

14 Intervention design strategies to

ACT ACCORDING TO PERSONAL PURPOSE

ACADEMIC STRESS

REFRAME NEGATIVE EMOTIONS

DEPRESSED MOOD

Examples of application can be:

DEDICATED

interventions for designs primarily dedicated to promoting well-being

EMBEDDED

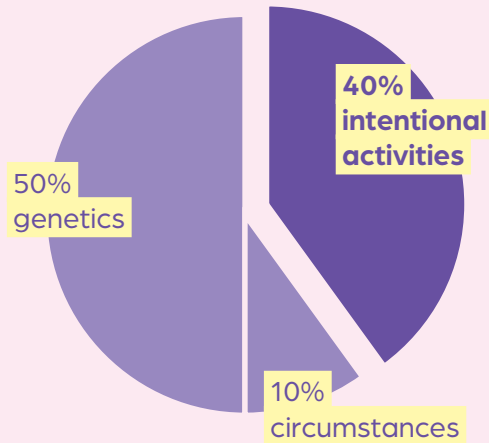
interventions integrated in designs whose core function is different from promoting well-being (e.g. products for communication, entertainment, etc.)

DESIGN FOR YOUTH'S FLOURISHING

14 intervention design strategies to enhance teenagers' mental resilience and well-being

ADVANCING DESPITE ADVERSITY

DEFINITION OF RESILIENCE



SUBJECTIVE WELL-BEING

DESIGN STRATEGIES

Research in positive psychology demonstrated that 40% of well-being depends on intentional bodily and mental activities. This creates the possibility of finding new ways of enhancing subjective well-being and human flourishing by **promoting beneficial attitudes, beliefs and behaviours through design interventions.**

Being adolescence the most vulnerable age for the onset of emotional and behavioural disorders, this card deck wants to **support designers in the development of interventions promoting youth's flourishing by boosting their mental resilience.**

Since approximately all adolescents own a smartphone, which now allows collection and interpretation of data regarding well-being, the strategies focus on digital interventions. However, they might be taken in consideration in different kinds of projects, and be inspirational for other target users as well.

BOOSTING WELL-BEING

Research was based on adolescents' contexts and practices and on scientific knowledge on resilience, well-being and human flourishing, in order to identify strategies fitting this specific demographic.

It was found that **mental resilience and well-being are best developed by having a growth mindset, focusing on learning and progressing, and a community approach, involving others in the process of learning how to overcome adversities.** Hence, the goal was to make adolescents embrace resilience as a collaborative learning process.

While other kinds of professionals work on informing and convincing adolescents to think and behave according to these principles, designers have the possibility to promote them by **designing proper product-mediated activities that will lead to an increase of mental resilience in the users seamlessly.**

EMBRACING RESILIENCE AS A COLLABORATIVE LEARNING PROCESS

DESIGN GOAL

IDENTIFYING PURPOSE AND STICK TO A CONGRUENT BEHAVIOUR.

ACADEMIC STRESS

REFRAMING NEGATIVE EMOTIONS, TRANSLATING THEM INTO LEARNING OPPORTUNITIES.

DEPRESSED MOOD

RISK MARKERS

From the research, it emerged that the two **most relevant markers indicating a risk for adolescents' mental well-being** were academic stress (stress related to school and performance pressure) and depressed mood. These two markers are intertwined and influence each other.

The 14 strategies are hence characterised by different colours depending on which of the two markers they are based on.

Red strategies, for facing academic stress, focus on supporting adolescents in identifying purpose and stick to a congruent behaviour.

Blue strategies, dedicated to depressed mood, help reframing negative emotions, translating them into learning opportunities.

Purple strategies support adolescents to face both markers.

USING THE CARDS

Designers are free to explore the cards, selecting the ones that are more suitable to their project by intuition or based on markers. They can **support and inform designers along the whole research and design process**. They were found especially useful in the analysis of (user) research results, decision making, categorisation and evaluation of concepts.

The back of the cards aims at offering specific **examples of applications** of the strategies, in order to further inspire ideation.

They are labelled as dedicated if they are supposed to be part of a design whose main goal is to support well-being, and embedded if they would be implemented in designs whose main goal is different from well-being. An example of an embedded design intervention could be implementing a new function in an instant messaging app, whose main goal is communicating with others (hence different from well-being).

THE CARDS CAN BE STACKED,
PROMOTING IMPLEMENTATION
OF MULTIPLE STRATEGIES AT ONCE.



MAIN REFERENCES



Scan to obtain a digital version of the card deck and the thesis report.

This card deck is the result of Sofia Fonda's Design for Interaction master graduation project at the faculty of Industrial Design Engineering at Delft University of Technology.

Supervisory team: Paul Hekkert & Nazli Cila

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"Celebration" icon by Chanut, "Compass" icon by Pascal Heß, "Rainbow" icon by HeadsOfBirds, "Purpose" icon by priyanka, "Muscle" icon by Mohammad Iqbal, "help" icon by supalerk laipawat, "to do list" icon by Icons Bazaar from thenounproject.com. "Step free icon": Flaticon.com.