focused and hard-working |
| | Zest | Energetic; committed; full of excitement for life |
| Humanity | Kindness | Generous; does favors and good deeds for other people |
| | Love | Cares and shares with other people; values close relationships |
| | Social Intelligence | Senses thoughts and feelings of self and other people; fits in with different groups while making others feel at ease |
| Justice | Fairness | Treats all people the same; gives everyone a chance without judging others harshly |
| | Leadership | Organizes group activities; encourages other people to make sure things get done and that everyone feels included |
| | Teamwork | Works well with other people; loyal to the group; does own share of work so the team succeeds |
| Temperance | Forgiveness | Gives people a second chance after they do something wrong; believes in mercy not revenge |
| | Humility/Modesty | Lets achievements speak for themselves; does not seek attention, brag, or feel they are better than everyone else |
| | Prudence | Makes choices carefully; avoids doing things that they might later wish to take back |
| | Self-regulation | In control of their emotions, desires, and behaviors |
| <u>Transcendence</u> | Appreciation of beauty & excellence | Notices and is in awe of beautiful and special things in the world, such as in nature, art, science, and skilled performances |
| | Gratitude | Gives thanks for good things that happen; does not take things for granted |
| | Hope | Believes that good things will happen in the future; works hard to achieve those goals |
| | Humor | Likes to laugh, tease, and make other people smile |
| | Spirituality | Believes in a higher purpose and meaning of the universe; may be religious |

*The classification system in this handout is reported in Park, N., & Peterson, C. (2006). Moral competence and character strengths among adolescents: The development and validation of the Values in Action Inventory of Strengths for Youth. *Journal of Adolescence*, 29 (6), 891-909.

Positive Activity: STRENGTHS SPOTTING IN OTHERS



*Select one person at your table
that you know reasonably well*

Jot down on 1 post-it note

- LABEL
 - ✦ Identify one character strength you feel fits that person
- EXPLAIN
 - ✦ Recall/write a time you saw the person demonstrate that strength
- APPRECIATE
 - ✦ Why you or others value/benefit from that strengths use?

Character Strength: _____

When you did _____ you showed that strength.

That behavior [character strength use] mattered because

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

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.

Don't... skip to the bottom of the results 😊



Strength#20

Modesty and humility

You do not seek the spotlight, preferring to let your accomplishments speak for themselves. You do not regard yourself as special, and others recognize and value your modesty.

Strength#21

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.

Strength#22

Self-control and self-regulation

You self-consciously regulate what you feel and what you do. You are a disciplined person. You are in control of your appetites and your emotions, not vice versa.

Strength#23

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.

Strength#24

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.

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.

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

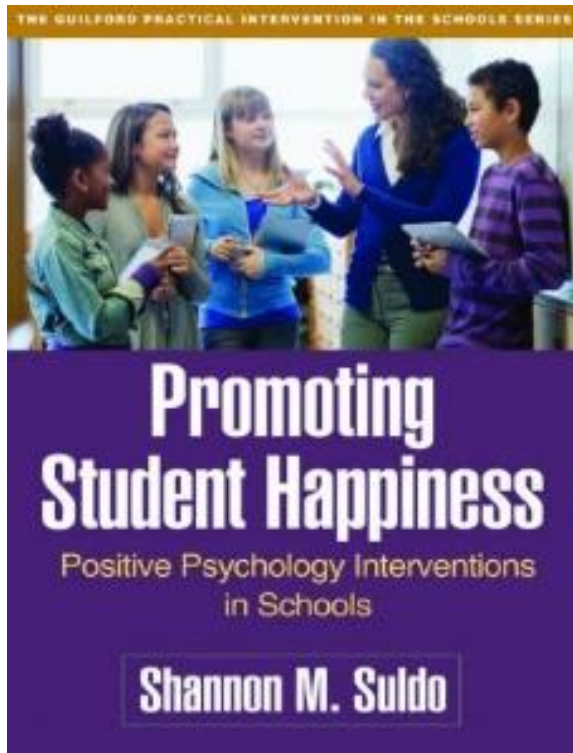
Person I will make a gratitude visit to: Mom

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.

Targeted (Tier 2) Positive psychology interventions for elementary and secondary students (Grades 3 – 12)



**UNIVERSAL SCREENING
WELL-BEING PROMOTION
PROGRAM
TIER 2 INTERVENTION**

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 |

Well-Being Promotion Program: Small Group Positive Psychology Intervention for Adolescents

**Original
Positive
Psychology
Intervention
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**

Newer Features

Parent psychoeducation and weekly handouts

Booster sessions

Well-Being Promotion Program (WBPP)

(())

| Session | Target | Strategies |
|-----------|--------------------------|--|
| Parents | Psychoeducation | Introduction to Key Positive Psychology Constructs and Focus of Intervention |
| 1 | Positive Emotions | Rationale for Positive Activities; Me at My Best |
| 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 (VIA Youth Survey); Application of Signature Strength 1 in New Ways |
| 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 Information



Session Goals

- Establish rapport with parents
- Introduce parents to key positive psychology concepts
 - Define key terms; what is 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

Parent Involvement in Student Sessions 2 - 11

Parents receive weekly updates on group activities through a handout

- Parents encouraged to follow suggestions to reinforce strategies at home

Handout sent home the same day the student participates in a session

- Deliver as hard copy or directly to parent through email

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

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 (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.

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.

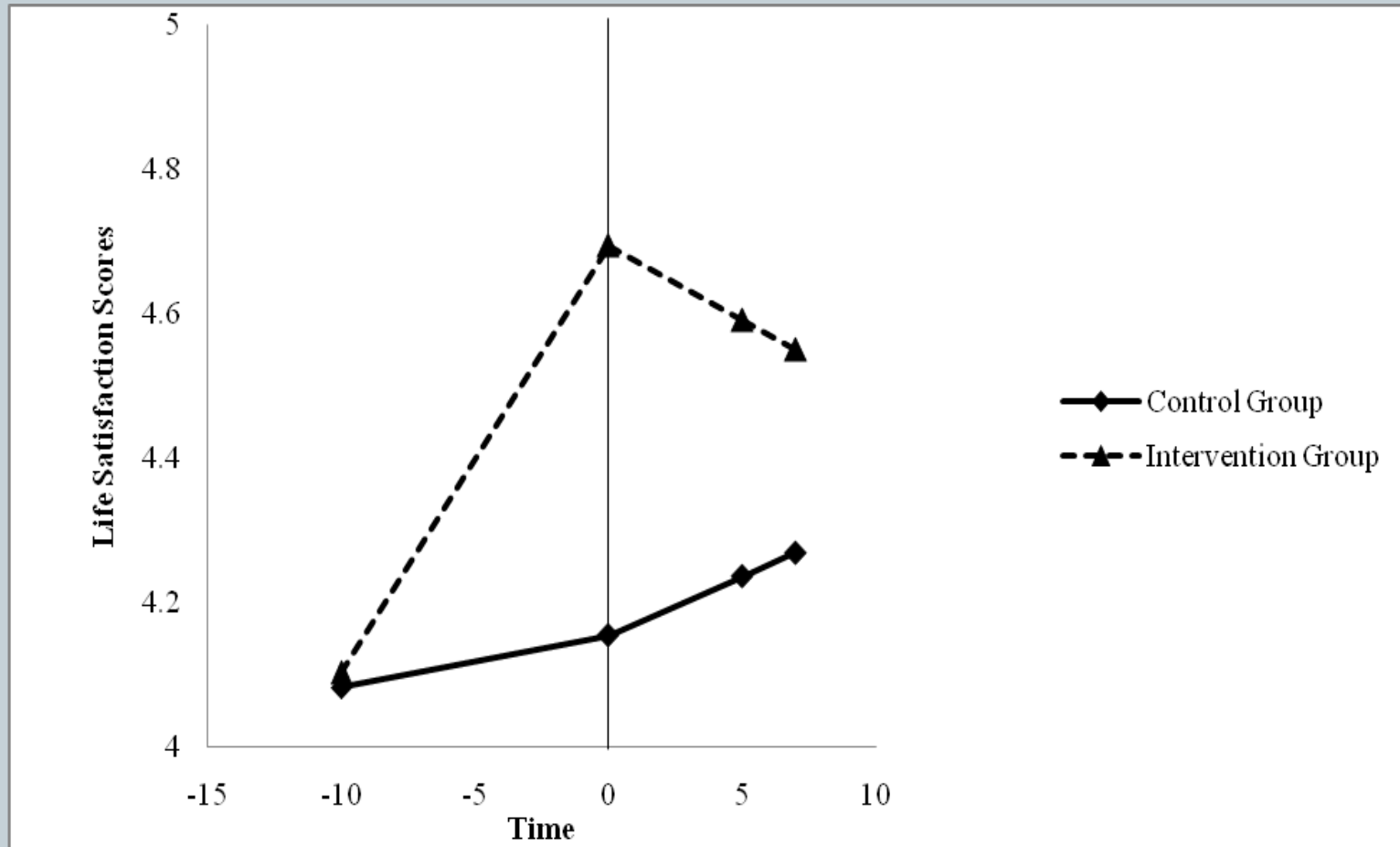
What Can I Do?

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!

Student outcomes in the WBPP: Growth in Life Satisfaction

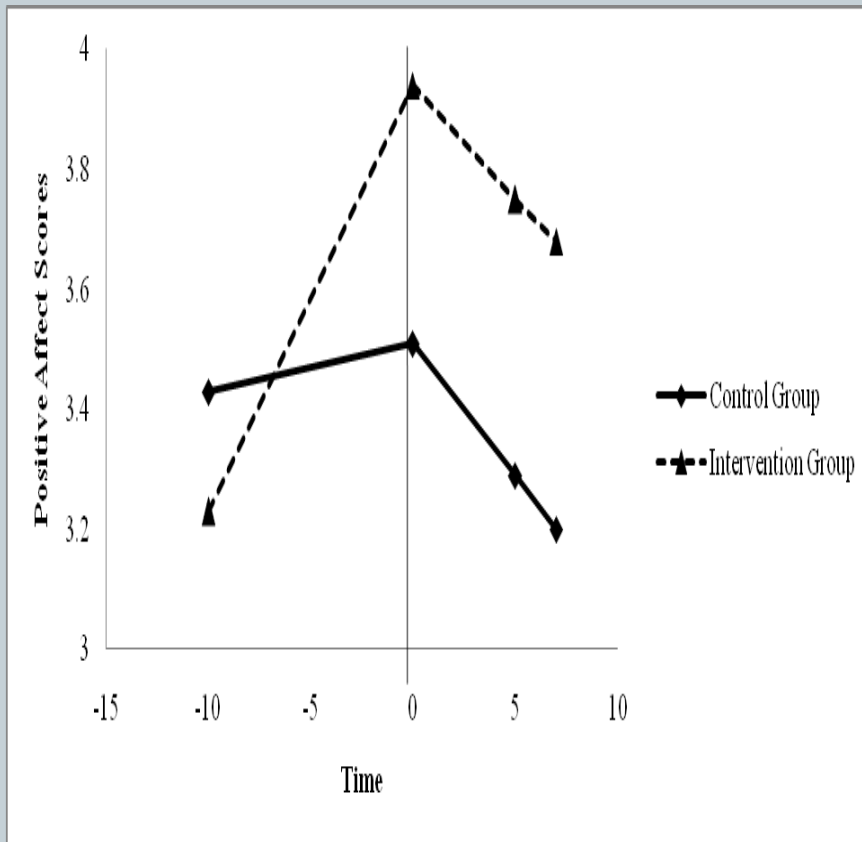


Piecewise Model of Life Satisfaction

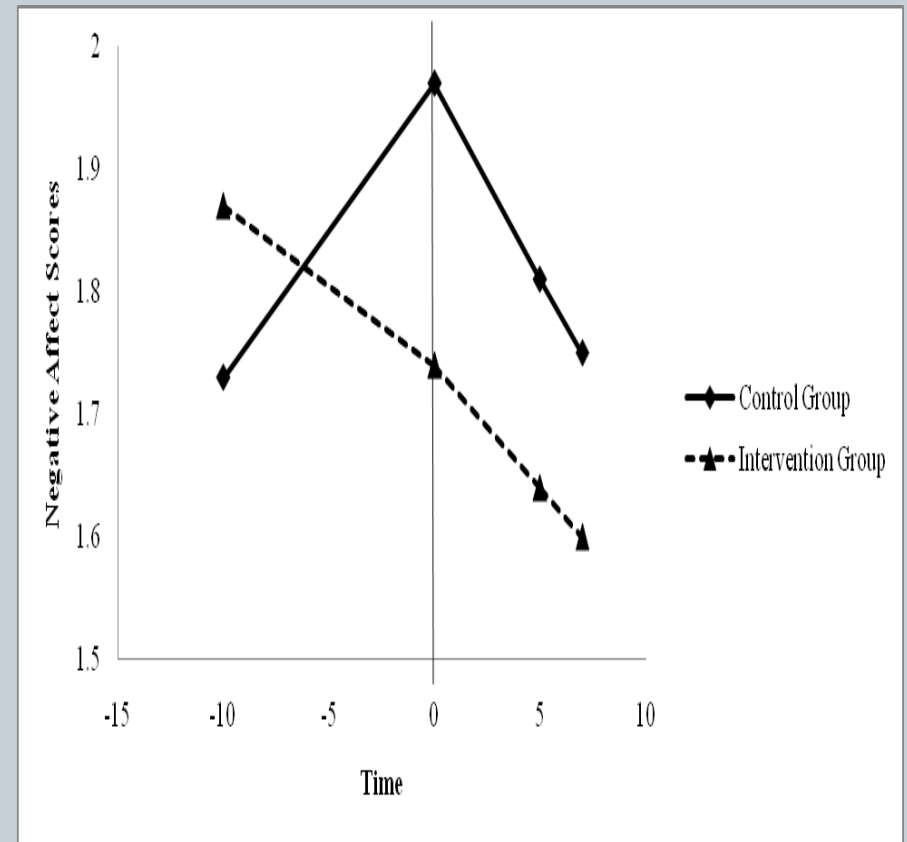


Student Outcomes in the WBPP: Changes in Affect

Growth in Positive Affect

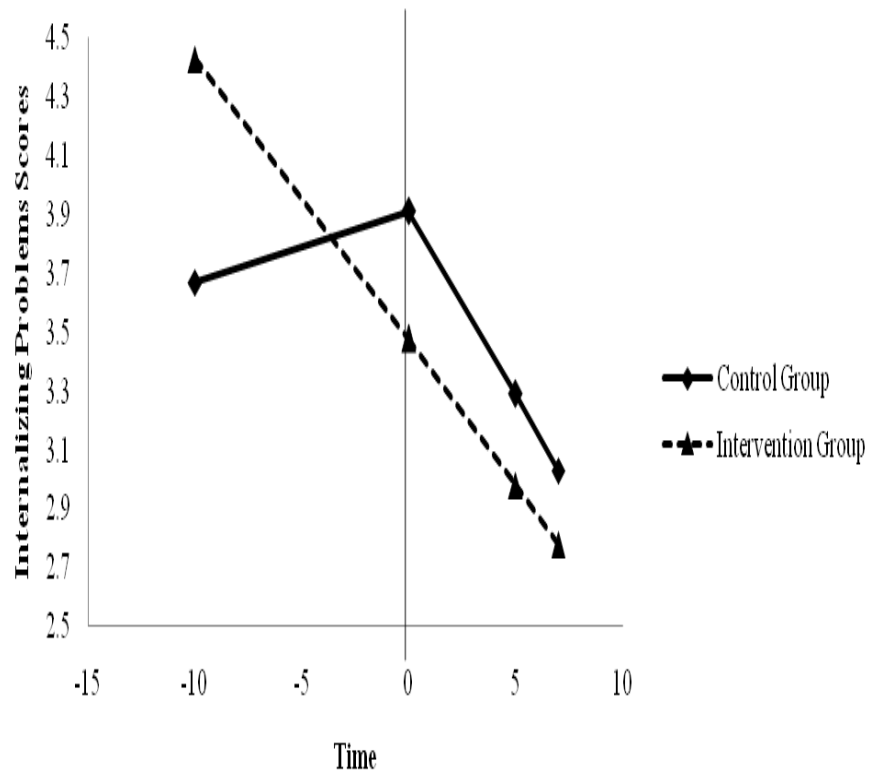


Reductions in Negative Affect

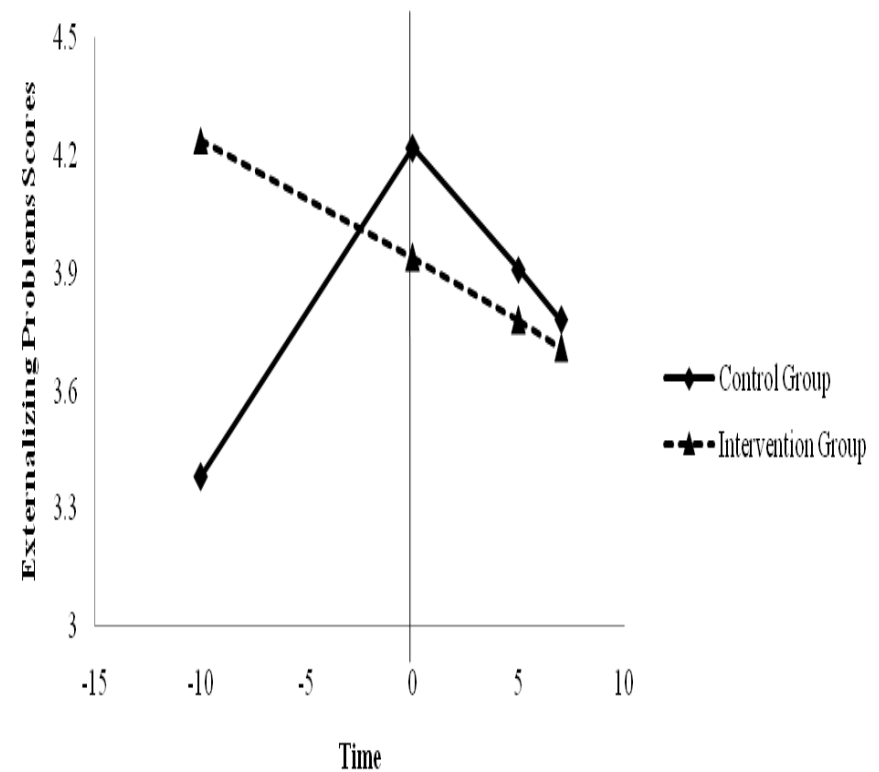


Student outcomes in the WBPP: Changes in psychopathology

Internalizing Problems



Externalizing Problems



Universal (Tier 1) Positive psychology interventions for elementary students and teachers (Grades K-5)



**PPIS FOR TEACHERS AND ADMINISTRATORS
TEACHERS AND MENTAL HEALTH PROFESSIONALS AS CO-
FACILITATORS
DEVELOPMENTALLY APPROPRIATE AND ENGAGING PPIS**

Teacher Application of PPIs in Class: Positive Writing Activities



| Activity | Promote Positive Emotions | Strengthen Relationships |
|--|----------------------------------|---------------------------------|
| Gratitude Journals | ✓ | ✓ |
| Acts of Kindness (planning & reporting) | ✓ | ✓ |
| You at Your Best | ✓ | |
| Best Possible Self in the Future | ✓ | |

Manualized Tier 1 (Classwide) Positive Psychology Intervention



Well-Being Promotion Program developed by Positive Psychology Research Team at USF (Suldo, Savage, & Mercer, 2014; Roth, Suldo, & Ferron, 2017)

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**

Future

- **Hopeful and goal-directed thinking**


Additions to Well-Being Promotion Program

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

Team-building (Classmate Relationships)





































Measuring life satisfaction in K-5

My Name _____

My Teacher  _____

Date _____

Instructions: We'd like to know how happy you've been with different parts of your life (like family and school) and your whole life. Look at the areas below. For each one, please circle the face that shows how happy you are in that area.

| How happy are <u>you</u> with your... | | | | | |
|--|---|---|---|---|---|
| Family  |  |  |  |  |  |
| Friends  |  |  |  |  |  |
| School  |  |  |  |  |  |
| Home/Where I Live  |  |  |  |  |  |
| Self  |  |  |  |  |  |
| Whole Life  |  |  |  |  |  |

Teaching the VIA Character Strengths Terminology

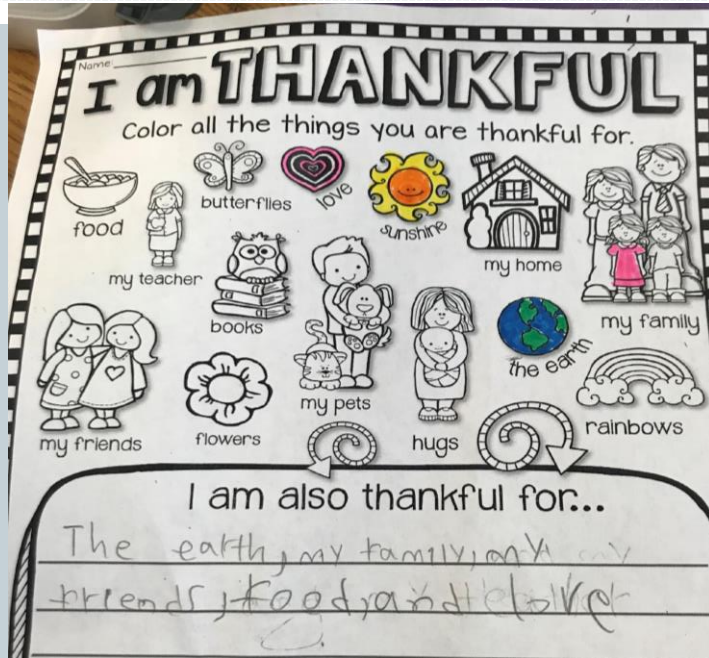
- Post icon posters, from:
<http://www.viacharacter.org/www/Reports-Courses-Resources/Reports-Courses-Resources/Character-Strength-Fact-Sheets>
- Limit # strengths introduced to < 3rd grade
- What I Am (<https://www.youtube.com/watch?v=cyVzjoj96vs&feature=youtu.be>), a Sesame Street song w/ Will.i.Am
- Use a book to introduce and define VIA terms

The Little Book of Character Strengths



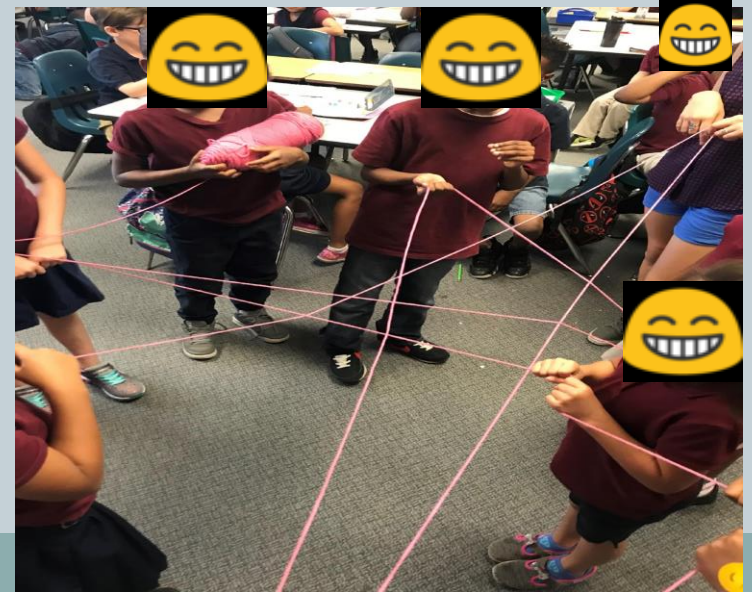
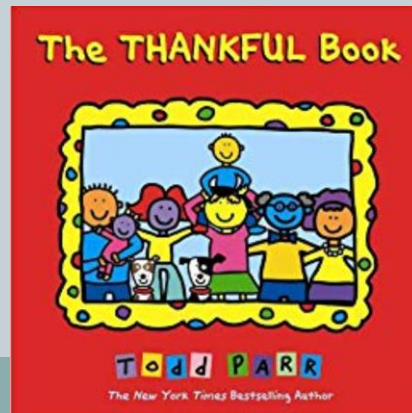
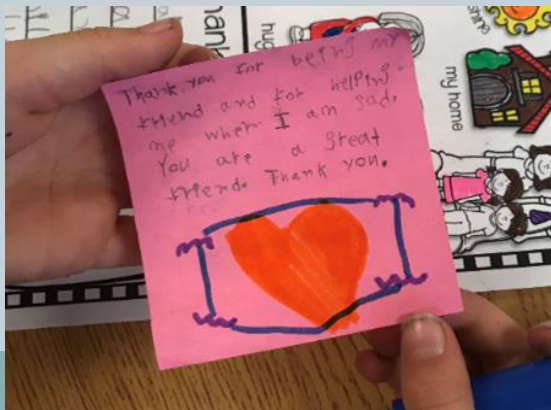
June Rousso, Ph.D.

Cultivating Gratitude



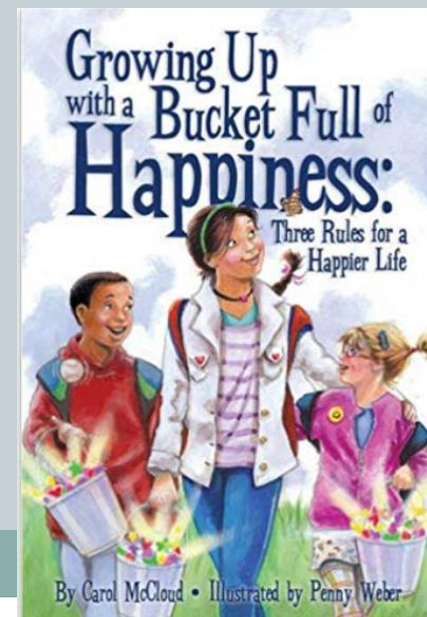
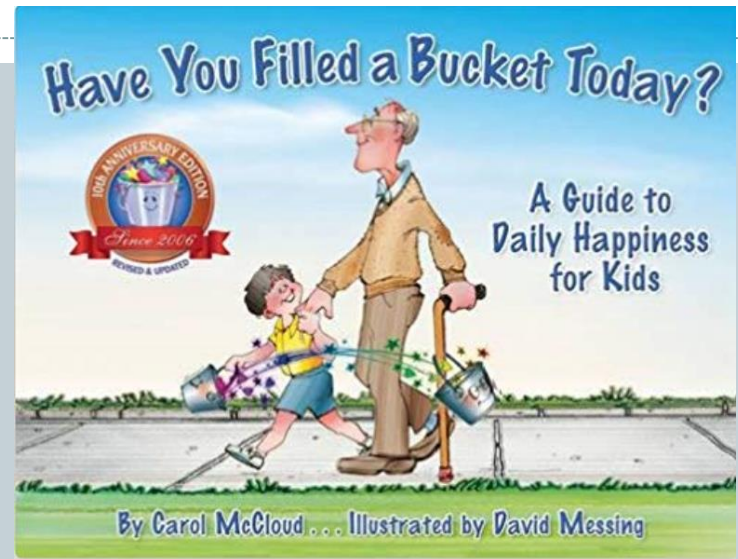
Thankfulness web:

- Students in a circle throw a ball of yarn to classmates
- Say why they are thankful for that student.
- Start with smaller number of students and demonstrate how to toss string.
- Kindergarten: Substitute beach ball for yarn.



Cultivating Kindness

- Songs featuring kindness
- Try a Little Kindness (<https://youtu.be/enaRNnEzwi4>), a Sesame Street song w/ Tori Kelly
- Count Personal Acts of Kindness (Estimation)
- Use a book to introduce term and provide a rationale for the importance of kindness



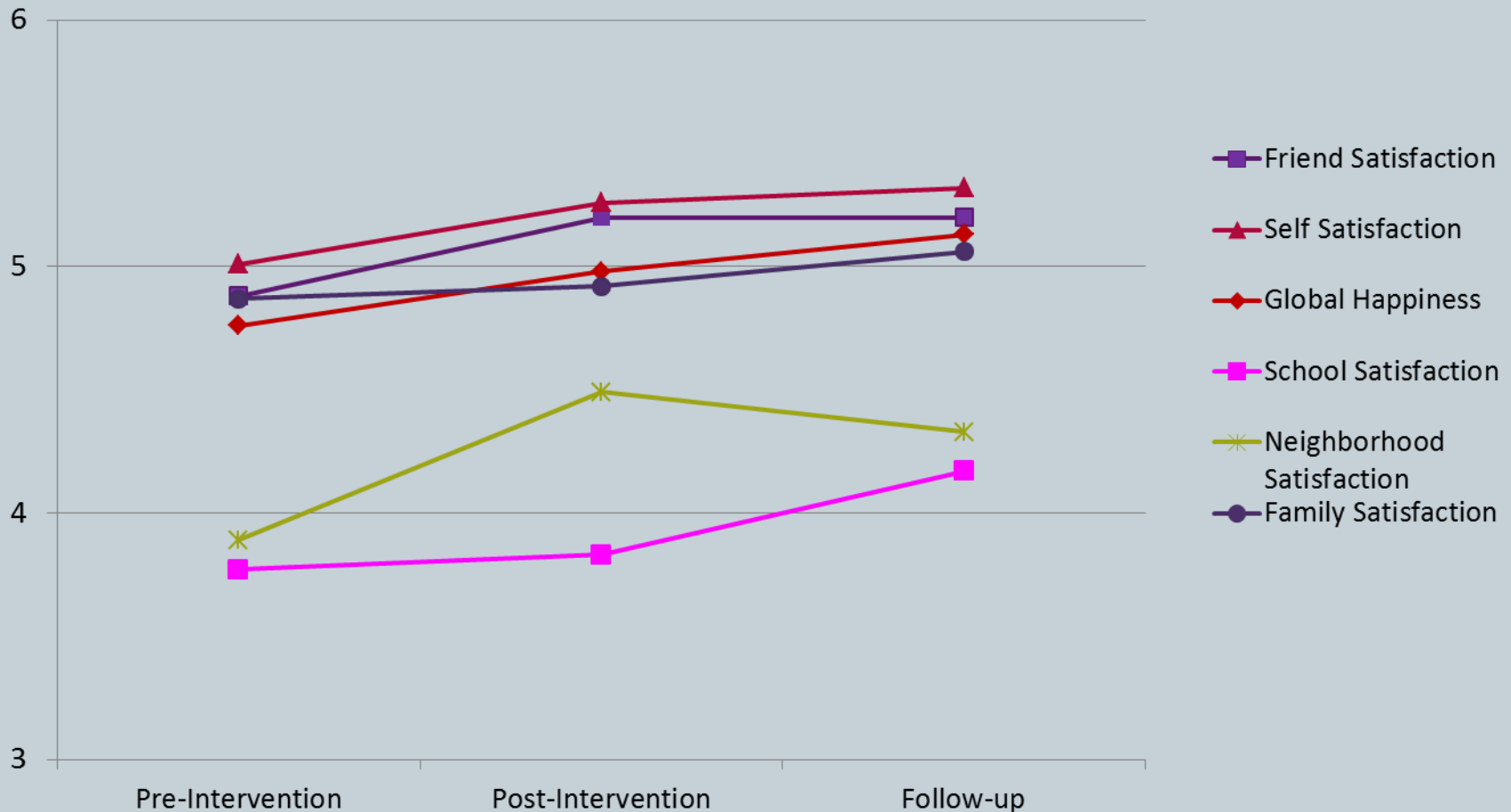
Outcomes of Pilot: Student Subjective Well-Being (.20 = small; .50 = medium; .80 = large)

| | Effect Size (<i>d</i>) | |
|---------------------------------|---|---|
| | Pre- to Post- Intervention, (n = 12) | Post-Intervention to Follow-Up, (n = 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 |

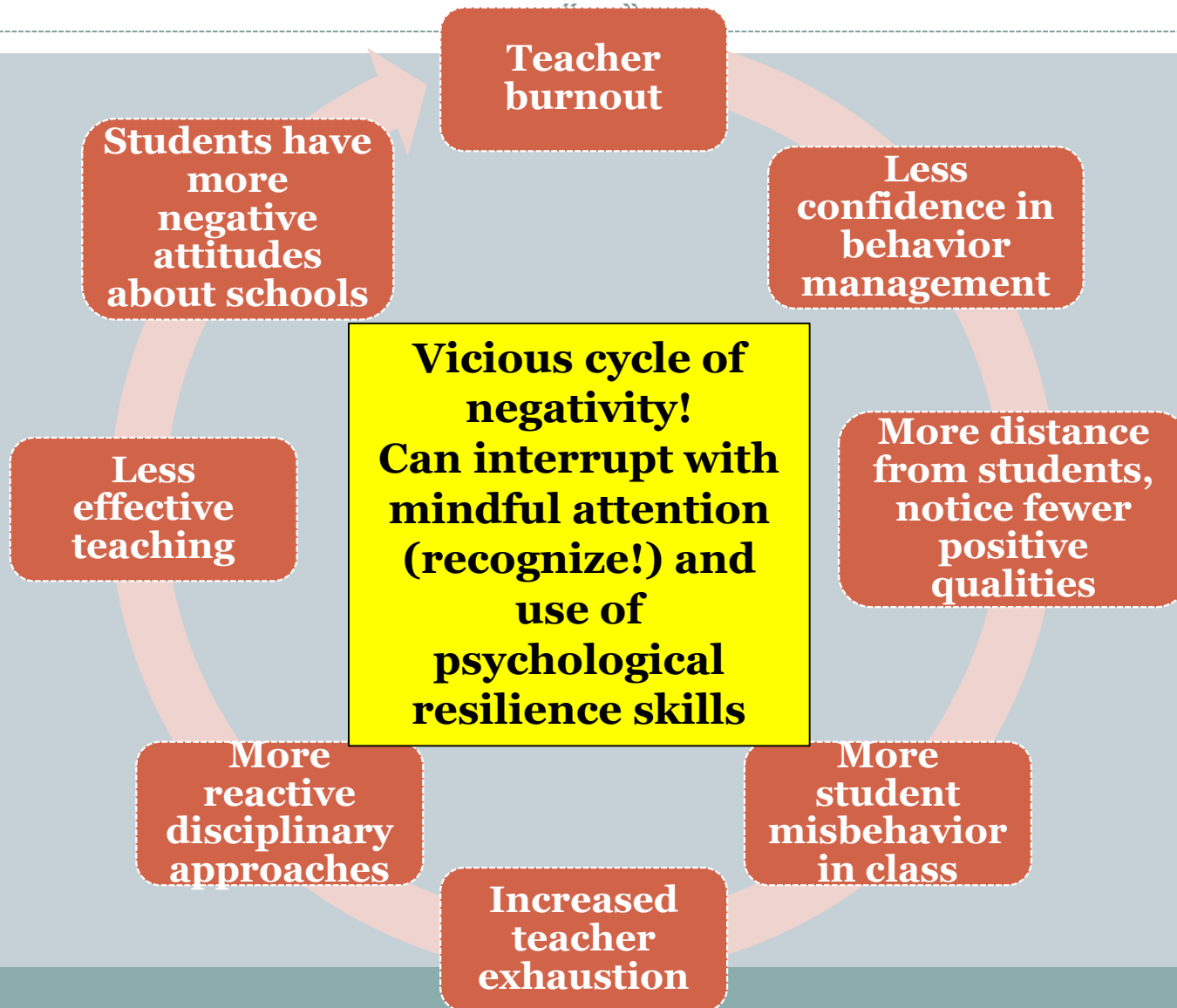
†*p* < .10, one-tailed. †† *p* < .05, one-tailed. **p* < .10, two-tailed. ** *p* < .05, two-tailed
^aeffect in the opposite/unanticipated direction

Classwide (Elementary School) Growth in Students' Life Satisfaction

Global and Domain-Specific Life Satisfaction



“Burnout CASCADE” Effects Classroom Climate and Well-Being

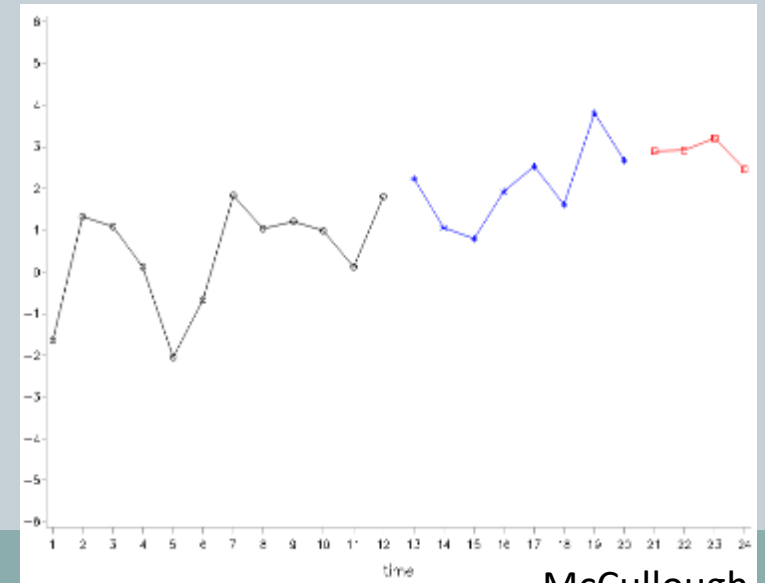
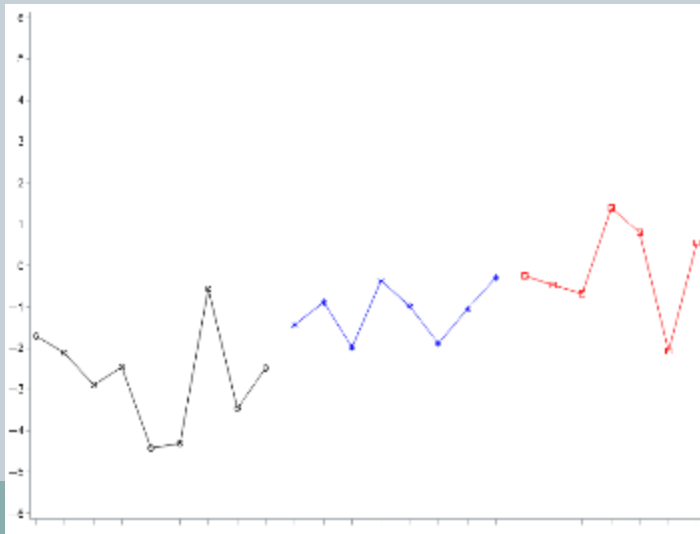
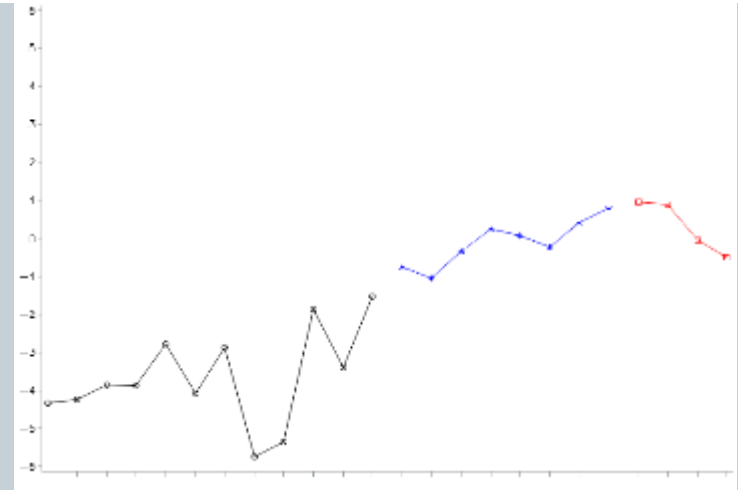
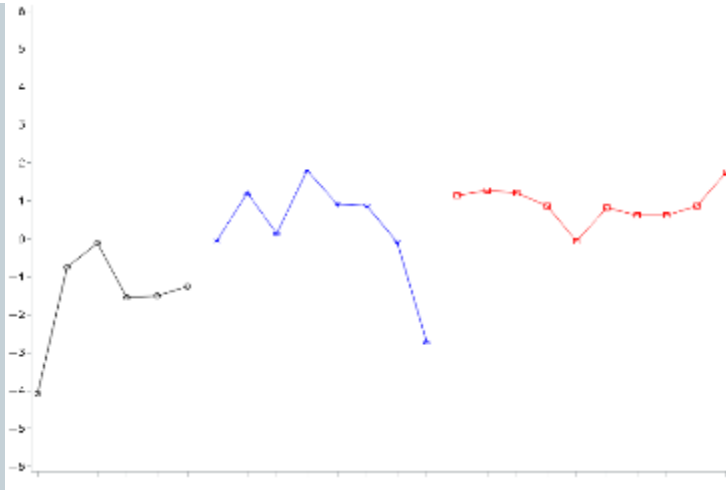


2-week Strengths-Based coaching intervention for Elementary School Teachers

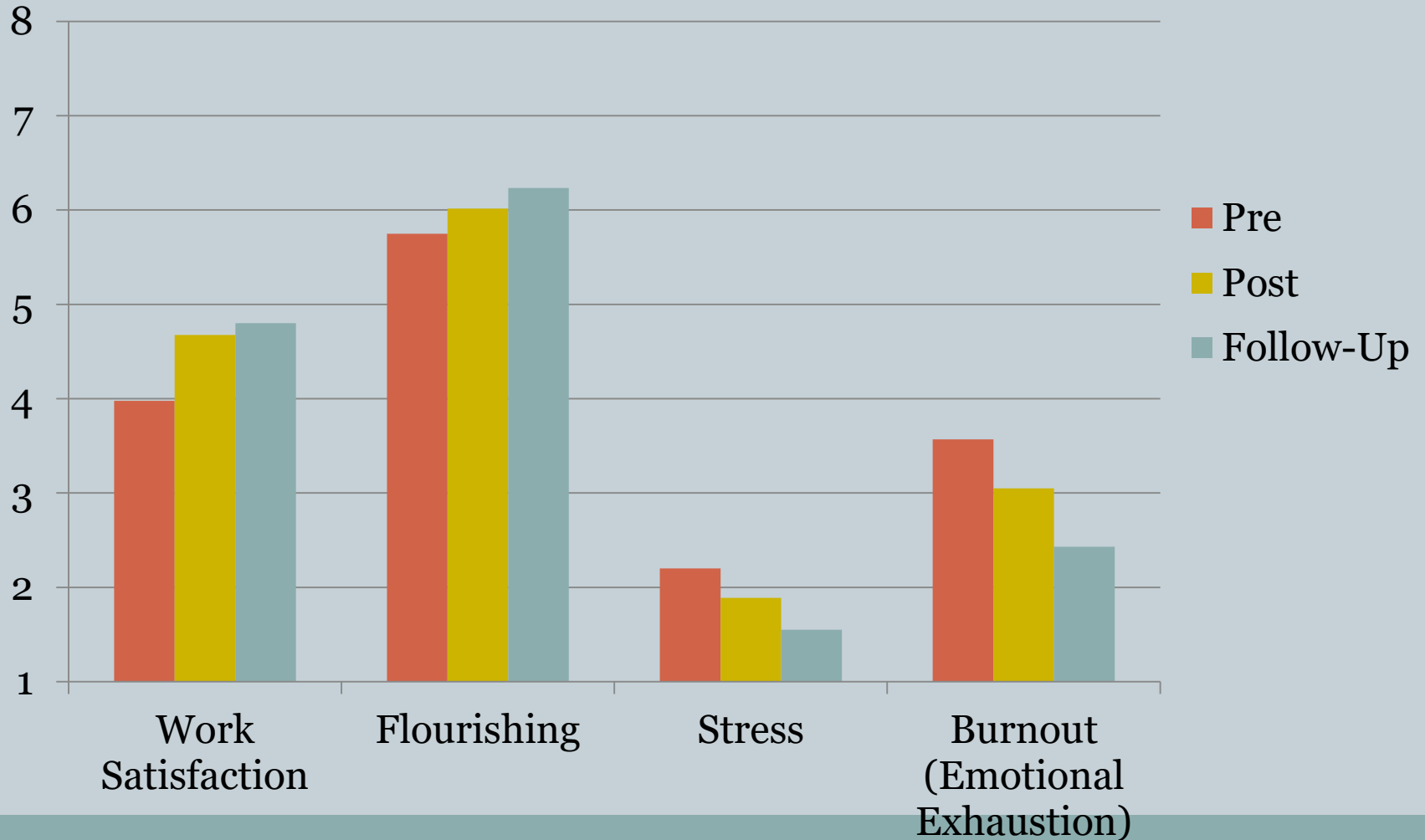


| Meeting | Positive Activities for Teachers |
|---------|---|
| #1 | <ul style="list-style-type: none">• Become familiar with the 24 character strengths within the VIA system• Identify perceived strengths• Complete the VIA survey online, learns top five “signature strengths” |
| #2 | <ul style="list-style-type: none">• Select signature strength to use in new and different ways for 5 work days• Brainstorm ways to apply the selected strength in the classroom• Learn to complete a journal to track use of signature strength in new and different ways |
| #3 | <ul style="list-style-type: none">• Share success with application of strength, and/or problem-solve any barriers to strengths application• Develop a plan for using a second signature strength in new and different ways during this second week of the program |
| #4 | <ul style="list-style-type: none">• Share success with application of second signature strength• Plan for continued application of strengths at work |

Intervention Promise: Increases in Teacher SWB Over time



Improvement in Teacher Workplace Well-Being



Recap of Takeaway Points



Complete Mental Health =

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

Positive Outcomes in Students with Complete Mental Health

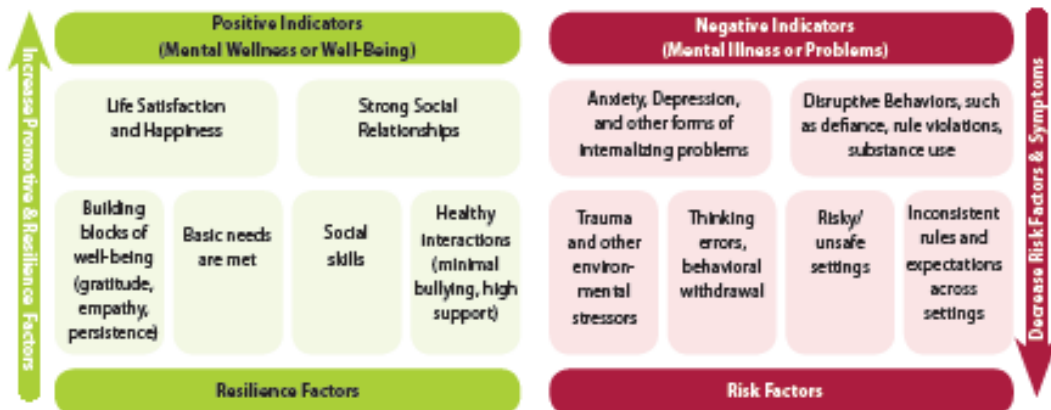
- Compared to peers with low subjective well-being (but also without clinical symptoms of mental illness), students with complete mental health have:
 - Superior grades, test scores, attendance, attitudes about learning
 - Better social relationships (with teachers, classmates, parents)
 - Better physical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

Promote complete mental health, through:

- Teaching social, emotional, behavioral competencies (SEL + PBIS)
- Evoking positive emotions about the past, present, and future
- Strengthening relationships in the classroom, school, home, and community

Florida AWARE defines complete mental health as the presence of social, behavioral, and emotional well-being and resilience factors, as well as minimal social, behavioral, and emotional problems, and the reduction of risk factors.

Students with complete mental health have many signs of well-being, such as happiness and strong relationships, coupled with few signs of mental health challenges, like symptoms of depression or behavior problems.



Foster the factors within youth and their environments at school and home that promote resilience and well-being

- Teach social, behavioral, and emotional skills
- Create safe and nurturing environments that support well-being
- Foster resilience and increase protective factors

Prevent, reduce, and manage the risk factors within youth and their environments that cause and maintain mental illness

- Identify students at-risk for mental health problems
- Provide targeted interventions matched to signs of risk and needs
- Provide support to youth in crisis or with chronic mental health needs

Florida AWARE supports schools' implementation of a multi-tiered framework of evidence-based practices to promote complete mental health. Contact us at:

Natalie Romer, PhD
State Coordinator
romer@uf.edu

Michele Johnson, MA
Duval Program Manager
johnsonml6@duvalschools.org

Vicki Koller, MSW
Pinellas Program Manager
kollerV@psch.org

Deborah Badertscher, MEd
Program Manager
deborah.badertscher@polk-fl.net

Florida AWARE is a State Education Agency "Now is the Time" Program, awarded by the Substance Abuse and Mental Health Services Administration (SAMHSA) to the Florida Department of Education's Bureau of Exceptional Education and Student Services with a subaward to the University of South Florida and the three partnering districts (Duval, Pinellas, and Polk).

This handbook was developed under grant number 1H793M061890-01 from SAMHSA, U.S. Department of Health and Human Services (HHS). The views, policies, and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HHS.



Incorporating Positive Indicators (Well-Being Data) in Universal Assessments

Screening:

- Average levels of well-being among student body
 - SLSS – global levels of happiness
 - BMSLSS - multidimensional data; identify trends among the students and target specific areas for universal programming
 - SEHS- social-emotional building blocks of well-being
- Identify those at-risk before potential onset of psychopathology
- What scores would necessitate further follow-up/intervention?

Progress monitoring and outcomes assessment:

- Look at the effects of interventions on adaptive outcomes
- Impact of school-wide programs :
 - Anti-bullying, PBIS, and social skills curriculum
- What scores would indicate success in terms of increased well-being or adequate levels of happiness, etc.?

Social Emotional Health Survey- Primary (SEHS-P) and Secondary (SEHS-S)



Domains:

- SEHS-P: Gratitude, zest, optimism, persistence and prosocial behavior
 - Also, total score (covitality index)
- SEHS-S: Belief-in-self, belief-in-others, emotional competence, engaged living
 - Also, total score (covitality index)

Informants/ages:

- SEHS-P: Children ages 8-12
- SEHS-S: Youth ages 13-18

Length

- SEHS-P: 16 item student self-report
- SEHS-S: 36 items student self-report

Cost: free; <http://www.project-covitality.info/>

Assessing Subjective Well-Being



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

Affect

- Positive and Negative Affect Scale for Children (PANAS-C; Laurent et al., 1999)
 - Positive affect (12 items)
 - Negative affect (15 items)

Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS)



- Students rate their level of satisfaction with each area of life
- 1 item for each of the domains of life satisfaction
- 1 item used as a global indicator
- Provides a quick comparison of each facet of students' lives
- https://sc.edu/study/colleges_schools/artsandsciences/psychology/our_people/directory/huebner_scott.php

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 |

Sharing Positive Psychology Programs and Practices with Educators at your School(s)



- With whom to partner?
- What information is critical to convey in initial professional development?
- What methods can be used to convey this content?
- How to integrate universal Tier 1 supports?
- How to identify and serve students in need of Tier 2 supports?