

CARD 01 · DEFINITION

What is positive psychology?

Keep the scientific field separate from positive thinking.

Question

Structural Learning

CARD 02 · LAYERS

How do field, model, measure and intervention differ?

Name the layer before judging a claim.

Question

Structural Learning

CARD 03 · PERMA

What are the five PERMA elements?

State the model without turning it into a diagnosis.

Question

Structural Learning

CARD 04 · PERMA-V

Was vitality in the original PERMA model?

Keep the historical boundary clear.

Question

Structural Learning

CARD 05 · THEORY

What does broaden-and-build propose?

Separate a theory from a guaranteed outcome.

Question

Structural Learning

CARD 06 · INTERVENTION

What makes an activity an intervention?

Look for a defined action and measured outcome.

Question

Structural Learning

CARD 02 · ANSWER

Four different claims

A field is broad. A model organises ideas. A measure records a construct. An intervention is a defined action intended to change an outcome. One layer does not prove another.

Answer

Concept boundary

CARD 01 · ANSWER

Science of wellbeing and functioning

The field studies positive experience, strengths, relationships, meaning and institutions. It does not require happiness, dismiss distress or replace mental-health support.

Answer

Definition

CARD 04 · ANSWER

No

V usually means vitality in later extensions. Seligman's original model had five elements. He later discussed health and vitality as possible additions.

Answer

Seligman, 2018

CARD 03 · ANSWER

P, E, R, M and A

Positive emotion, engagement, relationships, meaning and accomplishment are proposed building blocks. They are prompts for inquiry, not a full account of one person.

Answer

PERMA

CARD 06 · ANSWER

Action, outcome and comparison

An intervention states what happens, for whom, how often and why. Evidence also names the outcome, time point and comparison. A popular activity is not enough.

Answer

Method

CARD 05 · ANSWER

Some emotions may widen options

Fredrickson (2001) proposed that some positive emotions broaden immediate thought and action and may help resources develop. It does not promise learning or resilience.

Answer

Fredrickson, 2001

CARD 07 · META-ANALYSIS

What did 39 randomised studies show?

Keep population, effect size and limitations together.

Question

Structural Learning

CARD 08 · SCHOOL EVIDENCE

What can the 12-study review establish?

Do not turn varied early studies into one promise.

Question

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CARD 09 · POSITIVE EDUCATION

Why is activity not impact?

Name the implementation evidence that is missing.

Question

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CARD 10 · SEND

Is positive psychology a SEND treatment?

Give the needs-led answer.

Question

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CARD 11 · EQUITY

When does the setting need to change?

Do not individualise an institutional barrier.

Question

Structural Learning

CARD 12 · REVIEW

What makes a classroom use safe?

List the plan, choice, evidence and stop rules.

Question

Structural Learning

CARD 08 · ANSWER

Promising, not universal

Waters (2011) reviewed 12 early school interventions. Designs, ages, activities and outcomes varied. The review cannot prove that every positive-psychology activity works.

Answer

Waters, 2011

CARD 07 · ANSWER

Small, varied average effects

Bolier et al. (2013) reviewed 39 studies with 6,139 people, mainly adults. Wellbeing effects were small. Quality varied and publication bias was possible.

Answer

Bolier et al., 2013

CARD 10 · ANSWER

No

A wellbeing practice must sit beside assessment, direct teaching, reasonable adjustments, safeguarding and clinical care. It must be accessible and voluntary.

Answer

SEND boundary

CARD 09 · ANSWER

Delivery and context shape results

White and Kern (2018) said positive education needs sound teaching, culture, strategy and evaluation. Completing an activity does not show benefit.

Answer

White and Kern, 2018

CARD 12 · ANSWER

Need, choice, access and review

Name one need, protect privacy and a right to pass, measure benefit and burden, keep safety routes active and set a date to adapt or stop.

Answer

School review

CARD 11 · ANSWER

When the barrier is institutional

Unsafe relationships, discrimination, inaccessible teaching, poverty and excessive demand need adult or system action. A gratitude or strengths task cannot repair them.

Answer

Equity boundary