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RESEARCH REPORT

Project: SAFE SPACE: comprehensive psychosocial support to war-affected Ukrainian schools

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WORDS HELP

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PROJECT OVERVIEW

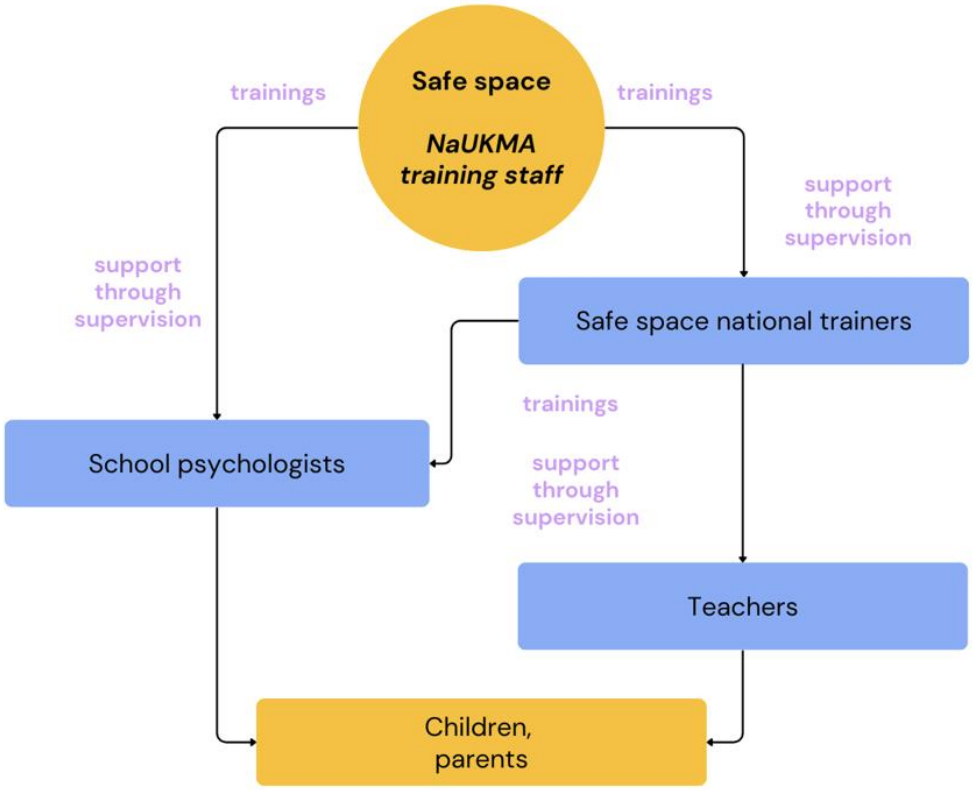
The "Safe Space" is a comprehensive psychosocial program, specifically aimed at enhancing the resilience of schoolchildren in the aftermath of traumatic events. Its multifaceted approach includes components directed at both children and their immediate social environment, involving parents and teachers.

The Safe Space programme has a multi-level structure. This ensures that support is provided to everyone involved at different stages of implementation. Recognizing the dynamic nature of trauma response, the program allows for the integration of new research and methodologies, continuously evolving to meet the ever-changing needs of the community it serves.

The model includes training teachers on resilience strengthening at the first level and training school psychologists in the 7-session group intervention with students at second level.

Within educational institutions, the program is executed by school psychologists and teachers, who undergo specialized training in SAFE SPACE methodology. Training for psychologists includes 3 days of didactics followed by weekly supervisions. Certification can succeed after conducting at list 2 children's groups under supervision. Teacher's training includes 1 day of didactic in the class room followed by 2 monthly online supervisions. Due to the security reasons caused by war all didactically trainings for teachers and school psychologists have happened in online format only.

The schematic representation of the "Safe Space" program implementation is as follows (flowchart 1):



PROJECT ACTIVITITES

Implementation of the "Safe Space" program, supported by Plan International, has made significant strides since January 2023. The collaborative efforts have resulted in substantial achievements across key areas:

- *Training and Support for School Psychologists*. 10 trainers from NaUKMA facilitated a comprehensive 4-day online training program. A total of 105 school psychologists from 10 regions in Ukraine, particularly affected by the war, were engaged, and have actively participated in the "Safe Space" program's training sessions facilitated by NaUKMA trainers. These training sessions were complemented with supervision sessions to ensure ongoing support and professional development. 101 school psychologists were engaged in supervision sessions with trainers. As of October 2023, a noteworthy 177 supervision sessions have been successfully conducted, surpassing the initial target of 200.
- *Training and Support for Teachers.* 25 national "Safe Space" trainers conducted a total of 251 training sessions for teachers from more than 500 schools across Ukraine. Over 3000 teachers from various regions of Ukraine were engaged. Additionally, national trainers conducted 502 supervision sessions with teachers providing opportunities for continuous learning and refinement of skills.
- *Support for National Trainers.* Valuable support to 25 national trainers involved in the "Safe Space" program was offered – NaUKMA "Safe Space" senior trainers conducted 51 supervision sessions for national trainers.

- *Group Sessions Delivered by School Psychologists*. 1197 group sessions for children were conducted under the "Safe Space" programme. Approximately 2009 pupils, comprising 843 boys and 1166 girls, actively participated in these sessions. A total of 97 sessions were held with parents, providing essential support and guidance. About 1000 parents actively engaged in these informative and supportive sessions.
- *Monitoring the Implementation.* The meticulous monitoring of the program's implementation involved data collection at different stages. Key data sets were gathered from various sources:
    - From NaUKMA trainers: Comprehensive information on the training for school psychologists, featuring feedback on the training process, participant dynamics, challenges faced, and more. Insights into the supervision meetings with school psychologists, detailing the agenda, participants, topics discussed, and any challenges encountered.
    - From School Psychologists: Detailed information about group sessions with students, encompassing class topics, emotional moments, and challenges encountered during sessions. Reports on meetings with parents, highlighting effectiveness, participant dynamics, and overall outcomes.
    - From National Trainers. General insights into the course of training sessions and supervision meetings with teachers.

Alongside the project implementation we conducted a study with application of mixed methodology that consisted of four parts: 1) baseline and post-intervention assessment with students to determine changes in severity of emotional and behavioral symptoms and the level of resiliency; 2) semi-structured interviews with students and their caregivers to assess the emotional state of students in the context of wartime, their experiences and impressions from participating in the "Safe Space" group work, and the perceived changes in their well-being and interpersonal relationships post-participation; 3) baseline and post-intervention assessment with teachers to determine changes in efficacy to engage student in the learning process, the level of professional burnout, quality of teacher-student interactions, and emotional state; 4) implementation survey with teachers to evaluate adoption, acceptability, appropriateness, feasibility and reach of training sessions for teachers.

METHODOLOGY

Measures

1) Questionnaires used for pre-post assessment with students consisted of demographic questions, questions used to assess exposure to traumatic events (CPDS), severity of internalizing and externalizing symptoms (SDQ) as well as post-traumatic symptoms (CRIES-8) and the level of resiliency (Resilience screener).

- The *CPDS* assesses trauma exposure and non-specific child psychosocial distress. It consists of five items, two of the five items have probes. The items assess the exposure to

traumatic events (11 potentially traumatic war-related events are listed), appraised traumatic distress, current distress, perceived social support, and coping.

- *Revised Child Impact of Events Scale (CRIES-8)* is used to screen children at risk for Post-Traumatic Stress Disorder (PTSD) and is self-completed by children and young people. The questionnaire contains 4 items measuring Intrusion and 4 items measuring Avoidance. Individual items are rated according to the frequency of their occurrence during the past week (None = 0, Rarely = 1, Sometimes = 3, and A lot = 5). Scores are obtained for the subscales of Avoidance and Intrusion. Total scores on the scale range from 0 to 40 with higher scores indicating more PTSD symptoms and with a cutoff score of 17.

- *Strength and difficulties questionnaire (SDQ)* is used to assess the prevalence of emotional and behavioural symptoms among students. The SDQ is a widely used instrument to assess mental health status of people in the age range 2 to 17. The questionnaire exists in several versions and can be completed by children themselves, by their parents or by their teachers. The SDQ includes 25 items that cover 5 dimensions: Emotional problems, Conduct problems, Hyperactivity, Peer problems relationship and Prosocial Behaviour. Score on each scale can range from 0 to 10 with higher scores indicating greater difficulties. Total difficulties scale is created by summing scores from all the scales except the prosocial scale. The generated score ranges from 0 to 40. Raw scores of each scale are categorised to 'normal', 'borderline' or 'abnormal' level of problems. The SDQ also includes an 'impact supplement' with the item that asks for an overall opinion about difficulties being present and items that assess the chronicity of the difficulties, distress, social impairment, and burden to others. Items on overall distress and impairment can be summed to generate an impact score that ranges from 0 to 10 for parent- and self-report, and from 0 to 6 for teacher-report.

- *Resilience screener* is a locally developed measure for assessment resiliency among war-affected young adolescents. The questionnaire contains 27 items that cover various domains of resiliency including Family support, Optimism, Persistence, Physical health, and Social networking. Participants are asked to rate the degree of how each item describes them on a five-point Likert scale. Possible responses for each item are 'Not like me at all', 'Not like me', 'Don't Know', 'Like me', 'Very much like me', the score ranges from 0 to 4 for each item. Resiliency score is generated for each participant by summing and averaging scores from all the items, with final score ranging from 0 to 4 and higher scores indicating greater resiliency.

2) Questionnaire used for pre-post assessment with teachers students consisted of demographic questions, questions used to assess ability to engage students (The Teachers' Sense of Efficacy Scale), level of burnout (Maslach Burnout Inventory), quality of teacher-student relationships (School Climate-Teachers ISC-T) and teachers' emotions (Teacher Emotion Questionnaire).

- A separate subscale from the *"The Teachers' Sense of Efficacy Scale" (Efficacy in Student Engagement Subscale, 8 items)* is used to assess teachers' capacity to engage. Participants are asked to evaluate their difficulties in their school activities on an ordinal scale of 1 (unable to solve the problem) to 9 (able to make a great deal to solve the problem). A mean score can range from 1 to 9 with higher score indicating higher efficacy.

- *Maslach Burnout Inventory (MBI)* for educators adapted by N.Vodopyanova, is used to assess burnout among teachers. The questionnaire consists of 22 items, every item has a 7-point response scale ranging from 0 (Never) to 6 (Every day). The questionnaire covers three different dimensions of burnout: emotional exhaustion (9 items), depersonalization (5 items) and reduced personal accomplishment (8 items that are reverse scored). A mean score on each subscale can range from 0 to 6 with higher scores indicating higher burnout.

- A subscale 'teacher-student interactions' from *Inventory of 'School Climate-Teachers ISC-T'* made of 5 items is included in an assessment questionnaire. Teachers are asked how much they agree or disagree with the statements about their interactions with students. Responses options are 'Strongly Disagree', 'Disagree', 'Neither agree nor disagree', 'Agree', 'Strongly Agree'. A mean score can range from 0 to 4 with higher scores indicating more positive teacher-students interactions.

- Teachers' emotions were measured by the *Teacher Emotion Questionnaire (TEQ)*. The TEQ consisted of six scales measuring six discrete emotions that teachers experience while teaching and interacting with students: joy (n = 5; example item: "I am joyful when the class atmosphere is positive"), pride (n = 6; example item: "I am filled with pride when I make a student interested in my subject"), love (n = 6; example item: "I feel warmth when I just think about my students"), anger (n = 5; example item: "Some students make me so angry that my face goes red"), exhaustion (n = 7; example item: "When I finish my work, I feel drained"), and hopelessness (n = 6; example item: "It seems to me that I cannot do anything to get through to some students"). Teachers rated all items on a five-point scale ranging from 1 (strongly disagree) to 5 (strongly agree).

3) Questionnaire used for implementation assessment consisted of questions to explore participants' opinions and experiences with the trainings. The measure includes 5 subscales: Adoption, Acceptability, Appropriateness, Feasibility and Reach.

4) The interview guides for students and parents included questions to assess the emotional state of students in the context of wartime, their experiences and impressions from participating in the "Safe Space" group sessions, and the perceived changes in their well-being and interpersonal relationships post-participation.

Data collection procedures

1) When group sessions were held offline, an assessment among students in grades 1-4 involved administering paper-based questionnaires to students and teachers of respective students by a school psychologist. In order to collect data from teachers, psychologist informed primary school teachers about the assessment and asked them to complete a paper questionnaire on certain students. An assessment among students in grades 5-11 involved administering paper questionnaires to students only. When group sessions were held online, data collections procedures were completed remotely with the use of electronic forms. Three questionnaires were developed:

- Questionnaire administered to students in grades 1 to 4 consisted of three sections: 1) demographic characteristics (age, gender and grade); 2) CPDS; 3) CRIES-8.
- Questionnaire administered to teachers of students in grades 1 to 4 included SDQ items only.
- Questionnaire administered to students in grades 5 to 11 consisted of five sections: 1) demographic characteristics (age, gender and grade); 2) CPDS; 3) CRIES-8; 4) SDQ; 5) Resilience screener.

The data was collected at two time points: prior first group session and within a week after the last group session.

2) Semi-structured interviews with schoolchildren and their caregivers were concucted via video-call by experienced interviewer from NaUKMA. Interviews were audio recorded and then transcribed.

3) Some of the teachers who participated in the SAFE SPACE training completed an online questionnaire before and after the training. In addition, some more teachers were asked to complete an online implementation survey after completing the training programme.

Analytic approach

We adopted two approaches for assessing change in study outcomes: 1) individual approach that involved calculating the percentage of individuals whose scores have changed on the scales and comparing the distributions; 2) average approach that involved calculating average-based measures and conducting comparative analysis using Student's t-test and computing effect sizes (Cohen's d) to test within group differences before and after intervention and between-group differences in changes. Baseline and post-intervention mean scores were calculated by averaging the scores of all the participants for the respective scales. Mean baseline and post-intervention scores expressed the severity of symptoms/problems, with higher scores indicating more severe symptoms/problems, and the level of resiliency, with higher scores indicating greater resiliency. Change scores were obtained by subtracting the post-intervention values from the baseline values, where positive values indicated an increase in symptoms/resiliency, negative values indicated a decrease in symptoms/resiliency, and a value of zero indicated no change. We calculated the frequency distributions of change scores. T-test and effect size were used to assess the magnitude of change in terms of how different the outcome values were between the baseline and post-intervention assessment. Additionally we conducted a Pearson correlation analysis to examine the relationship between baseline scores and change scores. The Pearson correlation coefficient (r) was used to quantify the strength and direction of the relationship. Additionally, a two-tailed p-value was computed to assess the statistical significance of the correlation.

Thematic analysis of semi-structured interviews was used using an inductive approach to analysis followed by developing codebook. To describe themes that have emerged created summaries of respondents' responses that integrated respondents' own words and phrasing. What is presented in quotation marks are verbatim statements from respondents. In some cases,

respondent disparate groups, such as children and parents, provided similar responses that were combined in unified themes.

1. RESULTS OF SEMISTRUCTURED INTERVIEWS

Participants

Semi-structured interviews were conducted with 30 students and 20 guardians via video-call. The sample of students included 16 girls and 14 boys who attended group sessions «Safe Space» in online or offline format, the sample of parents included 18 mothers and 2 fathers from 9 regions of Ukraine.

Table 4.1 Demographic characteristics of the sample

	Females	Males	Total
	n	***n***	***n***
Children	**16**	**14**	**30**
Age			
8	1	1	2
9	0	1	1
10	1	1	2
11	6	4	10
12	4	3	7
13	0	2	2
14	2	1	3
15	1	0	1
17	1	1	2
Region			
Donetska region	2	2	4
Zaporizka region	2	1	3
Kyiv region	2	0	2
Luhanska region	2	2	4
Mykolaivska region	1	2	3
Odeska region	1	0	1
Sumska region	1	3	4
Kharkivska region	2	1	3
Khersonska region	1	2	3
Chernihivska region	2	1	3
Guardians	**18**	**2**	**20**
Region			
Donetska region	1	1	2
Zaporizka region	2	0	2
Kyiv region	1	0	1
Luhanska region	2	1	3
Mykolaivska region	2	0	2
Odeska region	1	0	1

Sumska region	4	0	4
Kharkivska region	2	0	2
Khersonska region	2	0	2
Chernihivska region	1	0	1

Impact of war on learning

Loss of physical attendance of school & social interactions. The war has directly hindered their ability to attend school in person, leading to the lack of face-to-face interactions in school settings. One participant noted, *«Well, now that lessons have started to be conducted more remotely, it doesn't allow for communicating with our peers and classmates»* (female, 11 y.o., Kyiv region). Multiple participants expressed their grief and longing for the war to end so they can return to their schools. Participants expressed their desire to communicate, see their teachers and classmates in person, attend school events or participate in collective activities and immerse themselves in the full school experience. One parent shared, *«She [daughter] wanted to go to school. That's the first time I heard from the children that "we want to go to school", there was such a moment. It's tough for them, of course, being at home on their own»* (female, Kharkivska region).

Learning became challenging due to the transition to a distance learning format. The war has brought about a significant shift to format learning, specifically many children started learning in distant format, which has introduced various challenges and made children's education less enjoyable. This transition presented challenges related to access to technology, internet connectivity, and adapting to a new learning environment.

- **Reliance on internet & power**: Participants often mentioned the significant dependence on stable internet and electricity for effective distant learning. Power outages, internet connectivity issues, and the absence of physical textbooks made learning difficult, leading to missed lessons and challenges in preparing for exams. One child shared, *«Well... the war affected my education in that it's harder to study when everything depends on the internet, on electricity, everything is on the computer. Because we didn't even have textbooks; we had electronic textbooks»* (female, 10 y.o., Kharkivska region).

- **Lack of technological resources at home**: Some students expressed concerns about not having adequate technology at home, like laptops or interactive boards, which they had access to at school. Using just a phone for learning was not optimal for many. Children missed the atmosphere of the school and the resources provided there: *«It's [learning] became harder. Much harder. There were many opportunities at home. Now, there are almost no opportunities. We don't have the equipment to work with either. It was much better in school. In school, they provided us with equipment... well, it was in school... we had laptops, interactive boards, we worked with them. But here, it's just a phone. So that's one reason. It's not convenient; in school, we all worked together, and there was a certain school atmosphere, I guess. Here at home, it's not very comfortable to work in a room with other relatives»* (female, 14 y.o., Donetska region).

• **Increased workload perception**. Even if the workload remained similar, the perception was that it felt more burdensome when delivered remotely: *«It seems to me that it's the same... well, almost the same workload. The same kind of homework. It felt harder when everything is done remotely»* (female, 10 y.o., Kharkivska region). This could be due to the absence of face-to-face interactions, which typically help in clarifying doubts and ensuring understanding.

• **Impact on learning quality**. A few participants believed that the quality of education suffered due to distant learning: *«Well, the quality of education deteriorated due to remote learning... the quality became worse. Absorbing the material became harder and there's less oversight»* (male, 13 y.o., Chernihivska region). They found it harder to grasp the material, felt less controlled, and missed the regular classroom ambiance. As one parent described, *«Online learning is certainly a good solution they found, but it's not real education. Because the child sometimes knows something, sometimes doesn't, gets distracted or is occupied with something else. Well, and teachers don't always, so to speak, conscientiously fulfill their duties, so...» (*female, Sumska region).

Students who transitioned back to in-person learning from distance learning during the war reported improved academic performance: *«When we started studying at school [attending classes school], everyone's grades improved»* (female, 12 y.o., Chernihivska region), which suggests that the face-to-face interaction and traditional classroom environment might have contributed to better understanding and hence better grades.

Transition to a mixed learning format: Some students experienced a hybrid learning approach due to the war, where they alternated between online and offline classes: *«Our education here is mixed. One day we study remotely, and one day we study offline. Because the bomb shelters are small, and the entire school can't fit in there» (*female, 15 y.o., Odeska region).

Disruptions of the learning process due to air raid alerts. The presence of air raid alerts has a disruptive effect on children's education during wartime: *«The air raid sirens interrupt our work. And when there are explosions, we get a bit distracted from the lesson» (*male, 9 y.o., Sumska region). It not only hampers the physical conduct of lessons but also has psychological and concentration-related implications, making it challenging for children to engage effectively in their studies during these alerts.

Negative shift in academic performance. Some students experienced a drop in their grades due to the challenges and stresses of war, coupled with the challenges of remote learning. Moreover, the changes in the learning environment and the stresses of war led to decreased desire to study: *«Well, it [the war] had a negative impact. I've already mentioned everything, about the stress and all... yes, the grades have worsened. Even my own grades have slightly dropped» (*male, 13 y.o., Sumska region).

Alterations in class composition. War led to changes in the composition of classes. Some students found themselves in classes with mostly new peers, with only a few familiar faces. The war also led to changes in teaching staff, with some students being taught by entirely new teachers, while others retained only a few from their original schools: *«I have only one teacher*

*left from my school, RL... it turns out that from my school to the online school, only RL has transitioned. Otherwise, everyone is new» (*female, 12 y.o., Luhanska region).

Impact of war on relationships with peers

Reduced face-to-face interactions with peers. The decrease in the direct, in-person communication and interactions that children have with their friends and classmates was repeatedly reported: *«I feel like we started to... well, not talk or meet up as often» (*male, 13 y.o., Chernihivska region). This reduction is attributed to relocation and the following separation from friends and physical distance: some children were displaced with their families, which lead to children being geographically separated from their friends and classmates, further reducing opportunities for children for direct interactions. One parent who relocated with children noted, *«There is absolutely no communication. I mean, for the child. Well, the people around us are very good. We never had to deal with any, let's say, misunderstandings, right? Everything seemed fine, but... how to put it? The child wishes... she doesn't communicate with anyone except us and a few acquaintances. It's very limited. Extremely limited. Comparing to how it was back home, after school, they used to go somewhere, have fun, talk, play. They would gather in groups, go somewhere to relax after school, right? But now, the child has none of that. Absolutely none» (*female, Zaporizka region). Further, some parents do not let their children go out due to worries about their safety and some children withdraw from social interactions with peers. Moreover, the educational environment, which once facilitated spontaneous and regular interactions, has been disrupted. There's a marked decrease in interactions with classmates due to factors such as distance learning and inability to attend school.

Increased reliance on online communication. In the absence of direct interactions, children reported turning to digital means like phone calls, messaging apps, and social media to stay connected with their peers and maintain friendships: *«The child [son] has started going outside less overall. And his classmates are all scattered across different cities, so to speak. So, if they do communicate, it's only online» (*female, Zaporizka region).

Reduction in number of friends. Some participants reported reduction in number of friends due to relocation and difficulties of maintaining contact due to the circumstances of war: *«It affected me in that only some of my friends remained. But before the war, I had many. Now, I have around 10 friends. Well, we all moved, and then none of us had contact, and we didn't know..» (*male, 12 y.o., Donetska region).

New connections were established. Few participants mentioned that they were able to find new acquaintances in the place to which they had evacuated. These new acquaintances became a part of their social circle in the new location: *«I found new acquaintances in the place I evacuated to, and I communicate with them» (*female, 14 y.o., Donetska region).

Impact of war on relationships with teachers

Increased understanding from teachers. Participants mentioned that teachers became more understanding of students' situations and their difficulties. Despite challenges such as power outages or alarms, teachers remained supportive, provided additional lessons, and continued to communicate effectively. Teachers lowered their demands and expectations, likely because they understood the challenges and distractions students were facing during wartime: *«Well, it has become more peaceful. Teachers are more... how to put it? Understanding towards us, and sometimes they can offer some... how do you say it? Advice. They understand if you don't have electricity. Whereas before, for example during remote learning, they were stricter about schooling. They would insist that you must attend the lesson, no matter what, but you will come to the lesson» (*male, 12 y.o., Mykolaivska region). Some students mentioned that teachers gave fewer assignments or lessons per day.

Shift in communication to online platforms. Students and teachers had to rely on gadgets, phones, and social media platforms for communication: However, the underlying desire remained to meet in school and communicate face-to-face: *«I cannot directly say that it [the war] has had a very strong impact. It has affected things, well… In principle, it's not like always, not like in real life. Yes, we communicate by phone, via gadgets, on various social networks. But the most important thing is that the common goal is to meet at school. It's the most beautiful at school because there you can have a live conversation, not through a screen» (*female, 12 y.o., Kharkivska region).

Increased engagement and attention from teachers. Teachers tried to engage students more, paying additional attention to their educational needs. There was a noted effort from teachers to pull students closer to the learning process. As one parent described, *«So, educators, I think that, well... during the martial law, they were very, very, let's say, attentive and made a lot of efforts, they asked how the child was. If the child disappeared for two days, of course, we constantly communicated with the teachers, they always asked where, what, how. So I think that this is very good»* (female, Zaporizka region).

When asked about the influence of war on their relationships with teachers, some students plainly stated that it had no impact. Some students mentioned that the dynamics with their teachers remained as usual, without any noticeable changes. There were no increased instances of nervousness, conflicts, or disagreements between students and teachers, suggesting a stable and unaffected relationship.

Impact of war on relationships with parents

Unchanged communication with parents. Most participants consistently reported that their relationships with their parents remained unaffected by the war. It was mentioned that children receive support similar to how things were before the war: *«The war has not affected my communication with my parents at all. My parents support me. They help me, and every time something happens, I tell them. This is if I need help, and I can't resolve it in any way. There are*

*some problems that I... well, in principle, I know how to solve them, but I still tell my parents, how to get out of the situation. They advise me on everything» (*female, 12 y.o., Kharkivska region).

Increased communication with parents. Participants frequently mentioned that they began to communicate more often with their parents due to the circumstances of the war: *«Well, everything is fine. We began to communicate more often» (*male, 12 y.o., Donetska region).

Increased time spent together. Several participants noted that they started spending more time with their parents: *«Well, we started spending more time together. Because we understood that war is a very difficult time and somehow we need to get through it together» (*male, 13 y.o., Sumska region). Participants indicated that they actively sought meaningful interactions, trying to make the most out of the time they have with their families.

Deepened connection with parents. The challenges posed by the war have led children to recognize and deeply feel the love and bond they share with their parents: *«Well, it [war] influenced [relationship] with my parents because... Well, it had a strong influence. Because I realized how much I love my parents. Because now, for example, my entire family is under occupation. I left with my mother and my mother's sister, with my aunt. And of course, I miss them very much. And yes, it influenced [me]. I became closer to my mother, and with my father, with the family, yes. We also understood how much we love each other» (*female, 17 y.o., Zaporizka region). Circumstances like leaving their city and having relatives in occupied areas intensify feelings of closeness and appreciation towards parents. The shared experiences have also led to better mutual understanding, with family members more attuned to each other's emotions and challenges.

Transition to virtual communication with fathers. Several participants highlighted the absence of their fathers due to their roles in the military. Participants mentioned increase in online communication with them, and sharing photos, updates about their lives, such as school achievements and daily activities: *«No, my father was taken away [for military service]. We talk often on the phone. I send him a lot of updates about what I'm doing. Not every day there… Almost every day I send updates about what I'm doing. Pictures, like that» (*female, 11 y.o., Khersonska region).

More conversations on serious topics. Participants highlighted how the war has led to a shift in the way children engage in discussions. They mention that the war has compelled them to take things more seriously and engage in more mature conversations: *«But thanks to the war, we somehow grew up very quickly. We started taking things more seriously, matured more. We began to talk about serious topics, just like that» (*female, 14 y.o., Donetska region).

Impact of war on emotional state of children

Change over time. Several participants mentioned a shift in their emotional response to the war. At the onset of the war, they had feelings of sadness, fear, anger. However, as time progressed, many adapted to the circumstances and became more calm, stable and began to lead a «normal» life. As one parent noted, *«We moved away from the combat zone a year ago,*

and they [children] were a bit scared. Now, of course, their state has changed a bit. They have become calm, more joyful, cheerfull» (female, Donetska region). The war became a backdrop to their daily routines, and they eventually became accustomed to its presence: *«Well, at first, at the beginning of the war, everyone seemed sad. But now it seems like everyone... has gotten used to it. And just seem to live a normal life»* (female, 11 y.o., Chernihivska region).

Positive emotional state. Most participants highlighted a positive emotional state among children at the present time, despite the ongoing war. Terms like «happy,» «calm,» and «joyful» frequently appeared in the data: *«Even though the war is ongoing, our class is quite cheerful and joyful» (*female, 10 y.o., Kharkivska region). One parent explained that emotional state is attributed to positive family environment: *«Well, regarding the child - children don't perceive everything as closely. Because, for example, one child... If one child is 17 years old, another is 8 years old. The younger one doesn't perceive everything as emotionally. Well, if the parents smile in the family, then everything is good for the child»* (female, Kharkivska region). Another parent emphasized the significance of breaks and leisure for children's emotional well-being: *«Right now, at this moment, they are happy because they are on vacation. They are carefree, they are resting. They are not burdened by anything. So, whatever they would want at this moment, they are happy now, I would say»* (female, Kharkivska region).

Experiences of negative emotions and behaviours. At the same time several participants mentioned that children currently feel sadness, fear, distress, and anxiety due to the circumstances caused by war. These emotions were largely attributed to factors like the shift to remote learning, separation from classmates, loss of homes, loss of relatives and friends, occupation of hometown, and the continuous threat of shelling. As one participant described, *«Considering the circumstances we are in now, the emotional state of each of us is not very good... Starting with the fact that we left our homes where we lived all our lives. And now many of those homes are gone. Some lost many relatives, some friends. Many losses this year. Shelling confronts us everywhere»* (female, 14 y.o., Donetska region). Furthermore, there are instances of children withdrawing from social interactions. One parent shared, «*And she [daughter] closed herself off from friends. School, home, and she closed herself off. She didn't want to meet or make new friends»* (male, Luhanska region).

Mixed emotions. A few participants highlighted the diverse experiences and emotional responses that depend on individual circumstances and locations, and a blend of emotions: *«Like... some have a normal, cheerful mood, and some just seem... seem sad. It's different for everyone»* (female, 12 y.o., Chernihivska region).

No differences between girls and boys in emotional state. Most participants did not observe any noticeable difference in the emotional states of boys and girls. According to respondents, both genders seem to feel and react similarly to the situations they encounter: *«I didn't feel any difference between the girls and boys. Everything is as it was before»* (female, 10 y.o., Kharkivska region). Both boys and girls were described as being happy, cheerful, or in a good mood regardless of the ongoing challenges. Only a few participants noticed differences and mentioned that boys might be more reserved and resilient, while girls might be more expressive

and sometimes more fearful: *«Well, it's hard for me to say. Boys, they are more resilient; it might be easier for them to control themselves and gather their thoughts. Boys might be calmer than girls»* (male, 17 y.o., Luhanska region).

Coping mechanisms

Interactions with others. Interactions with friends, parents, siblings and extended family emerged as a significant factor in improving emotional well-being: *«Communication helps me. Communication with relatives and friends, with acquaintances» (*female, 10 y.o., Kharkivska region). Spending time with friends, both in-person and online through gaming and social media, helps children connect and feel supported. Children also turn to family, and even pets for emotional support.

Engagement in favorite activities. Children pursue hobbies and engage in a variety of creative activities that are distracting and provide a sense of accomplishment, relaxation and an outlet for self-expression: *«I can improve my mood with activities like drawing or sculpting. I also enjoy making bracelets and other crafts... developing my skills. I have a channel where I post videos. I don't show my face, just my hands, and I talk about what I'm doing» (*female, 12 y.o., Kharkivska region). This involves drawing or painting, playing instruments and listening to music, crafting bracelets, creating origami, building with LEGO sets, blogging and reading.

Distraction through digital engagement. Some children find solace in activities such as playing video games on phones or computers, watching entertaining and funny videos or movies and listening to music: *«Some people just... sit with their phones and play some games. They try to distract themselves from everything that's happening» (*male, 13 y.o., Chernihivska region). Playing video games is also a form of social interaction and a source of joy when children engage in such gaming with their friends: *«We communicate [with friends] and play different games, both on the computer and outside» (*male, 11 y.o., Kharkivska region).

Engagement in outdors activities. Many participants emphasized the importance of simply spending time outdoors. Whether it's just taking a walk, enjoying good weather, indulging in outdoor sports, or activities that involve social interactions, being outside seems to play a vital role in uplifting their mood: *«Well, [children] probably try to be outside more, communicate with friends» (*female, 10 y.o., Kharkivska region).

Engagement in sports and physical activities. Children often turn to sports (e.g., football, basketball, swimming, wrestling, kickboxing) and physical activities, like cycling as a way to cope with and improve their emotional well-being: *«I'm engaging in sports, riding a bike. [Interviewer: What kind of sports?] Well, ball games. Football, basketball» (*male, 12 y.o., Khersonska region).

Maintenance of a positive attitude. Children employ strategies such as laughing with family and peers and finding humour in difficult situations, looking forward to positive events (looking forward to holidays or dreaming about gifts), engaging in positive self-talk (compliment themselves for their achievements or small victories, self-encouragement), and reflecting on funny moments in their lives to uplift their mood: *«Well, I find some funny moments from my life*

*and... yes. I remember them, and then we laugh about it, that's how I support myself» (*female, 14 y.o., Sumska region).

Impressions from participating in psychological group sessions

The general sentiment from the feedback from children and their parents is overwhelmingly positive after attending sessions in any format, online or offline. One parent shared, *«She [daughter] was interested, she went with pleasure. She never said, «I won't go,» or «I don't want to.» She went with pleasure. Although now is such an age that try to interest her»* (female, Sumska region). Another parent noted, «*They [group sessions] influenced positively. He [son] came from these trainings, classes held by the school psychologist with very positive emotions, complete delight. He talked about what they did there, they gathered in small groups, they illustrated something, like friendship. They had different presentations, showed videos. Well, they came out... Well, they were looking for a way out of certain specific situations. These could be conflictual, stressful situations. And he came back and was thrilled. He said, «Oh, I learned a lot and took a lot away from these trainings, I really liked it.» Well, he was delighted» (*female, Odeska region). Most participants found sessions to be «enjoyable», «interesting», «fun» and «relaxing»: *«I liked it, it was cool. At first, it was something incomprehensible, but then it became interesting» (*female, 11 y.o., Kyiv region).

When asked about favourite sessions, only several participants said that they had favourite session. Four participants liked the most the first session, where they got to know each other, created name badges, and shared their preferred names, highlighting its unexpected and interesting nature: *«I don't know why, but I liked the first class the best. Because everyone was getting acquainted, everyone was trying to show their best side, and it was very pleasant... Well, how to say it? It was nice to participate in this» (*female, 11 y.o., Khersonska region). At the same time, two participants noted that they felt slightly uncomfortable to share personal information due to the group being somewhat unfamiliar: *«The first class caused some tension. Where we, let's say, in an unfamiliar society, in an unfamiliar group had to tell something about ourselves» (*female, 15 y.o., Odeska region). One participant liked the most the session about emotions, explaining that it was very interesting and memorable. One participant said that his favourite session was the one where parents were invited to participate.

Participants found several exercises and techniques in the Safe Space group to be particularly useful and enjoyable. Here are some of the most liked and beneficial exercises and techniques:

- **Calming exercises.** Participants expressed positive feedback about the exercises that promote calmness when children feel anxious, particularly **breathing techniques, technique «butterfly» and imagining «safe space**»: *«There is one exercise. When something annoys me, there is a breathing exercise. Four... no, five seconds you inhale through the nose, and exhale through the mouth. Well, and it somehow helps. I somehow... calm down» (*male, 13 y.o., Chernihivska region). They mentioned that learning these techniques helped them manage stress

and anxiety better and that they use them in daily life: *«I remember the most when they told us if you have any anxious thoughts, you can close your eyes and imagine that you are in some familiar place. Where you really liked it, where you felt safe. Close your eyes and just walk that place where you are calm. It really helped me a lot» (*male, 17 y.o., Luhanska region). However, there was one participant who said that imagining safe space make him have negative thoughts associated with home: *«There was sadness when she said to close your eyes and remember your place where you feel... well... safe. There were memories of my native home» (*female, 12 y.o., Luhanska region).

- **Positive thinking**. Many participants found the practice of improving one's emotional state through positive thinking helpful, particularly they used a technique of replacing negative thoughts with positive ones and focusing on the positive aspects of situations: *«For example, we have... a negative thought: «I can't do anything,» but a positive one – «I will do this, I will learn a bit more, and I will succeed» (*female, 11 y.o., Donetska region).

- **Role-Playing:** Role-playing exercises helped participants practice real-life scenarios and develop interpersonal skills. For example, one participant described, *«Yes, we were playing scenes. There was a theme for each, and well, in our canteen, there was a theme. And some guy goes out of turn, and well... cuts in front of everyone. From the back to the front. And what you need to say. At first, you have to well... not immediately say «where are you going» in that tone, but start with «why are you doing this» there. Well, not very sharply, you can start the conversation» (*female, 12 y.o., Luhanska region). They found this technique useful in improving their ability to handle various situations.

- **Activity plan**. Some mentioned applying activity plan, to plan their day and week: *«I began somehow to plan my future, to schedule my day» (*female, 11 y.o., Zaporizka region).

- **Conflict resolution**. Some participants mentioned that they learned new methods to resolve conflicts and found new solutions to problems that they hadn't considered before. Some expressed that the activities changed their perspective on conflicts. They now approach conflicts differently, opting for a peaceful resolution rather than resorting to arguments or fights: *«Yes, it helped us. She told us how to properly de-escalate if some of your friends are having a conflict» (*male, 11 y.o., Kharkivska region).

Other the least frequently mentioned games and activities that children liked were: creating a weekly journal of positive events, exercise «Past, Present, and Future», game «Car wash», exercise «What unites us», exercises that involved drawing, dreaming, complimenting others, using emojis.

In addition to the specific exercises and techniques, the children also appreciated:

- **Group discussions.** Participants appreciated group discussions because they could openly talk about their feelings, concerns, and experiences and learn more about other children: *«There we talked very frankly. We learned a bit more about each other, opened up, it was so... heartfelt» (*female, 14 y.o., Donetska region). The opportunity to share their thoughts and

feelings without fear of being misunderstood or criticized was particularly appreciated: *«I really liked it when we could... tell our psychologist and each other about the problems we have, the ones that bother us. And the fact that no one judged us» (*female, 11 y.o., Kyiv region).

- **Acquisition of new information**. The participants recognized the value of the information provided and its potential for real-world application: *«Well... m-mm... in these lessons, I learned a lot of interesting things for myself, and now I know how to behave in different situations» (*female, 14 y.o., Sumska region). They found the content interesting, informative, and relevant to their lives: *«I really liked it a lot. How much they told us, how much information there was. We were also told about what a «safe space» is. And there were also many new topics. It was very impressive» (*female, 12 y.o., Kharkivska region). Topics such as stress management, emotions, bullying and practical tips were particularly appreciated.

- **Movement activities**. Participants enjoyed activities that involved physical movement, like in energizing exercises: *«During our sessions, after some time had passed, we would have «energizer» exercises. We would stand up, move around, there was different music playing. And we would do, perform various exercises» (*female, 11 y.o., Kyiv region).

- **Playful activities.** Participants highlighted that various games and playful activities made sessions more enjoyable and engaging for children: *«I liked that everything was in an entertaining, playful form» (*female, 10 y.o., Kharkivska region).

Several children mentioned that they didn't enjoy:

- **Talking about oneself.** Some children experienced some discomfort and tension when they had to talk about themselves: *«Well…there isn't really anything I didn't like. But I liked it less when we had to tell something about ourselves… Well... personally, it was stressful for me when I had to talk about myself, about such aspects. Well, everyone has individual problems, some like it, some don't. Well, I liked the least to talk about myself. Personally» (*male, 17 y.o., Luhanska region).

- **Writing activities**. Two participants didn't enjoy the activity where they had to write down various rules within the group. The participants simply stated they didn't enjoy the activities where they had to write something: *«I didn't like it when we had to make some notes» (*male, 12 y.o., Donetska region).

- **Disruptions due to air raid alarm.** Air raid alarms have been a significant source of disturbance for the participants, causing interruptions in their sessions, forcing them to take shelter and sometimes rescheduling or replaning the session to accommodate everyone: *«The only thing I can say is that there could be an air raid alarm, and because of this, our lesson might be canceled, we exit Zoom. And then we can, if the air raid ends, we can join in. If... we can reschedule for a time that will be suitable for us» (*female, 12 y.o., Kharkivska region).

- **Infrequency of sessions & desire for more.** Some participants desired more sessions wishing the program continued for longer: *«The classes were really cool, everyone liked them. But there were too few of them. Everyone wished they could at least be... well, I don't know, it*

*seems there were 10 lessons or fewer, I don't remember exactly. But we wished there could be at least 3 weeks more because it was very few» (*female, 10 y.o., Kharkivska region). One participant was dissatisfied with the sessions' infrequency, as they only occurred once a week. The other suggested that the sessions should occur three times a week.

Participants generally expressed a strong liking for their psychologist/teacher who conducted sessions and mentioned having a good relationship. The psychologist used various methods to support students, that were appreciated by students, including:

- **The use of words of encouragement** to try things rather than overthink, to focus on their [children'] goals, to take charge of their lives, to be more open and honest with parents and friends, to be more confident in self-expression, to not dwell on criticism and always move forward: *«There were words, that "everything will work out for you", "don't give up", and "go towards your goal." That was very good. And "you're doing great", and "everything will be okay» (*female, 12 y.o., Kharkivska region).

- **Easy communication and guidance on how to behave in different situations.** The psychologists' ability to actively listen and offer non-critical advice was valued. They provided clear guidance on handling different situations, promoting conflict resolution and expressing oneself properly. Immediate responses and clarity in explanations were highlighted: *«I liked that the psychologist answered questions right away. He made slides and explained how to do things correctly» (*male, 11 y.o., Zaporizka region). Students appreciated the psychologist's approachability and felt that they could turn to them with any questions or concerns.

- **Individualized attention**: Participants emphasized how the teacher or psychologist tailored their approach to each student, recognizing their unique personalities and needs: *«I want to say that our teacher, so to speak, treated each of us... tried to treat each of us in a... in their own way. But it turned out that in our class, everyone has quite similar characters. But some children have... well, interesting characters. And our teacher tried to approach these children with their own method» (*male, 13 y.o., Chernihivska region).

Regarding relationships with peers in group, most participants described it as positive, with terms like «good», «normal», «friendly», and «comfortable» being frequently used. Some participants highlighted the trust and understanding within their peer group, emphasizing the importance of confidentiality and mutual respect: *«I knew that the information wouldn't be disclosed, I trusted these people» (*female, 14 y.o., Donetska region). A few participants noted the joy and comfort they felt when interacting with their peers, and how these interactions helped them relax and take a break from their regular routine: *«Probably [relationship] was good. Because at that time we could relax, rest a bit from studying, and be not so, one might say, nervous» (*female, 15 y.o., Odeska region).

All parents and children agreed that they would like to continue attending group sessions. Children explained that the program was fun and enjoying, helped them relax, forget their worries, and be more open and expressive: *«Because it was very very fun. There were some nice presentations. We talked about something, asked about something. We played, we... we sat and*

*chatted» (*male, 11 y.o., Zaporizka region). Some participants found the program educational, as they could learn something new or gain insights into different topics. Participants enjoyed the opportunity to communicate with peers, learn about others, and share about themselves: *«Because it's interesting. You learn more... you get to know your peers better, you even get to know yourself better. What, how, and what you did right, and what you did wrong» (*female, 11 y.o., Kyiv region). The social aspect was a significant draw for many. There were mentions of wanting more sessions or hoping for similar sessions at the beginning of the next school year. Parents explained that they consider these sessions to be beneficial for children: *«So, because I see a positive result of these classes. And the time she spent there was not in vain. It had a very good influence on her» (*male, Luhanska region). They mentioned that children gain better communication skills, emotional control, self-awareness, and an ability to express their opinions freely.

Perceived changes in children after the programme

The majority of participants expressed feeling «good», «cheerful», «calm», «joyful» after sessions: «Very well, very joyous. No problems at all, none whatsoever» (female, 12 y.o., Luhanska region). Many observed an upliftment in their mood after the sessions: *«After the classes, I always felt like... I don't know, jumping for joy» (*female, 11 y.o., Khersonska region).

Children and their parents observed a number of significant changes, as a result of Safe Space:

- **Increased openness**. Many participants reflected on within themselves, noting how they have became more open, understanding, and communicative: *«I learned a lot thanks to this project, and I can see on the faces of both the boys and girls that they liked it too. That by the end of the classes, they became more open, kind, and communicative. They talked more» (*male, 17 y.o., Luhanska region). Participants highlighted higher confidence, and understanding how to navigate social interactions: *«I think the project helped the boys to talk more with everyone. Before, there was this boy who didn't talk to people at all and got offended by everything. But after these classes, he started to speak up more in lessons, in chats, and so on. And the girls? The girls were already open, but they began to talk even more» (*female, 11 y.o., Donetska region).

- **Increased desire to socialise**. Those who were previously reserved or reluctant to socialize mentioned feeling empowered to initiate conversations and meet new people: *«If we're talking specifically about talking to other kids, then I guess I've become more active, and I want to get to know someone."* (male, 12 y.o., Mykolaivska region). One described an example of behavior change: *"And then she herself [daughter] somehow says, what if I go to a camp? Not even that I'll go, but she found a camp on the internet, in Transcarpathia, here. She threw me a link and says like «I want to go there. Well... I read the reviews, watched videos on YouTube, I want to go.» Well, I agreed, and now she's at the camp, coming back this Saturday. Well, for me, it's a surprise, «why.» She just didn't want to go out on the street. She sat in her room, and that's it. Well yes, when I was going out to the city or somewhere, I took her with me. But otherwise, I say, «go take a walk. Well, on the street.» «No, no, no, no.» So, for about 4 months she was very*

introverted» (male, Luhanska region). Participants expressed a desire to meet in person, reflecting the value of physical presence in deepening relationships: *«It influenced me in a way that I want to spend more time with my classmates» (*female, 11 y.o., Mykolaivska region). One parent shared: *«He [son] said if there was a possibility, he would like to meet with every participant of the training, especially with our psychologist educator. To talk eye to eye, face to face. Because the phone can't convey this range of emotions» (*female, Luhanska region). Some participants noted the significance of maintaining regular communication to sustain friendships. They realized that infrequent communication could lead to losing friends and emphasized the importance of continuous interaction.

- **Improved relationship with classmates and friends**. Participants often mentioned how their relationships with peers strengthened and how they felt closer to classmates than before: *«I talk to my friends confidently. I got to know them better, learned more about my friends. Well, that means... well, our relationships with friends have become stronger. Somehow well... I know what someone actually likes, what someone doesn't like as much. That means well... our relationships have become well... better» (*male, 13 y.o., Chernihivska region). Many participants highlighted how their communication with classmates improved. This not only referred to the quantity of interactions but also the quality, with participants feeling more open and willing to share personal experiences and secrets. Participants expressed how they got to know their classmates better, understanding their likes, dislikes, and hobbies. Shared interests and hobbies were discovered, leading to stronger bonds and common activities among participants. They became more aware of their peers' challenges and tried to support and help each other. Some participants specifically mentioned that the sessions helped them respect and treat their peers better. A few participants mentioned reduced conflicts and fights among peers, suggesting that the sessions might have contributed to better conflict resolution skills or understanding among classmates. Some participants expanded their social interactions beyond their immediate circle. This includes communicating with classmates from other classes and connecting with new people: *«Yes. It has become much more interesting for me to communicate with my peers. I only talked to some people from our class, but now I started talking to people from the parallel class. It's interesting to spend time with them» (*female, 11 y.o., Kyiv region).

- **Improved emotional regulation.** Many participants noted feeling more emotionally stable after the sessions. They expressed feeling calmer, more balanced, and more in control of their reactions: *«I've learned… It became easier for me because I learned how to quickly stop myself. Like, if I'm very angry, sometimes I snap. I learned how to calm down quickly» (*male, 12 y.o., Mykolaivska region). Participants have developed a deeper understanding of their emotions. They have become more introspective, recognizing when they are becoming angry or upset and taking steps to manage these feelings. There's an increase in participants' willingness to discuss their feelings and share their emotional experiences with others: *«Well, the fact that I can control my emotions, to tell what I feel» (*female, 11 y.o., Zaporizka region).

- **Decreased fear and anxiety.** There is a noticeable reduction in fear and anxiety levels among participants, especially concerning air raid sirens, explosions, and other war-related

triggers: *«Well, my overall impression from these sessions is m-m-m... I am now less anxious. And when I'm in some kind of danger, I now know what to do. I realized that when I'm anxious, I need to do the butterfly [technique]» (*male, 9 y.o., Sumska region). Participants mentioned feeling less fearful when hearing air raid sirens or seeing military equipment: *«It has affected me in a way that now, when an air raid siren starts, I used to be very, very scared and couldn't calm myself down at all. But now I understand that nothing terrible will happen. Even if it does, we're with adults. They know what's best to do. And I'm not so scared anymore» (*female, 11 y.o., Kyiv region).

- **Increased positive thinking**. Some children believe in a better future, where war might end, and they can return to a sense of normalcy and to return home. One parent shared, *«Yes. The child [daughter] sort of perceives all this differently. She kind of believes in the best» (*female, Luhanska region). Several participants highlighted a shift towards positive thinking and trying to relax when negative thoughts arise.

- **Acceptance of reality.** Participants indicated that they have come to terms with the realities of war and the associated tragedies. While they acknowledge the pain and loss, they have learned to accept it and not let it impact them as deeply as before: *«Well, yes, of course they [sessions] influenced. At first, I couldn't tear myself away from my home. But I realized that we can't do anything about it and I would have to let go somehow» (*female, 12 y.o., Luhanska region).

Other less frequently mentioned changes include: increase in knowledge about emotions: *«We started to understand more about our emotions. About... how to talk to people, and much more» (*female, 11 y.o., Zaporizka region), better communication with parents: «*Well, I don't know... maybe we started to communicate more. I mean, he tells me things. Like, open conversations, perhaps he opened up more. Maybe that's it» (*female, Sumska region), increased engagement in outdoor activities: *«Well, I spend less time on the phone now, I walk outside more» (*female, 12 y.o., Chernihivska region). At the same time some participants reported that the programme didn't affect their emotional state, relationships with peers or parents: *«Well... I don't even know how to say it. It didn't really help me much because I never really had significant problems»* (female, 10 y.o., Kharkivska region).

2. RESULTS OF PRE-POST ASSESSMENT WITH STUDENTS

Participants

The sample comprised a total of 413 children, of whom 241 (58.4%) were girls and 172 (41.6%) were boys (see Table 2.1). The age of participants ranged from 8 to 16 years, with an average age of 11.7 years.

Table 2.1 Demographic characteristics of the sample

	Girls	Boys	Total

	n	*%*	*n*	*%*	*n*	*%*
School level						
Primary school	57	13.8%	28	6.8%	85	20.6%
Secondary school	184	44.6%	144	34.9%	328	79.4%
Age						
8	4	1.0%	6	1.5%	10	2.4%
9	34	8.2%	12	2.9%	46	11.1%
10	35	8.5%	24	5.8%	59	14.3%
11	48	11.6%	48	11.6%	96	23.2%
12	36	8.7%	25	6.1%	61	14.8%
13	44	10.7%	21	5.1%	65	15.7%
14	23	5.6%	15	3.6%	38	9.2%
15	15	3.6%	18	4.4%	33	8.0%
16	2	0.5%	3	0.7%	5	1.2%
Mean Age (SD)	11.6 (1.9)		11.8 (1.9)		11.7 (1.9)	
Region						
Donetska region	54	13.1%	38	9.2%	92	22.3%
Zaporizka region	12	2.9%	12	2.9%	24	5.8%
Luhanska region	21	5.1%	24	5.8%	45	10.9%
Mykolaivska region	12	2.9%	11	2.7%	23	5.6%
Odeska region	23	5.6%	12	2.9%	35	8.5%
Sumska region	53	12.8%	33	8.0%	86	20.8%
Kharkivska region	24	5.8%	12	2.9%	36	8.7%
Khersonska region	31	7.5%	18	4.4%	49	11.9%
Chernihivska region	11	2.7%	12	2.9%	23	5.6%
Status						
IDP	68	16.5%	41	9.9%	109	26.4%
Not IDP	173	41.9%	131	31.7%	304	73.6%
School location1						
Located in occupied territory	35	8.5%	33	8.0%	68	16.5%
Located in non-occupied territory	206	49.9%	139	33.7%	345	83.5%
School location2						
Located in area of active hostilities	39	9.4%	28	6.8%	67	16.2%
Located not in area of active hostilities	182	44.1%	131	31.7%	313	75.8%
Located in new area of active hostilities	20	4.8%	13	3.1%	33	8.0%
Total	**241**	**58.4%**	**172**	**41.6%**	**413**	**100.0%**

85 participants (20.6%) were studying in primary school, with 57 (13.8% from total) being girls and 28 (6.8% from total) boys. The majority, 328 participants (79.4%), were studying in secondary school, with 184 girls (44.6% from total) and 144 boys (34.9% from total).

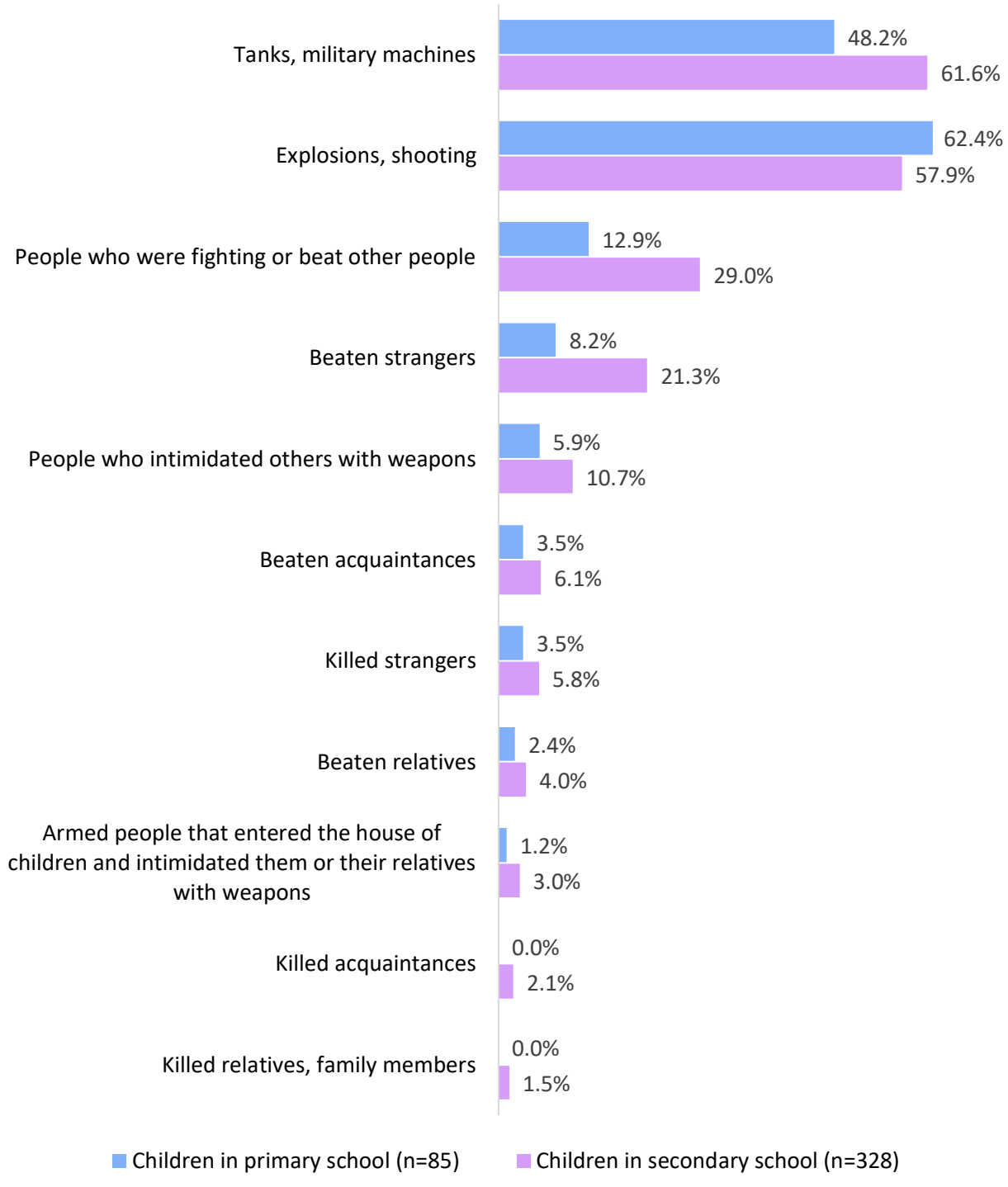
The participants came from various regions across Ukraine. The highest representation was from Donetsk region (22.3%, n=92), followed by Sumska region (20.8%, n=86). Other participants came from Kherson region, Luhansk region, Kharkiv region, Odesa region, Zaporizhzhia region, Mykolaiv region and Chernihiv region.

The majority, 304 participants (73.6%), were not IDPs, while 109 participants (26.4%) were internally displaced (IDPs). Regarding school location, 68 participants (16.5%) were studying in schools located in occupied territories, and 345 participants (83.5%) were studying in schools in non-occupied territories. Additionally, 67 participants (16.2%) were studying in schools located in areas of active hostilities , while 33 participants (8.0%) were from schools located in areas where active hostilities started after baseline assessment.

2.1 Prevalence of traumatic events

Traumatic events were frequently reported by both boys and girls in both primary and secondary schools. Overall, 85% (n=349) out of 413 children in this study were exposed to at least one traumatic event. The two most frequently mentioned events in all subgroups were witnessing explosions or shooting and seeing tanks or military machines (see Fig. 2.1.1).

Fig. 2.1.1. Prevalence of exposure to traumatic events



Most children (86.2%, n=293) reported that they were distressed after exposure to traumatic event (57.1% were a little distressed, while 29.1% were very distressed). Boys more often reported that they were not distressed at all while girls more often reported that they were very distressed (see Table 2.1.1).

Table 2.1.1. Frequency distribution of responses to the question "Have you been distressed by these events?", by school level and gender

	Not at all		A little		A lot	
	n	*%*	*n*	*%*	*n*	*%*
Primary school						
Girls (n=44)	2	4.5%	22	50.0%	20	45.5%
Boys (n=23)	3	13.0%	16	69.6%	4	17.4%
Total (n=67)	5	7.5%	38	56.7%	24	35.8%
Secondary school						
Girls (n=156)	20	12.8%	87	55.8%	49	31.4%
Boys (n=117)	22	18.8%	69	59.0%	26	22.2%
Total (n=273)	42	15.4%	156	57.1%	75	27.5%
Total (n=340)	**47**	**13.8%**	**194**	**57.1%**	**99**	**29.1%**

Feeling scared was the most frequently reported difficulty experienced by children after exposure to traumatic event (62.7% of children in primary school and 43.4% of children in secondary school), followed by feeling sad (50.7% of children in primary school and 38.3% of children in secondary school) (see Fig. 2.1.2, 2.1.3). These difficulties were more common among children in primary school compared to children in secondary school. Other frequently reported difficulties were difficulty to concentrate, study or do anything (20.9% of children in primary school and 31% of children in secondary school), not being able to sleep (29.9% of children in primary school and 24.8% of children in secondary school), and having nightmares or bad dreams (29.9% of children in primary school and 21.5% of children in secondary school). Among children in primary school, girls more often reported that they were scared, angry and had nightmares or bad dreams, while boys more often reported being sad and having difficulty to concentrate or do anything. On the contrary, among children in secondary school, boys often reported being angry, while girls more often reported having difficulty to concentrate or do anything.

Majority of children (78.8%, n=264) reported that they were comforted, supported, or helped after exposure to traumatic event (see Table 2.1.2). Boys in secondary school more often reported that they were not comforted or supported, compared to boys in primary school and girls in both primary and secondary school, while girls in secondary school more often reported that they were comforted a lot compared to other subgroups.

Children in secondary school more often reported that they were able to stop being afraid or worried without the help of parents or other people (61.3%) compared to children in primary school (25%) (see Table 2.1.3). Boys were more confident in that compared to girls in both primary and secondary school (34.8% versus 25.6%; 70.1% versus 54.6% respectively).

Fig. 2.1.2. Prevalence of problems and difficulties experienced after exposure to traumatic events by children studying in primary school

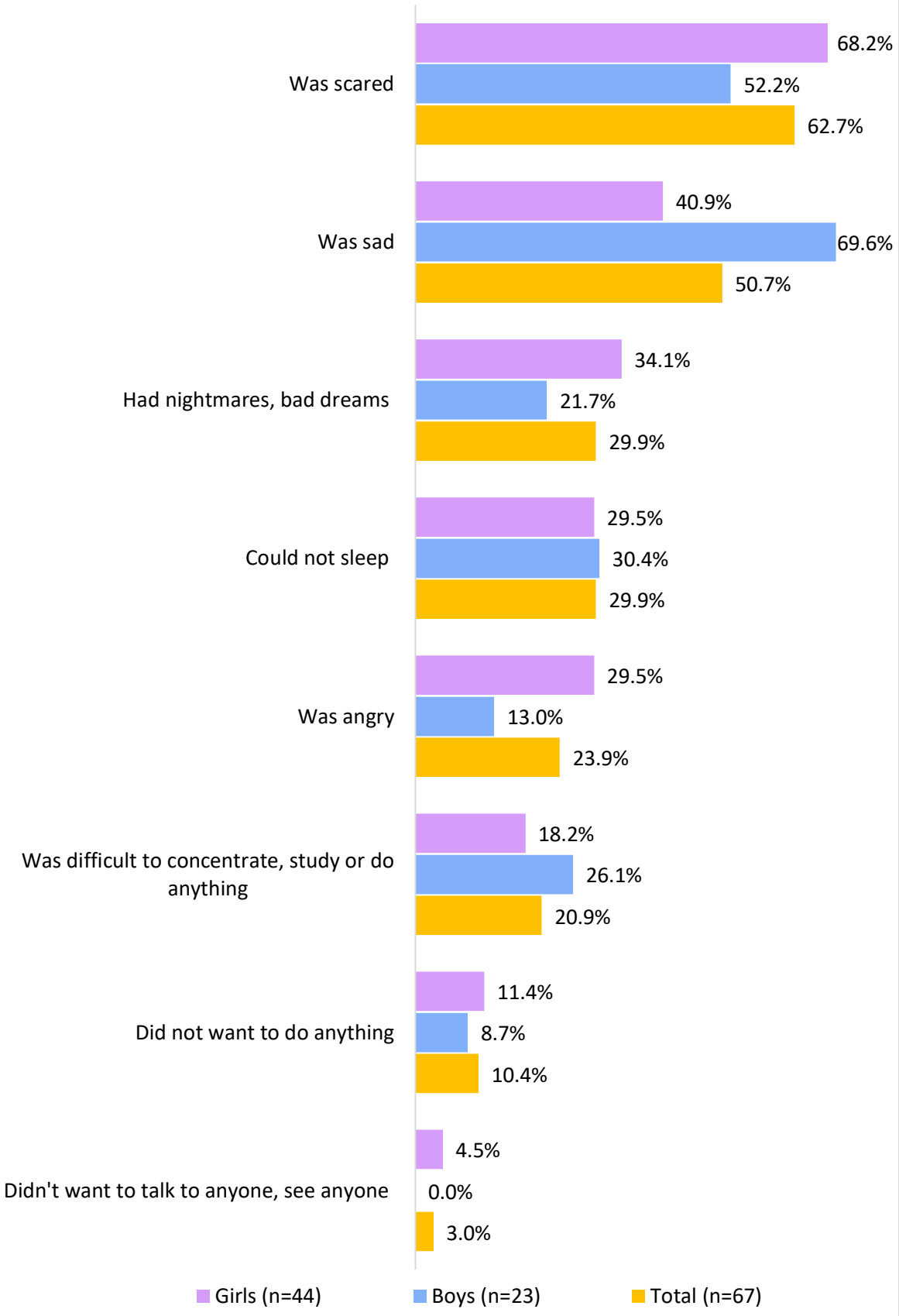


Fig. 2.1.3. Prevalence of problems and difficulties experienced after exposure to traumatic events by children studying in secondary school

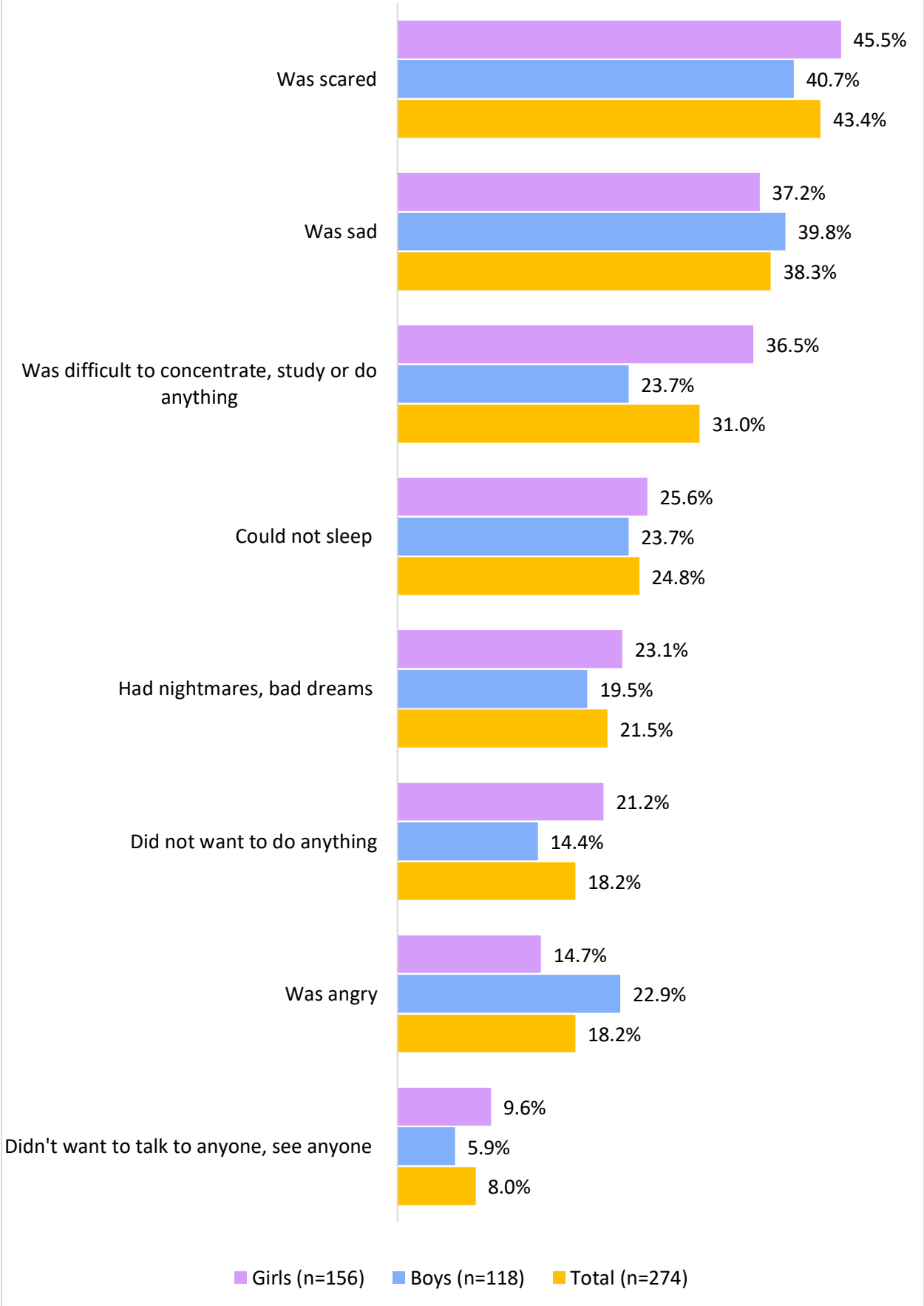


Table 2.1.2. Frequency distribution of responses to the question "Were there any people who comforted you, supported you, or helped you after you saw it?", by school level and gender

	Not at all		A little		A lot	
	n	*%*	*n*	*%*	*n*	*%*
Primary school						
Girls (n=44)	9	20.5%	15	34.1%	20	45.5%
Boys (n=23)	5	21.7%	8	34.8%	10	43.5%
Total (n=77)	14	18.2%	23	29.9%	30	39.0%
Secondary school						
Girls (n=152)	27	17.8%	48	31.6%	77	50.7%
Boys (n=116)	30	25.9%	34	29.3%	52	44.8%
Total (n=268)	57	21.3%	82	30.6%	129	48.1%
Total (n=335)	71	21.2%	105	31.3%	159	47.5%

Table 2.1.3. Frequency distribution of responses to the question "Do you think you can stop being afraid or worried about what you see without the help of your parents or other people?", by school level and gender

	No		Maybe		Yes	
	n	*%*	*n*	*%*	*n*	*%*
Primary school						
Girls (n=43)	10	23.3%	22	51.2%	11	25.6%
Boys (n=23)	4	17.4%	11	47.8%	8	34.8%
Total (n=76)	14	18.4%	33	43.4%	19	25.0%
Secondary school						
Girls (n=152)	14	9.2%	55	36.2%	83	54.6%
Boys (n=117)	11	9.4%	24	20.5%	82	70.1%
Total (n=269)	25	9.3%	79	29.4%	165	61.3%
Total (n=335)	39	11.6%	112	33.4%	184	54.9%

2.2. Overall changes in severity of traumatic symptoms

Children in primary and secondary school reported substantial reduction in intrusion symptoms (see Fig. 2.2.1). For children in primary school, mean score decreased from 7.99 at baseline to 3.95 at post-intervention assessment with medium effect size (mean difference = -4.04; 95% CI -5.43, -2.65; t-value =-5.78; $p < 0.000$; effect size = -0.67). Children in secondary school reported smaller changes, mean score decreased from 5.75 to 4.23 and with small effect size (mean difference = -1.52; 95% CI -1.99, -1.06; t-value =-6.43; $p < 0.000$; effect size = -0.37) (see Fig. 2.2.2).

When comparing changes in avoidance symptoms, we again observe greater difference in mean scores among those in primary school, with medium effect size (mean difference = -3.43; 95% CI -4.95, -1.90; t-value =-4.48; p < 0.000; effect size = -0.52) while the magnitude of change in avoidance symptoms among children in secondary school was small (mean difference = -0.98; 95% CI -1.64, -0.32; t-value =-2.91; p = 0.004; effect size = -0.17).

Fig. 2.2.1. Comparison of mean scores on scales of traumatic symptoms

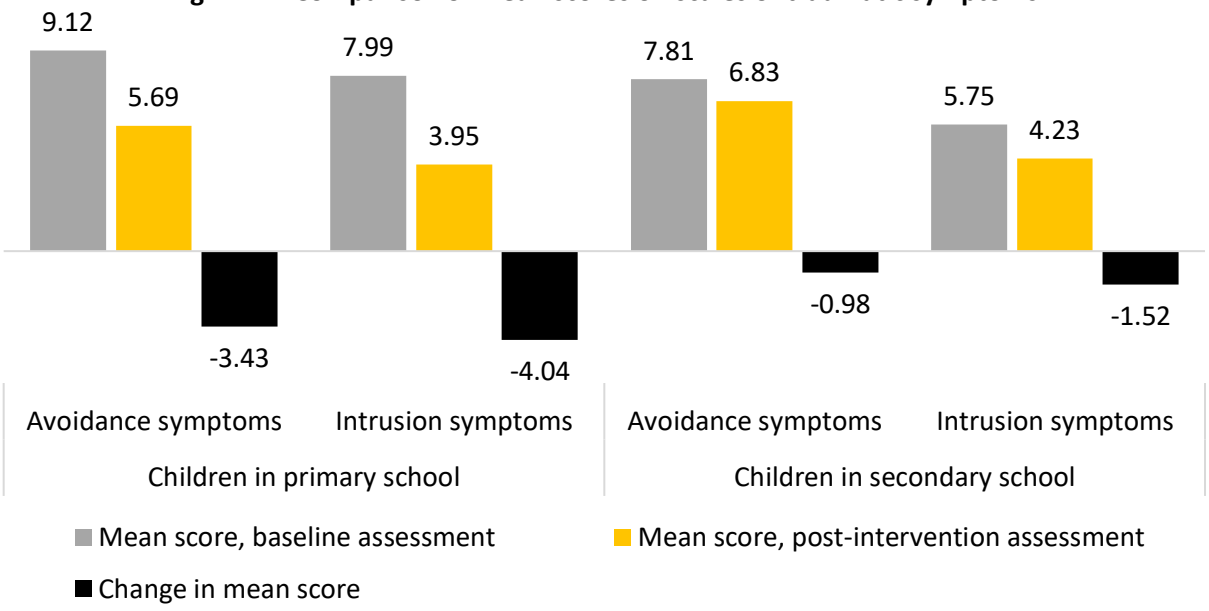
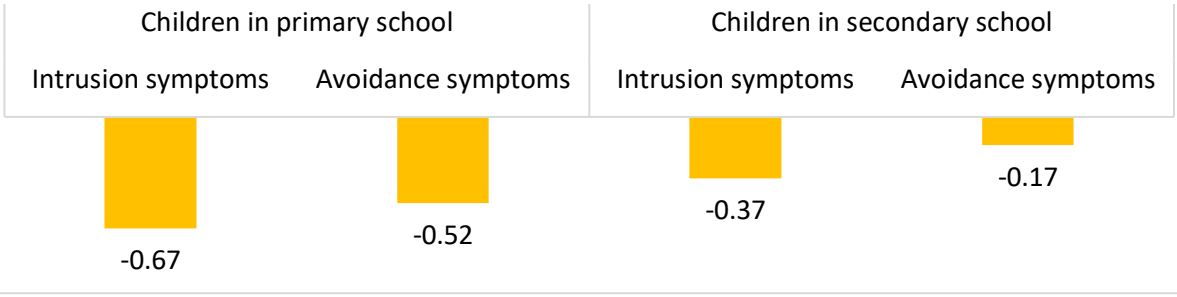
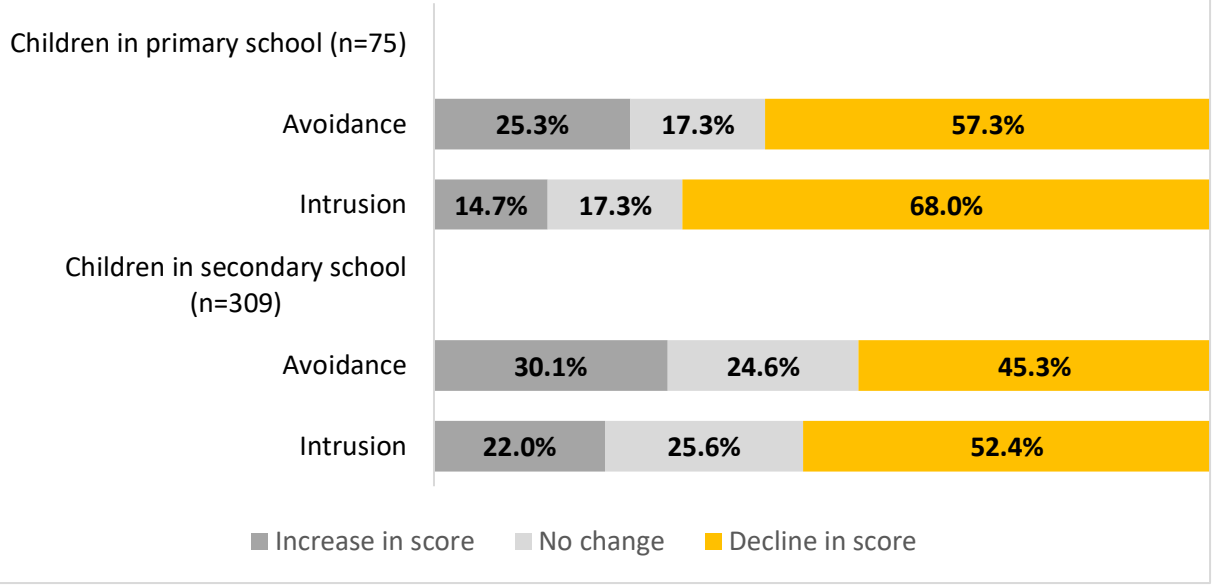


Fig. 2.2.2. Effect size of traumatic symptoms changes



The majority of children in primary school experienced decline in avoidance (57.3%) and intrusion (68%) symptoms (see Fig. 2.2.3). The percentage of children in secondary school who reported a decrease in these symptoms was lower compared to children in primary school, with 45.3% and 52.4% respectively.

Fig. 2.2.3. Distribution of changes in scores of traumatic symptoms scales



2.3 Changes is symptom severity among children with clinically significant level of PTSD symptoms

Prior to the intervention 40% (n=155) of children scored above clinical cut-off score on PTSD symptoms. Severe PTSD symptoms were more prevalent among female students, with 45% (n=100) of girls exhibiting severe symptoms compared to 34% (n=55) of boys.

After attending group sessions 53% (n=82) of these children showed signs of recovery by scoring below the designated cut-off score, 27% (n=42) showed some improvement in symptoms severity, 6% (n=9) didn't report changes in symptom severity and 14% (n=22) reported higher symptom severity. Overall, 47% (n=73) didn't show signs of recovery by scoring above the designated cut-off score before and after intervention.

For this subgroup of children, mean PTSD symptoms score decreased from 24.4 at baseline to 15.3 at post-intervention assessment with large effect size (mean difference = -9.1; SD= 9.6; 95% CI -10.6, -7.6; t-value = -11.83; $p < 0.000$; effect size = -0.95) (see Fig. 2.3.1). While prior to the intervention, children exhibited a greater severity in avoidance symptoms (mean=13.7; SD=4.24) than intrusion symptoms (mean=10.7; SD=4.62), we observe a more substantial improvement in intrusion symptoms (mean difference = -4.9; SD=5.11) compared to avoidance symptoms (mean difference = -4.2; SD=6.54).

Among children who reported a reduction in PTSD symptom severity, the mean score on PTSD symptoms decreased by 12.1 points (see Fig. 2.3.2). Conversely, in the group of children who reported an increase in PTSD symptom severity, the mean score on PTSD symptoms increased by 3.9 points. Notably, children in the latter group exhibited an increase in both avoidance symptoms and overall PTSD symptoms after the intervention, although not in intrusion symptoms.

Fig. 2.3.1. Comparison of mean scores on traumatic symptoms scales among children with clinically significant level of PTSD symptoms (n=155)

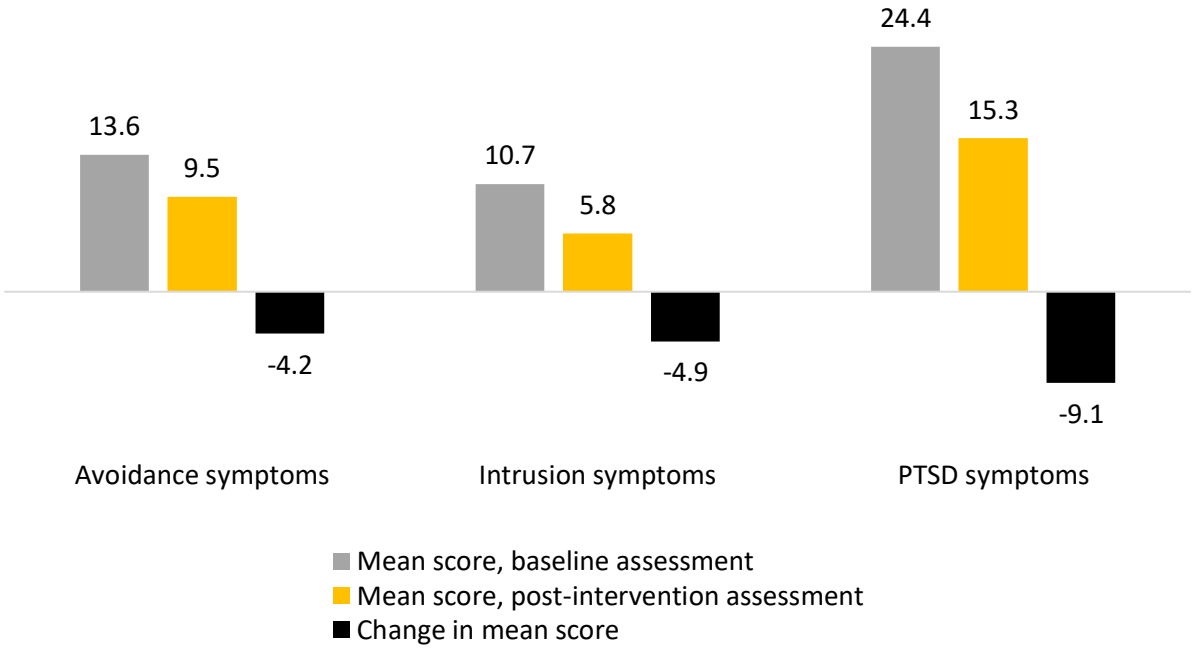
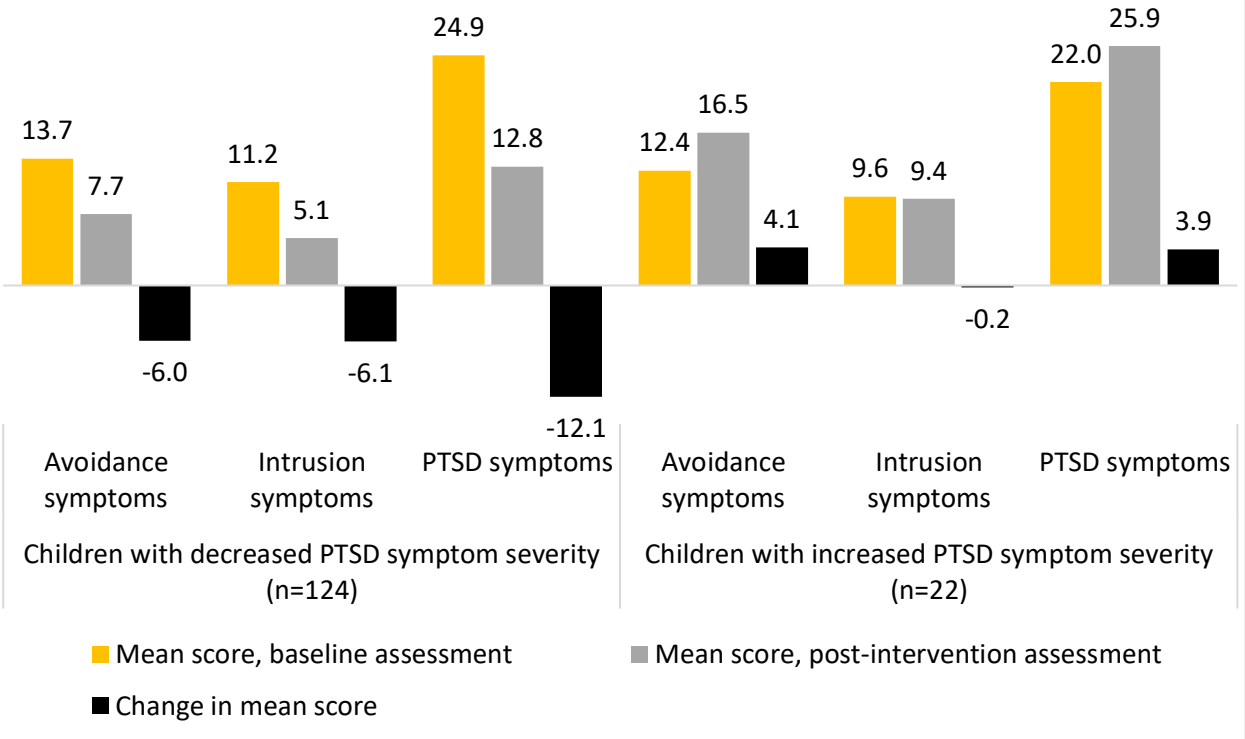


Fig. 2.3.2. Comparison of mean scores on traumatic symptoms scales among children with clinically significant level of PTSD symptoms, by change type



The magnitude of change in severity of PTSD symptoms was found to be related to several factors.

Firstly, the magnitude of change was associated with symptom severity prior to the intervention (r = -0.47, 95% CI -0.59, -0.34, p<0.000). The association was higher for intrusion symptoms (r = -0.57, 95% CI -0.67, -0.46, p<0.000) than for avoidance symptoms (r = -0.4, 95% CI -0.52, -0.26, p<0.000). These results indicate that children who had greater symptom severity at baseline showed a tendency for greater reduction in symptom severity. This suggests that children with more severe symptoms benefit more from attending the sessions compared to children with less severe symptoms. Additionally, we discovered moderate positive association between changes in intrusion symptoms and changes in avoidance symptoms (r=0.34; 95% CI 0.196, 0.47; p<0.000).

Secondly, the magnitude of change was different for girls and boys. Boys compared to girls improved significantly more on avoidance symptoms (mean difference was -5.95 for boys (SD=6) and -3.17 for girls (SD=6.64); 95% CI 0.64, 4.9; t=2.58; p <0.05) and overall PTSD symptoms (mean difference was -11.13 for boys (SD=8.79)and -7.97 for girls (SD=9.83); 95% CI -0.015, 6.3; t=1.968; p<0.05) while the difference in changes in intrusion symptoms was not significant at the 0.05 level (see Fig. 2.3.23. More boys (85.5%) than girls (77%) reported decrease in mean score on PTSD symptoms (see Fig. 2.3.4).

Moreover, among boys we observe a more substantial improvement in avoidance symptoms (mean difference = -5.95; SD=6) than in intrusion symptoms (mean difference = -5.18; SD=5.06), while among girls we observe a more substantial improvement in intrusion symptoms (mean difference = -4.8; SD=5.16) than in avoidance symptoms (mean difference = -3.17; SD=6.64) (see Fig. 2.3.3). This indicates that boys and girls differ in how they respond to intervention.

As we stated earlier, we observe higher decrease in severity of intrusion symptoms compared to avoidance symptoms among children exhibiting clinically significant levels of PTSD symptoms. However, it is crucial to acknowledge an unbalanced sample composition, with a higher proportion of girls than boys in this particular group. Given that girls exhibited greater improvement in intrusion symptoms, the overall decrease in intrusion symptoms surpasses the reduction in avoidance symptoms for the entire group of children under consideration.

Fig. 2.3.3. Comparison of mean scores on traumatic symptoms scales among children with clinically significant level of PTSD symptoms, by sex

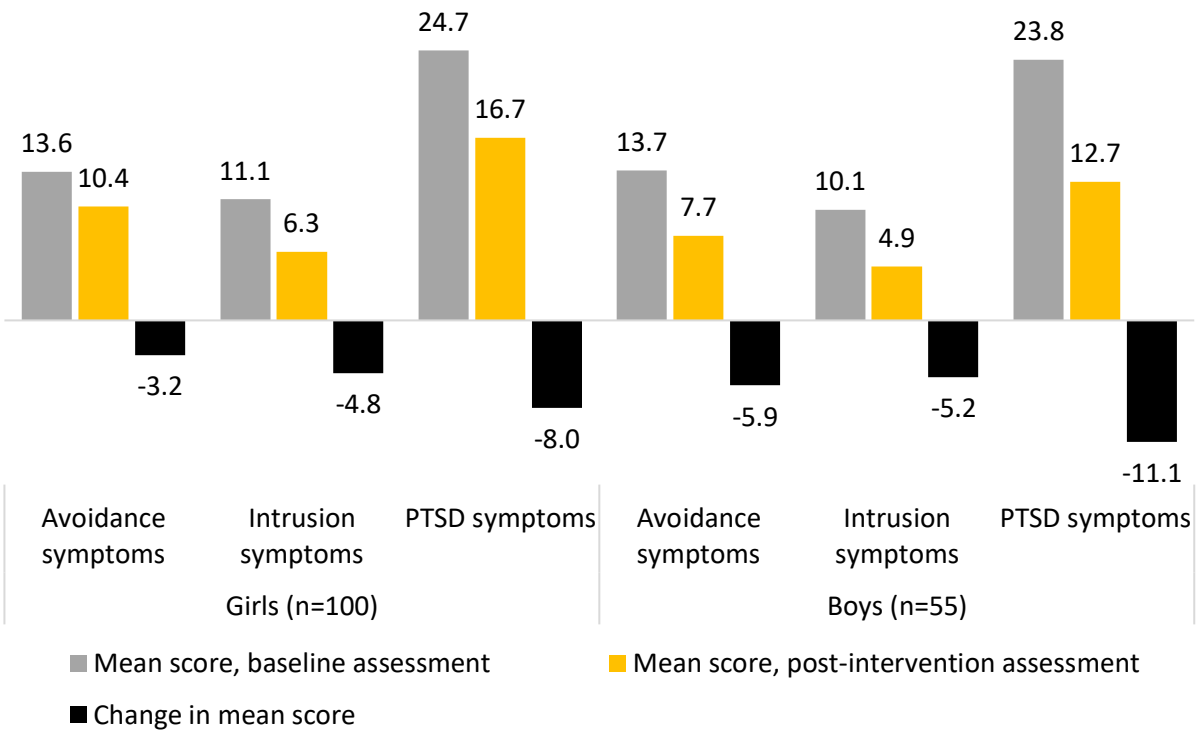
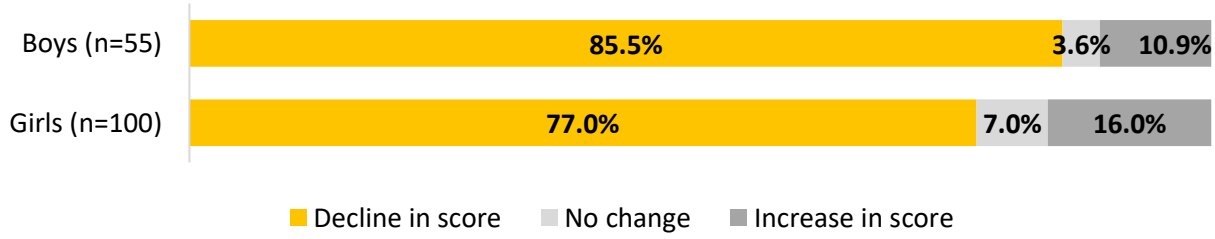
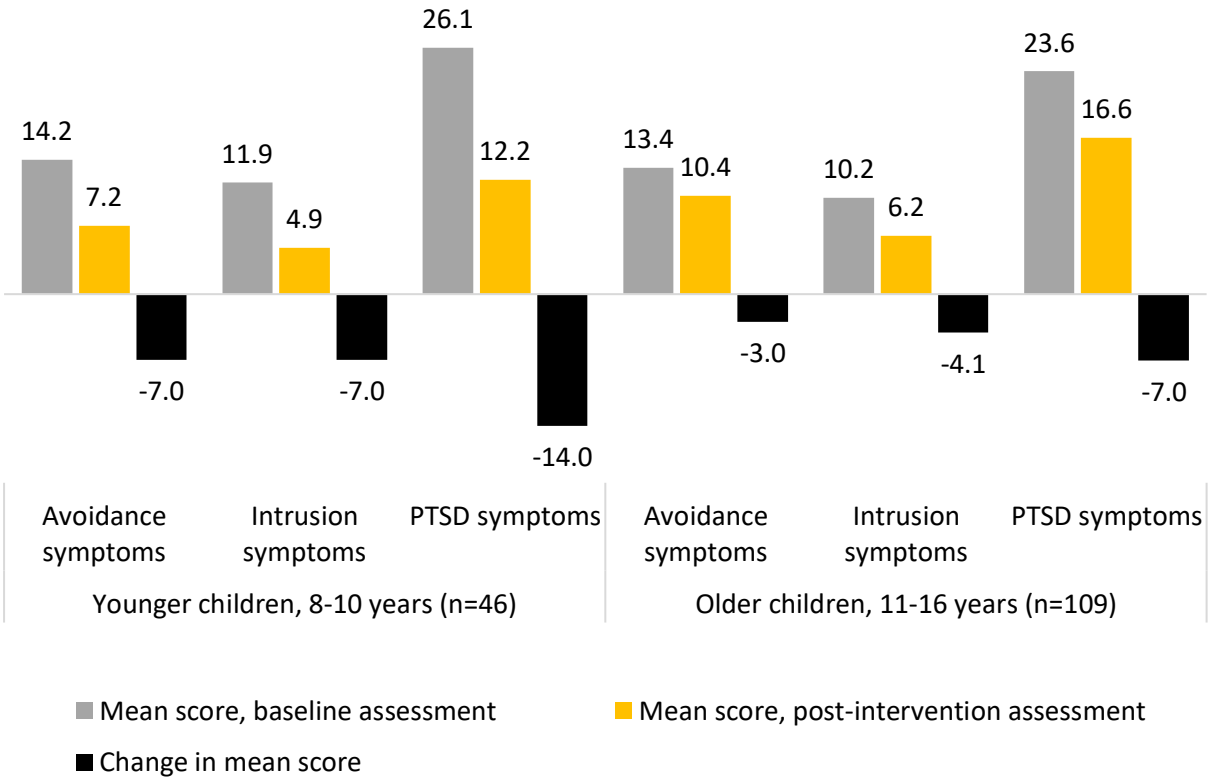


Fig. 2.3.4. Distribution of changes in score of PTSD symptoms among children with clinically significant level of PTSD symptoms, by sex



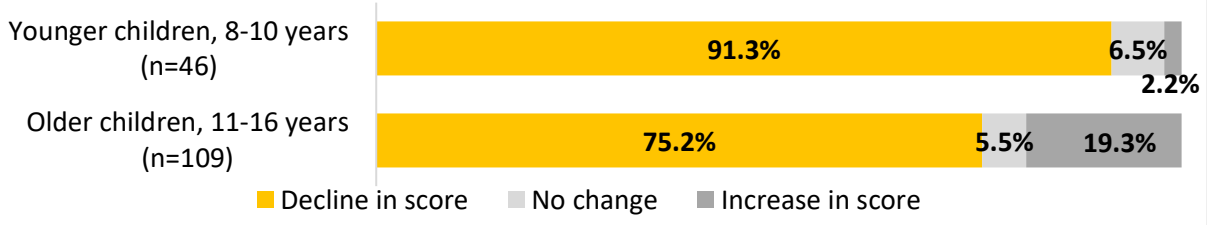
Thirdly, the magnitude of change was different for younger and older children. We observe that younger age group (8-10 years) generally exhibits a larger decrease in mean scores compared to the older age group (11-16 years) across all three symptom categories (see Fig. 2.3.5).

Fig. 2.3.5. Comparison of mean scores on traumatic symptoms scales among children with clinically significant level of PTSD symptoms, by age group



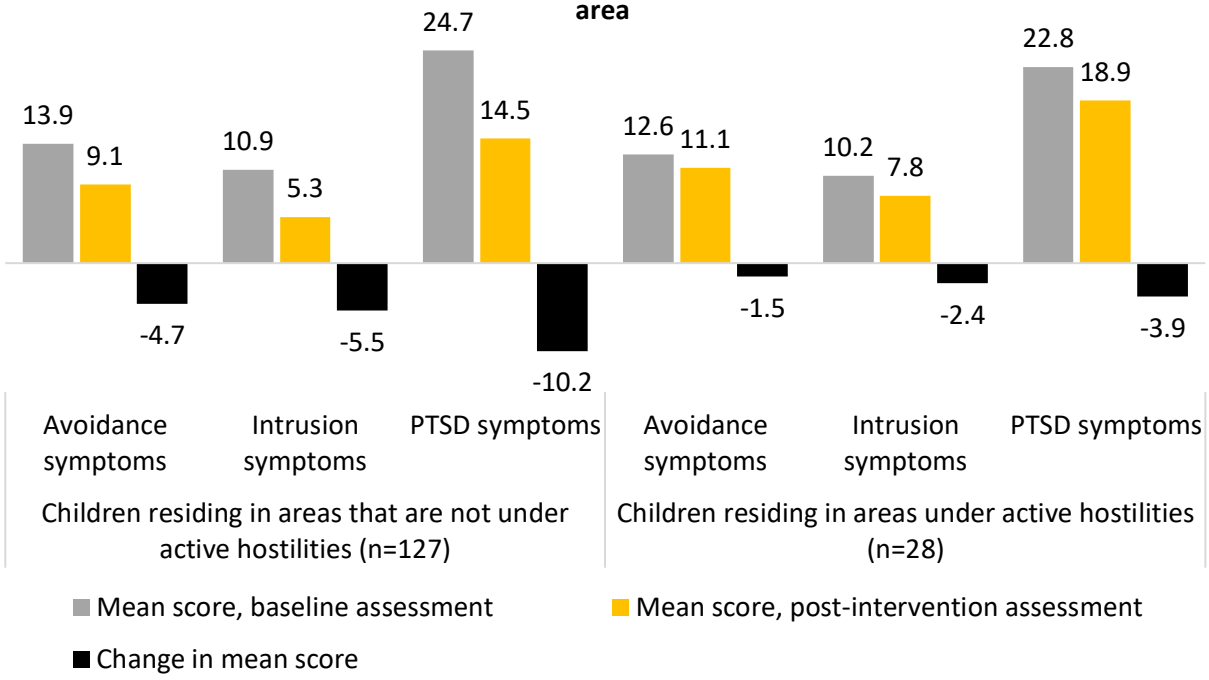
Majority of children in both age groups reported decreased severity of PTSD symptoms, with the younger children showing a higher percentage (91.3%) compared to older children (75.2%) (see Fig. 2.3.6). Conversely, an increase in the severity of PTSD symptoms was more frequently observed among older children. This suggests that the intervention was more effective in reducing PTSD symptoms in younger children compared to older children.

Fig. 2.3.6. Distribution of changes in score of PTSD symptoms among children with clinically significant level of PTSD symptoms, by age group



We discovered distinction in the improvement of PTSD symptoms among children residing in areas under active military activities compared to those in other areas. Specifically, children residing in active military zones exhibited a lower improvement in PTSD symptoms (mean difference = -3.9; SD=7.91) in contrast to children residing in areas that are not under active hostilities (mean difference = -10.24; SD=9.55) (see Fig. 2.3.7). This disparity was found to be statistically significant at the 0.05 level (95% CI -10.17, -2.52; t=-3.275; $p < 0.05$).

Fig. 2.3.7. Comparison of mean scores on traumatic symptoms scales among children with clinically significant level of PTSD symptoms, by type of residence area



Fifthly, the magnitude of change in PTSD symptoms was associated with the magnitude of change in resiliency factors (see Table. 2.3.1). Family support, optimism, social networking, persistence, health, and resiliency were all negatively correlated with changes in intrusion symptoms and PTSD symptoms: as the level of resiliency increased, the reduction in intrusion and PTSD symptoms severity became more pronounced. The strength of these associations varied from weak to moderate.

Of particular note is the pronounced negative correlation between changes in optimism and changes in intrusion symptoms (r = -0.47), suggesting a robust relationship wherein increased optimism is associated with a more substantial reduction in intrusion symptom severity. Family support emerged as a significant factor, exhibiting the strongest correlation with changes in PTSD symptoms (r = -0.33). Additionally, family support was the only factor significantly associated with changes in avoidance symptoms (r = -0.18) while we did not observe significant association between changes in avoidance symptoms severity and other resilience factors.

Table 2.3.1. Correlations between change scores on resiliency factors and traumatic symptoms among children with clinically significant level of PTSD symptoms (n=116)

		Changes in avoidance symptoms		Changes in intrusion symptoms		Changes in PTSD symptoms	
Changes in family support	Correlation		**-0,18**		**-0,37**		**-0,33**
	95% CI	-0,35	0,00	-0,51	-0,20	-0,49	-0,16
	p-value		0,049		0,000		0,000
Changes in optimism	Correlation		-0,06		**-0,47**		**-0,30**
	95% CI	-0,24	0,13	-0,60	-0,31	-0,45	-0,12

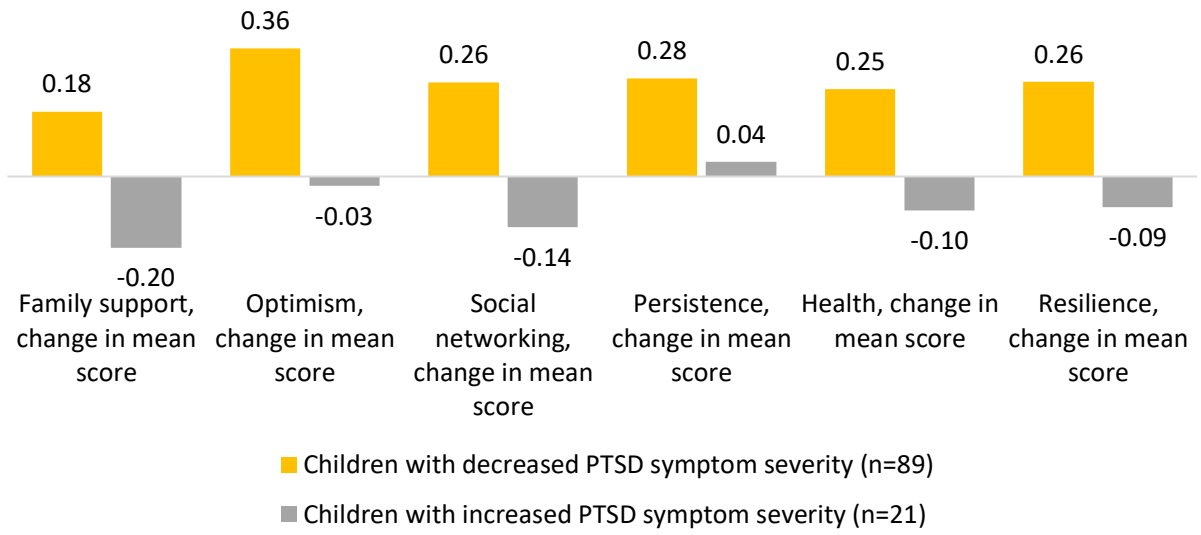
	p-value		0,553		0,000		0,001
Changes in social networking	Correlation		-0,10		**-0,31**		**-0,24**
	95% CI	-0,28	0,08	-0,46	-0,13	-0,41	-0,06
	p-value		0,265		0,001		0,008
Changes in persistence	Correlation		-0,10		**-0,30**		**-0,23**
	95% CI	-0,27	0,09	-0,46	-0,12	-0,40	-0,05
	p-value		0,303		0,001		0,012
Changes in health	Correlation		-0,02		**-0,36**		**-0,21**
	95% CI	-0,20	0,17	-0,51	-0,19	-0,38	-0,03
	p-value		0,866		0,000		0,025
Changes in resiliency	Correlation		-0,11		**-0,44**		**-0,32**
	95% CI	-0,29	0,07	-0,58	-0,28	-0,48	-0,15
	p-value		0,222		0,000		0,000

Correlation is not significant.
Correlation is weak and significant at 0.05 level (2-tailed).
Correlation is moderate and significant at 0.05 level (2-tailed).

The observed associations were clearly manifested in the variations of changes in resiliency factors between children with increased and decreased severity of PTSD symptoms. Those who exhibited improvement in PTSD symptoms also demonstrated positive changes across all resiliency factors (mean difference on resiliency = 0.26) (see Fig. 2.3.8). Conversely, children whose score on PTSD symptoms increased reported decreased family support (mean difference= -0.2), decreased social networking (mean difference = -0.14), slight decline in health (mean difference= -0.10), slightly decreased optimism (mean = -0.03), although with a slight increase in persistence (mean difference = 0.04), and lower resilience (mean difference = -0.09).

We found one specific item that distinguished children with reduced and increased severity of PTSD symptoms - it was a feeling of happiness. Children with decreased severity of PTSD symptoms reported an increase in happiness, as indicated by a mean difference of 0.3. This positive change implies that, on average, these children reported feeling happier after the intervention. In contrast, children with increased severity of PTSD symptoms showed a decrease in happiness, with a mean difference of -0.38. This suggests that, on average, these children reported feeling less happy after the intervention.

Fig. 2.3.8. Comparison of changes on resilience factors among children with clinically significant level of PTSD symptoms, by symptom change type



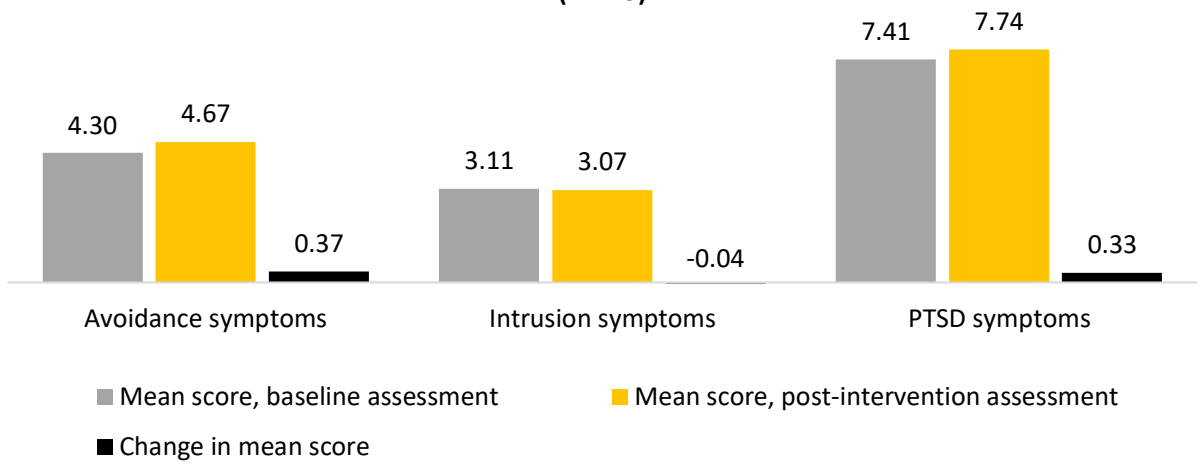
2.4. Changes is symptom severity among children who didn't reach clinically significant level of PTSD symptoms

Prior to the intervention the majority of children (60%, n=229) scored below clinical cut-off score on PTSD symptoms. Subclinical PTSD symptoms were more prevalent among male students, with 66% (n=106) of boys demonstrating milder symptoms, in contrast to 55% (n=123) of girls.

After attending group sessions 14% (n=33) of these children showed signs of deterioration by scoring above the designated cut-off score, 41% (n=94) showed some improvement in symptoms severity, 21% (n=49) didn't report changes in symptom severity and 23% (n=53) reported higher symptom severity that remained below the cut-off score.

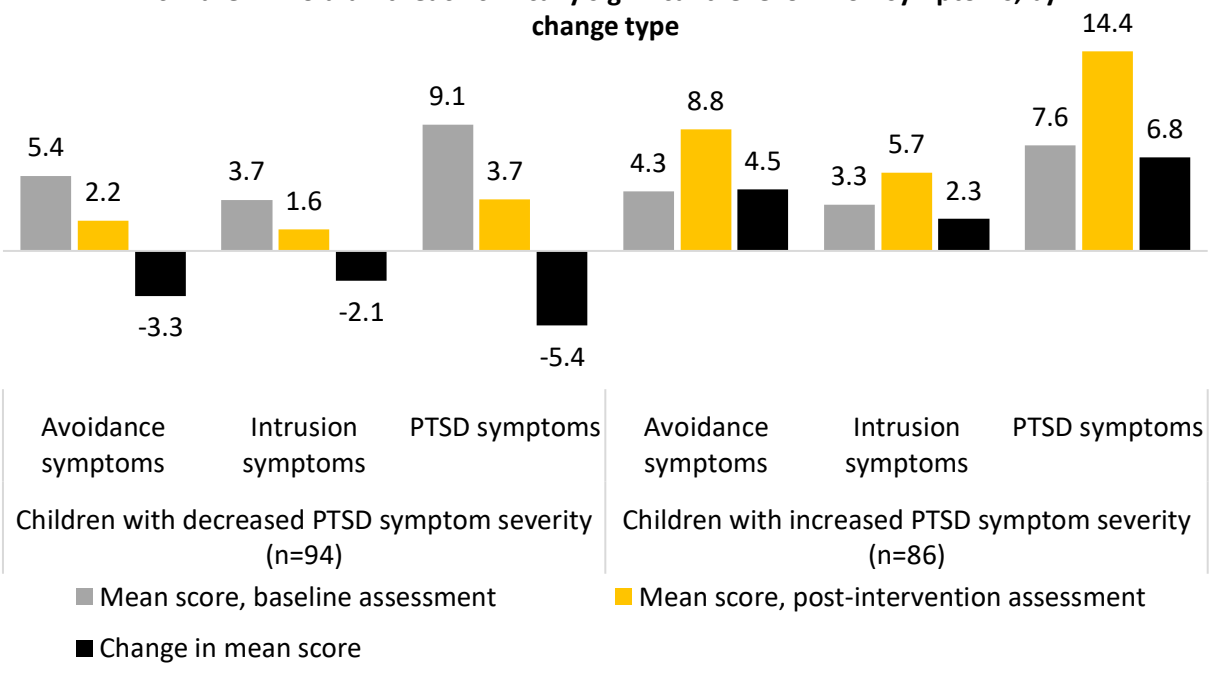
For this subgroup of children, mean PTSD symptom score slightly increased from 7.41 at baseline to 7.74 at post-intervention assessment, the difference was found to be statistically insignificant at the 0.05 level (mean difference = 0.33; SD= 6.96; 95% CI -0.58, 1.23; t-value = 0.71; p = 0.48) (see Fig. 2.4.1). While we observe some differences in mean scores between baseline and post-intervention assessments for intrusion and avoidance symptoms, the observed changes were found to be statistically insignificant.

Fig. 2.4.1. Comparison of mean scores on traumatic symptoms scales among children who didn't reach clinically significant level of PTSD symptoms (n=229)



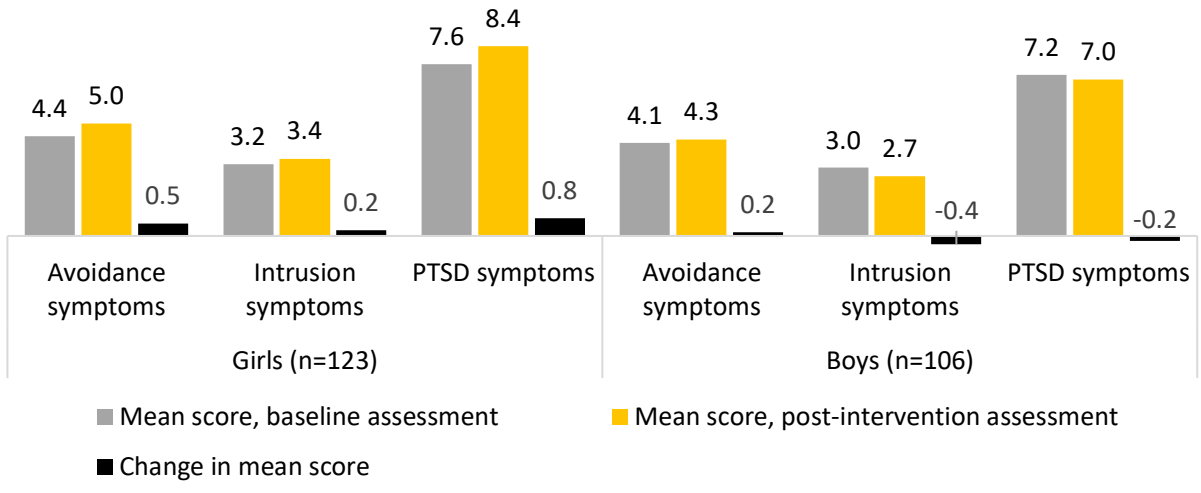
Among children with decreased PTSD symptom severity we observe a higher decrease in avoidance symptoms (mean difference = -3.3) in comparison to intrusion symptoms (mean difference = -2.1) (see Fig. 2.4.2). In contrast, among children with increased PTSD symptom severity we observe a higher increase in avoidance symptoms (mean difference = 4.5) in comparison to intrusion symptoms (mean difference = 2.3).

Fig. 2.4.2. Comparison of mean scores on traumatic symptoms scales among children who didn't reach clinically significant level of PTSD symptoms, by change type



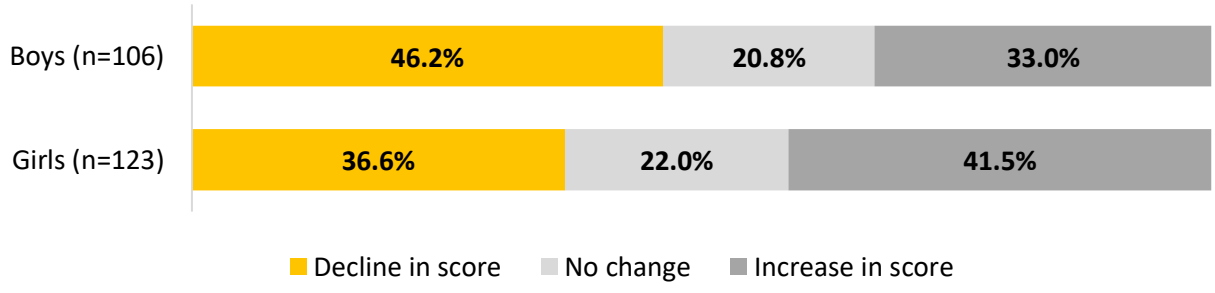
We observe some differences in changes in mean scores for intrusion, avoidance and PTSD symptoms between boys and girls, specifically girls showed a slightly higher increase in avoidance, intrusion, and PTSD symptoms compared to boys (see Fig. 2.4.3). Nonetheless, these differences were found to be statistically insignificant.

Fig. 2.4.3. Comparison of mean scores on traumatic symptoms scales among children who didn't reach clinically significant level of PTSD symptoms, by sex



More boys (46.2%) than girls (36.6%) reported decrease in mean score on PTSD symptoms (see Fig. 2.4.4).

Fig. 2.4.4. Distribution of changes in score of PTSD symptoms among children who didn't reach clinically significant level of PTSD symptoms, by sex



We also didn't find significant differences in changes in mean scores on symptom scales between younger and older children (see Fig. 2.4.5). However, more younger children (47.3%) than older children (39.1%) reported decrease in mean score on PTSD symptoms (see Fig. 2.4.6).

Fig. 2.4.5. Comparison of mean scores on traumatic symptoms scales among children who didn't reach clinically significant level of PTSD symptoms, by age group

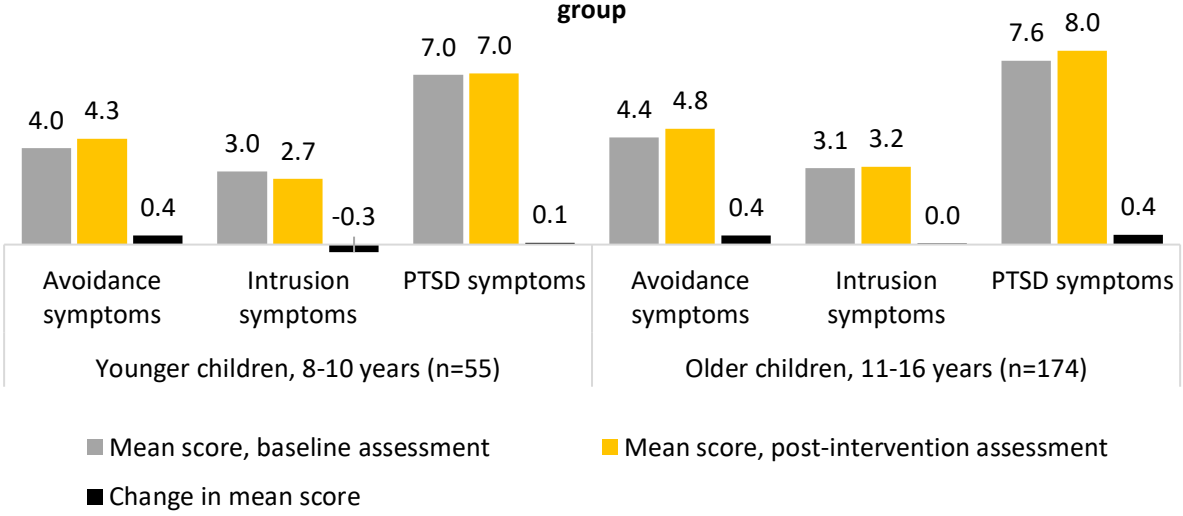
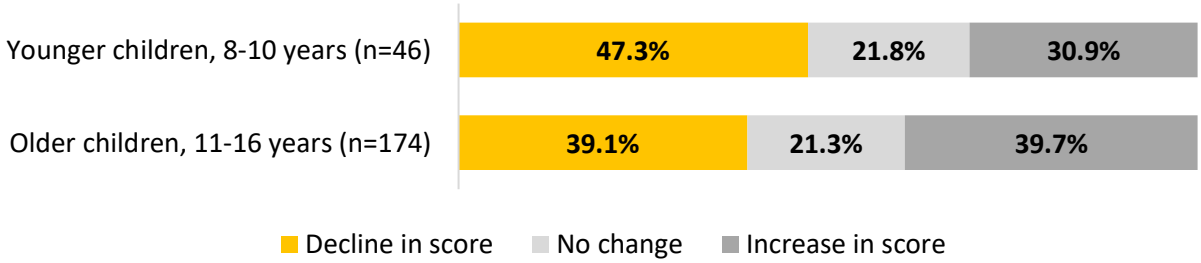


Fig. 2.4.6. Distribution of changes in score of PTSD symptoms among children who didn't reach clinically significant level of PTSD symptoms, by age group



We discovered an association between the magnitude of change in PTSD symptom severity and the initial symptom severity, revealing a weak but significant correlation (r = -0.26; 95% CI -0.38, -0.14; p<0.000). Notably, the association was more pronounced for avoidance symptoms (r = -0.4; 95% CI -0.5, -0.28; p<0.000) compared to intrusion symptoms (r = -0.27; 95% CI -0.39, -0.14; p<0.000). This implies that children with initially low scores on PTSD symptoms tended to report an increase in symptom severity following the intervention, whereas those with higher initial scores tended to report a decrease in symptom severity. Furthermore, our analysis revealed a moderate positive association between changes in intrusion and avoidance symptoms (r = 0.4; 95% CI 0.28, 0.5; p<0.000).

The magnitude of change in PTSD symptoms was associated with the magnitude of change in several resiliency factors. (see Table 2.4.1) Changes in family support and optimism were significantly correlated with changes in all symptom categories (avoidance, intrusion, and PTSD symptoms). Furthermore, changes in health, and resiliency were associated with changes in severity of intrusion symptoms and PTSD symptoms. The strength of these associations was weak and all the associations were negative, which suggests that improvements in family support, optimism, health and overall resiliency are associated with a reduction in PTSD-related symptoms.

Table 2.4.1. Correlations between change scores on resiliency factors and traumatic symptoms among children who didn't reach clinically significant level of PTSD symptoms (n=191)

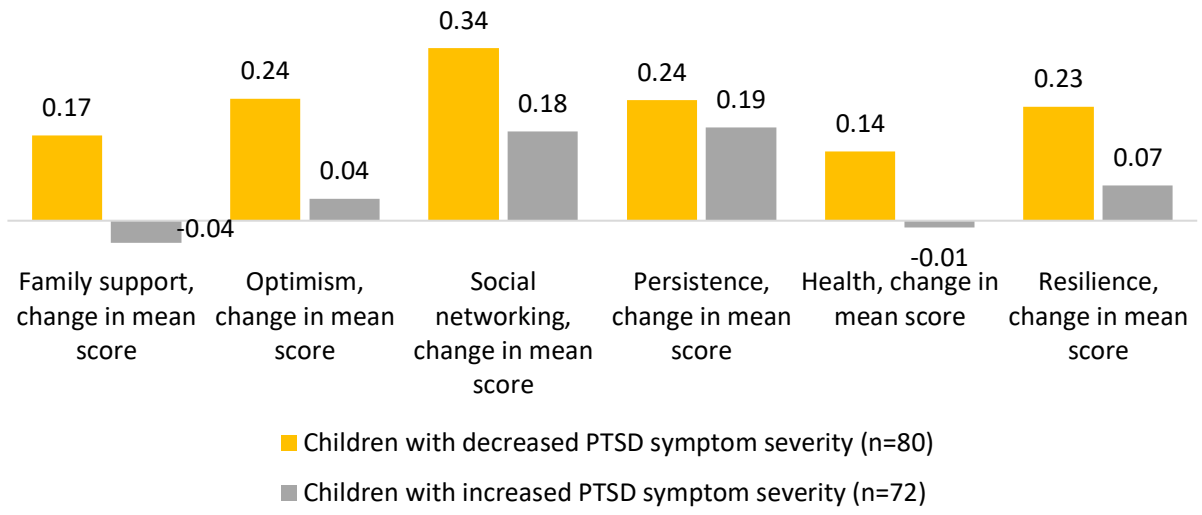
		Changes in avoidance symptoms		Changes in intrusion symptoms		Changes in PTSD symptoms	
Changes in family support	Correlation		-0,18		-0,22		-0,23
	95% CI	-0,31	-0,03	-0,35	-0,08	-0,36	-0,09
	p-value		0,015		0,002		0,001
Changes in optimism	Correlation		-0,14		-0,23		-0,21
	95% CI	-0,28	0,00	-0,36	-0,09	-0,34	-0,07
	p-value		0,048		0,001		0,004
Changes in social networking	Correlation		-0,04		-0,11		-0,08
	95% CI	-0,18	0,10	-0,25	0,03	-0,22	0,07
	p-value		0,601		0,131		0,286
Changes in persistence	Correlation		-0,05		-0,11		-0,08
	95% CI	-0,19	0,10	-0,25	0,04	-0,22	0,06
	p-value		0,530		0,139		0,258
Changes in health	Correlation		-0,09		-0,17		-0,15
	95% CI	-0,23	0,05	-0,31	-0,03	-0,28	0,00
	p-value		0,202		0,018		0,044
Changes in resiliency	Correlation		-0,11		-0,21		-0,18
	95% CI	-0,25	0,03	-0,34	-0,07	-0,31	-0,04
	p-value		0,119		0,004		0,015

Correlation is not significant.

Correlation is weak and significant at 0.05 level (2-tailed).

The observed associations were also manifested in the variations of changes in resiliency factors between children with increased and decreased severity of PTSD symptoms (see Fig. 2.4.7). Children with decreased PTSD symptom severity generally showed more positive changes in family support, optimism, social networking, persistence, health, and resilience compared to those with increased symptom severity. While social networking and persistence showed positive changes for both groups, children with increased severity of PTSD didn't improve on family support, optimism, and health as much as children with decreased severity of PTSD symptoms.

Fig. 2.4.7. Comparison of changes on resilience factors among children who didn't reach clinically significant level of PTSD symptoms, by symptom change type



2.5. Changes in severity of internalizing and externalizing symptoms

Prior to the intervention 8.2% (n=7) of children in primary school and 11.4% (n=37) of children in secondary school reported abnormal level of total difficulties (see Fig. 2.5.1, 2.5.2). Among children in primary school abnormal level of total difficulties was more prevalent among boys (21.4% boys vs. 1.8% girls), while among children in secondary school - among girls (8.3% boys vs. 13.9% girls).

Among girls in primary school, the prevalence of abnormal difficulties remained unchanged. Among boys, there was a slight decrease in the prevalence of abnormal difficulties from baseline (21.4%) to post-intervention (17.9%).

Among children in secondary school, we observe substantial decrease in the prevalence of abnormal difficulties among girls (13.9% at baseline vs. 3.9% at post-intervention assessment) and less substantial change among boys (8.3% at baseline vs. 3.5% at post-intervention assessment). Overall, the percentage of children in secondary school with abnormal level of problems decreased from 11.4% to 3.7%.

Table 2.5.1. Changes in distribution of score categories on the "Total difficulties" scale among chidlren in primary school, by sex

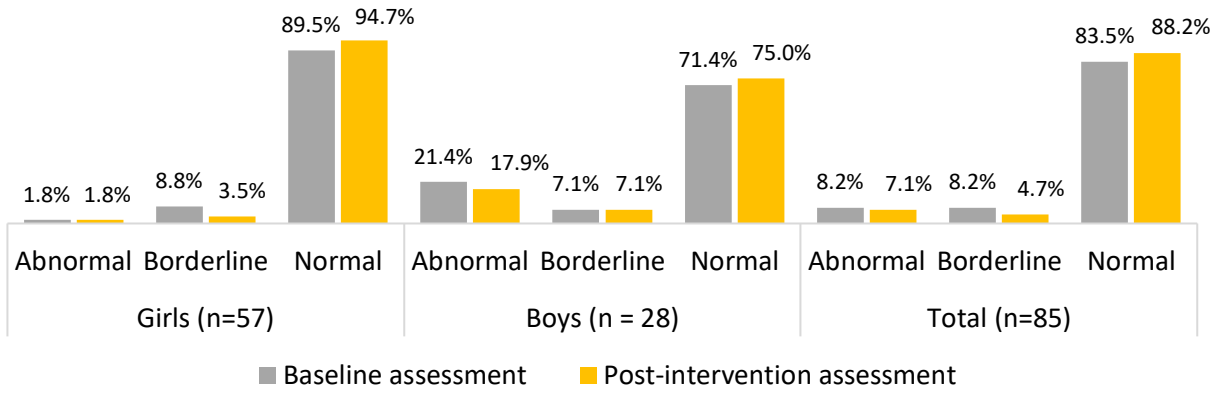
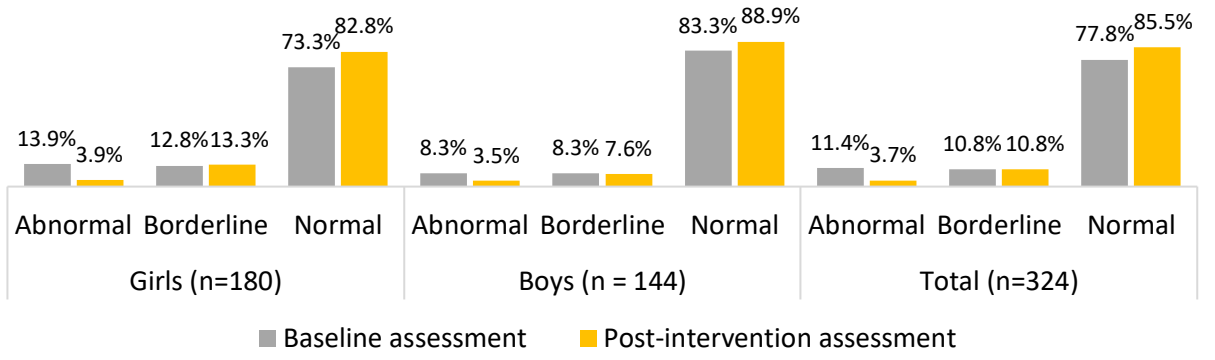


Table 2.5.2. Changes in distribution of score categories on the "Total difficulties" scale among chidlren in secondary school, by gender



Among children in primary school, the proportion of those who reported decrease in total difficulties score was 49.4% (n=42), 16.5% (n=14) didn't report changes in total difficulties score and 34.1% (n=29) reported increase in score (see Fig. 2.5.3). The proportion of children with decreased score was higher among boys (57.1%, n=16) than girls (45.6%, n=26).

Among children in secondary school, the proportion of those who reported decrease in total difficulties score was 60.2% (n=195), 12.3% (n=40) didn't report changes in total difficulties score and 27.5% (n=89) reported increase in score (see Fig. 2.5.4). In contrast to primary school children, the proportion of children with decreased score in this subgroup was slightly higher among girls (62.2%, n=112) than boys (57.6%, n=83).

Fig. 2.5.3. Distribution of changes in scores of "Total difficulties" scale among chidlren in primary school, by sex

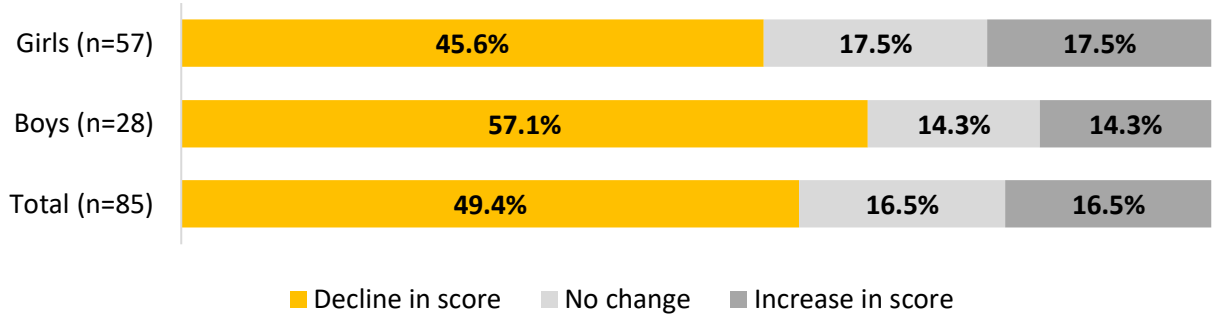
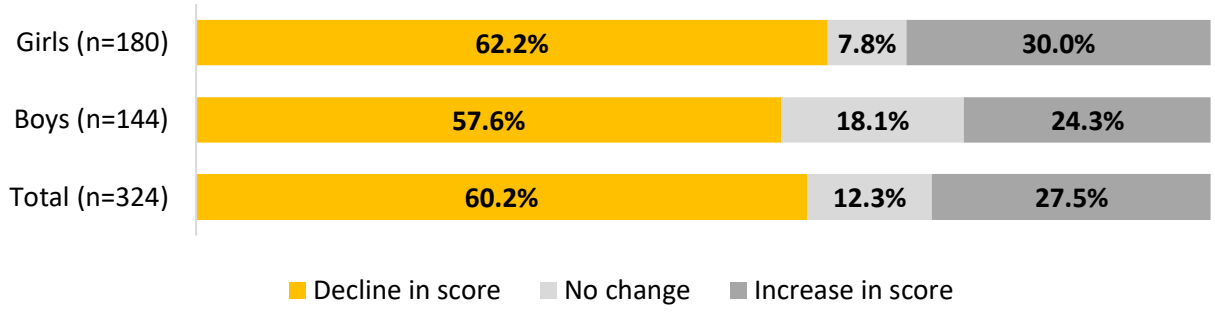


Fig. 2.5.4. Distribution of changes in scores of "Total difficulties" scale among chidlren in secondary school, by sex



On average, children in primary school demonstrated significant decrease in total difficulties score (mean difference = -1.09; 95% CI -1.92, -0.27; t-value =-2.64; p = 0.010; effect size = -0.29) as well as children in secondary school (mean difference = -1.81; 95% CI -2.29, -1.32; t-value =-7.33; p < 0.000; effect size = -0.41) (see Fig. 2.5.5, 2.5.6). The magnitude of change was small (see Fig. 2.5.7).

Specifically, children demonstrated significant decrease in internalizing symptoms. For children in primary school, mean score decreased from 3.11 at baseline to 2.48 at post-intervention assessment with small effect size (mean difference = -0.62; 95% CI -1.12, -0.13; t-value =-2.51, p = 0.014; effect size = -0.27). For children in secondary school, mean score decreased from 6.05 to 5.07 with small effect size (mean difference = -0.98; 95% CI -1.30, -0.65; t-value =-5.97, p < 0.000; effect size = -0.33).

We also observe decrease in externalizing symptoms among children in primary school, however the decrease was not significant (mean difference = -0.47; 95% CI -1.00, 0.06; t-value =-1.77, p = 0.081; effect size = -0.19). In contrast, children in secondary school exhibited significant decrease in externalizing symptoms: mean score decreased from 5.5 to 3.48 with small effect size (mean difference = -0.83; 95% CI -1.13, -0.54; t-value =-5.59, p < 0.000; effect size = 0.31).

Fig. 2.5.5. Comparison of mean scores on scales of internalising and externalising symptoms, by school level

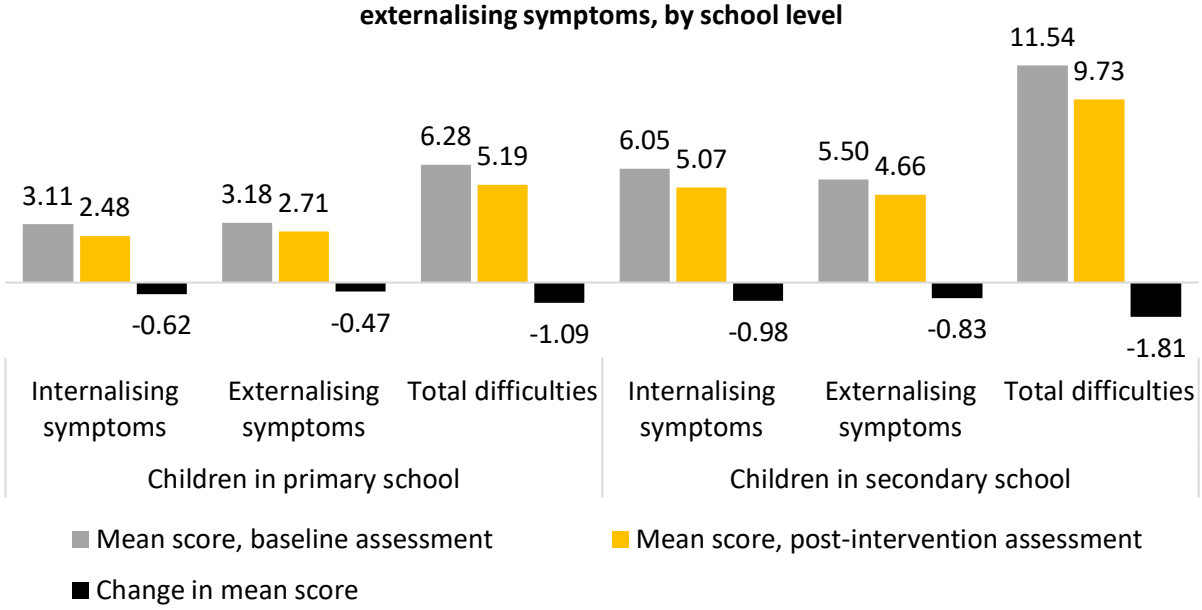
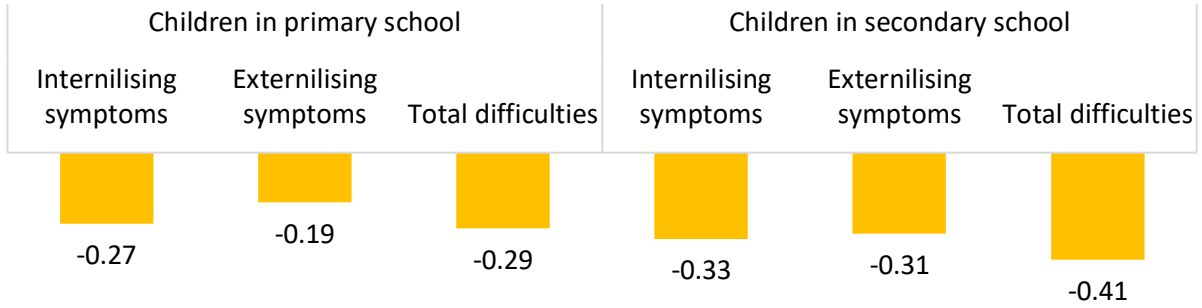


Fig. 2.5.6. Effect size of internalising and externalising symptoms changes



Among children in primary school, boys generally experienced larger decreases in mean scores in externalising and externalising symptoms, however these differences did not reach statistical significance at the 0.05 level (see Fig. 2.5.7). In contrast, among children in secondary school girls experienced larger decreases in mean scores in internalising and externalising symptoms than boys, however these differences again did not reach statistical significance at the 0.05 level (see Fig. 2.5.8).

Fig. 2.5.7. Comparison of mean scores on internalising and externalising symptoms among children in primary school, by sex

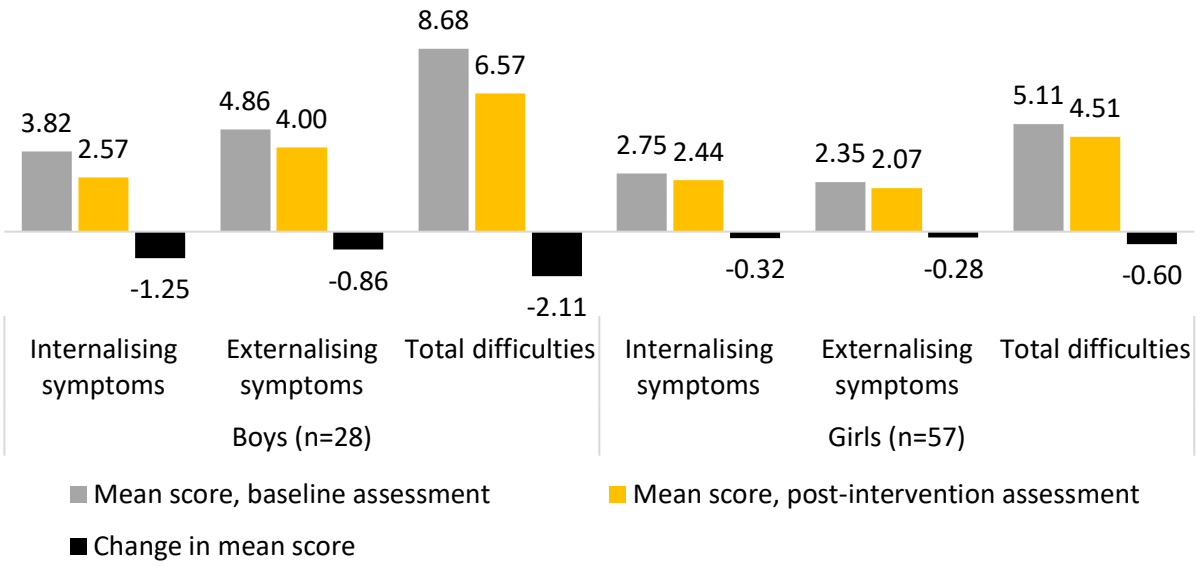
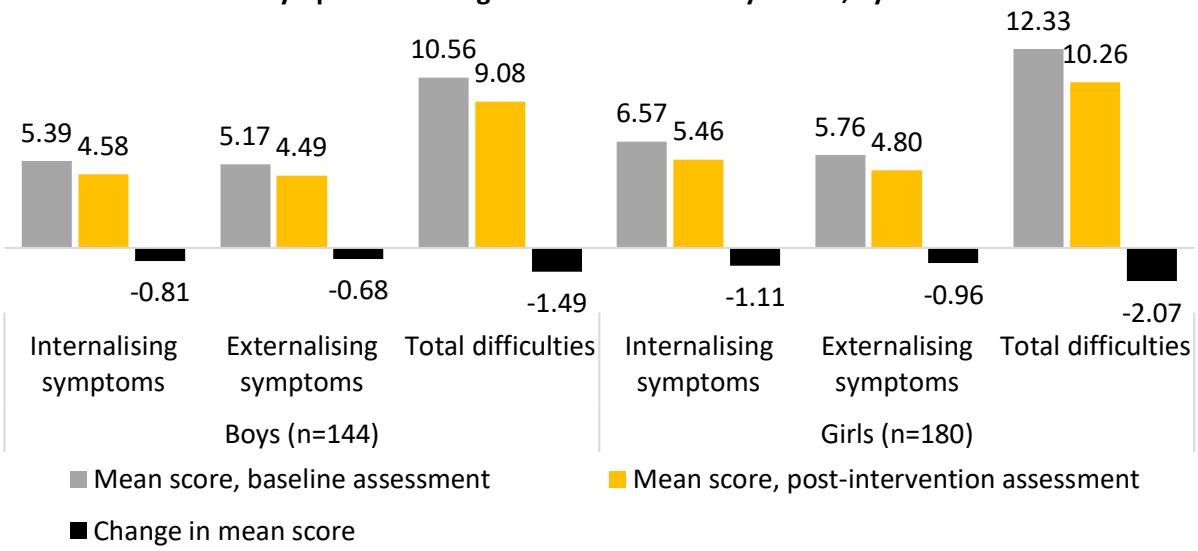


Fig. 2.5.8. Comparison of mean scores on internalising and externalising symptoms among children in secondary school, by sex



The magnitude of change in total difficulties was associated with symptom severity prior to the intervention, both for children in primary school (r = -0.55; 95% CI -0.68, -0.38; p<0.000) and secondary school (r = -0.48; 95% CI -0.56, -0.4; p<0.000). The association between the magnitude of change and baseline symptom severity is higher for internalizing symptoms compared to externalizing symptoms in both primary and secondary school children. Among children in primary school, we discovered strong negative relationship between baseline and change scores for internalising symptoms (r = -0.63; 95% CI -0.74, -0.48; p<0.000) and negative moderate relationship for externalising symptoms (r = -0.47; 95% CI -0.62, -0.28; p<0.000). Among children in secondary school, we discovered strong negative relationship between baseline and change scores for internalising symptoms (r = -0.52; 95% CI 0.6, -0.44; p<0.000) and

externalising symptoms (r = -0.51; 95% CI -0.59, -0.42; p<0.000). Overall, these results indicate that children with higher baseline symptom scores tended to experience larger reductions in these symptoms after the intervention compared to children with lower scores.

Moreover, we found that the magnitude of changes in resilience factors was significantly related to changes in both internalising and externalising symptoms (see Table 2.5.1). Specifically, changes in internalizing symptoms and total difficulties exhibited negative correlations with all measured resiliency factors. In contrast, changes in externalizing symptoms were linked solely to alterations in family support, optimism, persistence, and overall resiliency. Further, the analysis revealed a stronger association between changes in resiliency factors and internalizing symptoms compared to externalizing symptoms. Notably, all correlation coefficients exhibited negative values, indicating that an increase in resiliency is associated with a decrease in internalizing symptoms and externalizing symptoms.

Table 2.5.1. Correlations between change scores on resiliency factors and internalising and externalising symptoms among children in secondary school (n= 322)

		Changes in internalising symptoms		Changes in externalising symptoms		Changes in total difficulties	
Changes in family support	Correlation		-0,32		-0,23		-0,35
	95% CI	-0,42	-0,22	-0,33	-0,12	-0,44	-0,25
	p-value		0,000		0,000		0,000
Changes in optimism	Correlation		-0,34		-0,22		-0,36
	95% CI	-0,43	-0,24	-0,32	-0,12	-0,45	-0,26
	p-value		0,000		0,000		0,000
Changes in social networking	Correlation		-0,30		-0,12		-0,28
	95% CI	-0,40	-0,20	-0,23	-0,01	-0,37	-0,17
	p-value		0,000		0,027		0,000
Changes in persistence	Correlation		-0,21		-0,23		-0,28
	95% CI	-0,31	-0,10	-0,33	-0,12	-0,38	-0,17
	p-value		0,000		0,000		0,000
Changes in health	Correlation		-0,31		-0,13		-0,29
	95% CI	-0,41	-0,21	-0,23	-0,02	-0,38	-0,18
	p-value		0,000		0,021		0,000
Changes in resiliency	Correlation		-0,38		-0,23		-0,39
	95% CI	-0,47	-0,28	-0,33	-0,13	-0,48	-0,30
	p-value		0,000		0,000		0,000

Correlation is not significant.

Correlation is weak and significant at 0.05 level (2-tailed).

Correlation is moderate and significant at 0.05 level (2-tailed).

2.6. Changes in the level of resiliency

We observe increase in the mean scores from baseline assessment to post-intervention assessment for all resiliency factors as well as overall resiliency (see Fig. 2.6.1). The magnitude of change for resiliency factors varied from 0.14 to 0.36, which indicated small change, with the greatest magnitude of change in persistence (mean difference = 0.20; 95% CI 0.14, 0.27; t-value =6.51; p < 0.000; effect size = 0.36), followed by optimism (mean difference = 0.20; 95% CI 0.13, 0.27; t-value =6.01; p < 0.000; effect size = 0.33) and social networking (mean difference = 0.22; 95% CI 0.13, 0.31; t-value =5.02; p < 0.000; effect size = 0.28) (see Fig. 2.6.2). We also observe small improvements in health (mean difference = 0.11; 95% CI 0.05, 0.18; t-value =3.26; p = 0.001; effect size = 0.18) and family support (mean difference = 0.08; 95% CI 0.02, 0.15; t-value =2.60; p = 0.010; effect size = 0.14). Mean resiliency score increased from 3.16 at baseline to 3.36 at post-intervention assessment with small effect size (mean difference = 0.16; 95% CI 0.11, 0.22; t-value =5.88; p < 0.000; effect size = 0.33).

Fig. 2.6.1. Comparison of mean scores on resilience factors among children in secondary school (n=326)

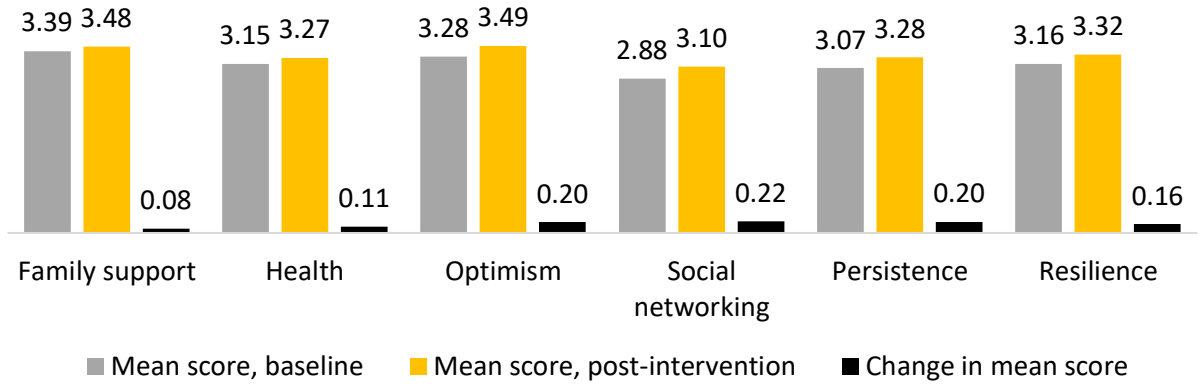
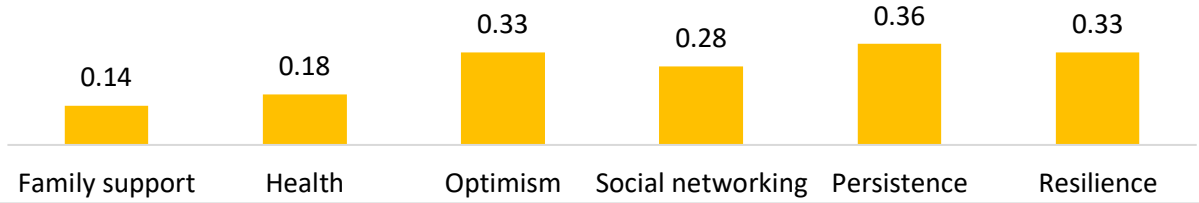


Fig. 2.6.2. Effect sizes of resilience factors changes



Both girls and boys showed positive changes in all resiliency factors, indicating improvement from baseline to post-intervention assessments. Boys generally exhibited slightly larger changes in mean scores compared to girls (see Fig. 2.6.3, 2.6.4). It's important to note that the differences in changes between boys and girls were found to be insignificant.

Fig. 2.6.3. Comparison of mean scores on resilience factors among girls (n=183)

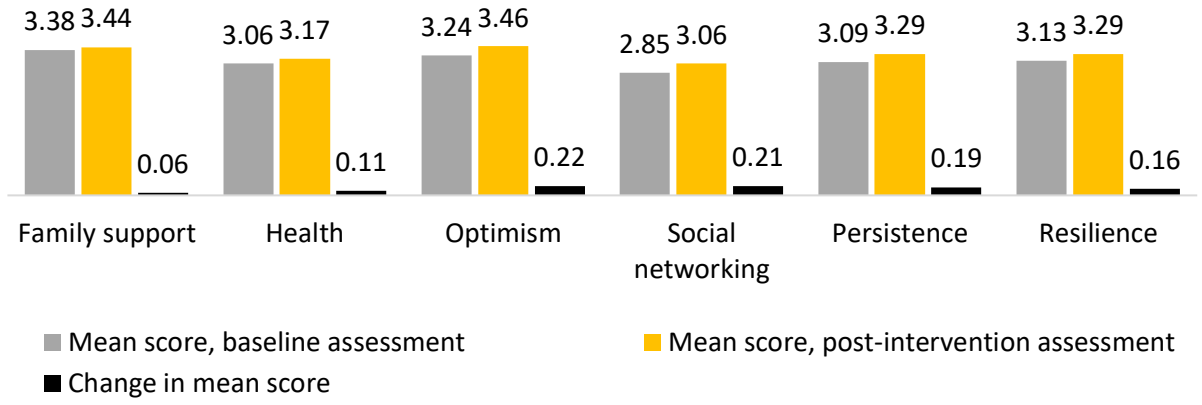
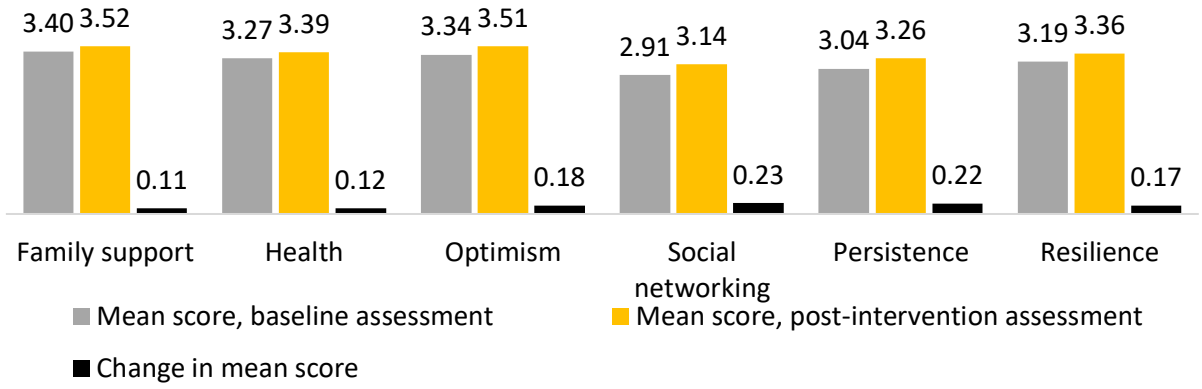


Fig. 2.6.4. Comparison of mean scores on resilience factors among boys (n=143)



After attending group sessions 54.6% of children in secondary school (51.4% of girls and 58.7% of boys) reported increase in persistence, 51.8% (53% of girls and 50.3% of boys) - in optimism, 48.2% (47% of girls and 49.7% of boys) - in social networking, 39.9% (37.2% of girls and 43.4% of boys) - in health, 39% (38.3% of girls and 39.9% of boys) - family support and 64.7% (59.6% of girls and 71.3% of boys) - in overall resiliency (see Fig. 2.6.5, 2.6.6, 2.6.7).

Fig. 2.6.5. Distribution of changes in scores of resilience factors among children (τ=326)

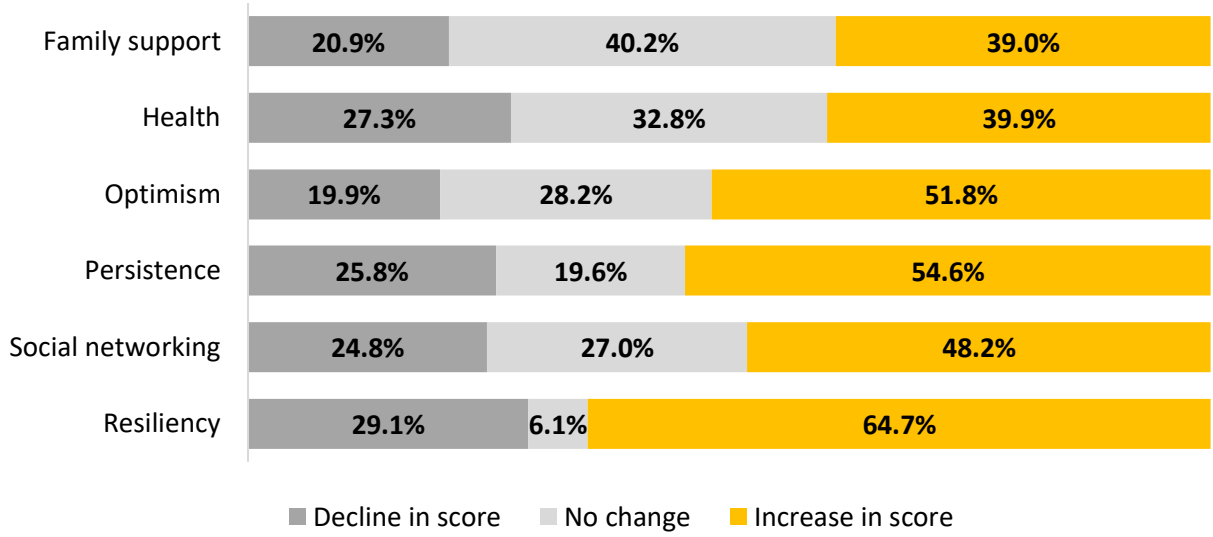


Fig. 2.6.6. Distribution of changes in scores of resilience factors among girls (n=183)

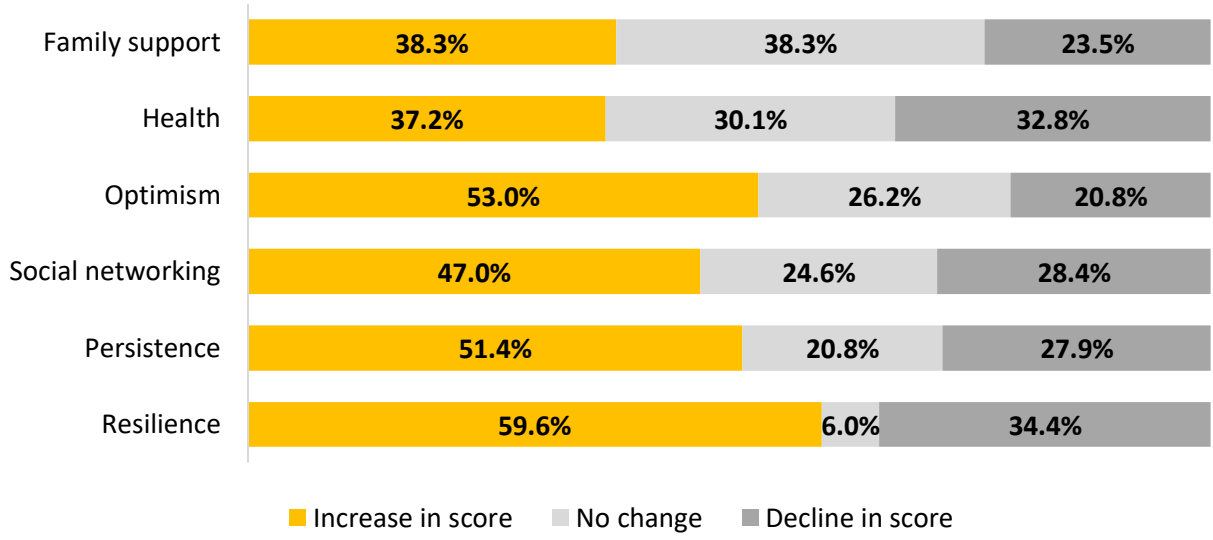
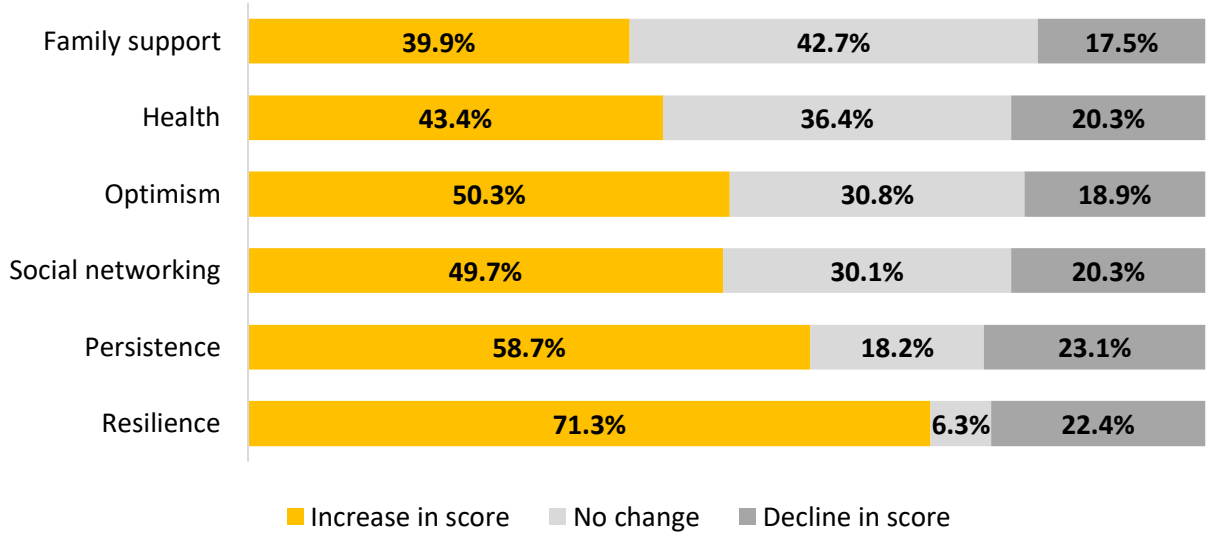


Fig. 2.6.7. Distribution of changes in scores of resilience factors among boys (n=143)



Children residing in areas that are not under active hostilities showed slightly higher improvement in comparison to children residing in areas under active hostilities in health, optimism, social networking, persistence, and overall resilience. However, these changes were found to be insignificant. We discovered opposing changes in two groups in family support: while children residing in areas that are not under active hostilities reported increased family support, children residing in areas under active hostilities reported lower family support after the intervention, the differences in changes was significant at 0.05 level (mean difference = 0.20; 95% CI 0.022; 0.37; t-value =2.21; p = 0.028).

Fig. 2.6.8. Comparison of mean scores on resilience factors among children residing in areas that are not under active hostilities (n=275)

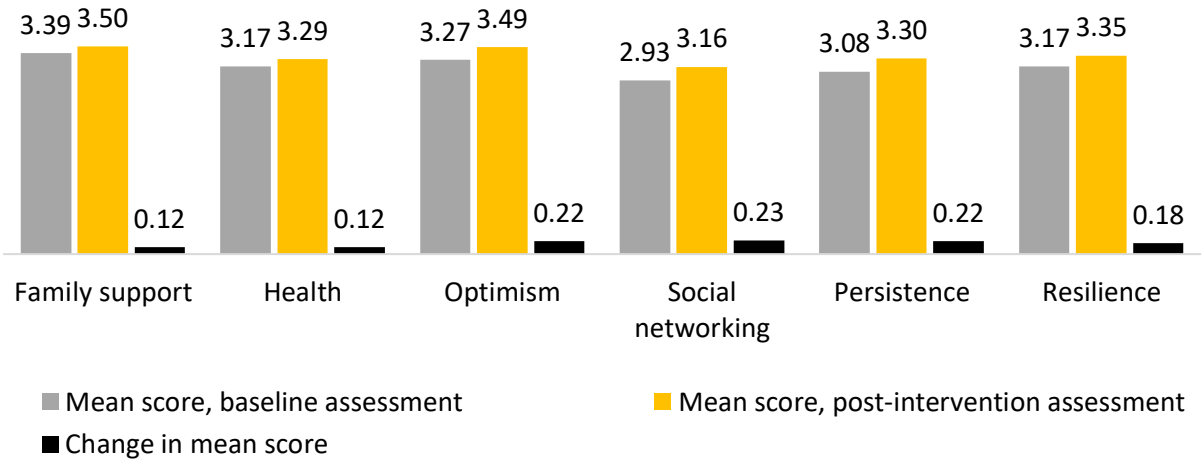
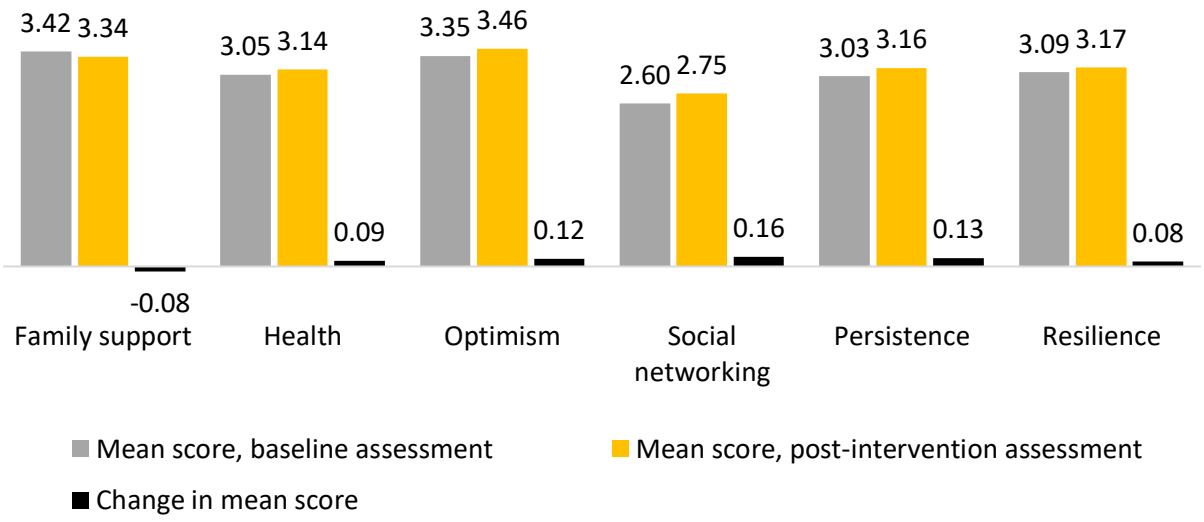


Fig. 2.6.9. Comparison of mean scores on resilience factors among children residing in areas under active hostilities (n=51)



We identified specific aspects of children's resiliency that have changed. Namely, we observed a significant increase in children's understanding of how they can help themselves when they see how others overcome difficulties; ability to find something to be happy about in any, even difficult situations; and ability to find common language with many people. At post-intervention assessment more children reported that they try a different approach if the problem is too difficult and believe that they can find a way out of any situation compared to baseline assessment. Moreover, more children reported that they are cheerful, not afraid of criticism, often play agile games, can unobtrusively get a person to talk, easily get acquainted with new people, easily make new friends, look after their health, are confident that everything will be fine.

The magnitude of change was associated with resilience level prior to the intervention ($r = -0.51$; 95% CI 0.58, -0.42; $p<0.000$). The changes in all measured resiliency factors were negatively correlated with baseline scores of corresponding factors (see Table 2.6.1). These results indicate that children who initially had lower levels of resiliency tended to experience more significant positive changes in resiliency following the intervention. This suggests that children with more lower levels of resiliency benefit more from attending group sessions compared to children with higher resiliency.

Table 2.6.1. Correlations between baseline scores and change scores for resilience factors (n= 322)

	Correlation	95% CI		p-value
Changes in family support	-0,42	-0,51	-0,33	0,000
Changes in optimism	-0,58	-0,65	-0,50	0,000
Changes in social networking	-0,55	-0,63	-0,47	0,000
Changes in persistence	-0,61	-0,68	-0,54	0,000
Changes in health	-0,50	-0,58	-0,42	0,000
Changes in resiliency	-0,51	-0,58	-0,42	0,000

	Correlation is moderate and significant at 0.05 level (2-tailed).
	Correlation is strong and significant at 0.05 level (2-tailed).

The association we found is reflected in differences between groups with different level of resilience prior to intervention. Specifically, we compared changes among children who scored above the average resiliency level (≥3.16) and those who scored below the average resiliency level (<3.16). Children with higher level of resilience on average demonstrated no significant changes in any of the resilience factors (see Fig. 2.6.10), while children with lower level of resilience showed significant positive changes in family support, health, optimism, social networking, persistence, and overall resilience (see Fig. 2.6.11). Moreover, a higher percentage of children with below-average resilience level (79.9%) showed positive changes in resiliency score compared to those with above-average resilience level (53.5%) (see Fig. 2.6.12).

Fig. 2.6.10. Comparison of mean scores on resilience factors among children who scored above the average resiliency level prior to the intervention (n=187)

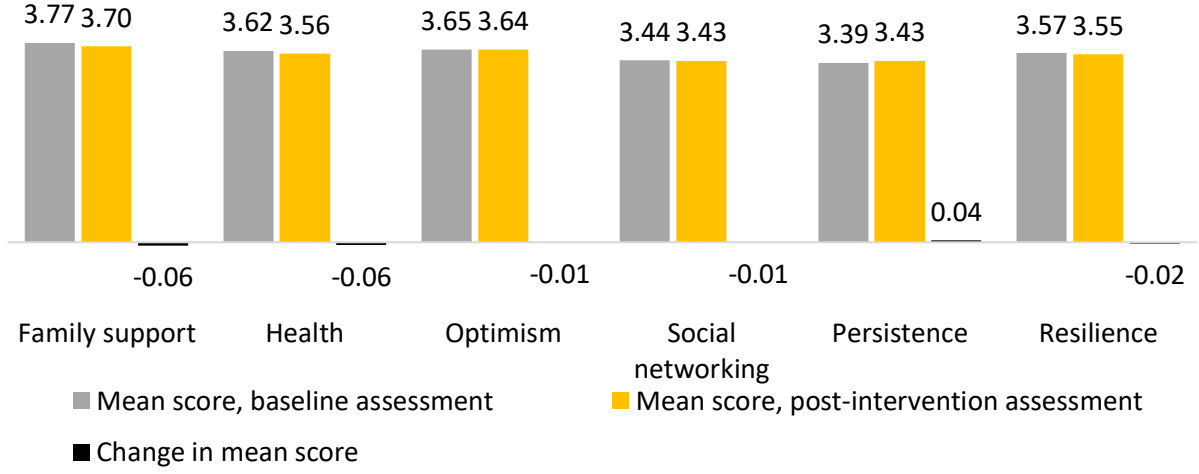


Fig. 2.6.11. Comparison of mean scores on resilience factors among children who scored below the average resiliency level prior to the intervention (n=139)

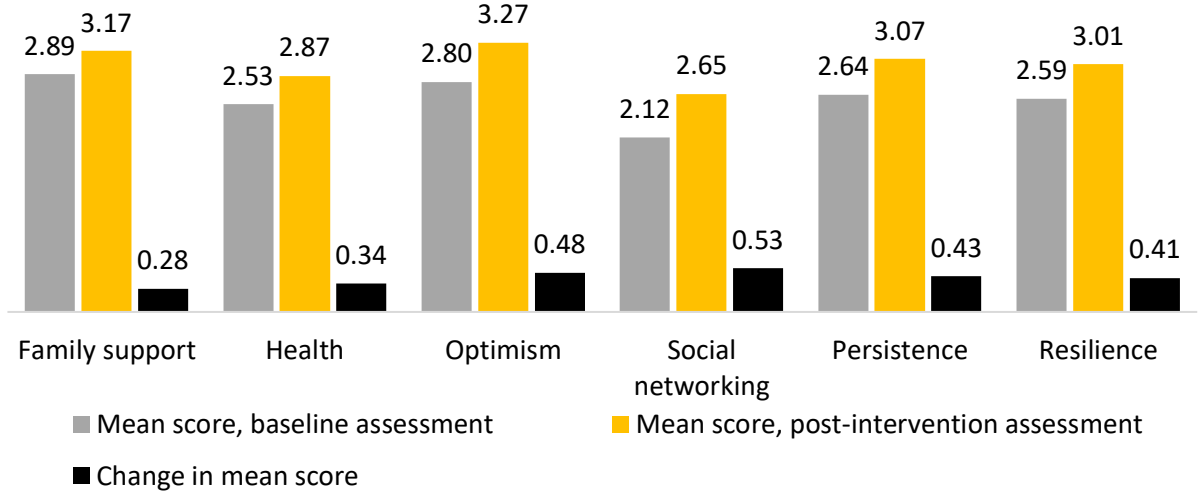
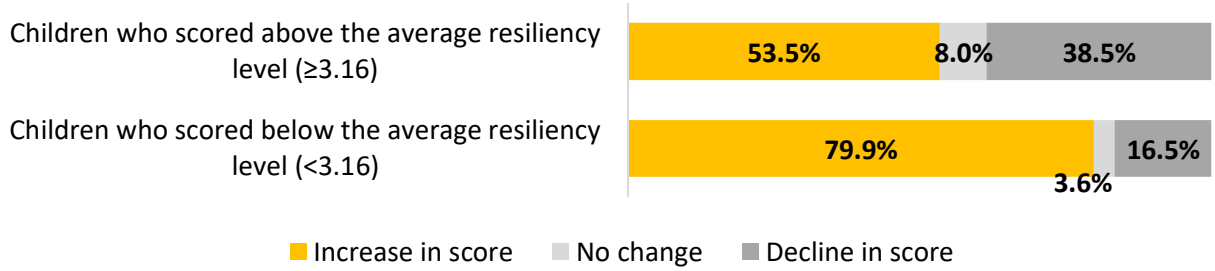


Fig. 2.6.12. Distribution of changes in scores of resiliency among children with different levels of resiliency prior to intervention



3. RESULTS OF PRE-POST ASSESSMENT WITH TEACHERS

Participants

The sample consisted of 466 participants. Most participants in this study were female, representing 95% of the total sample. The largest age group was composed of teachers aged 31-40, constituting 32% of the sample, followed by those aged 41-50 at 30%. Participants were drawn from various regions of Ukraine. The highest representation was from the Sumska region (12.9%), followed by Dnipropetrovska (9.0%) and Zaporizka (8.6%). Majority of participants were working in schools located in non-occupied areas and in areas without active hostilities. 59.4% of teachers were assigned to a class while 40.6% - were not. Among class teachers, Year 5 Class Teachers have the highest representation at 7.3%.

Table 3.1. Demographic characteristics of the sample of teachers

		n	%
Gender			
	Male	24	5%
	Female	442	95%
Age group			
	30 and less	42	9%
	31-40	151	32%
	41-50	142	30%
	51-65	121	26%
	65 and more	6	1%
	NA	4	1%
Oblast			
	Vinnytska	1	0,2%
	Volynska	35	7,5%
	Dnipropetrovska	42	9,0%
	Donetska	39	8,4%

	Zhytomyrska	19	4,1%
	Zaporizka	40	8,6%
	Kyivska	9	1,9%
	Kirovohradska	12	2,6%
	Luhanska	28	6,0%
	Lvivska	16	3,4%
	Kyiv	1	0,2%
	Odeska	15	3,2%
	Poltavska	22	4,7%
	Rivnenska	33	7,1%
	Sumska	60	12,9%
	Ternopilska	7	1,5%
	Kharkivska	39	8,4%
	Khersonska	25	5,4%
	Khmelnytska	17	3,6%
	Cherkaska	5	1,1%
	Chernihivska	1	0,2%
School location1			
	Located in occupied territory	55	11,8%
	Located in non-occupied territory	411	88,2%
School location2			
	Located in area of active hostilities	94	20,2%
	Located not in area of active hostilities	372	79,8%
Assignment to a class			
	Year 1 Class Teacher	23	4,9%
	Year 2 Class Teacher	26	5,6%
	Year 3 Class Teacher	20	4,3%
	Year 4 Class Teacher	26	5,6%
	Year 5 Class Teacher	34	7,3%
	Year 6 Class Teacher	27	5,8%
	Year 7 Class Teacher	28	6,0%
	Year 8 Class Teacher	29	6,2%
	Year 9 Class Teacher	27	5,8%
	Year 10 Class Teacher	19	4,1%
	Year 11 Class Teacher	18	3,9%
	Not a class teacher	189	40,6%

Changes in efficacy in student engagement

Teachers reported a small increase in ability to engage students. Mean score on the scale for efficacy to engage students increased from 7.37 at baseline to 7.73 at post-intervention assessment with small effect size (mean difference = 0.36; 95% CI 0.27, 0.45; t-value = 8.25; p < 0.000; effect size = 0.38).

We observe increase in mean scores for all individual items of this scale. These results suggest that the intervention has positively affected teachers' perceptions of their efficacy in various aspects of student engagement. We observe the biggest increase in teachers' perception of their ability to motivate students with low interest in schoolwork, followed by inspiring students to have confidence in their academic abilities, fostering student creativity and promoting appreciation for learning in students.

The percentage of teachers who reported increase in their efficacy to engage students was 59%.

Fig. 3.1. Comparison of mean scores on the scale "Efficacy in student engagement"

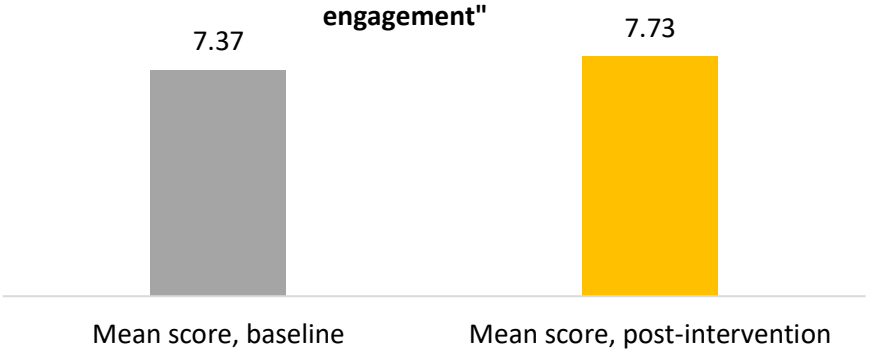


Fig. 3.2. Comparison of changes in mean scores for single items of the scale "Efficacy in student engagement"

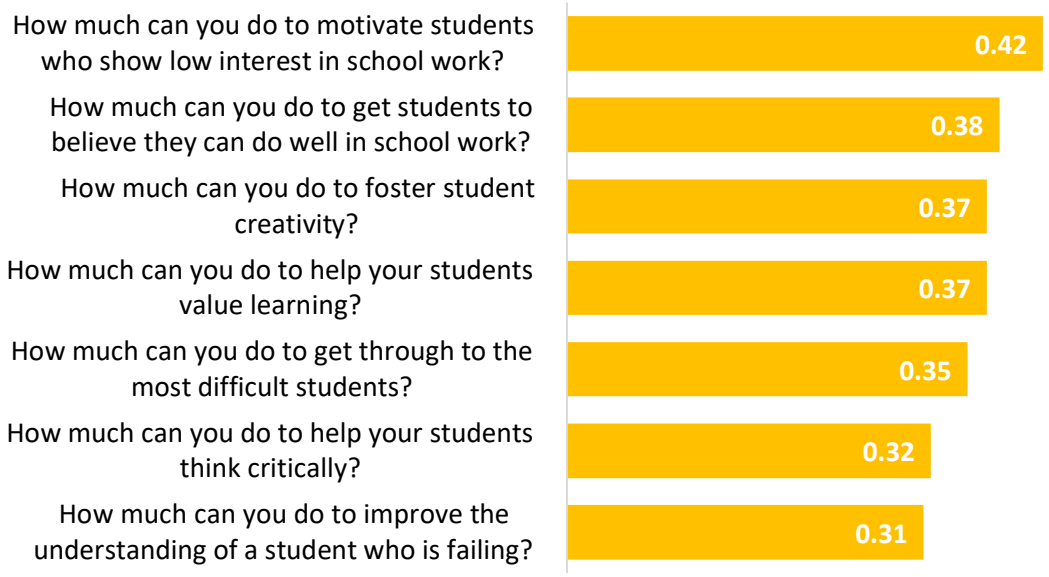
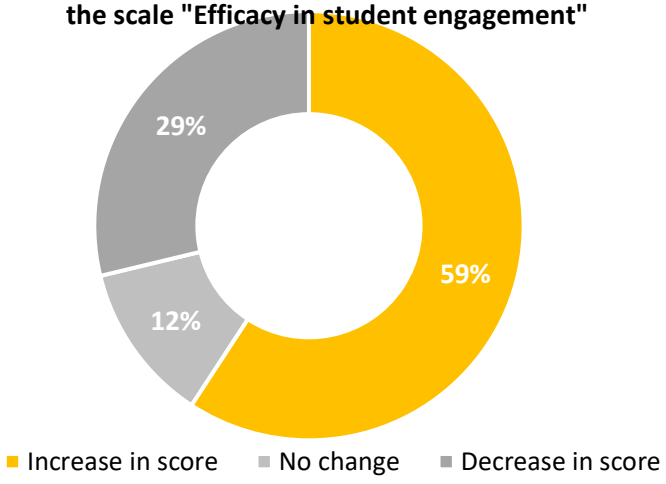


Fig. 3.3. Percentage distribution of participants based on score changes on the scale "Efficacy in student engagement"



Changes in teacher-student interactions

Teachers reported slightly more positive perception of their interactions with students after the intervention. Mean score on the scale of teacher-student interactions increased from 3.11 at baseline to 3.18 at post-intervention assessment with very small effect size (mean difference = 0.07; 95% CI 0.01, 0.14; t-value = 2.28; $p < 0.05$; effect size = 0.11).

We observe the biggest increase in teachers' perception of student joining discussions and sharing their concerns, followed by student talking about their homes and families and expressing their feelings.

The percentage of teachers who reported increase in their efficacy to engage students was 46%.

Fig. 3.4. Comparison of mean scores on the scale "Teacher-student interactions"

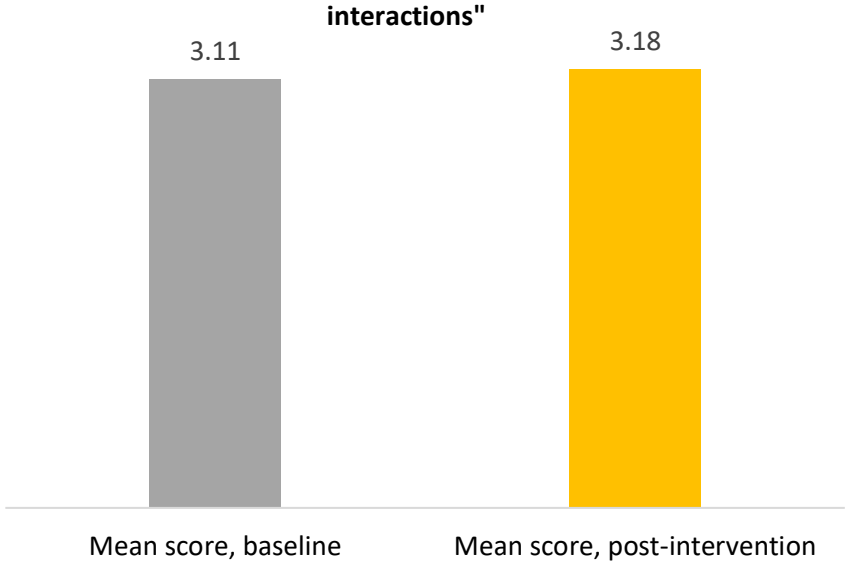


Fig. 3.5. Comparison of changes in mean scores for single items on the scale "Teacher-students iteractions"

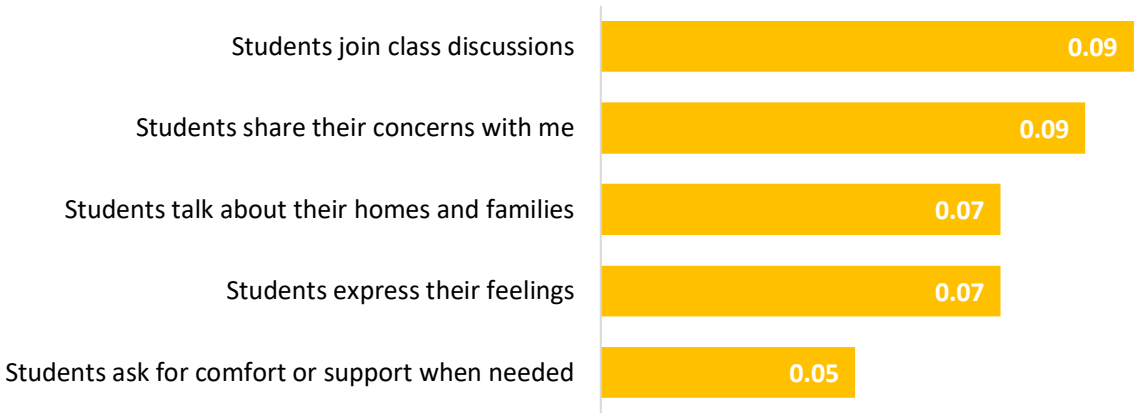
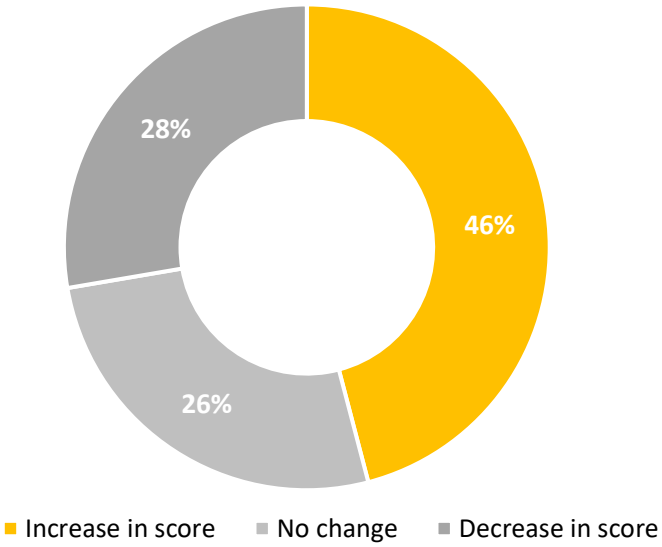


Fig. 3.6. Percentage distribution of participants based on score changes on the scale "Teacher-student interaction"



Changes in burnout

Teachers demonstrated significant decrease in emotional exhaustion: mean score decreased from 2.28 to 2.05 with small effect size (mean difference = -0.30; 95% CI -0.30, -0.15; t-value = -6.19; $p < 0.000$; effect size = -0.29). They also demonstrated significant decrease in feeling of reduced personal accomplishment: mean score decreased from 1.89 to 1.72 with very small effect size (mean difference = -0.17; 95% CI -0.27, -0.07; t-value = -3.39; $p < 0.001$; effect size = -0.16). We do not observe significant changes in the level of depersonalization.

The percentage of teachers who reported reduced level of burnout is 57%.

Fig. 3.7. Comparison of mean scores on "Burnout" subscales

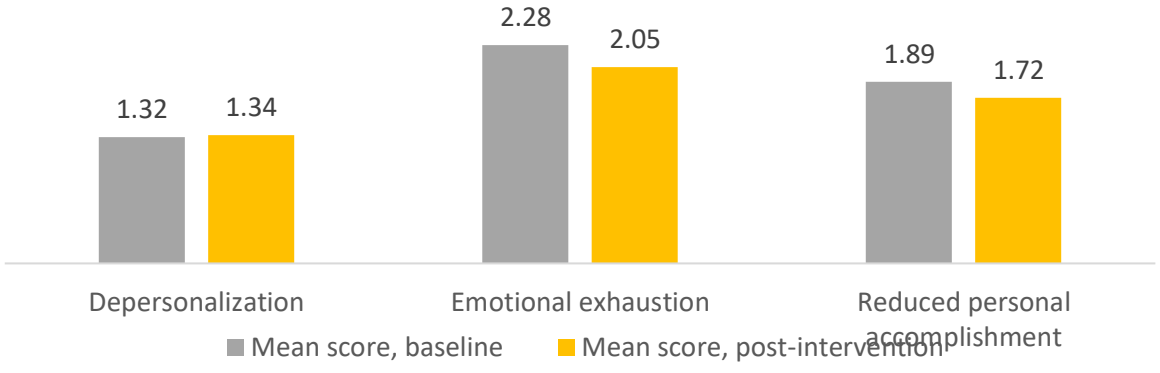


Fig. 3.8. Effect sizes for Burnout subscales

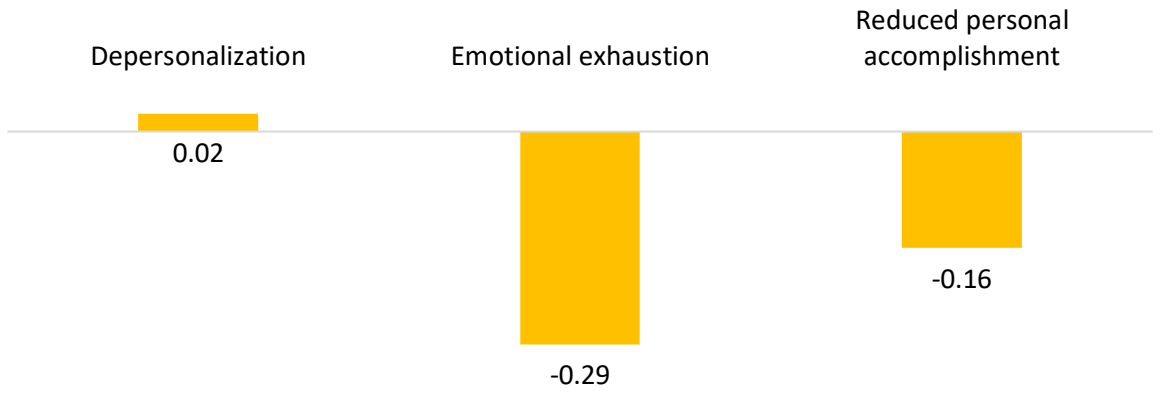
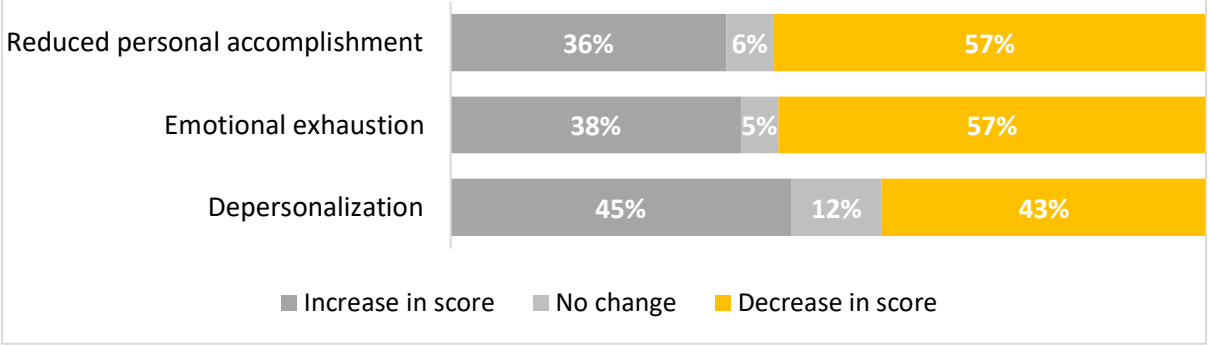


Fig. 3.9. Percentage distribution of participants based on score changes on "Burnout" subscales



Changes in teachers' emotions

Upon analyzing the data, we observed no changes in mean scores for the respective emotion scales:

- Joy: The mean score exhibited a negligible change, with the difference not reaching statistical significance.
- Pride: The mean score for pride showed minor variations, but these were not found to be statistically significant.
- Love: The mean score remained consistent, with no statistically significant variation.
- Anger: No significant change was noted in the mean score as compared to the baseline.
- Exhaustion: Despite minor fluctuations, the change in the mean score was not statistically significant.
- Hopelessness: While there was a slight shift in the mean score for excitement, this change did not attain statistical significance.

Fig. 3.10. Comparison of mean scores on subscales "Teacher's emotions"

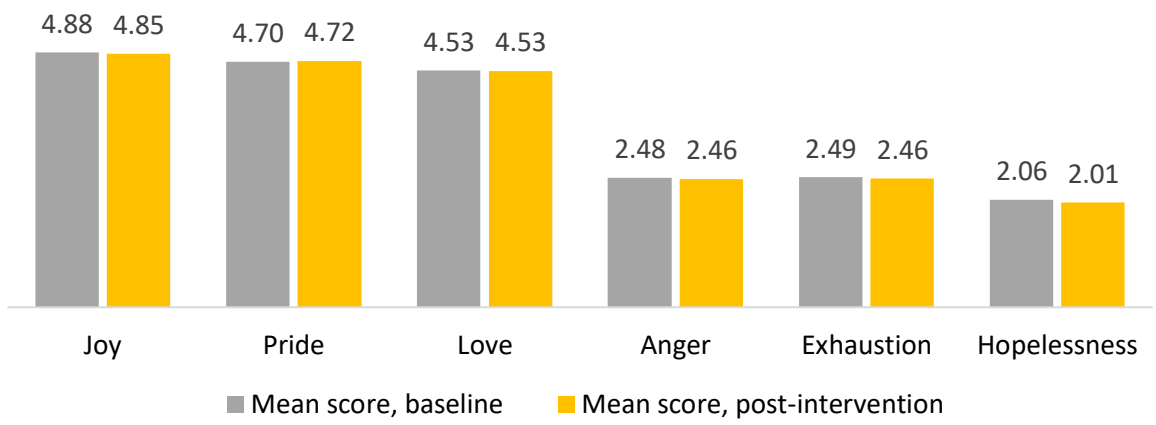
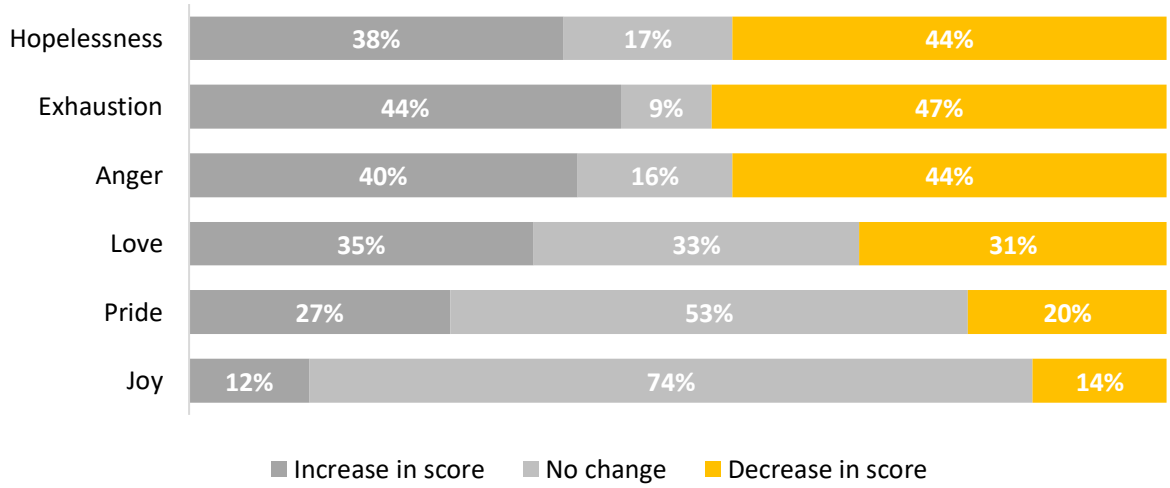


Fig.3.11. Percentage distribution of participants based on score changes on subscales "Teacher's emotions"



4. RESULTS OF IMPLEMENTATION ASSESSMENT WITH TEACHERS

Participants

The survey involved 1011 teachers. The sample primarily consisted of female teachers (95%), with a small representation of male teachers (5%). Teachers from various regions of Ukraine were included, with certain regions having higher proportions. The highest representation was from Ivano-Frankivska oblast (6.9%). Other regions with notable representations were Luhanska (6.3%), Kharkivska (6.6%), and Dnipropetrovska (5.4%). Most teachers were working in schools located in non-occupied territories (89.7%). However, a significant portion (10.3%) were working in schools situated in occupied territories. Most teachers (85%) were working in schools not situated in areas of active hostilities. However, 15% of teachers schools were working in schools located in regions with active hostilities.

Table 4.1. Demographic characteristics of the sample of teachers			
		n	%
Gender			
	Male	49	5%
	Female	962	95%
Oblast			
	Vinnytska	27	2,7%
	Volynska	41	4,1%
	Dnipropetrovska	55	5,4%
	Donetska	58	5,7%
	Zhytomyrska	38	3,8%
	Zakarpatska	26	2,6%
	Zaporizka	50	4,9%
	Ivano-Frankivska	70	6,9%
	Kyivska	12	1,2%
	Kirovohradska	54	5,3%
	Luhanska	64	6,3%
	Lvivska	30	3,0%
	Kyiv	22	2,2%
	Mykolaivska	5	0,5%
	Odeska	47	4,6%
	Poltavska	36	3,6%
	Rivnenska	50	4,9%
	Sumska	69	6,8%
	Ternopilska	41	4,1%
	Kharkivska	67	6,6%
	Khersonska	45	4,5%
	Khmelnytska	34	3,4%
	Cherkaska	17	1,7%
	Chernihivska	53	5,2%
School location1			
	Located in occupied territory	104	10,3%

	Located in non-occupied territory	907	89,7%
School location2			
	Located in area of active hostilities	152	15,0%
	Located not in area of active hostilities	859	85,0%

Adoption

- 93.7% of participants discussed the "Safe Space" training with others, such as family, friends, coworkers, or other people. This indicates a high level of engagement and interest in the training.
- 97.5% of participants reported using the skills they learned in the "Safe Space" training, indicating that the training content was practical and applicable.
- 82.1% of participants encouraged others to participate in the "Safe Space" training. While this percentage is lower than other adoption metrics, it still reflects a considerable level of advocacy for the program.
- The willingness of participants to participate in the training again in the future (97.6%) and their commitment to continue using the skills they learned (99.2%) reflect a high level of satisfaction and perceived usefulness.
- 99.5% of participants believe that the "Safe Space" training can make people want to attend such training, reflecting strong confidence in the program's usefulness.

Table 4.2 Frequency distributions of all single items of the "Adoprion" scale

Items	N	No	Rather no	Rather yes	Yes
		%	%	%	%
Have you discussed with others (e.g. family, friends, coworkers, or any other people) details about the "Safe Space" training?	1010	2,8%	3,6%	18,9%	74,8%
Have you used the skills you learned in "Safe Space" training?	1000	0,6%	1,9%	15,3%	82,2%
Have you encouraged others to participate in "Safe Space" training?	987	7,5%	10,4%	27,3%	54,8%
Would you participate in the "Safe Space" training again in the future if you felt you needed it?	972	0,6%	1,7%	23,3%	74,4%
Would you continue to use the skills you learned in "Safe Space" training?	985	0,3%	0,5%	13,1%	86,1%
In your opinion, can the Safe Space training make people want to attend such training?	1011	0,0%	0,5%	35,0%	64,5%

Acceptability

- 98.8% of participants reported that they liked the "Safe Space" training, indicating a high level of satisfaction with the program.
- 98.2% felt comfortable raising questions to their trainer, suggesting an open and supportive learning environment.
- 99.5% expressed satisfaction with their trainer's abilities, indicating a high level of confidence in the quality of instruction.
- 98.7% reported that the trainer was available when needed, demonstrating strong support and accessibility of the trainer.
- 98.9% felt that they could trust their trainer, which is essential for establishing a positive learning relationship.
- 99.2% felt that they understood the content presented during the "Safe Space" training, indicating effective communication and clarity in the training materials.

Table 4.3. Frequency distributions of all single items of the "Acceptability" scale

Items	N	No	Rather no	Rather yes	Yes
		%	%	%	%
Overall, did you like "Safe Space" training?	973	0,1%	1,1%	8,3%	90,4%
Did you feel comfortable raising questions to your trainer?	968	0,5%	1,2%	12,2%	86,1%
Did you feel satisfied with your trainer's abilities in "Safe Space" training?	964	0,1%	0,4%	7,1%	92,4%
Was your trainer available when you needed to talk to him/her?	954	0,2%	1,0%	6,9%	91,8%
Did you feel that you could trust your trainer?	967	0,3%	0,8%	9,6%	89,2%
Did you feel that you understood the way things were explained to you during "Safe Space" training?	973	0,2%	0,6%	7,9%	91,3%

Appropriateness

- Participants reported that the "Safe Space" training fit with their personal values (98.2%), indicating that the program aligned with their beliefs and principles.
- The majority agreed that the training provided them with useful knowledge and skills for daily work tasks (98.7%), believed that it met the needs of others in their organization (98.9%) and agreed that the "Safe Space" training meets their needs (98.5%), emphasizing its practical relevance.

Table 4.4. Frequency distributions of all single items of the “Appropriateness” scale					
Items	**N**	**No**	**Rather no**	**Rather yes**	**Yes**
		%	**%**	**%**	**%**
Did "Safe Space" training fit with your personal values?	965	0,4%	1,3%	13,9%	84,4%
Did the training provide you with useful knowledge and skills to cope with your daily work tasks?	979	0,1%	1,2%	12,7%	86,0%
Do you believe that the Safe Space training provides knowledge and skills that meet the needs of others in your organisation?	976	0,2%	0,9%	14,2%	84,6%
Does the Safe Space training meet your needs?	1011	0,3%	1,2%	37,0%	61,5%

Feasibility

- 93.6% were able to attend all parts of the "Safe Space" training without difficulty, indicating good accessibility and flexibility.
- 87.2% found it easy to get away from their duties to attend the training, suggesting a manageable time commitment.
- 97% reported having difficulties getting away from childcare responsibilities, highlighting a potential barrier for some participants.
- 99.1% faced challenges in getting away from their job duties, indicating that work-related responsibilities can be an obstacle.
- 25.6% had difficulties getting away from household duties, which may pose a challenge for a subset of participants.
- 48.5% reported difficulties in balancing family and significant others' responsibilities, indicating a potential need for more flexibility.
- 41.8% had enough resources (technical capacity and time) to communicate with their trainer when needed, suggesting room for improvement in resource provision.
- 23.1% received emotional support from colleagues when attending the "Safe Space" training, which could be enhanced to provide a more supportive environment.
- 98.2% agreed that participation in the "Safe Space" training is possible with the resources they have, indicating general feasibility.

Table 4.5. Frequency distributions of all single items of the “Feasibility” scale					
Items	**N**	**No**	**Rather no**	**Rather yes**	**Yes**
		%	**%**	**%**	**%**

Have you been able to attend all parts of "Safe Space" training without difficulty?	979	2,6%	3,9%	19,7%	73,9%
Was it easy for you to get away from your duties (eg. work, parenting) to attend "Safe Space" training?	992	3,1%	9,7%	32,5%	54,7%
Was it difficult to get away from childcare responsibilities?	1007	0,2%	2,8%	26,4%	70,6%
Was it difficult to get away from your job duties?	1003	0,2%	0,7%	18,7%	80,4%
Was it difficult to get away from your household duties?	977	58,5%	15,9%	14,4%	11,2%
Was it difficult to get away from your responsibility to take care of your family/significant others?	995	31,3%	20,2%	26,8%	21,7%
Did you have enough resources (technical capacity, time) to communicate with your trainer when needed?	986	34,7%	23,5%	27,0%	14,8%
Did you receive the emotional support that you needed from your colleagues when attending "Safe Space" training?	835	63,8%	13,1%	11,5%	11,6%
Is participation in the Safe Space training possible with the resources you have?	1011	0,3%	1,5%	36,6%	61,6%

Reach

- Most participants reported that people in their work environment were aware of the opportunity to participate in the "Safe Space" training program (96.8%), indicating effective communication and promotion within schools.
- 98.9% agreed that the "Safe Space" training would be useful for internally displaced persons (IDPs), indicating the program's potential to address the needs of this group.

Table 4.6. Frequency distributions of all single items of the "Reach" scale

Items	N	No	Rather no	Rather yes	Yes
		%	%	%	%
Were people in your work environment aware of the opportunity to participate in the "Safe Space" training programme?	982	0,7%	2,4%	18,9%	77,9%
Will the "Safe Space" training be useful for IDPs?	980	0,2%	0,9%	17,6%	81,3%

Suggestions from teachers on training delivery

While most teachers were highly satisfied with the training and believed nothing should be changed, some participants provided suggestions on what can be improved. These suggestions encompass various aspects, including the timing, content, format, and additional features of the training. Further description of these suggestions now follows.

Increase promotion and awareness about the training:

- Participants (n=9) suggested better promotion of the training to reach a wider audience. It was noted that many people were unaware of the training's existence, emphasizing the need for increased information dissemination. It was mentioned that more information about the training must be shared especially among school directors.
- There was a request for increasing clarity regarding the training's objectives and the benefits participants could expect to gain from it.

Change format and platform:

- Some participants (n=5) mentioned difficulties with the Zoom platform and suggested using alternative platforms for training. For instance, Zoom is not available in Donesk region, which creates obstacles for teachers in this region in joining training. One participant suggested sending notifications about the training in a Viber group.
- Several participants (n=9) suggested to change the format of the training to offline. One participant mentioned that training should be delivered in a mixed format (online and offline) and one suggested to add video-lectures, emphasizing the need to choose the time for attending the training.

Diversify group composition:

- Participants indicated that training sessions should include colleagues from different schools or regions (n=9). Some preferred working with colleagues they don't know well, suggesting that people may feel more comfortable opening up in front of strangers.

Change timing and duration of the training:

- Some participants (n=3) indicated that training and supervision should take place during the school year, allowing them to practice tools and discuss their effectiveness though out the year. It was also suggested to conduct training during holidays to facilitate participation.
- Some participants (n=3) recommended to increase the overall time allocated for the training while others (n=9) recommended to decrease the time allocated for the training. A common theme (n=11) was the preference for shorter training sessions and breaking the training into multiple days with shorter durations. Some suggested a maximum of two hours per day to avoid information overload or add more breaks when the training lasts for 4 hours.

- Many participants (n=63) emphasized the importance of convenient training times, with many suggesting that training sessions should not overlap with their regular work hours. Evening and weekend sessions were recommended.

Planning the meetings according to the needs of participants:

- The need for more follow-up communication and meetings was expressed. 2 participants suggested to decrease the space time between meetings, and some (n=5) expressed the need for increasing the number of meetings after the training. One participant suggested to add individual discussions or meetings with trainer.
- One participant suggested planning supervisions only when needed and one assumed that one supervision is enough.

Alignment with individual needs:

- Suggestions (n=3) included allowing participants to choose whether they engage in specific tasks or simply observe. This flexibility would accommodate varying needs and energy levels.

Expand the content:

- Participants (n=13) expressed a desire for more practical, hands-on exercises and tasks that they can directly use in their classrooms, to enhance their teaching practices. There were requests (n=2) for more exercises, games, tips for working with children in an online format.
- There's an acknowledgment (n=5) of the emotional exhaustion and professional burnout that teachers may experience. Teachers want strategies to address these challenges and maintain their well-being.
- There was a request (n=2) for addressing specific aspects and challenges related to teaching children with special needs.
- One participant mentioned that training materials should be structured, visual, and more organized to provide a clear action plan.

Certification:

- Concerns were raised about the quality and verification of the certification received after completing the training. One participant mentioned that certificate doesn’t correspond to resolution of the Cabinet of Ministers of Ukraine No. 800 "Some Issues of Professional Development of Pedagogical and Scientific and Pedagogical Workers".

DISCUSSION

We examined how war alters the educational landscape, transforms social interactions among peers, reshapes the dynamic between students and teachers, and influences family relationships, emphasizing the profound and pervasive effects of war on the lives of students.

Findings demonstrated that the war has profound impact on children's learning experiences. Specifically, many students transitioned to remote learning due to war, which has disrupted not only the structure of education but also the social fabric that schools provide. Students miss in-person schooling and the social aspects associated with it, underlining the importance of in-person communication with teachers and classmates. Further, transition to online education has introduced difficulties such as inadequate access to technology, reliance on internet and electricity, and the absence of a conducive learning environment at home. Although the actual workload may not have changed, students feel it has become more burdensome to study remotely. Moreover, a decline in the quality of education with remote learning was highlighted. The cumulative effect of stress and remote learning challenges has led to a decline in grades and motivation among some students. Additionally, war has altered the makeup of classrooms, with many students facing new peers and teachers.

The study reveals a significant impact of wartime conditions on the peer relationships of children. There is a noticeable reduction in face-to-face interactions due to relocation and separation, as children and their families are displaced. This geographical separation leads to decreased opportunities for children to engage directly with their friends and classmates. The educational environment, that previously fostered spontaneous interactions, has been disrupted by distance learning or school closures, exacerbating the situation. Furthermore, there has been an increased reliance on digital communication methods, such as messaging apps and social media, to maintain friendships. However, despite the availability of online interaction, children have experienced a reduction in their number of friends. The challenging circumstances of war make it difficult to sustain previous connections, leading to a narrower social circle. The reduction in the number of friends and the decrease in social interactions represents a risk factor for children's mental health, decreasing resiliency and impending coping with war-related stresses. Despite these challenges, some children have managed to form new connections in their relocated areas. The ability to form new connections despite adverse conditions suggests resilience among children but also indicates the importance of a supportive environment in fostering these new relationships.

During wartime, relationships between children and teachers underwent notable changes, primarily characterized by increased understanding and support from educators. Some teachers adapted to the challenges faced by students, such as power outages and general wartime disruptions, by lowering demands and providing additional assistance. Communication shifted to online platforms, with students expressing a preference for face-to-face interactions. At the same time, some students reported that their relationship with teachers remained stable, with no significant changes neither positive nor negative.

Regarding relationship with parents, many children experienced unchanged communication, with consistent support from their parents as before the war. However, a substantial number of participants noted an increase in communication frequency with their parents. The difficult circumstances led to children spending more time with their parents and fostering stronger, more meaningful connections which suggests that that families may become

more cohesive in facing adversity. The conditions of war fostered having conversations on more serious topics than usual. For some, the absence of fathers due to military service meant transitioning to virtual communication to maintain their relationship.

Further, we examined emotional state of children in the context of wartime and coping strategies used by children.

Findings demonstrated that children's emotional responses to the war have evolved over time, with many experiencing initial feelings of sadness, fear, and anger, which for some have given way to stability as they adapted to their new reality. There is a noted shift towards a more "normal" life, with the war becoming a part of their daily backdrop. Most participants presently report a positive emotional state, while there were also children who currently experience negative emotions like sadness, fear, distress, and anxiety, linked to the war's impacts such as remote learning, separation from friends, loss of homes and loved ones, and the ongoing threat of violence. The variety of emotional responses highlights the different needs for mental health and psychosocial support among children.

The study reveals that children use various coping strategies to maintain their emotional well-being. Children find solace in connecting with friends and family. Hobbies and creative activities like drawing, crafting, playing music offer distractions and relaxation. Video games, social media, and consuming digital content offer distractions that also allow for social interaction with peers. Spending time in nature and engaging in outdoor sports or leisure activities and physical activities helps uplift mood. Humor, anticipation of happy events, positive self-talk, and recalling funny personal stories are strategies used by children to foster a positive mindset.

We also examined children's experiences and impressions from participating in the "Safe Space" group sessions, and the perceived changes in their well-being and interpersonal relationships after attending sessions.

The collective feedback from children and their parents on psychosocial group sessions, both online and offline, was highly positive. Children attended these sessions willingly and reported having enjoyable experiences. Sessions were described as fun, interesting, and relaxing. Participants valued breathing exercises and the "butterfly" technique that were notably effective in managing anxiety and stress. The "safe space" technique was also beneficial, despite one instance where it triggered sad memories. The practice of replacing negative thoughts with positive affirmations was widely appreciated and utilized by the children in their daily lives. Through role-play, children learned to navigate real-life social scenarios and improve interpersonal skills. Activity planning was an exercise some children adopted to organize their days and weeks, aiding in personal management. Participants reported a shift in their approach to conflicts, favoring peaceful resolutions over arguments or fights after learning new strategies during the sessions. Moreover, children appreciated group discussions for the opportunity to speak openly about personal issues without judgment and to understand others. The acquisition of new, practical information that could be applied in daily life was also highlighted. Moreover,

they enjoyed the physical movement activities, like energizing exercises with music, which helped to break up the sessions. Additionally, the inclusion of games and playful activities was well-received for making the sessions enjoyable and engaging. Participants expressed a strong affinity for their psychologist, emphasizing such attributes as approachability and responsiveness. They appreciated the use of encouraging words to enhance children's confidence and motivation as well as guidance in handling various situations. The tailored approach to each student's unique personality was also highly valued. The children also mentioned the activities they liked the least or felt uncomfortable with. Firstly, a discomfort with self-disclosure was noted. Secondly, a dislike for writing tasks was expressed. The disruption caused by air raid alarms significantly affected the continuity and experience of the sessions, with children expressing frustration over canceled or rescheduled sessions. Lastly, there was a clear desire for increased frequency of sessions, with suggestions for extending the program and increasing weekly sessions, highlighting the program's perceived value among participants.

Further, we want to discuss perceived changes in children after the program.

Qualitative data revealed that children generally reported feeling happier and more joyful after the sessions. Participants described becoming more open, communicative, and understanding. They gained confidence and learned to navigate social interactions more effectively. Children who were initially reserved felt more inclined to initiate conversations and engage with others, demonstrating an increased desire to socialize. Relationships with classmates and friends improved, with participants feeling closer and more willing to share personal experiences. Children learned to manage their emotions better, becoming calmer and more balanced. Participants experienced a noticeable decrease in fear and anxiety, especially concerning war-related triggers. Some children developed a more positive outlook on the future, despite the ongoing war. Participants learned to accept the harsh realities of war and cope with the associated pain and loss. Additionally, some children gained knowledge about emotions and improved communication with parents, others reported spending less time on electronic devices and more time engaging in outdoor activities. However, it is important to note that not all participants felt a significant change, with some reporting little to no impact on their emotional state or relationships.

The analysis of change in symptoms severity among children indicated overall substantial improvement. Specifically, we observe significant reductions in internalising symptoms, avoidance and intrusion symptoms among children in both primary and secondary school, while significant reductions in externalising symptoms were found only for those in secondary school. These results complement the above qualitative data which suggests children’s improved skills on managing stress and emotions, as well as decreased fear and anxiety. The percentage of children who reported decrease in symptoms varied from 37.6% to 68% for those in primary school and from 45.3% to 60.2% for those in secondary school. Although we observe reductions in emotional and behavioural symptoms among students, the project target of an 80% reduction was not accomplished. Qualitative data also revealed that not all children experienced improvement in their emotional state. One plausible explanation for this outcome could be the

absence of specific inclusion criteria for program participation. Consequently, children who did not exhibit substantial emotional and behavioral problems were included in the program. Therefore, it is not reasonable to anticipate improvements in emotional and behavioral symptoms among children who initially did not experience significant challenges.

There was a lot of variation in how children responded to a program. We found that the program was effective across gender, age, and type of residential area, but it was more effective for particular subgroups. Our study suggests that children with higher severity of PTSD symptoms and higher severity of internalising and externalising symptoms at baseline assessment benefited more from the program. This study found that Safe Space program is more effective for children who are likely to meet formal diagnostic criteria for PTSD. Among children with clinically significant level of PTSD symptoms boys exhibited more substantial improvements in avoidance and intrusion symptoms compared to girls. These findings are consistent with results from a systematic review conducted by Purgato and her colleagues[1], which discovered that boys tend to benefit a bit more than girls from psychosocial support interventions in terms of reducing PTSD symptoms. Moreover, among boys we observe more reduction in avoidance symptoms, while among girls - in intrusion symptoms. At the same time no significant differences between girls and boys were identified for internalising and externalising differences. We also found larger improvement in PTSD symptoms among younger children. Our findings align with results from a systematic review mentioned previously, which indicated that psychosocial support interventions in humanitarian settings tend to be more effective for children aged 7-10 years and slightly less effective for those aged 11-14 years in terms of reducing PTSD symptoms. We observe some differences in the magnitude of change in internalising and externalising symptoms between children in primary and secondary school, with children in secondary school exhibiting more substantial improvement. However, we cannot confidently assume that the intervention was more beneficial for older children in terms of reducing severity of internalising and externalising symptoms. These discrepancies may be attributed to the utilization of distinct versions of the SDQ: to assess the severity of internalizing and externalizing symptoms among primary school children, the Strengths and Difficulties Questionnaire (SDQ) was administered to their teachers, whereas secondary school students independently completed the SDQ. Given the fact that many children transitioned to remote learning format, teachers have lost a comprehensive view of a child's behavior and had a limited insight into the emotional difficulties of children. This raises the question on the extent to which SDQ administered to primary school teachers capture well enough the magnitude of change experienced by children in primary school, which calls into question the reliability of the results when comparing younger and older children. We found stronger improvement in PTSD symptoms among children living in areas that are not under active hostilities, while children residing in areas under active hostilities reported

[1] Purgato, M., Gross, A. L., Betancourt, T., Bolton, P., Bonetto, C., Gastaldon, C., Gordon, J., O'Callaghan, P., Papola, D., Peltonen, K., Punamaki, R. L., Richards, J., Staples, J. K., Unterhitzenberger, J., van Ommeren, M., de Jong, J., Jordans, M. J. D., Tol, W. A., & Barbui, C. (2018). Focused psychosocial interventions for children in low-resource humanitarian settings: a systematic review and individual participant data meta-analysis. *The Lancet. Global health*, *6*(4), e390–e400. https://doi.org/10.1016/S2214-109X(18)30046-9

less substantial improvement. It is reasonable to assume that children residing in areas under active hostilities face extreme adversity, close proximity to terrible experiences and therefore face a higher level of risk factors. Moreover, their parents might experience heightened level of stress that may also affect their ability to support children and therefore reduce level of protective factors for children. These findings raise questions around conditions that attenuate the benefits of psychosocial support interventions for war-affected children and intervention design.

It is worthy to note, that almost half of children with clinically significant level of PTSD didn't show signs of recovery after the intervention, emphasizing the need for further targeted support.

While we observe increase in the level of all resiliency factors, we observe the largest magnitude of change in persistence, followed by optimism and social networking. Such changes are also reflected in findings from semi-structured interviews. The percentage of children who reported an increase in resiliency was 64.7%, the achieved outcome did not reach the target of 90%. Overall we do not observe significant differences in changes in resiliency between boys and girls, and between children living in areas that are not under active hostilities, and those living in areas under active hostilities. The only exception was that children living in areas under active hostilities reported lowered family support. The baseline level of resiliency was inversely associated with the magnitude of change, indicating that children with lower initial levels of resiliency experienced more significant positive changes in family support, health, optimism, social networking, persistence, and overall resilience. This suggests that children with lower resiliency levels benefited more from the intervention. Changes in resiliency were significantly related to changes in PTSD symtoms, specifically intrusion symptoms, internalizing and externalizing symptoms. Negative correlations indicated that an increase in resiliency was associated with a decrease in these symptoms.

Analysis of change among teachers showed that they slightly increased their ability to engage students and build positive relationships with them as well as experienced a decrease in the level of burnout.

The "Safe Space" training program has achieved a high level of adoption, acceptability, and appropriateness among participants. The program appears to be well-aligned with participants' personal values, organizational needs, and practical work tasks.

APPENDIX A. Supplementary Data Tables

Table A.1. Prevalence of exposure to traumatic events among children studying in primary school

		Girls (n=57)		Boys (n=28)		Total (n=85)	
		n	*%*	*n*	*%*	*n*	*%*
1	Explosions, shooting	32	56.1%	21	75.0%	53	62.4%
2	People who intimidated others with weapons	3	5.3%	2	7.1%	5	5.9%
3	Armed people that entered the house of children and intimidated them or their relatives with weapons	1	1.8%	0	0.0%	1	1.2%
4	People who were fighting or beat other people	9	15.8%	2	7.1%	11	12.9%
5	Tanks, military machines	26	45.6%	15	53.6%	41	48.2%
6	Beaten strangers	7	12.3%	0	0.0%	7	8.2%
7	Beaten acquaintances	3	5.3%	0	0.0%	3	3.5%
8	Killed strangers	1	1.8%	2	7.1%	3	3.5%
9	Killed acquaintances	0	0.0%	0	0.0%	0	0.0%
10	Beaten relatives	1	1.8%	1	3.6%	2	2.4%
11	Killed relatives, family members	0	0.0%	0	0.0%	0	0.0%
	Exposure to at least one traumatic event	**45**	**78.9%**	**23**	**82.1%**	**68**	**80.0%**
	No exposure to traumatic events	**12**	**21.1%**	**5**	**17.9%**	**17**	**20.0%**

Table A.2. Prevalence of exposure to traumatic events among children studying in secondary school

		Girls (n=184)		Boys (n=144)		Total (n=328)	
		n	*%*	*n*	*%*	*n*	*%*
1	Explosions, shooting	109	59.2%	81	56.3%	190	57.9%
2	People who intimidated others with weapons	21	11.4%	14	9.7%	35	10.7%

3	Armed people that entered the house of children and intimidated them or their relatives with weapons	5	2.7%	5	3.5%	10	3.0%
4	People who were fighting or beat other people	55	29.9%	40	27.8%	95	29.0%
5	Tanks, military machines	118	64.1%	84	58.3%	202	61.6%
6	Beaten strangers	42	22.8%	28	19.4%	70	21.3%
7	Beaten acquaintances	14	7.6%	6	4.2%	20	6.1%
8	Killed strangers	12	6.5%	7	4.9%	19	5.8%
9	Killed acquaintances	2	1.1%	5	3.5%	7	2.1%
10	Beaten relatives	6	3.3%	7	4.9%	13	4.0%
11	Killed relatives, family members	5	2.7%	0	0.0%	5	1.5%
	Exposure to at least one traumatic event	**159**	**86.4%**	**122**	**84.7%**	**281**	**85.7%**
	No exposure to traumatic events	**25**	**13.6%**	**22**	**15.3%**	**47**	**14.3%**

Table A.3. Prevalence of problems and difficulties experienced after exposure to traumatic events by children studying in primary school

Items		Girls (n=44)		Boys (n=23)		Total (n=67)	
		n	*%*	*n*	*%*	*n*	*%*
1	Was angry	13	29.5%	3	13.0%	16	23.9%
2	Was scared	30	68.2%	12	52.2%	42	62.7%
3	Was sad	18	40.9%	16	69.6%	34	50.7%
4	Was difficult to concentrate, study or do anything	8	18.2%	6	26.1%	14	20.9%
5	Didn't want to talk to anyone, see anyone	2	4.5%	0	0.0%	2	3.0%
6	Did not want to do anything	5	11.4%	2	8.7%	7	10.4%
7	Had nightmares, bad dreams	15	34.1%	5	21.7%	20	29.9%
8	Could not sleep	13	29.5%	7	30.4%	20	29.9%

Table A.4. Prevalence of problems and difficulties experienced after exposure to traumatic events by children studying in secondary school							
Items		Girls (n=156)		Boys (n=118)		Total (n=274)	
		n	*%*	*n*	*%*	*n*	*%*
1	Was angry	23	14.7%	27	22.9%	50	18.2%
2	Was scared	71	45.5%	48	40.7%	119	43.4%
3	Was sad	58	37.2%	47	39.8%	105	38.3%
4	Was difficult to concentrate, study or do anything	57	36.5%	28	23.7%	85	31.0%
5	Didn't want to talk to anyone, see anyone	15	9.6%	7	5.9%	22	8.0%
6	Did not want to do anything	33	21.2%	17	14.4%	50	18.2%
7	Had nightmares, bad dreams	36	23.1%	23	19.5%	59	21.5%
8	Could not sleep	40	25.6%	28	23.7%	68	24.8%

Table A.5. Frequency distributions of all single CRIES items for subsample of children studying in primary school, by assessment period							
Items		Assessment	No	Very rarely	Sometimes	Often	Total N
			%	%	%	%	
1	Do you ever think about this event even when you don't want to think about it?	Baseline	14,3%	22,6%	46,4%	16,7%	84
		Post-intervention	28,6%	31,0%	29,8%	10,7%	84
2	Do you try to "remove" this event from your memory?	Baseline	22,6%	14,3%	33,3%	29,8%	84
		Post-intervention	34,5%	33,3%	21,4%	10,7%	84
3	Do you have strong feelings about the event?	Baseline	22,6%	28,6%	23,8%	25,0%	84
		Post-intervention	44,0%	29,8%	17,9%	8,3%	84
4		Baseline	27,4%	17,9%	27,4%	27,4%	84

	Do you stay away from things that remind you of the event (certain places, situations, etc.)?	Post-intervention	32,1%	33,3%	23,8%	10,7%	84
5	Do you try not to talk about the event?	Baseline	20,2%	17,9%	41,7%	20,2%	84
		Post-intervention	29,8%	34,5%	22,6%	13,1%	84
6	Do pictures of the event suddenly appear in your mind?	Baseline	23,8%	23,8%	31,0%	21,4%	84
		Post-intervention	44,0%	28,6%	17,9%	9,5%	84
7	Does something seem to make you think about the event?	Baseline	45,2%	10,7%	22,6%	21,4%	84
		Post-intervention	59,5%	23,8%	8,3%	8,3%	84
8	Do you try not to think about it?	Baseline	21,7%	25,3%	26,5%	26,5%	83
		Post-intervention	29,3%	30,5%	15,9%	24,4%	82

Table A.6. Frequency distributions of all single SDQ items for subsample of children studying in primary school, by assessment period

Items		Assessment	Not true	Somewhat true	Certainly true	Total N
			%	%	%	
1	Considerate of other people's feelings	Baseline	4,7%	16,5%	78,8%	85
		Post-intervention	4,7%	18,8%	76,5%	85
2	Restless, overactive, cannot stay still for long	Baseline	74,1%	17,6%	8,2%	85
		Post-intervention	72,9%	21,2%	5,9%	85
3	Often complains of headaches, stomach-aches or sickness	Baseline	78,8%	17,6%	3,5%	85
		Post-intervention	83,5%	16,5%	0,0%	85
4	Shares readily with other children (treats, toys, pencils etc.)	Baseline	3,5%	29,4%	67,1%	85
		Post-intervention	2,4%	17,6%	80,0%	85

5	Often has temper tantrums or hot tempers	Baseline	83,5%	9,4%	7,1%	85
		Post-intervention	85,9%	9,4%	4,7%	85
6	Rather solitary, tends to play alone	Baseline	67,1%	20,0%	12,9%	85
		Post-intervention	72,9%	21,2%	5,9%	85
7	Generally obedient, usually does what adults request	Baseline	1,2%	24,7%	74,1%	85
		Post-intervention	0,0%	18,8%	81,2%	85
8	Many worries, often seems worried	Baseline	81,2%	16,5%	2,4%	85
		Post-intervention	83,5%	15,3%	1,2%	85
9	Helpful if someone is hurt, upset or feeling ill	Baseline	4,7%	20,0%	75,3%	85
		Post-intervention	1,2%	23,8%	75,0%	84
10	Constantly fidgeting or squirming	Baseline	71,8%	18,8%	9,4%	85
		Post-intervention	78,8%	15,3%	5,9%	85
11	Has at least one good friend	Baseline	4,7%	23,5%	71,8%	85
		Post-intervention	9,4%	16,5%	74,1%	85
12	Often fights with other children or bullies them	Baseline	85,9%	11,8%	2,4%	85
		Post-intervention	90,6%	9,4%	0,0%	85
13	Often unhappy, down-hearted or tearful	Baseline	77,6%	21,2%	0,0%	84
		Post-intervention	88,2%	11,8%	0,0%	85
14	Generally liked by other children	Baseline	3,5%	31,8%	64,7%	85
		Post-intervention	1,2%	18,8%	80,0%	85
15	Easily distracted, concentration wanders	Baseline	57,6%	28,2%	14,1%	85
		Post-intervention	62,4%	28,2%	9,4%	85

16	Nervous or clingy in new situations, easily loses confidence	Baseline	65,9%	29,4%	4,7%	85
		Post-intervention	65,9%	29,4%	4,7%	85
17	Kind to younger children	Baseline	0,0%	7,1%	92,9%	85
		Post-intervention	2,4%	8,2%	89,4%	85
18	Often lies or cheats	Baseline	89,4%	10,6%	0,0%	85
		Post-intervention	92,9%	5,9%	1,2%	85
19	Picked on or bullied by other children	Baseline	82,4%	14,1%	3,5%	85
		Post-intervention	91,8%	8,2%	0,0%	85
20	Often volunteers to help others (parents, teachers, other children)	Baseline	10,6%	17,6%	71,8%	85
		Post-intervention	4,7%	28,2%	67,1%	85
21	Thinks things out before acting	Baseline	9,5%	35,7%	54,8%	84
		Post-intervention	8,2%	36,5%	55,3%	85
22	Steals from home, school or elsewhere	Baseline	98,8%	0,0%	1,2%	85
		Post-intervention	97,6%	2,4%	0,0%	85
23	Gets on better with adults than with other children	Baseline	67,1%	23,5%	9,4%	85
		Post-intervention	61,2%	27,1%	11,8%	85
24	Many fears, easily scared	Baseline	77,6%	21,2%	1,2%	85
		Post-intervention	85,9%	12,9%	1,2%	85
25	Sees tasks through to the end, good attention span	Baseline	12,9%	28,2%	58,8%	85
		Post-intervention	11,8%	29,4%	58,8%	85

Table A.7. Changes in scores on symptom scales among children studying in primary school

Scales	Increase in score		No change		Decline in score	
	n	*%*	*n*	*%*	*n*	*%*
Intrusion						
Girls (n=50)	8	16,0%	11	22,0%	31	**62,0%**
Boys (n=25)	3	12,0%	2	8,0%	20	**80,0%**
Total (n=75)	11	14,7%	13	17,3%	51	**68,0%**
Avoidance						
Girls (n=50)	15	30,0%	9	18,0%	26	**52,0%**
Boys (n=25)	4	16,0%	4	16,0%	17	**68,0%**
Total (n=75)	19	25,3%	13	17,3%	43	**57,3%**
Internilizing problems						
Girls (n=57)	17	29,8%	20	35,1%	20	**35,1%**
Boys (n=28)	5	17,9%	8	28,6%	15	**53,6%**
Total (n=85)	22	25,9%	28	32,9%	35	**41,2%**
Externilizing problems						
Girls (n=57)	14	24,6%	23	40,4%	20	**35,1%**
Boys (n=28)	5	17,9%	11	39,3%	12	**42,9%**
Total (n=85)	19	22,4%	34	40,0%	32	**37,6%**
Total difficulties						
Girls (n=57)	21	36,8%	10	17,5%	26	**45,6%**
Boys (n=28)	8	28,6%	4	14,3%	16	**57,1%**
Total (n=85)	29	34,1%	14	16,5%	42	**49,4%**

Table A.8. Frequency distributions of all single CRIES items for subsample of children studying in secondary school, by assessment period							
Items		**Assessment**	**No**	**Very rarely**	**Sometimes**	**Often**	Total N
			%	**%**	**%**	**%**	
1	Do you ever think about this event even when you don't want to think about it?	Baseline	30,1%	24,9%	35,6%	9,4%	309
		Post-intervention	39,5%	26,9%	30,1%	3,6%	309
2	Do you try to "remove" this event from your memory?	Baseline	36,4%	14,3%	25,3%	24,0%	308
		Post-intervention	39,0%	16,9%	25,3%	18,8%	308
3	Do you have strong feelings about the event?	Baseline	47,6%	19,1%	25,2%	8,1%	309
		Post-intervention	55,8%	24,7%	16,9%	2,6%	308
4	Do you stay away from things that remind you of the event (certain places, situations, etc.)?	Baseline	50,6%	13,6%	15,3%	20,5%	308
		Post-intervention	49,4%	21,1%	14,3%	15,3%	308
5	Do you try not to talk about the event?	Baseline	38,4%	15,6%	24,1%	21,8%	307
		Post-intervention	40,3%	20,3%	21,0%	18,4%	305
6	Do pictures of the event suddenly appear in your mind?	Baseline	44,5%	19,5%	24,0%	12,0%	308
		Post-intervention	51,8%	20,1%	21,7%	6,5%	309
7	Does something seem to make you think about the event?	Baseline	56,5%	16,9%	20,5%	6,2%	308
		Post-intervention	58,6%	24,3%	14,2%	2,9%	309
8	Do you try not to think about it?	Baseline	37,5%	14,0%	21,5%	27,0%	307
		Post-intervention	45,9%	14,7%	16,6%	22,8%	307

Table A.9. Frequency distributions of all single SDQ items for subsample of children studying in secondary school, by assessment period						
Items		**Assessment**	**Not true**	**Somewhat true**	**Certainly true**	Total N
			%	**%**	**%**	
1	Considerate of other people's feelings	Baseline	1,2%	36,7%	62,0%	324
		Post-intervention	0,9%	30,6%	68,5%	324
2	Restless, overactive, cannot stay still for long	Baseline	54,8%	30,3%	14,9%	323
		Post-intervention	55,2%	35,5%	9,3%	324
3	Often complains of headaches, stomach-aches or sickness	Baseline	61,0%	29,1%	9,9%	323
		Post-intervention	67,7%	24,8%	7,5%	322
4	Shares readily with other children (treats, toys, pencils etc.)	Baseline	5,2%	35,2%	59,6%	324
		Post-intervention	6,2%	29,6%	64,2%	321
5	Often has temper tantrums or hot tempers	Baseline	48,8%	32,9%	18,3%	322
		Post-intervention	56,0%	35,0%	9,0%	323
6	Rather solitary, tends to play alone	Baseline	48,1%	32,4%	19,4%	324
		Post-intervention	54,2%	32,5%	13,3%	323
7	Generally obedient, usually does what adults request	Baseline	5,2%	51,2%	43,5%	324
		Post-intervention	5,3%	46,7%	48,0%	323
8	Many worries, often seems worried	Baseline	43,5%	35,2%	21,3%	324
		Post-intervention	50,2%	38,1%	11,8%	323
9	Helpful if someone is hurt, upset or feeling ill	Baseline	6,2%	27,9%	65,9%	323
		Post-intervention	1,9%	28,4%	69,8%	324

10	Constantly fidgeting or squirming	Baseline	58,2%	29,4%	12,4%	323
		Post-intervention	62,2%	30,0%	7,7%	323
11	Has at least one good friend	Baseline	10,9%	14,0%	75,1%	321
		Post-intervention	12,4%	14,6%	73,1%	323
12	Often fights with other children or bullies them	Baseline	79,0%	18,8%	2,2%	324
		Post-intervention	84,7%	14,3%	0,9%	321
13	Often unhappy, down-hearted or tearful	Baseline	62,0%	29,3%	8,6%	324
		Post-intervention	72,4%	23,8%	3,7%	323
14	Generally liked by other children	Baseline	14,0%	48,9%	37,1%	321
		Post-intervention	8,0%	53,3%	38,7%	323
15	Easily distracted, concentration wanders	Baseline	33,4%	43,3%	23,2%	323
		Post-intervention	41,7%	46,6%	11,7%	324
16	Nervous or clingy in new situations, easily loses confidence	Baseline	43,2%	39,4%	17,4%	322
		Post-intervention	48,1%	41,0%	10,8%	324
17	Kind to younger children	Baseline	5,6%	23,2%	71,2%	323
		Post-intervention	3,1%	21,4%	75,5%	323
18	Often lies or cheats	Baseline	68,5%	22,2%	9,3%	324
		Post-intervention	71,3%	20,7%	8,0%	324
19	Picked on or bullied by other children	Baseline	80,1%	15,2%	4,7%	322
		Post-intervention	84,5%	11,5%	4,0%	323
20	Often volunteers to help others (parents, teachers, other children)	Baseline	3,4%	48,9%	47,7%	323
		Post-intervention	4,3%	41,7%	54,0%	324

21	Thinks things out before acting	Baseline	8,4%	53,3%	38,4%	323
		Post-intervention	5,2%	54,3%	40,4%	324
22	Steals from home, school or elsewhere	Baseline	96,3%	2,8%	0,9%	324
		Post-intervention	97,2%	2,2%	0,6%	322
23	Gets on better with adults than with other children	Baseline	31,9%	48,9%	19,2%	323
		Post-intervention	34,9%	49,7%	15,4%	324
24	Many fears, easily scared	Baseline	51,4%	35,6%	13,0%	323
		Post-intervention	62,4%	32,0%	5,6%	322
25	Sees tasks through to the end, good attention span	Baseline	11,8%	53,4%	34,8%	322
		Post-intervention	5,3%	54,8%	39,9%	323

Table A.10. Changes in scores on symptom scales among children studying in secondary school

Scales	Increase in score		No change		Decline in score	
	n	*%*	*n*	*%*	*n*	*%*
Intrusion						
Girls (n=173)	37	21,4%	42	24,3%	94	**54,3%**
Boys (n=136)	31	22,8%	37	27,2%	68	**50,0%**
Total (n=309)	68	22,0%	79	25,6%	162	**52,4%**
Avoidance						
Girls (n=173)	61	35,3%	43	24,9%	69	**39,9%**
Boys (n=136)	32	23,5%	33	24,3%	71	**52,2%**

Total (n=309)	93	30,1%	76	24,6%	140	**45,3%**
Internilizing problems						
Girls (n=180)	48	26,7%	31	17,2%	101	**56,1%**
Boys (n=144)	40	27,8%	31	21,5%	73	**50,7%**
Total (n=324)	88	27,2%	62	19,1%	174	**53,7%**
Externilizing problems						
Girls (n=180)	46	25,6%	33	18,3%	101	**56,1%**
Boys (n=144)	45	31,3%	28	19,4%	71	**49,3%**
Total (n=324)	91	28,1%	61	18,8%	172	**53,1%**
Total difficulties						
Girls (n=180)	54	30,0%	14	7,8%	112	**62,2%**
Boys (n=144)	35	24,3%	26	18,1%	83	**57,6%**
Total (n=324)	89	27,5%	40	12,3%	195	**60,2%**

Table A.11. Frequency distributions of all single RESILIENCE items for subsample of children studying in secondary school, by assessment period

	Items	Assessment	Not like me at all	Not like me	Don't Know	Like me	Very much like me	Total N
			%	%	%	%	%	
1	In any, even difficult situations, I find something to be happy about	Baseline	3,1%	7,7%	20,6%	43,3%	25,5%	326
		Post-intervention	0,6%	4,0%	13,5%	46,2%	35,7%	325
2		Baseline	3,1%	5,8%	21,2%	43,1%	26,8%	325

	I understand how to help myself when I see how others overcome difficulties	Post-intervention	1,2%	3,4%	11,3%	48,2%	35,9%	326
3	My family is interested in what my favorite games and activities are	Baseline	4,9%	4,3%	11,3%	25,2%	54,3%	326
		Post-intervention	4,3%	6,1%	6,1%	21,5%	62,0%	326
4	I am agile and energetic	Baseline	3,4%	6,2%	9,2%	31,4%	49,8%	325
		Post-intervention	2,5%	7,7%	9,5%	31,9%	48,5%	326
5	If I have problems, my parents usually talk to me, find out the reason, and help in a difficult situation	Baseline	3,1%	4,3%	10,1%	26,4%	56,1%	326
		Post-intervention	2,8%	2,5%	8,9%	21,8%	64,1%	326
6	I am cheerful	Baseline	1,2%	3,7%	11,1%	30,5%	53,5%	325
		Post-intervention	0,6%	1,5%	5,8%	29,8%	62,3%	326
7	I easily get acquainted with new people	Baseline	5,9%	9,6%	18,5%	30,2%	35,8%	324
		Post-intervention	4,3%	5,2%	17,0%	35,2%	38,3%	324
8	When I strive for my goals, I am able to overcome difficulties	Baseline	0,9%	4,3%	13,8%	37,5%	43,4%	325
		Post-intervention	0,3%	1,2%	12,0%	38,0%	48,5%	326
9	I easily make new friends	Baseline	7,7%	9,5%	19,9%	28,5%	34,4%	326
		Post-intervention	3,7%	7,4%	18,7%	32,5%	37,7%	326
10	I feel physically healthy	Baseline	1,8%	4,0%	8,6%	24,8%	60,7%	326
		Post-intervention	1,2%	2,8%	5,8%	24,5%	65,6%	326
11	Adults communicate with me, they can support and calm me	Baseline	4,0%	1,8%	7,4%	29,1%	57,7%	326
		Post-intervention	2,8%	1,8%	6,4%	23,9%	65,0%	326
12	I love life despite the difficulties	Baseline	0,9%	2,5%	6,4%	24,2%	66,0%	326
		Post-intervention	0,3%	2,5%	3,4%	17,8%	76,1%	326
13		Baseline	1,5%	4,0%	19,9%	40,8%	33,7%	326

	When the problem is too difficult, I try another approach	Post-intervention	0,6%	4,0%	9,2%	43,6%	42,6%	326
14	Overall, I am confident in my abilities	Baseline	1,5%	4,9%	11,1%	41,2%	41,2%	325
		Post-intervention	0,6%	2,8%	8,3%	37,2%	51,1%	325
15	I have a good relationship with my family	Baseline	0,9%	3,1%	6,1%	23,0%	66,9%	326
		Post-intervention	0,9%	2,8%	5,5%	18,4%	72,4%	326
16	I easily make contact with peers	Baseline	4,6%	6,7%	12,0%	33,7%	42,9%	326
		Post-intervention	2,5%	2,8%	12,3%	32,3%	50,2%	326
17	I often play agile games	Baseline	6,7%	9,8%	12,9%	28,8%	41,7%	325
		Post-intervention	4,0%	6,8%	11,1%	35,4%	42,8%	325
18	I know that my parents love me	Baseline	0,9%	1,5%	2,5%	10,8%	84,3%	326
		Post-intervention	0,3%	2,5%	2,8%	11,7%	82,8%	325
19	I can enjoy everything and often smile	Baseline	0,3%	5,5%	9,5%	37,8%	46,8%	326
		Post-intervention	0,6%	2,8%	6,4%	33,4%	56,7%	325
20	I can unobtrusively get a person to talk, find out what happened to him	Baseline	2,8%	4,3%	22,8%	38,8%	31,4%	326
		Post-intervention	1,2%	4,3%	16,9%	37,4%	40,2%	325
21	In general, I can find common language with many people	Baseline	3,1%	4,3%	20,9%	39,4%	32,3%	326
		Post-intervention	1,5%	2,1%	11,7%	42,3%	42,3%	326
22	I look after my health because I believe that “in a healthy body there is a healthy mind”	Baseline	1,5%	5,8%	14,4%	32,2%	46,0%	326
		Post-intervention	0,9%	4,3%	9,2%	31,0%	54,6%	326
23	My parents can listen to me without criticizing me	Baseline	3,4%	3,1%	12,3%	27,6%	53,7%	326
		Post-intervention	2,1%	3,7%	8,9%	29,1%	56,1%	325
24	Overall, I’m a happy person	Baseline	0,3%	2,8%	7,7%	31,4%	57,8%	326

		Post-intervention	0,9%	1,5%	6,7%	20,6%	70,2%	325
25	I am not afraid of criticism and always ready to substantiate my position	Baseline	3,4%	5,2%	17,5%	30,2%	43,7%	325
		Post-intervention	1,2%	4,0%	12,9%	37,2%	44,6%	325
26	I know that everything will be fine	Baseline	1,2%	2,2%	12,0%	26,2%	58,5%	325
		Post-intervention	0,6%	2,1%	5,8%	19,9%	71,5%	326
27	I believe that I can find a way out of any situation	Baseline	2,8%	2,2%	12,0%	25,3%	57,7%	324
		Post-intervention	0,3%	0,6%	4,9%	30,7%	63,5%	326

Table A.12. Changes in scores on resiliency scales among children studying in secondary school

Scales	Decline in score		No change		Increase in score	
	n	***%***	***n***	***%***	***n***	***%***
Family support						
Girls (n=183)	43	23,5%	70	38,3%	70	**38,3%**
Boys (n=143)	25	17,5%	61	42,7%	57	**39,9%**
Total (n=326)	68	20,9%	131	40,2%	127	**39,0%**

Health						
Girls (n=183)	60	32,8%	55	30,1%	68	**37,2%**
Boys (n=143)	29	20,3%	52	36,4%	62	**43,4%**
Total (n=326)	89	27,3%	107	32,8%	130	**39,9%**
Optimism						
Girls (n=183)	38	20,8%	48	26,2%	97	**53,0%**
Boys (n=143)	27	18,9%	44	30,8%	72	**50,3%**
Total (n=326)	65	19,9%	92	28,2%	169	**51,8%**
Persistence						
Girls (n=183)	51	27,9%	38	20,8%	94	**51,4%**
Boys (n=143)	33	23,1%	26	18,2%	84	**58,7%**
Total (n=326)	84	25,8%	64	19,6%	178	**54,6%**
Social networking						
Girls (n=183)	52	28,4%	45	24,6%	86	**47,0%**
Boys (n=143)	29	20,3%	43	30,1%	71	**49,7%**
Total (n=326)	81	24,8%	88	27,0%	157	**48,2%**
Resiliency						
Girls (n=183)	63	34,4%	11	6,0%	109	**59,6%**
Boys (n=143)	32	22,4%	9	6,3%	102	**71,3%**
Total (n=326)	95	29,1%	20	6,1%	211	**64,7%**

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Table A.13. Comparison of mean scores of intrusion and avoidance symptoms between baseline and post-intervention assessments							
Scales	**Baseline**	**Pos-intervention**	**Differences**				
	Mean (SD)	**Mean (SD)**	**Mean difference (SD)**	**95% CI**	**T-value**	**Sig.**	**Effect size**
Children in primary school (n=75)							
Intrusion symptoms	7,99 (6,16)	3,95 (3,89)	-4,04 (6,05)	-5,43; -2,65	-5,78	0,000	-0,67
Avoidance symptoms	9,12 (6,35)	5,69 (4,86)	-3,43 (6,62)	-4,95; -1,90	-4,48	0,000	-0,52
Children in secondary school (n=309)							
Intrusion symptoms	5,75 (4,94)	4,23 (4,32)	-1,52 (4,17)	-1,99; -1,06	-6,43	0,000	-0,37
Avoidance symptoms	7,81 (6,1)	6,83 (6,3)	-0,98 (5,93)	-1,64; -0,32	-2,91	0,004	-0,17

Table A.14. Comparison of mean change scores of intrusion and avoidance symptoms between girls and boys						
Scales	**Boys**	**Girls**	**Differences**			
	Mean change score	**Mean change score**	**95% CI**		**T-value**	**Sig.**
Children in primary school (n=75)						
Intrusion symptoms	-5,20	-3,46	-4,69	1,21	-1,18	0,243
Avoidance symptoms	-3,76	-3,26	-3,75	2,75	-0,31	0,760
Children in secondary school (n=309)						
Intrusion symptoms	-1,43	-1,60	-0,77	1,12	0,37	0,715
Avoidance symptoms	-1,59	-0,50	-2,42	0,25	-1,60	0,110

Table 15. Comparison of mean scores of internalising and externalising symptoms between baseline and post-intervention assessments							
Scales	**Baseline**	**Pos-intervention**	**Differences**				
	Mean (SD)	**Mean (SD)**	**Mean difference (SD)**	**95% CI**	**T-value**	**Sig.**	**Effect size**
Children in primary school (n=85)							
Internalising symptoms	3,11 (3,15)	2,48 (2,46)	-0,62 (2,29)	-1,12; -0,13	-2,51	0,014	-0,27
Externalising symptoms	3,18 (3,82)	2,71 (3,45)	-0,47 (2,45)	-1,00; 0,06	-1,77	0,081	-0,19
Total difficulties	6,28 (6,06)	5,19 (5,09)	-1,09 (3,83)	-1,92; -0,27	-2,64	0,010	-0,29
Children in secondary school (n=324)							
Internalising symptoms	6,05 (3,61)	5,07 (3,25)	-0,98 (2,94)	-1,30; -0,65	-5,97	0,000	-0,33
Externilising symptoms	5,5 (3,48)	4,66 (3,14)	-0,83 (2,69)	-1,13; -0,54	-5,59	0,000	-0,31
Total difficulties	11,54 (5,94)	9,73 (5,43)	-1,81 (4,44)	-2,29; -1,32	-7,33	0,000	-0,41

Table A.16. Comparison of mean change scores of internalising and externalisng symptoms between girls and boys						
Scales	**Boys**	**Girls**	**Differences**			
	Mean change score	**Mean change score**	**95% CI**		**T-value**	**Sig.**
Children in primary school (n=85)						
Internalising symptoms	-1,250	-0,316	-1,971	0,103	-1,792	0,077
Externalising symptoms	-0,857	-0,281	-1,702	0,549	-1,019	0,311
Total difficulties	-2,107	-0,596	-3,246	0,225	-1,731	0,087
Children in secondary school (n=324)						
Internalising symptoms	-0,806	-1,111	-0,342	0,953	0,929	0,354
Externalising symptoms	-0,681	-0,956	-0,316	0,866	0,916	0,361
Total difficulties	-1,486	-2,067	-0,395	1,556	1,171	0,243

Table A.17. Comparison of mean scores of resiliency factors between baseline and post-intervention assessments							
Scales	**Baseline**	**Pos-intervention**	**Differences**				
	Mean (SD)	**Mean (SD)**	**Mean difference (SD)**	**95% CI**	**T-value**	**Sig.**	**Effect size**
Family support	3,39 (0,73)	3,48 (0,72)	0,08 (±0,59)	0,02; 0,15	2,6	0,010	0,14
Health	3,15 (0,82)	3,27 (0,75)	0,11 (±0,63)	0,05; 0,18	3,26	0,001	0,18
Optimism	3,28 (0,64)	3,49 (0,57)	0,2 (0,6)	0,13; 0,27	6,01	0,000	0,33
Social networking	2,88 (0,93)	3,1 (0,82)	0,22 (0,79)	0,13; 0,31	5,02	0,000	0,28
Persistence	3,07 (0,65)	3,28 (0,54)	0,2 (0,57)	0,14; 0,27	6,51	0,000	0,36
Resilience	3,16 (0,59)	3,32 (0,55)	0,16 (0,5)	0,11; 0,22	5,88	0,000	0,33

Table A.18. Comparison of mean change scores of resiliency factors between girls and boys (n=326)						
Scales	**Boys**	**Girls**	**Differences**			
	Mean change score	**Mean change score**	**95% CI**		**T-value**	**Sig.**
Family support	0,11	0,06	-0,08	0,18	0,807	0,420
Health	0,12	0,11	-0,13	0,15	0,154	0,878
Optimism	0,18	0,22	-0,17	0,09	-0,617	0,538
Social networking	0,23	0,21	-0,16	0,18	0,125	0,900
Persistence	0,22	0,19	-0,09	0,16	0,480	0,632
Resilience	0,17	0,16	-0,10	0,12	0,215	0,830

Table A.19. Frequency distributions of all single items of the scale "Efficacy in student engagement", by assessment period (n=466)										
Items	**Assessment**	**1 Very little**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9 A lot**
		%	*%*	*%*	*%*	*%*	*%*	*%*	*%*	*%*
1. How much can you do to get through to the most difficult students?	Baseline	0%	0%	0%	1%	8%	11%	30%	30%	19%
	Post-intervention	0%	0%	0%	0%	5%	6%	25%	40%	24%
2. How much can you do to help your students think critically?	Baseline	0%	0%	1%	1%	6%	11%	27%	38%	16%
	Post-intervention	0%	0%	0%	1%	3%	8%	25%	39%	24%
3. How much can you do to motivate students who show low interest in school work?	Baseline	0%	0%	1%	1%	10%	15%	27%	31%	15%
	Post-intervention	0%	0%	1%	1%	4%	8%	26%	38%	23%
4. How much can you do to get students to believe they can do well in school work?	Baseline	0%	0%	0%	2%	7%	11%	26%	35%	20%
	Post-intervention	0%	0%	0%	1%	3%	7%	23%	36%	30%
5. How much can you do to help your students value learning?	Baseline	0%	0%	0%	1%	8%	12%	26%	33%	19%
	Post-intervention	0%	0%	0%	0%	3%	9%	20%	43%	25%
6. How much can you do to foster student creativity?	Baseline	0%	0%	0%	1%	9%	11%	28%	34%	18%
	Post-intervention	0%	0%	0%	1%	2%	9%	22%	41%	25%
7. How much can you do to improve the understanding of a student who is failing?	Baseline	0%	0%	0%	1%	6%	13%	26%	34%	20%
	Post-intervention	0%	0%	0%	0%	4%	8%	24%	36%	28%

Table A.20. Mean scores of all single items on the scale "Efficacy in student engagement"			
Items	**Baseline**	**Pos-intervention**	**Difference in means**
	Mean (SD)	**Mean (SD)**	

1. How much can you do to get through to the most difficult students?	7,35 (1,28)	7,70 (1,08)	0,35
2. How much can you do to help your students think critically?	7,40 (1,19)	7,72 (1,05)	0,32
3. How much can you do to motivate students who show low interest in school work?	7,20 (1,29)	7,62 (1,17)	0,42
4. How much can you do to get students to believe they can do well in school work?	7,43 (1,26)	7,81 (1,10)	0,38
5. How much can you do to help your students value learning?	7,39 (1,24)	7,76 (1,07)	0,37
6. How much can you do to foster student creativity?	7,37 (1,22)	7,74 (1,09)	0,37
7. How much can you do to improve the understanding of a student who is failing?	7,43 (1,21)	7,74 (1,09)	0,31

Table A.21. Frequency distributions of all single items on the scale "Teacher-students interaction", by assessment period (n=466)

Items	Assessment	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
		%	%	%	%	%
1. Students share their concerns with me	Baseline	1,1%	2,6%	14,4%	56,4%	25,5%
	Post-intervention	0,6%	3,6%	8,4%	58,4%	29,0%
2. Students ask for comfort or support when needed	Baseline	0,2%	2,8%	8,6%	51,3%	37,1%
	Post-intervention	0,9%	2,8%	6,9%	47,6%	41,8%
3. Students express their feelings	Baseline	0,6%	3,9%	16,1%	49,6%	29,8%
	Post-intervention	1,3%	3,9%	10,5%	51,1%	33,3%
4. Students talk about their homes and families	Baseline	0,9%	4,3%	13,9%	50,4%	30,5%
	Post-intervention	0,9%	4,9%	12,2%	44,8%	37,1%
5. Students join class discussions	Baseline	0,0%	4,3%	10,9%	46,4%	38,4%
	Post-intervention	1,1%	2,4%	7,9%	44,4%	44,2%

Table A.22. Mean scores of all single items on the scale "Teacher-students interaction"			
Items	**Baseline**	**Pos-intervention**	**Difference in means**
	Mean (SD)	**Mean (SD)**	
1. Students share their concerns with me	3,03 (0,77)	3,11 (0,75)	0,09
2. Students ask for comfort or support when needed	3,22 (0,73)	3,27 (0,78)	0,05
3. Students express their feelings	3,04 (0,82)	3,11 (0,83)	0,07
4. Students talk about their homes and families	3,05 (0,83)	3,12 (0,87)	0,07
5. Students join class discussions	3,19 (0,79)	3,28 (0,80)	0,09

Table A.23. Frequency distributions of all single items of the subscales "Burnout", by assessment period (n=466)								
Items	**Assessment**	**0 Never**	**1**	**2**	**3**	**4**	**5**	**6 All the time**
		%	*%*	*%*	*%*	*%*	*%*	*%*
Depersonalization subscale								
I communicate with my students formally, without unnecessary emotions and try to keep communication with them to a minimum	Baseline	56,7%	20,8%	9,4%	6,7%	4,5%	1,1%	0,9%
	Post-intervention	53,0%	22,1%	10,3%	7,1%	3,0%	2,8%	1,7%
Recently, I have become more callous (indifferent) towards those with whom I work	Baseline	46,6%	21,9%	11,2%	14,6%	4,3%	1,3%	0,2%
	Post-intervention	46,1%	24,5%	11,6%	11,8%	2,6%	2,4%	1,1%
As a rule, people around me demand a lot from me and manipulate me. They tire me rather than make me happy	Baseline	28,8%	29,8%	14,6%	18,0%	5,6%	2,6%	0,6%
	Post-intervention	27,9%	31,8%	14,6%	16,1%	5,8%	2,6%	1,3%

Sometimes I really don't care about what happens to some of my students and colleagues	Baseline	49,8%	24,0%	11,2%	12,9%	1,9%	0,2%	0,0%
	Post-intervention	50,9%	24,2%	9,9%	11,4%	2,1%	1,1%	0,4%
Sometimes students and colleagues put the burden of their problems and responsibilities on me	Baseline	17,6%	24,7%	12,2%	27,7%	11,8%	4,3%	1,7%
	Post-intervention	14,8%	27,9%	16,3%	23,0%	10,9%	5,6%	1,5%
Exhaustion subscale								
I feel emotionally drained	Baseline	4,9%	23,0%	12,9%	39,9%	14,2%	5,2%	0,0%
	Post-intervention	6,0%	29,2%	20,0%	35,4%	7,5%	1,9%	0,0%
By the end of the day I feel like a squeezed lemon	Baseline	3,6%	14,6%	20,0%	35,6%	18,7%	6,7%	0,9%
	Post-intervention	4,5%	20,8%	23,2%	34,5%	12,0%	4,3%	0,6%
I feel tired when I get up in the morning and have to go to work	Baseline	12,4%	23,6%	19,7%	30,7%	10,1%	3,0%	0,4%
	Post-intervention	14,2%	26,4%	23,0%	27,9%	5,8%	2,4%	0,4%
I feel energetic and emotionally inspired	Baseline	0,9%	6,4%	9,2%	13,1%	39,7%	20,0%	10,7%
	Post-intervention	0,4%	5,2%	10,3%	11,2%	32,0%	29,6%	11,4%
I feel depressed and apathetic	Baseline	17,2%	30,9%	16,7%	25,5%	6,4%	2,8%	0,4%
	Post-intervention	21,0%	33,3%	16,7%	21,7%	4,3%	2,4%	0,6%
I feel more and more disappointed in life	Baseline	5,4%	28,1%	18,0%	35,0%	10,5%	3,0%	0,0%
	Post-intervention	10,1%	30,3%	17,8%	33,3%	6,2%	2,1%	0,2%
I feel indifferent and lose interest in many things that used to make me happy	Baseline	13,9%	29,0%	15,5%	29,2%	9,4%	2,8%	0,2%
	Post-intervention	17,8%	33,0%	16,7%	23,4%	5,8%	3,0%	0,2%
I want to be alone and take a break from everything and everyone	Baseline	6,4%	24,9%	13,3%	33,0%	12,9%	6,9%	2,6%
	Post-intervention	6,2%	26,0%	17,4%	30,9%	11,8%	6,0%	1,7%
I feel at the limit of my capabilities	Baseline	10,5%	21,7%	15,0%	35,2%	12,0%	4,3%	1,3%
	Post-intervention	13,3%	30,5%	14,6%	24,0%	11,4%	4,9%	1,3%
Profsuccess								

I have a good understanding of how my students and colleagues feel and use this to my advantage	Baseline	8,2%	5,8%	9,0%	17,4%	37,3%	15,9%	6,4%
	Post-intervention	7,7%	5,4%	9,0%	17,2%	28,3%	22,1%	10,3%
I am able to find the right solution in conflict situations	Baseline	0,9%	3,2%	5,4%	9,2%	41,8%	28,5%	10,9%
	Post-intervention	0,4%	3,0%	7,3%	8,6%	33,5%	36,3%	10,9%
I can positively influence the productivity of my students and colleagues	Baseline	0,4%	5,6%	5,2%	17,4%	37,3%	25,5%	8,6%
	Post-intervention	1,3%	3,6%	6,4%	12,9%	28,5%	35,4%	11,8%
I have many plans for the future and I believe in their implementation	Baseline	0,9%	3,6%	5,4%	13,3%	30,0%	18,9%	27,9%
	Post-intervention	0,2%	2,8%	6,4%	7,3%	29,6%	23,2%	30,5%
I can easily create an atmosphere of friendliness and cooperation when communicating with my students and colleagues	Baseline	0,4%	3,0%	4,3%	8,6%	37,3%	29,6%	16,7%
	Post-intervention	0,4%	2,4%	6,9%	6,9%	27,7%	34,1%	21,7%
I can easily communicate with people regardless of their status and character	Baseline	0,6%	3,4%	6,9%	7,7%	28,8%	30,0%	22,5%
	Post-intervention	0,0%	2,1%	7,7%	7,9%	23,8%	31,3%	27,0%
I manage to get a lot done	Baseline	0,4%	4,5%	8,4%	17,6%	36,5%	22,1%	10,5%
	Post-intervention	0,4%	4,5%	7,5%	11,8%	31,5%	30,9%	13,3%
I can still achieve a lot in this life	Baseline	0,6%	4,7%	7,3%	14,2%	26,2%	24,5%	22,5%
	Post-intervention	0,2%	3,2%	7,3%	9,9%	24,0%	30,0%	25,3%

Table A.24. Frequency distributions of all single items of the subscales "Teachers' emotions", by assessment period (n=423)

Items	Assessment	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Joy						
I am happy when I achieve my learning goals.	Baseline	0,5%	1,2%	1,2%	9,9%	87,2%
	Post-intervention	0,0%	0,9%	2,8%	7,6%	88,7%

I am happy when there is a positive atmosphere in the classroom.	Baseline	0,2%	0,9%	0,5%	4,5%	93,9%
	Post-intervention	0,2%	1,2%	1,4%	5,0%	92,2%
I am happy when I am able to motivate students to learn.	Baseline	0,2%	0,7%	0,5%	7,3%	91,3%
	Post-intervention	0,0%	1,7%	1,2%	6,6%	90,5%
I am happy when students understand the material.	Baseline	0,2%	0,7%	0,7%	4,5%	93,9%
	Post-intervention	0,0%	1,4%	1,7%	6,4%	90,5%
I am happy when I have a positive impact on my students	Baseline	0,2%	0,7%	0,7%	7,3%	91,0%
	Post-intervention	0,2%	1,4%	2,1%	7,6%	88,7%
Pride						
I feel like a winner when my students succeed.	Baseline	0,9%	0,7%	2,4%	17,5%	78,5%
	Post-intervention	0,7%	1,4%	2,8%	15,8%	79,2%
My students' achievements make me feel like I am growing.	Baseline	0,5%	1,2%	2,8%	18,0%	77,5%
	Post-intervention	0,7%	1,4%	3,1%	16,1%	78,7%
I feel proud when I manage to make my students interested in my subject.	Baseline	0,7%	0,9%	1,4%	15,1%	81,8%
	Post-intervention	0,7%	1,2%	2,1%	10,6%	85,3%
Meeting my successful former students makes me proud.	Baseline	0,9%	1,4%	3,8%	14,7%	79,2%
	Post-intervention	0,5%	1,4%	3,1%	14,2%	80,9%
When I am proud of my students, I feel my confidence grows.	Baseline	0,7%	2,4%	4,7%	18,7%	73,5%
	Post-intervention	0,2%	1,7%	5,2%	17,0%	75,9%
Being proud of my students' achievements proves to me that I am doing a good job.	Baseline	0,2%	1,7%	3,5%	17,3%	77,3%
	Post-intervention	0,9%	1,7%	3,3%	15,4%	78,7%
Love						
I feel warm just thinking about my students.	Baseline	0,2%	1,2%	6,9%	40,0%	51,8%
	Post-intervention	0,0%	2,4%	8,3%	35,5%	53,9%

I love my students.	Baseline	0,0%	0,7%	3,1%	23,6%	72,6%
	Post-intervention	0,0%	1,7%	5,0%	22,5%	70,9%
My students make me feel loved.	Baseline	0,0%	0,9%	6,9%	30,0%	62,2%
	Post-intervention	0,0%	2,4%	5,0%	27,4%	65,2%
I feel attached to my students.	Baseline	0,0%	0,7%	3,3%	28,1%	67,8%
	Post-intervention	0,0%	1,9%	3,8%	22,2%	72,1%
I want to hug my students because I like them so much.	Baseline	0,7%	1,9%	11,3%	29,6%	56,5%
	Post-intervention	0,9%	2,4%	9,7%	31,0%	56,0%
I genuinely care about each of my students.	Baseline	0,0%	1,4%	6,6%	27,4%	64,5%
	Post-intervention	0,0%	1,9%	5,4%	26,7%	66,0%
Anger						
I feel frustrated when a lesson does not go as it should.	Baseline	2,4%	4,7%	11,6%	31,4%	49,9%
	Post-intervention	2,4%	6,9%	13,0%	34,3%	43,5%
The reactions of some students make me so upset that I would rather just quit.	Baseline	39,0%	20,3%	21,0%	13,0%	6,6%
	Post-intervention	37,6%	24,6%	20,1%	11,6%	6,1%
The frustration I feel when working with students undermines my motivation to work.	Baseline	31,4%	27,0%	19,6%	15,8%	6,1%
	Post-intervention	33,8%	27,0%	19,4%	14,9%	5,0%
Some students make me so angry that my face turns red.	Baseline	66,7%	17,3%	9,7%	4,5%	1,9%
	Post-intervention	61,9%	18,9%	11,1%	5,0%	3,1%
Some students' behaviour gives me a headache.	Baseline	46,3%	27,4%	14,7%	7,8%	3,8%
	Post-intervention	45,9%	28,4%	13,2%	9,2%	3,3%
Exhaustion						
At the end of the day, I just want to relax.	Baseline	2,8%	8,3%	15,8%	23,4%	49,6%
	Post-intervention	2,8%	9,5%	19,1%	28,4%	40,2%

When I finish a class, I feel numb.	Baseline	58,2%	22,0%	11,8%	5,9%	2,1%
	Post-intervention	56,5%	19,6%	15,1%	7,3%	1,4%
My work sometimes makes me so tired that all I want to do is "switch off".	Baseline	25,1%	27,9%	19,9%	15,6%	11,6%
	Post-intervention	25,3%	28,8%	23,9%	15,4%	6,6%
Because of the fast pace of work at the end of the day, I feel like I'm going to fall over.	Baseline	30,3%	25,3%	24,3%	15,6%	4,5%
	Post-intervention	27,4%	30,7%	22,2%	15,6%	4,0%
Sometimes I get so exhausted at work that all I can think about is how to get through it.	Baseline	34,3%	28,6%	19,4%	13,0%	4,7%
	Post-intervention	31,7%	29,3%	19,4%	16,3%	3,3%
When I finish my work, I feel exhausted.	Baseline	24,1%	31,2%	23,6%	15,4%	5,7%
	Post-intervention	23,4%	32,4%	25,5%	14,9%	3,8%
Sometimes working with children makes me so tired that I can hardly move.	Baseline	50,6%	24,1%	13,2%	9,0%	3,1%
	Post-intervention	46,8%	25,8%	16,5%	9,2%	1,7%
Hopelessness						
I feel that there is nothing more I can do to correct the behaviour of some students.	Baseline	40,7%	27,7%	16,1%	11,8%	3,8%
	Post-intervention	39,5%	29,8%	18,4%	9,2%	3,1%
When working with completely unmotivated students, I feel that there is no way out.	Baseline	37,6%	31,2%	18,2%	10,4%	2,6%
	Post-intervention	39,2%	31,2%	16,8%	9,0%	3,8%
Some students' behaviour makes me feel completely helpless.	Baseline	45,4%	27,2%	13,9%	10,4%	3,1%
	Post-intervention	46,1%	29,1%	13,5%	9,5%	1,9%
I feel hopeless when I think about the achievements of some students.	Baseline	45,9%	27,7%	15,1%	9,5%	1,9%
	Post-intervention	44,9%	30,0%	14,7%	8,5%	1,9%
I feel like there is nothing I can do to reach some students.	Baseline	38,3%	31,2%	16,5%	10,2%	3,8%
	Post-intervention	39,7%	33,1%	16,1%	9,0%	2,1%
I feel helpless because I cannot help some of my students.	Baseline	40,0%	28,1%	17,0%	10,6%	4,3%

	Post-intervention	39,2%	29,1%	17,7%	11,3%	2,6%

Table A.25. Percentage distribution of participants based on score changes on the teacher scales

Scales	Increase in score		No change		Decline in score	
	n	*%*	*n*	*%*	*n*	*%*
Efficacy in student engagement	276	59%	56	12%	134	29%
Teacher-student interactions	214	46%	123	26%	129	28%
Depersonalization	210	45%	56	12%	200	43%
Emotional exhaustion	179	38%	23	5%	264	57%
Reduced personal accomplishment	170	36%	29	6%	267	57%
Joy	52	12%	313	74%	58	14%
Pride	113	27%	224	53%	86	20%
Love	149	35%	141	33%	133	31%
Anger	168	40%	67	16%	188	44%
Exhaustion	187	44%	39	9%	197	47%
Hopelessness	162	38%	73	17%	188	44%

Table A.26. Comparison of mean scores on the teacher scales between baseline and post-intervention assessments

Scales	Baseline	Pos-intervention	Differences				
	Mean (SD)	Mean (SD)	Mean difference (SD)	95% CI	T-value	Sig.	Effect size
Efficacy in student engagement	7,37 (1,05)	7,73 (0,92)	0,36 (0,94)	0,27; 0,45	8,25	0,000	0,38

Teacher-student interactions	3,11 (0,61)	3,18 (0,68)	0,07 (0,70)	0,01; 0,14	2,28	0,023	0,11
Burnout: Depersonalization	1,32 (0,96)	1,34 (0,96)	0,02 (0,97)	-0,07; 0,11	0,51	0,611	0,02
Burnout: Emotional exhaustion	2,28 (0,92)	2,05 (0,89)	-0,23 (0,79)	-0,30; -0,15	-6,19	0,000	-0,29
Burnout: Reduced personal accomplishment	1,89 (0,98)	1,72 (1,01)	-0,17 (1,07)	-0,27; -0,07	-3,39	0,001	-0,16
Joy	4,88 (0,40)	4,85 (0,46)	-0,03 (0,54)	-0,08; 0,02	-1,09	0,278	-0,05
Pride	4,70 (0,55)	4,72 (0,58)	0,02 (0,64)	-0,04; 0,08	0,53	0,600	0,03
Love	4,53 (0,55)	4,53 (0,60)	0,00 (0,62)	-0,06; 0,06	-0,09	0,931	0,00
Anger	2,48 (0,81)	2,46 (0,84)	-0,03 (0,85)	-0,11; 0,06	-0,62	0,535	-0,03
Exhaustion	2,49 (0,92)	2,46 (0,88)	-0,03 (0,79)	-0,10; 0,05	-0,66	0,512	-0,03
Hopelessness	2,06 (0,97)	2,01 (0,94)	-0,04 (0,92)	-0,13; 0,05	-0,95	0,344	-0,05

APPENDIX B. Codebook

Impact of war on children's lives		
Impact of war on learning		
Category	**Definition**	**Examples**
Loss of physical attendance of school & social interactions	The category describes a longing for the pre-war school experience, with participants mourning the loss of in-person classes and social interactions due to the shift to remote learning during the war.	«Well, now that lessons have started to be conducted more remotely, it doesn't allow for communicating with our peers and classmates.» (female, 11 y.o., Kyiv region) «She [daughter] wanted to go to school. That's the first time I heard from the children that 'we want to go to school', there was such a moment. It's tough for them, of course, being at home on their own.» (female, Kharkivska region) «Well, the fact that lessons began to be conducted remotely more often, and it didn't allow us to... communicate with our peers and classmates.» (female, 11 y.o., Kyiv region) «Well, we were in such a very sad state because our city was occupied, we didn't go to school for half of the tenth grade. Then we all scattered across countries, cities. So, it was sad for us that we were doing this remotely last year, so... Well, it was sad.» (female, 17 y.o., Zaporizka region) «I really want us all to return to school... And to see each other more often. But I still want the war to end as soon as possible. Then we could hang out more, go to school, see each other very often. Well, that's with classmates.» (female, 10 y.o., Kharkivska region) «Well, it's hard for them, m-m-m... In terms of not having interaction with teachers, and not having contact.» (female, Luhanska region)
Learning became challenging due to the transition to a distance learning format	The category describes the challenges faced by students due to the transition to distance learning during the war, emphasizing issues with internet and power	«Well... the war affected my education in that it's harder to study when everything depends on the internet, on electricity, everything is on the computer. Because we didn't even have textbooks; we had electronic textbooks.» (female, 10 y.o., Kharkivska region) «It's [learning] became harder. Much harder. There were many opportunities at home. Now, there are almost no opportunities. We don't have the equipment to work with either. It was much better in school. In school, they provided us with equipment... well, it

	reliability, lack of technology at home, increased perception of workload, and concerns over the quality of education.	was in school... we had laptops, interactive boards, we worked with them. But here, it's just a phone. So that's one reason. It's not convenient; in school, we all worked together, and there was a certain school atmosphere, I guess. Here at home, it's not very comfortable to work in a room with other relatives.» (female, 14 y.o., Donetska region) «It seems to me that it's the same... well, almost the same workload. The same kind of homework. It felt harder when everything is done remotely.» (female, 10 y.o., Kharkivska region) «Well, the quality of education deteriorated due to remote learning... the quality became worse. Absorbing the material became harder and there's less oversight.» (male, 13 y.o., Chernihivska region) «Online learning is certainly a good solution they found, but it's not real education. Because the child sometimes knows something, sometimes doesn't, gets distracted or is occupied with something else. Well, and teachers don't always, so to speak, conscientiously fulfill their duties, so...» (female, Sumska region) «It's hard, I tell you, hard. It was hard for the children. For the older daughter, perhaps it was harder than for the younger child. Because she's in her teenage years now and takes it all more responsibly. Well, especially the learning. It was hard for her. But she tried with all responsibility to learn all this material on her own. When I asked her «do you need help,» she rarely needed anything. She tried to master it on her own, and she really tried hard. Of course, there were some problems and tears. Well, she couldn't keep up with something. But she tried.» (female, Kharkivska region)
Transition to a mixed learning format	The category describes adapting to a hybrid learning model, with alternating days of remote and in-person classes.	«Our education here is mixed. One day we study remotely, and one day we study offline. Because the bomb shelters are small, and the entire school can't fit in there.» (female, 15 y.o., Odeska region)
Disruptions of the learning process due to air raid alerts	The category describes the various challenges faced by students due to air raid	«The air raid sirens interrupt our work. And when there are explosions, we get a bit distracted from the lesson.» (male, 9 y.o., Sumska region)

	alerts that interrupt the physical lessons and also lead to psychological strain and difficulty in concentrating, affecting the overall learning experience.	«M-m-m... well, the war has affected our education in such a way that we have lessons on Zoom, and during air raid alerts we m-m-m... We just don't study, and everyone stays in shelters.» (female, 11 y.o., Chernihivska region) «When there was an air raid alert we were not afraid, but m-m-m... we were sad because we could not have lessons.» (male, 9 y.o., Sumska region)
Negative shift in academic performance	The category describes the impact of war on students' academic performance. The combined stress of war and remote learning has led to a decrease in grades and also diminished the students' motivation to engage in their studies.	«Well, it [the war] had a negative impact. I've already mentioned everything, about the stress and all... yes, the grades have worsened. Even my own grades have slightly dropped.» (male, 13 y.o., Sumska region) «Grades went down, and there was more anxiety.» (female, 11 y.o., Zaporizka region) «Well, we started... to study a bit worse… It did affect the grades a bit.» (female, Zaporizka region) «It affects, it does affect. Well, I don't speak for all children. Those children who studied there excellently, at a sufficient level, they continued. But those who were average, they even fell lower.» (female, Odeska region)
Alterations in class composition	The category highlights the war-induced alterations in class composition, with students encountering new peers and teachers.	«I have only one teacher left from my school, RL... it turns out that from my school to the online school, only RL has transitioned. Otherwise, everyone is new.» (female, 12 y.o., Luhanska region)

Impact of war on relationships with peers		
Category	**Definition**	**Examples**
Reduced face-to-face interactions with peers	The category underscores the significant reduction in face-to-face interactions among peers, resulting from relocation, distance learning, and the inability	«I feel like we started to... well, not talk or meet up as often.» (male, 13 y.o., Chernihivska region) «There is absolutely no communication. I mean, for the child. Well, the people around us are very good. We never had to deal with any, let's say, misunderstandings, right? Everything seemed fine, but... how to put it? The child wishes... she doesn't communicate

	to attend school, leading to a marked decrease in children's direct communication with friends and classmates.	with anyone except us and a few acquaintances. It's very limited. Extremely limited. Comparing to how it was back home, after school, they used to go somewhere, have fun, talk, play. They would gather in groups, go somewhere to relax after school, right? But now, the child has none of that. Absolutely none.» (female, Zaporizka region) «Well, it hasn't greatly affected my communication. I talk to some people, classmates, and friends. Well, we meet up sometimes. But we meet less often because, well... there's a war going on, and we don't have the opportunity to all go together, and visit the school, see our class again, and our whole school.» (female, 12 y.o., Kharkivska region) «Well, I talk to them a little less now.» (female, 8 y.o., Luhanska region) «Well, if there was no war, I always talked face-to-face with friends. But now I can only text them. So, I can say, I've forgotten their faces.» (female, 12 y.o., Luhanska region) «At the beginning of the war when we left, I somehow did not want to talk to the Romanians. I don't know why. But when I came back to Ukraine, I don't really want to talk to anyone. Yes, I have friends at the cottage, and here. Well, a maximum of six of them here. And if you take the cottage, all together. So it's gotten worse. Because I don't go out on the street very often.» (male, 12 y.o., Mykolaivska region) «Well, of course, it has decreased for me because at school I could talk to all the students, friends, with everyone during the breaks. And now I only talk to classmates who are in the city. Because I walk with them. And here I have friends not from school. I talk to them too.» (female, 14 y.o., Sumska region) «I hardly communicate with classmates now.» (male, 11 y.o., Kharkivska region) «Children, they don't comm... well, they have no communication. They sit at home, they are withdrawn, these children.» (female, Luhanska region) «Well, first of all, we all had to leave our city. And I didn't have the opportunity to see them. I could only communicate remotely, by phone or social networks. Well, it's very hard

		emotionally because you can only hear the person's voice on the other end of the phone. And well... not being able to see them is very hard.» (male, 17 y.o., Luhanska region)
Increased reliance on online communication	The category highlights the growing dependence on digital communication channels, such as phone calls and social media, for children to stay connected with friends who are dispersed due to the war.	«The child [son] has started going outside less overall. And his classmates are all scattered across different cities, so to speak. So, if they do communicate, it's only online.» (female, Zaporizka region) «Well, with those who had my number, we communicate. And those who don't, we don't communicate. We don't have the opportunity.» (male, 11 y.o., Khersonska region) «She only communicates online with her classmates. That is, they even created a Zoom group, they study lessons together. They are... well, the war has scattered everyone all over the country, and beyond. She is now with them.» (male, Kyiv region)
Reduction in number of friends	The category highlightes the challenges of maintaining friendships post-relocation and the resultant decrease in the number of close connections.	«It affected me in that only some of my friends remained. But before the war, I had many. Now, I have around 10 friends. Well, we all moved, and then none of us had contact, and we didn't know..» (male, 12 y.o., Donetska region) «I have fewer friends now, and some have moved abroad from our country.» (male, 11 y.o., Mykolaivska region)
New connections were established	This category refers to the formation of new social ties among some displaced children.	«I found new acquaintances in the place I evacuated to, and I communicate with them.» (female, 14 y.o., Donetska region) «Yes, they [children] find friends very quickly, common ground. They are very sociable, joyful. They love to communicate with kids.» (female, Donetska region)

Impact of war on relationships with teachers		
Category	**Definition**	**Examples**
Increased understanding from teachers	The category highlights the increased understanding exhibited by teachers towards students, with	«Well, it has become more peaceful. Teachers are more... how to put it? Understanding towards us, and sometimes they can offer some... how do you say it? Advice. They understand if you don't have electricity. Whereas before, for example during remote learning, they were stricter about schooling. They would insist that you must attend the

	educators providing support amidst the challenges of wartime disruptions, such as power outages and air raid alarms.	lesson, no matter what, but you will come to the lesson.» (male, 12 y.o., Mykolaivska region) «There were some changes. When I left, I began to study remotely at the school in my city. There were some teachers who worked at my previous school. And we had a very good mutual understanding with them. Also, the war brought me closer to the teachers, we began to work more cohesively. And so, the war helped us to come together, as absurd as it sounds, it really helped us to bond and understand each other better.» (male, 17 y.o., Luhanska region) «Well, they [teachers] became kinder. Because they understood that some students just... don't have that opportunity.» (male, 12 y.o., Donetska region) «So, the same, yes. That is, people started to help each other. Some teachers in our school turned out to be not very good, they became collaborators. But most are good, they help us, understand us. If there was no electricity, for example, or a siren, they support us, help us, make additional lessons, and have become better at communicating.» (female, 17 y.o., Zaporizka region) «No, no, the demands have not increased. They are understanding towards the children and their learning, the teachers. Everything is fine with us in that regard.» (female, Zaporizka region)
Shift in communication to online platforms	The category captures the shift toward online communication platforms for students and teachers, emphasizing the reliance on technology for interaction.	«I cannot directly say that it [war] has had a very strong impact. It has affected things, well… In principle, it's not like always, not like in real life. Yes, we communicate by phone, via gadgets, on various social networks. But the most important thing is that the common goal is to meet at school. It's the most beautiful at school because there you can have a live conversation, not through a screen.» (female, 12 y.o., Kharkivska region) «Well, because I haven't seen them for a long time, maybe I started to... how to say? Communicate with them differently, because I haven't talked to them for a long time… Well, now... Maybe because we used to go to school, this was at the end of May, right? In distance learning, we can mute microphones, all that, you understand? Well, I don't know how to explain, just differently.» (male, 13 y.o., Sumska region)

Increased engagement and attention from teachers		«So, educators, I think that, well... during the martial law, they were very, very, let's say, attentive and made a lot of efforts, they asked how the child was. If the child disappeared for two days, of course, we constantly communicated with the teachers, they always asked where, what, how. So I think that this is very good.» (female, Zaporizka region) «The majority [of teachers] are good, who help us, understand us. If there was no electricity, for example, or an air raid siren, they support us, help us, conduct additional classes, and have become better at communicating.» (female, 17 y.o., Zaporizka region) «More attention, like they pulled us more towards studying, more seriously.» (female, 12 y.o., Chernihivska region) «Yes, our teacher is really great. She organizes lessons for them, and then she organizes a meeting just for communication. She conducts Zoom conferences for them, meetings, they communicate. She also calls each one separately, communicates, asks what problems they have. It often happens that they meet on the territory. Also, if she is in our area, she comes to visit, asks how and what. So, the teachers, I believe that, well... in a state of war, they put in a lot of effort and asked how the child is. If the child was missing for two days, then we were constantly in contact with the teachers, they were always asking where, what, how. So, I think this is very good.» (female, Mykolaivska region)
Nothing have changed	This category highlights the stability in student-teacher relationships during the war, as some students reported no significant changes in their interactions with teachers, preserving usual dynamics.	«Well, the same as usual.» (female, 11 y.o., Mykolaivska region)

Impact of war on relationships with parents		
Category	**Definition**	**Examples**

Unchanged communication with parents	The category outlines the consistency in family dynamics amidst the war, with children stating that their interaction and support from parents have not changed.	«The war has not affected my communication with my parents at all. My parents support me. They help me, and every time something happens, I tell them. This is if I need help, and I can't resolve it in any way. There are some problems that I... well, in principle, I know how to solve them, but I still tell my parents, how to get out of the situation. They advise me on everything.» (female, 12 y.o., Kharkivska region) «I talk to them just as often as before the war.» (female, 11 y.o., Donetska region) «I've had a good relationship with my parents from the very beginning, and it's still good now.» (male, 12 y.o., Mykolaivska region)
Increased communication with parents	The category highlights the increase in the frequency of conversations with parents.	«Well, everything is fine. We began to communicate more often.» (male, 12 y.o., Donetska region) «Well... we've become a bit closer because my dad used to go to work more. But now we are closer. [Interviewer: So, you communicate more at home, right] Yes.» (female, 8 y.o., Luhanska region) «Well... we somehow... even started to communicate better. Because they began to worry about me even more. [Interviewer: So, I understand that you communicate more, talk more?] Yes.» (male, 11 y.o., Kharkivska region)
Increased time spent together	The category outlines that war has prompted children to spend more quality time with their families.	«Well, we started spending more time together. Because we understood that war is a very difficult time and somehow we need to get through it together» «Well, I have started to listen to my parents more and try to spend time with them. In a fun and useful way.» (male, 13 y.o., Chernihivska region) «Mmm... I don't think so. There's more time... well, I spend more time at home with the kids now.» (female, Kharkivska region)
Deepened connection with parents	The category highlights that kids started feeling a heightened sense of love and connection with their families.	«Well, it [war] influenced [relationship] with my parents because... Well, it had a strong influence. Because I realized how much I love my parents. Because now, for example, my entire family is under occupation. I left with my mother and my mother's sister, with my aunt. And of course, I miss them very much. And yes, it influenced [me]. I became closer to my mother, and with my father, with the family, yes. We also understood how much we love each other.» (female, 17 y.o., Zaporizka region)

		«It has just united us all. We all became friendlier, in my opinion.» (female, 14 y.o., Sumska region) «Well... the war made us realize that relatives are very precious to us. That we need to cherish them, communicate more because God forbid there may not be another chance. We also became closer, more friendly. We began to understand each other better, understand each other's problems.» (male, 17 y.o., Luhanska region) «Well, probably for the better. They were not bad, but now there's such a unity, such a bond with the children.» (female, Zaporizka region)
Transition to virtual communication with fathers	This category highlights maintaining communication between children and their military-serving fathers through calls and photo sharing.	«No, my father was taken away [for military service]. We talk often on the phone. I send him a lot of updates about what I'm doing. Not every day there… Almost every day I send updates about what I'm doing. Pictures, like that.» (female, 11 y.o., Khersonska region) «Well, I can talk to my mom at home whenever I want. But I have to keep in touch with my dad because he's not at home right now.» (male, 11 y.o., Mykolaivska region)
More conversations on serious topics	The category highlights that war prompted children to engage in more serious and adult-like conversations.	«But thanks to the war, we somehow grew up very quickly. We started taking things more seriously, matured more. We began to talk about serious topics, just like that.» (female, 14 y.o., Donetska region) «You know, they [children] started to ask adult questions. Questions that children wouldn't typically contemplate for their age about certain problems, about Putin. Who he is, what he is. That is, they talked about it, they read about it, watched it, and we talked about it at home. Sometimes it was hard. Sometimes I said that they shouldn't talk or think about this. You are still kids. These are adult problems, they are global. You don't need to delve into it. It influenced us, specifically in such serious, global issues, problems.» (female, Kharkivska region)

Psycho-emotional state of students		
Emotional state of chidlren		
Category	**Definition**	**Examples**

Change over time	The category captures the emotional adaptation of children during wartime, transitioning from initial distress, sadness and fear to experiencing normalcy.	«We moved away from the combat zone a year ago, and they [children] were a bit scared. Now, of course, their state has changed a bit. They have become calm, more joyful, cheerful.» (female, Donetska region) «Well, at first, at the beginning of the war, everyone seemed sad. But now it seems like everyone... has gotten used to it. And just seem to live a normal life.» (female, 11 y.o., Chernihivska region) «Well, many children who were sadder at the beginning of the year have... that is, they've gotten used to it, can we say that? They have become more cheerful.» (female, 11 y.o., Khersonska region) «Well, how has it changed? At first, it was hard, it was difficult. It was very stressful. But now, thank God, we've all gotten used to it, and we don't, how should I say... We don't experience it as intensely, you know? There are worries, there are moments, but they are already... we've already (smiled) learned to overcome it. We can say that.» (female, Sumska region) «Well, the families too. Well, it's already somewhat better. It was hard at the beginning. Because everything was left behind, everything was abandoned for the second time already. But now it's a little, how should I say... rehabilitated.» (male, Kyiv region) «Now it's just a habit. A habit to sirens, a habit to... Just a habit... It seems that we are now in safety. Well, it's all called getting used to the problem, right? We can say that. Such a habit... the ability to exist even in such a projection, probably, of life, like this. Well, calmly, I see that they are no longer as stressed about it as they were before.» (female, Chernihivska region)
Positive emotional state	The category captures feeling happy, calm and joyful at the present time.	«Even though the war is ongoing, our class is quite cheerful and joyful.» (female, 10 y.o., Kharkivska region) «By the end of the school year, they kind of... relaxed.

		«Mmm... the emotional state of students or classmates over the last year has been very good. Because holidays are coming, they did everything they wanted, and they are happy.» (male, 13 y.o., Chernihivska region) «Well, some students are sad, some are happy. And many students... many students are always in a very good mood… Regardless of the circumstances.» (female, 11 y.o., Donetska region) «Well... everyone seems kind of active, cheerful. Almost no one is sad. And everything seems to be fine for everyone.» (female, 11 y.o., Chernihivska region) «Well, at the moment they are happy because they are on holiday. They are carefree, they are resting. They are not burdened with anything. That is, what they would like at the moment, they are happy now, I would say so.» (female, Kharkivska region)
Experiences of negative emotions & behaviours	The category highlights negative emotions among children during wartime, such as sadness, fear, and anxiety, stemming from challenges caused by war, and social withdrawal.	«Well, I can say that the emotional state is quite difficult. Considering the circumstances we are in now, what our situation is like now, the emotional state of each of us is not very good... Well, there...in fact, there are many reasons. Starting with the fact that we left our homes where we lived all our lives. And now many of those homes are gone. Some lost many relatives, some friends. Many losses this year. Shelling confronts us... those who are in Ukraine, confronts us everywhere. For instance, in Dnipro now, those who left and evacuated to Dnipro, there are shellings there too. So...» (female, 14 y.o., Donetska region) «And she closed herself off from friends. School, home, and she closed herself off. She didn't want to meet or make new friends.» (male, Luhanska region) «I think their emotional state has worsened because of the war. Because all this year we had to study remotely... Because there's a lot of stress.» (male, 13 y.o., Sumska region) «The emotional state, I can say, is quite difficult. Considering the circumstances we're in now, what our situation is, the emotional state of each of us is not very good.» (female, 14 y.o., Donetska region)

		«Yes. The war has made my classmates sad because they can't see each other, and they couldn't work.» (male, 12 y.o., Donetska region) «The older one [daughter] worries more but keeps it more to herself. Well yes, we chat about topics, she understands everything, but it's anxious.» (female, Kyiv region)
Mixed emotions	The category highlights the diverse experiences and emotional responses that different people have as well as blend of emotions that one can experience.	«Probably mixed. Because the situation is unclear. I mean, it's clear that you need to study, move forward. But still, because of the war, people are dying, children are dying, and here you sit calmly, drinking tea. I think many understand this. And after some time you probably get used to it, because it happens every day, it's quite an interesting state.» (female, 15 y.o., Odeska region) «Well, about the moods. Like... some have a normal, cheerful mood, and some just seem... seem sad. It's different for everyone.» (female, 12 y.o., Chernihivska region) «Well, about the moods… Well, like... some are normal, cheerful, some just seem... seem sad. It's different for everyone.» (female, 12 y.o., Chernihivska region)
No significant differences between girls and boys in emotional state	The category emphasizes that there no no distinct differences between boys and girls on their emotional state during wartime.	«Mmm... I don't notice any difference. Everyone seems to behave the same.» (female, 11 y.o., Chernihivska region) «I didn't feel any difference between the girls and boys. Everything was as it was before.» (female, 10 y.o., Kharkivska region) «Well, from my observation, it's the same for us. Our boys are also cheerful. Well, sometimes when the teacher scolds them, but that's their problem... But otherwise, they are always cheerful, the girls are cheerful too.» (female, 12 y.o., Luhanska region)

Coping strategies used by children

Category	Definition	Examples
Interactions with others	The category highlights on the importance of social interactions in enhancing the emotional well-being of children, highlighting the supportive role of communication with family and friends.	«Communication helps me. Communication with relatives and friends, with acquaintances.» (female, 10 y.o., Kharkivska region) «Hanging out with friends.» (male, 11 y.o., Zaporizka region) «Parents, friends, and close ones. And everyone who... I don't know… Surrounds me.» (male, 11 y.o., Mykolaivska region) «Conversations with friends.» (male, 13 y.o., Chernihivska region) «Well, when I... if I have free time, I play with friends, or with my younger sister.» (male, 11 y.o., Donetska region) «I play board games with parents, relatives.» (male, 11 y.o., Zaporizka region)
Engagement in favorite activities	The category highlights how hobbies and creative endeavors, provide means for distraction, relaxation, and self-expression.	«I can improve my mood with activities like drawing or sculpting. I also enjoy making bracelets and other crafts... developing my skills. I have a channel where I post videos. I don't show my face, just my hands, and I talk about what I'm doing.» (female, 12 y.o., Kharkivska region) «Well, to engage in distracting activities, or their favorite things.» (female, 11 y.o., Khersonska region) «Most of all I love doing Lego. Like this, for example [shows a large Lego ship], the Titanic. And it becomes easier for me because I just start to focus... I forget about everything, and just do what I like. It's what calms me down the most. It's like m-m-m...sleeping. I don't know how to put it correctly.» (male, 12 y.o., Mykolaivska region) «And I, for example, can engage in things that I like. For example, drawing or reading.» (female, 11 y.o., Khersonska region) «For me, sometimes it helps when I draw.» (female, 12 y.o., Luhanska region)

		«Well, I listen to music, or play the guitar, or draw. That is, I engage in creativity. So this helps many people.» (female, 15 y.o., Odeska region)
Distraction through digital engagement	The category highlights how digital activities like gaming and consuming entertainment content offer children means for distraction and additional avenues for socializing and experiencing joy with friends.	«Some people just... sit with their phones and play some games. They try to distract themselves from everything that's happening.» (male, 13 y.o., Chernihivska region) «We communicate [with friends] and play different games, both on the computer and outside.» (male, 11 y.o., Kharkivska region) «When I feel sad, for example, I like to take my phone, headphones. I go on YouTube, turn on a video, and draw.» (female, 12 y.o., Kyiv region) «Well, I don't know. We watch movies.» (female, 17 y.o., Zaporizka region) «I like it, sometimes I can play [shows a game controller] video games. Well, I started more... when I come home, then more on the screen... what is it? I play. It calms, calms...You focus on the game, and you don't feel anything.» (male, 12 y.o., Mykolaivska region) «Or just watch some funny videos.» (male, 13 y.o., Sumska region)
Engagement in outdors activities	The category highlights how outdoor activities uplift children's moods.	«Well, [children] probably try to be outside more, communicate with friends.» (female, 10 y.o., Kharkivska region) «Play some game. Go out with someone for a walk.» (male, 17 y.o., Luhanska region) «Mmm... they play games on the street, for example.» (male, 12 y.o., Khersonska region) «Well, they can go for a walk on the street, buy themselves some treats. If their friends are in their city, hang out with them.» (male, 12 y.o., Donetska region)
Engagement in sports and physical activities	The category highlights how physical activities enhance children's emotional well-being.	«I'm engaging in sports, riding a bike. [Interviewer: What kind of sports?] Well, ball games. Football, basketball.» (male, 12 y.o., Khersonska region) «Someone does sports, it also sometimes helps someone.» (female, 15 y.o., Odeska region)

		«I practice wrestling, kickboxing.» (male, 8 y.o., Luhanska region)
Maintenance of a positive attitude	The category highlights how children improve their emotional well-being and maintain a positive outlook through humor, positive self-talk, thinking about joyful experiences.	«Well, I find some funny moments from my life and... yes. I remember them, and then we laugh about it, that's how I support myself.» (female, 14 y.o., Sumska region) «I laugh, for example, when there was such a difficult situation, when there were explosions, I was most often at home. Sometimes I laughed with my sister. Sometimes with my grandmother and grandfather and mother. But with peers, I only laughed after that with them. Otherwise, I'm with my relatives.» (female, 14 y.o., Sumska region) «Well, I cheer myself up, like, I praise myself. Good job for completing that, or some other work.» (female, 11 y.o., Kyiv region)

Impressions of participation in Safe Space group sessions		
Aspects of sessions that children liked		
Category	**Definition**	**Examples**
Positive overall impression	This category highlights how sessions were engaging, enjoyable, and interesting.	«She [daughter] was interested, she went with pleasure. She never said, «I won't go,» or «I don't want to.» She went with pleasure. Although now is such an age that try to interest her.» (female, Sumska region) «They [group sessions] influenced positively. He [son] came from these trainings, classes held by the school psychologist with very positive emotions, complete delight. He talked about what they did there, they gathered in small groups, they illustrated something, like friendship. They had different presentations, showed videos. Well, they came out... Well, they were looking for a way out of certain specific situations. These could be conflictual, stressful situations. And he came back and was thrilled. He said, «Oh, I learned a lot and took a lot away from these trainings, I really liked it.» Well, he was delighted.» (female, Odeska region) «I liked it, it was cool. At first, it was something incomprehensible, but then it became interesting.» (female, 11 y.o., Kyiv region)

Group discussions	This category highlights the value of group discussions for children, emphasizing the open sharing of personal feelings and experiences, which fosters mutual understanding and provides a judgment-free environment.	«There we talked very frankly. We learned a bit more about each other, opened up, it was so... heartfelt.» (female, 14 y.o., Donetska region) «I really liked it when we could... tell our psychologist and each other about the problems we have, the ones that bother us. And the fact that no one judged us.» (female, 11 y.o., Kyiv region) «The classes were very comfortable, and even when asked about some family problems, for instance, the death of some relatives, grandparents, m-m-m... it was still quite comfortable to tell. Because it was in the circle, you can say, of a second family.» (female, 10 y.o., Kharkivska region) «Well, first of all, there you can express your opinion, this is very nice. Well, if there are lessons, then you can't express your opinion. Because how can you say that you think so? If the topic is about something else. But at the safe space, you could tell how you live.» (male, 12 y.o., Mykolaivska region) «I liked it more that we could talk openly... That is, no one could say anything about what you're saying.» (male, 14 y.o., Sumska region) «We talked very openly there. Learned a bit more about one another, opened up, it was like that... heartfelt.» (female, 14 y.o., Donetska region)
Acquisition of new information	This text describes children's positive reception of educational content that is relevant to their daily lives.	«Well... m-mm... in these lessons, I learned a lot of interesting things for myself, and now I know how to behave in different situations.» (female, 14 y.o., Sumska region) « I learned a lot of new things… I really liked it a lot. How much they told us, how much information there was. We were also told about what a «safe space» is. And there were also many new topics. It was very impressive.» (female, 12 y.o., Kharkivska region) «The thing I liked the most was when we talked about... bullying, oh. Remembered, we took a test on bullying. That's what I liked the most.» (male, 11 y.o., Mykolaivska region)

		«They told us how to better relieve stress, or how to switch from one topic to another.» (female, 15 y.o., Odeska region) «Well, when they told us about emotions, how to understand ourselves.» (female, 11 y.o., Zaporizka region) «Well, what I remember is how we went through presentations, they also gave us a lot of knowledge.» (male, 17 y.o., Luhanska region) «Well, it was interesting, I liked it. I learned a lot of new things there.» (female, 11 y.o., Chernihivska region)
Movement activities	This category describes how children enjoyed physical movement activities during sessions	«During our sessions, after some time had passed, we would have «energizer» exercises. We would stand up, move around, there was different music playing. And we would do, perform various exercises.» (female, 11 y.o., Kyiv region) «The activity where we showed our moves, meaning we stood in a circle and others had to remember that move. So, do the move that I showed, and add their own. And... and then everyone had to repeat the moves. Well, how well they remembered these moves. And everyone had different moves. Well, it was like a memory game, a sort of game.» (male, 13 y.o., Chernihivska region) «I also really liked the energizer with hamsters. They had multicolored socks, it was very funny!» (female, 8 y.o., Luhanska region) «I really liked the classes when we performed some movements. When you had to stand up or show something with your hands. I remember my favorite exercise, I remembered it from the first class, it's «horns-legs», I always remind myself of it. It's like this for horns, and this for legs. Oh, these are horns, and these are legs. And then you have to switch immediately. And we did it and got confused. But now I do it much faster.» (female, 14 y.o., Sumska region) «Well, I liked it when we did various exercises, for example, movement.» (male, 12 y.o., Donetska region)

Playful activities	This category highlights how children enjoyed that games and playful activities were incorporated into sessions	«I liked that everything was in an entertaining, playful form.» (female, 10 y.o., Kharkivska region) «I remember there were interesting tasks and games.» (male, 11 y.o., Kharkivska region) «I found it interesting, I really liked the games.» (male, 8 y.o., Luhanska region)

Exercises and techniques that children liked		
Category	**Definition**	**Examples**
Calming exercises	This category describes feedback on calming exercises to better manage stress and anxiety, specifically such techniques as controlled breathing, «butterfly», visualizing a «safe space».	«There is one exercise. When something annoys me, there is a breathing exercise. Four... no, five seconds you inhale through the nose, and exhale through the mouth. Well, and it somehow helps. I somehow... calm down.» (male, 13 y.o., Chernihivska region) «I remember the most when they told us if you have any anxious thoughts, you can close your eyes and imagine that you are in some familiar place. Where you really liked it, where you felt safe. Close your eyes and just walk that place where you are calm. It really helped me a lot.» (male, 17 y.o., Luhanska region) «There was sadness when she said to close your eyes and remember your place where you feel... well... safe. There were memories of my native home.» (female, 12 y.o., Luhanska region) «I liked it. There were exercises that showed us how to calm down, how to cheer up.» (female, 10 y.o., Kharkivska region) «Well, I liked the psychological exercises, like how to calm yourself during anxious thoughts or panic attacks.» (male, 17 y.o., Luhanska region) «Well, yes. We had that... well, several exercises. With breathing. Then also, I think, it was like... find there 5 objects that you can touch, smell. Well, it helped. Yes, it helps.» (female, 17 y.o., Zaporizka region)

		«If you're angry, you need to breathe in, breathe out, breathe in, breathe out. And do it like that 5 times.» (female, 8 y.o., Luhanska region) «I liked the exercise the most, where we, so to say, meditate. We sit quietly, and imagine in our head some comfortable place. For someone, comfort might be a library, for someone else a beach, or something else. Their own room.» «She often did breathing exercises. She even does them now. Now it's summer vacation, but when something doesn't go right with her friends, or with what she plans, - she does breathing exercises.» (female, Mykolaivska region)
Positive thinking	This category describes feedback on incorporating positive thinking to improve one's emotional state.	«For example, we have... a negative thought: «I can't do anything,» but a positive one – «I will do this, I will learn a bit more, and I will succeed.» (female, 11 y.o., Donetska region) «They just told us to dismiss those thoughts and think about something good… Mmm... to think only about the good, about the positive.» (male, 11 y.o., Mykolaivska region) «I can, as they say, rage and cry. But we had this thing, in psychological sessions, that they told us we need to think about the good, to find positives in every situation, and not to think... Well, for example, if you're crying, then think that everything will be alright, you can redo it again, and so on.» (female, 11 y.o., Khersonska region)
Role-Playing	This category describes feedback on the use of role-playing exercises to improve one's social and interpersonal skills.	«Yes, we were playing scenes. There was a theme for each, and well, in our canteen, there was a theme. And some guy goes out of turn, and well... cuts in front of everyone. From the back to the front. And what you need to say. At first, you have to well... not immediately say «where are you going» in that tone, but start with «why are you doing this» there. Well, not very sharply, you can start the conversation.» (female, 12 y.o., Luhanska region) «Mmm... There was a session. I'll remember now, how... «The Bully,» it seems to be called. We also brought up an example when in our school canteen you stand the whole break to buy something, and some bully cuts the line, just like that. So this was a very popular situation in our class. Everyone agreed with it.» (female, 14 y.o., Donetska region)

Activity plan	This category highlights the adoption of daily and weekly planning by children as a method for organizing their time and activities.	«I began somehow to plan my future, to schedule my day.» (female, 11 y.o., Zaporizka region) «For example, how to properly plan your day, time. Well, something like that, so... Well, that's what I remembered the most for some reason.» (female, 11 y.o., Chernihivska region)
Conflict resolution	This category describes the positive impact of conflict resolution education on children, highlighting that it helped children navigate social conflicts more constructively.	«Yes, it helped us. She told us how to properly de-escalate if some of your friends are having a conflict.» (male, 11 y.o., Kharkivska region) «Well, how to resolve conflicts correctly, what to do in such situations.» (female, 12 y.o., Chernihivska region) «Well, I liked the session the most when we were analyzing conflicts. Maybe, I remember, a conflict with oneself. With yourself, for example. The inner «I» and the outer «I». I remembered that.» (female, 10 y.o., Kharkivska region)

Aspects of sessions that children didn't like		
Category	**Definition**	**Examples**
Talking about oneself	This category highlights discomfort with sharing personal information or discussing personal aspects of one's life.	«Well…there isn't really anything I didn't like. But I liked it less when we had to tell something about ourselves… Well... personally, it was stressful for me when I had to talk about myself, about such aspects. Well, everyone has individual problems, some like it, some don't. Well, I liked the least to talk about myself. Personally.» (male, 17 y.o., Luhanska region) «And the least [I liked] – where you needed to tell something about yourself.» (female, 15 y.o., Odeska region)
Writing activities	This category describes disinterest in activities that require written reflections or recording information.	«I didn't like it when we had to make some notes.» (male, 12 y.o., Donetska region) «I didn't really like when we were writing different rules.» (female, 11 y.o., Kyiv region)

		«I didn't like it when there we had to do some recordings, and make a plan.» (male, 12 y.o., Donetska region) «Well maybe I didn't like it when we were writing something.» (female, 11 y.o., Mykolaivska region)
Disruptions due to air raid alarm	This category highlights how air raid alarms disrupt scheduled activities, leading to cancellations or adjustments in plans about sessions	«The only thing I can say is that there could be an air raid alarm, and because of this, our lesson might be canceled, we exit Zoom. And then we can, if the air raid ends, we can join in. If... we can reschedule for a time that will be suitable for us.» (female, 12 y.o., Kharkivska region) «Well... that we were in the basement several times.» (female, 12 y.o., Chernihivska region) «Well, if you put it that way, the alerts were disturbing, very much so.» (male, 13 y.o., Sumska region)
Infrequency of sessions	This category highlights how sessions were infrequent and the program short-lived.	«The classes were really cool, everyone liked them. But there were too few of them. Everyone wished they could at least be... well, I don't know, it seems there were 10 lessons or fewer, I don't remember exactly. But we wished there could be at least 3 weeks more because it was very few.» (female, 10 y.o., Kharkivska region) «Well, I would like the sessions to be three times a week… Well because it was very interesting there. It was fun.» (female, 8 y.o., Luhanska region) «I wanted to communicate more, even though it seems like a lot of time. But... I wanted more. That's why I wanted the program to continue. For example, even if it's 1.5 hours, not to sit for 3 hours at school, of course, but just for them to continue longer than the actual program we were given.» (female, 10 y.o., Kharkivska region)

What children liked about psychologist		
Category	**Definition**	**Examples**

The use of words of encouragement	This category highlights the importance of children hearing positive affirmations and words of encouragement from a psychologist.	«There were words, that «everything will work out for you», «don't give up», and «go towards your goal.» That was very good. And «you're doing great», and «everything will be okay.» (female, 12 y.o., Kharkivska region) «Well, «if you want to, you can do anything». She sometimes said that. I liked that...» (male, 12 y.o., Mykolaivska region) «Probably that you need... You need to try, not just sit and think. You need to try once, and then think whether it was needed or not.» (female, 15 y.o., Odeska region) «Well, it was like she said that we are all good, there's nothing scary here, it's all good. On the contrary, come so that I can help you, get to know each other better, - like that.» (female, 11 y.o., Kyiv region) «Well... she said that it doesn't matter what others say. What others say, or what others do. You are responsible for yourself. And if you have a goal, then you must stick to it, don't listen to anyone. And who... someone says that you will not succeed – just... move towards this goal and you will succeed.» (male, 13 y.o., Chernihivska region) «She always said that you don't have to think about other people's criticism. You must always go forward.» (female, 11 y.o., Khersonska region)
Easy communication & guidance on how to behave in different situations	This category highlights the importance of the psychologist's skill in active listening and providing non-judgmental, practical advice to the children.	«I liked that the psychologist answered questions right away. He made slides and explained how to do things correctly.» (male, 11 y.o., Zaporizka region) «We had a friendly relationship with the psychologist because he could listen to us without criticism.» (male, 12 y.o., Donetska region) «I really liked our class teacher and the psychologist because I have a very good relationship with her. I like her a lot. You can come to her with different questions, problems, and everything else.» (female, 12 y.o., Kharkivska region) «I said that we all have a friendly relationship with the psychologist because he can give advice and listen.» (male, 12 y.o., Donetska region)

		«Her words really helped me, that... you shouldn't criticize others, you should always listen to what others say, and... say kind words.» (female, 11 y.o., Donetska region) «She helped us to formulate all the words correctly... how to behave in any situation.» (female, 11 y.o., Zaporizka region) «Well, she helped to cope with my emotional state. Because the teacher explained exactly how to do it.» (male, 12 y.o., Donetska region) «It was easy to talk to her.» (male, 13 y.o., Chernihivska region)
Individualized attention	This category highlights the importance of the personalized approach a psychologist took in addressing the distinct personalities and needs of children in a group.	«I want to say that our teacher, so to speak, treated each of us... tried to treat each of us in a... in their own way. But it turned out that in our class, everyone has quite similar characters. But some children have... well, interesting characters. And our teacher tried to approach these children with their own method.» (male, 13 y.o., Chernihivska region) «There is a girl in our group who is very shy. She didn't want to draw herself when we had the task to do so, and even after she did it, she was reluctant to show it to anyone. However, our teacher talked to her privately and after their conversation, she became more confident and showed us her drawing. It was a good drawing. After the session, she became more social and started to talk more with everyone. She even participated in physical activities, which she didn't do before. I became friends with her and got to know her better. It was a significant change.» (male, 13 y.o., Chernihivska region) «At first, he [son] was a bit shy and didn't want to participate because he said, «there will be more girls, and I'm a boy.» But our psychologist was able to establish a connection with each child, and with every lesson, he became happier, kinder, and calmer. He even said he would miss these sessions because they were somewhat relaxing. I noticed that he became more peaceful.» (female, Luhanska region)

Relationship between participants		
Category	**Definition**	**Examples**

Positive relationship within group	This category highlights the positive nature of peer relationships in a group setting, marked by trust, respect, confidentiality.	«My relationships with others during the sessions were good. I had both friends and classmates there, so I would say that I had good relationships with friends and also good ones with classmates.» (female, 11 y.o., Chernihivska region) «The relationships were normal and good. We got to know some children we hadn't known before.» (male, 11 y.o., Khersonska region) «The relationships were normal. As always, everyone respected and understood each other.» (male, 11 y.o., Mykolaivska region) «Everything was fine. We didn't see each other in person, so it's hard to say, but from distance learning, we never fought or argued during the sessions.» (female, 14 y.o., Sumska region) «I felt fine, we were all acquaintances. Even if we weren't close with some girls from parallel classes, we communicated well.» (female, 17 y.o., Zaporizka region)

Perceptions about group continuation		
Category	**Definition**	**Examples**
Desire to continue	This category highlights desire for continued participation.	«Yes, I would like to [continue] because it is enlightening as well as impressive. We spend time well.» (female, 12 y.o., Kharkivska region) «Very much so. Because I want to play again, talk to the teacher, and classmates.» (male, 11 y.o., Kharkivska region) «Yes, because it was very interesting. And we could learn something new.» (male, 11 y.o., Khersonska region) «It's interesting there, and you can forget about your worries for a while, just have fun.» (female, 15 y.o., Odeska region) «Yes, if there was a different program, I would like to continue. I hope we will have something from the beginning of the school year.» (female, 10 y.o., Kharkivska region)

		«Because I like them. Because there are exercises that I really like.» (male, 9 y.o., Sumska region) «Yes, it would be interesting. If we continued, we could learn much more.» (male, 17 y.o., Luhanska region) «Yes, I would like to. I really like when we gather with classmates and talk about ourselves.» (female, 11 y.o., Mykolaivska region) «Yes, of course, I would participate. It would be interesting to learn about other topics.» (female, 14 y.o., Sumska region) «Yes, I agree. I like it when children speak up rather than keep everything inside.» (female, Sumska region) «Yes, because I see a positive result from these sessions.» (male, Kyiv region) «Yes, I would even tell others about these sessions.» (male, Donetska region) «Because I want to see him express his opinion more.» (female, Khersonska region)

Perceived changes in children after the programme		
Category	**Definition**	**Examples**
Improved mood	This category describes the positive impact of sessions on participants' mood, noting feelings of joy, calm, and cheerfulness.	«I feel very good after these classes.» (male, 11 y.o., Zaporizka region) «Well, after those classes, I was in a very good mood.» (male, 11 y.o., Mykolaivska region) «After the classes, I felt quite calm and joyful.» (female, 10 y.o., Kharkivska region) «Well, at first, for example, I was in a good mood on Friday. Saturday too, the same mood. But on Sunday the state was somewhat lower. I don't know, somehow like that. It lasted for two days.» (female, 11 y.o., Khersonska region)

		«He was always cheerful after classes. He's always cheerful and smiling.» (female, Donetska region) «What can I say? After that lesson, he always had a smile. He was always pleased. Because there were... you understand... not just information, but I heard from his story that they also played games, and they drew something, drew their state.» (female, Khersonska region)
Increased openness	This category highlights that children became more open, communicative, and confident in their interactions with others.	«I learned a lot thanks to this project, and I can see on the faces of both the boys and girls that they liked it too. That by the end of the classes, they became more open, kind, and communicative. They talked more.» (male, 17 y.o., Luhanska region) «I think the project helped the boys to talk more with everyone. Before, there was this boy who didn't talk to people at all and got offended by everything. But after these classes, he started to speak up more in lessons, in chats, and so on. And the girls? The girls were already open, but they began to talk even more.» (female, 11 y.o., Donetska region) «It influenced me in a good way. I like the sessions. It affected me in a way that I have become... how to say? More open… Well, it influenced me in such a way that I talk more with people now, I'm more open as a person, and I feel better and more comfortable.» (female, 11 y.o., Donetska region) «Well, I don't see a direct difference, but I can suppose. I think after this project they became just like me, more open to people.» (male, 13 y.o., Sumska region)
Increased desire to socialise	This category describes how the program fostered a newfound enthusiasm for social interaction among the children, such as seeking out conversations, seeking face-to-face	«If we're talking specifically about talking to other kids, then I guess I've become more active, and I want to get to know someone.» (male, 12 y.o., Mykolaivska region) «And then she herself [daughter] somehow says, what if I go to a camp? Not even that I'll go, but she found a camp on the internet, in Transcarpathia, here. She threw me a link and says like I want to go there, «well... I read the reviews, watched videos on YouTube, I want to go.» Well, I agreed, and now she's at the camp, coming back this Saturday. Well, for me, it's a surprise, «why.» She just didn't want to go out on the street. She sat in her room, and

	meetings, engaging in community.	that's it. Well yes, when I was going out to the city or somewhere, I took her with me. But otherwise, I say, «go take a walk. Well, on the street.» «No, no, no, no». So, for about 4 months she was very introverted.» (male, Luhanska region) «It influenced me in a way that I want to spend more time with my classmates.» (female, 11 y.o., Mykolaivska region) «He [son] said if there was a possibility, he would like to meet with every participant of the training, especially with our psychologist educator. To talk eye to eye, face to face. Because the phone can't convey this range of emotions.» (female, Luhanska region)
Improved relationship with classmates and friends	This category highlights improved relationships among peers, that resulted in stronger friendships, better conflict resolution, and an expansion of social circles to include peers from other classes.	«So, I talk to my friends confidently, and... I talk to my friends confidently. I got to know them better, learned more about my friends. Well, that means... well, our relationships with friends have become stronger. Somehow well... I know what someone actually likes, what someone doesn't like as much. That means well... our relationships have become well... better.» (male, 13 y.o., Chernihivska region) «Yes. It has become much more interesting for me to communicate with my peers. I only talked to some people from our class, but now I started talking to people from the parallel class. It's interesting to spend time with them.» (female, 11 y.o., Kyiv region) «Well, it brought us closer together because we asked, for example... Well, there was such an exercise, at one of the first lessons, for example, who likes cats, raise your hands. And then such a group formed. Who likes dogs, raise your hands. Well, and so we found something new in each other, learned about each other. There was also something like you say two facts, and guess whether I'm telling the truth. Where the truth is, where the falsehood is. It was also interesting, we remembered something about each other. Well, we got closer.» (female, 17 y.o., Zaporizka region) «I observe that the boys and girls have become friendlier with each other. They began to communicate more with each other, and to hang out together.» (female, 11 y.o., Kyiv region)

Improved emotional regulation	The category describes how participants have achieved improved emotional regulation, resulting in increased calmness and balance.	«I've learned… It became easier for me because I learned how to quickly stop myself. Like, if I'm very angry, sometimes I snap. I learned how to calm down quickly.» (male, 12 y.o., Mykolaivska region) «Well, the fact that I can control my emotions, to tell what I feel.» (female, 11 y.o., Zaporizka region) «Yes, yes. Very useful. I apply how to remove anger. Because I have a younger brother, this helps.» (female, 11 y.o., Khersonska region) «You know, I can't say much, but something… something I think she took away from there. Although I didn't directly ask if this is a technique from the training or something. Honestly, I didn't ask. But for example, there was such a thing… In May she got very angry, she couldn't solve the test paper. She tried this and that. The system was crashing. And she was very angry. And I come, well… usually she's in tears, this was our typical reaction. But not this time. She gathered herself, crumpled some paper in the form of snowballs. She drew a target for herself, attached it to the closet, and tried to hit right there in the bullseye. I say «what are you doing, you've littered here for me.» And she says: «I'm concentrating, I'm concentrating. I will now overcome anger, and everything will be fine.» I said «wow!» and left. There was such a moment.» (female, Khersonska region) «M-m-m... I will say this, there's more understanding, and the child doesn't have such as... like at the beginning of the war, when everything was not yet stabilized, there was something else. Now the child is more... that is, she tries not to get into a conflict.» (female, Zaporizka region)
Decreased fear and anxiety	The category describes the decline in fear and anxiety among participants due to the coping strategies learnt during the sessions, which led to a better response to war-related stressors.	«Well, my overall impression from these sessions is m-m-m... I am now less anxious. And when I'm in some kind of danger, I now know what to do. I realized that when I'm anxious, I need to do the butterfly [technique].» (male, 9 y.o., Sumska region) «It has affected me in a way that now, when an air raid siren starts, I used to be very, very scared and couldn't calm myself down at all. But now I understand that nothing terrible will happen. Even if it does, we're with adults. They know what's best to do. And I'm not so scared anymore.» (female, 11 y.o., Kyiv region)

		«I feel more restrained. As I have already said, I started thinking positively and began to react positively to stress. Not that I started to not be afraid of anything at all, but this percentage of fear, so to speak, decreased.» (male, 13 y.o., Sumska region) «Well, it helped so that… Well, it helped me. I became less nervous, not so worried, if the alarm is playing.» (male, 11 y.o., Donetska region) «Yes, I am more enduring now I can not worry when hearing explosions. I no longer worry when I see military equipment, I'm not so anxious.» (male, 11 y.o., Zaporizka region) «Yes, it affected me. I realized now that there's nothing for me to worry about, as one can get out of any situation.» (female, 12 y.o., Luhanska region)
Increased positive thinking	The category highlights a shift among children towards optimism and positive thinking about the future, despite the current circumstances of war.	«Yes. The child [daughter] sort of perceives all this differently. She kind of believes in the best.» (female, Luhanska region) «I liked more that I started to think positively. I have somehow... started to see conflicts in a new way. That is, from both sides.» (male, 13 y.o., Sumska region) «Yes. I understood that there might be a moment when they may be able to come to us. Because everything will end very well, we will be able to defend and rebuild everything, and go home.» (female, 12 y.o., Luhanska region) «Well, it seems only this, and how to calm myself down and think about all the good things.» (female, 11 y.o., Khersonska region) «He [son] has become more optimistically minded.» (female, Mykolaivska region)

Acceptance of reality	The category describes how participants, through sessions, have learned to accept the harsh realities of war and its effects, moving past initial difficulty to a point of emotional release and acceptance.	«Well, yes, of course they [sessions] influenced. At first, I couldn't tear myself away from my home. But I realized that we can't do anything about it and I would have to let go somehow.» (female, 12 y.o., Luhanska region) «Personally, for me – yes. Probably for others as well, although I'm not sure. It became easier for me, let's say, to accept what's around. Well, especially in, let's say... what is already there, at the war. Where combat actions are taking place, it started to be perceived... that it's such a tragedy, but it doesn't hit as close to the heart anymore.» (female, 15 y.o., Odeska region) «But now she's become more, like, grown-up. She'll soon be 12, in half a month. She now sometimes says in conversations that maybe it won't work out, everything is destroyed. My school is damaged. Well, like, it takes time... That is, she's becoming more mature. And she looks at the whole situation like an adult.» (male, Kyiv region)
No impact	The category describes how participants didn't notice changes	«Probably nothing changed.» (female, 11 y.o., Chernihivska region) «M-m... no, everything is as it was.» (male, 11 y.o., Khersonska region) «Well... I don't even know how to say it. It didn't really help me because I never really had such significant problems.» (female, 10 y.o., Kharkivska region)