



Positive Psychology School Intervention Proposal

Maytiv Center

Maytiv (Hebrew for "Doing Good") was established in 2010 at IDC Herzliya, Israel by Dr. Tal-Ben Shahar, an eminent Positive Psychology teacher, lecturer, and best-selling author. Dr. Ben-Shahar, taught a course at Harvard University that was the most popular course at Harvard. The Center operates under the School of Psychology, headed by Prof. Mario Mikulincer, Dean of the School and internationally renowned psychologist.



Dr. Tal Ben-Shahar



Prof. Mario Mikulincer

What is Positive Psychology?

Positive Psychology focuses on how to improve quality of life and optimal individual functioning, in order to create personal and social change. Whereas traditional psychology typically focuses on people's social-emotional difficulties and seeks to alleviate their psychological symptoms and suffering, Positive Psychology goes beyond alleviation of symptoms by promoting self-realization, human happiness, fulfillment and a sense of meaning.

Maytiv's Mission

To enhance the emotional and physical wellbeing of individuals and communities.

Our Vision

Maytiv strives to improve the lives of people with research-based interventions. We aspire to be an integral part of educational institutions' curricula around the world. Maytiv is dedicated to training the trainers, and empowering these change agents to bring about positive change in their classrooms and communities.

What We Stand For

- Excellence in training with continuous scientific research, program evaluation and improvement.
- Focus on increasing happiness levels, encouraging moral behavior, and facilitating self-defined success.
- Expanding access to our programs to improve global wellbeing.

What We Do

We conduct intervention programs in K-12 educational institutions by implementing a two-stage process: Maytiv trains the teachers and the teachers train their students. Over 500 teachers and 20,000 students have participated in the program to this day.

- 30 hour long Training seminar for educational staff (e.g. teachers, counselors, psychologists). We limit the seminar to 20 participants to insure the quality of the program.
- Educators receive a curriculum with detailed lesson plans and supporting material (e.g. a DVD containing PowerPoint presentations, movies, and clips) for implementing the program in their classes.
- Educators teach their students 15 sessions every two weeks throughout the school year. Each Elementary School session is forty-five minutes long; each Middle/High School session is 90 minutes long.
- Maytiv instills the language of Positive Psychology as an integral part of school culture.

Facility Requirements: All intervention sessions require a computer, projector and speakers.

Ongoing Maytiv Support: Throughout the year educators receive a one and a half-hour support session every two weeks to review the lesson they have just taught and prepare the next lesson.

Course Evaluation: Maytiv evaluates the effectiveness of the intervention at participating schools by surveying the educators and students before the intervention and after. The data is shared with each school.

The Program

The Intervention program is based on three fundamental components of wellbeing: **happiness, morality and success**. Happiness includes meaning and pleasure - a happy person experiences a sense of purpose and enjoys positive emotions. Morality includes integrity and compassion - a moral person is true to his/her principles while acting with kindness and generosity towards others as well as towards him/herself. Success involves the ability to set and attain goals, to make dreams a reality, and to realize ones potential on a professional and personal level.



To operationalize these theoretical ideas, Maytiv has formulated eight wellbeing 'generators'. Based on research in psychology and education these generators increase happiness levels, encourage moral behavior and promote success:

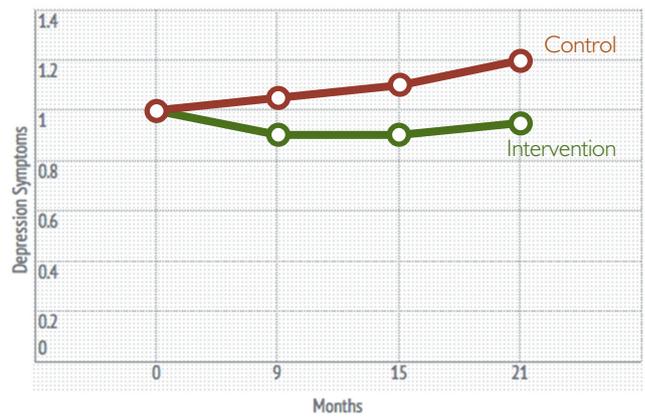
1. Identifying and pursuing goals that are self-concordant, personally significant and meaningful.
2. Cultivating positive emotions of joy, gratitude and enthusiasm.
3. Identifying and pursuing personal strengths, engaging in behavior that energizes and makes use of the person's talents, abilities and pleasures.
4. Cultivating the resilience to deal with failures, disappointments, painful experiences and losses.
5. Taking care of physical health, which entails sufficient rest and recovery, nutritious food and adequate physical exercise.
6. Fostering healthy relationships with friends, family and the community.
7. Committing acts of kindness, contributing, acting with care and compassion towards oneself and others.
8. Acting with integrity, being true to one's personal principles.



Our Results

Maytiv conducted two wide-ranging assessments of the Center's intervention program in schools from 2010 to 2012 for research purposes. The first study followed 1,038 seventh, eighth and ninth-graders for the duration of the program at middle schools in the center of Israel. The second study examined the impact of the intervention program on 2,517 pupils from six middle schools around the country. The research findings demonstrated a clear connection between participation in the intervention program and lower levels of emotional distress, expressed by a significant decrease in symptoms of depression, anxiety, and general distress. In addition, significant correlation was found between participation in the program and a rise in positive emotions, optimism, improved self-image, improved sense of capability, a decrease in the level of violence in the schools, and improvements in academic achievement, expressed by a clear rise in grade point averages. The research is being evaluated by international academic journals.

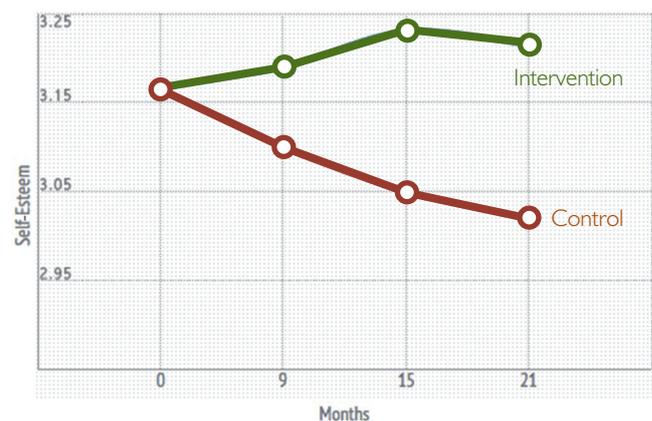
Depression Symptoms



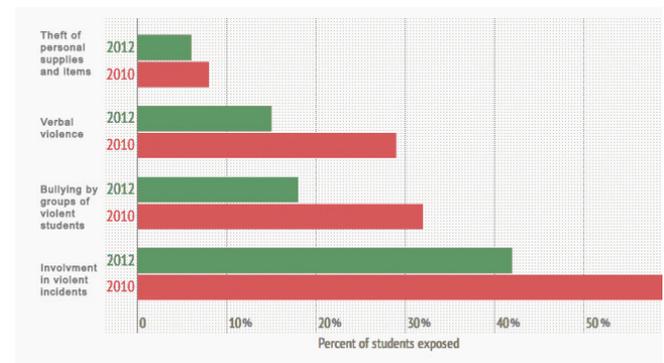
Anxiety Symptoms



Self-Esteem



Violent Incidents in Schools





“Positive Psychology lessons are changing the atmosphere in the class. The children are more open, attentive and caring towards each other.”

(8th Grade Teacher)

“As school counselor, students come to me for personal talks and they quote from the lessons! They describe the presentations! They say: You know from the slide...”

(Middle school counselor)

“Following the lesson on feelings, I encouraged the class to talk. An interesting and touching conversation began on why the students are so afraid to look like nerds; why there is such fear to be weak; and whether expressing feelings means weakness. The conversation rolled to very emotional places and for the first time I saw and felt the students open to each other.”

(5th Grade Teacher)

“The booklet’s lessons include such varied and rich content. I enjoyed sharing them with the class and am constantly surprised by the many possibilities that they offer.”

(7th Grade teacher)

“The program taught me how to help any child in class find his inner strengths, and how to expand the use of these powers. This work fills the children and me with optimism and hope.”

(3rd grade teacher)

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