POSITIVE PSYCHOLOGY AND GOOD LIVES MODEL

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WHAT IS POSITIVE PSYCHOLOGY?
“Positive psychology interventions provide a platform for working with (young) people to enable transformation through revised self–affirming narratives and individualised resources for personal growth”

Source: Boniwell & Tunariu, in press; Parks & Schueller, 2014
POSITIVE PSYCHOLOGY

PP is a theoretical and practical psychological perspective developed by Professor Seligman.

Aims its efforts not only to the cure of mental illness, but also to make life more productive and fulfilling.

For a long time the psychological field worked on curing mental illness, focusing on what was wrong and how to find therapies that could ease the suffering.

Based on this approach, psychology should focus both on weakness and potentialities of human being.
It moves away from the study and interventions in the fields of discomfort, illness, psychopathology, trauma to orientate towards the enhancement of human strengths, areas of strength of each (resilience, interpersonal skills, spirituality, talent ...).

It prefers interventions aimed at increasing and strengthening the person's skills and resources rather than reducing or compensating for limitations.

The aim is to activate change by focusing on the resources and potential of the individual so that, in addition to the treatment of the disorder and discomfort, there is also room for "everything that makes life deserving to be lived".
POSITIVE PSYCHOLOGY: WHAT IT IS ABOUT?
POSITIVE PSYCHOLOGY

UNDERSTAND AND PROMOTES FACTORS THAT ALLOW US TO LIVE IN A STATE OF WELL-BEING

PERSONAL WELL-BEING, QUALITY OF LIFE, SELF ESTEEM, PERSONAL POTENTIAL

AT A GROUP LEVEL IT FOCUSES ON CIVIC VIRTUES: JUSTICE, ACTIVE CITIZENSHIP ETC.
HAPPINESS VS WELL BEING
What is happiness?

• Authentic Happiness Theory

• Seligman’s beginning theory discussed authentic happiness[2]. He described that people can feel happiness from different types of experiences.

• The pleasant life: This refers to feeling positive emotions in the most intuitive way, of feeling pleasant sensations. For example, eating ice cream because it tastes good, or riding a roller coaster because it’s fun. Gaining happiness at this level necessitates relatively little effort.

Source: https://www.learning-theories.com/positive-psychology-perma-theory-seligman.html
What is happiness?

• **The engaged life:** Engagement is characterized by flow. Flow refers to the experience of completely loosing oneself in an activity\(^3\). Individuals become totally absorbed in what they are doing and lose track of time. They are not thinking, but in essence unified with what they are doing. Individuals could experience this in many activities, such as at work, dancing, playing baseball, or even solving a crossword puzzle.

• In order for flow to occur, the person has to be using their signature character strengths, and usually there has to be some sort of challenge, but not too big of a challenge. Usually, activities with clear goals and feedback will cause more flow. Flow causes an inner motivation and intrinsic reward. As opposed to the pleasant life, this form of happiness necessitates more effort. Being in flow invigorates the person, filling one with positive energy.

What is happiness?

• **The meaningful life:** However engaging flow activities may be, they can be utterly meaningless and fill a person with a void after some time. For example, after being absorbed in a puzzle and finishing it, one can still feel like there life is worthless. In order to feel meaning, people have to be engaged in something that serves a goal beyond themselves, such as in religion, politics, or family.

Source: https://www.learning-theories.com/positive-psychology-perma-theory-seligman.html
Wellbeing Theory

• Following criticism of his “Authentic Happiness Theory,” Seligman made alterations to it and came up with the “Well-being Theory.” As opposed to the goal of achieving happiness, this theory emphasizes the goal of reaching well-being. After all, people are motivated to do many things in life that do not necessarily increase happiness at the present moment. The classic example for this is having children. Parents to children often report less happiness at the present, but higher overall well-being.

Source: https://www.learning-theories.com/positive-psychology-perma-theory-seligman.html
Wellbeing Theory

- Seligman describes five factors of well-being: positive emotion, engagement, relationships, meaning and purpose, and accomplishment (PERMA). As opposed to the previous theory, where character strengths were relevant only for engagement, here character strengths are relevant in order to maximize well being felt from each factor. Maximum well-being leads to a state of flourishing. Flourishing is described as a state of thriving, of being full of vitality, and prospering as individuals and as a group.

Source: https://www.learning-theories.com/positive-psychology-perma-theory-seligman.html
WELL-BEING

- MEANING
- INVOLVEMENT
- SOCIAL RELATIONSHIP
- REALISATION
- POSITIVE EMOTIONS
GOOD LIVES MODEL (GLM)
The Good Lives Model (GLM)

The GLM is a strengths-based approach to offender rehabilitation, and is therefore premised on the idea that we need to build capabilities and strengths in people, in order to reduce their risk of reoffending. According to the GLM, people offend because they are attempting to secure some kind of valued outcome in their life.

Source: https://www.goodlivesmodel.com/information.shtml
GLM

The GLM is a strength-based rehabilitation framework that is responsive to offenders’ particular interests, abilities, and aspirations. It also directs practitioners to explicitly construct intervention plans that help offenders acquire the capabilities to achieve things and outcomes that are personally meaningful to them. It assumes that all individuals have similar aspirations and needs and that one of the primary responsibilities of parents, teachers, and the broader community is to help each of us acquire the tools required to make our own way in the world. Criminal behaviour results when individuals lack the internal and external resources necessary to satisfy their values using pro-social means. In other words, criminal behaviour represents a maladaptive attempt to meet life values (Ward and Stewart, 2003).

Source: https://www.goodlivesmodel.com/information.shtml
GOOD LIVES MODEL (GLM)

Model developed in 2002 by T. Ward

It is configured as a rehabilitative model aimed at those who have committed crimes

Based on the idea that all human beings have similar primary life goals and that the commission of any crimes responds to a dysfunctional attempt to satisfy them

The model identifies 11 Primary Goods that are pursued for their own well-being and which increase the sense of personal fulfilment
11 PRIMARY GOODS

1. Lifestyle
2. Sense of community
3. Creativity
4. Independence, autonomy and self-awareness
5. Be good at hobbies and recreational activities
6. Be good at your job
7. Inner peace
8. Knowledge
9. Feel good
10. Affective relationships
11. Spirituality
GOOD LIVES MODEL (GLM)

Secondary / Instrumental Goods represent the concrete means, the actions undertaken in the pursuit of primary goods

All individuals pursue all primary goods, each investing us in different degrees, according to their values, stage of development or priorities in life

Central assumption is that the attainment of primary assets, through prosocial actions, is associated with higher levels of well-being, development of personal identity and purpose in life

Attempting to achieve these life goals through shortcuts can lead to criminal conduct
GOOD LIVES MODEL (GLM)

Aim is helping people to understand how they would like their lives would be, and support them in achieving primary assets without choosing dysfunctional shortcuts.

Programs based on GLM principles have mainly targeted adult and minor sex offenders.

Research on the use of GLM on prisoners for domestic violence, young offenders, offenders with substance dependence and with intellectual disability.

Assisting individuals in the development and implementation of meaningful "life plans" that are incompatible with criminal behaviour.
According to Ward, Fox and Garber (2014)

‘A core assumption of the GLM is that offenders, like all human beings, are goal directed and live their lives according to their prioritized set of primary human goods’, which represent

‘The things that individuals strive for, whereas instrumental or secondary goods represent concrete means or activities that are undertaken in pursuit of primary human good’.

As such, following the rationale of Ward, Fox and Garber (2014) and Ward and Brown (2004) *radicalisation seems to relate to the secondary goods or, in other words, the means that the individuals employ to try to achieve ‘a sense of identity, power and self-respect’* (Marshall, 2007: 383) and not these primary needs themselves.
Interestingly, when young people were asked what made them happy their responses could be categorised within the 11 categories of the Good Lives Model in the previous slides.

Look at the WP2 research report on www.yeip.org!!
Key Question!

How can Positive Psychology and GLM help in preventing radicalisation by moving away from punitive methods which actually appear to further deepen radical tendencies?