

Positive Psychology Programmes in Education

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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)

Individual Study Effects and Weighted Mean Effects on Depressive Symptoms With Random Effects Models

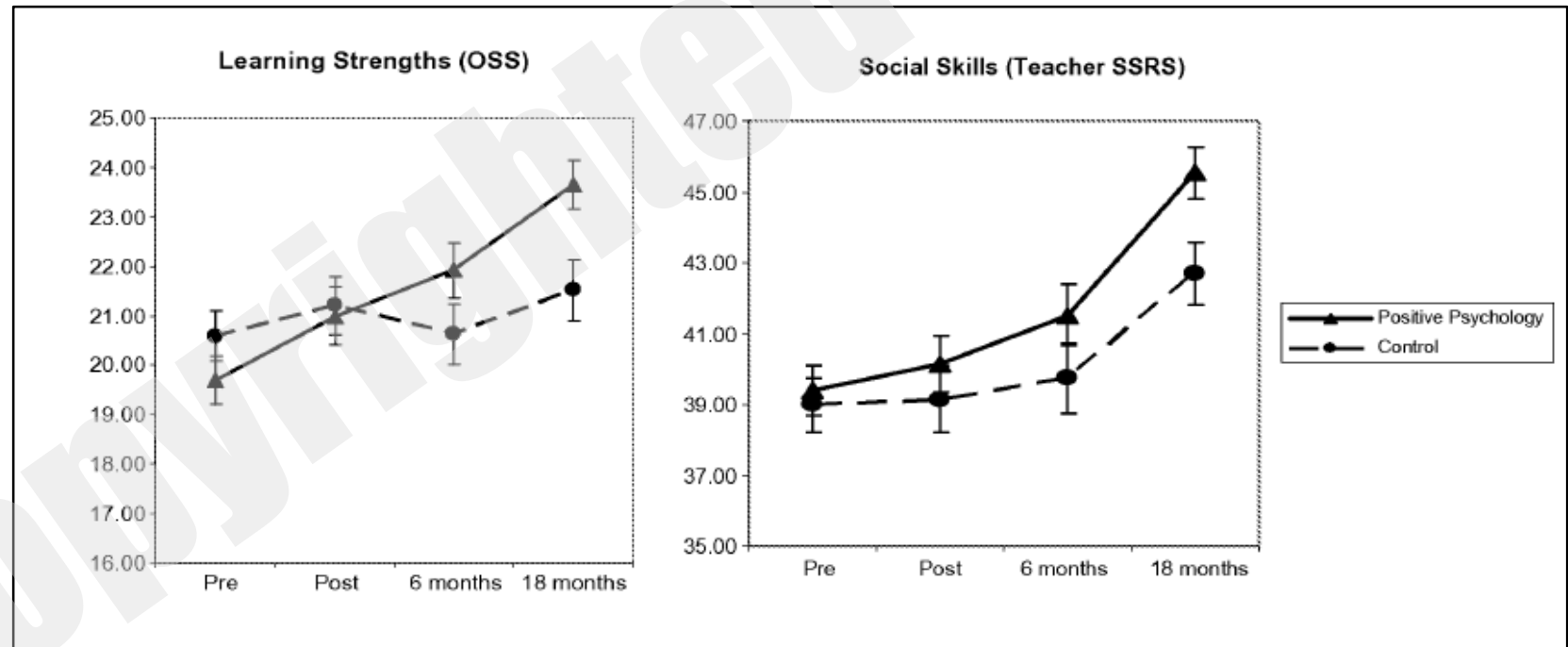
Study label	Postintervention				6- to 8-month follow-up				12-month follow-up			
	<i>n</i>	ω	d^U	95% CI	<i>n</i>	ω	d^U	95% CI	<i>n</i>	ω	d^U	95% CI
Total	2,498	409.8	0.11	[0.01, 0.20]	1,729	393.3	0.21	[0.11, 0.31]	1,249	296.9	0.20	[0.09, 0.32]



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."*



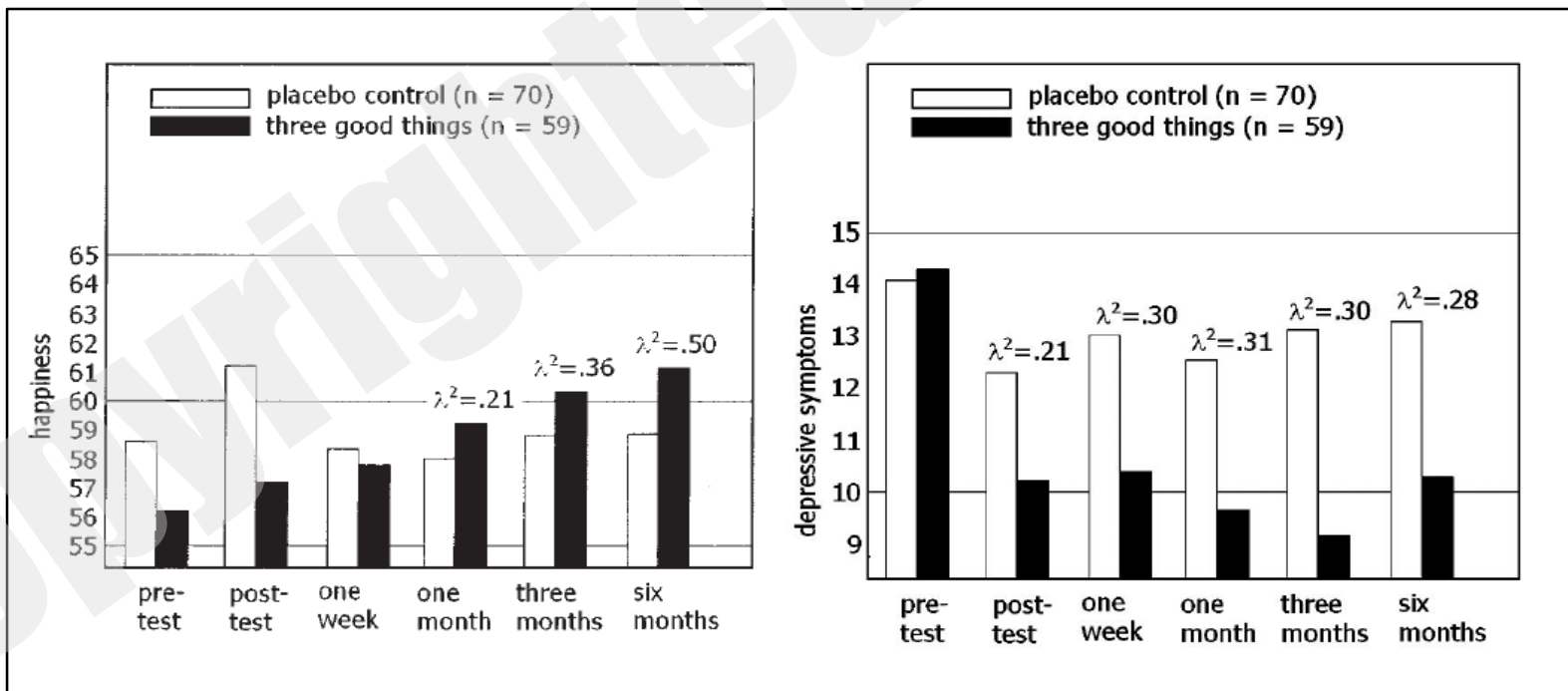
Three Good Things

▪ 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

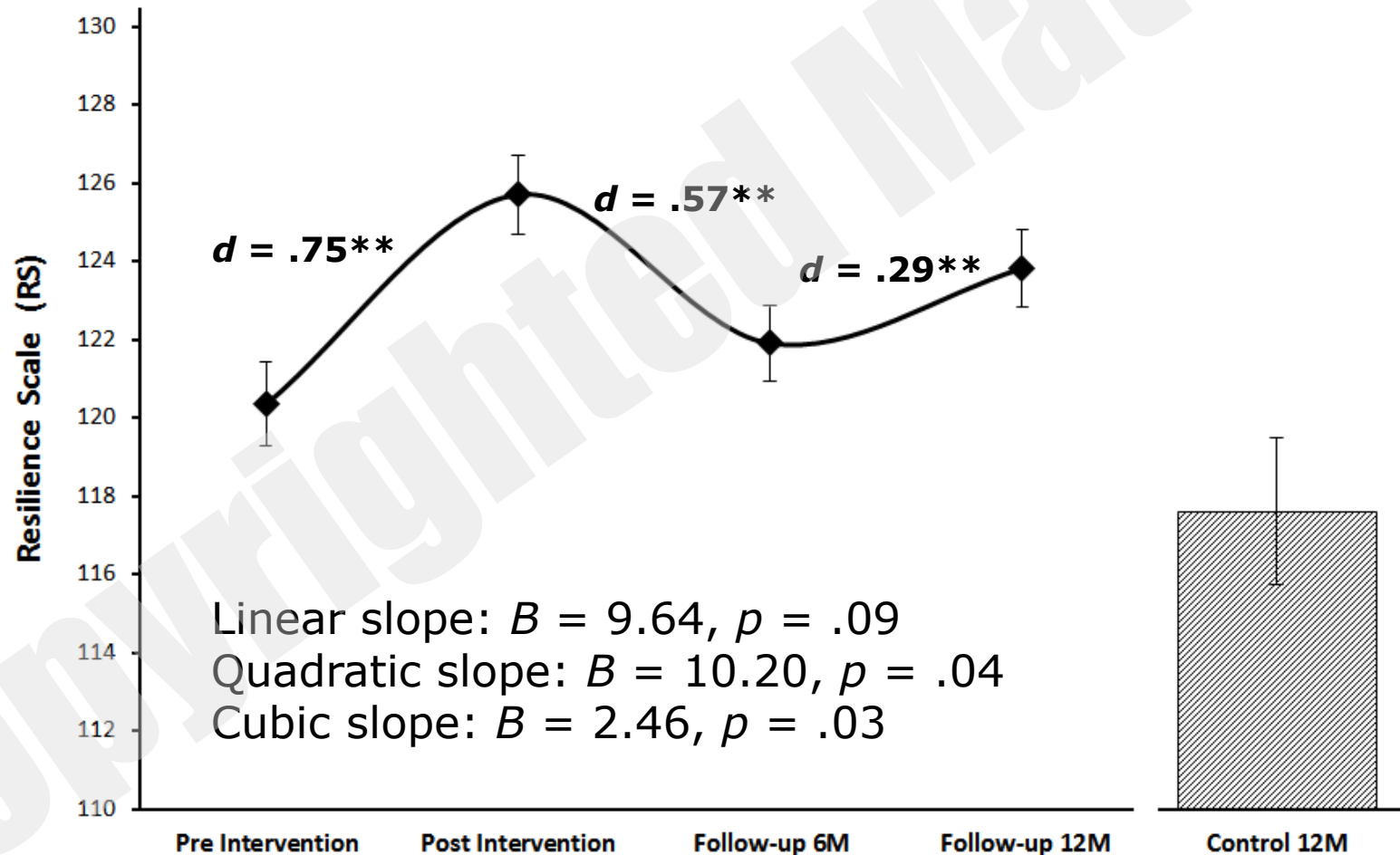
- **SPARK Resilience Programme** is a new school-based resilience-promoting programme
 - Developed specifically for 10-12 year old children from deprived urban communities in England (Boniwell & Ryan, 2009)
 - Aimed at promoting resilience and preventing depression
 - Based on concepts of positive psychology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

Pluess M, Boniwell I, Hefferon K, & Tunariu A (2017) Preliminary evaluation of a school-based resilience-promoting intervention in a high-risk population: Application of an exploratory two-cohort treatment/control design. *PLoS One* 12(5):e0177191.



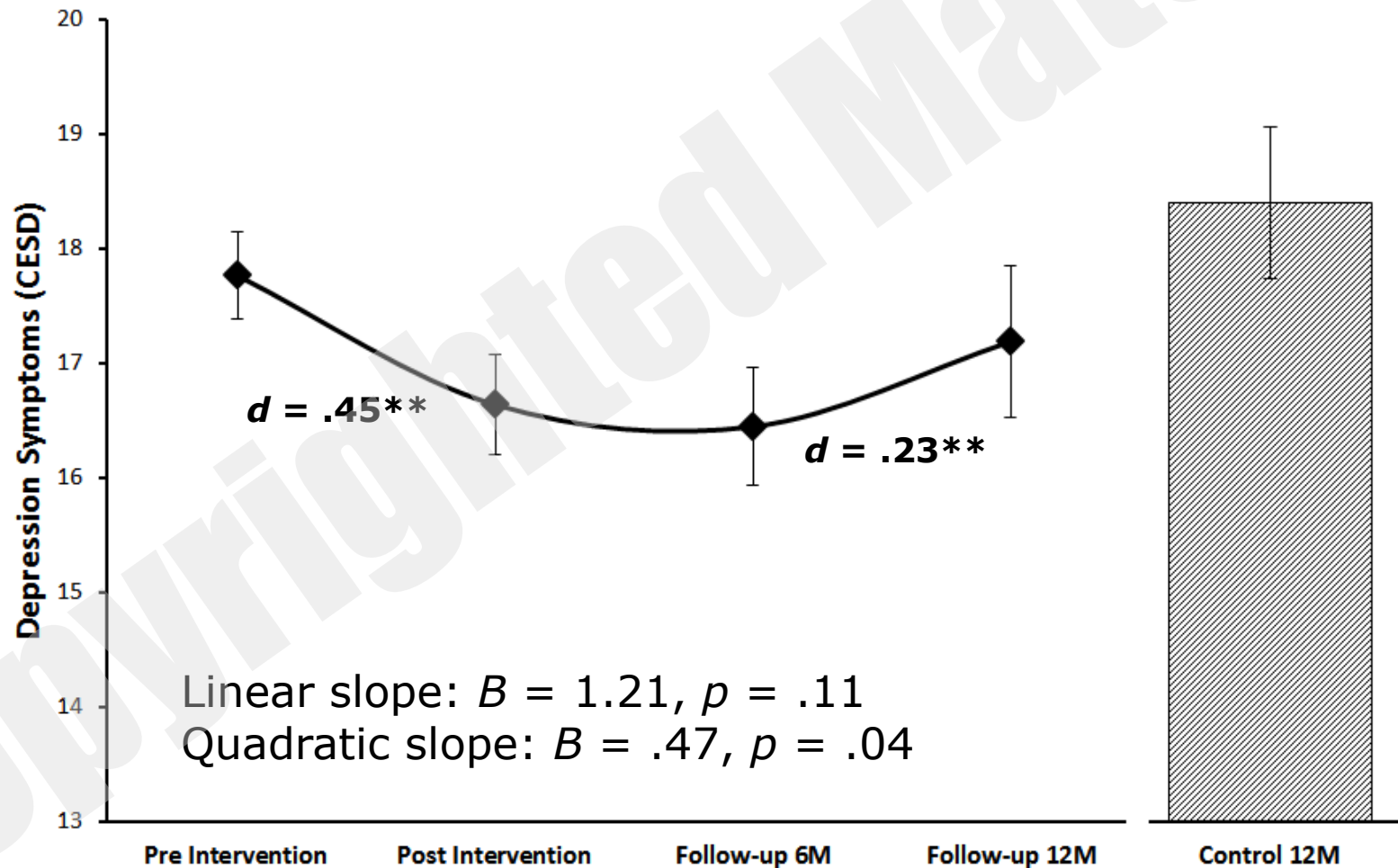
SPARK Resilience Programme

Resilience Scores



SPARK Resilience Programme

Depression Symptoms



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



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Thank you for your attention!
the End

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