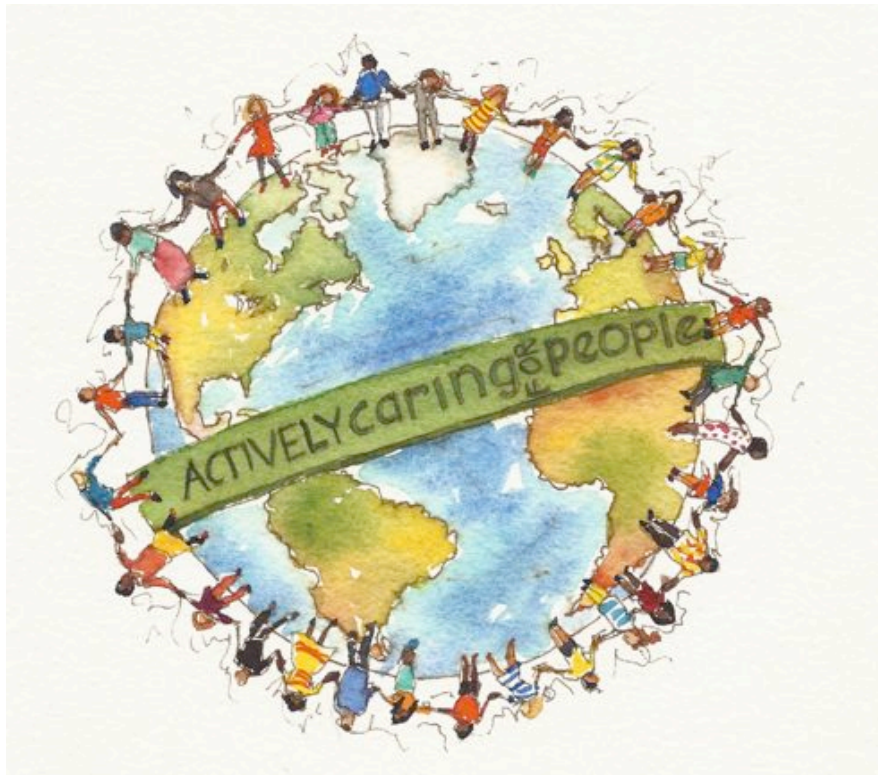


# ACTIVELY CARING FOR PEOPLE

***A Global Movement Cultivating a Culture of Peace: Applying psychological science with practical strategies in homes, schools, and workplaces***



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E. Scott Geller, Ph.D., Alumni Distinguished Professor of Psychology, has cultivated AC4P cultures in industrial settings to improve workplace safety worldwide. Following the April 16, 2007 shootings at Virginia Tech (VT), the concept of actively caring gained a new focus and prominence for Dr. Geller, his students, and the VT community. In a time of great uncertainty and reflection, those most affected by the tragedy were not thinking about themselves, but rather acting to help classmates, friends, and strangers. This collective effort became the ultimate manifestation of actively caring.

Recognizing a lack of sustained solidarity following the tragedy, a group of students and Dr. Geller initiated the AC4P Movement to establish a more civil, compassionate and interdependent culture by inspiring intentional acts of kindness. In the wake of the Virginia Tech tragedy, one question lingered: “How could this happen?” It has been well-documented that the shooter was bullied throughout his school years. Thus, in Fall 2009, the AC4P approach to prevent bullying was piloted at an elementary school. Since then, the AC4P Movement has spread to educational settings across the nation, from K-12 to universities.

## ***Direct Approach: AC4P Interventions***

## Elementary Schools

Students used the SAW process to see, act, and write. First, they were instructed to look out for AC4P behavior. Then, thank someone for caring. Finally, the observation was documented in the form of a story. Every day, the teacher read three stories and recognized two AC4P heroes for performing AC4P behaviors and writing AC4P stories. Both students received an AC4P wristband to wear for the day. Weekly, students were paired for relationship building. At the conclusion, every student received a wristband to keep. Results demonstrating significant reductions in bullying behavior from this AC4P application are presented in a book - *Actively Caring for People: Cultivating a Culture of Compassion*.

## Middle Schools

College students ("AC4P Coaches") developed and delivered weekly lessons on AC4P principles to middle school students. Each week, a new character strength or AC4P principle (e.g., courage, cooperation, positivity) was taught with an associated activity to demonstrate the principle. Additionally, three stories were read each week and the six associated students (i.e., three AC4P performers and AC4P writers) were recognized with green AC4P wristbands. A primary goal of the MS application is to create ties between AC4P coaches and local middle school students from the AC4P coaching process. Currently, this AC4P application is being piloted in two Virginia and three Ohio Middle Schools.

## High Schools

High School leaders heard an assembly on the AC4P Movement, and select students participated in follow-up leadership workshops on the AC4P principles and character strengths. An AC4P team was formed to increase AC4P behavior in three settings: 1) within their high school, 2) throughout their community, and 3) in their middle school. They used the wristbands to recognize AC4P behavior among students, teachers, and staff using the SAPS (see, act, pass, share) process. Currently, this AC4P application is being piloted in four Ohio High Schools, including Chardon High School in the aftermath of their February 27<sup>th</sup>, 2012 shooting.

## Colleges and Universities

College and university student leaders used the wristband to recognize AC4P behavior among students, faculty, staff, and administration using the SAPS (see, act, pass, share) process to increase prosocial recognition in a student organization. This effort aims to increase belongingness and reduce both bullying and cyberbullying. Currently, this AC4P application is being piloted in two student organizations.



# Indirect Approach: Five Person-States

## Person-Based Psychology (Geller, 2001)

**Self-Efficacy**

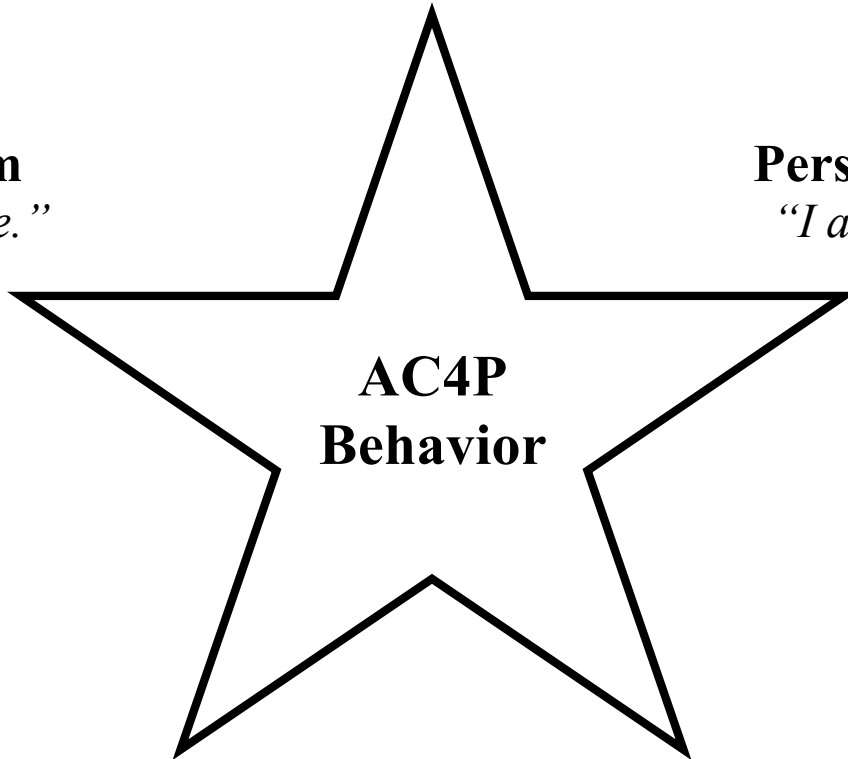
*"I can do it."*

**Self-Esteem**

*"I am valuable."*

**Personal Control**

*"I am in control."*



**Optimism**

*"I expect the best."*

**Belongingness**

*"I care about my team."*

## Assessing the AC4P 5 Person-States

This is a questionnaire about your beliefs and feelings. Read each statement, then circle the number that best describes your current feelings. There are no "right" or "wrong" answers.

		Highly Disagree	Disagree	Not Sure	Agree	Highly Agree
1)	I feel I have a number of good qualities.	1	2	3	4	5
2)	Most people I know can do a better job than I can.	1	2	3	4	5
3)	On the whole, I am satisfied with myself.	1	2	3	4	5
4)	I feel I don't have much to be proud of.	1	2	3	4	5
5)	When I make plans, I am certain I can make them work.	1	2	3	4	5
6)	I give up on things before completing them.	1	2	3	4	5
7)	I avoid challenges.	1	2	3	4	5
8)	Failure just makes me try harder.	1	2	3	4	5
9)	People who never get injured are just plain lucky.	1	2	3	4	5
10)	People's injuries result from their own carelessness.	1	2	3	4	5
11)	I am directly responsible for my own safety.	1	2	3	4	5
12)	Wishing can make good things happen.	1	2	3	4	5
13)	I hardly ever expect things to go my way.	1	2	3	4	5
14)	If anything can go wrong for me, it probably will.	1	2	3	4	5
15)	I always look on the bright side of things.	1	2	3	4	5
16)	I firmly believe that every cloud has a silver lining.	1	2	3	4	5
17)	My work group is very close.	1	2	3	4	5
18)	I distrust the other workers in my department.	1	2	3	4	5
19)	I feel like I really belong to my work group.	1	2	3	4	5
20)	I don't understand my coworkers.	1	2	3	4	5

# Scoring for the AC4P Items

<p><b>Self-Esteem</b> (items 1-4) = feelings of self worth and value (I am valuable). Actual scale = 16 items</p> <p>(a) Add numbers for items 1 &amp; 3. (b) Add numbers for items 2 &amp; 4 and subtract from 12.</p>	<p>Total 1= _____ Total 2= _____</p>
<p><b>Self-Efficacy</b> (items 5-8) = general levels of belief in one's competence (I can do it). Actual Scale = 23 items</p> <p>(a) Add numbers for items 5 &amp; 8. (b) Add numbers for items 6 &amp; 7 and subtract from 12.</p>	<p>Total 1= _____ Total 2= _____</p>
<p><b>Personal Control</b> (items 9-12) = the extent that a person believes he or she is personally responsible for his/her life situation (I am in control). Actual scale = 25 items</p> <p>(a) Add numbers for items 10 &amp; 11. (b) Add numbers for items 9 &amp; 12 and subtract from 12.</p>	<p>Total 1= _____ Total 2= _____</p>
<p><b>Optimism</b> (items 13-16) = the extent to which a person expects the best will happen for him/her (I expect the best). Actual scale = 8 items</p> <p>(a) Add numbers for items 15 &amp; 16. (b) Add numbers for items 13 &amp; 14 and subtract from 12.</p>	<p>Total 1= _____ Total 2= _____</p>
<p><b>Belongingness</b> (items 17-20) = the perception of group cohesiveness or feelings of belonging (I belong to a team). Actual scale = 20 items</p> <p>(a) Add numbers for items 17 &amp; 19. (b) Add numbers for items 18 &amp; 20 and subtract from 12.</p>	<p>Total 1= _____ Total 2= _____</p>
<p><b>ACTIVELY CARING™ SCORE</b> = Sum of Self-Esteem, Self-Efficacy, Optimism, Personal Control, and Belonging Totals.</p>	<p><b>Total Score =</b> _____</p>

*Enhances, Detractors, For your community*

*Personal Control:*

+

—

*For you community:*

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*Self-esteem:*

+

—

*For your community:*

*Enhances, Detractors, For your community*

*Belonging:*

+

—

*For your community:*

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*Self-efficacy:*

+

—

*For your community:*

*Enhances, Detractors, For your community*



*Optimism:*

+

—

*For your community:*

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