# FRIEND-SHIP

# Welcome and Introduction
# Exercise 1

- Playing music – people walk around – when music stops people have to talk with persons next to them and find out specific things about them and one is not allowed to talk twice to same people

  - Name

  - School

  - Role

# The FRIEND-SHIP Project

- **Duration:** September 2019 to April 2022

- **Funding:** Erasmus+ (Key Action 2, Strategic Partnerships, School Education)

- **Partners:**
  - University of Vienna
  - University of Paderborn
  - University of Thessaly
  - Polytechnic Institute of Porto

# The FRIEND-SHIP Project

## Inclusive education

- The importance and necessity of an inclusive education system is increasingly recognized

## Participation

- Participation is the main indicator of inclusion

## Friendships & peer relationships

- Friendships are associated with a range of psychosocial benefits consequent to the provided opportunities to acquire skills related to social, emotional and cognitive development (Pijl et al., 2011)

# The FRIEND-SHIP Project

INCLUSIVE EDUCATION ⬅➡ PARTICIPATION ⬅➡ FRIENDSHIPS

- **Overall goal of the FRIEND-SHIP Project:**
  - Support students with low levels of social participation to develop regular and supportive contact with peers;

  - Promote peer learning in school to identify and understand specific needs of each other and to learn about friendship, social participation and classroom group dynamics;

  - Promote dialogue between educators about inclusive education and enhance their digital skills

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# The FRIEND-SHIP Project

- Low-threshold program for educators & students to promote social participation and inclusive school education

- Participants:
    - Approx. 40 educators and approx. 400 to 600 pupils beteween the ages 8-11

- Website: friendship.univie.ac.at/de/

# The FRIEND-SHIP Project Outputs

1. ## COMPARATIVE RESEARCH

   - Comparison of conducted programs of social participation in European schools (completed - May 2020)

2. ## FRIEND-SHIP IDENTIFICATION TOOL

   - Development of a tool to identify social networks in the classroom (completed - July 2020)

3. ## FRIEND-SHIP INTERVENTION PROGRAM

   - Implementation of the OER tool and the FRIEND-SHIP intervention program (6 weeks) in all partner schools with an additional teacher training

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# Teacher Training
# Learning Outcomes

At the end of the training teachers will be able to:

- Understand theoretical aspects of social inclusion and social participation,

- Analyze and reflect on the social dynamics in their classrooms,

- Identify and apply effective practices to promote students' social participation,

- Understand the theoretical underpinnings, goals and structure of the FRIEND-SHIP intervention program,

- Know and implement the evaluation measures before during and after the intervention,

- Implement the FRIEND-SHIP intervention program in their classrooms.

# Theoretical and empirical background

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# Teachers' understanding of and experiences with social participation

## Exercise 2

**Please form small groups (3-4 persons) and write down your thoughts on the following questions:**

- What do you understand by social participation?

- What characterizes social participation?

**Please discuss in plenary session:**

- What experiences did you have with social participation in your own classroom?
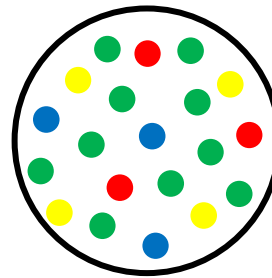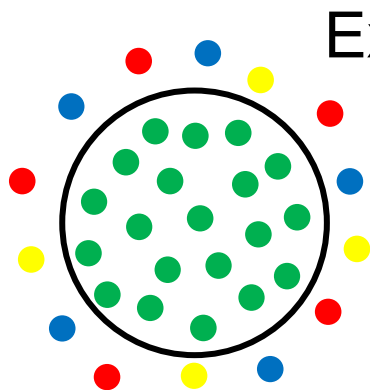
# Inclusion

**Convention on the Rights of Persons with Disabilities (CRPD) – Article 24 »Education«**

(1) States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

b) The development by persons with disabilities of their personality, talents, and creativity, as well as their mental and physical abilities, to their fullest potential;

c) Enabling persons with disabilities to participate effectively in a free society.   (United Nations, 2006)

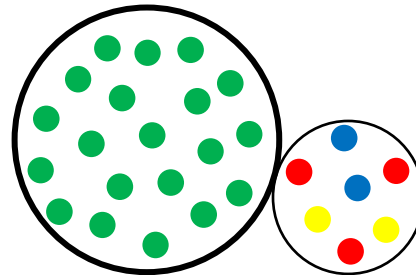# Inclusion



Inclusion

Exclusion                    Segregation                    Integration
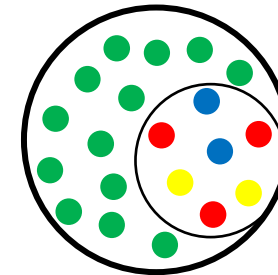
# Social participation

- Social participation of all students in the inclusive classroom is a crucial condition for successful inclusion in primary and secondary schools (Bossaert, Colpin, Pijl, & Petry, 2013).

- »Social participation of pupils with special needs in regular education is the presence of **positive social contact/interactions** between these children and their classmates; **acceptance of them by their classmates**; **social relationships/friendships** between them and their classmates and the **pupils' perception they are accepted by their classmates**« (Koster, Nakken, Pijl, & van Houten, 2009, p. 135).

Social inclusion | Social integration | Social participation

**Friend-ships/relationships**
- Friendship network
- Mutual friendship

**Contacts/interactions**
- Playing together
- Working together on tasks
- Participation in group activities
- (Un)acknowledged initiations
- Social isolation

**Perception of pupil with SEN**
- Self-perception of peer acceptance
- Satisfaction at school
- Social self-concept
- Self-perception of soical competence
- Self-perception of social interaction*
- Loneliness

**Acceptance by classmates**
- Social preferences
- Social support (behaviours)
- Bullying
- Social rejection

(Koster et al., 2009)

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**Students' social participation in primary and secondary schools:**

- Students with SEN have consistently been found to **score significantly lower on three out of the four dimensions of social participation** than their peers without SEN (e.g., Bossaert, de Boer, Frostad, Pijl, & Petry, 2015; Pijl & Frostad, 2010; Schwab, Huber, & Gebhardt, 2016).

- Students with SEN are **more often lonely** in the playground and **have fewer social interactions** during breaktime than their peers without SEN (e.g., Avramidis, 2013; Petry, 2018; Schwab, 2015).

- Students with SEN are **less accepted** and **more frequently rejected** by their classmates compared to non-disabled peers (Bossaert et al., 2015; Schwab, 2015; 2019).

# School-based interventions to support students' social participation

- Investigation of 16 school-based intervention programs (see FRIEND-SHIP comparative program analysis)

- Inclusion criteria:

  - School-based interventions to increase social participation

  - with an outcome-orientation (e.g., promotion of social competencies),

  - with a majority on the target group aged 6–11 years

  - with empirical research conducted and published since the UN Convention on the Rights of Persons with Disabilities (UN, 2006).

# School-based interventions to support students' social participation

- Duration of the interventions: Module duration = approx. 45 minutes per module

| Shorter interventions: | Larger interventions: |
|---|---|
| 4 - 5 weeks / 2 x weekly (2 interventions) | 5 - 10 weeks / weekly (4 interventions)<br>18 - 35 weeks (5 interventions)<br>For the entire school year (4 interventions) |

- Number of participants per study: 20 to 11,258

- 3 interventions also principles in the curriculum

- Most interventions carried out by teachers (3 programs involved parents/guardians)

# School-based interventions to support students' social participation

- In most of the programs, the aim is to enhance the social participation by promoting students' social competences such as:

  1. Development of social competences/social understanding: social-emotional learning
  2. Teach students to respect and value diversity
  3. Improve students' skills to make friends and maintain friendships

- Some other programs follow a more problem-oriented approach (e.g., preventing aggressive behavior against peers and addressing social anxiety)

# Development of students' social competences and social understanding

- Develop students' basic (e.g., sadness, happiness, anger) and complex (e.g., assertiveness, compassion, empathy, self-regulation/control, interpersonal problem solving, coping) social skills

- Foster students' social-emotional learning by providing competencies of self-awareness, self-management, social awareness, and responsible decision-making

# Teaching students to respect and value diversity

- Provide information about diversity

- Address to students' fundamental values such as respect and value of individual differences

- Teach students to be aware of prejudices and biases

- Encourage students to recognize and appreciate peoples' similarities and differences

# Improve students' skills to make friends and maintain friendships

- Teach students to establish supportive interactions with classmates through activities that foster the awareness of friendship qualities, acceptance of different views and opinions, and cooperation with others

- Enhance students' empathy and critical thinking, communication skills, problem-solving skills, and peer relationships

# Results

- Positive effects in terms of skills such as empathy and emotion management

- Improved compliance with social rules

- Improved use of active coping strategies

- Reduction of aggressive behavior and increased self-control

- Less social anxiety

# Key success factors for social participation

- **Duration of the program** (long-term interventions are more suitable in order to develop students' social competences)

- **Students' age/stage of social development** (interventions should take place in early childhood or at an early stage of children's social development, because students are more sensitive to educational interventions in the developmental age; e.g., Vuorinen, Erikivi, & Uusitalo-Malmivaara , 2019)

- **Integration of the activities in the regular lessons in small groups** (motivation effect of joint learning groups; Welch, Himonides, Saunders, Papageorgi, & Sarazin , 2014)

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# Key success factors for social participation

- **Students' active engagement/participation** (e.g., practical or art-based exercises; multi-component approaches)
    - Interventions through multiple channels are related to more positive outcomes and long-term effects concerning students' social participation than single channel approaches (García Bacete, Marande, & Mikami , 2019; Kourmousi et al., 2018).

- **Applicable to all children in the classroom** instead of some target children

- **Appropriate structure and organization of the intervention**; the quality of the intervention is essential for positive intervention effects (Humphrey, Barlow, and Lendrum, 2018).

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# Key success factors for social participation

- **Evaluation of interventions through different perspectives** (O'Hare, Stark, Orr, Biggart, & Bonnell, 2018):

  - Students' self-report

  - Teachers' evaluation

  - Parents' evaluation

  - Objective observations

# Conclusion

- Most intervention studies use normative definitions of inclusion

- Intervention programs differed mainly in their focal points

  1. Promotion of social participation

  2. Prevent anger and aggression directed against peers and address social anxiety

- No intervention is a »total« solution

# Conclusion

- FRIEND-SHIP project should unify different intervention approaches
- Evaluation: It is important to include different perspectives (students & teachers)
- Important: Observance of the rights of the students and addressing the entire class, so that stigmatization of individual students can be avoided

# Teachers' understanding of and experiences with social participations

## Exercise 3

**Please compare your prior knowledge about social participation with the information you have heard in the presentation:**

- What new things have you learned?

- What did you already know?

**Please discuss in plenary session:**

- In which way do the results from the presented empirical intervention studies concerning students' social participation correspond with your teaching experiences?

# Teachers' understanding of and experiences with social participations

## Exercise 3

**Please form small groups and write down your thoughts on the following questions:**

- How can you – as a teacher – affect group dynamics in your classroom?

- How can you implement effective practices into your daily teaching practice in order to support social participation?

- Which strategies have you used before, perhaps even consciously?

# FRIEND-SHIP identification tool



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# Teachers' perceptions about group dynamics in the classroom

## Exercise 4

**Please form small groups (3-4 persons) and write down your thoughts on the following questions:**

- How do you assess group dynamics in your classroom?

- Which methods do you use to measure group dynamics?

- What are possibilities to assess group dynamics and social participation?

**Please share your thoughts in plenary session.**
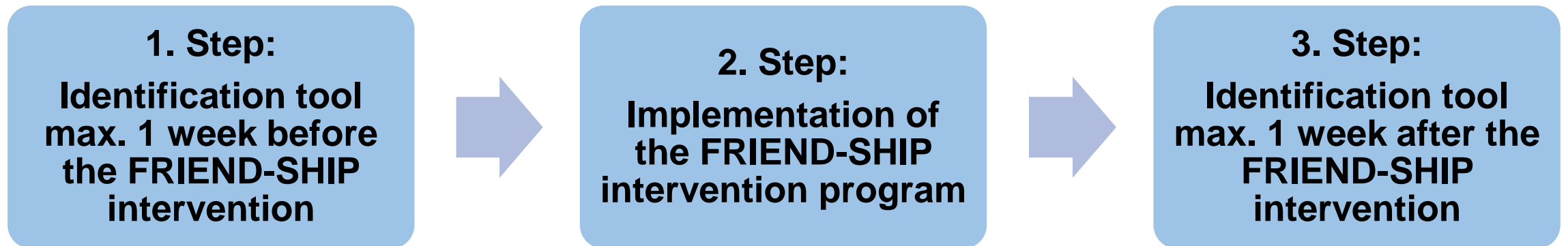
# FRIEND-SHIP identification tool

- Online survey for teachers and students to identify social relations within and outside the classroom.

- The survey contains questions about students'
  - best friends (their helpfulness, cooperation, and shared feelings with them),
  - well-being (their perception of everyday school life, perceived class climate, and role in the class).

# Requirements

- To use the tool, a **computer or tablet with access to the internet** is required.

- If you use the tool after this project, make sure to check if you need **permission or an ethical approval by the local school authority** and **inform parents or ask for permission** if needed.

# When to use the tool?

Please use the identification tool BEFORE and AFTER the implementation of the FRIEND-SHIP intervention program!

**1. Step:**

**Identification tool max. 1 week before the FRIEND-SHIP intervention**

→

**2. Step:**

**Implementation of the FRIEND-SHIP intervention program**

→

**3. Step:**

**Identification tool max. 1 week after the FRIEND-SHIP intervention**

# Data security

| Step | What will be saved? | Where will it be saved? |
|---|---|---|
| Teacher starts survey. | • Metadata about class (number of students, country, …)<br>• Individual code of the class<br>• Collected data from the survey<br>• No identification data! | On a private server, not accessible from outside |
| Students fill in the survey. | • Responses on the sociometric and psychometric questions in the questionnaire<br>• Individual code of the class<br>• Individual student's ID<br>• No identification data! | On a private server, not accessible from outside |
| Teacher analyses data of the survey. | • See step »students fill in the survey« | Only accessible via secret link. |

# Demonstration of the tool

https://survey2.dominikfroehlich.com/index.php/647273/lang/en/newtest/Y

# Testing the tool

**Please write down your thoughts on the following questions:**

- Did problems occurred while using the tool?

- What are possible difficulties that might appear when students use the tool?

- How would you react?

- Do you have any other concerns, comments, or remarks in terms of the usability of the tool?

# Feedback on the tool

**Please write down some thoughts on the following questions:**

- What is your general opinion about the tool?

- What do you like about the tool?

- What do you dislike about the tool?

- What would you change about the tool before using it in your own classroom?

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# FRIEND-SHIP
## Intervention Program

# FRIEND-SHIP intervention program AIMS

- **The program aims to enhance the social participation of all students by:**

    - cultivating their ability to recognize theirs and their peers' feelings

    - developing their ability to deal with their own feelings

    - enhancing their self-awareness (self-concept)

    - increasing their understanding of inclusion and acceptance of diversity

    - strengthening their social-emotional skills (empathy, collaboration, self-control, assertiveness) with a view to developing prosocial behavior

    - increasing peer's inclusiveness and developing new friendship relations, while also strengthening existing ones

# FRIEND-SHIP intervention program Basic premises

- <u>Fidelity</u>: all teachers apply the programme in the same manner

- <u>Research-based</u>: designed based on existing programs (comparative research)

- <u>Rigor</u>: the FRIEND-SHIP program's outcomes are rigorously evaluated

- <u>Quality</u>: carefully selected activities fulfilling the programme's aims

- <u>Participant Responsiveness</u>: active student engagement achieved through experiential activities

- <u>Reach</u>: teacher training, access to resources, and ongoing supervision (need for senior leadership team)

# FRIEND-SHIP intervention program General Principles

- Whatever the child creates is acceptable (there is no criticism and no didacticism).

- Create opportunities for students to develop their social-emotional skills (there is no intention to discipline or reprimand students).

- The program does not seek to teach students 'what to do' or 'how to behave'.

- Teachers should create a secure community by offering safe and clear boundaries.

- Teachers should foster respectful and supportive interactions among the members of the group.

- Teachers should guide the students through open questions to construct their knowledge rather than providing ready-made answers

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# FRIEND-SHIP intervention program General Principles

- Teachers should provide the necessary time and support needed to determine the intended outcomes of the sessions.

- For every output developed by the students in each session, the teacher asks the group what they would like to do with it (e.g., keep it, post it on the wall, or even throw it away).

- Persistence and commitment are essential to overcome any obstacles that occur during the implementation of the program.

- Please keep in mind that we developed the program without knowing the participating students. Specific adaptations in the activities presented should be made to meet the needs of each student in your classroom.

# FRIEND-SHIP intervention program

- **Duration:** Bi-weekly / 12 sessions / 6 weeks

- **Duration of each session:** 45-60 minutes

- **Structure of the sessions:** (a) warm up activities (b) main activity c) closing the session

# FRIEND-SHIP intervention program Techniques and Methods

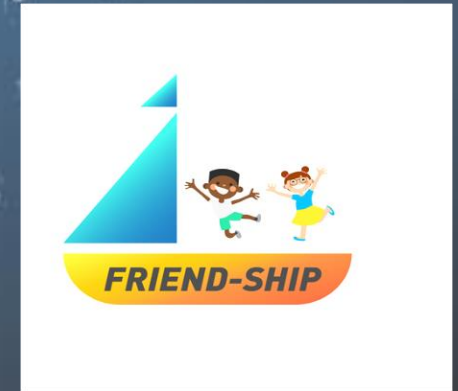**The program largely involves experiential activities**

- Role playing
- Social stories
- Group games (board games, etc.)
- Art activities (painting, signing, etc.)
- Physical (motor) activities

# FRIEND-SHIP intervention program

- **Session 1:** Breaking the ice and signing the "social contract"

- **Session 2:** Collaboration and solidarity building in the class

- **Session 3:** Recognising, expressing and coping with emotions

- **Session 4:** Strengths and Weaknesses (self-concept & identity formation)

- **Session 5:** Celebrating Diversity

- **Session 6:** Putting ourselves in other people's shoes (empathy)

- **Session 7:** Treating others the way you like to be treated (respect, kindness and cooperation)

- **Session 8:** Developing self-control and assertive behavior

- **Session 9:** Social problem solving

- **Session 10:** Peer relationships and friendships (defining friendship and discussing values and expectations)

- **Session 11:** Making new friends and keeping old ones

- **Session 12:** The end of the journey (review of activities, discussing feelings and progress of the group)

# FRIEND-SHIP
## Testing the intervention

# Testing the intervention Exercise

1. Please, divide the group in small groups (work in pairs)

2. Divide the sessions between the groups so that all sessions are covered

3. Apply the session to the whole group, as you would apply in the class (the rest of the group take the role of students and place question about activities)

**Feedback about each session:**
- Adequacy of activities
- Knowledge needed to implement the session
- Session feasibility/easiness
- Time spent

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# Session 1
# Breaking the ice and signing the contract

## Aims
➢ To foster team-bonding
➢ To participate in the process of formulating commonly agreed rules
➢ To gain students' consent
➢ To understand the importance of adhering to the rules
➢ To understand consequences in the occasion of rules not being followed

## Description
The first session helps to build a classroom environment of mutual caring and respect, where all members' opinions are valued and appreciated. All activities aim to shape the ground rules of cooperation, the principles of good listening skills, and to cultivate the acceptance of different opinions. This environment should only be achieved through positive behavior and support offered by the teachers.

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# Session 2
# Collaboration and solidarity building in class

## Aims
➤ To practice engaging in collaborative activities
➤ To instill a sense of respect and solidarity into the group

## Description
Students engage in collaborative activities in order to develop their peer relationships, to build stronger bonds with their classmates and to appreciate and value each member of the classroom team. Students learn that working cooperatively towards a common goal can minimize conflict incidents, promote respect and cultivate the sense that every member of the group has a valuable contribution to make to the joint task.

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# Session 3
# Recognizing, expressing and coping with emotions

## Aims

➤ To increase awareness of someone's feelings from verbal and non-verbal cues

➤ To recognize their own and their peers' emotions

➤ To differentiate and label positive and negative emotions in self / others

➤ To use words to express feelings effectively

➤ To accept and empathize with others' feelings

➤ To be aware of negative emotions (e.g., anger, frustration) and not to feel guilty when experiencing them

➤ To help children to understand their emotions and manage their behavior

## Description

The teacher encourages students to identify and label their emotions (and emotions of peers). Students explore and identify positive and challenging emotions and their impact on themselves and others. Students are introduced to effective and appropriate ways of handling their emotions.

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# Session 4
# Strengths and Weaknesses

## Aims

➢ To familiarize students with their own strengths and weaknesses
➢ To appreciate their peers' strengths and weaknesses
➢ To understand that they all have positive and negative attributes in their personalities
➢ To foster the development of various dimensions of students' self-concept

## Description

The activities remind students of their own positive qualities and help them appreciate similar qualities to others. Additionally, students acknowledge the fact that we all have weaknesses, as we have strengths, in order to develop their self-concept.

# Session 5
# Celebrating diversity

**Aims**

➢ To develop further their understanding of the similarities and differences that they have

➢ To learn to accept and value different views and opinions

➢ To highlight diversity within their class and appreciate it

**Description**

Through their involvement in artistic activities, students would be provided with a "starter" to secure their engagement when introducing the "diversity" topic. Students are provided with opportunities to get to know each other better and to appreciate each other's similarities and differences and learn to acknowledge how differences makes one unique and special and how useful these differences are in everyday life.

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# Session 6
# Putting ourselves in other peoples' shoes

**Aims**
➢ To learn to listen and understand their peers' different opinions
➢ To put themselves in others' position by showing their empathy towards the others

**Description**

Students engage in activities in order to enhance their ability to both experience the different feelings of others and understand the skills needed for responding in an empathetic way towards them. In other words, to harmonize themselves with others' feelings. Students would have the opportunity to find themselves in different scenarios/positions, in which they may or may not have been before. For example, they may be called to express their feelings about being bullied, while they are the ones who usually bully their classmates.

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# Session 7
# Treating others the way you like to be treated

## Aims
- To develop their interpersonal skills of respect, helpfulness and kindness when interacting with their classmates
- To foster the use of effective communication skills during social interactions
- To develop their cooperative skills

## Description
Students engage in activities to understand the significance of showing respect, helpfulness and kindness in their every-day interactions with their classmates and other people. The students would have the opportunity to realize that kindness and respect foster positive feelings and reactions for the person receiving them, developing an atmosphere of compassion and support.

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# Session 8
# Developing self-control and assertive behavior

**Aims**
- To manage effectively their negative emotions
- To recognize and consider alternatives to aggression
- To learn to stand up for themselves without hurting the other person
- To cope with stressful situations

**Description**

Students engage in activities designed to assist students in developing self-control and adopting positive behaviors. Additionally, students would familiarize themselves with appropriate strategies to behave and speak in a confident manner. At the end of the session, a relaxation exercise is applied to show students how to control their anger or frustration, when they feel them, and help them calm down.

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# Session 9
# Social problem solving

## Aims

➤ To develop students' ability to solve interpersonal problems effectively

➤ To learn to focus on the problem and not on the person they have a conflict with

➤ To provide students with alternative ways to resolve their conflicts besides passivity or aggression

## Description

Students are discouraged to discover creative strategies for resolving effectively interpersonal conflicts. Students realise that conflict is a natural part of life and based on how it is handled, can be either constructive or destructive (Humphrey et al., 2018).

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# Session 10
# Peer relationships and friendships

**Aims**

➢ To define the term 'friendship'
➢ To agree on the aspects that constitute a friendship
➢ To understand the principles of valuable peer relationships and friendships

**Description**

Initially, students are engaged in discussion about friendship, and then in activities on the aspects of friendship and peer relationships. The aim is for students to appreciate the notion of friendship and establish a positive peer climate in which all members are respected and valued.

# Session 11
# Making new friends and keeping the old ones

**Aims**
➤ To develop the necessary skills for making new friends and maintaining existing friendships (e.g., listening, caring, helping and supporting)
➤ To establish a positive peer climate

**Description**
Students engage in playful activities in order to understand the importance of friendship, the ways a friendship can be initiated and the expected qualities of a good friend.

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# Session 12
# The end of the journey

**Aims**

➢ To reflect on the activities performed throughout the program

➢ To strengthen the students' perceptions of close friendships

➢ To highlight the importance of preserving a welcoming class community

**Description**

Students engage in closure activities, in which they would reflect on their experience from the 11 sessions they participated in.

# Discussion / Reflection Frequently asked questions

**Do I have to implement all sessions?**

The program is coherently structured. All sessions comprise a significant part of making the whole program. Each session targets on a different social-emotional skill, such as empathy, self-control, and collaboration, in order for students to reach the main aim of the program, that of making new and keeping their old friends. As a result, none of the sessions should be omitted.

**What should I do if it is not possible to apply 2 sessions in a week (e.g. sick leave, holidays, upcoming exam)?**

The program should be applied uniformly in all participating schools. If a session is cancelled for various reasons (e.g. sick leave), this particular session should be implemented immediately afterwards. In any case, the program's implementation should not be extended too much and a hiatus should be kept as short as possible.

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# Discussion / Reflection
# Frequently asked questions

**Can the order of sessions be changed (e.g. apply session 4 before session 3)?**

The sessions are designed in a specific order to be followed since each session targets on the development and/or enhancement of different social-emotional skills. For example, in order for the students to develop/enhance the skills of session 9, they should have fulfilled the aims of the session 8. Therefore, it is recommended to keep the order of the sessions as designed.

**Can I arrange activities within a session in a different order?**

The activities included in each session are coherently structured. All sessions begin with a warm-up activity, continue with the main activity and, in most sessions, end with a closing activity. Therefore, it is recommended to keep the order of the sessions as designed.

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# Discussion / Reflection
# Frequently asked questions

**Can I leave activities out within a session?**

Each activity in every session plays an important role in meeting the general aim of the session. Activities are designed to be followed in a specific order and it is not recommended to omit them. Therefore, it is recommended to carry out all activities of a session. In the unfortunate event of running out of time, the only activity which could be omitted is the closing one.

**Can I mix activities from different sessions?**

Each activity in every session plays a crucial role in meeting the general aim of each session separately. Activities are designed to be followed in a specific order in each session and should not be mixed with activities from other sessions. Therefore, it is recommended to carry out the activities as described in the specific session.

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# Discussion / Reflection
# Frequently asked questions

**Can I add another activity to a session instead of the one you propose?**

The program is strictly structured. The activities proposed are planned carefully to meet the aims of each session. There is no flexibility in modifying sessions, because the program should be implemented uniformly across all participating schools. As a result, other activities should not be added.

**I think that an activity is inappropriate for my class/some students in my class (e.g. they are too old/young for it; don't have the ability (yet); physical or cognitive limitations). What should I do?**

Please keep in mind that we developed the program so that it is suitable for a typical class consisting of the specific age ranges. However, specific adaptations might be needed in some of the program's activities, if children with complex needs (e.g. a wheelchair user, a blind student) are present in the class. In such cases, teachers should read the full program carefully prior to its implementation in order to adapt the activities as they deem necessary.

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# Discussion / Reflection Frequently asked questions

**Some children do not want to participate in an activity. What should I do?**

The rights and wishes of all participating children should be respected. The child who does not want to participate in an activity could be instructed to act as an observer giving her/him a specific task within the class.

**Some children do not want to share the outcomes of the activities with other children. What should I do?**

For every output developed by the students in each session, the children themselves decide what they would like to do with it (e.g., keep it, post it on the wall, or even throw it away). Each student has the right to decide if she or he wants to share her or his output with the group. All members of the group including the facilitator should respect each child's choice.

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# Discussion / Reflection
# Frequently asked questions

**What should I do if school closes due to COVID-19?**

In case of a school closure due to Covid-19, the program is terminated. Please contact the study's coordinator for further guidelines before the school closes and after it is open again.

**And if half of the group misses school due to COVID-19, can the program continue to be implemented?**

The program is designed to be implemented with the whole class. If half of the group cannot attend classes due to Covid-19, the implementation of the program will be postponed until the whole class is reunited. Please contact in this case the study's coordinator for further guidelines.

**Can/Should I apply the sessions online?**

The program requires physical presence of both the facilitator and the students. You cannot apply the sessions online.

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