

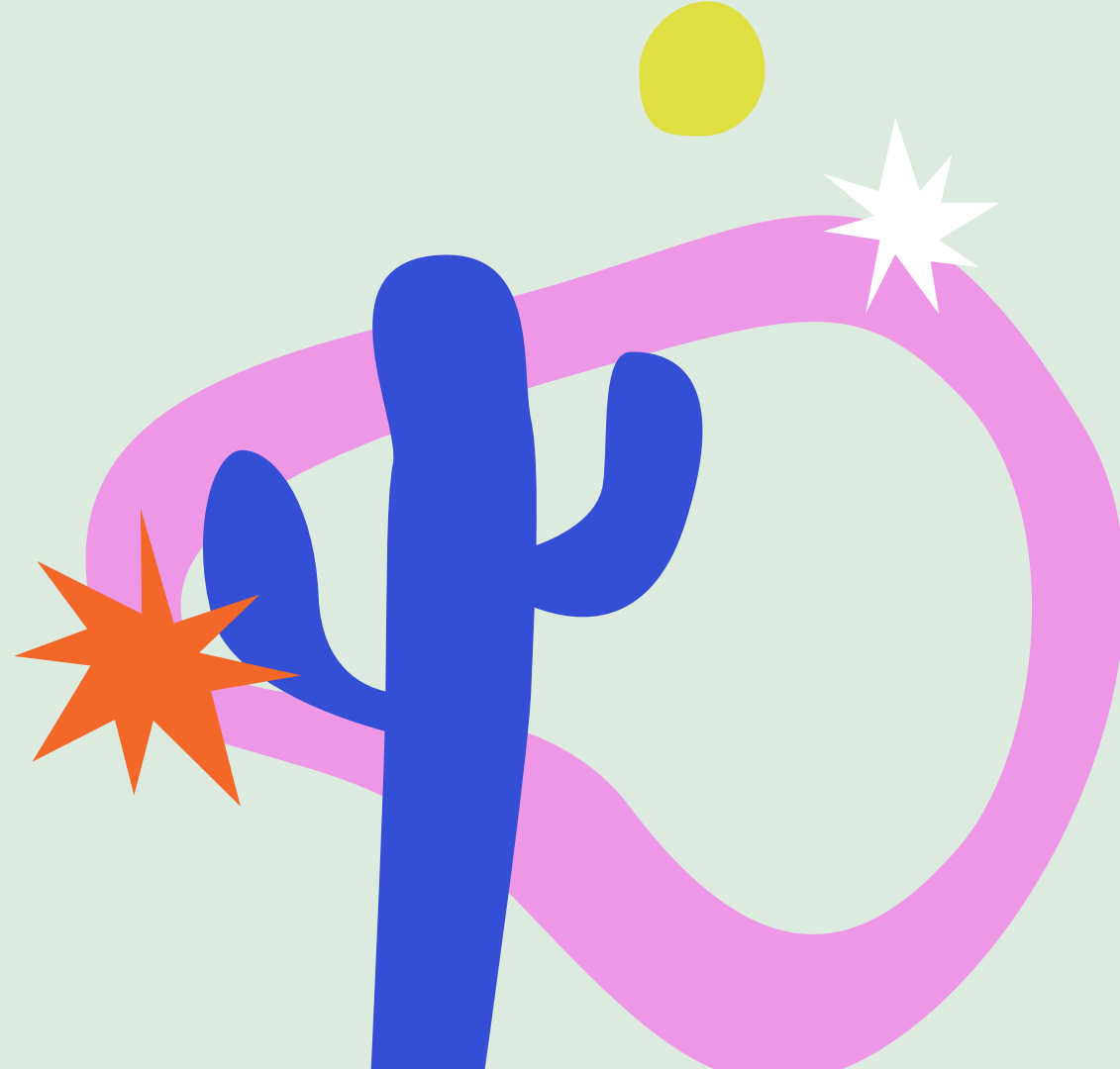
Happiness Through the Tiers

PJW-CAPE X Legacy+

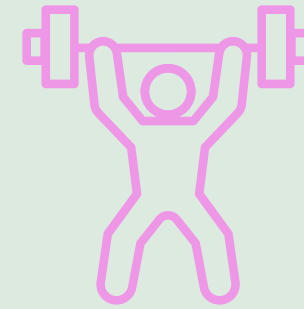




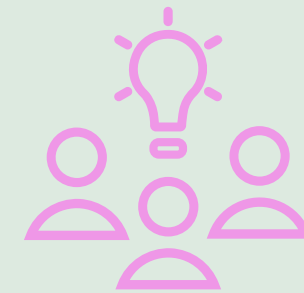
Kammy
Meyers



Learning Objectives



Consider the shift from focusing on what's wrong to recognizing what's strong.



Learn and discuss simple, evidence-based practices that promote well-being.



Identify how Positive Education practices can be implemented across all MTSS tiers.

What is Positive Education?



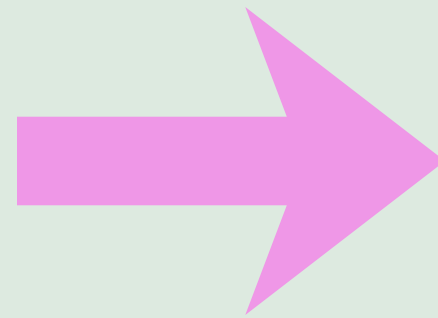
Positive Education is a strengths-based approach that applies positive psychology to teaching, learning, and school systems. It intentionally develops the skills of well-being while creating environments where students and educators thrive academically, socially, and emotionally.

Reframing Our Systems

INHERITED SYSTEM

Psychology
mirrored in
Education

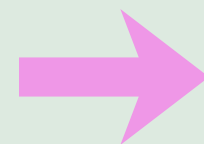
reimagined as



POSITIVE EDUCATION

A new way to envision
how our systems function

What's Wrong with You



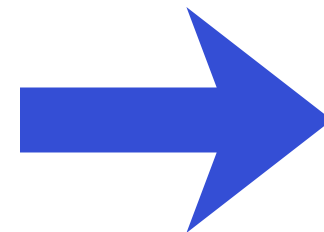
What's Strong in You

A SHIFT IN MINDSET

OLD FOCUS

**PROBLEMS
& DEFICITS**

**STRENGTHS
& WELLBEING**



NEW FOCUS

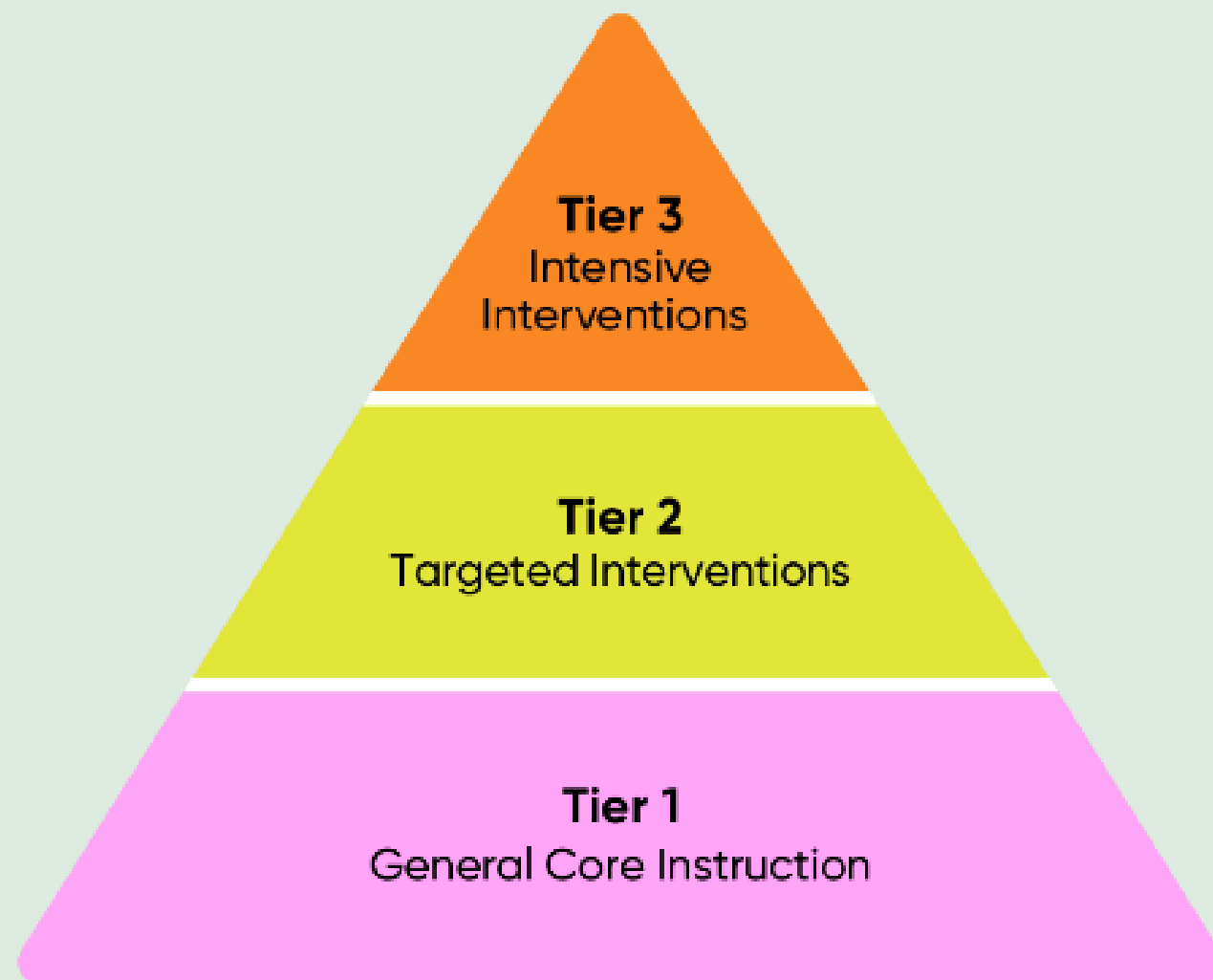
**STRENGTHS
& WELLBEING**

**PROBLEMS
& DEFICITS**

Rethinking MTSS

"The circle model for MTSS is grounded in true inclusionary practice. Support transforms from placement-focused to capacity-building."

–Barbara Frank, MCPS



The Journey of Organizational Transformation



I



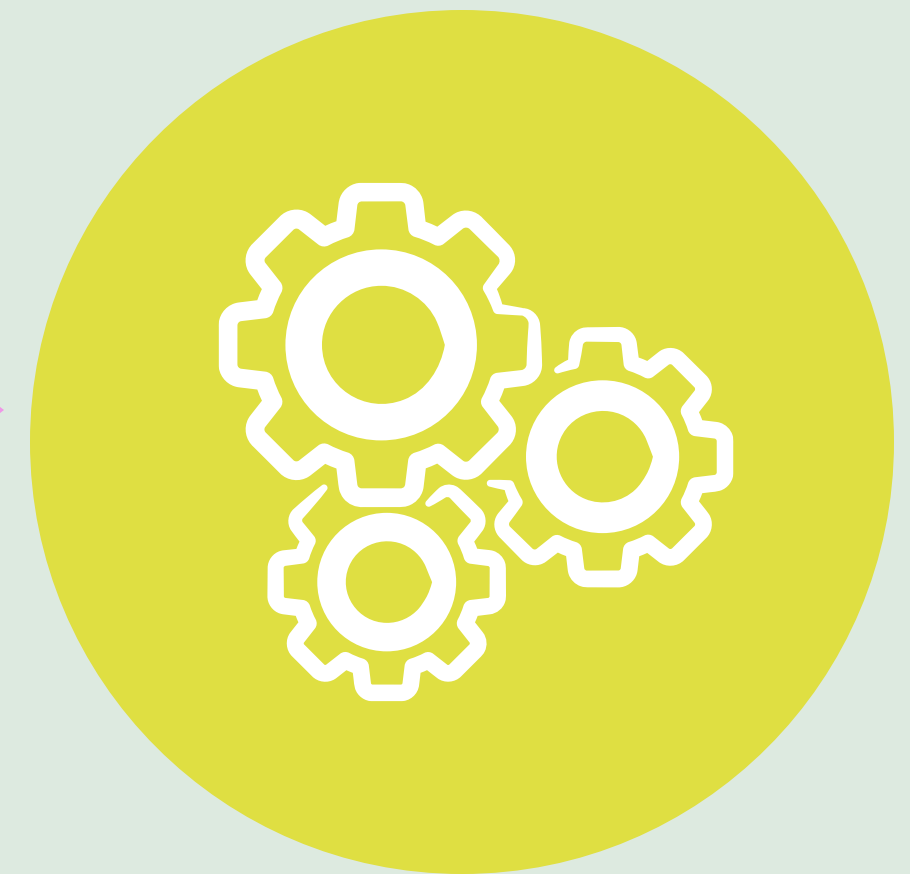
People

WE

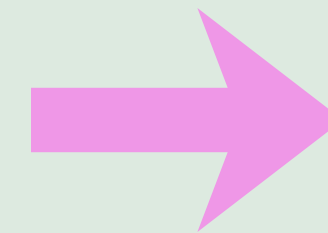
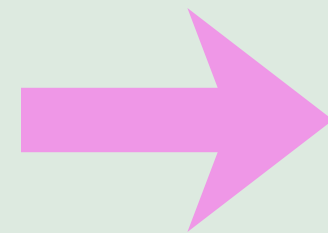


Practices

SYSTEMS



Systems



The Lifecycle of Emergence

Me



We



All





What Is a PPI?

Positive Psychology Intervention

A short, intentional activity designed to build well-being – shifting the focus from what's wrong to what's strong

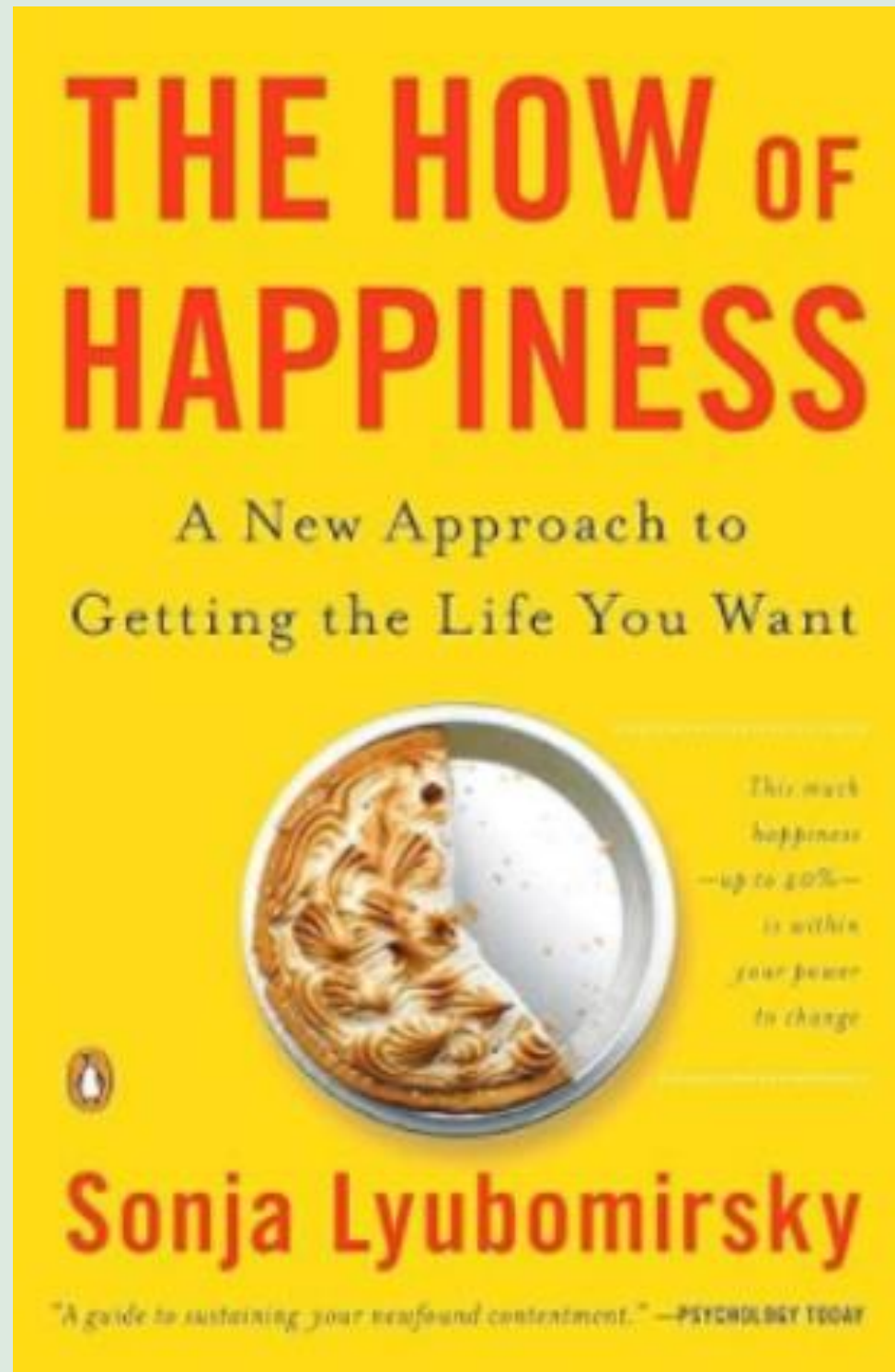


EVIDENCE-BASED

ADAPTABLE

REPEATABLE

PPI Spotlight Strategy: Kindness



Kindness Boosts positive emotions, sense of connection, life satisfaction

Timing and Variety Matter

Intentional Kindness Is Most Effective



Kindness In Practice- Examples Across Tiers

Tier 1



Tier 2



Tier 3



PPIs Across Tiers Handout

Positive Psychology Interventions Across Tiered Systems of Support

Examples of how PPIs can be intentionally integrated into Multi-Tiered Systems of Support.

Positive Psychology Intervention	Tier 1: Universal Learning	Tier 2: Responsive Supports	Tier 3: Individualized Supports
Music & Positive Emotion 	Teachers intentionally use music to spark joy, curiosity, and shared energy during arrival, transitions, creative work, or celebrations. Students explore and name the music that builds positive emotions for them, growing self-awareness of what lifts their mood.	Students build personalized playlists with a mentor or counselor that reflects their strengths and interests, helping them savor positive moments and build energy throughout the day.	As part of an individualized plan , students build a personal music-based strengths toolkit—used to cultivate calm, confidence, and positive emotion, growing their own capacity to shape how they feel.
Three Good Things 	Classmates participate in daily or weekly reflection conversations by identifying three positive events and reflecting on their own role in making them happen during opening or closing classroom circles.	Three Good Things Small Group- Students with similar goals work with a trusted adult to spot positive experiences, recognize their own role in creating patterns of success, and strengthen an optimistic, empowered outlook through guided reflection.	Students participate in daily, individualized, and structured 3 Good Things Conversations or Journaling to build optimism, strengthened sense of their own role in positive outcomes, and reinforce a hopeful, empowered outlook. A preferred adult or student mentor can facilitate conversations.
Gratitude 	Gratitude Shoutout Board , Gratitude Circles during closing circle, Gratitude posters, Gratitude journals, thank-you notes, and classroom celebrations become regular classroom routines.	Students participate in small-group gratitude activities focused on recognizing supportive relationships, personal strengths, and positive experiences.	Gratitude practices are incorporated into individualized counseling, mentoring, or family meetings to build hope, resilience, and a lasting gratitude practice.

Applying Happiness Across Tiers

WOOP Goal-Setting

MTSS connection: ☐ Tier 1 ☐ Tier 2 ☐ Tier 3 ☐ Across tiers

W	WISH <i>What do I want?</i> Choose a meaningful, specific well-being goal for students, staff, or the school community.	O	OUTCOME <i>What will happen?</i> Describe the best realistic result. What will improve, and what evidence will show progress?
O	OBSTACLE <i>What could get in the way?</i> Identify the most likely internal obstacle, such as a habit, assumption, emotion, or competing priority.	P	PLAN <i>What will I do?</i> Create an If-Then plan: If the obstacle appears, then I will take a specific action.

Tips for Happy Tiers

ME

Start with yourself.

Lean into your strengths and what makes you happy.

Start small. Celebrate small wins.

Remember: what you focus on grows.

Make happiness practices as visible and actionable as possible.

WE

Start close– your classroom, your team, your people.

Seek out your people with common vision.

Share and highlight the strengths you see in others.

If at first you don't succeed, don't get defeated. Try again in a different way.

ALL

Reimagine how your systems are designed to look for what's strong.

Build on what already works. Practices don't have to start at Tier 1 and grow, a Tier 3 intervention may work well for Tier 2 or 1. You can grow interventions from any tier.

Let's Talk

Where do you see deficit-based perspectives showing up most often in your school?

Where do you see an opportunity to shift deficit mindsets to a strengths-based approach?





Thank you!

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