



# **Positive Sustainability in Behavioral change**

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# The aim of behavior change

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- to modify faulty information;
- to identify distorted cognitions;
- to identify maladaptive assumptions;
- to increase awareness of internal stimuli;
- to decrease behavior, to increase behavior, to remove anxiety or to facilitate developmental processes

- Universities are research and learning institute
  - there are also a place to educate people

# Why universities should be “green”

- A real change is achieved while linking knowledge, to practice and to application
- In order of facilitating green behavior there is need to learn in a green environment, to prove it is not “only words” and to justify the efforts being put into it

# The basic assumptions in general

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- **Cognitive mediational processes are involved in human learning.**
- **Thoughts, feelings, and behaviors are causally interrelated.**
- **The cognitive components highlight activities such as expectations, self-statements and attributions.**

# The three basics of Positive Psychology approach to the process of change

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- Identify the the basic goals in life
- Help people achieve their goals by building on their strengths rather than on their weaknesses.
- Empower them with the necessary skills needed to achieve their goals rather than “curing” them.

# **Fredrickson (2009) enumerated six important facts relating to positivity**

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- **Positivity refers to feeling good**
- **Positivity changes how the mind works**
- **Positivity transforms the future**
- **Positivity puts the breaks on negativity**
- **Positivity obeys a tipping point**
- **It is possible to increase one's own positivity.**

# Positive Sustainability Framework





# Focusing on Solutions

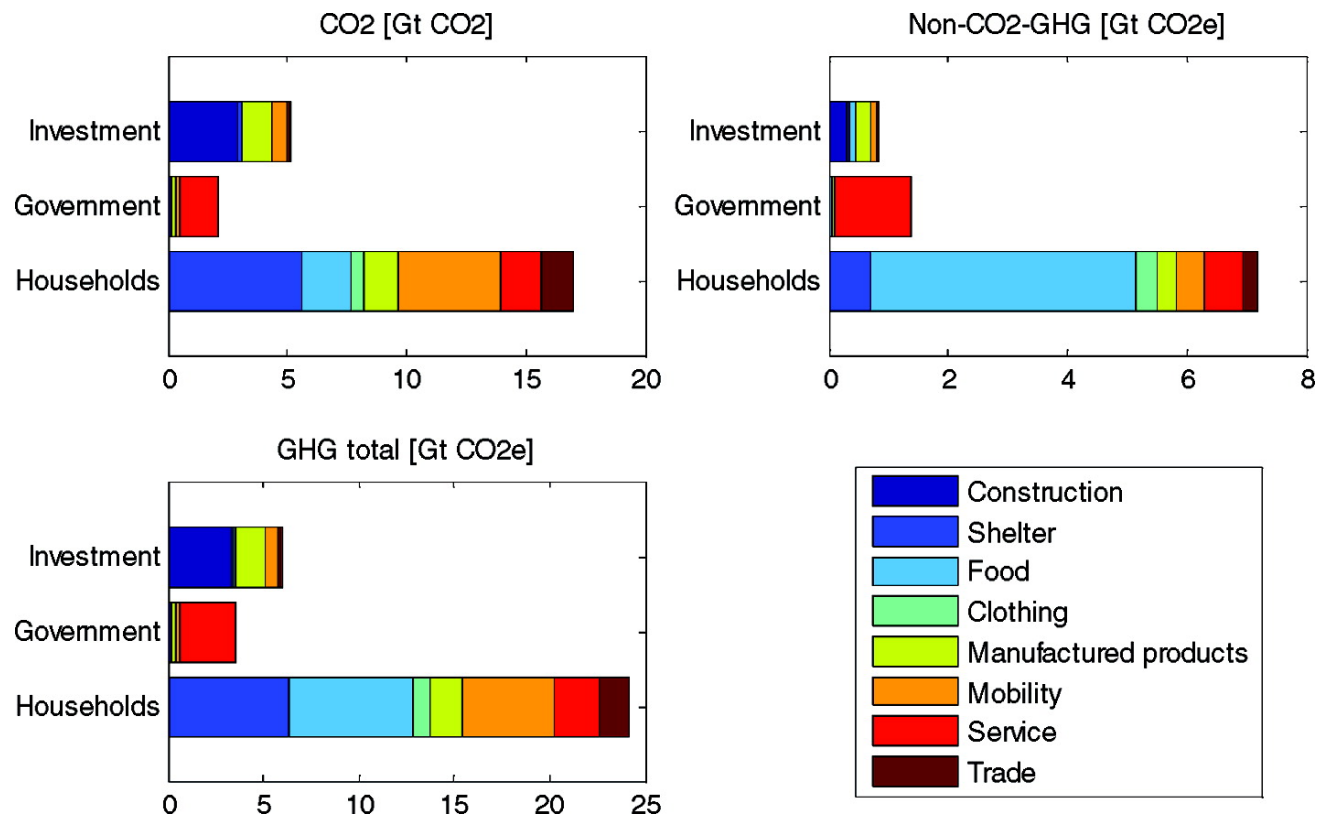


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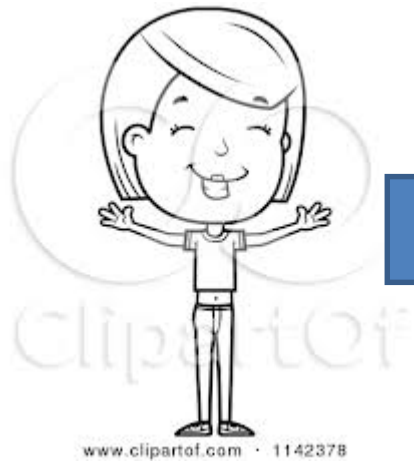
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Global CO<sub>2</sub> and non-CO<sub>2</sub> greenhouse gas footprint for different consumption categories and users.





# Hope

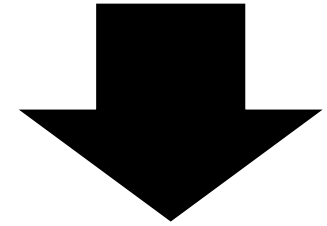


# Hope and Subjective Well-Being



- Risk behavior
- Depressive symptoms
- Negative developmental trajectories

(Padilla-Walker, Hardy, & Christensen, 2011; Schmid et al., 2011)

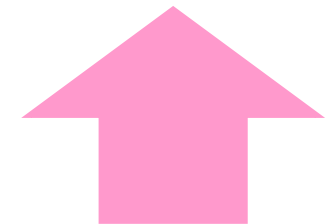


- Personal adjustment
- Life satisfaction, Positive Affect, Happiness
- Academic achievements

(Gilman, Dooley, & Florell, 2006; Marques, Pais-Ribeiro, & Lopez, 2011)

- High positive emotions and low negative emotions

(Marques & Lopez, 2014; Vacek, Coyle, & Vera, 2010)



# Environmental Hope



# Hope and Environmental Behavior

- Positive correlation – hope – environmental action

(Ojala, 2007, 2008, 2011)

- Hope moderates the connection between materialism and environmental behavior

(Giacalone, Jurkiewicz, & Deckop, 2008)

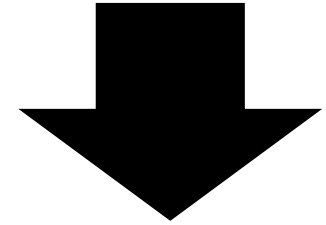




# Influencing Environmental Hope



- Negative Feelings: Fear, shame, discouragement, guilt
- Pursuing unattainable goals
- Uncertain about their impact



- Various solutions to one problem
- Precise attainable goals
- Success – past and experience
- Community





# Self Control Skills

- **Learned repertoire**
- **Goal directed**
- **Skills**
- **Act upon aims, reject temptation, delay gratification,**
- **Overcome difficulties relating to thoughts emotions and behaviors**





# Self Control Skills and Subjective Well-Being

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- **Positive emotions, Fewer negative emotions higher Positivity ratio**

- **Social support**

(Orkibi, Ronen, & Assoulin, 2014; Ronen & Seeman, 2007)

- **Lower hostility, aggression, physical violence**

(Hamama & Ronen-Shenhav, 2012; Ronen, Abuelaish, Rosenbaum, Agbaria, & Hamama, 2013).

- **Social competence**

(Dennis, Brotman, Huang, & Gouley, 2007; Eisenberg, Hofer, & Vaughan, 2007; Eisenberg et al., 2003).

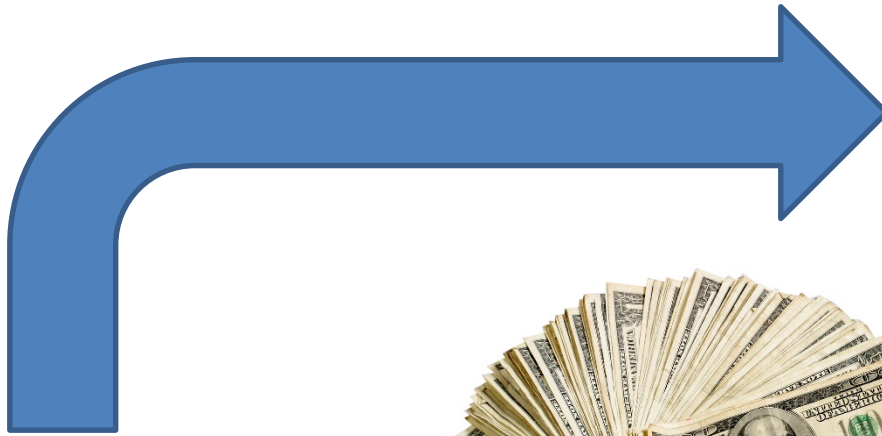
# Self Control Skills and Environmental Behavior

## Environmental Behavior may require

- Resisting peer pressure
- Rejecting easy temptation
- Overcome interfering thoughts
- Deferring immediate gratification
- Coping with distress



# Environmental Behavior and Positivity Ratio



# Unique Components of the Model of change

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- **The focus is on learned resourcefulness skills**
- **The format is a scientific research course**
- **Integrates art components, CBT , and learning methods**

# The Role of Cognitive Developmental Features in Child CBT

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- **Children undergo rapidly changing processes that influence children's ability to understand, respond, and act toward themselves and their environment and that also influence the kind of maladjusted behavior that the child will develop.**
- **Developmental components are an integral part of making decisions about children's therapy throughout the entire process of intervention.**
- **At different ages and stages the child has different cognitive level of comprehension, which affects the way he or she constructs and construes a view of the self and of the world.**

# Content of learning

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- structured,
- time limited,
- problem oriented.
- Experience
- Exploring
- Experiential

- **Meaning making processes.**
- **Systematic and goal - directed**
- **Practicing and experiencing.**
- **Collaborative effort.**
- **Human focused learning**
- **Facilitator of the change process.**
- **Empowerment and resourcefulness.**



# Six thinking rules

## (Kanfer & Schefft, 1988)

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- Think *behavior* – instead of thinking about problems, crisis or disasters
- Think *in small steps* - Small steps are easier to achieve.
- Think *positive* – and focus on one's sources and skills.

- Think *flexible* and try to apply the best technique for each problem.
- Think *future* - focus on what you wish to change rather than on the past and what was wrong then.
- Think *solution* – and focus on the way to solve problems rather on the way to just interpret them.

# Build the positive future

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In order to motivate people for change there is a need to develop the positive picture:

- Hope
- Change
- And improvement

# Application to Green Campus

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Positive picture is painted:

- Hope positive affect
- Change
- And improvement



- If we do not have dreams – how can we expect the dreams to become true?
- Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.
- I have a dream (or a nightmare?)  
-Martin Luther King
- A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty."

-Winston Churchill

**Thank you for your attention!**

