

The FO-CO program: promoting socioemotional learning and compassionate living among public school students in Brazil.

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Background

- Research has shown the importance of socioemotional learning on improving mental health, human development and reducing risk behaviour in adolescence, although there is knowledge gap in low/middle income countries (Durlak et al, 2011).
- Adequately programs increases positive outcomes by providing a process of meaningful experiences. There is a need for developing a Brazilian structured program designed for public school setting, feasible to be implemented and disseminated.
- Intervention framework in four steps: 1) Notification, 2) Development (action research method adopted), 3) Assessment and 4) Dissemination. The FO-CO program is now being developed (step 2), which involves formative research, design, pre-testing and review of the trial intervention (McBride, 2016).

Aim

This study aims to describe the formative phase for developing a socioemotional learning program targeting adolescents from Brazilian public school setting.

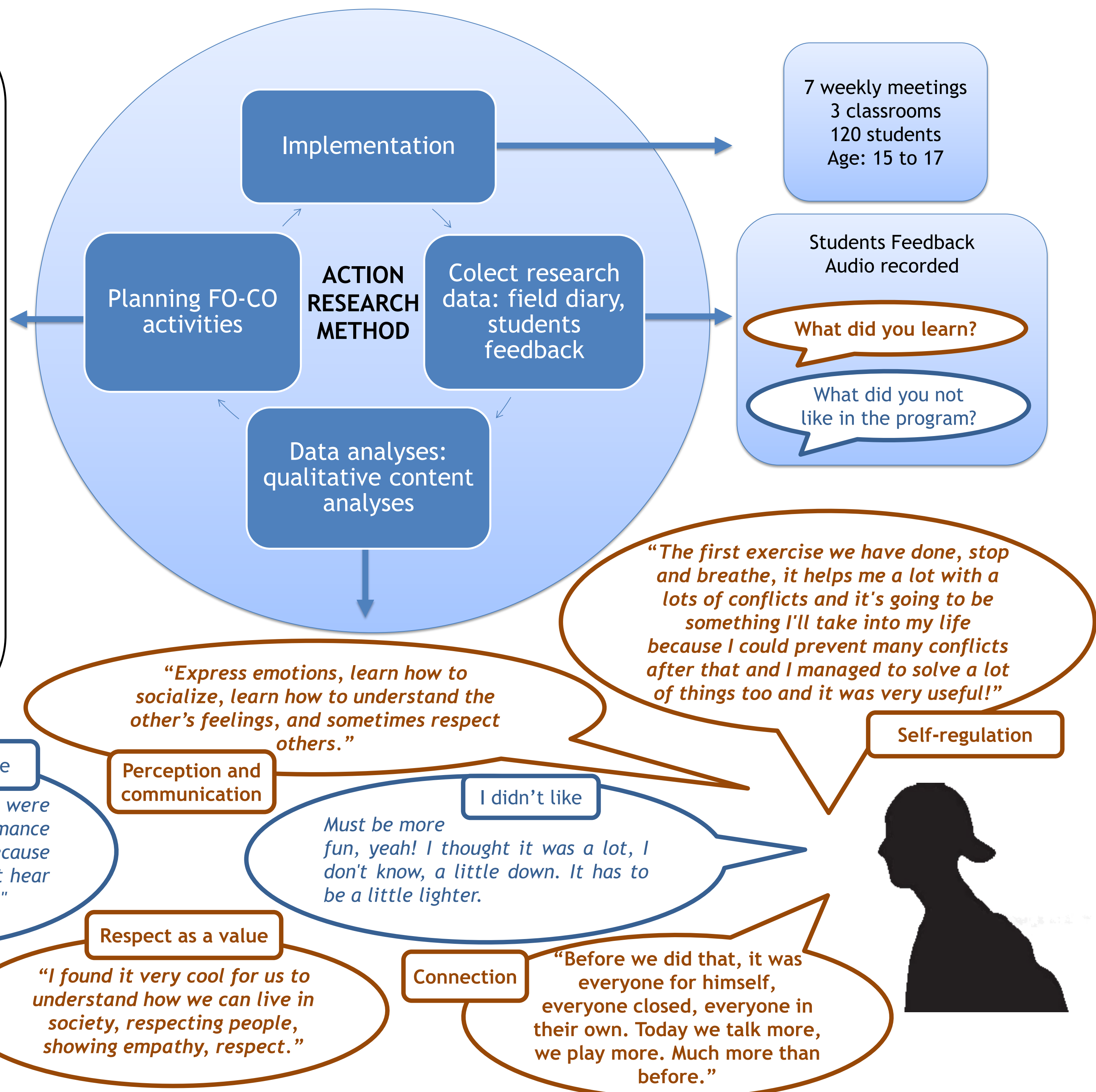
Results

The FO-CO program

- Portuguese: *“FOrmar Pessoas para COnviver”*
- 7 days of practical activities based on mindfulness, socioemotional learning and non-violent communication (NVC) (Ekman, 2003; Bowen et al, 2010; Rosenberg, 2015).

- 1) Connection and human needs
- 2) Inner needs and emotions
- 3) Mindfulness, automatic reactions and handling of emotions
- 4) Listening in a dialogue
- 5) Expressing emotions and needs
- 6) Others' emotions and needs
- 7) What I have learned that I will take with me

Method



Conclusion

- Findings indicate that activities were meaningful, had acceptance and potential to teach socioemotional learning among adolescents.
- However it needs modifications to increase the potential of adherence and consequently, for the program achieves the expected outcomes. The subsequent steps of this study will allow to develop a material to be used in public schools in Brazil and will indicate paths to plan further steps to evaluation.

Acknowledgments:

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