RESOURCES FOR PROMOTING SOCIAL, EMOTIONAL, AND BEHAVIORAL WELL-BEING IN SCHOOLS

Recommended Resources for School (Educators)

Websites

https://greatergood.berkeley.edu/article/item/how_to_teach_happiness_at_school

> The Greater Good Web-based magazine provides videos, quizzes, and podcasts about a host of topics related to well-being.

http://kidshealth.org/en/teens/self-esteem.html

> The website TeensHealth provides practical guidance for teachers, students, and parents interested in a variety of health-related topics, including promoting self-esteem, positive emotions, gratitude, and optimism, among other targets.

NIH Toolbox

> The NIH Toolbox Emotion Battery (described on page 10 of overview PDF) includes brief measures of psychological well-being, including life satisfaction and positive affect; Can be co-administered with brief measures of psychopathology types/symptoms (PROMIS tools)

https://casel.org

> The Collaborative for Academic, Social, and Emotional Learning (CASEL) website provides knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students.

https://www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf

> Strategies and actions schools, families, and communities can take to increase school connectedness and facilitate the healthy development of children and adolescents.

https://developingchild.harvard.edu/resources/three-early-childhood-development-principles-improve-child-family-outcomes/

> Educators can use three principles to improve the outcomes for children and families: support responsive relationships for children and adults, strengthen core life skills, and reduce sources of stress in the lives of children and families.

https://www.amle.org/AboutAMLE/ThisWeBelieve.aspx

> The Association for Middle Level Education position paper, *This We Believe: Keys to Educating Young Adolescents* (2010), has an overarching framework of four essential attributes that connect with the 16 characteristics of successful middle grades schools.

Books and Articles

O'Grady, P. (2013). *Positive psychology in the elementary school classroom.* New York, NY: Norton.

> This book for teachers of K–5 students integrates the principles of positive psychology with research on neuroscience to recommend how educators can address the needs of the whole child through creating a healthy classroom environment.

Shankland, R., & Rosset, W. (2017). Review of brief school-based positive psychological interventions: A taster for teachers and educators. *Educational Psychology Review, 29,* 363–392. doi:10.1007/s10648-016-9357-3

> This journal article provides a comprehensive description of several brief positive psychology interventions that teachers can implement in their classroom. Teachers can integrate the strategies preventively with all children in their class or use the interventions with targeted children.

Suldo, S. M. (2016). *Promoting student happiness: Positive psychology interventions in schools.* New York, NY: Guilford Press.

> The initial chapters of this book summarize the body of scientific studies on youth happiness in relation to measurement, determinants, and outcomes. The book's manualized program of 10–15 lessons can be used with individuals, small groups, or classes.

Recommended Resources for Home (Parents)

Websites

http://www.viacharacter.org/

> The website of the VIA Institute on Character describes the VIA character strengths framework and links to online surveys that youth and adults can complete to identify their character strengths.

https://www.authentichappiness.sas.upenn.edu/

> Maintained by the original Positive Psychology Center at the University of Pennsylvania, this website provides historical and updated information about positive psychology. Users can monitor their personal well-being by taking surveys in the Questionnaire Center and see the recommended resources for ways to improve happiness.

https://www.cdc.gov/healthyyouth/protective/pdf/connectedness_parents.pdf

> Strategies and actions parents and families can take to increase school connectedness, including connecting to the caring adults in your child's school.

Books

Lyubomirsky, S. (2007). *The how of happiness: A new approach to getting the life you want.* New York, NY: Penguin Press.

> Written by a leading researcher, this book explains the genetic basis for happiness as well as why lasting positive changes in happiness are possible. In self-help style, the book describes activities that are both practical and highly effective in increasing happiness.

Waters, L. (2017). *The strength switch: How the new science of strengths-based parenting can help your child and your teen to flourish*. New York, NY: Avery.

> This book for parents explains why parents are prone to a negativity bias, and explains why and how to train oneself to focus on children's strengths instead. The book includes practical suggestions for how to raise children in a way that draws attention to strengths and talents, which in turn builds their happiness, confidence, and resilience.

RESOURCES FOR PROMOTING POSITIVE CLASSROOM RELATIONSHIPS

Doll, B., Brehm, K., & Zucker, S. (2014). *Resilient classrooms: Creating healthy environments for learning (2nd ed)*. New York, NY: Guilford Press.

> This book describes what makes a classroom a healthy place to learn. The book also details effective procedures for recognizing when a classroom is lacking essential supports, and how to put into place—and evaluate—missing supports.

RESOURCES FOR CREATING SYSTEMS TO SUPPORT FOR STUDENT SUCCESS

http://sss.usf.edu/integrated/fissm/action_guide.html

> The *Integrated Student Services in Schools: Action Guide* provides guidance to schools on how to implement coordinated student services. Learning supports, the role of student services personnel, the importance of data-based planning and problem solving, and how to integrate services within a multi-tiered system of supports are among the topics covered.

http://sss.usf.edu/resources/format/pdf/mtss_q_and_a.pdf

> *MTSS Implementation Components: Ensuring Common Language and Understanding* defines multi-tiered systems of support (MTSS) and provides answers to commonly asked questions about implementing MTSS.

https://floridarti.usf.edu

> This website provides a central location for information and resources specific to Florida that promote student achievement in both academic and behavioral pursuits within a multi-tiered system of supports. Information for both educators and parents is included.