Exploring the Three Principles-Based Model in a school environment:

Does exposure to the Principles of Mind, Consciousness, and Thought lead to an increase in

psychological well-being for staff and pupils?

Dean Anthony Kurt Rees-Evans

MSc by Dissertation

University of Essex

School of Health and Human Sciences

April 2011

If we WERE TO ask the question: 'What is human life's chief concern?' one of the answers we should receive would be: 'It is happiness.' How to gain, how to keep, how to recover happiness, is in fact for most men at all times the secret motive of all they do, and all they are willing to endure. (James 2004 p78)

Mental health lies within the consciousness of all human beings, but it is shrouded and held prisoner by our own erroneous thoughts. (Banks 1998 p41)

Foreword

This dissertation can be read on two distinct levels; primarily for the purposes of the research project that it is presenting i.e., on an academic level, and secondly, following the advice of Mr Sydney Banks; on non-personal level, beyond the words themselves to a deeper truth that lies '…within the soul of humanity' (Banks 1998 p74). The former provides information, facts and figures, and the latter a sense of what is beyond our human comprehension to the spiritual element of our being.

Abstract

The contemporary western academic environment seems replete with stress and pressure on both sides of the service. Staff members suffer burnout; pupils lack discipline and show increasing levels of unhappiness and discontent within their lives. The Three Principles of Mind, Consciousness, and Thought are a possible solution to these issues and were the basis of application for this study. As a working model there has been little scientific research carried out. That which has been documented shows promising results, yet much of what has been reported points towards the need for further research. The aim of this study was to test the effectiveness of the Three Principles as a means of increasing the psychological well-being for staff and pupils working together. It was conducted as a sixteen week pre, post and follow-up study using the Friedman Well-Being Scale as a measure of psychological well-being, analysed using Paired T-tests. The study was divided into two eight week periods, carried out in a local Essex high school, where the staff and pupils involved received the Principle Based Model as a psychoeducational understanding. During the follow-up period after the sixteen weeks of intervention, six members of staff and one pupil were interviewed, and the transcripts were analysed using Thematic Analysis. The quantitative data pre to post findings for all participants (N=18) showed an overall increase in psychological well-being of 17% in the mean scores, with the Friedman subscale of Happiness, showing a 28% increase. The qualitative post study data produced two main themes: personal changes and reduced stress both of which augment the primary quantitative findings. The project provides some encouraging evidence to suggest the Three Principles may be a useful tool for schools to utilise in attempting to increase psychological well-being.

Table of Contents:

List of Figures and Tables

Dedication

I dedicate this dissertation to the four great pillars of my past: Nicco, Marion, Roger and Syd; their essence now joined as one to the Great Spirit, is forever hidden within the lines of my simple words.

Acknowledgements

I will be forever grateful to my supervisor Dr David Pevalin for guiding me along the way; always there to offer help when it was needed, none of this would have been possible without your astute academic guidance and kindness. Also, to Mel Hassack for all her kind support, and all the staff within the School of Health and Human Sciences, especially those who stopped for chats and those that smiled, each smile worth a million dollars.

My heartfelt thanks goes out to the late and great Dr Roger Mills (supervisor from afar), my mentor and dear friend of many years without whose profound wisdom, love and support my life would have never been so blessed with the magic that now fills it, I am only sorry that you will not get to see that which you helped to make manifest. I will be eternally grateful for your lesson in not getting caught up in 'seriosity.' To the late Mr Sydney Banks whose grandness of vision for a peaceful, loving world, and his tireless efforts towards such and end, became and remain a deep inspiration to me, especially when things get tough, and when I got lost in my thinking about my studies. Your effortless advice will be with me until the end: when in doubt "simply relax." The world is a lesser place without these great men here to inspire us.

I must thank all my friends for their encouragement, Rob Evans and Johnny Courtney who were always rooting for me and especially Sue Pankiewicz for all the efforts she made towards

Definitions and Abbreviations

1. Principle Based Model: (PBM); synonymous with The Three Principles

2. The Three Principles: synonymous with PBM or Innate Health or Health Realization

3. Innate Health: The assumption that all human beings have a psychologically healthy core that they may tap into at any time. (This is the main assumption that facilitators of the Principle Based Model make)

4. Psychological well-being (PWB): No distinction is made between this and Subjective well-being (SWB)

5. Happiness: Literally, the state of personal of contentment, pleasure and cheerfulness. No distinction is made between hedonic happiness and eudaimonic happiness or well-being.

6. Thematic Analysis: (TA)

7. Positive Psychology: (PP)

8. Uncertain or Negative Effects: (UNE)

1   CHAPTER ONE

Introduction and Aims of the Research

At present it is not certain what the new government (Autumn 2010) will do to address the difficulties that face the UK education system; however, if they honour the commitment of the previous government to its White Paper: *Every Child Matters: Change for Children,* then it still has much work to do. In the light of the current situation within education this project sets out to test if the 'Principle Based' model (Roy 2007 p20) could positively affect the psychological functioning of staff and pupils.

There is evidence that the contemporary academic environment is becoming a place for stress, depression, anxiety and general unhappiness (Garner 2008), and that this is affecting both staff and pupils. Brown and Ralph (cited in Troman 2000 p331) state 'The annual cost of stress to the Education Service in 1998 is estimated at £230 million.' There are many theories as to where this sharp increase in stress is coming from; a report from *The Children's Society* (Hughes *et al* 2006) suggests that the breakdown of the family structure, both parents in a family needing to work, or single parent families, are adding to a child's stress before they even arrive at school. Alexander (2007 p196) states 'there's increasing concern that childhood here and now is being fast eroded by a whole raft of social changes.' He adds that 'the poverty of the inner lives of those children whose days outside of school are dominated by television, the Internet and battery-driven toys...' is compounding the problem. Children have never had as much as they do now, yet anxiety and unhappiness have never been so common. Hughes *et al* (2006 p4)

states 'for young people in particular, there is evidence to suggest that … improved economic conditions seem to be associated with increasing levels of emotional problems.'

Pupils are expected to do homework at an early age and pressured to learn facts and memorise texts to obtain good test and exam results. As Garner (2008 p1) explains, the *Association of Teachers and Lecturers* (ATL) have serious concerns about why 'so many of Britain's children are unhappy', and are calling for an independent Royal Commission to investigate this. Garner (2008 p1) adds that this decision comes in the wake of a substantial body of data that brings to light the 'fragile states of mind of many of the country's seven million primary and secondary school children.' The ATL also show concerns over the increasing number of youth committing or attempting to commit suicide proposing that academic demands placed on pupils alongside peer pressure is contributing towards this dramatic incline. Kelley (2004 p272) suggests that:

> *…when youth do not understand how thought works to produce well-being from the inside-out, they innocently try to find it externally through possessions and achievements. In time, the artificial highs of ego (e.g., habitual thinking about winning and looking good) and lows of insecurity (e.g., habitual thinking about losing and looking bad) begin to replace the natural, noncontingent exhilaration and well-being produced by free-flowing thinking.*

Teachers are being inspected; internally by their peers externally by the government and it is becoming increasingly common for even experienced teachers to be on long term sick leave through stress, Troman (2000 p331) explains that 'Stress is a pervasive feature of contemporary life' and adds that due to the lack of professional trust '[t]he extent of occupational stress and stress-related illness, particularly in Western societies, is now well established by social

research' (Newton *et al*., 1995 & Bartlett 1998, cited in Troman 2000 p331). In fact as early as 1911 the *Harvard Graduates' Magazine* talking of the over paced speed of academic life stated that 'though undergraduates were healthy, there had never been a time when more faculty members had been sick' (Townsend 1998 p32) and stress was the suggested cause.

Horwitz and Wakefield (2007) propose that the medical profession is turning normal human emotions into a 'psychiatric illness' through a process of no clear delineation in medical diagnosis between sadness that has a known source and sadness which is deemed as having an unknown and therefore clinical cause. However, Monroe and McQuaid (1994) argue that an obstacle to demonstrating a lack of association between stress and pathology stems from the cultural and subjective emphasis on stress. It is debatable that in reality they both stem from the same source; that is, individual human focus, or the mindset(s) of the individual undergoing the diagnosis, that ultimately create the cause, albeit innocently, of their own unhappiness.

From the perspective of the PBM all of the negative behaviours and symptoms that are displayed within academic environments could be alleviated if people were given the opportunity to understand their own part in the psychological construction of their feelings. It is a generally accepted norm that all people have psychological differences (Lubinski, 2000), yet medical researchers such as Bouchard & McGue (2003 p4) suggest 'there is now strong evidence that virtually all individual psychological differences, when reliably measured, are moderately to substantially heritable.' This is an interesting argument, yet could it be possible that all people alike possess the natural ability to cope with any circumstances equally, whether psychological differences are socially preconditioned or inherited, if people begin to understand how that process actually takes place within them?; that is to say the process by which

individuals tap into their natural innate resilience. Pransky, J. and McMillen (2007 p6) explain that '[a]t the heart of [the Three Principles,] the focus is not **what** we think, but **the fact that** we think; that every human being uses his or her power of thought to experience every event or circumstance in life' (Pransky & McMillen emphasis).

It is commonly accepted that happy and relaxed individuals tend to work effectively and productively, with a higher level of psychological functioning and well-being, yet it is often difficult to assess what might be most effective to bring about such a condition. Thus, it is proposed that the objectives of this study were to test if the Three Principles[1] as a form of psychoeducational application could improve a person's level of happiness and psychological well-being, and therefore increase the possibility of staff and pupils working together with more harmony, peace, and productivity[2].

Background to the Principle Based Model

In 1973 Sydney Banks a migrant welder from Scotland living in Canada, had an extraordinary experience that changed his life. After a chance meeting with a psychologist at an Encounter Group (Keltner 2006 p35) event for couples, where he and his wife had gone in the hope of sorting out their marital problems, Banks had a discussion about his personal insecurity and general unhappiness in his life, especially about his past, that he had been an orphan, had very little education, and that he didn't really like life too much. After a short discussion with the

---

[1] To see video footage explaining the Three Principles please go to:
http://www.threeprinciplesmovies.com/page11/page11.php

[2] For those interested in the principal investigator's account of their own discovery of the Three Principles, see Appendix A.

psychologist about how he felt the same way and was insecure too he added that all of Banks' insecurities were all just coming from thought. The words had a profound effect on Banks and he did not sleep for several days while pondering on this extraordinary 'thought.' At which point he had what he describes as an epiphany (Banks 2007) during which he saw clearly where all personal reality is created; from Three simple Principles of Mind, Consciousness, and Thought. Banks (2008a) describes these principles as '**Mind**, which is the source of all intelligence, **Consciousness**, which allows us to be aware of our existence, and **Thought**, which guides us through the world we live in as free-thinking agents.' As summarised in the statement:

The Universal Mind, or the Impersonal Mind, is constant and unchangeable. The personal mind is in a perpetual state of change. All humans have the inner ability to synchronize their personal mind with Impersonal Mind and bring harmony into their lives ... Universal Mind and personal mind are not two minds thinking differently, but two ways of using the same mind. (Banks 1998 pp 31& 33)

In explaining Consciousness Kelley (2004 p260) states that:

At the realm of form, consciousness transforms thought, or mental activity, into subjective experience through the physical senses. As people's thinking agency generates mental images, these images appear real to them as they merge with the faculty of consciousness and register as sensory experience.

In other words consciousness makes thought appear real to each person in the moment, and therefore individual reality is created via the medium of personal mindsets and thinking.

The understanding that began to emerge within him led to Banks feeling better about himself and his life, as Pransky, G (1998 p3) explains '…Syd Banks was transformed from a shy, insecure person to a person with uncommon well-being, vitality and wisdom.' At first Banks was not sure what to do with his experience, and continued to go about his life as usual, but he found as he talked to people about the Three Principles it seemed to have a similar effect upon them; people started changing, feeling more relaxed about life, found that their relationships began to improve and a deep sense of well-being began to unfold in a way it had never done previously in their lives. Initially Banks just spoke to groups of people from Salt Spring Island his home, but before long people were beginning to come from wide and far to listen to what he had to say. It is interesting to note that Banks claimed that he had no idea how people knew he had experienced his epiphany and why they were coming from so far away, and these were not just ordinary people. Banks explains how there were Buddhist monks from Tibet, gurus from India, some who claimed to be enlightened teachers with followers (Banks 2008b). Two years passed as Banks worked independently then two psychologists Dr Roger Mills, working for the University of Oregon with a grant from the National Institute of Mental Health (NIMH) (Roy 2007), and one of his employees Dr George Pransky came across his work and became intrigued. Their key focus was to look at programmes that addressed the issue of the promotion of mental health rather than looking at pathology. They began spending time with Banks talking about his work and questioning him on his ideas surrounding the therapy that they were using with their patients. They were curious how this ordinary, untrained, virtually uneducated man was getting such extraordinary results with people, and were not entirely happy with the answers they received.

It took time for Pransky, G and Mills to able to integrate their developing understanding of the Three Principles into their work. For a time Pransky G, (1998) felt insulted by Banks' ideas as it went against all he had learnt about human psychology, but at the same time was compelled to learn more of Banks' understanding. Mills (Mills & Spittle 2001 pp20-21) also felt dubious because it went against the current thinking about human psychology, stated '[e]ven as I remained sceptical and confused, I began to change. I noticed that I was feeling quieter inside and taking things more in stride...[as] my mind quietened down, some of my insecure thoughts, expectations and habits of judgement seemed less important to me.' The two psychologists continued to be fascinated by Banks and decided to spend a summer with him to continue a more in-depth investigation.

Mills and G, Pransky began to experiment using the Three Principles, despite their reservations and they began to get exceptional results. G, Pransky (1998 p19) talking of his improved relationship with his wife states '[o]ur friends and colleagues noticed the change in us and referred their friends that needed psychological help. This client base gave us a chance to use this new understanding and develop methodology.' Pransky (1998 p234) adds that although they had enough people interested to keep their practice busy, there was still a general resistance to the PBM as therapy because to most people 'the process sounded too abstract and mysterious.' Some years later Suarez and Mills (1980) wrote a joint publication on the method, showing initial results of research, received a letter from the 'national psychological accrediting body [for the USA]' appealing that they 'cease and desist' because their conclusions did not accord with the recognised structure of psychological theories and approaches.

In an attempt to bring clarity to the Three Principles being used in clinical settings, they have gone by numerous names over the years. McMahan-Wonies (cited in Roy 2007 p19) explains that its history can be divided into approximately four chronological time periods '"New Psychology/Psychology of *Mind* period (1977-1982)," "Neo-Cognitive/Psychology of *Mind* Period (1982-1987)," "Psychology of *Mind* (1988-1998)," and the "Current HR [Health Realization] Theoretical Framework and Principles" which arose around 1998.' Unfortunately this search for a way of categorising the Three Principles did not bring the precision intended. As Kadin (cited in Pransky, G p30) explains, the number of therapies available doubled from 200 to 400 in the decade of 1980-1990. Additionally, a new period for the PBM emerged around 2005 where it became simply known as 'Principle-Based' but unfortunately, any search of the literature will not return productive results, as 'Health Realization' is still the dominant point of reference despite proponents of the model advocating otherwise.

Banks (2008b) has never been supportive of any of the above terms and suggests that labelling it simply causes confusion, explaining that the 'Three Principles' are the subject matter therefore calling them anything other than the 'Three Principles'[3] just doesn't make sense in the context of teaching or sharing them with others. This process of renaming or attempting to define them detracts from the simplicity of their application because, as Banks insists, they are universal constants, like gravity, and thus are the same in all contexts in which they can be spoken of (Banks 2008b).

---

[3] As of the present (late 2010) the leaders in the field of the Three Principles have created a corporation to standardise the image of the PBM, entitled *Understanding the Human Experience*, and also have a forum, with the same title for discussions between facilitators in the various professional fields http://understandingthehumanexperience.ning.com/forum

Review of the Literature

The following review begins with a general introduction to literature of the Three Principles, explores the history of the PBM through its major works, followed with an examination of two unpublished theses, and concludes with a critique of some of the empirical research.

Introduction

The small amount of previous research on the PBM seems to shown interesting results and a number of Universities in the USA[4] are developing programmes of study based around this understanding. However, there has been very little empirical scientific data to back up the enormous volume of anecdotal information collected by facilitators working in many different fields. It would seem that much data has been collected from PBM projects but there has been no infrastructure or funding in place to carry out formal analysis.

One author describes the PBM as a 'parsimonious theory that builds on cognitive and constructivists psychologies' (Wartel 2003 p187), and the model's sparse and lack of concrete content may well be one of the reasons for it not achieving more widespread acceptance in the 'human service field' to date (Wartel 2003). However, Suarez and Mills (1980) argue that the PBM is an 'Evident Psychology' arising as it does within the living moment of the experience of life and therefore must be seen as something completely separate from the rest of psychology, including all its 'theories, ideas and concepts.' Roy (2000 p196) concludes, therapies that seek to identify and work with emotions and managing conflict, and resistance in the workplace, are

---

4 The West Virginia Initiative for Innate Health: http://www.hsc.wvu.edu/wviih/ ; Washburn University School of Applied Studies Human Services Department http://www.washburn.edu/sas/human-services/bios.html#mcmillen and University of Minnesota National Resilience Resource Centre http://www.cce.umn.edu/nrrc/resource/index.html

all created by our ability to think, he adds 'emotions are the result of thought' as are all

'conflicts' and 'problems.'

There is much in the PBM literature that looks promising as a guide to further research. Mills (1997 p2 emphasis added) explains that their 'pilot programs demonstrate that **all** youth potentially have, within their psychological make-up, the capacity for an intrinsic motivation to learn, along with a genuine, unforced interest in understanding and mastering the subject at hand.' It is also possible that due to the application of the PBM across many disciplines it may seem to potential researchers that it is not grounded in one field, nor, as has been mentioned previously, does it go by only one name. Additionally, many of the projects using the PBM have taken place within community based settings[5], but this is now changing and expansion is taking place widely.

The Three Principles in Books

Book One: *Sanity, Insanity & Common Sense: The Missing Link in Understanding Mental Health*

One of the earliest books written about the PBM, as an application is *Sanity, Insanity & Common Sense: The Missing Link in Understanding Mental Health*, (Suarez & Mills 1980). In this seminal work the authors attempt to describe what it was they felt they had discovered about the Principles, and how they believed that it would point the field of psychology on a fresh course (Suarez & Mills 1980). The book explores the field of psychology in the context of this

---

[5] To view video footage of PBM Community work please see:
www.threeprinciplesmovies.com/page9/page9.php

new discovery of Principles but does so in a somewhat overly complicated way. Furthermore, the term 'Principle' is used in too many contexts to make it possible for the reader to clearly discern exactly what is actually meant.

In the first two chapters the authors argue that the discipline of psychology had up and to that point been debating whether or not psychology was in fact a science in its own right. They suggested that the field needed as William James had previously suggested, unifying principles to guide psychology in a positive direction and to bring the corpus of knowledge of the field into more clarity that it may be more easily understood and capitalized upon (Suarez & Mills 1980). It also explores the limitations of the then current models of application as being technique based and leading patients back into unhappiness and posits that a PBM approach 'applies equally to any individual regardless of the detailed nature of his past, or the quality of past experiences' (Suarez & Mills 1980 p37). Unfortunately, one major flaw in their discussion of the Principles is that they write about a fourth Principle, that of emotion, and it is not entirely clear from their list of Principles as to whether they are certain about the other three either, but as Sydney Banks pointed out 'How can you have emotion without a thought, how can you have an emotion without a mind…' (Banks 2001 video extract).

The book explores a complex of ideas in relation to common sense and mental health, looking at 'Thought' and its role in creating conditioning, and the concept of separate realities. The authors extrapolate upon the PBM as new framework for psychology outside behaviouralism and argue that the mental health field stands in conflict with well-being due to the 'self-limited framework' of its own creation; suggesting, that it takes theories 'as if they were actually a set of facts about our mental and emotional functioning as human beings' (Suarez & Mills 1980

p157). They advocate a solution that is 'Insight' based and discuss the importance of the well-being of clinicians being tantamount to success of the PBM which may also help prevent burnout. They suggest that it might be useful to avoid taking patients back through their problems.[6] They argue that the placebo effect can only create temporary relief, whereas personal realisations may lead to a permanent positive shift. Additionally, they speculate that interpersonal and organisational communication, and motivation and productivity would increase dramatically if mental health staff were offered a more common sense approach. They also discuss the potential future implications of the PBM for research and mental health practice and liken this potential to the colossal paradigm shifts that have occurred over the centuries such as seeing the earth as flat, and Einstein's theory of relativity which took science many decades to understand.

The authors finally assert that the PBM is nothing short of a new understanding of the Mind and that the most important research of the future will not focus on 'mental distress' but will explore '…deepening common sense [and] the higher levels of consciousness available to us as human beings' (Suarez & Mills p299).

Book Two: *Realizing Mental Health*

Realizing Mental Health (Mills 1995), is an exploration and explanation of the PBM mainly aimed at the mental health industry, but written in a style that is accessible to the lay reader. The book attempts to define how the model could be administered through a series of

---

[6] The authors make a controversial comparison between the field of psychology and that of astronomy before it understood the earth was not the centre of the universe. Suggesting that using the past and prior experiences as a starting point for understanding the human condition, could only lead to confusion and from this position would be impossible to begin to see causal Principles (Suarez & Mills 1980).

concepts that had been developed throughout the previous decade. In the preface Mills reveals how he and his colleagues noticed how all areas of their lives had changed dramatically since coming across the model, and how they found new levels of 'contentment and happiness' (Mills 1995 p11).

Initially the book looks at how Mills and his peers felt they had discovered a 'New Paradigm' for mental health, one which looked towards the health in clients rather than illness. Mills describes the PBM as the 'New Building Blocks' for psychology, and intimates that once an individual begins to understand what role thought plays in the creation of their lives, they have more of a tendency to use thinking more efficiently (Mills 1995). Mills then explores the Principle of 'Thought' and how it links to feelings and personality. The full range of feelings that humans do experience can be persuasive and powerful, but these are not stored in the memory, but moreover thoughts that lay behind our feelings are, and thus guides the way we experience our lives (Mills 1995).

One central issue the book investigates is the 'Health of the Helper' based around the timeless adage of Hippocrates' of 'Physician heal thyself.' Mills explains how it is an advantage for the therapist to be in excellent mental health themselves; and how positively this affects their work with the client. Adding to this is a section on the importance of 'Rapport, Respect and Insight' for the client, where Mills further reports on the process of therapy, offering an observation into why these aspects of the therapeutic process are so important to success. Mills also looks at the use of the PBM as 'Prevention' and 'Early Intervention' in community based work, and notes that at the time of writing, these applications had been the most widespread in use. They also included working with schools and parenting classes and teacher training.

'Stress' is explored in the light of such questions as 'Is Stress a Given in Life?' and 'Relationships' are addressed in terms of what Mills calls separate realities. He explains that 'When one partner feels insecure, [via their thinking] anything the other partner views differently is seen as threat to their well being, and at times to their survival' (Mills 1995 p143). And thus leads to relationship difficulties, but individuals understanding the power of thought within themselves, Mills suggests, begin to find greater harmony in their lives.

With 'Severe Disturbance' Mills takes a step towards defining mental illness, with the caveat of the need for further rigorous in-depth research, and says that it '... could be learned coping responses to extremes of insecure, conditioned thinking' (Mills 1995 p159). Adding that there is a logical link between insecurity and what is thought of as severe mental illness. Programmes were deemed more effective if they pointed the person toward their own innate health and reduced their focus on symptoms (Mills 1995). Mills' final chapter looks at the PBM as 'The Potential for a Renaissance in Psychology' and explores such topics as holistic practical psychology; the evolution of psychological thought, rethinking the nature of mental health where Mills recounts how the greatest part of the discovery of the PBM was to see that mental health was so much more than an omission of illness, and there were in fact higher levels of well-being that people could attain, that had previously seemed unattainable (Mills 1995). The book concludes with a major point about the principle of 'Thought' as the 'common denominator' of everything that the book has attempted to consider, Mills (1995 p185) declares that 'Behavior follows from the thought that makes most sense to a person at the time.' Thus thought creates reality.

Book Three: *Modello: A Story of Hope for the Inner City and Beyond*

One project conducted by Mills and later documented by Dr Jack Pransky in *Modello: A Story of Hope for the Inner City and Beyond*[7], examines a severely deprived, violent and dangerous inner city, low income housing estate (known as projects in the USA), and how it came to be transformed by the work of a small team of people teaching the Three Principles. This project took place over a number of years and Pransky explains that after having completed three years of research to compile his book *Prevention: The Critical Need* (Pransky 2001) exploring what worked in the field of prevention, it came as a complete surprise to discover that deep lasting change was possible, even in the most underprivileged communities. He states 'Nowhere in all my years in the field of prevention and social problem behaviours had I seen such a change in people' (Pransky, J 1998 p ix).

After Mills approved of Pransky's plans to write a book about the Modello project, Florida was hit by a hurricane, and when Pransky arrived the community had been torn apart and the residents had been re-housed elsewhere, which made the work of finding all the people that had been most affected by the Three Principles more difficult.

The book is based on series of recorded qualitative in-depth interviews of staff and members of the public that took place a number of years after the actual project. The book outlines the history of one of the earliest official Principle Based community projects. It describes in depth, the difficulties and pitfalls such a project faced such as people initially being resistant to changes. In the context of the deprivation the residents were experiencing added to the fact

---

[7] This is currently being used as a text book at the Washburn University School of Applied Studies Human Services Department by Dr Diane McMillen http://www.washburn.edu/sas/human-services/bios.html#mcmillen

that they had seen many previous attempts at changing things in their community, this resistance was not at all surprising. Many residents were quite sceptical that anything would happen beyond the initial impetus behind the project, and some developed the attitude that they would "wait and see" (Pransky, J 1998 p27).

The work began after the Dade County State Attorney Janet Reno decided that serious action needed to be taken to restore balance in the deprived projects of the County (Pransky, J 1998 p19). Mills became involved after meeting Chief Assistant State Attorney Tom Peterson and together they applied for a grant to get things going. Pransky says the first thing Mills noticed was that there were no attempts to raise the level of self esteem of the residents so that there would be a greater chance that they might take advantage of all the services on offer, such as primary health care, food stamps, training for employment, and nursery care for mothers.

Pransky explains the process whereby an understanding of the PBM unfolds for individuals within the context of their lives and how, in turn, it goes on to create a positive ripple effect upon the wider community. Pransky says that Mills initially focused on the healthiest people in the community, those that had taken some interest in what the team were attempting to do, so they started by running a Community Leadership Training programme. This programme offered residents credits towards their GED (General Educational Development) at a local community college as an incentive. A number of the residents later went on to take their GED with their new found confidence. The idea was that if this primary group began to experience outward visible changes, then other members of the community would become curious and want to become involved, and this is how the project began to open out and create interest in others. One of the key workers in the project, Pam exclaimed '...you can have this understanding on

your own and you're going to have an impact on people around you' (Pransky, J 1998 p86), and a resident, Rosie noticed that '...when she was nicer to people it calmed *them* down. When she saw them as human beings, in their separate realities, and treated them that way, they responded' (Pransky, J 1998 p91, emphasis added).

In addition to Community Leadership classes, Mills later added parenting classes, the residents formed their own PTA which was a first for the area, then teacher training classes were added. One teacher talking of the pupils commented that 'If you can make them see the situation from a different point of view, the behavior will change. Instead of trying to change the behavior, what you need to do is try to change their perception of the situation' (Pransky, J 1998 p179). Meetings with the local police began with an initial meeting with Jan Reno present, to focus on how the police could more effectively carry out their work with the assistance of the local community. The residents and the police began to see eye to eye on how to move forward with crime in the area. The project was not all success, one of the young men that the team had been working with, shot another boy dead for 'messing' with his girlfriend. Peer pressure from the wrong direction seemed to play itself out.

Despite the fact that the interviews took place sometime after the actual events, Pransky found a plethora of evidence of positive change which indicates the potential for the longevity of the effects on people after they have been exposed to the Three Principles. Pransky states 'Clearly, something had happened to them of such a magnitude that their lives would never be the same. They would never turn back' (Pransky, J 1998 p ix). After documenting the difficulties and successes of the project Pransky concludes that despite the fact that many services had previously been on offer to the residents of Modello, it appeared that they only really began to

take more advantage of what was being offered once they were exposed to the inside-out

Principle Based approach to community renewal and started to connect with their own

common sense and wisdom. This book represents probably the most extensive review of a

community based project where the Three Principles has been used as the application.

Book Four: *The Renaissance of Psychology*

The Renaissance of Psychology (Pransky, G 1998) is probably one of the major works written

about the Three Principles by a psychologist. Pransky sets the book within the context of his

growing understanding of the Three Principles in his own life, over an extended period and his

developing relationship with Sydney Banks. In the preface Pransky outlines how he came to be

involved with this growing understanding within the perspective of two other colleagues and a

grant from the NIMH. Pransky describes how he was at first astounded by the level of well-

being he witnessed in the people that had been listening to Banks.

Pransky makes it clear from the onset that he was certain that there was in fact a Renaissance

taking place in psychology during the late nineties, and that the Three Principles were the new

foundation for psychology. While this might have been true in certain pockets of the US, it

seems that it might have been more hope than reality, and ironically an aspect of his own

success in practice. Pransky makes a comparison with the Three Principles and three primary

colours, and the ten base numbers of mathematics, he says that the Principles are '...elements,

the building blocks, in relation to which, **all** psychological experiences are compounds' (Pransky

G 1998 p156). that make up our experience as human beings.

The book is predominated with the term Psychology of Mind (POM), a term that facilitators of the Three Principles used to describe it as a therapy approach at the time. Pransky explains that with this application came the assumption of what is termed 'Innate Mental Health.' In other words, that each human being has within them a core of natural mental health. He states 'This premise about innate health means that the therapists need only draw out health in clients rather than treating their illnesses' (Pransky, G 1998 p25). Pransky supports this idea by stating that in the twenty years of practice using the Three Principles, his results had been consistently positive with a sustained effect upon clients.

Pransky argues that if the field of psychology looked in the direction of innate mental health in people; that people are healthy at a core level, rather than continually looking to specialise in understanding mental illness, that same illness would cease to exist in the light of understanding how the Principle of Thought is what is creating the individual reality of the illness in the first place.

One criticism of the book is that in attempting to show the simplicity of the Three Principles in application, it ends up containing sections that are superfluous, that confuse rather simplify an explanation of how the model works as a therapy. The book could have been much more succinct. It does however make an interesting comparison with the four major schools of psychology and argues that they could all be simplified with an understanding of what Pransky calls 'Thought Recognition' as summarised by the table 1.1 below:

Table 1-1 Psychological Entities (adapter from Pransky, G 1998 p157)

School of Psychology	Entity	Application in Practise
Psychoanalytic	Complexes created by early childhood experiences	Free association and the analysis of free association to resolve conflicts
Behavioral	Stimulus/responses conditioning	Techniques such as desensitization to make entity more functional
Cognitive	Mental representation system such as schema	Identifying and challenging maladaptive assumptions and beliefs improve schema
Rogerian (Humanistic)	Negative self-concepts	Active listening to painful memories and feelings improves self confidence
Psychology of Mind	No entity exists	Teach the role of thought so that clients can use thought wisely

In summary, Pransky describes what he calls the 'Nature of Understanding' of the PBM, and describes how he believes that it requires '...personal insight in order to gain understanding' (Pransky, G 1998 p49). Pransky goes into some detail about the what he describes as the 'Two Uses of the Mind' that is 'free-flowing thinking' and 'processing thinking' (Pransky, G 1998 p67), explaining that albeit an arbitrary distinction, it does set them in pointed contrast attempting to show the broad range of thinking that is possible for humans via an understanding of the Three Principles.

Pransky then explains that 'Feelings and Emotions' are a product of thought and that people would stop trying to deal with them as if they had a life of their own if they understood this (Pransky, G 1998 p 80). Then Pransky outlines, in the context of the PBM, what is meant by 'Healthy Psychological Functioning', explaining that 'This definition is based on drawing an arbitrary line between the levels of stress and the levels of well-being...' see table 1.2 below:

Table 1-2 Levels of Wellbeing Chart (Pransky, G 1998 p117)

Profound Well-Being
Well-Being
Mental Health Line
Chronic Stress
Chronic Distress

In 'Levels of Understanding' Pransky explores the difference between horizontal change and vertical change, suggesting that 'Clients will not be able to maintain a higher level of well-being unless a **higher level of understanding** accompanies that higher level of well-being' (Pransky, G 1998 p119; emphasis in original). There is a short section addressing the topic of 'Moods' where Pransky explains that moods are 'fluctuations in thinking' and admits that nobody really knows why our thinking fluctuates in this way, but adds 'There is no such thing as a mood. There are observable changes in the quality of thinking and in order to describe those changes we use the term "mood"' (Pransky, G 1998 p128). The next section deals with 'Innate Mental Health' in which Pransky points out that the PBM offers '...a standard of [psychological] health for non-symptomatic people.' The penultimate part of book looks at placing the PBM within the context of major psychological theories, looking at 'Redefining Traditional Concepts', 'Psychopathology' the model as a 'Foundation for Therapy', with one section written by Dr Roger Mills on 'Prevention.' The book concludes with the history of the model and Pransky's 'Vision for Humanity.' In which he explains that when individuals become conscious of the fact that they are the thinker, people begin to experience their own innate health, and this is the power of the model, which he believes is available to all humans.

Book Five: *Prevention from the Inside-Out*

Dr Jack Pransky's book *Prevention from the Inside-Out*[8] (Pransky 2003) is one of the most wide-ranging books written on the Three Principles for both the lay reader and anyone working in the social services or prevention field. In his preface he explains how his thinking changed dramatically once he had been exposed to the PBM, or what he calls an inside-out approach. Pransky states that he realised there were two key factors within the field that he had missed entirely, firstly that long term positive change can only take place once a person's thinking shifts in a new and positive direction, and secondly that seeing people from the perspective of wholeness, with innate health, rather than being 'incomplete' and in need of fixing (Pransky 2003).

The book explores a series of interviews in a number of chapters based on people that had been exposed to the Three Principles. Each interview tells a unique story ranging from child abuse, drug and alcohol recovery, through to transformation of individual and community, and working with the PBM professionally.

The main body of the text examines Pransky's discovery of the PBM as a form of prevention, with a mini history of the field of prevention, psychology, and an exploration of how the PBM fitted within the field at the time. Pransky posits some interesting questions such as 'If people change internally, why do we attempt to foster change by first travelling in an external direction?' (Pransky 2003 p13) He also suggests that when a person understands the significance of the Three Principles in their lives, this will become the ultimate form of

---

[8] This is also currently being used as a text book at the Washburn University School of Applied Studies Human Services Department by Dr Diane McMillen http://www.washburn.edu/sas/human-services/bios.html#mcmillen

prevention, with the added caveat that this claim can be evaluated but cannot be verified with certainty. Pransky argues that although it is important and necessary to improve conditions for people in 'high risk' circumstances, he came to realise that this could not guarantee 'behavior will be changed by doing so' (Pransky 2003 p57).

Some time is spent describing the concept of a principle attempting to bring the PBM in to context, followed by an explanation and brief history of the Three Principles. Some discussion is made of the available research results and of where the PBM was being implemented, including communities and a wide range of other applications previously mentioned in this present study. Pransky also acknowledges the West Virginia University School of Medicine, *Sydney Banks Institute for Innate Health* (www.sbiih.org)[9] and its plans to conduct further research, with the addition of research results from Pransky's unpublished doctorate (see below in Theses section).

Two key issues are discussed that of Deep Listening[10] and the Ripple Effect,[11] and it is suggested that a general understanding of where violence stems, i.e. the thought processes and long-term mindsets of individuals could help the prevention field make progress. Pransky adds that

---

[9] The *Sydney Banks Institute for Innate Health* was later renamed the *West Virginia Initiative for Innate Health* www.hsc.wvu.edu/wviih, but has since been dissolved as a department, and those involved in its creation including the Dean Dr. Robert D'Allessandri have left the University of West Virginia.

[10] 'Deep Listening' is an attempt to ascertain where the participant is not seeing thought as creating reality, and attempting to draw this understanding out, as opposed to 'Active Listening' used in certain forms of counseling, which is more of an attempt to listening for information from the patients past in an attempt to help them solve the problem. Deep Listening is sometimes termed 'Listening for a Feeling'(Pransky 2003 p172), this type of listening, as Pransky points out requires the facilitator to listen '…with a clear mind [and] **be in a good feeling in that moment** (Pransky 2003 p183, authors emphasis).'

[11] The 'Ripple Effect' is where the positive feelings and outcomes a person has been experiencing, start to flows out and affect the people around them. Put another way, the PBM starts to have a positive effect on individuals not primarily taking an active part in an intervention. This has been shown to occur initially with loved ones and family members and then friends and the wider community (Pransky 2003).

although he has no experience as a psychotherapist he had witnessed qualified peers conducting PBM work with clients diagnosed with serious mental health problems with equal effect as in any other field.

The book also suggests that the Three Principles are essentially spiritual and compares a variety of spiritual/religious practices with the PBM, adding that people assume that the model is '…another spiritual theory or philosophy' (Pransky 2003 p265), until they experience it for themselves. Pransky attempts to explain the PBM in scientific terms looking at quantum physics and the field of body/mind connection theory, concluding with Sydney Banks' suggestion that ultimately the peace that mankind seeks lies within the heart of every human being on earth.

Unpublished Theses

Thesis One: *The Experience of Participants after Health Realization Training: A One-year follow-up Phenomenological study*

Jack Pransky's unpublished doctorate, *The Experience of Participants after Health Realization Training: A One-year follow-up Phenomenological study* (Pransky 1999), is an exploration of the phenomenon of how people 'perceive and describe' their experiences after being exposed to the PBM. The project consisted of two three-day PBM trainings spaced five months apart, followed by the completion of a quantitative survey questionnaire (designed by Pransky), concluding with in-depth qualitative interviews.

The anonymous data from the questionnaire was collected between eight and fourteen months after the initial training sessions, all volunteers had the opportunity to take part, and out of the

forty-one, four were disqualified from the project. The questionnaire contained a ten-point

Likert Scale to measure any changes in behaviours, states of mind and quality of life and

relationships. All volunteers were also given the chance to take part in group or individual

interviews; thirteen did so. And of those interviewed only two did not complete the

questionnaire.

The study was primarily qualitative and out of the interviews five main categories arose; each

category had a series of subthemes which were measured by the frequency that each theme

emerged during the interview, summarised below in table 1.3:

Table 1-3 'Categories and Subthemes' (adapted from Pransky, J)

Category	Subthemes
1: What they are now experiencing in their lives?	a) more calm and comfort in life b) more light heartedness c) fewer and less intense emotional reactions d) less stress e) better, higher quality relationships
2: Why are they experiencing these results in their lives?	a) they realised their own power of creation of their life experience b) they realised a source of "health" within, and to trust it c) they realised the pathway to their health, and what blocks it d) they recognised the signals that show whether or not they are in their health, so they could self-monitor e) they saw their choice to live in an outside, personal world or in an inside, non-personal world f) they saw their own habitual thinking patterns that kept them stuck, and their ability to transcend them via levels of understanding
3: How they think they came to have this experience.	a) they experienced that something "just clicked" b) they experienced themselves as gaining new understanding or knowledge about their psychological functioning c) they experienced themselves as gaining new tools **NB** no definite conclusions are reported for this subtheme
4: What meaning this experience had for their lives?	*No subthemes were reported for this category but Pransky suggests that the training had offered the volunteers a sense of hope for their community and the world at large, for humankind*
5: What they are doing now with the understanding gained from this experience?	a) they naturally used their own understanding within their families and primary relationships to improve those relationships b) they used it at work to improve worker relationships and effectiveness c) some helped their friends gain new understanding d) some conducted their own Health Realization trainings e) many continued to meet periodically to work for community change

Pransky concludes from this that the subthemes imply some positive signs of change and reports that interviewees inferred a sense of their minds slowing down and relaxing.

Comparing awareness of the general quality of life or well-being before their exposure to the PBM the study shows total pre-test scores representing all participants (N=23) produced a mean value of 6.8, and after one year, the mean score had increased to 8.0; this represents an overall increase of 18%.

The study report shows 'Participant Perceptions Indicating Life Changes' after the one year, see table 1.4 below (N=23, figures in brackets represents number of participants):

Table 1-4 'Indicating Life Changes' (adapted from Pransky's chart)

Definition	Improved very much	Improved	Same	Slightly worse	worse
1.Improved inner life	(2)	(19)	(1)	(1)	(0)
2. Feelings at work	(3)	(16)	(2)	(0)	(0)
3. Relationships with kids	(1)	(13)	(5)	(0)	(0)
4. Relationships with partner	(4)	(13)	(4)	(0)	(0)
5. Relationships with friends or co-workers	(0)	(15)	(7)	(0)	(0)
6. Relationships with supervisor	(0)	(12)	(6)	(0)	(0)
7. Relationships with difficult people	(0)	(17)	(5)	(0)	(0)

Using a 10 Point Likert Scale the report goes on to show 'Participant Perceptions of Comparative Life Changes' (N=23)

Table 1-5 'Comparative Life Changes' (adapted from Pransky's chart)

Definition	Before Mean	After Mean	% of difference
1. Stressed Out	7.0	4.2	40% decrease
2. Arguments/Fights with kids	5.6	2.4	57% decrease
3. Arguments/Fights with spouse or partner	3.5	1.8	49% decrease
4. Quality of Life	6.8	8.0	18% improvement

'Participant Responses of how they Operate in Life after 1 Year' (N=23):

Table 1-6 'Operate in Life 1 Year After' adapted from Pransky

Definition	Before Mean	After Mean	% of improvement
1. Clear head with problem	4.4	7.7	62%
2. Wait out mood if bothered	3.9	6.7	72%
3. Not taking things personally	4.2	7.2	71%
4. See habitual thinking	4.1	7.1	73%
5. See own thinking effecting thinking	4.7	7.5	60%
6. Seeing Health	4.2	6.9	64%
7. See things philosophically when things go wrong	5.2	7.7	48%
8. Realise they can see things differently	4.2	6.8	62%
9. Get others to calm down	5.1	7.5	47%
10. Rating of mental well-being	6.2	7.7	24%

Pransky concludes that the study implies exposure to the Three Principles leads participants to experience being 'more peaceful, clear headed, more content and less stressed. Relationships with their children and families improved (Pransky 1999 p217),' and experiencing 'fewer problems' in their lives. Pransky explains that even if the participants that did not complete the questionnaire experienced no positive effects from the PBM training, 56.7% of the total did report experiencing some 'degree of improvement' (Pransky 1999). Pransky adds that participants that did answer the questionnaire 91% expressed that they had experienced 'improvements in their lives' (Pransky 1999 p217).

Thesis Two: *Increasing Student Sense of Feeling Safe: The Role of Thought and*

Common Sense in Developing Social Responsibility

Increasing Student Sense of Feeling Safe: The Role of Thought and Common Sense in Developing Social Responsibility (Campsall 2001) is an unpublished MA thesis and an exploration of the PBM in a Middle school that evaluated a *Leadership and Learning course*[12], to determine if it could assist children in 'developing social responsibility through an understanding of common sense and an awareness of the role of thought' (Campsall 2005 pii).

The study spanned ten weeks using 'Exploratory research' and was predominantly qualitative based with the addition of quantitative data collected both pre and post, via quick scale self-assessment forms. The sessions, based on *Leadership and Learning course* (Campsall 2001), consisted of a pre study class, ten forty-five minute classes which were made up of experiential learning with drama, art, reflection, stories learning circles and discussions, concluding with a post lesson class. These lessons were followed up with a number of forty-five minute one-to-one interviews and focus groups of four students at a time.

The sample consisted of twenty-four students, sixteen of which completed the pre and post Quick scale[13] and five pupils volunteered to be interviewed. The findings from the self

---

[12] The adapted version of the *Leadership and Learning course* (Campsall 2001), consisted of the following lesson titles: 1.Think of a time, 2.Uncovering potential, 3.Reflection & future vision, 4. Mind's movie, 5. Uniquely you, 6.Personal metaphor for success and happiness, 7.Syncronize your mind, 8. Sense of optimism, 9. Thought habit cycle, 10.I used to believe…now I realize; with the addition of Key word list, and Reference list of Feelings sheet.

[13] The 'Quick scale: Grades 6 to 8 Social Responsibility' is taken from *Social Responsibility: A Framework*, by the British Columbia Ministry of Education.

assessment tool showed that all students felt that they were '…minimally meeting the expectations for social responsibility' (Campsall 2005 p30). The study ratings for 'minimally meeting expectations' shifted from 34% pre to 19% post; 'fully meeting expectations' pre 63% to 69% post; 'exceeded expectations' pre 3% to 12% post. The study noted that the most significant development from the Quick scale were the aspects of 'being fair, respectful and unbiased' (Campsall 2005 p30).

The qualitative findings were mainly drawn from the interviews and focus groups which brought to the surface three main themes of firstly 'awareness of thought', with subthemes of 'perspective, perception, choice' and 'confidence.' Secondly 'Understanding common sense' with subthemes of 'inner leadership' and 'a sense of feeling safe', and thirdly 'social responsibility' with subthemes of 'self awareness, helping other, valuing diversity' and 'Solving problems' (Campsall 2005 p31). The conclusions show that the students cultivated an understanding of thought, leading to feelings, and in turn to behaviour. Campsall (2005 p37) suggests 'Seeing the cause and effect empowers them to naturally meet expectations for social responsibility.' Also respondents began to develop a deeper understanding of common sense leading ultimately to greater personal safety and recognition of individual leadership.

Campsall explains that despite the fact that the results of this study were conclusively 'indefinite', and that it would have been better to have a complete year eight cohort as opposed to the small class of twenty-four. The study ultimately concludes the need to teach children about the value of common sense with a developing awareness of the role of thought to aid in the development of their own dignity, which culminates in behaviours that not only

meet the needs of personal social responsibility (Campsall 2005), but also assists the child towards a better life.

Other Research

Although there is much anecdotal evidence from PBM projects carried out in various professional fields, very few have actually produced empirical scientific evidence to back up the claims made. Therefore the following papers are a representation of some of the available evidence that seemed most appropriate and useful for the purposes of this study.

Paper One: *The Camden Community School Health Realization Project*

The Camden Community School Health Realization Project (USA)[14] took place from spring of 1998 through summer of 2002 and ran as a longitudinal study although the outcomes of the study where not formally analysed due to the project running out of funding. Pre and post data was collected using the Friedman Well-Being Scale. The project goals were to assist staff and pupils to recognise common sense, wisdom, and innate health in each other, 'to help both staff and students live in a more enjoyable and productive state of mind' (Mills 2002 p3). Additionally, to attempt to share an understanding of the Three Principles with each individual to help them recognise how all people create their own distinctive form of reality via thought, and thus act from that. Before the study formally began staff were offered 30 hours of training in the PBM.

---

[14] To see footage from this project go to: http://www.centerforsustainablechange.org/ and click on 'Youth at Promise' video

This school was set up to accommodate pupils that were mostly on the verge of imprisonment. All had been excluded from mainstream education and many had confirmed or pending criminal records. A third of all students had been removed from their families by law or social services, and 30 to 40% were classified as 'special education'. As a consequence many of these pupils were miles from their homes.

Phase one of the project consisted of 'Intake' lasting approximately one year, in which PBM trainers conducted twice weekly sessions with the pupils, and hour and a half sessions each fortnight for the staff of the school. Minimal teaching took place during this time while the trainers developed an understanding of the environment and the lives of the participants; this gave the trainers the opportunity to take a step back away from the normal role of teacher and create rapport with the students. Phase two contained a higher level of teaching and explored the notion of the Principle of Thought as the vehicle that creates emotions. This proved very helpful with the students in calming and reducing conflict situations. Additionally, pupils were offered a separate 'Leadership' class, which proved popular. Phase three found the trainers working more directly with the faculty from the school within their classes; this phase was created as a bridge between the project and what happened at the school and beyond the projects completion. Throughout the entire length of the study, one-to-one sessions were undertaken with the pupils.

The study report suggests that the most successful classes were conducted where the faculty members, having gained a deeper understanding themselves, collaborated and participated with the teaching of the PBM. Student evaluations based on the question if they had been 'helped' by, or 'enjoyed' the classes generally, showed a 34% positive, 31%, negative and a

further 34% appearing in the mid range of responses. One of the foremost problems facing the scientific outcomes this project was the fluctuating nature of the semi-migrant population of students; additionally, some students had very low literacy skills, which made it problematic in getting them to contribute to the surveys.

The qualitative anecdotal evidence from the project offered a deeper insight into outcomes. Despite some severe resistance from the school faculty in the early stages of the project, many staff later reported having noticed positive changes in the students, as well as a strong sense of not being as stressed in their own lives by not taking their thoughts of work home with them. One teacher who had moved to a new school exclaimed, '"I'm noticing how wired the other teachers are around here … so I'm requesting Health Realization meetings now for [this school]"' (Mills 2002 p15 square brackets in original). The author makes several suggestions for improving any future study and admits '[t]he need for a well-designed and administered research project …' (Mills 2002 p14).

The author's own admission suggests an awareness of the study's various weaknesses, many of which they highlighted within the report and which have been mentioned in this summary. For example, although the length of this project promised an excellent test of how long-term exposure to the PBM might impact the thinking and behaviour of its participants, it also posed challenges in an established system that was known to have a fluctuating population. The average term of stay for students at Camden was approximately three months, and staff also had a high rate of turnover but is unspecified. Additionally, the fact that some of the school's teachers were resistant to the training could mean that, at least in the early stages, students working with those teachers had less encouragement since the teachers themselves may not

have been convinced by the efficacy of what they were teaching. Clearly, any repeat of this project would need to have in place a way to help newcomers through missed material, provide exiting students with some kind of 'takeaway' knowledge or guidelines, and sceptical teachers might need to be more closely monitored or allowed to opt out altogether.

Paper Two: *The Avalon Gardens Men's Association: A Community Health Psychology Case Study*

One community study that took place a number of years after the Los Angeles riots, *The Avalon Gardens Men's Association: A Community Health Psychology Case Study*, was set up to address chronic issues of 'racism, poverty, inter-racial violence, unemployment, drug/alcohol abuse, epidemic health problems, academic failure and acute problems related to the crisis itself, such as rioting, looting, arson and inter-racial violence' (Borg 2002 p346). For this research *The Community Health Realization Institute* set up an empowerment intervention program that started with workshops based around the question of 'What is a healthy community?' (Borg 2002 p349) and focused on empowerment of individuals and communities. Borg (2002 p350) states that '…by focusing on empowerment rather than the pathology of the community … ', this allowed greater possibilities for individuals to work together on the basis of what was working and what could be improved upon rather than the difficulties themselves.

The project used several forms of measure; firstly, it used capacity asset mapping in an endeavour to discover the strengths of the community; then it used the physical quality of life plan to map out what the physical environment was like to live in and what affect changes to these might have on residents. From this, one of the main sources of empirical data was

collected, taken from the residents own impressions of their community and their active role in the changes they felt needed to take place to improve health.

The results of this study showed a 43% drop in reported incidence of violence; a 38% reduction in drug and alcohol related crime; a 25% reduction in cases of sexually transmitted disease; a 40% reduction in family violence and child abuse; a 35% reduction in overall crime rate; a 25% reduction in teen pregnancy; a 32% increase in health screening: a 27% increase in HIV/AIDS testing; a 30% reduction in the unemployment rate; and a 40% reduction in school truancy and failure (Boyd 1998 cited in Borg 2002). The changes found were separately assessed against the baseline data and compared with a control group. However, it is also possible that the positive trend of these statistics are the result of the community knowing they were being monitored and feeling cared about for the duration of the study. While a follow-up comparison study at a later date might show the community incapable of maintaining these positive habits. The study showed promising results. Borg concludes that due to the nature of disease and illness having a psycho-social element to it, 'the social participatory element of the Avalon Gardens intervention was crucial to its success' (Borg 2002 p355).

Paper Three: *The effect of a Health Realization/Innate Health psychoeducational seminar on stress and anxiety in HIV-positive patients*

In the health services field it is generally accepted that people given the diagnosis of HIV-positive will also be offered some form of counselling due to the potential high level of stress they may experience. Sedgeman and Sarwari (2006) conducted a small pre-experimental, multiple single-case design pilot study to measure the effect of stress-reduction in the treatment of HIV-positive patients. Their study was established on data from previous research

on HIV-positive patients using Cognitive Behavioural Therapy (CBT) and other procedures, which had shown a reduction in stress, and an '...improvement in their immune functioning and a generally better quality of life' (Sedgeman and Sarwari 2006 p398). Using the PBM there was found to be some positive change in the follow-up scores for those patients whose pre-tests indicated symptoms in the non-patient normal range for stress levels. Additionally, those participants whose pre-test scores indicated symptoms on par with the 'psychiatric outpatient' symptoms all showed improvement which continued after the follow-up, which took place one month after the original one and a half day seminar entitled: *Finding Your Natural Peace of Mind* (Sedgeman & Sarwari 2006).

Research participants were asked to volunteer from the Positive Health Clinic of West Virginia University School of Medicine. Each participant was given the Brief Symptom Inventory (BSI) before the Health Realization/Innate Health seminar, then once again directly after the seminar, then once more a month later via the postal system. The study concluded that the subject matter deserved further research but that it was useful as a brief intervention for stress reduction for HIV-positive patients.

In this small study, one of the eight individuals showed no improvement on the General Severity Index (GSI) of the BSI whose score also indicated the possibility of them being a potential psychiatric in-patient. Three participants scored in the non-patient normal range on the BSI and all made improvements indicated in the post study data. The subsequent four volunteers all scored in the mid range of the BSI during the pre-test and all showed improvements from the intervention, two of them to a greater degree which was sustained until the completion of the data collection during the follow-up test.

Sedgeman and Sarwari go on to explain that the focus of the PBM taught was to assist in awakening the natural healing processes within the participant and that individual observations imply that patients that are experiencing 'stress and distress' that is painful but not pathological may well be assisted by a psychoeducational programme, in the reduction of their stress and depression, and these gains might be sustainable despite the succinctness of the intervention (Sedgeman & Sarwari 2006). The authors also note the obvious flaws to the design of this study. Since no data was collected on the participants, there is no way to know if illegal or legal drug use may have influenced the participants' improvements in the follow-up test collected a month after the seminar. It is also interesting to note that the proposed larger study will look more closely at early diagnosed, asymptomatic HIV-positive patients before they begin medical treatment in order to analyse potential improvements in immune system response from the PBM intervention

Paper Four: Comparison of Health Realization and 12-Step Treatment in Women's Residential Substance Abuse Treatment Programs

In a more recent study by Banerjee *et al* (2007), set up to compare The Three Principles as an application and the 12-Step Treatment in a women's Residential Substance Abuse Program, the PBM was shown to be as effective as the 12-Step treatment in areas such as substance abuse, crime, and psychological well-being. This was a randomized study using three groups, two of which received the 12-Step program, one in-county (114) and a comparison group out-of-county (107), and the third the PBM (112). The study noted that participants' substance abuse declined significantly from the baseline to the follow-up in all groups. Additionally, participant's levels of anxiety and depression declined significantly from admission to follow-up in all groups,

and the analysis showed an upward incline in participant's general positive affect; in other words, they were generally in a better emotional state of well-being.

Having said this, the study admits that the results found are in line with common findings in the substance abuse literature, which, as Banerjee *et al* (2007 p213) admit, 'suggests that treatment generally yields benefits, irrespective of approach.' The only significant difference shown from the results of the study were that out-of-county 12-Step treatment clients were less likely to be in work at follow-up than the in-county participants. This anomaly could be due to the possibility that the women were being treated away from their common place of residence and thus would be less inclined to look for work during the programme due to its out-of-the-way location. It could be said that PBM had no greater impact, and that for this category of substance abusers, any treatment could potentially help; conversely, being able to show that PBM is as effective as the widely-accepted 12-Step program may go a long way towards establishing it as a realistic alternative for treatment.

The outcome of substance abuse at the baseline of the research and follow-up were measured with the Psychometric test Inventory of Drug Use Consequences (InDUC-2-R). The research concluded that further studies would be more effective if they were to make comparisons between other therapies and approaches such as Cognitive Behavioural Therapy (CBT). Furthermore, the authors admit a flaw in that the study's design of having only two observations was not enough to fully understand substance abuse recovery and in enhancing participants psychological well-being over time.

The fact that the study uncovered comparable effects between the 12-Step program and the PBM is in itself a possible indicator for PBM proponents. As the authors highlight in their study, they expected the PBM clients would demonstrate 'higher levels of psychological functioning at follow-up' (Banerjee *et al* 2007 p212) due to PBM's inherent focus on the nature of human psychological functioning. However, all groups exhibited significant increases in psychological positivity, with the highest increase belonging to the out-of-county 12-Step group. While the study was not meant to demonstrate PBM's superiority over other treatment plans, its findings that PBM is only as effective as the widely-accepted 12-Step program could generate scepticism among critics of the treatment or among those who hold the purse-strings for funding treatment programs. Conversely, the study's findings that PBM is as effective as the 12-Step program could go some way towards the acceptance of this method as a viable alternative treatment, since different types of people need different kinds of interventions.

Summary

This section broadly explored the literature of the Three Principles, looking at an account of the PBM through its key works, continuing with an exploration of two unpublished theses, and finishes with an appraisal of some of the other research conducted in this field.

Comparison with Positive Psychology

Following is a brief comparison between Positive Psychology (PP) and the Three Principles. It is hard to do justice to such a vast and important topic within the confines of such a short study. During its history PP has promoted the importance of shifting the direction of emphasis away from simply looking at pathology and what is wrong with human beings, and looking more

towards positive affect. In other words, not only addressing the issue of people suffering with mental health issues and attempting to assist their recovery, but also to aid the general population towards a better standard of psychological wellness, (Seligman & Csikszentmihalyi 2000). However, Kelley (2003 p370) professes that 'Psychology as a science is still missing fundamental causal principles that explain all human behaviour (dysfunctional to optimal)' and argues that '[o]nly a principle-based understanding of human behaviour will lead to heightened levels of mental health for all...'

Psychology's primary aims were to attempt to cure mental illness, and to assist in the steady progress of everyday people's lives and, to help cultivate high aptitude in those that displayed it (Boniwell 2008). It would seem that psychology became sidetracked from this original direction after the Second World War, where the field was left mainly focused on pathology due to the dominance of psychological illness and psychopathology extant in a world population during the aftermath of such a disaster (Boniwell 2008). Seligman's epiphany with his daughter[15] which led to formation of his theory on authentic happiness, and lasting fulfilment could be compared to what happened to Sydney Banks with the exception of what has evolved out of each experience i.e. that Seligman suggests that there is a formula that can lead to finding happiness[16], which he extrapolates in his book *Authentic Happiness* (Seligman 2002), whereas Banks simply claimed that happiness is the natural state of the human being, and that it is only

---

[15] Seligman recounts the story of when his five year old daughter who had been throwing weeds around the garden as he tried to clear them, after he had told her off, she explains to him how from three to five she had been a whiner, and on her fifth birthday she decided to stop whining and how that had been the hardest thing she had done, but insisted that if she could stop whining he 'could stop being such a grouch' (Seligman 2002 p28).

[16] The Happiness Formula is: 'H = S + C + V' In brief this is 'H' for enduring happiness; 'S' for set range or the barriers to becoming happier, which Seligman sees as being at least 50% biological based. 'C' is for circumstances, in which is assumed that the physical elements of one's life directly affect the level of personal happiness. 'V' which has 3 chapters devoted to its explanation, is those factors under a person's voluntary control.

our individual thoughts that create a barrier to such happiness, and therefore no formula is required to get to happiness.

One chief difference between the two fields is that PP still seems to be dominated and focused not only on the science that can analyse the findings of its research, such as looking for empirical justification for its theories on happiness, which the field's Humanistic predecessors rejected (Boniwell 2008), but also in continually expanding the volume of its theories and techniques in a justifiable attempt to help people, yet at the same time an out-side in approach as opposed to an Principle based inside-out programme. This is much the same as many other forms of psychology. It is interesting to note the fact that there are currently over four hundred known psychological applications in use today (Kazdin 1986 quoted in Pransky, G 1998 p143), and many of them also have embryonic sub-groups, that appear to be expanding.

Conversely, in the context of the PBM, all therapy, whether it be the application of psychiatry, psychotherapy, counselling in all its forms, drug and alcohol rehabilitation, marriage guidance, criminal justice system and education programmes, social services, abuse victim support, or community based projects; all work from the common assumption that all humans have within them 'Innate Health', and this is the basis of all its work. Expressly, an application of the PBM always attempts to view the client as having health inside of them and point them back in the direction of their common sense and instinctive wisdom as opposed to trying to change a person's thinking or redirect it in a positive direction.

Additionally, none of the previously mentioned applications of the PBM use any type of technique other than a psychoeducational approach. Put another way, each exclusive area of

the PBM discipline may have its own language, metaphors, unique stories, and ways of describing the PBM but *all* will be teaching an understanding of the Three Principles in an attempt to guide a person back to their common sense and wisdom. Mills (1995 p53-54) explains when working with clients 'We concluded that we could help people much more by teaching them to elicit their own intrinsic health, rather than encouraging them to explore their dysfunctions'.

Csikszentmihalyi, co-founder of PP with Seligman suggested in his work that 'Flow' is the fundamental human element which is experienced through a 'total involvement in life' (Csikszentmihalyi 2002 pxi), which he asserts is possible through a series of actions that a person must undertake in order to attain and even remain in such a state. On this point there are a number of similarities across the two fields. Primarily, Csikszentmihalyi postulates that happiness is not something that happens by chance or luck, but moreover, something that must be nurtured and elevated. Similarly, proponents of the PBM would suggest that happiness does not just happen, but would add to this that happiness cannot be cultivated either, but, accessed from within dependent upon the person's in the moment thinking.

Csikszentmihalyi also advocates that to arrive at a state of flow one must control the inner experience and contents of consciousness. Yet from the perspective of the Three Principles consciousness itself is seen as a neutral state, only being brought to life via the thoughts that arise in the mind of the individual[17], thus deeming it impossible to control, but possible to

---

[17] Banks explains how the Three Principles work in unison to create individual personal reality: 'In chemistry two or more elements create compounds. It is the same with the psychological element...*Mind, Consciousness* and *Thought*. These three elements create psychological compounds that are our own personal psychological realities' (Banks 1998 p22 author's emphasis).

become increasingly aware of the direction that thinking is taking one i.e. in the direction of unhappiness, conversely towards a state of happiness. One other aspect is the idea of 'Optimal experience' which Csikszentmihalyi maintains is something that a person makes happen, and argues that these greatest experiences of life do not come in moments of calm and attention but after much effort and even strain towards something worthwhile (Csikszentmihalyi 2002). Whereas, an application of the PBM is the furthest you can get from being required to make effort, because it is assumed that to achieve one's natural state, or innate health, to re-become psychologically healthy, all one must do is point oneself in that direction, which requires no effort at all once realised and experienced.

Broadly speaking PP points towards the most effective aspects of the human condition, which is a very useful direction to look towards, however, it still seems to retain the fundamental belief that there is a 'light' and 'dark' side to each human being (Joseph & Linley 2006). Maintaining that someone is in a low mood could be one way of describing the so called 'dark side' of an individual, but it would be important to stress that in the context of the PBM, this 'low mood' is seen as a passing psychological state, created via thought, not a semi-fixed aspect of the person's character (Pransky, G 1998). Therefore, placing emphasis on the low mood suggests a search for evidence of some psychological disturbance, as opposed to teaching the individual to recognise the haphazard nature and role of thought that it is always in flux. Pransky, G (1998 p132) suggests that '[u]nderstanding that moods are nothing more than reflections of the temporary, ever-fluctuating quality of our thinking provides stability and reassurance to people because it shows them the nature of the three principles in action.'

In conclusion, the Three Principles as taught by Sydney Banks is an attempt to point a person back in the direction of their innate well-being, by showing them how their individual psychological reality, and thus their happiness or unhappiness, is being created in the moment via their own thinking, nothing more. Whereas Positive Psychology, is a positive and productive attempt to help a person improve their situation in life, focusing on what is best in them, via methods, procedures and techniques. The former is claiming to show a person how life is the way it is due to reality being created from within, the later is making suggestion on how to improve that life, but offers no suggestions as to why life is experienced in that way in the first place. Sydney Banks put it this way '*Thought is not reality; yet it is through Thought that our realities are created*' (Banks 1998 p49 authors italics).

2   CHAPTER TWO

Method and Data Collection Techniques

Setting/Location

The study was carried out at an Essex high school with an average Ofsted report record. The school was in a central town setting with a wide catchment area with children coming from both rural and urban homes. The school also had a relatively high proportion of ethnic minority group pupils in comparison with other local school. Additionally, a proportion of children came from socially deprived backgrounds, as the town has three out of the top thirteen most deprived council wards in the entire UK, this was not surprising. A letter of conditional agreement from the school can be found in appendix C. The main body of the study took place after the initial introduction to the school and request for research volunteers; for staff the PBM took place at an offsite location, so that it would be possible for staff to leave behind any sense of normal workaday lives; whereas, the pupils' sessions were on the school premises.

Sample

The intended sample was twenty staff and twenty pupils and the nature of the sample was convenience sampling. It was decided that twenty was probably the optimal number of people to work with effectively, as with any teaching situation, if a class becomes too large the group can become fragmented. If this total number for staff was achieved this would have represented approximately thirty-three percent of the teaching staff population.

Recruitment

Participants

The recruitment process began with a series of discussions with the Head Teacher of the School during 2008, followed by an introductory talk that took place in January 2009 which was given to the entire teaching staff. This preface to the research was set up as a way of interesting staff to take part in the study. The Head Teacher suggested that participation be offered as evening sessions as they felt that it may be difficult to get any volunteers at all if it was in their own time and on the weekend.

After the presentation, all interested staff were given a handout detailing the outline and time requirements for the study along with a consent form (appendix D). Initially twenty-one staff volunteered. For pupils, a letter and consent forms were sent home to parents of Year Ten pupils, outlining the research project, time requirements and what the study hoped to achieve (appendix E). Nine pupils volunteered and were given a simplified outline sheet for their information, including a consent form (appendix F). Appendix G is the written explanation of the project presented to the school for the Head Teacher and school Governors. Interview letters, with consent forms for staff and pupils can be found in appendices H and I respectively.

Ethics and Approvals

The Primary Investigator works regularly in secondary schools in Essex and Suffolk and has an up-to-date Criminal Records Bureau: Enhanced Disclosure (Disclosure Number: 001229133419), dated March 2009, and has also completed Child Protection Basic Awareness Training.

University of Essex Ethics Committee gave its approval on two occasions for this study, first dated 20th August 2008 (Ref 08018) for the main part of the study, and secondly dated 29th May 2009 (Ref 08018) for the post study qualitative interviews.

Staff

All staff that attended the initial two day session were reminded that public liability insurance was provided for the duration of their time off site. They were also assured that confidentiality would be maintained and guaranteed as nothing would be recorded in any way. Additionally, all data collected for analysis, would be made anonymous with names substituted by a number system. Once interviews had been transcribed and coded with a number, rendered anonymous, they would also be deleted, with hard copies being stored in a secure and locked location within the School of Health and Human Sciences.

Staff were also assured that when all hardcopy data had been collected and entered into the software it would then be deposited in a secure locked location within the School of Health and Human Sciences at the University of Essex, and then destroyed at the completion of the study. It was also made clear to all staff that there was no obligation on their part to participate in the study and that it was strictly on a voluntary basis. Additionally, if for any reason a person decided during the period of the study that they could not or did not wish to continue to be part of it, they would not be expected to do so.

Pupils

Whenever working in an environment with vulnerable groups, especially children, there arises the potential for ethical issues. After parental consent was gained, it was made clear to pupils

that it was on a strictly voluntary basis that they did so and that they were not obliged to take part for any other reason. Given the likelihood that pupils needed to leave the classroom during the sessions, the school guidelines were followed in an attempt to avoid disruption to the school. The pupils were informed that confidentiality would be maintained and guaranteed in the same way that it had been for staff as mentioned above. Likewise with the interviews for staff, pupils were assured that nothing they said in interview would be linked to their name.

Figure 2-1 Flow Chart for Volunteer drop-off
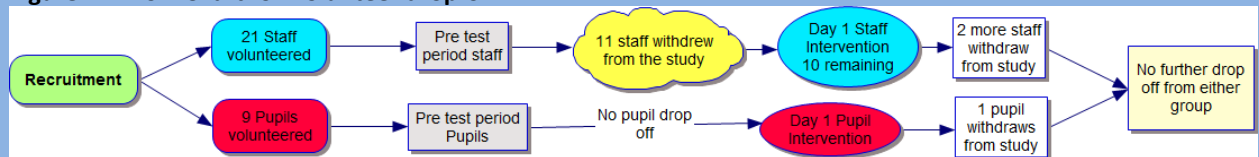
Intervention

The PBM, used as an intervention, was facilitated over an eight week period with both groups, with a follow-up after a further eight weeks, and concluding with in-depth interviews. Initially, all staff participants were asked to complete the Friedman Well-being Scale (FWBS) and for convenience this was carried out at the beginning of the weekend. The pupil's intervention took place over two extended evenings, which also began with each participant completing the FWBS. During the first two days both the pupils and staff were introduced to philosophy of the Three Principles, especially focusing on the idea of Thought, as a principle, creating individual reality.

The study began with a two day intervention at an offsite location with all staff participants. The rationale behind this was to ensure that each attendee would potentially feel relaxed

enough to participate fully if they were not surrounded by their normal working environment, and all associated feelings that go with being at work. On day one a general description of PBM was give, this entailed an exploration of the Three Principles as described previously i.e., '**Mind**, which is the source of all intelligence, **Consciousness**, which allows us to be aware of our existence, and **Thought**, which guides us through the world we live in as free-thinking agents.' Banks (2008a).

One of the most important explanations given to participants was the distinction made between what psychology commonly calls the mind i.e. the human brain, as opposed to the Principle of 'Mind' which is viewed as a much broader and all encompassing concept. Mind was further explored and described as being the energy behind life itself; the impetus behind our psychological evolution, or the source and natural intelligence of all living things in the universe. One example used during the training was from the plant kingdom: when we look at a seed we can find no evidence within that seed, even under a dark field microscope, of any evidence that it will one day potentially grow into the plant that it is meant to be. Yet, given the right conditions, i.e. light, water and healthy soil, the plant will grow. Biologists describe this phenomenon as photosynthesis, and science can of course explain its chemical predisposition to become this or that plant, yet this description does not give the observer any further idea as to how this happens; what is behind photosynthesis or chemical predisposition? This, in terms of the PBM is described as Mind.

Likewise with the growth of a human or animal within the womb, biology may minutely describe what it has seen, and what it believes is happening, but cannot go far enough to explain how this happens other than the genetic and biological coding of the process. This again

was described in the training as Mind, being the intelligent energy, impetus or driving force behind all things.

Consciousness was discussed not only in terms of simple awareness of existence, but additionally as a neutral clear state of being and how this clear state is affected by the content of our personal thinking. Consciousness or awareness was also described as synonymous with personal mood level and how this can change from moment to moment dependent on the Principle of Thought and consequently the content one's personal thinking. It was also explained to participants that Consciousness can be described as our ability to be aware of our thinking and energy, in other words Thought and Mind; and as conscious living beings we have the potential ability guide our energy in a direction that will make for a good life, using the power of Thought.

For Thought it was suggested that it was not individual personal thinking that was meant by the Principle 'Thought' but moreover the power of Thought itself, the very ability to think; the creative element of the Mind. Additionally, the simple fact that all individuals have this ability to utilise their thinking via the power or energy of Thought, in either a productive way i.e. letting go of negative habitual thinking and potentially feeling more at peace in life or continuing to unconsciously focus on the very things, events and happening of the past that are uncomfortable. Thus, consequently feeling as if there was no element of free will within the power of Thought, and that as thinkers we were subject to our thinking without any choice as to the direction we would like our thinking to go.

In summary Mind was explained as the energy of life itself, Consciousness as our personal awareness of that energy and our place in the universe, and Thought as the medium by which we create the reality we experience via these three Principles. In other words Thoughts arising within the Consciousness of living beings creates and colours the reality each being experiences.

It was also explained to participants that despite the fact that the Three Principles are spoken of as distinct individual elements, they are in fact really three elements working concordantly together as one thing. As it is really impossible to have any one of these Principles or elements without either of the others, in other words, there is no such thing as a Mind distinct from Consciousness; without the power of Thought it would be impossible to perceive reality; each named part of the Three Principles is simply a metaphor to describe how they work in harmony together.

One further facet of the training was the explanation of the illusion of time that most people operate under. In other words how we as human beings potentially get so caught up in the daily living and running of our lives that we forget that all life is lived in the moment. But given that we often spend some of our time either worrying about what might be around the corner, or plagued by the things that have previously happened in our lives that we don't like, we rob ourselves of our present moment experience and consequently, sometimes of our enjoyment of life in the now.

It was explained how the words we use to describe the living of our lives and the passing of time, are sometimes taken for granted as being 'real' and having substance and reality. When in fact they are simply metaphors to describe something i.e. the 'past' is a metaphor we use to

describe what has happened in our lives, based on pleasant and unpleasant memories; the 'future' is a metaphor that describes all our hopes, dreams and our fears and plans. Therefore it was further explained how neither of these metaphors actually exist, the past is dead and gone, and can never be retrieved, except via the power of Thought in the Mind. The future never comes in to existence because when we get there it is still the 'now' and therefore only a fantasy in the Mind that there is something coming, not withstanding the need to plan and prepare in life. Thus, it was demonstrated that the power of Thought is the vehicle via which all human beings create an awareness of living reality in the same way.

Video footage of project work carried out in the United States was also shown as part of teaching sessions to augment and illustrate how broadly the PBM had been used. This included examples of community projects, community policing, drug and alcohol rehabilitation, prisons, probation, and school projects. The video material also served as a continual reminder of what the Three Principles were.

On day two participants were asked to share any stories and experiences that might be relevant to the first day's intervention. A discussion on feeling relaxed at work was facilitated with an emphasis on how stress is formed via the Mind rather than from personal circumstances, experiences or physical or psychological demands placed upon individuals from the outside. It was further explained that stressful situations may arise due to certain biological dysfunctions, such as feeling tired, hungry or physically unwell, but that this is actually a natural response as a person's ability to think clearly is often debilitated to some degree or at least hampered during these times. But more often than not will an individual will return to clarity of mind and a more even temper once they have recovered and their thinking has returned to normal. However, it

was elucidated that there are always exceptions to the rule in that there are people who do seem to remain in a good psychological space during times of illness or exhaustion, and that this was an indication of the power of the Principle of Thought.

During the afternoon a recap of the Three Principles was explored again, with an emphasis placed on the source of happiness. It was explained how despite most people having their own view or opinion of where happiness comes from and what makes for happiness within individuals, that happiness was in fact an internal mechanism that simply gets covered over with personal thinking that takes us away from feeling happy.

Examples were given, such as when a person is at work the day before a holiday but their thinking is already in the 'holiday mood', they are more likely to be feeling buoyant, alive and optimistic, despite their present circumstances i.e. still being at work which they may commonly experience as stressful. Conversely, it is the last day of the holiday and they are in a tropical paradise, yet their thinking is now back at work and with all the potential trials that come with working and organising their lives, and that happy optimism has diminished. It was therefore pointed out that the power of Thought is the medium by which happiness is either accessed or covered over, and that the circumstances are relatively neutral compared to the thinking about those same circumstances.

Time was given over for questions and answers and later during the afternoon further video footage was shown with an emphasis on understanding relationships in the context of the work, home and life in general.

This was facilitated via an exploration of the idea that all relationships are based on how we view the other person, and given that our thinking is changing all of the time, so does our picture of that person change too. It was suggested that we innocently invent who we think the other person is dependent upon how we view them and what we believe we know about them. One example given was based on our meeting a spouse or partner; it was explained that when we first meet and 'fall in love' we are seeing past the character or personality to the energy of the person, and how we naturally enjoy this sense of euphoria that the other person seems to be creating. Time passes, and then we 'think' we start to get to know them and find out some of the things we don't like about them, again inadvertently we believe this is who they really are, the parts we don't like, rather than recognising this is simply who we think they are, using the power of Thought and our free will. Additionally, it was further explained that in these circumstances we have stopped seeing the essence or energy of the person and can only see the view we have created in our mind, which can be reversed again, with the recognition of our part as the thinker. The weekend concluded with video footage of Sydney Banks talking on the Three Principles from various perspectives.

For the first eight week period of the study staff sessions were arranged for one hour after school, from 4.30 to 5.30 once each week, these gatherings were set up to explore a deeper understanding of the Three Principles and hear stories from the participants. Session one was a refresher on the first two days of the intervention i.e. a recap on what the Three Principles are, how they potentially effect the lives of those exposed to them and primarily how thought creates reality, followed with questions and answers; session two was an exploration of Self Esteem; session three to look at Psychological Innocence; session four was an exploration of Mindsets and Mental Health; and session five looking at Innate Resilience, with a final session

six, re-exploring the Principle of Thought and how it affects individual's lives. For more details see Appendix J, this contains excerpts from PI's Field Diary about these sessions.

Most of the hour spent with the staff each week was taken up in discussion about what had occurred to people during their week. The intervention concluded with a half day event; during which participants were asked to complete the FWBS and given the opportunity to ask final questions and re-explore any areas of the intervention. At the end of a further eight weeks participants were invited to volunteer for post study interviews, and asked to complete the FBWS one final time.

The pupil intervention was undertaken staggered from the staff, by two weeks. The preliminary two evening sessions were following with eight single hour lessons, these sessions were organised to fit in with the school timetable by placing them into the scheduled PSHE/Citizenship lessons. All the pupils involved were given authorization to miss their normal Citizenship lesson for the duration of the study.

The pupil sessions had a similar loose structure to the time spent with staff, and much the same material was covered as described above, with more of an emphasis on understanding self esteem, or a lack of it via an understanding of the power of Thought. Additionally, it was explained how the feeling of empowerment or disempowerment are usually a direct result of how we view the world and how we view the situations that we find ourselves in, again via the power of Thought, not something individuals were simply subject to. Furthermore, youth leadership was explored in the context of using an understanding of the Three Principles to assist the pupils to take responsibility for their learning and their lives.

One important aspect of the training for the pupils was the examination of seeing past the impersonal nature of interactions with other people i.e. beginning to recognise that the mood level of teachers, parents, siblings or peers was simply a result of the other persons thinking, and nothing personal to them, despite the fact that it appeared that way sometimes; due to the nature of how the power of Thought creates reality.

An example that was given was noting how on a 'good' day, when everything seems to be going well and we are feeling okay about life, all interactions with others run smoothly, and more importantly, things and circumstances that might otherwise bother us on a 'bad' day, we simply brush off as if nothing has happened. Conversely, on the so called 'bad' days everything looks like a problem, interactions between others are fraught with potential problems, and almost anything someone says may be taken as a personal affront or attack upon our person. This point was further clarified with the illustration that life itself had not changed on either day, the only difference between a 'good' or 'bad' day being how we feel in the moment, which was further defined with the explanation that all feelings are the result of our personal thinking; the day is neutral and has no 'goodness' or 'badness' only our personal human thinking can create the value judgement to the day or the moment.

One further point of difference with the pupils training was the investigation into the academic process and its demands. One example that was given was the cultural assumption that exams are always stressful. A discussion was facilitated where the pupils were invited to share if they thought this was true, and why. There was a consensus among the pupils that it was mainly expectations placed upon them from others that created the stress.

Then the actual conditions of an exam room were explored with an emphasis on the fact that during an exam all any individual is being asked to do is write something about what they know, or use skills they have developed to interpret what they have read. All this being conducted within a silent room, with no distractions, and a readily available supply of equipment should any personal utensils fail. From this perspective, it was suggested, that it may become easier to recognise that expectations from others, whether it be from parents, teachers or society as a whole, which are often perceived as objective pressure; becomes a stress for an individual when they focus on these thoughts.

The pupils were encouraged to see this understanding of the power of Thought as a generalisation, i.e. that this recognition of how Thought plays a contingent part of what we can potentially take for granted as coming from the outside (i.e. objective pressure) rather than it in fact coming from within and therefore each person having some control over this process and ultimately how they feel.

During the final three hour evening session the pupils were asked to fill out the FWBS again, and given the opportunity for questions and answers. The students were reminded that they would be asked to complete the FWBS one final time eight weeks after the intervention, and invited to volunteer for a post study interview, with parental permission; both forms were sent to the pupils via the school system and returned to the school office for collection.

While setting up the study it was reasoned that there could be times when certain members of staff or pupils may not be able to attend sessions, therefore it was decided that the study

would continue and that any slippage in research would be reasonably dealt with in later catch up sessions.

Research Design

As a consequence of failing to recruit a second school[18] the research project became a quantitative/qualitative (QUANT→qual after Morgan 1998), single-group, pre, post-test, and follow-up design study (see Figure 2.1 below), using primary data collected using the FWBS questionnaire. Post study in-depth interviews were carried out at the conclusion of the project, transcribed, entered into Max QDA 2, coded, and examined for themes using Thematic Analysis (Bryman 2004). The principal investigator kept a research diary but this was by no means exhaustive, chronological or complete.

---

[18] The original intention for this study was to recruit two schools and use a 'waiting list' control design.

Figure 2-2: Intervention Timeline
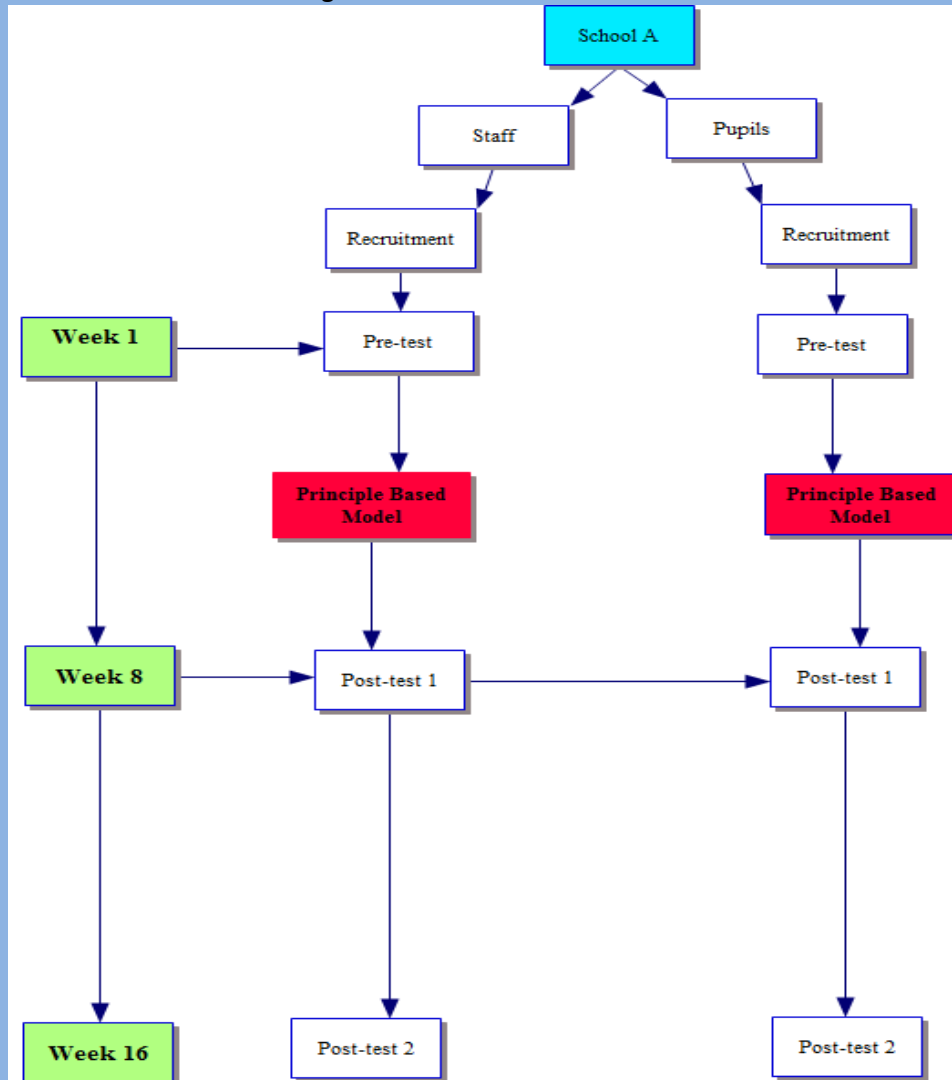
Assessment Tools

Friedman (2008) explains how the study of psychological well-being has been of immense interest to researchers and medical professionals for a number of years, especially in connection with 'social, psychological, economic, cultural and demographic variables.' It is a way of measuring the quality of life in individuals and following changes that occur during the restorative process of therapy. The Friedman Well-Being Scale Composite (FWBC) was devised by Friedman in 1992 after discovering that despite there being a number of different measures

for well-being already available, he felt most of them to be too long, too difficult to administer, hard to score and comprehend, and usually had too many items and subscales to make it easy to interpret (Friedman 1994). Therefore, after the publication of his book *Creating Well-Being: The Healing Path to Love, Peace, Self-Esteem and Happiness* in 1989, Friedman decided that he wanted to refine measures that would 'assess certain aspects of well-being and personality.' Friedman had previously developed an integrated approach to assessment and change in psychotherapy, which appeared in the book entitled *Questions and Answers in the Practice of Family Therapy*, edited by A. Gurman in 1982, but Friedman remained convinced that assessment in well-being could be made simpler and more user friendly.

While conducting a research project proposed to ascertain the bi-polar adjectives that might measure the 'agreeability' subscales for the Five Factor Inventory (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism), Friedman devised his Well-Being Scale out of what he describes as serendipity. While Friedman was working with Dr Lewis Goldberg who had devised a set of scales for the Five Factor Inventory, Goldberg assured Friedman at the time that there were no subscales available, but agreed to assist Friedman in identifying them. During this period, Friedman was using the Satisfaction with Life Scale (Diener *et al* 1985, Pavot & Diener 1993), among several other scales that had been devised from the 1960s through to the 1990s. Friedman states that although he didn't actually find the 'agreeability' subscales he soon discovered a considerable subset of bi-polar adjectives that 'correlated significantly with the various measures of well-being, happiness, stress, affect, life satisfaction and self-esteem' (Friedman 1994 p2). Friedman selected what he felt were the best twenty of these bi-polar adjectives and began to develop his new scale.

The FWBS (Friedman 2008) contains twenty bi-polar questions (see Appendix C), and is a simple questionnaire which is easy to score. It can either be used to score a general measure of well-being, using the 'Friedman Well-Being Composite' (FWBC) in its entirety or it can be administered using the five subscales: emotional stability (FES); self-esteem/self-confidence (FSES); joviality (FJOV); sociability (FSOC); and happiness (FHAPP) (Friedman 2008), for the purposes of this study I have used both the Composite and the five sub scales. Two acronyms that Friedman devised to summarise his empirical research findings using his scale were COPERS (Confident, Outgoing, Peaceful, Enthusiastic, & Resourceful) and BETSI HI (Behaviour, Emotions, Thoughts, Sensations, Images, Health, & Interpersonal). Concluding from his research using the FWBS that those individuals that scored with a high level of well-being were more likely to be generally confident, outgoing, peaceful, enthusiastic and resourceful, and that these same individuals were more likely to display positive behaviour and emotions, thoughts would err on the side of optimistic, sensation would more likely not be uncomfortable due to lack of tension in the body; images that were kept in the mind would be positive; their general level of physical health would be higher and their interpersonal skills well rounded (Friedman 2008). The FWBS was used in two previous PBM studies (DADS 2003; Mills 2002); therefore it seemed an appropriate and suitable scale for this study, especially in the light of exploring well-being.

Psychometric Properties

The FWBS has been appraised for reliability and validity in several ways. Primarily the alpha coefficients for three studies of psychotherapy clients, and two studies of college students using the total scale scores and sub-scales showed the internal reliability figures ranging from .92 to .98 (Friedman 1994). Additionally, The Spearman-Brown Split Half Reliabilities were

measured with the psychotherapy patients of three studies and the figures ranged from .91

to.93. For this measure the FWBS was split into FWBS1 and FWBS2, the first being questions 1

to 10, and the second being the remainder i.e., questions 11 to 20. Furthermore, Test-Retest

reliabilities were carried out at varying intervals of time with psychotherapy clients and college

students: The psychotherapy clients that were undergoing treatment at the time, had reliability

figures ranging from .81 to .85, and the students retest reliability was .73 for a 4 week interval

(Friedman 1994).

Additionally, Friedman conducted a study of psychotherapy clients where the FWBS was

compared with other well-being scales to show its convergent validity. With the Bradburn well-

being Scale the FWBS correlated at .61, with the Fordyce well-being scale it correlated at .60,

with the Andrews and Witney revised quality of life scale .60, and with the Diener, Emmons,

Larsen and Griffin Satisfaction with Life Scale, .53. This would indicate that the FWBS has

noteworthy correlation with comparable standardised measures which have analogous

structures and therefore confirmation of convergent validity.

Post Study Interviews

Thematic Analysis (TA) of key themes found within the interviews

Interviews (for the PI's 'Interview Guide' see appendix K) were carried out with six members of staff and one pupil. Despite suggestions that 'quantitative and qualitative research are based upon fundamentally incompatible epistemological positions' (Bryman 2001, p153) these interviews were conducted to attempt 'rapprochement (Bryman 2001, p152)' or reconciliation and enhance the findings of the quantitative data analysis, thus creating the opportunity to elucidate some of the personal experiences that participants had gone through in the light of the training. Additionally, in quest of cross-validation in conducting these interviews made it possible for the researcher to gain entrance into domains not acquiescent to quantitative research (Mays & Pope, 1995).

The interviews were conducted using a guide (see appendix K), which served as reminder that the appropriate topics were covered; they were semi-structured which provided an opportunity to explore the transcribed texts for potential changes; exploring each individual's responses, both at school and in their personal lives. It has been argued that unstructured interviews provide retrospective information and are therefore less accurate (Low 2007) yet with the semi-structured interviews for the present study, interviewees were asked questions that directly related to their feeling state during the interview and related stories, not distant past events. Additionally, although there had been an overall change in the entire population towards greater well-being, from pre to post study data, and a slight drop in follow-up data from the quantitative findings, this did not address or illustrate the more individual experiences

of potential increased well-being, or contradictory evidence that may arise in the light of these interviews.

Thematic Analysis (TA) seemed the most appropriate approach to use as the data was exclusively collected through the interviews and 'Thematic analysis is ideally suited to getting a clear picture of the basic content of the text' (Franzosi 2004 p562). Thematic Analysis also provides a broad framework on which to build a clear picture of the feelings and thoughts of the participants and as such it focuses more 'on *what* is said rather than *how* it is said' (Riessman cited in Bryman 2004 p412, authors emphasis).

Participants for the interviews were selected by convenience sampling, i.e. on a first come first server basis, and totalled at seven (appendices 'H' and 'I' are staff and pupil consent letters). A common criticism of qualitative data analysis coding is that the 'social setting' of the interviews can be lost and a fragmentation of data can occur (Bryman 2004), however, to ensure, as much as possible that this did not happen the majority of the coded data were based within the context of the workplace.

Thematic Analysis is commonly utilized as a means of determining, documenting, and analysing themes within data, and it 'minimally organizes and describes your data set in (rich) detail' (Braun & Clark 2006 p79). In this study it was important to investigate the experiences of participants after their exposure to the PBM training, and to further explore the research question as to whether the intervention could raise their perception of personal well-being. Additionally, using qualitative research approached in a project can help 'identify real-world factors that may slip below the gaze of experimental or survey research' (Hughes 2007 p95).

3   CHAPTER THREE

Data Analysis

This study looked at related samples comparisons, from the pre, post, and follow-up FWBS data using paired sample t-tests, using all participants (combined sample) and staff-only and pupil-only samples. The semi-structured interviews were transcribed and coded using Max QDA 2 software, and the transcripts were evaluated using Thematic Analysis (TA).

Quantitative Results

The FWBS results are presented in three tables below, the first is the Combined sample, the second is a Staff sample and the third a Pupil sample. Each table has the total FWBS scores and the FWBS Sub-scales.[19] The Chart in Figure 3.1 below shows an overview of the results with, generally speaking, an overall increase in well-being from pre to post tests for both groups and then a further small increase for staff and a slight decline for pupils.

---

[19] The FWBS can be divided up into five sub scales: Emotion Stability, Self Esteem, Joviality, Sociability, & Happiness

Figure 3-1: FWBS Total Scores Pre, Post, and follow-up Data Chart (N=19, 18, & 16)
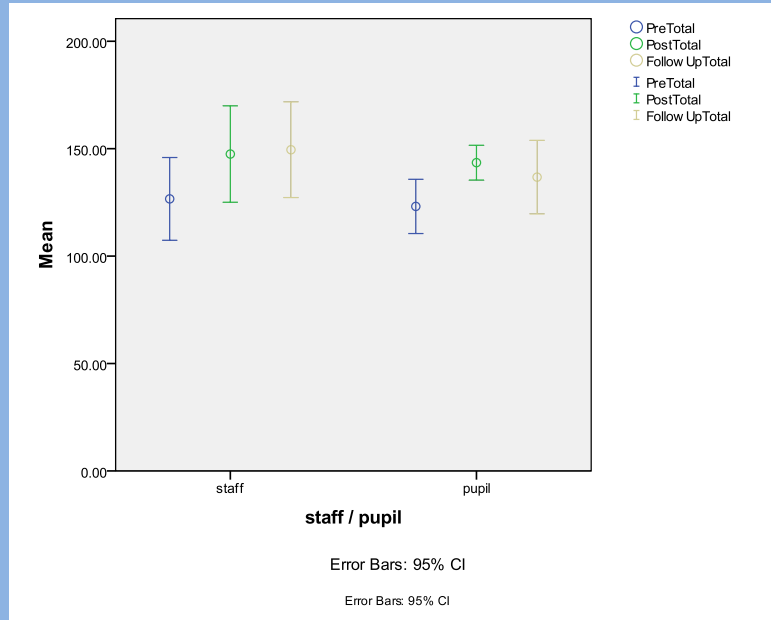
Combined Sample

Table 3.1 presents the results from the combined (staff and pupils) sample. The FWBS total scores had significantly increased from pre to post-test by 17%. The score then dropped marginally at follow-up – a decrease of 2% but still an overall increase of 15% from the pre-intervention scores.

As the data approximated to normal distributions in all cases, the eta^2 statistic is used to measure the effect size. The reported eta^2 of 0.47 indicating a large effect size as explained by (Cohen 1988 cited in Pallant 2005), so that the intervention had both a large and statistically significant effect on participants' well-being. Post-test to follow-up scores showed no significant change and the eta^2 indicated only a small effect size.

The FWBS Sub-scales each show some increase from pre to post and then a slight reduction in the follow-up scores. However two sub-scales pre to post stand out; firstly the Emotional

Stability (FES) sub-scale shows an overall increase of 20%, with an eta^2 statistic of 0.41

indicating a large effect. Secondly, the Happiness (FHAPP) sub-scale reveals an overall

improvement of 28%, the largest percentage change in the five sub-scales.

Table 3-1: Sub-scale Items Table

Subscales	Items
Emotional Stability (FES)	1-5 & 11-15 (10 items)
Sociability (FSOC)	18, 19, & 20 (3 items)
Joviality (FJOV)	7, 8, & 9 (3 items)
Happiness (FHAPP)	10 (1 item)
Self Esteem/Self Confidence (FSES)	6, 16, & 17 (3 items)

Table 3-2: Combined Sample

		N	Mean	SD	Paired t-tests	
					To post-test	To follow-up
FWBS total scores	Pre-test	19	125.2	18.4	$t(17)= -3.88$ $p = 0.001$, $eta^2 = 0.47$	$t(15)= -2.92$ $p = 0.01$, $eta^2 = 0.36$
	Post-test	18	146.5	19.2	-	$t(15)= 0.51$ $p = 0.61$, $eta^2 = 0.01$
	Follow-up	16	143.1	23.2	-	-
FES[20]	Pre-test	18	59.5	9.5	$t(17)= -3.48$ $p = 0.003$, $eta^2 = 0.41$	$t(15)= -3.57$ $p = 0.003$, $eta^2 = 0.45$
	Post-test	16	71.4	11.1	-	$t(15)= -0.21$ $p = 0.83$, $eta^2 = 0.02$
	Follow-up	16	71.0	12.8	-	-
FSES	Pre-test	18	63.8	13.8	$t(17)= -1.34$ $p = 0.19$, $eta^2 = 0.09$	$t(15)= -0.66$ $p = 0.51$, $eta^2 = 0.02$
	Post-test	16	68.1	15.7	-	$t(15)= 0.29$ $p = 0.77$, $eta^2 = 0.05$
	Follow-up	16	67.2	17.5	-	-
FJOV	Pre-test	18	63.5	14.4	$t(17)= -3.58$ $p = 0.002$, $eta^2 = 0.42$	$t(15)= -0.71$ $p = 0.48$, $eta^2 = 0.03$
	Post-test	16	74.6	11.5	-	$t(15)= 1.57$ $p = 0.13$, $eta^2 = 0.14$
	Follow-up	16	67.1	17.8	-	-
FSOC	Pre-test	18	68.1	17.8	$t(17)= -1.67$ $p = 0.11$, $eta^2 = 0.14$	$t(15)= -1.55$ $p = 0.14$, $eta^2 = 0.13$
	Post-test	16	76.0	17.3	-	$t(15)= 0.16$ $p = 0.87$, $eta^2 = 0.01$
	Follow-up	16	75.2	15.6	-	-
FHAPP	Pre-test	18	65.0	20.6	$t(17)= -3.11$ $p = 0.006$, $eta^2 = 0.36$	$t(15)= -2.03$ $p = 0.06$, $eta^2 = 0.21$
	Post-test	16	81.8	13.7	-	$t(15)= 0.45$ $p = 0.77$, $eta^2 = 0.03$
	Follow-up	16	78.7	17.8	-	-

Note: Degrees of freedom (N-1) for paired t-tests in brackets.

---

[20] The FWBS Sub scale acronyms listed in table 3.2, 3.3, & 3.4 are: FES = Emotion Stability, FSES = Self Esteem, FJOV = Joviality, FSOC = Sociability, & FHAPP = Happiness

Staff Sample

Table 3.2 presents the results for the staff-only sample. The pre to post-test FWBS total scores increased by 17% that was statistically significant. The data approximated to normal distributions for all staff. The eta^2 statistic of 0.38 suggests a large effect size. Post to follow-up data shows a further small but not significant increase in the mean score of 0.4% (17.8% from the baseline).

FWBS Sub-scales for staff all show an increase from pre to post scores but only Joviality (FJOV) and Happiness (FHAPP) are significant with the eta^2 statistics of 0.49 and 0.37 respectively indicating a large effect size. There are further increases that are not statistically significant between post and follow-up scores with the exception of Joviality (FJOV) which drops marginally by 4%. The most significant increase from pre to post is Happiness (FHAPP) which increased by 33.6%, rising again in post to follow-up scores which shows an increase of 40% overall from the baseline.

Table 3-3: Staff Sample

		N	Mean	SD	Paired t-tests	
					To post-test	To follow-up
FWBS total scores	Pre-test	10	126.9	22.2	$t(9)$= -2.39 $p = 0.04$, eta^2 = 0.38	$t(7)$= -2.04 $p = 0.08$, eta^2 = 0.40
	Post-test	8	147.5	26.8	-	$t(7)$= -0.28 $p = 0.78$, eta^2 = 0.11
	Follow-up	8	149.5	26.6	-	-
FES	Pre-test	10	62.0	8.0	$t(9)$= -2.22 $p = 0.05$, eta^2 = 0.34	$t(7)$= -1.91 $p = 0.09$, eta^2 = 0.34
	Post-test	8	72.3	15.6	-	$t(7)$= -0.16 $p = 0.87$, eta^2 = 0.02
	Follow-up	8	73.0	14.1	-	-
FSES	Pre-test	10	64.4	16.3	$t(9)$= -1.37 $p = 0.20$, eta^2 = 0.17	$t(7)$= -1.86 $p = 0.10$, eta^2 = 0.33
	Post-test	8	71.7	20.7	-	$t(7)$= -0.98 $p = 0.35$, eta^2 = 0.12
	Follow-up	8	75.3	15.1	-	-
FJOV	Pre-test	10	61.6	17.4	$t(9)$= -2.97 $p = 0.01$, eta^2 = 0.49	$t(7)$= -2.57 $p = 0.03$, eta^2 = 0.48
	Post-test	8	77.1	11.9	-	$t(7)$= 0.71 $p = 0.50$, eta^2 = 0.06
	Follow-up	8	74.0	16.6	-	-
FSOC	Pre-test	10	68.0	20.7	$t(9)$= -1.58 $p = 0.14$, eta^2 = 0.21	$t(7)$= -1.16 $p = 0.28$, eta^2 = 0.16
	Post-test	8	76.2	11.6	-	$t(7)$= -0.48 $p = 0.64$, eta^2 = 0.03
	Follow-up	8	78.3	14.6	-	-
FHAPP	Pre-test	10	58.0	20.9	$t(9)$= -2.30 $p = 0.04$, eta^2 = 0.37	$t(7)$= -2.42 $p = 0.04$, eta^2 = 0.45
	Post-test	8	77.5	12.8	-	$t(7)$= -1.15 $p = 0.28$, eta^2 = 0.15
	Follow-up	8	81.2	14.5	-	-

Note: Degrees of freedom (N-1) for paired t-tests in brackets.

Pupil Sample

Table 3.3 presents the results for the pupil-only sample. The pre to post-test FWBS total scores increase by 16%, which is statistically significant. Additionally the eta^2 statistic indicated a large effect size. Post to follow-up data shows a decrease of 4.9%, which is not statically significant.

With the FWBS Sub-scales from pre to post data all scores increased and some statistically significant such as Emotional Stability (FES) with a 21% increase and Happiness (FHAPP) a 16.9% increase. Yet all of the sub-scales decreased in post to follow-up scores slightly and only one sub-scale increased in follow-up scores which was Emotional stability (FES) by a further 0.8%.

Pupil Sample

Table 3-4: Pupil Sample

		N	Mean	SD	Paired t-tests	
					To post-test	To follow-up
FWBS total scores	Pre-test	8	123.1	15.1	$t(7)= -3.87$ $p = 0.006$, eta^2 = 0.68	$t(7)= -2.30$ $p = 0.05$, eta^2 = 0.46
	Post-test	8	143.5	9.6	-	$t(7)= 1.12$ $p = 0.29$, eta^2 = 0.17
	Follow-up	8	136.7	20.4	-	-
FES	Pre-test	8	56.5	10.8	$t(7)= -2.77$ $p = 0.02$, eta^2 = 0.51	$t(7)= -3.56$ $p = 0.009$, eta^2 = 0.64
	Post-test	8	68.5	5.31	-	$t(7)= -0.13$ $p = 0.89$, eta^2 = -0.01
	Follow-up	8	69.1	12.1	-	-
FSES	Pre-test	8	63.2	10.7	$t(7)= -0.29$ $p = 0.77$, eta^2 = 0.12	$t(7)= 0.58$ $p = 0.57$, eta^2 = 0.04
	Post-test	8	64.5	8.5	-	$t(7)= 1.23$ $p = 0.25$, eta^2 = 0.17
	Follow-up	8	59.1	16.7	-	-
FJOV	Pre-test	8	65.8	10.1	$t(7)= -2.53$ $p = 0.03$, eta^2 = 0.47	$t(7)= 0.63$ $p = 0.54$, eta^2 = 0.05
	Post-test	8	72.1	11.3	-	$t(7)= 1.39$ $p = 0.20$, eta^2 = 0.21
	Follow-up	8	60.2	17.3	-	-
FSOC	Pre-test	8	68.3	14.7	$t(7)= -0.87$ $p = 0.41$, eta^2 = 0.09	$t(7)= -1.09$ $p = 0.31$, eta^2 = 0.12
	Post-test	8	75.7	22.5	-	$t(7)= 0.44$ $p = 0.67$, eta^2 = 0.02
	Follow-up	8	72.1	17.0	-	-
FHAPP	Pre-test	8	73.7	17.6	$t(7)= -2.37$ $p = 0.04$, eta^2 = 0.44	$t(7)= -0.33$ $p = 0.74$, eta^2 = 0.01
	Post-test	8	86.2	14.0	-	$t(7)= 1.46$ $p = 0.18$, eta^2 = 0.23
	Follow-up	8	76.2	21.3	-	-

Note: Degrees of freedom (N-1) for paired t-tests in brackets.

Internal Reliability

Table 3-5: Cronbach's Alpha Reliability Scores

		Cronbach's Alpha score
FWBS total scores	Pre-test	.83
	Post-test	.87
	Follow-up	.92
FES	Pre-test	.64
	Post-test	.78
	Follow-up	.88
FSES	Pre-test	.76
	Post-test	.80
	Follow-up	.75
FJOV	Pre-test	.54
	Post-test	.61
	Follow-up	.77
FSOC	Pre-test	.52
	Post-test	.64
	Follow-up	.83

Qualitative Results

Findings of the Qualitative Interviews and Discussion

In this relatively small study the transcripts from the interviews amounted to 23,626 words in total, and throughout the preliminary immersion of the data from the interviews, one hundred and sixty-three sections of text were open coded into ten general themes, these themes arose naturally out of the substance of the texts, and were not predetermined categories, although they were influenced to some degree by the interview guide, especially code one 'Expectations and motives' and code ten 'Potential of the Principles.' The ten core codes were:

Expectations and motives, Personal changes, Well-being, Simplicity, What other people think, Effecting others, Reduced stress, Changes in others, Increased awareness, Potential of the Principles.

Out of these ten codes, four central themes emerged through a process of sifting and interpreting the data. These were: one: 'Expectations & Motives', two: 'Personal changes', seven: 'Reduced stress', and ten: 'The Potential of the Principles', out of the other coded segments the remainder became sub-themes to the main coded texts.

Analysing Qualitative Data requires asking the question what do all these codes have in common, so that they can be pooled into an 'higher-order' of more 'abstract codes' (Bryman 2004 p 411) as such, it became apparent that many of the coded text fragments were cross referencing between the themes. Re-examining the data, created a further collapse of two sub-

themes into one; thus, 'Effecting others' and 'Changes in others' both became code eleven: 'The Ripple Effect.'

The four primary themes and the resultant sub-themes are summarised below in table 3.4, and are examined in more detail in the following section. Continuing to re-explore the texts it became obvious that not all of the responses where entirely positive and so a new code arose, 'Uncertain or Negative effects', became code twelve, which is explored and interspersed throughout the following sections.

Table 3-6: Themes and Sub-themes

Themes	Sub-themes	Miscellaneous
Expectations and motives		
Personal changes	• Well-being • Simplicity • Increased awareness	
Reduced stress	• The Ripple Effect (Effecting others,& Changes in others)	
The Potential of the Principles		Uncertain or Negative effects (*UNE)

Definition of Themes, Sub-themes and Miscellaneous

- 'Expectations and motives' as a theme indicates literally the expectations that participants may of had prior to the PBM Intervention, and what motives they potentially had in taking part in the research.

- 'Personal Changes' is the subjective changes that individuals felt that may have taken place since the intervention of the PBM.

- 'Reduced Stress' can be defined as instances where participants noticed a reduction in their own stress or where they became more aware of stress in others and by implication became aware of a reduction in stress in themselves.

- 'The Potential of the Principles' as a theme was an attempt to discover what participants felt the potential and scope of the PBM could have used as a wider application.

Subthemes

- 'Well-Being' in the context of this section can be defined as participants coming to a recognition of innate health or a healthy core within themselves and seeing this in others.

- 'The Ripple Effect' is defined as the knock on effect that sometimes may occur when participants have a positive effect on others outside the direct group of participants in a study.

Miscellaneous

- 'Uncertain or Negative Effects' (UNE) can be defined as some of the outcomes from the training that have had a counter productive or uncertain effect upon participants.

Please note that the miscellaneous sub-theme of 'Uncertain or Negative Effects' (UNE) are distributed throughout the text of the themes and subthemes and are indicated by the use of (*UNE) at the end of quotation from a participant.

Theme 1: Expectations and motives

The coded segments for the following theme were relatively small in number as the questions they originated from were less open ended and as such did not evoke the type of exploration that the PI had hoped for. Having said this giving them short mention here does provide a context for the following codes.

Staff

For most participants there seemed to be a feeling of attending simply out of general curiosity, but what is interesting to note is that those which had a general interest, thought that the training would be more interactive like other trainings they had attended as teachers, and as such some were genuinely and pleasantly surprised by the differences, especially as one teacher revealed:

> *I was a bit nervous about that cause (you know) I didn't know what you'd expect us to do, I didn't know whether we'd have to (you know) enter role play type activities, or sit around in groups and bare ourselves to each other.* (Interview 3 seg. 9)

A number of the science department attended because as one participant explained:

> *I think I was interested because you were doing it as a research project and the scientist in me wanted to know what a real research subject would look like really, and you did mention in your brief you were talking about stress the idea that you don't have to think about what you don't want to think about. That sort of intrigued me.* (Interview 2 seg. 9)

Furthermore, those that had a motive to take part other than simply general interest seemed to have had an experience born out of a more open mind, and as such potentially gained more from the experience. At least two of the teachers that volunteered had most definite reasons for attending, one explained:

> *I went on the course to find out if I could do a high-pressured job, be a Mum to very young children and not feel so stressed after being so ill.* (Interview 6 seg. 3)

And a second individual very clearly disclosed:

> *No, I did have a motive, I think after losing* [her husband] *and going through bereavement I was on tranquillisers, and all sorts, so I wanted to kind of find something to help me.* (Interview 1 seg. 3)

Pupils

Even though the student volunteer affirmed that it was out of general interest that he came to the study, and that he thought that he might learn something that not many people yet knew, he added:

> *It was a bit different really because I thought it would be like more, errrm… interacting with each other* […] (Interview 7 seg. 7)

Theme 2: Personal Changes

Staff

'**People don't change because they are wrong. People change because they discover their health**' (Mills & Spittle 2001 p139). The changes that some teachers expressed during the interviews appeared to be a reflection of a personal knowing. It appeared as if they intuitively recognised that their life as a teacher, and its effect upon the pupils could open up in a calmer way and that the training had led to an increased awareness to this fact:

> *I have noticed, well, I've been more aware, I've become increasingly aware of the children at school, of how they are affected, you know, about what's going on … I know all of this, of course I know, I've always known this, but I'm more sensitive to it.*
> (Interview 4 seg. 44)

Another participant points out that although it was not the results they might have hoped for, it was still a step forwards, they put it this way:

> *Definitely, not* [an] *earth moving, life changing, earth shattering moment. But little things that have made my work and my life better – not all the time, because I forget sometimes, but in certain situations definitely things have been a lot better.* (Interview 2 seg. 47)

And a third participant talked of already living in the way they felt was being suggested from the PBM, and explained:

[…] part of the reason why it didn't really make a great deal of difference to me was that I felt that I was thinking along those lines anyway, that I tended to do the same things as you were suggesting, and you know, putting aside things, not worrying about things because they were in the past and there's nothing you can do about them […], so I suppose it wasn't a totally wasted experience in that in some way that kind of validated my outlook. And that has made me feel more secure in, in … well I'm already doing it … sort of way. So I feel perhaps more confident in the way that my outlook on life, it wasn't, I wouldn't say it didn't impinge on me at all, but it did in that respect. (Interview 5 seg. 32)

It is interesting to note that people sometimes mistakenly assume that the PBM as taught is suggesting a certain way of thinking or a certain way of living, however, this is not the case. The PBM is exclusively an inside-out approach, in that it is insight lead training rather than, as in most types of training, technique based. In other words, there is nothing to learn or to memorise in order for the Three Principles to potentially have an effect upon a person. This could be due to the assertion that '…the inside-out approach does not address symptoms or problems directly. Instead, it seeks to uncover people's innate health and natural well-being' (Pransky & McMillen, 2008 p6).

Some teachers spoke of the ways in which they were responding to conditions at school or home and how it had become markedly different. One participant spoke of having been in a cycle of being stressed at work, invariably feeling tired, going home, staying up late, not wanting to go to bed, watching television, and having no desire to 'think about anything.' Followed by:

Definitely, I mean at work now, I don't get tired when I go home, I've got more motivation, I've got more patience with all the pupils and students, and I've seen a difference there, I'm not so sharp or quick to jump on them. And that's been really good…so yeah, I do feel a lot better. And not so tired, you know I still go to bed late, but I'm rested (more restful sleep). (Interview 1 seg. 29)

In the context of the working environment of the school participants seemed to begin to fall into a more relaxed way of working; noticing how change within individuals can affect the atmosphere, several staff members explained how they had witnessed sometimes subtle and occasionally more obvious transformations in themselves:

I feel calmer, I don't disrupt the school and it's just a little bit more a professional and easier way to work, somehow. That's a kind of big change for me … really, cause I used to be quite famous for going off on one, and then coming down straight away, cause it's all just an act, but that was maybe not a very good act to have in a way. (Interview 2 seg. 49)

This sense of feeling calmer at school was a revelation to some staff as it was assumed by most that teaching by its very nature must be stressful. The distinction between pressure (objective tangible workloads) and stress (as being created by our personal thinking about the pressure) was explored during the interviews. It would seem that there is a great deal of objective pressure on teachers. Classroom teaching now incorporates only a small proportion of the teachers' occupation, as a long list of tasks are now added to their daily labours, such as preparation, paperwork, communicating with the community and carers (Troman 2000). Troman (2000 p332) explains that these factors may signify that, for a proportion of teachers:

'relationships are giving rise to emotional and psychological problems in their work and lives'.

One participant made clear the fluctuating nature of their thinking in relation to their

circumstances:

…sometimes we make things seem incredibly important, where actually they are really

trivial. But for the moment, in that moment, they can seem overly important and

obviously that impacts on the way that you behave and your attitude, and whether you're

in a good mood or a bad mood or whatever it might be, and so I tried much harder not to

allow those situations to kind of be the driving force. Maybe a little bit calmer.

(Interview 3 seg. 51)

It is possible that when a person becomes more aware of the general and naturally fluctuating

nature of thought, their thinking begins to slow down or lessen. It is obvious that it is virtually

impossible to stop thinking altogether, but it is always possible for a person to become more

aware of their thinking. People can be encouraged to see that: 'when they experience a

problem, that the problem has something to do with their own thinking' (Pransky, J 2003 p186).

Another member of the staff explained that one of the changes that they experienced allowed

them to be more fluid in their relationship with their thinking:

The biggest thing that changed me was just not thinking of my mind as rigid, and that

really did, was funny how it is so simple, but it has made a difference in my confidence as

well, and realising that it's just all me really doing it (laughs) … very interesting.

(Interview 6 seg. 31)

They later go on to describe how the PBM has positively affected the relationship with their partner:

Yeah, definitely I think I changed quite a lot – and my husband is bi-polar and so he's always been very up and down but the relationship between us changed – even though we've got an incredibly great relationship, [it] *was better in fact, it was a lot less clashing because I could see the* [thinking] *processes he was in, and knew that I couldn't influence him on my course. So I didn't say anything to him . It was funny – and less stressful for me to watch – it wasn't funny, but it was more understandable that I could see it was processing thought … in the past I would have taken it quite personally – that he was in a mood with me because I had done this. Instead of just completely just giving him a little smile and just sort of moving away and perhaps going and doing the vegetables.*
(Interview 6 seg. 69)

The following participant attempts to explain how they feel different and seems to have a sense of the magnitude of the changes but struggles to pin it down to something concrete:

Well it's …. It doesn't feel as if there's been a shift, but there must be of course, but it just seems such an obvious thing, that you can or can't do. It just seems like rather than a shift, there's more like your, well it is a shift I suppose, but it's more that you're doing, it's like walking whereas you used to hop everywhere, but now your walking and just seems blindingly obvious. It doesn't feel that different, but of course it is. But it's just such a little thing that you could have obviously have always done. Not like you've suddenly learnt a huge skill really, you just learnt, to ….. on/off switch really. (Interview 2 seg. 60)

Pupils

The student that volunteered to be interviewed seemed perfectly certain of the changes that had taken place for him, and spoke with great clarity of his transformations, numerating them:

> *well, I used to get angry really easily, like just little things would make me really, really angry, and errrm ... I had a really, really short attention span, and..., just.... Like – I was quite sociable but, you know, like in a different kind of way – I would see people but not try and meet new people, but now, it's just all different really, all three things have changed.* (Interview 7 seg. 13)

The student added:

> *Because I've leant how to (like) interact more and, (don't know) just, what other people think, because people have the same feelings as me and so, I can … just realise that (approach), easier really*. (Interview 7 seg. 15)

Theme 3: Reduced Stress

Staff

This present study suggests that a potential increase in psychological well-being can be observed from various angles. Many of the stories recalled by participants point toward a

reduction in their levels of stress; a reduction in stress, by its very nature, would imply an increase in well-being. One participant explained:

> […] *I think with work I really noticed it last week, when we were being* [Ofsted] *inspected,* […] *everyone, all the staff were getting stressed,* […] *and I must admit I had no stress at all,* […] *I stayed up the night before, done my lesson plans, but not stressful,* […] *put them on the pen* [drive]*. Fifteen minutes before the lesson, none of the plans were on the pen – people around me were getting stressed for me, and they were sitting there saying "what are you going to do?" and I said, well nothing, I know what I'm going to teach. And I just went in, and so it didn't stress me at all. But I did see quite a lot of teachers really stressed, and even the two days after* [people] *were going off sick and you could see the stress that they had. And I had none of that which was lovely*.
> (Interview 1 seg. 33)

Upon reflection of past experiences and after further discussion she added:

> […] *teaching can be stressful, and I have been teaching now for about ten years, and been* [Ofsted] *inspected before, and usually did get a lot of stress, this was the first time I just had the feeling well why worry, they're not going to shoot you if things go wrong, I can teach and … The lesson went fine.* (Interview 1 seg. 37)

It is argued that happenings such as the above story could be explained by the suggestion that some people cope exceptionally better due to personal aspects such as their 'culture, developmental history, or personality' (Folkman & Moskowitz 2003 p746). It has been asserted

that 'all people, regardless of their life experiences or psychological diagnoses, innately have internal coping resources to help them live a happier life' (Halcón *et al* 2007 p187). It is interesting to note that this person, from the above story, goes on to explain that during the two day school inspection, their daughter fell seriously ill and was taken to hospital, and they were left to look after two grandchildren, three dogs and a concerned son-in-law, and visits to the hospital, all of which she conducted without a hint of stress. They explained:

…but there was no stress […] I wasn't uptight or anything with that situation which I think is very good (Laughs). (Interview 1 seg. 42)

With personal observations of reduced stress and an open examination of the perceived stress of others around them, the following staff member explained how they started to experience a sense of expanded awareness, and a return to an experience of greater internal peace. A sense that is often associated with being young and carefree:

I think that the most interesting thing is the way I feel now, I used to feel when I was younger. I always had a very laid back… and I was never stressful, and it's quite nice now that I've got that back. So after all the years of being married, living abroad, which brought me stress really and all that, but this now, the feeling I have is when I was younger where nothing ever fazed me and I was always laid back, and it seems that I've got that back now. (Interview 1 seg. 50)

One member of staff explained how they had the iniquitous task of dealing with pupils for discipline reasons. Often these pupils would be very rude and challenging, arriving in a state of

great disharmony, but this teacher found that feeling calmer in themselves had made the whole process easier for all involved. They describe how the pupils:

> [...] *just come and* [I] *do the paperwork and move on, next one. I've been doing that really since the course* [PBM]. *Now, I could do it before, but I find I'm much more methodical in my calm approach to those sort of situations now, because it's better for everybody*. (Interview 2 seg. 22)

The teacher continues to explain their previous stress and its perceived personal negative effect upon the school, prior to the PBM:

> *I must have destroyed whole lessons as I'm shouting and yelling in the corridor – cause it interferes with everybody's learning – doesn't do any good, might have made me feel better in the short-term, but …. Still have a little go at home at the kids sometimes, but I've got better at that as well, cause that was one of my main aims, wasn't it, that I wouldn't take the pressure from work home and take it out on the kids.* (Interview 2 seg. 22)

In continuing to explain how this calmer approach may play itself out in the school this member of staff added:

> *It can't be doing them more harm by* [me] *being calm, than it did before. It's got to be more positive even if they* [the pupils] *don't notice.* (Interview 2 seg. 51)

This sense of finding a more relaxed way of working within familiar circumstances seems to point towards the PBM theory that each individual has within them what is termed 'Innate Health'; that it is a return to a neutral and natural state that takes place from an understanding of the Three Principles, not learning new coping strategies. One participant talked of a shift in terms of how their thinking had become lighter, that they had come to realise that the content of their thinking about circumstances is what drives stress home, or conversely away:

> *Yeah, but I think a lot more about it since that course* [PBM]*, about the fact that thought is just a thought*. (Interview 3 seg. 31)

The above member of staff when also talking about the previously mentioned Ofsted inspection suggested:

> [...] *well actually whatever's going to happen in the next two days, you know, probably nothing much is going to actually change in my life, and some of these negative thoughts that I keep having about the situation, are just thoughts really*. (Interview 3 seg. 41)

The subject of 'Thought' and it being the cause of stress led to much discussion during the training, and the distinction between the content of our everyday thinking, and 'Thought' as a guiding principle that can be used for good or ill was suggested as a reason for these differences. People were not always completely comfortable or relaxed during the training, as one participant recalls:

I think people are innately suspicious of anything which is [or] could be branded as

alternative. And also people are very suspicious of anything that involves them doing

something rather than them thinking through things, people are quite uncomfortable,

that was one of my observations, people are quite uncomfortable doing what they

perceive as nothing. Again that's part of our conditioning, we're used to being force-fed

fast dances. (Interview 2 seg. 68) (*UNE)

Anderson (2004 p 1) suggests that 'researchers have discovered that the average person thinks anywhere between 50,000 to 70,000 thoughts per day', given the possibility of this proposition it is not surprising that, thought may well be the leading cause of so much of an individuals unhappiness and stress. Due alone to the sheer volume of their thinking becoming overwhelming, especially at times when people are tired, hungry or unwell; one participant explained how they began:

[…] *to just let the thoughts go - they're only thoughts (laughs), at the end of the day it's all*

in your head, [it] *doesn't actually mean anything.* (Interview 4 seg. 134)

They went on and explained:

But I'm more aware, of the fact that (yeah) they're just thoughts, you know. Who else is

seeing these thoughts apart (nobody) apart from you, it's all in your head (laughs) so yeah.

So… yeah. (Interview 4 seg. 140)

One other participant described it like this:

Well it's just so simplistic, but it was definitely the idea that just cause you had a thought, you didn't have to react to it. That was mind-blowing for me, cause in fact I think […] the idea that you can have a thought and then discard it, was not something that I had ever consciously thought that I could do – and yet it is so blindingly obvious. And I thought that was the real 'road to Damascus' thing for me. (Interview 2 seg. 55)

Continuing in this vein, 'thought' seemed to become the vehicle by which some participants began to view gaining a deeper sense of calmness, and not just for themselves; in the following extract this teacher revealed:

Yeah, I mean, whether people buy into the whole package or not, I think there are aspects of [the PBM] *which are very useful for everybody to be thinking about, in a way that they approach their life … Sort of concept to think about. Even if it's you know, […] What I'm thinking is just a thought, and you know, it has no power, except the power I give it (laughs), to actually effect my life, and that is a really powerful image, really!*
(Interview 3 seg. 73)

In terms of experiencing a broader awareness of this process of seeing how thought remains essentially neutral until a personal choice or judgement is made about the content; in the following extract the teacher put it this way:

I thought that yesterday actually, […] such a long week, and I thought am I really stressed. I could just feel myself like this, but I realise it was just, I'm working very hard, but actually

while I'm enjoying it, it's not stress [...] and I just realise I'm not actually stressed I'm just working at such an incredible rate. (Interview 6 seg. 15)

Theme 4: The Potential of the Principles

The interview transcripts seemed to reveal a consensus of feeling on this point; whether or not interviewees felt that they had gained something from the research project, they all agreed that it had potential on a wider scale. One staff member concluded:

So yes, I think it has, I can't think of anyone who wouldn't benefit – start with politicians maybe. (Interview 2 seg. 68)

As part of the intervention, a number of video extracts were shown to give examples of the PBM in action in different application settings. One shows a low income community and its renewal; one teacher exclaimed:

When I saw that video – it really blew me away – that's what I became a teacher for – the music [as music teacher] *is secondary – (you know) that is what it was – so if you could effect kids like that and make a change then its done isn't it really!* (Interview 6 seg. 99)

Pupils

The pupil interviewee remained confident of himself about the PBM's potential and asserted:

– just that it should be definitely taught on a wider basis – errr...cause it would, it can

effect everybody [...] (Interview 7 seg. 108)

The participants had a shared familiarity, either as a teacher of varying lengths of time within the school or as a pupil; despite these similarities each participant had their own unique experience of the PBM. The following extract that illustrates this point, the teacher explained:

The funny thing is, it doesn't fit in with your research at all, but I think I said the first time:

if you said I was going to spend a whole weekend with a bunch a teachers, sitting around

just talking, I can't think of anything more horrific! But I had a very nice weekend, relaxing

[...] (interview 2 seg. 80)

Conversely, the same teacher added:

[I] *know a few people who didn't* [have a nice weekend] *and some people obviously had*

needs, and other people I think were more voyeuristic, like myself, maybe at the start.

Some people didn't get it at all; some people didn't think they needed anything. No, I

found it a very interesting experience. (Interview 2 seg. 80) (* UNE)

Some will gain more than others from an intervention, and others still will seem to remain impervious to the experience, at least as a subjective experience, which in the end is all a participant can have.

Sub-Themes

Bryman suggests that any single piece or segment of transcribed data can and 'often should be coded in more than one way' (Bryman 2004 p 409). Many of the coded fragments did have many overlaps within the coding system. As such, the continuous re-exploration of the interviews created the possibility to reduce the vast volume of material and recruit meaning from compressed material. Exploring the Sub-themes showed two that seemed prominent that emanate from this oscillation between 'Themes' and 'Sub-themes.'

Sub-theme a): Well-Being

Well-being in the context of this study is seen as synonymous with what is termed in the PBM as 'Innate Health' or having a 'healthy core.' Frankl (2004 p139) explains that '…life is potentially meaningful under any conditions, even those which are most miserable. And this in turn presupposes the human capacity to creatively turn life's negative aspects into something positive or constructive'. Only a personal experience of this can lead to an individual seeing this in others. One participant describes a clear example of how they have come to view 'well-being', within the context of seeming illness:

> And I think of people that I've known over the years that … And had, I suppose, mental
> health issues. A close friend of mine, … (The whole treatment is about illness), […] and for
> long periods of time she functions quite normally, and holds down a job, and all the rest of
> it, but there are …. From time to time, when things come out of balance, but as far as the
> kind of treatment she gets it's all about the illness, the lack of wellness as it were. You see
> that brings her self-esteem down tremendously because she sees herself as being an ill

person instead of a person who for most of the time functions just the same as everyone else. (Interview 3 seg. 69)

Pupils

The one student that participated in this process spoke with seeming total certainty about his changes:

Yeah, definitely – I used go absolutely crazy because I wasn't really a calm person - but, so I'm a lot calmer now. (Interview 7 seg. 59)

In terms of where happiness and well-being actually arise from, it has been speculated that once an individual is capable of organising their consciousness 'so as to experience flow as often as possible, the quality of life is inevitably going to improve …' (Csikszentmihalyi 2002 p40). This sense of 'flow' is also known as 'being in the zone' in the world of sports, and is often associated with peak experiences when people are exclusively focused on one thing alone; in the following extract, the student talked of how money and possessions may or may not affect one's ability to achieve a flowing state of well-being:

I don't know, it's a bit of both really, cause you might have all the money in the world but, and you could buy your happiness, but it still doesn't make you mentally happy, because you want to keep buying more and more and more! So it creates more stress if you haven't got that thing, but if someone has no money but they've got a happy lifestyle, you know like they've got a good family, good like….got a nice house, and stuff, I reckon – so it's a bit of both really. Definitely. (Interview 7 seg. 96)

Sub-theme b): The Ripple Effect – Changes in Others

Staff

In the context of perceived change in others, all observations are, by their very nature, subjective, and can only be viewed in that light. However, if individuals experience positive change in themselves, this has the potential knock on effect of altering the way they view the world and other people in it. It seems that there is a substantial corpus of research which 'indicates that positive affect can influence social behavior – in particular, sociability, cooperativeness in negotiation, and kindness' (Isen 1987 p206). In the context of this study participants began to witness such change; one teacher described one of such occurrence:

> *I talk to* [staff member X] *a lot, which I didn't particularly before that, before the course, you know we used to say hello, and that was about it, hello and smile, but I talk to her a lot, she always struck me as a person whose life was pretty hard work, maybe, and she seems to be really relaxed I've really noticed it in her. I haven't noticed it particularly in any of my science colleagues, any…. probably they wouldn't in me I guess. I think she's almost seems like a different person than before, but I didn't really know her maybe it's just that I've taken a bit of time to get to know her a bit.* (Interview 2 seg. 37)

Reflecting on the potential value of what had been shared during the training one participant recounted:

> *So I could see that there were colleagues that actually took quite a lot away from your sessions, and therefore, just because it didn't, you know, I didn't take so much away,*

doesn't mean that it's not going to work for anybody else. So I feel that it's got valid outcome for some people. (Interview 5 seg. 34) (*UNE)

Talking of the follow-up sessions, the same volunteer followed with:

But I could see by the way they talked and the difference and the fact that I know that some of them have sort of been back to you and obviously continued with it, that yeah, it is helpful for some people. (Interview 5 seg. 38)

One participant spoke of how she had witnessed a peer having gone through a very difficult period in her life and then seeing the changes after the training:

It was lovely seeing how [staff member X] *just how wonderful that woman looks, I only really got to know her as her husband was dying, and she looked terrible for years, and she's just like a glowing beacon* [...] (Interview 6 seg. 31)

One member of staff discovered the identity of a couple of the pupils that had attended the PBM training, and she spoke of having worked with these two girls over a number of years in an attempt to help them with their problems in school but did not seem to be making progress, she described how the PBM appeared to be having an effect and spoke of perceived changes:

[...] *and I think you did it, and things they were saying about how they view people, was very interesting, particularly talking about teachers, and* [one pupil] *said instead of being cross, with them, getting wound up, she was just watching them and thinking how sad it*

was and just being sorry that they had got so, so stressed out – and just being really not

effected at all – and I just thought it was so poignant – [the pupil] *was just really in a good*

space, never seen her like that – (Interview 6 seg. 80)

Previous studies have shown that once a young person has experienced this sense of becoming

more aware in themselves and about others around them, it is likely that they can experience it

again (Campsall 2005).

Pupils

When asked if the PBM had the potential to help teachers, they responded:

Mmmm ... yeah, definitely – cause if the teacher's happier then it might make the

students, like, more responsible and happy so, yeah definitely. (Interview 7 seg. 98)

Although not all participants felt they had witnessed changes in others, there seemed to be a

general consensus that all people were looking to have a happy life.

Summary

Quantitative statistics

The total pre to post-test scores representing all participants in the study produced an overall

increase of 17% in psychological well-being as measured using paired t-tests with data being

collected from the FWBS, dropping slightly in the follow-up scores by 2%. This showed that the

Three Principles system has both a marked and statistically significant effect on participants'

well-being. Post to follow-up figures for all participants showed no significant increase. When the data was analysed between staff and pupils, there was a pre to post increase of 17% for staff and 16% for pupils. Post to follow-up data shows a further small but not significant increase in the mean score of 0.4% (17.8% from the baseline) for staff, and a decrease of 4.9%, for pupils, which is not statically significant.

The FWBS Sub-scales for all participants each show some increase from pre to post and then a slight reduction in the post to follow-up scores. Two sub-scales pre to post stand out; firstly the Emotional Stability (FES) sub-scale shows an overall increase of 20%. Secondly, the Happiness (FHAPP) sub-scale reveals an overall improvement of 28%, the largest percentage change in the five sub scales.

FWBS Sub-scales for staff all show an increase from pre to post scores but only Joviality (FJOV) and Happiness (FHAPP) are significant. There are further increases that are not statistically significant between post and follow-up scores with the exception of Joviality (FJOV) which drops marginally by 4%. The most significant increase for staff from pre to post is Happiness (FHAPP) which increased by 33.6%, rising again in post to follow-up scores which shows an increase of 40% overall from the baseline.

The FWBS Sub-scales for pupils from pre to post data all scores increased and some statistically significant such as Emotional Stability (FES) with a 21% increase and Happiness (FHAPP) a 16.9% increase. Yet all of the sub-scales decreased in post to follow-up scores slightly and only one sub-scale increased in follow-up scores which was Emotional stability (FES) by a further 0.8%.

Qualitative Interviews

Despite the smallness of this study the transcribed data for the interviews was a considerable corpus of material. This was open coded into ten main codes: 1. Expectations and motives, 2. Personal changes, 3. Well-being, 4. Simplicity, 5. What other people think, 6. Effecting others, 7. Reduced stress, 8. Changes in others, 9. Increased awareness, 10. Potential of the Principles.

Out of these ten codes four main themes emerged that of 1. 'Expectations and motives', 2. 'Personal changes', 7. 'Reduced stress', and 10. 'Potential of the Principles'. With the remaining coded segments being either collapsed into sub-themes to the main coded texts, or being dropped. Exploring these themes using extracts taken from the transcripts it was possible to create a picture of change, from the responses of the individuals.

4   CHAPTER FOUR

Discussion

The aim of this research project was to test the efficacy of the Three Principles as a way of increasing the psychological well-being for staff and pupils working in a school. It was conducted as a sixteen week pre, post and follow-up study using the Freidman Well-Being Scale (FWBS) for data collection, analysed using paired t-tests. The study was divided into two eight week periods, carried out in an Essex high school, where the staff and pupils involved received the PBM as a psychoeducational understanding. During the follow-up period after the sixteen weeks, a number of staff and one pupil were interviewed, and the transcripts were entered into Max QDA 2 software and evaluated using Thematic Analysis.

Research has shown how the psychological and emotional state of a child dictates their ability to learn, because it is emotions that sit behind the drive to access education and motivation; additionally, it has been suggested that education has not fully taken up the responsibility of addressing the connection between stimulating positive emotions in the class room and psychological well-being of staff and pupils working together (Sylwester 1994). This current research displays the possibility for some pupils to increase their level of psychological and emotional well-being and thus to potentially recover the incentive to engage in education more positively, and to get along with each other and staff in a genuine and effortless way. Mills and Shuford (2003) suggest that it has been shown that pupil's academic achievements could progress considerably if their 'state of mind' was developed positively.

In the Camden School Report (CSR) USA based on a study within a special school it was seen how initially staff were reserved and stand-offish and the pupils were aggressive towards the facilitators of the PBM. Yet with continued rapport building with pupils and staff beginning to see the positive changes and differences in the behaviour with some of the students, the staff began warming towards the idea of the Three Principles as useful and practicable. The present study also corroborates the findings of the CSR where teachers who gained the most from the training were those that participated while the PBM facilitators were working in their classrooms, with the pupils. Likewise with the current study, it would seem from some of the interview material that the teachers that came to a number of follow-up midweek sessions and continued to develop their understanding of the Three Principles, seemed to have a better experience both in the classroom and outside school with their families.

One of the central issues that appear in a number of the books reviewed is that of the psychological health of the helper, as in *Realizing Mental Health*, Mills (1995) explains the importance of being in a positive state of mind when offering help to others is paramount and essential to the success of the PBM. This subject was brought to life in the current study, via the stories told by interviewees in the form of some positive changes that staff and one pupil felt they experienced in the light of the training. That is, in being calmer and in a clearer state of mind seemed to lead to a greater awareness and sensitivity in the classroom for teachers, and more positive communication between pupils and staff and between pupils and their peers.

A reduction in stress was another central case in point for a number of the studies reviewed, such as Jack Pransky's one year follow-up study where ten out of the thirteen participants announced this as prominent part of their experience. Also with Sedgeman and Sarwari's 2006

study, with HIV positive patients, which showed how short term PBM training could reduce stress. Likewise, with the present research where a number of participants recounted stories during the interview process of feeling less stress, and more relaxed. The present study corroborates and concludes that stress is simply a result of what a person thinks about the objective pressure of their lives as the direct cause of the stress.

One of the primary aspects of the current research was the focus on the health of the individuals during the intervention as opposed to attempting to trouble shoot or offer solutions for existing problems that the school or individuals might be dealing with. As Borg (2002) suggested in his community renewal study that illness as it appears in a community in general, is not just organic in nature but also social, and where there is a social element to suffering, the solution lies in the community understanding each other at a deeper level, and then the solution arises quite naturally from within the community, as Borg's study shows, along with the Modello Community renewal project carried out by Mills (Pransky 1998).

Likewise with the present project, not only do the quantitative analysis findings show an increased level of well-being and happiness in the participants, but moreover the qualitative interviews show how individuals, once they begin to become more aware of their own innate health begin to see it in others. And thus treat peers and pupils with more respect and care and ultimately become more effective and productive in what they do. This, as one participant exclaimed can only be better for the school as a whole.

The interviews clearly showed that many staff volunteers thought that the intervention would be more teaching based, in that they expected to be asked to do things, or break into groups

and discuss certain element of the training or, the biggest fear many had, was that they might be asked to perform 'role play.' Therefore, it came as a surprise and a relief to most that the training focused on developing an understanding of self created reality, rather than simply more techniques, facts and information that they must retain and use at work. This sense of relaxed participation is reflected in a statement by one of the teacher volunteers about a pupil who had also attended the training, and how the child's attitude towards teacher's stress in general, was one of understanding and compassion, something that would seem rare in modern schools, and that had not been witnessed in this pupil before.

One of the main themes running through all of the books reviewed in the current study and a number of the articles show prevalence to the subject of the Principle of Thought. Banks (1998 p52) explains it this way '[w]hen you start to see the power of *Thought* and its relationship to your way of observing life, you will better understand yourself and the world in which you live'. This theme was corroborated throughout the interviews of the current study where many participants spoke of the simplicity of seeing thought simply as thought, that it didn't actually have a life of its own by which it could control them but, conversely was something that they could change their focus away from. It is important to note that this is not the same as simply thinking positively, this is developing a deepening awareness of the power behind thought itself. Put another way, recognising that all thought is neutral until it is given life by the thinker and the direction and focus that people as individuals choose to orient themselves.

One final note about the Three Principles in general and its application, as the literature review attempts to show is that the PBM has been applied in many different settings, including community and educations applications. It would seem from the evidence available that once

individuals begin to see how the Principles operate in their lives, this process has the potential to shift their perspective away from focusing on the things they don't want in their lives and towards the things they do want, i.e. happier states of being. It would seem that developing a deeper awareness of feeling states helps individuals to understand that a mood shifts down into a lower state of consciousness is not something to become worried about or even something that necessarily requires any action, although it may. Once individuals begin to understand the source of mood changes their lives have the potential to change positively.

This project provides some positive evidence to suggest that where social, psychological and emotional improvements are being sought in education[21], the PBM may be a useful tool for schools to utilise in creating greater levels psychological well-being and a reduction in stress, with a corresponding increase in calmness and stability; thus creating a more harmonious place of work for adults to work, and children to learn in.

The benefits for the education system in the UK could be substantial if such a programme could be funded; given the current climate of spending cuts, this is not likely at present (spring 2011) but it is worth noting that such a programme would become self sustaining after the initial cost of training staff. As previous studies have shown, the effects of such an intervention evolve and

---

[21] In this connection it is worth noting that the Government's White Paper *Every Child Matters: Change for Children* from the Department for Children, Schools, and Families (DCSF), asks that all children and young people from birth to age nineteen, despite their background or circumstances, be offered all the support they need to achieve well-being in order to: 'Be healthy, stay safe, enjoy and achieve, make a positive contribution & achieve economic well-being' (Aims and Outcomes 2009). [This note was added to the previous website: 'A new UK Government took office on 11 May. As a result the content on this site may not reflect current Government policy. All statutory guidance and legislation published on this site continues to reflect the current legal position unless indicated otherwise. To view the new Department for Education website, please go to www.education.gov.uk']

ripple out naturally to create an ethos of co-operation and positive communication between a percentage of individuals to some degree (Mills 2002).

The findings of this study point towards the potential for staff to work in a more relaxed and resilient way, reconnecting with a more common sense and intuitive approach to their relationships with peers, senior management and the pupils with which they work. As the PBM uses a non technique-based approach it is potentially easier for staff to connect with an understanding of the Three Principles, as having meaning for them in their lives, rather than having to rely on techniques from the outside. Something which often requires memorisation and application, as opposed to uncovering resilience within themselves which is suggested by the research based on the PBM. Put another way, innate health, which is seen as being potentially available to all humans, moment to moment in their lives.

Implications

The existing study presents a range of implications that arise from the previously mentioned findings; overall, the research results point towards the broad potential of the PBM to raise the level of well-being within individuals in the workplace. Generally speaking, previous studies have shown that the degree, to which a person is able to experience and live in higher states of well-being, is dependent upon the extent to which they have grasped the PBM and its implications for their life (Pransky 1999). However, as the current findings show, it is not essential that all participants necessarily experience positive change in order to benefit from some understanding of the Three Principles, and it appears that sometimes the results are only visible to people from the outside.

A second implication from the research is through an understanding of the simplicity of the PBM, and how evident some of the ideas seem to participants upon reflection, which a number of the teachers spoke of; especially in connection with the Principle of 'Thought', i.e. witnessing the power of thought in one's everyday life makes it possible to recognise how easily effected situations can become, dependent upon how we see that situation via our in-the-moment personal thinking. This could give much scope to further research if a longer study was undertaken and the exploration of the Three Principles could be sustained over an extended period of time. Furthermore, given the current governments desire to ensure schools are attending to the issues of the emotional and psychological well-being for staff and pupils, and will be measuring such, it is timely that training such as the PBM be made more widely available to the education system, and might readily fit the bill.

A third implication is that of greater awareness among both staff and pupils; of their surroundings and the people with whom they work, and with a sense of understanding that each individual within the matrix of a working community also has the same potential capacity for feelings and emotions as they do. Such an increase in awareness may possibly lead to a deeper sense of communication between people, yet it is to be understood that this does not automatically signify that the communication will all be constructive or even positive. However, from the perspective of an individual seeing another person's actions and words as impersonal, which often arises upon a greater level of awareness of the human experience, this would likely lead to a more compassionate response, the implications for the education system in general are potentially substantial given the current climate of aggression and defiance from pupils and high levels of stress and burnout within the teaching and auxiliary staff populations. It has been

shown in previous studies that when pupils learn to function from a calmer state of mind, they begin to experience a deeper sense of well-being and thus an improved sense of self esteem, which leads directly to being more focused in the classroom (Mills & Shuford 2003).

A fourth implication is that learning about the human experience via an understanding the Three Principles, leads to a reduction in stress, as people begin to take life more in their stride, and understand their part in the creation of their experience, as shown with this and previous studies. It is compelling to note that not only is this achievable within a short time frame (Sedgeman & Sarwari 2006), due to the relaxed nature of the intervention. But also the effects have the potential to remain sustainable over a longer period due to the fact that the PBM points towards what is already inside the individual, i.e. their innate health; rather than the person needing to memorise theories and techniques and then consider how and when to apply them in the lived experience of their lives.

A further implication is the previously mentioned 'Ripple effect', which comes into play where people come into contact with participants of a class or study using the PBM, and become affected by the relationship, and although it was not actually measured during this project, may be considered as having contributed to some degree towards the findings. As has previously been mentioned, a number of staff spoke of the effects they felt they were having on others, including pupils from the school, loved ones at home, and peer relationships. Arising naturally from a sense of becoming more relaxed and of understanding others, as doing the best they can, given their in-the-moment thinking. Again, the implication for schools generally, could potentially be substantial. Previous studies have shown that an active working community only needs to have 15 to 20% of its members experience higher levels of well-being for the entire

population to be effected (Mills 2009). It is of course worth noting that for this aspect of the PBM to be explored more fully using scientific analysis, people outside the confines of the study; colleagues, peers and family, would need to be involved in the process.

Limitations of the Study

The primary limitation to the study was the shortness of its length, future research would benefit enormously if it was carried out over a longer period of time. However, the one drawback to this in education is the busyness of the school, and the volume of demands already placed on the teaching staff and pupils. One of the main limitations of this study was the disadvantages that arose from not being able to recruit and secure a second school as a control group. Consequently, the study became a single group design compared with the intended waiting list control, and as such the project could not be replicated due to the fact that there was no control and because the results may only be applicable to one school.

Additionally, it had been anticipated that there would be a natural fall off rate of volunteers, due to illness, and potential family crises, and in the weeks preceding the start of the research several of the twenty-one volunteer teachers began to fall away for various reasons. On the first morning of the research project, several more participants dropped out; with one request for a participant to be notified if it was possible for her to return for the second day of the training, but this did not transpire. Furthermore, after the first evening session one pupil did not return; it emerged that he had been told by his father that he should attend to get himself 'sorted out', and as a consequence decided that he did not wish to attend.

As a result, the total population consisting of two sets; being staff and pupils was relatively small and as such may not be entirely representative of the general academic population. Furthermore, once the interview process had begun, due to the nature of needing parents to give approval on behalf of pupils, and subsequently requiring pupils to remember to return consent forms back to the school, as a result only one pupil volunteered to be interviewed. This obviously limited the quantity and scope of the qualitative data for analysis and therefore created a gap in the study's findings.

Additionally, while the primary elements of the intervention took place at an offsite location for staff, the follow-up sessions were kept in the school. This made it very difficult from week to week to gather staff in sufficient numbers, as they would get lost in the busyness of their day and end up forgetting they had meetings and appointments which continually hampered the smooth running of these sessions, reducing each one to very low numbers. In the end the sessions only recruited on average about four members of staff each week. This then made it less likely that staff had the opportunity to ask questions that may have arisen for them during the week and almost impossible to gain a refresher on the Three Principles which may have helped them gain a deeper understanding of the PBM. As a required part of the research process this was very limiting for the study and may have affected the results of the both the quantitative figures and the qualitative findings i.e. the final outcomes and discussions from the interviews may have been more positively affected and the figures from the FWBS scores may have continued to increase, rather than as they did which was plateau or fall away slightly.

A further limitation to the study transpired when reading and re-reading the transcribed data from the post study interviews; it became apparent that the questions asked by the PI did not

always engender a lucid answer; as the questions were often misunderstood by participants, and therefore answers were sometimes running at a tangent and it often became necessary to re-ask the same question differently. This therefore sometimes detracted from the intention of the interviews to uncover some of the personal experiences of the participants. Additionally, it would have been useful to have had the Max QDA2 coded transcripts peer reviewed for greater reliability. It would also have been helpful for the PI to have kept a more complete field diary, as this would have assisted in re-exploring the thinking processes during the application of the PBM, in both the planning, carrying out and writing up stages.

In a study such as this one there is always the possibility that there may be a placebo effect due to the nature of the recruitment. Within the context of Placebo it has been suggested '…that the person reacts to suggestions because what is being suggested becomes to him reality' (Diethelm cited in Beecher 1955). For the staff population of the present study this prospect was made possible as they were presented with a short proposal and introduction to the PBM, where it was suggested that greater levels of happiness and well-being might be possible with an exposure to the PBM. Added to this was the suggested incentive that previous studies had shown positive results. It seems that it is the 'belief' that creates the placebo effect response not simply the psychological intervention in and of itself, i.e. like Pavlov's dogs salivating, not because they hear the bell, but more importantly because they believe that the bell means food (Evans 2003). Suarez and Mills (1980 p 291) argued that '[t]here is nothing to be found in studying and explaining the attributes of placebo sugar pills or water injections since it is a person's power of thought that brings results.'

However, the pupils were not part of any formal introduction to the PBM with the exception of the introductory letter sent to their parents which may have influenced them. Given the cultural and generally accepted view of the rebellious nature of western society's young people, it would seem less likely that teenagers would succumb to suggestions given to them by adults, especially adults with whom they may associate some form of authority. Evans (2003) calls this the 'voice of authority' which may possibly have some effect on adults if they believe it to be an authority, but results remain largely arbitrary. Therefore it is a slim probability of there being a placebo effect with the pupils but it might be possible to argue that they may have been subject to the Pygmalion effect, sometimes also referred to as the Rosenthal effect (Envision Software Incorporated 2009). The Pygmalion effect suggests that some children can begin to show heightened achievement at school when these expectations are placed upon them 'It appears now that teachers' favorable expectations can be responsible for gains in their pupils' IQs …' (Rosenthal & Jacobson 1968 p98).

In the context of this present study where it seems possible that pupils may have been affected in some way by the expectations of the PI, it remains difficult to make any substantive claims about how the results from the study may have been altered by this effect. According to the studies of the Pygmalion effect, if one made the PBM assumption of innate health, this would likely lead to a positive response in all pupils, because no selection is being made. Although Rosenthal (1973 p10) professes 'We still don't know how Pygmalion effects operate in the classroom or related situations'.

The Hawthorne effect is also worth considering in the light of the post study interviews, as participants may have potentially modified their behaviour simply by the very presence of the

PI; Leonard and Masatu (2006 p3) state 'The Hawthorne effect refers to a situation in which an individual's behavior is altered by the observation itself.' It is also important to note that the Hawthorne effect does not last, and participants usually return to a similar level of behaviour as was displayed before the observation took place (Leonard & Masatu 2006). It would be difficult to say in the light of this study if participants were temporarily altered in their behaviour during the interviews.

Strengths

The main strength of the study was the factor of the mixed methods, as this gave it both breadth and depth; breadth in the sense that it explored changes over time in terms of quantifiable outcomes from the FWBS data, pre to post and follow-up, and depth in that it made it possible through the medium of personal in-depth interviews to explore some of the deeper aspects of the interviewee's individual experience, which would not have been possible without this aspect.

5   CHAPTER FIVE

Conclusion

The purpose of this study was to explore the Three Principles in a school environment, to ascertain whether teaching the PBM could positively effect the psychological well-being of staff and pupils. The research was designed as a quantitative/qualitative (QUANT→qual after Morgan 1998), single-group, pre, post-test, and follow-up design study, using primary data collected using the FWBS questionnaire. Thematic Analysis (after Bryman 2004), was used to examine the post study interviews, after they had been transcribed, and entered into Max QDA 2, coded, and examined for themes.

The quantitative data from this study offers a possible association between using the PBM as an intervention and an increase in levels of psychological well-being and happiness, this is also corroborated with some previous studies in both school and community settings. From this study alone it would impossible to say if this could be sustained over a longer period of time, but much of the previous anecdotal data does suggest this is potentially the case.

Thorough and repeated exploration of the corpus of data from the interviews provided two main themes that of 'Personal changes' and 'Reduced stress' which represented both the individual changes that participants experienced and an increase in well-being via a reduction in stress. This qualitative material augmented and expanded upon the findings of the quantitative data and gave the participants the chance to tell their story and some snap shots of the changes that they had experienced from an exposure to the Three Principles. It is interesting to note that even participants that didn't necessarily feel that they had gained much or changed in

any measurable way from the training, were still perceived as showing changes in more positive behaviour from some of those around them.

Recommendations

The data from the current research project could serve as a useful foundation for a larger longitudinal study in which comparisons could be made, not only of pre, post and follow-up data from one school but of at least two or more, using the second school as a primary control, with a third as a further level of comparison. This could potentially make it possible to create greater reliability in results with a larger corpus of data as the comparisons could be made between different schools rather than just within house contrasts; with the possibility of making validity more refined.

Additionally, examining data collected over an extended period of time would make it possible to show more evidence, that the assumed results of the Three Principles can be sustained. Therefore it would be necessary to have participants revisit the FWBS without the application of further intervention, in order to ascertain potential continued or at least sustained growth in psychological well-being during the interim.

Furthermore, it would be useful to re-interview staff and pupils, to gain a deeper understanding of the development of their understanding during this period. It would also be constructive to interview non research participants to gain an understanding as to how they and other members of staff and pupils view the changes that get reported; to gain knowledge of the

potential of the predicted Ripple Effect. In addition, it might also be supportive to interview senior staff to gain their perspective.

It would also be advantageous to build a definite structure of follow-up sessions for staff at an agreed time and place in an off-site location away from the school, where the chances of distraction or work related issues arising would be minimal or negligible. This would create a definite distinction between the application of the intervention and the working day environment, and make it more possible to ascertain a greater sense of what stage volunteers had reached with their understanding of the PBM, and how it might be affecting their lives positively.

Likewise, the interview process could become more streamlined; remaining a semi-structured format, yet with an attentively thought out interview guide, which contains simple to understand direct questions about personal experience and perceived changes within themselves and others around them. With a larger study, it would also be helpful to keep each interview within a certain limited time frame as the follow-up transcription process is time consuming and lengthy, especially without a transcription machine (Bryman 2004), as with this study the word count amounting to 23,626 from only seven interviews.

The conclusions taken from this study are important as they do show some promising possibilities for further research, and correspond with the hypotheses that an exposure to the Three Principles does indeed lead to a greater experience and level of well-being for people. They add to the growing body of studies that are exploring an understanding of the human experience and of resilience and positive psychological health. The study is in fact in line with

previous research projects carried out within similar settings and offers great potential hope to the ever increasing problems within the education system.

It would be advocated that any future research design be honed and simplified and streamlined, to reduce the current limitations and increase the chances of producing further supporting evidence towards the field. To this end it would be essential to understand how this could be practically implemented within the current school system as it stands. Firstly it would require very simple inset style training, which all schools have both the budget, and the time allocated for staff to gain continuing professional development (CPD). Secondly it would require that at least some teachers become somewhat competent in imparting the model to the children of the school, which could easily be carried out in the already established Personal, Social, Health and Emotional (PSHE or PSE) lessons. This study theoretically shows that this may be both possible, practical and could be implemented with relative ease, and as such offers great potential hope to the future ease of the education system which is in dire need of it.

References

Aims and Outcomes (2009) Department for Schools, Children and Families, Retrieved 26.10.2010 from

www.dcsf.gov.uk/everychildmatters/about/aims/aims/

Alexander, R (2007) Where There is no Vision…, *Forum*, 49 (1&2): pp.187-200 Retrieved 03.04.2008

from www.primaryreview.org.uk/Downloads/PDFs/Forum_Spring_2007_RJA.pdf

Anderson, H (2004) Before You Think That Next Thought!, *Affiliate-Masters.co.uk*, Retrieved 05.09.10

from: http://affiliate-masters.co.uk/marketing-school/power-thoughts.html

Banerjee, K, Howard, M, Mansheim K, Beattie M (2007) Comparison of Health Realization and 12-Step

Treatment in Women's Residential Substance Abuse Treatment Programs, *The American*

Journal of Drug and Alcohol Abuse, 33: pp. 207-215

Banks, S (1998) *The Missing Link*, International Human Relations Consultants, Salt Spring Island, Canada

Banks, S (2001) The Three Principles [video DVD], Lone Pine Publishing, Edmonton, Canada

Banks, S (2007) 'I Don't Read … I Write' *The Vancouver Sun*, Saturday January 20th, Vancouver: pp. B1-

B3

Banks, S (2008a) Retrieved 20.01. from www.sydneybanks.org

Banks, S (2008b) Personal communication, 21.01

Beecher, H K (1955) The Powerful Placebo, *Journal of the American Medical Association*, 159 (17): pp.

1602-1606

Boniwell, I (2008) *Positive Psychology in a Nutshell: A Balanced Introduction to the Science of Optimal*

Functioning, 2nd edn, PWBC, London

Borg, MB Jr (2002) 'The Avalon Gardens Men's Association: A Community Health Psychology Case' in

The Journal of Health Psychology, 7 (3):pp. 345-357

Bouchard, T J Jr, McGue, M (2003) Genetic and Environmental Influences on Human Psychological

      Differences, *Journal of Neurobiology*, 54 (1): pp.4-45

Braun, V, Clarke, V (2006) Using Thematic Analysis in Psychology, *Qualitative Research in Psychology*,

      (3): 77-101

Bryman, A (2004) *Social Research Methods*, 2nd edn, Oxford University Press, Oxford

Bryman, A (2001) *Quantity and Quality in Social Research*, Routledge, London & New York

Campsall, C (2001 Unpublished) Leadership and Learning, *Teaching Manuscript*

Campsall, C (2005 Unpublished) *Increasing Student Sense of Feeling Safe: The Role of Thought and

      Common Sense in Developing Social Responsibility*, Royal Roads University, Victoria, B.C

Csikszentmihalyi, M (2002) *Flow: The Classic Work on how to Achieve Happiness*, Rider, London

Diener, E, Emmons R A, Larsen, R J, Griffin, F (1985) The Satisfaction with Life Scale, *Journal of

      Personality Assessment*, Retrieved 30.10 2009 from www.unt.edu/rss/SWLS.pdf

Envision Software Incorporated (2009) *Rosenthal Effect: History,* Retrieved 29.9 2010 from

      www.envisionsoftware.com/Management/Rosenthal_Effect.html

Evans, D (2003) *Placebo: The Belief Effect*, Harper Collins Publishers, London

Folkman, S, Moskowitz, J T (2004) COPING: Pitfalls and Promise, *Annual Review of Psychology*, 55: p.

      745–74

Frankl, E V (2004) *Man's Search for Meaning: The Classic Tribute to Hope from the Holocaust*, Rider,

      London

Franzosi, R P (2004) Content Analysis, in Hardy, M & Bryman, A, (Eds) *Handbook of Data Analysis*, Sage

      Publications, London: pp. 547-565

Friedman, P (1994) *Manual for the Friedman Well-Being Scale*, Foundation for Well-Being, Plymouth

      Meeting, Pennsylvania

Friedman, P (2008) Integrative Healing, Retrieved 21.03 2008 from: www.philipfriedman.com

Friedman, P (1989) *Creating Well-Being: The Healing Path to Love, Peace, Self-Esteem and Happiness*,

    R&E Publishers, Saratoga, California

Garner, R (2008) The Anxiety Epidemic: Why are Children so Unhappy?, *The Independent*, Retrieved

    02.04. from www.independent.co.uk/news/education/education-news/the-anxiety-epidemic-

    why-are-children-so-unhappy-794033.html

Halcón, L L, Robertson, C L, Monson, K A, Claypatch, C C (2007) A Theoretical Framework for Using

    Health Realization to Reduce Stress and Improve Coping in Refugee Communities, *Journal of*

    Holistic Nursing, 25 (3): pp. 186-194

Horwitz, A V, Wakefield, J C (2007) *The Loss of Sadness: How Psychiatry Transformed Normal Sorrow*

    into Depressive Disorder, Oxford University Press, New York

Hughes, D (2007) Participant Observation in Health Research, in Saks, M, Allsop, J (Eds) *Researching*

    Health: Qualitative, Quantitative and Mixed Methods, Sage, London

Hughes, E, Pople, L, Medforth, R, Rees, G, Rutherford, C (2006) The Good Childhood: A National

    Enquiry, *The Children's Society*, Retrieved 03.04.2008 from

    www.childrenssociety.org.uk/resources/documents/good%20childhood/Good_Childhood_Inqu

    iry_launch_report_5830_full.pdf

Isen, A M (1987) Positive Affect, Cognitive Processes, and Social Behavior, in Berkowitz, L (Ed) *Advances*

    in Experimental Social Psychology, pp. 203-252

James, W (2004) *The Varieties of Religious Experience: A Study in Human Nature*, Barnes & Noble

    Classics, New York

Joseph, S, Linley, P (2006) *Positive Therapy: A Meta-theory for Positive Psychological Practice*,

    Routledge, London

Kelley, T M (2003) Preventing Youth Violence through Health Realization, *Youth Violence and Juvenile Justice*, 1 (4): pp. 369-387

Kelley, T M (2004) Positive Psychology and Adolescent Mental Health: False Promise or True Breakthrough?, Adolescence, 39 (154): pp. 257-278

Keltner, J S (2006) Facilitation: Catalyst for group problem solving, *Group Facilitation: A Research and Applications Journal*, 7: pp. 31-42 Retrieved 31.10.08. from http://www.iaf-world.org/files/members/v7%2031-42%20keltner-2.pdf

Leonard, K L, Masatu, M C (2006) Outpatient process quality evaluation and the Hawthorne Effect, *Maryland Population Research Council*, pp. 1-24, Retrieved 26.9.10. from http://faculty.arec.umd.edu/kleonard/papers/hawth0306.pdf

Low, J (2007) Unstructured Interviews and Health Research, in Saks, M, Allsop, J, *Researching Health: Qualitative, Quantitative and Mixed Methods*, Sage Publications, London

Lubinski, D (2000) Scientific and Social Significance of Assessing Individual Differences: ''Sinking Shafts at a Few Critical Points'', *Annual Review of Psychology*, 51: pp. 405-444

Mays, N, Pope, C (1995) Qualitative Research: Reaching the Parts other Methods cannot reach: An Introduction to Qualitative Methods in Health and Health Services Research, *BMJ,* 311: pp. 42-45

Mills, A C (2002) Camden Community School Health Realization Project, *Health Realization Services Division at Santa Clara County's Department of Drug and Alcohol Services,* pp. 1-17

Mills, R C (1995) *Realizing Mental Health*, Sulburger & Graham Publishing, Park West Station, New York

Mills, R (2009) Personal communication, 22.09

Mills, R, Spittle, E (2001) *The Wisdom Within*, Lone Pine Publishing, Edmonton, Canada

Mills, R, Shuford, R (2003) Health Realization: An Innate Resiliency Paradigm for School Psychology, Paper presented at the Hawaii International Conference on Education, Waikiki Beach, Hawaii: pp. 1-14

Mills, R (1997) Tapping Innate Resilience in Today's Classrooms, *Research Practice Newsletter*, 5 (1), University of Minnesota

Monroe, S C, McQuaid, J R (1994) Measuring Life Stress and Assessing Its Impact on Mental Health, In Avison, W. R. & Gotlib, I. H (Eds) (1994) *Stress and Mental Health: Contemporary Issues and Prospects for the Future,* Plenum Press, New York: pp. 43-73

Morgan, L D (1998) Practical Strategies for Combining Qualitative and Quantitative Methods: Applications to Health Research, *Qualitative Health Research*, 8 (3): pp. 262-376

Pallant, J (2005) SPSS Survival Manual: A step by step guide to data analysis using SPSS for Windows (Second Edition) Open University Press, Chicago, Illinois

Pavot, W, Diener, E (1993) Review of the Satisfaction for Life Scale, *Psychological Assessment*, 5 (2): pp 164-172 Retrieved 6.11.09. from

http://www.logisens.com/resourceFiles/Satisfaction_with_Life_Scale_review11.pdf

Pransky, G (1998) *The Renaissance of Psychology*, Sultzburger and Graham Publishing, New York

Pransky, J (1998) *Modello: A Story of Hope for the Inner City and Beyond: An Inside-out Model of Prevention,* NEHRI Publications, Cabot, Vermont

Pransky, J (2003) *Prevention from the Inside-Out*, 1st Books Library, Bloomington, Illinois

Pransky, J (1999 Unpublished) *The Experience of Participants After Health Realization Training: A One Year Follow-up Phenomenological Study*, Doctoral Dissertation, The Union Institute, Washington, D.C

Pransky, J, McMillen, D P (2008 in press) Exploring the True Nature of Internal Resilience: A View from the Inside-Out, In Saleeby, D (Ed), *The Strength Perspective in Social Work Practice,* (7th Edition) Longman, New York

Rosenthal, R, Jacobson, L (1968) *Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development*, Holt, Rinehart and Winston Inc, New York

Rosenthal, R (1973) The Mediation of Pygmalion Effects: A Four Factor "Theory", *Papua New Guinea Journal of Education*, 9 (1): pp.1-12

Roy, A F (2007 Unpublished) *An Examination of the Principle-Based Leadership Training and Business Consultations of a Group of Private Practice*, Doctoral Dissertation, Boston: Massachusetts School of Professional Psychology

Sedgeman, J, Sarwari, A (2006) The Effect of a Health Realization/Innate Health Psychoeducational Seminar on Stress and Anxiety in HIV-Positive Patients, *Medical Science Monitor*, 12 (10): pp. 397-399

Sedgeman, A J (2005) Health Realization/Innate Health: Can a Quiet Mind and a Positive Feeling State be Accessible Over the Lifespan Without Stress-Relief Techniques?, *Medical Science Monitor,* 11 (12): pp. 47-52

Seligman, M E P (2002) *Authentic Happiness: Using the New Positive Psychology to Realize your Potential for Lasting Fulfilment*, Free Press, New York

Seligman, M E P, Csikszentmihalyi, M (2000) Positive Psychology: An Introduction, *American Psychologist*, The American Psychological Association, 55 (1): pp. 5-14

Suarez, E M, Mills, R C (1980) *Sanity, Insanity and Common Sense: The Missing Link in Understanding Mental Health*, Med-Psych Publications, West Allis,

Sylwester, R (1994) How Emotions Affect Learning, Educational Leadership, 52 (2): pp. 60-65

The Department of Alcohol and Drugs Services (DADS) (2003) East Side Cadet Academy Health

Realization Program, *Summaries of Program Evaluations and Research in Santa Clara County*:

pp. 1-17

Townsend, K (1998) *Manhood at Harvard: William James and Others*, Harvard University Press,

Cambridge, Massachusetts

Troman, G (2000) Teacher Stress in the Low-Trust Society, *British Journal of Sociology of Education*, 21

(3): pp. 331-353

Wartel, G S (2003) A Strengths-Based Practice Model: Psychology of Mind and Health Realization,

Families in Society, 84 (2): pp. 185-191

Appendix A: How I developed an interested in the Three Principles

Prior to coming upon the model of the Three Principles I had been working in the education field for a number of years and had been a practicing Buddhist for fourteen years, the series of events that led to my discovery of this work were quite ordinary and even tenuous; in that my brother knew of somebody who was attempting to write a new school curriculum, and as it sounded like cutting edge work to him, he felt I might be interested. The events that followed in my personal life were more dramatic, as after two days of training with Dr Roger Mills, my whole way of working with children in education changed almost overnight, and the personal realisation that I not only felt it unnecessary to be a Buddhist any more, but that it really felt quite natural to be nothing other than an ordinary human being, and deeply happy with that state of being.

Before embarking upon this research I continued to work within the state run secondary education system but with my new found experience, which I could only describe when asked, as a state of psychological freedom, that I had never previously experienced, my work took on a new paradigm, one in which I felt the most important aspects of education were to help children to feel safe, at home and cared for within education, in a way that I could not see being carried out in the field generally (as I worked for a teaching agency at the time I had gained a very broad view of schools in the local area and had a sense of what the general tone in local secondary education was). At the time I was conducting long term supply at an Essex high school with special science status, it became instantly obvious that my relationship with the pupils had changed dramatically, and that they were responding to me in a way they had only done occasionally prior to my being exposed to the Principle Based Model.

I shared stories of what I had learnt with many members of staff and school principals, in the hope that they may take up the opportunity to introduce it into their school formally. Despite many meetings and many reams of printed matter being passed on to whomever was vaguely interested, I found that I was invariably coming across the same question with each new school I approached. "Where is the research to back up all these anecdotal claims, and where is the research being done here in the UK?" The answer was at the time that there really wasn't any research being conducted in the British Isles, and that it was still predominantly the United States that was taking the lead due to number of people already working with the PBM within their respective fields. Additionally, besides this fact of no research being carried out, there was virtually no one else in Great Britain actually conducting this work either.

One example from a personal teaching experience was during a year eleven science lesson, it was a small 'enterprise group' (vocational based education, for pupils that are struggling with the national curriculum), I looked at the work that had been set for them and decided to give them a choice between the science worksheet or a discursive lesson. I suggested that there was something we could talk about that could potentially make a difference to day to day living of their lives and that they may even enjoy it. One of the pupils seemed to respond well and he made every attempt to encourage the others to listen also. I talked about how thinking creates reality and how that reality is being generated on a moment-by-moment basis. In short it became a condensed version for a basic understanding of the Principle Based Model. By the end of the lesson one of the pupils had become so fascinated he didn't want to leave for break, and seemed inspired. He claimed that I had helped him solve all of the problems that he had ever had in his entire life. I was later reliably informed that although the school had managed to

keep this difficult student for the duration of his five years of secondary education, nobody had ever managed to get through to him in a positive way before, or keep him in a classroom for the duration of a full lesson.

On the day the same pupil was to leave school, he came to visit me and wanted to talk to me about something that was bothering him; he said that ever since the first lesson we had together he had not been able to enjoy his indulgence in drug taking anymore. He claimed that every time he took a tablet now, it did not have the same effect anymore. He wanted to know what it was that I had done to him. I explained that what he had experienced was his innate health, and that as a healthy human being there was nothing in the world that could better that feeling, and that he could go back to those feelings whenever he wanted to by reminding himself that all of his personal experiences were coming from his own thinking, not from the taking of a intoxicant.

Appendix B: The Friedman Well-Being Scale

FRIEDMAN WELL-BEING SCALE

Name_____ Date_____ Gender (*Circle*): **M F** Age_____

HOW ACCURATELY CAN YOU DESCRIBE YOURSELF?
(A Questionnaire for Honest Self Descriptions)

Directions

Please use this list of common human traits to describe yourself as accurately as possible. Describe yourself as you see yourself *at the present time*, not as you wish to be in the future. Describe yourself as you are typically, as compared with other persons you know of the same gender and roughly the same age. Please circle *only* one number in each line.

	Very		Moderately		Neither	Moderately		Very		
angry	0	1	2	3	4	5	6	7	8	9	10	calm
tense	0	1	2	3	4	5	6	7	8	9	10	relaxed
nervous	0	1	2	3	4	5	6	7	8	9	10	at ease
discontented	0	1	2	3	4	5	6	7	8	9	10	contented
insecure	0	1	2	3	4	5	6	7	8	9	10	secure
shy	0	1	2	3	4	5	6	7	8	9	10	self-confident
joyless	0	1	2	3	4	5	6	7	8	9	10	jovial
serious	0	1	2	3	4	5	6	7	8	9	10	humorous
unenthusiastic	0	1	2	3	4	5	6	7	8	9	10	enthusiastic
unhappy	0	1	2	3	4	5	6	7	8	9	10	happy

_____ _____ FWBS1

moody	0	1	2	3	4	5	6	7	8	9	10	steady
unstable	0	1	2	3	4	5	6	7	8	9	10	stable
emotional	0	1	2	3	4	5	6	7	8	9	10	unemotional
guilt-ridden	0	1	2	3	4	5	6	7	8	9	10	guilt-free
envious	0	1	2	3	4	5	6	7	8	9	10	not envious
timid	0	1	2	3	4	5	6	7	8	9	10	assertive
meek	0	1	2	3	4	5	6	7	8	9	10	self-assured
anti-social	0	1	2	3	4	5	6	7	8	9	10	social
unneighborly	0	1	2	3	4	5	6	7	8	9	10	neighborly
distant	0	1	2	3	4	5	6	7	8	9	10	outgoing

Very   Moderately   Neither Moderately   Very

_____ _____ FWBS2

_____ FWBS1+FWBS2

FWBC = (FWBS1+FWBS2) _____ /2 =_____   FSOC = _____ /3 = _____ x 10 = _____

FSES = _____ /3 = _____ x 10 = _____   FJOV = _____ /3 = _____ x 10 = _____

FES = E.S. x 1 = _____   FHAPP = Happ. x 10 = _____

Appendix C: Letter of support from school

11 June 2008

Mr Dean Rees-Evans
Maria Martens Cottage
Martens Lane
Polstead
Suffolk
CO6 5AG

Dear Dean

With regard to our recent communications about your potential research project at _____ School (involving both staff and students), which I understand is part of your Masters Degree, I am happy in principle to give my support to this project, upon receipt of the University of Essex Ethics Committee giving their approval.

I understand that all staff and students attending the research intervention do so on a completely voluntary basis.

I am happy for staff to attend the first two day section of the intervention and the final day at an offsite location in their own time and understand that there will be public liability insurance to protect staff from any potential mishaps. The intermediate catch up sessions may reasonably be able to fit into the schools regular INSET afternoons where possible and can be conducted on the school site.

I am happy in principle for Year 10 and 11 students to take part in the study as long as they have parental consent, and that the parents are well informed about what their child is taking part in, and that if the numbers are deemed too low for the purposes of the research that you may invite students from Year 9. I am also happy to provide a suitable venue within the school for all student participation of the research intervention, and will not charge you for the use of the premises. Additionally, students will at all times be covered by the school insurance, but that you will also have public liability insurance to cover any unlikely mishaps.

Yours sincerely

Appendix D: Letter to teaching and support staff with consent form

Dean Rees-Evans

School of Health and Human Sciences

University of Essex
Wivenhoe Park
Colchester
CO4 3SQ
UK

dreese@essex.ac.uk
01206 872854

Dear Teacher/support staff,

Would you like to take part in a research project within your school?

The project is initially open to all teaching and support staff, but the first twenty to volunteer will be selected. The proposed research project is part of my Masters degree at the University of Essex. It would consist of having access to a small group of pupils from year 10, approximately twenty, and a similar number from the teaching and/or support staff. The project will last eight working weeks, with a follow-up eight weeks.

The idea behind the study is to facilitate a contemporary understanding of our psychological makeup via the philosophy of the Three Principles of Mind, Consciousness, and Thought. Sydney Banks, the originator of this model explains that: '**Mind** is the source of all intelligence, **Consciousness**, allows us to be aware of our existence, and **Thought**, guides us through the world we live in as free-thinking agents.' Using the Principle Based Model can lead to an increase in the participant's psychological well-being and self esteem. The implications of an increase in either well-being or self esteem, within staff and pupils would likely add to the overall positive ethos and working of the school; previous studies have provided a substantial quantity of anecdotal data that suggests this to be true.

The project would begin with a two day inset style introduction to the Principle Based Model, at an off-site local location for staff, and a two-evening introduction for the pupils within the school. At the start of the two days, all participants will be asked to fill in a simple questionnaire: The Friedman Well-Being Scale (See copy attached). Pupils will be given a guidance sheet which will contain an explanation of how to fill the questionnaire out, and an interpretation of the words, they will also be given verbal instructions for further clarity.

Continues overleaf

Over the eight week period it is hoped to meet with:

- Staff - evening voluntary refresher session, every week; eight times in total.
- Pupils – one lesson each week, eight times in total, sessions with more of an emphasis on activities and exercises.

Concluding with:

- A one day event for staff for final questions and any areas to be re-covered.
- A one evening event for pupils for final questions and any areas to be re-covered.
- Both groups to re-complete the Friedman Well-Being Scale on this occasion and then approximately eight weeks after that.

Warmest wishes

Dean Rees-Evans

✂***

Consent Form: Yes, I am happy to take part in the study

Please Print Name: …………………………………………………… Signature: …………………………………………………............................

Position: …………………………………………………..............................

Date: …………………………………………………..............................

I hereby consent to participating in the research being conducted at my School by Dean Rees-Evans.

Appendix E: Letter to parents and consent form

Dean Rees-Evans

School of Health and Human Sciences

University of Essex
Wivenhoe Park
Colchester
CO4 3SQ
UK

dreese@essex.ac.uk
01206 872 854

Dear Parent / Guardian,
Would you like your child to take part in a research project within the school?
As part of my Masters Degree at the University of Essex, I will be running a research project at ▮▮▮▮▮▮▮ school. This will involve a small number of both pupils and teachers and support staff. This project is based on an intervention called the Three Principles and has shown, in previous studies in America, that the student participants experience an increase in psychological well-being and self-esteem. This will be the first study of its kind here in England.

So what's in it for you as a parent and your child?

In previous studies, children that have attended similar classes have displayed increased levels of psychological well-being and self esteem, in other words **feeling more confident and happier** in themselves, which has led to children applying themselves more to their school studies in a **more relaxed and positive way**, with **improvements in relationships** with family, school and friends.

So what are you agreeing to let your child take part in?

This is an eight week study and will begin with a two-evening session introduction, in a relaxed workshop style lesson, where your child will be asked to fill out the Friedman Well-Being Scale (This is not a test and they will be given guidance on how to fill it out). During these two evenings they will be shown some short educational video footage and there will be discussions about thought and self esteem. The pupils will then meet with us for their PSHE lesson each week, eight times in total for refresher sessions.
Concluding with:

- A one evening session for final questions and answers.
- To re-complete the Friedman Well-Being Scale.
- Your child will be asked to repeat the Friedman Well-Being Scale one last time approximately eight weeks after the study finishes

I would like to take this opportunity to assure you that I have a current Enhanced Disclosure Criminal Records Bureau (CRB) check; I have attended up-to-date Child Protection Training, and currently work part-time within the secondary education system. All sessions will take place within the school, initially during school hours and will be covered by school insurance, although private public liability insurance will be provided in the unlikely event of any mishap.

The provision for pupil inclusion into the study assures that the School guidelines will be adhered to; no person will be excluded on the grounds of race, colour, ethnicity, or gender etc. The age limit will be Year Ten. Pupils may be excluded at any point during the research if their behaviour is deemed too disruptive, but this will not stop them returning on the next session if an agreement is made with the student to act more reasonably on subsequent occasions.

The school policy regarding confidentiality will be enforced at all times. As an additional reassurance of confidentiality the only data that will be stored for research data analysis will be the name of your child, no other details are necessary. Any child protection issues that may arise as part of discussions between us and the children will be passed on to the Child Protection Officer within the school, following school guidelines.

If you have any questions or concerns about the research project, either before or during the intervention, please feel free to contact me by phone or email.

Dean Rees-Evans on: **01206 872 854**

I will be available after school hours.

Or **dreese@essex.ac.uk**

Thank you for your time.

Warmest wishes,

Dean Rees-Evans

✂**
Consent Form: Yes, I am happy for my child to take part in the study
Please Print Name: .... (Parent / Guardian), Signature: ....
Date: ....
I hereby consent to my child: …………………………................................ (Please print full Name)
to participate in the research being conducted at my child's School by Dean Rees-Evans.

Appendix F: Information sheet for pupils and consent form

Dean Rees-Evans

School of Health and Human Sciences

University of Essex
Wivenhoe Park
Colchester
CO4 3SQ
UK

dreese@essex.ac.uk
01206 872854

To all year Ten Pupils

Dear Student,

Would you like to take part in a research project within your school?

Right now I'm studying for my Masters Degree at the University of Essex, and for part of this Degree I need to conduct a research project in a school. Your Principal Mr ███ is going to allow me run this project at your school, and I need 20 pupils to help me out. My research involves teaching an understanding, based on three simple Principles, of how we function psychologically, and looking at the benefits, if any, of gaining this understanding. You will not be asked to write anything down, except one simple questionnaire and no personal information is needed – just an open mind!

What will we do?

We will start the project with a two-evening introduction to the Three Principles. Then we will meet for your PSHE lesson each week, for eight weeks; there will be discussion time and activities. At the end of this period we will have one more evening together. Each of you will be asked to fill out a very simple one page questionnaire at the beginning of the study, and again at the end to see if there have been any changes. (You will be helped if you need it, *this is not a test*) The project should be enjoyable and interesting but if you have to leave or do not wish to continue for any reason, you may do so.

So what's in it for you as a pupil?

In previous projects, mostly conducted in America, many pupils have experienced the following benefits:

- Higher levels of self-esteem and confidence
- Feeling more at ease with oneself and others
- Becoming more able to understand others' points of view
- Being free from negative emotions such as anger, frustration and resentment
- Experiencing more creativity and finding schoolwork less challenging

✂***

Consent Form: Yes, I am happy to take part in the study in my school

Please Print Name: ....   Signature: ....
Date: ....   Year group: ....

Appendix G: Written explanation of project for Head Teachers and school governors

Dean Rees-Evans

School of Health and Human Sciences

University of Essex
Wivenhoe Park
Colchester
CO4 3SQ
UK

dreese@essex.ac.uk
01206 872854
30th May 2008

Dear Mr ██████████,

With regard to our recent conversations regarding carrying out my research in your school, I thought it would be useful for me to outline what it is that I would like to do. The proposed research project that I would like to carry out is part of my Masters degree at the University of Essex. It would consist of having access to a small group of pupils from year 10 and 11, approximately twenty, and a similar number from the teaching and/or support staff. The project would last eight weeks, with a follow-up after a further eight weeks.

The idea behind the study is to facilitate a contemporary understanding of our psychological makeup via the philosophy of the Three Principles of Mind, Consciousness, and Thought*; using the Principle Based Model, which has been shown to lead to an increase in the participant's psychological well-being and self esteem. The implications of an increase in either well-being or self esteem, within staff and pupils would likely add to the overall positive ethos and working of the school; previous studies have provided a substantial quantity of anecdotal data that suggests this to be true.

The project would begin with a two day inset style introduction to the Principle Based Model, at an off-site local location for staff, and a two day introduction for the pupils, either within the school, if suitable space would be available, if not again at an offsite location (if this is necessary then we would carry out a risk assessment for the venue). At the start of the two days, all participants will be asked to fill in a simple questionnaire: The Friedman Well-Being Scale (See copy attached). Pupils will be given a guidance sheet which will contain an explanation of how to fill the questionnaire out and an interpretation of the words, and will also be given verbal instructions for further clarity.

Over the twelve week period it is hoped to meet with:

- Staff - half day voluntary refresher session, every week; six times in total (if it fits with the school schedule these sessions could be carried out during normal staff inset afternoons).
- Pupils - half day each week, six times in total, sessions with more of an emphasis on activities and exercises.
  Concluding with:
- A one day event for staff for final questions and any areas to be re-covered.
- A one day event for pupils for final questions and any areas to be re-covered.
- Both groups to re-complete the Friedman Well-Being Scale.
- One further re-completion of the FWBS after a further eight weeks, with the opportunity to take part in follow-up interviews.

I look forward to discussing the project with you soon.

Warmest wishes,

Dean Rees-Evans

*'**Mind**, which is the source of all intelligence, **Consciousness**, which allows us to be aware of our existence, and **Thought**, which guides us through the world we live in as free-thinking agents.' Sydney Banks

Appendix H: Staff Interview Consent Letter

Dean Rees-Evans

School of Health and Human Sciences

University of Essex
Wivenhoe Park
Colchester
CO4 3SQ
UK

dreese@essex.ac.uk
01206 872854
April, 2009

Dear Research Volunteer,

Would you be happy to be interviewed for the research project?
Firstly, we would like to thank you for taking part in the research project so far and for your contributions during the catch up evenings and final training session. We have been very pleased to hear the stories that many of you have shared and would like to carry out a series of short interviews with some of you. This will give us the opportunity to explore with a little more depth your experiences of the training during your time as a participant. The proposed research interviews are part of my Masters degree at the University of Essex.
Again, the information you share will remain totally confidential, and will not be linked to your name. Each volunteer's responses will be coded, and stored in a secure location, within the School of Health and Human Sciences at the University of Essex, and will only be quoted under that code.
When the project is finished and the data has been processed and analyzed any information stored that can in any way be linked to you will be destroyed.

If you are happy to take part in an interview, please complete the form below and we will contact you and make a mutually convenient time for it to take place.

Warmest wishes

Dean Rees-Evans

✂ **

Consent Form: Yes, I am happy to be interviewed for the study

Please Print Name: …………………………………………………… Signature: ……………………………………………….

Position: ………………………………………………Date: ……………………………………………………
I hereby consent to being interviewed for the research being conducted at ▓▓▓▓▓ School by Dean Rees-Evans.
(Please return this form to ▓▓▓▓▓▓▓ in the main school office)

Appendix I: Pupil Interview Consent Letter

Dean Rees-Evans

School of Health and Human Sciences

University of Essex
Wivenhoe Park
Colchester
CO4 3SQ
UK

dreese@essex.ac.uk
01206 872854
April, 2009

Dear Student Research Volunteer,

Would you be happy to be interviewed for the research project?
Firstly, we would like to thank you for taking part in the research project so far and for your contributions during the Tuesday classes. We have been very pleased to hear the stories that some of you have shared and would like to carry out a series of short interviews. This will give us the opportunity to explore with a little more depth your experiences of the training during your time as a participant, without the distraction of any other pupils. The proposed research interviews are part of my Masters degree at the University of Essex.
Again, the information you share will remain totally confidential, and will not be linked to your name. Each volunteer's responses will be coded, and stored in a secure location, within the School of Health and Human Sciences at the University of Essex, and will only be quoted under that code.
When the project is finished and the data has been processed and analyzed any information stored that can in any way be linked to you will be destroyed. I will carry out all the interviews, and these will be arranged during the normal PSHE lessons on a Tuesday morning.

If your parents are happy for you to take part in an interview (please see consent form below, that *must* be filled in by your parents), and you are happy also, we will let you know on what day this will take place.

Warmest wishes

Dean Rees-Evans

✂ **
Consent Form: Yes, I am happy for my child to be interviewed as part of the study
Please Print Name: .... (Parent / Guardian)
Signature: ....
Date: ....
I hereby consent to my child: …………………………….......................... (Please print full Name)
participating in the research interviews being conducted at ▮▮▮▮▮▮ School by Dean Rees-Evans.
 (Please return this form to ▮▮▮▮▮▮ in the main school office)

Appendix J: Excerpts from PI's Field Diary

At the start of the first day, teachers completed the FWBS, and guidance instructions for completing the scale were explained. The participants were asked to put critical analysis aside, as best they could, for the duration of the training, as this would help them to understand the model more effectively than trying to work it out via their intellect. It was suggested that they simply relax into and enjoy the weekend as best they could; rather than taking it too seriously and thinking about it too much, trying to work it all out.

On the second day ten participants returned and training began with participants being asked if they had any stories to share from their evening. A few people commented how they had noticed how much personal thinking they had been doing and how busy their minds seemed to be much of the time. One participant said that they had felt in a 'good space' during the previous evening but he could not say if it had anything to do with what they were learning from the training. People seemed more relaxed and at ease with being together as a group.

During the initial catch up session with a group of four, one volunteer said that they had noticed how stressed the other staff in the school appeared to them which they had not noticed before. Another said that they were not really noticing any difference but that they had remained open minded about the possibility of feeling more generally relaxed. One volunteer commented that it seemed apparent that people might be doing better in themselves since the training. Another teacher reported how they had found themselves being calmer with their young children at home and was spontaneously spending more time with them in leisure activities; something they normally felt they did not have the time for.

During the second session one person said that they had been noticing how they coped more effectively with potential conflict situations within the classroom. They explained that there were finding it easier to listen to the pupils and being more at ease with them. Two participants commented they had noticed how other staff were taking things more personally and therefore reacting to negative situations in a stressful way rather than remaining reflective and open-minded about how to deal with the circumstances in a calmer way.

In the third week one teacher said that it had occurred to them that although it seemed simplistic, they realised that they had always previously managed to put thoughts aside when they didn't have time to deal with that potential problem at the time, but that they had not realised that they could choose to let go of *any* thought they were having. They added that in doing so, the thoughts they were having became less gripping, knowing that they could let them go and think about something else and simply get on with their day made all the difference. On week four one volunteer commented that that other staff from the school had become curious about the model.

Week five saw three volunteers; one person commented on their general sense of relaxation, they explained how they had noticed not getting so caught up in their own personal thinking and able to let things go more often, especially in the classroom.

In the final session with three volunteer teachers present, one volunteer explained how they had been experiencing discordance in communication with a member of the same department. The teacher recounted that after a short period of time she found that her relationship with this particular member of staff simply cleared up, communication was more easeful and

agreeable and the problem just seemed to go away. The session concluded with some video footage of Sydney Banks.

At the beginning of the final half day all volunteers recompleted the FWBS. There was a general discussion about how the training had gone for individuals; how people felt it might have affected their work and their home lives. They appeared to be a group of people that found it easy to communicate with each other, more than had been evident during the first session. The discussions during the morning were largely participant led; they were curious about the potential of the PBM for the entire school. There were a number of recommendations as to how the training may help the school.

Stories from the PI's Field Diary during the post study period

In conducting these interviews, one interesting thing that became evident was that changes had taken place in some individuals, despite their subjective experience to the contrary, some of which were recorded in the PI's field diary. On two occasions stories were told about other participants, reporting perceived changes that had been witnessed by different people. These were regrettably outside of the formal recorded part of the interviews and therefore cannot be quoted verbatim. One story told by two pupils explained how a certain member of staff had started acting more kindly towards them and had stopped shouting as much. However, when interviewed, this teacher was adamant that nothing had changed for them at all, they exclaimed:

No. I don't think it's opened my eyes to anything new (interview 5 seg. 24)

 The second story came from a member of teaching staff who commented that the head of their department had always seemed a little 'acerbic' when sending out general messages to rest of the department, which had on occasion upset people, and yet since the training, these messages had become at worst neutral and factual, and at best 'actually friendly' which according to this member of staff had had quite an impact upon the feeling of the department overall.

At one point while visiting the school to pick up some paperwork for the details of the volunteer group of pupils, while passing through the school foyer the PI noticed one of the staff participants. The woman made a point of coming over to talk and was very eager to share a story; that since the training, members that had attended had been asking each other as they met in the school if they were still in a 'good feeling state' that they had managed to experience during the two day training. She commented that it was clear to her that people seemed to be doing better than they had been before the study started.

The same woman added that she had found that other staff that had not been part of the study had become curious and were asking for details of what the training involved and how they could find out more about it for themselves. She noted that she had not set out in any way to engage people in conversation about what she had learned, but moreover, that they had surprisingly become interested.

On one occasion while teaching in the school several weeks after the training had been completed, a student approached the PI and openly thanked them for what they had learnt, they explained how it had made quite a difference to how they experienced their life with other people. How on occasion it had also gone on to be of great help with friends when they were

having difficulties in their lives. This was all expressed with great confidence and looking directly at the PI, with the pupils hair brushed away from his face. It is interesting to note that this pupil had formerly been very shy with the PI, had worn his hair over one side of his face concealing one eye and rarely looked directly into a person's eyes.

Additionally, while continuing to attend the school after the study and interviews had been completed, the PI met a member of the teaching staff, a head of department, at the end of the day, she had two things she really wanted to talk about, the first one was of an event that had begun before she attended the PBM. She told of how a problem had arisen between her and a member of her staff and that it had become so strained that she was close to seeking help from the Head teacher. She noted that at some points she had to visit the toilets to let out her frustrations in a shout, and began to feel as if it was even childish that she could not sort it out herself and felt embarrassed by this feeling. She concluded that after she had attended the first two day Three Principles event with her colleagues that she began to wonder if her thinking had added to the problem. She had previously attempted to engage the said member of her team in light conversation about what she thought might be the problem, but to no avail. She made the decision to ask all members of staff to attend a monthly meeting with her where all issues arising would be dealt with. She said that the issue completely disappeared, and her conclusion was that it was her attitude and feeling state that had changed that had affected the other member of staff in a positive way.

The second story was of meeting a friend outside the school who had asked her in passing, did she like teaching the children? She said that her answer surprised the two of them, which was: "Yes, I do, love teaching the children and the kids love me too"; adding that if she been asked

the same question the previous year, she would not have answered in the affirmative. What was even more surprising to this member of staff was the fact she stated 'the kids love me too', because that had not occurred to her before that moment and realised just how her thinking about the pupils had really changed, and how good that made her feel about what she was doing in the school.

Not all the stories that were told to the PI were of positive change, one member of staff remained friendly when meeting the PI in the staff room but continued to be somewhat aloof and dismissive of the training. Suggesting that it still remained a mystery to them, what it was he was meant to be doing, and how he was supposed to apply this way of thinking to the pupils. He explained how his job was very pressured with a heavy workload and simply didn't think he had time to be a certain way while getting on with his work, expressing that it seemed like just one more thing that he needed to be doing, and that the only time he had to relax was when he got home, with glass of whisky and a cigar.

Appendix K: Interview Guide

- General introduction

- Did you have a motive to take part in the research or was it simply general interest? (in other words were you hoping to achieve a personal outcome by attending)

- Was the research training what you expected? If not, could you say what you thought it would be like

- How would you have described yourself before the research training: Personally, socially, at work?

- What did you think about well-being and self esteem before the training, in connection with personal relationships and life?

- How would you say you felt about well-being and self esteem before the training in connection with work relationships

- Have you noticed anything different in other people that are around you since the training; at home, at work? For example: the way in which people deal or cope with potentially stressful situations; how they feel or talk about themselves

- Since the intervention, do you feel any changes have taken place in the way you feel about your work and life?

- If you have felt some changes, can you say how you feel now, and mention any stories that may illustrate changes that have taken place?

- What is the most important thing (for you personally and also in the context of your work) that you took away from the training?

- Do you feel the training has potential to help people in general, in the way they feel about themselves and cope with life; at home and at work? For example, pupils or teachers at school

- Is there anything else you would like to add to what you have said so far

- Thanks and conclusion