

Your Call to Action

Now more than ever, students and educators need our intentional and concerted efforts to improve wellbeing. While starting this journey can be a little scary, let's take Teddy Roosevelt's advice to, "Do what you can, with what you've got, where you are!" Thanks for your passion and desire to improve wellbeing in schools through positive interventions.

References:

- Achor, S. (2010). *The happiness advantage: The seven principles of positive psychology that fuel success and performance at work*. New York, New York: Corwin.
- Adler, A. (2016), Teaching well-being increases academic performance: Evidence from Bhutan, Mexico, and Peru. *Publicly Accessible Penn Dissertations*. 1572. <https://edtechbooks.org/-WSV>
- Aguilar, E. (2013). *The Art of Coaching*. San Francisco, CA: Jossey-Bass.
- Bates, M. & Boren, D. M. (2019). *Assessing wellbeing in schools: An educator's practical guide to measuring wellbeing*. EdTech Books. Retrieved from <https://edtechbooks.org/-tff>
- Bernhardt, V. L. (2000). Intersections. *Journal of Staff Development*, 21(1), 33-36.

- Buckingham, M. & Clifton, D.O. (2001). *Now, discover your strengths: How to develop your talents and those of the people you manage*. London: Simon & Schuster.
- Buffum, A., Mattos, M. & Weber, C. (2012). *Simplifying response to intervention: Four essential guiding principles*. Bloomington, IN; Solution Tree Press.
- Cameron, K. (2012). *Positive leadership: Strategies for extraordinary performance (2nd ed.)*. San Francisco, CA: Berrett-Koehler Publishers.
- Catmull, E., & Wallace, A. (2014). *Creativity, Inc.: Overcoming unseen forces that stand in the way of true inspiration*. New York: Random House.
- Centers for Disease Control and Prevention (CDC). (n.d.). *Data and statistics on children's mental health*. Retrieved January, 6, 2022, from <https://edtechbooks.org/-HoUy>
- Clifton, D., O., Harter, J., K. (2003). Investing in strengths. In: K. S. Cameron, J. E. Dutton and R. E. Quinn, Eds., *Positive Organizational Scholarship: Foundations of a new discipline*. San Francisco: Berrett-Koeller, pp. 111-121.
- Collaborative for Academic, Social, and Emotional Learning (CASEL). (n.d.). *Fundamentals of SEL*. <https://edtechbooks.org/-YROG>
- Constanza, R., Wilkinson, R., Pickett, K., & Kubiszewski, I. (2013). Why now? A contribution towards the first IEWG meeting. Paper presented at the International Expert Working Group, Thimphu, Bhutan.
- Conzemius, A. (2012). The "X" factor is why: A clearly defined purpose boosts the impact of data analysis. *Journal of Staff Development*, 33(4), 20-25.

- Cooperrider, D. (2015, July 6). *P2: Mirror flourishing: Appreciative inquiry and the designing of positive institutions* [Address]. Fourth World Congress on Positive Psychology, Johannesburg, South Africa. <https://edtechbooks.org/PsGB>
- Cooperrider, D.L. & Whitney, D. (2005). *Appreciative inquiry: A positive revolution in change*. Berrett-Koehler Publishers, Inc.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Retrieved from Palo Alto, CA: <https://edtechbooks.org/-HuKi>
- deFlaminis, J.A., Abdul-Jabbar, M. & Yoak, E. (2016). *Distributed leadership in schools: A practical guide for learning and improvement*. New York, NY: Routledge.
- DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). *Learning by doing: A handbook for Professional Learning Communities at Work (3rd ed.)*. Bloomington, IN: Solution Tree.
- Durlak, J., Weissberg, R. & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*. 45. 294-309. <https://edtechbooks.org/pLq>
- Dutton, J.E. (2003). *Energize your workplace: How to create and sustain high-quality connections at work*. San Francisco, CA: Jossey-Bass.
- Eaker, R., & Keating, J. (2009). Deeply embedded, fully committed. *National Staff Development Council*, 30(5), 50-55.
- Edmondson, A. C. (2019). *The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth*. Hoboken, NJ: John Wiley & Sons.

- Falecki D. & Mann E. (2021) Practical applications for building teacher wellbeing in education. In: Mansfield C.F. (eds) *Cultivating teacher resilience*. Springer, Singapore.
<https://edtechbooks.org/-paa>
- Fisher, D. & Frey, N. (2015). Don't just gather data—Use it. *Educational Leadership*, 73(3), pp. 80-81.
- Frei, F. & Morriss, A. (2020). *Unleashed: The unapologetic leader's guide to empowering everyone around you*. Harvard Business Review: Boston, MA., p. 109
- Fullan, M. (2019). *Nuance: Why some leaders succeed and others fail*. Thousand Oaks: Corwin.
- Fullan, M., & Kirtman, L. (2019). *Coherent school leadership: Forging clarity from complexity*. Alexandria, VA: ASCD.
- Fullan, M., Gallagher, M. J. (2020). *The devil is in the details*. Thousand Oaks, CA: Corwin, p. 77
- Heath, C., & Heath, D. (2010). *Switch: How to change things when change is hard*. New York: Broadway Books.
- Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business Press.
- Howell, A. J. (2009) Flourishing: Achievement-related correlates of students' well-being. *The Journal of Positive Psychology*, 4:1, 1-13, <https://edtechbooks.org/-sQIN>
- Huppert, F.A., So, T.T.C (2013). Flourishing across Europe: Application of a new conceptual framework for defining well-being. *Social Indicators Research*, 110, 837-861.
<https://edtechbooks.org/-Jqiv>

- Ingersoll, R., Merrill, L., & Stuckey, D. (2014). *Seven trends: the transformation of the teaching force, updated April 2014*. CPRE Report (#RR-80). Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania.
- Jarden, A. & Jarden, R. (2016). Positive psychological assessment for the workplace. In Oades, L., Steger M., Fave, A.D. & Passmore, J. *The Wiley Blackwell Handbook of the psychology of positivity and strengths-based approaches at work*. John Wiley & Sons. Ltd.
<https://edtechbooks.org/-LsZg>
- Kern, M. L. (in press). PERMAH: A useful model for focusing on wellbeing in schools. In K. A. Allen, M. Furlong, S. Suldo & D. Vella-Brodrick. (Eds.), *The handbook of positive psychology in schools 3rd edition*. Taylor and Francis.
- Klusmann U., Richter D., & Ludtke O. (2016). Teachers' emotional exhaustion is negatively related to students' achievement: evidence from a large-scale assessment study. *Journal of Educational Psychology, 108*, 1193-1203.
<https://edtechbooks.org/-MBhc>
- Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks, CA: Corwin Press.
- Learning Policy Institute. (February, 2017). The role of principals in addressing teacher shortages. learningpolicyinstitute.org
- Leithwood (2013), *Jossey-Bass Reader on Educational Leadership* (3rd Edition). Somerset, NJ, USA: John Wiley & Sons.
- Lyubomirsky, S., & Layous, K. (2013). How do simple positive activities increase well-being? *Current Directions in Psychological Science, 22*, 57-62. <https://edtechbooks.org/-GXq>
- Lyubomirsky, S., Tkach, C., & Sheldon, K. M. (2004). Pursuing

sustained happiness through random acts of kindness and counting one's blessings: Tests of two six-week interventions. Unpublished raw data. <https://edtechbooks.org/-ExHP>

Many, T. W., Maffoni, M. J., Sparks, S. K., & Thomas, T. F. (2018). *Amplify your impact: Coaching collaborative teams in PLCs at work*. Bloomington, IN: Solution Tree Press., p. 30.)

Maxwell, N. A. (1973). *A more excellent way: Essays on leadership for Latter-day Saints*. Salt Lake City, Utah: Deseret Book Company.

McCallum, F., & Price, D. (2010). Well teachers, well students. *The Journal of Student Wellbeing*, 4(1), 19-34.
<https://edtechbooks.org/-XZbg>

McQuaid, M. (Host). (2017). Is positive psychology too focused on the individual? (No. 43) [Audio Podcast Episode]. In *Making Positive Psychology Work*. The Wellbeing Lab.
<https://edtechbooks.org/-qFr>

Murphy, J., & Seashore Louis, K. (2018). *Positive school leadership: Building capacity and strengthening relationships*. New York: Teachers College Press.

Niemiec, R. (2017). *Character strengths interventions: A field guide for practitioners*. Hogrefe Publishing.

Oades, L., Jarden, A., Hou, H., Ozturk, C., Williams, P., Slemp, G & Huang, L. (2021). Wellbeing Literacy: A Capability Model for Wellbeing Science and Practice. *International Journal of Environmental Research and Public Health*.
<https://edtechbooks.org/-BwzP>

Pedrotti, J.T. (2014). Taking culture into account with positive psychological interventions. In A.C. Parks & S.M. Schueller (Eds.), *The Wiley Blackwell handbook of positive psychological*

interventions. John Wiley & Sons, Ltd.

<https://edtechbooks.org/-ruwz>

Positive Education Schools Association. (2020). *Wellbeing in your school: A guide to understanding and implementing positive education, 2nd edition*. <https://edtechbooks.org/-YbBK>

Reason, C. (2014). *Stop leading like it's yesterday!: Key concepts for shaping today's school culture*. Bloomington, IN: Solution Tree Press.

Roffey, S. (2012). Pupil wellbeing -teacher wellbeing: Two sides of the same coin?. *Educational and Child Psychology, 29(4)*, 8-17.

Schein, E. H., & Schein, P. A. (2018). *Humble leadership: The power of relationships, openness, and trust*. Oakland, CA: Berrett-Koehler Publishers.

Schmoker, M. (2008). Measuring what matters. *Educational Leadership, 66(4)*, p. 70-74.

Seldon, A. (2018). *The fourth education revolution*. UK: The University of Buckingham Press.

Seligman, M. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. New York: Simon & Schuster.

Sin N.L. & Lyubomirsky S. (2009). Enhancing well-being and alleviating depressive symptoms with positive psychology interventions: a practice-friendly meta-analysis. *Journal of Clinical Psychology, 65(5)*, 467-487. <https://edtechbooks.org/-wRJo>

Stoeber, J., & Rennert, D. (2008). Perfectionism in school teachers: Relations with stress appraisals, coping styles, and burnout. *Anxiety Stress and Coping, 21(1)*, 37-53. <https://edtechbooks.org/-xZrd>

- Suldo, S., Thalji, A., & Ferron, J. (2011). Longitudinal academic outcomes predicted by early adolescents' subjective well-being, psychopathology, and mental health status yielded from a dual factor model. *The Journal of Positive Psychology, 6*, 17-30.
<https://edtechbooks.org/-GjTp>
- Uchida, Y., Norasakkunkit, V. & Kitayama, S. (2004). Cultural constructions of happiness: Theory and empirical evidence. *Journal of Happiness Studies, 5*, 223-239.
<https://edtechbooks.org/-CsrX>
- Wagner, T., & Dintersmith, T. (2015). *Most likely to succeed: Preparing our kids for the innovation era*. New York: Scribner.
- Waters, L. & White, M. (2015). Case study of a school wellbeing initiative: Using appreciative inquiry to support positive change. *International Journal of Well-being, 5*, 19-32.
<https://edtechbooks.org/-caea>
- White, M., Slep, G. & Murray, A.S. (2017). *Future directions in well-being: Education, organizations and policy*. Springer.
- Whitney, D., Trosten-Bloom, A., Cooperrider, D., & Kaplin, B. S. (2013). *Encyclopedia of positive questions: Using appreciative inquiry to bring out the best in your organization*. Crown Custom Publishing.
- Williams, P. (Host). (2021). Can you help people stand out as they fit in? (No. 224) [Audio Podcast Episode]. In *Making Positive Psychology Work*. The Wellbeing Lab.
<https://www.michellemcquaid.com/podcast/can-you-help-people-stand-out-as-they-fit-in-podcast-with-stefanie-k-johnson/>

ADDRESSING
WELLBEING
IN SCHOOLS

*An Educator's Practical Guide to Improving
Wellbeing*

SYDNI FAWSON, MEGAN BATES AND
DAVID BOREN



Fawson, S., Bates, M., & Boren, D. M. (n.d.). *Addressing Wellbeing In Schools*. EdTech Books.
https://edtechbooks.org/addressing_wellbeing