

# ABSTRACTS

## Monday, July 18

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9:00-10:00 HEADLINER

Crystal Ballroom

### Angela Duckworth—Grit: The Power and Passion of Perseverance

Who succeeds in life? In this presentation, Angela Duckworth reviews her research on grit, the tendency to pursue long-term goals with perseverance and passion. She describes the predictive power of grit for performance in the National Spelling Bee, graduation from West Point, graduation from the Chicago Public Schools, and a variety of other contexts. She explains what makes gritty individuals different from others, and finally, she summarizes her thinking on how to cultivate grit.

10:30-11:30 KEYNOTE + BREAKOUT #1

Crystal Ballroom

### Keynote: Abdulla Al Karam—From Educate to EduCARE: How Dubai's Education Community Works Together Toward a Positive Purpose

What is the purpose of education? And how well does that purpose serve students' needs? Get your cellphones ready, because in this fun, interactive discussion, you'll learn how Dubai's education "happymaker" regulator brings together principals, educators, teachers and parents to "bring out from within" and creates a happier, more positive education community for all—and how you might apply these ideas to your own community.

Breakout Room II—PANEL

### The Comparison Between the Effect of the Gratitude Program and the Happiness Program

*Hsiang-Yi Wu; Hsin-Yu Zong; Wan-Yun Chen; Kuen-Yung Jone*

Little is known about designing an appropriate program of gratitude or happiness and further comparing the difference between the two, even if high correlation between them was known. The purpose of this study was to design a "gratitude program" and a "happiness program" for undergraduates and to compare their immediate effects on students' well-being, gratitude and resilience. The content of the gratitude program included five dimensions: thanks others, thanks God, cherish what you have, appreciate the hardship and appreciate the moment; while the content of happiness program included a brief introduction to positive psychology and the theory of happiness and well-being. A total number of 98 students participated the programs, and they were divided into 3 groups: In group A, 36 students went through the 12-hour gratitude program; in group B, 36 students went through the 12-hour happiness program; the rest of the students were in the control group and didn't undergo any training. The pre- and post-test included three questionnaires: mental health continuum-short form, inventory of undergraduates' gratitude and inventory of adolescent resilience. The results show that: first, the gratitude program lacked the information of happiness but had more effect on both psychological and social well-being than the happiness program. Second, only gratitude program could enhance gratitude. Finally, the gratitude program is more effective on "hope and optimism" and "empathy and interpersonal interaction" in resilience than the happiness program. Keywords: positive psychology, undergraduates, gratitude, well-being, resilience

### Breakout Room III—WORKSHOP

#### Building Successful Leaders Through Mental Skills Training

*Robert Taylor, B.S., M.A.; Hillary Cauthen, Psy.D.*

Positive youth development (PYD) programs have been implemented in multiple areas: schools, sports, extracurricular programs, and community based programs. PYD in schools specifically focus on assisting adolescents in enhancing areas of competence, confidence, connections, character, and caring, commonly referred as the five Cs (Lerner, 2005). Sports are an ideal example of an interscholastic activity that a student can participate in to enhance educational, physical, social, and personal development and growth (Gould et al., 2006). Gould et. al, 2006 states that an individual can be taught life skills through sport and transfer the life skills to other areas in their life such as school and work. Life skills have been referred to as a large set of interpersonal and psycho-social skills which can aid in a person's communication skills, informed decision making, develop coping, self-management, and leadership skills. Research has found that life skills development can: delay the onset of drug use, avoid high risk sexual behaviors, improve academic performance, enhance anger management skills, enhance positive social interactions (Mangrulkar, Whitman, & Posner, 2001). Life skills can aid in the success in school, the workplace, contributing to their community, social interactions, practice healthy behaviors, or aid in their development (Hahn, Lanspery, & Leavitt, 2006). The purpose of our workshop is to 1) educate professionals in positive youth development, 2) provide interactive hands on experience of specific life skills: leadership, goal setting, and focus, and 3) provide teaching tips for professionals to utilize in their professional domains and enhance the lives of others.

### Breakout Room VI—PANEL

#### Grit, Imagination and Creativity: Research Implications for School Leadership, Students and Pre-Service Teacher Education

*Mathew White, Ph.D., FRSA, MAICD, MACE; Scott Barry Kaufman, Ph.D.; Angela Duckworth, Ph.D.; Lea Waters, Ph.D.*

Intuitively, we admire people who persevere in the face of adversity or individuals who show powerful imagination and creativity. These qualities appear as signs of individual and community wellbeing. But, do they occur by chance or can they be taught? There is a gap between findings on grit and creativity and implications for schools. School improvement strategies and graduate programs do not typically address these topics as goals for school improvement. This unique Panel Discussion will address this gap. Chaired by Dr Mathew White, it brings leading researchers in these fields. The panel will 1) discuss research findings 2) explore the intersection between this research and its potential impact in schools and 3) propose a theoretical framework to advance the integration of these areas in schools. Professor Angela Duckworth will explore the role of grit in academic mastery; Dr Scott Barry Kaufman, Scientific Director of the Science of Imagination Project at the Positive Psychology Center, will discuss creativity. Professor Lea Waters, Gerry Higgins Chair in Positive Psychology and is the Director of the Centre for Positive Psychology, Melbourne Graduate School of Education, University of Melbourne and Dr Mathew White, Director of Wellbeing & Positive Education at St Peter's College – Adelaide and Senior Fellow at the Melbourne Graduate School of Education at the University of Melbourne will discuss this research in the context of schools and teacher education programs.

### Breakout Room VII—WORKSHOP

#### Using Mindfulness to Empower Children and Adolescents in Improving Social-Emotional Skills and Finding Greater Success .

*Susie C Wolbe, Ed.D., CALT*

Social-emotional learning (SEL) research supports the fact that teachers believe social and emotional learning programs should be offered at their schools, and feel it is critical for their students to receive such training in order to be successful in school, work and life. Similarly, research supports the fact that mindfulness, a simple, secular practice, has been scientifically-verified to improve overall wellbeing and relationships while reducing levels of stress and anxiety. Yet, there are still many schools that have not involved themselves in programs related to these topics. This presentation would provide an overview of social-emotional skills and how they translate to emotionally healthier, happier adults, what mindfulness is and the research that has proven its benefits, as well as teaching participants basic mindfulness strategies that could be used by either adults or children. In addition, activities to be used in the classroom will be shared with participants. Finally, information will be shared about the experiences of a town where schools, families, and the community-at-large all participated in mindfulness training and activities, and the impact of sharing the experience with a larger group including those you know and so many of whom you have never met. This last experience will be in an effort to highlight the importance of including students, faculty, parents, and extended community members in the training and practices.

### Breakout Room VIII—WORKSHOP

#### Awaken the Positive Force(s) in Your Classroom & School

*Kirke H. Olson, Psy.D.*

This is a practical talk with a positive approach toward education that will introduce you to the critically important ever-present yet invisible force(s) embedded in every school. You will begin to learn how to awaken these positive forces so you can improve the culture of your classroom and/or school, starting with us the educators, before implementing curricula for our students. We will do this by briefly

integrating the research of Barbara Fredrickson on love, Dan Siegel's and Stephen Porges's research from interpersonal neurobiology, Richard Davidson's research on mindfulness, and Louis Cozolino's work on the social neuroscience of education. There will be lecture, real life examples, and experiential components so that you will not only learn about these techniques, but also experience a taste of them.

## 12:00-1:00 KEYNOTE + BREAKOUT # 2

### Crystal Ballroom

#### **Keynote: Lea Waters—Strength-Based Parents: An Overlooked Aspect in Positive Education**

To create positive education programs; a systems approach is needed that takes into account the many stakeholders who contribute to a young person's well-being at school. To date the research in positive education has focused on students and to some degree teachers with a noticeable absence on the role of the parent. Yet, the positive education lessons learnt at school are likely to be more successful when they also reinforced at home. This presentation will explore the latest research of Professor Waters on the impact of strength-based parenting on student wellbeing.

### Breakout Room II—WORKSHOP

#### **Get Gritty—the Key to Teen Success: A Positive and Proactive Approach to Building Perseverance, Self-Control and a Growth Mindset**

*Caren Baruch-Feldman, Ph.D.*

This workshop will explore what grit is and, more importantly, will provide techniques for developing grit, perseverance, and a growth mindset in teens. Participants will learn how teens can change their mindset and their behavior in ways that support self control, perseverance, and tenacity. The workshop will be hands on, interactive, and skill-based, allowing participants to walk away with actual strategies they can use with teens. Although grit has been found to be so important for teen success, strategies to improve grit are just emerging. This workshop will present strategies such as setting yourself up for success, having a growth mindset, sustaining practice, making a goal a “want-to” instead of a “have-to,” and planning for obstacles. These strategies are built upon the latest research emerging in the field, as well as my clinical experience. A growing body of research is finding that grit, tenacity, and perseverance can have as strong an influence on academic and professional achievement as intellectual factors. Teens in particular need this support because even though grit is more important than ever, young adults today struggle in these areas. Living in a world of constant distractions, high stakes and pressure, and with parents who hover or snowplow, today's teens often struggle to set and accomplish long-term goals and overcome obstacles. In addition, teens have a proclivity for risky behavior and giving in to short-term temptations and are still developing the ability to control themselves. Thus, teens can uniquely benefit from becoming grittier.

### Breakout Room III—PROVOCATION

#### **The Future for Positive Education Interventions: From One Side of the Pond to the Other**

*Jennifer Brownstein, M.A., Psy.D.; Yvonne Biggins, MBA, PGCE*

Jennifer Brownstein, PsyD and Yvonne Biggins, MBA, PGCE, will be providing a US and UK perspective on applying positive interventions with adolescents. Dr. Brownstein has developed a 12-session Reflections manual for students, aged 12-15 who attend McLean Hospital's Program in Education, Afterschool & Resiliency. According to positive psychology research, increasing one's self-compassion will not only cultivate self-reflection, but also is expected to increase optimism and connectedness. Continuing along the theme of positive psychology application in Education, Yvonne Biggins, Founder and CEO at Young Happy Minds will present an overview of her social enterprise that delivers programmes and workshops on the Science of Happiness and Positive Psychology to young people in schools, across holiday/summer camps and through partner organisations, like The Amy Winehouse Foundation. Their vision is to get well-being valued as highly as academic success and they will share the impressive evidence of the impact of their interventions.

### Breakout Room VI—PANEL

#### **Positive Psychology Programs at Universities**

*Covadonga Chaves, Ph.D.; Enrique Tames; María Elena Morin, Ph.D.*

Positive education have mostly been applied at the primary and secondary levels. A key question that remains is how to apply best-practice in higher education. University is a fertile setting for students to grow intellectually, socially and emotionally. Thus, universities should provide students with a practical and engaging learning experience and also offer holistic programs to teach and promote well-being in their students. Moreover, fostering university leaders' wellbeing is also an integral component of the whole-school approach to positive education (Peterson, 2006). This symposium aims to: (1) Present the development and implementation of a positive psychology program completed by every undergraduate student regardless their professional program at Tecmilenio University (Mexico). (2) Describe a strengths-based e-coaching program developed to connect University of Melbourne Master of Applied Positive Psychology (MAPP) students with students from the Positive Leadership and Careers undergraduate subject. (3) Examine a certificate in positive psychology where university leaders and faculty learn skills for wellbeing (Mexico). This symposium will demonstrate several programs around the world, describing the pedagogy

and strategies included and preliminary results of their implementation. Limitations and advances in the implementation of these programs will be discussed

### Breakout Room VII—WORKSHOP

#### Teaching (Law) Students to Optimize Cognition Via Neuroscience and Positive Psychology

*Debra S. Austin, J.D., Ph.D.; Peter H. Huang, J.D., Ph.D.*

The media, public, and students question the value of legal education. Stressors in legal education are legendary. The most recent legal education reform review, The Carnegie Report, divides legal education into three apprenticeships: intellectual, where students build a knowledge base; practice, where students develop practical legal skills; and professional identity, where students learn the attitudes and values of the legal profession. Carnegie argues that deeply rooted aspects of the hidden curriculum may cripple legal education. The context in which law students are educated encourages a “single-minded focus on competitive achievement.” Major obstacles to legal education reform enumerated in Carnegie are also aspects of the hidden legal education curriculum: the competitive classroom climate, the competitive atmosphere of most law schools, and the grade curve. A law student’s professional identity is shaped by the socialization process of legal education. Lawyers suffer from serious well-being problems (anxiety, stress, depression, substance abuse, and suicide risk), but they do not exhibit these disorders prior to law school. We teach our students neuroscience and positive psychology interventions to encourage them to thrive and to enhance their professional identity development. This interactive workshop introduces the neuroscience of learning and memory formation, the impact of stress on cognition, the psychology of optimism and pessimism, and strategies for optimizing cognitive function. Participants complete a worksheet applying concepts from the workshop to their teaching and their students’ learning. Our work-in-progress inspires discussion of the hidden curriculum, its impact on law student wellbeing, and a positive shift in legal education.

### Breakout Room VIII—WORKSHOP

#### Don’t Tell Me What to Do! Creating Success Through Inquiry-Based Academic Success Coaching Programs

*Monty S. Stallings; Tyson L. Putthoff, Ph.D.; Marlin Blankenship*

Research shows that today’s undergraduate students dislike being told (particularly by an adult) what is “wrong” with them and how to fix their problems. Universities traditionally seek to help students succeed by applying the prescriptive methods that research now shows to have adverse effects. When engaging a generation of students who do not respond well to prescriptive advice, the effectiveness of traditional services like advising and tutoring is severely limited when dealing with issues of course selection or studying for a specific course. Positive psychology, executive coaching, counseling and our own work with students have shown us that coaching is an effective way to foster student success. Coaching successfully nurtures self-awareness, emotional intelligence and enhanced performance. Unlike other approaches to fostering change, coaching is purely inquiry-based; avoiding telling people what their problems are and how they must fix them. We have adapted the coaching techniques developed in the corporate world to the academic setting. With little funding and minimal support at first, we have built a formidable coaching program from the ground up. Our program has enjoyed tremendous success. We now feel compelled to help others interested in positive education create their own coaching programs. We intend to offer attendees a template for creating a program in which students are treated with dignity, their concerns are truly heard and addressed and they generate their own solutions to the issues that concern them. This workshop is a must for an event that proudly promotes character, excellence and positivity in education.

### Breakout Lalique I—WORKSHOP

#### Brain Focused Strategies for Developing Social Emotional Health

*Michelle Kinder, M.Ed., LPC; Heather Bryant, M.Ed.*

What do we know for sure? That social emotional health is more predictive of long term success than strong academic skills and that trauma, abuse and toxic stress interrupt a child’s ability to learn and develop healthy relationships. The research is solid on these facts, but these findings haven’t necessarily translated into consistent practices in our schools, daycare centers or even in our families. Using the Momentous Institute model for developing Social Emotional Health, this session will explore how trauma and toxic stress affect learning and provide participants with a variety of tried-and-true activities, resources and mindsets that are easily implemented in the classroom and in the home. Momentous Institute, owned and operated by Salesmanship Club of Dallas, has been building and repairing social emotional health in kids since 1920. Each year, the organization serves 6,000 children and family members through innovative education and therapeutic services. Seven years after leaving our elementary school campus, Momentous School graduates (85% of whom qualify for free and reduced lunch) graduate high school at a rate of 99%. 86% of these graduates go on to higher education and 88% persist to their sophomore year. The Institute also invests in research and training to reach far more children than could ever be served directly.

### Breakout Lalique II—WORKSHOP

#### Getting Grit in the Classroom

*Caroline A. Miller, MAPP*

In an academic world awash in grade inflation, microaggression and “safe spaces,” how is a teacher supposed to create a classroom environment that can help students cultivate grit? Research shows that grit is a contagious quality, and that teachers who score high in grit have more impact on their students’ learning. So part of stemming the tide of national mediocrity might need to include a focus on helping teachers to cultivate passion for their work, set hard goals for themselves, and pursue them in spite of obstacles. Through role-modeling of these behaviors, I believe it may make a positive difference in the lives of students who haven’t been held to high standards at home or in our culture,

and who hunger to be elite but haven't been taught how. In this session, Caroline will share: 1. How school environments have been watered down in rigor and political correctness from kindergarten through graduate school 2. How the lack of grit has impacted student performance 3. What teachers can do to develop grit so that they have resilience to be effective After attending, you'll be able to: - "Change the channel" when difficulties arise and use more effective self-talk that is based on the newest brain science - Challenge yourself to take the right risks by asking "why not?" instead of "why?" - Create positive relationships and moments that define effective, resilient teams - Develop clear-cut goals - both learning and performance goals - and avoid the mistakes most people make.

## 2:10-3:10 KEYNOTE + BREAKOUT #3

### Crystal Ballroom

#### Keynote: Fred Kiel—What's Missing in Business Education?

Dr. Kiel will present the Return on Character (ROC) Value Chain and the hard data collected over seven years of research that shows the impact on the bottom line of the leaders' character. Business education teaches only part of the ROC Value Chain. Most business schools focus solely on skill development—skills such as strategy, marketing, finance and so on. The part of the ROC Value Chain that is ignored in most business schools is the impact that "Who" the leader is has on the bottom line. It turns out that this is far more powerful than has been assumed. Dr. Kiel will present his ideas about how business schools can fill in this missing part of the equation.

### Breakout Room I—PANEL

#### Developing Leaders Through Empowerment and Empathy

*Bridget Belden; Bridget L. Rebek, M.S.; Michael Seaman; Melissa R. Cooper, MLA*

Through empowering children and young adults to identify and resolve issues, peer influence can be leveraged to effect positive change in their communities. Though Ripple Kids and the Academic Success Program at Oklahoma State University take different approaches, both programs offer students the opportunity to develop leadership skills, empathy, increased sense of well-being, empowerment, and a number of other attributes that contribute to the development of both character and life skills. Founded in 2006, Ripple Kids is a non-profit organization seeking to inspire and empower kids (7–12) to take action in their community. A Ripple Kid is a kid who has identified an issue and has taken action to resolve it. Because the child has identified the cause they are passionate about, they are more vested and empowered through the process. OSU's Academic Success Coaching program is a free service to all students to work through goals in an inquiry-based, nonjudgmental partnership with trained coaches. The coaching program is developing outreach workshops to the campus to offer training to OSU student leaders to cultivate coaching competencies like active listening and way of being to leverage the student leaders' effectiveness and to grow interpersonal skills. Though varying in approach and target age group, both organizations leverage peer leadership and empower students to identify opportunities and take action.

### Breakout Room II—PANEL

#### Perspectives on a Strength-Based, Talent-Focused Program: The Bridges Academy Experience

*Robin M. Schader, Ph.D.; Susan M. Baum, Ph.D.; Ellen R. Rosen, J.D.; Chris R. Wiebe, M.A.; Carl Sabatino, M.A.*

For the past 10 years Bridges Academy has been implementing a successful strength-based, talent-focused program in which students' abilities and interests are identified and used to design relevant educational experiences. Currently Bridges Academy educates 160 twice-exceptional students (grades 4–12). These students demonstrate high cognitive abilities and/or talents along with learning differences and/or disabilities that make it difficult for them to succeed in traditional classrooms. Their differences may include ADHD, spectrum disorders, anxiety disorders, or other cognitive or emotional disabilities. Roughly half of the students come from failed attempts in public schools. Most programs for students with learning or attention difficulties focus on accommodations and remediation; in contrast, the Bridges community has found that recognizing the strengths of students while providing contextual support in an enriched environment offers unlimited opportunities for student success. As an example, high school students engage in a badge-based, personalized learning program, developing expertise in an area of interest while developing core skills across disciplines. The moderator and members of this panel (representing the board, administration, faculty, and research center) will address how attending to positive attributes influences a school environment for twice-exceptional students. The individual topics presented will include the administrative role in creating and supporting a strength-based, talent-focused environment, discovering learning profiles from multiple perspectives, infusing strengths, interests, and talents into the curriculum, and the importance of providing talent development opportunities. We hope our experiences, research, and practical application will encourage others to create engaging, strength-based, and talent-focused programs.

### Breakout Room III—PROVOCATION

#### Which Character Strengths Matter Most in School?

*Willibald Ruch, Ph.D.; Lisa Wagner*

In this provocation, we will give an overview and discuss different aspects related to our research on the role of students' character strengths at school. Willibald Ruch will give an introduction to the topic and present his research on character strengths and school experiences in class

clowns. This example demonstrates that the interaction of character strengths can be complex, and also that behavior that are oftentimes seen as disturbing by teachers can be associated with character strengths. This will open a discussion on how character strengths are displayed in the classroom and how they can be used to deal with such behaviors. In the second part, Lisa Wagner will present results from a series of studies on the associations of character strengths with positive experiences, positive relationships, positive behavior and achievement at school. Despite an overlap, different strengths were to those diverse aspects. Beyond this, we will also present research results that answer the question whether not only having certain “school related” character strengths, but also applying one’s own strengths in school has positive effects tentatively with “yes.” This will open an overall discussion on cultivating certain character strengths and providing students opportunities to use strengths in the classroom.

### Breakout Room VI—PANEL

#### Creating Contagious Cultures: The Happiness Advantage in Education

*Joel Pedersen; Aaron Sadoff; Reggie Tyler, Ph.D.*

Our most commonly held formula for success at work and in education is broken. Conventional wisdom holds that if we work harder we will be more successful, and if we are more successful, then we’ll be happy. If we can just win that next promotion, lose those five pounds or raise our test scores, then happiness will follow. However, recent discoveries in the field of positive psychology have shown that this formula is actually backward: Happiness fuels success, not the other way around. When we are positive, our brains become more engaged, creative, motivated, energetic, resilient, and productive at work and in the classroom. We can reprogram our brains to become more positive in order to improve our performance and maximize our potential at work and in education, including our classrooms and communities. This panel of superintendents, administrators and practitioners will discuss how they’ve created positive cultures, and used the happiness advantage in education to increase both well-being and educational outcomes.

### Breakout Room VII—WORKSHOP

#### Assessing Well-Being in Education: A How-to Guide and Demonstration

*Aaron J. Jarden, Ph.D.; Michael Parker, BCOM*

Assessing Wellbeing in Education (AWE: [www.aweschools.com](http://www.aweschools.com)) is the world leader in online wellbeing assessments for schools. AWE provides short, empirically validated, and solution focused assessments for students (aged 12-18) and adults (teachers/parents). Student assessments are 29 questions, and adult assessments are 52 questions. At the end of assessments real-time contextualised pdf wellbeing reports are produced, and a schools community wellbeing report is produced at the end of an assessment period. What makes AWE unique is that it is specifically built to a) assess wellbeing from a positive psychology and positive education perspective, to b) easily track changes in wellbeing overtime (e.g., programme evaluation), and to c) be customisable (schools can add other questions or measures). A suite of ‘positive psychological interventions’ (activities to increase wellbeing) are also provided to teachers and parents to proactively manage their wellbeing and ease them into positive education initiatives. This workshop walks participants through the use of AWE and highlights its various benefits and features. Workshop participants will be selected to compete interactive and hands-on assessments in real time so that participants will see a live demonstration of the software in use from beginning (registration) to end (wellbeing reports). Other aspects covered in the workshop include: 1) History and development of the AWE assessment, 2) Usability and ethical issues to be mindful of, and 3) Feedback from current users and examples of integration with positive education initiatives. Participants will gain enough knowledge to then be able to implement an AWE assessment in their school.

### Breakout Room VIII—WORKSHOP

#### The ROCK: Moving From Dream to Impact

*Kathryn L. Snyder, B.A., M.A., MAPP; Beverlee M. Wenzel, CPM*

Join Beverlee Wenzel and Kathy Snyder from The ROCK Center for Youth Development as they take you through an exciting journey of building a grass-roots, positive youth development organization. With a focus on research and ingenuity, you can experience the dynamic programs that are impacting hundreds and emerged simply from a dream to make a difference. The ROCK is an independent and inclusive non-profit providing a variety of ROCK-developed programs for middle and high school students. The ROCK’s vision is that all youth have the opportunity to live their potential. Their mission is to build hope and resilience in youth based on a foundation of acceptance, support, and respect that results in positive life choices. All ROCK programs are based on research in positive psychology. The ROCK curriculum is focused on life skills and character development and is provided by ROCK coaches and staff in 10 local school districts. The ROCK also offers teens after-school programming and community-based events. The ROCK provides professional development to staff, teachers and community members using content created by MAPP students at the University of Pennsylvania in collaboration with The ROCK. This quality program trains adults with the aim of helping achieve The ROCK’s mission. Join the adventure of creating ROCK solid change in a community and see why The ROCK’s impact is growing steadily. Ask questions about the how’s and who’s and when’s and why not’s. Take home concrete ideas to start making a difference in your own communities.

### Breakout Lalique I—WORKSHOP

#### The Key to Every Door: Unlocking Potential in Staff and Students

*Katherine Heynoski, Ph.D.*

How can you create more powerful learning experiences for students? For the past seven years, we have studied the practice of hundreds of teachers who consistently accelerate learning and change students’ lives. These teachers not only challenge their students academically; they

also nurture a sense of security, belonging, and enthusiasm. We invite workshop participants to explore a framework for effective teaching and learning and learn how to use it foster a positive culture in which staff and students flourish. The framework enables educators to assess their practice, plan for improvement and implement changes that really matter. We will draw on our experiences of working with Ohio educators to illustrate how professional learning can be designed to support teachers' growth using the framework.

### Breakout Lalique II—WORKSHOP

#### Dubai Comes to Dallas!

*Ranju Anand; Nargish Khambatta; Ashok Kumar, Ph.D.; Sreekala Suresh Kumar; Dianne Leverette; Chris McDermott*

What do you get when you combine 170 private schools, 16 different curricula, and students from 188 different nationalities? You get Dubai! Dubai has one of the most diverse private education sectors in the world, but there's at least one thing that all schools have in common: they all do What Works Dubai. What Works Dubai is a movement which brings together Dubai's private school teachers and leaders in a fun atmosphere to meet and share the best of what they do, to the benefit of all students in Dubai. And for this special session, What Works Dubai is coming to Dallas! In two hours that will feel like 20 minutes, you'll not only taste, smell, hear, see and touch the spirit of education in Dubai, you'll also meet the teachers and principals who call Dubai home, and come away with the drive and the tools to do What Works in your own schools and communities.

## 3:15-4:15 KEYNOTE + BREAKOUT #4

### Crystal Ballroom

#### Keynote: Kaiping Peng—Positive Education in China

There is an emerging alliance among scientists, educators, policy makers and business leaders in China to apply the principles of positive psychology to reform the education system of China. This alliance followed the principles of PERMA to push the positive education movements. "P" stands for Promotion of Positive Education in China through blogs, websites and other forms of communication. "E stands" for Education which focuses on training teacher who given free lessons in positive psychology at Tsinghua University that they can bring back to their schools and communities. "R" stands for Research into how the principles of Positive Psychology can best be applied to education, supported by annually 2 million RMB funding from private donations. "M" stands for Measurement -- we are committed to accurate and precise assessments of the effects of our efforts. "A" stands for the Alliance that is committed to change the education in China.

### Breakout Room I—PANEL

#### Making Great Students: Testing a New Curriculum Designed to Foster Grateful Thinking and Purpose in Life in Primary and Secondary Education

*Giacomo Bono, Ph.D.; Susan A. Mangan, M.A.; Rachel Baumsteiger, B.S.*

The three panels in this discussion focus on the importance of gratitude and purpose to positive youth development and on a new curriculum intervention for promoting these constructs in elementary, middle and high school students. Research on gratitude and purpose show a host of positive outcomes for youth. For instance, research indicates that youth with a purpose do better in school (Benson, 2006; Pizzolato et al., 2011) and find their school work more meaningful (Yeagar & Bundick, 2009). Intervention studies in school settings show that gratitude promotion can increase students' satisfaction with school and their subjective well-being (Froh et al, 2009; Seligman et al., 2009; Suldo et al, 2015). The study that first tested this type of psychoeducational intervention found that "grateful thinking" can in fact be trained (i.e., benefit appraisal schemas can be strengthened) and that doing so improves children's emotional well-being (Froh et al., 2014). While few interventions for fostering purpose exist, one theory is that gratitude, by helping remind students of what they are grateful for, may pave the way for purpose, which helps students think of how they can meaningfully give back. To test these concepts together, a gratitude and purpose curriculum was developed. This new curriculum involved teachers delivering 6-8 weekly 20-60 minute lessons that guide students in understanding and practicing gratitude and purpose more broadly in their lives. This panel will present an overview of the curriculum as well as lessons learned from implementation and preliminary results from initial pilots.

### Breakout Room II—WORKSHOP

#### What Do We Do With a Brain That Is Wired to Forget? and Four Other Big Beautiful Questions About Learning and Motivation

*Christine E. Drew; Richard F. Erdmann*

We all need practical advice and tools for increasing the numbers of students who are successful with instruction, whether they are working independently, collaborating with others, or involved in direct instruction. In this session, we will unpack the cognitive science that takes the focus of teaching and put it where it should be: on learning. While aimed at educators, this session will help policy makers and instructional designers understand the research base for a set of principles of practice that show consistent evidence (through case studies) of up

to an 80% improvement in formative assessment scores. Using the research of Eric Kandel, Anders Ericsson, Angela Duckworth, Martin Seligman, Elizabeth and Robert Bjork, Carol Dweck and even Hermann Ebbinghaus, this presentation brings it all into practitioners' terms. The session takes a participant from understanding the science to practical application and is designed to radically change the way to design and facilitate learning experiences to impact student engagement, retention, and performance. Topics in this session explore principles of practice in cognition, motivation, and relationships that can be used to develop the right processes for apps and unique instructional strategies for face-to-face or blended instruction. If you believe that social and emotional learning goes hand in hand with academic success, and that our future depends on the education of our students, join us in this exploration of research based principles of practice.

### Breakout Room III—PANEL

#### The Power of Language in Positive Education

*Brian A. Davidson, EdD; Patty O'Grady, Ph.D.; Margaret Kern, Ph.D.*

Language is powerful. It enables social interactions and provides a sense of meaning and connection between people. Yet within the growing field of positive education, there is not a clear language utilized to assist students, educators, and educational institutions in fostering the crucial character skills needed to promote student success and well-being. In the following provocation, key leaders in positive education will share what can be learned about the power of language from cutting-edge research in neuroscience, computer science, and psycholinguistics. In working to develop a consensus in how we talk about positive psychology in schools, the panelists will reflect, report, and recommend how to use the language of positive psychology to transform students and schools.

### Breakout Room VI—PANEL

#### Character Building for 21st Century Leadership

*Joseph Carvin; Becky Sipos; Tony Devine, Ed.D.*

Bringing three different perspectives, Character.org, The Global Peace Foundation and OneWorld will share their views on the importance of Character Education. Long a leader in this space, Character.org (formerly Character Education Partnership) works with schools, districts and organizations to develop a culture where young people thrive both academically and ethically. Their 11 Principles of Effective Character Education provides a framework for sustainable initiatives and the Schools of Character program accredits schools and districts that have implemented successful initiatives. The Global Peace Foundation with operations throughout the world combines its focus on character development with an emphasis on 21st Century leadership skills including - creativity and entrepreneurship. Similarly, One World combines a focus character education with another important 21st Century skill set - global awareness. Globalization and the ICT revolution have transformed our world creating unprecedented opportunity and challenge. How do we prepare our youth for the brave new world coming their way? How can character education contribute to the development of 21st century skills that our students will need to develop in order to successfully compete in the global economy and help shape our emerging global society? Each of the organizations represented here believe that robust character education programs are critical to student success in the 21st Century.

### Breakout Room VII—WORKSHOP

#### Including the “Person” in Personalized Learning: Capitalizing on Strengths, Interests and Talents

*Susan M. Baum, Ph.D.; Robin M. Schader, Ph.D.*

How do we put the “person” in personalized learning? Come explore this deceptively simple idea that can lead to big changes in how to encourage learning and positive growth. Truly personalized learning requires understanding and inclusion of the individual student. This workshop will introduce briefly the innovative, non-threatening tools\* used at Bridges Academy\*\* that set the stage for personalized, strength-based learning by collecting data about what is “right” about a student. Too often personalized learning entails identifying deficits and designing instruction to “fix” problems. In contrast, this suite’s four tools collect information from many different points of view that augment neuropsychological and other assessments, changing the conversation from looking at problems to exploring positive possibilities -- creating a dynamic, welcoming space. Through simulation, participants will experience first-hand the power of focusing on individual strengths, interests, and talents, and the ways knowledge of these traits can inform curriculum design and instruction. The simulation will illustrate how learners can engage in the curriculum authentically, build understanding, clearly communicate their learning, and develop their personal talents. A planning tool will be provided to guide this process and efficiently organize material through a different lens -- bringing a strength-based framework into educational environments. \*Tools in the Suite: 1. My LearningPrint® (Schader & Zhou, 2004) 2. Baum-Nicols Personality Profile (Baum & Nicols, 2010) 3. “Starting with Strengths” Inventory (Baum, Schader, Dismuke, & Sly 2012) 4. “Starting with Strengths” Talent Plan (Baum & Schader, 2015) \*\*Bridges Academy is an independent school for twice-exceptional learners in Los Angeles.

### Breakout Room VIII—WORKSHOP

#### The Affective X-Factor: Using the Science of Happiness and Motivational Partnerships as Learning Strategies for Student Self-Actualization and Success

*Carrie L. Drake, M.A.; Paul Cave, M.A.*

Caught in the rat race of high performance, pressure, and perfectionism, students often experience a raising of the affective filter resulting in lower performance, achievement, and self-efficacy. These dynamic presenters will highlight the exciting results of classroom research conducted at a university level intensive English program using two techniques (the SMILES method of learned optimism and Motivation-

al Partnerships) as tools for student flourishing and self-actualization. The presenters will overview affect, the Science of Happiness, and self-efficacy and will introduce strategies for developing learned optimism and student efficacy in a classroom setting. They will present ideas and resources including a website for more classroom application ideas. Participants will leave with a knowledge of the SMILES method and Motivational Partnerships and have ideas for application of the "affective X-factor" in their individual classrooms or organizations.

**Breakout Laliqe I—WORKSHOP**

**Habits and Happiness: Apply and Teach the Research From Positive Psychology to Become Happier and Improve Your Well-Being**

*Braco Pobric, CiPP*

In this interactive session, Braco Pobric will help educators understand the basics of scientifically-based methods that help us change our habits and introduce new ones. By the end of this workshop, participants will have the basic tools necessary to start educating their audiences on how routines can help them become successful in every area of their life. Braco Pobric is the bestselling author of *Habits and Happiness: How to Become Happier and Improve Your Wellbeing by Changing Your Habits*. He teaches Applied Positive Psychology to corporate audiences, in public programs and as a personal coach. He has over 16,000 registered online students in 155 countries. Formerly, he was a Certified Trainer and Business Coach for Dale Carnegie Training. He is a Director at ICAP and was previously a Vice President at Merrill Lynch and a Manager at KPMG.

**Breakout Laliqe II—WORKSHOP**

**Dubai Comes to Dallas!**

*Ranju Anand; Nargish Khambatta; Ashok Kumar, Ph.D.; Sreekala Suresh Kumar; Dianne Leverette; Chris McDermott*

What do you get when you combine 170 private schools, 16 different curricula, and students from 188 different nationalities? You get Dubai! Dubai has one of the most diverse private education sectors in the world, but there's at least one thing that all schools have in common: they all do What Works Dubai. What Works Dubai is a movement which brings together Dubai's private school teachers and leaders in a fun atmosphere to meet and share the best of what they do, to the benefit of all students in Dubai. And for this special session, What Works Dubai is coming to Dallas! In two hours that will feel like 20 minutes, you'll not only taste, smell, hear, see and touch the spirit of education in Dubai, you'll also meet the teachers and principals who call Dubai home, and come away with the drive and the tools to do What Works in your own schools and communities.

**4:30-5:45 HEADLINER**

**Crystal Ballroom**

**Martin Seligman—Positive Psychology & Positive Education + The Hawn Foundation**

Since 1998 Positive Psychology has flourished as an academic discipline and an approach used in organizations, businesses, and schools to name a few. Martin Seligman has been at the forefront of this movement - in his talk he will review the elements of well-being, how they are measured and how they are built. He will also give insight into some of the most successful programs with individuals, in the classroom, and in large organizations such as the United States Army.

**6:30-7:30 EVENING ACTIVITY**

**Crystal Ballroom**

**Barry Kerzin—The Harmonic Conversion of Inner Peace and World Peace: Meditation and Compassion for Expanded Health**

Positive education and subsequent living is epitomized by mindfulness. It is a new way of living positively that requires integrity, courage, and persistence. In general, mindfulness means to recognize and change the negativities in our inner world of the heart and mind into positive ways of living. To do this we need to transform anger, jealousy, pride, selfishness, and strong attachment into their opposites - patience, appreciation, humility, concern for others, and letting go (detachment). More narrowly, mindfulness is meditation to focus and concentrate our mind, making it more useful to transform our negativities thus finding deeper meaning and happiness. Thus mindful living starts at home. When we soften and become more kind, this ripples out to others. Of course it is also our responsibility to fight injustice, but not with anger. Rather with love and compassion, the best medicine for good physical, mental, and spiritual health.

# ABSTRACTS

## Tuesday, July 19

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9:00-10:00 HEADLINER

Crystal Ballroom

### Sir Anthony Seldon—Positive Education in the Third Decade

Sir Anthony Seldon, Vice-Chancellor of The University of Buckingham, is a leading contemporary historian, educationalist, commentator and political author. He was Master of Wellington College, one of Britain's leading independent schools, until 2015. He is author or editor of over 40 books on contemporary history, politics and education, was the co-founder and first director of the Centre for Contemporary British History, is co-founder of Action for Happiness, and is honorary historical adviser to 10 Downing Street. His many other activities include being Chair of the National Comment Awards, a member of the First World War Centenary Culture Committee, and a governor of The Royal Shakespeare Company.

10:30-11:30 KEYNOTE + BREAKOUT #1

Crystal Ballroom

### Keynote: Simon Murray—Using David Cooperrider's Appreciative Inquiry to Establish Australia's Positive Education Schools Association

How did a handful of Australians create an Association with the vision to lead and promote the science of well-being and positive psychology, enabling all students, schools and communities to flourish? In 2013, the Principals of some of Australia's leading schools gathered to hold a Summit on Well-being & Positive Education in Adelaide. Adopting David Cooperrider's Appreciative Inquiry 4-D model these pioneers created the Australian Positive Education Schools Association. In this keynote, Simon Murray will summarise the 4-D approach taken by the group to discover, dream, design and operationalise the destiny of the Association. Today the Australia's Positive Education Schools Association is flourishing with a growing membership based and many institutional members with representatives from government, Catholic, independent and Lutheran school systems. Today the Association has caught the attention of chief policy makers and politicians as it advocates the significance of well-being as core to educational outcomes.

Breakout Room I—PANEL

### Positive Education at National and International Scales: Evidence and Lessons From Around the World

*Alejandro Adler, Ph.D.; Héctor Escamilla, Ph.D.; Yue Xiaodong, Ph.D.; Thavamalar Kanagaratnam, Ph.D.*

Going from Positive Education theory to the successful implementation of large-scale programs that significantly increase well-being and academic performance is a challenging endeavor. Bridging theory and practice requires a balance of scientific expertise, cultural sensitivity, empirically-grounded policy design, effective institutional creation, and administering the relevant stakeholders at all levels who have different incentives and motivations. This panel brings together four international leaders in the field who have successfully created enabling ecosystems and effective programs to implement Positive Education at a large scale. They will talk about their journeys to positively impact the lives of hundreds of thousands of students, teachers, principals, and whole communities in countries including Mexico, Bhutan, Peru, China, and Singapore. More specifically, each of the panelists will talk about the theory, metrics, and implementation skills they have used to effectively lead large-scale, high-impact Positive Education programs around the world.

## Breakout Room II—PANEL

### Blending Digital Games, Character Strengths and Social and Emotional Learning Competencies to Create Positive Classroom Cultures: Successes, Challenges and Future Directions

*Acacia C. Parks; Jillian Darwish, Ed.D.; Karen Graves, Ph.D.; Lynn Ochs, M.Ed*

Ample research shows the benefit of taking a strengths-based approach in schools, yet there is a substantial gap between research and practice—many schools are still predominantly problem-focused. One potential reason for this gap may be resources and availability of suitable programs to help move in a strengths-based direction. In this panel, we will examine the issue from multiple perspectives: the current education landscape and user-center design; program development and professional learning; classroom implementation; and technology design and deployment. We will discuss how these elements have come together in Thriving Learning Communities on Happify, currently in nearly 50 middle school classrooms. We will discuss the successes, challenges and future directions for this work.

## Breakout Room III—WORKSHOP

### Harnessing the Positive Deviants! Developing Well-Being Champions in Schools

*Clive Leach, M.Org.; Sonya Papps, M.Ed; Susan Smith*

"Positive Education is the application of well-being science in educational settings with the aim of creating flourishing students, staff and whole school communities" (Green 2014). Successfully introducing, sustaining and embedding Positive Education in schools requires gaining understanding, buy-in and support across the school community (Leach & Green, 2015). This experiential workshop will share practitioner experience in the design, delivery and roll-out of Positive Education programs with leaders, teachers and students in the International School Sector in SE Asia, China and Europe. Drawing on Positive Organisational Scholarship this workshop will bring to life a model (Mroz & Quinn, 2009) which has been successfully applied in schools to engage communities, spot 'positive deviance' and build skills of well-being, character and achievement in communities by providing a framework for creating climates for positive change. It will also highlight how Coaching psychology is being increasingly applied through the use of evidence-based coaching (Grant, 2003) within Positive Education programs in schools as a complimentary partner to other positive psychology interventions to facilitate on-going change. Activities and exercises will include the following:

- The Well-being & Engagement Framework
- Mental Toughness
- Strengths-based Approaches
- Building High Quality Connections
- Coaching Conversations
- Creating Pockets of Success
- Sharing and adjusting across boundaries

Recognising that each school is different and that there is no 'one size fits all' the workshop will reflect real life experience in the successful establishment of staff and student well-being groups within two leading International Schools in China and Taiwan.

## Breakout Room VI—WORKSHOP

### Soaringwords' Positive Pay-It Forward Interventions Transform 250,000 Young People's Lives Through Character Strengths

*Lisa Buksbaum, MAPP*

Soaringwords' fun, creative and educational activities have benefitted over 250,000 inner-city students and hospitalized children. These hands-on modules are built on positive psychology interventions based on character strengths. You will come away with proven empirically-based SOARING into Strength curricula you can easily implement; hands-on service-learning activities for individual classes, after-school, school-wide assemblies; and tools to secure corporate sponsors/employee mentors to co-facilitate programs. Soaringwords is unique in that it inspires each student to "pay it forward" to help others. This approach fosters altruism, reciprocity, empathy, well-being and resilience. Lisa Honig Buksbaum, CEO and Founder of Soaringwords, MAPP, MBA, is a visionary: a visionary driven by great passion and action. She has been a keynote speaker, moderator, and panelist at professional conferences including IPPA and the European Positive Psychology Conference. Lisa leads workshops at Fortune 50 companies and has been featured on Good Morning America, Fortune, Success, and USA Weekend.

## Breakout Room VII—PANEL

### Creating Positive Education Ecosystems in South America

*Andrea Ortega Bechara, MAPP; Margaret Kern, Ph.D.; Albert Holzacker*

Educational institutions—from primary through to tertiary levels—are structured environments that greatly impact the development and life course of young people—for better or worse. As positive education has unfolded, there is a growing call to move beyond disconnected interventions applied haphazardly in classrooms to strategic programs that target the culture and climate of the school as a whole, including the "village" that strongly influences each young person. Further, what does positive education look like in the South American context? In this panel, we provide two examples—one at the primary/secondary level, and one at the tertiary level—of applying positive education in a structured manner across a school's ecosystem in Colombia and Brazil. Rationale for and approaches to strategic change within the South American context are explored, and challenges are considered. As a whole, the panel contributes to the ongoing conversation around developing best practice approaches for applying Positive Education to create positive ecosystems.

## Breakout Room VIII—WORKSHOP

### Self-Efficacy: The Key to High Achievement

Louisa Jewell, MAPP

“People’s level of motivation, affective states and actions are based more on what they believe than on what is objectively the case.” - Dr. Albert Bandura - Self-efficacy can greatly impact a student’s motivation and how they think, behave and feel. When students have high levels of self-efficacy, they see problems as challenges to be mastered rather than threats to be avoided, they expend more energy towards their goals, they bounce back from setbacks quickly, they don’t give up easily and they experience less stress. All of these attributes are critical for high achievers. In this highly interactive workshop Louisa Jewell, founder and president of the Canadian Positive Psychology Association, will be discussing how self-efficacy is critical to high achievement, fostering innovation and effective goal pursuit. She will share the 4 major sources of self-efficacy and the latest strategies and tools for increasing student self-efficacy. You will learn practical, hands-on tools in positive psychology and solution-focused coaching you can use to build student self-efficacy in the classroom and you will also receive an accompanying workbook for future reference. You will walk away from this session knowing more about how to increase students’ confidence and and courage.

### Breakout Lalique I—PANEL

#### The Garden, the Heart and the Goose Who Lays the Golden Eggs: Insights and Inspiration From Singaporean Teachers’ Perspectives on Positive Education

Edwin Wee Choon Lim, B.A., M.Ed., EdD; Lim Lai Cheng, Ph.D.; Tamara Bobakova, Ph.D.

How are teachers motivated to practise positive education effectively? What strategies can teachers use that would really make a difference? Hwa Chong Institution (HCI) in Singapore (Grades 7–12) started the Positive Education journey in 2011. Many programmes and processes were implemented in the last five years. An important part of our journey is the effort to gather and understand the perspectives of our educators on positive education. The study and discussion of perspectives is valuable because they lead to our beliefs and motivations which we act on, so a broader and deeper exploration would facilitate necessary improvements in our practice. Many insightful and inspirational metaphors were shared by our teachers and teacher-leaders in numerous interviews, highlighting their adventure of understanding, implementing and experiencing positive education. This provocation, using these various metaphors as a springboard, seeks to question and illuminate how teachers can move towards greater flourishing and more effective engagement in positive education with students.

### Breakout Lalique II—WORKSHOP

#### Helping Teachers Flourish: Using Strengths to Build an Appreciative Culture

Michele C. Deeks, B.A., M.S., AFBPsS, CPsychol; Martin R. Galpin, B.S., M.S., AFBPsS, CPsychol

Positive education is not simply about the whole child; it is much bigger than that. It is about whole cultures, systems and environments and everyone who is part of those. If our teachers are to have flourishing, meaningful working lives they need to benefit from the lessons of positive psychology as much as the students they are teaching. This workshop will reflect on some practical approaches that can be used with all staff to help them identify and build on strengths. Through interactive exercises we will show how even simple stimuli (words and pictures) can have a very powerful impact on helping individuals understand their own strengths. We will also explore ways that meaningful strengths-based narratives can be used to build strong positive relationships and a culture of appreciation within staff populations. Given that building on strengths can have a positive impact on both performance and well-being (e.g. Wood et al, 2011; Linley et al, 2010) and that strengths-based, appreciative approaches are key aspects of positive education in the classroom, it seems fitting to introduce them into the staffroom. Perhaps by taking a more strengths-based approach to staff development we can improve teachers’ levels of well-being – a worthy aspiration given the high levels of turnover within the profession (Ingersoll, 2003) and the suggested link between teacher well-being and student performance (Briner, 2007). During the session participants will gain practical insights and ideas that they can easily take back to implement in their schools and organisations.

## 12:00-1:00 KEYNOTE + BREAKOUT #2

### Crystal Ballroom

#### Keynote: Scott Barry Kaufman—Imagination: A Critical Key to Learning

Imagination is one of the most critical facilitators of learning, yet it is also one of the most neglected in education. Recent discovery of the “Imagination Network” in the brain has shown the value of a wide range of skills for deep learning, including meaning making, perspective taking, future planning, personal reflection, morality and compassion. However, the more we force students to pay attention to the outside world and accomplish the goals of others, the more we actively rob them of the opportunity to develop these critical skills. Inspired by his personal experiences in special education as a child, and his own research, Dr. Kaufman will discuss the importance of openness to experience and how to cultivate imagination and creativity in all students, and to urge all of us – administrators, teachers and parents – to remember that when students are inspired to imagine, they naturally display higher levels of learning and creativity.

## Breakout Room I—PROVOCATION

### Managing Positive Change: The Topic You Must Know and Understand for Positive Education to Have Sustained Impact

*Mathew A. White, Ph.D., FRSA, MAICD, MACE; Lea E. Waters, Ph.D.*

This provocation panel will transform your understanding of why managing change is the key driver to build fruitful and sustainable positive education programs. Over the past five years Professor Lea Waters, Gerry Higgins Chair in Positive Psychology and the Director of the Centre for Positive Psychology, Melbourne Graduate School of Education, University of Melbourne and Dr Mathew White Director of Well-being & Positive Education at St Peter’s College—Adelaide and Senior Fellow at the Melbourne Graduate School of Education at the University of Melbourne have co-authored many articles on managing change, well-being, and positive education. Waters and White have presented on this topic in Asia, North America, Europe and Australia. They have counselled Catholic education, government systems, independent and Lutheran schools on applications of well-being. Advances in applications of positive education in schools have focused on evidence-based intervention programs that have an impact on well-being. Adopting a positive education approach might make a school feel good and event function a bit better. The complex topic of ‘change’ is at the heart of positive education—and yet it is so often disregarded. A strategic positive education approach to managing change is essential to building schools as sustainable positive institutions. We content, regardless of the positive education program introduced, until school leaders demonstrate bold leadership and grapple with deep systems change at an organizational level investment in teacher professional development in well-being programs will, at best, yield a diminished return on investment.

## Breakout Room III—WORKSHOP

### YOUTH Positive, Exploring the Unique Genius of Every 21st Century Adolescent

*Molly Dahl, M.Ed.*

YOUTH Positive is designed and written as curriculum to teach high school aged teens (and the rest of us!) to be firmly grounded in self-awareness, positive self-concept, positive social awareness and interactions, study skills, goal setting, growth mindset, consequence analysis and decision making skills, emotional management, self-motivation, positive communication skills, and relationship building, among other useful and necessary topics. This interactive and engaging book can be used in many applications and settings, from classroom instruction to group facilitated meetings to individual use. The ideas presented in YOUTH Positive are those that lead the end user, of any age, on an enriching, powerful journey of self-discovery. By the time each individual comes to the last activity of the last section of the book, he or she will have a deeper, more ‘wholistic’ understanding of the process of who they are and the development of their potential into who they are capable of being. As a participant in this workshop, you will be exposed to the information and practices presented in YOUTH Positive. You will engage in several activities designed to open your understanding to new ways of seeing the world and interacting with others. Through the skills gained in the workshop, you will be able to affect positive change in your own life and in the lives of those with whom you regularly collaborate and have shared experiences. A fun, lively experience of self-exploration and discovery, as well as connection to others, will be sure to provide practical, applicable skills and tools.

## Breakout Room VI—WORKSHOP

### TOOLBOX™ –Tools for Learning: Tools for Life

*Chuck Fisher, Ph.D.; Bryan Clement, M.A., MFT*

Building children’s resilience, self-mastery and empathy for self and others. TOOLBOX™ provides a new way forward in our understanding and assumptions about what it means to be an educated person in the twenty-first century, giving hope for a more meaningful and positive future. TOOLBOX curriculum, practices, and methods give children, teachers, and parents access to the innate capacities within all children. TOOLBOX™ is a K - 6 program that supports children in understanding and managing their own emotional, social, and academic success. The foundation of TOOLBOX is 12 human capacities that reside within all of us. Through its simple and profound metaphor of “Tools inside us,” TOOLBOX creates a common language and daily practices enabling students to access their own inner resilience and agency at any time, in any context. TOOLBOX begins with a teacher providing instruction and modeling on how to use the Tools. Subsequently this supports his/her students to use the Tools to build self-knowledge and self-trust. With practice, these Tools become personal skills: self-awareness, self-management, and relationship-building which, in turn, foster responsible decision-making. Children adopt the Tools and master them quickly. Schools note rapid improvements in behavior, communication, civility, and conflict resolution in the classroom, on the playground, and across the entire school community. Providing parents and caregivers with the Tools for use at home allows for continuity and reinforcement of skills for students. Through interactive exercises participants will walk away with concrete skills and strategies that are practical and can be put to use immediately.

## Breakout Room VII—PANEL

### Beyond Accommodations in Higher Education: Examples of Supporting Student Success From Simon Fraser University and Oklahoma State University

*Rosie Dhaliwal, M.Ed., RD; Michael Seaman*

When educators connect with students with disabilities, the first consideration may be in-class accommodations. In this panel two examples will be shared that push educators to consider how we might better support student success for students with disabilities and all

students. In the first example, Oklahoma State University will share the Success Coaching Program, which helps students plot personal goals, identify what motivates them, develop self-regulation skills, and gain the confidence they need to be successful in college. Reconsidering accommodations overall, Simon Fraser University will shed light on how might we create more supportive learning environments for all learners, including those with disabilities in the Well-being in Learning Environments project. This project aims for instructional staff to consider flexibility and inclusivity, among other conditions for well-being, in the way courses are designed and delivered. Participants will be invited to consider how these examples may apply at their campuses.

### Breakout Room VIII—WORKSHOP

#### Positive Psychology in the Classroom: Guiding Questions

Patty O'Grady, Ph.D.

What is positive psychology in the classroom? Why is it important? How do we implement it? When and where do we begin? What is your affective teaching taxonomy? What is in your positive psychology toolkit? This interactive, dynamic discussion asks educators guiding questions intended to connect them to the principles and practices of positive psychology in classroom. Adopting the double-helix model of positive psychology, we will describe how positive psychology is a mutually reciprocal and self-sustaining process. We will discuss how positive psychology optimizes learning and is the mechanism of action for the neuroscience of learning. We will consider positive education within a hierarchy of educational priority and as a holistic strategy. Our discussion decides how to theme lessons around positive psychology and how to promote the joyfulness of positive education. Participants leave the workshop with a positive education manual that each one has customized to use in their classroom.

### Breakout Lalique I—PROVOCATION

#### Positive Education 2.0: From Individual Interventions to Leveraging the System for Sustainable Change?

Marlin Blankenship, M.A., ACC; Rachel Colla, BSocSci, MPsych, MAPP

In 2011 Seligman proposed that schools can be conceived as "activating hubs of well-being" for students, staff and families. Positive Education has attempted to address this ambitious vision; however, to date, there have been no systematic evaluations of the sustainability of the varied implementation approaches. The pioneering work of schools and universities worldwide that have been willing to trial and iterate as they go have provided a great knowledge base and evidence of impact. However, embedding change in an organization's culture takes significant resources and is influenced by macro-system factors that are outside of the school's control. This provocation will examine two approaches to change - "inside-out" and "outside-in". Is it time to build upon this great work with "Positive Education 2.0"—that draws on on fields such as Systems Theory and Positive Organizational Scholarship (POS)—to provide insights into how to effect systemic and sustainable changes?

### Breakout Lalique II—WORKSHOP

#### Positive Education for Youth Worldwide: Moving a Generation From Surviving to Thriving

Steve Leventhal

Today, one billion children live in poverty in developing countries. While we have made significant progress in poverty-reduction—the number of people in extreme poverty worldwide has more than halved since 1990—our efforts can be improved. Helping children to survive is good; empowering children to thrive is not only better, but within our grasp. Positive Education provides a foundational step in helping youth to thrive—one often missing in programs to improve well-being and reduce poverty. While school-based well-being promotion programs have been piloted among limited populations in developing countries, few have successfully brought such programs to scale, leaving a major knowledge gap in how such programs can reach large numbers of impoverished youth in these settings. Since 2009, we have tested and implemented "Youth First," an evidence-based program in India focused on building resilience in marginalized adolescents. We are currently partnering with several government bodies with the goal of deploying the program to millions of children. This presentation combines results from an RCT among 3,500 adolescent girls, and scale-up trials involving nearly 50,000 adolescent youth in 340 government schools in Bihar, India. We review lessons learned, including scalability and feasibility of this and similar programs among marginalized youth, and considerations in adapting Positive Education programs and concepts from high- to low-income countries and back. We invite participants to consider how Positive Education could increase the impact of efforts to empower marginalized youth worldwide, moving the next generation from surviving to thriving.

## 2:10-3:10 KEYNOTE + BREAKOUT #3

### Crystal Ballroom

#### Keynote: Lim Lai Cheng—Building Strong Communities: Shared Values, Agency & Positivity

No government can afford to be complacent about national security and no community can be immune from natural disasters or terrorist threats. How can we build strong, cohesive communities that can quickly recover from adversity, cope with changes and adapt to new demands from uncertain situations? This keynote address will focus on Singapore, which is a multi-racial, multi-ethnic society of

5.6 million people living on a crowded island of 720 square kilometers. Examples will be given on how government and grassroots organisations work with the civil sector to develop community spirit, empathy and social resilience; and how urban planners design spaces to encourage positive interactions and good neighbourly behavior. Lessons will be drawn on how articulating shared values, giving people a voice to express comments and ideas, and promoting positivity can lead to citizen well-being and an enhanced quality of life.

### Breakout Room I—PANEL

#### Two Approaches, One Goal: Create a Caring Community

*Candace L. Fitzpatrick, MBA, B.A., CSP; Denise Benavides; Jennifer Winkler*

Sometimes the research-based methods of academics and the accidental discoveries of practitioners can merge to create a better answer than either one could supply individually. School discipline policies in the United States are harming children. There is general agreement the system is broken, but less agreement about what to do. Using concept mapping, Jennifer and her team are developing alternatives to current punitive models. She will present the 11 clusters of “kind discipline,” discuss the themes emerging, and their interpretation of the core elements of each of these clusters. From another approach, something magical happened in Del Norte, Colorado, from 2006–2013. This small, high-risk district needed to reduce bullying and turn math scores around for the incoming 6th grade class. Through a series of innovative emergent design programs, the entire community experienced a tectonic shift in the school ethos that led to enriched relationships, mutual accountability, and unprecedented academic achievement.

### Breakout Room II—PANEL

#### Using Design Thinking and Positive Psychology to Bolster Growth Mindset, SEL Skills, Resilience and Well-Being in At-Risk Youth

*Fred Dillon; Mariah Tate; Siddhi Sundar; Adil Qureshi, BSE*

When applied using a design thinking process, positive psychology and social-emotional learning (SEL) skills have the power to bolster well-being, resilience, grit, optimism, and other key academic mindsets. We'll share a framework for thinking about resilience, how resilience can be intentionally cultivated, and share some tools on the market that can be used to cultivate resilience. This panel will also review two case studies: one from HopeLab in which we discuss a co-design project with teachers in South Carolina, and one from The Hero Lab in which we discuss a curriculum that uses positive psychology and design thinking to improve mental health outcomes of at-risk youth in Baltimore and Mumbai. We'll then open the panel up to a lively discussion about how we might use interactive design thinking workshops, positive psychology interventions, and SEL skills to generate a strong sense of meaning and purpose for lower-income and at-risk youth. Format: 20 mins: The HopeLab Resilience Framework, Available Tools to Cultivate Resilience, and Case Study Presentation 20 mins: Hero Lab Case Study Presentation 20 mins: Discussion question / audience participation

### Breakout Room III—WORKSHOP

#### How Humor and Happiness Improves Educational Outcomes

*Stephanie Davies*

Would you like to bring more humour and happiness in to your school? There is a large amount of literature on happiness and the importance it has on our lives and work with various studies into the connection between happiness and humour in learning environments, productivity and the general well-being of staff and individuals. Happiness as a psychological importance is starting to become accepted for most aspects of social functioning in life and work and as such has gained popularity for study even in the field of psychology. This interactive, fun and informative session will introduce the five themes of happiness and their connection to creating a happy culture as well as exploring the psychology of humour as a cognitive tool for self-development and flourishing. Created from field research conducted by Laughology, tangible techniques discussed and shared in this session will positively impact on your everyday lives.

### Breakout Room VI—WORKSHOP

#### Do You Value Behaviors? Then Create Values-Driven Behaviors

*Dean Bellman, B.S., MCMI, RAF*

In November 2015, as I approached my leaving date from the Royal Air Force after 16 years service, I knew there was only one thing I simply had to do next. So I wrote to the Prime Minister of Great Britain to ask for his assistance. In the letter I reminded him of a time I had flown him in Afghanistan, an 'eventful' occasion that had brought to the fore all that is best in positive human behaviour which is driven from shared belief in Core Values. I then informed him of my imminent departure from the Royal Air Force and requested his help to develop a Vision. That Vision is for: "A Nationwide Government backed Initiative of Ex-Service personnel delivering a Character Education Programme of Core Values and Positive Behaviours Workshops in Schools." He duly replied, thoroughly endorsing the initiative, and provided me with contacts in his Department for Education, with whom to develop the project. So began an exiting and rewarding journey to create and subsequently deliver a programme of workshops in schools, with the goal of enabling schoolchildren across the country to understand and take ownership of the Core Values and associated behaviours required for positive society. The workshops are facilitated by former military personnel, who can provide first hand examples of how, and why, Core Values driven Behaviours create the most positive environments. Delivered with enthusiasm and purpose, they are changing lives and ultimately, societies.

## Breakout Room VII—PROVOCATION

### Measuring the Effects of Positive Education: The Role of Intuition, Internal Assessments and Independent Evaluations

*Tan-Chyuan Chin, Ph.D.; Margaret Kern, Ph.D.*

It is the aim in this presentation to stimulate thinking on how to measure the effects and processes of disseminating positive education in schools, what exactly should be measured and who should be responsible for measuring these effects. Important professional practice issues related to consent, privacy and duty of care will be raised. Central questions for critical discussion include: Why measure the effects of positive education—is this really necessary? What are the primary outcomes to be expected from the implementation of positive education—is academic achievement one of these outcomes? Should schools across the globe be aiming to use consistent measures of well-being? Are schools adequately skilled to measure the outcomes of their positive education initiatives? Can schools be objective in their assessments? Are schools competent to select measures, collect the information and interpret the findings? Are independent researchers too removed from the applied context to make meaningful sense of the findings? What will schools do with this information and will individual results remain private? Should it be all about the outcome—what about the process of program development? The presenters will share their extensive experience in working with schools to measure student well-being and the issues that have arisen in this pursuit. In addition the presenters will provide details of their latest developments to assist schools with the measurement of well-being.

## Breakout Room VIII—WORKSHOP

### Strengths-Based Career Guidance: How to Help Youth Find Their True North?

*Radhika Punshi, MAPP; David Jones, MBA*

The first part of this interactive and engaging workshop will set the scene by sharing research findings on top and bottom strengths, employability and career concerns for youth (n = 2,100, under 25's and 25-34 year olds) across North America, UK, India and the Middle East based on primary research conducted by the presenters using their strengths-based psychometric assessment titled the Employee Thriving Index, and its youth version, the Youth Thriving Index. In sum, key research findings highlight that youth often lack the self-awareness and insight required to make the best educational and career choices based on a genuine understanding and appreciation of their strengths, and are often influenced by others, especially their family and friends, in making these crucial decisions, which impacts their motivation, engagement and life satisfaction. The latter part of the workshop will introduce participants to a leading-edge psychometric assessment, known as the Career Perspective Index (CPI), which maps the suitability of an individual across 20 different occupational groups based on their unique strengths - helping individuals find their true north! Workshop participants will gain a deeper appreciation for how to identify and incorporate strengths to help individuals make the best educational and career choices and how this can support current and future career guidance efforts in schools and colleges. Finally, all attendees will also get a unique opportunity to try the CPI for themselves.

## Breakout Lalique I—PROVOCATION

### A New Positive Education Model in China: Empirical Evidence and Testimonies

*Guimei Dou, Ph.D.; Yukun Zhao, MAPP*

Positive education practices were tested in the Tsinghua University Primary School. Our positive education model has three modules that target students, teachers and parents respectively. It consists of positive psychology stand-alone courses, teacher trainings, parent forums and salons, positive psychotherapy for students, and positive campus initiatives. We followed various psychological measures of students, teachers and parents, like subjective well-being, character strengths and virtues, optimism, as well as the parenting styles of parents. The positive education experiment was run in 6 classes in the school, 2 classes in each of the 2nd, 3rd and 5th grade. Our results showed that positive education can effectively increase the well-being of students compared to the control groups.

## Breakout Lalique II—WORKSHOP (2 HOURS)

### Sustaining Positive Education: After the Honeymoon Effect

*Stephen Meek; David Bott*

Geelong Grammar School has been implementing and embedding a whole-school approach to Positive Education since 2008 when Professor Martin Seligman lived at the school for a period of 6 months and introduced the community to the key tenets of positive psychology. In 2015, as part of the Oxford Series in Positive Psychology, Positive Education: The Geelong Grammar School Journey documented the story of the development of a more comprehensive approach to education – one with well-being at its heart. A challenge of implementing any new approach is sustaining the change after the initial excitement and enthusiasm dissipates. This workshop will cover the key issues Geelong Grammar School has faced and overcome in ensuring the sustenance & ongoing development of their whole-school approach to Positive Education. Specific examples from Geelong Grammar School will be presented to inform discussions on topics such as: Engaging staff, Embracing student voice, Including parents and Shaping culture. The workshop will include specific references to independent research findings at the School, along with examples of school-wide policies and practices. As well as discussing What Went Well at GGS over the past 8 years, we will also share lessons we learned from What Went Wrong! The goal of the workshop is to provide educators who are aware of Positive Education and potentially well on their way of adopting a whole-school approach to

well-being to gain an insight to Geelong Grammar School's approach and take away valuable ideas to assist with their own implementation within their organizations & contexts.

## 3:15-4:15 KEYNOTE + BREAKOUT # 4

### Crystal Ballroom

#### **Keynote: Kristján Kristjánsson, Nancy Snow, Randall Curren, Blaine Fowers—Philosophical and Conceptual Underpinnings of Positive Education**

Some theorists do not know what to make of positive education as a theoretical paradigm. They either think it is conceptually underdeveloped, hopelessly heterogeneous or just old wine in new bottles. In this keynote panel symposium, four theorists discuss the conceptual merits of positive education and what it can learn from other theoretical paradigms, philosophical and psychological. Professor Kristjánsson's presentation is entitled "Do too many cooks spoil the broth? On the varied philosophical provenance of positive education". Professor Snow asks "What can positive education learn from virtue ethics?". Professor Fowers explores "What can positive education learn from the discourse on personality versus character in mainstream psychology?" and finally Professor Curren poses the question "What can positive education learn from self-determination theory?". The topics will be addressed in terms that should appeal to both academics and practitioners.

### Breakout Room I—PROVOCATION

#### **Practitioner, Perspectives & Practices that Work**

*Denis Anselm Hevey, MAPP, MBS, FCPA; Heather Medford*

Join us to learn powerful, yet practical, real life strategies and applications you can immediately implement with your children, students, and staff. You will learn how to inspire and equip individuals with the tools they need to be empowered and excited about nurturing their full potential, creating a readiness to forge a future where they become confident leaders who make meaningful contributions in their schools and communities. As a former teacher and certified Life Coach for Kids, Heather teachers the power of positivity to help kids see obstacles as opportunities. Today she will address how to face fears with confidence and optimism in order to take healthy risks. You will learn the difference between target-based decisions and escape-based decisions, and how to determine which type of decision is appropriate for any given situation. In meeting the challenge of actually being better as well as feeling better, Denis will give an overview of the Positive Education H.E.R.O Programme (Hope & Hunger, Efficacy & Empowerment, Resilience & Being, Response-Able, Optimism & Opportunity - that has been successful run in colleges in Ireland for the past 7 years.

### Breakout Room II—WORKSHOP

#### **Building Positive Identities in School: Positive Psychology and Narrative Practices for the Classroom**

*Margarita Tarragona, Ph.D.*

It is said that human beings are story-telling creatures. Narrative psychology posits that our stories help us create meaning in our lives and that the way we narrate our experiences has an impact on our thoughts, feelings, our relationships and our identity. How we construct our stories can either make problems bigger or allow us come up with new possibilities. Certain kinds of conversations can generate solutions and develop new stories that strengthen our efforts to be how we want to be. Narrative practices are ways of engaging in conversations to help people develop and live their preferred identities. Like positive psychology, narrative work focuses on what works well in people's lives, on exceptions to problems or "shining moments", on personal agency, creativity and strengths. This workshop integrates positive psychology and narrative ideas through experiential exercises that are based on appreciation and respect. Participants will learn how to work with the 5 dimensions of the PERMA model of well-being with their students, in order to help them develop meaningful life stories and nurture positive identities.

### Breakout Room III—WORKSHOP

#### **Positive Education and English Language Learner Tweens**

*Tracy L. Litchfield, M.Ed., MAPP*

Early adolescence is a difficult time for every young person, but even more so for those from non-English speaking families. They struggle with the demands of academics, social and emotional learning, as well as trying to learn who they are as people. This task is made harder when students do not have a support system at home that can help them navigate these turbulent waters. This workshop would focus on those tools of positive psychology that improve the well-being of migrant and English Language Learners in the 10-12 year old age group. Practical application of the use of positive interventions, mindfulness, character strengths, goal setting, and resilience will be shared. Participants will leave with some ideas to put into practice in their own classrooms that is backed by empirical research, and real world experience. Participants will also be invited to offer ideas and suggestions that have been successful in their own experience, and to bring/share strategies for improving well-being for students, as well as their families.

## Breakout Room VI—WORKSHOP

### Creating Resilient Schools, Teachers and Pupils With One Simple Strategy

*Lindsay C. Joyce, DEdPsy*

Dr Lindsay Joyce is an Educational Psychologist in the UK, and in this experiential workshop she will share her simple approach to developing resilience in schools. Through their organisation, The People Project, Lindsay and her colleagues work extensively with organisations like Teach First and Future Leaders to help them create resilient teachers and school leaders, who can in turn develop resilient pupils. Lindsay will argue that, although resilience is a complex subject, it is easy to develop more resilience in schools. She will explain a simple psychological model that demonstrates this, and illustrate this model with examples from her practice. The workshop will then introduce some activities and strategies to attendees which will allow them to understand and apply resilience-building techniques in their own settings, regardless of whether they are a pupil, a teacher, a parent or a school leader.

## Breakout Room VII—PANEL

### Positive Education Around the Globe: Interventions in America, Asia and Europe

*Ricardo Arguís Rey, Ph.D.; Nina Webster; Anat Shoshani, Ph.D.; Henry Edwards*

Positive Education is permeating schools across the world as educational institutions pay greater attention to well-being and flourishing. If we analyse many of the programmes and experiences arisen in this field, we can see that they share various general features, but we can also find significant differences. There is a great variety of ready-made programmes, as well as many tailor-made experiences adapted to the necessities and culture of each educational setting. In this panel, we will present an array of interventions carried out in various countries of three continents (Canada, the United States, Spain and Israel). They represent a sample of current Positive Education practices: two specific programmes (Maytiv Positive Psychology School and Happy Classrooms), as well as two experiences implemented in two schools (Ridley College and Burgundy Farm Country Day School). Over the panel discussion, we will highlight shared and distinctive features of all those interventions.

## Breakout Room VIII—WORKSHOP

### Bringing Positive Psychology to Life: Interactive Exercises and Materials to Activate Somatic Learning

*Emiliya Zhivotovskaya, MAPP, PCC, CPC, ERYT*

Learn to become an edu-tainer. This play-shop is for positive psychology teachers who want to enhance the effectiveness of their message by using interactive exercises to bring positive psychology to life. From primary school through adult education learn to infuse your classrooms with fun while engaging diverse learning styles. Emiliya brings over 12 years of experience as a party entertainer and will guide you through the activities she uses to bring positive psychology into people's body. From feathers, play dough and dowels; to music, movement, food and biofeedback equipment, we'll use these tools to teach mindset, gratitude, high quality connections, mindfulness, self-regulation, neuroplasticity, optimism and more. Participants will leave with numerous tools for increasing somatic learning of positive psychology for their students.

## Breakout Lalique I—PROVOCATION

### Can Strengths-Based Teaching Actually Weaken Students?

*Toni Noble, Ph.D., M.Ed., B.A., DipEd; Paula Robinson, Ph.D.*

One of the major practices advocated in Positive Education is the adoption of a strengths-based approach in schools. Invariably a strengths-based approach is interpreted only as character strengths. In strengths-based approaches children are encouraged to identify their own strengths using self report inventories and teachers are encouraged to provide opportunities for students in class and in school to explore and develop their individual strengths. This provocation is designed to spark debate about the pros and cons of strengths-based teaching by raising a number of provocative questions under the overarching question: Can strengths-based teaching actually weaken students? Sub-questions include: Do children have enough experience to accurately identify their strengths? Do children gain a false sense of competence? Does a strengths-based approach suggest to students that they have no weaknesses or limitations? What does this mean for student motivation when they are faced with challenges in the academic curriculum? Are there really 'signature strengths', what do the statistics reveal? How stable are strengths from childhood into adulthood? Do we have enough evidence for what impact strengths-based feedback has on student performance and student outcomes? What happens if teachers ignore children's weaknesses, limitations or failures? Does a focus on strengths contribute to the failure of the self-esteem movement where children gain an over-inflated self concept? Is a focus on only character strengths short-sighted? What about ability or intellectual strengths? How can Positive Education provide a healthy balance between strengths-based approaches and academic performance?

## Breakout Lalique II—WORKSHOP (2 HOURS)

### Sustaining Positive Education: After the Honeymoon Effect

*Stephen Meek; David Bott*

Geelong Grammar School has been implementing and embedding a whole-school approach to Positive Education since 2008 when Professor Martin Seligman lived at the school for a period of 6 months and introduced the community to the key tenets of positive psychology. In 2015, as part of the Oxford Series in Positive Psychology, Positive Education: The Geelong Grammar School Journey

documented the story of the development of a more comprehensive approach to education – one with well-being at its heart. A challenge of implementing any new approach is sustaining the change after the initial excitement and enthusiasm dissipates. This workshop will cover the key issues Geelong Grammar School has faced and overcome in ensuring the sustenance & ongoing development of their whole-school approach to Positive Education. Specific examples from Geelong Grammar School will be presented to inform discussions on topics such as: Engaging staff, Embracing student voice, Including parents and Shaping culture. The workshop will include specific references to independent research findings at the School, along with examples of school-wide policies and practices. As well as discussing What Went Well at GGS over the past 8 years, we will also share lessons we learned from What Went Wrong! The goal of the workshop is to provide educators who are aware of Positive Education and potentially well on their way of adopting a whole-school approach to well-being to gain an insight to Geelong Grammar School’s approach and take away valuable ideas to assist with their own implementation within their organizations & contexts.

## 4:30-5:30 HEADLINER

### Crystal Ballroom

#### David Cooperrider—How Might We Unite the Best in Education Today With the Best in the Positive Psychology of Human Strengths?

We have an unprecedented opportunity in human history to create educational systems that lead to full spectrum flourishing, that is, the development of our highest and best potentials in human, societal, economic, technical, and ecological ways. For one thing we have access to the richest scientific knowledge, more access to schools in developing regions, and more professional training options than any era might have been able to provide or even imagine. In addition, the human sciences have today powerfully turned their attention to the positive psychology of human strengths, and have unleashed a revolution in our understanding of human flourishing. Evidence-based approaches to positive education (White and Murray, 2014) are mounting and they are demonstrating the synergy of it all: more well-being is synergistic with better learning—especially when positive education goes beyond the classroom and encompasses the organization of the school system as a “positive institution.” Positive Education requires, says Hector Escamilla “an eco-system of well-being.”

In this interactive session David Cooperrider presents case studies of how the Appreciative Inquiry Summit method can propel schools and whole school systems forward at local, regional and national levels. An Appreciative Inquiry Summit is a large group strategic planning, designing or implementation meeting that brings a whole system of 300 to 3,000 or more internal and external stakeholders together in a concentrated way to work on a task of strategic significance. A United Nations CEO report, recently called it “the best large group method in the world today.” The summit concept appears bold at first, but is based on a simple notion: when it comes to system-wide innovation and integration, there is nothing that brings out the best in human systems—faster, more consistently and more effectively—than the power of ‘the whole’.

In the end, David proposes a design question: “How might we create a national design-inspired and collective action focused summit to Accelerate Positive Education in a world that’s ready and filled with positive psychology resources, studies and new knowledge, and living proof tools?” Just as the AI Summit has been used to accelerate systemic change at UN World Summits, whole industries, and with whole economic regions, is it time in our field to imagine not only the classroom of the future but the positive institution school system of the future, and the ways to accelerate the advance of both? We know that when judged against the needs of our times, the opportunity to affect millions of lives is vast, and as John Dewey once said: “Education is not preparation for life, Education is life itself.”

## 6:30-9:00 EVENING ACTIVITY

### Crystal Ballroom

#### RockTeen Step Performance Hosted by Rock-T

#### Pursuing Happiness Movie Screening Presented by Adam Shell

# ABSTRACTS

## Wednesday, July 20

9:00-10:00 HEADLINER

Crystal Ballroom

### Shawn Achor—The Happiness Advantage: Linking Positive Brains to Performance

Most companies and schools follow this formula: if you work harder, you will be more successful, and then you will be happy. This formula is scientifically backward. A decade of research shows that training your brain to be positive at work first actually fuels greater success second. In fact, 75% of our job success is predicted not by intelligence, but by your optimism, social support network and the ability to manage energy and stress in a positive way. By researching top performers at Harvard, the world's largest banks, and Fortune 500 companies, Shawn discovered patterns which create a happiness advantage for positive outliers—the highest performers at the company. Based on his new book, *The Happiness Advantage* (September 2010 from Random House), Shawn explains what positive psychology is, how much we can change, and practical applications for reaping the Happiness Advantage in the midst of change and challenge.

10:30-11:30 KEYNOTE + BREAKOUT #1

Crystal Ballroom

### Keynote: Mathew White—Where is the Education in Positive Education? Positive Education and Academic Accomplishment

Positive education describes scientifically validated programs from positive psychology impacting student wellbeing (White & Waters, 2014; White & Murray, 2015). Rigorous positive education programs blend whole-school strategy and evidence-based learning. Since 2011, St Peter's College – Adelaide (n = 1,444), one of the world's leading boys' schools has proactively built wellbeing. This keynote outlines the relationships between measures of school wellbeing and academic accomplishment (n = 730, boys; ages 10-18). Quantitative and qualitative data illustrates significant correlations for wellbeing and academic measures, character strength profiles for A-C grade students, and Teacher Rated Classroom Behaviour. Evidence suggests all students, including those at risk, are benefiting from positive education. Also, data were linked to objective and teacher-rated academic records. Engagement, perseverance, overall wellbeing, grit, and a sense of meaning were significantly related to higher Grade Point Averages, suggesting that wellbeing and academic achievement are equal outcomes that are promoted through positive education.

Breakout Room I—WORKSHOP

### It's Playtime...for Staff! Practical Ways to Bring Joy and Playfulness to School, Increase Staff Engagement and Reduce Workplace Stress

*Therese Joyce, B.A., MAPP; Berrin Bas, B.A., MAPP, ACC, CPCC*

Imagine a school where staff are excited to come to class, where learning is about creativity and discovery, and the school, including the staff room, is a place of joy and wonder. This workshop will outline our biological need for play and explore ways to enrich the lives of all school staff - administration, facilities and teaching staff - through a playful approach. Based on decades of extensive research on the importance and benefits of play, this workshop will be dynamic, and engaging, as well as informative and relevant for teachers, administrators, school leaders and parents. Highly interactive and practical, participants will immerse themselves in hands-on activities in a supportive environment, and walk away with a range of tools and activities to create a more joyful, collaborative and less stressful workplace.

## Breakout Room II—WORKSHOP

### Achievement Education: The Story of a Texas Public School Fostering Hope, Well-Being and Engagement to Help Students Achieve

*David Vinson, Ph.D.; Shane Lopez, Ph.D.*

According to the ground breaking research by Shane J. Lopez, Ph.D. hope, engagement, and wellbeing are the key elements that drives student achievement. He believes schools should become dynamic human development centers that enable students to achieve meaningful futures. Over the past 12 years, Texas public school Superintendent David Vinson, Ph.D., has studied different elements of positive psychology that result as Dr. Lopez suggests, “doubles hope” for children to create engaged and thriving achievers in the classroom and beyond. Global education success is measured by the narrow focus of student academic achievement. However, increasing hope requires students to achieve in all areas including academic success, using their strengths, developing a roadmap to pursue their plan and purpose as well as equipping them with the values and social/emotional skills necessary for the journey. During this session, we will discuss the foundations of Dr. Lopez’ theory and how “Achievement Education” is a comprehensive, proactive and intentional treatment to increase hope, well-being and engagement for Texas public school students that are now recognized as the most academically successful school district in the state based on annual student growth.

## Breakout Room III—WORKSHOP

### Roadmap for Positive Education: Pathways for Low-Budget Schools

*Paula Robinson, Ph.D.*

Positive Education has been defined as “the development of educational environments that enable the learner to engage in established curricula in addition to knowledge and skills to develop their own and others’ wellbeing” (Oades, Robinson, Green & Spence, 2011). The concept, science and practice of Positive Education is becoming increasingly utilised in schools around the world, as a proactive approach to improve mental health, academic performance, social emotional learning and teacher/student wellbeing. Unfortunately, multi-level, strategic approaches are often sporadic despite the steady and worrying increase of mental illness and the burgeoning costs to families and the school community. Lack of time, human and financial resources together with stigma and confusion surrounding many mental health and wellbeing initiatives are often cited as barriers to buy-in. This workshop demonstrates how simple, cost effective approaches, underpinned by scientific research, can assist to reduce these barriers. A 5-step process is outlined for schools to easily and effectively embed Positive Education research and practices across multiple school domains. Specific examples of how this process can be successfully applied in contexts such as leadership, the classroom, curriculum, sports, pastoral care, parents and special education are highlighted. This workshop also provides all participants with a comprehensive handout with case study examples and supporting lesson plans enabling participants to immediately implement back in their own school

## Breakout Room VI—WORKSHOP

### MindUP™ in Action: Where Mindfulness Meets the Chalkboard

*Laurie Coots; Victoria Gonzalez*

Founded by Academy Award winning actress Goldie Hawn in 2003, the vision of The Hawn Foundation (THF) is to create a world that is more mindful, peaceful and compassionate. Through the implementation of our signature initiative, MindUP™, an evidence based, CA-SEL accredited framework based on neuroscience, positive psychology, mindful awareness training and social and emotional literacy, our program shifts one’s thinking and perspective, driving positive behavioral outcomes for improved learning, engagement and academic performance as well as improved relationships with self and others. When used in the classroom, at home, or in the community, MindUP™ provides the essential skills and strategies for children, teachers, parents, caregivers and leaders to be more optimistic, mindful, focused and empathetic to fulfill their fullest potential and flourish in a complex and interconnected world. MindUP™ serves thousands of children globally each year, preparing them to navigate 21st century challenges regardless of personal circumstances, while maximizing opportunities for success in school and life. The presenters will facilitate a session that will provide examples of evidence-based, hands-on activities developed by MindUP™ which apply positive psychology, neuroscience and in a classroom context. Workshop attendees will engage in interactive and hands-on activities and will leave with a sample of activities to utilize in their own classrooms and lives.

## Breakout Lalique I—PROVOCATION

### Coaching Toward the Ah Ha! Moment: Developing Critical Thinking Through Inquiry-Based Coaching

*Tyson L. Putthoff, Ph.D.; Maria E. Leatherwood*

Universities market themselves as providing valuable academic and social opportunities. However, fewer opportunities exist for students to develop the critical thinking skills they will need for the rest of their lives. The ability to think critically is marked by a student’s power to analyze information and infer solutions. Academic coaching truly cultivates deep, lifelong critical thinking in students. Through inquiry and self-reflection, coaching guides students to develop self-awareness of their need for change in a nonjudgmental relationship. Our research demonstrates that, when students strategize, reflect, and problem-solve under the weekly guidance of a coach, they become masters at establishing and attaining goals. With the right set of questions, they arrive at that Ah, Ha! moment that propels them toward a lifetime of success. It is for this reason that, at the Festival, we would like to discuss our research in a provocation. Using a case study process, our analyses demonstrate that coaching is a powerful means to developing a student’s critical thinking abilities.

Through open-ended questions and appreciative inquiry, coaching prepares students to think critically about present matters and about their future. Having more students who can think critically will no doubt lead to greater retention. But it does so without de-valuing the student to a number. Coaching may well be the way forward in college education. I would like the opportunity to share our insight with others so that they too might consider this approach to student retention.

### Breakout Lalique II—PANEL

#### Integrative Approaches to Measuring Student Well-Being

*Tan-Chyuan Chin, Ph.D.; Eranda Jayawickreme, Ph.D.; Nicole Brocato; Laura Hix*

The growing demand in schools to measure well-being is reflective of the significant shift towards a strengths-based approach in both education and mental health systems. Well-being is a multi-dimensional construct that depends on a myriad of interdependent variables and an integrative approach would provide a more comprehensive method for measuring and studying well-being and the pathways to well-being. This panel will introduce two integrative theoretical approaches to measuring student well-being using The Well-being Profiler and the Wake Forest Well-being Assessment. Both well-being surveys were developed to provide practical and actionable information to program and policy for high schools and colleges. Results of a needs analysis, using The Well-being Profiler, conducted in a municipal community of 19 schools in Victoria, Australia, will first be presented and discussed. This will be followed by the presentation of how theory informs practice at Wake Forest University in North Carolina, with discussion of results from the pilot conducted in Fall 2015.

## 11:45-12:45 KEYNOTE + BREAKOUT #2

### Crystal Ballroom

#### Keynote: James Pawelski—The Role of the Positive Arts and Humanities in Positive Education

Positive education places equal emphasis on the importance of academics, on the one hand, and character and well-being, on the other. The arts and humanities – including literature, history, philosophy, religion, music, art, theater, and similar cultural domains – have long occupied an important place on the academic side. (Although, of course, the current emphasis on science, technology, engineering, and mathematics (STEM) subjects is increasingly calling this place into question.) Do the arts and humanities have a role to play on the character and well-being side of positive education? In addition to their academic, economic, and professional value, do the arts and humanities have a eudaimonic value, a value for human flourishing? Is there any way of measuring what this value might be? This presentation will describe a major initiative in the humanities and human flourishing that aims to provide answers to these questions and that will have an important impact on the role of the arts and humanities in both strands of positive education.

### Breakout Room I—WORKSHOP

#### Positive School Culture...the FISH! Way

*Steve H. Mintz; John R. Christensen*

Great learning starts with a positive learning environment, The FISH! Philosophy will help you build it. In this high-energy session, you will learn how to use The FISH! Philosophy to create a community where staff is caring, students are enthusiastic and respectful and everyone has fun in a way that increases learning. You will learn how to build stronger relationships with students and help students experience how good it feels to care about each other. Discipline problems and bullying will decline. You will have more time to teach and students will feel safer and ready to learn. The FISH! Philosophy gives staff and students a common language, improving communication and understanding. It will help your staff support each other through the many challenges typical of schools today. Oh, and by the way, it is an incredibly fun workshop!

### Breakout Room III—WORKSHOP

#### Flourishing Without Limits: How Implementing a Well-Being Curriculum Positively Impacts Student Engagement

*Trina J. Cummins, M.Ed., B.A., GradDipEd*

There is substantial evidence from well-controlled studies that skills which increase resilience, positive emotions, engagement and meaning can be taught to schoolchildren (Seligman, Ernst, Gillham, Reivish & Linkin, 2009). Teaching wellbeing skills to students so they can flourish in life arguably has a direct impact on academic success and needs to be the focus of every educator whose role is instrumental in helping students grow and develop. Wilderness School has developed a strategic approach to wellbeing because schools play an increasing important role in assisting youth to develop cognitive, social and emotional skills (Waters, 2011). Exploring the nexus between teaching wellbeing skills and student engagement this paper reports on a whole school improvement initiative (Kindergarten to Year 12) that focuses on flourishing. Reporting on the promising early impact of the initiative this paper wades into the debate that all students can flourish when taught wellbeing skills, arguably increasing student engagement as a result. Our wellbeing strategic approach will be shared with participants hearing how to implement positive education, barriers and enablers, student/teacher perceptions, change levers, data collection (EPOCH/PERMA), staff training, supportive resources and implementation of a school wide positive education curriculum framework (universal, targeted and individual). This hands-on interactive presentation will share with participants how to strategically

implement positive education with potential transferability to other systems and schools. As a skill-based session it highlights how academics (thinking and learning) and positive education (character and wellbeing) are of equal importance, impacting student growth.

### Breakout Room VI—WORKSHOP

#### How to Help Children and Teens Experience Meaning, Purpose and Well-Being

*Michael Nitai Deranja, B.A, M.A.; Carol Anandi Gray, B.S., M.Th., M.S.*

For over 40 years Education for Life has pioneered a holistic, non-sectarian approach to learning that integrates character development with academic achievement that consistently ranks in the top 10% nationally. In this workshop you will: 1) Learn dozens of fun, engaging activities, including affirmations and inspirational quotes, for helping students identify and fulfill weekly goals for such qualities as happiness, courage, even-mindedness, concentration, will power, and honesty. 2) See how character strengths can be used to create integrated, multi-cultural curriculum. 3) View research on the practical benefits of character-based education. 4) Receive a free, colorful Life Skills Action Chart. Training in character-based life skills is an essential aspect of helping students find meaning and purpose during their school years, as well as preparing them to face the challenges of adult life with courage and joy. [www.edforlife.org](http://www.edforlife.org).

### Breakout Room VII—PANEL

#### Going Beyond the 3 R's: Developing the Character Skills Kids Need Most

*Brian A. Davidson, Ed.D.; Frederika Roberts; Elizabeth Wright; Lisa Bentley*

There is a growing consensus that character skills are vital for long-term success in numerous life domains. Despite this knowledge, there is a lack of understanding about how to build these crucial factors within students. In the following panel presentation, leaders from three continents will share the insights they have learned in their efforts to develop and implement positive psychological interventions to promote student success and well-being. Throughout the presentation, the panelists will debate why they believe it is essential for schools to place greater emphasis on character development and share the challenges they have faced in implementing programs within their respective countries. In uniting together to analyze current trends in character development, the panelists will propose ideas how educators, schools, and policy-makers can come together to ensure all students are afforded the opportunity to flourish by developing the key character skills driving positive academic, workplace, and life outcomes.

### Breakout Room VIII—WORKSHOP

#### Developing a Whole-School Approach to Positive Education the Loreto Toorak Journey: From Design, to Implementation, to Lived Experience

*Kim L. Bence, M.Ed., Prof. Cert. Ed. (Positive Education), B.Ed.; Rhiannon M. McGee, M.Ed., Prof. Cert. Ed. (Positive Education), Grad DipEd, B.A.*

As educators know, any change process comes with its challenges; even implementing programs as promising as Positive Education. This workshop will explore Loreto Mandeville Hall Toorak's journey in developing and delivering a successful, whole-school approach to Positive Education. Participants will be provided with resources, insights and the benefit of our recent experience, so that they can feel well-equipped and confident to lead lasting change in their own school communities. The presentation will include: How to use Appreciative Inquiry as a starting point for change Scope and sequence of our Positive Education subject, taught to students - Preparatory to Year 10 Assessment and reporting measures for Positive Education Avenues for embEd.D.ing positive education practices in the broader curriculum Examples of specialised Positive Education Programs targeting key year levels An overview of our whole staff Professional Learning series An overview of our whole staff Wellbeing Program Engaging our parent community via a Strengths-based Parenting Program How we measure the efficacy of our programs and initial student feedback A forum for fellow champions of Positive Education to learn from our own recent successes and challenges, as well as to share their own experiences of implementing Positive Education in their own schools. It is only through the collaboration of schools committed to the growth of Positive Education that this field can continue to evolve, for the benefit of our own students and our broader communities.

### Breakout Lalique I—WORKSHOP

#### Accentuate the Positive: Infuse Happiness, Mindfulness and Humor into Curriculum to Enhance Camaraderie, Retention and Outcomes in the College Classroom

*Marti Miles-Rosenfield, M.A.*

With the concern over student loan debt and the push to shorten time to degree completion, national initiatives in higher education call for everything from accelerated learning to competency based accreditation to tuition banding which allows a student to pay for only 12 credit hours but actually take 15 to 18 credits. Such measures attempt to aid students in earning degrees, but do not address other non-cognitive factors affecting degree attainment. This session focuses on the importance of emphasizing positivity and mindfulness in the college classroom throughout the semester. By reading Shawn Achor's Happiness Advantage and a variety of related materials, students learn about the science supporting neuroplasticity and malleability; they become optimistic that positive change can become a lasting reality, and excited to add positive "life affirming" skills to their repertoires. They research the leaders in the field, practice anxiety reducing techniques, and experience increased awareness in the social and academic realms of daily life. Most definitely, such a collegiate classroom environment builds community and acceptance. Students are encouraged to record positive affirmations in their notes and to become cognizant of their classmates' struggles and deficiencies. A little bit of "learned optimism" goes a long way in helping

students become more mindful in their everyday lives, which in turn may enhance academic success, retention, and completion rates. Attendees will leave with a set of practical tools to take back into their classrooms.

### Breakout Lalique II—PANEL

#### Teaching, Embedding and Living Positive Education in Universities

*Covadonga Chaves, Ph.D.; Luis A. Gutiérrez, Ph.D.; Rosalinda Ballesteros, Ph.D.; Margaret L. Kern, Ph.D.*

University is a formative time for young people. Many are in search of a sense of identity and purpose, and choices made influence their future career, relationships, and contributions to society. Although positive education potentially is an essential part of creating a flourishing society, most universities do not systematically offer holistic programs to promote well-being in their students. This presentation will focus on several university-wide positive psychology strategies that have been undertaken around the world, organized around teaching, embEd.D.ing, and living positive education at the university level. First, we will present some of the academic programs that have been designed to teach positive psychology principles, noting the pedagogy used, activities and strategies included, and evidence of success. Second, we will demonstrate how positive education can be embEd.D.ed into basic academic courses, using an example of a music class. Finally, we will provide examples of ways to help students live positive psychology through co-curricular activities, such as the student houses, sports, and cultural courses. Although we have much to learn about best practices for implementing positive education at the tertiary level, these strategies show promise for helping students to not only survive university, but to thrive.

## 1:50-2:50 KEYNOTE + BREAKOUT #3

### Crystal Ballroom

#### Keynote: Felicia Huppert—What Role Do Mindfulness and Compassion Play in Well-Being?

Based on the science of well-being, this presentation will address conceptual and practical issues about the nature of well-being and how it can be enhanced. Flourishing is seen as a sustainable form of well-being, which includes both feeling good and functioning well. Individuals differ in their basic level of flourishing, but the processes and skills that underlie flourishing can be taught and learned, to the benefit of the whole population. There are many effective programs designed to increase well-being. It will be argued that there are two skills which are fundamental to the success of these programs and underlie the components and actions, such as attention and self-regulation, that lead to flourishing. These are mindfulness and compassion. Evidence from behavioural science and neuroscience will be presented to show the impact of these practices on a range of cognitive, emotional and social outcomes in children and adults.

### Breakout Room I—PROVOCATION

#### From Prevention to Preparation: Developing the Resiliency in Students They Need to Succeed

*Therese M. Joyce, B.A., MAPP; Brian Davidson, Ph.D.*

Trigger warnings, safe spaces and encouraging kindness, gratitude and positive emotions are not enough. We must equip our children with the necessary skills to face challenges in life. A fear of failure may prevent students from trying something new or lead them to avoid potential growth. Yet it is through the existence of fear that we are able to exercise our courage. To develop resilience, we need adversity. How do we encourage students to embrace adversity in order to experience positive growth from challenging experiences? Without blaming the victim, how do we help children learn strategies to respond to difficulties in school, work or life? What are the key elements within these “life skills”, and how do we influence our education system to ensure our children are ready and capable beyond the school gates?

### Breakout Room II—WORKSHOP

#### Teaching With Strengths

*Justin Birtwell, M.S.; Paul DeCunzo*

So much of our education system is focused on deficits. Students who excel in Algebra and struggle in English, get more English, not more Algebra. With schools pressured to find answers to crumbling education systems and outcomes, teachers have less latitude to operate from natural ability. Let's stop focusing on what's wrong with teachers and students, and instead focus on what is right. This 1-hour dynamic and interactive workshop introduces participants to the concepts of Strengths development and its positive impact in the classroom and student outcomes. The workshop will use the Strengths as defined by Clifton Strengthfinders™ 2.0 assessment. We will have many hands on activities in which participants can self-identify natural talents and explore how those strengths contribute to their own success. Topics to be explored include: myths of education, clues to talent, deconstructing excellence, the contributions and needs of Strength themes, and using Strengths in schools to sustain joy for learning. In addition, concepts of interdependence will be discussed. As a result of the workshop participants will have an improved ability to identify talent in themselves and others, and be able to better recognize the hallmarks of excellence. Applications to education will be explored.

## Breakout Room III—WORKSHOP

### The Secret Sauce in the New Normal: A Positive Engaged Brain

*Devin Hughes; Greg Kaiser; Mark McDonald*

Based on the principles in positive psychology expert Shawn Achor's *The Happiness Advantage* and *The Orange Frog* (each participant will receive a complimentary copy) you will learn how the latest research in positive psychology can be applied to your benefit, and to the benefit of those in the office as well as the classroom. You will explore the seven principles of positive psychology that fuel success and performance in the education and create your own personal plan for incorporating happiness into your life and organization. This session offers a different experience when compared with other workshops. It attempts to break down barriers--real and perceived--to facilitate a positive transformation for educators, student and entire communities. Come see the speaker bring the room to life.

## Breakout Room VI—WORKSHOP

### Growth Mindsets for Literacy: Stories From Presenters, Schools, Teachers and Students!

*Gail S. Brown, Ph.D.*

This workshop presents personal and professional journeys by presenters, in their roles in two schools in Australia. Each presenter showcases how growth mindset concepts have been introduced and continue and the impacts across different areas of literacy, professional learning teams and school personalities. Active participant involvement, questioning and feedback during and after the presentation is encouraged. Participants will complete a short survey to start the workshop, and then learn about the different contexts of each school. Each presenter will discuss their personal & professional journey in positive psychology and growth mindsets, using generative questions and dialogue. Focusing on literacy, each school's practices in growth mindsets includes diverse students' literacy needs. Evidence includes typical data, as well as teacher and student feedback, anecdotal and innovative practices (songs and dances) that continue to impact on the literacy instruction and materials in classrooms. In Australia, educational systems and sectors are focusing on teacher professional learning and professional growth over time, The translation of this national focus into each school, is underpinned by growth mindset research and evidence-based practices and materials. We hope that sharing these practices and materials, and unique adaptations in Australian school contexts, will inspire participants in their professional roles and situations. Our goal is to share our journeys, to enthuse other educators, professionals and parents to adopt and adapt their own approaches that meet their personal growth and learning needs, as well as their students' learning needs.

## Breakout Room VII—PANEL

### What Makes a Great School? Creating Flourishing Schools Using Insights From Students and Teachers

*Lucy C. Hone, M.A., MAPP; Aaron Jarden, Ph.D.*

Three different perspectives combine to share practical and empirical insights informing best-practice Positive Education. Lucy Hone, currently working with five schools (under contract from the Ministry of Education NZ), will focus on staff opinions of what makes a great school and how to harness staff support for PE. Her presentation includes first-hand experience of using the Assessing Wellbeing in Education online assessments (AWE: [www.aweschools.com](http://www.aweschools.com)). AWE's Aaron Jarden uses AWE's massive dataset to demonstrate the vital contribution students' qualitative feedback can make in informing wellbeing co-creation in schools. The London School of Economics' Sebastian Bóo will present his research investigating students' views on the components of excellent teaching. Between them, these three engaging presenters will address the questions of what staff believe makes for a great school, what students believe makes for a great school, and what students regard as the ingredients of excellent teaching.

## Breakout Room VIII—WORKSHOP

### Empowering Young Literary Critics: Signature Strengths as a Bridge to Literary Texts

*Chris R. Wiebe, M.A., ABD, Ed.D; Adam A. Kaplan, MFA, M.A.*

This workshop is based on an action-research study that showed the effectiveness of VIA Signature Strengths (Seligman et al, 2009) in fostering increased engagement, comprehension, and depth of interpretation in reading. The study was conducted at Bridges Academy, an independent school serving twice-exceptional (2e) learners. These students demonstrate incredible cognitive capacity, yet navigate a minefield of learning differences, attentional struggles, and executive-functioning challenges that undermine their academic achievement. As a result, the 2e learner's perception of his or her abilities as a gifted student is often tainted with memories of failures, frustrations, and feelings of inadequacy. The Signature Strengths model provides an ideal framework for these students, appealing to their intelligence while structuring their thinking toward focused goals. During the study, students completed the VIA strengths inventory questionnaire for children to identify their areas of strength. Then they read an above-grade-level text and completed an activity that used their Signature Strengths to access specific skills of literary comprehension. The results of that activity were compared to a previous assignment that did not involve Signature Strengths. This workshop will briefly outline the methods and results of the action-research study and then replicate the study in an abbreviated fashion with workshop attendees as participants. Participants will leave the session knowing how to use Signature Strengths as a bridge to literary texts and how to frame guiding questions that will stimulate student thought.

## Breakout Lalique I—PROVOCATION

### Teaching Non-Cognitive Skills to Create Flourishing in Finnish Primary Schools

*Kaisa Henriikka Vuorinen, MBA, Ph.D. student; Elina Maria Paatsila, MBA, Ph.D. student*

I have conducted the first character strength intervention in Finnish schools and brought it to practice. The aim is to foster both well-being and the recognition of character strengths. The research is done to the University of Helsinki (Special Education Department) and it has been going on for two seasons. The intervention began with a pilot study with 100 pupils and the second intervention for 300 pupils has just ended. Both interventions lasted for 16 weeks. The study is based on the VIA philosophy with some Finnish special features. The aim of the study is also to strengthen pupils resilience and foster the compassionate mindset within the whole school. In this workshop I present the Finnish character strength intervention. I have implemented a whole-school approach to positive education as well as trained hundreds of educators in Finland. Participants of the workshop will gain an understanding of Finnish curriculum in positive education, the key elements of character strength-based teaching in general as well as special education, and in teaching English as a second language, and the benefits of and evidence for positive education programs in Finland

## 2:55-3:55 KEYNOTE + BREAKOUT #4

### Crystal Ballroom

#### Keynote: David Engelhardt and Aliénor Salmon—Reorienting Education Systems to Build Well-Being in Policy and Practice

While improving young people's wellbeing is often recognised as a goal in its own right, the goal of improving academic test results is arguably consuming greater focus and resources than ever before. Given growing evidence from research demonstrating the importance of social skills, self-regulation, persistence and self-confidence for educational and social outcomes, education systems and policymakers must contend with the challenge of how to change behaviour across the system to set about building wellbeing. This session brings together two case studies whereby the aim was to reorient the priorities and practices of education systems – one through systematic measurement of wellbeing in South Australia and the other through the recent publication of UNESCO's first framework for learner wellbeing in the Asia-Pacific offering guidance to policymakers and schools alike.

### Breakout Room I—WORKSHOP

#### A Positive Education Curriculum Program for Elementary School. Making it Real and Making it Last!

*Toni Noble, Ph.D., M.Ed., B.A., DipEd; Mathew A. White, Ph.D.*

What are the school, teacher and program factors that contribute to the sustainability of a positive education program? This workshop draws on lessons learned from St Peter's College's implementation of the award-winning Bounce Back Wellbeing and Resilience program over four years in their elementary school. Bounce Back curriculum units include core values, courage, emotions, relationships, resilience, optimistic thinking and skills and attitudes for being successful. This practical workshop is an interactive skills-based session that will illustrate the program attributes that contributed to Bounce Back's sustained implementation at St Peter's in embEd.D.ing the teaching of wellbeing and resilience in their elementary curriculum. These strategies include using children's literature, cooperative learning, thinking tools and circle time to help students learn the academic, social and coping skills to enhance their wellbeing and resilience. The workshop will also explore what school factors and teacher factors were significant in contributing to the program's sustainability. What are the practical implications for positive education initiatives in your own school or school system?

### Breakout Room III—WORKSHOP

#### Data Geeks: Assessing Character Growth Is Impossible...or Not

*Mark A. Liston, Ph.D., LPC*

How can you get hard data easily on student character? Measures of character strengths are few. None says they can measure growth. Can it be done? Until recently, schools' only means of evaluating their character initiative was through outcomes such as student attendance, discipline, and academic achievement. These outcomes do not measure student character or its development over time. The USDE decried for years the lack of a valid character test. The questions remain: 1. How can we effectively educate in character if we have no way to measure progress? (We couldn't teach an academic subject without a means to evaluate results) 2. How do we know to what extent our character education is working? 3. How can we tell which strengths need more instruction? This fast-paced, interactive workshop will update you on the best available measures, researcher's progress toward assessing character strengths and growth, and current innovations. Many free brief measures will be introduced and made available to attendees. The Character Growth Index (CGI) will be discussed as well as changes coming to the VIA Youth Survey. Bring your tablet and access these tools in the workshop.

## Breakout Room VI—WORKSHOP

### StrengthsCompass Program: The Cross-Cultural Application of Fostering Character Education in Youth Across 20+ Nationalities

*Radhika Punshi, MAPP; David Jones, MBA*

This engaging and interactive workshop will provide participants a practical understanding the StrengthsCompass Program: a high impact Program to foster crucial skills for life or character strengths amongst youth using a wide variety of techniques such as interactive videos, case studies, role plays, reflection tasks etc. The program is truly international and cross-cultural—it was designed in Dubai by an inter-disciplinary team of psychologists, educators and HR professionals from Canada & India and created by learning specialists in the UK! It is currently being delivered to a wide audience of students and early to mid career employees across the Middle East, India and East Africa with participants from over 20+ nationalities. The program can be delivered using blended learning and also completely online. It currently covers a comprehensive essential skills curriculum including Introduction to Strengths, Grit & Resilience, Mind-set, Self-Efficacy, Locus of Control, Accountability and Affiliation. The workshop will introduce participants to the Program and walk through one of the modules, so that participants get the opportunity to experience it first-hand. We will also share research findings on evaluating the impact of the Program with Grade 11 students (n = 32) in the UAE, including a pre and post assessment with Program participants. Participants will walk away with a practical understand of how to create and deliver a character strengths program for youth - a unique application of taking positive psychology to the world.

## Breakout Room VII—PANEL

### Lessons From the International Front Lines of Public Education

*Virginia U. Millar, MAPP, BSEd; Margaret Kern, Ph.D.; Mandy Wai-chan Chan, B.Soc.Sc., PCEd., M.Soc.Sc.; Lisa Baylis, M.Ed*

Practicing educators from around the globe share valuable lessons from their own positive education initiatives in Jr. High and High Schools. U.S. MAPP graduate and Jr. High teacher Virginia Millar shifts the focus of defining children by standardized test scores to one that also measures their well-being (using the EPOCH measure, described during panel by author Dr. Margaret Kern, University of Melbourne) within her girls empowerment club where all activities are seated within an overarching well-being framework. Hong Kong Educational Psychologist Mandy Chan details her school-based gratitude intervention program for junior secondary students, showing positive impact on general health, social connectedness, and compassion. Canadian High School teacher and School Counselor Lisa Baylis shares her experiences developing school-wide positive education initiatives, parent and teacher training sessions, particularly targeting mindfulness practices. Our panel will unpack specific activities, practices, and guiding frameworks that can generate buy-in, inform new initiatives and augment existing programs.

## Breakout Room VIII—WORKSHOP

### Strengthsmining: A Curriculum for High School Students to Effectively Utilize Their Strengths in Career and College Planning

*Shaun McElroy*

Now that you have done a character strengths inventory, now what? This session will explore concrete techniques, scoped and sequenced, to help teenagers leverage their strengths in the career and college exploration process. Starting in Grade 9, the counselors at Shanghai American School help the students actively explore their strengths and how to more fully utilize them in their everyday activities. conversations culminate in the college planning as students examine which colleges fit with their unique combination of character strengths.

## Breakout Lalique II—PANEL

### Creating the Spark and Lighting the Fire: Moving From Theory to Action

*Paula Villasenor, MPA/ID; Neil McLennan*

Beyond borders and regions, from Latin America to North Europe, countries and experts experience the challenges and benefits of implementing changes in character education and social and emotional learning. Paula Villasenor will share the experience, challenges, and lessons of implementing a socio-emotional learning program at a large scale, taking into account Mexico's experience with the Construye T program, and will highlight the importance of developing and promoting socio-emotional skills in policy makers in order to overcome several public administration challenges. Neil McLennan will share the rationale and learning gained from a wide-ranging exploration of character and values in Scottish education. A national conference was held on Character, Culture and Values in 2015 and from there a subsequent 'Pathway Project' was designed to work out a coherent plan of action. This led to a shift in thinking from 'traditional' forms of character education to a broader construction of 'character development.'

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# POSTERS

## **A Comprehensive and Innovative Didactic Model to Implement Well-Being as a Developmental Human Process**

*Beatriz Alanís, B.E.*

This is an educational tool that can help practitioners deliver positive education in the classroom. It is an innovative and comprehensive didactic model used to design educational programs that incorporate human development processes helping individuals thrive. This model is a creative integration of three methods into one process: 1. The use of a didactic technique called “Course Design by Objectives”, which aims to provide course structure based on the coherent and progressive development of the student’s skills. This ensures that pedagogical designs will benefit human processes rather than focus on simple logical arrangement of impersonal contents. 2. The application of the Consciousness Theory by the Existential-Humanistic Movement, which includes process steps such as promoting the development of consciousness (awareness of self); Incorporation of Human relationships (consciousness of the other); Participation in the student’s community (consciousness of others); Awareness of the fact that we are all responsible (consciousness of the world); Commitment and responsible participation (we are all one). 3. The Well-Being Theory (PERMA) using different tools from Positive Psychology designed to enhance the person’s wellbeing. Contents can be organized according to the Consciousness Development Theory. This educational model gives the teacher tools to design human processes that suit their needs based in time and education levels. This type of structure is effective in the class, course, certification or general curricular didactic design.

## **Adventurous Learning**

*Michael Buchanan, B.S., Cert Ed, NPQH, FRSA*

The ethos of a school is meaningless unless it is lived out and modelled daily by adults. This presentation gives practical meaning to our ethos of Adventurous Learning through the modelling of risk by adults through our instrumental music programme.

## **An Evaluation of the Effectiveness of a Positive Education Curriculum in China**

*Guang Zeng*

Positive education aims not only to improve the academic performance but also the character and well being of students. There are many positive education programs in the world not but many in China. We developed a positive education program in specific for the Chinese people, containing three important topics, which are resilience, positive character and academic ability. In the resilience part, we taught students with the ABC model, thinking traps and how to practice in their real life. For the positive character part, we focused on using signature character strengths, gratitude, and acts of kindness. To improve students’ academic ability, we taught them with growth mindset, problem solving skills and flow experience. We evaluate the positive education program to 1260 students, including experiment group and control group, to five diversified primary and middle schools in GuangZhou city in south China. The teachers provided a 40-minute positive education class to their students once per week, for eleven weeks in total. We conducted a pre-post test of positive and negative emotions, optimism, growth mindset, resilience, school engagement and psychological well-being, depression and anxiety for students. The result shows the effectiveness for this Chinese positive education program in improving the resilience, positive character and academic ability in experiment group.

## **Applying the Principles of Positive Psychology to the Post-Secondary Classroom**

*Beverley Myatt, M.Ed.*

The principles of positive psychology have the potential to bring needed improvements to the post-secondary learning experience. Many of these concepts have been successfully applied in elementary and secondary schools. Yet, little has been done to explore the potential of these principles to improve the post-secondary experience, despite the significant challenges currently plaguing higher education. Millennial learners are qualitatively different than past learners, describing themselves as more anxious, less competent, less responsible, less self-disciplined, less optimistic, less empathic and less self-aware. Working with this generation can contribute to feelings of distress for professors, who endeavour to cope with students who have difficulty accepting responsibility for their own learning, challenge their grades, are distracted in class, and struggle to contribute to a positive learning environment. To date, post-secondary institutions worldwide have begun to offer courses designed to instruct students in the theory and principles of positive psychology and there is some encouraging evidence that students may benefit from simply being enrolled in these types of courses. Yet, minimal research has been done on the ability of these concepts to enhance the day-to-day post-secondary classroom experience. Yet, the likely benefits, both to students and to professors, are potentially great. This poster will evaluate the application of core positive psychology principles, including positive emotions, mindfulness, emotional awareness, growth mindset, gratitude, empathy and kindness, to a post-secondary classroom environment. The poster will also identify how these principles can be used to enhance the post-secondary learning experience for students and faculty.

## **Appreciative Inquiry: Helping Youth Discover Their Super Powers**

*Shira Levy, NCSP, MAPP, Marjorie Schiller, Ph.D.; Stefanie Rudolph; Sarah Schiller; Maxwell Schiller*

Learning to ask the right questions and being empowered to dream of a positive future are key elements of 21st century education. We have powerful strategies to teach youth in order to help them become innovative citizens who are able to compete in our increasingly diverse and competitive world. Four components: discovering strengths and building on successful aspects of the past, dreaming creatively about the future, designing goals and plans, and delivering action, are the mainstays of Appreciative Inquiry, a strength-based approach to organizational development and positive psychology. This positive educational tool has the capacity to stimulate the wellbeing of youth through increased positive emotions, engagement, relationships, meaning making, and achievement. Youth-based action research suggests that Appreciative Inquiry often results in enhanced creativity, self-esteem, confidence, sense of identity, hope, social skills, community connectedness, and a sense of ownership over the future. Learn how to translate a well-respected business concept into child friendly language to spark strength spotting, creativity, team building, goal setting, and grit. Take away five actionable ideas to integrate Appreciative Inquiry into primary classrooms, while cultivating meaningful intergenerational conversations. Discover how Appreciative Inquiry can spark super powers in youth today!

## **Athlete Transition: The Positive Side of This Challenging Time**

*Melinda Harrison*

All individuals will experience major transitions at certain points in their lives. Melinda Harrison is a former Olympic athlete who, 25 years after competing in the Los Angeles Olympics, noticed that many former elite athletes experienced difficulty in finding success after their peak performances. This inspired her to embark upon a 24-month research project, intent on exploring how elite athletes can successfully transition to a new domain, the concept of positive transition. This research and analysis has unearthed critical factors to successfully transition in a positive direction. Not only is this key knowledge for retiring athletes, but for any individual who seeks change in their lives. The research was conducted through one on one interviews with over 100 individuals answering 48 questions. This included over 30 former professional athletes as well as Olympic medalists, world champions, several former world record holders, Olympians, and NCAA athletes. She also interviewed individuals who faced adversity in their life and successfully moved forward (for example, individuals that have survived life altering illnesses, death of a child, or a suicide attempt), and individuals who experienced great success in one career, who then successfully transitioned to another venture. The rich data and stories compiled through these interviews has led to the development of a questionnaire that gauges these key factors for any individual who wishes to experience a positive transition. In her presentation, she will share the key useful findings to positive transition and powerful personal stories of experiences where these were successfully applied.

## **Belonging = Academic Success: Adlerian Psychology in the Classroom**

*Alyson Schafer, B.Sc., M.A. Counselling; Catherine Ciardulli, RECE*

In this presentation, an Adlerian approach for developing social-emotional skills simultaneous while learning academics will be demonstrated. Adler knew that a misbehaving student was a discouraged student. By understanding the purpose of a child's behaviour, teachers are able to develop their missing social skills so that behaviour becomes useful and cooperative and they are ready to learn. The 4 Goals of Misbehavior are: 1. Attention 2. Power 3. Revenge 4. Assumed Inadequacy. By observing, embracing and supporting the interests and individual talents of the students, an educator is able to use lesson plans and the environment to provide opportunities that are both developmentally appropriate and relevant for children so that they may acquire their social needs through positive means. When children are celebrated as competent, capable and curious thinkers who have ideas to be used and built upon, and educators remain co-learners in the classroom creating lessons that enable children to acquire social goals, both academic and social-emotional skills are able to be developed organically. When children develop strong connections they gain social interest which directly affects a child's ability to learn they can handle what comes, develop a sense of pride and an "I can do it" attitude. With these social needs fulfilled a child is free to communicate and interact with their peers, teacher, and the curriculum in a meaningful way. Through examples, demonstrations and interactive discussions we will share how teachers can incorporate an Adlerian centered approach to their own classrooms.

## **Character in the Moment—Creating the Future We Desire**

*Jennifer Wilson, Chuck Peters*

Our students should be able to deeply sense their environment and respond constructively to what is needed now. This fundamental shift in purpose is well described in the RSA policy statement- ThePowertoCreate [[https://youtu.be/IZg\\_jpuFGb\\_8](https://youtu.be/IZg_jpuFGb_8)]. Creativity, imagination and character are non-linear processes, going beyond the constraints of language and old-school teaching methods. They belong to the realm of action, but action that requires a fresh, spontaneous mindset. Every moment of every day of development is the process of our character unfolding - making mistakes, recognizing our mistakes, re-assembling ourselves, and moving forward again. We need to be giving of our optimal selves in as many moments as possible. We need to acknowledge the complexity of the learning and teaching process, coupled with the complexity of teaching under the current 'fear/ego-based' way of thinking. Teaching is a front-line job which requires a deep level of empathy and compassion. We have the power to create what we intend the education system to be. We recently observed a transformation of a school, creating a thriving environment amidst all circumstantial odds. A core attribute to their radical transformation was a "no-excuses" culture, starting with leadership assuming full responsibility [<https://vimeo.com/152360941>]. Imagine what a school system might be with a love-based, growth-mindset infused

into all activities. Let children see life as the process it is, that each of us has a choice to participate in that process with a joyful or fearful attitude. Let's develop children interested in the process of being alive, curious, self-aware, participating, engaged beings.

### **Character Strengths in Teaching English as a Second Language**

*Elina Paatsila, MBA, Ph.D. student*

I am a Ph.D. student in the University of Jyväskylä in Finland and an English and French as a second language (L2) teacher in primary school. My research studies how the use of character strengths in English as an L2 affects the pupils' perseverance and resilience, self-regulation, participation in class, self-image as language learners and general classroom atmosphere. The purpose of my study is to create a teaching method that is based on the use of character strengths to foster both academic skills and well-being. The focus is as much on the process of studying and developing skills to succeed in language learning, as on the study results. The aim is to make L2 learning enjoyable and meaningful as well as successful. The character strengths that I have chosen from the VIA philosophy to support L2 learning are grit, hope, kindness, team work, bravery, perspective, zest, love of learning, humour, self-regulation, creativity and fairness. These are all features that are needed in order to study a foreign language in a meaningful, successful and enjoyable way. The method is based on a curricula that teaches these qualities and fosters them in pupils.

### **Current Status, Difficulties, and Improvement Strategies of Cooperative Learning Implemented by KDP**

**Awarded Teachers in Taiwan**

*Lin Hsiu-Ling, Ph.D.; Hsianh-Yi Wu; Y.L. Chen; Hsueh-Chih Chen*

Little is known about the expert teachers' leadership strategies facing Cooperative Learning. The goal of this study is to investigate difficulties facing Cooperative Learning Leadership and to examine strategies for resolving problems. This study is divided into two parts. The first part is to collect difficulties facing Cooperative Learning from a purposive sample of 30 teachers who teach in junior high and elementary schools. Based on the data of questionnaire, there are three disturbing situations. First, the students are unable to make a smooth dialogue. Second, the students are unable to work together. Third, the students are unable to reach a conclusion. The second part is to collect strategies from 12 KDP Awarded teachers. Qualitative data is collected by semi-structured interview to understand strategies which contribute to the students' cooperative learning ability and learning achievement. The findings of the most effective strategies include polite conversation, role responsibility, management by target, cultivate team-partnership, dynamic process, and meaningful achievement. At the end of this study, some concrete suggestions about the flow chart of Cooperative Learning Leadership for teachers, related educational systems are provided for future studies.

### **Daring to Dream the Impossible Dream: An Identity-Based Motivation and Goal-Setting Intervention for Aspiring First Generation College Students**

*Erin Hearn, MAPP*

Little can be predicted about what the jobs of the future may look like. The most likely path to success, though, is through a college education. College not only provides graduates high salaries and more job stability, it also develops critical thinking, enhances relationship skills, and is correlated with increased well-being. Unfortunately, college access is not equal. First generation college students, students of color, and students living in poverty are not as likely to attend and graduate from college. GPA and test scores can predict 25% of college success; the remaining 75% is unknown. This poster posits that part of that gap can be explained by social emotional skills. While many avenues of positive psychology can be used in education, this poster focuses on prospective selves, goal-setting, and implementation interventions as a means to drive college motivation and academic behaviors. A two day intervention for approximately 1,100 ninth grade students in the Uplift Education charter network was organized at Southern Methodist University in August of 2015. After the intervention, teachers reported an increase in college ready behaviors and preliminary data showed a difference in between group grit and growth mindset measures.

### **Defining Purpose in Life: The Role of Positive Emotions and Values**

*Covadonga Chaves, Ph.D., Enrique Tamés, Ph.D.*

University can play an important role in helping students make these decisions based on their own values and purpose in life. Understanding purpose in life is an important source of achievement motivation and is related to well-being and other major indicators of thriving during youth. This presentation will describe an intervention to help first-year university students define their purpose in life, and the variables that may affect the efficacy of this intervention. Nine hundred and seventy-eight first-year university students participated in a program called "challenge Tecmilenio." Through a semi-structured interview, students wonder about the interviewee's purpose in life and the process taken to define it. Students completed measures of positive and negative emotions (PANAS) and the Meaning in Life Questionnaire (MLQ) before and after the intervention. Students also answered on a scale from 0 to 10 the extent to which they admired the interviewee and how he/she matched with their personal values. Results showed that students significantly increased their levels of meaning in life after the intervention. Experiencing higher levels of positive emotions during the activity was related to higher change in meaning in life scores. Mediation analyses showed that positive emotions predicted subsequent meaning in life change over time, mediated by the admiration score (95% CI [.02, .17]) and the personal values fit (95% CI [.01, .62]). In conclusion, interviews about purpose in life are a useful tool to help students define their own purpose. Experiencing positive emotions during the activity and admiring the interview subject may be crucial in promoting positive changes.

## Discover Your Superpowers! Youth-Friendly Appreciative Inquiry

*Shira Levy, NCSP, MAPP; Marjorie Schiller, Ph.D.; Stefanie Rudolph; Sarah Schiller; Maxwell Schiller*

Learning to ask the right questions and being empowered to dream of a positive future are key elements of 21st century education. We have powerful strategies to teach youth in order to help them become innovative citizens who are able to compete in our increasingly diverse and competitive world. Four components: discovering strengths and building on successful aspects of the past, dreaming creatively about the future, designing goals and plans, and delivering action, are the mainstays of Appreciative Inquiry, a strength-based approach to organizational development and positive psychology. This positive educational tool has the capacity to stimulate the wellbeing of youth through increased positive emotions, engagement, relationships, meaning making, and achievement. Youth-based action research suggests that Appreciative Inquiry often results in enhanced creativity, self-esteem, confidence, sense of identity, hope, social skills, community connectedness, and a sense of ownership over the future. In this novel poster presentation, learn how to translate a well-respected business concept into child friendly language to spark strength spotting, creativity, team building, goal setting, and grit. Take away five actionable ideas to integrate Appreciative Inquiry into primary classrooms, while cultivating meaningful intergenerational conversations. Discover how Appreciative Inquiry can spark super powers in youth today!

## Enablement: Cultivating Self-Regulation in Adolescence Through a Three-Week Residential

*Simon Leow, MAPP*

Enablement: cultivating self-regulation in adolescence through a three-week residential programme is part of a larger project. Positive human qualities can be nurtured. Nurturing these positive human qualities not only prevent psychological problems, but also can lead to psychological health and well-being, towards a flourishing humanity (Seligman & Csikszentmihalyi, 2000, p. 7). It is my strong conviction that people can be enabled to bring about positive development in their lives, towards human flourishing. Enabling factors or enablements can be nurtured in people, including students, that set them on a virtuous cycle of growth. This not only inoculates them against human suffering but invigorates them towards a thriving life. This Capstone is part of a much larger and ambitious project to build these enablements. One small step that this Capstone takes is by identifying and reviewing three fundamental enablements – self-regulation, self-determination, and self-efficacy. Then it focuses on cultivating one of the enablements – self-regulation – among grade 8 students through a three-week residential program. Cultivating self-regulation among grade 8 students aptly addresses the challenges they face as adolescence. It not only inoculates them against possible psychological, social and physical problems, it elevates them to tap on the vast human potential. This Capstone may not be infallible. The larger project will always be work in progress. However, every attempt at it, will only bring us one step closer to human flourishing. Towards a humanity that is not only devoid of suffering but abundant with blessing.

## Essential Skills for Kids (Kids & Parents How to Develop/Instill These Skills)

*Isil Tabag*

Making education more positive and more focused on character development must be the main target of new generation educators. Leaders Hill programs combine the best aspects of skills for life, academics and career needs of future with a focus on problem solving, peer pressure, time management, leadership, communication, innovation, conflict resolutions etc. We are trying to do innovative work to increase the character and well-being of students, parents and teachers. Our center is located in Istanbul, Turkey where each month different modules of skills practiced in our classrooms. Our students are between the ages of 8 to 14. We have mentorship programs for elder students. Leaders Hill works with corporates to reach their employees. The focus of these programs is to support our kids life skills and character development. Leaders Hill works with high schools both with the families or the students. Kids should know that both academic achievement and character development can be better and better. We as parents and educators should know the positive approach to support our kids in this journey.

## Form a Strength-Based Teacher Partnership to Help Students Use Their Strengths

*Xi Liu, Angel Scott, MBA*

Asian Young Leaders Institute would like to share its pioneer project “Strength-Based Leadership Program.” This 3 week long Student Leadership program applies a differentiated approach where instructors utilize the positive education philosophy to help students: 1) Master knowledge and skills that align with Common Core standards through project-based learning; 2) Identify, explore and maximize their own character strengths through team projects. 3) Develop their leadership style to learn more effectively as an individual and to better collaborate with others. The leadership program will apply the VIA character assessment, coaching guides and other tools to embed the strengths-based leadership philosophy throughout the project to help students identify, explore and apply their own strengths and leadership and also learn to best work with others.

## Girl Power: A Data-Driven After-School Club for Adolescent Girls, Producing Measured Gains in Well-Being and Academic Outcomes

*Virginia Millar, BSEd, MAPP*

We value what we measure, but in education, we often do not measure what we value. Standardized test scores dominate the performance evaluation of American public schools, and consequently the curriculum. Combining well-being and academic performance assessments, this case study examined the impact of an after-school girls club modeled on the tenets of positive psychology in a low-income public middle school. This presentation details the measurement process and activities of the Girl Power club that

may provide a useful design and evaluation lens for other organizations. Students completed the EPOCH Measure of Adolescent Well-being (Kern et al., 2014), and the school provided objective language arts and math scores. Over the course of the term, girls in the club participated in various positive psychology activities. Assessments were repeated post term. Well-being increased significantly more in club members (n = 28) than in non-member 8th graders (n = 61), and perseverance, connectedness, and overall well-being correlated significantly with better academic scores. Additionally, group members showed a greater percentage of proficiency by standardized testing. Such outcomes within a low-income public school setting point to the fact that well-being can easily be targeted and measured within public schools, and drives both student well-being and academic performance.

### **Growing Character in Kids: A Quasi-Experimental Study of a Prosocial Purpose Curriculum with 3rd–6th Graders**

*Taylor Damiani, B.A.*

What's more important than having a life's purpose? Purpose is a stable intention to at once do something meaningful to the self and benefit the greater world. However, research shows that only 1 in 5 people have a sense of purpose. How can we grow a sense of purpose in others? To answer this question, researchers created a "Change Makers" curriculum designed to increase 3rd-6th grade students' sense of prosocial purpose (a purpose focused on benefiting others). 90 participants engaged in this study (45 in the treatment, 45 in the control group). The treatment group received an 8-week curriculum (1 hour per week for 8 weeks). This study launched at the time of proposal submission (therefore, results are not yet complete). The Prosocial Purpose Scale will measure prosocial purpose. Other additional measures examining social-emotional health and other strengths such as leadership, empathy, and compassionate love will be collected. Results will be measured via a pre-survey, post-survey, and one-month follow up. This study has the potential to contribute to research on purpose development and can impact classroom application.

### **Happy Learning**

*Nikky Wessels*

This presentation will inform on the project 'Happy Learning', an effort of a Dutch elementary school to give students' happiness a central place in the school. 8-12 year olds, parents, teachers were asked what makes children happy at school. Answers were categorized in categories that were translated into six happiness guidelines: "Everyone is heard and seen, personal mastery of the teacher, rich learning environment, commitment and relatedness, autonomy and authenticity, peacefulness, space and clarity" The school used these guidelines as a tool for school development throughout the entire school. Decision making by the school management was led by the guidelines. Teachers evaluated their practice based on the guidelines to determine which guidelines needed more attention. Also, teachers used them to engage in dialogue with individual students about their learning needs. Students used the guidelines by choosing one guideline every eight weeks that they felt should be developed in their classroom. They made a plan on how to achieve this and evaluated their activities. Stakeholders indicated that the guidelines are of added value as they provide a clear direction for school development. They can be used throughout the entire school, thereby familiarizing students, teachers and parents with the guidelines. Finally, all stakeholders indicated that the guidelines make them more happy and enhance relatedness. This project will be used as input for a follow-up project in which I will develop a tool for gauging students' happiness. This will be used to inquire if happiness guidelines influence students' feelings of happiness.

### **How Much Is Enough? Or Conversely, How Little Is Too Little? Is There a Minimum Threshold for Learning and Practicing Positive Psychology and Resilience in Order to Make the Effects Worthwhile and Durable?**

*Ruth Pearce, M.S., JD, CiPP*

Do short frequent positivity practices to build strengths, resilience, confidence and wellbeing make a real and lasting difference? How long must the intervention last - a month? a year? throughout school? Based on a short course created for a group of high school and college students, with before and after assessments of happiness (OHS) I propose that a five-week series of two 30 minute sessions weekly, with homework fundamentally changes wellbeing. The keys are level of engagement, structure, and content. In recent follow ups with several of the students, anecdotal evidence shows the effects to be lasting with reports of sustained change in feelings about life. Quoting just one of the students: "After only a few sessions of positivity training I noticed a change in my attitude every day. Since then both my outlook on life and my overall mood have continued to improve."

### **Improving Science Teacher Engagement and Efficacy in a Clinical CSCS Professional Development Model**

*Paul DeCunzo, Certified Strengths Strategies Coach, MS.Ed, California Teaching Credential-Physical Sciences, ACE/SMEC Agile/Scrum*

I am currently finishing my masters project and would love to present my poster at the upcoming conference. I have not finished as of yet and am planning to be finished by May 1. The poster will be made at the end of my matriculation. I was looking forward to having the Poster Presentation at the festival as a SMART goal of mine and a way of positively motivating me. Abstract: In the United States, only 33% of employees (including teachers) are engaged. Most personal professional development expected outcomes focus on areas of weakness to improve performance. The presenter proposes that teachers need to become more engaged in their professional development especially in the adoption of the Next Generation Science Standards. The study found that focussing on teacher strengths and needs leads to increased engagement and efficacy in adopting science teaching best practices using the CSCS Clinical Professional Development Model, resulting increased teacher efficacy in improved student outcomes.

## Increasing Happiness and Promoting Positive Social Behavior Across the Grades

*Caren Baruch-Feldman, Ph.D.*

At Harrison Avenue Elementary School, we are using positive psychology principles and research (e.g., Dr. Shawn Achor and Dr. Martin Seligman), to increase well being, happiness, and positive social behavior. Specifically, I have focused on teaching positive psychology principles, such as the power of gratefulness, random acts of kindness, and journaling the positive. I have also relied heavily on the Bucket Filling books (Carol McCloud's work) to teach pro-social behavior, specifically, "bucket filling". The model I employ at my school is that I give the initial workshops on "Increasing Happiness and Promoting Positive Social Behavior" to all 5th grade students (the oldest students in my elementary school). A subset of 5th grade students then meets with me to modify and target the workshops to address the specific needs for both 4th grade and kindergarten students. These 5th grade students then co-lead the workshops with me for the younger students. For three years, the 5th grade students have turn-keyed these positive social behavior skills to both 4th grade and kindergarten students. In addition, the workshop is presented to parents so that they can reinforce the skills taught to their children. The students who lead the workshops get as much out of the workshops as the students who attend the workshops. As a result, we have developed student leaders, who lead in positive ways. At Harrison Avenue Elementary School, we have created a community of "bucket fillers" as opposed to "bucket dippers".

## It's Playtime...for Staff! Practical Ways to Bring Joy and Playfulness to School, Increase Staff Engagement and Reduce Workplace Stress

*Therese Joyce, BA, MAPP, Berrin Bas, B.A., MAPP; Associate Certified Coach (ACC), Certified Professional Co-Active Coach (CPOCC)*

Imagine a school where staff are excited to come to class, where learning is about creativity and discovery, and the school, including the staff room, is a place of joy and wonder. This workshop will outline our biological need for play and explore ways to enrich the lives of all school staff - administration, facilities and teaching staff - through a playful approach. Based on decades of extensive research on the importance and benefits of play, this workshop will be dynamic, and engaging, as well as informative and relevant for teachers, administrators, school leaders and parents. Highly interactive and practical, participants will immerse themselves in hands-on activities in a supportive environment, and walk away with a range of tools and activities to create a more joyful, collaborative and less stressful workplace.

## Kookaburras, Olive Branches and Ants: Character Strengths in Regional Western Australia

*Jane Kirkham, BAHons, M.Ed., PGCE, AdvDipEd, DipEd, COGE, MAPS; Andrew Lincoln, BPsych, MPsych*

The larrikin Mick "Crocodile" Dundee, Rebel Wilson and the late Steve Irwin epitomise the stereotypical "Aussie" character traits of courage, a laconic sense of humour, individuality and care for others. How much our children reflect the Australian "cultural identity" is open to debate, but at Bunbury Cathedral Grammar School we believe that positive personal qualities can be revealed and nurtured through the intentional actions of students and staff. In this poster presentation we will outline our work with individuals identifying, exploring and effectively using character strengths starting with familiarisation with the language and concepts with younger students to a specific focus on exploring selected strengths in our secondary school entry year of Year 7. A range of activities is designed to allow students to reflect upon their own strengths utilising feedback from a variety of sources. We share information on character strengths as individuals and in teams and we build opportunities both inside and outside the classroom for students to work on and revise their strengths profile as they progress through the school. Daily practices are anchored by our own unique icons to represent the character strengths inspired by our beautiful bush environment, hence the laughing kookaburra and the ants working together carrying a gum leaf. The presentation will share what's gone well for us and where we hope to go next. Underpinning the Bunbury Cathedral Grammar School approach to Positive Education is prudence in planning which is well represented in our character strength icons by Bunbury's historic lighthouse.

## Leveraging and Measuring Self-Assessment in Positive Education

*Patrick Moore, M.A. LPC*

How good is positive education? This workshop and related research demonstrates a method and measurement to answer this qualitative question with quantitative data. This presentation is based on Alcohol and Drug intervention education in a college environment over 5 years involving 5000 students. The results indicate that change in both perception and behavior can be measured over time from one presentation. The invisible low to some risk students can be identified and intervened on before behavioral indication. The models, method and data will be shared.

## Mental Health Prevention and Intervention in K-12 Education: Missing Link or Misappropriation?

*Trigg Even, Ph.D., LPC-S, NCC*

The prevalence of mental health challenges among school-aged youth continues to alarm policy makers and reformers alike. Schools may be the most important institution in which advances in mental healthcare reform will be realized. In order to invite education policy makers to consider mental health prevention and intervention a critical component of education's core business, mental health advocates must engage in meaningful dialogue about the relationship between mental health intervention and academic achievement. Similarly, educational policy makers must take a calculated risk to allocate resources for mental health prevention and intervention programming. The goal of this fast-paced workshop will be to reach consensus on the evidence (and lack thereof) around this important topic.

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## Nurturing Thriving Staff and Flourishing Students: A School Journey of Discovering Positive Education

*Yeow-Ling, N.G.*

As a new school which was set up in 2013, Westwood Primary School, Singapore, aspires to deliver exceptional education in the 21st century to raise a generation of children with deep anchors of character, to flourish and thrive, with their hands to the nation, hearts to the community, and eyes for the future. Beyond excellence, we seek to design and provide lessons for life, so as to prepare the next generation of children to be future-ready, anchor-steady. This is premised on designing and delivering a holistic education, to prepare our pupils to thrive in a fast-changing and highly-connected world. This calls for us to place important emphasis on imparting both skills and competencies and to teach wellbeing, and for our pupils to gain greater insights of the self as an agent for change and knowledge creation. This paper outlines the envisioning journey we have embarked on to explore how Positive Education can guide us in developing school-wide teacher belief and learning-teaching practices, designing our curriculum as well as shaping our school culture and overall strategic directions. Key areas of focus within Westwood's THRIVE Model for Positive Education include nurturing and sustaining positive relationships, promoting and prolonging positive emotion, fostering mindfulness and building resilience, enabling and encouraging the state of flow, cultivating a growth mindset, promoting a deeper understanding of one's meaning and purpose, and increasing awareness of character strengths in self and others.

## Positive Education Is Not Only to Teach by Words But Influence by Deeds

*Hongli Chen, MAPP*

Chinese parents attach great importance to education. They invest a lots of money and time on education for kids. They are passionate go to lectures and training to learn all kinds of skills and knowledge how to educate their kids. They sincerely learn from other parents who have outstanding kids. What they focus is on their kids. However, there are still always a lot of problems. They said they have devoted too much to their kids, but their kids don't appreciate. As a life coach, I always meet parents asking me to help their kids. But, how about parents themselves? From my experience, each time I will coach the parents first. Ask them to focus on changing themselves first. Just like what positive psychology suggests, our ability to focus is important! The questions of kids most coming from their parents. First think about what we say and what we do that create an environment which influence the kids. I have some examples to demonstrate these. As a teacher, when we implement positive education, do ourselves behave positively? As an employer, when we want our employees to be positive, do we lead in a positive way? As a life coach, I know I am also a role model which influence my clients more than coaching skills. We first coach ourselves to live a happier life and to flourish. Everybody knows, to teach or to say is much easier than to practice or to do. So what is positive education? I want to share the idea: to influence by deeds

## Positive Education: Curriculum Mapping in Singapore

*Rob Stokoe, OBE*

Wellbeing: a predictor of success As we face the challenges of rapid change and developing strategies for learning in the 21st century we must never lose sight of the fact that people matter. They can inform the future success of any school, their well being and engagement are essential if a school is to develop or improve its performance. The future requires that the well being of the whole staff is nurtured as an energizer for change. As leaders we must focus upon change that will bring about positive outcomes, we have power to influence those around us, and in return, be influenced ourselves, we live with a purpose and in that context well being matters. The concept of well-being comprises feeling good and functioning well. Feelings of happiness, contentment, enjoyment, curiosity and engagement are characteristic of individuals who have a positive outlook on life. Equally important for well-being is our sense of purpose and place, our function in the world. Experiencing positive relationships, having some control over one's life and having a sense of purpose are all important attributes of wellbeing. However, well being is not an outcome; it is something which broadens our perspective, a predictor of future success.

## Positive Journaling Taster Workshop

*Elizabeth Diacos, MAPP; Louise Dunne, MAPP*

Seeking to propose a solution to the "stuckness" or lack of agency in people's lives, Positive Journaling is a powerful toolbox for personal change. In this hands-on taster workshop, participants begin with numerous stimuli to foster creativity and creative expression, dream of a Best Possible Self and then use that dream to envisage the future they want, experiencing the tools firsthand as they explore their own life narratives. This process integrates research from the field of Positive Psychology with the experiential development of visual and literary creativity: enabling participants to play with a range of art materials including (but not limited to) watercolour paints, pastels and collage as they create a positive, hopeful vision for their own future well-being. Workshop participants will walk away with techniques for generating creative thinking in themselves and others, notes outlining the Positive Journaling process and an artefact to keep which then serves as a touchstone or talisman: a reminder and test of their ideas, and a stimulus to ongoing action. Through dialogue and written and visual reflections, workshop participants consider the stories that strengthen their own positive identities and well-being—and, in so doing, learn to apply the tools in professional settings such as coaching, therapy, education and consulting.

## Re-Imagine Education Through Ignition at Home

*Anthony Pfeiffer, M.S., MBTI Certified Strong Interest Inventory Certified Living Your Vision Life Coaching Strengths Strategy Certified Coach (pending)*

What if we change the conversation and yardstick of learning? The problems of public education are addressed by many experts who come in all sizes and shapes as TED Talks, books, workshops, consulting. The solutions range from more money, better trained teachers, increase standardization testing, less tests, more Common Core, no Common Core, more technology, etc. The answer for those voices clamoring for attention is that public education is not broken and does not need fixing. The system works well in its original design. To keep children, in their place, dumb, obedient to all authority and slaves working for others. See and share the vision of the ecosystem of learning that is joyful, sustainable, and life-long. An organic support system that nurtures each and everyone to be their best for the greatest good. Learning that is sustainable and full of wow and wonder. Learning design that is brain friendly and pays it forward to the next generation and next door neighbor. Together we will co-create learning for all that is joyful, sustainable, and life-long. Let's ignite and protect the joy of learning. "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." —Margaret Mead

## Review of Adlerian Intervention and Self-Esteem With School-Aged Children

*Shelly Aboagye, M.A.*

The purpose of this review is to look at the significant role that the development of school age children's self-esteem and interpersonal skills have on their self-concept, as it relates to academic success. This process will be examined using the Adlerian therapy approach to developing self-esteem and interpersonal skills. This presentation will attempt to address the following concerns: (1) does Adlerian therapy interventions and treatment approach positively impact self-esteem in school aged children, (2) how does self-esteem influence children's overall development, (3) The impact parental roles have on a child's self-esteem.

## Silverlined Thinking

*Nataly Wright, M.Ed.*

Character Education is a curriculum that should be utilized in the classroom to teach students the value of positive thinking, visualization, and self-efficacy. This study examines the question: How does the teaching of positive thinking and self-efficacy influence academic success of a student? Informal observations, discussions, surveys, and student journals were the methods used to measure the influence of a secondary level Character Education curriculum. The findings show that when a student consciously practices the skills associated with positive thinking, the negative perceptions linked to academic responsibilities are positively altered, thus producing higher academic success.

## Studying and Promoting Humor in China: A Cultural and Personal Reflection

*Xiaodong Yue, EdD*

Humor is a virtual character for optimal humor functioning. It is among the 24 character strength outlined by positive psychology and has been heavily studied and practiced in Western society. In Chinese society, however, it is rarely studied. In the past 10 years, I have been studying and promoting humor in China and Hong Kong. My findings generally show that Chinese students all thought highly of humor but lowly of their own humor potential, and that positive humor promoted one's mental well-being and social relationships while bad humor jeopardized both. My findings also show that students in China used more affiliative humor and less aggressive than did Hong Kong students whereas Hong Kong students did the otherwise. In addition, my studies show that Chinese tended to perceive humorists as comprising mostly of comedians, DJs, actors, while Westerners tended to think of humorists as comprising people from all walks of life. Above all, my findings show that in humor was not correlated with creativity, particularly for Hong Kong students. In my workshop, I will give a cultural analysis of the above findings. To promote humor in China, I have been invited to give talks and to run seminars/workshops on how to apply humor in everyday life (e.g., classrooms, workplaces, hospitals, jails, etc.). In this workshop, I will present and reflect my such works with teachers, nurses, business executives, and the like.

## Systemic Perceptions Approach to Coaching

*Anne Matlock, M.S., Tyson Putthoff, Ph.D.*

Three barriers stand between an incoming college student and successful graduation: a lack of appropriate information, poor academic preparation and performance, and failure to integrate into the college community. Unfortunately, incoming freshmen have proven unaware of these barriers. They don't yet know what they don't know, so they have no idea what they need to be successful. Academic Success Coaching addresses these three barriers. Grounded in positive psychology and person-centered theory, Systemic Perceptions Approach specifically shows great promise. The model assumes two things. First, the coach must empathically align his or her perceptions with those of the student through strategic inquiry of the student's past and present. The next step occurs organically rather than prescriptively. Second, the coach cannot force the student to be ready for change—or into a place where they know what they don't know. However, the coach can challenge the student's perceptions and assumptions. By describing her past and/or present social and familial life, academic habits, and interests, the student is put in a position of self-assessment that naturally provokes a shift of internal connections. Once the student obtains awareness of things she does not know—barriers between herself and graduation—the coach can then employ other tactics to move her toward success. By first helping the student change her perceptions, the coach can then help her develop her own plan of persistence. I am proposing a poster that displays what the Systemic Perceptions Approach is and how college educators might use it.

## The Benefits of Music Education on Personal Strengths

*Covadonga Chaves, Ph.D., Rosalinda Ballesteros, Ph.D.; Enrique Tames, Ph.D.*

In addition to stand-alone courses that teach content and skills leading to wellbeing, positive psychology can be embedded into some basic academic courses. Music is a good example of a course that can be infused with positive psychology contents. Previous studies showed that incorporating music education into schools can create social benefits in the school environment (Eerola & Eerola, 2013) and help develop some personal strengths (Güsewell & Ruch, 2014). 201 high school students from the music class and 129 students from the control group completed self-report measures of general satisfaction for school and classroom climate from the Quality School Life Scale (Linnakyla, 1996), and The Values in Action Inventory of Character Strengths for Youth (VIA-Y). Same questionnaires were completed again at T2 (the end of term). After the term, students from the music class showed significantly higher levels of appreciation of beauty and excellence, creativity and teamwork than the control group. General satisfaction with school and classroom climate did not show significant changes. Satisfaction with the course was rated very high and students perceived some positive changes in the utility of music to regulate emotions and cope difficult situations. The results showed that music education in which PP components have been embedded had a positive effect on the development of some personal strengths and it was perceived by students as a helpful tool to regulate emotions.

## The Development and Application of the Flourishing Competency Program for Infant Teachers

*Hyunmi Kang*

This Research aimed to develop a Flourishing Competency Improvement program for Infant teachers, based on both the characteristics of their work that differ from preschool teachers and their flourishing competency according to their working history; and to explore the effects of the program after implementation. This study will contribute not only to improved quality of childcare for infants and toddlers but also to increased flourishing of Infant teachers.

## The Development of the Early Childhood Strengths Scale in South Korea

*Jeong-hwa Tak, Ph.D., Hae-ik Hwang, Ph.D.*

The purpose of this research is to develop a scale to measure children's strengths according to their teachers' ratings, after generating constructs of 5-year-old children's strengths which are proper for levels of South Korean children's development as well as observable in early child education settings. The early childhood strengths measure was developed as being constituted with nineteen elements and 106 questions, after exploring constructs of childhood strengths measurement by literature review, focus group interviews, professional consultation, reconstruction of daily routines, and analysis of children's drawings; modifying and supplementing the first draft of the measurement by implementing the Delphi method and pilot study; and validating with 630 children. As a result of exploratory factor analysis for the validation of the final draft, 68.94% of total variables were explained. The nineteen elements are: self-esteem; self-regulation; vitality and positivity; flexibility; aesthetic sensibility; relationship; creativity; learning motivation; physical exercise; art; music; logic and math; exploration of nature; language; body and health; play; courtesy; cleaning, organizing, and frugality; and safety. The early childhood strengths measure was developed as being constituted with nineteen elements and 106 questions, after exploring constructs of childhood strengths measurement by literature review, focus group interviews, professional consultation, reconstruction of daily routines, and analysis of children's drawings; modifying and supplementing the first draft of the measurement by implementing the Delphi method and pilot study; and validating with 630 children.

## The Good Stuff: Resources for Best Practices in Secondary School Character Development

*Mark Liston, Ph.D., LPC*

Secondary school's Best Practices for character development (CD) are very different from elementary school. Teens "don't want that baby stuff." So what is the "Good Stuff." The Best Practices that engage students and change their lives? What resources and ideas are available to help you implement these practices? This fast-paced, interactive workshop will share the best references, websites, and other character resources. Links to federal studies of their effectiveness will be provided. Bring your tablet and access these tools in the workshop. This session addresses: Nine CD Best Practices with secondary students What are the character strengths developmentally suited for CD? What comprehensive, evidence-based curricula are available? What Positive Psychology exercises are best suited for secondary students? What are observable all-school outcomes of character training? What comprehensive character tests are available for all-school assessment? Great ideas for character training also will be discussed including: Students creating their online Character Portfolio for college or job application Movie clips to illustrate and create buy-in Peer discussion and debate Class meetings and shared decision-making Character-infused classroom projects (Team or Individual) Character Competitions for service and activity clubs Leadership training through peer mentoring Adult Mentoring Character Reference Development

## The Impact of a Focused External Program to Develop Resilience, Well Being and Success Strategies in Primary School Children

*Frederika Roberts, B.S. (Hons) PGCE, CertRP, MPSA; Elizabeth Wright, BFA, MPhil (Fine Art); Jayne Snell*

The 'RWS | Resilience Wellbeing Success' programme was developed by Paralympian Goal Journey Expert Elizabeth Wright, Happiness Expert Frederika Roberts and Wellbeing Expert Jayne Snell as a means to deliver practical, interactive content over an extended period of time to ensure that the concepts and techniques taught become firmly embedded. The team launched the pilot in September 2015 with four primary schools in the UK (in York and Manchester) and are continuing to deliver in UK schools,

including repeat bookings with their pilot schools, for different year groups. This ‘Poster’ presentation will outline how the programme has worked in practice, the lessons learnt about the most effective delivery and implementation methods and the results achieved, which include increased happiness levels and a better ability to focus on tasks.

### **The Impact of a Wellness-Based Curriculum on College Students’ Attitudes**

*Caitlin Anderson, M.S.*

Personal Responsibility and Wellness 1101 (PRW-I) focuses on issues of attitude, change, adaptation to change, personal responsibility, and happiness. In general, the course increases awareness of the relationship between thoughts and lifestyle choices and how they relate to an improved sense of meaning, purpose, and well-being. This one-hour course is a graduation requirement for all students entering Southern Methodist University. Although the content is ageless and timeless, the course is designed to ease the transition to college life; therefore, it is recommended that PRW-I be taken during the first semester of the first year. Our department defines wellness as a dynamic state in which an individual assumes a proactive and holistic approach to his or her life by a perpetual assessment of choices, behaviors and attitudes. The philosophy is multidimensional and represented in eight domains: Spiritual, Physical, Emotional, Occupational, Intellectual, Environmental, Financial and Social. This model provides a foundation for a wide range of interdisciplinary experiences in which students are presented with opportunities to progress toward their individual potential. Through incorporating elements of personal responsibility, healthy living, community involvement, and self-evaluation, students are given the tools to create a wellness perspective. Since 2012, students report that participation in PRW-I helps them to better understand themselves, connect with their peers, examine the way they think, think with more understanding towards others, and become more knowledgeable of student resources on campus (N=5,882). Students consistently report that the course plays an essential role in their success in their first year.

### **The Intelligences of Well-Being**

*Clare Blackhall, B.Ed.; Gary Foskett, B.A. Hons, B. Ed.*

The wellbeing of children and young people is vital. Exam-driven schooling has frequently ignored key components of education, such as personal, social and spiritual development—all inherently valuable and necessary to live life well. 3Di Associates has developed a model of six intelligences—intellect, instinct, personal, social, physical and metaphysical intelligence—that combine together to help us become emotionally intelligent. Our schools are heavily focused on intellect when development of the other intelligences are equally essential. We would like to demonstrate how the 3Di model of intelligences can be used as a school improvement and personal development tool, ensuring that the curriculum and ethos reflects the necessity to develop all of the intelligences. Additionally, we would refer to the UN Conventions on the Rights of the Child and how this relates to our model. Our presentation would include an example of how the model of intelligences could be used in schools, with particular focus on the wellbeing of students and staff. Using the 3Di model, it would also incorporate ideas on how to nurture greater personalisation and creativity in schools as well as a means to encourage student participation in planning and evaluation of work. Our presentation would also cover the importance of tracking pupil wellbeing and how this can be managed in partnership with students and their families to avoid unnecessary bureaucratic burdens on teachers.

### **The Role of Five-Factor Positive Thinking Skills on Satisfaction of Family, Friends and School Among Students**

*Mana Chamzadeh Ghanavati, M.A.; Mohsen Khanbani, Ph.D. Candidate; Shahriar Shahidi, Ph.D.; Alireza Memarian, Ph.D. Candidate*

In recent years, one of the important challenges, has been how to teach positive thinking systematically. In this article a five-factor positive thinking model has been proposed. The present study aimed to examine the effects of teaching five-factor positive thinking skills on satisfaction of family, of friends and of school among the students aged 10–13 years old living in Isfahan, Iran. It was a quasi-experimental study and its statistical population included girls and boys aged 10–13 years old studying in educational year 2014–15. A sample group consisting of 48 students was selected accidentally and was randomly divided into two groups (including a test group and a control group). Two measurement tools were used: The Multi Factor Life Satisfaction Questionnaire (LSQ) consisting of 40 questions (Huebner, 1994) and the instructions given in the book *Me & My Thoughts* (Chamzadeh Ghanavati, 2014). First, as a pre-test, the participants of both groups completed the LSQ. Then, the experimental group received twelve 90-minute instructive sessions of the five-factor positive thinking skills as recommended by Chamzadeh Ghanavati’s book. A post-test was taken after two months and again both groups completed the LSQ. Data was analyzed using ANCOVA. Results showed that there was a significant difference between the two groups ( $p < 0/01$ ) in terms of on satisfaction of family, of friends and of school. In addition, teaching the five-factor positive thinking skills had a significant influence on life satisfaction in general. Keywords: Five-factor positive thinking skills, satisfaction of family, satisfaction of friends, satisfaction of school, 10–13 year old students.

### **Toward a New Systematic Approach in Tertiary Education of Flourish: Evaluation Using the PERMA-Profler KIT Version and Positive Psychological Interventions in Japan**

*Kaori Matsumoto, Ph.D.; Tomoko Muraoka, M.A.; Toru Shiotani, Ph.D.; Kei Matsumoto, Ph.D.; Fumino Yamakami, M.A.; Sumiko Ooya, Ph.D.; Tomomitsu Kagami, M.A.*

Kanazawa Institute of Technology (KIT) is a well-known institute in Japan for providing “the thorough academic skills training”, “care for the students’ daily lives by class-based advisors”, etc. Aiming for the students’ overall well-being, we furthermore, began

to embark on a new attempt based on positive psychology. We translated PERMA-Profiler (Butler & Kern, 2015) into Japanese assisted by Dr. Kern who is one of the developers of PERMA-Profiler. Through examining its reliability and validity, we have developed the PERMA-Profiler KIT version (Shiotani et al., 2015; Matsumoto et al., 2016). Then we administered it to the freshmen three times in the first semester. We compared the two groups in an attempt to measure their well-being changes. One is a group of 923 students who tried to write down THREE GOOD THINGS (TGT) which is well known as one of the positive psychological interventions (PPIs), and the other was a group of 607 students worked as a control group. As a result, 1) PERMA scores of about 60% of the control group increased. 2) PERMA scores of students, who tried to write down more than two good things in daily basis, showed a pronounced increase in many positive domains. We assume that our first educational commitment to the freshmen has been successful, and speculate that we would be able to enhance their positive aspects furthermore with PPIs. After attending the workshop of positive education on February 19-24 at KIT, we would like to explore the capability and availability of PPIs into our academic community.

## Using Technology to Give Students Voice and Choice

*Joan Young, M.A.*

Often times, extroverts dominate the classroom, in discussion, group projects and activities. Educational technology can level the playing field for quieter, more introverted students, and those perhaps requiring more processing time before speaking during discussions. Through blogging, platforms like Nearpod, Powtoon and others, students in my classes have been able to discover their voice and place in the classroom. Educational technology can actually enhance SEL, contrary to what many of us may think.

## Want to Improve Reading and Math Achievement? Try Cultivating Empathy in Students

*Anna Park, Ph.D.; Erika Venzor, Ph.D.; Karen Thierry, Ph.D.*

Introduction: Studies show that children's social/emotional qualities predict academic achievement (e.g., Caprara et al., 2000; Valiente, et al., 2012), but most of these studies used GPA as an outcome, which is aggregated across disparate subjects and based on teacher evaluations. This study used standardized assessments in reading/math as academic outcomes. In a previous study, we found that empathy was a unique predictor of reading scores, when controlling for previous year's reading scores, optimism, emotional control, and perspective taking. The purpose of this study was to replicate the previous study's findings and rule out the possibility that empathy was only a predictor of achievement, because empathetic students may simply be engaging in other positive classroom social behaviors that are conducive to learning. Method: Fifty-six 4th and 5th grade students at an urban elementary school completed self-report measures of empathy and objective measures of executive functioning toward the end of the school year. Teachers rated each student on positive classroom behaviors (cooperation, assertion, and self-control). Current and previous year reading and math test scores were recorded. Results: Empathy was a significant predictor of both reading and math when controlling for the students' positive classroom behavior, executive functioning, and previous year test scores. Discussion: The results replicate our previous finding that empathy predicts reading achievement. Empathy also predicted math achievement and these relationships held when taking into account relevant control variables. These findings suggest that fostering empathy may be one way to improve reading and math achievement.

## What Works in Promoting a “Wealth of Emotional Experience” in Positive Education

*Kaori Uno, MAPP, Hikari Namatame; Yoko Sawamiya, Ph.D.*

Current scholarship on emotion indicates that in our modern society it is important to cultivate a “wealth of emotional experience” (cf. Nakata, 2006). Positive emotions such as joy or pleasure enable us to have more meaningful and dynamic life experiences, whereas negative emotions such as intense anger or sadness tend to create uncontrollable emotional involvement or excessive suppression that prevents positivity. Negative emotions, however, can be transformed into a driving force that leads to positive behavioral change. The goal of this study was to identify the factors that promote a “wealth of emotional experience,” and allow us to fully engage in both positive and negative emotions. The study sought to determine the effectiveness of implementing this type of intervention—which can enhance the resilience and emotional well-being of students—within the positive education curriculum. In this study, we examined the relationship between cognitive distortion, emotional experiences, and emotional well-being through covariance structure analysis. Additionally, in order to analyze the effect of various factors of cognitive distortion, we examined irrational belief as well as dichotomous thinking style (Oshio, 2010). The results indicated that correlations between cognitive distortion, emotional experiences, and emotional well-being were positive and statistically significant. These results also suggested that all the factors of cognitive distortion negatively affected emotional experiences. However, cognitive distortion did not necessarily reinforce negative emotion on a daily basis. Rather, it depended upon the types of cognitive distortion, some of which may be capable of promoting a “wealth of emotional experience.”

## Would Your Students Pass the Marshmallow Challenge? Improving Self-Control, Grit and a Growth Mindset

*Caren Baruch-Feldman*

At Harrison Avenue Elementary School, we are focusing on improving self-control, grit, and a growth mindset using principles based on Dr. Walter's Mischel's famous marshmallow study and Dr. Carol Dweck's growth mindset research. During the 2014-2015 school year, I gave workshops to all 2nd grade students (4 classes, Total Students = 96). Before starting my talk, all students were given one marshmallow. They were instructed that if they could wait until the end of the presentation (20 minutes) they would get a second marshmallow. The presentation consisted of teaching them strategies to increase self-control and grit, such as setting a goal, breathing, cooling their hot thoughts, remembering what is really important, stopping and thinking, and distraction.

They were taught these skills through an old friend, “cookie monster”. Specifically, two videos that were created by Sesame Street in conjunction with Dr. Mischel were shown. In the Sesame Street videos, cookie monster is seen cooling his thoughts, so he could wait. I am pleased to report that not one second grader ate the marshmallow, but instead all 96 second graders were able to “wait” and received the second one. Some of the comments the second graders shared with me were, “I changed my marshmallow into a smelly fish” or “I remembered that you would give me two, if I waited”, and lastly, “I remembered what was important”. In addition to presenting to the second graders I also presented the ideas to parents to reinforce the skills taught to the children.

## **You Get What You Assess: How Breakthrough Magnet School Became the Number One Magnet School in the United States**

*Julie Goldstein, MSW*

Virtually all public schools create annual strategic implementation plans that include student learning objectives for academic success including a measurable goal, curriculum and instructional map, and progress monitoring tools to guide the way. What if every school created a similar objective for character development? Breakthrough Magnet School, a character education themed pre-k to 8th-grade inter-district magnet school shows that by coupling this goal with a unique character education curriculum, intentional instructional strategies, a custom-designed rubric and qualitative data collection methods, more than 90% of all students rise to proficient or above in character, reflecting traits of persistence, objectivity, integrity, contribution and a growth mindset. Learn why in 2015, Breakthrough Magnet School was named Teach for America's National Exemplar for school culture and Magnet School of America's #1 Magnet School and gain insights as to how your school can achieve these outstanding results.