Are we creating positive institutions?

"Positive institutions facilitate the development and display of positive traits, which in turn facilitate positive subjective experiences."
-- Chris Peterson

Four distinct lines of evidence suggest that **high ratios of positive to negative affect would distinguish individuals who flourish from those who do not**. First, studies show that mild positive affect characterizes the modal human experience. This **positivity offset equips individuals with the adaptive bias to approach and explore novel objects, people, or situations**. Second, several recent research reviews have concurred that **"bad is stronger than good".** The implication is that to overcome the toxicity of negative affect and to promote flourishing, experiences of **positivity may need to outnumber experiences of negativity**, perhaps at ratios appreciably higher than those typically represented in the modal positivity offset….summarizing two decades of observational research on marriages, Gottman concluded that **unless a couple is able to maintain a high ratio of positive to negative affect (~5), it is highly likely that their marriage will end**.

PERMA

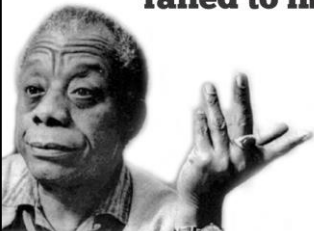**P**ositive Emotions

Engagement

Relationships

Meaning

Accomplishment

CHARACTER STRENGTHS ASSESSMENT 2013

Students	Individual
1. Grit	1. Love
2. Integrity	2. Open-mindedness
3. Hope	3. Curiosity
4. Self-Control	4. Fairness
5. Citizenship and Teamwork	5. Integrity
6. Curiosity	6. Gratitude
7. Love of Learning	7. Hope
8. Open-mindedness	8. Grit
9. Love	9. Citizenship and Teamwork
10. Social Intelligence	10. Kindness
11. Gratitude	11. Humor
12. Zest	12. Zest
13. Kindness	13. Love of Learning
14. Creativity	14. Forgiveness and Mercy
15. Fairness	15. Leadership
16. Leadership	16. Social Intelligence
17. Forgiveness and Mercy	17. Perspective
18. Bravery	18. Discretion
19. Modesty and Humility	19. Bravery
20. Spirituality	20. Creativity
21. Perspective	21. Spirituality
22. Humor	22. Modesty and Humility
23. Discretion	23. Appreciation of Beauty and Excellence
24. Appreciation of Beauty and Excellence	24. Self-control

Eight Highly Predictive Character Strengths

Zest	Grit	Self-Control	Hope (Optimism)
Social Intelligence	Gratitude	Humor	Love

Peterson, Christopher and Martin Seligman. 2004. *Character Strengths and Virtues: A handbook and classification.* New York: Oxford University Press.

"**Children have never been very good at listening to their elders, but they have never failed to imitate them.**"

PERMA

Positive Institutions

Macro-Structures

Micro-Moments
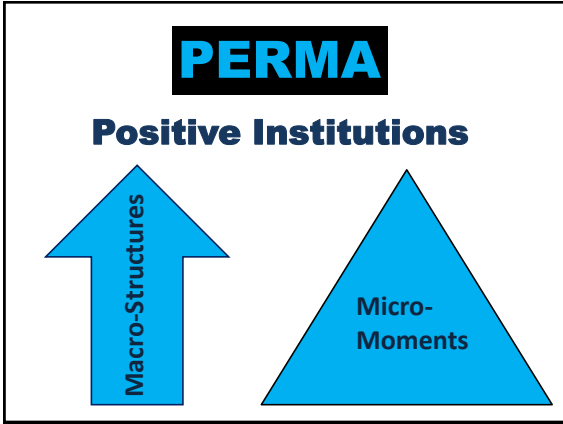
Macro-Structures

- **Any intentionally created structure, system, or routine that either has a proactively created explicit character goal/aim or 'shadow' character goal/aim**

Macro-Structures

- **Sustained, Structured, Rigorous Independent Practice**
- **Trust Circles**
- **Dual-purpose lessons and activities (with either explicit or 'shadow' character aims)**
- **Morning Meetings**
- **Character "Reach" Goals**
- **Character Growth Card**
- **Co-curriculars with explicit or shadow character aims**
- **Bulletin board that highlights growth as well as achievment**
- **"YET" Awards**

Character Behavior Language

Growth Mindset

Constructive Responding

Character Behavior Language

Growth Mindset

Constructive Responding
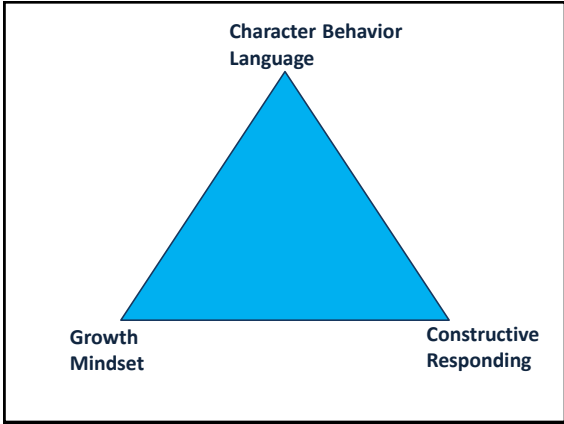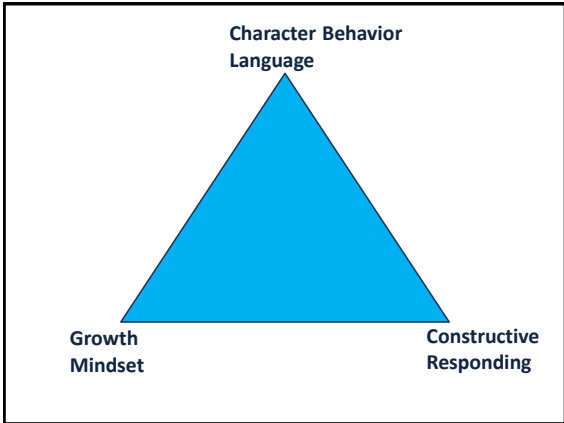
-----Original Message-----
From: Christopher Nelson
Sent: Thursday, July 03, 2014 12:05 PM
To: Dave Levin
Subject: Gathering some pics from the archives for KSS. This is one of my all time favorites -- when you made Doris see the Infinity clean bathroom for herself. Classic.

Every morning in basic SEAL training, my instructors, who at the time were all Vietnam veterans, would show up in my barracks room and the first thing they would inspect was your bed. If you did it right, the corners would be square, the covers pulled tight, the pillow centered just under the headboard and the extra blanket folded neatly at the foot of the rack — that's Navy talk for bed.

It was a simple task — mundane at best. But every morning we were required to make our bed to perfection. It seemed a little ridiculous at the time, particularly in light of the fact that were aspiring to be real warriors, tough battle-hardened SEALs, but the wisdom of this simple act has been proven to me many times over.

If you make your bed every morning you will have accomplished the first task of the day. It will give you a small sense of pride, and it will encourage you to do another task and another and another. By the end of the day, that one task completed will have turned into many tasks completed. Making your bed will also reinforce the fact that little things in life matter. If you can't do the little things right, you will never do the big things right.

And, if by chance you have a miserable day, you will come home to a bed that is made — that you made — and a made bed gives you encouragement that tomorrow will be better. If you want to change the world, start off by making your bed.

Admiral McCraven

Agenda and Objectives

Objectives:
1. To identify the magic ratio and the power of tone and facial expressions
2. To differentiate between constructive and destructive responding
3. To commit to at least one way you are going to improve the ratio of your constructive to destructive responding

- Hi!
- ☺**Hitch and Magic**
- Funky, Cold, Medina
- The Grid
- Video Examples
- The Grid II
- Commitments

PERMA

Positive Institutions
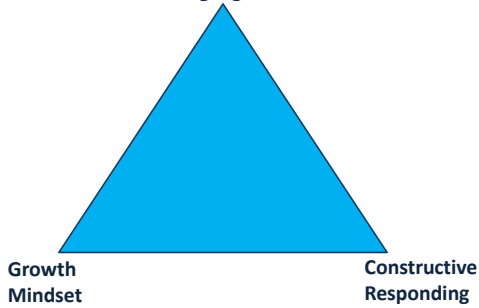
Macro-Structures

Micro-Moments

Character Behavior Language

Growth Mindset

Constructive Responding
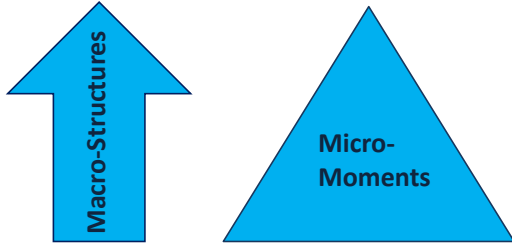
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20,000

55:38:7

93%

Agenda and Objectives

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How Does One Define and Categorize Tone?

tone[1]
- accent or inflection expressive of a mood or emotion
- the pitch of a word often used to express differences of meaning

NEGATIVE   **PRETTY SUBJECTIVE**   POSITIVE

[1]http://www.merriam-webster.com/dictionary/tone

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Positive Tones

- Playful
- Happy
- Inspiring
- Warm
- Affirming
- Respectful

- Calm/Quiet
- Formal
- Direct
- Clear
- Genuine
- …

Negative Tones

- Lethargic
- Angry
- Nervous
- Indirect
- Sarcastic
- Condescending
- Nagging
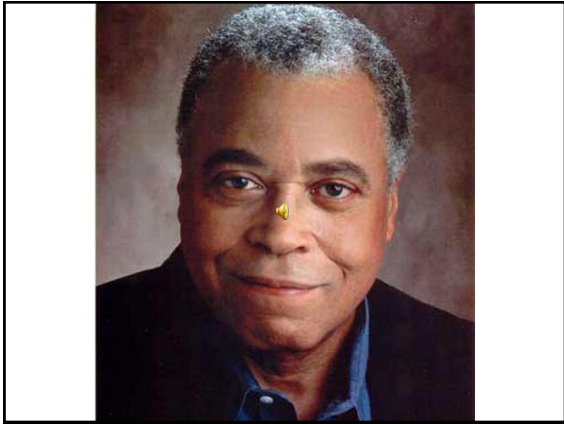
- Threatening
- Frustrated
- Annoyed
- Disingenuous
- …

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- Commitments

Slide 1

	Passive	Active
Constructive	🙂	😃👍
Destructive	🙁	😠👎

Slide 2

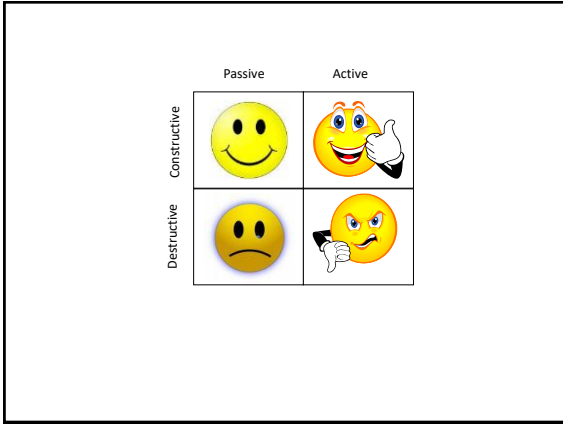|		
Constructive	• Little to no active emotional expression •Passive Nodding •Mild smile •Simple/Short Acknowledgement •"Good job" •"Thanks" •What if a kid gives an incorrect answer? Simple/Short acknowledgement of effort and then correcting of answer •What if you don't agree with someone's idea – simple short acknowledgement of effort/respect and statement of disagreement	•Maintains eye contact •Displays of positive emotions (i.e. genuine smiling, touching, eye twinkling, laughing, positive gestures such points, high fives, clapping, active nodding, etc…) •Enthusiastic tone with clear positive acknowledgement and extension/engagement of answer/thought by you/others/that person • What if kid gives an incorrect answer? -- Enthusiastic tone with clear positive acknowledgement of effort and then extension/engagement of others, that particular kid, and teacher to get correct answer and finally returning to original student to ensure understanding • What if you don't agree with someone's idea -- Enthusiastic tone with clear positive acknowledgement of effort and then engagement with that person and others around that idea
Destructive	•Neutral to no acknowledgement •Neutral body language •little to no eye contact, turning away, leaving the room •Silence •Little to no acknowledgement of effort, accuracy or inaccuracy, etc •moving to another kid/topic without acknowledgment, correction (if needed), etc…	•Displays of negative emotions, such as furrowed brow, frowning •Back turned •Rolling Eyes •Sarcasm •Negativity •"No, it's wrong" •"You've got to be kidding me"

Slide 3

Agenda and Objectives

Objectives

1. To identify the magic ratio and the power of tone and facial expressions
2. To differentiate between constructive and destructive responding
3. To commit to at least one way you are going to improve the ratio of your constructive to destructive responding

- Hi!
- Hitch and Magic
- Funky, Cold, Medina
- The Grid

☺ **Video Examples**

- The Grid II
- Commitments

	Passive	Active
Constructive		
Destructive		

	Passive	Active
Constructive	2	1
Destructive	3	4

	Passive	Active
Constructive	2	1
Destructive	3	4

	Passive	Active
Constructive	2	1
Destructive	3	4

	Passive	Active
Constructive	2	1
Destructive	3	4

	Passive	Active
Constructive	😊	😃👍
Destructive	🙁	😠👎

	Passive	Active
Constructive	2	1
Destructive	3	4

Agenda and Objectives

Objectives

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- Video Examples
- ☺ **The Grid II**
- Commitments

	Passive	Active
Constructive	🙂	😃👍
Destructive	🙁	😠👎
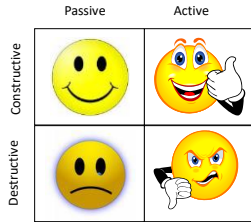
Agenda and Objectives

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- Hi!
- It's Magic
- Funky, Cold, Medina
- Hitch
- The Grid
- Video Examples
- The Grid II
- ☺ **Commitments**

How Do We Create Positive Institutions?[1]

> **Session Aims:**
> - ❑ To outline a plan for strengthening our schools approach to character
> - ❑ To generate at least two ways that our teachers can use macro-structures and micro-moments to drive character growth

Motivational Quote #1: "The children are always ours, every single one of them…Children have never been very good at listening to their elders, but they have never failed to imitate them."
-- James Baldwin

Motivational Quote #2: "Character education depends on our relationship with our children and that character traits cannot be transmitted by words but must be conveyed by actions"
-- Haim Ginott

Motivational Quote #3: "Be the change."   -- Mohandas Gandhi

Motivational Quote #4: "People are like stained glass windows;
they shimmer and shine when the sun is out
but when darkness sets in their true beauty
can only be revealed if there is a light from within."
-- Elisabeth Kubler Ross

Motivational Quote #5: "I saw the angel in the marble and carved until I set him free." -- Michaelangelo

Motivational Quote #6: "Child, give me your hand that I may walk in the light of your faith in me."
-- Hannah Kahn

Motivational Quote #7:

Section I: Overview

What do you consider the characteristics of a positive institution?

_____

_____

As we all know well, and have probably said countless times, actions speak louder than words. That being said, there do seem to be three critically important factors to consider when thinking about words: a) Speaking is a type of action b) Words have a tremendous power c) It is so much easier to talk the talk than walk the walk. It reminds me of the line Anthony Anderson's character says in <u>Hustle and Flow</u>:

There are two types of people: those that talk the talk and those that walk the walk. People who walk the walk sometimes talk the talk but most times they don't talk at all, 'cause they walkin'.

Now, people who talk the talk, when it comes time for them to walk the walk, you know what they do? They talk people like me into walkin' for them.

All of this begs the Gandhian question, how are we (and all of the adults in our buildings) truly going to be the change we want to see in the world?

In their landmark work, <u>Character Strengths and Virtues</u>, Martin Seligman and Christopher Peterson provided the research behind the six virtues and twenty four character traits that were demonstrated by successful and happy people across time and culture. In general they used ten Criteria to generate this list:

Criteria 1 – Contributes to making a good life for oneself and others.
Criteria 2 – Morally valuable in its own right, even in the absence of obvious (external) beneficial outcomes
Criteria 3 – The display of a strength by one person does not diminish other people
Criteria 4 – The "opposite" of the strength is generally negative
Criteria 5 – Should show up in a variety of ways in the individual's behavior
Criteria 6 – Distinctiveness from other positive traits
Criteria 7 – There are cultural role models, both real and fictional, that demonstrate the character strength
Criteria 8 – Young people who achieve greatness demonstrate the character strength (prodigies)
Criteria 9 -- There are "role" models, both real and fictional, that demonstrate the problems that result from the absence of the character trait
Criteria 10 – Society has developed institutions and rituals for cultivating character strengths

In his most recent book <u>Flourish</u>[2], Seligman uses **<u>PERMA</u>** as a way of expanding the definition of a fulfilled life:

Positive Emotions (happiness)
Engagement
Relationships
Meaning
Accomplishment

In <u>A Primer in Positive Psychology</u>[3] Peterson argues that a positive life is created by the intersection of positive subjective experiences, positive individual traits, and positive institutions. At its most basic, ***"Positive institutions facilitate the development and display of positive traits, which in turn facilitate positive subjective experiences."*** In other words, if we can ensure that our schools and classrooms become and remain <u>positive institutions</u> we can have an extremely profound impact on the lives of our kids.

The positive virtues and traits that Seligman and Peterson identified are as follows:

[2] Seligman, Martin (2010). *Flourish.* New York: Simon &Schuster.
[3] Peterson, C (2006). *A Primer on Positive Psychology.*

Virtue: Wisdom and knowledge
> *Character Strengths: Creativity*
> > *Curiosity*
> > *Open-mindedness*
> > *Love of learning*
> > *Perspective*

Virtue: Courage
> *Character Strengths: Bravery*
> > *Grit (persistence + resiliency)**
> > *Integrity*
> > *Zest (energy + enthusiasm)**

Virtue: Humanity
> *Character Strengths: Love**
> > *Kindness*
> > *Social Intelligence**

Virtue: Justice
> *Character Strengths: Citizenship*
> > *Fairness*
> > *Leadership*

Virtue: Temperance
> *Character Strengths: Forgiveness and mercy*
> > *Humility/modesty*
> > *Prudence/discretion*
> > *Self-control**

Virtue: Transcendence
> *Character Strengths: Appreciation of beauty and excellence*
> > *Gratitude**
> > *Hope(optimism)**
> > *Humor**
> > *Spirituality*

Highly Predictive of PERMA:
1. **Zest:** approaching life with excitement and energy; feeling alive and activated
2. **Grit:** finishing what one starts; completing something despite obstacles
3. **Self-control:** regulating what one feels and does; being disciplined
4. **Hope/Optimism:** expecting the best in the future and working to achieve it
5. **Social intelligence:** being aware of motives and feelings of other people and oneself;
6. G**ratitude:** being aware of and thankful for opportunities that one has and for good things that happen
7. **Love:** valuing close relationships with others; being close to people
8. **Humor:** liking to laugh; bringing smiles to other people; seeing a light side

Character Lab

You may find this character inventory tool helpful to discuss differences and similarities between self-scores and teacher-scores, changes and progress over time, and/or variations in scores in different environments, situations, or class settings. After a discussion, setting one or two goals would be an appropriate next step. It's important to note that this tool should not be used to diagnosis or compare children, nor to compare schools or programs. Please use it to help children focus on their own growth and development in these areas, and as a positive conversation starter.

|	SELF-ASSESSMENT	AVERAGE TEACHER SCORE	TEACHER 1	TEACHER 2	TEACHER 3	TEACHER 4	TEACHER 5
STUDENT NAME □ Q1 □ Q2 □ Q3 □ Q4 GRADE SCHOOL DATE 1 = Almost Never · 2 = Very Rarely · 3 = Rarely · 4 = Sometimes · 5 = Often · 6 = Very Often · 7 = Almost Always							
GRIT Finished whatever s/he began Stuck with a project or activity for more than a few weeks Tried very hard even after experiencing failure Stayed committed to goals Kept working hard even when s/he felt like quitting							
OPTIMISM Believed that effort would improve his/her future When bad things happened, s/he thought about things they could do to make it better next time Stayed motivated, even when things didn't go well Believed that s/he could improve on things they weren't good at							
SELF CONTROL (school work) Came to class prepared Remembered and followed directions Got to work right away instead of waiting until the last minute Paid attention and resisted distractions							
SELF CONTROL (interpersonal) Remained calm even when criticized or otherwise provoked Allowed others to speak without interrupting Was polite to adults and peers Kept temper in check							
GRATITUDE Recognized what other people did for them Showed appreciation for opportunities Expressed appreciation by saying thank you Did something nice for someone else as a way of saying thank you							
SOCIAL INTELLIGENCE Was able to find solutions during conflicts with others Showed that s/he cared about the feelings of others Adapted to different social situations							
CURIOSITY Was eager to explore new things Asked questions to help s/he learn better Took an active interest in learning							
ZEST Actively participated Showed enthusiasm Approached new situations with excitement and energy							
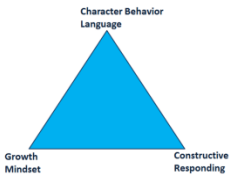
Micro-moments and Macro-structures
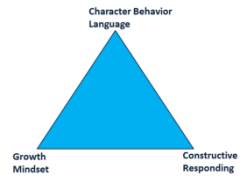
Let's start with a James Baldwin Moment:

	Elementary School	Middle School	High School	College	Currently
Lied					
Cheated					
Didn't do my homework					
Didn't like school					
Stole from store					
Stole from a parent					
Stole from a teacher					
Wished someone else harm					
Started a rumor					
Carried a rumor					
Started a fight					
Watched a fight					
Was drunk					
Gossiped behind someone's back					
Was a crab in a bucket					
Was rude to your parents					
Was rude to your teachers/other adult/boss					
Was rude to a peer					
Flashed/mooned someone					
Peed on myself					
Pooped on myself					
Cried uncontrollably for a reason that someone else didn't/couldn't understand					
Made out in a public place					
Wondered why you are on the planet					
Felt insecure					
Passed notes in class					
Carried a knife to school					
Peed in public					
Wrote graffiti					
Had sex					
Had unprotected sex					
Wore "inappropriate" clothing					
Not wanted to be seen in certain clothing					
Been in a gang					
Talking on the phone at inappropriate times					
Loud public cursing					

What is the relationship between PERMA, positive institutions, macro-structures and micro-moments?

What has worked for your school in regards to character development?

_____

_____

_____

Where has your school struggled the most in regards to character development?

_____

_____

_____

<u>Some General Thoughts on Developing Character:</u>

1. General understanding that character matters – and matters a lot

2. Maximize your use of micro-moments and macro-structures

3. The importance of using a shared common language around character

    a. In <u>Character Strengths and Virtues</u> there is a detailed explanation of how the language was chosen. For example, empathy which is obviously so important in life is not one of the 24 because it is actually a sub-component of kindness, love, open-mindedness, social intelligence, fairness, citizenship, and several others.

4. See peer and adult examples and make the connection to how their character strengths are helping them (the key here is to understand how every individual uses their unique strengths and uses the "8" to maximize their signature strengths)

5. Understand and feel how developing and using character strengths is beneficial

6. Maximize the number and depth of dual purpose experiences

a. Academic and Academic
b. Academic and Character
c. Academic and Routines/Systems
d. Character and Routines/Systems
e. Multiple Combinations of the above

Using the above as a guide, how can we make character a living breathing thing in our classrooms? Where do we begin?

Micro-moments:

Macro-structures:

The Ratio of Constructive to Destructive Responding[4]

Session Aims:
- ❏ To identify the magic ratio and the power of tone and body language
- ❏ To differentiate between constructive and destructive responding
- ❏ To commit to at least 1 way you are going to improve the ratio of your constructive to destructive responding

Motivational Quote #1: **"Do You Hear What I Hear?"**   – traditional Christmas song

Motivational Quote #2: "A wise old owl sat on an oak; the more he saw the less he spoke; The less he spoke the more he heard; Why aren't we like that wise old bird?"   – Mother Goose

Motivational Quote #3: "To listen well, is as powerful a means of influence as to talk well, and is as essential to all true conversation."   - Chinese proverb

Motivational Quote #4: "The emotion signals given off by other persons often determine how we interpret their words and actions. Their expression also triggers our own emotional response, and that in turn colors our interpretation of what the person is saying, what we think are that person's motives, attitudes, and intentions"
   -- Paul Ekman

Motivational Quote #5: **"**Love and magic have a great deal in common. They enrich the soul, delight the heart. And they both take practice."   - Anonymous

Motivational Quote #6: "1.6180339887"   -- The Golden Ratio

Noble Prize winning scientist Daniel Kahneman demonstrated that people interpret/remember the events of a day in terms of 20,000 moments, each of which last less than 3 seconds. Such moments are either positive, negative, or neutral. John Gottman built on Kahneman's work and focused on the impact of the ratio of positive to negative interactions. His research proved that there are huge differences in satisfaction rates of interpersonal relationships when the ratio of positive interactions to negative interactions is 5 to 1 – this ratio has come to be referred to as the _____ ratio.[5]

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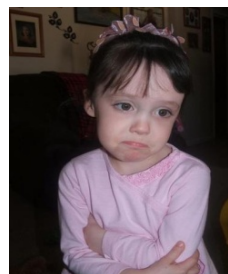
[4] This presentation stands on the shoulders and wisdom of some educational giants. Huge thanks and credit are due to Caleb Dolan, Kate Garnett, Mayme Hostetter, Brent Maddin, and Joe Negron.

[5] D. Kahneman, E. Diener and N. Schwarz (Eds.) 1999, *Well-Being: Foundations of Hedonic Psychology*
E3 Gottman, J. M. (1994). *What Predicts Divorce: The Relationship Between Marital Processes and Marital Outcomes*. Also worth seeing Barbara Fredrickson's new book *Positivity* and her article with Marcial Losada "Positive Affect and the Complex Dynamics of Human Flourishing." American Psychologist, October 2005.

Please list specific actions that you can continue or start doing to improve your positive interactions. Then, list out specific actions that you can <u>stop</u> doing to decrease your negative interactions. Be specific and be prepared to share out ☺

Continue / Start Doing : ST☹P DOING

Let's focus on tone of voice for a second:

| What are some adjectives you would use to describe your "positive" tones in your interactions with your various stakeholders? |
| --- |
| |

What are some adjectives you would use to describe your "negative" tones in your interactions with your various stakeholders?

Interestingly, Dr. Albert Mehrabian's research, made famous in the beginning of the movie <u>Hitch</u>, uncovered the following on how messages are conveyed in emotional charged situations:

- _____% of message pertaining to feelings and attitudes is in the words that are spoken
- _____% of message pertaining to feelings and attitudes is paralinguistic (the way that the words are said)
- _____% of message pertaining to feelings and attitudes is in facial expression.

Just as we dug deeper into a particular kind of ratio – the magic ratio – we are now going to dig deeper into a subset of the magic ratio – constructive _____. Shelly Gable, professor of psychology at UCLA, noticed that couples with strong relationships had a particular way of responding to each other when good things happen; in fact the way in which good events were discussed was found to be more predictive of strong relations than how you fight. Gable called this productive and positive response an "active and constructive" response.[6]

"The Grid" below illustrates the various ways in which someone can respond to an event:
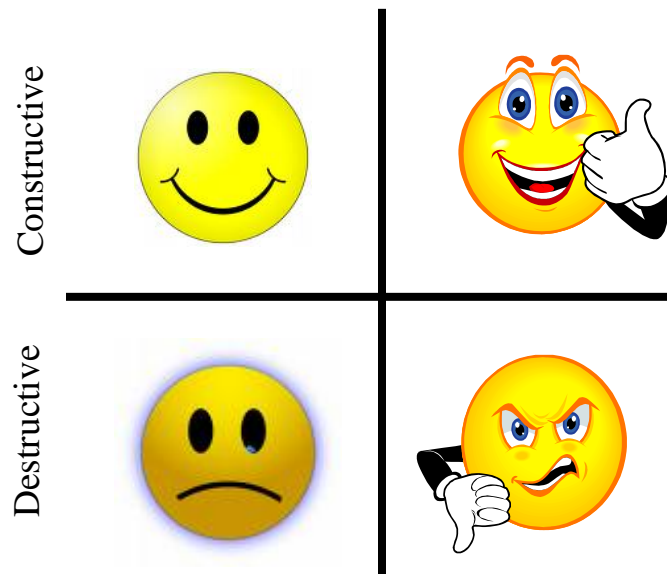
<u>Basic idea:</u>
1.   Be genuine
2.   Be above the line as often as possible.
3.   Variety above the line matters. It probably wouldn't seem genuine if every interaction looked the same and
4.   was actively constructive.
5.   Remember this is a ratio. Invariably and necessarily there will be negative interactions. Frederickson and
6.   Losada's research suggest that normal human functioning is 2.5:1 above the line. Optimal functioning is 4.3:1.

[6] Maisel N. & Gable, S. L. (2009). "The paradox of received social support: The importance of responsiveness." <u>Psychological Science, 20.</u> Additional resources include: Gable, Gonzaga, Strachman (2006) "Will You Be There for Me When Things Go Right: Supportive Responses for Positive Event Disclosers." <u>Journal of Personality and Social Pscychology.</u> Vol. 5 Number 91. For Mehrabian see <u>Silent messages: Implicit communication of emotions and attitudes.</u>

	Passive	Active

Constructive	
	• Little to no active emotional expression
	• Passive Nodding
	• Mild smile
	
	• Simple/Short Acknowledgement
	   ○ "Good job"
	   ○ "Thanks"
	• What if a kid gives an incorrect answer? Simple/Short acknowledgement of effort and then correcting of answer
	• What if you don't agree with someone's idea – simple short acknowledgement of effort/respect and statement of disagreement
		• Maintains eye contact
		• Displays of positive emotions (i.e. genuine smiling, touching, eye twinkling, laughing, positive gestures such points, high fives, clapping, active nodding, etc…)
		
		• Enthusiastic tone with clear positive acknowledgement and extension/engagement of answer/thought by you/others/that person
		• What if kid gives an incorrect answer? -- Enthusiastic tone with clear positive acknowledgement of effort and then extension/engagement of others, that particular kid, and teacher to get correct answer and finally returning to original student to ensure understanding
		• What if you don't agree with someone's idea -- Enthusiastic tone with clear positive acknowledgement of effort and then engagement with that person and others around that idea
		•

Destructive	• Neutral to no acknowledgement • Neutral body language • little to no eye contact, turning away, leaving the room • Silence • Little to no acknowledgement of effort, accuracy or inaccuracy, etc • moving to another kid/topic without acknowledgment, correction (if needed), etc…	• Displays of negative emotions, such as furrowed brow, frowning • Back turned • Rolling Eyes • Sarcasm • Negativity • "No, it's wrong" • "You've got to be kidding me"

So clearly the goal is to improve our ratio of constructive to destructive responding. Let's take the time to practice differentiating between the four types of responses.

Clip	Type of Response
Clip #1	
Clip #2	
Clip #3	
Clip #4	

Now, let's practice some:

    a) Kid gives a correct answer
    b) Co-worker/spouse/partner/friend makes a suggestion or has an idea that you agree with or has something good happen to them

Let's practice again. How about these slightly harder ones?

    a) Kid gives an incorrect answer
    b) Co-worker/spouse/partner/friend makes a suggestion or has an idea that you don't agree with

Seven concluding thoughts from the research:

1) Paul Ekman in Emotions Revealed argues the following: "If we are to put a brake on our emotional behavior, if we are to change how we are feeling [and by extension acting], we must be able to develop a different type of emotional consciousness. We must be able to take a step back – right while we are feeling the emotion – so we can question whether we want to go along with what our emotion is driving us to do, or exercise a choice about how we will act on our emotion."

2) Martin Seligman in Learned Optimism talks about how our emotional reactions either maximize or minimize the internalization or lack thereof of the 3P's that lead to learned helplessness. The 3Ps are:

    Personalization -- This makes me a bad person.

    Permanence -- These types of bad things will always happen.

    Pervasiveness – Every aspect of my life is messed up because of this.

3) Dr. Albert Mehrabian's research, made famous in the beginning of the movie Hitch, uncovered the following on how feelings are conveyed:

    - 7% of message pertaining to feelings and attitudes is in the words that are spoken
    - 38% of message pertaining to feelings and attitudes is paralinguistic (the way that the words are said)
    - 55% of message pertaining to feelings and attitudes is in facial expression.

4) Smiling in general and the power of the Duchenne smile – Richard Davidson, along with Ekman and Peterson, found that voluntarily smiling could produce at least some of the physiological and psychological changes associated with involuntary smile. In other words, smiling is not only a reflection of positive emotion but can engender it. This is even more powerfully true for a Duchenne Smile, which involves the corners of the eyes and the region across the bridge of the nose. (Ekman, Emotions Revealed and Peterson, Primer on Positive Psychology)

5) The power of gratitude – Chris Peterson's research suggests that one of the reasons that feeling and expressing gratitude about the "little" day-to-day things as well as the "bigger" things is such a transformative action and character strength is the effect it has on our individual physiology, neurological chemistry, and emotional makeup as well as that of the recipients. In other words, being grateful literally changes us and those around us. This is the power of the daily gratitude exercise. (Peterson, Primer on Positive Psychology)

6) What does this not mean? To use the language of Dr. Haim Ginott, it doesn't mean that we deny, disown, suppress, or prettify our emotions. It doesn't mean that there aren't real events,

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experiences, situations, or problems that generate real and strong emotions. All it means is that we have a choice on the power we give our emotions (which by definition are temporary) to dictate our interpretations, reactions, and actions. (Ginott, Between Parent and Child)

7) In addition, Dr. Ginott, and two of his proteges Adele Faber and Elaine Mazlish, discussed these commonly misused methods and alternatives for gaining kid cooperation (Ginott, Between Parent and Child and Faber and Mazlish, How to Talk so Kids Will Listen, and Listen so Kids will Talk):

Commonly Misused Methods Adults Try to Get Kids to Cooperate:
1) Blaming and Accusing
2) Insults and Name-Calling
3) Bribes and Threats ("Re-thinking the If-Then Fallacy")
4) Bossing/Commands
5) Lecturing and Moralizing
6) Warnings
7) Martyrdom Statements
8) Comparisons
9) Sarcasm
10) Prophecy
11) Denial (ie "You don't really mean that…")
12) Disowning (Your just having a bad day)
13) Suppression ("Good people don't feel like that…")
14) Prettifying (You don't really hate Juana – you just dislike her. In our school we don't hate)

Seven Alternative Strategies for Trying to Get Kids to Cooperate:
1) Describe the Problem
2) Give Information
3) Offer a Choice
4) Say it With a Word or Gesture (Authority at times calls for brevity)
5) Describe What You Feel
6) Be Playful
7) Put it in Writing