

Contents

PART I. OVERVIEW OF STUDENT HAPPINESS

1. Background and Rationale

3

- Introduction to Happiness and Positive Psychology 3
- The Dual-Factor Model of Mental Health 5
 - Complete Mental Health* 8
 - Vulnerable* 8
 - Troubled* 9
 - Symptomatic but Content* 9
- Benefits of Subjective Well-Being 9
- Incorporating Positive Psychology in School Mental Health Services 11
- Approaches Similar to Positive Psychology 12
 - Humanistic Therapy* 12
 - Social and Emotional Learning* 12
 - Positive Youth Development* 13
 - Resilience Research* 13
- The Intended Audience for This Book 14

2. Measuring Students' Well-Being

15

with E. Scott Huebner and Michael Furlong

- Measuring Subjective Well-Being 15
 - Students' Life Satisfaction Scale* 17
 - Multidimensional Students' Life Satisfaction Scale* 18
 - Brief Multidimensional Students' Life Satisfaction Scale* 19
 - Summary of Hedonic Subjective Well-Being Measurement* 20
- Measuring Psychological Dispositions That Underlie Subjective Well-Being 20
 - Unitary Strength Measures* 20
 - Multidimensional Strength Measures* 21
- Schoolwide Applications of the SEHS 25
- Summary 27

3. Factors Associated with Youth Subjective Well-Being**28**

What Are the Main Categories of Correlates? 29

Student-Level Correlates 30

Demographic Factors 30*Personality* 31*Attitudes* 31*Activities* 31*Health* 31

Family-Level Correlates 32

Friend-Level Correlates 33

School-Level Correlates 33

Climate 33*Academic Skills* 34*Academic Enablers* 35

Summary 35

PART II. STUDENT-FOCUSED STRATEGIES FOR PROMOTING YOUTH HAPPINESS**4. Theoretical Framework Underpinning Design and Development of Positive Psychology Interventions****39**

Stability of Happiness 40

Genetically Determined Set Point 40*Relationship between Personality and Happiness* 40*Hedonic Adaptation* 40

Architecture of Sustainable Happiness Model 42

Genetic Set Point 42*Life Circumstances* 42*Intentional Activity* 43

Evidence for the Genetic Set Point in Youth 43

Twin Studies 43*Evidence Beyond Twin Studies* 44

Evidence for Optimism for Change in Happiness 48

Positive Psychology Interventions 49

How Well Do Positive Psychology Interventions Improve Youth Subjective Well-Being? 51

How Do Positive Psychology Interventions Work to Increase Subjective Well-Being? 61

Positive Emotions 61*Broaden* 61*Build* 61*Empirical Support* 63*Increasing Positive Emotions* 63**5. The Well-Being Promotion Program:
A Selective Intervention for Adolescents****64***with Jessica Savage*

Theoretical Foundations of the Intervention 65

Overview of the Well-Being Promotion Program 65

Positive Introduction—Session 1 66

Phase 1: Past-Focused Positive Emotions—Sessions 2 and 3 67

Gratitude 67

Phase 2: Present-Focused Positive Emotions—Sessions 4–7 69

Kindness 69*Character Strengths* 69*Savoring* 71

Phase 3: Future-Focused Positive Emotions—Sessions 8 and 9	72
<i>Optimistic Thinking</i>	72
<i>Hope</i>	73
Review and Termination—Session 10	74
Follow-Up Contact and Other Considerations	76
Intervention Development: Rationale, Funding, and Empirical Support	77
Concluding Comments on the Promise of the Well-Being Promotion Program	78
Example Selective Implementation: Case Study from a Middle School	80

6. Alternative Selective and Indicated Interventions for Promoting Youth Happiness 87

with Brittany Hearon

Developmental Considerations When Implementing the Well-Being Promotion Program	88
<i>Elementary School</i>	88
<i>High School</i>	91
Supporting Targeted Students with Other Positive Psychology Approaches	92
<i>Self-Administered Programs</i>	92
<i>Brief Strengths-Based Counseling Interventions</i>	93
<i>Intensive Positive Psychology Interventions</i>	94
Individualized Applications of the Well-Being Promotion Program	
with Targeted Students	96
<i>Selective Level</i>	97
<i>Indicated Level</i>	98
Example Indicated Implementation: Case Study from a High School	98

PART III. ECOLOGICAL STRATEGIES FOR PROMOTING YOUTH HAPPINESS

7. Universal Strategies for Promoting Student Happiness 103

with Mollie McCullough and Denise Quinlan

The Importance of Teachers' Well-Being	104
<i>Defining Teacher Well-Being</i>	104
<i>The Influence of Teachers' Well-Being on the Classroom Climate and Student Outcomes</i>	105
Positive Psychology Interventions Focused on Teacher Well-Being	106
<i>Mindfulness</i>	106
<i>Gratitude</i>	107
<i>Multitarget Intervention</i>	107
<i>Character Strengths</i>	107
The Importance of Relationships in the Classroom to Students' Well-Being	110
Schoolwide and Classwide Positive Psychology Interventions	110
<i>Classroom Application of a Strengths-Based Positive Psychology Intervention</i>	111
<i>Classroom Application of a Multitarget Positive Psychology Intervention</i>	115
Summary	121

8. Family-Focused Strategies for Promoting Youth Happiness 122

with Rachel Roth

The Importance of Parents' Well-Being	123
Positive Psychology Interventions Focused on Parent Well-Being	124
<i>Mindfulness</i>	124
<i>Gratitude</i>	126
<i>Multitarget Intervention</i>	126
Salience of Parent–Child Relationships to Children's Well-Being	127

- Including Parents in Psychological Interventions 128
*Application of a Multitarget Positive Psychology Intervention
 with a Parent Component* 130

PART IV. PROFESSIONAL CONSIDERATIONS IN PROMOTING HAPPINESS ACROSS CULTURES AND SYSTEMS

9. Cross-Cultural and International Considerations 135

with Gary Yu Hin Lam

- Cultural Considerations in Defining Happiness 136
 Cultural Considerations in Assessment of Subjective Well-Being 138
 International and Cultural Considerations in Determinants of Subjective Well-Being 139
 International and Cultural Considerations in Positive Intervention Strategies 141
Cultural Fit 141
Efficacy of Positive Psychology Interventions Around the Globe 143
Assumed Cross-Cultural Relevance of the Well-Being Promotion Program 144

10. Integrating Positive Psychology in a Multi-Tiered System of Support 146

with Natalie Romer

- Positive Psychology Interventions within Comprehensive School Mental Health Services 146
 Educational Frameworks Aligned with Facilitating Positive Student Outcomes 147
Multi-Tiered System of Support 149
Positive Behavioral Interventions and Supports 150
 Blending Universal Supports 152
 Integration of Positive Psychology Interventions and PBIS 153
 Illustrations of Positive Psychology Practices within a Multi-Tiered Approach 154
Three-Tiered Continuum of Supports 154
Data-Based Decision Making 156
Professional Development and Coaching 157
Research-Validated Practices for Improving Student Outcomes 158
 Conclusion 159

Appendix 161

References 251

Index 267

Purchasers of this book can download and print the materials in the Appendix,
 as well as supplementary materials, at www.guilford.com/suldo-materials
 for personal use or use with individual students.