School-Based Programmes

- **Penn Resiliency Program (PRP)**
  - School-based universal prevention programme
  - For 11-13 year old children
  - 12 session (90min)
    - CBT (ABC, automatic thoughts, thinking styles)
    - Interpersonal problem-solving (assertiveness, negotiation)
    - Coping strategies (relaxation, controlled breathing)
    - Social Skills
    - Decision making
  - **Efficacy:**
    - Meta-analysis of 17 controlled studies (Brunwasser et al., 2009)

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<table>
<thead>
<tr>
<th>Study label</th>
<th>Postintervention</th>
<th>6- to 8-month follow-up</th>
<th>12-month follow-up</th>
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<tr>
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<td>$n$ $\omega$ $d^\omega$ 95% CI</td>
<td>$n$ $\omega$ $d^\omega$ 95% CI</td>
<td>$n$ $\omega$ $d^\omega$ 95% CI</td>
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<td>Total</td>
<td>2,498 409.8 0.11 [0.01, 0.20]</td>
<td>1,729 393.3 0.21 [0.11, 0.31]</td>
<td>1,249 296.9 0.20 [0.09, 0.32]</td>
</tr>
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</table>
School-Based Programmes

- **Positive Psychology Curriculum**
  - 20-25 80-minute sessions over the 9th grade year
  - Targeting strengths, promotion of resilience, positive emotion and sense of meaning or purpose
  - **Results** (Seligman et al., 2009):
Three Good Things

- **Instruction**
  - “Each day before going to sleep, write down three things that went well during the day and why you think they happened.”

[Video](https://youtu.be/ZOGAp9dw8Ac)
Three Good Things

- **Empirical Evidence** (Seligman et al., 2005)
  - “Three Good Things” Exercise
    - “Write down daily three good things that happened each day for a week”
      - Why did this good thing happen?
      - What does this mean for you?
      - How can you have more of this good thing in the future?
SPARK Resilience Programme

- **SPARK Resilience Programme** is a new school-based resilience-promoting programme
  - Developed specifically for 10-12 year old children from deprived urban communities in England (Boniwell & Ryan, 2009)
  - Aimed at promoting resilience and preventing depression
  - Based on concepts of positive psychology and cognitive-behavioural therapy
  - Delivered by trained teachers in 12 hourly sessions

**Study**
- Testing for both reduction of depression symptoms and promotion of resilience in girls from deprived area in London

SPARK Resilience Programme

- Resilience Scores

Linear slope: $B = 9.64, p = .09$
Quadratic slope: $B = 10.20, p = .04$
Cubic slope: $B = 2.46, p = .03$

$d = .75^{**}$
$d = .57^{**}$
$d = .29^{**}$
SPARK Resilience Programme

- Depression Symptoms

Linear slope: $B = 1.21$, $p = .11$
Quadratic slope: $B = .47$, $p = .04$

$d = .45^{**}$
$d = .23^{**}$
SPARK Resilience Programme

- Qualitative Findings
  - Thematic analysis of the focus group with six teachers led to the identification of three overarching main themes, indicating that the programme was experienced as a successful and beneficial intervention:
    - **Emotional Toolkit**
      - Students were able to pick up the concepts of SPARK in order to develop life skills
    - **Empathetic Camaraderie**
      - SPARK strengthened the relational communication between students and teachers. It also positively influences the school’s general culture with a sense of emphatic camaraderie
    - **Teacher and School as Key to Success**
      - Teachers recognised the importance of being confident with the programme content and making it interactive
Thank you for your attention!

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