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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PROMEHS
Promoting
Mental
Health
atSchools

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

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

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

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

Aims of the PROMEHS project

To develop a comprehensive curriculum to promote mental health in schools.

Policy Innovation

Erasmus+ project KA3 aimed at developing innovative policy to support mental health in school promoting cooperation among national and international public authorities and institutions.

Evidence-based intervention

To develop a successful evidence-based curriculum on mental health promotion in schools assessing its effectiveness through large scale field trials.

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
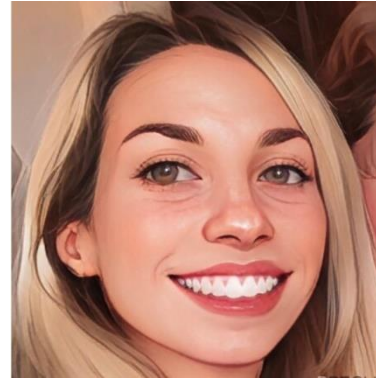- Rutgers Social-Emotional and Character Development Lab

Italian team

Ilaria Grazzani
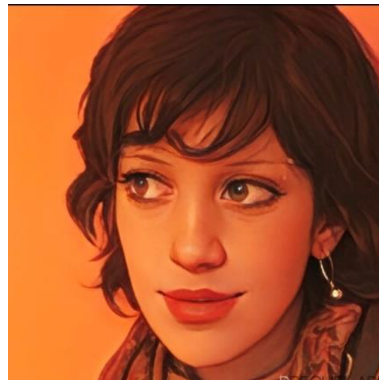(Coordinator)

Alessia Agliati

Valeria Cavioni

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Francesca Micol
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Veronica Ornaghi

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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.

- Lack of evidence-based national programs in Europe

- Support mental health of students and teachers working in collaboration with developmental contexts and policy-makers.
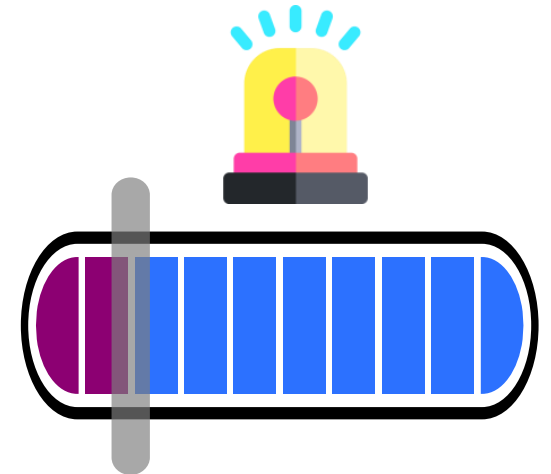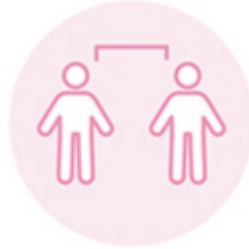
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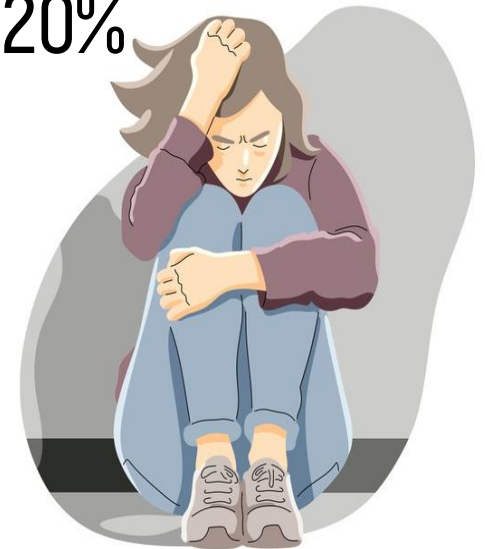
COVID-19 impact on mental health and learning

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
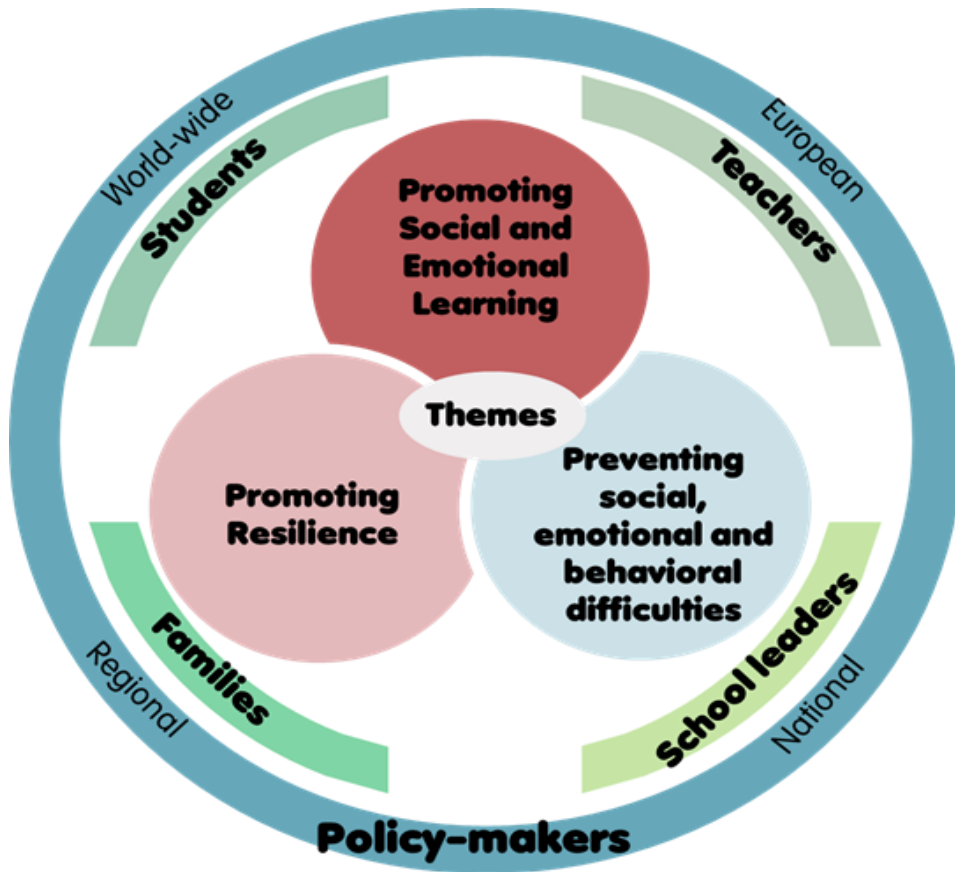
Why promoting mental health in schools?

"*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
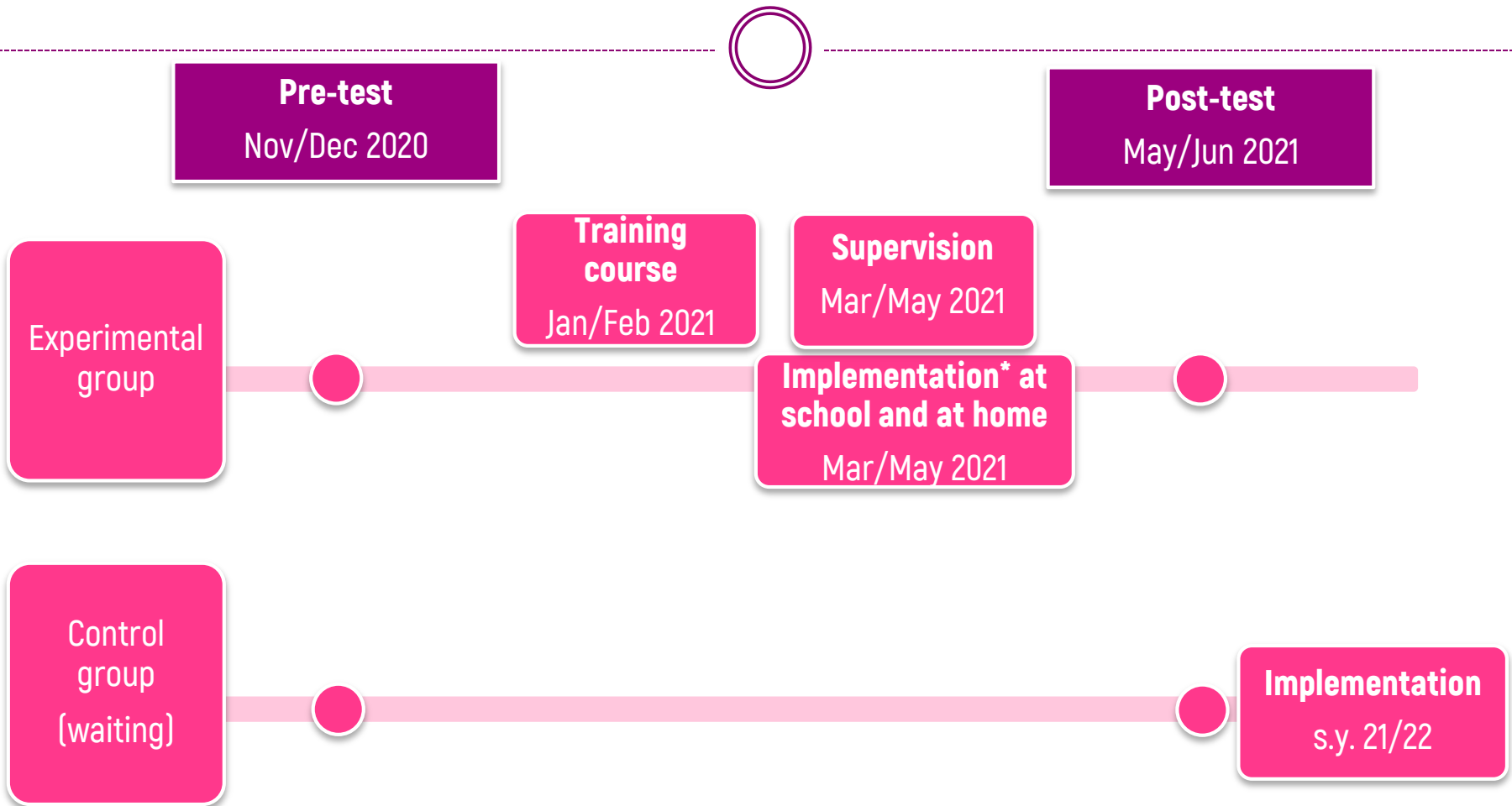
Universal

Evidence-based

Embedded

Whole school approach

Systematic implementation

Research design

Pre-test
Nov/Dec 2020

Post-test
May/Jun 2021

Training course
Jan/Feb 2021

Supervision
Mar/May 2021

Experimental group

Implementation* at school and at home
Mar/May 2021

Control group (waiting)

Implementation
s.y. 21/22

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
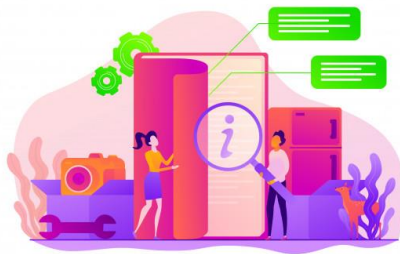
Contents of the training course

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

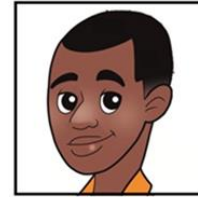| Themes	Topics
1. Promoting social and emotional learning	Self-awareness
	Self-management
	Social awareness
	Relationship skills
	Responsible decision making
2. Promoting resilience	Dealing with psychosocial challenges
	Dealing with traumatic experiences
3. Preventing social, emotional and behavioral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

Themes and topics are the same across all activities' handbooks

Characters

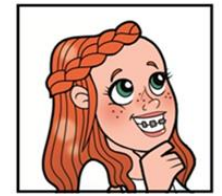Ana   Borna   João   Hong   Jamal

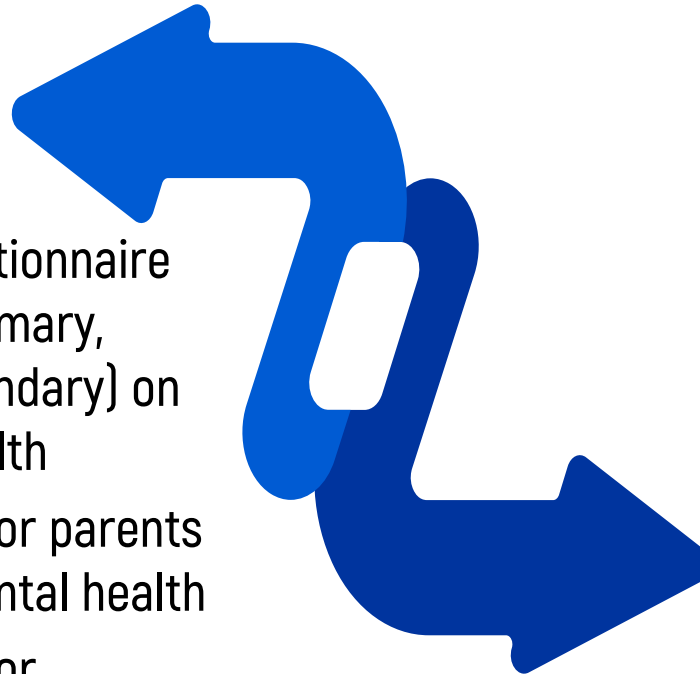John   Liza   Luca   Lucia   Sofia

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 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
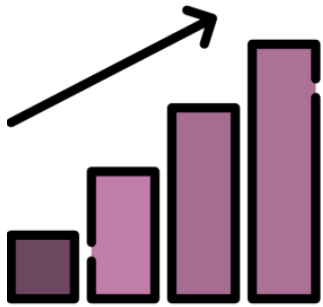
Social and emotional learing
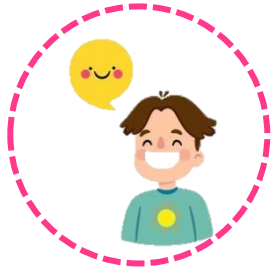
Self-awareness

Self-management

Social awareness
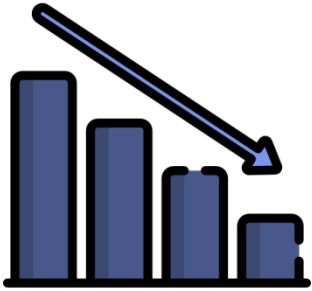
Relationship skills

Responsable Decision making
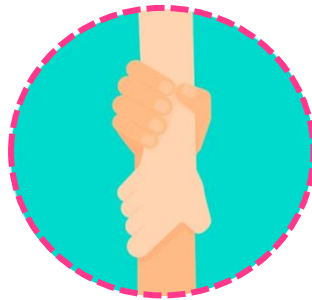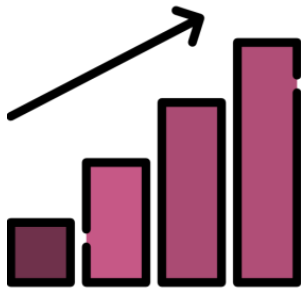
Results: Impact on students

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 feel exhausted at the end of the working day*" (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

Self-efficacy
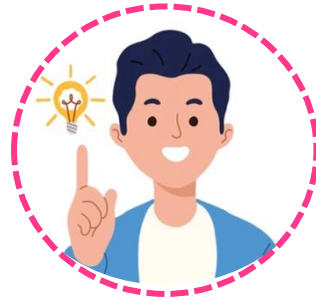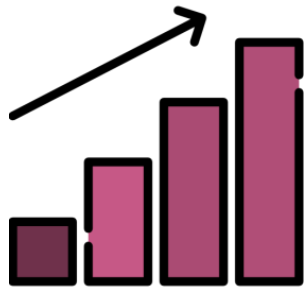
Student engagement
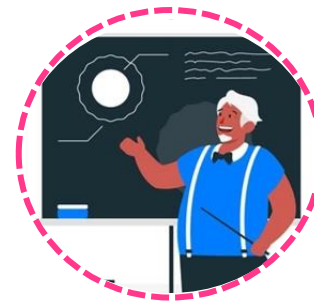
Instructional strategies

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

1. Questionnaire to evaluate the training course and materials
    • Quality of the contents of the training course
    • Teachers' readiness for implementation
 	
2. Battery to assess the quality of the implementation
    • 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

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

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

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

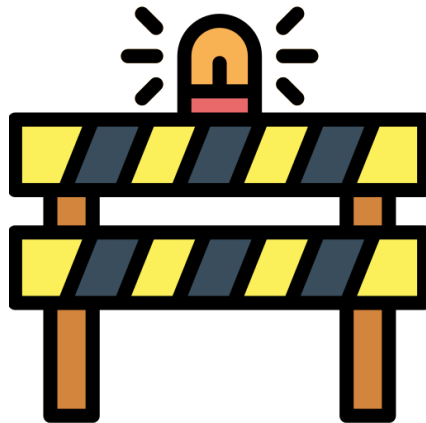Different methodologies including the use of media resources online tools

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. Supervisions were appreciated

- 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 at regional and national level in Greece, Portugal, Latvia

PROMEHS Video

Thanks for your attention

PROMEHS Latvian team

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- Ieva Stokenberga
- Ilze Damberga
- Inga Supe
- Vineta Inberga

thank you

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