



A school reentry program to help student and teacher reengagement after the Covid lockdown

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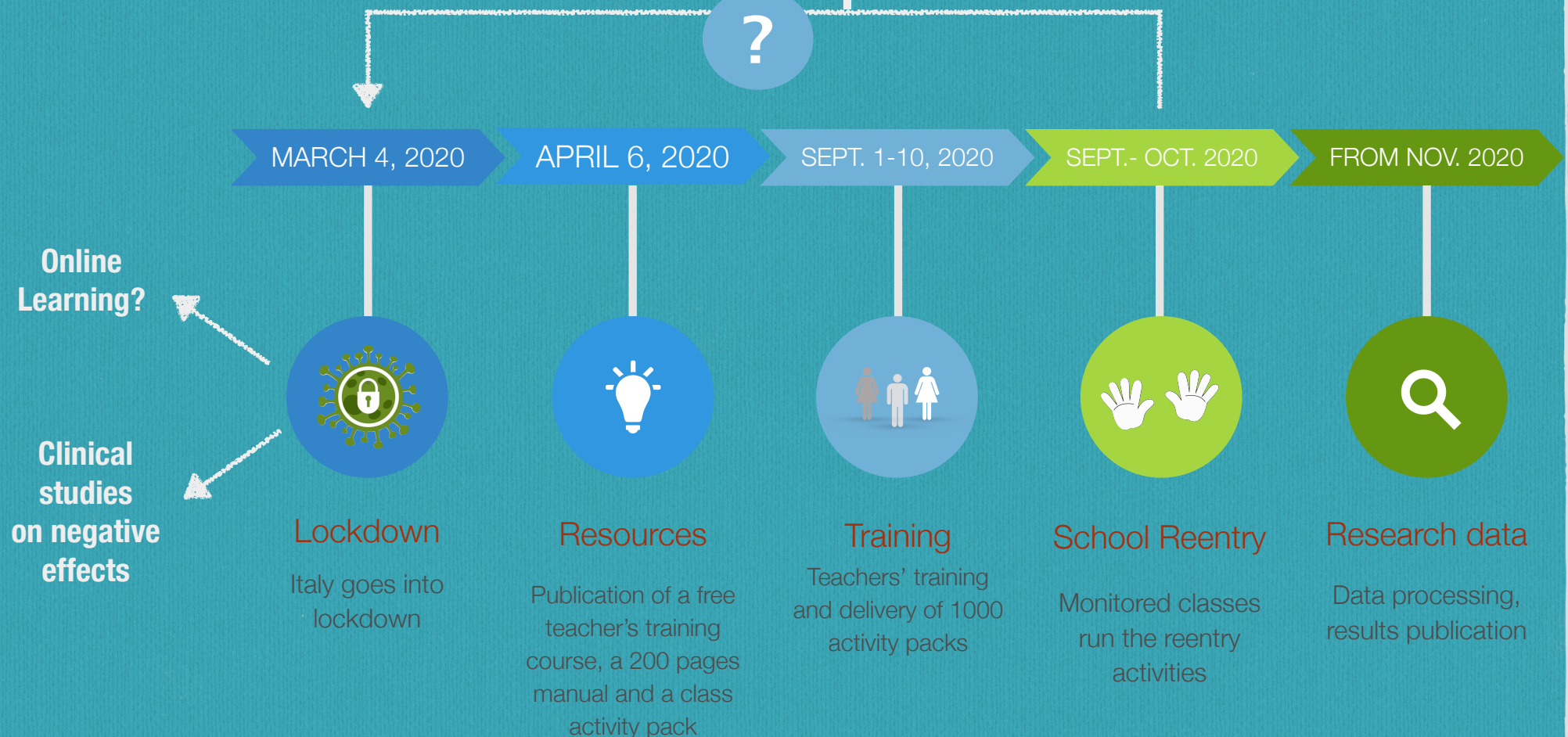
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L. Dennis, Luciana Pagano Salmi*



Covid Intervention Timeline

Feedforward process



Capurso, M., Dennis, J. L., Salmi, L. P., Parrino, C., & Mazzeschi, C. (2020). Empowering Children Through School Re-Entry Activities After the COVID-19 Pandemic. *Continuity in Education*, 1(1), 64–82. DOI: <http://doi.org/10.5334/cie.17>

Capurso M. A school reentry program to help student and teacher reengagement after the Covid lockdown presented at *Making Waves To Advance School Attendance* 2022 INSA conference

How to intervene

What are the general established and shared crisis-related intervention principles for educational settings?

1. LISTEN EMPATHICALLY

Listen emphatically to emotions; be open to feelings and uncertainty.

2. INFORM AND HELP TO UNDERSTAND

Present accurate facts and provide clear information. Facilitate understanding and discussions about the event.

3. EMPOWER SOCIAL AND ENVIRONMENTAL CONNECTION

Provide opportunities for students/participants to reconnect socially and with the environment.

4. PROMOTE COPING

Promote awareness of coping and problem-solving; shift attention from the stressful memory to the use of strategies.

5. SELF-CARE

Take care of self (intrapersonal listening); self-awareness; self-empowerment etc.

6. POSTTRAUMATIC GROWTH

Turning the crisis into an opportunity, seeking a better future, cultivate hope.

Capurso, M., De Stasio, S., & Ragni, B. (2022). *Universal crisis psychoeducational interventions in schools: A scoping review*. *School Psychology International*, 43(4), 339–380. <https://doi.org/10.1177/01430343221104986>

Student's workbook

John and Mary's thoughts WS 2

John and Mary have heard of Coronavirus from their parents and on television and have different thoughts. What are they thinking? (You can write words or draw pictures)

HANDOUT FOR ACTIVITY 3
Recognize these feelings and tell us when you felt that way

ANGRY

HANDOUT FOR ACTIVITY 3

HAPPY

When I'm worried WS 3

Do you happen to be worried or have problems? Write:

- In the first column, the things that worry you or the problems you happen to have;
- In the central column, indicate the things you do to get past bad thoughts, or to overcome your problem
- In the last column write the name of some people who may help you when you are worried.

WHEN I'M WORRIED ...		
My worries or my problems	What do I do to resolve them	Who can help me

At the School District
by Samantha Bonucci and Michele Capurso
English translation by Luciana Pagano Salmi; Adapted from *La Valle dei Mulini* by Noelia Blanco and Valeria Docampo Ed. Terre di Mezzo.

At the school district lived boys and girls, teachers that were always kind, cooks that prepared delicious food, ladies that made the school always shine. The days went by in harmony while the children played, grew up and did many interesting activities.

Then one day, suddenly, arrived a nasty speckle called Coronavirus. Coronavirus jumped secretly from one person to the other, landing on their hands, nose and mouth, making most of the people it touched ill.

With the arrival of Mr. Corona, everything changed. The school was closed and empty: there was no more the laughter of the children, the embrace of the teachers, the exquisite smell of the juices that Giovanna the cook used to prepare.

To avoid Coronavirus people stayed inside their homes and so, in a moment, the embraces, the handshaking and even the bright smiles that were now hiding behind blue masks all disappeared from the district.

Locked inside the house, people no longer saw the shooting stars and even forgot to ask for their wishes. And so, little by little the inhabitants of the school district stopped dreaming.

Capurso, M., Dennis, J. L., Salmi, L. P., Parrino, C., & Mazzeschi, C. (2020). Empowering Children Through School Re-Entry Activities After the COVID-19 Pandemic. *Continuity in Education*, 1(1), 64–82. DOI: <http://doi.org/10.5334/cie.17>

Evaluation

The responses from children and teachers to the satisfaction questionnaire showed a non-normal distribution. Therefore, median, mode, and range were reported.

Table 3. Teacher's Satisfaction With the Program and Their Perceived Students' Involvement (N=40).

Question	Median	Mode	Range
Overall evaluation	9	8	6–10
Overall, how would you rate the program's activities?			
Professional value	9	9	5–10
To what extent do you think the activities will help you improve your professional skills as a teacher?			
Ease of execution	9	10	5–10
How effortless was it to run the activities in your class?			
Communication with the research team	9	10	5–10
To what extent did the communication and training by the University of Perugia helped you understanding and managing the activities with the class?			
Sharing experiences	8	8	6–10
To what extent do you think that the program helped children share their experiences?			
Involvement and participation	9	9	6–10
How would you rate the involvement and the participation of the students?			
Student's satisfaction	9	9	6–10
How would you rate the students' satisfaction with the activities?			

Table 4. Students' Satisfaction and Perception of the Activities (N=521).

Question	Median	Mode	Range
Activity satisfaction	4	5	1–5
I enjoyed completing these activities			
Peers' knowledge	3	4	1–5
These activities helped me get to know my classmates better			
Coping improvement	3	4	1–5
By doing these activities, I learned how to better deal with my problems or concerns			
Involvement and listening to others	4	4	1–5
I felt involved and listened to the others while doing these activities			
Wish to repeat similar activities	5	5	1–5
If I had the chance, I would like to do other activities like this one			

Capurso, M., Buratta, L., Pazzagli, C., Pagano Salmi, L., Casucci, S., Finauro, S., Potenza, C., & Mazzeschi, C. (2021). Student and Teacher Evaluation of a School Re-entry Program Following the Initial Covid19 Lockdown. *Canadian Journal of School Psychology*, 36(4), 376–393. <https://doi.org/10.1177/082957352111037805>

Evaluation

Wilcoxon Rank Sum Tests was used to assess due to non-normal distribution To detect differences between T0 and T1,

Table 5. Median Rank of the Children' Questionnaire Scores at T0 and T1 and Delta Changes ($\Delta = T1 - T0$).

Total sample

	T0	T1	Delta change
	Median rank (min-max)	Median rank (min-max)	Median rank ($\Delta T1 - T0$)
STAI-C	30.38 (18.45–43.74)	29.68 (19.38–42.44)	-0.7**
PANAS-C positive	37.73 (11.18–62.92)	36.94 (8.97–62.17)	-0.8
PANAS-C negative	14.50 (9.85–26.19)	13.94 (10.48–24.64)	-0.6**

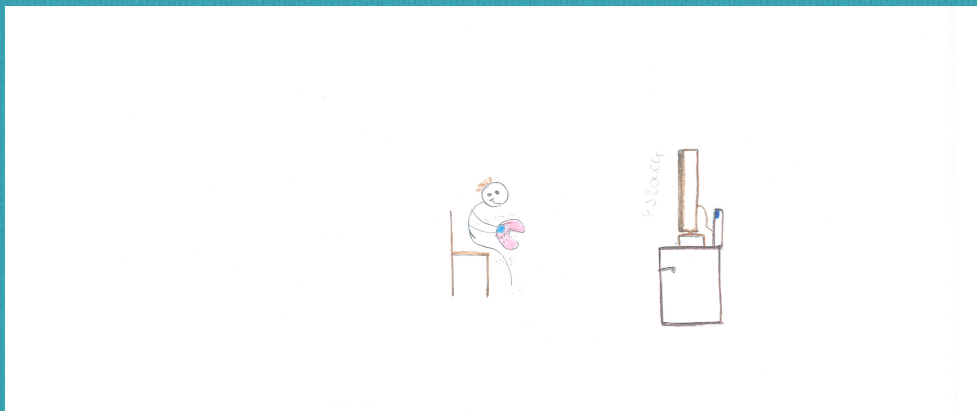
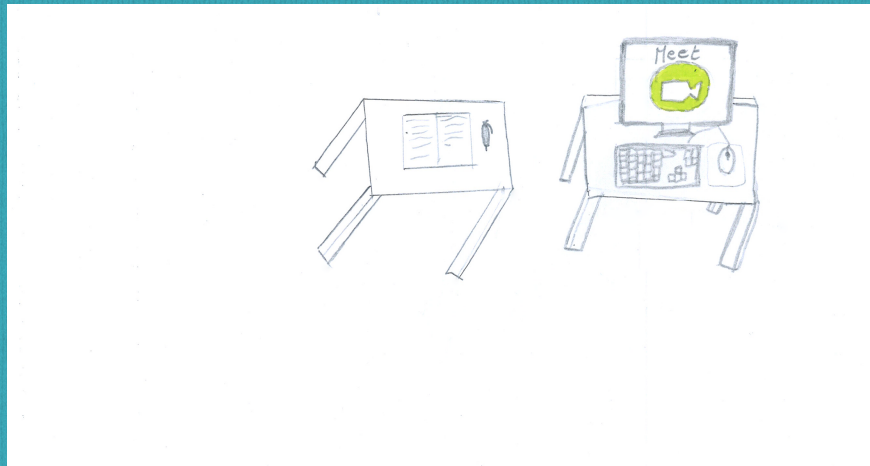
Note. Continuous variables are described in terms of the median rank (variation).

** $p < .001$.

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Some quick qualitative e insights

900 children aged 7–13 draw a moment of their life during the lockdown.



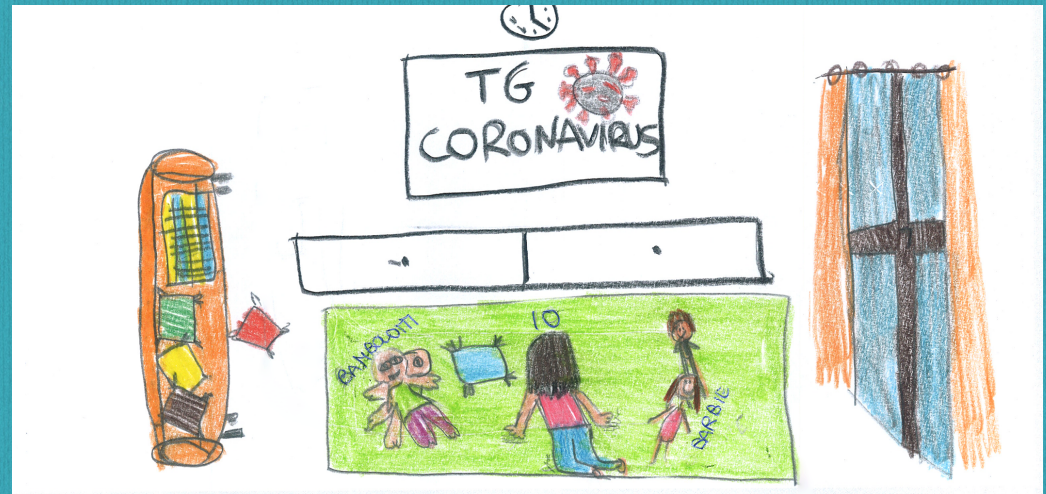
Emptiness
Absence of the self

Capurso, M., & Buratta L., Mazzeschi, C. (2022). Children's Drawings of the Lockdown: Narratives of strengths and weaknesses experienced. *Frontiers in Psychology*, doi:10.3389/fpsyg.2022.982654

Some quick qualitative insights



Positive (protective)
Function of play
play=positive emotions



Capurso, M., & Buratta L., Mazzeschi, C. (2022). Children's Drawings of the Lockdown: Narratives of strengths and weaknesses experienced. *Frontiers in Psychology*, doi:10.3389/fpsyg.2022.982654

Some quick qualitative insights

Students' answers to the question "What helped you most during the lockdown?" N = 869

Code	%
Support from family members and other relatives	60.64
Video games, TV (passive use of ICT)	30.38
School, distance learning	30.26
Active use of ICT	30.15
Play	28.19
Pets	17.26
Friendship	16.57

Students' answers to the question "What did you miss most during the lockdown?" by school level and gender (N= 875)

Code	%
Friendship and peers	88.08
School	70.17
Freedom, autonomy	37.46
Family, relatives	31.67
Sports, hobbies, physical activity	22.70
Hanging out, hugging, physical contact	15.55

Capurso, M. Et al., Italian Children Accounts of the Lockdown: Insights and Perspectives *J Child Fam Stud* (2022).

Take home message



In time of crisis

What are the general established and shared crisis-related intervention principles for educational settings?

1. LOOK BACK TO KNOW WHAT TO DO

2. LOOK FORWARD TO START ACTING NOW

Get a copy of these slides now!





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