

INTRODUCTION



This research project involved analysis of the data arising from the pilot of Part 2 of 'Wellbeing and Resilience in Schools: The NEPS Webinar Series'. The modules were created by the NEPS National Wellbeing Working Group and focus on the promotion of wellbeing and resilience in schools.

This poster provides an overview of the perspectives of participants from the pilot who completed the four online special interest wellbeing modules, which focus on the following areas:

- **Module 1: The Importance of Feeling Safe**
- **Module 2: Connectedness**
- **Module 3: Regulation**
- **Module 4: Hope and Self-Efficacy**



The pilot took place throughout **Spring/Summer 2021**. Participants included school staff (teachers and SNAs) in primary, post-primary, DEIS, non-DEIS and special schools in urban and rural settings.

METHOD

- A separate **evaluation survey** was created for each of the four modules
- Surveys were designed as **online questionnaires** and were presented to participants via the **EUSurvey** platform.

ANALYSIS

The analysis of the data arising from the evaluation of each module is structured around three main questions:

1. Who were the **participants**?
2. How was the **module rated**?
3. What should be the **future** for these modules?

EVALUATION OF MODULE 1



1. Participants:

- 6 schools, $N=51$ participants

2. Module Rating:

- 100% of participants agreed that the content was relevant to them.
- 100% of participants agreed that the content was well-organised and easy to follow.
- 98% of participants felt that the training would be useful in their work.
- 90% of participants agreed that the time allocated was sufficient.
- 94% of participants agreed that the activities were helpful to their learning.
- 90% of participants felt that the webinar format worked well.

Most helpful content:

1. The impact of trauma on students
2. Supporting students who have experienced trauma
3. Definition of trauma

EVALUATION OF MODULE 2



1. Participants:

- 6 schools, $N=23$ participants

2. Module Rating:

- 100% of participants agreed that the content was relevant to them.
- 100% of participants agreed that the content was well-organised and easy to follow.
- 100% of participants felt that the training would be useful in their work.
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- 92% of participants felt that the webinar format worked well.

Most helpful content:

1. Supporting students with attachment difficulties
1. Sympathy, Empathy and Compassion (joint highest score)
2. Attachment behaviours
3. The function of attachment

EVALUATION OF MODULE 3



1. Participants:

- 6 schools, $N=20$ participants

2. Module Rating:

- 100% of participants agreed that the content was relevant to them.
- 100% of participants agreed that the content was well-organised and easy to follow.
- 100% of participants felt that the training would be useful in their work.
- 90% of participants agreed that the time allocated was sufficient.
- 100% of participants agreed that the activities were helpful to their learning.
- 95% of participants felt that the webinar format worked well.

Most helpful content:

1. Support for students who are dysregulated
2. The Three R's
3. Stress response and brain states

EVALUATION OF MODULE 4



1. Participants:

- 5 schools, $N=15$ participants

2. Module Rating:

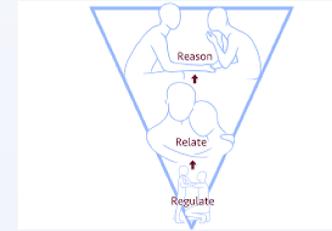
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- 100% of participants agreed that the time allocated was sufficient.
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- 80% of participants felt that the webinar format worked well.

Most helpful content:

1. Self-efficacy
2. Social and emotional curriculum
3. Four components of wellbeing
4. Student voice
5. Personal strengths and values

CONCLUSIONS

- School staff especially **valued wellbeing content which was relevant to their practice**.
- Most school staff members found the **neuroscientific content** to be very **interesting**, but not always relevant.
- School staff valued learning **new, practical approaches to promoting wellbeing in schools**, e.g., the Three R's.
- Information on self-care was well-received by some participants.
- **Preferred method of delivery** (in order of preference):
 1. Face to face on-site training
 2. A series of on-site training sessions
 3. Live webinar with activities and interactive discussion
 4. Recorded webinar with PowerPoint slides



IMPLICATIONS FOR PRACTICE

- EPs should continue to **emphasise the relevance of neuroscience and psychological theory for practice in schools**.
- **Content-heavy topics**, e.g., the stress response system, may require **further unpacking** when presenting to school staff.
- Future editions could involve less emphasis on **staff self-care**, or a separate, optional module.
- EPs should carefully consider the **chosen method of delivery** – the findings of this study align with previous research (Eber & Gegenfurtner, 2019), which suggests that the **most effective** methods of instruction are **face-to-face delivery** and **live webinars**, while pre-recorded webinars are less effective in terms of promoting learning and learner satisfaction.

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EVALUATION OF MODULE 4



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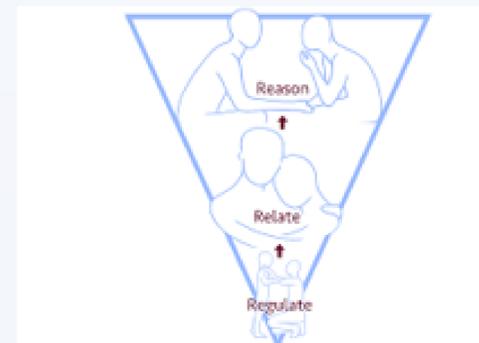
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CONCLUSIONS

- School staff especially **valued wellbeing content which was relevant to their practice.**
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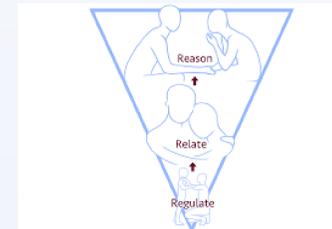
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