

UNIVERSITY OF MIAMI  
SCHOOL of EDUCATION  
& HUMAN DEVELOPMENT



# Promoting Wellness and Fairness in Schools and Communities

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# WELL BEING: Meeting “I COPPE” Challenges

<u>I</u> nterpersonal well-being “Getting Along”	<u>C</u> ommunity well-being “Belonging”	<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”

# Types of Justice

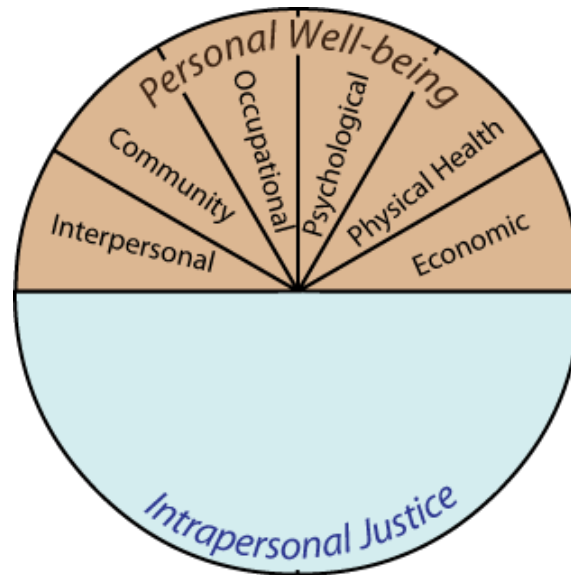
## Substantive

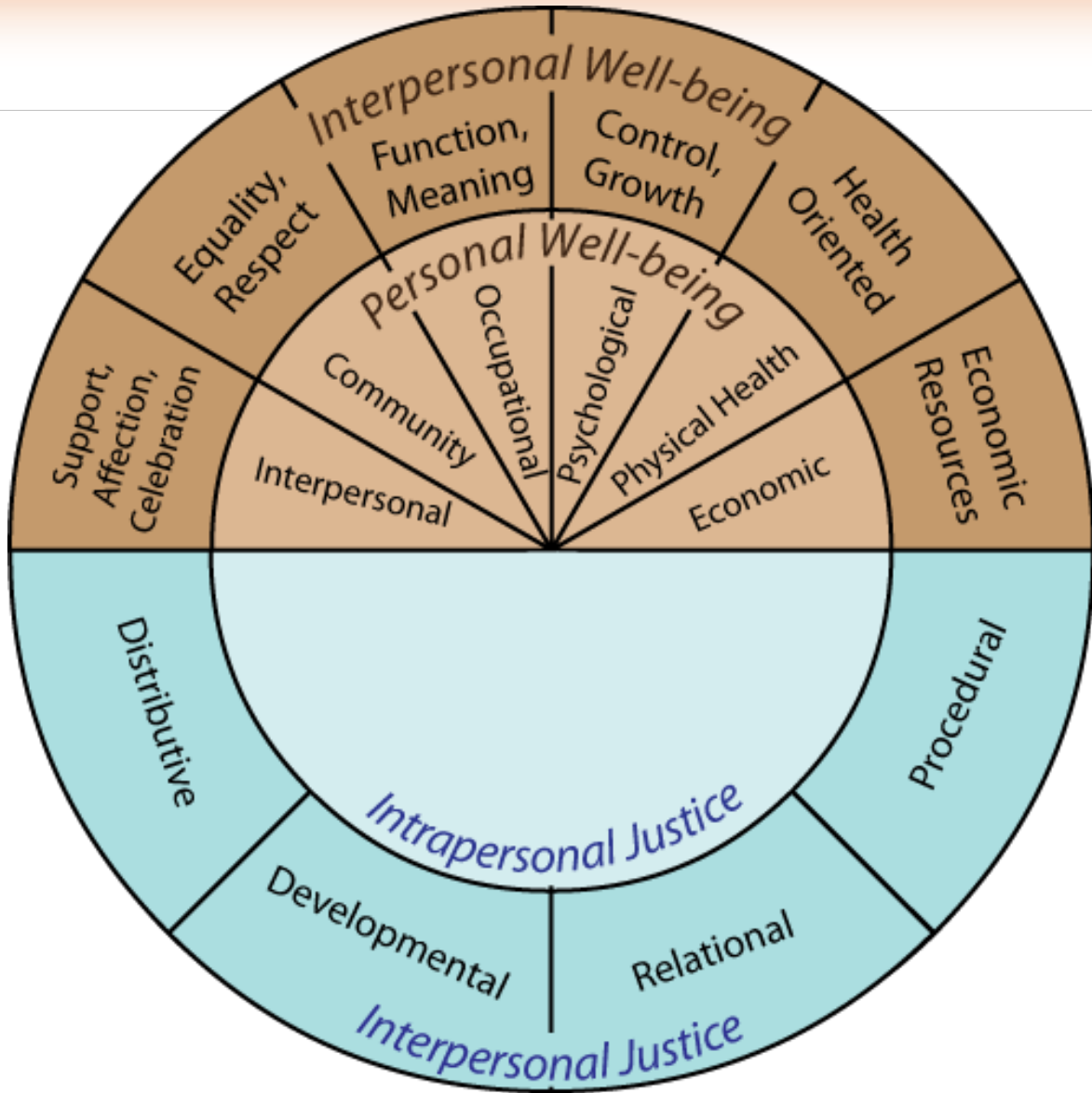
- Distributive
- Procedural

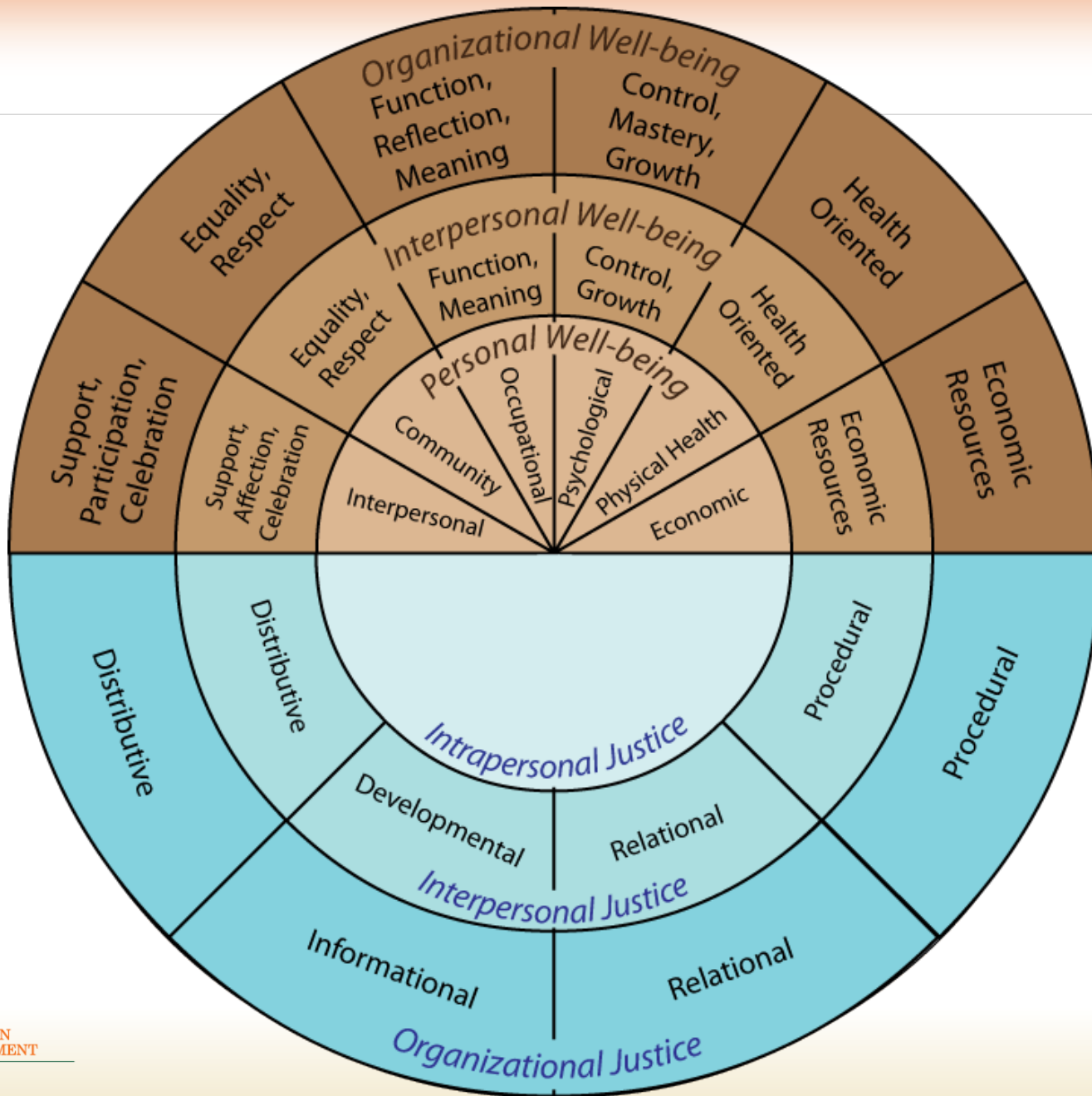
## Situational

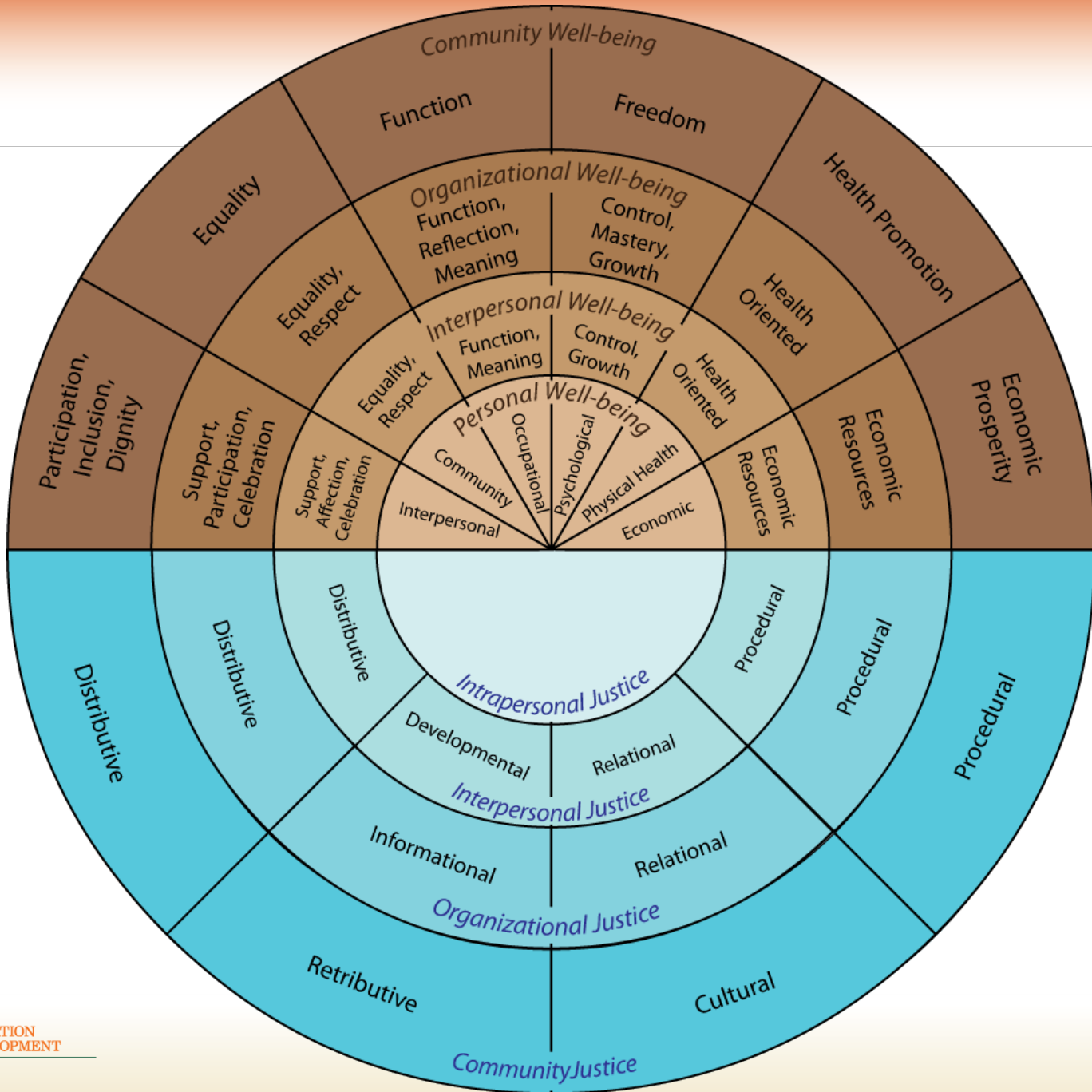
- Intrapersonal
- Relational
- Developmental
- Cultural
- Occupational

# Wellness as Fairness: Need for Integration









# Wellness as Fairness





Franz de Waal (2013). Fairness study with capuchin monkeys.  
Study published in *Nature*



# Wellness and Fairness: Need for Integration

Wellness Continuum

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Fairness Continuum

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# Wellness Continuum

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Psychosocial Processes

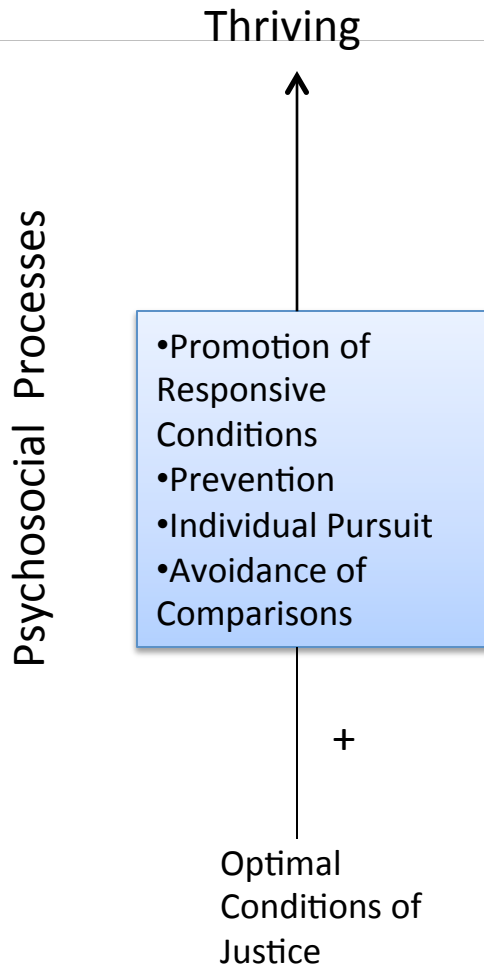
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Fairness Continuum



# Wellness Continuum

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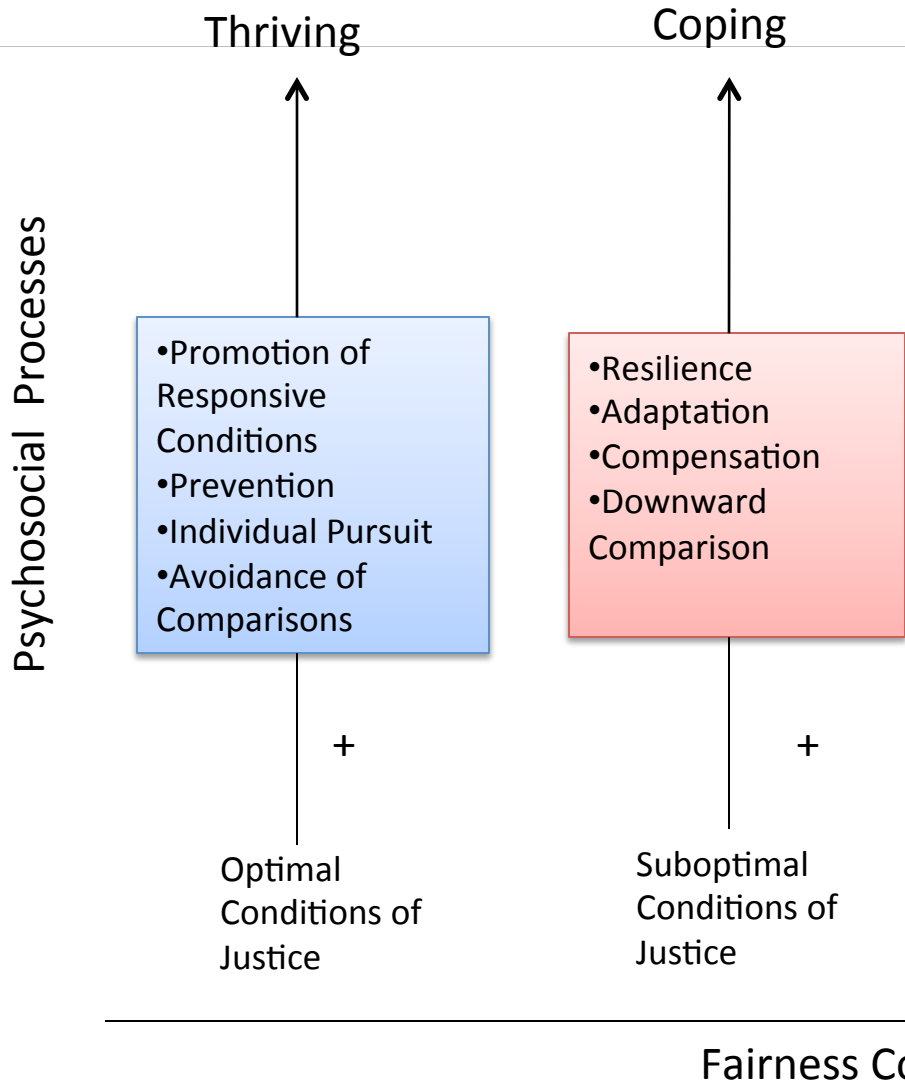


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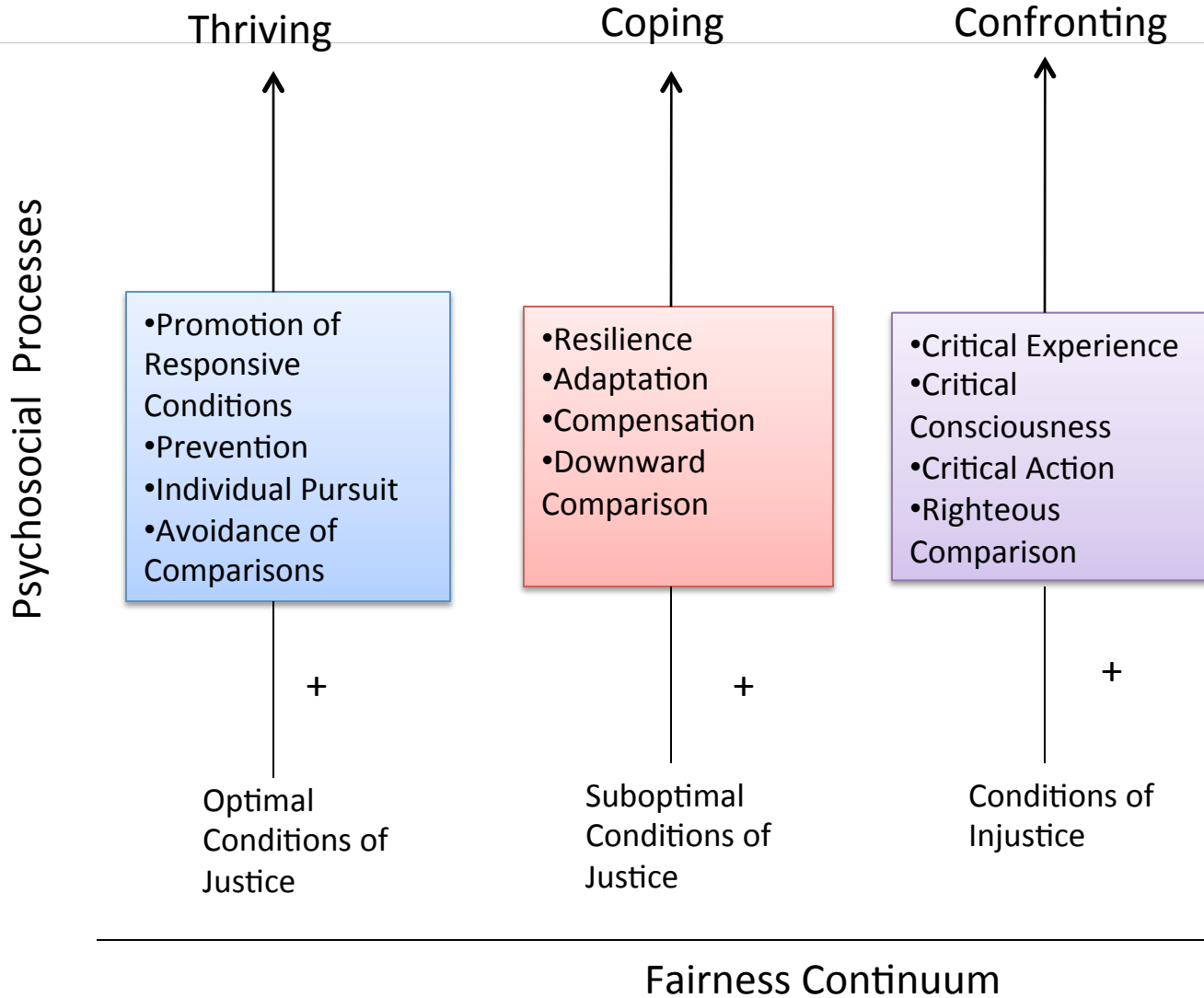
Fairness Continuum



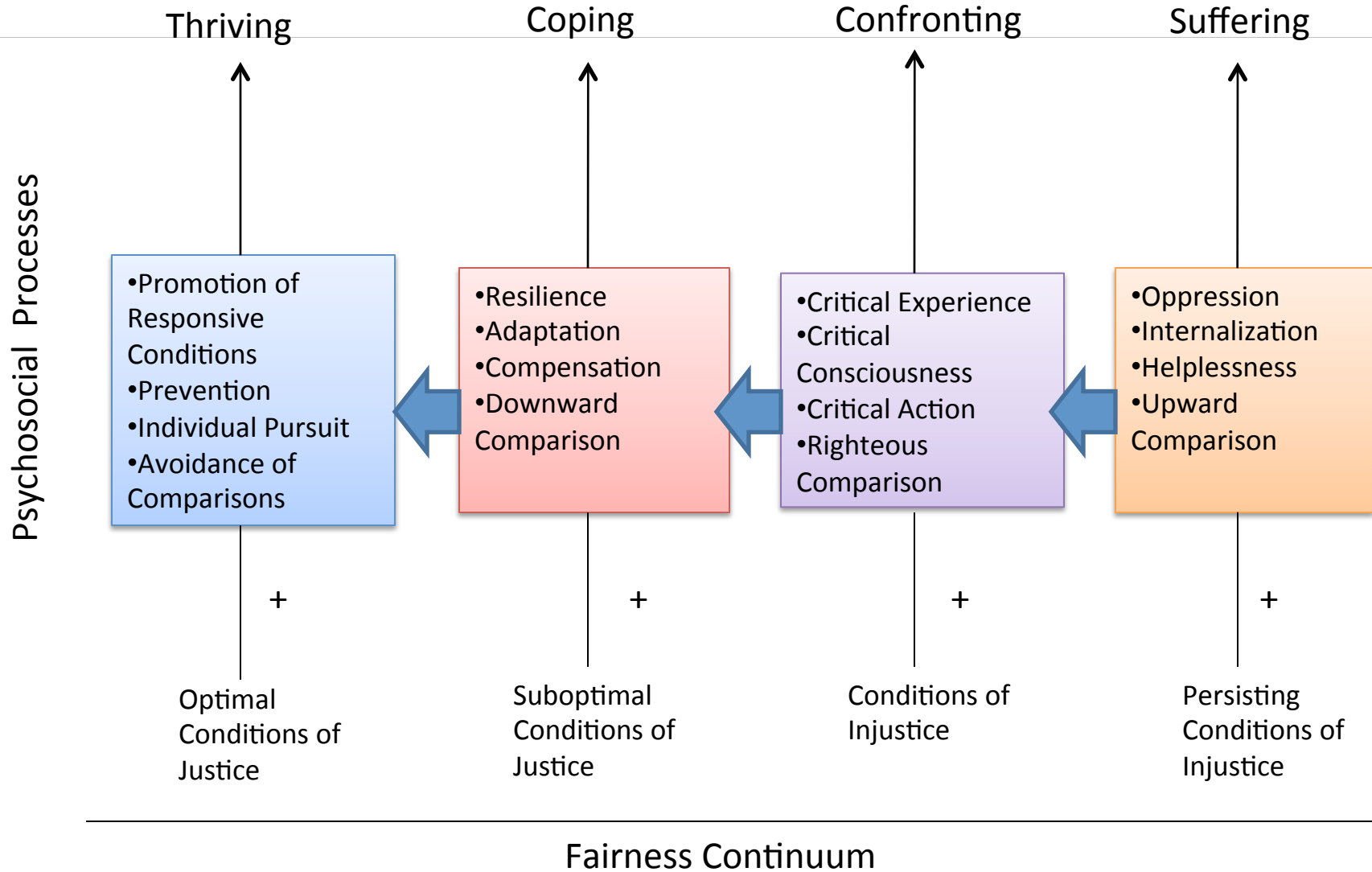
# Wellness Continuum



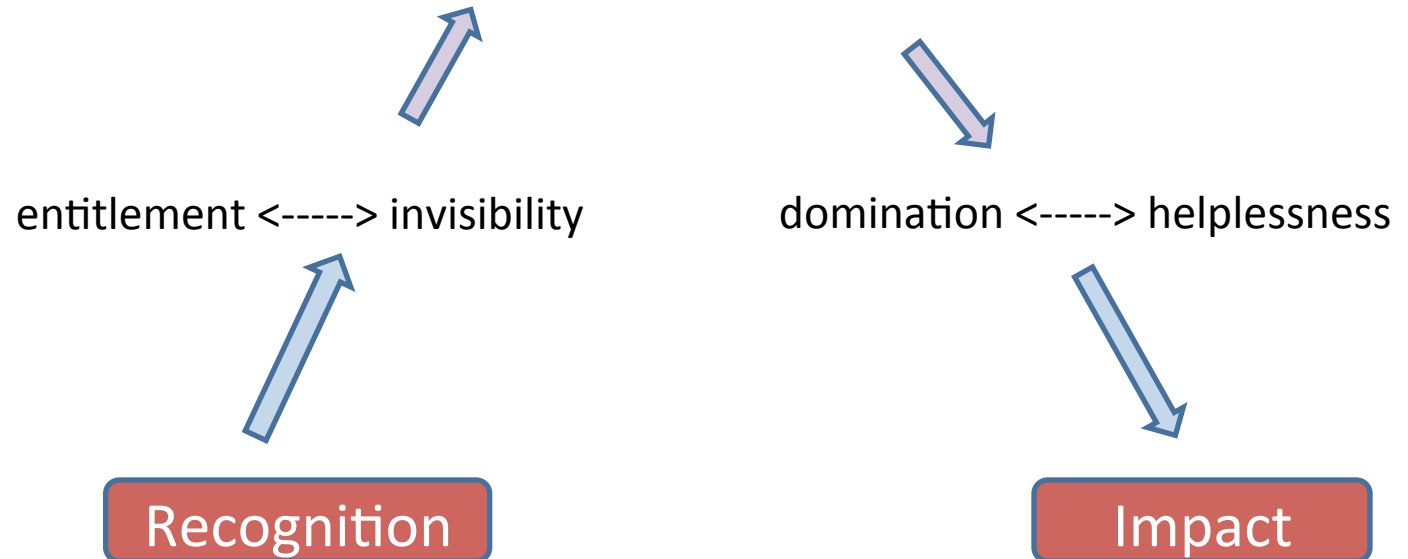
# Wellness Continuum



# Wellness Continuum



# Mattering





# Paradigms:

DRAIN

SPEC

Deficit

Strengths

Reactive

Prevention

Alienating

Empowerment

Individual  
change

Community  
change

# Skills and Strategies for Change for:

Individuals

Groups

Schools

Communities

**BET I CAN**

Behaviors

Emotions

Thoughts

Interactions

Context

Awareness

Next Steps



# Bullying and Violence

- Violate interpersonal, community, occupational, psychological, and physical well-being
- Violate substantive and situational types of justice
- Undermine mattering through lack of recognition and impact
- Can be prevented through SPEC paradigms and BET I CAN strategies