



Happiness Through the Tiers



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Learning Objectives



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

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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

INHIERETED 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



NEW FOCUS

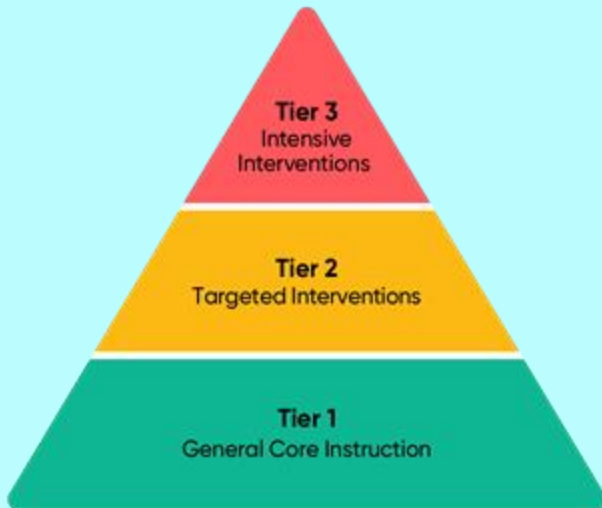


Rethinking MTSS

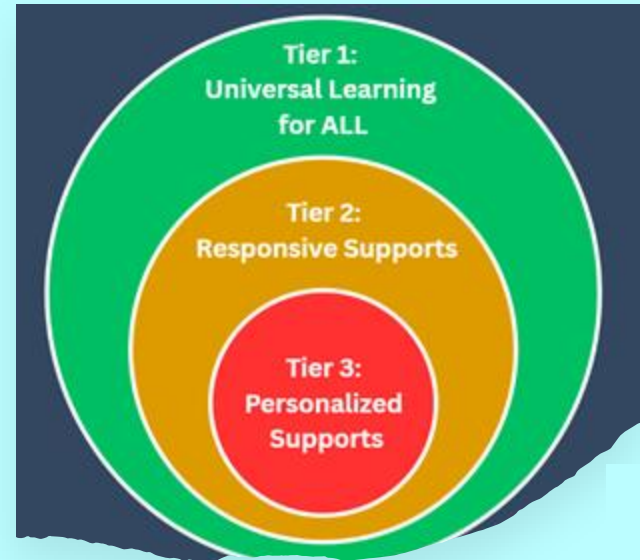
"The circle model for MTSS is grounded in true inclusionary practice. Support transforms from placement-focused to capacity-building."

-Barbara Frank, MCPS

Traditional Model



Strength-Based Model



The Journey of Organizational Transformation



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

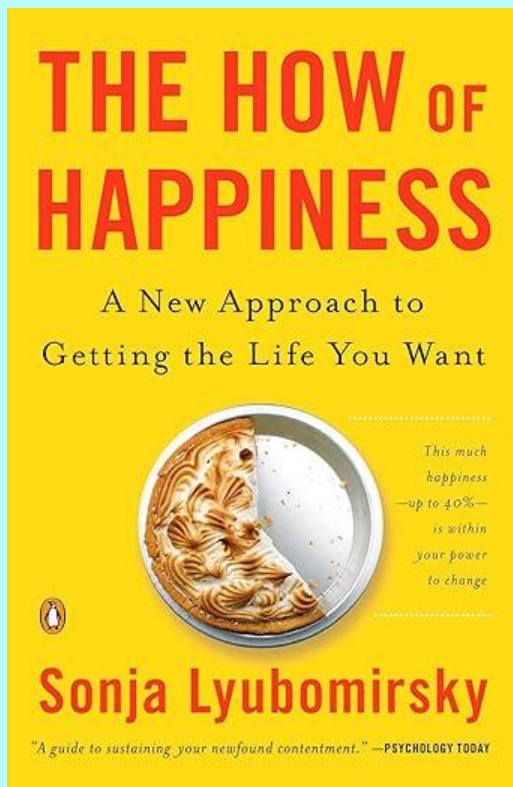


EVIDENCE-BASED

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

Happy Tiers:

Applying Positive Education Across Multi-Tiered Systems of Support

→ Examples of how PPIs can be intentionally integrated into Multi-Tiered Systems of Support to promote happiness in the school setting. *Not an exhaustive list*

Positive Psychology Intervention	Tier 1 Universal Learning	Tier 2 Responsive Supports	Tier 3 Individualized Supports
Music & Mood 	Teachers intentionally use music during arrival, transitions, independent work, or regulation breaks. Students identify how different types of music affect their emotions.	Students develop personalized playlists with a mentor or counselor to support calming, focus, or emotional regulation during identified parts of the day.	As part of an individualized plan, students use therapist- or team-approved music before, during, or after stressful situations and independently select music as a coping strategy.
Three Good Things 	Classmates participate in daily or weekly reflection conversations by identifying three positive events and discussing why they happened during opening or closing classroom circles.	Three Good Things Small group- Students with similar goals work with a trusted adult to identify positive experiences, recognize patterns of success, and reframe negative thinking through guided reflection.	Students participate in daily, individualized, and structured 3 Good Things Conversations/Journaling to increase optimism and interrupt persistent negative thought patterns. A preferred adult or student mentor can facilitate the conversations.

WOOP GOAL SETTING FRAMEWORK

≡ *Applying Happiness Across Tiers* ≡

W

WISH

What do I want? Choose a meaningful goal that will increase well-being for yourself, your students, or your school community.



O

OUTCOME

What will happen? Imagine the best possible outcomes when you achieve your goal.



O

OBSTACLE

What could get in my way? Identify the internal obstacles that might hold you back.

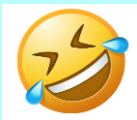


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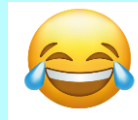
PLAN

If-Then Plan: Create a specific plan to overcome your obstacles and stay on track.





Tips for Happy Tiers



Me

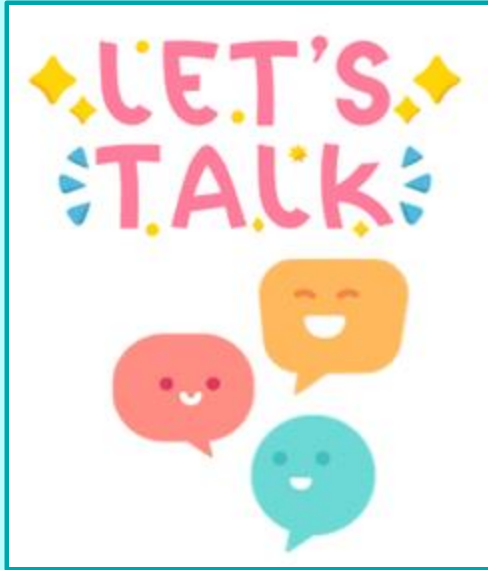
- Start with yourself.
- Lean into your strengths and what makes you happy.
- Start small. Celebrate small wins.
- Remember: what you focus on grows.
- Make happiness practices as visible and actionable as possible.

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.



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

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



Thank You!

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