

UNIVERSITY OF MIAMI  
SCHOOL of EDUCATION  
& HUMAN DEVELOPMENT



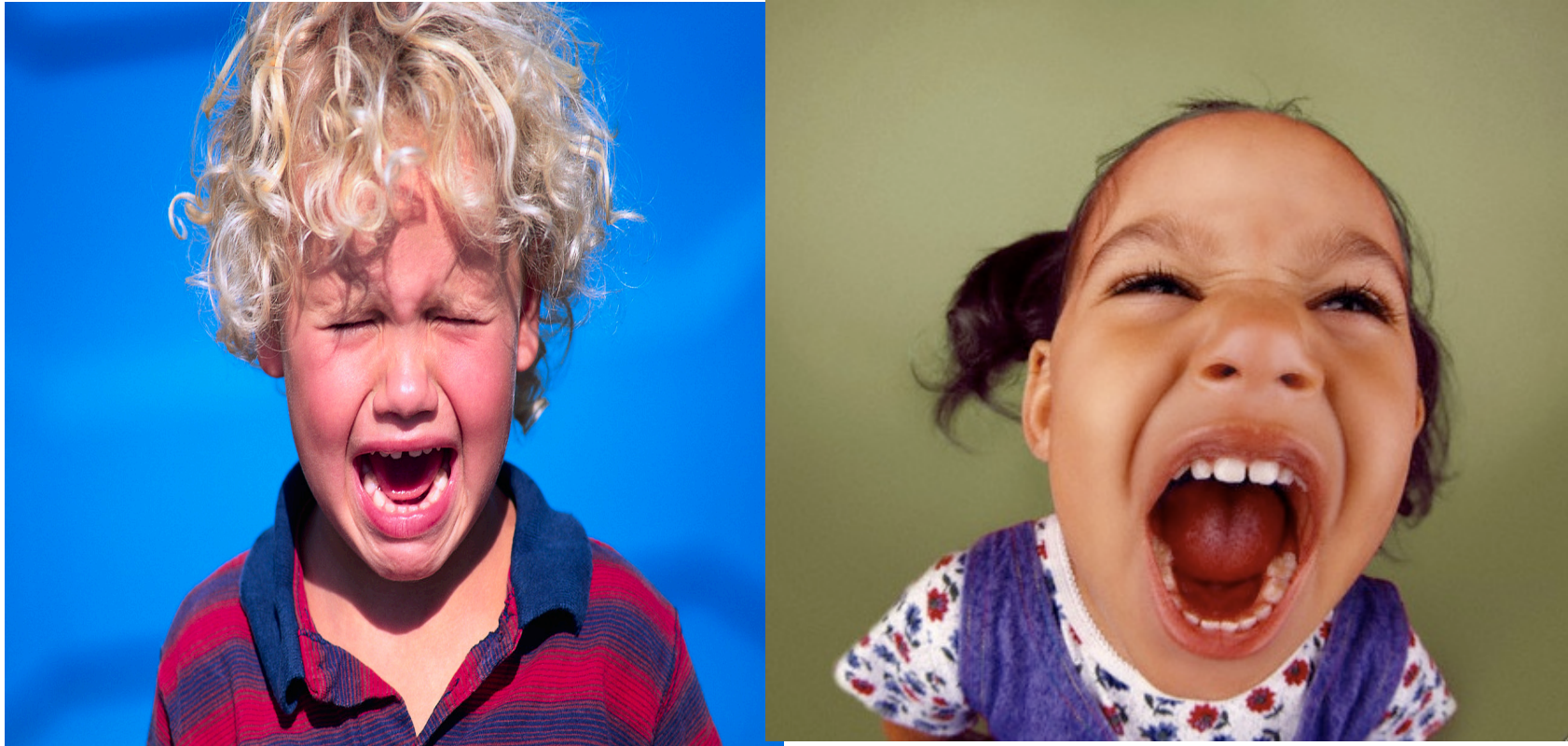
# Wellness and fairness in families, schools, and communities: Implications for prevention

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# Parenting and education can be awesome

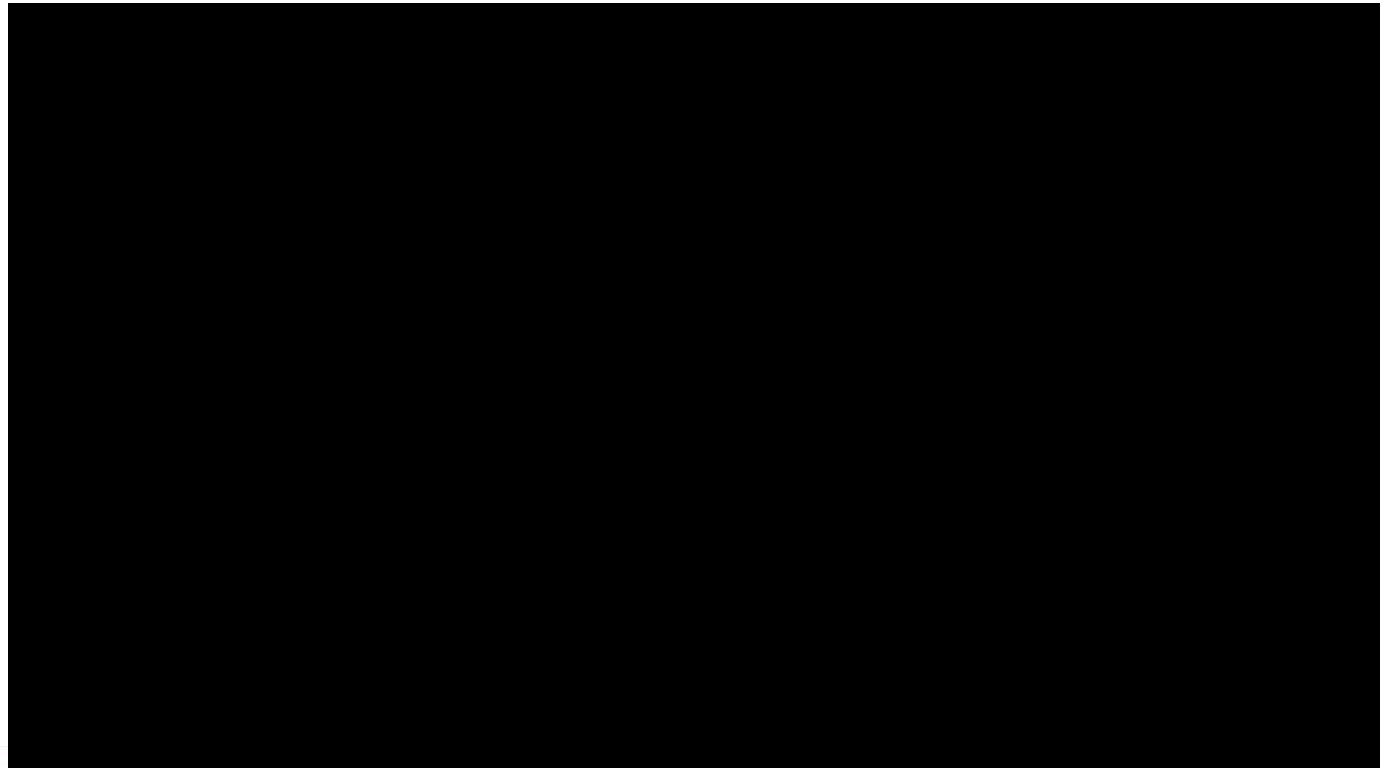


But it can also be stressful!



# Best Prevention!

<http://www.youtube.com/watch?v=p9gfFHZtfOs>



# Objectives

- Understand dimensions of wellness
- Understand dimensions of fairness
- Understand implications for prevention

# Developmental Areas



# I COPPE Challenges

<u>I</u> nterpersonal well-being “Getting Along”	<u>C</u> ommunity well-being “Helping Others”	<u>O</u> ccupational well-being “Doing Well”
<u>P</u> hysical well-being “Keeping Healthy”	<u>P</u> sychological well-being “Feeling Happy”	<u>E</u> conomic well-being “Saving Money”

# Wellness

- Positive state of affairs in key **domains** of life
- Pertains to **individuals** and **systems**
- Consists of **objective** and **subjective** elements



# Wellness Domains

## I COPPE



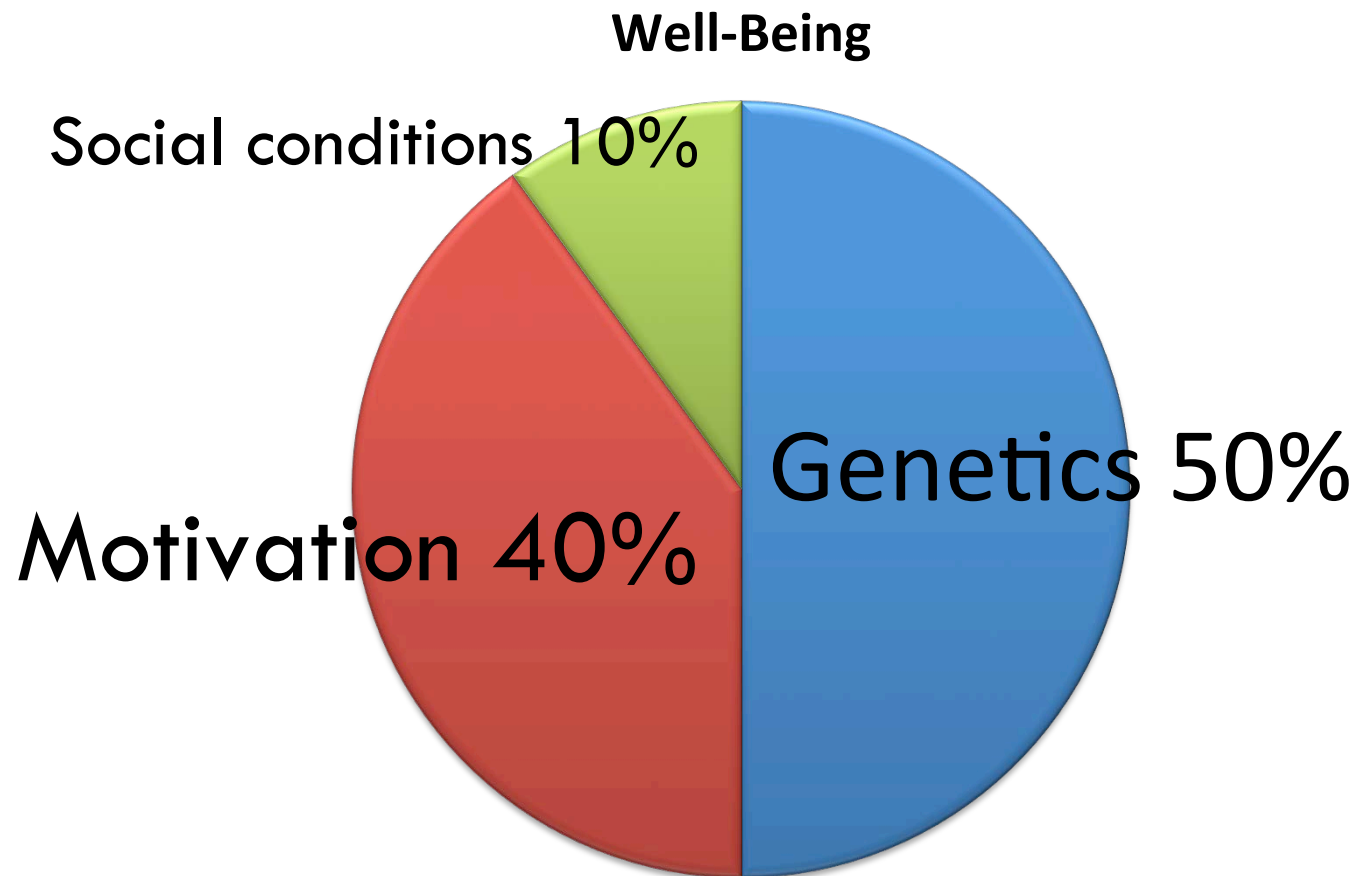
# Correlations among I COPPE domains, overall well-being, and comparison measures

	Overall Well-Being	Comparison Measure
Interpersonal well-being	.52***	.43***
Community well-being	.55***	.59***
Occupational well-being	.63***	.58***
Physical well-being	.70***	.59***
Psychological well-being	.63***	.61***
Economic well-being	.71***	.74***
***p<.001		

# Wellness Across Systems



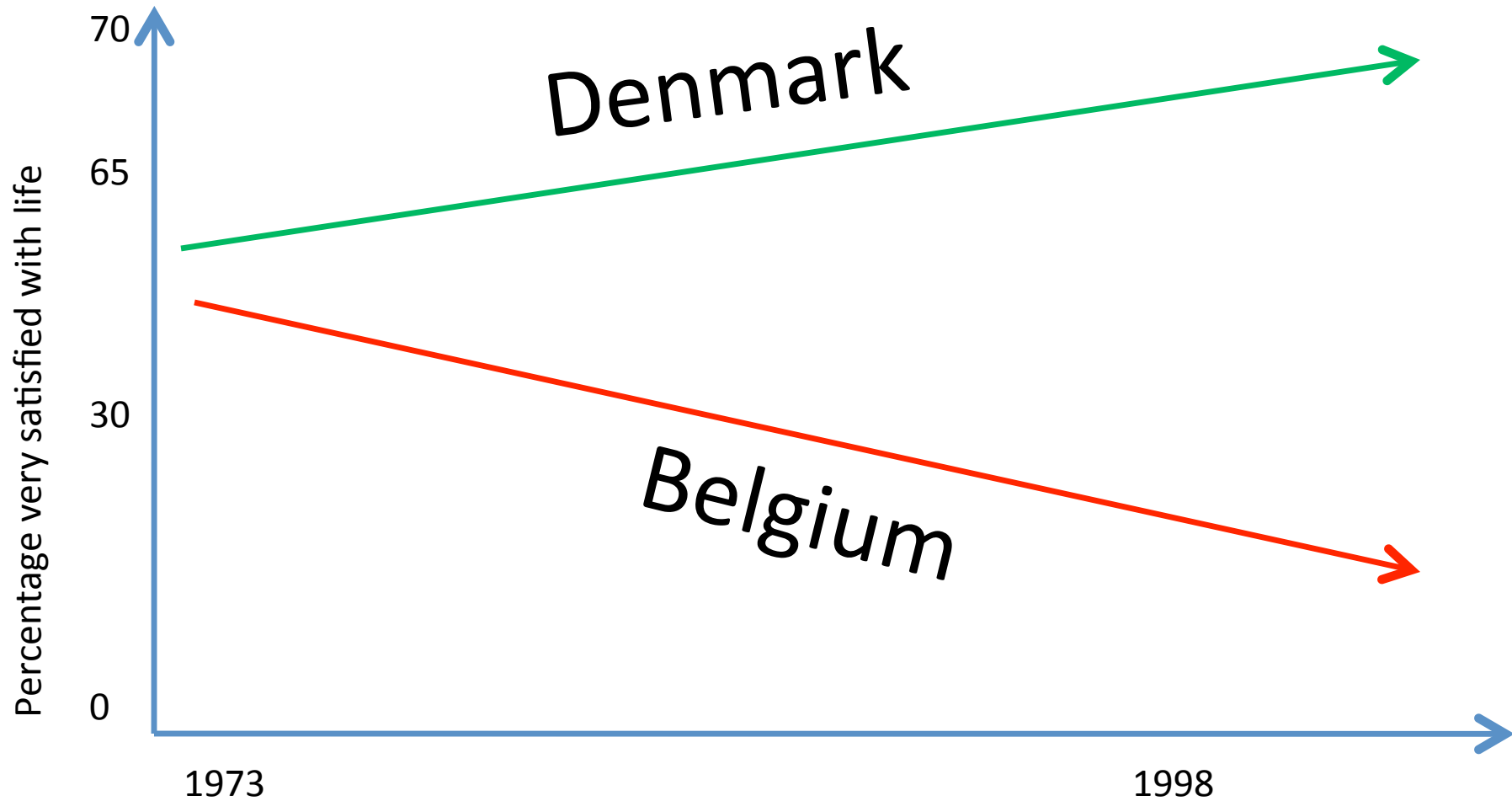
# Bio-Psycho without the Social



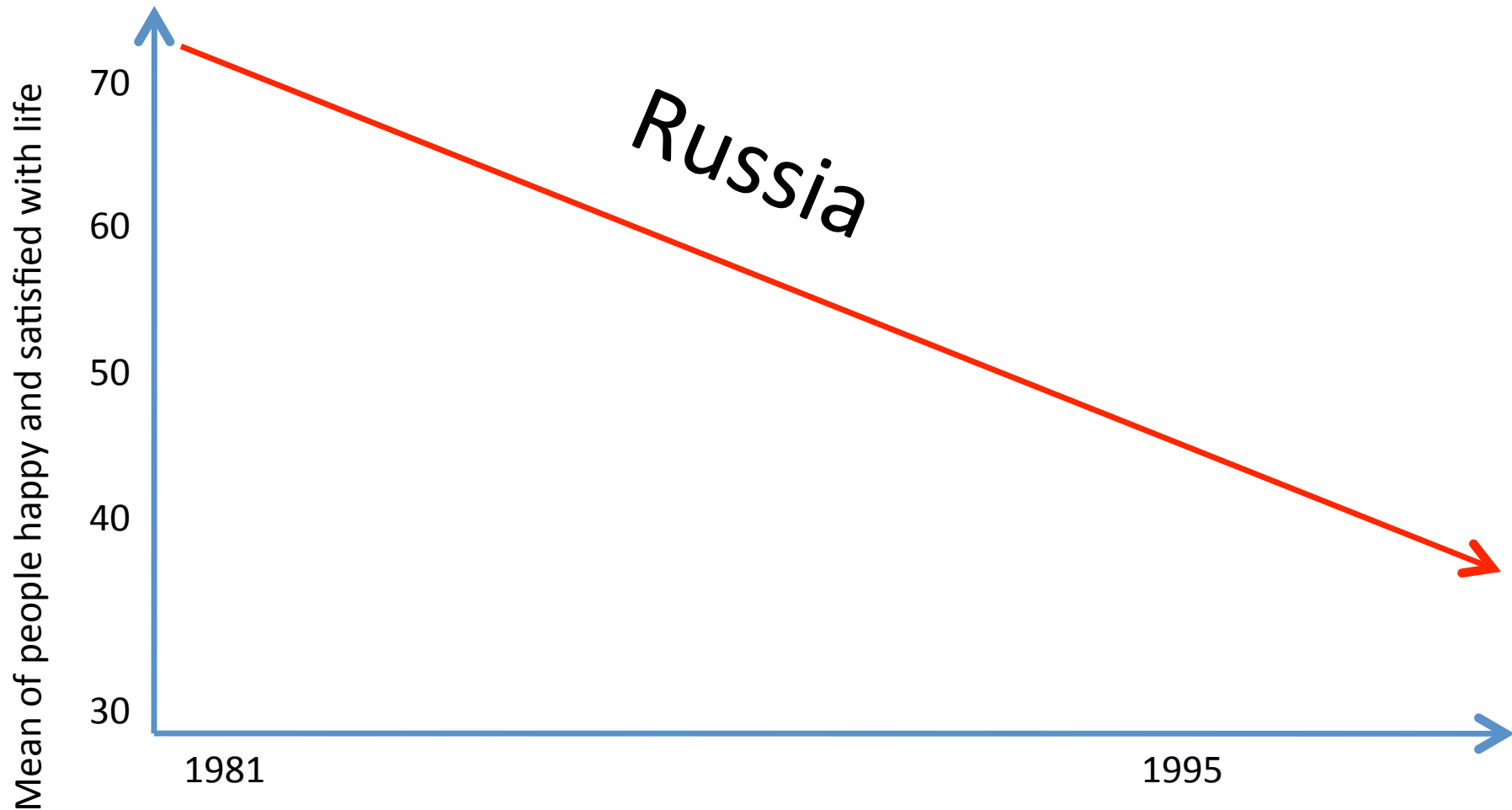
# Brain development at age 3



# Can the gene pool change in 25 years?



# Did Vodka get into the gene pool?

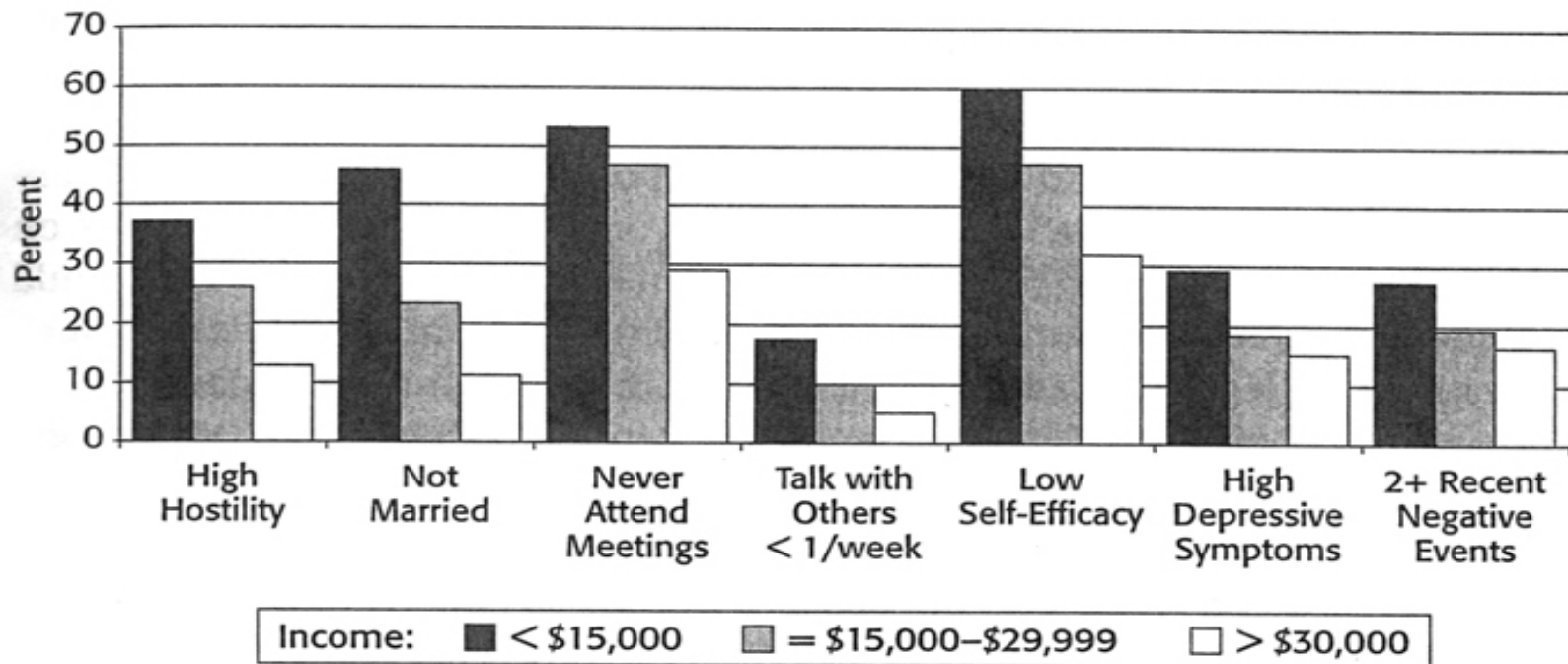


# Perils of Subjective Well-Being

- “As far as happiness and life satisfaction are concerned.... **you needn't bother to do** the following:
  - Make more money
  - Stay healthy
  - Get as much education as possible (no effect)”(Seligman's *Authentic Happiness*, 2002, pp. 61)



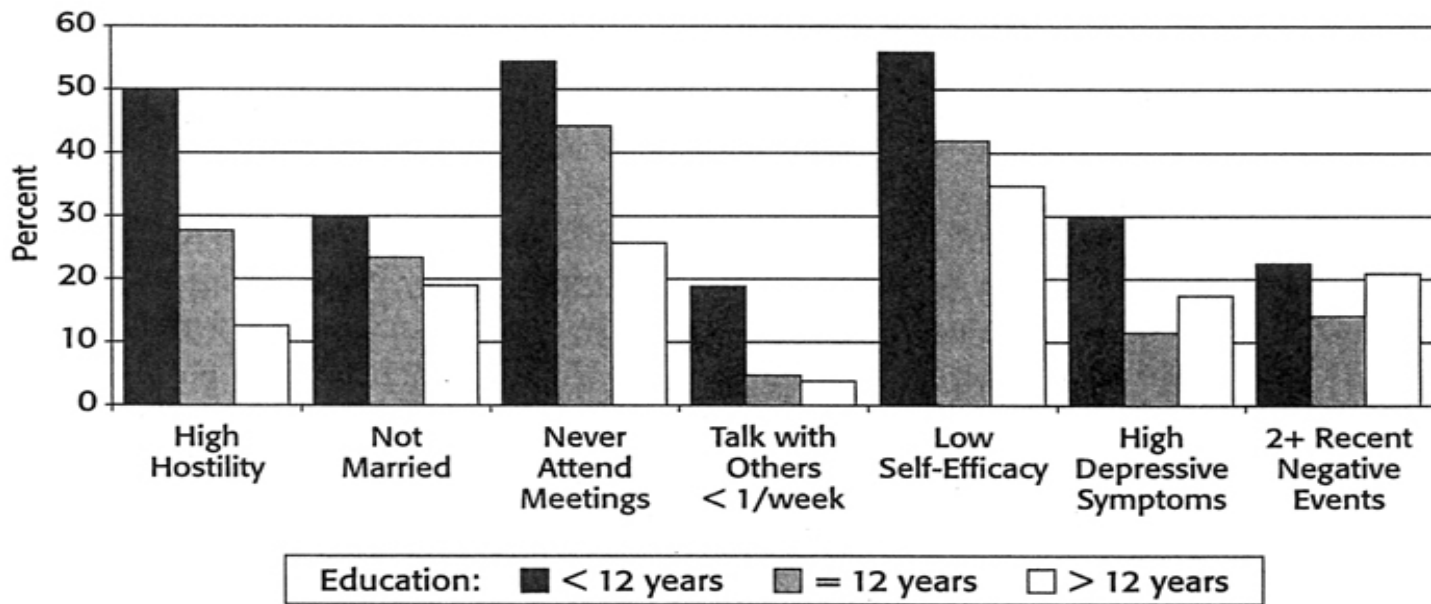
# Objective Income Does Matter for Well-Being



**Figure 3.5.** Psychosocial Risk Factors by Income for Persons Aged Forty-Five to Sixty-Four in the United States.

Source: House and Williams, 1995.

# Objective Level of Education Does Matter for Well-Being



**Figure 3.4.** Psychosocial Risk Factors by Education for Persons Aged Forty-Five to Sixty-Four in the United States.

Source: House and Williams, 1995.

# Wellness in Education

- Limited attention to I COPPE domains of life
- Attention to bio-psycho without the social
- Exclusive attention to either objective or subjective elements

# Fairness and Types of Justice

## Established

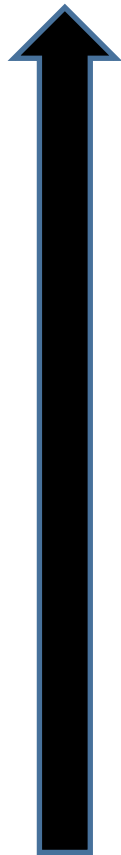
- Distributive
- Procedural
- Relational
- Retributive
- Informational

## Suggested

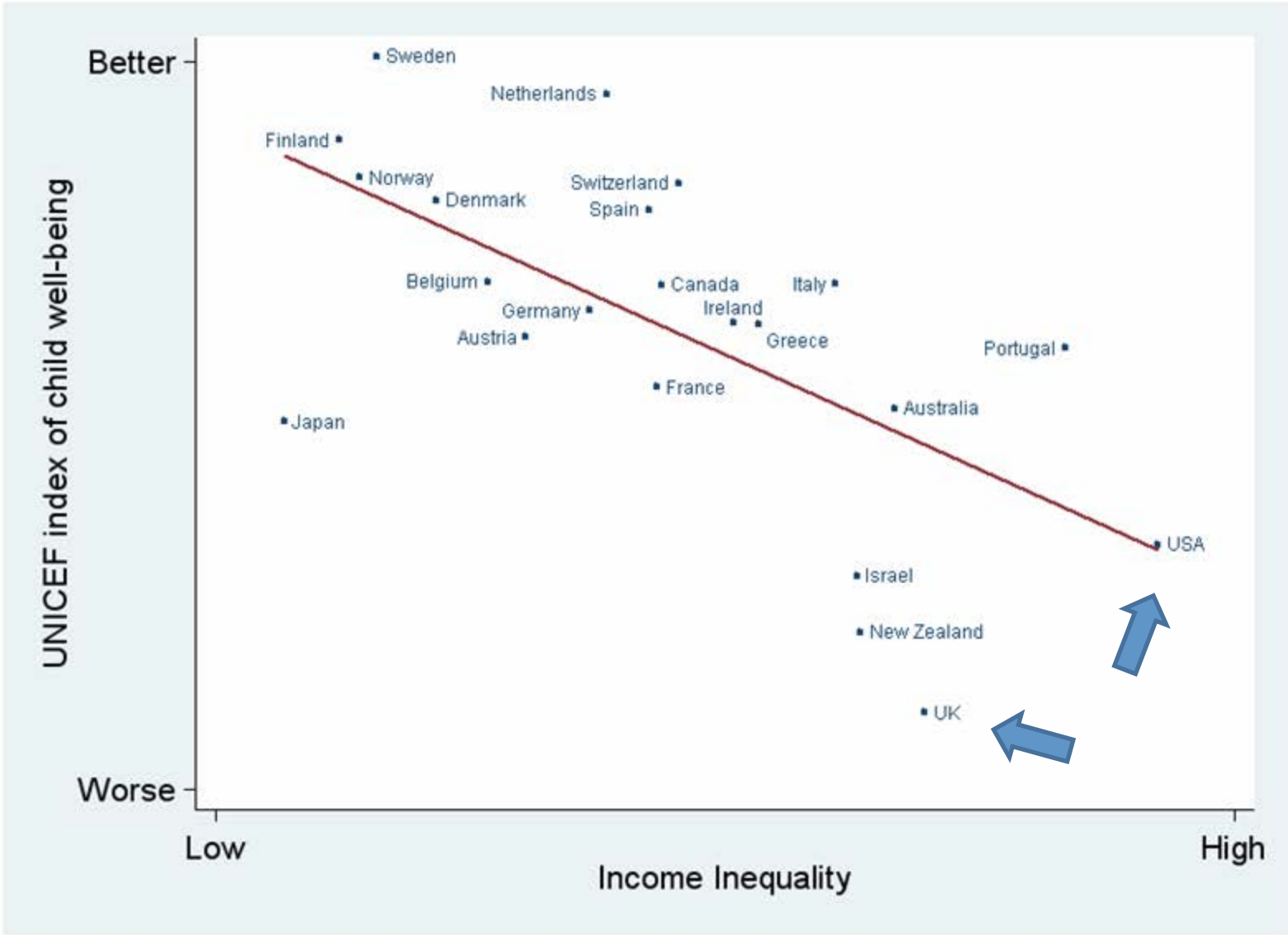
- Intrapersonal
- Developmental
- Cultural

# Wellness and Fairness

	Systems of Wellness				
	Individual	Relational	Organizational	Communal	Environmental
Objective elements	+health - illness	+networks -isolation	+resources - lack of resources	+social capital -lack of trust	+clean air -pollution
Subjective elements	+efficacy -lack of control	+voice -repression	+support -isolation	+belonging -rejection	+safety -fear
Values	+autonomy -lack of power	+caring -neglect	+participation -marginality	+diversity -discrimination	+protection of resources -depletion of resources
Fairness	<b>My due/Our due</b>	<b>Your due/Our due</b>	<b>Its due/Our due</b>	<b>Their due/Our due</b>	<b>Nature's due/Our due</b>

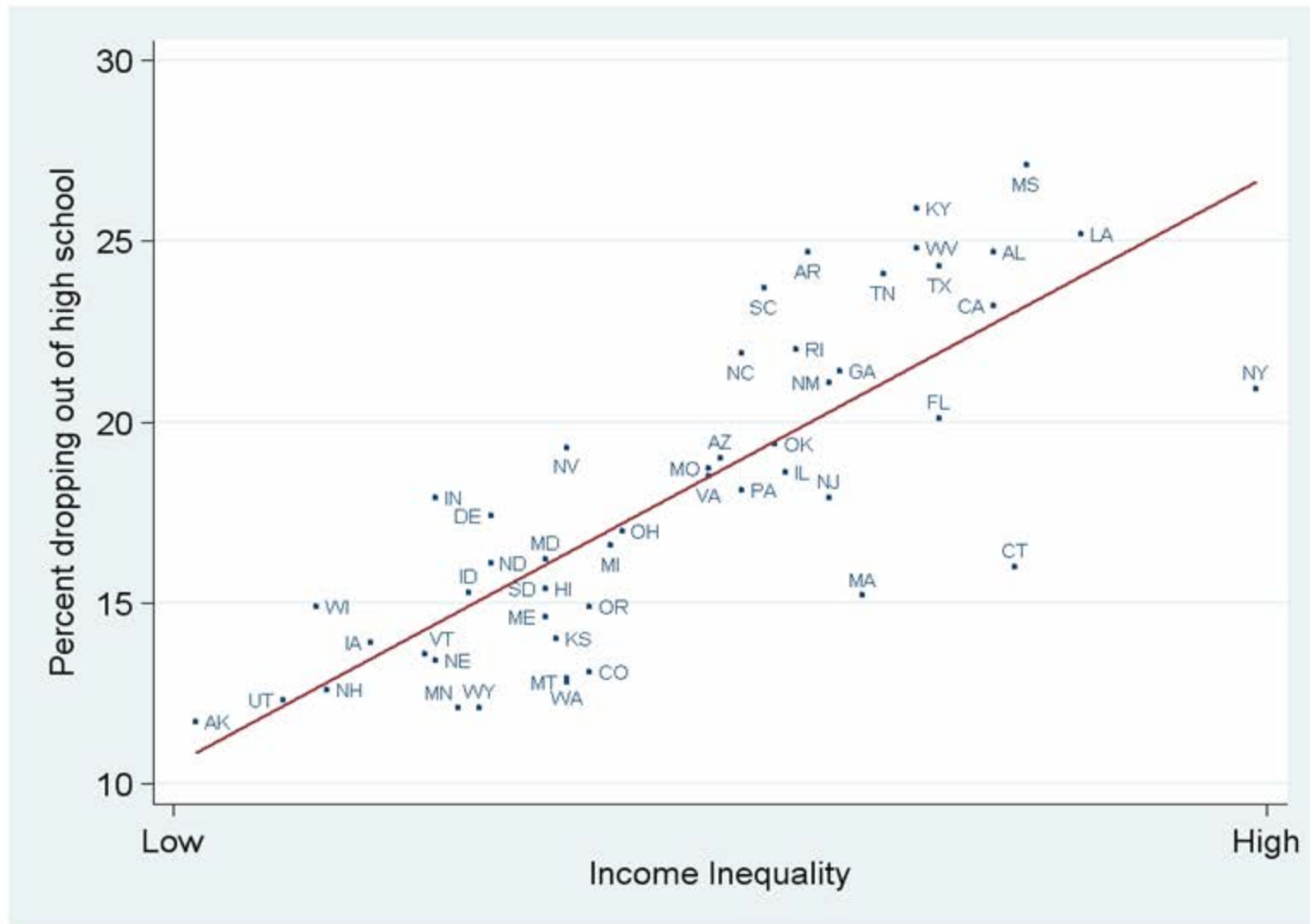


# Child Well-being is Better in More Equal Rich Countries



Source: Wilkinson & Pickett, *The Spirit Level* (2009)

## More Children Drop Out of High School in More Unequal US States

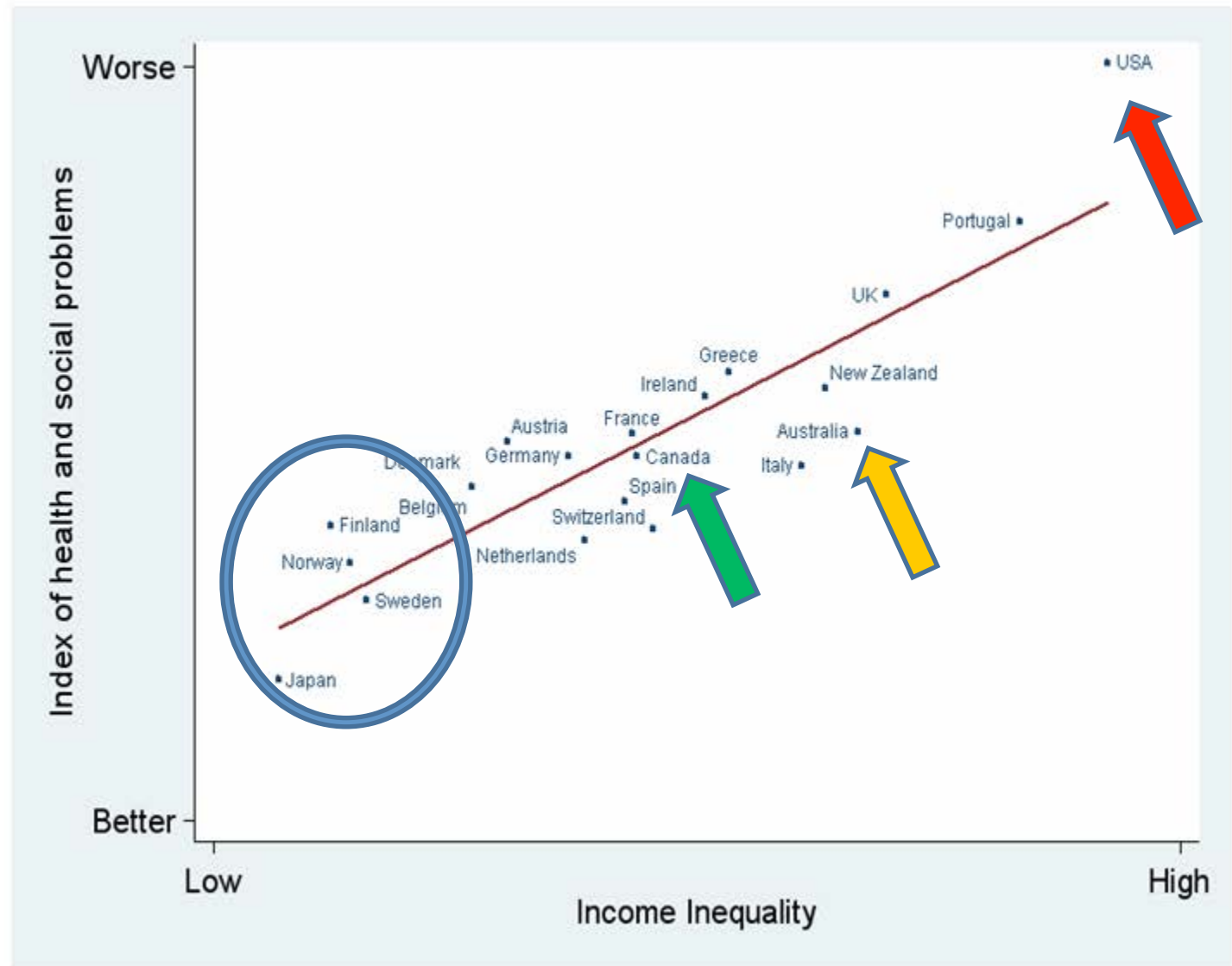
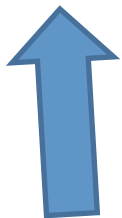


Source: Wilkinson & Pickett, *The Spirit Level* (2009)

# Health and Social Problems are Worse in More Unequal Countries

## Index of:

- Life expectancy
- Math & Literacy
- Infant mortality
- Homicides
- Imprisonment
- Teenage births
- Trust
- Obesity
- Mental illness – incl. drug & alcohol addiction
- Social mobility





# What Should Prevention Transform?

- Individuals
- Systems

# Individual Well-being

My son

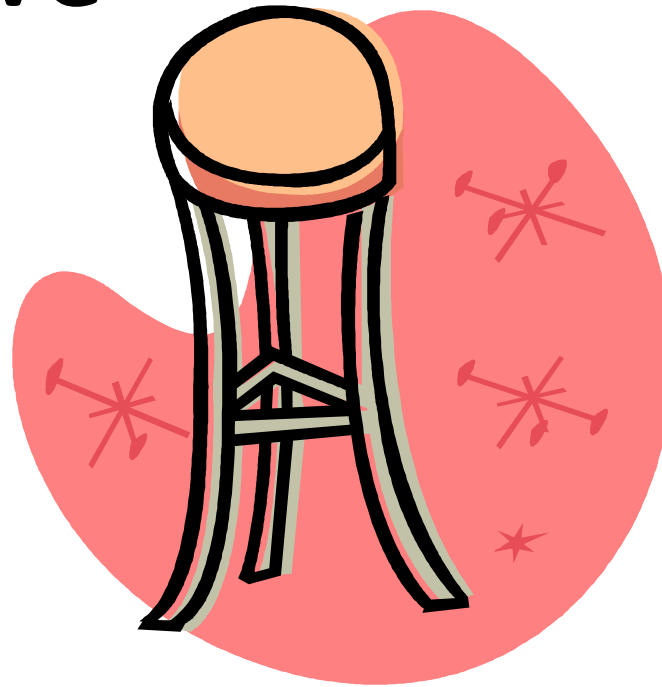
Poor loser

Sense of control  
Competence  
Meaning and  
spirituality



# Systemic Well-Being in Organizations

Reflective



Supportive

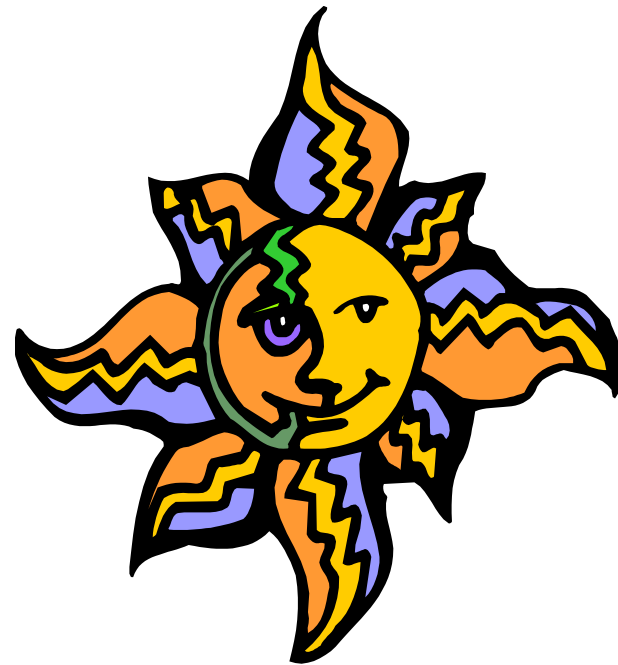
Effective

# Effective, Reflective, and Supportive Schools

- **Effective:**
  - Evidence based, capacity building, high quality teachers, transparency in achievement and performance
- **Reflective:**
  - Mindful learning and teaching, goal oriented, culture of improvement, systems learn
- **Supportive:**
  - Inclusive hosts, collaboration within and across schools, a good process is a good outcome, asset seeking, people are involved and valued, love your employees

# Systemic Well-being in Communities

- Social conditions
- Social capital



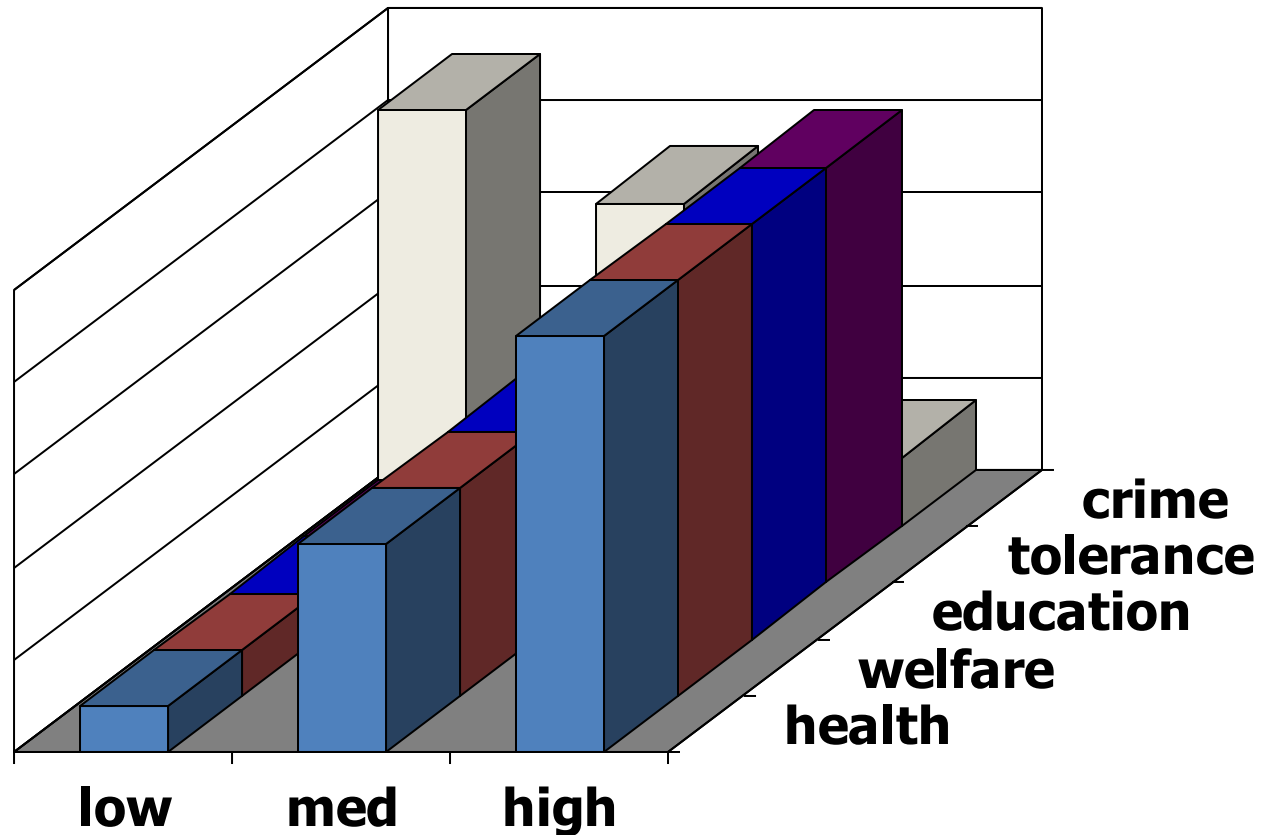
# Social conditions: Nudging people to do the right thing



Piano stairs TheFunTheory. Rolighetsteorin.se.flv.WMV



# Social capital and community well-being



Louisiana  
Mississippi  
Georgia

**Florida**

California  
Missouri  
Ohio  
Colorado

Dakotas  
Vermont  
Minnesota

# How Does Prevention Work?

- Competence
- Engagement



# BET I CAN: Competencies for Prevention



# Implications of BET I CAN for Prevention

	Behaviors	Emotions	Thoughts	Interactions	Context	Awareness	Next Steps
Action	What you <b>do</b>	What you <b>feel</b>	What you <b>think</b>	How you <b>interact</b> with other <b>people</b>	How you <b>interact</b> with <b>surroundings</b>	What you <b>reflect</b> on	What you <b>plan</b>
We need to	Set goals Create positive habits	Tune in Collect positive emotions	Challenge assumptions Write a new story	Empathize Express yourself	Read the cues Change the cues	Know yourself Know the issues	Make a plan Make it stick



# Engagement through games

<p><b><u>I</u>nterpersonal well-being:</b></p> <ol style="list-style-type: none"><li>1. How to resolve conflict</li><li>2. How to foster positive relationships</li></ol>	<p><b><u>C</u>ommunity well-being:</b></p> <ol style="list-style-type: none"><li>1. How to help individuals</li><li>2. How to build a better community</li></ol>	<p><b><u>O</u>ccupational well-being:</b></p> <ol style="list-style-type: none"><li>1. How to be organized</li><li>2. How to use your strengths</li></ol>
<p><b><u>P</u>hysical well-being:</b></p> <ol style="list-style-type: none"><li>1. How to improve nutrition</li><li>2. How to improve physical activity</li></ol>	<p><b><u>P</u>sychological well-being:</b></p> <ol style="list-style-type: none"><li>1. How to cope with stress</li><li>2. How to foster meaning and positive emotions in life</li></ol>	<p><b><u>E</u>conomic well-being:</b></p> <ol style="list-style-type: none"><li>1. How to manage money better</li><li>2. How to improve long term financial security</li></ol>

# Wellness in Your Hands World

**Wellness**  
in your Hands

**BETICAN**

**Wellness Score**  
Today   
Overall

Choose Location to Enter

Play Game  
Game Tour  
My Wellness  
Avatar  
ICOPPE

Wellness Tip  
Play This Game  
  
[Nutrition Wars](#)

Distro!  
Wellnut Cinemas  
Coffee & Books  
Wellnut Bank  
Town Centre  
Well Mart

# Avatar Creator

**Wellness**  
in your Hands

**Wellness Score**  
Today   
Overall

**Game Map**  
**Game Tour**  
**My Wellness**  
**Share**  
**ICOPPE**

**Wellness Tip**  
Play This Game  
  
[Nutrition Wars](#)

**Create Your Wellnut**

**Letter:** A



# Social Media: Avatars interact

**Wellness**  
in your Hands

**Wellness Score**  
Today   
Overall

**BETICAN**

Game Map  
Game Tour  
My Wellness  
Share  
ICOPPE

Wellness Tip  
Play This Game  
  
[Nutrition Wars](#)

Want to play wellness games?  
sounds like fun!

Park

Chat

# Go to the Movies

**Wellness**  
in your Hands

**BETICAN**

**Wellness Score**  
Today   
Overall

Map  
Game Tour  
My Wellness  
Avatar  
ICOPPE

Wellness Tip  
Play This Game  
  
[Nutrition Wars](#)

Wellnut Cinemas

Plaza

Chat

# Watch a Movie

The screenshot shows a digital interface for a wellness program. At the top left, a yellow oval contains the text "Wellness in your Hands". In the center, the word "BETICAN" is written in large, colorful letters, each with a corresponding cartoon character above it. To the right, a yellow box labeled "Wellness Score" contains two progress bars: "Today" and "Overall". Below the score box is a button labeled "Different Video". The main content area is a video player titled "Physical Wellness" showing a man and a young girl talking, with the girl holding a grey teddy bear. In the foreground, several cartoon characters are seated in red theater seats, watching the video. On the left side of the interface, there is a yellow "Exit" button and a "Wellness Tip" box that says "Play This Game" with a small image and a link to "Nutrition Wars".





# Unlock Mini-Games

The screenshot displays the 'Wellness in your Hands' application interface. At the top left, the title 'Wellness in your Hands' is shown in a yellow oval. To the right, the 'BETICAN' logo features seven colorful characters. Further right, a 'Wellness Score' section includes 'Today' and 'Overall' progress bars. On the left side, a vertical menu contains buttons for 'Map', 'Game Tour', 'My Wellness', 'Avatar', and 'ICOPPE'. Below this is a 'Wellness Tip' box with the text 'Play This Game' and a link to 'Nutrition Wars'. The main area shows a 3D-rendered kitchen scene with a 'Play Games' button pointing to a menu. The menu lists four games: 'Nutrition Wars new', 'Mood Food new', 'Habeats of the Mind new', and 'Newtrition new', each with a 'Play' button. A 'Cancel' button is at the bottom of the menu. In the kitchen scene, two food characters labeled 'A' and 'R' are visible. A 'Chat' input field is at the bottom.

# Play mini-games

**Flo's Fave Restaurant**  
Monday's BREAKFAST Menu

Bacon	Sausages
Whole grain bread	Coffee (half and half)
White bread	Sweet cereal
Doughnut	Croissants

Current Health Bill  
You Save: **\$25.00**

Total Health Bill  
You Owe: **\$0.00**

Egg whites

Add 4 more items to Florence's plate.

Score: 51

You Got it! Automatic and Good is correct!

Florence is grading homework at home with a bottle of water next to her. She has learned that lots of water is good for her so she does it automatically.

Continue

Score : 1

80

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Warm 4

Cold 2

help

61

Help

Angry

Abused

Exuberant

Awesome

Marvelous

Motivated

0 stacks

Suffocated

mood → food

When Florence \_\_\_\_\_ (trigger), she tends to \_\_\_\_\_ (action) and this makes her \_\_\_\_\_ (reaction).

41

Score = 0

Word List

feel worse	recite poems
overeat	was ten years old
feels down	speak Chinese

First, add a TRIGGER.

# Nut Hut Community

The screenshot displays the 'Nut Hut Community' website interface. At the top left, a yellow banner reads 'Wellness in your Hands'. To the right, a row of seven nut characters spells out 'BETICAN'. Further right, a 'Wellness Score' section shows progress bars for 'Today' and 'Overall'. On the left side, a vertical menu contains buttons for 'Map', 'Game Tour', 'My Wellness', 'Avatar', and 'ICOPPE'. Below these is a 'Wellness Tip' box with the text 'Play This Game' and a small image, with a link to 'Nutrition Wars'. The main area is a 3D-rendered village with colorful, rounded houses and a central square. Three nut characters labeled 'A', 'R', and 'J' are in the square, along with a small white figure and a 'Square' signpost. At the bottom, there is a 'Chat' input field.

# Preliminary results: N=107

- 91% of people said that they got something useful out of the games
- 93% said that they enjoyed playing the games
- 95% said that they enjoyed the overall experience
- 76% said that they learned some specific techniques to improve their well-being
- 94% said that they could relate to the concepts covered in the game.

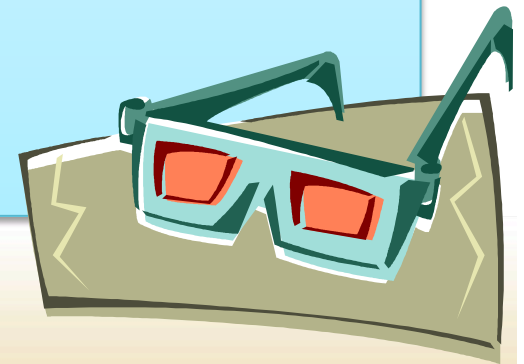
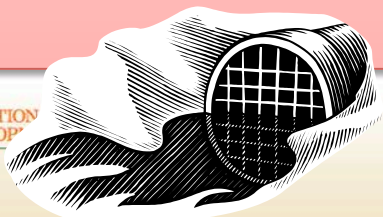
# Competence and Engagement in Educational and Helping Paradigms

*From DRAIN*

- **D**eficits
- **R**eactive
- **A**lienating
- **I**ndividualistic

*To SPEC*

- **S**trengths
- **P**revention
- **E**mpowerment
- **C**ommunitarian





# DRAIN APPROACHES IN EDUCATION AND HELPING PROFESSIONS

## *Drain Approach*

### ■ Deficits-based

- Focuses on weaknesses, stigmatizes children, parents and teachers

### ■ Reactive

- Intervenes late, waits for problems to develop

### ■ Alienating

- Fosters blame and shame culture

### ■ Individualistic

- Focuses on bio-psycho-without the social, ignores context of poverty

# SPEC APPROACHES IN EDUCATION

## *SPEC Approach*

### ■ Strengths-based

- Builds on strengths of students, teachers and parents

### ■ Primarily Prevention

- Intervenes early

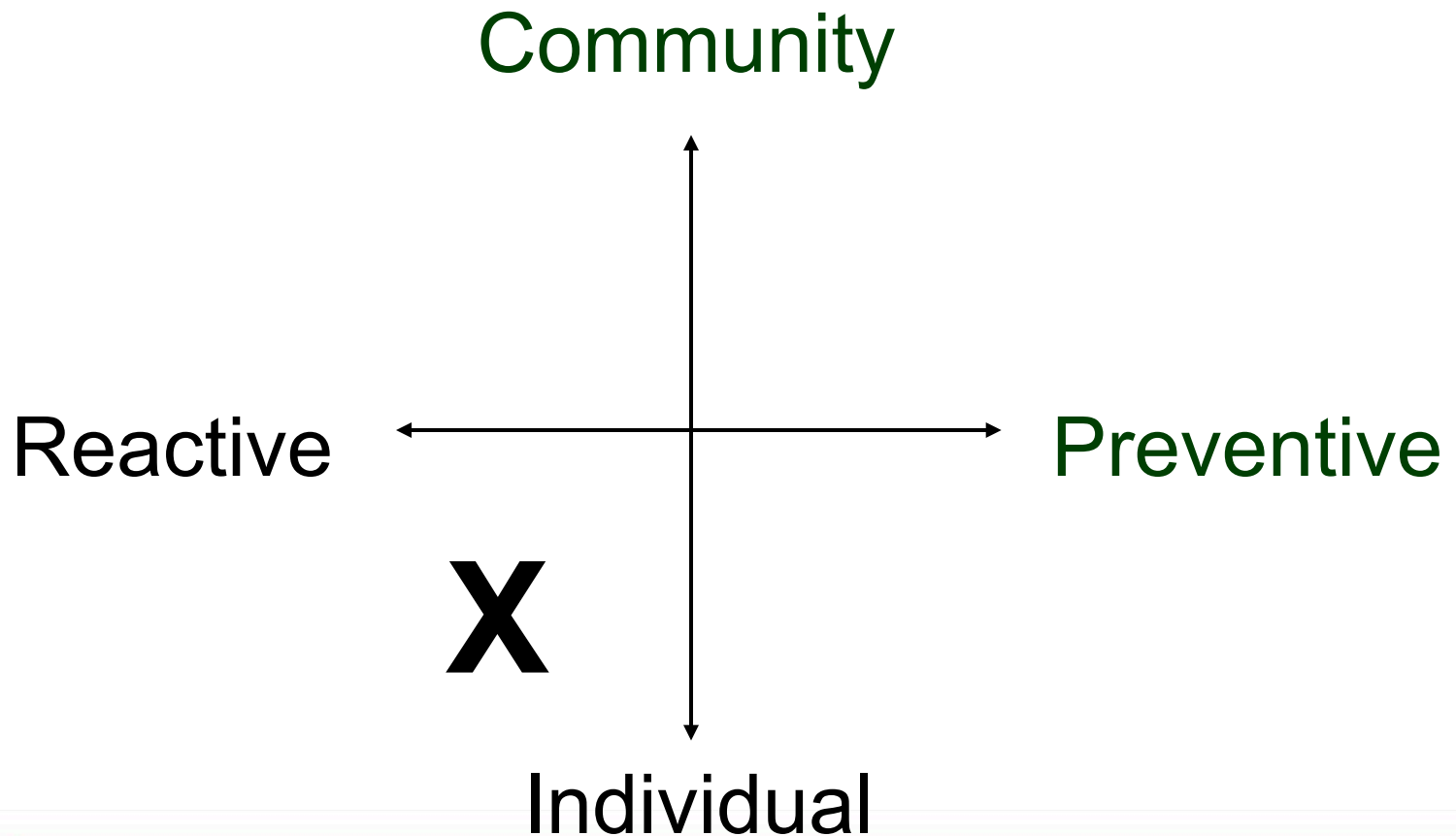
### ■ Empowerment

- Augments voice and choice of teachers, students, and parents

### ■ Communitarian

- Changes school and community culture through partnerships and networks of professional support, collective responsibility and trust building

# Time and Place of Educational Interventions: Poor investments





# The financial costs of being unwell in USA

- Costs of absenteeism: \$ 74 billion
- Costs of obesity: \$ 147 billion
- Costs of mental health: \$ 200 billion
- Costs of smoking deaths: \$ 92 billion
- Costs of diabetes: \$ 174 billion

# The financial costs of being unwell across the world

- Costs of major disease in 2030 \$47 trillion
  - Cancer
  - Diabetes
  - Heart disease
  - Lung disease
  - Mental health disorders
- Costs of mental health in 2030 \$ 17 trillion
- Smoking will cause 8 million deaths in 2030

# The human costs of being unwell

- Illness
- Divorce
- Conflict
- Child abuse
- Bullying
- Anxiety
- Bankruptcy

# Prevention

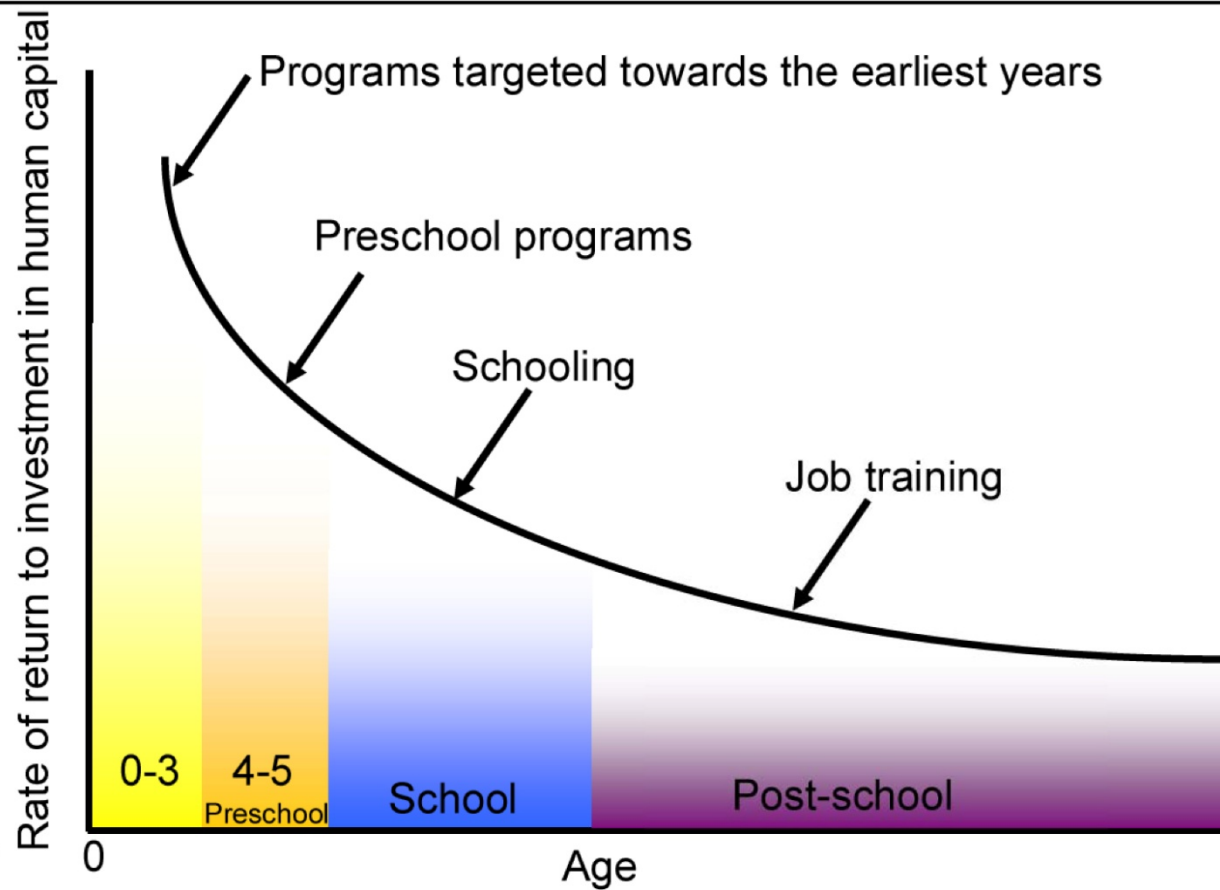


- “No mass disorder, afflicting humankind, has ever been eliminated, or brought under control, by treating the affected individual”

## Prevention saves money

- For every **\$1** invested in prevention, we get up to **\$17** in return, but we invest only **3%** of our budget on prevention.

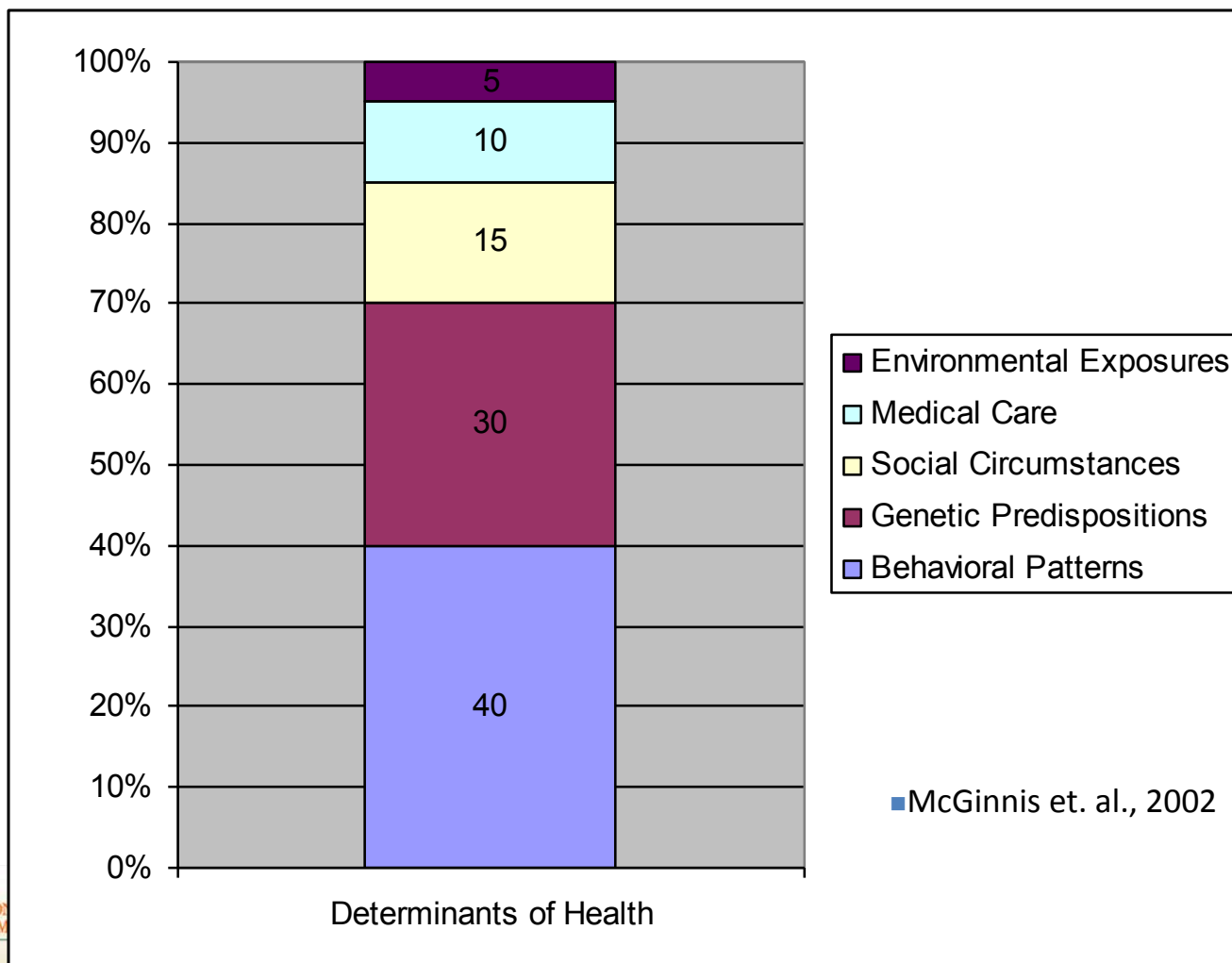
Figure: Rates of Return to Human Capital Investment at Different Ages: Return to an Extra Dollar at Various Ages



9/24/2007

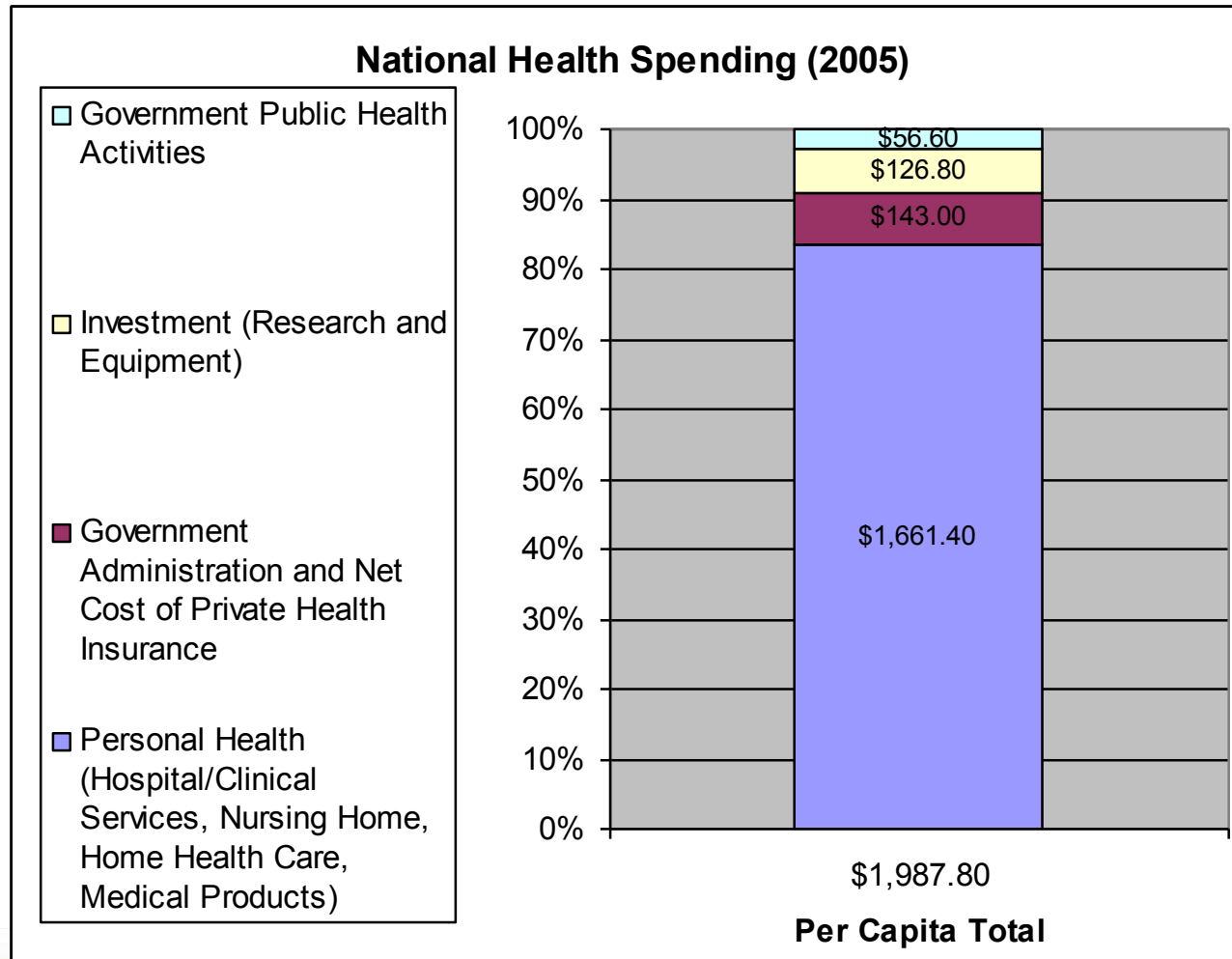
18

# PREVENTION: Determinants of Health (by percent contribution)





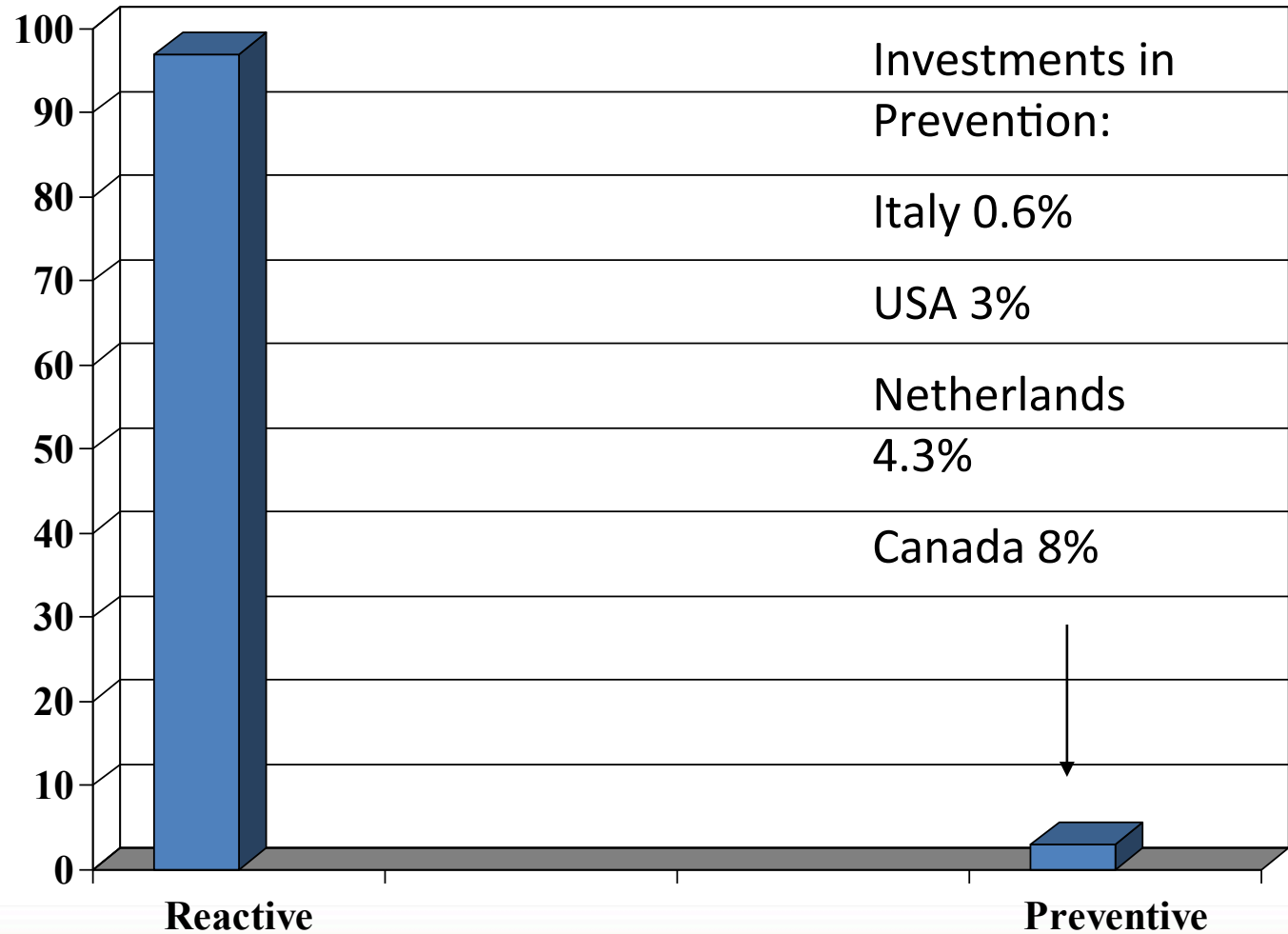
# US Spending on Health



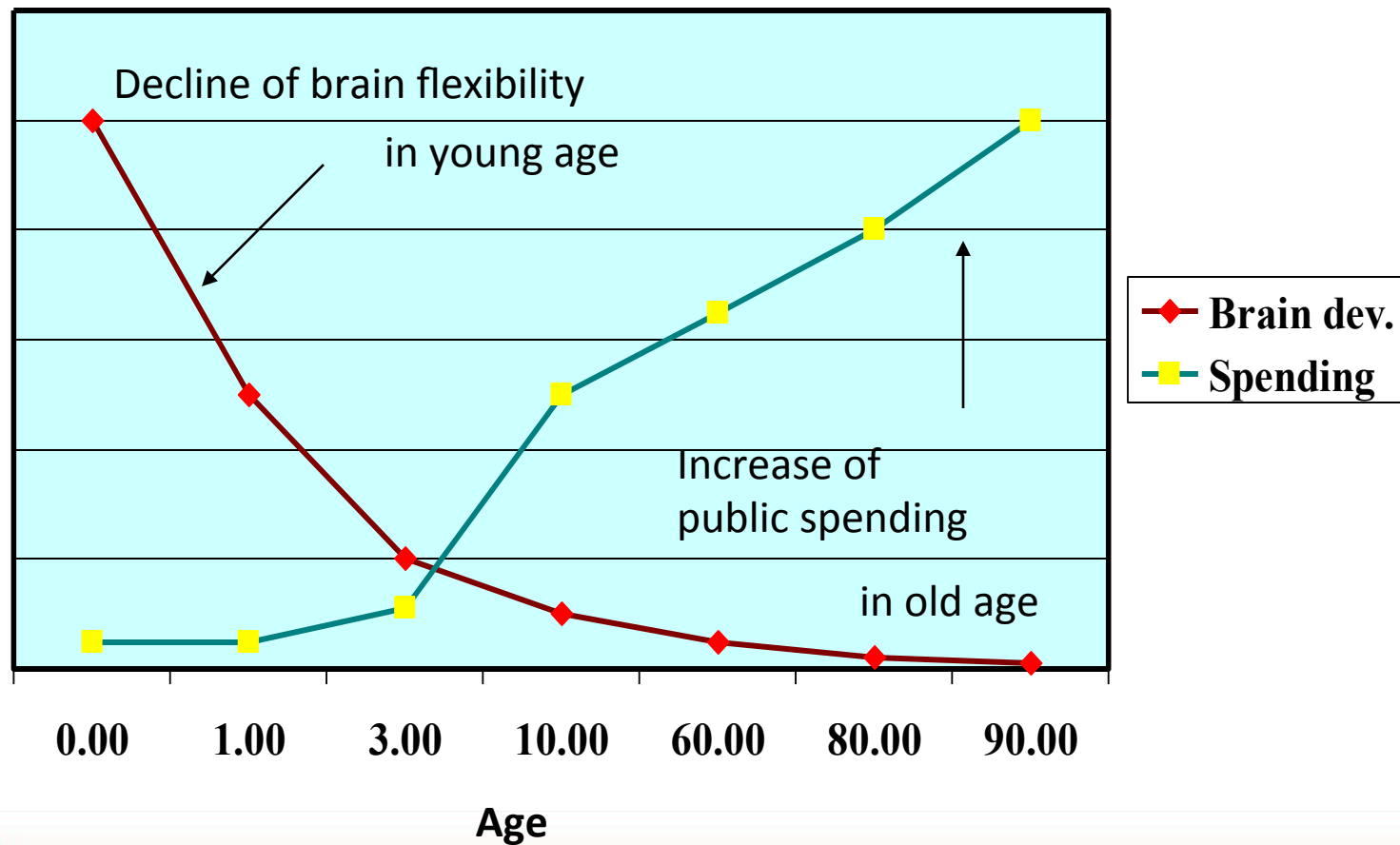
# Too much reaction, not enough prevention

## Investments in Reactive vs. Proactive Interventions in Health and Community Services

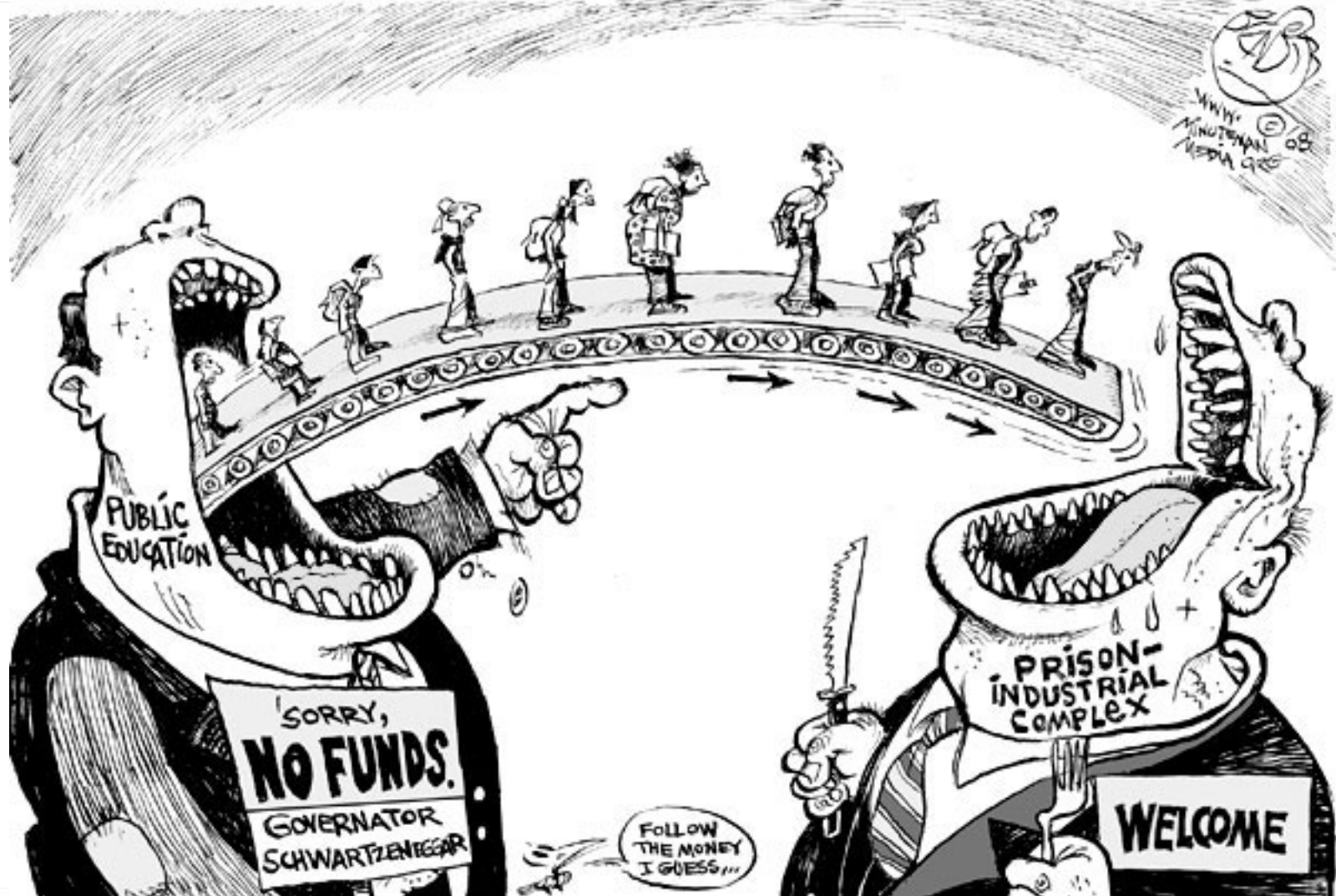
(Nelson et al, 1996; OECD, 2005; de Bekker-Grob et al., 2007)



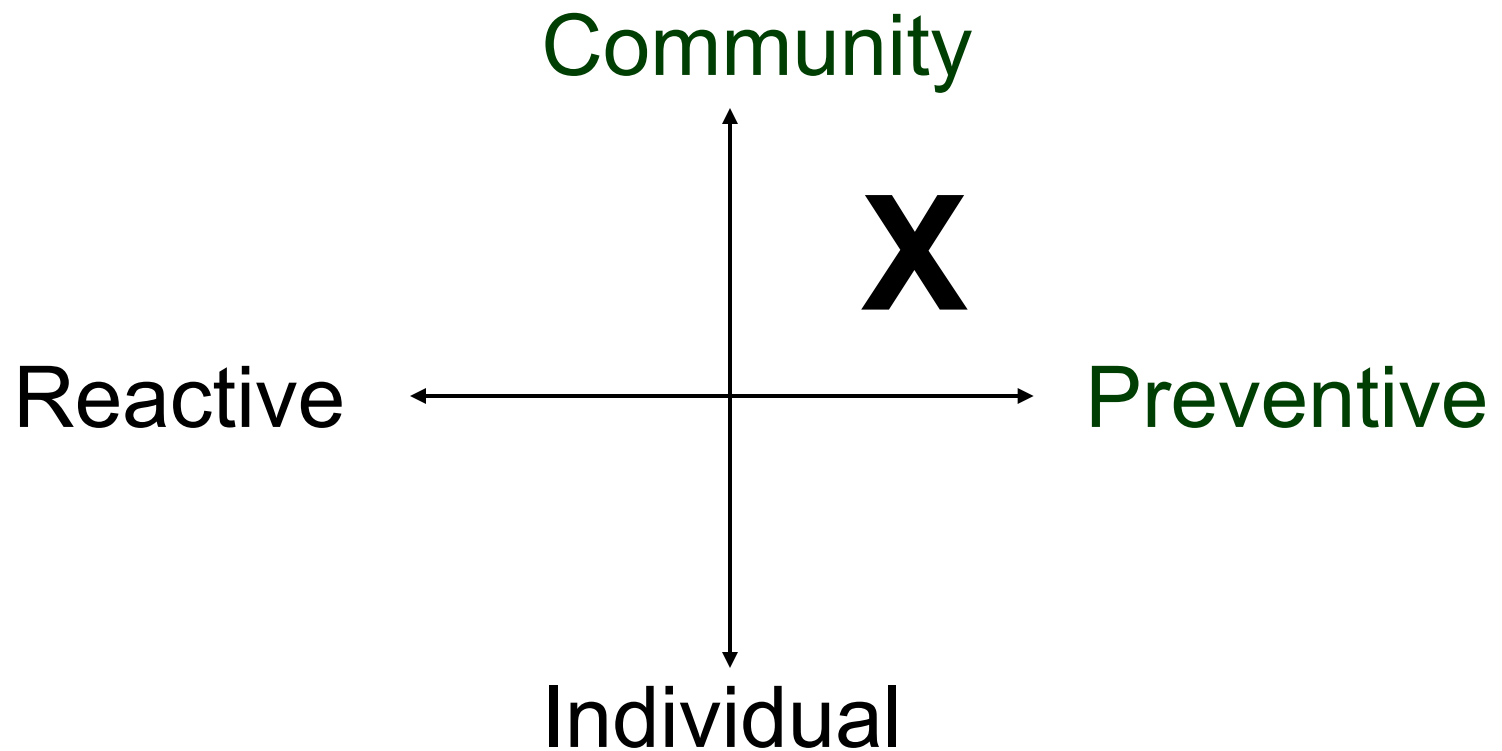
# Brain Drain



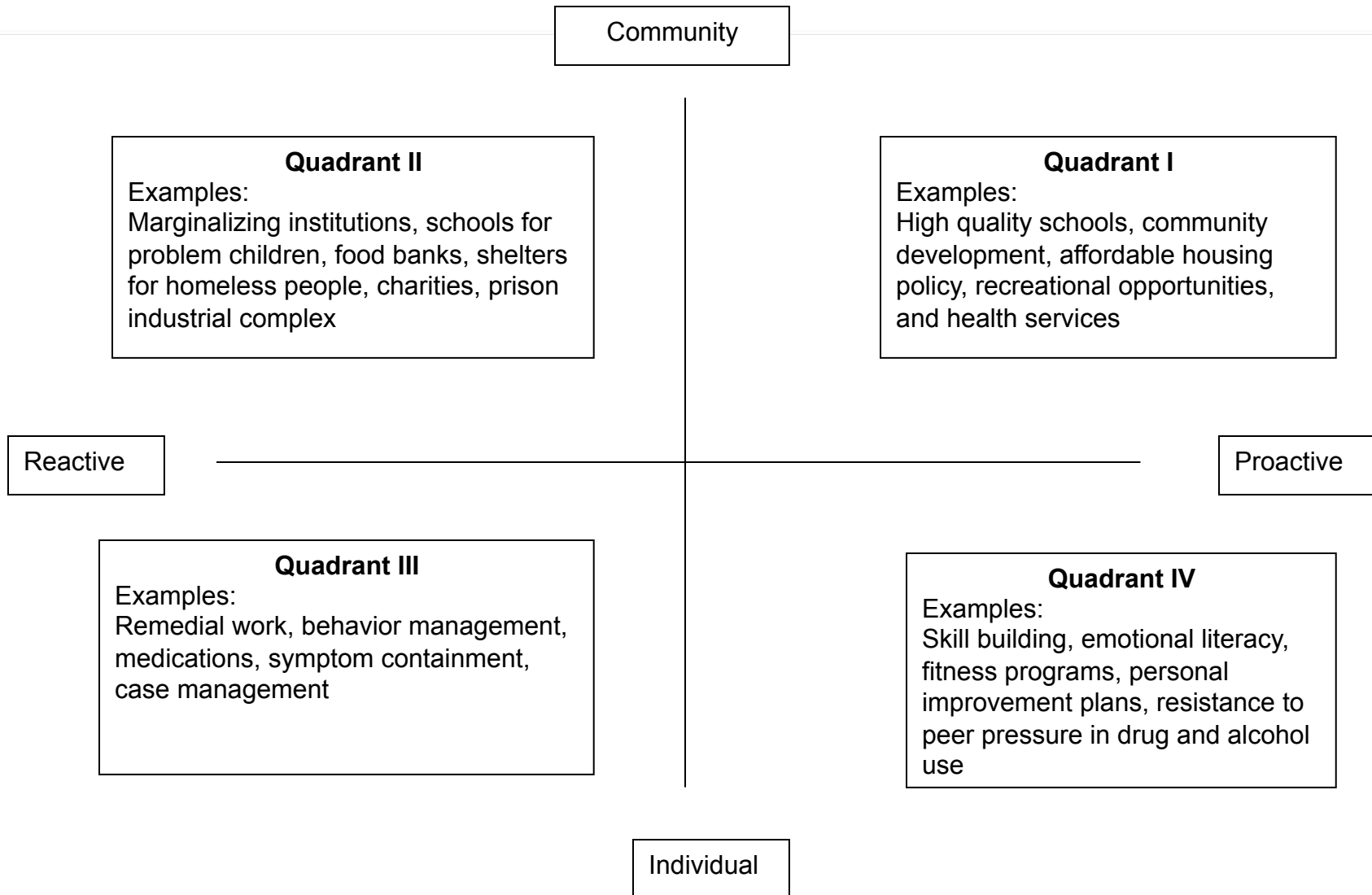
FOR THE FIRST TIME EVER, CALIFORNIA WILL SPEND MORE ON PRISONS THAN ON COLLEGE



# Time and Place of Educational Interventions: Good investments



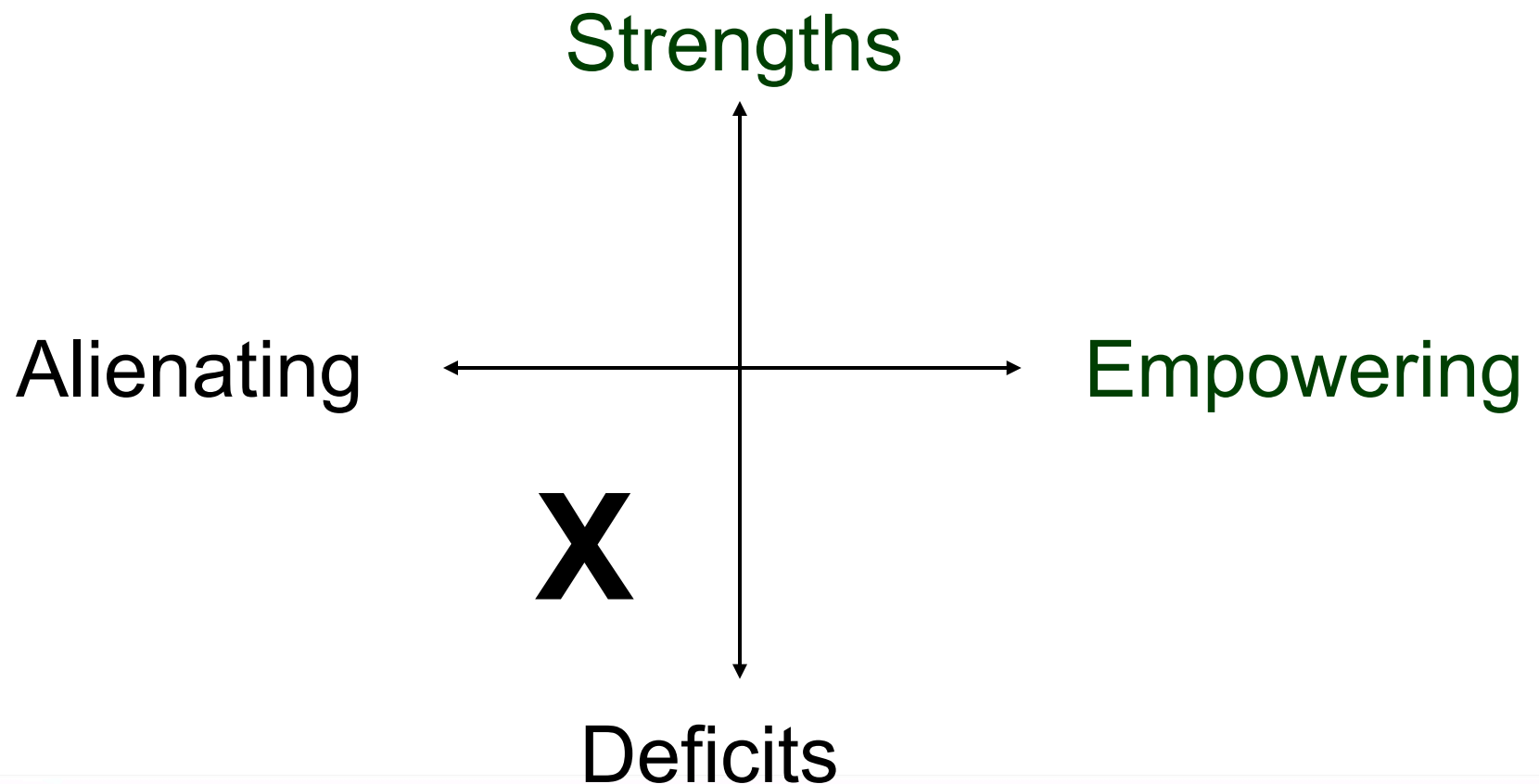
# Time and Space: Individualistic and Reactive Approaches are not Enough



## Extra high school graduates per 100 students in successful programs

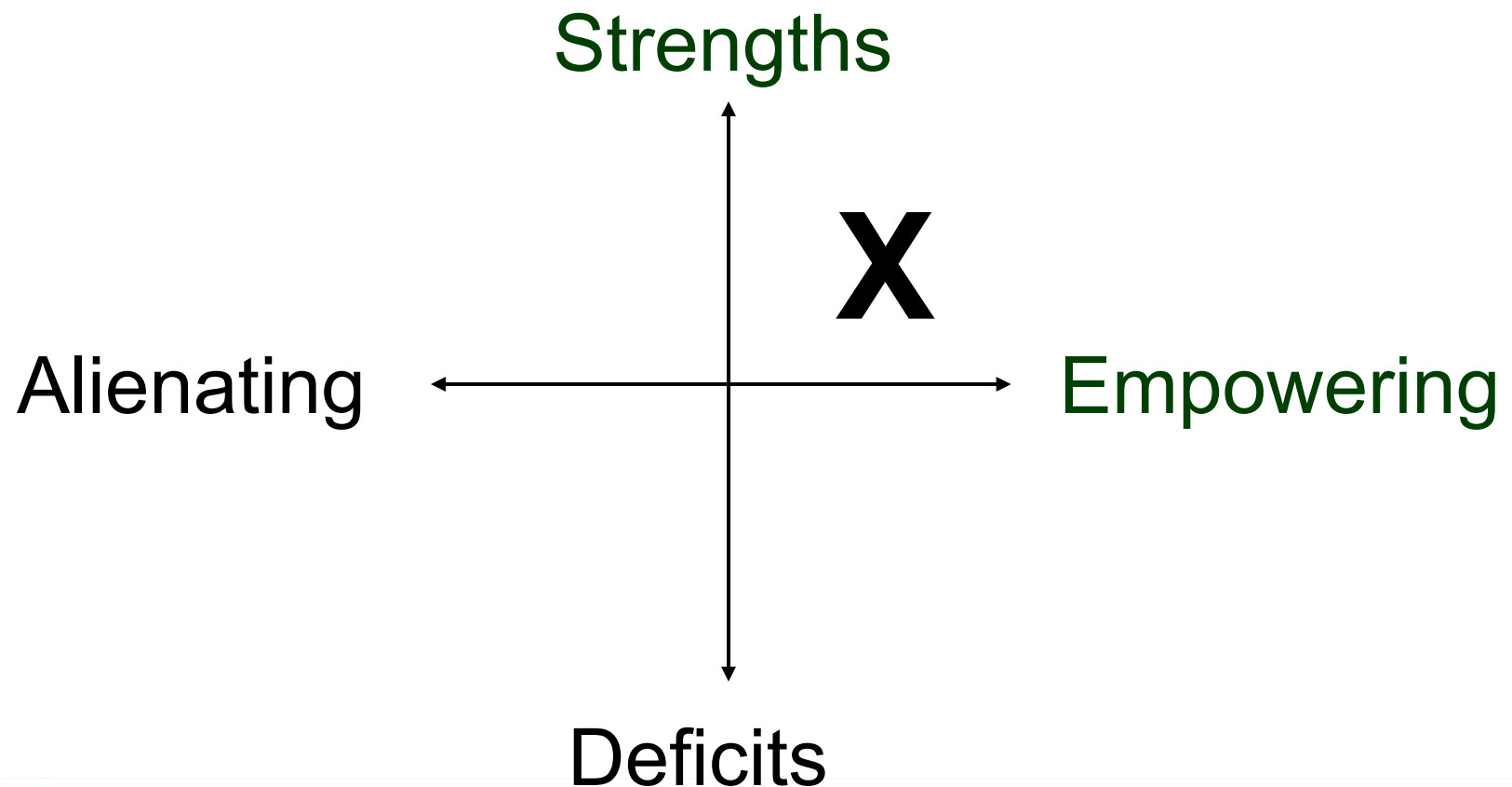
- Perry Preschool Program 19
- First Things First (school reform) 16
- Chicago Child Parent Center 11
- Project Star (class size reduction) 11
- Teacher Salary Increase 5

# Engagement and Capacities: Poor investments





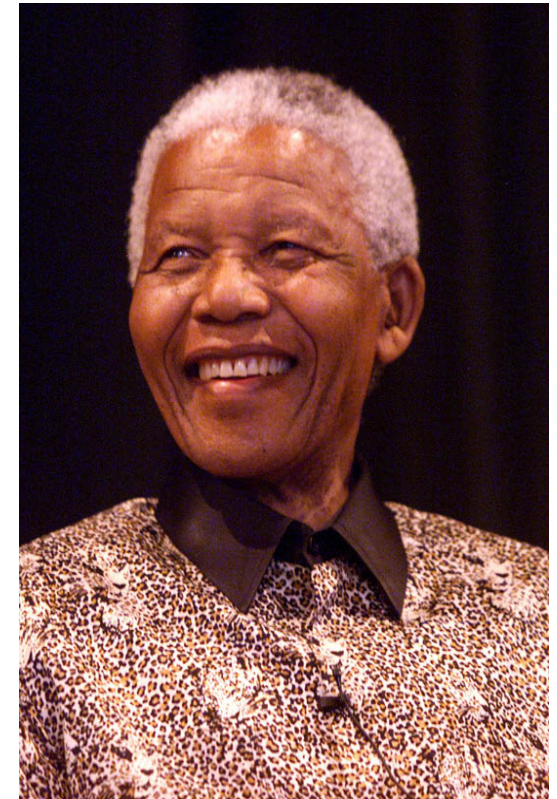
# Engagement and Capacities: Good investments



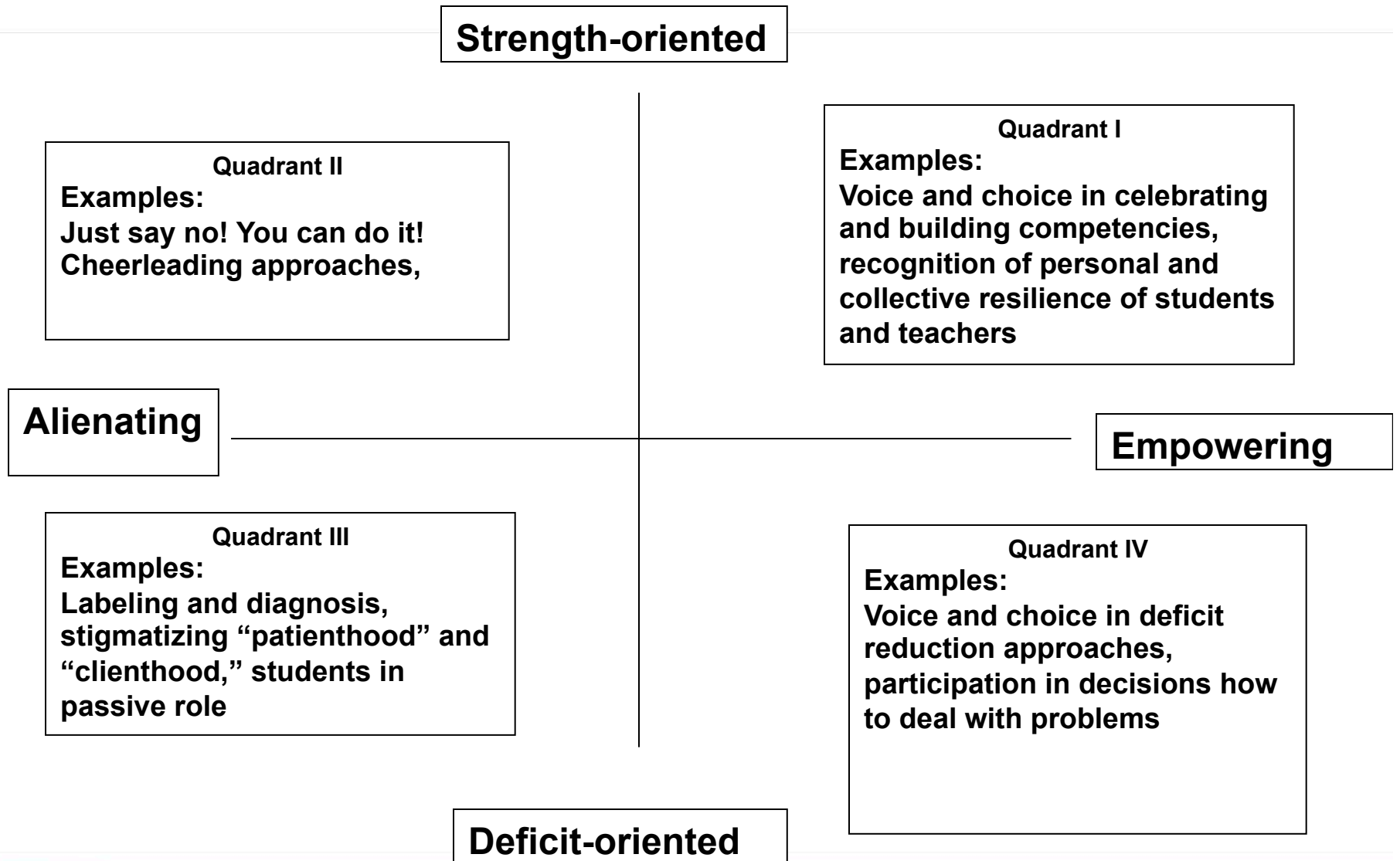
# Strengths



# Empowerment



# Deficit oriented and alienating approaches are not helpful!!!



# SPEC interventions in education

- Finland
- RATL in UK
- Community organizing in Texas and Miami
- Tower Hamlets in London
  - Build on **strengths** of teachers, students and community
  - **Prevent** burn out and student drop out
  - **Empower** teachers, parents and students
  - Address **community level** challenges



# Community Change



- If Venice “is slowly being submerged, individual citizens cannot afford to ignore their collective fate, because, in the end, they all drown together if nothing is done.” (Badcock, 1982)



# “GREASE” THE PLAN

- **GRADUAL** (small but constant steps)
- **REWARDED** (small wins, reward yourself)
- **EASY** (make it simple)
- **ALTERNATIVES** (replace old with new)
- **SUPPORTED** (do it with others, ask help)
- **EDUCATED** (inform yourself)