

Le développement des
compétences psychosociales :
notions clés
et pistes d'action

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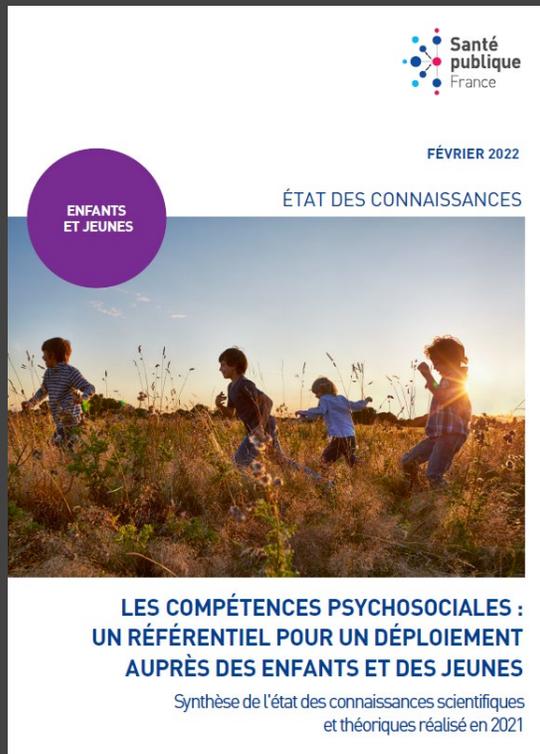
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LES COMPÉTENCES PSYCHOSOCIALES POUR PROMOUVOIR LE BIEN-ETRE A L'ECOLE



« Capacité d'une personne à répondre avec efficacité aux exigences et aux épreuves de la vie quotidienne » (OMS, 1993)

« Les compétences psychosociales sont à considérer comme des outils d'adaptation cognitive, émotionnelle, comportementale permettant à un individu de faire face aux situations de la vie en respectant les autres et en collaborant avec eux » (Fortin, 2009)

Catégories	CPS générales	CPS spécifiques
Compétences cognitives	Avoir conscience de soi	Connaissance de soi (forces et limites, buts, valeurs, discours interne...)
		Savoir penser de façon critique (biais, influences...)
		Capacité d'auto-évaluation positive
		Capacité d'attention à soi (ou pleine conscience)
	Capacité de maîtrise de soi	Capacité à gérer ses impulsions
		Capacité à atteindre ses buts (définition, planification...)
	Prendre des décisions constructives	Capacité à faire des choix responsables
Capacité à résoudre des problèmes de façon créative		
Compétences émotionnelles	Avoir conscience de ses émotions et de son stress	Comprendre les émotions et le stress
		Identifier ses émotions et son stress
	Réguler ses émotions	Exprimer ses émotions de façon positive
		Gérer ses émotions (notamment les émotions difficiles : colère, anxiété, tristesse...)
	Gérer son stress	Réguler son stress au quotidien
		Capacité de coping en situation d'adversité
Compétences sociales	Communiquer de façon constructive	Capacité d'écoute empathique
		Communication efficace (valorisation, formulations claires...)
	Développer des relations constructives	Développer des liens sociaux (aller vers l'autre, entrer en relation, nouer des amitiés...)
		Développer des attitudes et comportements prosociaux (acceptation, collaboration, coopération, entraide...)
	Résoudre des difficultés	Savoir demander de l'aide
		Capacité d'assertivité et de refus
		Résoudre des conflits de façon constructive



FÉVRIER 2022

ÉTAT DES CONNAISSANCES



ENFANTS ET JEUNES

**LES COMPÉTENCES PSYCHOSOCIALES :
UN RÉFÉRENTIEL POUR UN DÉPLOIEMENT
AUPRÈS DES ENFANTS ET DES JEUNES**

Synthèse de l'état des connaissances scientifiques
et théoriques réalisé en 2021

POURQUOI DÉVELOPPER LES COMPÉTENCES PSYCHOSOCIALES ?

- Santé mentale : moins de troubles affectifs et du comportement, meilleure estime de soi et bien-être
- Conduites à risque : moins de consommation de substances (tabac, alcool, drogues), de violence, de harcèlement scolaire
- Réussite éducative : meilleurs résultats, moins d'échec scolaire, meilleurs diplômes, meilleure insertion sociale
- Meilleures relations : famille, école

Programmes ciblés sur les compétences psychosociales

- Sociales
- Cognitives
- Emotionnelles

- Estime de soi
- Attitude envers prof
- Croyances prosociales

Bien s'entendre avec :

- Pairs
- Enseignants

- Violences
- Harcèlement
- Exclusions

Méta-analyses de 213 en contexte scolaire

Group		Outcomes			
		SEL skills	Attitudes	Positive social behavior	Conduct problems
Total sample	ES	0.57*	0.23*	0.24*	0.22*
	CI	0.48 to 0.67	0.16 to 0.30	0.16 to 0.32	0.16 to 0.29
	N	68	106	86	112
Class by Teacher	ES	0.62*	0.23*	0.26*	0.20*
	CI	0.41 to 0.82	0.17 to 0.29	0.15 to 0.38	0.12 to 0.29
	N	40	59	59	53
Class by Nonschool Personnel	ES	0.87*	0.14*	0.23	0.17*
	CI	0.58 to 1.16	0.02 to 0.25	-0.04 to 0.50	0.02 to 0.33
	N	21	18	11	16
Multicomponent	ES	0.12	0.23*	0.19	0.26*
	CI	-0.35 to 0.60	0.15 to 0.31	-0.02 to 0.39	0.17 to 0.34
	N	7	26	16	43

* $p \leq .05$.

Bénéfices sur les CPS et sur le climat scolaire

Des effets spécifiques selon le type d'intervenant

- Sociales
 - Cognitives
 - Emotionnelles
- Estime de soi
 - Attitude envers prof
 - Croyances prosociales
- Bien s'entendre avec :
- Pairs
 - Enseignants
- Violences
 - Harcèlement
 - Exclusions

Méta-analyses de 213 études à l'école

SEL skills Attitudes Positive social behavior Conduct problems

Outcomes

Group					
Total sample	ES	0.57*	0.23*	0.24*	0.22*
	CI	0.48 to 0.67	0.16 to 0.30	0.16 to 0.32	0.16 to 0.29
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	CI	-0.35 to 0.60	0.15 to 0.31	-0.02 to 0.39	0.17 to 0.34
	N	7	26	16	43

* $p \leq .05$.

L'argument concernant les effets sur les résultats scolaires

- Sociales
- Cognitives
- Emotionnelles

Bénéfices sur les CPS, la santé mentale et les résultats scolaires

Confidence Intervals at Post for Total Sample and Each Intervention Format

Méta-analyses de 213 études à l'école

		Outcomes		
		SEL skills	Emotional distress	Academic performance
Group Total sample	ES	0.57*	0.24*	0.27*
	CI	0.48 to 0.67	0.14 to 0.35	0.15 to 0.39
	N	68	49	35
Class by Teacher	ES	0.62*	0.25*	0.34*
	CI	0.41 to 0.82	0.08 to 0.43	0.16 to 0.52
	N	40	20	10
Class by Nonschool Personnel	ES	0.87*	0.21	0.12
	CI	0.58 to 1.16	-0.01 to 0.43	-0.19 to 0.43
	N	21	14	3
Multicomponent	ES	0.12	0.27*	0.26*
	CI	-0.35 to 0.60	0.07 to 0.47	0.16 to 0.36
	N	7	15	22

* $p \leq .05$.

CASEL (Collaborative to Advance Social and Emotional Learning)

Des effets à long terme pour des interventions développées dans la

Méta-analyse Durlak et al., 2011 (N > 270 000 élèves)

Programmes d'une durée moyenne de 40 séances

Effets sur :

- estime de soi
- relations positives avec les pairs et les enseignants
- réduction des symptômes de stress, d'anxiété et de dépression
- résultats scolaires

Méta-analyse Taylor et al., 2017 (N > 90 000 élèves)

Effets maintenus sur le long terme (6 mois à 4 ans après l'intervention) :

- estime de soi
- relations positives
- réduction du stress, de l'anxiété, de la dépression
- résultats scolaires

Une attention particulière aux conditions de mise en œuvre

Méta-analyse Wiglesworth et al. (2016)

- Importance de la **formation approfondie** des professionnels, avec une **explicitation des mécanismes** ciblés par l'intervention et **un suivi** des professionnels pendant la mise en œuvre du programme sur le terrain
- Importance de **l'adaptation culturelle** des programmes pour permettre de maintenir l'efficacité dans un autre contexte (favorise une meilleure adhésion au programme par les intervenants et une meilleure acceptabilité du programme par les participants)

COMMENT DÉVELOPPER LES COMPÉTENCES PSYCHOSOCIALES

1. Apprentissage social et modalités pédagogiques
2. Ateliers compétences psychosociales
3. Pratiques de développement transversal

Importance de la recherche translationnelle en éducation

Note du CSEN



**CONSEIL
SCIENTIFIQUE
DE L'ÉDUCATION
NATIONALE**

**POUR L'ÉCOLE
DE LA CONFIANCE**

1. Apprentissage social et modalités pédagogiques

Exemple : Programme ProMoBE Promouvoir la Motivation des élèves et le Bien-Etre à l'école

(Tessier, Imbert, & Shankland, 2019)
Pour l'ensemble des équipes éducatives

<https://promobe.univ-grenoble-alpes.fr/fr>

Programme de la formation

1. Motivation

Soutien des besoins psychologiques fondamentaux et compréhension des leviers de motivation

2. Comprendre pour agir sur les émotions

Qu'est-ce que l'émotion

Comment fonctionnent les processus émotionnels

Comment réguler ses émotions et aider les élèves à réguler leurs émotions

3. Les pratiques de l'attention

Effets de l'entraînement à la pleine conscience sur la régulation émotionnelle

3. Jeu de rôle

Animation de pratiques

4. Interventions brèves validées

Force personnelles, orientation de l'attention, bienveillance dans la relation

5. Conception d'une séquence

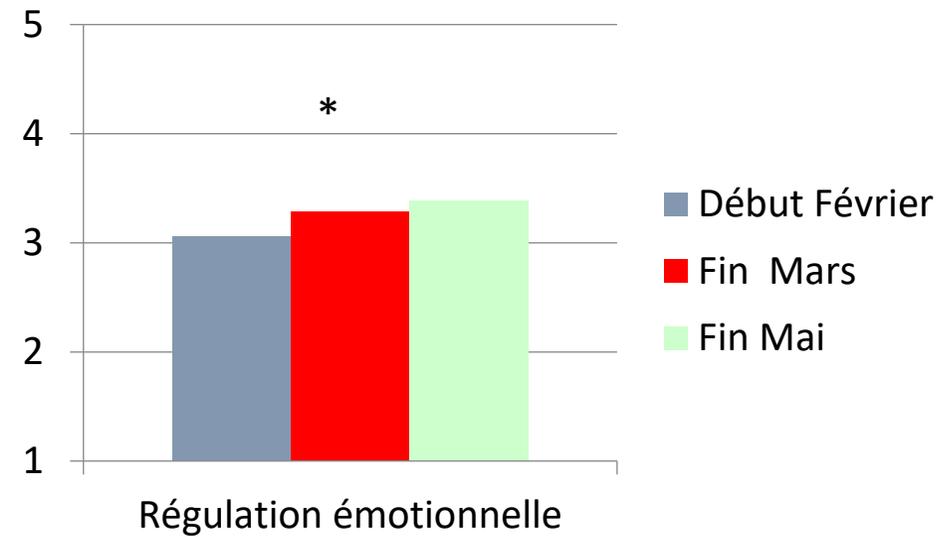
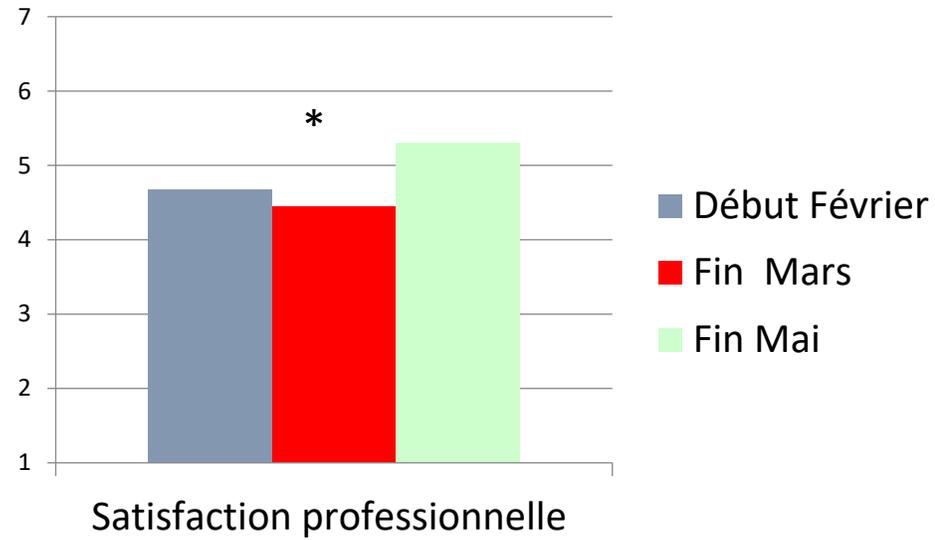
Intégrant des pratiques de régulation des émotions

Travail en sous-groupe

Partage en grand groupe

Synthèse centrée solution

Résultats de la formation sur les enseignants



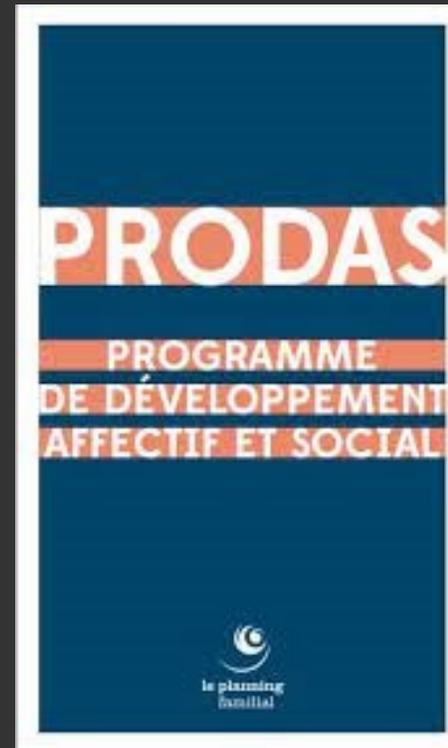
- Amélioration de la satisfaction et de la régulation émotionnelle

2. Ateliers compétences psychosociales adaptés aux différents âges

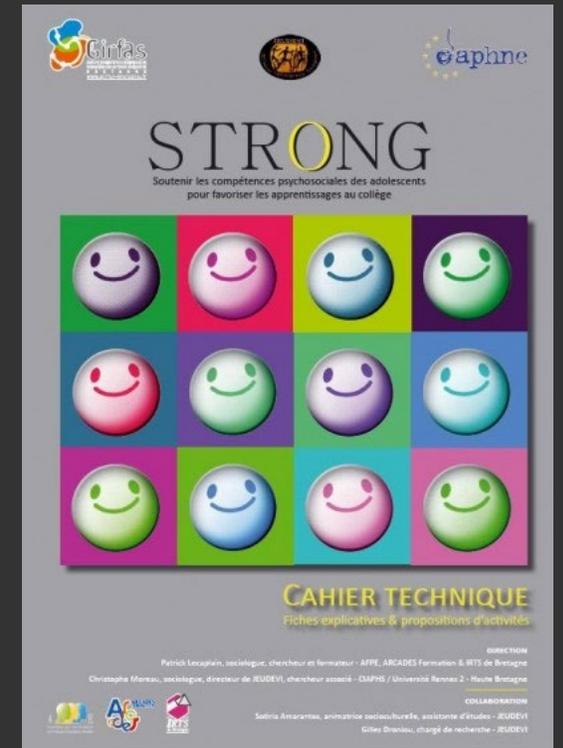


DES PROGRAMMES AYANT FAIT LA PREUVE DE LEUR EFFICACITE EN FRANCE

PRODAS



STRONG*



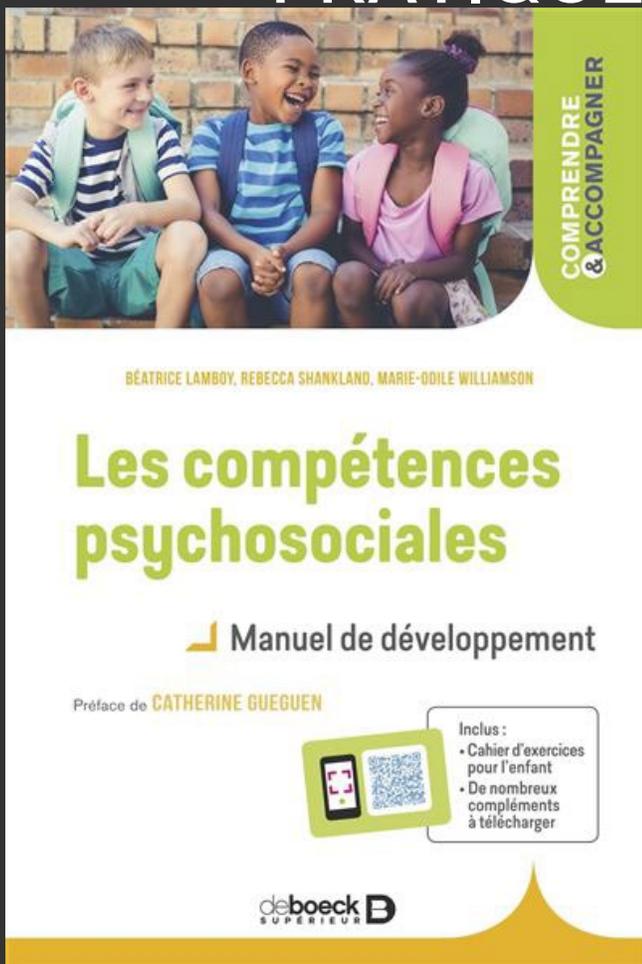
UNPLUGGED**



*IREPS Pays de la Loire

**Observatoire territorial des Conduites à Risque de l'Adolescent, MSH Alpes

EXEMPLES D'EXERCICES PRATIQUES



Pour identifier et comprendre les émotions

Voici 10 situations qui peuvent déclencher des émotions. Lis chacune d'entre elle, puis essaie d'imaginer l'émotion que pourrait ressentir la personne de l'histoire.

Situation	Émotion possible
<u>Histoire N°1 (Noé)</u> : « Je suis tout seul à la maison. Je ne sais pas quand maman va rentrer. J'entends du bruit et je ne sais pas ce que c'est. »	Peux-tu deviner comment se sent Noé ?
<u>Histoire N°2 (Jade)</u> : « J'avais des difficultés en mathématiques avant, mais maintenant le voisin vient m'aider à réviser mes leçons. Avant, j'étais très nerveuse pour les évaluations, mais plus maintenant. En fait, maintenant, j'aime bien faire des évaluations pour me montrer à moi-même tout ce que j'ai appris. »	Peux-tu deviner comment se sent Jade ?
<u>Histoire N°3 (Zoé)</u> : « Je devais aller aujourd'hui à une compétition de gymnastique. Je m'entraîne sur la poutre depuis trois mois ! Mais hier je suis tombée de vélo et je me suis fait mal à la jambe. Je vais manquer la compétition ! »	Peux-tu deviner comment se sent Zoé ?
<u>Histoire N°4 (Nino)</u> : « Je viens d'emménager dans un nouveau quartier. J'ai fait un tour de vélo pour me faire des amis. J'allais m'arrêter pour parler à des enfants de mon âge, lorsque j'ai heurté un caillou et je suis tombé de vélo. »	Peux-tu deviner comment se sent Nino ?
<u>Histoire N°5 (Inès)</u> : « Avant, mes parents et moi, nous nous disputions beaucoup, mais nous avons participé à des ateliers en groupe pour apprendre à mieux nous entendre. Maintenant, nous faisons plein de choses ensemble, et nous nous entendons beaucoup mieux. »	Peux-tu deviner comment se sent Inès ?
<u>Histoire N°6 (Maya)</u> : « Je vis avec ma maman. Quelquefois, je vais chez mon papa le week-end. Il me manque beaucoup parce que je ne le vois pas souvent. Je devais le voir le week-end dernier, mais il n'a pas pu venir me chercher. »	Peux-tu deviner comment se sent Maya ?



SCHOLAVIE



OTCRA

OPSP



PE.A.C.E.
indiquer l'attention



Se retrouver en classe, recréer du lien et construire l'après !



Mallette CPS DECONFINEMENT Covid'Ailes

Reprendre son envol après le confinement

COVIDAILES
Mallette CPS Déconfinement

Impulsée et coordonnée
par l'Association



ESSENSi Ailes

Education, compétences de vie
& promotion de la santé

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[CPS](#) ▾

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[Mur de gratitude](#)

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Pour faire face à la crise
covidailles.fr

TÉLÉCHARGEMENTS des kits

au 10 sept 2020

3 0 3 6

Equipe éducative

3 1 2 8

Maternelle

4 1 6 7

Élémentaire

2 4 3 4

Secondaire

1 7 2 9

Pratiques de l'attention

9 1 1

Parents

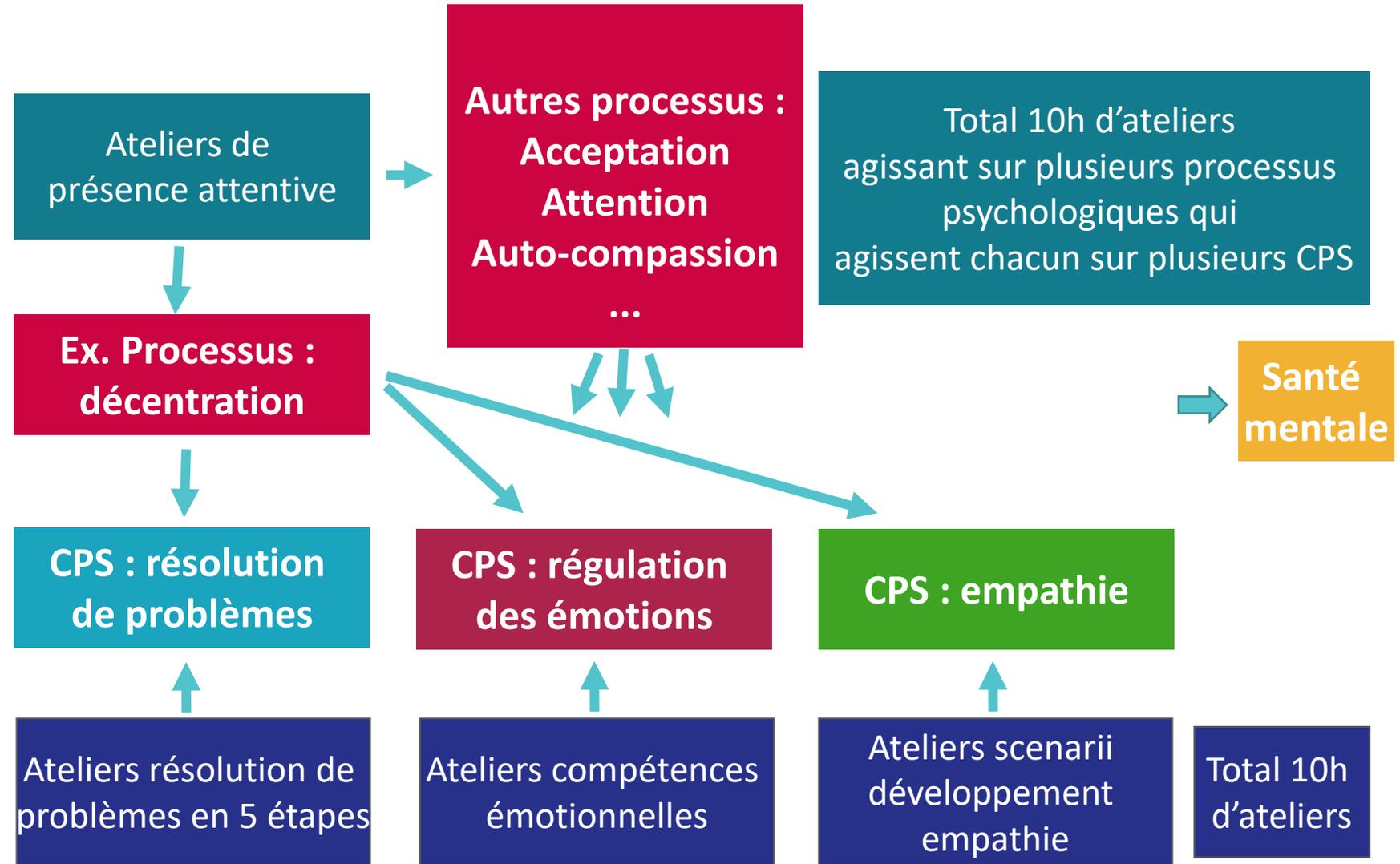


TOTAL

1 5 4 0 5

3. Développement des compétences psychosociales de manière transversale

(Lamboy, Shankland, & Cardoso, 2016)



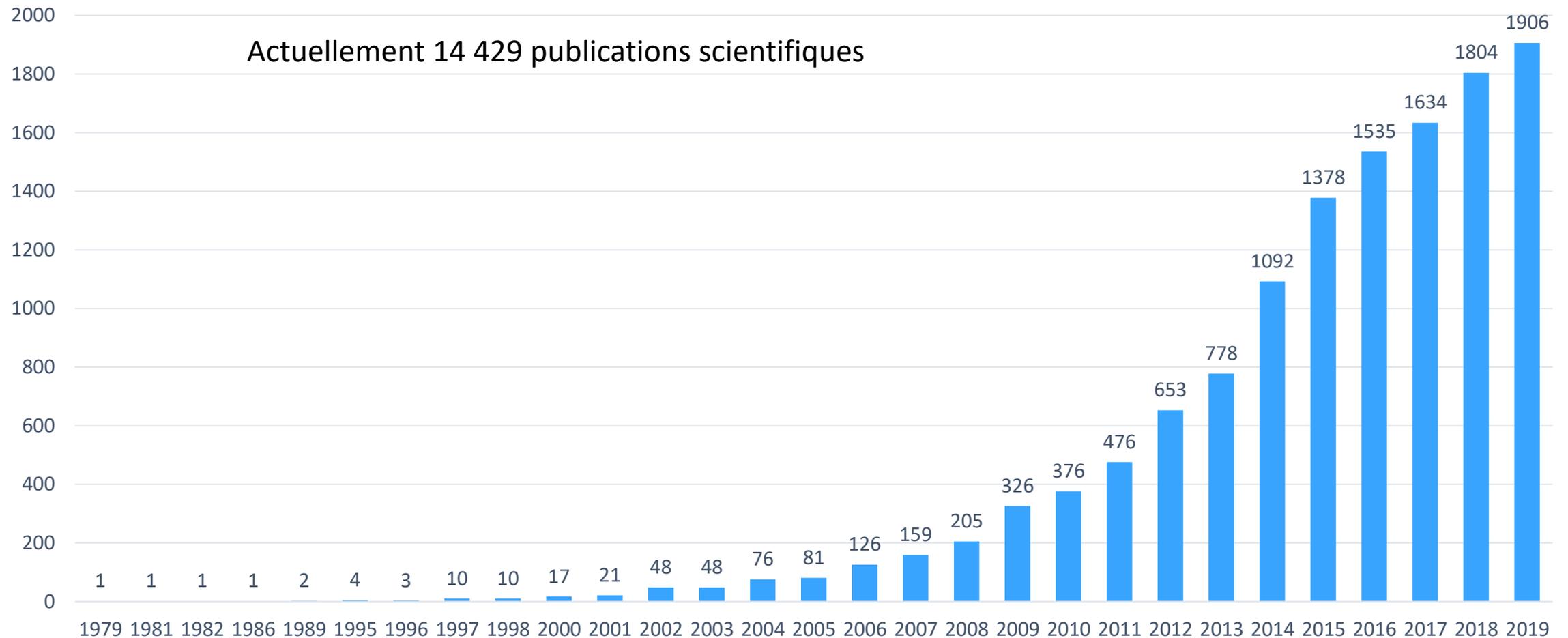
PRESENCE ATTENTIVE / PLEINE CONSCIENCE

La pleine conscience est un « état qui résulte du fait de porter son attention, de manière intentionnelle, au moment présent, sans jugement, sur l'expérience qui se déploie, instant après instant »

Kabat-Zinn, 2003



Nombre de publications sur la Mindfulness par an



De nombreuses méta-analyses



Review
Mindfulness
A meta-analysis
Bassam Khoury

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Mindfulness-based
Mindfulness-based
Non-clinical

Introduction

Stress is a global health concern that can negatively impact physical health. It is associated with muscle tension, insomnia, and other health problems. In the last few years, there has been a growing interest in stress management techniques, and mindfulness-based interventions have emerged as a promising approach.

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Review

Mindfulness-based interventions for psychiatric disorders: A systematic review and meta-analysis

Simon B. Goldberg^{a,b,c,d,e}, Raymond P. Tucker^d, Preston A. Greene^b, Richard J. Davidson^{b,c}, Bruce E. Wampold^{d,f}, David J. Kearney^g, Tracy L. Simpson^{h,i}

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HIGHLIGHTS

- We examined the relative efficacy of mindfulness-based interventions on clinical symptoms of psychiatric disorders.
- 142 randomized clinical trials were included (N = 12,005 participants). Control conditions were coded on a five-tier system.
- At post-treatment, mindfulness interventions were equivalent to evidence-based treatments and superior to other comparators.
- At follow-up, mindfulness interventions were equivalent to minimal and evidence-based treatments and superior to others.
- The most consistent evidence for mindfulness-based interventions was seen for depression, pain, smoking, and addictions.

ARTICLE INFO

Keywords:
Mindfulness
Meta-analysis
Psychiatric disorders
Relative efficacy
Evidence-based treatments

ABSTRACT

Despite widespread scientific and popular interest in mindfulness-based interventions, questions regarding the empirical status of these treatments remain. We sought to examine the efficacy of mindfulness-based interventions for clinical populations on disorder-specific symptoms. To address the question of relative efficacy, we coded the strength of the comparison group into five categories: no treatment, minimal treatment, non-specific active control, specific active control, and evidence-based treatment. A total of 142 non-overlapping samples and 12,005 participants were included. At post-treatment, mindfulness-based interventions were superior to no treatment ($d = 0.55$), minimal treatment ($d = 0.37$), non-specific active controls ($d = 0.25$), and specific active controls ($d = 0.23$). Mindfulness conditions did not differ from evidence-based treatments ($d = -0.004$). At follow-up, mindfulness-based interventions were superior to no treatment conditions ($d = 0.50$), non-specific active controls ($d = 0.52$), and specific active controls ($d = 0.20$). Mindfulness conditions did not differ from minimal treatment conditions ($d = 0.30$) and evidence-based treatments ($d = 0.09$). Effects on specific disorder subgroups showed the most consistent evidence in support of mindfulness for depression, pain conditions, smoking, and addictive disorders. Results support the notion that mindfulness-based interventions hold promise as evidence-based treatments.

1. Introduction

Mindfulness-based interventions have experienced a marked increase in scientific and popular interest in the past two decades. Recent commentaries have, however, raised questions regarding the evidence base for this family of therapies. Farias, Wikholm, and Delmonico (2016)

voiced several concerns, particularly the use of non-active control conditions (i.e., waitlist controls) in randomized clinical trials (RCTs) of mindfulness therapies along with a lack of specificity regarding outcomes that these treatments may or may not impact. Others have questioned the degree to which selective reporting of results may introduce systematic bias into the literature, thereby overestimating the

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Mindfulness-based interventions in schools and meta-analysis

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Mindfulness programs for schools are popular. We regarding the effects of school-based mindfulness outcomes, using a comprehensive search strategy unpublished studies. Systematic searches in 12/12/2012. Further studies were identified via hand searches independently extracted the data, also programs (elements, structure etc.), feasibility, and identified, of which 13 were published. Nineteen 1348 students were instructed in mindfulness, with grade 1 to 12. Overall effect sizes were Hedge's g within groups ($p < 0.0001$). Between group effect performance $g = 0.80$, stress $g = 0.39$, resilience problems $g = 0.19$ third person ratings $g = 0.25$. It interventions in children and youths hold promise cognitive performance and resilience to stress. High variety in implementation and exercises, and wide careful and differentiated examination of data. The field is underpowered, and measuring effects of Mindfulness. The field is nascent and recommendations will be research of these interventions may proceed.

Keywords: mindfulness, children, meta-analysis, systematic review

1. Introduction

Use of Mindfulness-Based Interventions (MBIs) has rising popularity in the last few years, both in research and practice. Mindfulness can be defined as the psychological by willfully present with one's experiences, with an attitude of accepting attitude, engendering a warm and calm and curiosity (Kabat-Zinn, 2005). Mindfulness, derived from eastern traditions and Buddhist psychology, can be cultivated by various techniques (e.g., Wallach and Shapiro, 2006). Formally, it is trained in practices such as sitting meditation, or physical practices such as yoga or tai chi. These techniques help steady the mind and attention, while also increasing awareness of the present moment using an "anchor," for instance, the mind drifts away, the focus is gently brought back to the present moment experience. The practitioner tries to observe his or her experience of the present moment or modifying it.

In several reviews a wide range of orders for various disorders (e.g., Piet and colleagues, 2011; Piet and colleagues, 2011). In addition, an interesting aspect of MBIs is their potential preventive and health promoting capacity in non-clinical populations: reducing stress, increasing well-being and strengthening immune

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Schizophrenia Research

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Review

Mindfulness interventions for psychosis: A meta-analysis

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Schizophrenia

ABSTRACT

Background: An increasing number of mindfulness interventions are being used with individuals with psychosis or schizophrenia, but no known meta-analysis has investigated their effectiveness. Objective: To evaluate the efficacy of mindfulness interventions for psychosis or schizophrenia, we conducted an effect-size analysis of initial studies. Data sources: A systematic review of studies published in journals or in dissertations in PubMed, PsycINFO or MedLine from the first available date until July 25, 2013. Review methods: A total of 13 studies (n = 488) were included. Results: Effect-size estimates suggested that mindfulness interventions are moderately effective in pre-post analyses (n = 12; Hedge's $g = .52$). When compared with a control group, we found a smaller effect size (n = 7; Hedge's $g = .41$). The obtained results were maintained at follow-up when data were available (n = 6; Hedge's $g = .55$, $p = .08$). Results suggested higher effects on negative symptoms compared with positive ones. When combined together, mindfulness, acceptance, and compassion strongly moderated the clinical effect size. However, heterogeneity was significant among the trials, probably due to the diversity of interventions included and outcomes assessed. Conclusion: Mindfulness interventions are moderately effective in treating negative symptoms and can be useful adjunct to pharmacotherapy; however, more research is warranted to identify the most effective elements of mindfulness interventions.

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1. Introduction

Mindfulness has its roots in eastern contemplative traditions and is often associated with the formal practice of insight meditation known as Vipassana. However, operational definitions of mindfulness include multiple dimensions, both cognitive and affective ones, including self-regulation of attention, decentering, awareness of sensations, thoughts, and emotions, openness and acceptance of all inner-experiences with calmness, non-reactivity and non-judgment, as well as other perceptual and cognitive aspects such as observing and describing (Brown and Ryan, 2003; Baer et al., 2004; Lau et al., 2006; Walach et al., 2006; Feldman et al., 2007; Baer et al., 2008; Cardaciotto et al., 2008; Chadwick et al., 2008). Furthermore, Davidson (2010) suggested that mindfulness includes equanimity, kindness, and compassion. This diversity in defining, describing, and measuring the different aspects of mindfulness is also portrayed in mindfulness interventions. While some interventions concentrated on the awareness and attention aspects of mindfulness (e.g., meditation-based practices), others focused

on acceptance and detachment (e.g., acceptance-based practices) or on kindness and compassion (e.g., compassion-focused therapy or loving-kindness meditation). This family of mindfulness interventions is often being referred as the "third wave" of cognitive-behavioral interventions, in contrast to the first wave that concentrated on classical conditioning and operant learning and the second wave, which focused more on information processing and cognition (Hayes, 2004). Even though the third wave interventions can be perceived as different in terms of the techniques used, they all aim at regulating negative emotions by increasing the willingness of embracing present experiences in the moment, whether negative or positive, rather than automatically avoiding or suppressing them.

Developing mindfulness qualities (i.e., presence in the moment, acceptance, detachment, non-reactivity, non-judgment, and compassion) can be particularly helpful in alleviating the distress associated with psychosis rather than focusing solely on controlling psychotic symptoms such as voices, images, and paranoid intrusions (Chadwick et al., 1996). Naturalistic studies of individuals coping with psychosis suggest the benefits of taking an accepting and mindful stance toward psychotic symptoms (Rosenau and Escher, 1989; Vilardaga et al., 2013). In fact, mindfulness based interventions focus primarily on how people relate with and respond to their psychotic experiences rather than identifying and directly challenging thoughts and beliefs about these experiences

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Améliore la santé physique et mentale

Mindfulness, Protective Factors, Psychological Distress, and COVID-19

Ciro Conversano¹, Mariargia Di Angelo Gemignani² and Grazia...

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² Department of Clinical and Experimental Medicine, University of Palermo, Palermo, Italy

Objective: Mindfulness disposition prevents emotional distress in the key role of mindfulness disposition, distress consequent to COVID-19.

Methods: An online survey was conducted by April 6, 2020. Socio-demographic, quarantining were assessed together with dispositional, multivariate linear regression of predictive factors on psychological distress during the early days of lockdown, relationship between mindfulness and psychological distress.

Results: Multivariate linear regression analysis showed that mindfulness was the best predictor of psychological distress ($p < 0.0001$). High negative correlation and the overall Global Severity Index associations were found between mindfulness and psychological distress.

Discussion: Findings showed that mindfulness-based mental training could be helpful in dealing with stress and post-traumatic psychopathological disorders.

Keywords: mindfulness, COVID-19, pandemic, mental health, stress, psychological distress

Stay Mindful and Mindfulness Neutralizes Stressors on Work Sleep Duration

Michelle Xue Zheng¹, Theodore Charles Noriko Tari² and Jayanth Narayanan³

¹ Department of Organizational Behavior and Human Resources, Tsinghua University, Beijing, China, ² NUS Business School, Singapore, Singapore, ³ NUS Business School, Singapore, Singapore

Objective: We examine whether mindfulness can help employees' sleep duration and work stressors on work sleep duration in Wuhan, China during the early days of the COVID-19 pandemic.

Methods: We conducted a 10-day diary study in Wuhan, China during the early days of the COVID-19 pandemic. We collected data on mindfulness, stressors, and sleep duration.

Results: Mindfulness was found to be associated with longer sleep duration and lower stressors. Mindfulness also mediated the relationship between stressors and sleep duration.

Keywords: mindfulness, COVID-19, stress, sleep, work



Preventive Medicine Reports 20 (2020) 100246

Mindfulness and engagement in COVID-19 preventive behavior

Ilana Halilwa¹, Jerin Lee², Jenna Wilson³, Natalie J. Shook⁴

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ARTICLE INFO

Keywords: COVID-19, Mindfulness, Preventive health behavior, Social distancing

ABSTRACT

The novel coronavirus disease 2019 (COVID-19) pandemic represents a significant risk to population health. Health organizations worldwide have recommended numerous preventive health behaviors to slow the spread of COVID-19. Yet, considerable variability exists in individual-level adherence to these recommendations. Mindfulness has been associated with greater engagement in health-promotive behavior (e.g., physical activity, healthy eating), and may serve as an individual difference factor that encourages adherence. However, no study to date has examined the extent to which mindfulness is associated with preventive health behaviors during a global pandemic. The purpose of the present study was to assess the relations between mindfulness and recommended preventive health behaviors for COVID-19 in a national U.S. sample ($N = 303$, $M_{age} = 41.47$ years, range: 19–84, 50.2% female) completed an online survey via Amazon's Mechanical Turk from April 24 to 15th, 2020, including measures of mindfulness and frequency of avoiding coughing one's face, handwashing, disinfecting/cleaning frequently used surfaces, social distancing, and self-quarantining. Personality, health risk, and demographic factors were also assessed to test the unique association between mindfulness and preventive health behaviors. Mindfulness was significantly correlated with greater engagement in all of the COVID-19 preventive health behaviors. However, when accounting for demographics, health risk, and personality, mindfulness was only uniquely associated with engagement in social distancing. The research highlights mindfulness as an individual-level characteristic associated with engagement in COVID-19 preventive health behavior and may inform future prevention efforts aimed at improving adherence to recommendations for curbing the spread of infectious disease.

1. Introduction

The novel coronavirus disease 2019 (COVID-19) represents a significant population health threat. As of October 7, 2020, there were 25,970,260 diagnosed cases and 1,032,109 deaths globally (Johns Hopkins University, 2020). With no current vaccine, behavior change is the primary means of reducing viral spread. Health organizations have recommended several preventive health behaviors (e.g., handwashing, social distancing; Centers for Disease Control and Prevention, 2020). Despite national-level measures taken to encourage the adoption of such behavior (e.g., closing non-essential businesses, stay-at-home orders), variability remains in individual-level adherence to COVID-19 preventive health behaviors. In order to develop strategies to encourage behavior change and curb the pandemic, it is crucial to identify modifiable determinants of adherence to preventive health behaviors. Mindfulness, or non-judgmental attention to and awareness of internal and external experiences as they occur (Kabat-Zinn, 2003), may be one such factor. Individuals reliably differ in propensity to be mindful on a regular basis (i.e., dispositional mindfulness; Baer et al., 2006). However, a state of mindfulness can also be cultivated through practice, which over time increases dispositional mindfulness (Davidson et al., 2015). Greater mindfulness is associated with health-promotive behaviors, such as better diet (Fanning et al., 2018), more physical activity (Bohlers and David Berg, 2018), and smoking cessation (Dreyer et al., 2013). These patterns may extend to the context of infectious disease. Greater mindfulness has been associated with less risky sexual behavior among those at risk for sexually transmitted infections (Bohlers and David Berg, 2019) and greater antiretroviral medication adherence among individuals with HIV (Herrington et al., 2018). As such, mindfulness may also be associated with greater engagement in COVID-19 preventive health behaviors. However, no study to date has examined this connection.

The present study sought to assess the relations between mindfulness and COVID-19 preventive health behaviors. As a number of personality,

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Available online 25 November 2020
2211-335X/© 2020 The Author. Published by Elsevier Inc. This is an open access article under the CC BY-NC-ND license (http://creativecommons.org/licenses/by-nc-nd/4.0/).



Positive Impact of Mindfulness Meditation on Mental Health of Female Teachers during the COVID-19 Outbreak in Italy

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Received: 28 July 2020; Accepted: 2 September 2020; Published: 4 September 2020

Abstract: The Covid-19 pandemic and subsequent public health measures were shown to impact negatively on people's mental health. In particular, women were reported to be at higher risk than men of developing symptoms of stress/anxiety/depression, and resilience was considered a key factor for positive mental health outcomes. In the present study, a sample of Italian female teachers ($n = 46$, age: 51.5 ± 7.9 years) was assessed with self-report instruments one month before and one month after the start of the Covid-19 lockdown: mindfulness skills, empathy, personality profiles, interoceptive awareness, psychological well-being, emotional distress and burnout levels were measured. Meanwhile, they received an 8-week Mindfulness Oriented Meditation (MOM) course, through two group meetings and six individual video lessons. Based on baseline personality profiles, analyses of variance were performed in a low-resilience (LR, $n = 32$) and a high-resilience (HR, $n = 26$) group. The LR and HR groups differed at baseline in most of the self-report measures. Post-MOM significant improvements were found in low-resilience individuals in terms of empathy, emotional exhaustion, psychological well-being, interoceptive awareness, character traits and mindfulness levels. Improvements in depression and psychological well-being were higher in the LR vs. HR group. We conclude that mindfulness-based training can effectively mitigate the psychological negative consequences of the Covid-19 outbreak, helping in particular to restore well-being in the most vulnerable individuals.

Keywords: COVID-19; longitudinal study; mindfulness meditation; resilience; school teachers; self-reports; women's mental health

1. Introduction

The Italian population has recently experienced the first nationwide lockdown of the 21st century due to the Covid-19 infectious disease. After the Covid-19 outbreak in China in December 2019, the epidemic moved to the European region and was declared a pandemic by the WHO on 11 March 2020 [1], when Italy was the worst affected country outside China and was soon becoming the center of the virus spread. City and regional lockdowns in Italy had already started in February, but the nationwide lockdown started on 9 March 2020, with an estimated 56 million people ordered to remain at home: bars, restaurants, schools and churches were closed and only essential services were permitted (e.g., vital health care, food stores, electricity/gas/water/fuel suppliers, garbage collection).

Int. J. Environ. Res. Public Health 2020, 17, 6400; doi:10.3389/ijerph17166400

www.mdpi.com/journal/ijerph

https://doi.org/10.3389/ijerph17166400

Frontiers in Psychology | www.frontiersin.org

COVID-19: Based Approaches for Mental Health Crisis

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¹ College of Health, Medicine and Life Sciences, Brunel University, Uxbridge, Middlesex, UK, ² Department of Psychology, Brunel University, Uxbridge, Middlesex, UK, ³ Department of Psychology, Brunel University, Uxbridge, Middlesex, UK

The COVID-19 pandemic that first emerged in Wuhan, China, in Nov-Dec 2019, has become a global health crisis. Governments have implemented various measures such as quarantines and social distancing measures in 2020, many to mitigate the spread of the virus, their impact on the mental health of the population have been significant. The impact of the mitigation measures on mental health pandemic, including anxiety, depression, panic disorder, stress symptoms, psychosis, addiction, obsessive-compulsive disorder, etc. are present acute (for example, due to fear of losing loved ones, effects of quarantine/isolation, withdrawal of services, etc.) and may continue long after the pandemic is over (bereavement, unemployment, financial losses, etc.). The COVID-19 pandemic has worsened the symptoms in those with pre-existing psychiatric disorders, the global effort is called for to deal with this mental health crisis, the global effort is called for to deal with this mental health crisis, the global effort is called for to deal with this mental health crisis.

Keywords: COVID-19, mental health, mindfulness, depression, anxiety, PTSD, psychosis, coping

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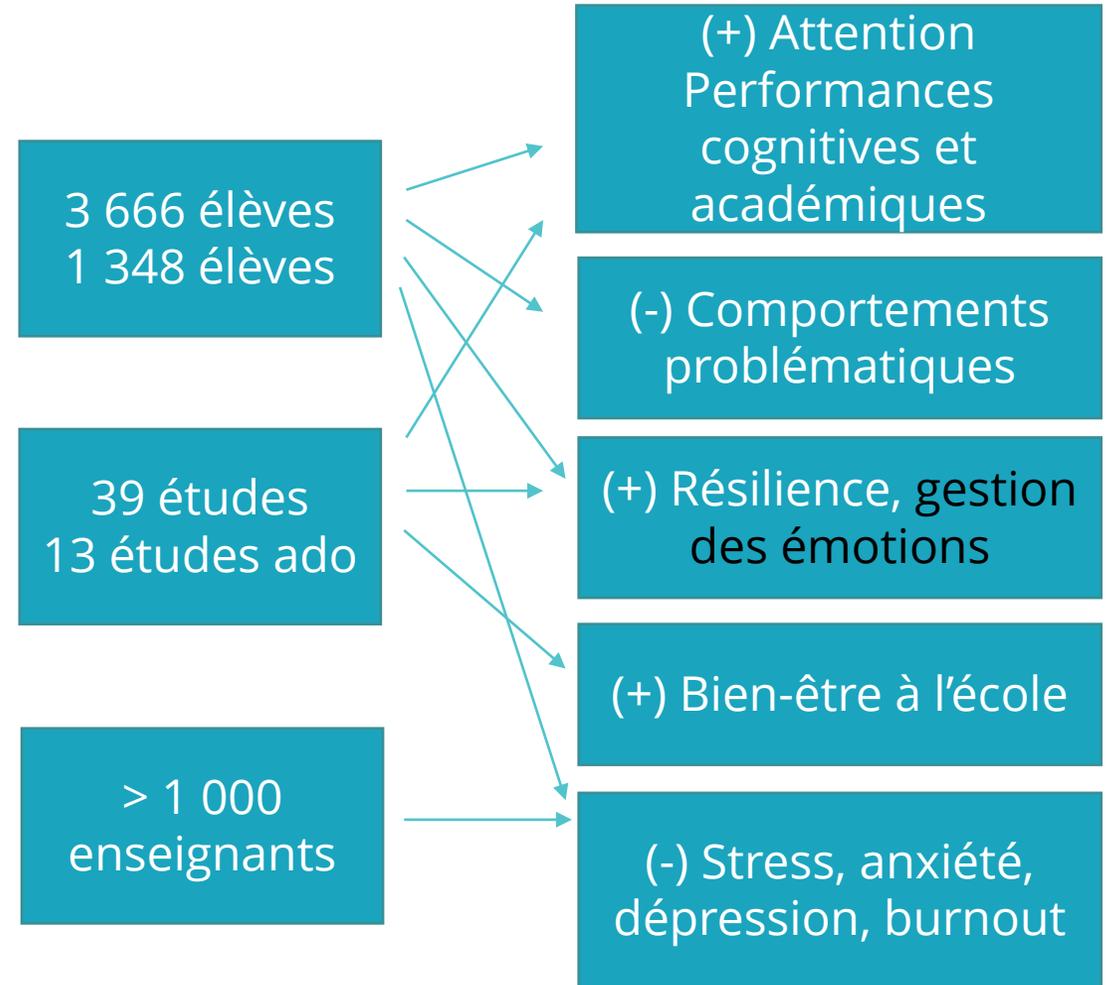
March 2021 | Volume 12 | Article 563417

Synthèse des recherches interventionnelles en milieu scolaire

Méta-analyses des études contrôlées randomisées (2014, 2019)

Revue systématique des interventions à l'école (2018), à l'adolescence (2019)

Méta-analyse des interventions réalisées auprès d'enseignants (2019)



La méditation de pleine conscience est très loin des images ésotériques et des odeurs d'encens

Shankland, Lutz, Lachaux et al., 2022

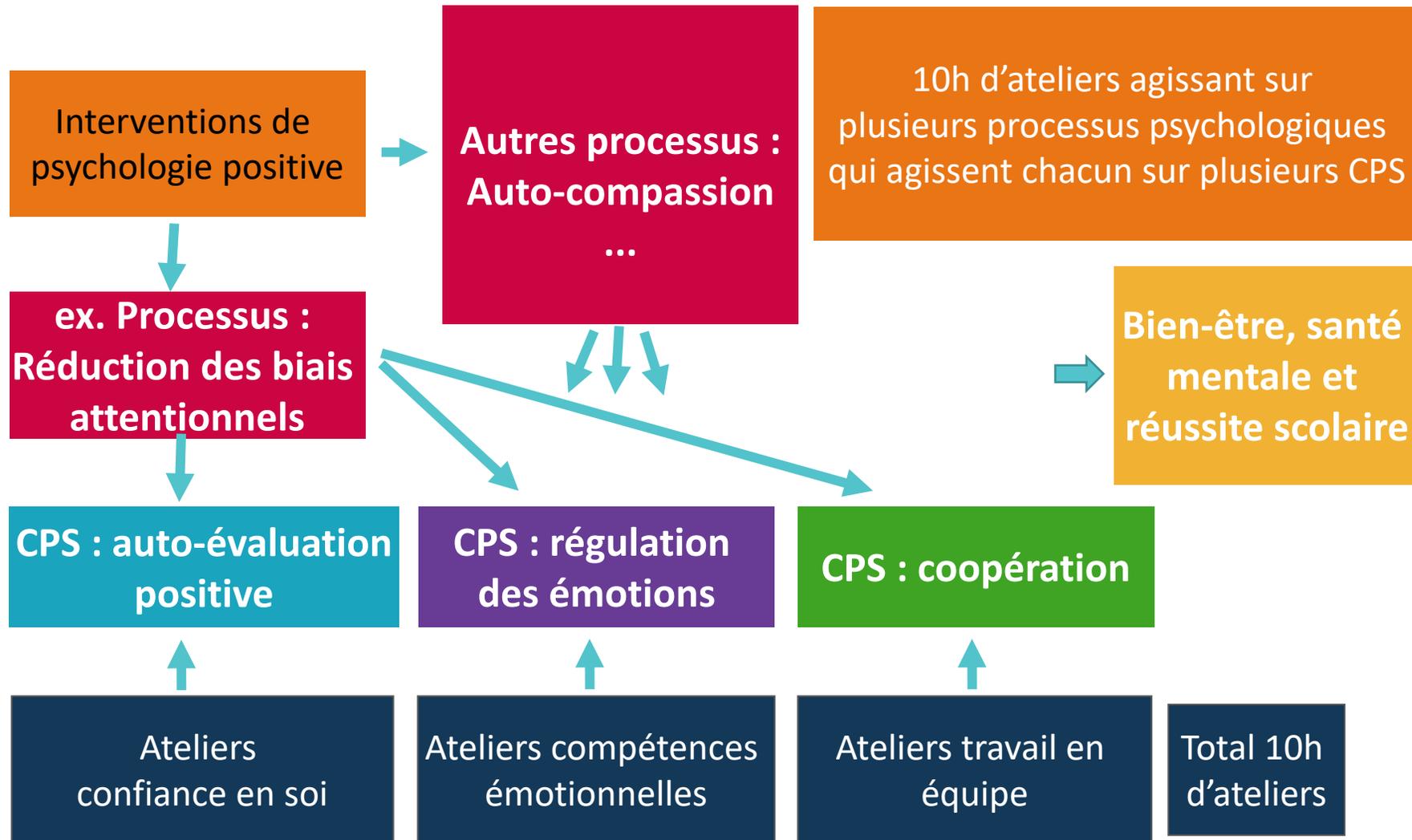


https://www.researchgate.net/publication/358266736_La_meditation_de_pleine_conscience_est_tres_loin_des_images_esoteriques_et_des_odeurs_d'encens

Etre plus présent



Développer les CPS de manière transversale par des interventions de psychologie positive



Programmes de psychologie positive

« La science qui étudie les conditions et les processus contribuant à l'épanouissement ou au fonctionnement optimal des individus, des groupes et des institutions »

(Gable & Haidt, 2005)

Passage d'une approche classique centrée sur la remédiation des **déficits, les problèmes, les lacunes, les troubles...**

...à une approche centrée sur les ressources personnelles et le fonctionnement optimal

Programmes de psychologie positive

Strengths-Based Positive Schooling
Aneesh Kumar P¹ · Fahima Mohideen
© California Association of School Psychologists 2019
Abstract
Positive schooling is the positive psychology learning environment. A strength-based approach to change and well-being. The scoping review interventions that have been conducted through the framework proposed by Arksey and O'Malley program design, outcomes, and theoretical underpinnings of positive schooling interventions produced by positive schooling interventions produced by study also identified a need for evidence of theory building in positive schooling and educational research.
Keywords Positive schooling · Character strengths · Well-being · Intervention · Multicomponent

Contemplative Education: A Systematic, Evidence-Based Review of the effect of Meditation Interventions in Schools
Lea Waters · Adam Barsky · Amanda M. C. Cook
Review of Education
Vol. 5, No. 1, February 2017, pp. 60–86
DOI: 10.1002/rev.3.3080
Abstract Schools need reliable evidence to help them consider if and how such programmes can be implemented. This paper reviewed evidence on contemplative programmes with respect to three student outcomes: academic achievement. In total, there were 10 studies included in the meta-analysis. The overall number of participants in the meta-analysis was 1,147. The meta-analysis calculated, 61 % were statistically significant effects on student outcomes, 24 % of the large effect of meditation upon student outcomes. The meta-analysis found that a higher percentage of significant effects were found in the contemplative programmes, but this may be due to the technique itself. Programme elements that were most influential on student outcomes were: instructor influenced student outcomes, contemplative programmes, proposition 1—meditation, cognitive functioning; proposition 2—increasing emotional regulation. Suggestions for future research to assist in the development of more effective programmes.

Positive psychology school-based interventions: A reflection on success and future directions
Alicia R Chodkiewicz¹* and Christopher J. Peterson²
¹University of New England, Australia, ²University of Utah, USA
An increased focus on youth development has led to an undervaluing of the body of research, especially over the last two decades, which has shown the benefits of learning and development across the years spent at school. Positive psychology, which is changing our conceptions of youth development, has come not only from researchers and psychologists, but also from educators, who are showing an increased appetite for integrating positive psychology into the learning curriculum. While researchers are beginning to understand the effectiveness of such interventions, there is a large disparity between what is being taught in classrooms. A set of key constraints to the role of positive psychology in shaping the effectiveness with which an intervention is implemented in classrooms is the recent development of positive psychology school-based programmes. These initiatives can be enhanced to reach a wider range of students by being effectively implemented into classroom practice.
Keywords Positive psychology in Schools

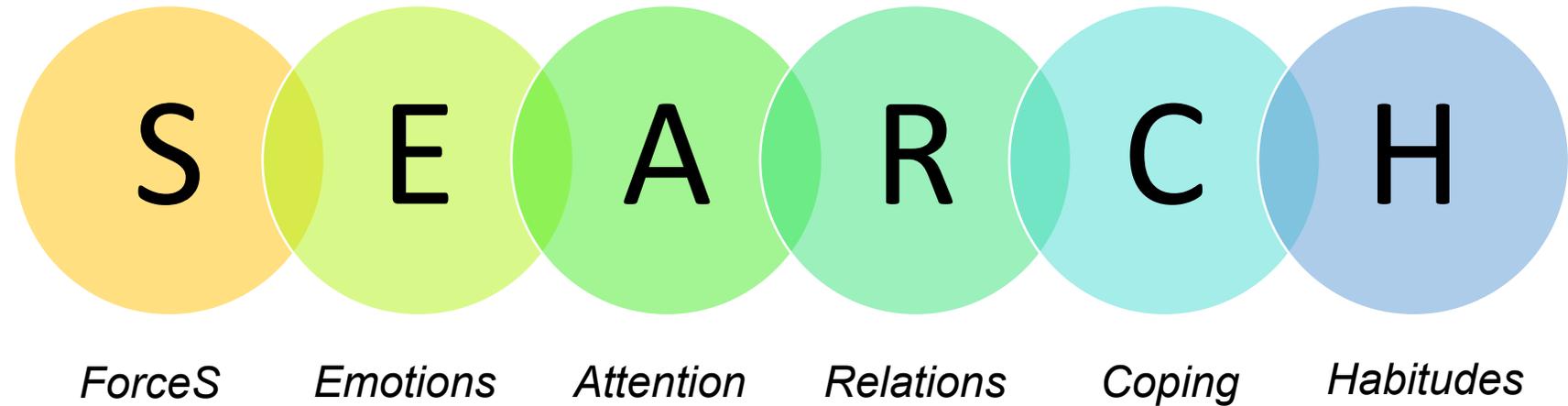
Review of Brief School-based Interventions: a Taster
Rebecca Shankland¹ · Evelyn R. D. Johnston²
Educ Psychol Rev
DOI 10.1007/s10648-016-9357-3
Abstract Research studies looking at brief school-based interventions implemented in classrooms have yielded mixed results. However, a number of PPIs require implementation across the board as too complex for many schools to present a review of brief PPIs (Brief Positive Psychology Interventions) to encourage involvement in such initiatives. This review is categorized into four sections according to the type of practice highlighted in order to foster best practice.
Keywords Positive psychology in Schools

Effects of School-based Multicomponent Positive Psychology Interventions on Well-being and Distress in Adolescents: A Systematic Review and Meta-analysis
Claudia Tejada-Gallardo¹ · Ana Blasco-Belled² · Cristina Torrelles-Nadella³
Received: 8 April 2020 / Accepted: 9 July 2020 / Published online: 18 July 2020
© Springer Science+Business Media, LLC, part of Springer Nature 2020
Abstract
Multicomponent positive psychology interventions are increasing in the school context, but the effectiveness in adolescents is still scarce, especially in the school context. Multicomponent positive psychology interventions increase well-being and reduce psychological distress in adolescents. The aim of this meta-analysis is to evaluate and compare the immediate but also long-lasting effects of multicomponent positive psychology interventions on well-being and psychological distress in adolescents. A total of 9 randomized and non-randomized controlled trials were included in the meta-analysis. The results showed small effects for subjective well-being ($g = 0.25$), and depression symptoms ($g = 0.28$). Removing low-quality studies from the meta-analysis had a considerable increase for psychological well-being. The relevant moderation analysis had an effect on subjective well-being and depression symptoms. The systematic review and meta-analysis found evidence for the efficacy of multicomponent positive psychology interventions in improving mental health in the short and long-term. The results identified six overarching pathways to well-being that formed the SEARCH framework: 1) strengths, 2) emotional management, 3) attention and awareness, 4) relationships, 5) coping and 6) habits and goals. The aim of this current review paper was to examine the existing educational and psychology literature for evidence of whether each SEARCH pathway has been found to successfully foster student wellbeing. Seventy five peer-reviewed studies (total student $N = 35,888$) were reviewed from North America, Europe, the United Kingdom, Asia, Australia and New Zealand. Results demonstrate the value and applicability of the SEARCH framework. The comprehensive review conducted in this paper is then used to discuss current gaps in positive education research as well as present the utility of SEARCH as a framework to support positive education science and practice.
Keywords Positive psychology · Well-being · Intervention · Multicomponent

SEARCH: A Meta-Framework and Review of the Field of Positive Education
L. Waters¹ · D. Loton¹
Accepted: 20 June 2019 / Published online: 26 July 2019
© The Author(s) 2019
Abstract
This paper presents a data-driven, meta-framework to support evidence-based decisions for researchers and practitioners when designing, investigating and implementing positive education interventions: the SEARCH framework. SEARCH was developed through a two-stage process. Stage one comprised a large-scale bibliometric review and thematic grouping of topics based on natural language processing of over 18,403 positive psychology studies. Stage two involved action-research with ten schools testing the practical validity of the wellbeing themes identified in stage one with educators. The result of these two stages identified six overarching pathways to wellbeing that formed the SEARCH framework: 1) strengths, 2) emotional management, 3) attention and awareness, 4) relationships, 5) coping and 6) habits and goals. The aim of this current review paper was to examine the existing educational and psychology literature for evidence of whether each SEARCH pathway has been found to successfully foster student wellbeing. Seventy five peer-reviewed studies (total student $N = 35,888$) were reviewed from North America, Europe, the United Kingdom, Asia, Australia and New Zealand. Results demonstrate the value and applicability of the SEARCH framework. The comprehensive review conducted in this paper is then used to discuss current gaps in positive education research as well as present the utility of SEARCH as a framework to support positive education science and practice.

De nombreuses données probantes...

Programmes de psychologie positive



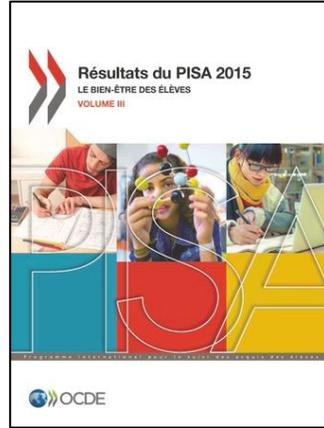
Bien-Être	Satisfaction de vie Affects + Relations	CPS émo. Affects + Détresse -	Affects + Détresse -	Connexion soc. Estime de soi Satisfaction	Stress Manag. Estime de soi Relations Détresse -	Clarté buts Autorégulation Relations Détresse -
Résultats scolaires	Engagement Notes	Satisfaction Confiance Notes	Fonctions cog. Notes	Apprentissages	Intérêt Notes	Satisfaction Motivation Notes

Permet de mieux répondre aux besoins actuels du système éducatif



UNESCO (2020)

Harcèlement touche
28,8% des élèves



PISA (2015)

Plus faible indice de
motivation de l'OCDE



CNESCO (2017)

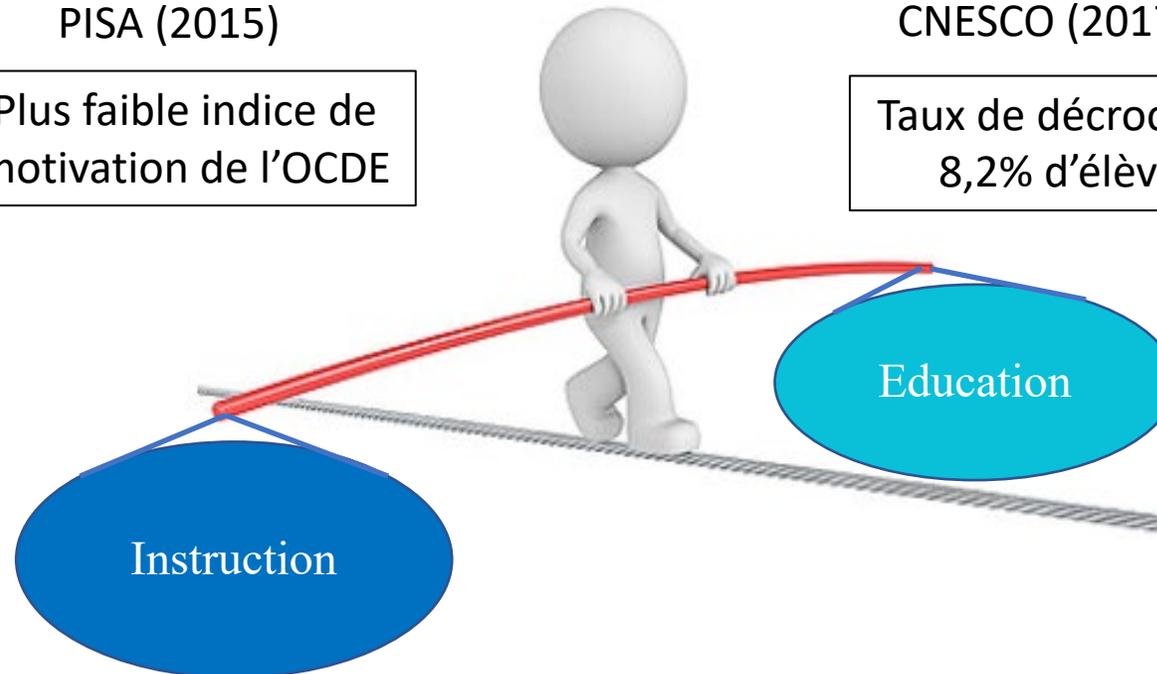
Taux de décrochage
8,2% d'élèves



UNICEF (2013/2020)

Bien-être scolaire :
15^e de l'OCDE

Bien-être des ados :
24^e de l'OCDE sur 35



Pour des interventions efficaces

- *Les compétences psychosociales de l'intervenant*
 - *Prendre en compte les besoins psychologiques fondamentaux des élèves*
- *Utiliser un langage centré sur les ressources et les compétences*

Importance de la posture professionnelle

AUTONOMIE

*Avoir son mot à dire,
Pouvoir choisir,
prendre des initiatives*

COMPÉTENCE

*Sentir que l'on a les
capacités à faire face à la
demande de la situation*



PROXIMITÉ SOCIALE

*Etre respecté par, et
connecté avec les autres*

**Répondre à ces besoins favorise le développement des compétences psychosociales, le bien-être et réduit les comportements problématiques
(Deci & Ryan, 2001)**

L'approche centrée sur les ressources

10 méta-analyses

7 revues systématiques

Efficacité

Contextes

Age

Appartenance culturelle

Niveau Social

thérapie conjugale

traitement de l'anxiété, dépression

Accompagnement des aidants

prévention du suicide

l'amélioration des compétences parentales

Accompagnement thérapeutique

Accompagnement éducatif

Management

Scolaire

Coaching personnel

Coaching sportif

**Accompagnement
centré sur les forces et
ressources de la
personne**

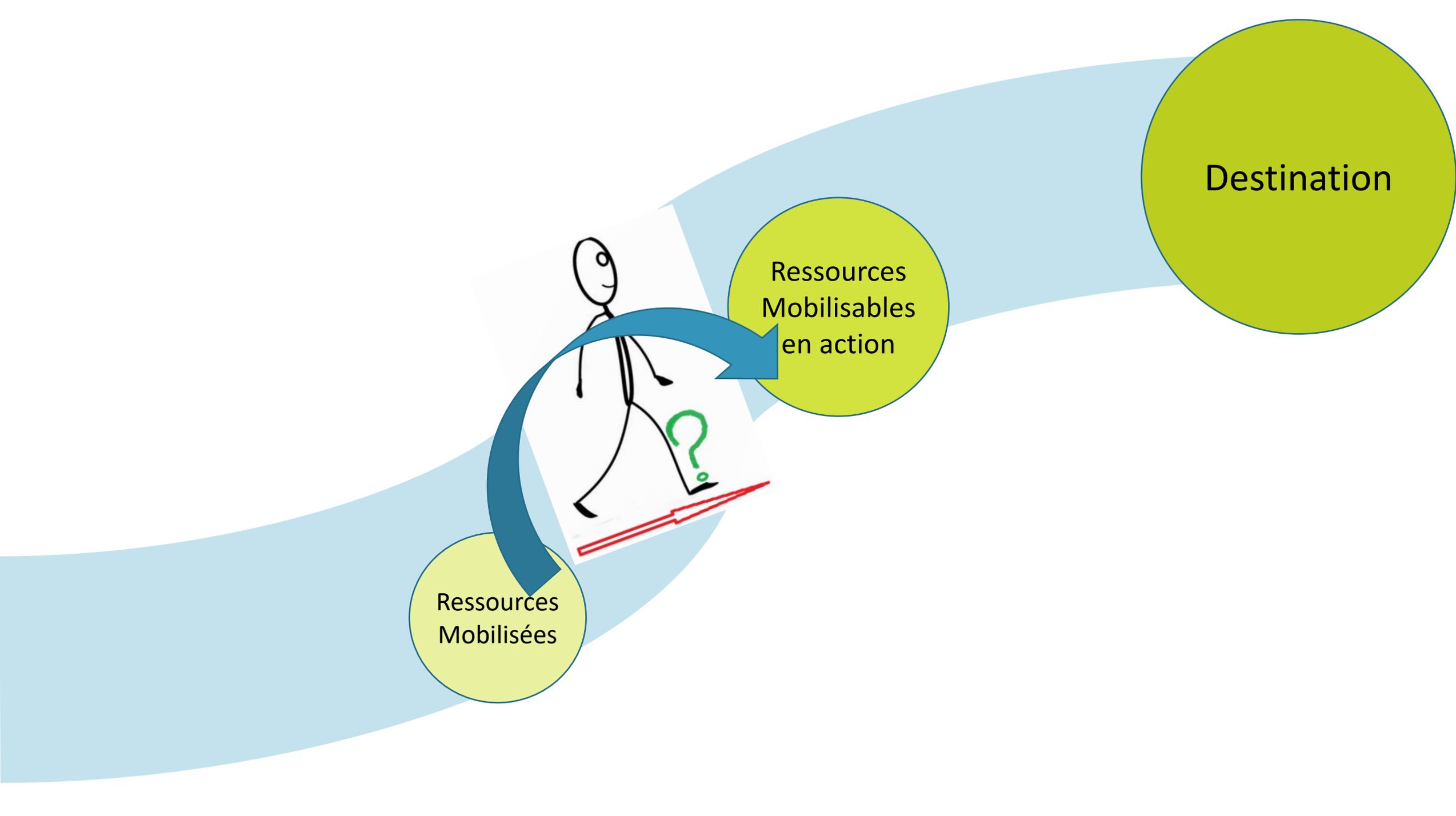
13

**Approche
Centrée
Solution**

**Accompagnement
basé sur la
coopération**

17

**Accompagnement
basé sur la capacité
de la personne à
trouver ses propres
solutions**

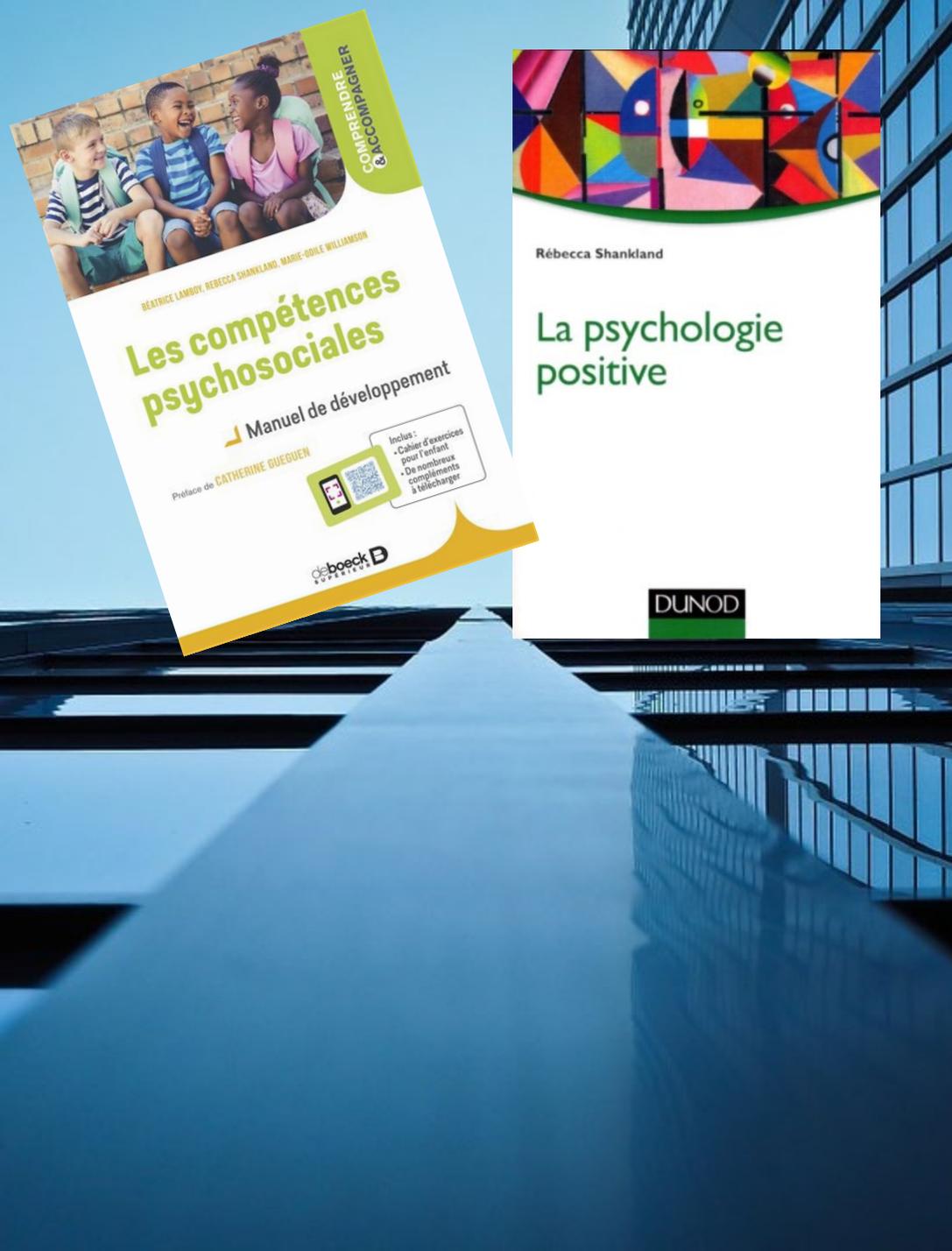


Ressources
Mobilisées

Ressources
Mobilisables
en action

Destination

EN RESUME



DES INTERVENTIONS EFFICACES, ACCESSIBLES



IMPORTANCE DE LA FORMATION DES PROFESSIONNELS



DE NOMBREUSES INITIATIVES EN FRANCE

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