



Lab-PSE



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UNIVERSITÀ DEGLI STUDI
DI MILANO
BICOCCA

The PROMEHS project a universal multi-component curriculum to promote mental health in schools

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Plenary Session
Human, Technologies and Quality
of Education

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POMEHS
Promoting
Mental
Health
at Schools



PROMEHS

Promoting Mental Health at Schools



PROMEHS is an Erasmus + Key Actions 3 project co-funded by the European Commission (2019-2022) designed to develop, implement and evaluate a mental health promotion curriculum in schools



Training study
Pre & post-test
Experimental group Vs waiting group
Quantitative and qualitative evaluation



Collaboration among Universities, Ministries of Education, Scientific association and policy-makers



Promotion of policy innovation at local, regional, national and international level creating a bridge between evidence-based school programs and educational Institutions

Partners



- University of Milano-Bicocca (Italy)
 - Regional School Office of Lombardia (Italy)& Ministry of Education (Italy)
- University of Malta (Malta)
- University of Latvia (Latvia)
 - School Regional Office of Sigulda (Latvia)
- City of Rijeka (Croatia)
- Faculty of Teacher Education University of Rijeka (Croatia)
- University Stefan Cel Mare Din Suceava (Romania)
- Inspectoratul Scolar Al Judetului Suceava (Romania)
- University of Patras (Greece)
- School of Human Kinetics (Portugal)



Associated:

- Alliance for Childhood European Network Group
- European Association for Developmental Psychology (EADP)
- European Network for Social and Emotional Competence (ENSEC)
- Italian Association of Psychology (AIP)
- Lombardy Region
- Rutgers Social-Emotional and Character Development Lab

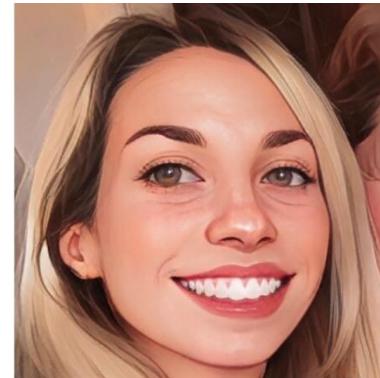
Italian team



Ilaria Grazzani
(Coordinator)



Alessia Agliati



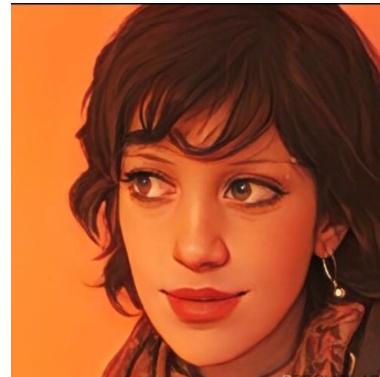
Valeria Cavioni



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Sabina Gandellini



Francesca Micol
Rossi



Veronica Ornaghi

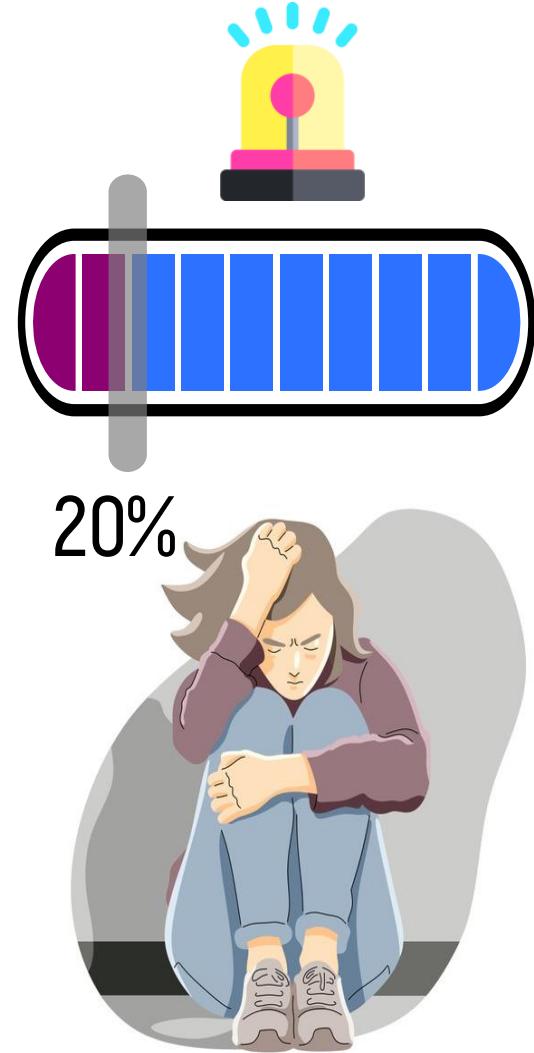
**Laboratory for
Developmental
and
Educational
Studies in
Psychology**

www.labpse.it/en/

Global mental health emergency



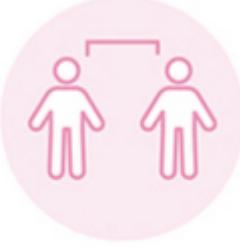
- Mental health problems among children and adolescents have been increasing over the past decades. Need for early intervention.
- Main priority of the public health agenda for WHO and EU Framework for Action on Mental Health and Well-being.
- Support mental health of students and teachers working in collaboration with developmental contexts and policy-makers (Education and Health sectors)
- Lack of evidence-based national programs in Europe



COVID-19 impact on mental health and learning



AVOID CROWDS



KEEP DISTANCE



STAY AT HOME

Mental health

- Depression, anxiety, stress, insomnia, irritability, inattention, anger, somatization and other disorders
- Fear of contracting the virus and about death
- Fear of separation from the family members
- Limited access to friendship groups

**Increasing
the risk of
multiple
traumatic
experiences**

Learning

- Disruption of school routine
- Lack access to resource material
- No peer group face-to-face interactions and teacher-student relationship at school
- No opportunities of learning within a social context and developing social and emotional skills
- Lack of motivation and sense of school belonging

Why promoting mental health in schools?

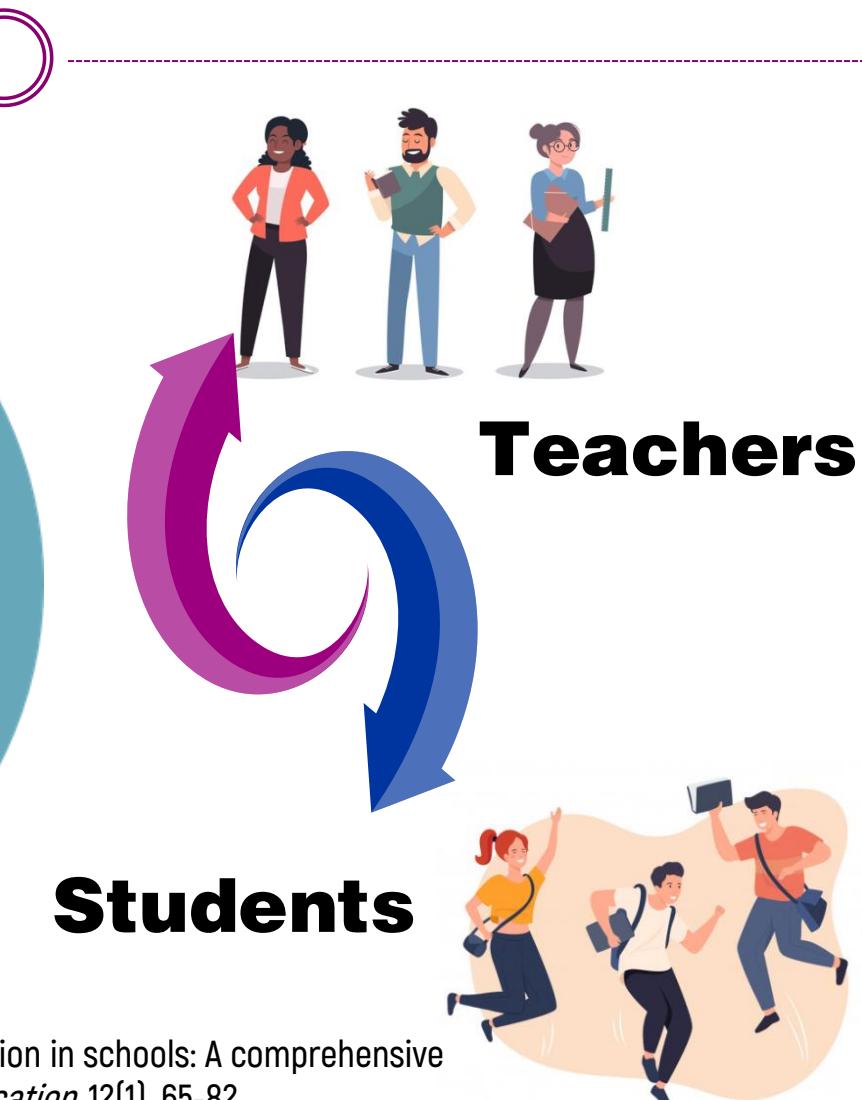
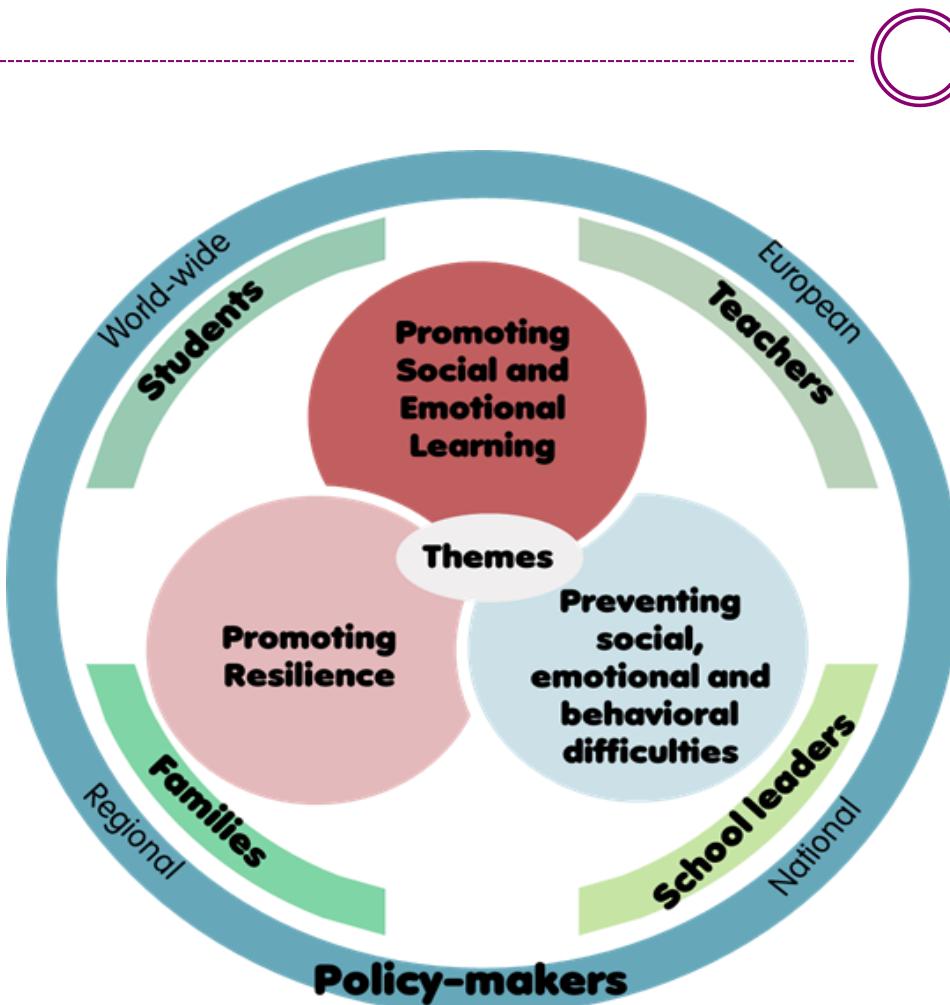


"Mental health is a state of well-being in which every individual realizes his or her own potential, cope with the normal stresses of life, work productively and fruitfully, and is able to make a contribution to her or his community" (WHO, 2014).

- Schools are an ideal setting in which to promote mental health for children and youth, providing an opportunity to reach large groups of children during their formative years of cognitive, emotional and behavioural development (Weare, 2000).
- Mental health impacts on learning processes
- School-based programs can promote mental health and prevent social, emotional and behavioral difficulties both in teachers and school staff



PROMEHS Theoretical framework



Cavioni, V., Grazzani, I., Ornaghi, V. (2020). Mental health promotion in schools: A comprehensive theoretical framework. *International Journal of Emotional Education*, 12(1), 65-82

Principles



Universal



Evidence-based



Embedded

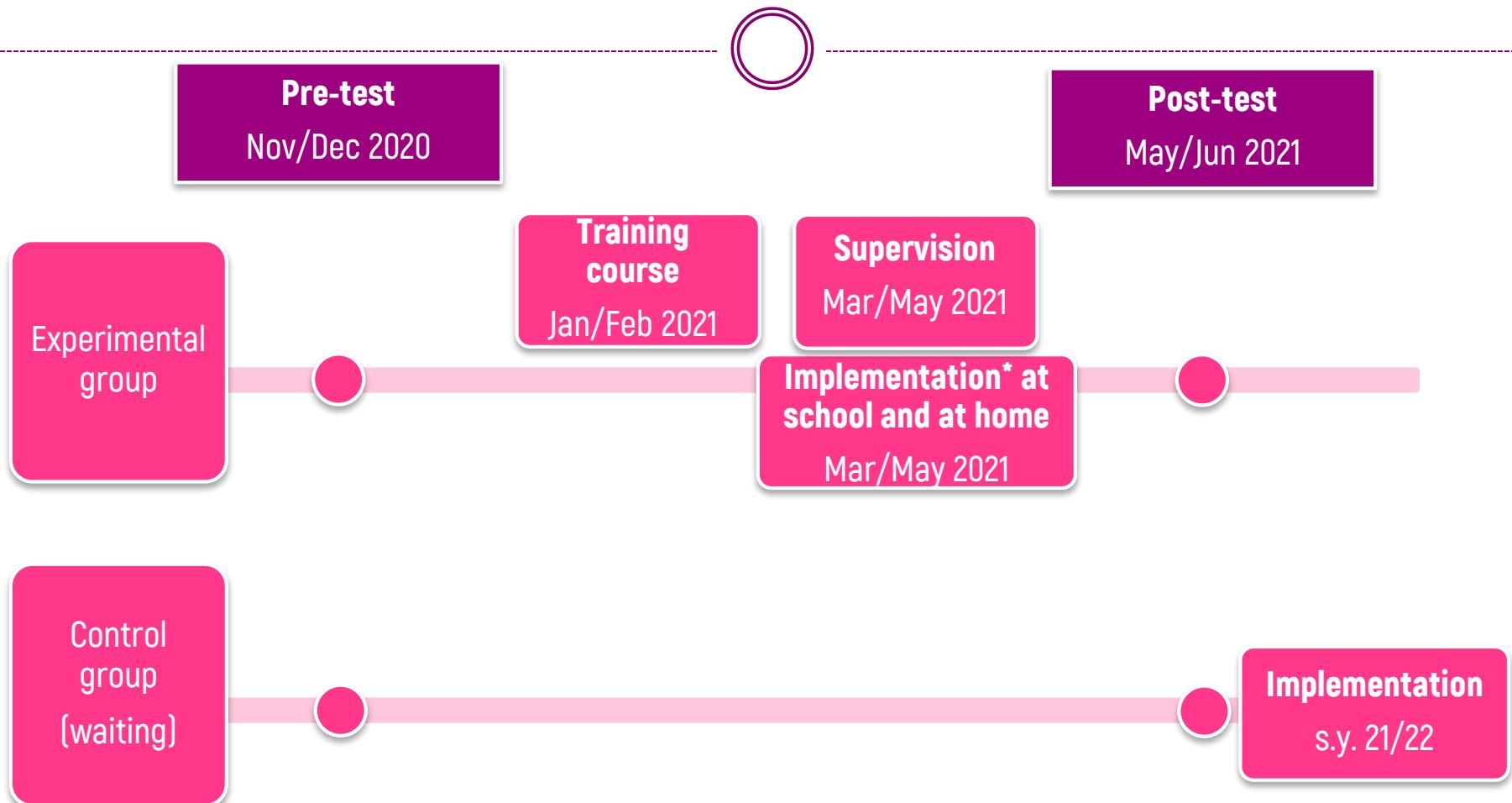


**Whole school
approach**



**Systematic
implementation**

Research design



The length of the implementation in some schools / classes have been reduced due to lockdowns and quarantines.

PROMEHS curriculum



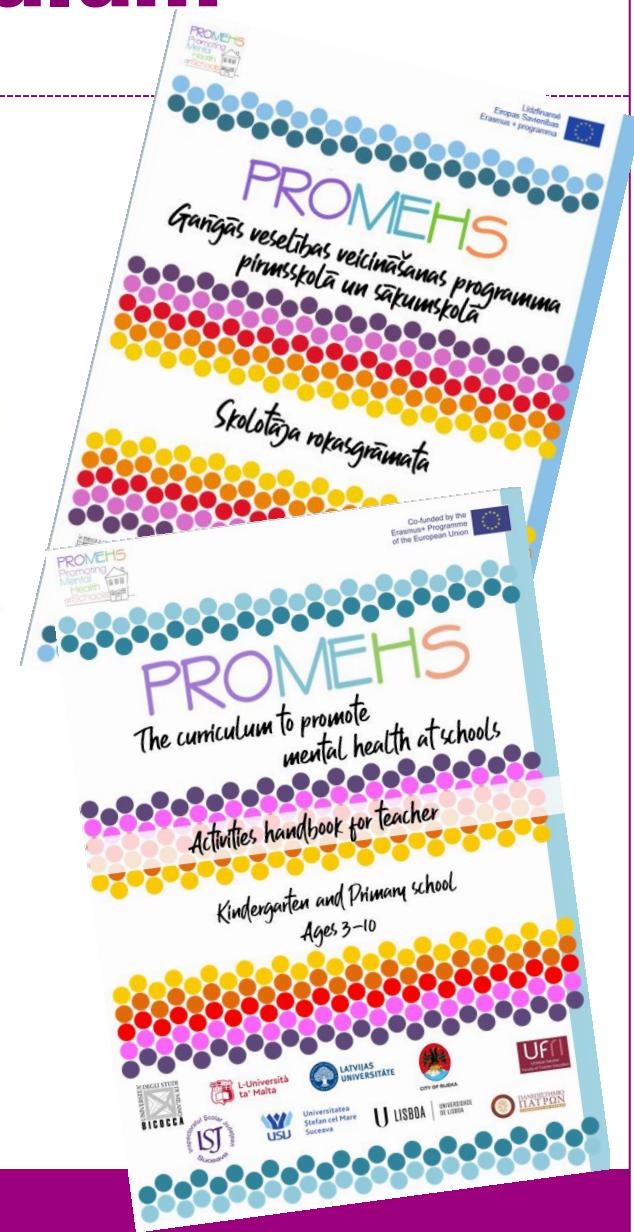
Training course and
supervisions for teachers
recognized by the
Ministries of Education



Meetings for parents
and headteachers



Activity handbooks with
glossaries for teachers
and students +
guidelines for teachers ,
parents and policy-
makers in 7 languages



Contents of the training course



Students' and
teachers' mental
health



Effects of COVID on
mental health



Stress, burnout e
resilience of teachers



Instructions for
implementation



Sharing experiences



Policy and programs

Themes and topics addressed

Themes	Topics
1. Promoting social and emotional learning	Self-awareness Self-management Social awareness Relationship skills Responsible decision making
2. Promoting resilience	Dealing with psychosocial challenges Dealing with traumatic experiences
3. Preventing social, emotional and behavioral problems	Dealing with internalizing problems Dealing with externalizing problems Dealing with at risk behaviors

Handbooks' structure



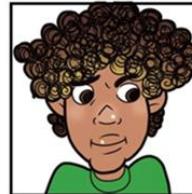
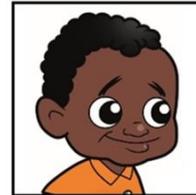
Handbook for kindergarten and primary school teacher

Theme	1. Promoting social and emotional learning
Topic	1. Self-awareness
Goal	1. To be able to identify and label basic and complex emotions
Activity	1. Basic level for kindergarten: To be able to identify and label basic emotions 2. Advance level for primary: to be able to identify and label complex emotions

Theme 1: Promoting social and emotional learning	8
■ Topic 1.1: Self-awareness	8
Goal 1: To be able to identify and label basic and complex emotions	9
Activity 1: The three little pigs	9
Activity 2: Perform complex emotions	12
Goal 2: To develop self-confidence, self-efficacy and self-esteem	15
Activity 1: The goodness tree	15
Activity 2: My...shelf	17
Goal 3: To be able to understand the relationship between emotions, thoughts and behaviours	19
Activity 1: The box of emotions	19
Activity 2: The emotions' cards	22

Themes and topics are the same across all activities' handbooks

Characters



Ana

Borna

João

Hong

Jamal



John

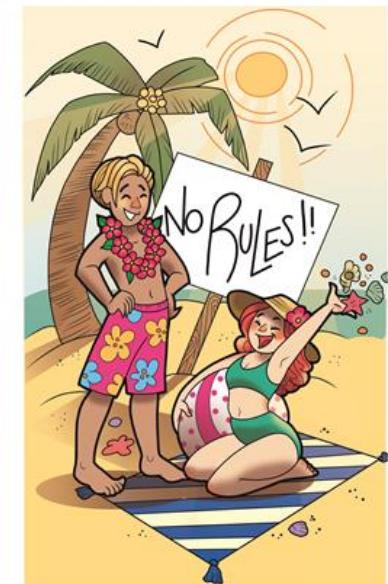
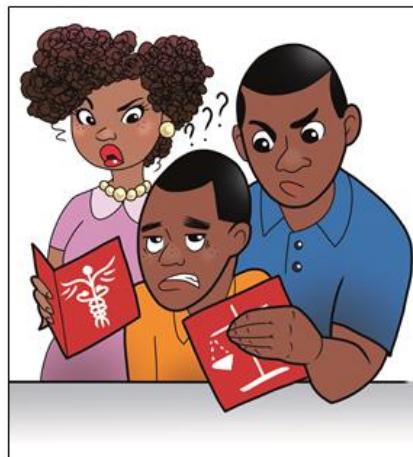
Liza

Luca

Lucia

Sofia

Stories

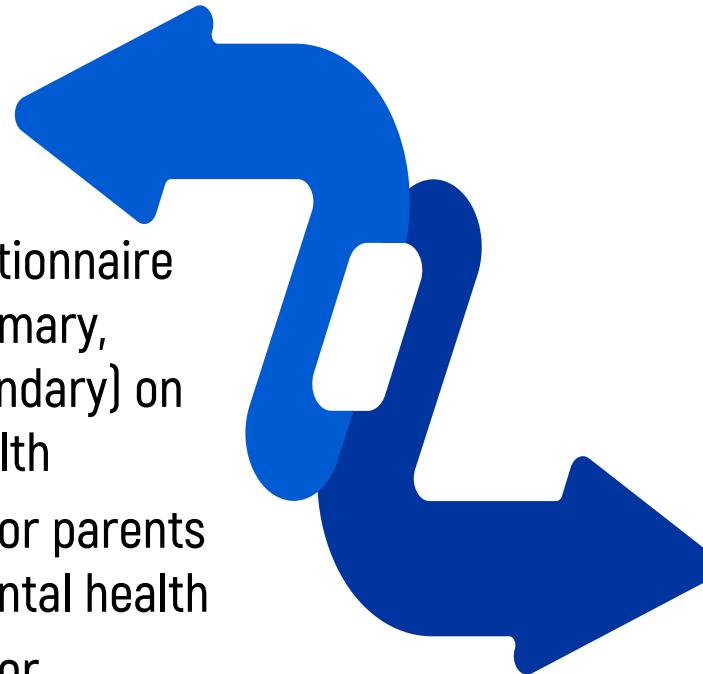


Measuring the impact of PROMEHS



Students

- Self-report questionnaire for students (primary, middle and secondary) on their mental health
- Questionnaires for parents on children's mental health
- Questionnaires for teachers on students' mental health



Teachers

- Self-report questionnaire for teachers on their mental health

Participants

Expected sample

1000 students per Country (Croatia, Greece, Italy, Latvia, Romania e Portugal)
Total 6000 students) + teachers

Cohorts	Experimental group	Control group
4-5 yrs	125	125
8-9 yrs	125	125
11-12 yrs	125	125
15 yrs	125	125
	500	500
Total		1000

Real sample

Questionnaires at pre-test

Respondent	N
Student self-report (primary)	2650
Student self-report (middle and secondary)	3961
Teacher about students	10796
Parents	8650
Teacher self-report	1042



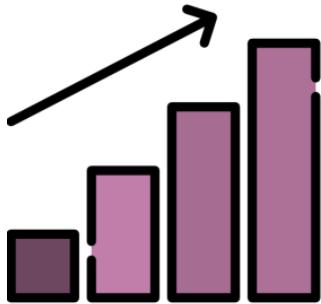
Instruments for students' evaluation



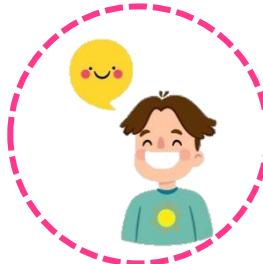
Variable	Instrument	Respondent
Social and emotional learning	Social Skills Improvement System, Social Emotional Learning – SSISSEL Brief Scales, (Elliott et al., 2020). Subscales: Self-awareness; Self-management; Social awareness, Relationship skills; Responsible decision making	Teacher, parent and student self-report
Resilience	Connor Davidson Resilience Scale - CD10 version (Connor & Davidson 2003)	Student self-report
Mental health	Strengths and Difficulties Questionnaire - SDQ (Goodman, 1997). Subscales: Internalising; Externalising and Prosocial behaviors	Teacher, parent and student self-report
Achievement	Motivation, engagement in learning and performance	Teacher



Results: Impact on students



Social and emotional learning



Self-awareness



Self-management



Social awareness



Relationship skills



Responsible
Decision making



Results: Impact on students



Mental health



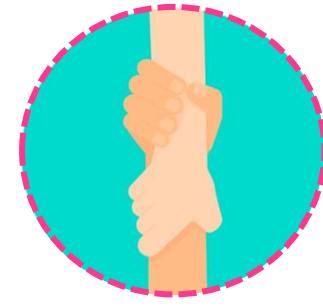
Internalizing problems



Externalizing problems



Prosocial behaviors



Achievement

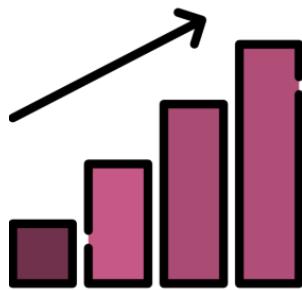
Instruments for teachers' evaluation



Variable	Instrument
Self-efficacy	Teacher Sense of Efficacy - Short Version (Tschannen-Moran & Woolfolk Hoy, 2001; Ita: Biasi et al., 2014) 12 items. Subscales: 1. Student engagement 2. Instructional strategies 3. Classroom management
Resilience	Connor Davidson Resilience Scale - CD 10 (Connor & Davidson, 2003). 10 items
Burnout	Single question " <i>I feel exhausted at the end of the working day</i> " (Schaufeli, 2018)
Social and emotional competence	Social and Emotional Competence of Teachers – SECTRS (Tom, 2012) 52 items. Subscales: 1. Teacher-student relationship 2. Emotional Regulation 3. Social Awareness 4. Interpersonal Relationships



Results: Impact on teachers



Student engagement

Self-efficacy



Instructional
strategies



Classroom
management



Resilience



Interpersonal relationships
with peers and parents

**Increasing the number
of activities carried
out in the classroom
increases the well-
being of teachers**



Monitoring system



Aims	Methodology
<ol style="list-style-type: none">1. Questionnaire to evaluate the training course and materials<ul style="list-style-type: none">• Quality of the contents of the training course• Teachers' readiness for implementation2. Battery to assess the quality of the implementation<ul style="list-style-type: none">• Fidelity of contents and procedure• Dosage• Participant responsiveness (teachers, students and parents)• Adaptation	Focus group and questionnaires



Strengths



Contents useful to provide support to students' mental health due to COVID-19 emergency



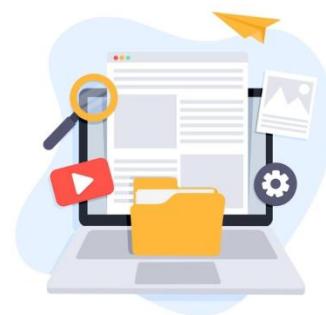
"Relational spaces" to enhance teacher-student relationship, interest and to discuss about emotional topics



Step-by-steps activities that can be embedded and adapted



Practical tips to promote school climate, social inclusion, and civic education



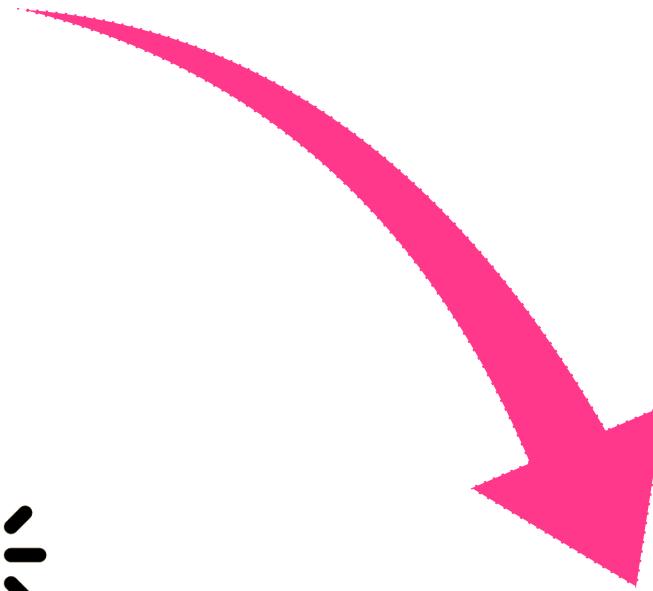
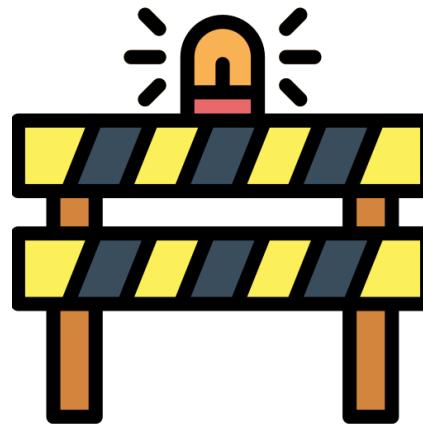
Different methodologies including the use of media resources online tools



Innovative approach on teachers' mental health

Limitations

- E-learning adaptations:
 - Lack of group activities
 - Difficulties in monitoring at home implementation



Less activities implemented in some countries due to the lockdown/quarantine

Conclusion



- The teachers felt supported especially to manage students' behavioral problems (anxiety, fears, isolation, lack of motivation ...) during the COVID emergency.
- The school has created partnerships with universities and local authorities to take care of the social and emotional needs of the whole school community
- Promotion and prevention with a whole school approach to support teachers and families. Teachers' training have to include components related to teachers' mental health
- Early intervention and educational continuity
- Policy-makers should train all teachers to be attentive, caring, and able to identify the emotional needs of children and adolescents. Crucial collaboration with regional and national policy-makers to support long-term PROMEHS implementation. Further experimentation in Greece, Portugal, Latvia (POMEHS included in the regular curriculum in Sigulda region schools, teacher education course for teachers; study courses for students of pedagogy)

PROMEHS video



https://www.youtube.com/watch?v=OzNd9GW__PY

Thanks for your attention

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- Ilze Damberga
- Inga Supe
- Vineta Inberga



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