

Maytiv Center For Research and Practice in Positive Psychology

Positive Psychology School
Intervention Program



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 the most popular course at Harvard University. The Center operates under the School of Psychology, headed by Prof. Mario Mikulincer, Provost of the School and internationally renowned psychologist.

What is Positive Psychology?



Dr. Tal Ben-Shahar



Prof. Mario Mikulincer

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.



Structure of the Two-Year Educational Intervention Program

- **Training Program for Pedagogical Staff (Administrators, Teachers, Educational Advisors, and Psychologists):**

The school's pedagogical staff participates in a professional enrichment process consisting of 30 academic hours a year for two years. Each year of the process is divided into 15 sessions, which take place every two weeks (for a total of 60 academic hours spread over two years). The number of participants in the workshops is limited to 20.

- **Intervention Program for Students:**

The pedagogical staff is equipped with detailed lesson plans and a multimedia kit to accompany each lesson as it is presented in the classroom.

- **Making Positive Psychology an Integral Part of the School's Organizational Culture**

Auxiliary equipment required for the Intervention: The intervention sessions require a computer, projector, and speakers for the computer.

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.

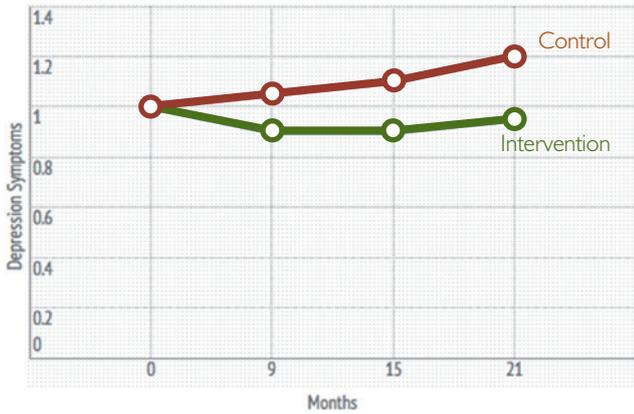


These wellbeing generators are taught with the aid of storytelling, with inspiring analogies from the Bible, multicultural mythologies, and fables. The lessons also incorporate Judaic concepts and values, to reinforce a value-based educational system.

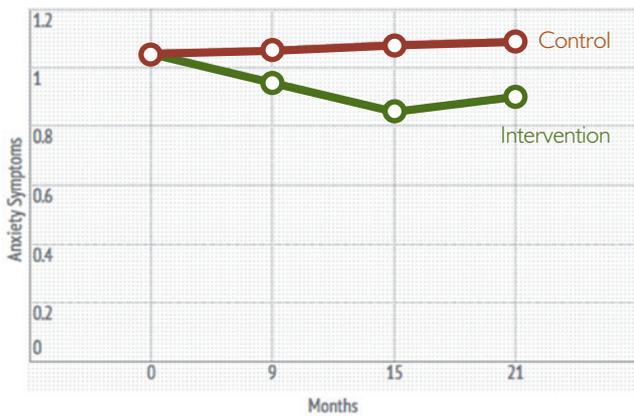
Our Results

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.

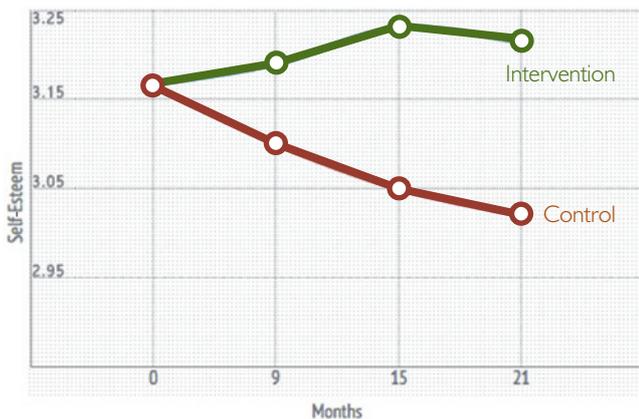
Depression Symptoms



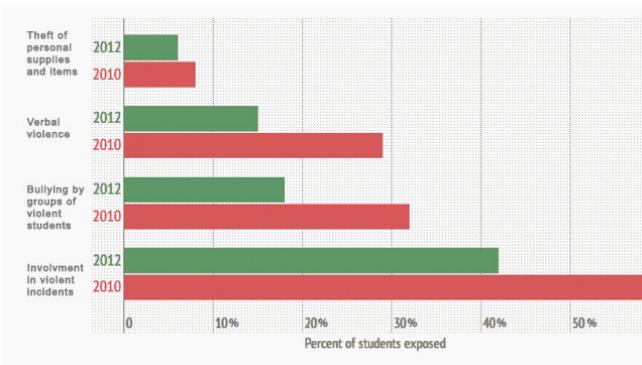
Anxiety Symptoms



Self-Esteem



Violent Incidents in Schools



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”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)

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”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)



Positive Psychology School Intervention Program Second-Year Curriculum

In the world of education, positive psychology focuses on promoting the emotional wellbeing and optimal functioning of teachers and students. It does so by cultivating cognitive, emotional, social, moral, and motivational factors that research has linked to optimal teaching and learning, and to fulfillment and happiness. During the first year, the school's educational staff and students were introduced to positive psychology's core components and basic inferences. The program's second year is designed to promote the practice of positive psychology and to integrate it into the school's way of life and organizational culture.

*The Teacher
as a Leader*



*The Teacher as a
Master Craftsman*

*The Teacher
as a Coach*

The second year of the Positive Psychology School Intervention Program will have three focal points:

■ The Teacher as a Leader

The first part of this year's curriculum is designed to cultivate the teacher as a leader and agent of change in his or her school. The sessions will address how to cultivate leadership skills and motivation in students; map the school's needs; and initiate projects to address the school's needs. Groups of teachers and students will initiate, formulate, and implement projects to change the school throughout the year.

■ The Teacher as a Coach

The second part of the program will address the teacher as a coach and counselor for his or her students. During these sessions, teachers will be introduced to key coaching and counseling tools to be used during interpersonal conversations and individual guidance sessions with students. There will be a special emphasis on tools that encourage students to engage in meaningful dialogue and that promote students' self-awareness, sense of self-worth, ability to cope with difficulties, and motivation to learn.

■ The Teacher as a Master Craftsman

The third part of the program will address the teacher as a master craftsman, that is, as an expert on optimal teaching and pedagogy. These sessions will deal with integrating core components from positive psychology field research into the formal instruction of subjects such as language studies, science, math, and history. This will advance an integrative approach to educational needs alongside the students' emotional-social needs, within the framework of their formal courses. This approach sees positive psychology as an inherent component of a curriculum that promotes excellence in teaching and meaningful learning.



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

(8th Grade Teacher)

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“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)

Contact details

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