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# 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.

#### Method Results The FO-CO program 7 weekly meetings Portuguese: "FOrmar Pessoas para COnviver" 3 classrooms 120 students **Implementation** • 7 days of practical activities based on Age: 15 to 17 mindfulness, socioemotional learning and nonviolent communication (NVC) (Ekman, 2003; Bowen et al, 2010; Rosenberg, 2015). Students Feedback Audio recorded 1) Connection and human needs Colect research **ACTION** Planning FO-CO data: field diary, **RESEARCH** students activities What did you learn? 2) Inner needs and emotions **METHOD** feedback 3) Mindfulness, automatic reactions and What did you not handling of emotions like in the program? Data analyses: 4) Listening in a dialogue qualitative content analyses 5) Expressing emotions and needs The first exercise we have done, stop and breathe, it helps me a lot with a 6) Others' emotions and needs lots of conflicts and it's going to be something I'll take into my life because I could prevent many conflicts 7) What I have learned that I will take with after that and I managed to solve a lot "Express emotions, learn how to me of things too and it was very useful!" socialize, learn how to understand the other's feelings, and sometimes respect **Self-regulation** others." I didn't like Perception and communication I didn't like "I think if the classroom were Must be more quieter performance fun, yeah! I thought it was a lot, I would be better. Because don't know, a little down. It has to when she speaks we can't hear be a little lighter. her because of the noise." Respect as a value Before we did that, it was "I found it very cool for us to Connection everyone for himself, understand how we can live in everyone closed, everyone in society, respecting people, their own. Today we talk more, showing empathy, respect." we play more. Much more than before."

## 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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