



Positive Psychology Training and Adolescent Crisis

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A B S T R A C T

For decades, psychology has been investigating, identifying, and treating illnesses, injuries, and defects until Martin Seligman debated positive psychology. Martin Seligman points out that instead of focusing on injuries and illnesses, we should focus on healthy and happy individuals seeking growth, success and self-healing. By focusing on their strengths and positive personality traits, they can enhance their growth and prosperity and increase their life expectancy. Since adolescence is a period of overt cognitive, biological, social, and emotional changes, as well as a critical period in terms of cognitive, emotional, physical, and sexual issues, with its consequences occur during one's life and future, the effects of adolescence on the lives of individuals and society are highly valued. On the other hand, most of the mental health problems occur in adolescence and early adolescence. Given the importance of this issue, the present study seeks to answer, through the library method and review of previous studies, the question of what are the strategies for mitigating adolescent crises based on positive psychology in the school setting. Finally, these studies have identified that, by implementing positive thinking programs, reinforcing the components of spirituality and religiosity, hope, self-esteem, and self-efficacy, as well as adolescent happiness and life satisfaction, can enhance mental well-being and positive emotions. And a positive thinking atmosphere and spiritual vitality based on social participation and reinforcing adolescents' positive feelings for each other and for others.

Keywords: Positive Psychology, Positive Thinking, Adolescent Crisis.

INTRODUCTION

Since school life, as one of the most important periods of one's life, especially for adolescents and young people, faces many challenges and obstacles such as high stress, poor grades, and reduced motivation and ambiguity in the future, They reduce their ability to generate cynical and negative thoughts that are incompatible and irrational with regard to the future, and identify and provide a solution for timely treatment of these problems. An overwhelming population of students looks at their problems as exaggerated and disturbing, and consider themselves to have no control over their environment or destructive behaviors. All of this leads to a lack of motivation and the risk of mental problems such as depression threatening their health.

Positive psychological interventions that help individuals shift their attention, memory, and expectations from negative and catastrophic events to positive and promising events are among the mitigating factors of these adverse conditions(Rashid, 2015; Rashid & Howes, 2016;

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Riches, Schrank, Rashid, & Slade, 2016). Also, increasing happiness and paying attention to one's strengths in nature reduces the symptoms of depression and weakens one's weaknesses (Ayadi, Paraschiv, & Vernet, 2017; Khalilian & Aflakifard, 2017; Riches et al., 2016; Tayyari-Kalajahi & Panah-Ali, 2019).

Obviously, during adolescence, it is essential to pay attention to the physical and psychological strengths of students. Therefore, by examining different aspects of positive psychology, strategies are suggested to improve mental health and reduce anxiety in educational years.

POSITIVE PSYCHOLOGY

In the past, psychologists have not made much effort to help one become more hopeful, in love, happier and more well-to-do, but with the emergence of the positive psychology movement, as one of the most important developments in contemporary psychology, the focus of psychology has changed from psychological pathology and addressing anomalies and disorders to issues such as positive emotions, spirituality, creativity, ethical virtues, enhancing well-being, quality of life, happiness and hope (Luthans & Youssef-Morgan, 2017; Seligman, 2019). Positive emotions and abilities of individuals, along with weaknesses and problems in disturbance Psychological factors play a role, therefore, promoting positive emotions and individuals' abilities are effective in improving their mental health (Seligman, 2012; Sharma, 2016). Positive psychotherapy can not only generate positive resources and emotions, but also it can have a negative impact on the negative syndrome and may also be a barrier to its recurrence (Rahimi, Borjali, & Sohrabi, 2015). Positive emotion experiences that positive psychology emphasizes often provide better ability for adolescents to adapt and improve emotional states for coping with problems and lead to optimistic thinking (Rashid, 2015).

The positive psychology movement is an example of a change in Western psychology that has led to a shift in global psychology. This movement is presented by Martin Seligman as one of the pioneers of contemporary psychology and manager of the American Psychological Association. The focus of education has shifted to nurturing motivated and strategic students rather than providing educational programs or classroom behavior management (Csikszentmihalyi & Csikszentmihalyi, 2006; Mahoney, 2002).

Peterson, Park, and Seligman (2005), refers to the hierarchy of happy life, naming the first level enjoyable life, the second level of good life, and the third level meaningful life, and true happiness relates to the third level. Positive psychotherapy provides information processing and emotion regulation, thereby changing negative beliefs and reducing individual and psychological problems (Lopez, 2011), in this case, Schueller (2012), reported in his research that positive psychology focuses on positive emotions, positive traits, and contexts for positive emotions. Ed provides relaxation and avoidance of stress or increased strength to bear it. Also, according to Layous, Chancellor, Lyubomirsky, Wang, and Doraiswamy (2011), positive psychotherapy techniques are based on social participation and reinforcement of positive emotions.

According to Compton and Hoffman (2019), the most important variables that positive

psychology focuses on are happiness, mental happiness, and positive emotions, all of which overlap with the other components. Positive psychologists have developed interventions aimed at increasing happiness and life satisfaction in individuals. These interventions seek to increase positive emotions in individuals and help individuals to be more positive and increase their levels of life satisfaction and happiness; It is assumed that there are human abilities such as courage, foresight, optimism, faith, hope, and perseverance that act as a defense against mental illness.

The goal of all positive psychology-based interventions is to increase the level of happiness and psychological well-being. In other words, a positive psychology movement has emerged to help people optimize their quality of life by promoting mental happiness (Joseph, 2006).

In today's life, according to, humans have become so entertained by the machine (technology) that they have lost their human identity to themselves and others. In such circumstances, positive psychology training is very useful for people, especially children and adolescents, to strengthen and improve their positive relationship with themselves, their positive relationship with others, and their lives, as well as with increasing their self-esteem and academic achievement sounds useful. Teaching these skills helps students to get to know themselves better and to be curious about their view of themselves and the world. In positive education, students are encouraged to recognize their positive experiences and yet be able to recognize the positive aspects of others. They also learn to take an active stance in the world and to shape their own lives, rather than passively accept whatever comes to them. This tutorial is explained in an eight-step protocol:

Table of Positive thinking educational process

Session	Description
First	The definition of the educational program process, therapies, and goals for students participating in the Positive Psychotherapy Framework group, the role of the therapist, and the responsibilities of the clients are discussed. The role of the absence or absence of positive emotions, the abilities of the character and the meaning and the emptiness of life are discussed.
Second	Identify specific abilities, clients discuss their own abilities from the positive introduction, and discuss specific situations that have helped them in the past.
Third	Cultivating specific abilities and positive emotions: The development of specific abilities is discussed. Clients are trained to form specific, objective, and attainable behaviors to nurture specific abilities. The role of positive emotions in psychotherapy is discussed.
Forth	Good memories versus bad memories: The role of good and bad memories is discussed in terms of their role in maintaining negative emotions. Clients are encouraged to express emotions in a gentle manner. The effects of staying in negative emotions are expressed. Forgiveness is presented as a powerful tool that can turn negative emotions into neutral emotions and even into positive emotions for individuals.
Fifth	The difference between optimism and skepticism and practical examples of the impact of optimism and skepticism: Gratitude is discussed as a lasting thank you, and good and bad memories are again highlighted with an emphasis on gratitude.
Sixth	An examination of the course of treatment, the expression of the concept of life vision, and drawing images for life together with pleasure, commitment, and meaning, discuss the importance of positive emotions. Goals related to specific abilities are reviewed, process and progress are discussed in detail. Patient feedback on treatment benefits is called for.

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Seventh	Optimism and hope: Guiding clients to think about when they are failing at a major task, when a major program is being phased out and when it is not accepted by one person. He then asked clients to consider what other doors would open when one was closed.
eighth	The four styles of response (training), summarization, review progress, and benefits and enduring abilities of self-awareness, abstinence and lifestyle are discussed.

Adopted from: Quilliam and Venning (2003)

Much research has been done in this area, including: Barkhordari, Refahi, and Farahbakhsh (2010), in researching the usefulness and impact of teaching positive thinking skills on enhancing the motivation for progress and happiness in high school students. Also, Ahmadi, Joozestani, Abedini, Esmaeili, and Faramarzi (2016), showed that positive thinking skills training can increase students' happiness, and Yekanizad, Gol Mohammadnejhad Bahrami, and Soleimannezhad (2019), showed that hope therapy increases motivation for progress.

Also, Badpar, Amini, and Rishehri (2017), concluded that positive thinking training is effective in enhancing happiness. Jabbari, Shahidi, and Mootabi (2014), also concluded that positive intervention not only reduces dysfunctional attitudes. It also increases happiness and results of Sedghi Goyaghaj, Rostami, and Hosseini (2016), also show that teaching positive thinking is effective in reducing academic burnout and its components (academic fatigue, academic disinterest, academic inefficiency). Teaching optimism and positive thinking skills can help people solve many of the issues and problems arising from the controlling source and also a positive attitude to the everyday issues of human life help to lead a vibrant life.

Optimistic people were significantly more satisfied with their spouses than optimistic ones. Shogren, Lopez, Wehmeyer, Little, and Pressgrove (2006), by presenting life satisfaction prediction model based on positive psychology constructs, concluded that variables of spirituality, religiosity, hope, self-esteem and self-efficacy have a significant direct relationship with life satisfaction. There was also a significant indirect relationship between the variables of spirituality and religiosity and the variable of life satisfaction with the intervention of variables of hope, optimism, self-esteem, and self-efficacy. There was no significant relationship between sex, marital status and economic status with life satisfaction. Also, in another research Alboye, Tabatabaee, Bahimian Bogar, and Tabatabaie (2015), investigated the effect of positive group-based psychology intervention on self-esteem, self-concept and academic achievement of first grade high school freshman students and concluded that the mean of academic achievement, self-esteem and some Self-concept subscales of the experimental group were significantly higher than the mean of these variables in the control group. Therefore, positive psychology intervention is effective on students' mental health.

In Investigating the Effectiveness of Positive Thinking Skills Training on the Progress Motivation of Secondary School Students in Nonprofit Secondary Schools in Region Five of Tehran, Azimi Khoe and Navabinejad (2017), concluded that Positive Thinking Skills Training Significantly increases students' motivation for progress ($p < 0.05$) and according to the findings of the study they suggested the necessity of teaching positive thinking skills to high school students. According to Csikszentmihalyi and Csikszentmihalyi (2006), 99% of psychologists spend their time returning problematic individuals to normal situation and it can be said that no effort or expense is spent on helping ordinary people to realize all their potential and enjoy a

life beyond the ordinary. Being optimistic about the future, the student evaluates stressful situations in a positive light and has a good understanding of their ability to overcome problems. Optimists are self-confident in encountering stressful events and tend to think positively about the future and to use more problem-oriented coping strategies to deal with problems. As a result, optimism appears to play an important role in adjusting to stressful situations.

CONCLUSION

Recently, the science of psychology has explored new topics and phenomena, the emergence of a new trend, such as health and positive-thinking psychology, are evidence of this claim. Part of the positive psychology movement is examining empowerment-based coping skills; over the past ten years, spirituality, religion, and religious coping have been the focus of many psychologists and counselors as effective strategies for dealing with distress and unrest. More religious people have reported higher levels of happiness and life satisfaction. Thus, happiness has been a central issue since the emergence of the human species, and philosophical systems and religions have always sought to answer the question of “How to achieve harmony, inner peace and happiness.”

It seems that most present psychologists are satisfied with the situation and do not feel the need to create a change in psychology and have no vision or purpose for it. The Positive Psychology Movement is a model revealing the fact that just as the psychology of the world needs to evolve, psychology in every country needs to evolve, too. This type of change should be made by the same country's psychologists and organizations and also it should be well-managed to achieve desirable results and avoid duplication and waste of funds. In the case of schools, it is also suggested that mental well-being and positive emotions can be enhanced by implementing positive thinking programs, reinforcing the components of spirituality and religiosity, hope, self-esteem and self-efficacy, as well as adolescent happiness and life satisfaction. In addition, a positive thinking atmosphere and spiritual vitality can be created in them based on social participation and reinforcing adolescents' positive feelings toward each other as well as other individuals.

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