

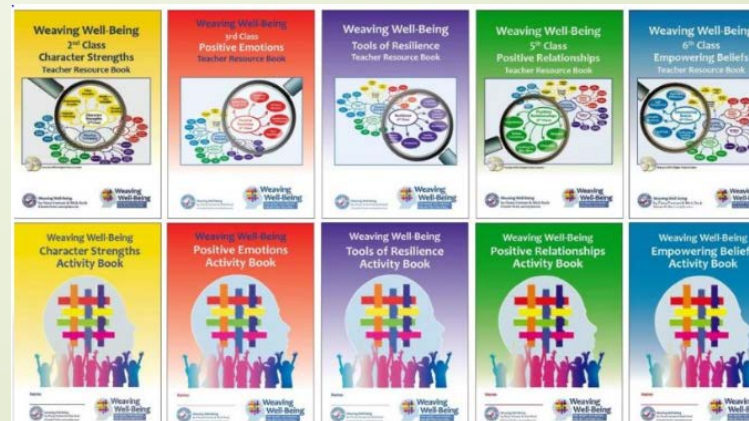
Summary of Findings of the Pilot Stage of the Weaving Well-Being Programme

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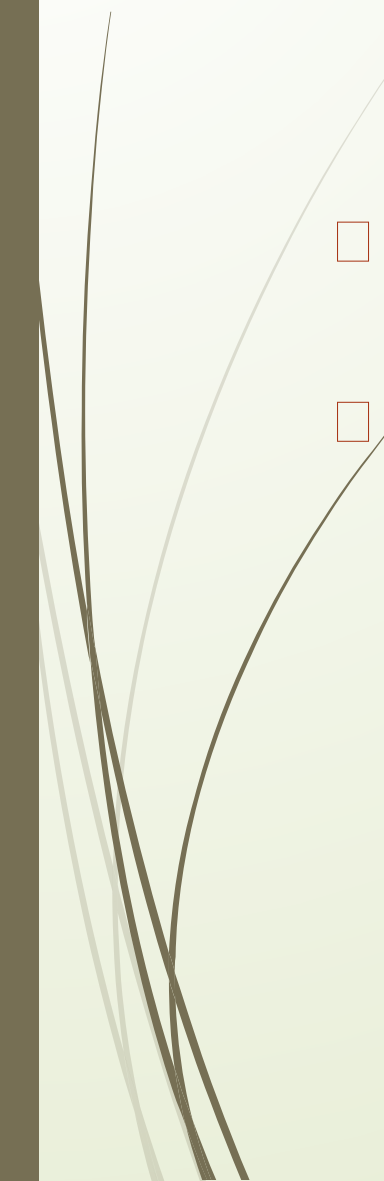
Health Promotion Conference

NUIG June 13th 2019





Welcome and thanks

- Welcome everyone and thanks for attending my presentation today
 - Sincere thanks to the selection committee for giving me the opportunity to make this presentation today
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Overview of presentation

- Background information on the Weaving Well-Being programme
- Pilot Stage -structure and limitations
- Summary of findings of Stage 1A
- Implications
- Current status
- Current and future research
- Questions

Background to the programme

*'It is easier to build
strong children than to
repair broken adults'*

F. Douglass



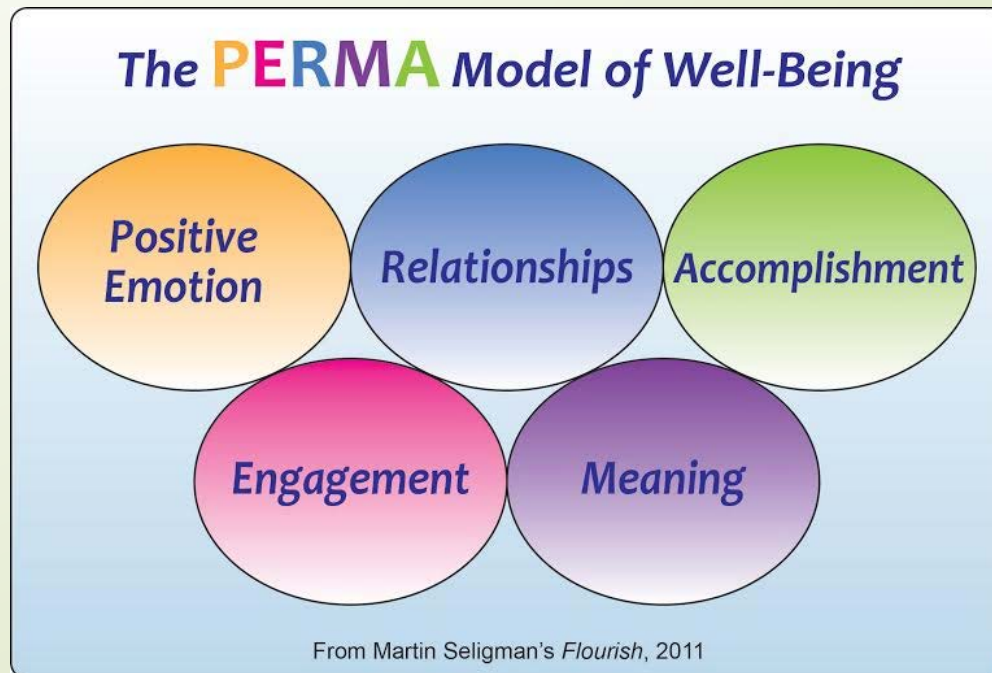
Background to the programme

- As a teacher, I saw at first hand the need to prioritise and nurture children's well-being
- Completed an **M. Sc. in Applied Positive Psychology (MAPP)** with UEL, 2014 – 2017
- Positive Psychology is
the **science and practice of improving well-being**
(*Lomas, Hefferon, Ivtzan, 2014*)
- Began to incorporate the concepts into my classroom – transformative!
- Began to develop a set of lessons – Weaving Well-Being – really positive response

Background to the programme

Began to collaborate with co-author Mick Rock

Started to develop Weaving Well-Being into a comprehensive, multi-year programme, using Seligman's **PERMA** theory (2011) as a framework



Background to the programme





Background to the programme

- Secured a publishing deal with Conor Holmes from **Outside The Box Learning Resources** - Sept 2015
- Pilot stage in other classes and schools was our next step
- Stage 1A involved obtaining feedback on the **Positive Emotion** level of the programme

Background to the programme

- Positive Emotions level of the programme is based on the work of Barbara Fredrickson – **Broaden and Build Theory of Positive Emotion (1998)**
- 7 lessons designed to introduce children to 5 evidence-based Positive Psychology interventions – *gratitude, random acts of kindness, flow activities, 3 Good Things and healthy body, happy mind*
- Active learning – pupils try each skill for a week and monitor any effect on their own well-being

Background to the programme

□ Purposes of pilot stage

- To gather feedback on specific levels of the programme from pupils, teachers and parents
- To establish if the pupils found the lessons enjoyable and helpful to their well-being
- To determine if the format of the programme was user-friendly to teachers
- To determine if the material was age-appropriate and relevant to the curriculum
- To gather parental opinions of the programme
- To seek suggestions for future improvements from these 3 groups

Methodology and Limitations of the Pilot Stage

- **Stage 1A:** Positive Emotions programme, 2nd class pupils, n=101
- 5 classes in 1 school in Malahide, Co. Dublin
- **Stage 1B:** Tools of Resilience, 3rd class pupils, n=28 in the same school
- **Stage 2:** Piloting of same 2 levels- 5 schools nationwide, approx 150 students
- **Later stages-** piloting of all other levels in a further 5 schools nationwide
- **Limitations** -the surveys were qualitative in design and conducted by the authors of the programme, designed to inform the next stage of the design of the programme, rather than for objective evaluation purposes.



Stage 1A- methodology

Stage 1A

- 101 pupils from second class, aged 7-8 years, completed this stage
- Taught 7 lessons on boosting their own level of positive emotions
- The Positive Emotions programme was presented using the theme of a ‘**Positive Emotion Potion**’ consisting of 5 ‘ingredients’, all evidence-based Positive Psychology Interventions as previously mentioned

Positive Emotion Potion Poster






Stage 1A - methodology

- The pupils, teachers and parents were given a written survey
- Time frame -between 1 and 6 months after the lessons had been completed

Stage 1A - findings

Sample pupil feedback on Positive Emotions programme

Did learning about your Positive Emotion Potion help you in any way?	Yes 97%	No 3%
If so, how did it help you? (Representative Sample of Responses Received)		
It keeps me positive and healthy.		
It makes me think about what I have instead of what I don't have.		
It makes me feel good.		
I feel happy more often.		
It helped me get over things that I thought were important, but weren't actually that important.		
It has helped me a lot.		
It's super fun to learn.		
How often do you use your Positive Emotion Potion?		
Every day/Nearly every day	70%	
Sometimes	30%	
Never	0%	



Stage 1A – findings

Sample parent feedback

Parental Comments (Representative Sample of Answers Received)

This well-being programme is an excellent addition to the school curriculum, wonderful, colourful and child-centred - essential for all children.


We have really enjoyed working through this programme...well done on an excellent initiative.

I am so grateful that my child is getting the opportunity to learn how to keep his mental health well.

Congratulations on such a positive programme which has had a very positive impact on my child. Fun and interesting. I also benefitted from it as a parent.

A very positive and lovely experience.

This is an excellent programme and every child should get the chance to experience it.



Stage 1A - findings

Teacher Feedback - Positive Emotions

- All teachers evaluated the lessons as highly relevant and age appropriate.
- All rated pupil engagement and interest as high.
- All found the lessons easy to implement.
- Some suggested that the programme should be extended to 10 lessons
- All found the material to be beneficial to their own well-being.

Summary of findings from other stages

Teacher Feedback

- ❑ All teachers reported high levels of pupil engagement and enjoyment.
- ❑ All teachers reported that the programme was easy to implement without teacher training – Resource Books
- ❑ Most teachers suggested the inclusion of a parent guide.
- ❑ Some teachers suggested the inclusion of more multi-media elements.
- ❑ Some teachers suggested the inclusion of more supplementary materials.

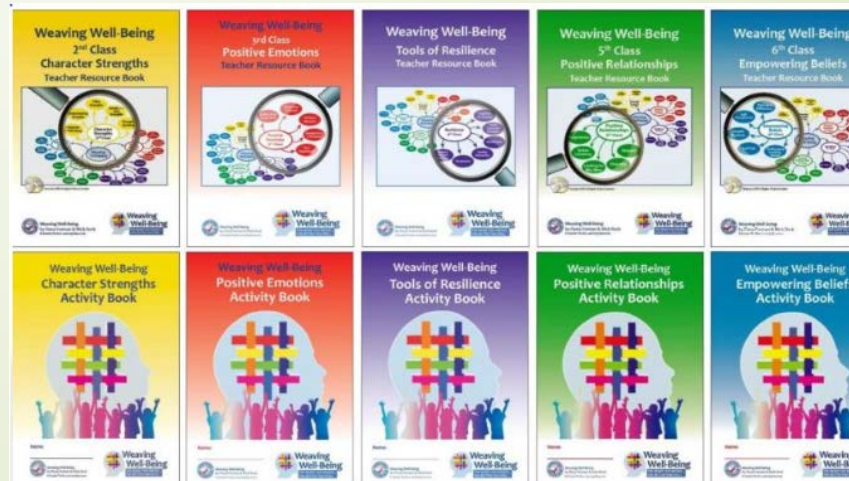


Implications

- The pilot study results indicated that the programme had the potential to enhance children's well-being and resilience and that further expansion and research was warranted
- Teachers found it easy to implement- key finding
- All feedback and suggestions were taken on board - rewrites
- Full programme was launched in Drumcondra Education Centre in April 2017
- Now also includes Whole School Guide and general information letter for parents
- Feedback continues to be extremely positive from teachers, parents and students

Current status

- 5 level programme, 10 lessons per year
- Linked to SPHE curriculum for ease of planning
- Springboard for weaving skills and concepts into the classroom





Current status

- Now in use in 62% of Irish schools and was launched on May 19th this year in Australia and New Zealand by our Australian publishing partners, Hawker Brownlow
- Currently in talks with publishers from the UK, USA, Canada, Italy and Belgium
- Also devised a comprehensive teacher-training summer course on the programme (face-to-face and online) through Education Centres nationwide – over 1000 teachers have taken it over the past 3 years.
- Extended to 14 Education Centres this summer

Current and future research

- Emma Mc Grath - MIC Limerick – M.Ed. Dissertation on **Tools of Resilience** - 2016
- Up to 75% decrease on anxiety scores – (Spence Anxiety Scale)
- *Enhanced levels of:*
- Positivity
- Confidence
- Autonomy
- Self-efficacy
- Problem-solving
- Language of well-being
- *Mc Grath, 2016*
- Not generalisable due to small sample size

Current and future research

- Another study is currently underway by an M. Ed. student from NUIG – August 2019
- 6th class programme – very positive preliminary feedback from pupils and parents
- A number of research studies are planned from September 2019
- Researchers from TCD, MIC and UCD
- Larger sample sizes – one study will involve 150 pupils from 5 different schools



Thanks and questions!

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Key references

- Fredrickson, B. L. (1998). What good are positive emotions?. *Review of general psychology*, 2(3), 300-319.
- Seligman, M. E. (2011). Flourish: a visionary new understanding of happiness and well-being.
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