

Framing Failure with Positive Psychology

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Name: _____

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[What is Positive Psychology?]

Positive psychology is the science of human success.

Today we can assess and develop the habits of thinking, feeling, and relating, which consistently create the best opportunity for success. We can help those engaged in the enterprise of education learn and practice these habits, and we can develop cultures in schools and institutions that foster and sustain these habits. Researchers are challenging traditional psychology's focus on deficit and weakness and are asking



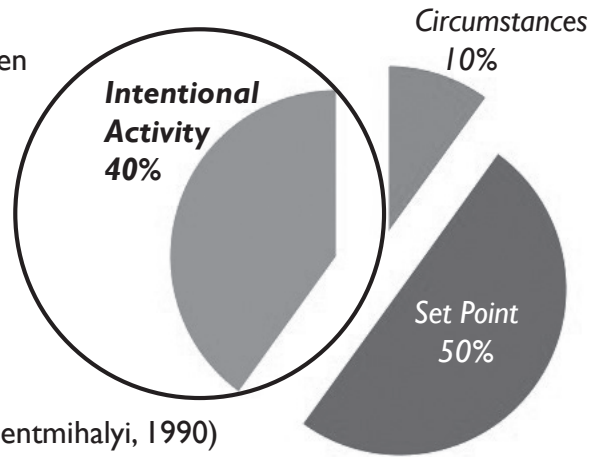
questions about how to build the qualities of life that make it worth living from a strengths perspective. The incorporation of Positive Psychology to your life and to your ensembles requires an open mind and open heart.

Chris Peterson, one of the research leaders in Positive Psychology sums the whole field into three words: **"Other People Matter."** This clinic will open your eyes to the possibilities that Positive Psychology offers.



Positivity leads to success - it's the broaden and build theory of positive emotions. (Fredrickson, 2008)

Happiness is malleable - what we do matters. (Lyubomirsky, 2007)



Flow can be increased (Csikszentmihalyi, 1990) by choosing tasks that consist of ongoing learning of skills, those skills should be adequate to the task, there ought to be clear goals and frequent feedback. Flow necessitates a sense of personal control over something (the learning) that's intrinsically rewarding. Flow exists at an optimal range where skills are being built and anxiety is being avoided.



Social-Emotional Leadership is a framework which ensembles can use to truly flourish. It is a system of shared leadership which encourages and supports the full development of individual players by creating a chain of accountable inspiration throughout the ensemble. Social-Emotional Leaders employ current research from Positive Psychology to create communities that flourish. Flourishing means living within an optimal range of human functioning, one that connotes goodness, generativity, growth, and resilience. Social-Emotional Leaders already exist in our ensembles. Consider what's possible for the ensemble and beyond when they are called to action.

This is the topic of the Louis Alloro's graduate thesis, earned from the University of Pennsylvania in 2008. To see a copy of his thesis, please visit: http://repository.upenn.edu/mapp_capstone/10/

Robert Quinn,
author of *Building the Bridge as You Walk On It: A Guide to Leading Change* says,
"When you change yourself, you change the world."

[My notable failures . . .]

I feel I have struggled and failed in these situations:

1. Early in my childhood: _____

2. In high school: _____

3. During college: _____

4. Early in my teaching career: _____

5. This week: _____

[What am I up against?]

In my situation, I see these as the biggest obstacles to success:

1. _____

2. _____

3. _____

[What do I want most?]

In my situation, I am striving for:

1. _____

2. _____

3. _____

[How are you today?]

Box 1 - Polite
Today I feel ...

Box 2 - Mindful
Today I feel ...

[Feelings]

Annoyed
bitter
edgy
exasperated
frustrated
impatient
irritable
irked

Angry
agitated
enraged
exasperated
furious
irate
outraged
resentful
upset

Aversion
appalled
contempt
disgusted
dislike
horrified
repulsed

Confused
baffled
bewildered
dazed
hesitant
lost
mystified
perplexed

puzzled
torn

Discomfort
agitated
alarmed
discombobulated
disturbed
perturbed
rattled
restless
shocked
startled
surprised
troubled
turbulent
uncomfortable
uneasy
unsettled

Disconnected
ambivalent
apathetic
bored
distant
distracted
indifferent
numb
uninterested
withdrawn

Embarrassed
ashamed
flustered
guilty
self-conscious

Fearful
afraid
apprehensive
anxious
distressful
frightened
hesitant
nervous
panicked
paralyzed
petrified
scared
tense
terrified
worried

Pain
agony
bereaved
devastated
grief
heartbroken
hurt
lonely
miserable
regretful
remorseful

Sad
depressed
despondent
disappointed
discouraged
disheartened
dismayed

gloomy
heavy-hearted
hopeless
troubled
unhappy
wretched

Stressed
tired
burned out
depleted
exhausted
listless
overwhelmed
restless
weary
worn out

Vulnerable
fragile
guarded
helpless
insecure
leery
reserved
sensitive
shaky

Yearning
envious
jealous
longing
pining
wishful

Affectionate
compassionate
friendly
loving
sympathetic
tender
warm

Interested
absorbed
alert
curious
enchanted
engaged
fascinated
intrigued
spellbound
stimulated

Glad
alive
amazed
amused
awed
encouraged
energetic
enthusiastic
excited
grateful
happy
hopeful
inspired
invigorated
joyful
motivated
optimistic
pleased

thrilled
wonder

Grateful
appreciative
moved
thankful
touched
hopeful
encouraged
expectant
optimistic

Hopeful
encouraged
expectant
optimistic

Peaceful
calm
comfortable
centered
composed
content
fulfilled
relaxed
relieved
satisfied

Rested
alert
alive
energized
invigorated
refreshed
rejuvenated
relaxed
renewed
strong

Feelings based on the book by Marshall B. Rosenberg, Ph.D., titled "Nonviolent Communication"

[Sensations]

vibrating
expanded
relaxed
bubbly
flowing
streaming

tingling
warm
gentle
smooth
loose
slow

settled
heavy
quiet
contained
uplifted
buzzy

sparkly
rhythmic
snappy
soft
pulsing
still

jumpy
hot
twitchy
clammy
rigid
stiff

cold
icy
hard
stuck

Sensations list developed by Staci Haines and Strozzi Institute

Small things have big impacts ...

[Action Research]

- Building Mindfulness
- Appreciating what is good
- Using Reference Points
- Breathing
- Creating Action Plans
- Utilizing Imagery
- Leveraging Social-Emotional Leaders

New ideas to try with my ensemble

Approaches to try differently with my ensemble

Create SMART Goals when creating your research plans:

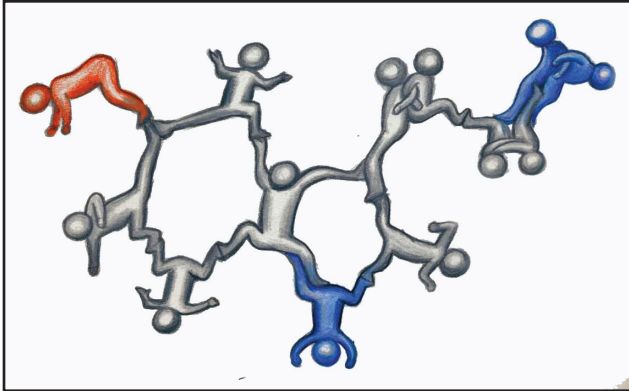
- Specific**
- Measurable**
- Attainable**
- Realistic**
- Timely**

Peter Drucker, the man who invented management, used to say this after leading weekend corporate seminars on innovative thinking: **“On Monday, don’t tell me how great it was; tell me what you’re doing differently.”**

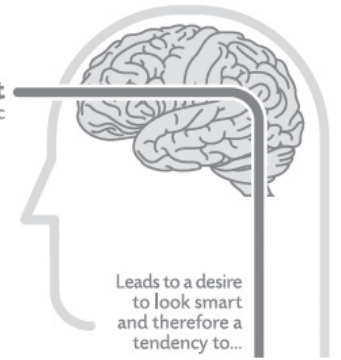
Who inspires you?

New questions, different results

Be pulled forward by the future –
not held back in the past

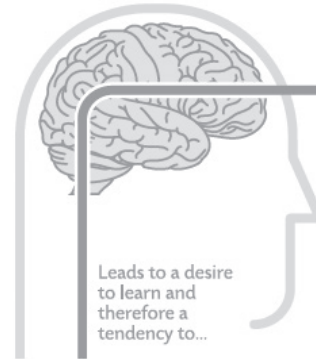


Fixed Mind-set
Intelligence is static



Leads to a desire
to look smart
and therefore a
tendency to...

Growth Mind-set
Intelligence can be developed



Leads to a desire
to learn and
therefore a
tendency to...

Marty Seligman, the father of Positive Psychology and former president of the American Psychological Association says,
“**Positive Psychology is about being pulled by the future**”.

My Chain of Inspiration story
that I would share with my ensemble:

[Why is this important?]

[Helping Students Fail Successfully]

[Change our words - Change our mindset]

Meaning

How can I help players separate knowledge from performance?

Context

How can I help players understand the authentic context and “space” of their failure?

Transparency

How can I design rehearsals so that the priorities, process, and terms of success are all transparent and collaboratively constructed with the players in mind?

Progress

How Can I emphasize repetition and progress over “finishing” and “completion?” How can I create always on learning and growth?

[References]

Books:

Sonja Lyubomirsky – *The How of Happiness: A Scientific Approach to Getting the Life You Want*

Rosamund Stone Zander & Benjamin Zander – *The Art of Possibility: Transforming Professional and Personal Life*

Mihaly Csikszentmihalyi – *Flow: The Psychology of Optimal Experience*

Martin E. P. Seligman, Ph. D. – *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*

Barbara L. Fredrickson, Ph.D. – *Positivity: Groundbreaking Research Reveals How to Embrace the Hidden Strength of Positive Emotions, Overcome Negativity, and Thrive*

Websites:

www.certificateinpositivepsychology.com - Certification in Positive Psychology

www.louisalloro.com – Individual and Institutional Coaching

www.ted.com – Inspirational Thinktank and Podcasts

www.teachthought.com - Inspirational Teaching Thinktank

www.prezi.com – Alternative Presentation Software

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I gratefully acknowledge the support of Louis Alloro, MAPP, who has energized, challenged, and sustained me on this journey. As a graduate of the Class of 1996 at Northern Valley Regional High School, Louis served as Drum Major of the Marching Band. He started the season by suggesting (at age 16) that we needed to create a leadership training program for the student Band Staff. The initial program we started together that year has continued to develop in different ways for each of us, but the enlightenment of such a program has been a guiding principle for us both. For more information about Louis and his programs, visit www.louisalloro.com and www.certificateinpositivepsychology.com.

Curt Ebersole

Curt Ebersole has served as the Conductor/Music Director of the Westchester Symphonic Winds (John P. Paynter Memorial Conductor's Chair) since 2008 in Tarrytown, New York. He currently is a member of the Music Department faculty at The Masters School (Dobbs Ferry, New York). In 2013, he retired from Northern Valley Regional High School at Old Tappan, New Jersey (NVOT), where he served as Director of Instrumental Music for 31 years. At Northern Valley, he conducted the Wind Symphony, Concert Band, String Ensemble, Marching Band, earning recurring accolades, and firmly establishing the annual Prism Concert as a rite of spring. He also acted as Producer/Conductor of the school's award-winning musical theater program.

Curt has served as a guest conductor and clinician for numerous honor bands, orchestras, and adult community ensembles across the nation and around the world, including performances in Carnegie Hall, Avery Fisher Hall, the Caramoor Festival, and in South Korea and Australia. He is the founder and coordinator of the Music Educators of Bergen County Wind Conducting Symposium, and served as a clinician at the 2009 Midwest International Band and Orchestra Clinic in Chicago, Illinois. He is a practitioner of both Positive Psychology and the Harkness Method.

Curt was selected as the Northern Valley District Teacher of the Year in 1994, and the Bergen County Teacher of the Year in 1995. The NJ Music Educators Association chose him as the recipient of the 2003 New Jersey Master Music Teacher Award, and he received the Governor's Award in Arts Education later that year. In 2009 he was the NVOT recipient of the New Jersey Governor's Teacher Recognition Award. Yale University presented him with their Distinguished Music Educator Award in June 2011.

Curt is a native of Lancaster County, Pennsylvania, and resides in White Plains, New York. In addition to his busy musical life, he also enjoys riding America's fastest and tallest roller coasters. Follow his blog at jce.ebernet.biz.

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