



Building mental health resilience in children from school: lessons learnt from COVID-19 and innovative approaches

Online, 14 September 2022

h: 14:00 - 15:30 CET



#BOOSTAPPROACH

This project has received funding from the European Union's HORIZON 2020 research and innovation programme under Grant Agreement No. 755175.

Welcome & webinar features

 Attendees have mic and camera off by default

Do you have any questions or comments?



Raise you virtual hand!



Write in the chat box!



Panel debate / Q&A



AGENDA

14:00 Welcome

by MICHELE CALABRÒ, EUREGHA's Director

14:05 Video message: The impact of COVID- 19 on children's mental health in the EU

by MEP Ms. ALVIINA ALAMETSÄ, MEP, Co-chair of the Coalition for Mental Health and Wellbeing in the European Parliament

14:15 The BOOST project: What's new after COVID-19?

by STINE HELLUM BRAATHEN, BOOST Scientific Coordinator & Research Manager, SINTEF



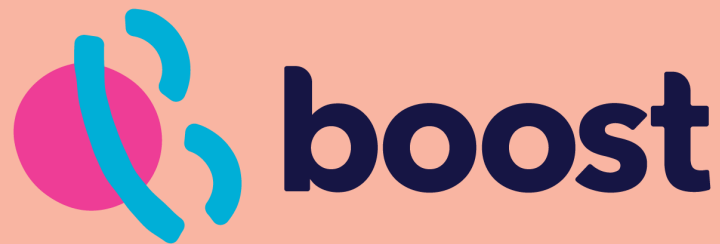
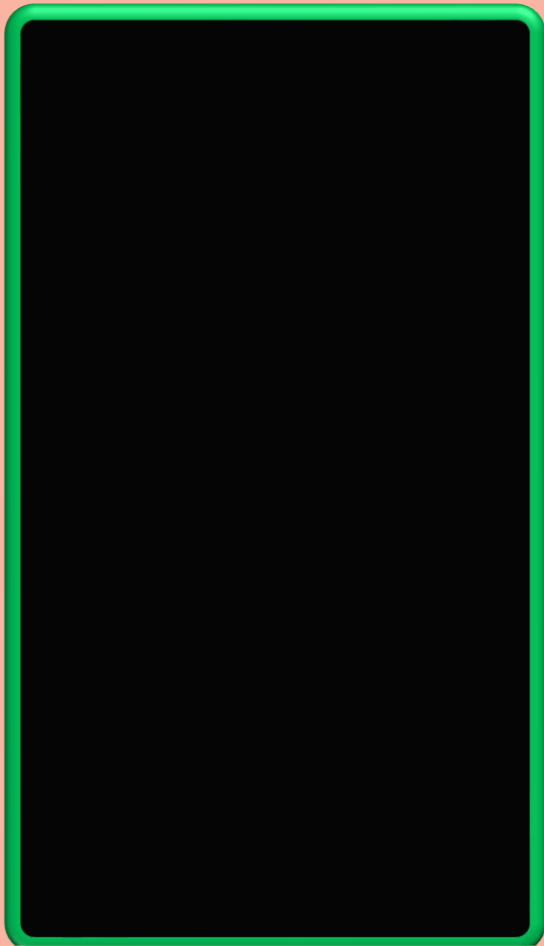
14:25 How COVID-19 affected the school climate in Spain, Poland and Norway: Evidence from the BOOST project

by OLGA GÓMEZ-ORTIZ, Assistant Professor, University of Cordoba | KONSTANTINOS ANTYPAS, Senior Research Scientist, SINTEF | AGATA WIZA, Associate Professor, Poznan University School of Physical Education

14:50 Panel debate: “Building mental health resilience from schools: priorities and perspectives” + Q&A

by CELESTE SIMÕES, Associate Professor, Department of Education, Social Sciences and Humanities, University of Lisbon | FATIMA AWIL, Policy & Knowledge Officer, Education, Youth and Vulnerable Situations, Mental Health Europe | ÅSE MARIT HOVDEN, Senior Adviser Public Health, Viken County Council

15:20 Conclusions/Take-aways



Alviina Alametsä,
MEP, Co-chair of the Coalition for
Mental Health and Wellbeing in
the European Parliament





**Building social and emotional skills to BOOST mental health
resilience in children and young people in Europe**

Status September 2022

Stine Hellum Braathen (Scientific Coordinator)



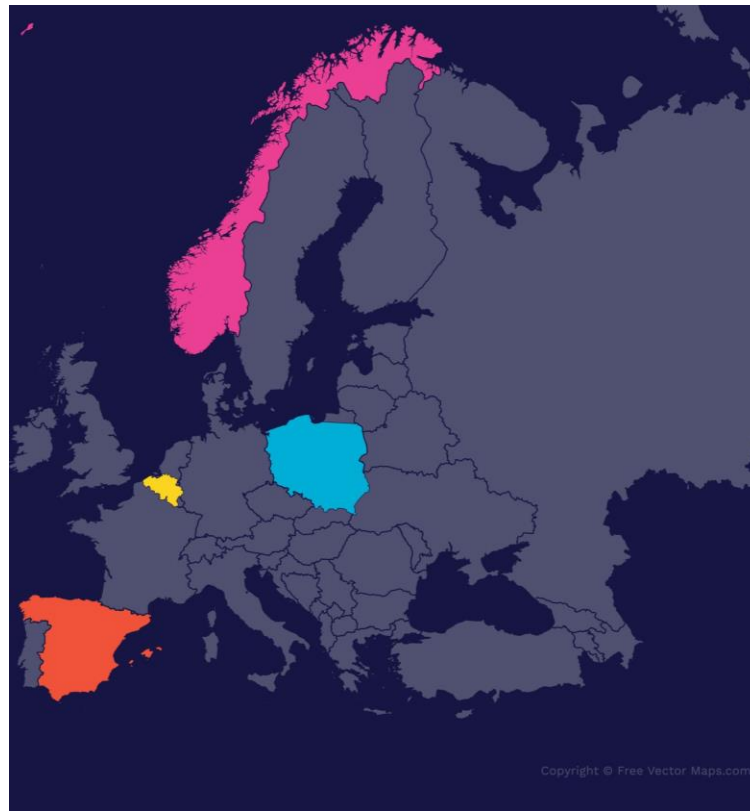
About the BOOST project



BOOST aims to create an innovative approach in order to strengthen **social and emotional** skills among children and young people in primary school, and thus promote mental health and well-being.

BOOST Consortium

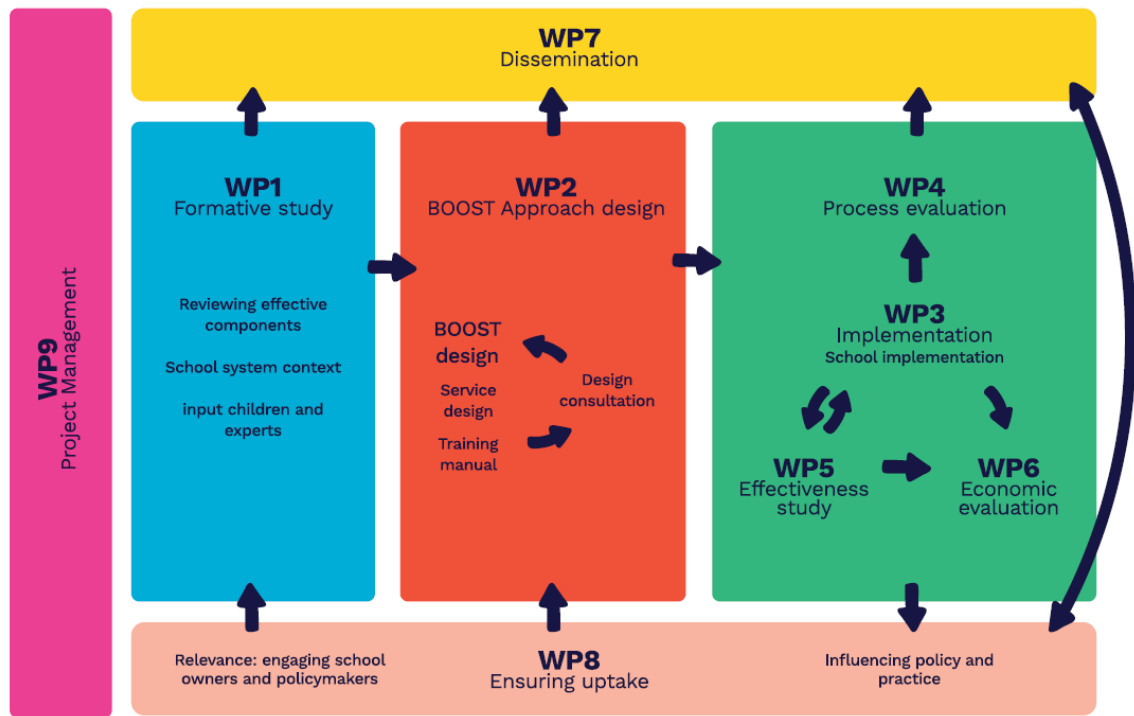
- Norway: SINTEF (Coordinator, leader WP4 and WP6)
- Poland: AWF – Poznan Univ. School of Physical Education (leader WP1 and WP2)
- Spain: UCO – Universidad de Córdoba (leader WP3 and WP5)
- Norway: Viken County Municipality (leader WP8)
- Belgium: European Regional and Local Health Authorities (EUREGHA) (leader WP7)
- Norway: Modum Municipality, Norway (School owner)



Work and methodology

The BOOST project will develop, implement, and test a **new school-based population approach for social and emotional learning**, which will involve school staff's skills development, organisational development, and school implementation. The approach will be **tested in mainstream school environments by regular school staff** in three diverse European contexts in **Norway, Spain and Poland**.

Timeframe: Originally: 2018-2021
Granted extension until May 2023.



What is social and emotional learning (SEL)?

Several frameworks:

- The European framework for the personal, social and learning to learn key competence (EU LifeComp)
- Collaborative for Academic, Social, and Emotional Learning (CASEL)
- OECD
- UNICEF
- UK/ Young Foundation
- Norwegian directorate of education

many commonalities...



What is SEL?

Three overall SEL competencies:

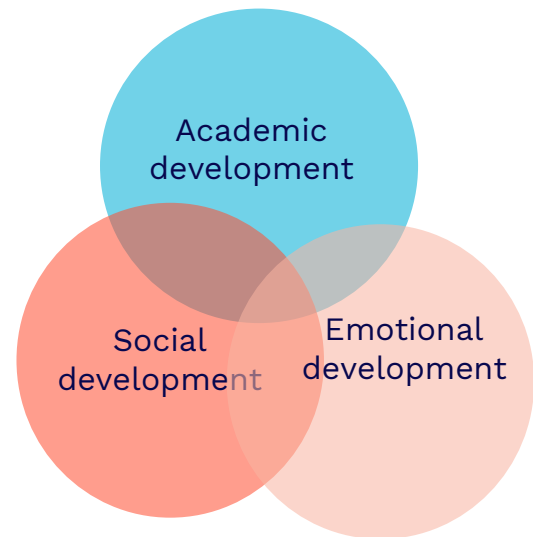
1. Personal: Self-regulation, self-awareness and self-acceptance
2. Social: Communication, collaboration, empathy and social awareness
3. Learning to learn: Managing learning and critical thinking

The goal of building SEL competencies is to increase well-being and resilience in young people, through strengthening their self-esteem, relationship skills and learning skills.



Why should schools work with SEL?

- Effective SEL strategies targeting children lead to
 - increased wellbeing (short and long-term)
 - Increased academic achievement (short and long-term)
 - Increased success in the labor market (long-term)



Characteristics of effective SEL programs

- They take on a whole-school approach, integrated into mainstream school life, not just classrooms
- They are implemented by all school staff
- They are promotive and preventive
- They are flexible, building on the schools' real needs and resources
- They involve students, parents and out-of-school partners
- They include continuous training, coaching and mentoring of school staff
- They include practical examples: school staff prefer a SEL toolbox, rather than resource demanding programmes



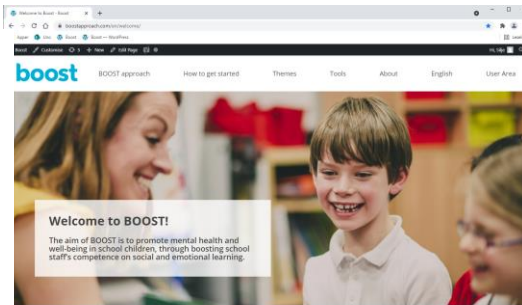
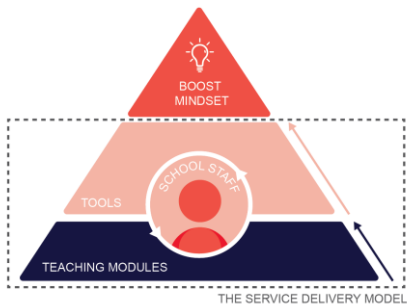


Developing the BOOST approach

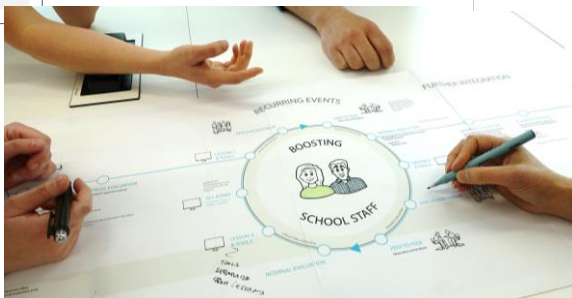
Iterations of development



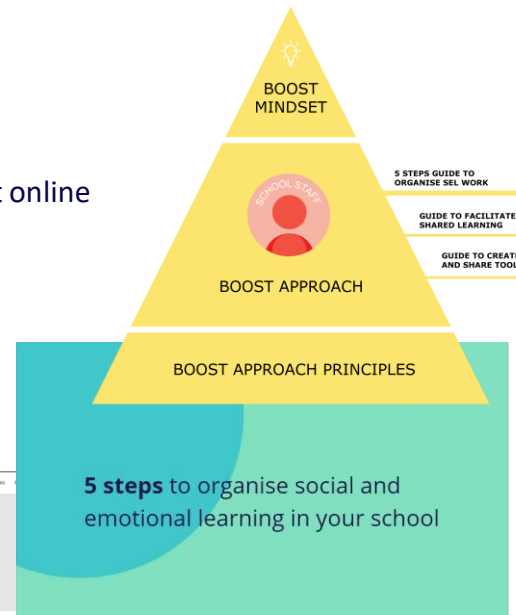
Early website design



Current online version

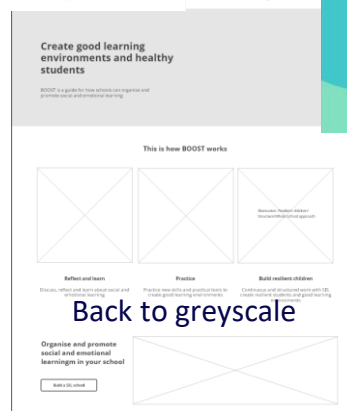


Early service design

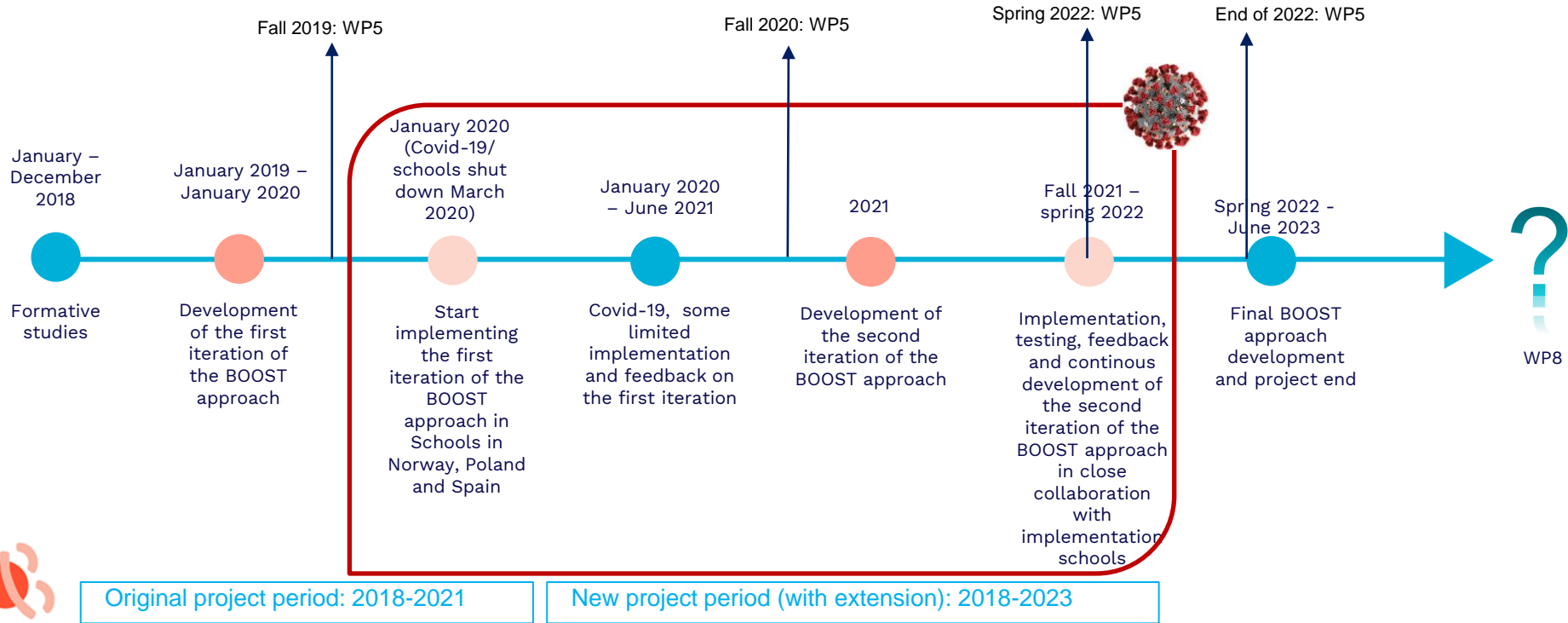


5 steps to organise social and emotional learning in your school

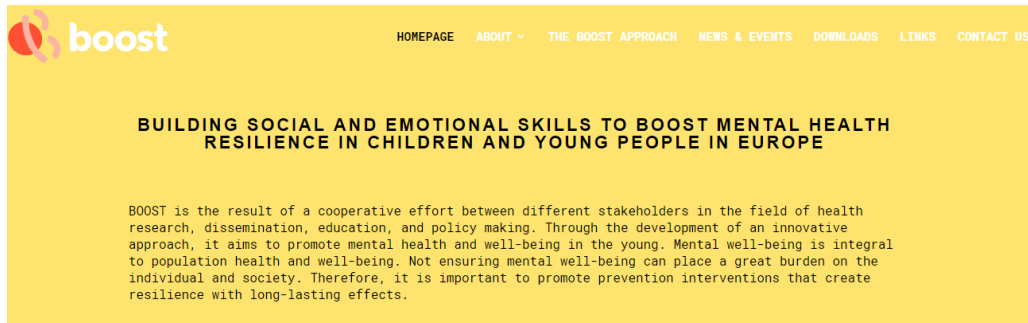
Current version: 5-steps



Timeline for the development of the BOOST approach



Communication activities



Following

The first #H2020 BOOST newsletter will be out **SOON!**

Subscribe here [boostproject.eu](https://www.boostproject.eu) and do not miss it!

You will receive info on:

- ✓ kick-off meeting
- ✓ dissemination events
- ✓ interview to the project coordinators
- and much more! 😊

#MentalHealthMatters

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The background features a vibrant, abstract design with large, overlapping shapes in shades of blue, pink, and orange. The word "boost" is centered in a bold, dark blue font.

boost

Thank you for your attention

www.boostproject.eu



Building mental health resilience in children from school: lessons learnt from COVID-19 and innovative approaches

Prof. Olga Gómez. University of Córdoba



Summary

- Sample
- Instruments
- Procedure
- Data analysis
- Results
- Conclusions



Sample: Spanish primary students and their parents

Quarantine: 15th march 2020
-21th june 2020

**T1: september-october
2019**

Students (n = 1122; 48% girls;
6-12 years; Mean age = 8,88)

Parents (n = 897; 83,4% mothers;
22-58 years; Mean age = 40,46)



**T2: september-october
2020**

Students (n = 1091; 47,8% girls;
6-12 years; Mean age = 8,86)

Parents (n = 863; 85,2% mothers;
20-56 years; Mean age = 40,43)



Instruments

School climate	Modified-Delaware School Climate Survey-Student (M-DSCS-S; Yang et al., 2013)	1-last grade	all		17 (C & P)	Teacher-student relations; student-student relations; liking of school; fairness of school rules
Bullying	EBIPQ (Del Rey et al., 2015)	4-last grade			14 (C)	Aggression; victimization
Cyberbullying	ECIPQ (Del Rey et al., 2015)	4-last grade			22 (C)	Cyberaggression; cybervictimization



Instruments

Emotional competence	Trait Meta-Mood Scale (TMMS-24; Fernández-Berrocal, Extremera, & Ramos, 2004)	4-last grade	all		24 (C & P)	Emotional attention; clarity of feelings; mood repair
	Index of empathy for children and adolescents (BEI; Bryant, 1982)	4-last grade	all		22 (C & P)	Understanding feelings; feelings of sadness; tearful reaction
Social competence	Multisource Assessment of Social Competence Scale (Junttila, Voeten, Kaukiainen & Vauras, 2006)	4-last grade	all		15 (C & P)	Cooperating skills; empathy; impulsivity; disruptiveness



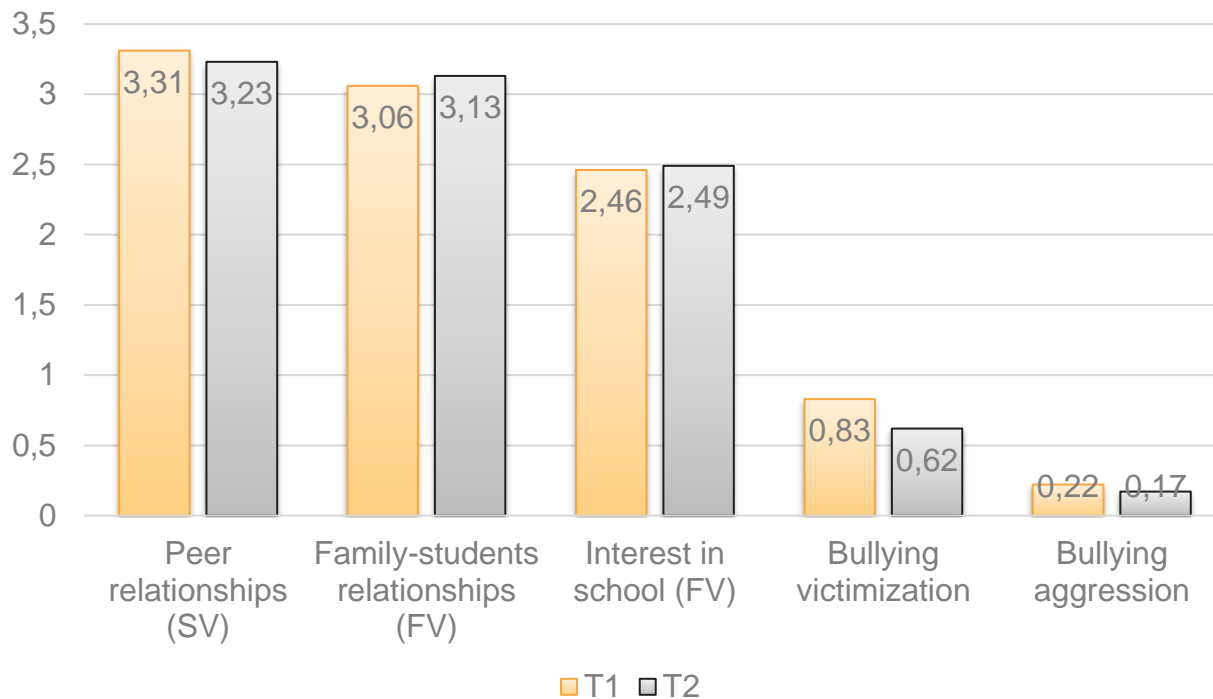
Instruments

Psycho-social adjustment and resilience	Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) ²	6-last grade	all		25 (C & P)	Emotional problem; conduct problem; hyperactivity; peer problems; prosocial behaviour
	Connor & Davison Resilience Scale (CD-RISC; Campbell-Sills & Stein, 2007)	4-last grade	all		10 (C & P)	Resilience



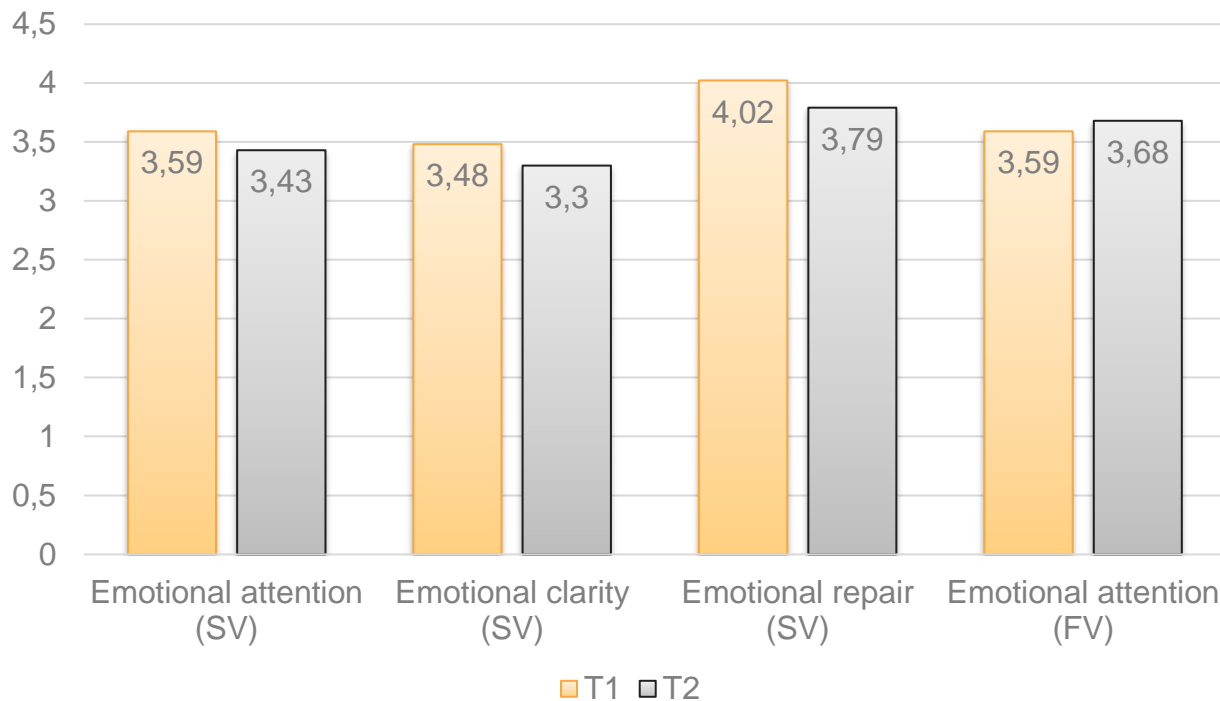
Differences between T1 and T2

School climate and bullying



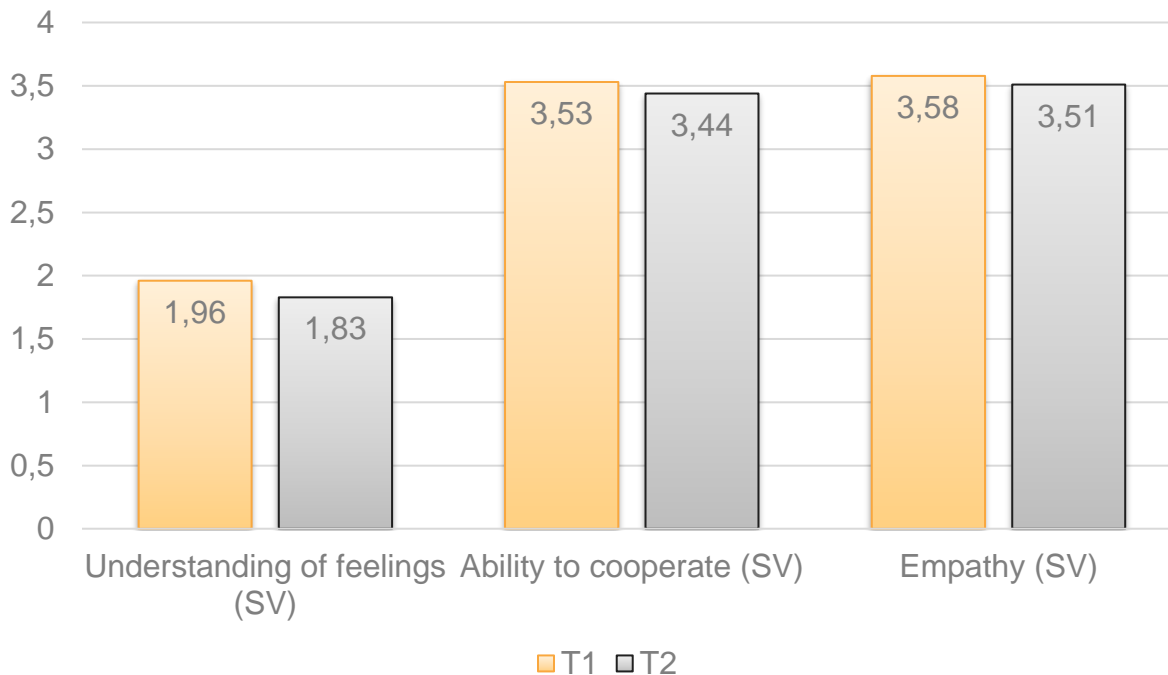
Differences between T1 and T2

Emotional intelligence



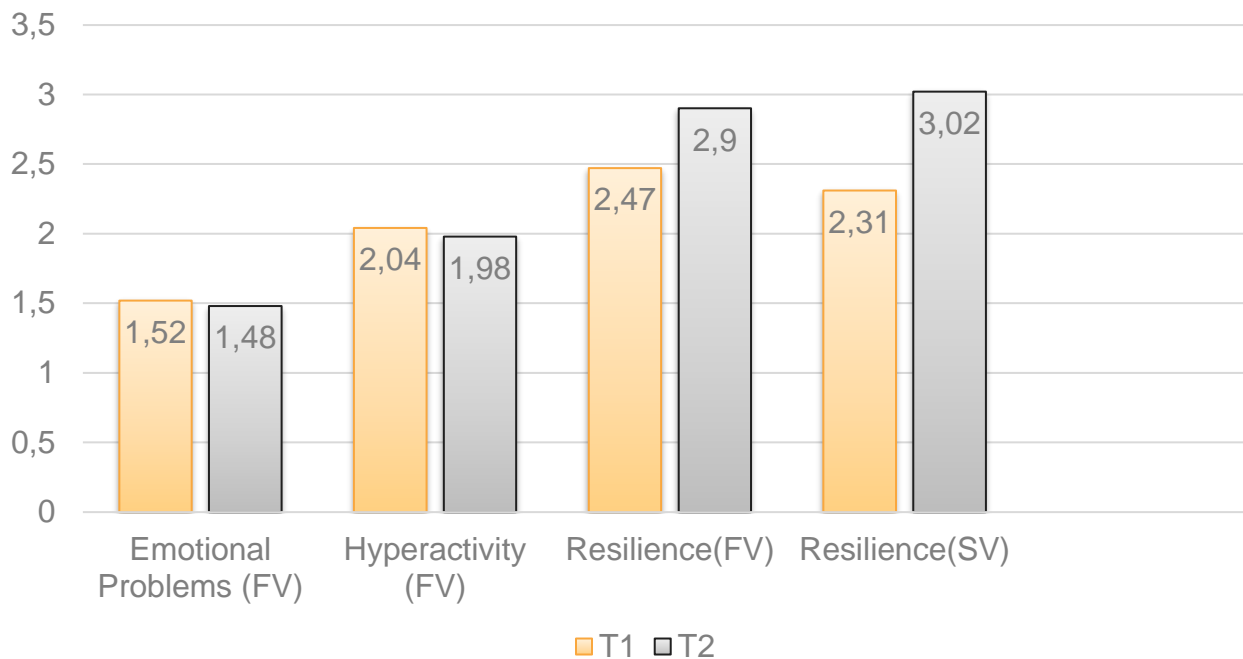
Differences between T1 and T2

Empathy and social competence



Differences between T1 and T2

Mental health and resilience



Conclusions

1 Positive changes

- Bullying aggression and victimization
- Family and students relationship
- Interest in school
- Resilience
- Emotional attention (FV)

2 Negative changes

- Peer relationships
- Emotional attention (SV)
- Emotional clarity
- Emotional repair
- Cooperative skills
- Empathy⁴
- Understanding of feelings
- Emotional problems
- Hyperactivity





How COVID-19 affected the school climate in Norway?

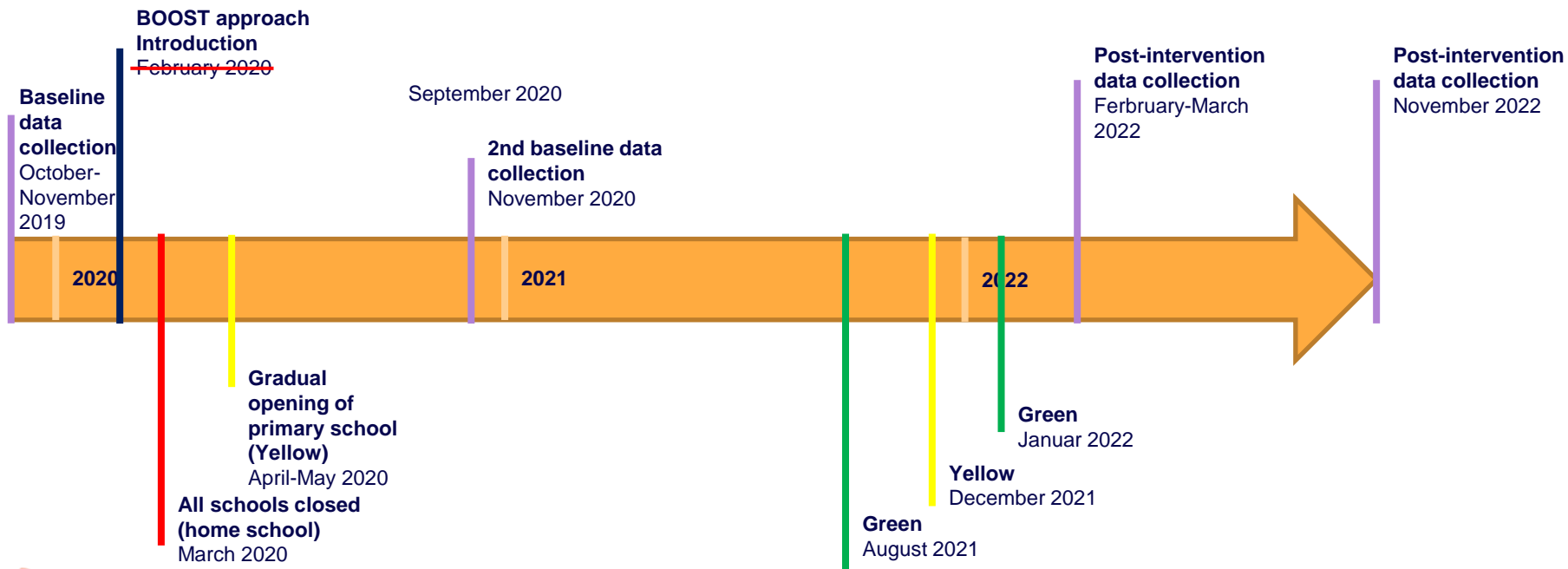
Konstantinos Antypas, Sébastien Muller, Mari Gunnes
SINTEF

Summary

- COVID-19 measures for school children in Norway
- Who participated in BOOST study in Norway?
- How was school climate affected?
- Take-home messages



BOOST - Study aims for schools in Norway



Who could participate in the study?

- 5 primary schools in Municipality of Modum

School 1	160
School 2	225
School 3	252
School 4	154
School 5	307
Total	1098



Who participated in BOOST study?

Baseline (pre-COVID19)

Age, mean (SD)		10.3 (1.1)
	8 years	1 (0.3 %)
	9 years	96 (29.7 %)
	10 years	84 (26.0 %)
	11 years	82 (25.4 %)
	12 years	60 (18.6 %)
Sex		
	Female	161 (49.8 %)
	Male	162 (50.2 %)
Course		
	4th grade	90 (27.9 %)
	5th grade	84 (26.0 %)
	6th grade	84 (26.0 %)
	7th grade	65 (20.1 %)

2nd baseline (during COVID19)

Age, mean (SD)		10.8 (1.1)
	9 years	22 (8.6 %)
	10 years	91 (35.5 %)
	11 years	61 (23.8 %)
	12 years	79 (30.9 %)
	14 years	1 (0.4 %)
Sex		
	Female	131 (51.2 %)
	Male	125 (48.8 %)
Course		
	4th grade	23 (9.0 %)
	5th grade	92 (35.9 %)
	6th grade	58 (22.7 %)
	7th grade	83 (32.4 %)



School climate

“quality and character of school life that includes norms, values, and expectations **that support people feeling socially, emotionally, and physically safe**”

Cohen, J., McCabe, E. M., Michelli, N. M., & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. *Teachers College Record*, 111, 180–213.



Can we measure school climate?

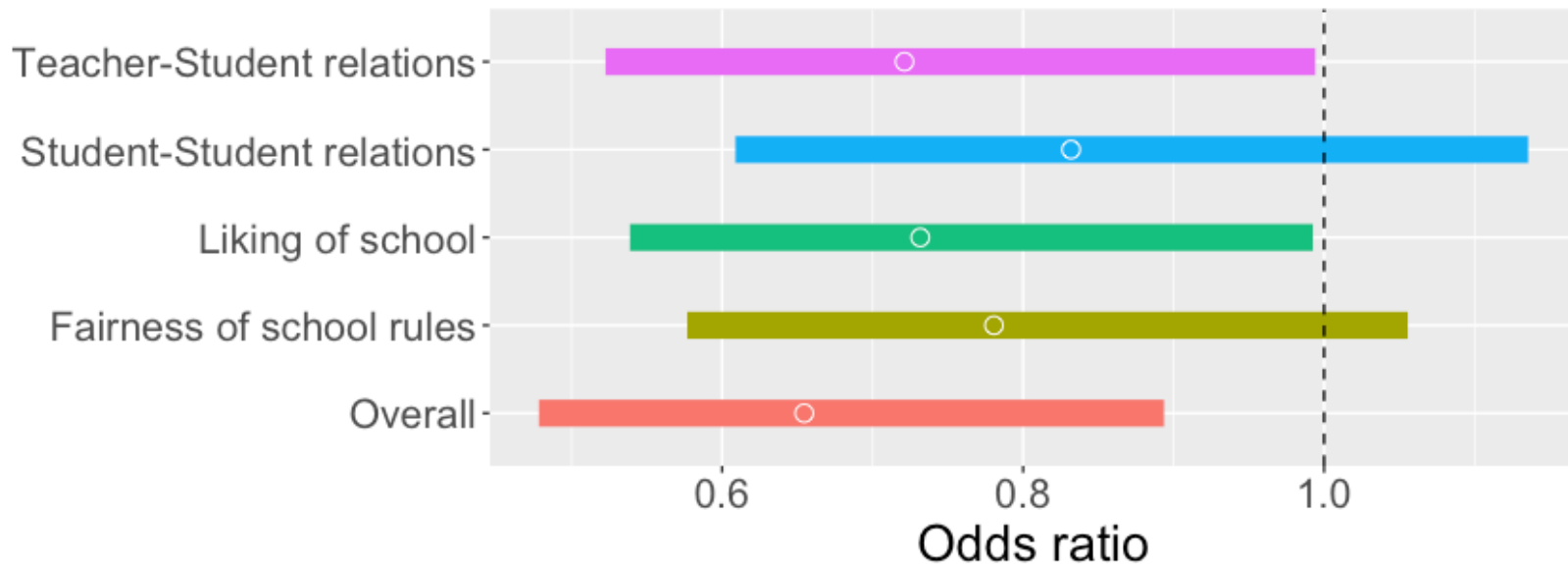
Modified-Delaware School Climate Survey – Student

Yang, C., Bear, G. G., Chen, F. F., Zhang, W., Blank, J. C., & Huang, X. (2013). Students' perceptions of school climate in the U.S. and China. *School Psychology Quarterly*, 28(1), 7–24. <https://doi.org/10.1037/spq0000002>

- 17 questions (1=Strongly disagree to 4=Strongly agree)

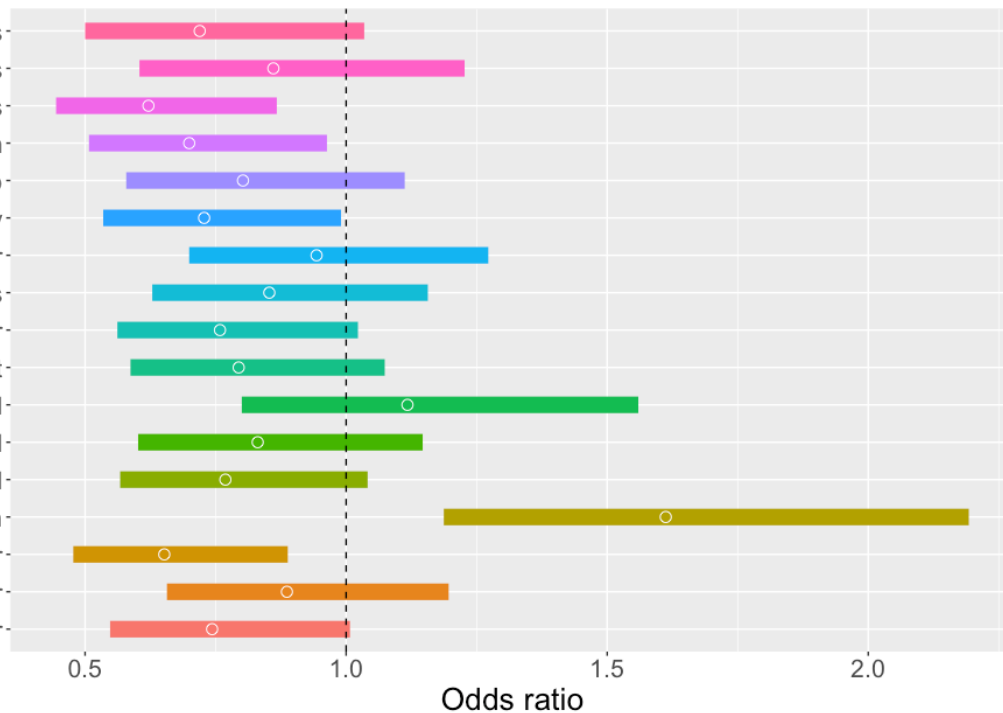


How was school climate affected in Norway?



More details?

1. Teachers care about their students
2. I like my teachers
3. Adults who work in this school care about the students
4. Teachers listen to you when you have a problem
5. Teachers let you know when you are doing a good job
6. Adults in this school treat students fairly
7. Students get along with one another
8. Students are friendly toward most other students
9. Students really care about each other
10. Students treat each other with respect
11. I wish I went to another school
12. I like this school
13. I am proud of my school
14. School feels like a prison
15. The school rules are fair
16. Consequences of breaking school rules are fair
17. Teachers are fair when correcting misbehavior



Take-home messages

- Contact with adults was experienced to be weakened.
- Why the relation with students did not significantly changed?
 - Digital means of communication
 - Cohorts included classmates
- School felt unfair





What would have happened if BOOST approach was already established?

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https://commons.wikimedia.org/wiki/File:Graffiti_by_Dolk_in_Halden_prison.jpg





How COVID-19 affected the school climate in Poland. Evidence from the BOOST project

Poznan University School of Physical Education

Qualitative analyzes

- FGI's, IDI's
- 2018, 2021, 2022
- 3 experimental schools
- Great Poland Voivodship



Formal/organizational restrictions

2020

from March till the end of the year schools basically worked online



2021

children in Polish schools were taught remotely for about 5 months



Social context (situation of teachers)

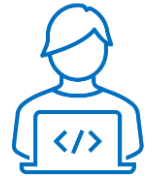


- **organisational difficulties, chaos, lack of support**
- **redefinition of professional roles** and re-adaptation
- new tasks for which they had **no competence to handle** (organisational issues, training)
- struggling with these tasks with great effort/fatigue
- **fluid boundaries between work & non-work**



Social context (situation of teachers)

- psycho-physical ailments
- lack of direct contacts with students
- no training for remote work
- reluctance to work online



Social context (situation of teachers)

Teachers:

- prepared to work on one platform, clear lesson plan, (short-term planning, unpredictability, changes)
- together with students developed rules and regulations, rules defining behavior during on-line teaching (ensuring safety, order during lessons)
- helped children get computer equipment
- internal evaluation was conducted among parents and children (how they cope in the new situation)



Social context (situation of students)

- **adaptation to distance teaching** (they have developed a routine)
- **they missed being with each other**/in direct contact
- **children lived in isolation** (apathy, depression, resentment, obesity, lack of desire for physical activity, lack of desire for interaction)
- **children did not learn cooperation or conflict resolution** (there was a lack of situations where these competences could be aquired)
- **children did not learn to recognize body language**, to react appropriately to different situations



Selected elements of a good climate

- **clarity of purpose** – a goal towards which a school is heading ought to be explicit to both students and teachers. Students should have a clear image of what is expected and required of them; they should know their responsibilities;
- **safety** – experienced by both teachers and other students; an individual feeling safe has a beneficial and motivating effect on their surroundings.;
- **students' cooperation** – students are willing to participate in the process of creation educational and pedagogical work;
- **requirements** – alongside clarity of purpose go students' requirements leading to the fulfilment of given goals
- **friendly environment** allowing for needs of students, staff members and teachers derived from the amount of time spent by them within the school walls;



How COVID -19 affected the school climate

- changes to the relationships between teacher/student and school/student/parent, new communication technologies, communication styles,
- teachers found out about the school's potential and resources
- the pandemic emphasized the significance of support of the pupils
- integration/rebuilding of relations



Conclusion

Functioning in isolation has made teachers aware of the importance of **direct relationships** both for students and for themselves (meetings, exchange of experiences, sharing reflections)

The quality of relationships in the school environment is **crucial to the school climate** and translates into many important issues related to the functioning of young people and the school as an institution.



How COVID -19 affected the school climate

- For **teachers, as a professional group**, the pandemic has contributed to deepening divisions between the "better" (ambitious) and the „worse” (uncommitted) educators.
- In smaller schools, **relationships between staff members** have improved because all staff became more involved (in a new style of work).
- **Relationships between teachers and students** have deteriorated. Children lost the bond they had previously developed with their teachers (as a result, they felt lonely)
- The children lacked, in this difficult for them situation, real (instead of virtual), personal support from pedagogues.
- **Relationships between children** weakened significantly. Many of the students were isolated from their peers. There were problems in communication between children, roles between peers were re-established. There was also imitation of negative patterns taken from the Internet, such as acts of aggression.



Conclusion

Perceptions of relationship deterioration were closely linked to significant mental health indicators.

Those who experienced such deterioration felt worse emotionally and were more often affected by psychosomatic disorders



Conclusion/What to do ?

Reconstruction of the school climate, disrupted by the pandemic, continues.

Improvements in peer relations and students' behavior were noted six months after students physically returned to school.

Children have returned to the pre-pandemic school rules and are building relationships again, including those with teachers.



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