UTILISING THE PERMA MODEL WHEN DESIGNING PERSON-CENTRED PBS PLANS

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LEARNING OBJECTIVES

To understand and explain the five pillars of wellbeing, according to Martin Seligman's PERMA model.

Using the PERMA model within a PBS service provider: overview of validated PERMA assessment tools.

To outline how the PERMA model and Positive Behaviour Support (PBS) are aligned, and how the PERMA model can be used when designing multi-element, person-centred PBS Plans.

To understand how to develop an effective PERMA profile and action plan.

Review a case study whereby the PERMA model was used alongside other evidence-based practices to ensure client happiness was at the centre of their support package.
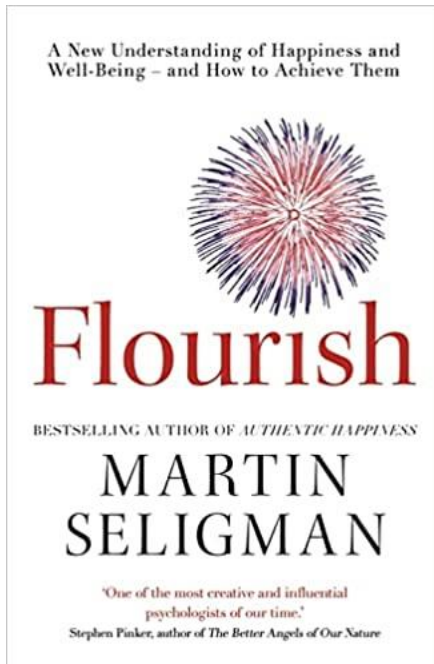
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PERMA MODEL:

BACKGROUND & OVERVIEW

"the scientific study of what makes life most worth living" – Peterson (2008)

PERMA MODEL: BACKGROUND
SELIGMAN (2011)

A New Understanding of Happiness and Well-Being – and How to Achieve Them

Flourish

BESTSELLING AUTHOR OF *AUTHENTIC HAPPINESS*

MARTIN SELIGMAN

'One of the most creative and influential psychologists of our time.'
Stephen Pinker, author of *The Better Angels of Our Nature*

- PERMA is short for **Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment.**

- Derived and refined from Seligman's earlier **Authentic Happiness Theory.**

- Believed that interaction with these elements would help people **work towards finding happiness and meaningful life fulfilment**.

- Research has since demonstrated positive correlations between the five elements and quality of life outcomes, functioning, and satisfaction.

PERMA + V MODEL

Source:
https://www.itsmental.co.uk/PERMA-V-MODEL

PILLAR 1: POSITIVE EMOTION

- What Seligman termed "the pleasant life".
- Research supports the value of positive emotions across a range of life outcomes.
  - o For example, Trigwell and colleagues (2012) found that college students who experienced strong positive emotions were more likely to adopt a deeper approach to learning.
- As we know, life is not always easy, and emotions are not always positive. To this end, an important part of discussing positive emotion is the concept of *acceptance* (Seligman, 2011).

PILLAR 2: ENGAGEMENT

"Engagement is different, even opposite, from positive emotions; for if you ask people who are in the flow what they are thinking and feeling, they usually say "nothing."" (Seligman, 2011, p 11).
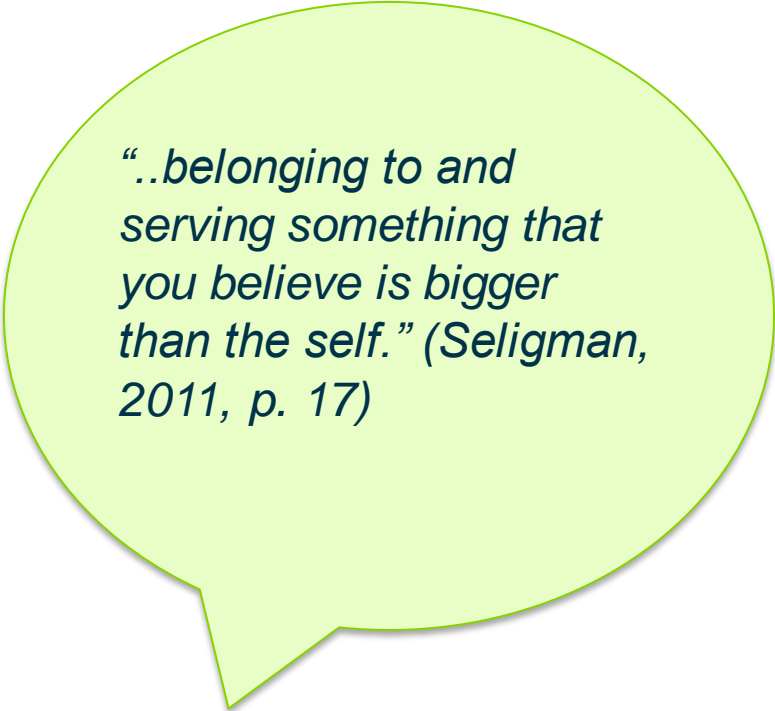
- Engagement refers to the connection felt to the activity one does, as well as the feelings of being absorbed and focused on those activities (Seligman, 2011).

- Seligman used the term "flow".

- Some studies have since demonstrated the power of engagement in increasing positive life affect and life satisfaction (Ruch et al., 2010; Vella-Brodrick et al., 2009).

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PILLAR 3: RELATIONSHIPS

- Positive relationships are underpinned by feelings of being cared for by others, supported, and socially integrated (Seligman, 2011).

- Smedema and colleagues (2015) found that, in a sample of college students with disabilities, **social support predicted life satisfaction**.

- Certain relationships can make us feel drained or damaged, and lead to feelings of isolation or sadness. It is vital that we seek out relationships that build us up and be conscious of how our relationships make us feel.

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PILLAR 4: MEANING

- Meaning refers to the feeling that one's life is valuable and that they serve, or are connected to, something that is greater than the self (Seligman, 2011).

- Research has demonstrated a correlation between a sense of meaning with both life satisfaction and positive affect (King et al., 2006).

"..belonging to and serving something that you believe is bigger than the self." (Seligman, 2011, p. 17)

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PILLAR 5: ACCOMPLISHMENT

- Accomplishment is described as one's perception of making progress toward a goal (Seligman, 2011).

- A sense of accomplishment has been associated with several **positive life outcomes, including health, wellbeing, and quality of life** (Levasseur, 2010).

- It is important to remember that the goals we set for ourselves and the people we support, need to be **realistic** and **achievable**.

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KEY COMPONENTS OF PBS
(GORE ET AL., 2022)

1. Person-centred foundation.
2. Constructional approaches and self-determination.
3. Partnership working and support for key people.
4. Elimination of aversive, restrictive, and abusive practices.
5. A biopsychosocial model of behaviours that challenge.
6. Behavioural approaches to learning, experience, and interaction.
7. Muti-professional and cross-disciplinary approaches.
8. Evidence informed decisions.
9. High quality care and support environments.
10. Bespoke assessment.
11. Multi-component, personalized support plans.
12. Implementation, monitoring and evaluation.

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PBSC'S 5-STAGE MODEL

STAGE 1

MATCHING

We spend time to ensure we have the right service to make a difference to the person and their situation. We get to know the person's network and particular circumstances, including what everyone hopes to achieve.

STAGE 2

ENGAGING

We engage with the person and activate the person's network to commit to helping the person and changing the current situation. We inspire, motivate and cheer lead our clients to do more, be more and have more.

STAGE 3

UNDERSTANDING

We use the science of Behaviour Analysis to gain an understanding of the person at the centre of the situation. We inspire others to believe in themselves as much as we do.

STAGE 4

DELIVERING

We are catalysts for change; our behavioural programmes turn problems into opportunities; re-frame difficulties and create flexible, positive solutions for all involved.

STAGE 5

CELEBRATING

We celebrate the achievements of our clients and end our input when there is a network of people who are committed to continuing to hold themselves and the person to high expectations.

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PERMA ASSESSMENT TOOLS

PERMA-Profiler
(Butler & Kern, 2016)

EPOCH Measure of Adolescent Wellbeing
(Kern et al., 2016)

The Workplace PERMA Profiler
(Kern, 2014)

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TOOL: PERMA-PROFILER
BUTLER & KERN (2016)

- Brief, 23-item measure of PERMA, based on Seligman's model.

- Acceptable psychometric properties across a large, diverse, and international sample.

- Takes 5-10 minutes to complete.

- Can be taken online at www.authentichappiness.org

PERMA-PROFILER: SCORING EXAMPLE
BUTLER & KERN (2016)

Sample Scoring Presentation

In reporting information back to people, we have used a bar graph, providing a person's PERMA Profile:
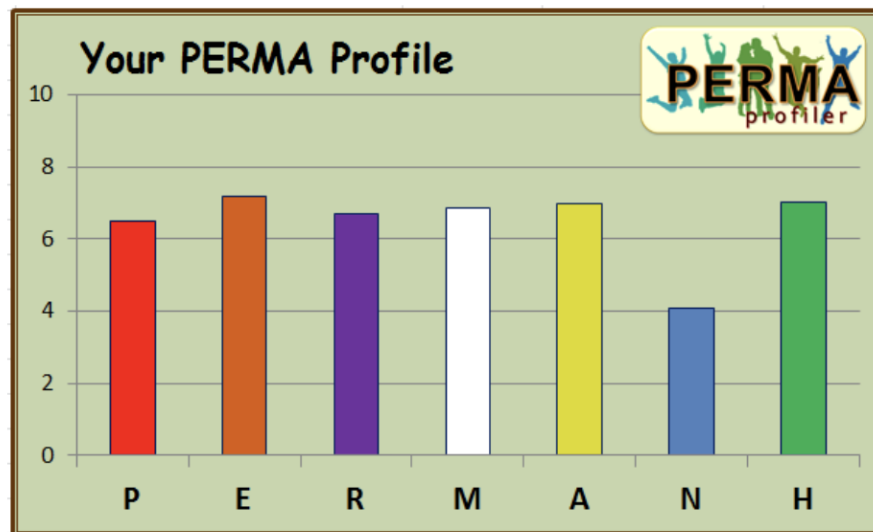
TOOL: EPOCH MEASURE OF ADOLESCENT WELLBEING (KERN ET AL., 2016)

- Adapts the PERMA model for adolescents.

- Brief, 20-item questionnaire.

- Takes approximately 5-minutes to complete.

- Demonstrated adequate psychometric properties.

- Further research needed to further validate the measure, extend to other population groups, and examine how it predicts long-term outcomes.

EPOCH: SCORING EXAMPLE
KERN ET AL. (2016)

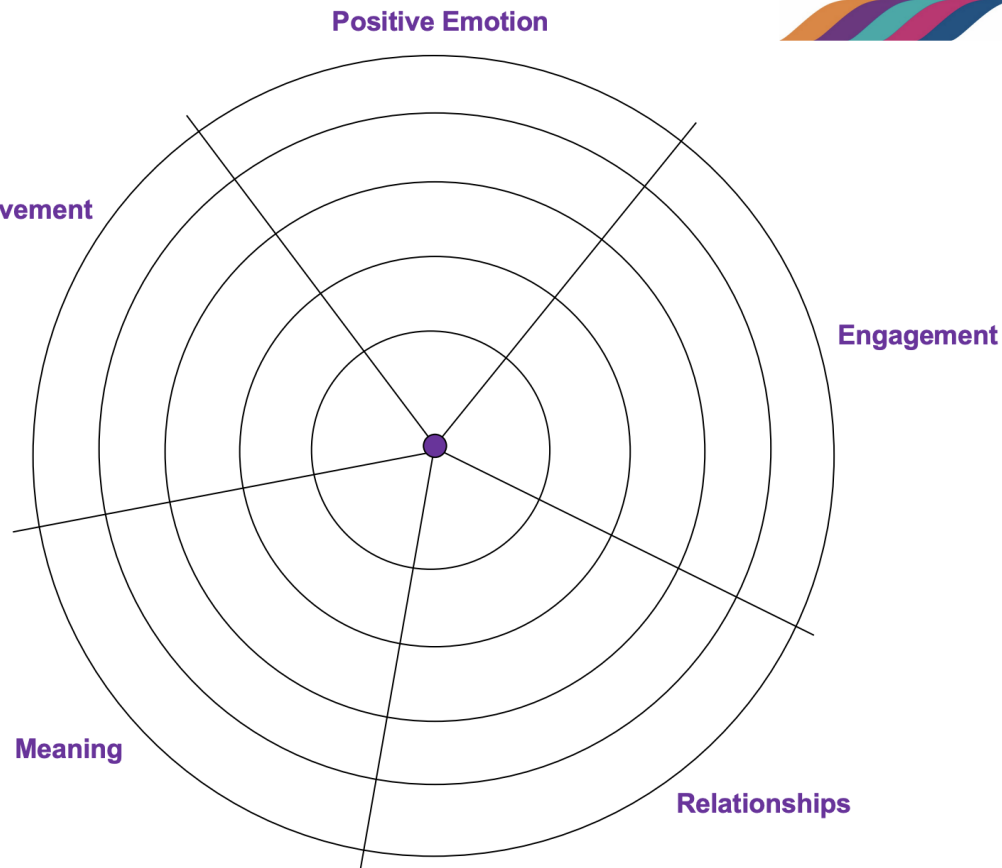Average score on each domain of the EPOCH
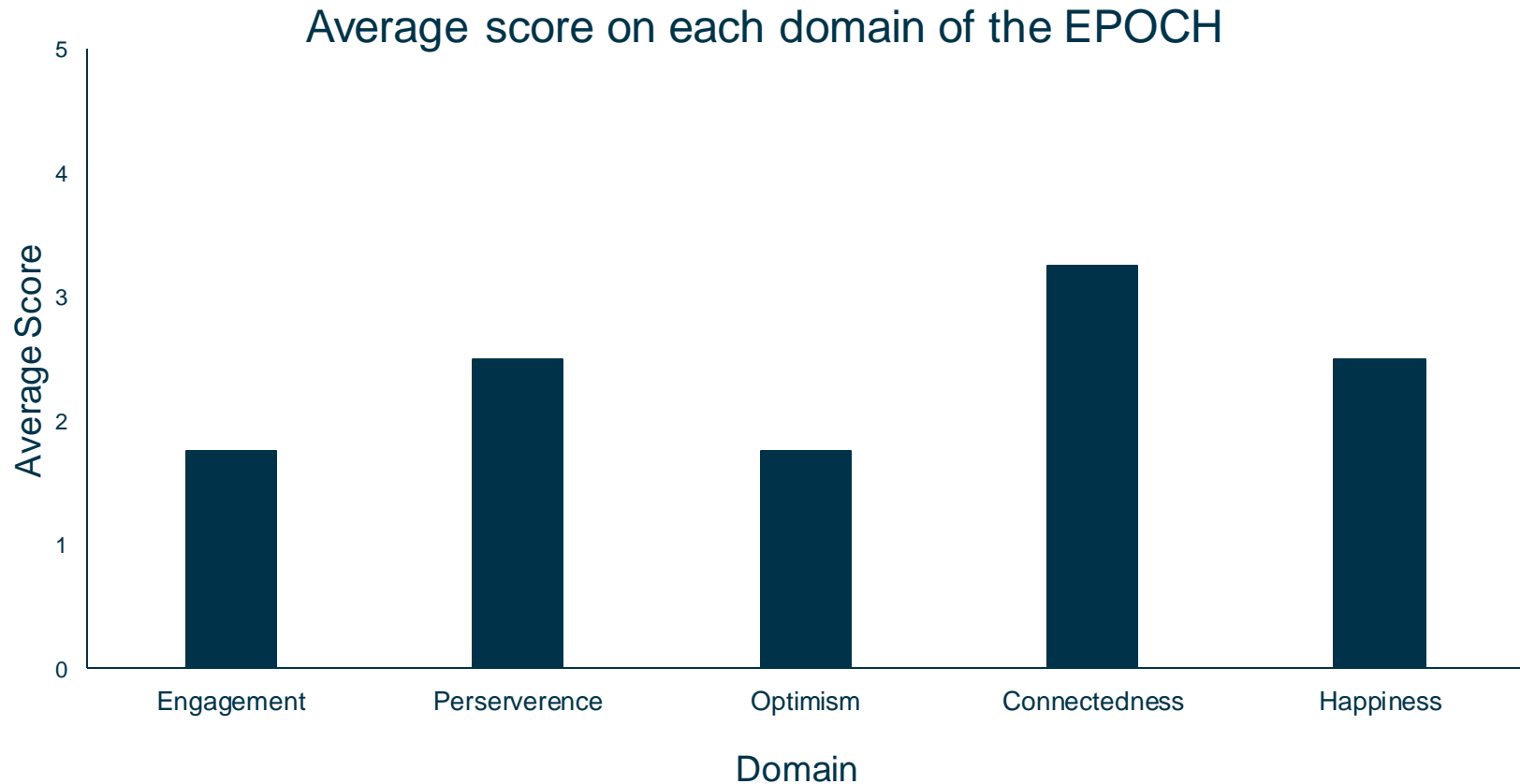
PERMA WHEEL WORKSHEET.
(Print and colour this page based on your reflections on your work and personal life)
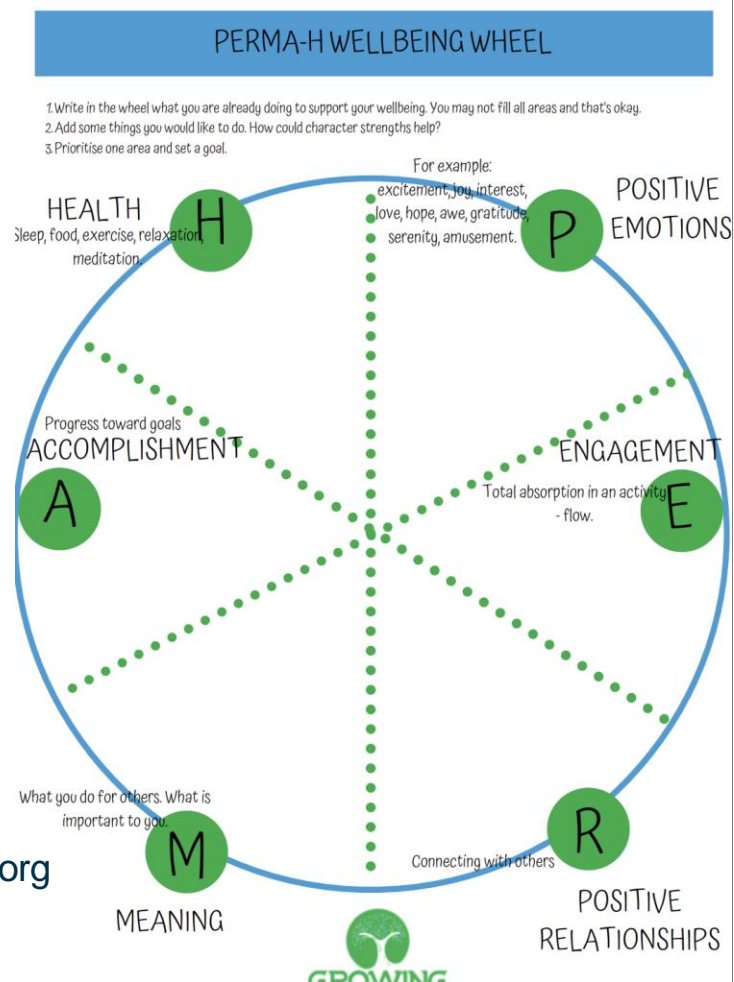
Self-reflection:
- What shape is my work wheel – smooth or uneven?
- Is the wheel small or large?
- How about my personal life wheel?
- When I look at them separately what do I feel and think?
- What's my wheel like when I overlay both colours?
  What could I do in each domain to shape my wheel the way I want it?

If you'd like some support to interpret and work on your wheel, just let us know:
clientservice@dramdiff.com

Positive Emotion

Achievement

Engagement

Meaning

Relationships

Based on the research of Dr Martin Seligmann

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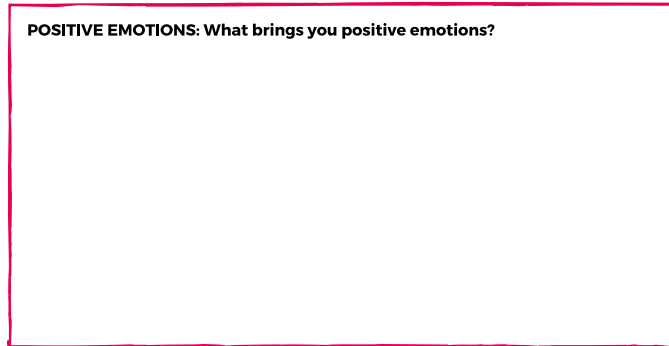
20

OTHER HELPFUL TOOLS

Source: growingstrongminds.org

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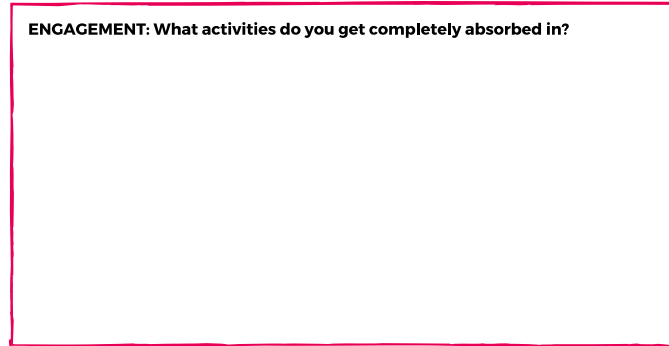
MAP YOUR HAPPY

Use this chart to plot out your sources of positive emotion, engagement, positive relationships, meaning, and accomplishment. What areas are strongest? Where could you add more to really flourish?

POSITIVE EMOTIONS: What brings you positive emotions?

ENGAGEMENT: What activities do you get completely absorbed in?

Source: positivepsychology.com

Happy Session 1: How Happiness Happens

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PERMA AND
PBS PLANS

PERMA AND PBS PLANS

The key focus of PBS is to improve quality of life and work toward personally valued outcomes (Carr, 2007).

Research has identified a gap in the active involvement of clients in their own PBS pathway (Kruger & Northway, 2019; Whemeyer et al., 2004).

The PERMA model provides a potential framework for programming for the individual's values, happiness and wellbeing being at the heart of their PBS Plan.

PERMA Profiles can be included in the proactive and skill teaching sections of our PBS Plans to program for increased quality of life and consequentially, lower levels of behaviour of concern.

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PERMA AND PBS PLANS

PERMA PROFILES

PERMA ACTION PLANS

PBS PLANS & PERMA PROFILES

P – POSITIVE EMOTION

What makes me feel good? Favourite music, TV shows, going out into the community?
How do you know I am experiencing positive emotions? Do I smile or laugh for example?
Do I enjoy reflecting on the good times I have had? Would I like to have a memory or
scrap book to help me reflect positively?

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PBS PLANS & PERMA PROFILES

E – ENGAGEMENT

What activities fully engage me? What activities do I become fully involved in? Do I like puzzles, arts and crafts, or sports? How do I like to spend my time? What other things help me feel engaged? E.g. walking in the garden or nature.

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PBS PLANS & PERMA PROFILES

R – RELATIONSHIPS

Who are the people who are important to me? Who supports me? Why are these people important to me? How can you best support me to stay connected to the people important to me and support me to maintain relationships?

M – MEANING

What gives my life meaning and is in line with my values? What gives me a sense of purpose and belonging? My community? Do I have spiritual or religious needs that I would like support with maintaining?

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PBS PLANS & PERMA PROFILES

A – ACCOMPLISHMENT

What goals do I have that will give me a sense of achievement? What skills can I build? What helps me to feel that I have achieved something? What goals and skills building targets do I have? Can these be made S.M.A.R.T. (Specific, Measurable, Achievable, Realistic, Timely) for my support team to help me achieve them?

PBS PLANS & PERMA ACTIONS PLANS

Assess what you are already doing to build your wellbeing in each PERMA area.

Add some things you would like to do in each area.

Prioritise an area and set a SMART goal.

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PBS PLANS & PERMA ACTIONS PLANS

PERMA Goal:		
Steps:	By when?	By whom?

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MIA: PROFILE & RISKS

Profile and presenting risk:

- Adult female with diagnosis of Autism Spectrum Disorder.

- History of hospital admissions due to low mood, self-harm, and suicide attempts.

- History of home placement breakdowns.

- At point of referral, was in hospital following a 3-month admission.

- Mia asked for help getting back to the community, re-engaging with activities she once enjoyed, building her confidence and self-esteem.

MIA: PBS PLAN

Intervention:

The PERMA model was used alongside other evidence-based behaviour analytic assessments and interventions, namely:

- Functional Behaviour Assessment
- Safety Planning
- BICS-Suicide Prevention Crisis Response Planning
- Building Emotional Literacy and Regulation
- Acceptance and Commitment Therapy
- Social skills training (navigating relationships and conflict)
- Staff training (behavioural skills training, autism, functions of behaviour, PBS)

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MIA: PERMA TOOLS

PERMA Model:

The PERMA Wheel: identifying what fulfills each area for Mia, and what areas she felt required further work.

PERMA action plans: setting SMART goals in areas that Mia felt needed more work.

Activity scheduling: creating a weekly schedule, embedding activities from each of the PERMA areas Mia identified. Tracking PERMA activities per week and reflecting on how number/nature of activities impacted mood and behaviour.

Creating a **PERMA profile**.

MIA: ACTIVITY SCHEDULING

Sample Week (March 2023)

- **Monday:** Psychiatry appointment; Mindful walking
- **Tuesday:** Creative group
- **Wednesday:** Gardening group
- **Thursday:** Laundry; PBS session
- **Friday:** Lunch with Mum; Be creative
- **Saturday:** Visit with parents
- **Sunday:** Concert with friend

MIA: PERMA ACTIVITIES

Figure 1. *Number of PERMA activities completed by "Mia" per day.*

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MIA: PERMA ACTION PLANS

PERMA Goal: To find a volunteering opportunity that I can engage in 2-3 times per week (involving creativity OR animals), that helps me to feel a sense of meaning and accomplishment.

Steps:	By whom?	By when?
Research opportunities	Care coordinator, Mia	May 2023
Shortlist opportunities	Care coordinator, Mia	10th May 2023
Select 2-3 opportunities to apply to	Mia	15th May 2023
Complete online applications	Mia, Support worker	30th May
Submit applications	Mia	1st June
Await response	Mia	1st June – 26th June

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SOCIAL VALIDITY CHECK: MIA'S FEEDBACK

"It is nice to have something to look at to remember all the good things in my life!"

"I have a whiteboard in my room where I list my activities for each day. It feels good when I tick them off!"

"Being creative, doing things that help others, being in nature, achieving small goals, little wins - make me feel good"

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SUMMARY

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QUESTIONS?

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