

Développer les compétences  
psychosociales pour favoriser  
la joie d'apprendre et  
d'enseigner

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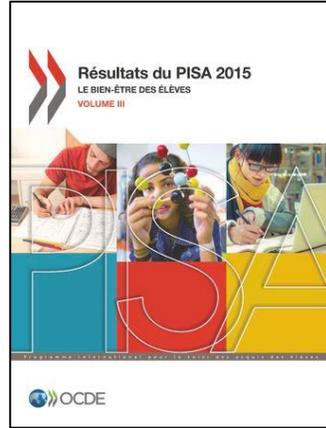
Université Lumière Lyon 2

# Développer le bien-être à l'école...?



UNESCO (2020)

Harcèlement touche 28,8% des élèves



PISA (2015)

Plus faible indice de motivation de l'OCDE



CNESCO (2017)

Taux de décrochage 8,2% d'élèves

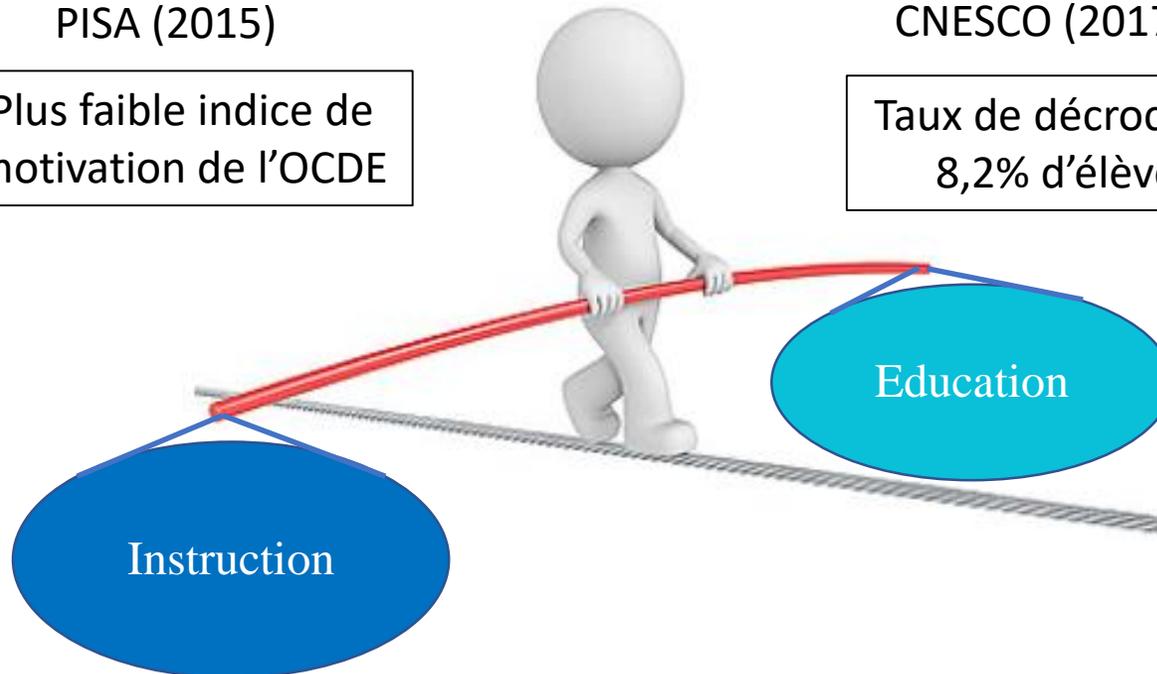


UNICEF (2013/2020)

Bien-être scolaire : 15<sup>e</sup> de l'OCDE

Bien-être des ados : 24<sup>e</sup> de l'OCDE sur 35

Les enseignants plus touchés par le burnout que la population générale



# Le bien-être, un nouveau défi pour les établissements scolaires



**CONSEIL  
SCIENTIFIQUE  
DE L'ÉDUCATION  
NATIONALE**

**POUR L'ÉCOLE  
DE LA CONFIANCE**

Groupe de Travail  
Bien-être à l'école

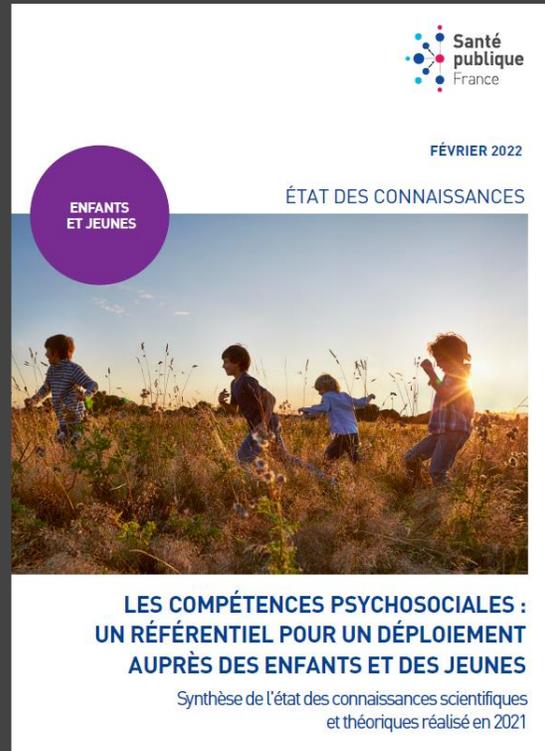
Observatoire du  
Bien-être à l'Ecole

Bien-être et santé mentale sont associés à de meilleures performances scolaires et professionnelles: plus grande disponibilité mentale, motivation, engagement dans les apprentissages et au travail, pensée créative et capacités de résolution de problèmes et d'adaptation

(ex., Lyubomirsky et al., 2005 ; Taylor et al., 2017)

# LES COMPÉTENCES PSYCHOSOCIALES POUR PROMOUVOIR LE BIEN-ETRE A L'ECOLE

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« Capacité d'une personne à répondre avec efficacité aux exigences et aux épreuves de la vie quotidienne »  
(OMS, 1993)

« Les compétences psychosociales sont à considérer comme des outils d'adaptation cognitive, émotionnelle, comportementale permettant à un individu de faire face aux situations de la vie en respectant les autres et en collaborant avec eux »  
(Fortin, 2009)

Catégories	CPS générales	CPS spécifiques
Compétences cognitives	Avoir conscience de soi	Connaissance de soi (forces et limites, buts, valeurs, discours interne...)
		Savoir penser de façon critique (biais, influences...)
		Capacité d'auto-évaluation positive
		Capacité d'attention à soi (ou pleine conscience)
	Capacité de maîtrise de soi	Capacité à gérer ses impulsions
		Capacité à atteindre ses buts (définition, planification...)
	Prendre des décisions constructives	Capacité à faire des choix responsables
Capacité à résoudre des problèmes de façon créative		
Compétences émotionnelles	Avoir conscience de ses émotions et de son stress	Comprendre les émotions et le stress
		Identifier ses émotions et son stress
	Réguler ses émotions	Exprimer ses émotions de façon positive
		Gérer ses émotions (notamment les émotions difficiles : colère, anxiété, tristesse...)
	Gérer son stress	Réguler son stress au quotidien
		Capacité de coping en situation d'adversité
Compétences sociales	Communiquer de façon constructive	Capacité d'écoute empathique
		Communication efficace (valorisation, formulations claires...)
	Développer des relations constructives	Développer des liens sociaux (aller vers l'autre, entrer en relation, nouer des amitiés...)
		Développer des attitudes et comportements prosociaux (acceptation, collaboration, coopération, entraide...)
	Résoudre des difficultés	Savoir demander de l'aide
		Capacité d'assertivité et de refus
		Résoudre des conflits de façon constructive



FÉVRIER 2022

ÉTAT DES CONNAISSANCES



ENFANTS ET JEUNES

**LES COMPÉTENCES PSYCHOSOCIALES :  
UN RÉFÉRENTIEL POUR UN DÉPLOIEMENT  
AUPRÈS DES ENFANTS ET DES JEUNES**

Synthèse de l'état des connaissances scientifiques  
et théoriques réalisé en 2021

# POURQUOI DÉVELOPPER LES COMPÉTENCES PSYCHOSOCIALES ?

- Santé mentale : moins de troubles affectifs et du comportement, meilleure estime de soi et bien-être
- Conduites à risque : moins de consommation de substances (tabac, alcool, drogues), de violence, de harcèlement scolaire
- Réussite éducative : meilleurs résultats, moins d'échec scolaire, meilleurs diplômes, meilleure insertion sociale
- Meilleures relations : famille, école

# Programmes ciblés sur les compétences psychosociales

- Sociales
- Cognitives
- Emotionnelles

- Estime de soi
- Attitude envers prof
- Croyances prosociales

Bien s'entendre avec :

- Pairs
- Enseignants

- Violences
- Harcèlement
- Exclusions

Méta-analyses de 213 en contexte scolaire

		Outcomes			
		SEL skills	Attitudes	Positive social behavior	Conduct problems
Group Total sample	ES	0.57*	0.23*	0.24*	0.22*
	CI	0.48 to 0.67	0.16 to 0.30	0.16 to 0.32	0.16 to 0.29
	N	68	106	86	112
Class by Teacher	ES	0.62*	0.23*	0.26*	0.20*
	CI	0.41 to 0.82	0.17 to 0.29	0.15 to 0.38	0.12 to 0.29
	N	40	59	59	53
Class by Nonschool Personnel	ES	0.87*	0.14*	0.23	0.17*
	CI	0.58 to 1.16	0.02 to 0.25	-0.04 to 0.50	0.02 to 0.33
	N	21	18	11	16
Multicomponent	ES	0.12	0.23*	0.19	0.26*
	CI	-0.35 to 0.60	0.15 to 0.31	-0.02 to 0.39	0.17 to 0.34
	N	7	26	16	43

\* $p \leq .05$ .

**Bénéfices sur les CPS et sur le climat scolaire**

# Des effets spécifiques selon le type d'intervenant

- Sociales
  - Cognitives
  - Emotionnelles
- Estime de soi
  - Attitude envers prof
  - Croyances prosociales
- Bien s'entendre avec :
- Pairs
  - Enseignants
- Violences
  - Harcèlement
  - Exclusions

Méta-analyses de 213 études à l'école

SEL skills      Attitudes      Positive social behavior      Conduct problems

Outcomes

Group					
Total sample	ES	0.57*	0.23*	0.24*	0.22*
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# L'argument concernant les effets sur les résultats scolaires

- Sociales
- Cognitives
- Emotionnelles

## Bénéfices sur les CPS, la santé mentale et les résultats scolaires

*Confidence Intervals at Post for Total Sample and Each Intervention Format*

Méta-analyses de 213 études à l'école

		Outcomes		
		SEL skills	Emotional distress	Academic performance
Group Total sample	ES	0.57*	0.24*	0.27*
	CI	0.48 to 0.67	0.14 to 0.35	0.15 to 0.39
	N	68	49	35
Class by Teacher	ES	0.62*	0.25*	0.34*
	CI	0.41 to 0.82	0.08 to 0.43	0.16 to 0.52
	N	40	20	10
Class by Nonschool Personnel	ES	0.87*	0.21	0.12
	CI	0.58 to 1.16	-0.01 to 0.43	-0.19 to 0.43
	N	21	14	3
Multicomponent	ES	0.12	0.27*	0.26*
	CI	-0.35 to 0.60	0.07 to 0.47	0.16 to 0.36
	N	7	15	22

\* $p \leq .05$ .

# Des effets à long terme pour des interventions développées dans la

## **Méta-analyse Taylor et al., 2017 (N > 90 000 élèves)**

Effets maintenus sur le long terme (6 mois à 4 ans après l'intervention) :

- estime de soi
- relations positives
- réduction du stress, de l'anxiété, de la dépression
- résultats scolaires

# Une attention particulière aux conditions de mise en œuvre

## Méta-analyse Wiglesworth et al. (2016)

- Importance de la **formation approfondie** des professionnels, avec une **explicitation des mécanismes** ciblés par l'intervention et **un suivi** des professionnels pendant la mise en œuvre du programme sur le terrain
- Importance de **l'adaptation culturelle** des programmes pour permettre de maintenir l'efficacité dans un autre contexte (favorise une meilleure adhésion au programme par les intervenants et une meilleure acceptabilité du programme par les participants)

# COMMENT DÉVELOPPER LES COMPÉTENCES PSYCHOSOCIALES ET LE BIEN-ETRE A L'ECOLE ?

1. Apprentissage social et modalités pédagogiques
2. Ateliers compétences psychosociales
3. Pratiques de développement transversal

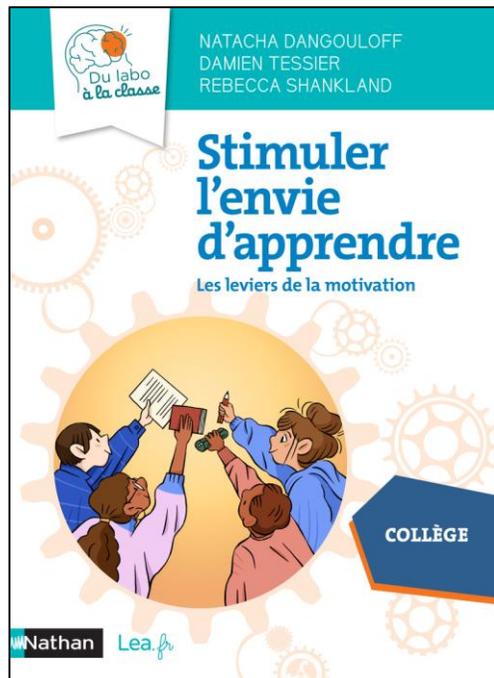
# 1. Apprentissage social et modalités pédagogiques

## Exemple : Programme ProMoBE Promouvoir la Motivation et le Bien-être à l'École

(Tessier et Shankland, 2019)

Pour l'ensemble des équipes éducatives

<https://promobe.univ-grenoble-alpes.fr/fr>



# Programme PROMOBE

## 1. Motivation

Soutien des besoins psychologiques fondamentaux :

autonomie, compétence, proximité relationnelle

## 2. Comprendre et agir sur les émotions

Qu'est-ce que l'émotion

Comment fonctionnent les processus émotionnels

Comment réguler ses émotions et aider les élèves à réguler leurs émotions

## 3. Les pratiques d'attention

Effets de l'entraînement à la présence attentive sur la régulation émotionnelle

## 3. Jeu de rôle

Animation de pratiques

## 4. Interventions brèves validées de psychologie

Force personnelles, orientation de l'attention, bienveillance dans la relation

## 5. Conception d'une séquence

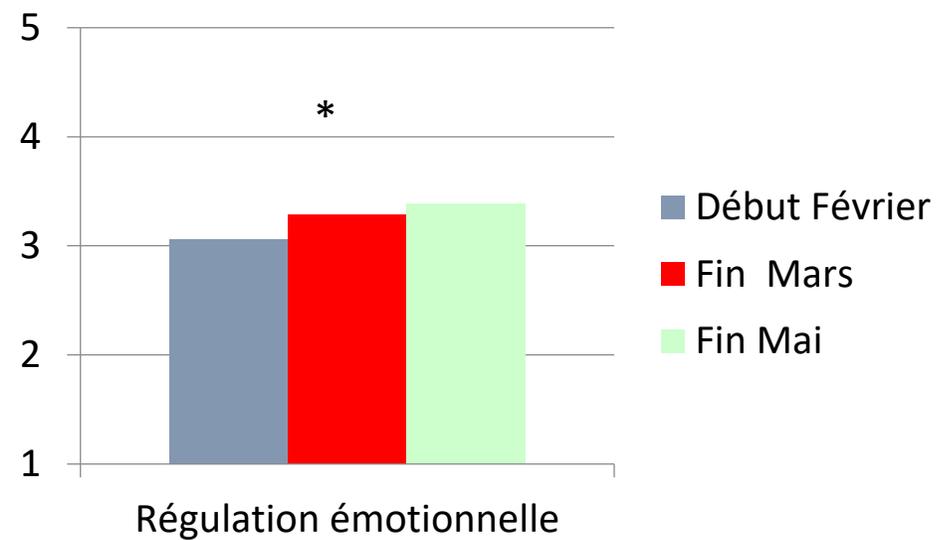
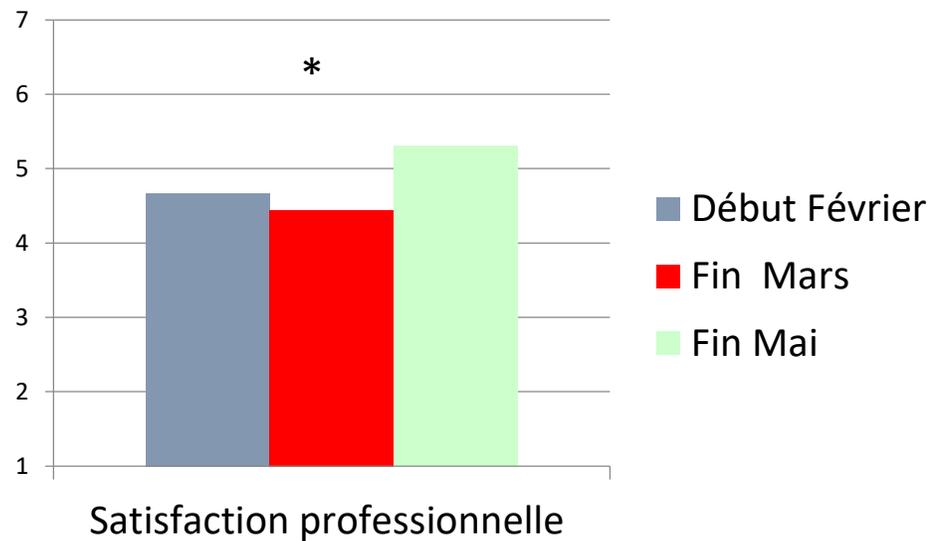
Intégrant des pratiques de régulation des émotions

Travail en sous-groupe

Partage en grand groupe

Synthèse centrée solution

# Résultats de la formation sur le plaisir d'enseigner et la régulation des émotions des enseignants



# Répondre aux besoins psychologiques fondamentaux

## AUTONOMIE

*Avoir son mot à dire,  
Pouvoir choisir,  
prendre des initiatives*

## COMPÉTENCE

*Sentir que l'on a les  
capacités à faire face à la  
demande de la situation*



## PROXIMITÉ SOCIALE

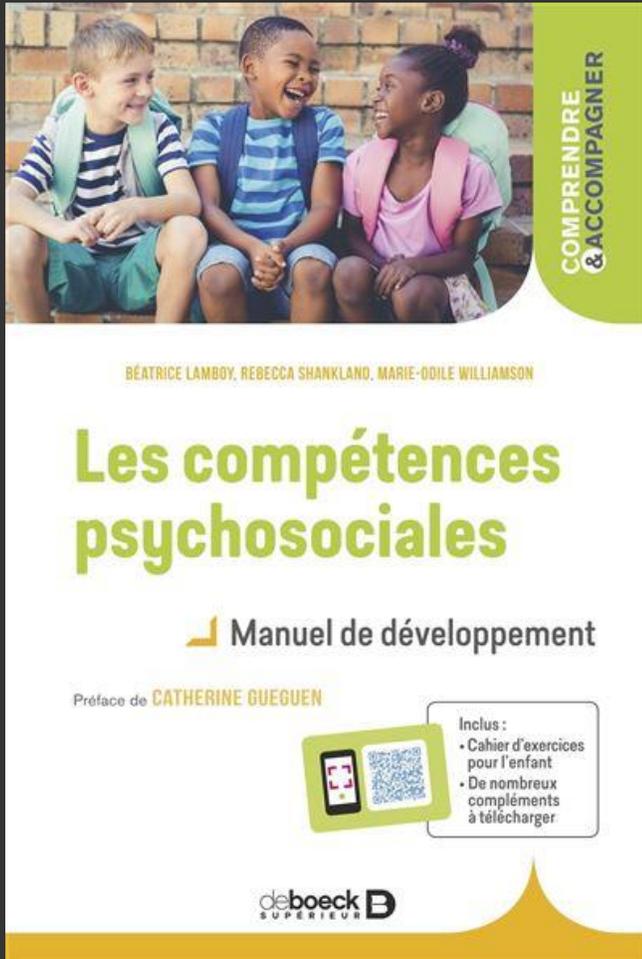
*Etre respecté par, et  
connecté avec les autres*

**Répondre à ces besoins favorise le développement des compétences psychosociales, le bien-être et réduit les comportements problématiques**  
(Deci & Ryan, 2001)

## 2. Ateliers compétences psychosociales adaptés aux différents âges



# EXEMPLES D'EXERCICES PRATIQUES



## Pour identifier et comprendre les émotions

Voici 10 situations qui peuvent déclencher des émotions. Lis chacune d'entre elle, puis essaie d'imaginer l'émotion que pourrait ressentir la personne de l'histoire.

Situation	Émotion possible
<u>Histoire N°1 (Noé)</u> : « Je suis tout seul à la maison. Je ne sais pas quand maman va rentrer. J'entends du bruit et je ne sais pas ce que c'est. »	Peux-tu deviner comment se sent Noé ? .....
<u>Histoire N°2 (Jade)</u> : « J'avais des difficultés en mathématiques avant, mais maintenant le voisin vient m'aider à réviser mes leçons. Avant, j'étais très nerveuse pour les évaluations, mais plus maintenant. En fait, maintenant, j'aime bien faire des évaluations pour me montrer à moi-même tout ce que j'ai appris. »	Peux-tu deviner comment se sent Jade ? .....
<u>Histoire N°3 (Zoé)</u> : « Je devais aller aujourd'hui à une compétition de gymnastique. Je m'entraîne sur la poutre depuis trois mois ! Mais hier je suis tombée de vélo et je me suis fait mal à la jambe. Je vais manquer la compétition ! »	Peux-tu deviner comment se sent Zoé ? .....
<u>Histoire N°4 (Nino)</u> : « Je viens d'emménager dans un nouveau quartier. J'ai fait un tour de vélo pour me faire des amis. J'allais m'arrêter pour parler à des enfants de mon âge, lorsque j'ai heurté un caillou et je suis tombé de vélo. »	Peux-tu deviner comment se sent Nino ? .....
<u>Histoire N°5 (Inès)</u> : « Avant, mes parents et moi, nous nous disputons beaucoup, mais nous avons participé à des ateliers en groupe pour apprendre à mieux nous entendre. Maintenant, nous faisons plein de choses ensemble, et nous nous entendons beaucoup mieux. »	Peux-tu deviner comment se sent Inès ? .....
<u>Histoire N°6 (Maya)</u> : « Je vis avec ma maman. Quelquefois, je vais chez mon papa le week-end. Il me manque beaucoup parce que je ne le vois pas souvent. Je devais le voir le week-end dernier, mais il n'a pas pu venir me chercher. »	Peux-tu deviner comment se sent Maya ? .....



SCHOLAVIE



Observatoire National des  
Cours de la Région de  
Clermont



Observatoire  
de l'Environnement  
de la Région de Clermont



PE.A.C.E.  
Alliance Clermont



Maison  
des Sciences  
de l'Éducation

Se retrouver en classe, recréer du lien et construire l'après !



Mallette CPS  
DECONFINEMENT  
Covid'Ailes

Reprendre son envol après le confinement

COVIDAILES  
Mallette CPS Déconfinement

Impulsée et coordonnée  
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ESSENSi Ailes

Education, compétences de vie  
& promotion de la santé

Accueil

Kits ▾

CPS ▾

Contributeurs et partenaires

Mur de gratitude

Contact



Pour faire face à la crise  
[covidailles.fr](https://covidailles.fr)

# TÉLÉCHARGEMENTS des kits

au 10 sept 2020

3 0 3 6

Equipe éducative

3 1 2 8

Maternelle

4 1 6 7

Élémentaire

2 4 3 4

Secondaire

1 7 2 9

Pratiques de l'attention

9 1 1

Parents

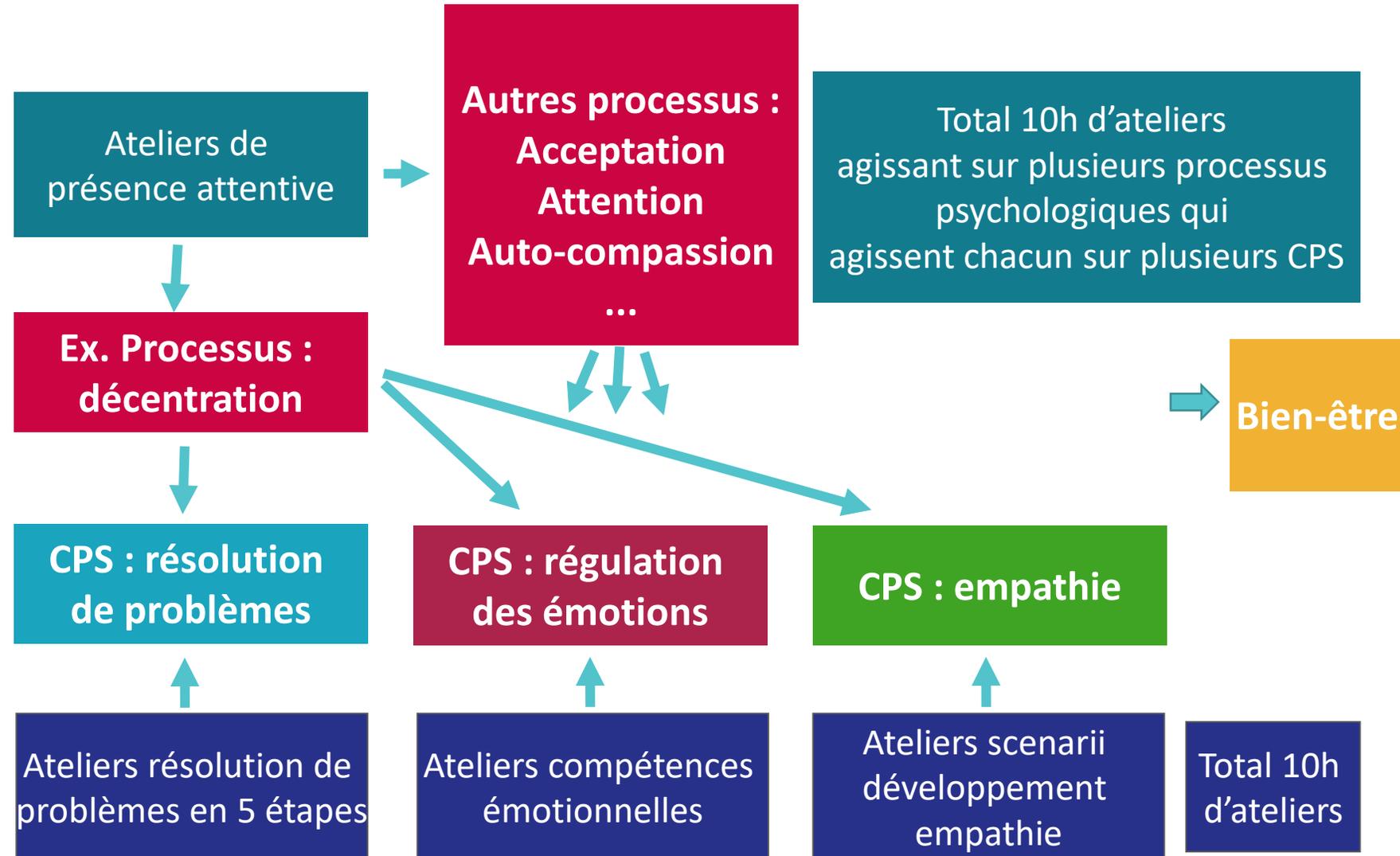


TOTAL

1 5 4 0 5

# 3. Développement des compétences psychosociales de manière transversale

(Lamboy, Shankland, & Cardoso, 2016)



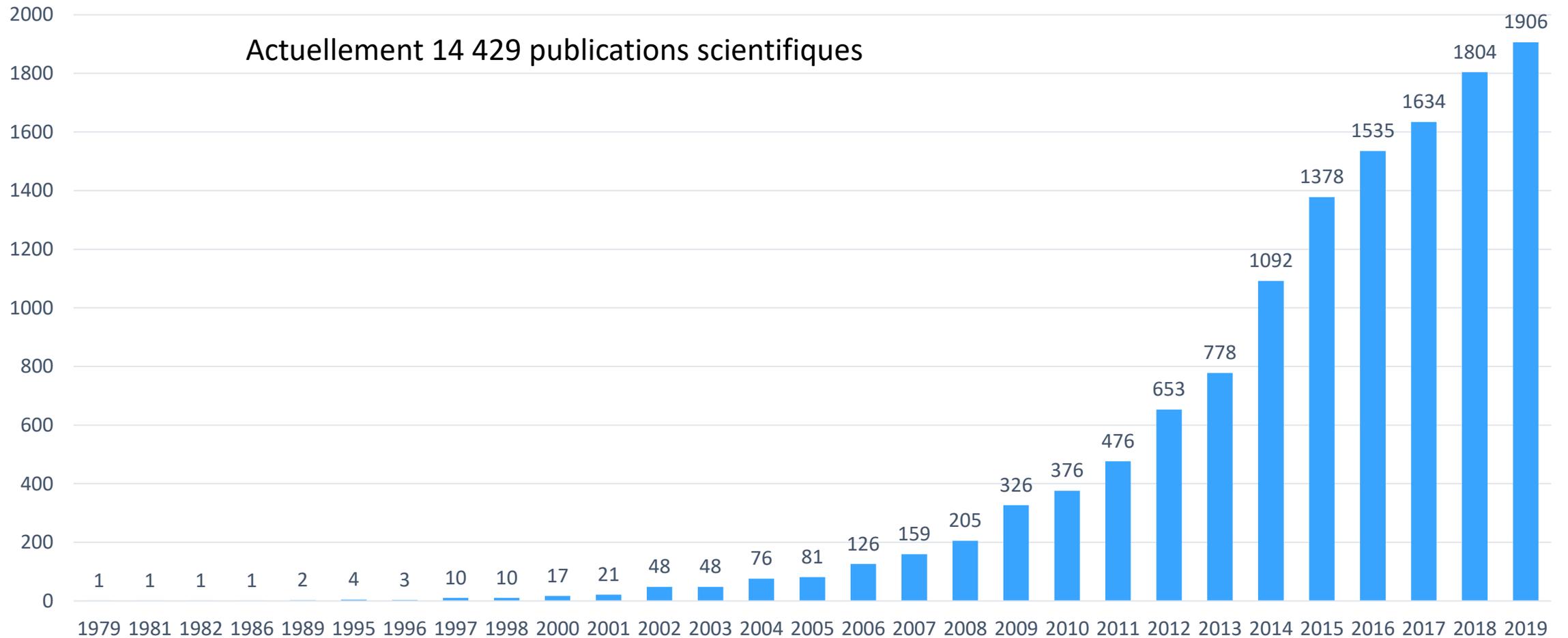
## PRESENCE ATTENTIVE / PLEINE CONSCIENCE

La pleine conscience est un « état qui résulte du fait de porter son attention, de manière intentionnelle, au moment présent, sans jugement, sur l'expérience qui se déploie, instant après instant »

Kabat-Zinn, 2003



# Nombre de publications sur la Mindfulness par an





# Améliore la santé et le bien-être

## Mindfulness, Protective Factors, Psychological Distress, and COVID-19

Ciro Conversano<sup>1</sup>, Mariagrazia D'Angelo Gemignani<sup>2</sup> and Grazia...

<sup>1</sup> Department of Surgical, Medical and Maxillofacial Sciences, University of Campania "Luigi Vanvitelli", Naples, Italy

<sup>2</sup> Department of Clinical and Experimental Psychology, University of Campania "Luigi Vanvitelli", Naples, Italy

**Objective:** Mindfulness disposition prevents emotional distress in the face of COVID-19.

**Methods:** An online survey was conducted by April 6, 2020. Socio-demographic variables, mindfulness disposition, and the overall Global Severity Index were assessed together.

**Results:** Multivariate linear regression analysis showed that mindfulness was the best predictor of psychological distress during the early days of lockdown, and the relationship between mindfulness and distress was mediated by protective factors.

**Keywords:** mindfulness, COVID-19, pandemic, psychological distress, protective factors

## Stay Mindful and Mindfulness Neutralizes Stressors on Work Sleep Duration

Michelle Xue Zheng<sup>1</sup>, Theodore Charles Noriko Tari<sup>2</sup> and Jayanth Narayanan<sup>3</sup>

<sup>1</sup> Department of Organizational Behavior and Human Resources, Tsinghua University, Beijing, China, <sup>2</sup> NUS Business School, Singapore, <sup>3</sup> Lee Kong Ean School of Business and Economics, City University of Singapore, Singapore

**Objective:** We examine whether mindfulness can help employees' sleep duration and work stressors.

**Methods:** We conducted a 10-day diary study in June 19, 2020, to replicate our results.

**Results:** Mindfulness neutralized the negative effect of stressors on sleep duration.

**Keywords:** mindfulness, COVID-19 stressors, sleep duration, work stressors



## Mindfulness and engagement in COVID-19 preventive behavior

Ilana Halilwa<sup>1</sup>, Jerin Lee<sup>2</sup>, Jenna Wilson<sup>3</sup>, Natalie J. Shook<sup>4</sup>

<sup>1</sup> West Virginia University, Morgantown, WV, USA, <sup>2</sup> University of Connecticut, Storrs, CT, USA

**Objective:** The novel coronavirus disease 2019 (COVID-19) pandemic represents a significant risk to population health.

**Methods:** We conducted a 10-day diary study in June 19, 2020, to replicate our results.

**Results:** Mindfulness was associated with greater engagement in COVID-19 preventive behaviors.

**Keywords:** mindfulness, COVID-19, preventive behavior, engagement

### OPEN ACCESS

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\*Correspondence: Mariagrazia D'Angelo Gemignani, d.angelo@uniroma2.it

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### ORIGINAL ARTICLE

Preventive Medicine Reports 20(2020) 2022-26



## Mindfulness and engagement in COVID-19 preventive behavior

Ilana Halilwa<sup>1</sup>, Jerin Lee<sup>2</sup>, Jenna Wilson<sup>3</sup>, Natalie J. Shook<sup>4</sup>

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## Positive Impact of Mindfulness Meditation on Mental Health of Female Teachers during the COVID-19 Outbreak in Italy

Alessia Matiz<sup>1,2\*</sup>, Franco Fabbro<sup>1,2</sup>, Andrea Paschetto<sup>1</sup>, Damiano Cantone<sup>3</sup>, Anselmo Roberto Paolone<sup>1</sup> and Cristiano Crescentini<sup>1,4</sup>

<sup>1</sup> Department of Languages and Literatures, Communication, Education and Society, University of Udine, 33100 Udine, Italy; franco.fabbro@uniud.it (F.F.); andrea.paschetto@uniud.it (A.P.); anselmo.paolone@uniud.it (A.R.P.); cristiano.crescentini@uniud.it (C.C.)  
<sup>2</sup> Perceptual Robotics (PER-RO) Laboratory Scuola Superiore Sant'Anna, 56010 Pisa, Italy; cantonedamiano@hotmail.com (D.C.)  
<sup>3</sup> Department of Psychology, University of Rome La Sapienza, 00185 Rome, Italy; crescentini@uniroma2.it (C.C.)

Received: 28 July 2020; Accepted: 2 September 2020; Published: 4 September 2020

**Abstract:** The Covid-19 pandemic and subsequent public health measures were shown to impact negatively on people's mental health. In particular, women were reported to be at higher risk than men of developing symptoms of stress/anxiety/depression, and resilience was considered a key factor for positive mental health outcomes. In the present study, a sample of Italian female teachers (n = 46, age: 51.5 ± 7.9 years) was assessed with self-report instruments one month before and one month after the start of the Covid-19 lockdown: mindfulness skills, empathy, personality profiles, interoceptive awareness, psychological well-being, emotional distress and burnout levels were measured. Meanwhile, they received an 8-week Mindfulness Oriented Meditation (MOM) course, through two group meetings and six individual video lessons. Based on baseline personality profiles, analyses of variance were performed in a low resilience (LR, n = 32) and a high resilience (HR, n = 26) group. The LR and HR groups differed at baseline in most of the self-report measures. Post-MOM significant improvements were found in both groups in anxiety, depression, panic, empathy, emotional exhaustion, psychological well-being, interoceptive awareness, character traits and mindfulness levels. Improvements in depression and psychological well-being were higher in the LR vs. HR group. We conclude that mindfulness-based training can effectively mitigate the psychological negative consequences of the Covid-19 outbreak, helping in particular to restore well-being in the most vulnerable individuals.

**Keywords:** COVID-19; longitudinal study; mindfulness meditation; resilience; school teachers; self-reports; women's mental health

### 1. Introduction

The Italian population has recently experienced the first nationwide lockdown of the 21st century due to the Covid-19 infectious disease. After the Covid-19 outbreak in China in December 2019, the epidemic moved to the European region and was declared a pandemic by the WHO on 11 March 2020 [1], when Italy was the worst affected country outside China and was soon becoming the center of the virus spread. City and regional lockdowns in Italy had already started in February, but nationwide lockdown started on 9 March 2020, with an estimated 56 million people ordered to remain at home: bars, restaurants, schools and churches were closed and only essential services were permitted (e.g., vital health care, food stores, electricity/gas/water/fuel suppliers, garbage collection).

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## COVID-19: Based Approaches for Mental Health Crisis

Rakesh Pandey<sup>1</sup> and Veena Kumar<sup>2</sup>

<sup>1</sup> Department of Health, Medicine and Life Sciences, Brunel University, Uxbridge, UK; <sup>2</sup> Department of Psychology, Brunel University, Uxbridge, UK

**Objective:** The COVID-19 pandemic has led to a significant proportion of the world population. Governments have implemented various measures to mitigate the spread of the virus, such as social distancing and self-isolation.

**Methods:** This study aims to explore the impact of COVID-19 on mental health and to identify effective interventions.

**Results:** The study found that COVID-19 has led to increased levels of anxiety, depression, and stress.

**Keywords:** COVID-19, mental health, anxiety, depression, stress, coping strategies

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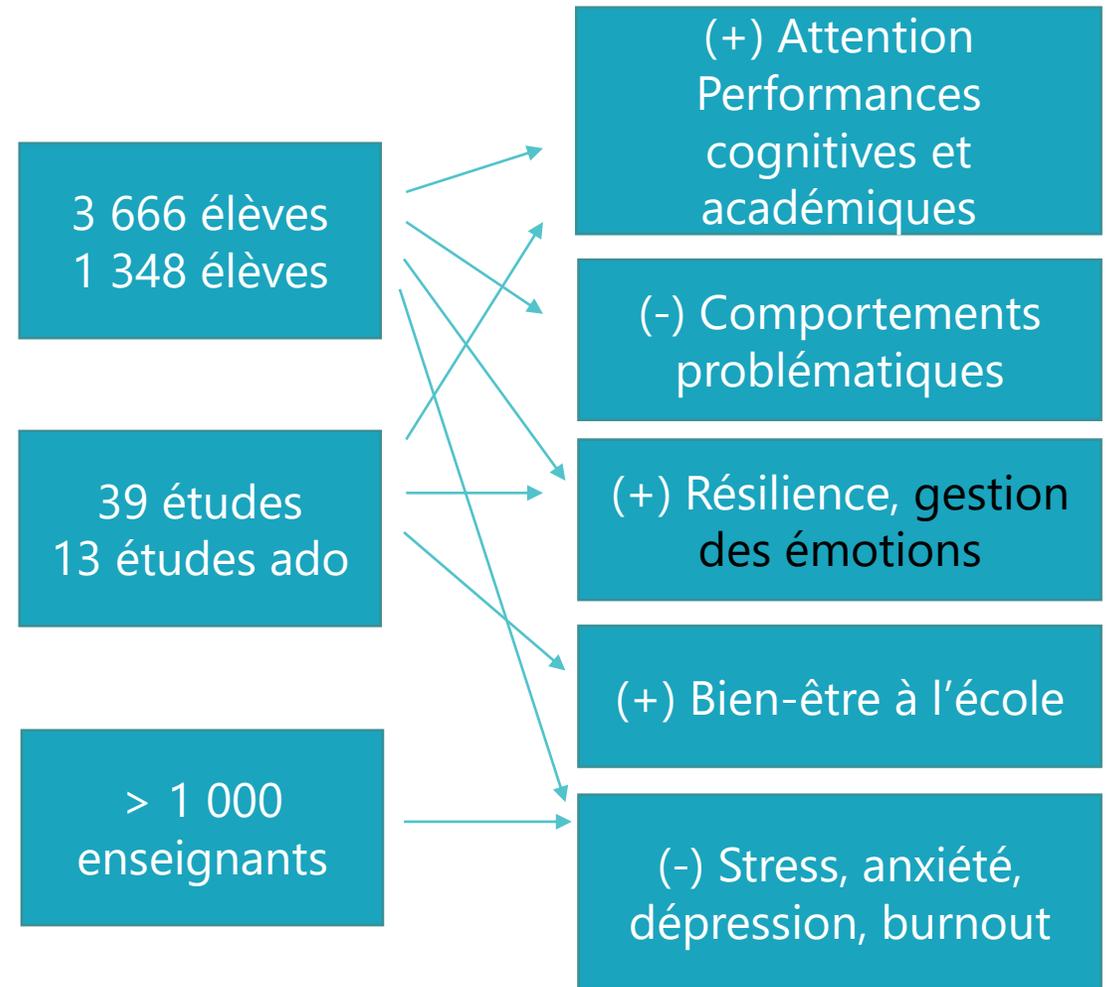
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# Synthèse des recherches interventionnelles en milieu scolaire

Méta-analyses des études contrôlées randomisées (2014, 2019)

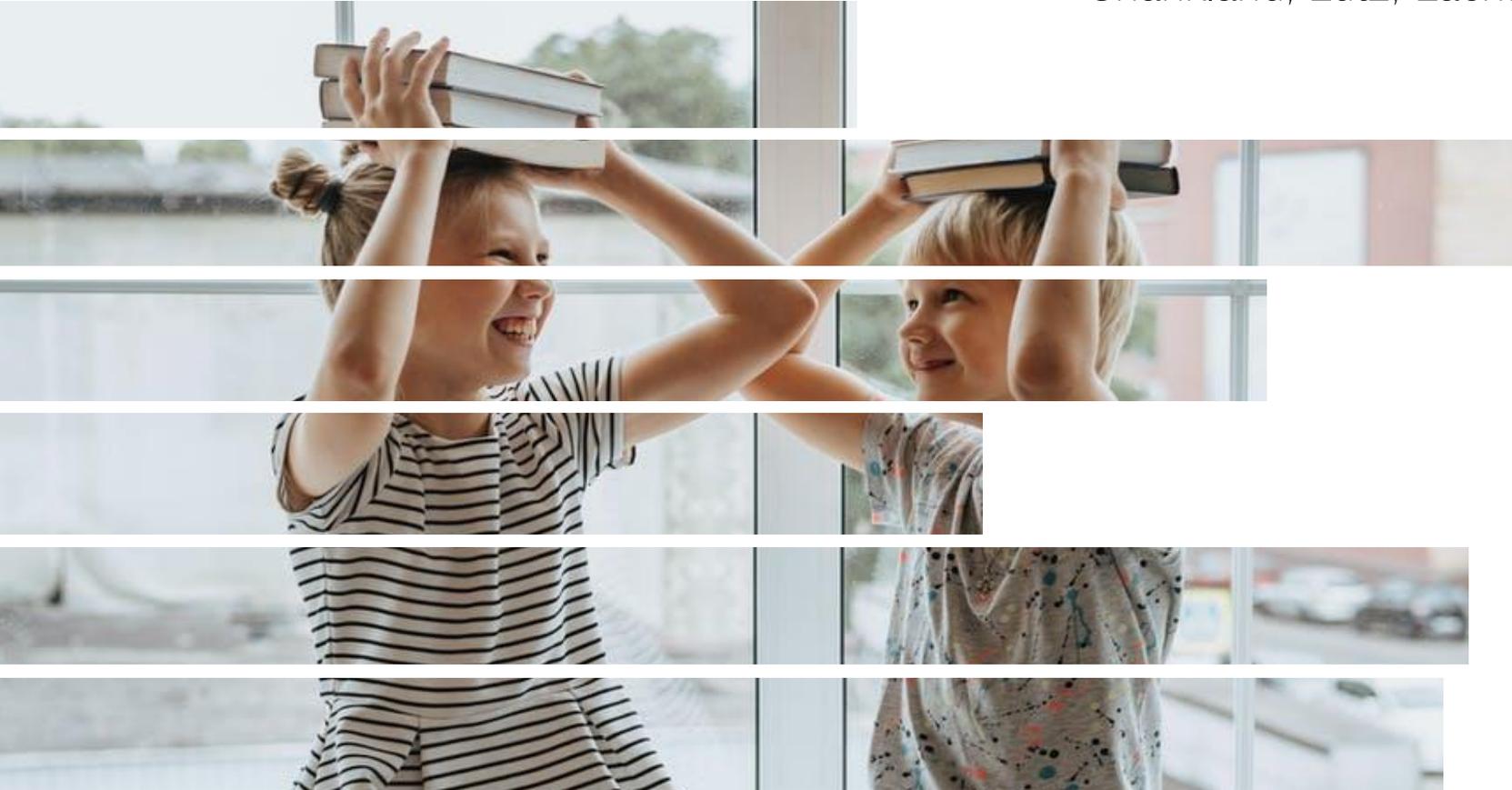
Revue systématique des interventions à l'école (2018), à l'adolescence (2019)

Méta-analyse des interventions réalisées auprès d'enseignants (2019)



# La méditation de pleine conscience est très loin des images ésotériques et des odeurs d'encens

Shankland, Lutz, Lachaux et al., 2022



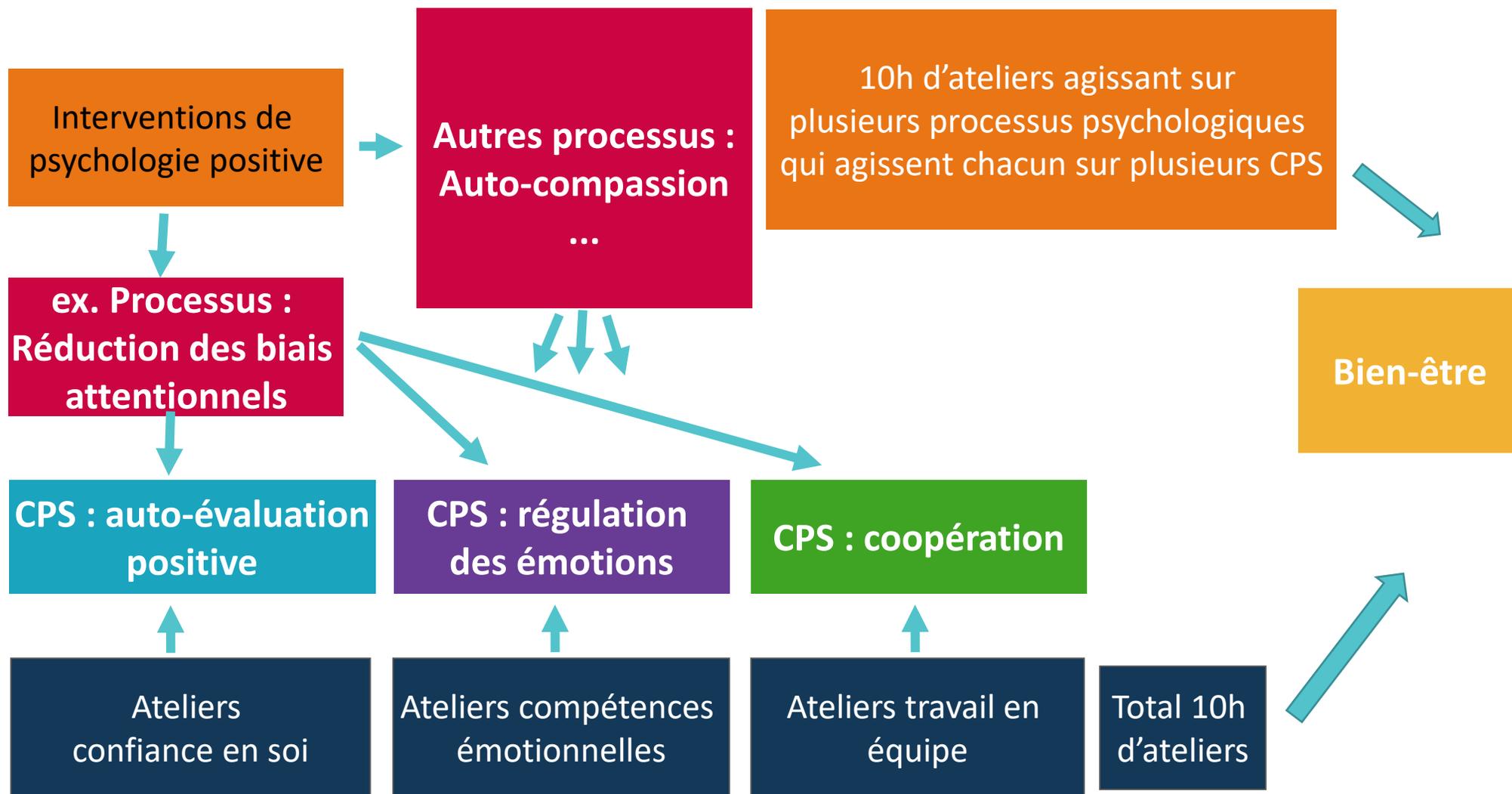
[https://www.researchgate.net/publication/358266736\\_La\\_meditation\\_de\\_pleine\\_conscience\\_est\\_tres\\_loin\\_des\\_images\\_esoteriques\\_et\\_des\\_odeurs\\_d'encens](https://www.researchgate.net/publication/358266736_La_meditation_de_pleine_conscience_est_tres_loin_des_images_esoteriques_et_des_odeurs_d'encens)

# Etre plus présent : prendre soin et savourer

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# Développer les CPS de manière transversale par des interventions de psychologie positive



# Programmes de psychologie positive

« La science qui étudie les conditions et les processus contribuant à l'épanouissement ou au fonctionnement optimal des individus, des groupes et des institutions »

(Gable & Haidt, 2005)

**Passage d'une approche centrée sur la** remédiation des **déficits**, les problèmes, les lacunes, les troubles...

...à une **approche centrée sur les ressources des individus et des groupes**

# Programmes de psychologie positive

SYSTEMATIC REVIEW

**Strengths-Based Positive Schooling Interventions: a Scoping Review**

Aneesh Kumar P<sup>1</sup> · Fahima Mohideen<sup>1</sup>

© California Association of School Psychologists 2019

**Abstract**  
Positive schooling is the positive psychological movement that calls for the incorporation of character strengths into the learning environment. A strength-based approach to positive schooling employs character strengths to change and well-being. The scoping review aimed to systematically review and map the interventions that have been conducted thus far on adolescent students. It has been performed using the framework proposed by Arksey and O'Malley. The present scoping review has identified the program design, outcomes, and theoretical underpinnings. Despite mixed intervention results, based positive schooling interventions produce promising positive outcomes in student well-being. The study also identified a need for evidence of the long-term effectiveness of these interventions in theory building in positive schooling and education.

**Keywords** Positive schooling · Character strengths · Scoping review · Positive psychology

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*Review of Education*  
Vol. 5, No. 1, February 2017, pp. 60–86  
DOI: 10.1002/rev.3.3080

**Positive psychology school-based interventions: A reflection on success and future directions**

Alicia R Chodkiewicz<sup>1</sup>\* and Christopher J. Peterson<sup>2</sup>

<sup>1</sup>University of New England, Australia, <sup>2</sup>University of Pennsylvania, USA

Educ Psychol Rev  
DOI 10.1007/s10648-016-9357-3

REVIEW ARTICLE

Journal of Youth and Adolescence (2020) 49:1943–1960  
https://doi.org/10.1007/s10964-020-01289-9

EMPIRICAL RESEARCH

**Review of Brief School-based Interventions: a Taster**

Rebecca Shankland<sup>1</sup> · Evelyn R. D. Johnston<sup>1</sup>

© Springer Science+Business Media B.V. 2020

An increased focus on youth development has led to an undervalued body of research, especially over the last two decades, which studies the ties of learning and development across the years spent at school. Positive psychology, which is changing our conceptions of youth development, port for a new era of student-centric teaching practices dedicated to the well-being of students. This research has come not only from researchers and psychologists, but also from educators, who are showing an increased appetite for integrating positive psychology into the learning curriculum. While researchers are beginning to explore the effectiveness of such interventions, there is a large disparity between what is being taught in classrooms. A set of key constraints, such as overcrowded curriculum, accessibility of information, teacher workload, and the role in shaping the effectiveness with which an intervention is implemented, are the recent development of positive psychology school-based programs. These initiatives can be enhanced to reach a wider range of students and effectively into classroom practice.

**Abstract** Research studies looking at the effectiveness of interventions implemented in classrooms have yielded mixed results. However, a number of PPIs require implementation across the board as too complex to be implemented in individual classrooms. This paper presents a review of brief PPIs (Brief Positive Psychology Interventions) that encourage involvement in such initiatives. These are categorized into four sections according to their focus: social skills, mindfulness, gratitude, and strength-based practices which have been successful in student learning and well-being. The most effective practices are highlighted in order to foster best practice.

**Keywords** Positive psychology in schools

**Effects of School-based Multicomponent Positive Psychology Interventions on Well-being and Distress in Adolescents: A Systematic Review and Meta-analysis**

Claudia Tejada-Gallardo<sup>1</sup> · Ana Blasco-Belled<sup>1</sup> · Cristina Torrelles-Nadella<sup>1</sup>

Received: 8 April 2020 / Accepted: 9 July 2020 / Published online: 18 July 2020  
© Springer Science+Business Media, LLC, part of Springer Nature 2020

**Abstract**  
Multicomponent positive psychology interventions are increasing in popularity, but their effectiveness in adolescents is still scarce, especially in the school context. Multicomponent positive psychology interventions increase well-being and reduce psychological distress in adolescents. However, results on these outcomes limit their samples to adult populations. The aim of this study is to evaluate and compare the immediate but also long-lasting effects of multicomponent positive psychology interventions aimed at increasing well-being and reducing the most common psychological distress indicators in adolescents. A total of 9 randomized and non-randomized controlled trials were included in the meta-analysis. The results showed small effects for subjective well-being ( $g = 0.25$ ), and depression symptoms ( $g = 0.28$ ). Removing low-quality studies from the meta-analysis had a considerable increase for psychological well-being and a decrease for depression symptoms. The relevant moderation analyses had an effect on subjective well-being and depression symptoms. The systematic review and meta-analysis found evidence for the efficacy of multicomponent positive psychology interventions in improving mental health in the short and long-term. The results suggest that multicomponent positive psychology interventions are effective in improving mental health, and depression symptoms were identified. Effects sizes remained significant over time. In light of our results, educators are encouraged to include positive practices within the schools' curriculum as well as to encourage adolescents' mental health. Further research is needed in order to evaluate the effectiveness of multicomponent positive psychology interventions in adolescents.

**Keywords** Positive psychology · Well-being · Intervention · Multicomponent

International Journal of Applied Positive Psychology (2019) 4:1–46  
https://doi.org/10.1007/s41042-019-00017-4

RESEARCH PAPER

**SEARCH: A Meta-Framework and Review of the Field of Positive Education**

L. Waters<sup>1</sup> · D. Loton<sup>1</sup>

Accepted: 20 June 2019 / Published online: 26 July 2019  
© The Author(s) 2019

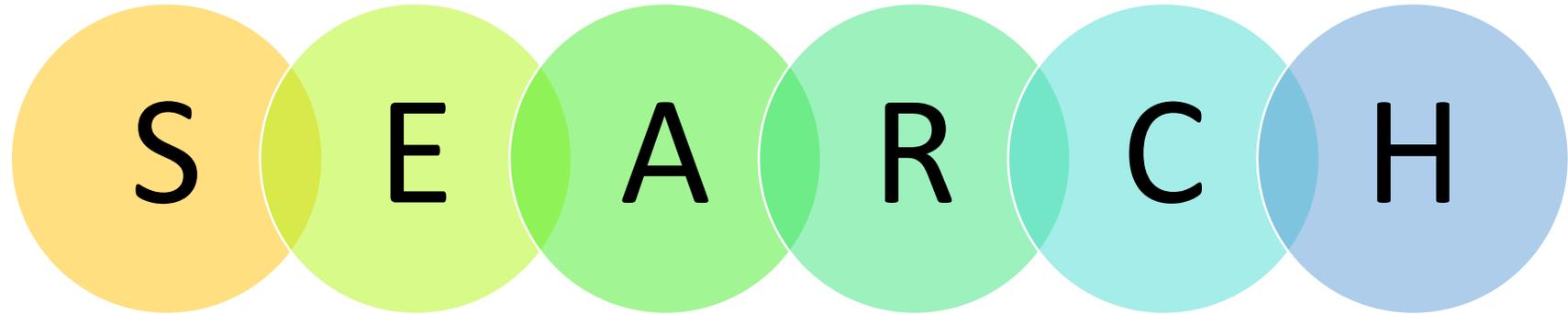
**Abstract**  
This paper presents a data-driven, meta-framework to support evidence-based decisions for researchers and practitioners when designing, investigating and implementing positive education interventions: the SEARCH framework. SEARCH was developed through a two-stage process. Stage one comprised a large-scale bibliometric review and thematic grouping of topics based on natural language processing of over 18,403 positive psychology studies. Stage two involved action-research with ten schools testing the practical validity of the wellbeing themes identified in stage one with educators. The result of these two stages identified six overarching pathways to wellbeing that formed the SEARCH framework: 1) strengths, 2) emotional management, 3) attention and awareness, 4) relationships, 5) coping and 6) habits and goals. The aim of this current review paper was to examine the existing educational and psychology literature for evidence of whether each SEARCH pathway has been found to successfully foster student wellbeing. Seventy five peer-reviewed studies (total student  $N = 35,888$ ) were reviewed from North America, Europe, the United Kingdom, Asia, Australia and New Zealand. Results demonstrate the value and applicability of the SEARCH framework. The comprehensive review conducted in this paper is then used to discuss current gaps in positive education research as well as present the utility of SEARCH as a framework to support positive education science and practice.

Check for updates

Augmente le sens, la motivation, l'engagement, le sentiment de compétence, les émotions positives

De nombreuses données probantes...

# Effets pour les élèves



*ForceS*

*Emotions*

*Attention*

*Relations*

*Coping*

*Habitudes*

**Bien-Être**

Satisfaction de vie  
Affects + Relations

CPS émo.  
Affects + Détresse -

Affects +  
Détresse -

Connexion soc.  
Estime de soi  
Satisfaction

Stress Manag.  
Estime de soi  
Relations  
Détresse -

Clarté buts  
Autorégulation  
Relations  
Détresse -

**Résultats scolaires**

Engagement  
Notes

Satisfaction  
Confiance  
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Fonctions cog.  
Notes

Apprentissages

Intérêt  
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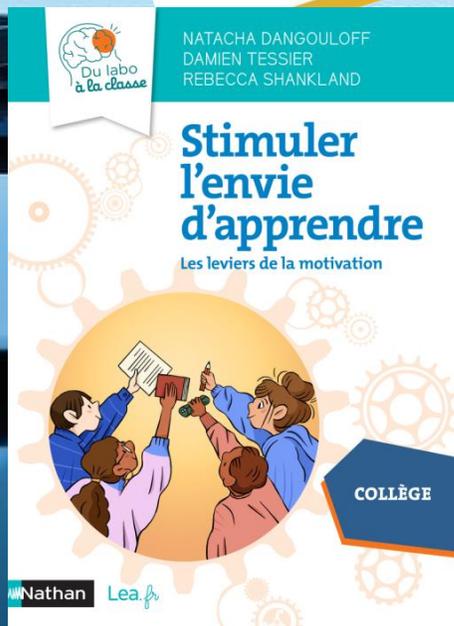
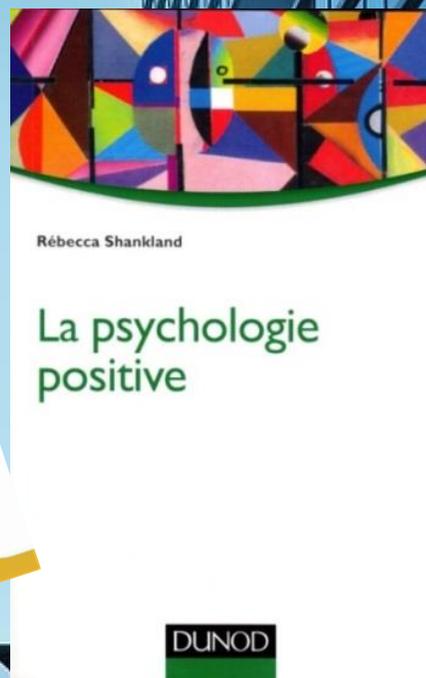
Satisfaction  
Motivation  
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# L'école avec la nature

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# EN RESUME



DES INTERVENTIONS EFFICACES, ACCESSIBLES



DE NOMBREUSES INITIATIVES EN FRANCE



DE NOMBREUSES RECHERCHES SUR L'IMPORTANCE DU SENTIMENT DE PROXIMITE RELATIONNELLE

[rebecca.shankland@univ-lyon2.fr](mailto:rebecca.shankland@univ-lyon2.fr)