Presentation slides

AARON JARDEN

ABOUT AARON  AARON'S PROFESSIONAL PAGE  AARON'S PERSONAL PAGE  CONTACT


AARON’S PRESENTATIONS

• 2014 - PowerPoint - Happiness and wellbeing, Auckland, September.
• 2014 - PowerPoint - Killer data: The importance of real-world, real-time, real-practical, and real-contextualized wellbeing assessments in organizations, Nelson, August.
• 2014 - PowerPoint - AWE Assessing in Education, Christchurch, July.
• 2014 - PowerPoint - Healthy living: Wellbeing at work and in life, Auckland, July.
• 2014 - Poster - Cross-cultural validation of the Ways of Savouring Scale, Amsterdam, July.
• 2014 - PowerPoint - Cross-cultural replicability of ways towards happiness clusters, Amsterdam, July.
• 2014 - PowerPoint - Workplace wellbeing: Applied positive psychology at work, Auckland, May.
• 2014 - Poster - Subjective wellbeing and social capital: Their link and comparison between Czech, Indian, South African and New Zealand university students, Amsterdam, July.
• 2014 - Talk - An overview of positive psychology, for psychologists, Wellington, March.
• 2013 - PowerPoint - An introduction to positive psychology, Wellington, December.
• 2013 - PowerPoint - Workplace wellbeing: Making work work, Wellington, November.
• 2013 - PowerPoint - 30 minutes to wellbeing and better abs - or your money wasted, Auckland, September.
• 2013 - PowerPoint - The Sovereign Wellbeing Index: Super wellbeing, five ways to wellbeing, and international comparisons, Los Angeles, June, NZ.
• 2013 - Poster - The Sovereign Wellbeing Index, Los Angeles, June, NZ.
• 2013 - PowerPoint - The Sovereign Wellbeing Index: Super wellbeing, five ways to wellbeing, and international comparisons, Auckland, June, NZ.
• 2013 - Program - Šepáňka Držkárová, Alana Sležková, Kamlesh Singh, Rajneesh Choubisa, Aaron Jarden, Fiona Howard: Social capital and subjective wellbeing among university students: Their link and comparison of Czech, New Zealand and Indian samples, Brno, Czech Republic, May.
I'm no expert on your wellbeing

But, **would you like an almond?**
Killer questions?

Before I go much further, does anyone have any killer questions they would either like me to muse on now, or address at some stage?
The plan

- End game / take home = Know stuff + do stuff (knowledge + experience)
- Positive assessment + positive psychological interventions
The good life is best construed as a matrix that includes happiness, occasional sadness, a sense of purpose, playfulness, and psychological flexibility, as well autonomy, mastery, and belonging/connection.

It’s not just about learning to be more positive – it’s about using scientifically-informed tools and strategies to make our thinking more flexible, accurate, clear, and expansive. This thinking will lead to happiness and more healthy behaviours.

“Happiness is not a spectator sport” - Chris Peterson.
Positive introductions

- **Step 1**: Pair up.

- **Step 2**: In 2 minutes (1 minute each), tell a story – a thoughtful narrative with a beginning, middle and end – that illustrates *when you are at your best in your job*.

- **Note**: Swap when you hear the bell the first time after 1 minute, stop completely when you hear the bell the second time after 2 minutes.
Positive introductions

Key point: Wield your strengths at work – they are paths to engagement and enjoyment.

http://www.viacharacter.org
Positive assessment

Let’s do a “back of the napkin” assessment.

How happy are you right now?

What would you pay / give / do / sacrifice / commit to in order to be, on average, one point happier?

10 - Extremely happy
9 - Very happy
8 - Pretty happy
7 - Mildly happy
6 - Slightly happy
5 - Neutral
4 - Slightly unhappy
3 - Mildly unhappy
2 - Pretty unhappy
1 - Very unhappy
0 - Extremely unhappy
Positive assessment - assessing wellbeing

- What is worth knowing about, or knowing about in more detail?

  Strengths
  Happiness
  Optimism
  Gratitude
  Hope
  Health
  Flourishing
  Grit
  Etc, etc....
Positive assessment

- Different definitions and theories of wellbeing and flourishing.

<table>
<thead>
<tr>
<th>Keyes</th>
<th>Huppert &amp; So</th>
<th>Diener et al.</th>
<th>Seligman et al.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flourishing</strong></td>
<td><strong>Flourishing</strong></td>
<td><strong>Flourishing</strong></td>
<td><strong>Flourishing</strong></td>
</tr>
<tr>
<td>- Emotional Wellbeing</td>
<td>- Positive Appraisal</td>
<td>- Purpose and meaning</td>
<td>- Positive emotion</td>
</tr>
<tr>
<td>- Positive affect (happy)</td>
<td>- Positive emotion</td>
<td>- Engagement</td>
<td>- Engagement</td>
</tr>
<tr>
<td>- Positive affect (interested)</td>
<td>- Positive functioning</td>
<td>- Competence</td>
<td>- Positive relationships</td>
</tr>
<tr>
<td>- Life satisfaction</td>
<td>- Meaning</td>
<td>- Meaning</td>
<td>- Engagement</td>
</tr>
<tr>
<td>- Social Wellbeing</td>
<td>- Positive relationships</td>
<td>- Social contribution</td>
<td>- Social contribution</td>
</tr>
<tr>
<td>- Social contribution</td>
<td>- Competence</td>
<td>- Competence</td>
<td>- Competence</td>
</tr>
<tr>
<td>- Social integration</td>
<td>- Positive relationships</td>
<td>- Meaning</td>
<td>- Meaning</td>
</tr>
<tr>
<td>- Social actualisation</td>
<td>- Emotional stability</td>
<td>- Meaning</td>
<td>- Meaning</td>
</tr>
<tr>
<td>- Social acceptance</td>
<td>- Vitality</td>
<td>- Positive relationships</td>
<td>- Positive relationships</td>
</tr>
<tr>
<td>- Psychological Wellbeing</td>
<td>- Optimism</td>
<td>- Personal growth</td>
<td>- Personal growth</td>
</tr>
<tr>
<td>- Self-acceptance</td>
<td>- Resilience</td>
<td>- Autonomy</td>
<td>- Autonomy</td>
</tr>
<tr>
<td>- Environmental mastery</td>
<td>- Self-esteem</td>
<td>- Purpose in life</td>
<td>- Purpose in life</td>
</tr>
<tr>
<td>- Positive relationships</td>
<td></td>
<td>- Self-esteem</td>
<td>- Self-esteem</td>
</tr>
<tr>
<td>- Personal growth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Autonomy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Purpose in life</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Positive assessment - measures

- Some popular positive psychology and health measures:
  - The Happiness Measures (HM)
  - The Satisfaction with Life Scale (SwLS)
  - The Temporal Satisfaction with Life Scale (TSWLS)
  - The Subjective Happiness Scale (SHS)
  - The Gratitude Questionnaire (GQ-6)
  - The Adult Hope Scale (AHS)
  - The Meaning in Life Questionnaire (MLQ)
  - The Flourishing Scale (FS)
  - The Scale of Positive and Negative Experience (SPANE)
  - The Short Grit Scale (GRIT)
  - The Curiosity and Exploration Inventory-II (CEI-II)
  - The Strengths Use and Current Knowledge Scale (SUCK)
  - The Life Orientation Test-Revised (LOT-R)
  - The Brief Resilience Scale (BRS)
  - The Subjective Vitality Scale (VS)
  - The Cantril Self-Anchoring Striving Scale (CSASS)
  - The Valued Living Questionnaire - II (VLQ-II)
  - The Scales of Psychological Wellbeing (SPW)
  - The Centre for Epidemiological Studies Depression Scale (CES-DS)
  - The Depression, Stress, Anxiety Scale (DASS21)
  - The Loneliness Scale (LS)
### Positive assessment - measures

<table>
<thead>
<tr>
<th>Positive Measures</th>
<th>Negative Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Strengths Spotting Scale (SSS)</td>
<td>Generalised Self-Efficacy Scale (GSES)</td>
</tr>
<tr>
<td>Ways of Savouring Scale (WoSS)</td>
<td>Warwick-Edinburgh Mental Well-being Scale (WEMWBS)</td>
</tr>
<tr>
<td>Positive and Negative Affect Schedule (PANAS)</td>
<td>Perceived Stress Scale (PSS)</td>
</tr>
<tr>
<td>Savouring Beliefs Scale (SBS)</td>
<td>Time Perspective Inventory (TPI)</td>
</tr>
<tr>
<td>Attributional Style Questionnaire (ASQ)</td>
<td>Positive Affect (PA) and Negative Affect (NA) Scales (Bradburn, 1969)</td>
</tr>
<tr>
<td>Approaches to Happiness Scale (A.K.A = Orientations to Happiness Scale)</td>
<td>Mood Index (Batson, 1988)</td>
</tr>
<tr>
<td>Inspiration Scale (IS)</td>
<td>Self-Actualization Index (SAI)</td>
</tr>
<tr>
<td>Mindful Attention Awareness Scale (MAAS)</td>
<td>Australian Personal Well-Being Index (PWI)</td>
</tr>
<tr>
<td>Personal Growth Initiative Scale (PGIS)</td>
<td>Basic Psychological Needs Scale (Deci &amp; Ryan)</td>
</tr>
<tr>
<td>Quality of Life Inventory (QOLI)</td>
<td>WHO-QOL (Quality of Life)</td>
</tr>
<tr>
<td>Silver Lining Questionnaire (SLQ)</td>
<td>European Social Survey – Module on well-being</td>
</tr>
<tr>
<td>State-Trait-Cheerfulness Inventory (STCI)</td>
<td>EQ-5D – health outcomes</td>
</tr>
<tr>
<td>Transgression-Related Interpersonal Motivations Inventory (TRIM)</td>
<td>SF-6D – health outcomes</td>
</tr>
<tr>
<td></td>
<td>Quality of Well-Being Scale</td>
</tr>
</tbody>
</table>
Positive assessment - methods

- There are many “ways” of assessment:
  - Online and paper based tests (no psychometric difference in method).
  - Self-monitoring.
  - Observation.
  - Physiological measures (e.g., heat rate, saliva).
  - Interview.
  - Existing records (e.g., medical records).
- Many methods are best...
Positive assessment - methods

- Experience Sampling Method (ESM).
  - Subjects carry a beeper device that signals randomly. Each time the beeper activates, subjects fill out a survey that typically includes questions asking what the subject was doing, who they were with, and how the subject was feeling at the time of the alarm.

- Day Reconstruction Method (DRM).
  - A hybrid approach in which respondents first revive memories of the previous day by constructing a diary consisting of a sequence of episodes. Then they describe each episode by answering questions about the situation and about the feelings that they experienced, as in experience sampling.
Positive assessment - process

- Planning the assessment.
  - Why are you doing an assessment? The answer points to the goal of the assessment. Goals could include aspects such as diagnosis, classification, description, and prediction.

- Data collection.
  - Methods include various ways of assessment (surveys, behavioural observation, etc.).

- Data processing.
  - Data analysis involves judgements vs statistical precision. Qualitative vs. quantitative methods.

- Communicating findings.
  - Written report, verbally, conference presentations, academic paper, media, blog...
Positive assessment – key points

- Always check copyright ©.
- Consider ethics (e.g., dangers in testing feedback).
- Best practice = evidence based tests + ethical approach.
- Positive psychological assessment is a relatively new area.
- There are various theories of wellbeing, and of most components which are measured.
- Test suitability for: One time use, pre-post, overtime use...
- You can only manage what you measure...
- Assessment timeframes matter.
  - Past week, past month, in general...
Positive assessment – key points

- Tracking change over time is important due to variability in responding’s impact on validity. Too often wrong test used, or no test used at all, before change attempted/implemented...
- Cross-cultural considerations.
- Terminology is very important.
  - “When we ask people if they are happy, the answers tell us nothing if we don’t know what our respondents mean by ‘happy’. One person might mean, ‘I’m not currently feeling any serious pain’; another, ‘My life is pretty horrible but I’m reconciled to it’; another, ‘I’m feeling a lot better than I did yesterday’.
Five ways to wellbeing

- **Step 1**: Pair up with a different partner, get a pen ready, as well as a blank A4 page...
- **Step 2**: Raise a hand in the air when you're ready...
- **Step 3**: Without looking down at your blank page, and **ONLY** looking at your partner’s face, you have **1 minute** to draw a portrait of your partner, starting on the bell!
- **Step 4**: Sign your name, date it, and swap pictures with your partner...
Five ways to wellbeing

1. **Connect**
   - Talk & listen, be there, feel connected

2. **Give**
   - Your time, your words, your presence

3. **Take Notice**
   - Remember the simple things that give you joy

4. **Keep Learning**
   - Embrace new experiences, see opportunities, surprise yourself

5. **Be Active**
   - Do what you can, enjoy what you do, move your mood

Introduce these five simple strategies into your life and you will feel the benefits.
Five ways: connect, be active, take notice, keep learning, give

- **Connect** – Make connections with friends, family, colleagues and neighbours. When you build these connections they help enrich your life with new experiences and opportunities.

- **Be Active** – Get moving. Walk, skip, run, dance – move your muscles. Exercise not only makes you feel good, it keeps you healthy. Pick a physical activity that you enjoy.

- **Take Notice** – Be mindful. Be curious. Like a child, see the wonder and beauty of the world. Notice the things around you – the weather, the landscape, the mood and feelings of the people around you. In noticing you learn to appreciate the things that matter.

- **Keep Learning** – We never stop learning. Keep trying something new – a new course you’ve been wanting to do or a more challenging task at work. Challenges keep us on our toes and increase our confidence and excitement in our day.

- **Give** – Be generous with your time, your knowledge and your talents, giving to friends, family and even strangers. Be thankful, smile at people, and volunteer. Sharing to a wider audience gives you a greater reward than just doing things for yourself.
Positive assessment – work

An overview of workplace wellbeing
Or a simpler wellbeing framework

- Me
- We
- Us

**WELLBEING FRAMEWORK**

Let’s build resilience and wellbeing in ourselves, and our organisation.

1. **Keep Learning** — Try something new. Redefine an old interest. Sign up for that course. Take on a different responsibility at work. Collaborate with someone new. Set a challenge you will enjoy achieving. Learn to play an instrument, how to cook your favourite food, or that software programme. Learning new things is fun and will make you more confident and increase your skill set. What are you currently learning?

2. **Give Yourself Away** — Thank someone. Smile. Be grateful. Recognise your time, join a community or work group. Do something nice for a friend, a colleague, your town, or a stranger. Seeing yourself, and your happiness, linked to the wider organisation or community can be incredibly rewarding and creates connections with the people around you. What are you currently giving to others?

3. **Connect with People** — Connect with all the people around you and that you come into contact with. With family, friends, colleagues and neighbours at home, work, school or in your local community. Think of those connections as the contentment of your life and invest time in developing them. Building these connections will support and enrich you every day. What are you currently connected to?

4. **Engage** — Take online. Be active. Participate. Catch sight of the novel. Remark on the unusual and beautiful. Notice the changes, and be in particular their benefits. Breathe the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and when you are feeding back on your experiences, it will help you appreciate what matters to you at work, and in the community. Be appreciative and mindful. What are you currently engaged in?

5. **Make Meaning** — Live your dreams. Contribute. Make a difference — make moments matter. Stand up for what you believe, and make things that you think are important. Be part of something bigger than you. Contribute your personal strengths in pursuit of things that hold great purpose for you. Deepen yourself into activities and causes you are passionate about. Understand what is important to you, become the best version of yourself. Aim to put your organisation into a better place than you found it. Understand where you fit in the organisational picture, and the big picture of life. What is currently of great importance to you?

**WORKPLACE WELLBEING**

We is about personal wellbeing, all the things within your personal control. It’s about learning the knowledge and skills that will enable you to take ownership to heart. How to positively impact your own resilience, wellbeing and performance. It’s about how you contribute, with your own position and perspective, with your knowledge and skill set, to your team and the wider organisation.

We is about your team or team, and the people you work with most and frequently at work. It’s about your interactions with others and how these interactions build on each other and form wellbeing. It’s about how you are with other people you are close to in your organisation, and how they are with you.

Us is about your organisation, all the people in your organisation, and all the levels of your organisation. It’s about how each individual fits in, and is a part of, in the organisation in order to have a positive impact on its mission and goals. It’s about how the organisation is with you and how the organisation as a whole supports your wellbeing — it’s about the organisation helping its people to be at their best.

We level is Me, we and Us is about employees focusing on their role in building on what’s going right and working, its about helping people to use their strengths, enhance their relationships, and find more meaning and engagement at work so that both employees and the organisation as a whole can achieve their, and its, true potential.
Positive assessment – organisations
Please imagine a ladder with steps numbered from 0 at the bottom to 10 at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you.

On which step of the ladder would you say you personally feel you stand at this time?

0 Worst possible life 1 2 3 4 5 6 7 8 9 10 Best possible life

The following question asks how you feel about your life as a whole, on a scale from 0 to 10. Zero means you feel the things you do in your life are 'not at all worthwhile', and 10 means 'completely worthwhile'.

Overall, to what extent do you feel the things you do in your life are worthwhile?

0 Not at all worthwhile 1 2 3 4 5 6 7 8 9 10 Completely worthwhile

The following question asks how you generally feel.

In general, how happy or unhappy do you usually feel?

- Extremely happy (feeling ecstatic, joyful, fantastic)
- Very happy (feeling really good, elated)
- Pretty happy (feels high, feeling good)
- Mildly happy (feeling fairly good & somewhat cheerful)
- Slightly happy (just a bit above normal)
- Neutral (not particularly happy or unhappy)
- Slightly unhappy (just a bit below neutral)
- Mildly unhappy (just a little low)
- Pretty unhappy (somewhat blue, splits down)
- Very unhappy (depressed, splits very low)
- Extremely unhappy (utterly depressed, completely down)
There are essentially four ways of responding, and active constructive responding has been shown to build solid, strong and lasting relationships the best:

- **Active Constructive Response** involves expressing enthusiastic positive support = “That’s really great. Your wife will be pretty proud of you. I know how important that promotion was to you. We should go out and celebrate”. During such communication the person is maintaining eye contact and displaying positive emotion, such as laughing or smiling.

- **Active Destructive Response** involves expressing a derogatory or critical response = “That sounds like a lot of responsibility to take on. There will probably be more stress involved in the new position and potentially longer hours at the office”. The person is displaying negative emotions, such as frowning or anxiety.

- **Passive Constructive Response** involves showing benign disinterest = “That’s good news”. The person is displaying little nonverbal communication.

- **Passive Destructive Response** involves distancing or failing to respond = “What are we doing Friday afternoon?” The person does not acknowledge the good news, is not in eye contact, and may be turning away or leaving the room.

Using active constructive responding is a good way to convey understanding, validation and caring, and to increase the wellbeing of your existing friends, as well as to make new friends and to encourage closer, more trusting relationships with them.
Positive assessment – schools
Assessments

- **Quick, User-friendly**
  An elegantly designed 10 minute assessment for adults, and a 4 minute assessment for students.

- **Comprehensive**
  AWE assesses both what is going right and what is going wrong.

- **Scientific**
  Based on the latest theories of wellbeing, using already validated psychometric measures.

- **Solutions Focused**
  An assessment designed to facilitate wellbeing solutions for schools.

---

Reports

- **Understandable**
  Written in plain English, with easily interpretable graphs.
Assessing wellbeing in education

The following question asks how satisfied you feel, on a scale from 0 to 10. Zero means you feel not at all satisfied; and 10 means you feel 'completely satisfied'.

Overall, how satisfied are you with life as a whole these days?
Aims and purpose

- The aims in developing the AWE assessment were to utilise current assessment science to empirically measure, track and report on school community wellbeing (students, school staff, and parents).

- Research is confirming a strong link between wellbeing and academic achievement – in other words, intelligence and ability are not the only determinants of academic success.
  - Increased student well-being has been linked with greater creativity, task persistence, multitasking, achievement, optimism, engagement, attention, sociability, trust, and helpfulness, and with less illness and less hostility.

- In creating this measure and tool, best practice online measurement guidelines and recommendations for online psychometric testing were adhered to (i.e., American Psychological Association Internet Task Force guidelines: Naglieri, Drasgow, Schmit, Handler, Prifitera, Margolis, & Velasquez, 2004).
AWE assessment

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Adult Assessment</th>
<th>Student Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Wellbeing</td>
<td>14 questions</td>
<td>5 questions</td>
</tr>
<tr>
<td>Domain Wellbeing</td>
<td>10 questions</td>
<td>5 questions</td>
</tr>
<tr>
<td>School / Work Wellbeing</td>
<td>19 questions – work wellbeing</td>
<td>10 questions – school wellbeing</td>
</tr>
<tr>
<td>Component Wellbeing</td>
<td>7 questions (up to)</td>
<td>7 (questions (up to))</td>
</tr>
</tbody>
</table>
Example questions: Adults

- How satisfied are you with your workplace relationships?
- How much control over the important aspects of your job do you have?
- To what extent are you using your strengths in your job?
- In general, how rushed and pressured for time do you feel in your job?
- In general, how satisfied are you that your school supports and enables student wellbeing?
Example questions: Students

- My relationships with other students at school are fantastic.
- I feel like I fit in at my school.
- I am able to deal with my problems at school.
- I get bullied by students at my school.
- The teachers at my school care about me.

What one thing, more than anything else, makes your school a great place?
What one thing, more than anything else, needs to change to make your school a great place?
Savour your experiences

- Savouring involves being “in the moment” and “taking in” all that an experience has to offer. Think of it as wringing the pleasure juice out of life by giving attention to the pleasures of the moment.

- Savouring can be used in a wide variety of circumstances – one can savour a sensory experience, a social experience, a feeling, or even a memory.

- There are ten different types of savouring strategies - sharing with others, memory building, self-congratulation, sensory-perceptual sharpening, comparing, absorption, behavioural expression, temporal awareness, counting blessings, and kill-joy thinking.

- We are going to try a combo of “sensory-perceptual sharpening” and “absorption”.
Savour your experiences

- **Step 1**: Hold your second almond.
- **Step 2**: Take a close look at it – inspect it, examine it! What does it look like? Is it symmetrical?
- **Step 3**: Close your eyes for the rest of this experience and feel it in your hand – what does the texture feel like?
- **Step 4**: Smell it. What does it smell like?
- **Step 5**: Put the almond into your mouth but do not bite or suck it – just let it rest on your tongue. Explore the almond with your tongue and teeth, noticing as much as you can.
- **Step 6**: Bite slowly into it and focus on the taste. Swirl the contents of the almond around in your mouth.
- **Step 7**: Swallow the almond and open your eyes.

Was it easy to stay focused as you tapped your senses and became absorbed in the sensory experience?
What was it like to pay attention to each individual detail of the experience?
Was this almond more enjoyable than the previous almond?
Peak-end theory

- Peak-end theory states that people’s judgments of their overall experience (like of this 90 minute talk) is greatly influenced by the peak of their experience, and how it ends.

- The research indicates that we judge our past experiences almost entirely on how they were at their peak and how they ended...

- It has to do with our memory of experiences...
A wellbeing overview

- Invest time and effort in family connections.
- We are social creatures so be enmeshed in a community of friends - deep and meaningful relationships.
- Know your personal values and live by them. Similarly, know your purpose and what derives meaning for you.
- Know your personal strengths and find ways to exercise them every day.
- Develop an optimistic thinking style.
- Invest your money in experiences rather than things.
- Be in work, and work that you enjoy.
- Be grateful.

- Savour the now regularly – rather than the past or future.
- Slow down – perhaps meditate?
- Be curious.
- Look after your health (the below 5 can make approximately 14 years difference to your life expectancy - the quality of both your current life and those extra 14 years).
  - Eat real food – not too much, and mostly plants.
  - Exercise regularly – and different types: aerobic, resistance, flexibility, balance.
  - Drink alcohol in moderation.
  - Don’t smoke.
  - Get enough quality sleep.

Caveat: Genetics and upbringing also make a slight bit of difference, but since you can’t do too much about those, don’t worry about them...
Three good things

- The ‘Three Good Things’ exercise is one way of being more aware of the good things that happen to you. It is designed to help you notice and remember positive events that occur throughout your day, and to end your day on a positive note by thinking and writing about those positive events.

- **Step 1:** Write down three things that went well today. The three things you list can be relatively small and unimportant, or relatively large in importance.

- **Step 2:** After each positive event on your list, answer the question “*Why did this good thing happen?*”

  **Today’s Three Good Things**

  First Good Thing:
  Why did this good thing happen?

  Second Good Thing:
  Why did this good thing happen?

  Third Good Thing:
  Why did this good thing happen?
Two plugs