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

- Emotional development
- Intellectual development
- Behavioral development
- Physical development
- Social development
- Moral development
I COPPE Challenges

Interpersonal well-being
“Getting Along”

Community well-being
“Helping Others”

Occupational well-being
“Doing Well”

Physical well-being
“Keeping Healthy”

Psychological well-being
“Feeling Happy”

Economic 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

Interpersonal well-being
Community well-being
Occupational well-being
Physical well-being
Psychological well-being
Economic well-being
Correlations among I COPPE domains, overall well-being, and comparison measures

<table>
<thead>
<tr>
<th></th>
<th>Overall Well-Being</th>
<th>Comparison Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal well-being</td>
<td>.52***</td>
<td>.43***</td>
</tr>
<tr>
<td>Community well-being</td>
<td>.55***</td>
<td>.59***</td>
</tr>
<tr>
<td>Occupational well-being</td>
<td>.63***</td>
<td>.58***</td>
</tr>
<tr>
<td>Physical well-being</td>
<td>.70***</td>
<td>.59***</td>
</tr>
<tr>
<td>Psychological well-being</td>
<td>.63***</td>
<td>.61***</td>
</tr>
<tr>
<td>Economic well-being</td>
<td>.71***</td>
<td>.74***</td>
</tr>
</tbody>
</table>

***p<.001
Wellness Across Systems

- Personal
- Relational
- Organizational
- Communal and Environmental
Bio-Psycho without the Social

- Genetics: 50%
- Motivation: 40%
- Social conditions: 10%
- Well-Being

Pie chart showing the distribution of Well-Being among Bio-Psycho factors.
Brain development at age 3
Can the gene pool change in 25 years?

- **Denmark**
  - Percentage very satisfied with life: 65%

- **Belgium**
  - Percentage very satisfied with life: 30%
Did Vodka get into the gene pool?

Mean of people happy and satisfied with life

Russia

1981  1995
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.

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.

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

<table>
<thead>
<tr>
<th></th>
<th>Individual</th>
<th>Relational</th>
<th>Organizational</th>
<th>Communal</th>
<th>Environmental</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective elements</strong></td>
<td>+health - illness</td>
<td>+networks - isolation</td>
<td>+resources - lack of resources</td>
<td>+social capital - lack of trust</td>
<td>+clean air - pollution</td>
</tr>
<tr>
<td><strong>Subjective elements</strong></td>
<td>+efficacy - lack of control</td>
<td>+voice - repression</td>
<td>+support - isolation</td>
<td>+belonging - rejection</td>
<td>+safety - fear</td>
</tr>
<tr>
<td><strong>Values</strong></td>
<td>+autonomy - lack of power</td>
<td>+caring - neglect</td>
<td>+participation - marginality</td>
<td>+diversity - discrimination</td>
<td>+protection of resources - depletion of resources</td>
</tr>
<tr>
<td><strong>Fairness</strong></td>
<td>My due/Our due</td>
<td>Your due/ Our due</td>
<td>Its due/Our due</td>
<td>Their due/ Our due</td>
<td>Nature’s due/Our due</td>
</tr>
</tbody>
</table>
Child Well-being is Better in More Equal Rich Countries

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

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


www.equalitytrust.org.uk
What Should Prevention Transform?

• Individuals
• Systems
Individual Well-being

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
How Does Prevention Work?

• Competence
• Engagement
BET I CAN: Competencies for Prevention

- Behaviors
- Emotions
- Thoughts
- Interactions
- Context
- Awareness
- Next Steps

Well Being
# Implications of BET I CAN for Prevention

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

**Interpersonal well-being:**
1. How to resolve conflict
2. How to foster positive relationships

**Community well-being:**
1. How to help individuals
2. How to build a better community

**Occupational well-being:**
1. How to be organized
2. How to use your strengths

**Physical well-being:**
1. How to improve nutrition
2. How to improve physical activity

**Psychological well-being:**
1. How to cope with stress
2. How to foster meaning and positive emotions in life

**Economic well-being:**
1. How to manage money better
2. How to improve long term financial security
Wellness in Your Hands World
Avatar Creator
Social Media: Avatars interact
Go to the Movies
Watch a Movie
Unlock Mini-Games
Play mini-games
Nut Hut Community
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**
- Deficits
- Reactive
- Alienating
- Individualistic

**To SPEC**
- Strengths
- Prevention
- Empowerment
- Communitarian
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

- **Primary 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

- Reactive
- Preventive
- Individual
- Community

X
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

- Programs targeted towards the earliest years
- Preschool programs
- Schooling
- Job training

Rate of return to investment in human capital

Age
PREVENTION:
Determinants of Health
(by percent contribution)

Determinants of Health

Environmental Exposures
Medical Care
Social Circumstances
Genetic Predispositions
Behavioral Patterns

McGinnis et al., 2002
US Spending on Health

National Health Spending (2005)

- Government Public Health Activities
- Investment (Research and Equipment)
- Government Administration and Net Cost of Private Health Insurance
- Personal Health (Hospital/Clinical Services, Nursing Home, Home Health Care, Medical Products)

Per Capita Total

- $1,661.40
- $143.00
- $126.80
- $56.60

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

Decline of brain flexibility in young age

Increase of public spending in old age

Age
For the first time ever, California will spend more on prisons than on college.
Time and Place of Educational Interventions:
Good investments
Quadrant II
Examples:
Marginalizing institutions, schools for problem children, food banks, shelters for homeless people, charities, prison industrial complex

Quadrant I
Examples:
High quality schools, community development, affordable housing policy, recreational opportunities, and health services

Quadrant III
Examples:
Remedial work, behavior management, medications, symptom containment, case management

Quadrant IV
Examples:
Skill building, emotional literacy, fitness programs, personal improvement plans, resistance to peer pressure in drug and alcohol use

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

Strengths

Alienating  X  Empowering

Deficits
Engagement and Capacities:
Good investments

Strengths

Alienating  Empowering

Deficits

X
Strengths
Empowerment
Deficit oriented and alienating approaches are not helpful!!!

Quadrant I
Examples:
Voice and choice in celebrating and building competencies, recognition of personal and collective resilience of students and teachers

Quadrant II
Examples:
Just say no! You can do it! Cheerleading approaches,

Quadrant III
Examples:
Labeling and diagnosis, stigmatizing “patiethood” and “clienthood,” students in passive role

Quadrant IV
Examples:
Voice and choice in deficit reduction approaches, participation in decisions how to deal with problems
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)