**Character strengths intervention in inclusive settings...**

**A WAY TO PROMOTE WELL-BEING ALL TOGETHER?**

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**INTRODUCTION**

- A growing number of research studies have shown several benefits of interventions in which children learned to identify and develop strengths in the school context (e.g., White & Waters, 2015; Shankland & Rosset, 2016).

- Benefits include individual as well as relationship (or group) positive outcomes, especially in relation to children's well-being, positive affect, school engagement and achievement (e.g., Wagner & Ruch, 2015).

- However, there is a lack of knowledge about character strengths programs in children with intellectual and developmental disabilities (Niemiec, Shogren, & Wehmeyer, 2017).

**METHOD AND INTERVENTION**

Recruitment of 12 teachers self-selected, trained about strengths-oriented interventions (Linkins et al., 2014).

Nine classes with a total of 147 children in primary schools (8-12 years old, m= 9.59) including 3 children with special needs.

Intervention by teachers during school time from November 2018 to February 2019 with the following instructions:

- at least 5 lessons to be completed between November and February
- pedagogical guidelines to be respected
- adaptation and creation of tools by teachers according to the context

Pedagogical guidelines:

- discovering the language of strengths
- identifying my own strengths and those of my classmates
- recognizing and using strengths in new contexts
- celebrating the group’s strengths

**RESULTS**

- High interest from students: more than 90% would recommend the interventions to peers (N=117, m=4.27, sd= .997).

- High impact perceived by teachers: 100% report that the activities were useful to their students and want to reuse (N=12).

- Controlling peer relationship quality before intervention, a One-way ANCOVA suggested a statistically significant difference between classes on peer relationships quality after intervention (F(8,137)=4.53, p<.001, partial eta squared=.21).

- First set of results will be confirmed with final analyses that will be carried out in September.

**DISCUSSION AND PERSPECTIVES**

Strengths-based intervention was very appreciated by teachers and students.

Differences may be explained by teachers’ pedagogy and motivational style during strengths-based intervention:

- personal involvement (teacher as a model)
- creation/adaptation of tools which fit the school context
- time given to allow children to practice
- teachers’ belief in the strengths-oriented interventions

Interviews with teachers will provide a better understanding of the pedagogical variables.

Future studies could:

- use the results of this first set of exploratory research studies to create a robust intervention program based on teachers’ experiences
- use more direct measures
- use single case design protocols to better understand the effects of the program with children with special needs.

**OBJECTIVES**

To address the impact of identifying, developing, and promoting character strengths in children with and without special needs in the ordinary curriculum.

**REFERENCES**


