

## LINKING OPTIMISTIC THINKING TO WELL-BEING AND ACADEMIC ACHIEVEMENT: EXPLAINING POSITIVE EVENTS MATTER MOST

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From the beginning the research on optimistic thinking and, in particular, optimistic attributional style has focused primarily on the relations of attributional style for negative events with depression (Peterson et al., 1985; Sweeney et al., 1986; Hu et al., 2015). Less research has focused on the relationship between optimistic attributional style and well-being, as well as attributional style and academic achievement. Also, the extant research has concentrated on optimism following negative events rather than optimism following positive events, and has yielded a rather mixed results (Houston, 2006, Gordeeva & Osin, 2011). Via both a meta-analysis and two new studies, we examined the relationship between optimistic attributional style for positive and negative events, academic performance and well-being in different categories of students. In the meta-analysis, focused on optimistic thinking and academic achievement, dispositions to make optimistic attributions for positive events (i.e., stable and global) were more strongly related to academic achievement ( $d = 0.21$ ,  $k = 30$ ,  $N = 6351$ ) than

dispositions to make optimistic attributions (i.e., unstable and local) regarding negative events ( $d = 0.11$ ,  $k = 66$ ,  $N = 11023$ ). Academic level (primary school, secondary school, university students) moderated the associations, with the effect of positive thinking on academic achievement was more pronounced for children and adolescents. Two new studies with primary and secondary schoolchildren were designed to address remaining questions. In both studies the results of structural equation modeling indicated a positive relationship between optimistic attributional style for positive events in achievement situations and academic performance (GPA), including boosted achievement and well-being over time. It is concluded that optimism in the explanation of positive events is an important psychological variable that has been undeservedly forgotten. Practical interventions for the development of optimistic thinking that promote resilience, well-being, and academic achievement in children and adolescents will be discussed.

## “INCLUSIVE”: GROUP COUNSELING FOR EMERGING ADULTS IN TRANSITION

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In Switzerland, nearly one out of six persons (16%) has no occupational solution after completing compulsory education. Various transitional options and interim solutions are nowadays available to the young people who are

in transition and seeking an apprenticeship. A lot of them suffer from mental disorders (Sabatella & von Wyl, 2014). Usually, the transition options focus on academics and social deficits without offering psychotherapeutic services. However,