

Appendix A: Research linked to hypothesized positive-psychology processes

	Hypothesized process	Current evidence
Affect	Inducing positive affect increases broaden and build behavior and the development of skill and social networks	(Howell 2017; Fredrickson 2001)
	Non-attachment to positive feelings predicts the development of mental health, and is linked to observed prosocial behavior	(Ciarrochi et al. 2020; Sahdra et al. 2015)
	Happiness and well-being are linked to work performance, positive social relationships, health, engagement in valued activity, and the ability to recover from negative events (resilience)	(Kansky and Diener 2017; Williams, Ciarrochi, and Heaven 2015)
Cognition	Its beneficial to see problems as a challenge rather than a threat (problem orientation)	(Ciarrochi, Leeson, and Heaven 2009)
	Helping clients to focus on solutions, rather than problems	(Franklin et al. 2017)
	Benefits of teaching social problem solving	(Nezu and Nezu 2021)
	Promoting hope and optimism is associated with well-being, health, and effective behavior	(Rozanski et al. 2019; Ciarrochi et al. 2015; Gallagher, Long, and Phillips 2020; Jiang et al. 2019)
Attention	Savouring of positive experience is associated with higher well-being and relationship satisfaction	(Colombo et al. 2021; Lenger and Gordon 2019)
	Focusing on gratitude-related experiences is associated with improvements in negative affect and increased happiness	(Dickens 2017; Boggiss et al. 2020; Cregg and Cheavens 2021)
	Mindfulness is linked to a wide range of positive outcomes, including well-being, positive motivation, emotional clarity, and performance. Mindfulness cuts across many dimensions, including affect, cognition, and behavior.	(Donald et al. 2020; Zarate, Maggin, and Passmore 2019; Cooper, Yap, and Batalha 2018; Fjorback et al. 2011; Noetel et al. 2019)
Self	Best possible-self intervention induces positive affect and optimism	(Heckerens and Eid 2021)
	Self-efficacy is associated with well-being and adaptive behavior	(Jiang et al. 2019; Jiao et al. 2021)

	Having a sense that one can grow and change (growth mindset) is associated with greater achievement, more active coping, and lower distress	(Burnette et al. 2020; Sarrasin et al. 2018)
	Contacting “self-as-context”, or a transcendent sense of self is associated with higher well-being and functioning	(Zettle, Gird, and Webster 2018; L. Yu, Norton, and McCracken 2017)
	Identifying strengths and virtues increases happiness and life satisfaction	(Schutte and Malouff 2019; Gander et al. 2013)
	Self-compassion is associated with higher well-being, better self-regulation of health behavior, and protects against the negative effects of low self-esteem	(Wilson et al. 2019; Ferrari et al. 2018; Biber and Ellis 2019; Marshall et al. 2015)
Overt behavior	Increasing pleasurable activities increases well-being and reduces distress	(Kanter et al. 2010; Dimidjian et al. 2006; Mazzucchelli, Kane, and Rees 2010)
	Persistence, self-control, and aspects of conscientiousness (competence achievement striving, self-discipline) are linked to well-being and achievement; grit may fall into this group of processes, but has elements of passion as well as persistence	(Credé 2018; Duckworth et al. 2007; Anglim et al. 2020)
	Goal setting interventions promote well-being and goal achievement. Includes cognitive and other dimensions, but specifically focused on behavior. Implementation intentions; mental contrasting (Identify benefit of achieving goal, and potential barriers)	(G. Wang, Wang, and Gai 2021; Epton, Currie, and Armitage 2017)
Motivation	Harmonious or authentic passion for life activities is linked to lower burnout, higher, well-being and higher performance	(Pollack et al. 2020; Saville et al. 2018; Briki 2017; Vallerand et al. 2007)
	Activities that satisfy the need for autonomy, competence, and connection are associated with higher well-being, performance, and goal attainment	(Nezu and Nezu 2021; S. Yu, Levesque-Bristol, and Maeda 2018; Y. Wang, Tian, and Scott Huebner 2019)
	Values affirmation is associated with well-being, self-control, reduced defensiveness, lower physiological stress, and reduced gap in achievement between mainstream and stigmatized groups.	(Howell 2017; van Koningsbruggen, Miles, and Harris 2018; Jordt et al. 2017; Borman, Grigg, and Hanselman 2016; Armitage et al. 2008; Creswell et al. 2005)

	Motivational interviewing (MI) increases behavior change, adherence to goals, and positive affect. MI includes aspects of overt behavior (e.g., goal setting, etc)	(Huffman et al. 2019; Frost et al. 2018)
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Note: Most processes, as described above, cross multiple dimensions.

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