Promoting student well-being in MTSS with a Tier 2 positive psychology intervention.

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School Psychology Programs

Association of Positive Behavioral Supports (APBS)
2023 International Conference: Jacksonville FL, 3/30/23: 2:30-3:30pm

Presentation Objectives

Objectives

• Participants will be introduced to subjective well-being (SWB) as a critical indicator of positive mental health and be able to list benefits of increased SWB.
• Participants will learn to identify students with room for growth in SWB through self-report screening.
• Participants will be introduced to the Well-Being Promotion Program (WBPP) and identify its potential applications.
• Participants will practice “positive activities” used in the WBPP and will develop an understanding of how these activities can be used with students.
• Participants will be able to identify how the WBPP fits within existing PBIS and MTSS frameworks.

Prior familiarity with positive psychology?

What do you most hope to learn by the end of this?
Defining Mental Health

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
Is Happiness the Opposite of Emotional Distress?

Photo by MI PHAM and Chinh Le Duc on Unsplash
How Scientists Define Happy: Subjective Well-Being (SWB)

Subjective Well-Being

Life Satisfaction

Positive Emotions

Negative Emotions

Positive Psychology Approach to Mental Health Care

Well-Being Matters 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

- Alcantara, Gonzalez-Carrasco, Montserrat et al., 2017; Patalay & Fitzsimons, 2016; Suldo, 2016
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

<table>
<thead>
<tr>
<th>Mental Health Problems</th>
<th>Subjective Well-Being</th>
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<tbody>
<tr>
<td></td>
<td>Low</td>
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<tr>
<td>Low</td>
<td>Vulnerable</td>
</tr>
<tr>
<td>High</td>
<td>Troubled</td>
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</tbody>
</table>

% of Students in Mental Health Groups

- Suldo & Shaffer, 2008; Suldo, Thalji-Raitano, Kiefer, & Ferron, 2016
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

Negative Indicators (Mental Illness or Problems)
- Anxiety, Depression, and other forms of internalizing problems
- Trauma and other environmental stressors
- Thinking errors, behavioral withdrawal
- Disruptive Behaviors, such as defiance, rule violations, substance use

Positive Indicators (Mental Wellness or Well-Being)
- Life Satisfaction and Happiness
- Strong Social Relationships
- Positive Psychology
- Social-Emotional Learning
- Basic needs are met
- Healthy interactions (minimal bullying, high support)
- Building blocks of well-being (gratitude, empathy, persistence)

Decrease Risk Factors & Symptoms
- Positive Behavioral Supports
- Trauma-Informed Care

Increase Promotive & Resilience Factors

-Suldo & Shaffer, 2008; Suldo, Thalji-Raitano, Kiefer, & Ferron, 2013; Antaramian, Huebner, Hills, & Valois, 2010
Blending Universal Supports

- **SEL Programs**
  - Increased SEL skills
  - Reduced internalizing and externalizing
  - Improved social behavior
  - Improved academic outcomes

- **Schoolwide PBIS**
  - Reduced externalizing behavior
  - Improved school climate
  - Improved academic outcomes

- **Positive Psychology Interventions**
  - Increased subjective well-being
  - Improved academic outcomes

Multi-Tiered System of Supports (MTSS) for Student Mental Health

WBPP is a proactive, preventive Tier 2 intervention
Focus of this Paper presentation
Tier 2 for Students with < Complete Mental Health

Universal screening to identify students in need of additional mental health services, Students who may be:
- Vulnerable
- Symptomatic but Content
- Troubled

Evidence-based interventions for:
- Mental Health Problems
  - Internalizing
  - Externalizing
- Low Subjective Well-Being

Big Picture Rationale for Intervention Goals and Targets
Principles of Positive Psychology Interventions (PPIs)

Evoke positive emotions about the past, present, and future in and out of sessions

Build and strengthen relationships in and out of sessions

Harness motivation to engage in learning and using PPIs in ways that fit with personal values and lived experiences
Beginning Implementation of the WBPP

**FIRST STEP:**
Screening and Recruiting Students

### Screening for Subjective Well-Being in 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

**Affect**
- Positive and Negative Affect Scale for Children (PANAS-C; Laurent et al., 1999)
  - Positive affect (12 items)
  - Negative affect (15 items)
**Brief Assessment of Life Satisfaction: BMSLSS**

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.

<table>
<thead>
<tr>
<th>During the past several weeks...</th>
<th>Terrible</th>
<th>Unhappy</th>
<th>Mostly</th>
<th>Disappointed</th>
<th>Mixed</th>
<th>Mostly</th>
<th>Satisfied</th>
<th>Pleased</th>
<th>Delighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I would describe my satisfaction with my family life as:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
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<tr>
<td>2. I would describe my satisfaction with my friendships as:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
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<tr>
<td>3. I would describe my satisfaction with my school experience as:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I would describe my satisfaction with myself as:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I would describe my satisfaction with where I live as:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I would describe my satisfaction with my whole life as:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Brief Assessment of Mood/Affect: Positive and Negative Affect Scale (PANAS-10)**

This scale consists of a number of words that describe different feelings and emotions. Indicate to what extent you have felt this way in the past few weeks.

<table>
<thead>
<tr>
<th>Feeling or emotion:</th>
<th>Very slightly or not at all</th>
<th>A little</th>
<th>Moderately</th>
<th>Quite a bit</th>
<th>Extremely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sad</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Happy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Scared</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Miserable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Cheerful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Proud</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Afraid</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Joyful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Mad</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Lively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Parent Notification of Screening

August 17, 2022
Dear Parent or Guardian,

There is an exciting partnership with the UF/IFAS College of Education to support our students’ social-emotional well-being. We are committed to providing the supports students need to thrive, both in the classroom and throughout their lives. Students with high emotional well-being earn better grades, express more positive attitudes towards school and learning, report better social relationships, are physically healthier, and have fewer symptoms of mental health problems like depression and anxiety.

To assess students’ well-being, in a few weeks, all students attending classes at our school will be sent out a survey to assess their level of satisfaction with life as well as the frequency of their positive and negative experiences. This survey takes about 5 minutes to complete, and students’ responses will be kept confidential. The information collected will be a valuable asset for our school counselors, psychologists, and social workers to offer extra support to the Well-Being Promotion Programs—projects that have been shown to foster life satisfaction and increase future educational opportunities. Students who complete this survey will be entered into a small prize drawing.

The survey will be available at the school office and online from August 15 to August 19, 2022, if you would like to complete the survey at home. You will need to log in with your child’s user name and password. If you would like to access the survey online, you may log in to your child’s user name and password. If you would prefer that your child complete the survey at school, please sign the consent form below and return it to your child’s teacher.

Yes, I give permission for my child ( ) to take part in the screening of student emotional well-being.

No, I do not give permission for my child ( ) to take part in the screening of student emotional well-being.

Parent’s Name
Parent’s Signature
Date

Parent permission for 485 to complete the well-being screening (active consent for screen: 51.9% yes, 11% no; 37.1% no reply)

154 of 473 students screened met eligibility criteria (low SWB: BMSLSS < 5.0 (32.6%, similar percentages across grade levels)

Parent and student permission for 98 of 151 to take part in study (65% participation rate... WOW!!!)

WBPP NOW:
6th grade: 20 students
7th grade: 18 students
8th grade: 11 students

WBPP LATER:
6th grade: 20 students
7th grade: 18 students
8th grade: 11 students
Introduction to the Well-Being Promotion Program

Well-Being Promotion Program: Small Group Positive Psychology Intervention

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

- Follow Up sessions
- Parent/caregiver psychoeducation and weekly handouts

- Roth, Suldo, & Ferron, 2017
Summary of Initial Outcome Studies

Study 1 (2010; 2014)
- Students (grade 6) in the 10-week group program (1X/wk) experienced 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 program (2X/wk) experienced increases in global life satisfaction (somewhat greater magnitude than their 6th grade peers).

Study 2 (2017)
- At post-intervention, students (grade 7) in the 10-week group program (1X/wk) plus follow ups showed growth in life satisfaction and positive affect (compared to peers randomly assigned to wait-list control). Students also showed decrease in negative affect, internalizing, and externalizing problems.
- At follow up, students in WBPP sustained growth in positive affect and decrease in negative affect and internalizing problems.

Study 3 (2020 -2025)
- Which students benefit the most from the WBPP?
- How to train existing school mental health providers to use the WBPP as part of their MTSS for student mental health?
- How long do student gains in mental health sustain… 6 months? 1 year?
- To what extent are academic outcomes (student engagement, grades, test scores) impacted?
- What much does it cost a school to train its staff and provide the WBPP?
- How cost effective is this early intervention?

-Suldo, Savage, & Mercer, 2014; Friedrich, Thalji, Suldo et al., 2010; Roth, Suldo, & Ferron, 2017; Suldo & Fefer, in progress: https://ies.ed.gov/funding/grantsearch/details.asp?ID=4451

Trying out a Positive Activity

Me at My Best

Think about a time when you were at your best, such as doing something really well, going above and beyond for someone else, displaying a talent, or creating something. This time may have occurred recently or a long time ago. You were showing the qualities that made you feel authentic, energized, and perhaps proud and happy to be alive. Now, write about this time when you believe you were being your best version of yourself. It is possible that you might struggle to identify a “me at my best” moment. If that is the case, take a deep breath, journey down the memory lane, and give yourself enough grace to recognize a moment when you feel good about yourself.
Session 1: Me at My Best

**Definition**
- A positive introduction to directing attention to strengths and positive experiences
- Evokes positive feelings about one’s past

**Rationale**
- This activity is followed by an immediate boost in happiness, and a reduction in symptoms of depression (relative to people in an active placebo condition)

**Goal**
- Identify a time when they were at their best
- Write or draw about that time
- Share and reflect on personal strengths displayed in the story
- Active savoring and strength spotting

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 everyday.
Session 2: Gratitude Journals

**Definition**
- Record things you are grateful for- small to large- on a regular basis
- Recognize benefits received, often at the cost of another
- Evokes positive feelings about aspects of one’s past

**Rationale**
- Promotes prosocial behavior
- Enhances interpersonal relationships
- Gratitude exercises are associated with lasting gains in happiness

**Goal**
- Recall a good event, experience, person, or thing in your life, then enjoy the good feelings that come from deliberately focusing on those positive things
- Reflect on the events of your past day. Write down up to 5 things for which you are grateful
- Share written reflections and positive experiences with peers, educators, family
- Journaling continued for homework

10/13/15
- Me finishing my brochure so I can read.
- I finished my homework.
- Dimension U so we cost play while learning.
- J.K. Rowling because harry potter is awesome!
- Joking around with my friends.
Session 3: Gratitude Visit

**Definition**
- Write a letter of thanks to a person, and then deliver the letter.
- Evokes positive feelings about aspects of one’s past and the importance of relationships.

**Rationale**
- Promotes prosocial behavior through recognition of benefits received
- Strengthens interpersonal relationships
- Gratitude visit associated with large, immediate boost in happiness

**Goal**
- Brainstorm a list of people who have been especially kind or helpful to them but have not yet been properly thanked.
- Choose someone from the list that they can feasibly meet with in coming week.
- Write a letter: describe the reason(s) why they are grateful to that person.
- Meet with the person to deliver the letter—read it aloud slowly and with expression.

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**STUDENT HANDOUT**

Gratitude Visit Planning Form

People who have been especially kind or helpful to me:

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

Person I will make a gratitude visit to: ______________________________________

Date: ____________________ Time: ____________________

**Reminder:** Tell the person that you want to make plans to spend time with him or her. Don’t tell him or her 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.
Session 4: Performing Acts of Kindness

**Definition**
- Perform 5 acts of kindness (i.e., behaviors that benefit others or make others happy, usually at the cost of one’s time and effort) during one day per week.

**Rationale**
- Evokes positive feelings about one’s present, and strengthens relationships.
- Deliberate kindness tied to gains in happiness among adults and youth, increases positive feelings in one’s community (recipients of kind acts).

**Goal**
- Select a day within the upcoming week to be the kindness day.
- Plan 5 acts of kindness to do that day.
- Acts can range from small (e.g., give complement) to large (e.g., unload dishwasher, help sibling with homework), at home or school.
- Record each of the kind acts performed on the selected day.
Sessions 5-7: Character Strengths Use

**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 personal signature strengths
- Use them in new ways across life domains
Identifying Strengths with the VIA Framework of 24 Character Strengths

**VIA Survey– For Adults**
- www.authentichappiness.org: 240 questions “VIA Survey of Character Strengths”
  - e.g., I have taken frequent stands in the face of strong opposition. (“very much like me” to “very much unlike me”)
- viacharacter.org: 96 items “VIA Adult Survey”
  - e.g., I experience deep emotions when I see beautiful things.

**VIA Strength Survey for Children– For Students**
- 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- For Students**
- 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

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**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; 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.
### Signature Strength: **Curiosity = interest in the world.**

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>New Use</th>
<th>Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/20</td>
<td>Find more information about the Big Crunch.</td>
<td>Inquisitive</td>
</tr>
<tr>
<td>4/20</td>
<td>Find out more about chromosomes</td>
<td>Surprise</td>
</tr>
<tr>
<td>4/20</td>
<td>Why is Sarah not at school?</td>
<td>Relieved</td>
</tr>
<tr>
<td>4/20</td>
<td>What exactly is a PRISM scholar? (find out)</td>
<td>Understanding</td>
</tr>
<tr>
<td>4/19</td>
<td>Listen to my brother’s views</td>
<td>Interested, entertained</td>
</tr>
<tr>
<td>4/20</td>
<td>Find out about a bat mitzvah</td>
<td>Less confused</td>
</tr>
<tr>
<td>4/17</td>
<td>Figure out why I’m not making any progress in dance</td>
<td>Annoyed</td>
</tr>
</tbody>
</table>
### New Uses of My Second Signature Strength

<table>
<thead>
<tr>
<th>Signature Strength:</th>
<th>Day of the Week</th>
<th>Life Domain</th>
<th>New Use</th>
<th>Feelings</th>
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**Remember to savors: 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.

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Trying out a Positive Activity

**Strength Spotting**

Reflecting on your “Me at My Best” story, identify which of the 24 Character Strengths you personally demonstrated in your story. Then, think about what strengths you see in yourself now.

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**Session 8: Optimistic Thinking**

**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 Thoughts

<table>
<thead>
<tr>
<th>Examples:</th>
<th>Good Events</th>
<th>Bad Events</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Permanent</strong></td>
<td>I made the goal because I’m talented in sports.</td>
<td>Even Beckham would have missed that one— I’ll probably make the next goal I try for.</td>
<td>I was invited to the biggest party of the year.</td>
</tr>
<tr>
<td><strong>Widespread</strong></td>
<td>My good friend hasn’t called me back in days.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Specific</strong></td>
<td>I made a poor grade on my math test because I did not understand the ideas that were taught when I was out sick.</td>
<td>My parents increased my allowance.</td>
<td></td>
</tr>
<tr>
<td><strong>Take Credit</strong></td>
<td>My teacher said my science group did the best in the class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## My Optimistic Thoughts

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

*Optimistic thoughts for good events are widespread, permanent, and take credit. Optimistic thoughts for bad events are temporary.
Session 9: Best Possible Self in the Future

**Definition**
- Enact goal-directed thinking through visualization of a positive version of oneself in the future that reflects attainment of personal goals
- Evokes positive feelings about one’s future

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

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

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What my life is in the future one word Awesome!
I'm a wild life photographer
I travel the world taking photographs of amazing creatures
I sell my photos to the highest bidder like a next top magazine or News Paper factory. I make a lot of money with my photos up to $5000 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 I'll go to College and take photography classes then when I graduate I will use the money I have to buy supplies and then take pictures in the Siberian.
Monthly WBPP Follow Up Sessions

- **Spotlight on Gratitude**
  - Gratitude List

- **Spotlight on Character Strengths**
  - Plan to use 5th Signature Strength in New Ways

- **Spotlight on Optimistic Thinking**
  - Review, practice and plan: Optimistic Explanatory Style

- **Spotlight on Hope**
  - Make a Hope Map

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Caregiver Engagement in the WBPP: Information Session & Weekly Activities

Photo by Hybrid on Unsplash
Considerations for Engaging Caregivers

No demands on time and resources

No engagement

Goal =

High demands on time and resources

Significant engagement

Decreasing demands and increasing reinforcement increases the likelihood of engagement!

Caregiver Engagement in WBPP

The WBPP incorporates one initial parent/caregiver information session & weekly parent/caregiver handouts

Efficient use of clinician & family time/resources

- Lower levels of parent/caregiver involvement (i.e., one psychoeducation session) still support positive PPI effects (Marques et al., 2011)

Improve caregiver buy-in, student generalization of skills, and family engagement with positive psychology activities

- Having caregivers practice SWB activities is likely to increase their own SWB, likely contributing to youth gains in SWB (Hoy et al., 2013)

(Reynolds et al., 2012; Fefer et al., 2020)
Session 1: Caregiver Information

Session Goals

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

Sample Parent/Caregiver Handouts: Sessions 2 & 4

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 how gratitude is a simple way to improve happiness.

• What is gratitude? It is the act of being thankful and appreciating the good things in your life. Gratitude is the emotion that you feel when you recognize an important event or person in your life.

• How to cultivate gratitude? You can use gratitude exercises, such as 30 days of gratitude, to help your child be more grateful.

• Why is gratitude important? It helps you maintain positive emotions, such as joy, and improve your physical health.

• How can you help your child be more grateful? Encourage your child to express gratitude to others and to write down three things they are thankful for each day.

What Can I Do?

You can also model gratitude by expressing your own gratitude to your child. This can help your child develop a habit of gratitude.

NOTES FOR PARENTS
Acts of Kindness

What Did My Child Learn This Meeting?

During this meeting, we introduced the concept of acts of kindness to your child.

• What are acts of kindness? Acts of kindness are actions that make others happy. They can be as simple as saying “thank you” or giving a compliment.

• Why are acts of kindness important? Acts of kindness can improve your child’s happiness, reduce stress, and increase their social connections.

• How can you encourage your child to perform acts of kindness? Encourage your child to perform acts of kindness by modeling the behavior yourself.

What Can I Do?

You can also encourage your child to perform acts of kindness by asking them to perform a kindness activity each day, such as helping someone else.

www.guilford.com/suldo-materials

- Suldo, 2016
The Logistics: How do you actually implement the program in your school?

Timeline of Activities (WBPP Delivery)

August 2nd and 8th 2022 (9am to 3pm)
- Professional Development Workshops 1-3
- Professional Development Workshops 4-6

Screening (August 9 – September 12 2022) and Recruiting Students (September 12 – September 16)
- 8/9 to 8/17/22 Distributing Screening Forms
- 8/18 to 8/23/22 Collecting Forms
- 8/29 to 8/32/22 Lunch room roundup of screening forms
- 9/1 to 9/2/22 Mass text sent out for screening
- 9/8/ to 9/12/22 Screening Students

- Recruitment
  - Student (computer lab)
  - Parent (email)
  - Teacher (email)
  - Random assignment to condition (now, later)
  - Prepare for groups for “now” condition

Beginning Intervention Implementation (October 5 – 10 2022)
- WBPP Session 1
- Parent Information Session
- 1st coaching session
Timeline of Activities Continued (WBPP Delivery)

- Week of October 17th 2022
  - WBPP Session 2
- Week of October 24th 2022
  - WBPP Session 3
- Week of October 31st 2022
  - WBPP Session 4
- Week of November 7th 2022
  - WBPP Session 5
- Week of November 14th 2022
  - WBPP Session 6
- Week of November 28th 2022
  - WBPP Session 7
- Week of December 5th 2022
  - WBPP Session 8
- Week of December 12th 2022
  - WBPP Session 9
- Week of January 17th 2023
  - WBPP Session 10

Spring 2023 Booster Sessions
- Booster Session 1: Week of February 20th
- Booster Session 2: Week of March 20th
- Booster Session 3: Week of April 20th

Sample Professional Development Series

<table>
<thead>
<tr>
<th>Session</th>
<th>Target</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caregivers (Workshop 2)</td>
<td>Psychoeducation</td>
<td>Introduction to Key Positive Psychology Constructs and Focus of Intervention</td>
</tr>
<tr>
<td>Phase 1 (Workshop 3)</td>
<td>Positive Emotions</td>
<td>Rationale for Positive Activities; Me at My Best</td>
</tr>
<tr>
<td>Phase 2 (Workshop 4)</td>
<td>Gratitude</td>
<td>Gratitude Journals</td>
</tr>
<tr>
<td>Phase 3 (Workshop 5)</td>
<td>Gratitude</td>
<td>Gratitude Visit</td>
</tr>
<tr>
<td>Follow-Up (Workshop 5)</td>
<td>Positive Emotions</td>
<td>Acts of Kindness</td>
</tr>
<tr>
<td>1</td>
<td>Character Strengths</td>
<td>Introduction to Character Strengths</td>
</tr>
<tr>
<td>2</td>
<td>Character Strengths</td>
<td>Character Strengths Assessment (VIA Youth Survey); Application of Signature Strength 1 in New Ways</td>
</tr>
<tr>
<td>3</td>
<td>Character Strengths</td>
<td>Application of Signature Strength 2 in New Ways; Savoring</td>
</tr>
<tr>
<td>4</td>
<td>Optimistic Thinking</td>
<td>Examples of Optimistic Thinking; My Optimistic Thoughts</td>
</tr>
<tr>
<td>5</td>
<td>Character Strengths</td>
<td>My Best Possible Self in the Future</td>
</tr>
<tr>
<td>6</td>
<td>Character Strengths</td>
<td>Review &amp; Spotlight on Optimistic Thinking (My Optimistic Thoughts)</td>
</tr>
<tr>
<td>7</td>
<td>Character Strengths</td>
<td>Review &amp; Spotlight on Signature Strengths in New Way</td>
</tr>
<tr>
<td>8</td>
<td>Optimistic Thinking</td>
<td>Review &amp; Spotlight on Optimistic Thinking (My Optimistic Thoughts)</td>
</tr>
<tr>
<td>9</td>
<td>All</td>
<td>Review &amp; Spotlight on Gratitude (Gratitude Journals)</td>
</tr>
<tr>
<td>10</td>
<td>All</td>
<td>Review &amp; Spotlight on Signature Strengths (Application of Signature Strengths in New Way)</td>
</tr>
<tr>
<td>Follow-Up 1</td>
<td>All; Gratitude</td>
<td>Review &amp; Spotlight on Gratitude (Gratitude Journals)</td>
</tr>
<tr>
<td>Follow-Up 2</td>
<td>All; Character Strengths</td>
<td>Review &amp; Spotlight on Signature Strengths (Application of Signature Strengths in New Way)</td>
</tr>
<tr>
<td>Follow-Up 3</td>
<td>All; Optimistic Thinking</td>
<td>Review &amp; Spotlight on Optimistic Thinking (My Optimistic Thoughts)</td>
</tr>
<tr>
<td>Follow-Up 4</td>
<td>All; Hope</td>
<td>Review &amp; Spotlight on Hope (Make a Hope Map)</td>
</tr>
</tbody>
</table>
Recruitment to Intervention (WBPP)

Group Formation Considerations

Make groups as homogenous as possible (grade, language, etc.)

Larger group size preferable (8-10 students)

Students’ personality and history

Who has insight into student features to consider when forming groups?

Logistics of group space, leader availability (e.g., day of week), preferred times of day?
Session Materials from WBPP Curriculum

Leader Materials
- Session Protocol (2-4 pages)
- Session Handouts
- Integrity Checklist of Key Elements

Caregiver Materials
- Caregiver Handout to go home with student

Student Materials
- Student Handouts

Session Materials

Lessons Learned

Potential Barriers
- Limited time (25-45 minutes)
- Getting students to show up to group on time
- School absences
- Lack of caregiver engagement (i.e., students forget to share at home)
- Students comfort level to share in groups

Facilitators
- Student passes to help remember when to attend groups
- Make-up groups before following session
- Consistent communication with parents through text, email, and calls in English and Spanish
- Individual check-ups during, before, or after groups
Review:
Principles of Positive Psychology Interventions

Evoke positive emotions about the past, present, and future in and out of sessions.

Build and strengthen relationships in and out of sessions.

Harness motivation to engage in learning and using PPIs in ways that fit with personal values and lived experiences.

Questions?
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References