Empowering Student Leaders as Catalysts for Positive Culture

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Abstract
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Keywords
Positive psychology, adolescence, leadership, character strengths, self-compassion, high-quality connections, positive youth development, boarding school

Disciplines
Curriculum and Instruction | Secondary Education

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Empowering Student Leaders as Catalysts for Positive Culture in American Boarding Schools

Elizabeth Blaum

University of Pennsylvania

A Capstone Project Submitted
In Partial Fulfillment of the Requirements for the Degree of
Master of Applied Positive Psychology

Advisor: Virginia Millar, MAPP

August 1, 2019
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**Introduction**

On campus at any of America’s 340+ boarding schools (Martin, Papworth, Ginns, & Liem, 2014) you will likely find love, laughter, learning, and above all community. These microcosms of culture and opportunity create an atmosphere rich in the positive attributes of a traditional neighborhood seemingly void in America today (Rutnam, 2000). We live together, eat meals together, celebrate wins, and provide consolation in losses. The students, faculty, staff and families who live among our campuses become a family of our own. In many ways boarding school provides a perfect environment for positive education as it already lives many ideals of the positive psychology field; and yet there is great potential to do more.

Students today are facing challenges new and different than those of generations past. With increased social media presence, safetyism in parenting, and temptation for risk, today’s students are often not entirely equipped to enter the world of college and later adulthood. Through providing residential student leaders with a curriculum based in positive psychology practices I hope to build student resilience on boarding school campuses and to empower adolescents to take ownership of their future. Through understanding character strengths (Peterson & Seligman, 2004), displaying self-compassion (Neff, 2003b), and capitalizing on opportunities for high-quality connection (Dutton & Heaphy, 2003), I aim to build positive student culture where everyone feels a sense of being valued and adding value (Prilleltenski, 2016).

In the last 20 years, the science of positive psychology has presented great evidence for the ways in which positive psychology interventions can enhance well-being in individuals around the world. While most research in the field has been directed toward adults, interest in adolescent applications has grown, spurred by recent brain science. In the text to follow we will
explore ways in which proven positive psychology interventions can enhance the lives of student leaders in American boarding schools. This exploration will include a clear understanding of positive psychology; the adolescent brain; the intersection of positive education and boarding schools; building of authentic and servant leadership styles in adolescents; and lastly includes curricular activities toward empowering student leaders as culture catalysts on their campus.

Positive Psychology: What it is and How We Got Here

In 1998, under the leadership of APA President Dr. Martin Seligman, the field of psychology changed forever. A self-proclaimed pessimist depressive, Seligman became fascinated with the bright side of the human experience and began exploring innate human strengths. From its origin, the field of psychology intended to focus on “curing mental illness, making the lives of all people more productive and fulfilling, and identifying and nurturing high talents” (Seligman & Csikszentmihalyi, 2000, p. 6). However, following World War II, curing mental illness became the primary focus of the field with little room for what it is that makes the lives of individuals good (Seligman & Csikszentmihalyi, 2000). After years of research focusing on learned helplessness and its relationship with depression, Seligman transitioned to studying the good in life - the things that make life better, not merely less bad (Seligman, 2004). In his 1998 American Psychological Association presidential address, Seligman challenged the field of psychology to realign with its original goals of enhancing the lives of individuals (Fowler, Seligman, & Koocher, 1999), and thus Positive Psychology got its start.

Dr. James Pawelski, Director of the University of Pennsylvania’s Master in Applied Positive Psychology program describes this branch of psychology as “green cape” meaning it adds an element that contributes to an already well life, taking individuals from zero, or neutral, to the plus side (Pawelski, 2016; Gable & Haidt, 2005). The “red cape” refers to a more
traditional scope of psychology, one that treats an ailment or mental illness. These treatments and interventions are ones that take an individual from a minus closer to zero. Red cape tries to relieve the bad while green cape works to add good, both of which are necessary for a complete understanding of human psychology (Pawelski, 2016; Gable & Haidt, 2005).

Through positive psychology’s development, Martin Seligman and fellow founding father, Mihaly Csikszentmihalyi (2000) identified three related topics within the focus of positive psychology; 1. The study of positive subjective experience, 2. The study of positive individual traits and 3. The study of institutions that enable positive experiences and positive traits.

A common “on the street” confusion with positive psychology is the perceived absence of the bad. Those who study this robust and empowering field often are confronted with questions such as, “So if there is positive psychology, is there negative psychology?” or “Is an absence of bad realistic?” Seligman (2002) anticipated just that, and articulates that positive psychology is “as focused on strengths as on weaknesses, as interested in building the best things in life as repairing the worst, and as concerned with fulfilling the lives of normal people as with healing the wounds of the distressed” (as cited by Peterson & Seligman, 2004, p. 4). While the semantics of positive psychology may feel as though there is a negative counterpart, the intent is simply to realign the field with its original mission, an idea Gable and Haidt (2005) identify as the “rebalancing of psychology” (p. 104), a goal that will ultimately make “positive psychology” obsolete. Through focusing the attention of psychology solely on those managing mental illness or identifying as unhappy, we are denying the vast majority of the world population (9 out of 10 Americans report being “very happy “or “pretty happy” [Meyers, 2000]) the benefits of a complete psychological understanding of the human condition. Positive psychology is simply the study of the typical person (Gable & Haidt, 2005). Psychology as we currently know it is
limiting individuals to live in a prescriptive environment rather than a preventative one which may be provided by the tools and research of positive psychology.

As the field has developed in the last twenty years, increased research on the benefits of expressing gratitude (Emmons & McCullough, 2003); sharing positive emotions (Fredrickson, 2001); relationships and responding to loved ones in times of celebration (Gable, Gonzaga, & Strachman, 2006); awe, hope, and optimism (Peterson & Steen, 2002); prove that emphasizing the good in life can actually make people happier and healthier. Habits of expressing gratitude, using an optimistic explanatory style, and savoring with peers in times of celebration may provide protective factors which aid individuals in everyday life and also when experiencing times of distress, setting them up for success, rather than succumbing to misery and requiring medical or mental illness attention as a result.

Some of our world’s earliest philosophers lived into the goals of positive psychology long before Seligman’s groundbreaking speech (Fowler et al., 1999), believing in denoting virtues as that which aligns us to our core. It is this idea of virtues that inspired Peterson and Seligman (2004) to further research and define a series of 24-character strengths which have shown to be relevant across cultures and backgrounds. Aristotle articulated that “the virtuous person is the happy person” (Melchert, 2002, p. 186). In his Nicomachean Ethics, Aristotle believed that good is the goal of all pursuits and that the highest good from all actions is happiness. While perspectives may differ, he believed no one strives for a goal considered to be bad. In his writing, Aristotle referred to eudaimonia, his term for happiness which more accurately translated refers to well-being or flourishing (Melchert, 2002; Seligman, 2011). In alignment with his focus on the mean, or using reason to make the appropriate choice in a particular situation, Aristotle did not consider happiness from a hedonistic (one which seeks
pleasure for pleasure’s sake) perspective, but one which truly added to long term well-being. This idea of eudaimonia, aligns with Seligman and Peterson’s (2004) exploration into character strengths in that it is specific to the core character of a person and not simply a one size fits all model. As with Pawelski’s green cape/red cape model, in which he states green cape is the presence of the preferred or absence of the dispreferred (Pawelski, 2016), the mean and eudaimonia are different for each person but are consistent with an individual's virtues. Good people enjoy good things and as such, choosing to use our unique strengths toward good in the end contributes to our own well-being. Accordingly, we should teach self-aligned virtuous behaviors to young people to build virtuous and happy adults in the future (Melchert, 2002).

In 2011 Seligman proposed a model of eudaimonic well-being known as the PERMA model, which focuses on five main elements which when pursued for their own sake lead to well-being: Positive emotion, feelings of happiness; Engagement, connection to activities and organizations, a flow state (Csikszentmihalyi, 1997); positive Relationships, feeling socially supported, cared about and integrated with others; Meaning, feeling of value and connection to something larger than oneself; and Accomplishment, able to make progress toward a goal (Seligman, 2004; Seligman, 2011; Kern, Waters, Adler, & White, 2015). In line with Aristotle’s view of well-being as the end goal, Seligman identified these elements as those which humans pursue entirely for their own sake. Through attention to these avenues, Seligman argues that we can scaffold a life of prosperity and that much of this can be accomplished by understanding and deploying our personal character strengths.

**Positive Psychology and Adolescence: Preparing Youth for a Life of Flourishing**

Much of the research within positive psychology focuses on fully developed adults. While this group makes up a large majority of the population, well-being as it applies to all
developmental stages is particularly important. Within the context of this capstone, I will focus primarily on positive psychology as it relates to adolescence. Adolescents may appear to be fully mature, but in reality, the adolescent brain is in a different place than that of an adult over twenty-five. In fact, according to adolescent psychology expert, Dr. Laurence Steinberg (2005) the window of adolescence is getting longer due to contemporary societal adaptations and now begins even earlier and lasts into the mid-twenties.

Steinberg (2014) defines adolescence as the stage of life between age ten and age 25. This may seem far into adulthood to some, but modern neuroscience reveals that, the brain continues to develop into the mid-twenties. With today’s young people waiting even later to marry, move out of the parents’ house or buy a house of their own, brain development is slowing to adapt along with life changes and thus adolescence is lasting longer than in previous generations (Steinberg, 2014).

Often adolescence is thought of as a time of turmoil, stress, and survival. Many popular book titles directed toward parents and educators address this as a time to “get through” rather than embrace and enjoy. Many individuals do see a decline in mental health during this time and are not categorized as flourishing (Keyes, 2006), but in reality, the vast majority of adolescents will not face any major setbacks, mental health obstacles, create family turmoil, or suffer deficits due to decision making within this developmental period (Steinberg, 2017b). They will however build impactful relationships which may affect long term well-being, develop new skills, and hit societal milestones such as earning a driver's license and voting for the first time.

Study of the adolescent brain marks this period as a time when the brain is the second most plastic in the human lifespan, the first being during infancy (Steinberg & Morris, 2001). This means that adolescence is a time for great opportunity, learning, and discovery. It is a time
to be nurtured and exalted not wished away (Damon, 2004). The experiences and development individuals process during adolescence in many ways contribute to the experiences they will enjoy as adults. This is not simply a time to “get through” it is a time to scaffold and create; a time to build, explore, protect, and celebrate. Damon’s (2004) research into positive youth development does just this by emphasizing potential and productivity rather than correcting, curing, or planning for the worst. Every child has the capacity for resilience, the ability to thrive in the face of adversity (Damon, 2004; Masten, Cutuli, Herbers, & Reed, 2009) and the ability to lead (Bennis & Nanus, 1985), but it is up to us as adults, particularly in the earliest years of development to protect the immediate and long-term safety of our children and sometimes the best way to protect is to trust and let go (Lukianoff & Haidt, 2018; Steinberg, 2014). Through recognizing the potential in our youth and giving the opportunity to deploy and not just protect individual strengths we may scaffold a developmentally challenging environment with a safety net to protect when necessary.

Due in part to broadening in the study of positive youth development (PYD) and this exciting research on the adolescent brain, Kern, Benson, Steinberg, and Steinberg (2016) adapted Seligman’s PERMA model within the context of adolescent development and created the EPOCH model of well-being, which explores the elements of adolescent life that foster well-being in the present and lead to a future of adult well-being consistent with PERMA (Seligman, 2011). Similar to PERMA, EPOCH identifies five researched elements which together lead to adolescent well-being. These include: Engagement, interest in activities and ability to become absorbed; Perseverance, work toward a goal even in the face of obstacles; Optimism, hope and confidence in the future; Connectedness, relationships with others and a sense of love and being loved; and Happiness, positive mood and feeling content (Kern et al., 2016). With the knowledge
that increasing well-being may prevent mental illness in the future, it seems pertinent that we acknowledge the elements of the EPOCH model and design and implement positive psychology interventions for children and adolescents which may increase life satisfaction and give them the tools to cope with obstacles and setbacks as they arise (Suldo & Huebner, 2004).

Similar to character strengths, human beings are known to be inherently resilient, an idea Ann Masten (2001) refers to as “ordinary magic” meaning resilience is not something possessed by a lucky few, but it is present in each of us (p. 227). Masten and colleagues (2009) identify and categorize the resilience protective factors as those within the child, within the family, within other relationships, and within the community. Resilience researcher Karen Reivich further pares those factors down to: biology, self-awareness, self-regulation, mental agility, optimism, self-efficacy, connection, and positive institutions (personal communication, January 12, 2019). It is especially important to harness opportunities to build resilience in the developmental years so that when individuals encounter significant hardship or struggle they are prepared to process it and come out on top. In children and adolescents, resilience can be developed through relationships with family and other adults involved in their life (Masten et al., 2009). By creating opportunities for students to succeed we enable them to develop talents and their mastery motivation system (Masten et al., 2009). This type of scaffolding, as suggested by Steinberg (2014) gives children the opportunity to develop many of the protective factors necessary to overcome obstacles. Providing opportunities for success which may end in failure help individuals to develop a growth mindset and to try again as opposed to giving up.

As educators, parents, adults, and members of a community conscious of the future, we have the profound responsibility and privilege to scaffold the present for our adolescents with the opportunity to give them ownership of their (and our) future! In pursuit of this, I am delighted to
explore the creation of a residential student leadership curriculum rooted in positive psychology and aimed to meet adolescents where they are to get them where they dream of going. The sections to follow will take a deep dive into discoveries about the adolescent brain, opportunities created by this period of transition, and strategies to guide our young people in creating a positive culture for one another within American boarding schools.

The Adolescent Brain: The Possibilities of Plasticity

In order to best serve our students, it is essential to understand where they are developmentally and how these brain changes may affect learning and behavior. During adolescence, the brain is its most plastic since infancy and it will not be this plastic again in the human lifetime (Steinberg & Morris, 2001). While this state is often marked by hormones, uncertainty, and sensation seeking behavior, it is also marked by great learning, personality development, and identity (Steinberg & Morris, 2001). In their high school years (grades 9 - 12, typically ages about 13/14 - 17/18), adolescents are in peak stages of brain development. This stage marks a transition in life when individuals experience an increased demand to regulate behavior consistent with long term goals often without the assistance from parents and adults who controlled regulatory decisions in the past (Steinberg, 2005). This development primarily occurs in the prefrontal cortex (PFC) and the limbic system (including the hippocampus and amygdala) (Steinberg, 2014). The PFC is the boss of the brain (Ratey & Hagerman, 2008), responsible for executive functioning, including self-regulation by receiving input and giving instructions through its network of connections (Steinberg, 2014; Ratey & Hagerman, 2008). The limbic system, located in the center of the brain, plays a key role in generating emotions (Steinberg, 2014). During adolescence, these two areas of the brain learn to work together within a series of phases (Steinberg, 2014). Phase one includes puberty when teenagers become more
emotional due to heightened arousal in the limbic system (Steinberg, 2014). It is important to note that puberty, the process that leads to reproductive maturity (Sisk & Foster, 2004; Steinberg, 2008), and adolescence, “the behavioral, cognitive, and socioemotional changes of the period” (Steinberg, 2008, p. 85) are not the same thing. Both puberty and adolescence are brain driven processes with separate timelines. They are however, significantly linked because of connections between the nervous system and gonadal steroid hormones (Sisk & Foster, 2004).

Phase two involves the development of executive functioning which improves self-regulation and decision making. This evolution occurs as the PFC becomes more organized due to myelination, the development of white matter through insulation of the neural circuitry. (Steinberg, 2008). Signs of development in executive functioning include planning ahead, improved working memory, and weighing risks (Steinberg, 2008).

Phase three involves the interconnection of the limbic system and PFC. This process is often not complete until the mid-twenties when individuals become more in control of impulses, reactions to peer pressure, and understanding of long-term results of decision making. During this phase, we develop control over the influences of emotions, fatigue, and stress (Steinberg, 2014). This awareness of self-regulation enables individuals to set goals and make decisions in pursuit of them.

Prior to the completion of phase three, as the limbic system and PFC are developing a working relationship, teens are often impulsive and reliant on their emotions, which are created by the limbic system. These emotions then motivate a reaction which is determined through the interpretation of the emotion by the PFC (Steinberg, 2014). Throughout the second decade of life, individuals experience pubertal development prior to full brain development (Steinberg, 2005). This often results in decisions based on emotion rather than reason. As the brain develops,
both emotion and cognition continue to affect one another. Because adolescent decision making often revolves more around feelings and social influences than reason and consequences, this stage of life is marked by a level of risk taking greater than that in childhood or adulthood. Risk is particularly increased when individuals are with peers as social influence plays a greater role in the adolescent perception of self (Steinberg, 2005).

As the brain matures it gains self-regulatory skills which aid in decision making with perspective. By the time we reach adolescence, development in arousal and motivation is near completion while the self-regulatory tools to balance in achieving long term goals is just beginning. This pursuit of developmental matching is one of the core processes occurring in the adolescent brain and affecting adolescent behavior (Steinberg, 2005). Providing opportunities to build self-regulation can be an influential component of the adolescent educational experience. From contemporary research on brain science, we know that the ability to self-regulate is the single greatest predictor of adolescent academic achievement (Duckworth & Steinberg, 2015) and often of adolescent flourishing (Steinberg, 2014). Often as a society, we treat adolescents as children, creating safeguards when freedom should be given (Miller & Bromwich, 2019), creating excuses when responsibility should be taken or, as adults, enforcing accountability when it may not be warranted such as in juvenile justice (Steinberg, 2017a). What is shown to be best for contributing to EPOCH and eventually PERMA is a healthy balance which builds toward independence as the child grows and proves what s/he is able to handle (Steinberg, 2014). To be at their best, adolescents need structure and scaffolding to appropriately challenge them while keeping them safe (Holden et al., 2016). Seeing something as too easy or too far out of reach may not set them up for full engagement.
This stage of development is heavy in risk and reward (Steinberg, 2005). While most adolescents know the difference between right and wrong or know the potential outcomes of risky decisions, they still make them anyway. Even with robust education programs on alcohol and drug prevention, and safe sex, adolescents are likely to know the information, but the information has little to do with their choices (Steinberg, 2004, 2007). Age-related laws, such as those relevant to earning a driver’s license, purchasing alcohol, or voting in an election, are in place to affect individual behaviors, but what may serve our students best, particularly in a school environment, are programs that go beyond informing to promote developing self-regulation of behavior (Steinberg, 2014).

**Positive Risk Taking**

While discussion and prevalence of adolescent risk may feel daunting or inevitable, is it not, and there is also the potential for positive risk taking. In fact, comfort and willingness to take positive risks is a valuable component of brain development as well as the development of self-conceptions (Steinberg & Morris, 2001). Holton (2004) defines risk as a choice or behavior containing the “potential for both rewards and costs, variability in the likelihood of potential outcomes being realized, and uncertainty about the outcomes” (p. 22). Duell and Steinberg (2019) elaborate that positive risk includes uncertainty but is socially acceptable and most importantly, legal. Some examples of positive risk in adolescence might include trying out for a play or athletic team, attempting to join a new friend group, or applying for a competitive student leadership position. Positive risks may still result in disappointment or rejection but they do not negatively affect a child’s well-being, health, or safety (Duell & Steinberg, 2019). Positive risks have also been linked to stronger and more frequent relationships between adolescents and influential adults in their lives such as parents, teachers, and coaches. Because these risks are
socially acceptable, adolescents are more likely to ask for help or advice in preparation for a positive risk and often seek the guidance of trusted peers (Rinehart & Blum, 1997). This is an element almost always absent from negative risk as an adult might deter a student or punish them for participating in an unproductive or even illegal act. With what we know about adolescent sensation seeking it is important that institutions offer greater opportunities for positive risk in hopes that it may add to individual well-being while also decreasing negative risk taking among peer groups.

Within a boarding school setting an understanding of adolescent development and propensity for risk taking is essential to structuring our environment in a way that will enable adolescents to thrive. On many campuses, there are a number of rules in place to keep our students safe and to guide them in decision making. Meal sign-ins, dorm sign-ins, and lights out times help to ensure students are alive, are getting proper nourishment, and enough sleep. Without this structure, students may skip meals to play video games or study all day. Creating a balance between freedoms and restrictions is a fair way to set our students up for success. Below I will continue exploring how this may translate to on-campus programming.

**Boarding School: A Campus of Community**

As a faculty member living on the campus of one of the nation’s 340+ boarding schools (Martin et al., 2014) the idea of community is ingrained in my sense of professionalism. That is the beauty of the boarding school life. Often likened to a traditional neighborhood or endearingly referred to as “the bubble,” boarding schools ignite a sense of life and relationship that often feel lost in the present day. On campuses like ours, students and faculty live and learn alongside one another. The opportunity to build relationships is ever present as interactions go well beyond the walls of a classroom onto the fields and courts of athletic practices, around the dinner table at
family-style meals, and in the dorms as advisors and dorm parents (The Association of Boarding Schools [TABS], 2019). This environment enables relationship-building at all times. In my seven years on my campus, I have enjoyed the opportunity to hold a child the day she was born and watch her grow into a beautiful five-year-old. I have met new friends and stood beside them on their wedding day. I have watched my students walk across the stage for graduation and welcomed them back to campus as young professionals for their five-year reunion, and when I’m not here in Virginia, I love to visit the campus in Pennsylvania that provided these favors to me.

Often misperceived as strictly therapeutic, or a last resort for troubled youth, boarding schools can be misunderstood by the general population (TABS, 2019). For many families, a boarding school education can be a profound display of love or a rite of passage as a student lives into family tradition. For some is it simply an opportunity for a more valuable education. In ways, boarding school may even protect students from negative influences at home which may prevent them from pursuing their best lives. On our campuses, students learn to be relationship builders. They learn to balance time management with their busy academic and extracurricular schedules and they learn to be independent both in the ways they carry and care for themselves and in the ways, they interact with others. These intricate and unique campuses across the country create a community in its purest form.

Living in this type of residential environment, it is encouraging to know that there has been evidence of the effect of happiness contagion within a geographic community (Fowler & Christakis, 2009). With this in mind, we might predict that within a residential community we are only as happy as the peers who make up our environment. Fowler and Christakis (2009) showed that while coworkers not living in a residential community have little influence on individual happiness within the community, there is evidence that those who live within a mile
radius and become happy increase the probability by 25% that another person within one mile will become happy as well (Fowler & Christakis, 2009). While the intentional application on a residential community has not been studied, it can be proposed that a core community of happy individuals will increase individual happiness across our campus and concordant to the findings of Fowler and Christakis, we may see a heightened correlation between geographical location and peer well-being. Given this potential, I aim to focus the following curriculum on building a positive campus culture through the work of our residential student leaders.

It is no secret that adolescents today face new challenges unique to their generation known as Gen Z (those born between 1995 and 2012) and colloquially referred to as iGen because of their almost lifetime exposure to everyday technology with the creation of the internet in 1995 and the iPhone in 2007 (Twenge, 2017; Lukianoff & Haidt, 2018). With an increase in social media presence; access to immediate gratification through the internet and online television series, immediate food delivery and two-day shipping; and a decrease in developmental risk-taking - i.e. play, particularly unsupervised play; and face to face relationship building, today’s children and adolescents are navigating a new frontier.

Social psychologist Johnathan Haidt spent much of his career studying communities throughout the world and has taken a particular interest in the rise in anxiety and depression among young people, which he attributes in part to these reduced opportunities for developmental risk. On a flourishing scale applied in assessing mental health of adolescents, individuals were categorized as either languishing, moderate mental health, or flourishing. Between the age groups of 12-14 and 15-18 the majority shifts from mostly flourishing in 12-14-year-olds to mostly moderate mental health in 15-18-year-olds (Keyes, 2006). Those who are languishing are noted to partake in far more disruptive behaviors that those who are flourishing,
thus perpetuating the cycle (Keyes, 2006). As educators, we have a responsibility to protect our children not by sheltering them completely, but by giving them the tools to make decisions for themselves and to take healthy risks. Children need to be challenged. Making life easy on them in the present may only make life harder in the long term (Lukianoff & Haidt, 2018; Miller & Bromwich, 2019); but providing consistent love and predictable firm consequences when warranted may be the best way to lead to long term safety and independence (Steinberg, 2014).

Steinberg (2018) and others note that schools and institutions need to provide more challenge, scaffold opportunities to build self-regulation, and focus attention not only on the academic but social-emotional learning as well. Given the amount of time children and adolescents spend in class, educational institutions which live into what we know to be best for the adolescent brain development and adolescent mental health may lead to eudaimonia later in life, even if they do not always make kids happy in the present. Below we will investigate ways positive education has been applied in schools before navigating ways to bridge positive education with residential leadership training.

Positive Education in a Boarding School Environment

Through their exploration of positive psychology, Peterson and Seligman identified education as an obvious and important frontier for the application and development of the field (White & Waters, 2015). In alignment with Aristotle’s belief that we should teach virtuous behaviors to young people, it seems that a fruitful way to build well-being in adults is to purposefully teach it to our children. As adolescence becomes a time when individuals often experience first feelings of depression and anxiety, teaching helpful tools now in addition to during adulthood may set students up for long term success. While positive education has multiple definitions including: “the application of positive psychology in educational contexts to
promote positive mental health, allowing students, staff and the wider school community to flourish” (Hoare, Bott, & Robinson, 2017, p. 57); “education for both traditional skills and for happiness” (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009, p. 293); “traditional education focused on academic skill development, complemented by approaches that nurture wellbeing and promote good mental health” (Norrish, Williams, O’Connor, & Robinson, 2013, p. 148), it is clear that the primary goal of positive education is to integrate what we hope for our children into what we believe our children need to be successful.

When asked what we want for our children, most parents and educators respond that they want them to be happy, healthy, kind, confident etc. (Golinkoff & Hirsh-Pasek, 2016) and yet our society is driven by college acceptances, standardized test scores, and bragging rights for the most prestigious bumper sticker to the point where compromises in what we know to be ethical seem worth it (Barrett & Zapotosky, 2019). Positive education aims to create balance in the lives of students, pursuing a definition of success beyond competitive achievement to a fulfilment of eudaimonia, the good life, or flourishing. This does not ignore accomplishments and achievements, but does focus on the other elements of PERMA or EPOCH which contribute to well-being. I propose that, similar to the above-mentioned rebalancing of psychology, education deserves a rebalancing as well, further aligning with what we know to be beneficial for children and what we hope for them to contribute to the world in adulthood.

The residential environment of a boarding school is an ideal opportunity to apply positive psychology practices within and beyond the classroom. The partnership between faculty and students and accessibility on campus creates a unique opportunity to explore elements of support, balance in life and learning, and the value of relationships both with the self, with others, and within the community (Martin et al., 2014)
While positive education may seem too soft or nurturing for some of our most academically challenging high schools, it is important to consider that well-being strategies have actually proved to have positive impacts on students’ academic success in addition to their mental health (Seligman & Adler, 2019). In fact, more engagement, more perseverance, and higher connectedness were the highest predictors of improvement in standardized test scores (Seligman & Adler, 2019). Results from a study in positive education conducted with over 500,000 students in Bhutan, Peru, and Mexico showed that implementing well-being strategies in schools might actually lead to greater academic success than interventions solely targeting academic performance (Seligman & Adler, 2019). Nearly everything about life today has improved in the last 50 years; there is greater access to education; more gender equality; less racism; more music, clothing, cars; larger homes; and more purchasing power, and yet also increases in mental illness particularly in adolescents (Seligman et al., 2009; Seligman & Adler, 2019). Individuals are experiencing first episodes of mental illness far earlier in life when they do not yet have the tools or support system to fully handle anxiety and depression (Keyes, 2006; Seligman & Adler, 2019). These sorts of interruptions also correlate with lower academic performance, more missed classes, lower self-control, and lower graduation rates while students with greater well-being establish protective factors which protect against depression, increase creativity and social connection, lead to higher academic performance and ultimately lead to greater subjective well-being and income in adulthood.

Additional research in well-being interventions related to education has identified core practices that support both emotional and academic development. For example, a daily mindfulness practice may increase an individual’s ability to exert self-regulation which is the single best predictor of academic success in adolescents (Steinberg, 2014; Duckworth &
Steinberg, 2015). Nurturing positive relationships between students and teachers and students and their peers has been shown to increase social and academic engagement and motivation (Martin & Dowson, 2009). Having a growth mindset proves to help students see intelligence and individual skills as malleable and able to be changed enabling them to persevere through difficult times in pursuit of a desired outcome (Yeager & Dweck, 2012; Gunderson et al., 2013). Those with a fixed mindset, who believe intelligence is inherent and unable to be changed, are more likely to give up when something gets hard. Students who display optimism, believing things are inherently good and expecting the best, or display an optimistic explanatory style (Peterson & Steen, 2002), are more likely to see an obstacle as a challenge versus a threat and have even been shown to adapt more easily to life in college (Carver, Scheier, Miller, & Fulford, 2009).

A formal transition to positive education, like all changes in schools can be expensive and time intensive which is why I propose small steps to implement well-being strategies among student leaders, with the intent of sparking a positive cultural shift which may indirectly bolster academic performance as well. With a greater understanding of the goals and benefits of positive education we may be able to adapt certain interventions to more specific domains within a school which will require less training and manpower but may still make a lasting impact on the lives of students within a residential community. As we continue, I will explore leadership and the different ways it is modeled and learned by students and how it may be fostered with positive psychology applications.

**Engaging Student Leaders Toward Developmental Support and Positive Growth**

**Intrinsic motivation & self-efficacy.** Just as the adolescent brain is developing, so is the adolescent personality, sense of morality, and most authentic self (Steinberg & Morris, 2001). Due in part to this, it can be presumed that a student’s understanding of and style of leadership is
also in a developmental phase (Des Maris, Yang, & Farzanehkia, 2000). During this time as adolescents learn of leadership and the type of leader they would like to be, it is most important for adults to role model for students and partner with them, providing the opportunity to learn both what they want to be and even what they do not want to be (Ricketts & Rudd, 2002). Providing information about different styles of leadership combined with a set example and room to grow will enable students to live into leadership in a way which is most meaningful to them while highlighting their unique talents, strengths, and interests.

Deci and Ryan (2008) refer to this ability to follow through on personal goals and motivations as self-determination theory (SDT). Self-determination theory studies the influence of motivation on behaviors emphasizing the importance of the type and source of motivation beyond amount and intensity (Deci & Ryan, 2008). In many traditional school settings, motivation may be primarily seen as controlled motivation, in which behavior is in pursuit of a reward or avoidance of punishment and not in alignment with intrinsic values (Guay, Ratelle, & Chanal, 2008). Scaffolding an environment which strays from this control, particularly for student leaders who have earned the trust of students, faculty and administration, will give them greater ownership of their goals and decisions. In addition, autonomous motivation which stems from both intrinsic motivation and personally-integrated extrinsic motivation enables individuals to best align motivations with personal values. Creating opportunities for autonomy, competence and relatedness (Brown & Ryan, 2015) in an academic environment leads to greater motivation among students and has been shown to be more effective in producing positive outcomes than incentivized motivation (Tough, 2016). Giving adolescents proper adult support with space to feel self-efficacy, belief about your capabilities and closely connected to well-being (Maddux, 2009); in their leadership style opens up opportunities for positive risk taking as a leader.
Through believing you are capable of challenging yourself and learning to take positive risks, and adult encouragement to do so, student leaders will learn independence while exploring opportunities to celebrate personal victories and display resilience in the face of adversity.

Bearing in mind the benefit of self-concordant motivation, its resultant self-efficacy beliefs, and what is known about the constituents of adolescent well-being, I will explore authentic leadership and servant leadership in adolescents and redefining these as they apply to students in a residential high school community. Activities developed through this research will have the goal of benefiting each individual student leader, the student leadership group as a unit, and, through their leadership, the school community at large.

**Authentic leadership.** With a focus on developing authenticity in followers through the example and development created by leaders, authentic leadership development emphasizes the importance of self-awareness, self-regulation, and positive modeling (Avolio & Gardiner, 2005). Core elements of authenticity include: self-awareness - expressed through values, identifying emotions, goals and motives; unbiased processing; relational authenticity; and authentic behavior. In Greek philosophy authenticity most closely correlated with the ideal of “to thine own self be true” (Avolio & Gardner, 2005, p. 319) and it can be argued that this is epitomized by Aristotle's Nicomachean ethics in that authentic behaviors are those which align most closely with an individual’s unique virtues (Melchert, 2002). This assumes that actions are chosen using practical wisdom to evaluate the most authentic and appropriate response to a situation, the core element of self-awareness. As adolescents are still in the process of developing their most authentic selves and building the brain structures to confidently make decisions as an individual, versus with heavy input or influence from peers (Albert, Chein, & Steinberg, 2013), the unique combination of individuals and experiences within a community are influential in shaping the
self (Avolio & Gardner, 2005). One way to cultivate authenticity in adolescent leaders is through creating opportunities for self-awareness.

**Servant leadership.** In practice, servant leadership incorporates elements which focus on virtues as they align with an individual’s character. Different from many forms of leadership which address the needs of an organization first and foremost, both servant leadership and authentic leadership place an emphasis on developing the skills and passions of followers (Greenleaf, 1977; Patterson, 2003). This emphasis on building leadership qualities in followers is particularly relevant in the high school setting where position turnover is inevitable as students often earn a leadership role as upperclassmen and graduate shortly after. This is different than an organization where adults are likely to stay in a leadership position for a longer period of time. Leading with the desire to make your followers better and more prepared to lead is a model which will ideally create a steady string of reliable and responsible leaders in a residential setting. As we will explore below, safe and dependable relationships are key elements in a healthy community.

The other focused element of servant leadership is a way to build everyone up to be the best they can be (van Dierendonck, 2011). Greenleaf (1977) is originally credited with the development of servant leadership, but his lack of a validated definition has left room to explore the elements which make up a servant leader. Many frameworks have been explored, but for the sake of this capstone we will focus on six key characteristics synthesized by van Dierendonck (2011). These characteristics of a servant leader are; empowering people, developing people, showing humility, authenticity, accepting people for who they are, providing direction, and being a steward who works for the good of the whole.
Patterson’s 2003 model (as cited in van Dierendonck, 2011) demonstrates servant leadership beginning with agapao love, the Greek term for moral love, which means “doing the right thing at the right time for the right reason” (p. 1244). This mentality is very much in alignment with Aristotle’s belief in the mean and practical wisdom.

Servant leadership has produced outcomes similar to Fredrickson’s (2001) theory of broaden-and-build which states that positive emotions evoke broadening, which allows for new experiences; relationship building, which leads to greater protective factors which contributes to even greater positive emotions. The broaden-and-build theory is cyclical in that by experiencing positive emotions and sharing them we are all more likely to experience positive emotions and thus they spread in an upward spiral. As such, servant-leaders may influence the behavior of followers in which together, both leaders and followers raise each other to a higher level of motivation and morality (Burns, 1978).

Part of developing student leaders, is addressing the common misconceptions among adolescents as to which kind of students become leaders, such as those that are athletic, attractive, wealthy, or bright, and encouraging all students to recognize their ability and potential to lead (Fertman & Long, 1990). Even in my own school these topics of conversation often come up on dorm “Why is she a leader and not her?” or “If that’s the kind of person who becomes a leader, I’ll never be one.” This is a common and understandable mentality among adolescents, particularly considering what we know of the internal focus caused by developing connections in the brain and it is one that deserves to be addressed. I believe a great student leadership program is one that shows every student the ways in which s/he is valued in a community and the ways s/he can add value, a key element of feeling as if you matter in a community (Prilleltenski, 2016). It is important to create an understanding that just like intelligence, with a growth
mindset, leadership is a characteristic which can be built and developed and not simply something some students are born with and others are not (Fertman & Long, 1990). Creating a culture with empowering instead of limiting language around leadership, through the example of servant leadership, may show the “followers” in a community their potential to lead. Bennis and Nanus (1985) suggest wording this in a way relevant to other skills in a teen’s life: “there may be a few great leaders just as there are a few great runners, actors, or painters. But just as everyone has some ability at running acting or painting, everyone has the ability to lead” (as cited in Fertman & Long, 1990, p. 392).

**Proposed leadership framework.** Based on what we have explored regarding self-determination theory, self-efficacy and the ways they relate to authentic and servant leadership, I propose that a student leadership curriculum focused on creating positive culture through elements of EPOCH and resilience protective factors should focus on leadership on the individual level, within a leadership group, and throughout the community at large. By building an understanding and ownership at each of these levels I hope students will be able to cast a ring of common humanity (Murry, as cited in Lukianoff & Haidt, 2018) around our school community making everyone feel included, accepted and free to be authentic within a residential campus. These priorities are exemplified through following reflective questions and proposed positive psychology tools toward facilitating authentic answers. Those tools will be further explored in the following section.

1. **What are your values and how do they guide you as a leader? (individual)**

   Though interventions focused on learning and deploying character strengths, students will gain greater insight into their most authentic self (Peterson & Seligman, 2004). Developing individual strengths and recognizing strengths in
others will heighten the integrity of the leadership group as a whole allowing
them to serve as positive role models for peers (Niemiec, 2013) while building up
individuals within the school community (van Dierendonck, 2011).

2. *How will your actions positively contribute to the lives of your peers? (leadership
community)*

Through continuing to develop an authentic presence as a servant leader, students
will have the opportunity to focus attention on others. Building an understanding
of self-compassion and ways to build it will also make students more
compassionate toward others (Neff & McGehee, 2010). By leading with self-
awareness and compassion, student leaders will be best equipped to represent
those who appointed them. This trust in student leadership through positive role
modeling will foster greater positivity and safety throughout the entire campus
(Coyle, 2018).

3. *How can your time in this leadership role enhance the quality of our institution? (community at large)*

Empowering student leaders to connect with a sense of loyalty to their school
promotes stewardship, an essential component of servant leadership. Building a
sense of belonging among student leaders and motivating them to spread
belonging to others through building high-quality connections with peers will
create greater investment in the school at large (Dutton & Heaphy, 2003; Coyle,
2018; Damon, 2004). Through authentically living into the ideals of servant
leadership, student leaders will perpetuate a culture of servant leadership to
underclassmen while empowering them to live fulfill leadership roles in the future (van Dierendonck, 2011).

In the interest of scaffolding the best opportunity for our student leaders, adult engagement and partnership will also play a critical role in nurturing other-oriented skills in students, providing space for autonomy while offering support and structure to nurture students’ self-efficacy. As in the general field of positive psychology, much research on the topic of leadership is applied within the context of a fully developed brain and sense of self. Des Marias and colleagues (2000) identify elements which are essential to developing leadership in adolescents. These criteria include; “youth/adult partnerships, granting young people decision making power and responsibility for consequences, a broad context for learning and service and recognition of young people’s experience, knowledge and skills” (p. 3). Student leadership within a residential high school environment does not always begin with the student. Just as Steinberg (2014) advises parents to scaffold opportunities for children to build autonomy and independence, schools must hold this same responsibility by providing adolescents with positive adult mentoring as well as the opportunity to take ownership when it is appropriate.

Now with an understanding of positive psychology as it applies to education and leadership as well as the adolescent brain we will explore positive psychology strategies which may nurture those skills in student leaders, enabling them to grow into their most authentic selves and use these gifts to give back (Damon, 2004).

Implementing Positive Psychology Interventions to Develop Leadership in Adolescents

Character Strengths

At the core of building an authentic leader capable of empowering others is a need to know thyself and thy virtues. Peterson and Seligman (2004) proposed that each of us possesses
24-character strengths which fall under six core categories of virtues: courage, humanity, justice, temperance, transcendence, and wisdom. These strengths are inherent in all of us and are widely accepted across cultures but present themselves with varying levels of intensity depending on the person (Peterson & Seligman, 2004). While strengths are not explicitly mentioned in Seligman’s PERMA model or Kern’s EPOCH for adolescents, these 24-character strengths are a cornerstone of positive psychology thought to be in the very DNA of implementing well-being interventions and have been applied as such in existing models of positive education (Hoare et al., 2017; Seligman & Adler, 2019). An advantage of character strengths in comparison to others strengths is that Peterson and Seligman believe these strengths to be plural, meaning the many strengths can exist together and the presence of one does not necessarily mean the absence of another (Park, Peterson, & Seligman, 2004).

When learning about strengths for the first time it is particularly important to differentiate between strengths, talents, interests, skills, and resources. In addition to our character strengths which are the essence of who we are, we each possess talents, what we are good at and that which comes naturally; skills, learned behaviors which enable us to complete tasks; resources, external strengths which are available to us; and interests, passions and hobbies which we dedicate time and attention to (Niemiec, 2013). Character strengths, in contrast, are voluntarily displayed through our own actions, across various domains, not necessarily toward tangible reward, and contribute to both our own well-being and that of others (Peterson & Seligman, 2004).

All 24-character strengths are present in each of us but with different levels of intensity and in different situations. Ryan Niemiec, education director of the VIA Institute on Character also identifies various categories within each combination of 24-character strengths. These
include signature strengths, the top 5 which are essential and energizing; supportive strengths which appear with similar levels of intensity; happiness strengths including hope, curiosity, gratitude, zest and love; phasic strengths, those which fluctuate in different situations; lesser strengths, those in the bottom five; unappreciated strengths, those that are used without much attention; and lost strengths, those that may have been minimized or stifled through inaction.

Gillham and colleagues, including Peterson and Seligman (2011), went on to explore character strengths as they relate to adolescent well-being, acknowledging that research in this specific age group is necessary and separate from that of adults. Most strengths are found to have a positive correlation with well-being, and in adolescence, the presence of strengths has an inverse correlation to behavioral problems and psychological distress (Gillham et al., 2011). Through their work, Gillham and colleagues found that students high in the leadership strength were most likely to experience depressive symptoms. With this in mind, the application of positive psychology interventions with student leaders is especially necessary to promote self-preservation among those who are natural leaders. Through exploring character strengths as a leadership group, students will have the opportunity to first, become familiar with their strengths; second, to understand them; third, to implement and build on them; and fourth, to recognize them in others which may enable each student to set him/herself up for success in his/her leadership approach.

Other-directed strengths. In boarding school communities, we greatly value servant leadership as defined above and regularly remind our students to look for ways to help each other and our community. Living and learning in this environment, peers are often the biggest influence on one another in both encouraged and discouraged ways (Albert et al., 2013). Adolescence is a time when individuals begin to branch out from the family and rely on one
another for support, comfort, and advice (Haidt, 2006). Knowing the influence peers have on one another (Albert et al., 2013), developing “other-directed strengths” such as kindness and teamwork (Gillham et al., 2011) may fulfill the goal of serving our community while increasing the well-being of our student leaders. These strengths predicted lower levels of depression, and when combined with transcendence, temperance and intellectual strengths, higher levels of life satisfaction.

In a boarding school. To familiarize student leaders with the importance of the Values in Action Character Strengths (Niemiec, 2013) they will each first take the VIA to identify their personal combination of strengths. Once they acquire their unique list of strengths, leaders will meet as a group to put strengths information in context to their lives as an individual leader, as a member of a leadership group, and as part of a greater community reliant on their leadership. Each student will have the opportunity to learn about him or herself through his/her unique combination of strengths which will enable them to build a stronger understanding of their most authentic self. Authenticity is a key component of both authentic and servant leadership and one which is influential in helping adolescents develop a sense of self. Awareness of character strengths is so fundamental to well-being and leadership development that character strength interventions can become a permanent staple of leadership development activities. See Appendix A.1 for examples of activities that specifically target strengths as well as employ them in related activities.

Self-Compassion

Being a leader can often be a challenging and sometimes unpopular job. Being aware of strengths and having the courage to deploy self-compassion may help students to maintain resilience in the face of challenge and to be kind to themselves when mistakes occur. Rooted in
Buddhism and eastern philosophy, self-compassion, the openness to personal suffering and willingness to heal oneself with kindness, is a relatively new concept in western culture. *Self-kindness*, showing personal kindness and understanding as opposed to criticism in the face of pain or failure; *common humanity*, seeing personal experience as part of humanity rather than as individual; and *mindfulness*, the non-judgmental and balanced awareness of painful thoughts and emotions, are the three main components of self-compassion (Neff, 2003b). Linked with happiness, optimism, personal initiative, and connectedness, self-compassion is a key element to well-being in adults and adolescents and may contribute to the confidence needed to take positive risks and build relationships. While elements of Neff’s (2003a) Self-Compassion Scale (SCS [see Appendix C]) overlap with self-esteem, studies in developing the SCS show negative correlations between self-compassion and narcissism and positive correlation between self-compassion and compassion for others (Neff, 2003b). In an environment where leadership is focused on service to others, a spirit of outward compassion can be built through compassion within. The ability to see a personal experience as part of the human experience as opposed to individual challenges which are misunderstood by others allows individuals to recognize interconnectedness and equality with others (Neff, 2003a).

Displaying self-compassion can be particularly challenging in adolescence. During this time in development, the brain is programmed to be more self-centered and attuned to the thoughts and acceptance of others as in self-esteem (Neff, 2003b; Neff & McGehee, 2010). Adolescents often lack an understanding of common humanity and fall into “the personal fable” believing their problems are unique, individual, and unable to be understood (Lapsley, FitzGerald, Rice, & Jackson, 1989). Adolescents also put themselves through personal and peer scrutiny believing that they are always being watched and evaluated. Because of this, practicing
self-compassion with teens can be most beneficial to healing and a more direct avenue to well-being than working on self-esteem alone (Sedikides, 1993).

As student leaders, implementing interventions focused on developing and increasing self-compassion may benefit students as individuals and as representatives of the community. This is particularly true because self-compassion is shown to increase happiness, optimism, personal initiative, and connectedness; three elements of EPOCH; while decreasing anxiety, depression, neurotic perfectionism, and rumination (Neff & McGehee, 2010). A 1999 writing intervention (Candler, 1999) explored the ways creative writing and sharing with a group can increase self-esteem and self-efficacy among teens. Through engaging with a series of prompts such as “write about something from your childhood that you had and don’t have now” or “draw a map of a remembered place,” participants were given the opportunity to explore and share their roots. By sharing stories and responding to each other, this group of adolescents was able to broaden its sense of common humanity and develop an understanding that each of them are not alone, decreasing the effect of “the personal fable” (Lapsley et al., 1989; Candler, 1999). While this study was focused on building self-esteem and self-efficacy, it leaves room to broaden self-compassion by integrating mindfulness and self-kindness. Adding a component where participants reflect on group feedback will give students the opportunity to capitalize (Langston, 1994) and further commit positive feedback to memory making it easier to display self-kindness in the face of future adversity. Practicing mindfulness prior to writing or beginning a night of duty within the dorms could also enable adolescents to develop a deeper connection to the present and foster engagement with others giving student leaders the opportunity to truly serve their dorm, the school community, and their personal growth as a leader.
In a boarding school. In an effort to build self-compassion and self-esteem in student leaders, I suggest a similar weekly writing intervention (Candler, 1999) in accompaniment with a weekly duty night. Each week student leaders will receive a set of prompts to be completed at the conclusion of their duty night and shared with the on-duty dorm parent. Both parties will debrief reflections offering opportunities for support or savoring depending on the student’s evaluation of the night. Later, during a weekly group meeting, student leaders will share responses in small (5-6 students) cohorts of their peers. In this space students will aim to become comfortable receiving and offering feedback while building connections with one another. Sharing their experiences as leaders may decrease opportunities to experience the personal fable and increase opportunities to experience common humanity. This opportunity to share will also provide a venue for increased relationship building among peers and will give each individual an environment for positive risk taking (Dutton & Heaphy, 2003; Martin & Dowson, 2009; Duell & Steinberg, 2019). Completing these interventions individually and later sharing with a group will help students build authentic leadership and broaden community while also contributing to the chemistry and camaraderie of the leadership group. See Appendix A.4 for example reflection questions and suggestions for organizing group discussion. Individuals who show themselves compassion are also shown to display greater compassion to others. Creating a sense of belonging through meaningful connection is an essential component of being a student leader in a residential environment. Below I will elaborate on the ways positive relationships create safety in a community and allow an individual to thrive.

Relationships as a Resource

High-quality connections and positivity resonance. A theme in Gillham and colleagues (2011) research is that connection, as mentioned in the EPOCH model, is particularly important
to adolescents especially those high in leadership. Because of this, I plan to integrate Dutton’s work on high-quality connections into this curriculum in a way that will enable connections between student leaders and faculty, between and among student leaders, and between student leaders and the entire student community. Recognizing the importance of connection as a component of EPOCH and a resilience protective factor (Masten et al., 2009) makes it a clear point of focus for our school community to live into a culture of positivity.

**High-quality connections.** Interpersonal relationships are of the utmost importance to adolescent brain development. As children, we are dependent on our parents for the care and support which enable us to grow independence throughout the life cycle. Within a high school context, strong interpersonal relationships have been shown to influence not just well-being, but motivation, engagement, and achievement in students (Martin & Dowson, 2009). Positive relationships may influence happiness, buffer against stress, and provide emotional support and assistance in overcoming challenges (Argyle, 1999; Glober et al., 1998; McCarthy, Pretty, & Catano, 1990). Particularly in young people, relationships have the ability to influence engagement and motivation in schools. Dr. Jane Dutton, a leader in positive organizational scholarship uses the term high-quality connections (HQCs) to describe short term, dyadic interactions which are interpreted as positive by both engaged parties (Stephens, Heaphy, & Dutton, 2012). HQCs do not necessarily have to be between people in a deep and meaningful relationship or those who have regular interaction together, an HQC can happen at the grocery store checkout or with a colleague by the water cooler.

Within the context of a community, HQCs are at the core of a safe and healthy environment (Dutton & Heaphy, 2003). HQCs create belonging cues which build safety in groups and acceptance within the self. Particularly working with students, creating a sense of
belonging through HQCs and interpersonal relationship development can have a profound impact on physical and mental health which in turn may affect academic performance, and positive decision making (Martin & Dowson, 2009).

In a boarding school. Within the context of the expectations and responsibilities of student leaders the opportunities for interpersonal relationships and HQCs come in layers and create a cycle of belonging within a community. As new students enter a residential community, student leaders and key adults (admissions staff, dorm parents, and advisors) are often the first to welcome them. Training student leaders on the importance of building HQCs for individual belonging as well as for the well-being of our community at large will prepare them to set a tone of care and support for the school year. In pursuit of this mission it is essential to share the benefits of HQCs with student leaders as well as to model and build positive interpersonal relationships. Connections built within a school context, particularly in a residential environment where students are surrounded by peers and school personnel instead of immediate family members, can protect our young people from loneliness and depression while creating opportunities for them to feel valued, which in turn builds a sense of self-worth and self-esteem (Martin & Dowson, 2009; Connell & Wellborn, 1991).

Positivity resonance. Most boarding school campuses are blessed with a diverse student and faculty population often enrolling students from all over the United States and the world. Living and loving within a variety of cultures, backgrounds and upbringings requires an open mind and an appreciation for diverse perspectives. Leading researcher on positive emotions, Barbara Fredrickson emphasizes the theory of positivity resonance, the idea that when two people experience a positive emotion together, they share a simultaneous connection in body and mind (Fredrickson, 2001).
Creating opportunities for positivity resonance has been shown to reap significant benefits among individuals in diverse communities by weakening own-race bias (ORB). When we encounter someone for the first time the brain works to process individual features to create a full visual of another person. With people in our own race, we process this holistically, seeing the face as a collective whole right away whereas with individuals from a race different than our own, we process the face as a collection of parts before piecing together the whole (Johnson & Fredrickson, 2005). While the referenced study was conducted with Caucasians as the identifying subject, this own-race bias is shown to be true in the case of any racial group. When first interacting with someone from a race different than our own we might notice eyes, lips, nose and hair color as individual components before creating a full picture of a person in our mind. This may feel shocking and even a little unsettling in a world where we hope to create acceptance and equality, and lucky for us we have the ability to take this into our control.

Experiencing positive emotions prior to meeting someone or experiencing positivity resonance when interacting with a person of a different race helped individuals process facial features more holistically then when experiencing neutral or negative emotions. This in part aligns with Fredrickson’s (2001) broaden-and-build theory as stated above. The broaden-and-build theory is cyclical in that by experiencing positive emotions and sharing them we are all more likely to experience positive emotions and thus they spread in an upward spiral. Creating positivity resonance or HQCs in dyads may enable greater broadening throughout an entire group or school community.

In the boarding school. Within a residential community made of up individuals from all over the world, training in creating positivity resonance through HQCs can be influential in creating a collective belonging for each person. Processing a peer of a different race at the same
time you might process someone of the same race creates a community where everyone is equal and able to express themselves in a safe way. Through training students in building HQCs and practicing loving-kindness meditation, a type of meditation focused on cultivating love and compassion for others, we can create opportunities to decrease facial processing time and create a greater sense of safety and belonging within a residential community that fosters an environment for positive risk-taking. To further adapt this to an individual school environment, HQC and positivity resonance training may be modified to align with individual school initiatives in diversity training or in concordance with a statement of inclusivity.

**High-quality connections and student safety.** High-quality connections may also be used in partnership with suicide prevention and awareness training which is mandated for many individuals working in a student support role. Unfortunately, every situation in life cannot always be approached with a “green cape.” As Dr. Seligman stated in the development of positive psychology, this is by no means an absence of negative. When caring for adolescents it is important to recognize the reality of recent data on anxiety, depression, and teen suicide. Within the last 10 years hospital-reported teen suicide attempts have more than doubled. Adolescent depression has risen by 20% (American Psychological Association, 2018) and issues with anxiety are in almost constant conversation among educators. As adults responsible for the safety and development of our students it is our privilege and duty to look out for their well-being. While this may be more of a red cape application of a positive psychology concept, educating student leaders about the benefits of HQCs in conjunction with mandatory suicide awareness and prevention training may be a way to inspire hope within an otherwise challenging conversation. Within a residential community we have the privilege and expectation to look out for one another. While dorm parents, faculty, counselors, and administrators on duty are always
available to students in need, peers and student leaders are often on the front lines of caring for one another. As adults it is important for us to educate student leaders about potential challenges and “worst case scenarios” so that they are prepared to help a peer in any situation. Preparing a student to recognize signs of concern coupled with HQC training may best equip them to feel confident in their role should they be concerned about a peer. From a preventative perspective, coupling this with the importance of connection will give student leaders an opportunity to take ownership of the student experience in our school and ideally create an environment where everyone belongs, is safe and above all, well.

It is in our best interest to prepare for the worst while also giving strategies to be our best. Acknowledging that we are currently living with students in iGen, we may also adopt HQC training as it applies to social media. Online bullying is a reality in our students lives and reiterating the impact of positive versus negative online presence may be the difference between life and death. Incorporating time in each session to debrief how a positive leadership lesson may be adapted to social media may be influential in protecting students from both making bad decisions online and from being the recipient of unkindness online. See Appendix A.7 for a sample lesson in teaching high-quality connections to adolescents and suggestions for how to adapt these to align with suicide awareness education.

**Limitations**

This curriculum is a series of suggested activities to conduct with student leadership groups in a boarding school environment but it does not include collection of measurable data either in the direct suggestions or in implementing the curriculum. To incorporate a measurement component into further implementation and analysis of these interventions, it may be worthwhile to measure the well-being of individual student leaders and the comradery within the leadership
group at the start of the year, after first semester and at the conclusion of the school year. This may be done using the EPOCH measure of adolescent well-being (see Appendix B.)

Self-compassion, as another concept referenced in this capstone, may also be measured using the Self-Compassion Scale (see appendix C; Neff, 2003b). As more ambiguous constructs; connection, community, and culture may be noted through qualitative reflection on campus events and experiences or through a campus connection survey. For the sake of application, this capstone does not condone using a control or treatment group among student leaders but rather to let past research speak for itself and trust that these interventions will have a positive impact on the lives of students in a boarding school environment if even to make them just a little bit better, a little bit more resilient or a little bit more connected.

Next steps

A way to build on this program is to empower student leaders through a train the trainer model enabling them to not just model behavior of a positive culture but to teach positive psychology strategies to peers on dorm. As students develop an understanding of their character strengths, become comfortable developing HQCs, and learn to be more compassionate to the self and others they will be able to build on skills and focus attention on developing beyond their current knowledge level to continue contributing to the school community.

If training student leaders results in a positive shift in culture or resilience, an argument may be made for further integrating a curriculum of this nature into entire school curriculum and taking beginning steps toward becoming a positive education school. Given what we know about the effectiveness of well-being education in schools and the pay-off on both academic, engagement and mental health, this student leadership curriculum may serve as an opportunity to test positive education in small doses before expanding directly to broader school audiences.
Integrating self-compassion through self-reflection after major assessments, strength spotting while exploring material in English and History classes (Hoare et al., 2017), and educating parents and dorm parents on the intricacies and opportunities of the adolescent brain (Steinberg, 2014) are all strategies to bring positive psychology beyond the backdrop of student leaders to the forefront of a residential educational environment.

**Conclusion**

Boarding schools are unique microcosms designed to enhance community and create an environment for adolescents to thrive. The structure of a residential environment like this provides a great opportunity to integrate character development into the lives of student leaders through student leadership training.

As educators, we have a great privilege to learn alongside our students as they navigate the opportunities brain plasticity creates for them in both learning academic material and learning about themselves. By understanding the adolescent brain and the ways in which it develops we are able to build frameworks to support our students while creating opportunities for them to display autonomy and self-efficacy. These strategies will ultimately build self-regulation skills which are shown to be most effective in predicting adolescent well-being and success (Duckworth & Steinberg, 2015). In understanding the significance of EPOCH (Kern et al., 2015) and resilience protective factors as predictors of well-being into adulthood, educators must create space and opportunity for positive risk taking in schools (Duell & Steinberg, 2019). Within a residential environment this responsibility is even greater as our students learn well beyond the hours of the school day. Student leaders and the role they play in creating a culture on dorm and in the community have a great responsibility to role model for underclassmen and continue pushing for opportunities for developmentally appropriate student autonomy. By living into a
model of authentic and servant leadership through understanding character strengths and engaging in high-quality connections, student leaders create a space to empower all students to be their very best (van Dierendonck, 2011).
References


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Appendix A: Student Leadership Activities

A.1: Building Individual and Group Character Strengths

Peterson and Seligman (2004) identify 24 Character Strengths within six core categories of virtues: wisdom, courage, humanity, justice, temperance, and transcendence. A knowledge of character strengths can be particularly useful in exploring your most authentic self as a leader and has been shown to increase well-being and life satisfaction (hope, gratitude, meaning, curiosity, love), while decreasing depression (forgiveness, kindness, teamwork, perseverance, self-regulation) in adolescents. Among student leaders in particular, building kindness, forgiveness, teamwork, and other social strengths have shown to increase social support and may deepen connections to others. Close connections are also shown to increase gratitude, hope, and meaning in adolescents (Gillham et al., 2011).

Activity:
Group leader, likely the student leadership advisor, will review the following questions with the entire group:
*Prior to meeting it is recommended that all group members take the VIA Strengths Survey and bring a copy of their results. A group account can be made to organize all survey results on VIAcharacter.org.

Why character strengths? (See p. 31-34 for more information)
- Negativity bias
- Evolutionary awareness of risk and flaws
- Flourishing levels in adolescents (Keyes, 2006)

Why strengths for us?
- Being our best selves as an individual, as a leadership group, as a school. (Gillham, et al. 2011; Avolio & Gardner, 2005)
- Research into how utilizing strengths can help adolescents be well (Gillham, et al. 2011) –Refer to p. 31-34 for more information.
- Show data of strengths for the group. – Through the VIA Institute on Character, anyone can create an account and take the VIA for free. You may also create a group which will allow a leadership advisor to send the VIA to a group of student leaders and receive results for each student who takes the survey. With this information an advisor may create a visual through a word cloud or list to show the strengths of the group. Visit www.viacharacter.org for more information and resources.

What are character strengths?
A deeper look into the 6 virtues and 24 strengths
  ○ Virtues are core characteristics deemed important and valuable by moral philosophers. -- wisdom, humanity, courage, justice, temperance and transcendence
  ○ Character strengths define these virtues.
  ● Where do they come from? Why/how are they validated?
  ● Examples of how they can be over or under used - mean

How can we use our knowledge of strengths to make us better leaders?

Entire group break up into smaller groups with a variety of signature strengths
  ● Consider your 5 signature strengths and how you use them?
  ● Where do others see them in you?
  ● What are some of your lower strengths you might want to focus on developing?
  ● How can you develop them and who can help you?

Below finds a sample worksheet to guide individual strengths conversations.

Activity based on research by Ryan Niemiec and the VIA Institute.
Exploring Character Strengths

<table>
<thead>
<tr>
<th>Positive Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>-10</td>
</tr>
</tbody>
</table>

(Peterson & Seligman, 2004)

<table>
<thead>
<tr>
<th>Talents</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I am good at?</td>
<td>Where do I find support?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who am I? What makes me me?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
<th>Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>How I apply what I've learned?</td>
<td>What excites me? How do I spend my free/choice time?</td>
</tr>
</tbody>
</table>

(Namiec, 2019)

Label types of Char. Strengths

- Signature
- Supportive
- Happiness
- Phasic
- Lesser
- Unappreciated
- Lost strengths

Strength Spotting:

Now that you know your signature strengths, can you think of ways you use them in your everyday life?

Share an example of each of your signature strengths and how you’ve used it either generally or in a specific situation.

Where do others see your character strengths in you?

What are some of your lower strengths you might want to focus on developing?

How can you develop these strengths and who can help you?

How can you utilize your strengths to best contribute to this leadership group?

(Peterson & Seligman, 2004)
A.2: Positive Introduction

The positive introduction is an intervention often used in positive psychotherapy to help individuals explore personal victories in the face of challenges (Rashid, 2015). Sharing positive introductions in small groups can serve as a team building exercise which works to develop opportunities for strength spotting, experiencing common humanity, and seeing a peer’s roots. Within everyday lives, William James articulated that “The roots of man’s virtue are inaccessible to us: By their fruits shall ye know them, not by their roots” (Kephart, 2013, p. 235). Sharing positive introductions allows the group to see a glimpse of an individual’s roots both through their story and through what they highlight as important to them.

Activity: Recount a time when you were at your definition of your personal best. It can be a large event or something small and does not have to be within the context of leadership. Write your story in about a page and plan to share it with a small group.

Facilitation:

- Organize students into small groups of 3 - 5 people. It may be best to group students who will work together throughout the year either as a leadership team on a dorm or in small groups for other activities (see Self-Compassion exercise for another example).
- Students should prepare their positive introductions ahead of time and bring them to a specified meeting to share in the small groups.
- Before splitting up, set group norms and lead with an example of what a positive introduction might look like and how to respond when someone shares a personal story.
  - Ex. While the speaker is sharing, practice active listening skills, offer validation or support where needed, give the person your full attention, preferably no phones for this or any leadership activity
- Assign each group a private spot on campus or allow them to choose from a few options. Plan for each student to have about 15 minutes to share his or her story and receive responses.
- Group responses should be focused on 1. strength spotting (see character strengths activity), acknowledging character strengths you notice in the storyteller throughout the story, and 2. Asking follow up questions that will allow the speaker to further savor, feeling a sense of joy in his/her experience.
  - Faculty / advisory facilitators may walk around to offer support or answer questions if necessary. Students should know you’re available but not intrusive. This is a great time to give students autonomy and allow them to connect with one another.
- When each small group is finished, have the entire group meet for a fun and calm group activity i.e. s’mores around a small fire, fun at the pool, an outdoor movie or open mic night, optional board games if available.
A.3: Building a Working Relationship

Each night a dorm parent (an adult member of the school faculty) and a student leader (senior or junior in high school) will be present for duty on their corresponding dorm residence. Students will remain on duty with the same faculty member throughout the year. Together the duo will fulfill nightly expectations and divide individual responsibilities to best serve the residents of each dorm.

During student leadership training, student leaders and dorm parents will meet one on one to review expectations and establish working norms relevant to each individual. Through this, students are encouraged to learn to advocate for themselves in times of need, develop an understanding of their personal strengths, and communicate openly and honestly with their partnering dorm parents. Dorm parents are expected to communicate expectations with students, offer regular and relevant feedback, hold students accountable, and offer support in alignment with student leaders vocalized and displayed needs.

**Objective:** Based on Martin and Dowson (2009) the goal of this activity is to provide an opportunity for student leaders to build relationships with an influential and regularly present adult in their life both as a student and as a leader. This conversation will also scaffold an accountability structure to give the student leader freedom when s/he is ready for more responsibility while providing support as s/he builds confidence as a leader (Steinberg, 2014). Focus topics for meetings are suggested below.

**Meeting Agenda:**
Meeting to take place during student leadership training. Dorm parents, student leaders, and student leadership advisors may revisit this conversation as needed throughout the year.

<table>
<thead>
<tr>
<th>Time</th>
<th>Who</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:00 - 00:10 min</td>
<td>All dorm parents and student leaders</td>
<td>Debrief goals of this activity - and objective of individual meetings</td>
</tr>
<tr>
<td>00:10 - 00:40</td>
<td>One on one with dorm parent and student leader</td>
<td>Review topics of discussion - create a team agreement Each duty duo should have a complete form by then end of their meeting. If they need more time a separate meeting may be arranged for further discussion.</td>
</tr>
<tr>
<td>00:40 - 00:45</td>
<td>All</td>
<td>Regroup and reorganize</td>
</tr>
<tr>
<td>Time</td>
<td>All</td>
<td>Question</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>00:45 - 00:55</td>
<td>All</td>
<td></td>
</tr>
</tbody>
</table>

**Duty night example structure:**

- **7:30 p.m.** Residents sign in with Dorm Team - Dorm team communicates with on campus duty team
- **7:45 p.m.** Study hall begins - Room cleanliness checks, phones collected, doors propped
- **9:45 p.m.** Study hall ends - Residents resign in with Dorm Team
- **10:30 p.m.** All dorm residents return to his/her own room
- **10:45 p.m.** Phones Collected
- **11:00 p.m.** Lights Out

**Topics of discussion:**

<table>
<thead>
<tr>
<th>Topic of discussion</th>
<th>Student Leader</th>
<th>Dorm Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify individual strengths, skills, interests, and available resources as they pertain to this student leadership role. (see p. 31-32) (may explore VIA character strengths after completing the VIA Survey)</td>
<td>Ex. I am a pretty good student. I can help students on dorm get organized and prepare for biology tests.</td>
<td>Ex. I’m great at sticking to a schedule and upholding dorm expectations.</td>
</tr>
<tr>
<td>Identify desired areas of improvement</td>
<td>Ex. I hope to develop more confidence in holding my peers accountable and asking for help when I need it instead of trying to handle everything on my own.</td>
<td>Ex. I want to be intentional about making time to connect with each student in a way that balances the rules and the relationships.</td>
</tr>
<tr>
<td>What does support look like to me?</td>
<td>Ex. It is helpful to know I can switch duty or you can work without me if I am overwhelmed by academic responsibilities.</td>
<td>Ex. The students on dorm may come to you for things they are not comfortable talking to me about. Please keep me in the loop so that I can best support the dorm.</td>
</tr>
<tr>
<td>What will you own?</td>
<td>Ex. I will make sure the dorm is ready for study hall at 7:45 and check that rooms are clean.</td>
<td>Ex. I will do lights out at 11:00 and sign everyone in at 7:30 and 9:45.</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>What are your goals as a leader/dorm parent?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How will we communicate if we get off track?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When is the best time to arrange a conversation?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A.4: Building Self-compassion and Self-Esteem

In fulfillment of their responsibilities, each student leader will complete one night of duty per week on his/her assigned dorm. At the start of each week student leaders will receive 3-4 relevant prompts to complete in preparation for and reflecting on his/her duty night. Student leaders will share this with their team dorm parent at the end of the night and with a small cohort of peers each week.

Objective: Through reflecting on individual presence as a leader on duty and taking the time to share reflections with fellow student leaders the goal of this activity is for student leaders to develop confidence in their leadership ability, self-identify strengths and opportunities for growth, and build a sense of common humanity through learning from the experience of others (Candler, 1999; Neff & McGehee, 2010). Creating clear intentions around leadership, identifying strengths to work on and recognizing strength successes, as well as reflecting on effectiveness of living into each intention will help students to develop an authentic self while building an identity as a leader (van Dierendonck, 2011). This writing reflection coupled with the support of dorm faculty and fellow leaders’ scaffolds space to grow through taking positive risks (Duell & Steinberg, 2019; Damon, 2009).

Example:
What is your intention for duty tonight?
The dorm is beginning to stray from living into our expectations, my intention is to set clear expectations for room cleanliness and help my dorm mates meet those expectations by the end of the night.

My connections with some peers are stronger than those with others, I plan to connect with Student 1 and Student 2 tonight so that I can get to know them better.

Possible Reflection Questions:
No more than three questions assigned each week. Questions may change based on events happening within the school, the dorm, or with an individual student leader. Students may also have the option to add a reflection point of their own.

- How did you use your strengths on duty tonight?
- Did you make any meaningful connections? Recount a time when you really felt like you’re living into your role.
- Where do you find support when you’re feeling stretched thin?
- Who on dorm do you feel a strong connection with? Who could you build a connection with?
- Do you feel everyone on your dorm has a person to go to if they need help?
- What situations if any push your buttons? What helps you deal with these when you’re frustrated?
- How, if at all, do you prepare for a duty night?
- What made you feel useful tonight?
- What challenged you tonight?
- What do you know now that you wish you knew your first day in this role?
- What is your favorite memory from when you were an underclassman?
- What about your behavior may help your peers create positive memories?
- Do you feel supported by the dorm parent you’re on duty with? How could your relationship be stronger?
- Do you have a clear understanding of your responsibilities while on duty?
- Do you prefer the dorm parent on duty with you to be more hands-on and active or to allow you to take the lead? How do you communicate your preferences?
A.5: Building a Group Culture

Part of being a student leader is learning to lead with a group and not just as an individual. Residential student leaders will conduct duty nights as an individual, but will regularly host events on dorm with a team of five, or campus events as a team of 18 - 20. The success of the group is dependent on developing norms, expectations, and strategies to support one another in order to thrive as a group.

Over the summer as student leaders prepare to live into their role as individuals and as a team they will begin learning about group culture and how it can affect the well-being of an organization or in our case, a school. This may be coupled with a preliminary set of group norms and build upon when students return to campus in the fall.

Objective: *The Culture Code* explores how leadership can impact a sense of safety and belonging for followers. Sharing examples of existing leaders with students may assist them in developing their own form of authentic servant leadership while setting a positive example for peers on campus. By connection with a shared text, students will begin to create a common language around culture and situations a group is likely to experience throughout a year of working together. Reading and responding together will increase opportunities for students to feel an identity as an individual, a member of this leadership group, and a member of the community.

Assignment:
Daniel Coyle’s *The Culture Code* explores the characteristics and behaviors of some of the world’s best functioning teams to see what makes them so successful. He shares behind the scenes insight into company culture at places like Zappos, U.S. Navy Seals, and the San Antonio Spurs to see how a sense of belonging can affect team culture and even productivity. These stories combined with implementable strategies convey elements of culture in a way that is inspiring and digestible for high school students. To build a common language around culture and the kinds of behaviors we might hope for a team, this is a great book to share with students.

Read the first chapter of Daniel Coyle’s *The Culture Code* and answer the following questions. This can be completed as a writing assignment sent during the summer months to prepare students for training in the fall or completed as a group activity with an in-person discussion.

1. In Chapter 1, Coyle refers to Nick (bad apple) and Jonathan (good apple) as two examples of group members. Within our counselor group, how will you channel your inner "good apple" to create a space where it is safe for everyone to contribute?
2. We can likely all recall a time when we were in a group with someone who brought the energy down. What can we do as a group to keep counselor meetings positive and productive?

3. Beyond our group, how might you create a safe and productive environment in other parts of campus? (ex. athletic teams, dorms, classroom groups, clubs)

4. Of the characteristics and behaviors listed from our group norms brainstorm, which items are most important to you for our success as a counselor body?

5. Which of these come easily to you?

6. Which might require more intention or thought for you to embody?

7. Which fellow groom member/s do you feel closest to?

8. Which fellow group members do you hope to get to know better?
**A.6: Student Leadership Event Planning Sheet**

<table>
<thead>
<tr>
<th>Event</th>
<th>(may be proposed by students or existing events in the school calendar) Ex. Student leaders host the back to school dance during the first campus weekend.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event Date</td>
<td></td>
</tr>
<tr>
<td>Event Audience</td>
<td>Who is this in service of?</td>
</tr>
<tr>
<td>Purpose of the event</td>
<td>Why are we having it? How will this impact our community? How does this event align with our group values?</td>
</tr>
<tr>
<td>Event goal</td>
<td>How will this event make people feel? Will our event create a productive/meaningful memory? What is our intended outcome? How will we measure our event success?</td>
</tr>
<tr>
<td>Event logistics</td>
<td></td>
</tr>
<tr>
<td>What is our budget?</td>
<td></td>
</tr>
<tr>
<td>What supplies will we need?</td>
<td></td>
</tr>
<tr>
<td>Who do we need to communicate with, about what, and by when?</td>
<td></td>
</tr>
<tr>
<td>How will we inspire event interest in others?</td>
<td></td>
</tr>
<tr>
<td>Why should someone attend this event? - What is special about it?</td>
<td></td>
</tr>
</tbody>
</table>
Individual pre-event reflection questions

Self:
As a student leader how can I productively impact the community before/ during/ after this event?

How can I leverage my strengths to contribute to our group’s success?

What strengths can I recognize in others to enable them to reach their full potential?

Group:
Which members of our group are best suited to take the lead on this event? In what ways?

How can each of us contribute in a meaningful and productive way?

Before getting frustrated, how can we communicate if someone is not appropriately contributing?

Who can we ask for help if we need it?

Community:
How will this event add to the school experience of our peers?

What do we hope others will take away from their time here?

What if anything will a student learn about our school culture through participating in this event?
A.7: Building High-Quality Connections

Communities and organizations rich in connection have been shown to have positive effects on well-being, productivity, a sense of belonging, and collaboration among individuals (Dutton & Heaphy, 2003). Including information on the importance of creating high-quality connections and ways to build them in student leadership training may empower student leaders to create connections throughout the campus. As mentioned in Kern and colleagues’ (2016) EPOCH model, connection is a key component of adolescent well-being one that can be built through relationships with faculty as well as with peers (Damon, 2004). The script and slides below may be used to guide students through a session focused on developing an understanding of what HQCs are and why they matter as well as strategies to build them with others.

To maximize relevancy and add a positive element of empowerment to student leadership training, HQC activities may be coupled with mandated suicide awareness and prevention training which should be guided by the school counselors. Educating student leaders on how they can look out for peers and create a culture of belonging may put a green cape approach on a red cape situation. (see pp. 39-45 for more information.)

Slide 2: Mindfulness minute

- As we get started, let’s take a minute to reflect on your role as a student leader.
- Sit up straight in your chair with your feet planted on the floor.
- Close your eyes if you’re comfortable and start by taking a deep breath together as a group.
- Inhale through your nose as much air as possible feeling your stomach expand.
- Exhale through your mouth every bit of air, trying to touch your belly button to your spine.
- Another deep breath in
- And exhale out.
- Now continue taking a few deep breaths at your own pace.
- As you breath in through your nose, take in the good memories throughout your time at as an underclassman -- new friendships, connections on dorm, even finding out that you earned the role of student leader last spring.
- As you exhale let go of any frustrations or insecurities you’ve felt in your role.
- Breath in hopes for the future, excitement for the school year, connecting with new students, creating a positive culture.
- Breath out any frustrations or insecurities.
- Continue breathing and Think about a goal as we work together today to create connections on campus.
- How can you as an individual and you as a group make a difference in this community?
- When you feel ready, open your eyes and settle in to the space around you.
Slide 3: What are High Quality Connections
Today we’re going to talk about High Quality Connections particularly in organizations. Within a residential environment, we are unique in that our organizational or work relationships are also usually our personal relationships (friends/dormmates) too.

- HQCs are “marked by mutual positive regard, trust and active engagement on both sides” (Dutton, 2003, p. 2)
- “In an HQC people feel more engaged, more open, more competent and more alive” (Dutton, 2003, p. 2).

These connections do not have to involve a lasting or intimate relationship, they can even be with strangers or people you may only meet or interact with once.

- Can you think of a place where you might have experienced a one-time HQC?
- How can HQCs effect social media?

Slide 4: Share connection video (2:34)
- What is interesting about these connections?
- How would you feel if you found yourself in this situation?
- What might we be missing about the people around us at VES?
- Can you think of a time when you learned something about someone and realized you had misjudged them? What about a time when someone misjudged you?

Slide 5: Why should we care about HQCs?
- Feeling connected offers benefits at every level, as an individual, on a team and in an organization.
- HQCs also contribute to greater productivity in these situations. People are more cooperative, feel more confident with themselves, are more creative, more resilient, have better physical and psychological health, are more open minded. HQCs promote better learning and more flexibility in teams and also greater loyalty in organizations (Dutton, 2003).

Slide 6: What are some examples of places on campus where high-quality connections could be most beneficial?

Slide 7: HQC inventory - Distribute handouts
Give everyone a few minutes to write about their HQC and share with the person next to them. What are some takeaways?

Slide 8:
- What are some of the patterns you notice in your HQC inventory?
• Is there anyone you feel like you should be connecting with, but you’re not?
• Do you consider how often you have an HQC and with whom?
• What actions can you take to build even greater HQCs?

Slides 9-11: If HQCs are so important, how do we create them?
Pair up with someone in the group you know the least or someone you have not had time to connect with recently.
One partner takes the lead building an HQC by asking a question. You can use an example on the board. After a minute, switch.

At the end of two minutes -
• Share with your partner something they did or said which helped you to build a connection.
• Was it awkward?
• Was it hard to speak on your own for a minute?
• Did you find any common ground?

Slide 12 and 13: Group share.
What worked for you? What made you feel comfortable sharing?

Slide 14:
• How can you make a difference on campus as a student leader?
• What impact do you want to make on this community?
• How do you want to be remembered by the faculty, by underclassmen, by your peers?
• Who can you connect with in the next week to make a positive impact?
• Share with the person next to you someone you would like to connect with and why.
• How might creating high-quality connections contribute to the trajectory of the school year?

Slide 15: Homework / Measurable
• In the next week, do your best to keep track of connections built with other people in your life. It can be peers on dorm, friends, parents and family members, and even officials / opponents at athletic events or cashiers at the grocery store.
• Please record your interactions and any comments you have on the google form I will share with you. You can do them all at once or log them as you go.

Slides below based on research and activities by Dr. Jane Dutton. For additional resources visit the Center for Positive organizations at https://positiveorgs.bus.umich.edu.
**What are high quality connections?**

- Mutual engagement, trust, and positive regard.
- People feel more open, more engaged, and more competent.
- HQCs result in greater energy and a sense of being alive.
- HQCs do not have to involve a lasting or intimate relationship.
- Any kind of contact can be a HQC.
- HQCs can happen in person and via digital communication such as text or email.

**Why should we care about HQCs?**

- Individuals:
  - Better cooperation
  - Increased self-esteem
  - Better physical and psychological health
  - Open-mindedness
  - Greater idea generation
  - De-escalation

- Teams/Groups:
  - Better learning
  - More flexible and resilient
  - More creative

- Organizations:
  - Enhanced cooperation
  - Greater employee retention
  - More loyalty among customers, employees, and suppliers
  - Lower cost

**We were created to connect**

What happens when we make a connection?
What kind of responses do you feel?
- Mental
- Physical
- Emotional

http://www.knottybees.org/videos.php?id=6134

**What of some examples of places / interactions on campus where High Quality Connections could be most beneficial?**
STUDENT LEADERS: CATALYSTS FOR POSITIVE CULTURE

Identify your HQCs

Identify the people in your life with whom you consistently have high quality connections.

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What person do you notice?  
Who is on your list?  
Who is not on your list?

What are some of the patterns you notice in your HQC inventory?  
Is there anyone you feel like you should be connecting with, but are not?  
Do you consider how often you have a HQC and with whom?  
What actions can you take to build even greater HQCs?

If HQCs are so important... How do we build them?

Potential Questions...  
You can also come up with your own.

What are your hobbies and how did you get into them?  
Who is someone on your HQC list and how do they add to your daily life?  
Why do you most like spending time with and why?  
What are you most proud of in the last year?  
If you had only one sense (hearing, touch, sight...) which would you choose?  
Would you like to be famous? If so, for what?  
What is the greatest accomplishment in your life?

Debrief

Share with your partner something they did or said which helped you to build a connection.

Did you find any common ground? If so, where?

How does nonverbal communication contribute to connection?

Pair Up!
What worked for you?

How can you make a difference on campus as a student leader?

How do you want to be remembered by the faculty, by underclassmen, by your peers?

Who can you connect with in the next week to make a positive impact?

How might knowing about HQCs help you in your role as a student leader?

Let’s Measure

In the next week, pay attention to whom you deal with and whom you make connections with.

Track the connections and add a common share what made it a HQC (providing recognition, eye contact, shared interests, particular meaningful memories).

How can you show people that they matter in your communication?

If you have experience where you felt like a connection was not of high quality consider reflecting on why was it not. The other person, the environment?

Who are some people who make you feel like you're valued and you matter?

People will forget what you said, people will forget what you did.

But people will never forget how you made them feel.

-Maya Angelou

Thank you!
A.8: Meaningful Meeting Moments

Consider having students start or end a meeting with one of the following activities.

**High Quality Connection:**

**Build an HQC:** In a meeting, set aside 3-5 minutes to nurture high quality connections within the group. Direct students to pair off with someone they haven’t connected with this week. Set a timer and have one partner speak for a full minute. Switch and have the second partner speak for a full minute. SL Advisor may provide a prompt or students may come up with a question on their own. The goal is to practice connecting on one end through active listening and on the other through being open and sharing.

This can be done at the beginning, middle, or end of a meeting.

**Possible HQC Prompts:**

- Tell me about a time when you felt valued this week.
- Tell me about a time when you connected with an underclassman.
- When was the last time you laughed so hard you cried? What made you laugh?
- Who on campus made your week better? How?
- What did you learn about being a student leader this week?
- What is your favorite way to take care of yourself? (ex. Going for a run, reading a book just for fun, planning video games, watching a favorite TV show, practicing mindfulness, calling a friend or family member) When was the last time you did this?

**Conduct an HQC inventory:** Based on an activity built by Jane Dutton (2003) have students consider the people they are most connected to at that moment in time and take inventory of those high-quality connections (see slide 7 on p. 69).

Follow up with reflection questions such as:

- Were there any surprises on your list? Either those who were present or absent?
- How have your nurtured relationships in the last day, week, month?
- Have you noticed others nurturing relationships with you?
- Is there anyone not on your list who you may want to be more intentional about connecting with in the next week? How will you hold yourself accountable to follow through on this connection?

**Mindfulness Minute:**

Begin or end a meeting with a short mindfulness reflection. Mindfulness is the non-judgmental and balanced awareness of painful thoughts and emotions and is shown to increase self-regulation (Steinberg, 2014) through the gradual awareness of attention (CITE). A regular practice may be a minute of silence for students to reflect on their own; a short-guided meditation relevant to a time of year such as exams, start or end of the school year, or around a
particularly challenging or joyful week; or a mediation with a specific goal such as building self-compassion or letting go of a mistake.

Visit https://self-compassion.org/guided-self-compassion-meditations-mp3-2/ for guided self-compassion meditations. (see p. 34-36 for additional information on self-compassion.)
Visit https://www.positivityresonance.com/meditations.html for guided positivity resonance focused loving kindness meditations. (see pp. 39-41 for additional information on positivity resonance.)

**Counting blessings:**
Counting daily blessings, a tried and true positive intervention, has been shown to increase gratitude, life satisfaction, optimism and decrease negative affect (Emmons & McCullough, 2003; Froh, Sefick, & Emmons, 2008). Expressing gratitude has a particularly high correlation with school satisfaction. Have students make a list of three good things that happen each day. It can be relevant to their role as a leader, school, or life in general. Also let student leaders know that this can be a helpful strategy for peers on dorm particularly younger dorms. Challenge them to host a dorm meeting where everyone is encouraged to make a list of three good things. Welcome sharing if anyone is comfortable.
Appendix B: EPOCH Measure of Adolescent Well-Being
Measure and instructions are freely available at http://www.peggykern.org/questionnaires.html

The EPOCH Measure of Adolescent Well-being
Margaret L. Kern, Lisbeth Benson, Elizabeth A. Steinberg, Laurence Steinberg
University of Pennsylvania and Temple University

Measure Overview
In his 2011 book *Flourish*, Dr. Martin Seligman, Distinguished Professor of Psychology at the University of Pennsylvania and founder of the field of positive psychology, defined 5 pillars of wellbeing, PERMA (positive emotion, engagement, relationships, meaning, accomplishment). In applying this model to youth, we adjusted the model to be developmentally appropriate. The resulting model consists of five different positive characteristics that together support higher levels of well-being: engagement, perseverance, optimism, connectedness, and happiness.

E = Engagement
Engagement refers to being absorbed, interested, and involved in an activity or the world itself. Very high levels of engagement are known as a state called “flow”, in which you are so completely absorbed in an activity that you lose all sense of time.

P = Perseverance
Perseverance refers to having the tenacity to stick with things and pursue a goal, despite any challenges that occur. You finish things that you start, even if it takes awhile. When the going gets tough, the tough get going.

O = Optimism
Optimism refers to having a sense of hope and confidence about the future. It involves generally taking a favorable view of things. Negative events are seen as temporary and specific to the situation – believing that things will work out in a good way.

C = Connectedness
Connectedness refers to feeling loved, supported, and valued by others. It’s more than simply having people in your life, but also feeling close to others.

H = Happiness
Happiness is a general feeling of happiness, cheer, and contentment with life. You might not feel happy all the time, but you tend to feel generally content with life.

Use of the Measure
Items are presented below. The questions can be grouped together, but note the two sets of response options.

The measure is freely available for noncommercial research and assessment purposes, after registering (please complete the form at https://docs.google.com/forms/d/1eamBshwjtlyQDsWG72qum8Czi-j2lZ3Q7r5FE5oJEAv/viewform?usp=send_form). In the future, we will have an online portal for taking the measure and receiving results and insights, but at this point, we cannot provide assistance with administering or scoring the measure.

For commercial purposes, please contact the University of Pennsylvania Center for Technology Transfer.
### Scoring EPOCH

<table>
<thead>
<tr>
<th>Item</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>When something good happens to me, I have people who I like to share the good news with.</td>
</tr>
<tr>
<td>P1</td>
<td>I finish whatever I begin.</td>
</tr>
<tr>
<td>O1</td>
<td>I am optimistic about my future</td>
</tr>
<tr>
<td>H1</td>
<td>I feel happy.</td>
</tr>
<tr>
<td>E1</td>
<td>When I do an activity, I enjoy it so much that I lose track of time.</td>
</tr>
<tr>
<td>H2</td>
<td>I have a lot of fun.</td>
</tr>
<tr>
<td>E2</td>
<td>I get completely absorbed in what I am doing.</td>
</tr>
<tr>
<td>H3</td>
<td>I love life.</td>
</tr>
<tr>
<td>P2</td>
<td>I keep at my schoolwork until I am done with it.</td>
</tr>
<tr>
<td>C2</td>
<td>When I have a problem, I have someone who will be there for me.</td>
</tr>
<tr>
<td>E3</td>
<td>I get so involved in activities that I forget about everything else.</td>
</tr>
<tr>
<td>E4</td>
<td>When I am learning something new, I lose track of how much time has passed.</td>
</tr>
<tr>
<td>O2</td>
<td>In uncertain times, I expect the best.</td>
</tr>
<tr>
<td>C3</td>
<td>There are people in my life who really care about me.</td>
</tr>
<tr>
<td>O3</td>
<td>I think good things are going to happen to me.</td>
</tr>
<tr>
<td>C4</td>
<td>I have friends that I really care about.</td>
</tr>
<tr>
<td>P3</td>
<td>Once I make a plan to get something done, I stick to it.</td>
</tr>
<tr>
<td>O4</td>
<td>I believe that things will work out, no matter how difficult they seem.</td>
</tr>
<tr>
<td>P4</td>
<td>I am a hard worker.</td>
</tr>
<tr>
<td>H4</td>
<td>I am a cheerful person.</td>
</tr>
</tbody>
</table>

Across domains, each item is scored on a 1 to 5 scale (almost never/ not at all like me = 1; almost always/ very much like me = 5). Scores are computed for each domain as the average of the four items, and results can be presented as a profile across domains (see sample image below). That is:

- Engagement = mean(E1,E2,E3,E4).
- Perseverance = mean(P1,P2,P3,P4)
- Optimism = mean(O1,O2,O3,O4)
- Connectedness = mean(C1,C2,C3,C4)
- Happiness = mean(H1,H2,H3,H4)

### Sample Scoring Presentation

We are working on the best way to display scores. To date, we have used bar graphs:
This is a survey about you! Please read each of the following statements. Circle how much each statement describes you. Please be honest - there are no right or wrong answers!

<table>
<thead>
<tr>
<th>Statement</th>
<th>Almost never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very Often</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>When something good happens to me, I have people who I like to share the good news with.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I finish whatever I begin.</td>
<td>Almost never</td>
<td>Sometimes</td>
<td></td>
<td>Very Often</td>
<td>Almost Always</td>
</tr>
<tr>
<td>I am optimistic about my future</td>
<td>Almost never</td>
<td>Sometimes</td>
<td></td>
<td>Very Often</td>
<td>Almost Always</td>
</tr>
<tr>
<td>I feel happy.</td>
<td>Almost never</td>
<td>Sometimes</td>
<td></td>
<td>Very Often</td>
<td>Almost Always</td>
</tr>
<tr>
<td>When I do an activity, I enjoy it so much that I lose track of time.</td>
<td>Almost never</td>
<td>Sometimes</td>
<td></td>
<td>Very Often</td>
<td>Almost Always</td>
</tr>
<tr>
<td>I have a lot of fun.</td>
<td>Almost never</td>
<td>Sometimes</td>
<td></td>
<td>Very Often</td>
<td>Almost Always</td>
</tr>
<tr>
<td>I get completely absorbed in what I am doing.</td>
<td>Almost never</td>
<td>Sometimes</td>
<td></td>
<td>Very Often</td>
<td>Almost Always</td>
</tr>
<tr>
<td>I love life.</td>
<td>Almost never</td>
<td>Sometimes</td>
<td></td>
<td>Very Often</td>
<td>Almost Always</td>
</tr>
<tr>
<td>I keep at my schoolwork until I am done with it.</td>
<td>Almost never</td>
<td>Sometimes</td>
<td></td>
<td>Very Often</td>
<td>Almost Always</td>
</tr>
<tr>
<td>When I have a problem, I have someone who will be there for me.</td>
<td>Almost never</td>
<td>Sometimes</td>
<td></td>
<td>Very Often</td>
<td>Almost Always</td>
</tr>
<tr>
<td>I get so involved in activities that I forget about everything else.</td>
<td>Almost never</td>
<td>Sometimes</td>
<td></td>
<td>Very Often</td>
<td>Almost Always</td>
</tr>
<tr>
<td>When I am learning something new, I lose track of how much time has passed.</td>
<td>Not at all like me</td>
<td>A little like me</td>
<td>Sometimes</td>
<td>Mostly like me</td>
<td>Very much like me</td>
</tr>
<tr>
<td>In uncertain times, I expect the best.</td>
<td>Not at all like me</td>
<td>A little like me</td>
<td>Sometimes</td>
<td>Mostly like me</td>
<td>Very much like me</td>
</tr>
<tr>
<td>There are people in my life who really care about me.</td>
<td>Not at all like me</td>
<td>A little like me</td>
<td>Sometimes</td>
<td>Mostly like me</td>
<td>Very much like me</td>
</tr>
<tr>
<td>I think good things are going to happen to me.</td>
<td>Not at all like me</td>
<td>A little like me</td>
<td>Sometimes</td>
<td>Mostly like me</td>
<td>Very much like me</td>
</tr>
<tr>
<td>I have friends that I really care about.</td>
<td>Not at all like me</td>
<td>A little like me</td>
<td>Sometimes</td>
<td>Mostly like me</td>
<td>Very much like me</td>
</tr>
<tr>
<td>Once I make a plan to get something done, I stick to it.</td>
<td>Not at all like me</td>
<td>A little like me</td>
<td>Sometimes</td>
<td>Mostly like me</td>
<td>Very much like me</td>
</tr>
<tr>
<td>I believe that things will work out, no matter how difficult they seem.</td>
<td>Not at all like me</td>
<td>A little like me</td>
<td>Sometimes</td>
<td>Mostly like me</td>
<td>Very much like me</td>
</tr>
<tr>
<td>I am a hard worker.</td>
<td>Not at all like me</td>
<td>A little like me</td>
<td>Sometimes</td>
<td>Mostly like me</td>
<td>Very much like me</td>
</tr>
<tr>
<td>I am a cheerful person.</td>
<td>Not at all like me</td>
<td>A little like me</td>
<td>Sometimes</td>
<td>Mostly like me</td>
<td>Very much like me</td>
</tr>
</tbody>
</table>

Thank you!
### Appendix C: Self-Compassion Scale

Measure and instructions are freely available at [http://self-compassion.org](http://self-compassion.org)

**HOW I TYPICALLY ACT TOWARDS MYSELF IN DIFFICULT TIMES**

Please read each statement carefully before answering. To the left of each item, indicate how often you behave in the stated manner, using the following scale:

<table>
<thead>
<tr>
<th>Almost never</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Almost always</th>
<th>5</th>
</tr>
</thead>
</table>

1. I’m disapproving and judgmental about my own flaws and inadequacies.
2. When I’m feeling down I tend to obsess and fixate on everything that’s wrong.
3. When things are going badly for me, I see the difficulties as part of life that everyone goes through.
4. When I think about my inadequacies, it tends to make me feel more separate and cut off from the rest of the world.
5. I try to be loving towards myself when I’m feeling emotional pain.
6. When I fail at something important to me I become consumed by feelings of inadequacy.
7. When I'm down and out, I remind myself that there are lots of other people in the world feeling like I am.
8. When times are really difficult, I tend to be tough on myself.
9. When something upsets me I try to keep my emotions in balance.
10. When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people.
11. I’m intolerant and impatient towards those aspects of my personality I don’t like.
12. When I’m going through a very hard time, I give myself the caring and tenderness I need.
13. When I’m feeling down, I tend to feel like most other people are probably happier than I am.
14. When something painful happens I try to take a balanced view of the situation.
15. I try to see my failings as part of the human condition.
16. When I see aspects of myself that I don’t like, I get down on myself.
17. When I fail at something important to me I try to keep things in perspective.
18. When I’m really struggling, I tend to feel like other people must be having an easier time of it.

19. I’m kind to myself when I’m experiencing suffering.

20. When something upsets me I get carried away with my feelings.

21. I can be a bit cold-hearted towards myself when I’m experiencing suffering.

22. When I’m feeling down I try to approach my feelings with curiosity and openness.

23. I’m tolerant of my own flaws and inadequacies.

24. When something painful happens I tend to blow the incident out of proportion.

25. When I fail at something that’s important to me, I tend to feel alone in my failure.

26. I try to be understanding and patient towards those aspects of my personality I don't like.

Coding Key:
Self-Kindness Items: 5, 12, 19, 23, 26
Self-Judgment Items: 1, 8, 11, 16, 21
Common Humanity Items: 3, 7, 10, 15
Isolation Items: 4, 13, 18, 25
Mindfulness Items: 9, 14, 17, 22
Over-identified Items: 2, 6, 20, 24

Subscale scores are computed by calculating the mean of subscale item responses. To compute a total self-compassion score, reverse score the negative subscale items before calculating subscale means - self-judgment, isolation, and over-identification (i.e., 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1) - then compute a grand mean of all six subscale means. Researchers can choose to analyze their data either by using individual sub-scale scores or by using a total score.

(This method of calculating the total score is slightly different than that used in the article referenced above, in which each subscale was added together. However, I find it is easier to interpret the total score if a mean is used.)

### Appendix D: VIA Table of Character Strengths

<table>
<thead>
<tr>
<th>Character Strengths</th>
<th>VIA Institute on Character</th>
<th>ViaCharacter.org</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wisdom</strong></td>
<td>Creativity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Originality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Adaptive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ingenuity</td>
<td></td>
</tr>
<tr>
<td><strong>Courage</strong></td>
<td>Bravery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Valor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not Shrinking from Fear</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Speaking Up for What's Right</td>
<td></td>
</tr>
<tr>
<td><strong>Perseverance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Persistence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Industry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Finishing What One Starts</td>
<td></td>
</tr>
<tr>
<td><strong>Honesty</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Authenticity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Integrity</td>
<td></td>
</tr>
<tr>
<td><strong>Zest</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vitality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Enthusiasm</td>
<td></td>
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<tr>
<td></td>
<td>• Vigor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Energy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Feeling Alive</td>
<td></td>
</tr>
<tr>
<td><strong>Love</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Both Loving and Being Loved</td>
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<td>• Valuing Close Relationships with Others</td>
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<td>• &quot;Niceness&quot;</td>
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<td>• Accepting Others’ Shortcomings</td>
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<td>• Giving People a Second Chance</td>
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<td>• Letting One’s Accomplishments Speak for Themselves</td>
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<td><strong>Prudence</strong></td>
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<td><strong>Appreciation of Beauty &amp; Excellence</strong></td>
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<td>• Thankful for the Good</td>
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