



institut  
universitaire  
de France

Développer les compétences  
psychosociales pour favoriser  
le bien-être à l'école

— université  
— lumière  
— LYON 2

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# PLAN DE LA PRESENTATION

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1

DÉVELOPPER LES COMPÉTENCES ADAPTATIVES POUR  
PROMOUVOIR LE BIEN-ETRE ET LA RÉUSSITE ÉDUCATIVE

2

COMMENT DÉVELOPPER LES COMPÉTENCES PSYCHOSOCIALES

3

OFFRIR UN CONTEXTE FAVORABLE AU DÉVELOPPEMENT DES  
COMPÉTENCES PSYCHOSOCIALES, DU BIEN-ETRE ET DE LA RÉUSSITE

# PLAN DE LA PRESENTATION

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1

DÉVELOPPER LES COMPÉTENCES ADAPTATIVES POUR  
PROMOUVOIR LE BIEN-ETRE ET LA RÉUSSITE ÉDUCATIVE

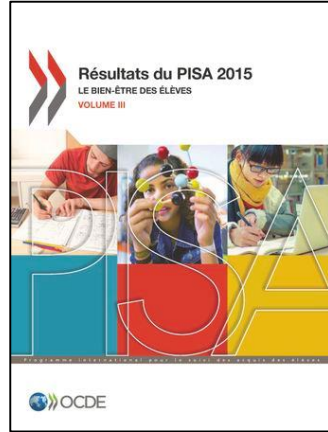


# CONSTATS SUR LE SYSTÈME ÉDUCATIF EN FRANCE



UNESCO (2020)

Harcèlement touche  
28,8% des élèves



PISA (2015)

Plus faible indice de  
motivation de l'OCDE



CNESCO (2017)

Taux de décrochage  
8,2% d'élèves

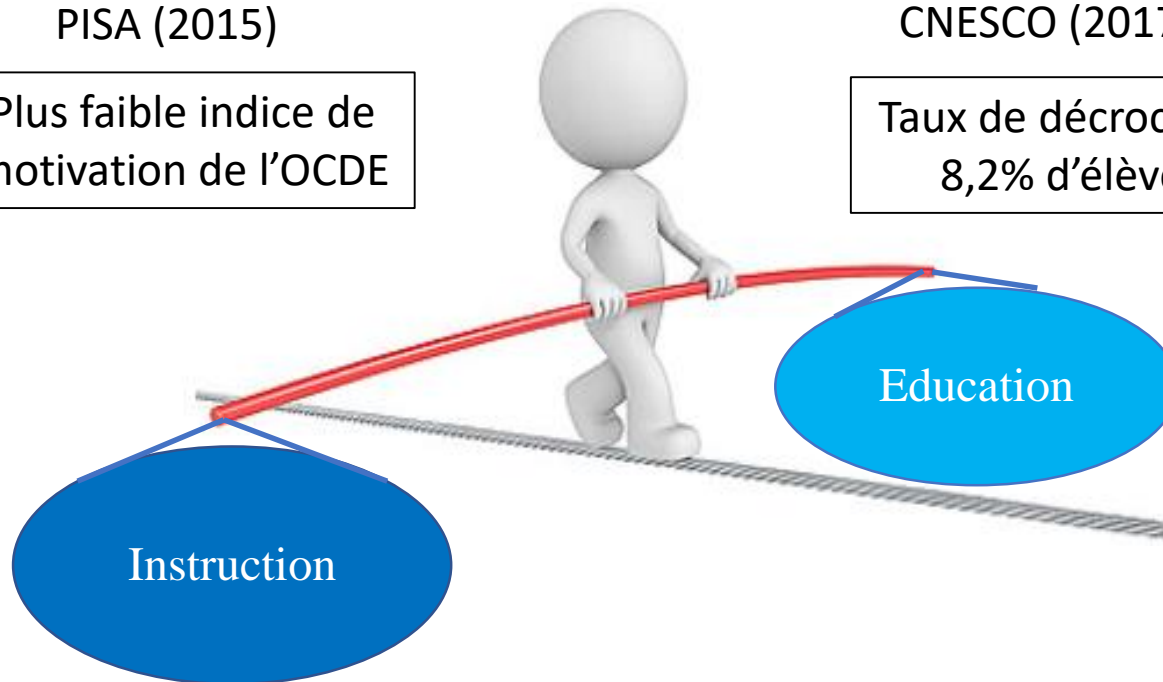


UNICEF (2013/2020)

Bien-être scolaire :  
15<sup>e</sup> de l'OCDE

Bien-être des ados :  
24<sup>e</sup> de l'OCDE sur 35

Les enseignants  
plus touchés par  
le burnout que la  
population  
générale



# Le bien-être et le climat scolaire, un défi pour les établissements



**CONSEIL  
SCIENTIFIQUE  
DE L'ÉDUCATION  
NATIONALE**

**POUR L'ÉCOLE  
DE LA CONFIANCE**

Groupe de Travail  
Bien-être à l'école

Observatoire du  
Bien-être à l'école

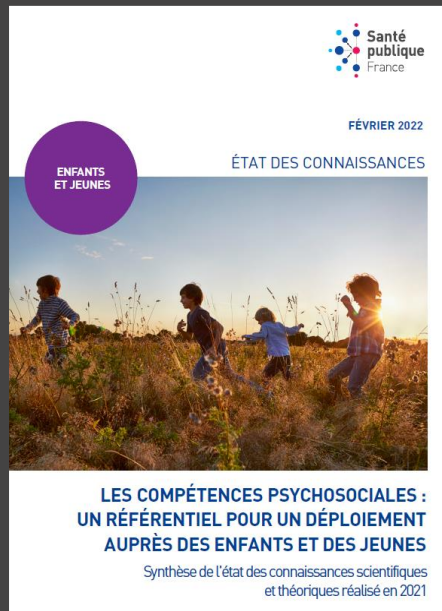
Référentiel CPS Santé  
Publique France

Bien-être et climat scolaire sont associés à de meilleurs résultats scolaires : plus grande disponibilité mentale, motivation, engagement dans les apprentissages, pensée créative et capacités de résolution de problèmes, et meilleure qualité relationnelle (empathie, écoute, coopération)

(ex., Lyubomirsky et al., 2005 ;  
Taylor et al., 2017)

# LES COMPÉTENCES PSYCHOSOCIALES POUR LE BIEN-ETRE, LE CLIMAT SCOLAIRE ET LA RÉUSSITE

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« Capacité d'une personne à répondre avec efficacité aux exigences et aux épreuves de la vie quotidienne » (OMS, 1993)

« Les compétences psychosociales sont à considérer comme des outils d'adaptation cognitive, émotionnelle, comportementale permettant à un individu de faire face aux situations de la vie en respectant les autres et en collaborant avec eux » (Fortin, 2009)

| Catégories  | CPS générales                                     | CPS spécifiques   |
|---|---|---|
| Compétences cognitives                              | Avoir conscience de soi                           | Connaissance de soi (forces et limites, buts, valeurs, discours interne...)                                 |
|   |   | Savoir penser de façon critique (biais, influences...)  |
|   |   | Capacité d'auto-évaluation positive   |
|   |   | Capacité d'attention à soi (ou pleine conscience)   |
|   | Capacité de maîtrise de soi                       | Capacité à gérer ses impulsions   |
|   |   | Capacité à atteindre ses buts (définition, planification...)  |
|   | Prendre des décisions constructives               | Capacité à faire des choix responsables   |
| Capacité à résoudre des problèmes de façon créative |   |   |
| Compétences émotionnelles                           | Avoir conscience de ses émotions et de son stress | Comprendre les émotions et le stress  |
|   |   | Identifier ses émotions et son stress   |
|   | Réguler ses émotions                              | Exprimer ses émotions de façon positive   |
|   |   | Gérer ses émotions (notamment les émotions difficiles : colère, anxiété, tristesse...)                      |
|   | Gérer son stress                                  | Réguler son stress au quotidien   |
|   |   | Capacité de coping en situation d'adversité   |
| Compétences sociales                                | Communiquer de façon constructive                 | Capacité d'écoute empathique  |
|   |   | Communication efficace (valorisation, formulations claires...)  |
|   | Développer des relations constructives            | Développer des liens sociaux (aller vers l'autre, entrer en relation, nouer des amitiés...)                 |
|   |   | Développer des attitudes et comportements prosociaux (acceptation, collaboration, coopération, entraide...) |
|   | Résoudre des difficultés                          | Savoir demander de l'aide   |
|   |   | Capacité d'assertivité et de refus  |
|   |   | Résoudre des conflits de façon constructive   |



FÉVRIER 2022

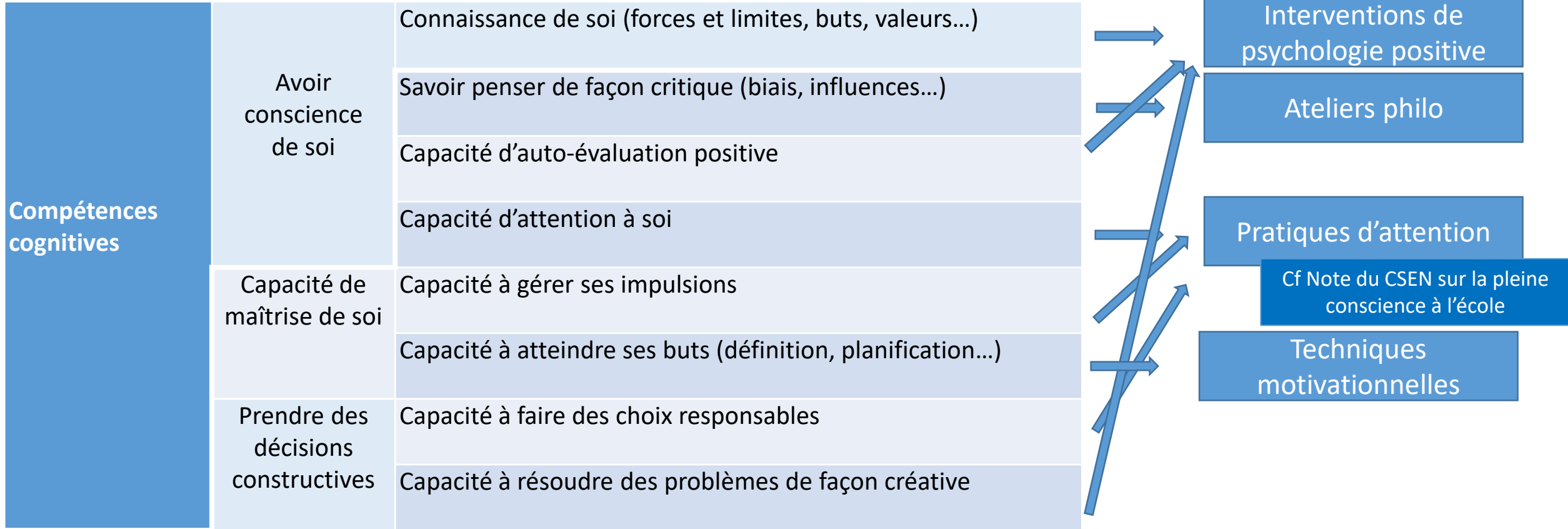
ÉTAT DES CONNAISSANCES



ENFANTS ET JEUNES

**LES COMPÉTENCES PSYCHOSOCIALES :  
UN RÉFÉRENTIEL POUR UN DÉPLOIEMENT  
AUPRÈS DES ENFANTS ET DES JEUNES**

Synthèse de l'état des connaissances scientifiques  
et théoriques réalisé en 2021





|                           |   |  |
|---------------------------|---|--|
| Compétences émotionnelles | Avoir conscience de ses émotions et de son stress | Comprendre les émotions et le stress   |
|                           |   | Identifier ses émotions et son stress  |
|                           | Réguler ses émotions                              | Exprimer ses émotions de façon positive  |
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|                           | Gérer son stress                                  | Réguler son stress au quotidien  |
|                           |   | Capacité de coping en situation d'adversité  |

Ex : programme  
Le monde caché des émotions, cohérence cardiaque...

|                             |  |   |
|-----------------------------|--|---|
| <b>Compétences sociales</b> | Communiquer de façon constructive      | Capacité d'écoute empathique  |
|                             |  | Communication efficace (valorisation, formulations claires...)  |
|                             | Développer des relations constructives | Développer des liens sociaux (aller vers l'autre, entrer en relation, nouer des amitiés...)                 |
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|                             | Résoudre des difficultés               | Savoir demander de l'aide   |
|                             |  | Capacité d'assertivité et de refus  |
|                             |  | Résoudre des conflits de façon constructive   |

Ex : programme Unplugged, programme TEAL...

## POURQUOI DÉVELOPPER LES COMPÉTENCES PSYCHOSOCIALES ?

- Santé mentale : moins de troubles affectifs et du comportement, meilleure estime de soi et bien-être
- Conduites à risque : moins de consommation de substances (tabac, alcool, drogues), de violence, de harcèlement scolaire
- Réussite éducative : meilleurs résultats, moins d'échec scolaire, meilleurs diplômes, meilleure insertion sociale
- Meilleures relations : famille, école (enseignants, pairs...)

Méta-analyse de Durlak et al., 2011 : 270 000 élèves ; méta-analyses plus récentes (350 recherches) : Sklad et al., 2012 ; Taylor et al., 2017 ; Wiglesworth et al., 2016

# Effets sur les CPS et le climat scolaire

- Sociales
- Cognitives
- Emotionnelles

- Estime de soi
- Attitude envers prof
- Croyances prosociales

Bien s'entendre avec :

- Pairs
- Enseignants

- Violences
- Harcèlement
- Exclusions

Méta-analyse de 213 études en contexte scolaire

|                                    |    | Outcomes      |              |                          |                  |
|------------------------------------|----|---------------|--------------|--------------------------|------------------|
|                                    |    | SEL skills    | Attitudes    | Positive social behavior | Conduct problems |
| Group<br>Total<br>sample           | ES | 0.57*         | 0.23*        | 0.24*                    | 0.22*            |
|                                    | CI | 0.48 to 0.67  | 0.16 to 0.30 | 0.16 to 0.32             | 0.16 to 0.29     |
|                                    | N  | 68            | 106          | 86                       | 112              |
| Class by<br>Teacher                | ES | 0.62*         | 0.23*        | 0.26*                    | 0.20*            |
|                                    | CI | 0.41 to 0.82  | 0.17 to 0.29 | 0.15 to 0.38             | 0.12 to 0.29     |
|                                    | N  | 40            | 59           | 59                       | 53               |
| Class by<br>Nonschool<br>Personnel | ES | 0.87*         | 0.14*        | 0.23                     | 0.17*            |
|                                    | CI | 0.58 to 1.16  | 0.02 to 0.25 | -0.04 to 0.50            | 0.02 to 0.33     |
|                                    | N  | 21            | 18           | 11                       | 16               |
| Multicomponent                     | ES | 0.12          | 0.23*        | 0.19                     | 0.26*            |
|                                    | CI | -0.35 to 0.60 | 0.15 to 0.31 | -0.02 to 0.39            | 0.17 to 0.34     |
|                                    | N  | 7             | 26           | 16                       | 43               |

CASEL (Collaborative to Advance Social and Emotional Learning)

\* $p \leq .05$ .

# Le rôle de l'enseignant et de l'intervenant

- Sociales
  - Cognitives
  - Emotionnelles
- Estime de soi
  - Attitude envers prof
  - Croyances prosociales
- Bien s'entendre avec :
- Pairs
  - Enseignants
- Violences
  - Harcèlement
  - Exclusions

Méta-analyses de 213 études à l'école

SEL skills      Attitudes      Positive social behavior      Conduct problems

Outcomes

| Group                        |    | SEL skills    | Attitudes    | Positive social behavior | Conduct problems |
|------------------------------|----|---------------|--------------|--------------------------|------------------|
| Total sample                 | ES | 0.57*         | 0.23*        | 0.24*                    | 0.22*            |
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|                              | CI | 0.58 to 1.16  | 0.02 to 0.25 | -0.04 to 0.50            | 0.02 to 0.33     |
|                              | N  | 21            | 18           | 11                       | 16               |
| Multicomponent               | ES | 0.12          | 0.23*        | 0.19                     | 0.26*            |
|                              | CI | -0.35 to 0.60 | 0.15 to 0.31 | -0.02 to 0.39            | 0.17 to 0.34     |
|                              | N  | 7             | 26           | 16                       | 43               |

\* $p \leq .05$ .

# Effets sur la santé mentale et les résultats scolaires

- Sociales
- Cognitives
- Emotionnelles

Détresse  
émotionnelle

- Performances  
académiques

Méta-analyses de 213  
études à l'école

| Group                        |    | SEL skills    | Emotional distress | Academic performance |
|------------------------------|----|---------------|--------------------|----------------------|
| Total sample                 | ES | 0.57*         | 0.24*              | 0.27*                |
|                              | CI | 0.48 to 0.67  | 0.14 to 0.35       | 0.15 to 0.39         |
|                              | N  | 68            | 49                 | 35                   |
| Class by Teacher             | ES | 0.62*         | 0.25*              | 0.34*                |
|                              | CI | 0.41 to 0.82  | 0.08 to 0.43       | 0.16 to 0.52         |
|                              | N  | 40            | 20                 | 10                   |
| Class by Nonschool Personnel | ES | 0.87*         | 0.21               | 0.12                 |
|                              | CI | 0.58 to 1.16  | -0.01 to 0.43      | -0.19 to 0.43        |
|                              | N  | 21            | 14                 | 3                    |
| Multicomponent               | ES | 0.12          | 0.27*              | 0.26*                |
|                              | CI | -0.35 to 0.60 | 0.07 to 0.47       | 0.16 to 0.36         |
|                              | N  | 7             | 15                 | 22                   |

\* $p \leq .05$ .

# Effets durables sur le bien-être, la santé mentale et la réussite scolaire

## **Méta-analyse Durlak et al., 2011 (N > 270 000 élèves)**

Programmes d'une durée moyenne de 40 séances

## **Méta-analyse Taylor et al., 2017 (N > 90 000 élèves)**

Effets maintenus sur le long terme (6 mois à 4 ans après l'intervention)

# Les conditions de mise en œuvre

## **Méta-analyse Wiglesworth et al. (2016)**

- Importance de la formation approfondie des professionnels, avec une explicitation des mécanismes ciblés par l'intervention et un suivi des professionnels pendant la mise en œuvre du programme sur le terrain.
- Importance de l'adaptation culturelle des programmes pour permettre de maintenir l'efficacité dans un autre contexte (favorise une meilleure adhésion au programme par les intervenants et une meilleure acceptabilité du programme par les participants).





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PROMOUVOIR LE BIEN-ETRE ET LA RÉUSSITE ÉDUCATIVE

2

COMMENT DÉVELOPPER LES COMPÉTENCES PSYCHOSOCIALES

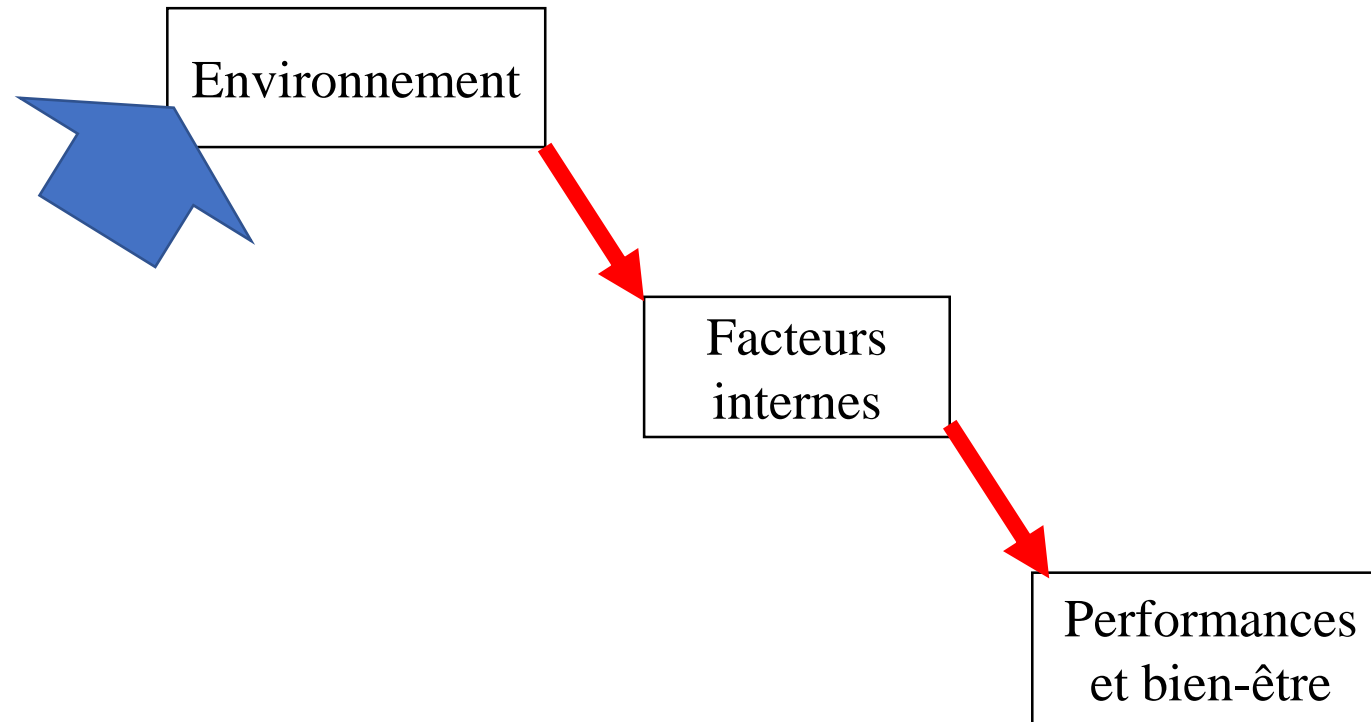
# COMMENT DÉVELOPPER LES COMPÉTENCES PSYCHOSOCIALES ?

1. Apprentissage social et modalités pédagogiques
2. Ateliers de développement des compétences psychosociales
3. Pratiques de développement transversal des compétences psychosociales

# 1. Apprentissage social et modalités pédagogiques

- L'adulte comme modèle de rôle : apprentissage vicariant (A. Bandura)  
⇒ Développer les compétences psychosociales des adultes
- Proposer des modalités pédagogiques favorisant le développement et l'utilisation des compétences psychosociales (S. Connac)
- Offrir un contexte favorable au développement des compétences psychosociales (Dangouloff, Tessier, & Shankland, 2022)

Agir sur des facteurs environnementaux/contextuels permettant d'influencer des facteurs individuels (ex., motivations, perceptions de soi, développement des compétences...) pouvant agir sur le bien-être et la réussite scolaire



# Les besoins psychologiques fondamentaux

## AUTONOMIE

*Avoir son mot à dire,  
Pouvoir choisir,  
prendre des initiatives*

## COMPÉTENCE

*Sentir que l'on a les  
capacités à faire face à la  
demande de la situation*



## PROXIMITÉ SOCIALE

*Etre respecté par, et  
connecté avec les autres*

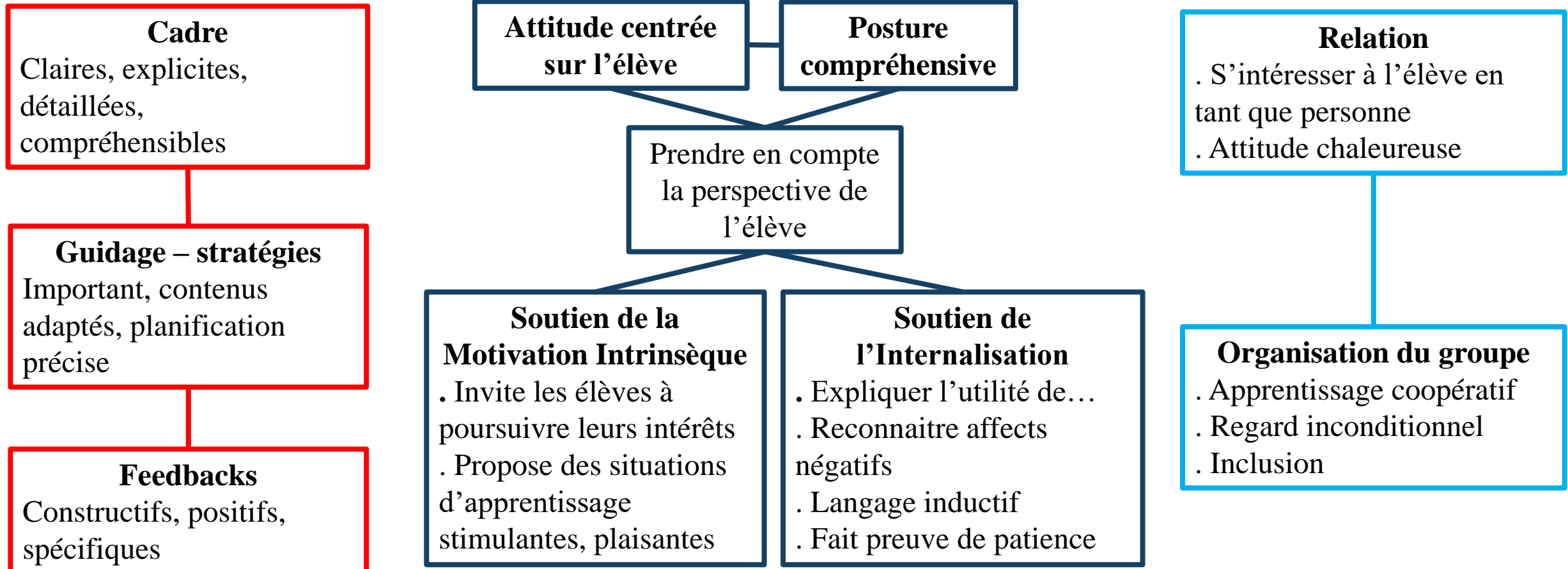
**Répondre à ces besoins favorise le bien-être et réduit les comportements problématiques**

(Deci & Ryan, 2001)

# Le bien-être et la réussite scolaire, un défi pour les établissements

« Adoption d'une **attitude centrée sur l'élève** et d'une **posture compréhensive** permettant la mise en œuvre des comportements pédagogiques soutenant les besoins psychologiques des élèves » (Reeve & Cheon, 2021)

## COMPÉTENCE → AUTONOMIE ← PROXIMITÉ SOCIALE

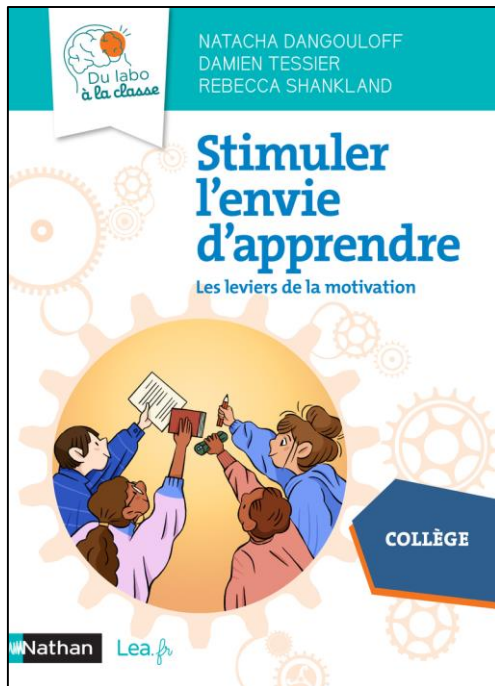


# Exemple : Programme ProMoBE

## Promouvoir la Motivation et le Bien-être à l'École

(Tessier & Shankland, 2019)

<https://promobe.univ-grenoble-alpes.fr/fr>



# Programme PROMOBE

## 1. Motivation

Soutien des besoins psychologiques fondamentaux :

autonomie, compétence, proximité relationnelle

## 2. Comprendre et agir sur les émotions

Qu'est-ce que l'émotion

Comment fonctionnent les processus émotionnels

Comment réguler ses émotions et aider les élèves à réguler leurs émotions

## 3. Les pratiques d'attention

Effets de l'entraînement à la présence attentive sur la régulation émotionnelle

## 3. Jeu de rôle

Animation de pratiques

## 4. Interventions brèves validées de psychologie

Force personnelles, orientation de l'attention, bienveillance dans la relation

## 5. Conception d'une séquence

Intégrant des pratiques de régulation des émotions

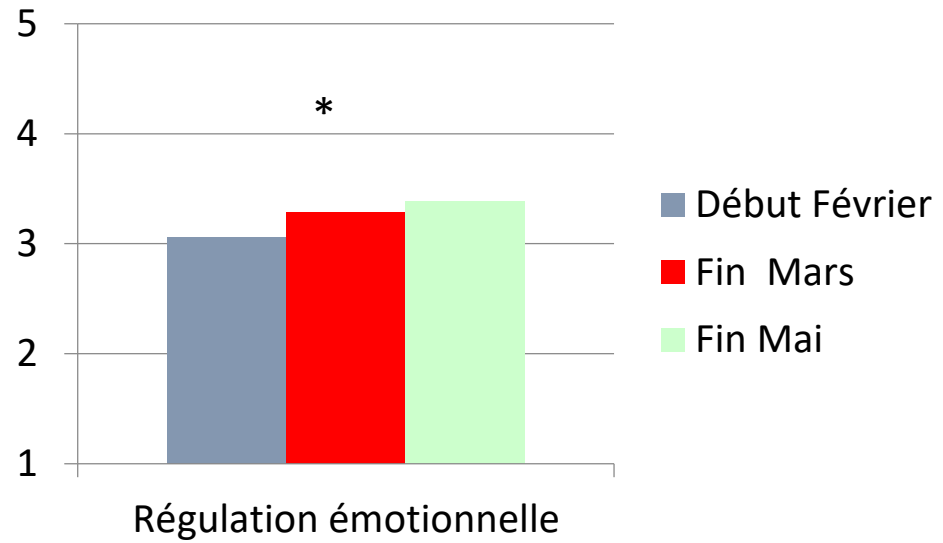
Travail en sous-groupe

Partage en grand groupe

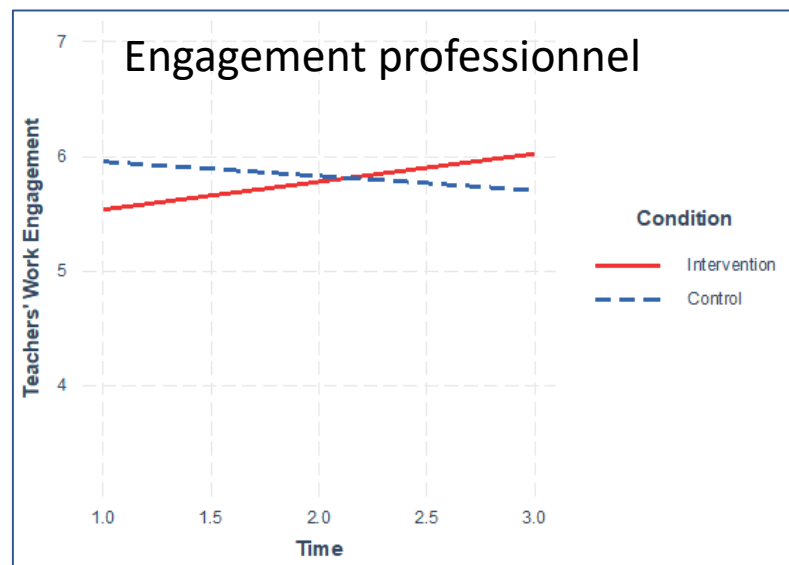
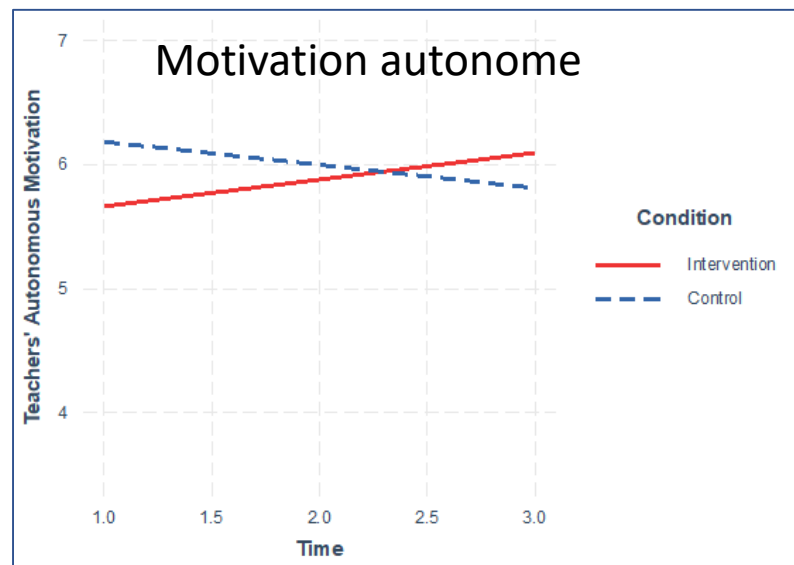
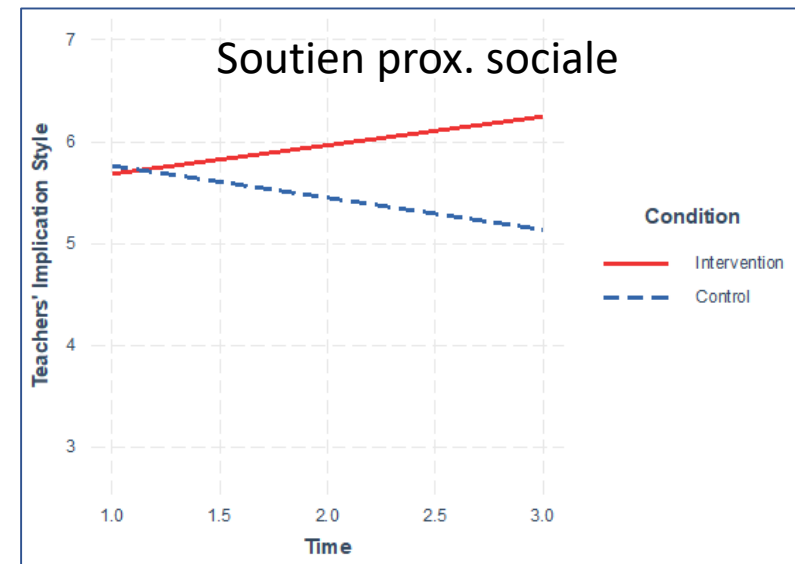
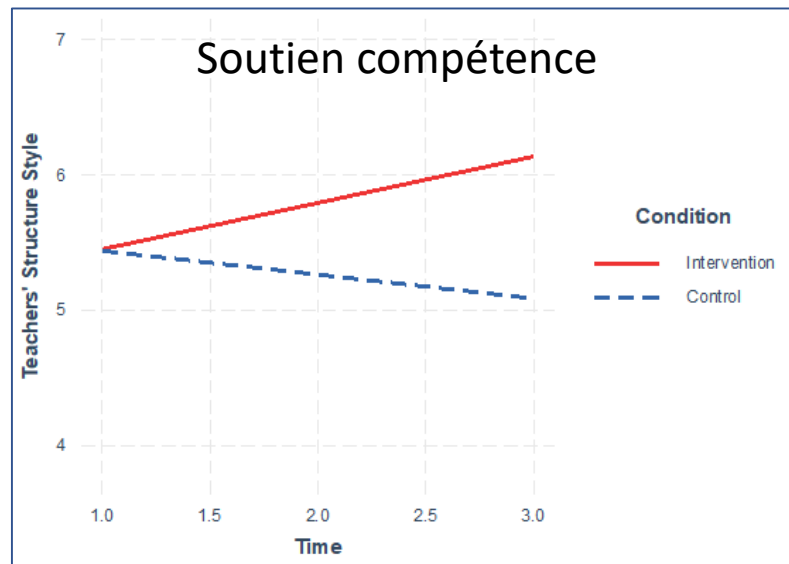
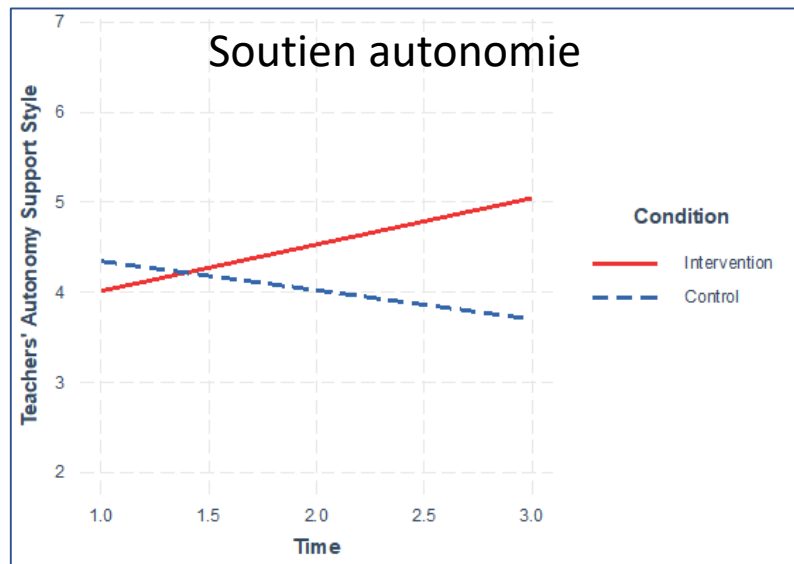
Synthèse centrée solution



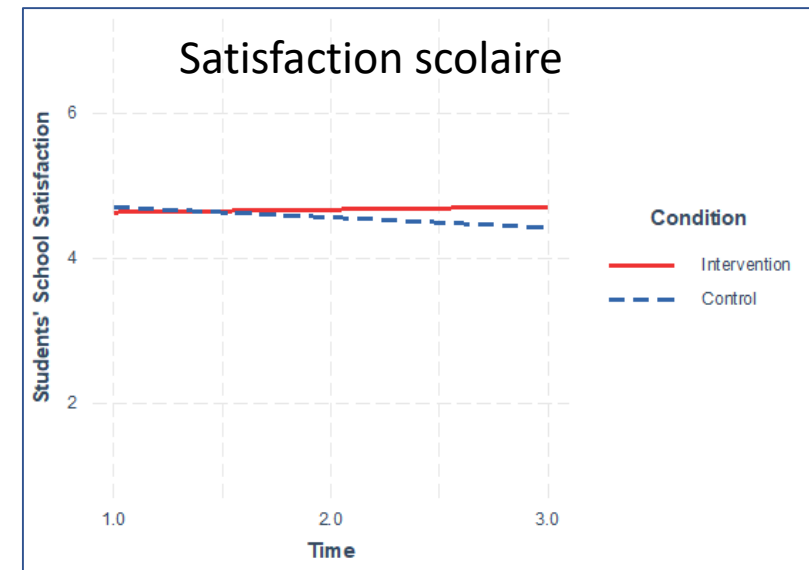
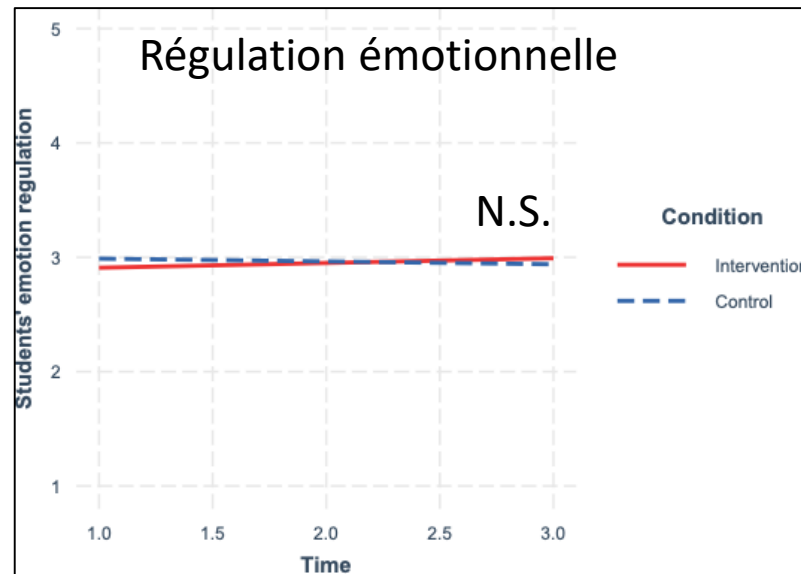
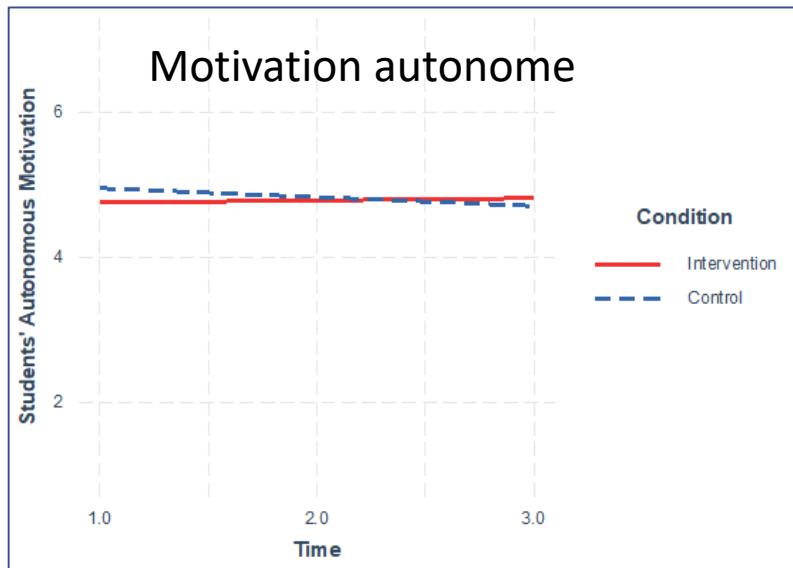
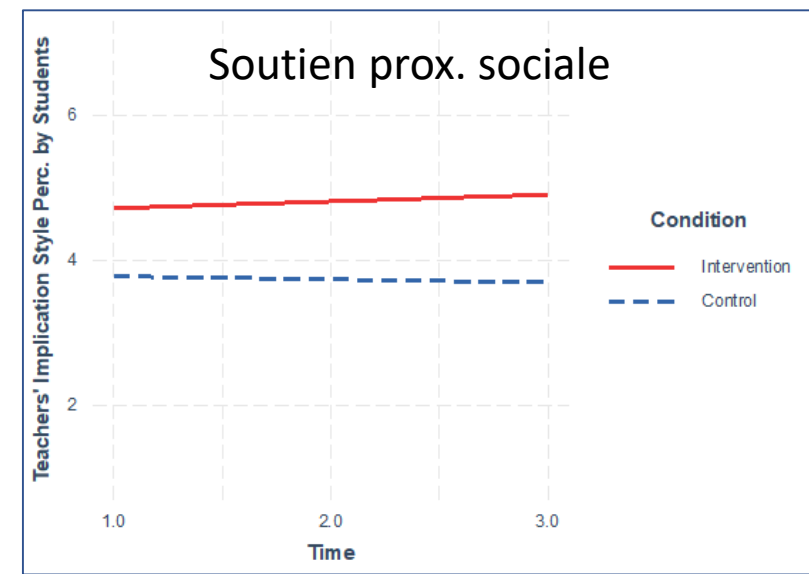
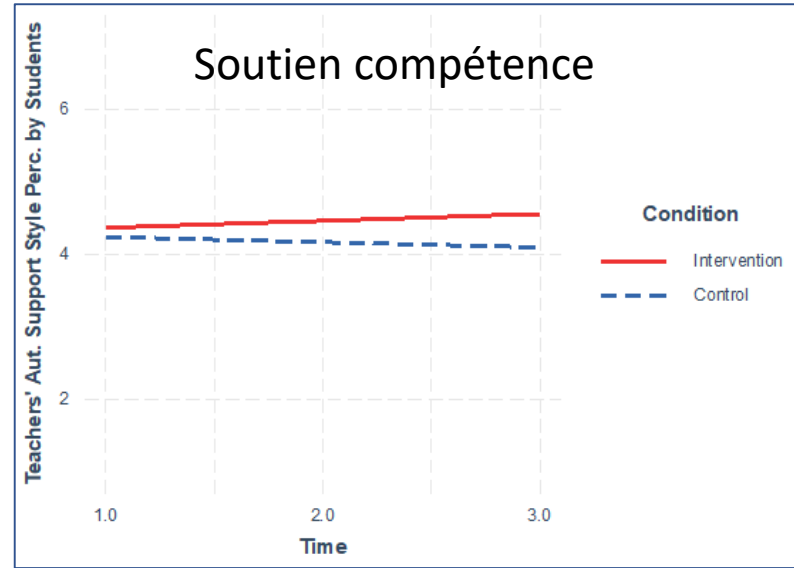
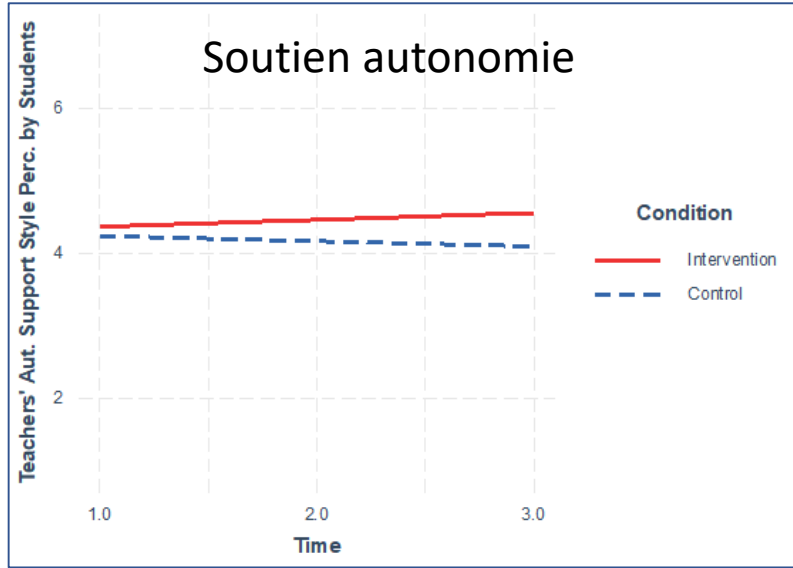
## Résultats de la formation sur les enseignants concernant la CPS régulation des émotions



# Résultats Enseignants



# Résultats Elèves



## 2. Ateliers de développement des compétences psychosociales

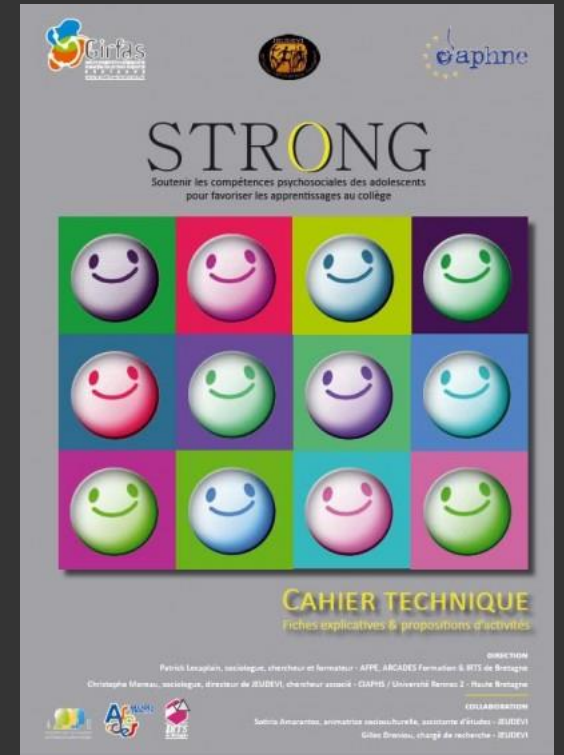


# DES PROGRAMMES AYANT FAIT LA PREUVE DE LEUR EFFICACITE EN FRANCE

PRODAS



STRONG\*



UNPLUGGED\*\*



\*IREPS Pays de la Loire

\*\*Observatoire territorial des Conduites à Risque de l'Adolescent, MSH Alpes

# PROGRAMMES CPS VALIDÉS

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## ✓ **Un cycle d'ateliers**

- **Chaque atelier** aborde 1 CPS
- **Structuré** : manuel (intervenant) et livret (participant)
- **Dans la durée** : séance hebdomadaire de 1h à 2h, minimum 10 séances (pluriannuel)

## ✓ **« Validé »**

- **Efficacité démontrée**

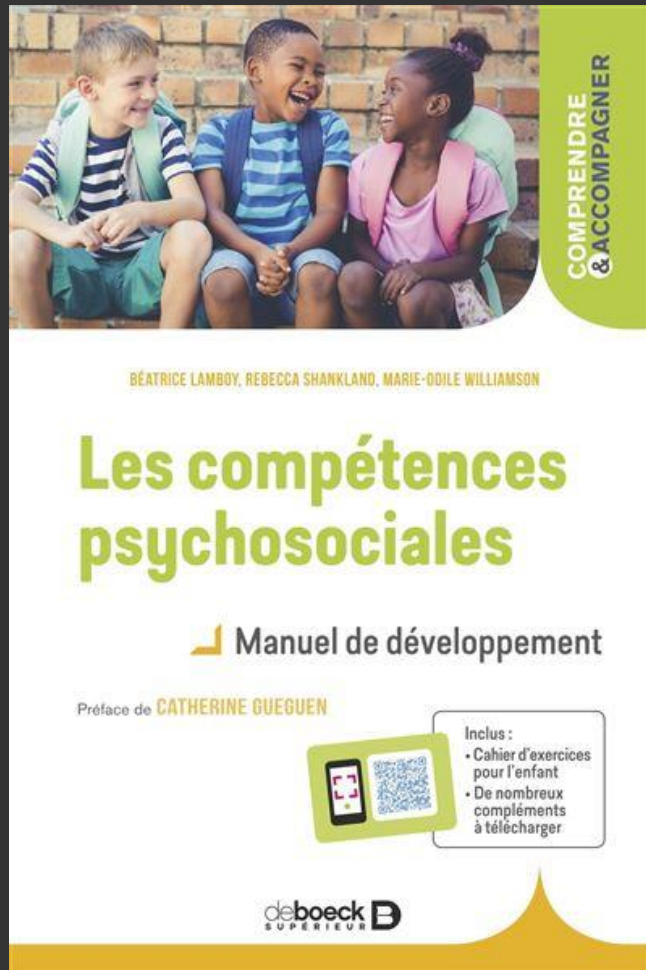
Résultats +

Démontrés par une recherche évaluative de qualité : Essai Contrôlé

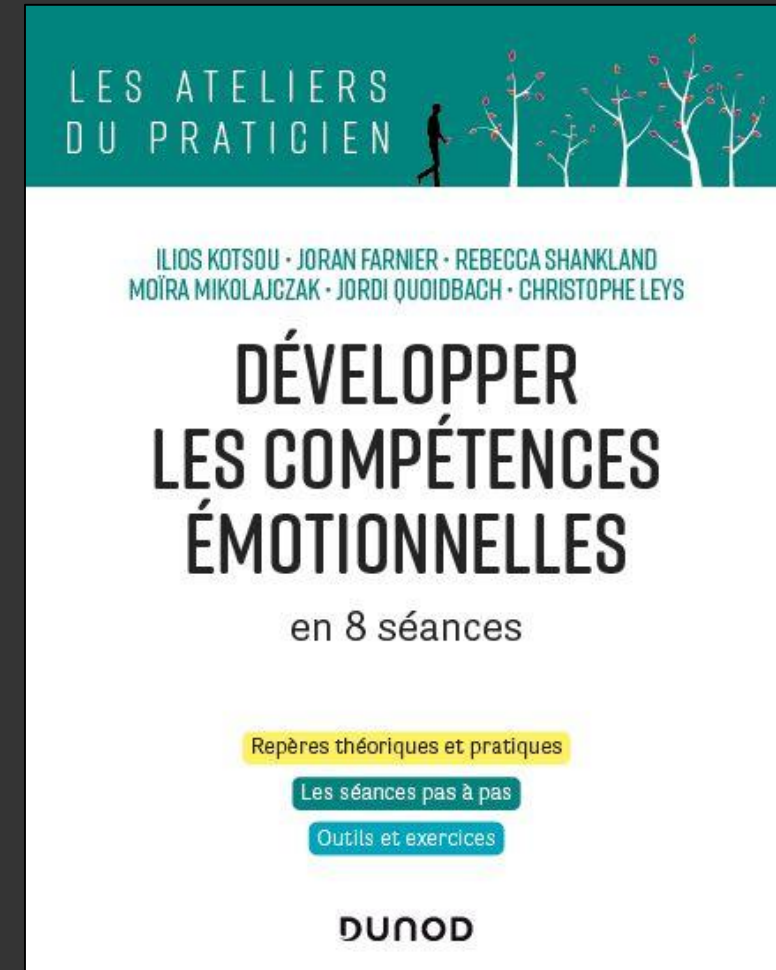
Randomisé (ECR) ou étude comparative quasi-expérimentale

Résultats répliqués dans une seconde étude (autre équipe)

# EXEMPLES D'EXERCICES PRATIQUES POUR LES ENFANTS



# POUR LES ADULTES





SCHOLAVIE



OTCRA

Observatoire National des  
Cours de la Région de  
Wallonie

OPSP

Observatoire  
de la  
Politique  
de l'Enseignement  
Supérieur



PE.A.C.E.  
Wallonie-Communauté



Maison  
des Sciences  
de l'Enseignement

Se retrouver en classe, recréer du lien et construire l'après !



Mallette CPS  
DECONFINEMENT  
**Covid'Ailes**

Reprendre son envol après le confinement

COVIDAILES

Mallette CPS Déconfinement

Impulsée et coordonnée  
par l'Association



**ESSENSi Ailes**

Education, compétences de vie  
& promotion de la santé

[Accueil](#)

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[CPS](#) ▾

[Contributeurs et partenaires](#)

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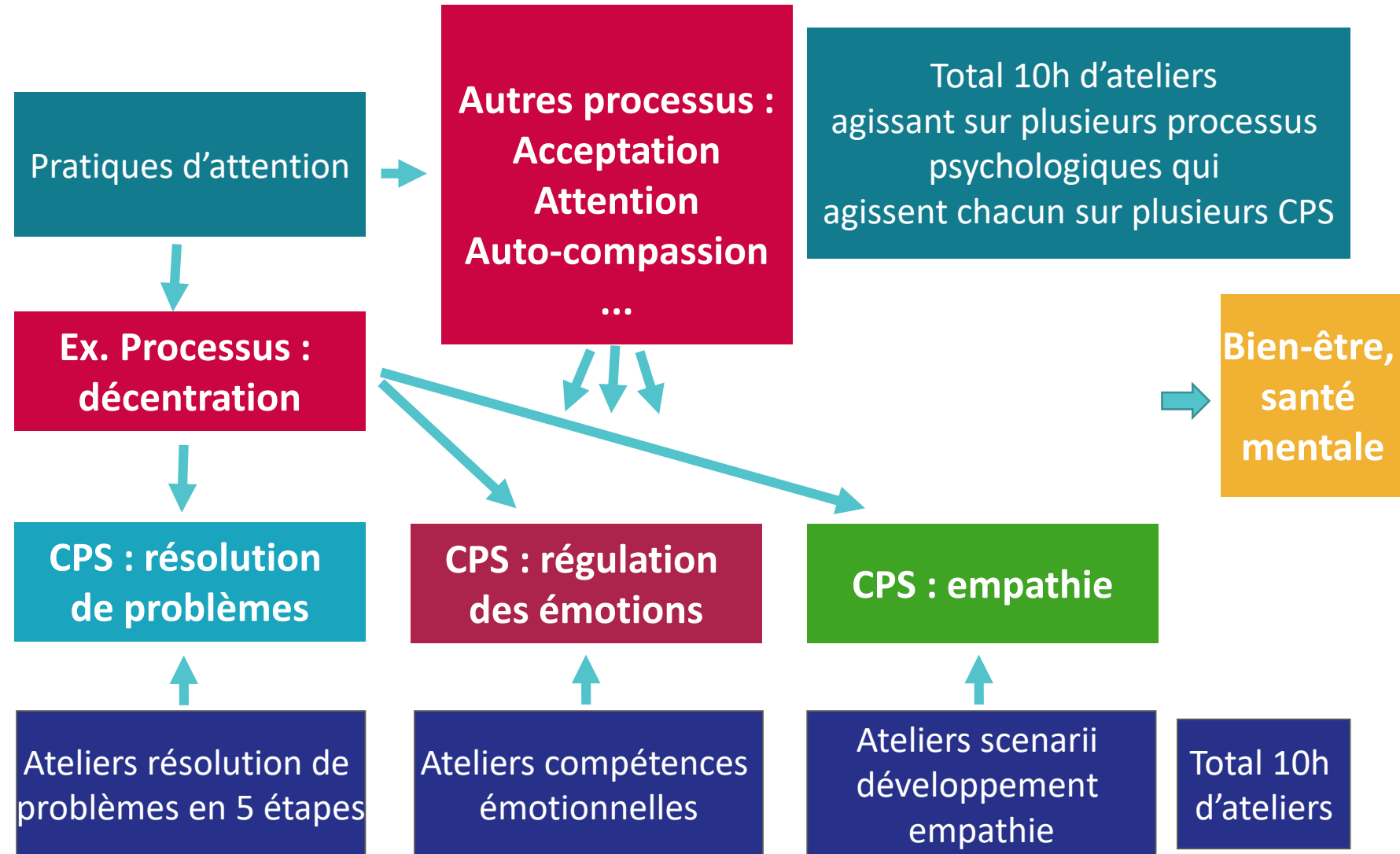


Pour faire face à la crise  
[covidailles.fr](https://covidailles.fr)



# 3. Développement des compétences psychosociales de manière transversale

(Lamboy, Shankland, & Cardoso, 2016)



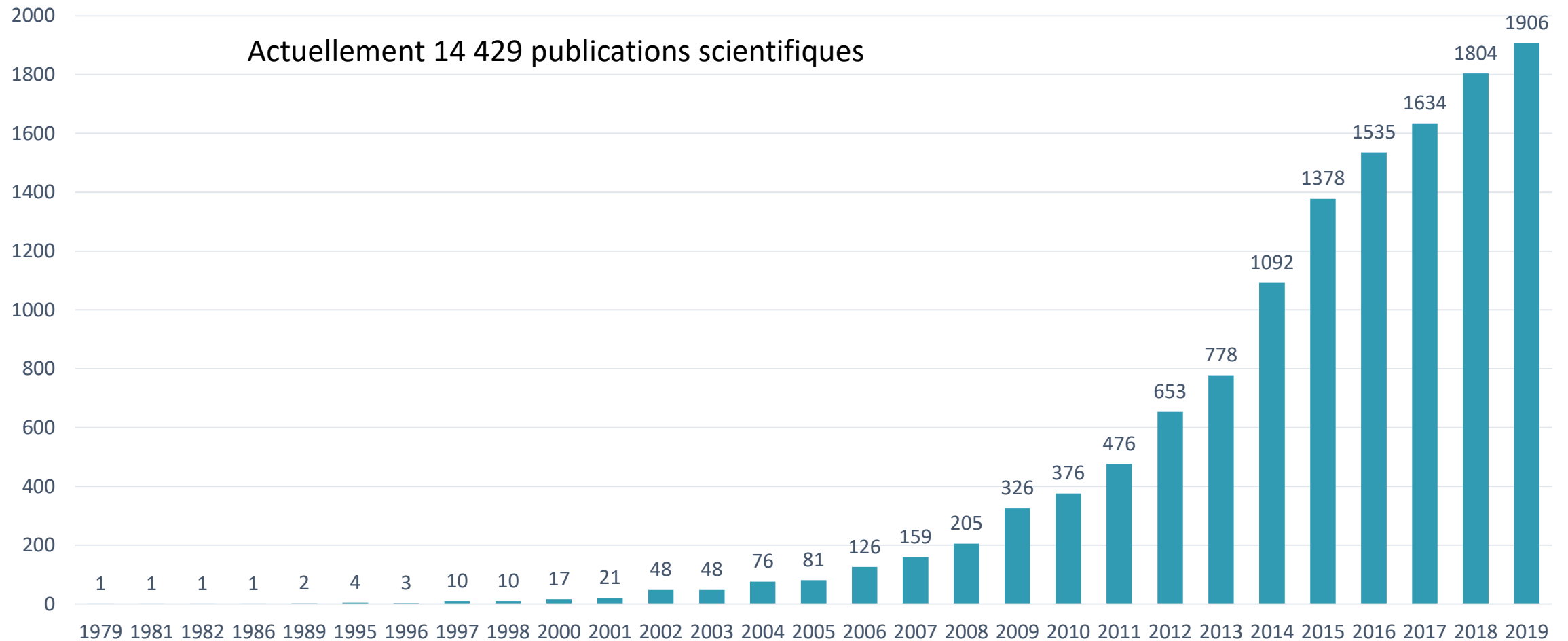
## PRATIQUES D'ATTENTION/MINDFULNESS

Un « état qui résulte du fait de porter son attention, de manière intentionnelle, au moment présent, sans jugement, sur l'expérience qui se déploie, instant après instant »

Kabat-Zinn, 2003



# Nombre de publications sur la Mindfulness par an



# De nombreuses méta-analyses



Review  
**Mindfulness-based interventions for psychiatric disorders: A systematic review and meta-analysis**  
Bassam Khoury<sup>a,\*</sup>, Tania Lecomte<sup>a</sup>, Brandon A. Gaudiano<sup>b</sup>, Karine Paquin<sup>a</sup>  
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**HIGHLIGHTS**  
• We examined the relative efficacy of mindfulness-based interventions on clinical symptoms of psychiatric disorders.  
• 142 randomized clinical trials were included (N = 12,005 participants). Control conditions were coded on a five-tier system.  
• At post-treatment, mindfulness interventions were equivalent to evidence-based treatments and superior to other comparators.  
• At follow-up, mindfulness interventions were equivalent to minimal and evidence-based treatments and superior to others.  
• The most consistent evidence for mindfulness-based interventions was seen for depression, pain, smoking, and addictions.

**ARTICLE INFO**  
**Keywords:** Mindfulness, Meditation, Meta-analysis, Psychiatric disorders, Relative efficacy, Evidence-based treatments  
**Introduction**  
Stress is a global health concern that can negatively impact physical health. Mindfulness-based interventions have been shown to be effective in reducing stress and improving mental health. This meta-analysis examines the efficacy of mindfulness-based interventions for psychiatric disorders. The analysis included 142 randomized clinical trials involving 12,005 participants. Mindfulness-based interventions were found to be equivalent to evidence-based treatments and superior to other comparators. The most consistent evidence for mindfulness-based interventions was seen for depression, pain, smoking, and addictions.

**1. Introduction**  
Mindfulness-based interventions have experienced a marked increase in scientific and popular interest in the past two decades. Recent commentaries have, however, raised questions regarding the evidence base for this family of therapies. Farias, Wikholm, and Delmonico (2016) voiced several concerns, particularly the use of non-active control conditions (i.e., waitlist controls) in randomized clinical trials (RCTs) of mindfulness therapies along with a lack of specificity regarding outcomes that these treatments may or may not impact. Others have questioned the degree to which selective reporting of results may introduce systematic bias into the literature, thereby overstating the

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Review  
**Mindfulness interventions for psychosis: A meta-analysis**  
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Mindfulness has its roots in eastern contemplative traditions and is often associated with the formal practice of insight meditation known as Vipassana. However, operational definitions of mindfulness include multiple dimensions, both cognitive and affective ones, including self-regulation of attention, decentering, awareness of sensations, thoughts, and emotions, openness and acceptance of all inner-experiences with calmness, non-reactivity and non-judgment, as well as other perceptual and cognitive aspects such as observing and describing (Brown and Ryan, 2003; Baer et al., 2004; Lau et al., 2006; Walach et al., 2006; Feldman et al., 2007; Baer et al., 2008; Cardaciotto et al., 2008; Chadee et al., 2008). Furthermore, Davidson (2010) suggested that mindfulness includes equanimity, kindness, and compassion. This diversity in defining, describing, and measuring the different aspects of mindfulness is also portrayed in mindfulness interventions. While some interventions concentrated on the awareness and attention aspects of mindfulness (e.g., meditation-based practices), others focused

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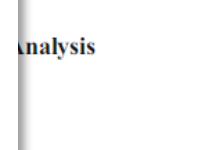
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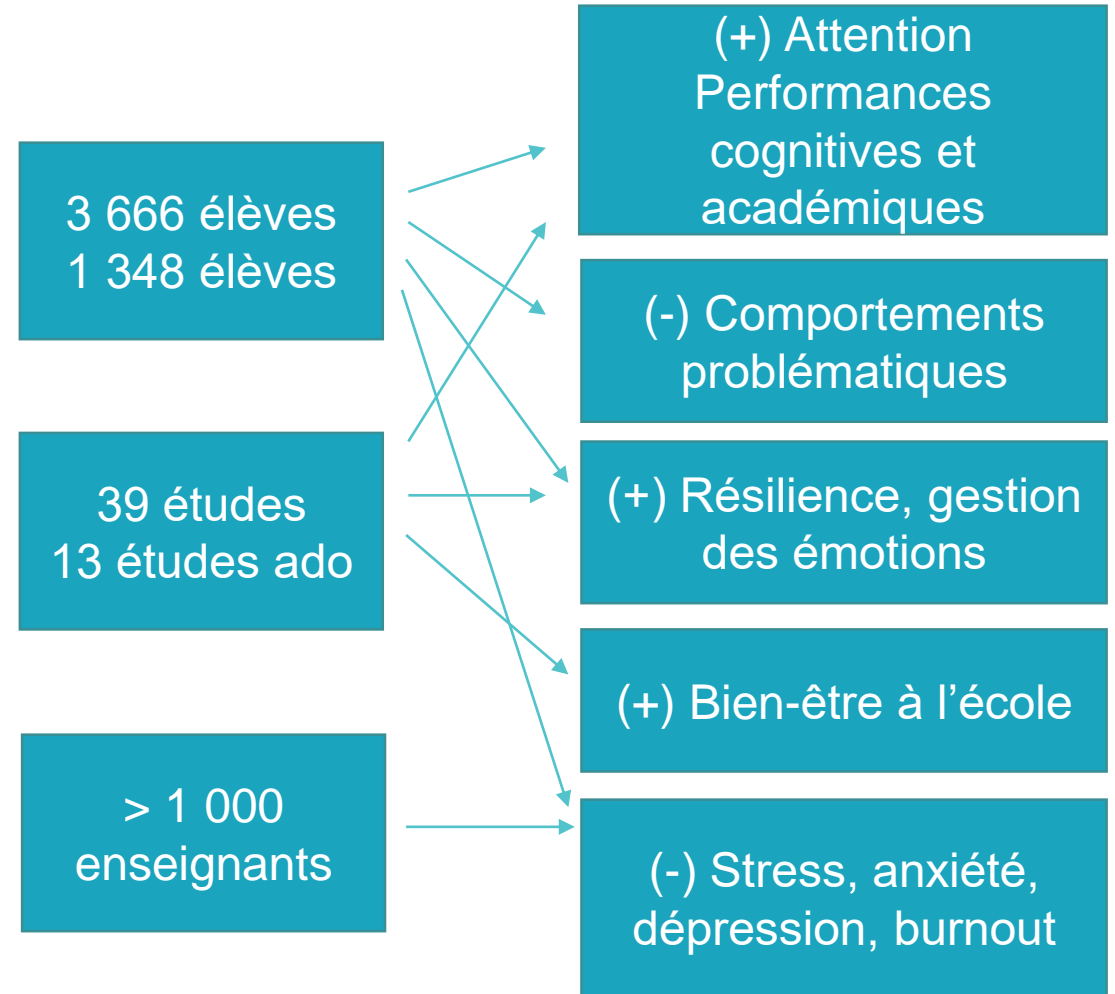
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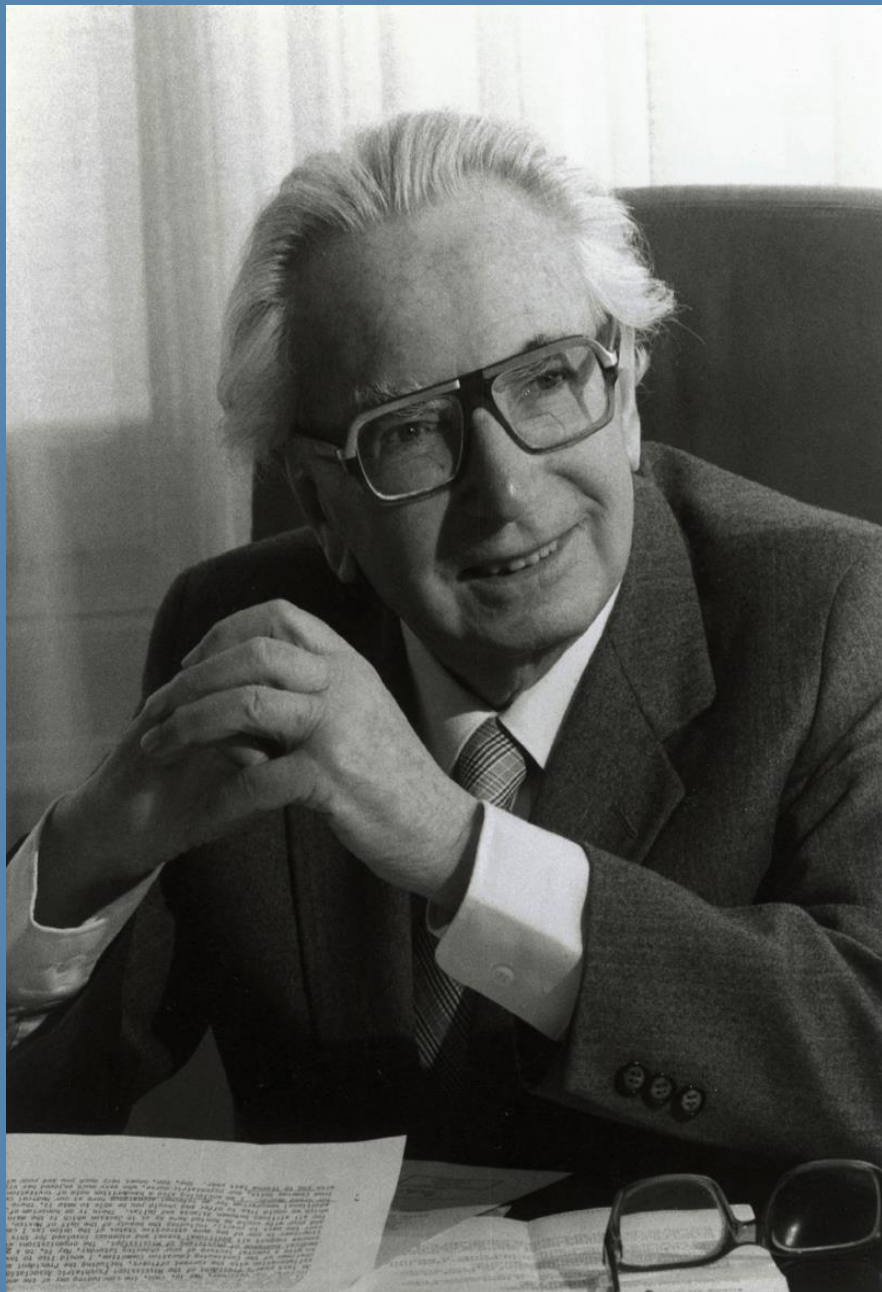
# Synthèse des recherches interventionnelles en milieu scolaire

Méta-analyses des études contrôlées randomisées (2014, 2019)

Revue systématique des interventions à l'école (2018), à l'adolescence (2019)

Méta-analyse des interventions réalisées auprès d'enseignants (2019)

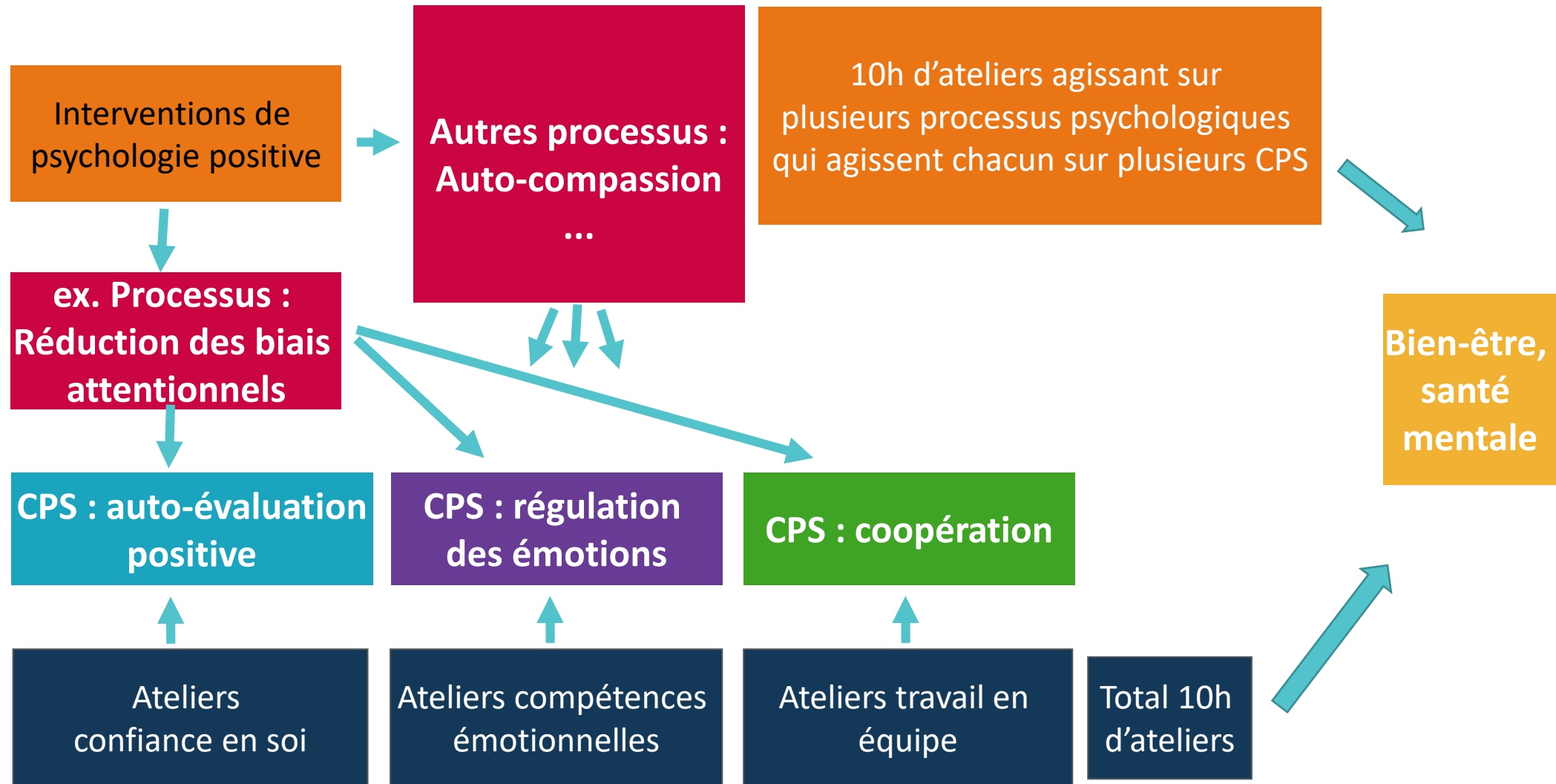




*« Entre stimulus et réponse, il y a un espace. Dans cet espace repose notre liberté et notre pouvoir de choisir notre réponse. Dans notre réponse repose notre épanouissement et notre bonheur »*

**Viktor Frankl**

# Développer les CPS de manière transversale par des interventions de psychologie positive



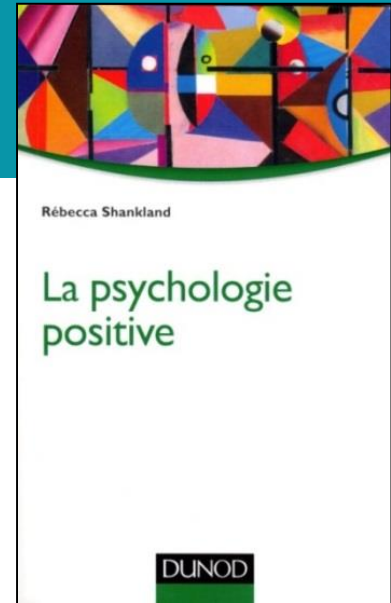
# Interventions de psychologie positive

« La science qui étudie les conditions et les processus contribuant à l'épanouissement ou au fonctionnement optimal des individus, des groupes et des institutions »

(Gable & Haidt, 2005)

**Passer d'une approche centrée sur la remédiation des déficits et lacunes...**

**...à une approche centrée sur les ressources des individus et des groupes**





# Programmes de psychologie positive

Contemporary School Psychology  
https://doi.org/10.1007/s40688-019-00260-1

SYSTEMATIC REVIEW

**Strengths-Based Positive Schooling Interventions: a Scoping Review**

Aneesh Kumar P<sup>1</sup> · Fahima Mohideen<sup>1</sup>

© California Association of School Psychologists 2019

**Abstract**  
Positive schooling is the positive psychological movement that calls for the incorporation of positive psychology into the learning environment. A strength-based approach to positive schooling employs character strengths and well-being. The scoping review aimed to systematically review and map interventions that have been conducted thus far on adolescent students. It has been performed using the framework proposed by Arksey and O'Malley. The present scoping review has identified a framework for program design, outcomes, and theoretical underpinnings. Despite mixed intervention results, based positive schooling interventions produce promising positive outcomes in student well-being. The study also identified a need for evidence of the long-term effectiveness of these interventions. Further research is needed to build theory in positive schooling and education.

**Keywords** Positive schooling · Character strengths · Scoping review · Positive psychology

Review of Education  
Vol. 5, No. 1, February 2017, pp. 60–86  
DOI: 10.1002/rev.3.3080

**Positive psychology school-based interventions: A reflection on success and future directions**

Alicia R Chodkiewicz<sup>1</sup>\* and Christophe Van den Broeck<sup>2</sup>

<sup>1</sup>University of New England, Australia, <sup>2</sup>University of Exeter, UK

An increased focus on youth development has led to an undervalued body of research, especially over the last two decades, which studies of learning and development across the years spent at school. Positive psychology, which is changing our conceptions of youth development, port for a new era of student-centric teaching practices dedicated to the well-being of students. This research has come not only from researchers and psychologists, but also from teachers, who are showing an increased appetite for integrating positive psychology into the learning curriculum. While researchers are beginning to explore the effectiveness of such interventions, there is a large disparity between what is being taught in classrooms. A set of key constraints, such as overcrowded curriculum, accessibility of information, teacher role in shaping the effectiveness with which an intervention is implemented, and the recent development of positive psychology school-based programs, these initiatives can be enhanced to reach a wider range of students and effectively into classroom practice.

**Abstract** Research studies looking at interventions implemented in classrooms have yielded mixed results. However, a number of PPIs require implementation across the board as too complex to be implemented. This paper presents a review of brief PPIs (Brief Positive Psychology Interventions) which have been successful in student learning and well-being. The interventions highlighted in order to foster best practice.

**Keywords** Positive psychology in Schools

Educ Psychol Rev  
DOI 10.1007/s10648-016-9357-3

REVIEW ARTICLE

**Review of Brief School-based Interventions: a Taster**

Rebecca Shankland<sup>1</sup> · Evelyn Rossiter<sup>1</sup>

© Springer Science+Business Media 2016

**Abstract** Research studies looking at interventions implemented in classrooms have yielded mixed results. However, a number of PPIs require implementation across the board as too complex to be implemented. This paper presents a review of brief PPIs (Brief Positive Psychology Interventions) which have been successful in student learning and well-being. The interventions highlighted in order to foster best practice.

**Keywords** Positive psychology in Schools

Journal of Youth and Adolescence (2020) 49:1943–1960  
https://doi.org/10.1007/s10964-020-01289-9

EMPIRICAL RESEARCH

**Effects of School-based Multicomponent Positive Psychology Interventions on Well-being and Distress in Adolescents: A Systematic Review and Meta-analysis**

Claudia Tejada-Gallardo<sup>1</sup> · Ana Blasco-Belled<sup>1</sup> · Cristina Torrelles-Nadella<sup>1</sup>

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**Abstract**  
Multicomponent positive psychology interventions are increasing in the school context, but their effectiveness in adolescents is still scarce, especially in the school context. Multicomponent positive psychology interventions increase well-being and reduce psychological distress indicators in adolescents. However, results on these outcomes limit their samples to adult populations. The aim of this study is to evaluate and compare the immediate but also long-lasting effects of multicomponent positive psychology interventions aimed at increasing well-being indicators of mental health and reducing the most common psychological distress indicators in adolescents. A total of 9 randomized and non-randomized controlled trials were included in the meta-analysis. The results showed small effects for subjective well-being ( $g = 0.25$ ), and depression symptoms ( $g = 0.28$ ). Removing low-quality studies from the meta-analysis had an effect on subjective well-being and depression symptoms. The relevant moderation analyses had an effect on subjective well-being and depression symptoms. The systematic review and meta-analysis found evidence for the efficacy of multicomponent positive psychology interventions in improving mental health in the short and long-term. The results identified six overarching pathways to wellbeing that formed the SEARCH framework: 1) strengths, 2) emotional management, 3) attention and awareness, 4) relationships, 5) coping and 6) habits and goals. The aim of this current review paper was to examine the existing educational and psychological literature for evidence of whether each SEARCH pathway has been found to successfully foster student wellbeing. Seventy five peer-reviewed studies (total student  $N = 35,888$ ) were reviewed from North America, Europe, the United Kingdom, Asia, Australia and New Zealand. Results demonstrate the value and applicability of the SEARCH framework. The comprehensive review conducted in this paper is then used to discuss current gaps in positive education research as well as present the utility of SEARCH as a framework to support positive education science and practice.

**Keywords** Positive psychology · Well-being · Intervention · Multicomponent

International Journal of Applied Positive Psychology (2019) 4:1–46  
https://doi.org/10.1007/s41042-019-00017-4

RESEARCH PAPER

**SEARCH: A Meta-Framework and Review of the Field of Positive Education**

L. Waters<sup>1</sup> · D. Loton<sup>1</sup>

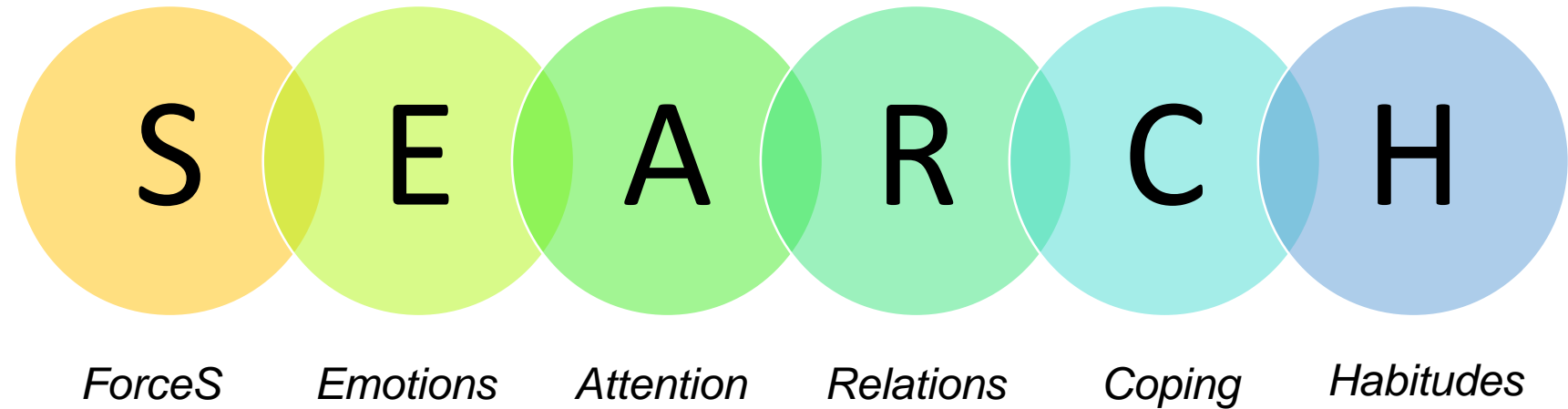
Accepted: 20 June 2019 / Published online: 26 July 2019  
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**Abstract**  
This paper presents a data-driven, meta-framework to support evidence-based decisions for researchers and practitioners when designing, investigating and implementing positive education interventions: the SEARCH framework. SEARCH was developed through a two-stage process. Stage one comprised a large-scale bibliometric review and thematic grouping of topics based on natural language processing of over 18,403 positive psychology studies. Stage two involved action-research with ten schools testing the practical validity of the wellbeing themes identified in stage one with educators. The result of these two stages identified six overarching pathways to wellbeing that formed the SEARCH framework: 1) strengths, 2) emotional management, 3) attention and awareness, 4) relationships, 5) coping and 6) habits and goals. The aim of this current review paper was to examine the existing educational and psychological literature for evidence of whether each SEARCH pathway has been found to successfully foster student wellbeing. Seventy five peer-reviewed studies (total student  $N = 35,888$ ) were reviewed from North America, Europe, the United Kingdom, Asia, Australia and New Zealand. Results demonstrate the value and applicability of the SEARCH framework. The comprehensive review conducted in this paper is then used to discuss current gaps in positive education research as well as present the utility of SEARCH as a framework to support positive education science and practice.

Augmente le sens, la motivation, l'engagement, le sentiment de compétence, les émotions positives

De nombreuses données probantes...

# Effets pour les élèves



|                            |  |                                    |                         |   |   |  |
|----------------------------|--|------------------------------------|-------------------------|---|---|--|
| <b>Bien-Être</b>           | Satisfaction de vie<br>Affects + Relations | CPS émo.<br>Affects + Détresse -   | Affects +<br>Détresse - | Connexion soc.<br>Estime de soi<br>Satisfaction | Stress Manag.<br>Estime de soi<br>Relations<br>Détresse - | Clarté buts<br>Autorégulation<br>Relations<br>Détresse - |
| <b>Résultats scolaires</b> | Engagement<br>Notes                        | Satisfaction<br>Confiance<br>Notes | Fonctions cog.<br>Notes | Apprentissages                                  | Intérêt<br>Notes  | Satisfaction<br>Motivation<br>Notes                      |



# BILAN ET PERSPECTIVES

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DES INTERVENTIONS EFFICACES POUR DEVELOPPER  
LES COMPETENCES PSYCHOSOCIALES, LE BIEN-  
ETRE ET LA REUSSITE SCOLAIRE

IMPORTANCE DE LA FORMATION DES PROFESSIONNELS  
APPROFONDIE ET EXPERIENTIELLE

IMPORTANCE DE LA REPONSE AUX BESOINS  
PSYCHOLOGIQUES FONDAMENTAUX DE TOUS

ACCOMPAGNEMENT AU DEPLOIEMENT DES  
FORMATIONS AU DEVELOPPEMENT DES CPS (UNIRES)

[rebecca.shankland@univ-lyon2.fr](mailto:rebecca.shankland@univ-lyon2.fr)