



NEWSLETTER

C4C

Issue 8, June 2016

5 YEARS OF ACTION

Dear colleagues and friends,

With this anniversary newsletter, we are celebrating the 5-year implementation of the Project “Connecting for Caring-C4C”, a multi-level project for the prevention, awareness-building, education and intervention at schools. With coordinated actions at many different levels, this Project aims at promoting resilience and well-being in the school community. “Connecting for Caring –C4C” Project was designed and developed by the Center for Research and Practice of School Psychology, National and Kapodistrian University of Athens, in cooperation with the Society of School & Family Consultation and Research. Within the context of “Connecting for Caring –C4C”, four Programs were implemented to support the members of the school community particularly during the last difficult period of economic crisis: **“International Program WeC.A.R.E.”** (2012-2016), **“E.M.E.I.S.” (WE Care, Share, Encourage, Strengthen, Participate)** (2012-2013), **“E.M.E.I.S. at the summer Camp”** (June-July 2014) and **«Supporting in Crisis»** (2011–2012). **Number of participants in all C4C Programs: 696 teachers, 354 schools, 13.061 students.**

The training and intervention Programs are implemented with the aim of interconnecting, interacting, sharing knowledge, feelings and experiences. During these years, teachers and students of all educational grades – from kindergarten to University- have all joined together so as to feel less lonely and do our best to create a network of schools that really care for all students and members of the school community, to share your own experiences from your classes, your own dialogues, your own inventive creativity that is so valuable.

As it is well-known, planning, developing and implementing any kind of program -the more so when it comes to prevention and intervention school programs- is

a collective effort. Therefore, it takes a whole group of people who strongly believe it is possible to make changes in schools, and who share common views, visions, efforts, actions and, above all, their genuine interest and care for their students and school.

Once again, I would like to sincerely thank all of you who participated in the Project, as well as all members of our own team for their continuous energy and efforts to meet the numerous needs of this multi-level Project and support all members of the school community. Once again, we express our gratitude to the “Stavros Niarchos” Foundation, “Maria Tsakos” Foundation, “Elpis” and «SolidarityNow» for their substantial support throughout all these years.

We thank all of you for ‘travelling’ with us and we wish there will be many more ‘journeys’ to experience together in the future.

We wish you and your families to have a wonderful summer!

Chryse (Sissy) Hatzichristou
Professor of School Psychology,
National and Kapodistrian University of Athens
Scientific Project Leader

Project “Connecting for Caring” (2011-2016)

Project Connecting for Caring (C4C) is based on a holistic approach and aims to foster positive development, adjustment and support of children and adolescents in the school and in the family. It was developed based on: a) current trends in school psychology, b) conceptual framework resulting from contemporary theoretical approaches, c) combining school well-being model and the conceptual model for crisis management developed by the Center for Research and Practice in School Psychology (National and Kapodistrian University of Athens), d) Greek and International literature review for the characteristics and the effects of the economic hardship on education and mental health of both students and teachers, and e) innovative actions and activities (for students, teachers and parents) specially designed for each program. This scientific-based project is based on current international and Greek literature and aims to combine scientific knowledge, research and practice in order to provide useful knowledge and promote best practices for teachers, parents, administrators, mental health professionals, but also for school age and adolescent children. The optimal goal of this project is to launch a national and international school network of resilient schools in stressful times. This multilevel project includes the following domains of



actions:

The implementation of intervention programs is one of the most basic Project’s actions. The development and implementation of the programs is based on a multilevel model linking theory, research, training and school psychological interventions in schools. Within the context of Project “Connecting for Caring” the following programs were implemented:

Supporting in Crisis (2012)



Teachers’ training and intervention program for the psychological support of children in the period of economic crisis (<http://www.connecting4caring.gr/en/content/supporting-crisis>)

Participants: 136

Students: 3120

Schools: 29

Sponsor:



ΙΔΡΥΜΑ ΣΤΑΥΡΟΣ ΝΙΑΡΧΟΣ
STAVROS NIARCHOS FOUNDATION

E.M.E.I.S. (2012 –2013)



Teachers’ training and intervention program for the promotion of a positive school climate and resilience in the school community (<http://www.connecting4caring.gr/en/content/emeis-program>).

Participants: 126

Students: 3200

Schools: 38

Sponsor:



ΙΔΡΥΜΑ ΣΤΑΥΡΟΣ ΝΙΑΡΧΟΣ
STAVROS NIARCHOS FOUNDATION



E.M.E.I.S. in summer camp (June-July 2014)



Multilevel innovative project for summer camps of Athens Municipality as communities of development, learning and support.

International Program WeC.A.R.E. (2012–2016)



International e-Learning Specialized Teachers' Training and Intervention Program for the Promotion of Positive School Climate and Resilience in the School Community.
(<http://www.connecting4caring.gr/en/elearning/i18nlearning>)

Participants: 434

Students: 6741

Schools: 287

Sponsors:



Description

International "WeC.A.R.E." Program is a long-distance teachers' specialized training and intervention program that was developed to promote positive school climate and to strengthen resilience in the school community, especially in difficult times, as well as to create interconnection between schools with the participation of teachers, school psychologists and students from Greece and other countries.

Specific Goals:

- To foster an international program for teachers' training, prevention and intervention in the school community (at local, national and international level).
- To raise teachers' awareness and provide them training upon building resilience and children's psychosocial adjustment and enhancing positive climate.
- To support children, teachers and schools, especially during the difficult times of economic hardship and other unsettling events.
- To improve students' social and emotional skills. To reinforce teacher – student relations.
- To inform and raise awareness of parents upon primary issues concerning children's and adolescents' psychosocial development.
- To interconnect schools in Greece with schools in other countries and to develop an international school network as *Caring Communities*.
- To open up cultural bridges that encourage substantial cross-cultural understanding, cooperation and action.

Participants WeC.A.R.E. 2012 -2016

The last four years, in the International Program “WeC.A.R.E.” have participated schools from 13 countries: Greece, Belgium, United Kingdom, Germany, Switzerland, USA, Ireland, Canada, Cyprus, Netherlands, Sweden, Norway, Ethiopia and Australia. In an effort to make the International Program WeC.A.R.E. available to a wider, international, non-greek-speaking audience, during the 2013-2014 academic year we also run an all-english pilot group. This included teachers and students from english-speaking classes in Greece, Belgium and the United States.



EDUCATORS

434

STUDENTS

6741

SCHOOLS

287

Participants 2015 - 2016

International “WeC.A.R.E.” Program 2015-2016 is implemented with the participation of **128 teachers, 1.838 students** and **79** schools of elementary and secondary education, public and private schools and schools of special education from all regions of Greece: Thesprotia, Cyclades (Folegandros, Naxos, Kea, Amorgos), Evros (Didimotixo, Orestiada), Mytilene, Ioannina, Dodecanese (Astypalaia, Leros, Kalymnos, Kos, Kasos), Kavala, Samos, Kozani, Pella, Arta, Crete (Chania, Heraklion), Evrytania, Attica, Ilia, Florina, Drama, Kilkis, Karditsa, Imathia, Fokida, Corgu, Xanthi, Rhodope, Euboea, Trikala as well as from other countries: USA (Montgomery County), UK (London), Australia (Melbourne). This year, the International Program WeC.A.R.E keeps being implemented with the participation of schools from Greece and abroad, thanks to the funding of SolidarityNow that secures its further operation.



Scientific Team

Scientific Project Director

[Chryse \(Sissy\) Hatzichristou](#), PhD

Professor of School Psychology, National and Kapodistrian University of Athens

Scientific team

T. Yfanti, School Psychologist, PhD in School Psychology, National and Kapodistrian University of Athens (2012 – 2016)

V. Stasinou, PhD Candidate in School Psychology, National and Kapodistrian University of Athens (2012 - 2016)

E. Adamopoulou, School Psychologist, PhD in School Psychology, National-Louis University, Chicago, U.S.A. (2012 - 2013)

G. Georgouleas, School Psychologist, PhD Candidate in School Psychology, National and Kapodistrian University of Athens (2012 – 2016)

A. Lampropoulou, School Psychologist, PhD in School Psychology, National and Kapodistrian University of Athens (2012 – 2016)

A. Bacopoulou, School Psychologist, National and Kapodistrian University of Athens (2012 – 2016)

D. Athanasiou, PhD Candidate in School Psychology, National and Kapodistrian University of Athens (2014 – 2016)

D. Fragkiadaki, Psychologist, National and Kapodistrian University of Athens (2015- 2016)

D. Georgogianni, Psychologist, MA (2013 - 2015)

E. Papalexopoulou, Educator, PhD of Multicultural Education, University of Crete (2014 - 2015)

S. Theology, Graduate of Department of Philosophy, Pedagogy and Psychology, University of Athens, Organizational Support (2012 – 2016)

International Program WeC.A.R.E 2015-2016

Program Structure

Specialized Teachers' Training

Teachers are being trained through an electronic interactive platform (scientific articles, multimedia material, etc) in the following five thematic units/ modules:

- "Promoting positive school climate & resilience in the school community"
- "Recognizing & expressing feelings/ Dealing with negative feelings"
- "Understanding cognitive & psychological stress processes/ Suggestions for stress management"
- "Accepting and respecting diversity in the school community"
- "Closing of Program/ Joint Group Project/ evaluating implementation of Program in class".



Each one of the thematic units of the teachers' distance learning concerned a specific conceptual theoretical part that is connected with school practice through diverse in-class activities and applications in the online interactive educational application "Sailing4Caring". Teachers and students have the opportunity to cooperate and travel together virtually with other schools in Greece and schools in other countries through the online interactive educational application "Sailing4Caring". All classrooms travel together and make a virtual journey in islands-stations inspired by the ancient Greek history and mythology. Each island-station corresponds to a different thematic unit of the Program.

Each one of the thematic units consists of:

- Teachers' distance training in the context of which teachers received educational material and guidelines for activities' implementation in classroom through electronic interactive platform
- In-class intervention (implementation of two activities and a group project for each module)
- Use of the online educational interactive application Sailing4Caring where uploading material from all classes projects deriving from the activities take place (the application has been upgraded with new functional capabilities and new graphic designs so as to be user-friendly and more attractive for the students).
- Provision of supervision from member of the scientific team – school psychologists regarding the implementation of the activities in classroom through the electronic platform and synchronous group supervision
- Filling evaluation questionnaires (assessment needs, evaluation process and assessment before and after the implementation of the Program).

Parents' Training

Students' parents that participate in the International Program WeC.A.R.E. have the opportunity for:

- Entrance in the Online educational interactive application Sailing4Caring (S4C) – access in joint projects between classrooms.
- Distance training.
- Family activities in relation to the thematic units of the program.





Cabin: Traveling with other classrooms all over the world

Lounge



Module A'

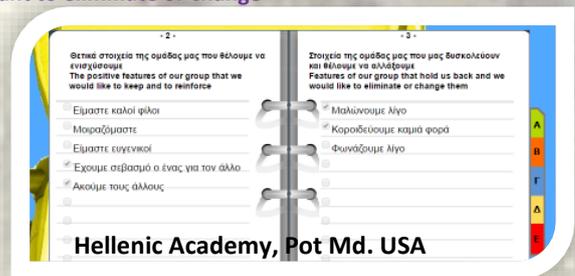
«Promoting positive climate & resilience in the school community»

The first thematic unit aimed to promote positive climate and resilience. Before sailing, all participating students had to get ready for their group sailing trip. Therefore, students were asked to determinate the identity of their group, by 'mapping' their values, their strengths (positive elements), as well as their weaknesses (points they should improve). So, the students became a Group/ a Team, packed their Luggage for their journey and posted their Traveling Companions' Declaration in their ship cabin where they pointed out their main values.

Positive Features of our class & Features of our class that we want to eliminate or change



Kindergarten, Kalymnos, GR
Our Luggage



Hellenic Academy, Pot Md. USA

5th Grade, School of Multicultural Education, Sapes, GR



2nd Grade, Junior High School of Edessa, GR

MODULE B'

«Identifying and Expressing Feelings– Dealing with Negative Feelings»

The first stop-destination of the trip was Calypso's Island, where the main goal was how to Recognize Emotions and how to deal with Negative Feelings.



Kindergarten, Folegandros, GR

Elementary School of Special Education, Orestiada, GR



6th Grade, School of Multicultural Education, Alsoupoli, GR



2nd Grade, Hellenic School of London



2nd Grade, A' Arsaqueo Elementary School, Athens, GR



1st Grade, 8th Elementary School of Ptolemaida, Kozani, GR

1st Grade, Junior High School of Amyntaios, GR



3rd Grade, Junior High School of Dukas, GR



Island of Cyclopes Polyphemus

Module C'

«Understanding cognitive & psychological stress processes/ Suggestions for stress management»

The next station of "The Boat of the Schools of WeC.A.R.E." was the island of Cyclopes Polyphemus. The main goal of this module was the understanding of cognitive and psychological stress processes and ways to deal with it.

2nd Kindergarten of Antimaxeias, Kos



1st Elementary School of Peramos, GR

1st Grade, Elementary School of Samos

Elementary School of Raftopoulou, Erytrania, GR



2nd Grade, Elementary School of Karlobasiou, GR



Elementary School of Mauromati, Karditsa, GR

1st Grade, 2nd Junior High School of Orestiada, GR



3rd Junior High School of Krinides, Kavala, GR



2nd Grade, 2nd High School of Edessa, Pella, GR



Module D'

«Accepting and respecting diversity in the school community»



The "Boat of the Schools of WeC.A.R.E." departed from the port of Cyclopes Polyphemus and started its trip for the Island of Lotus eaters. The activities in this island-station targeted in the understanding and respect diversity.

Kindergarten of Panteliou, Leros, GR



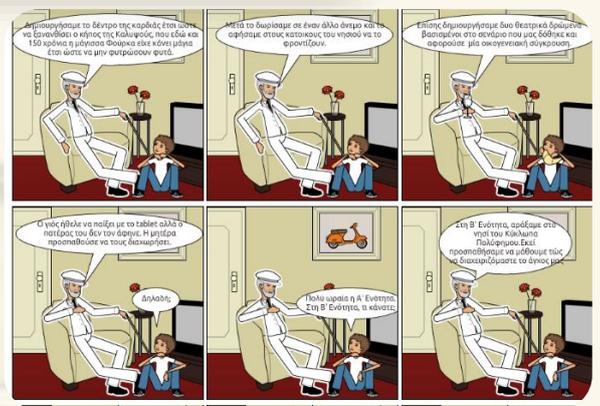
1st Elementary School of Pagaios, Kavala, GR



5th Grade, Elementary School of Aigiali, Amorgos



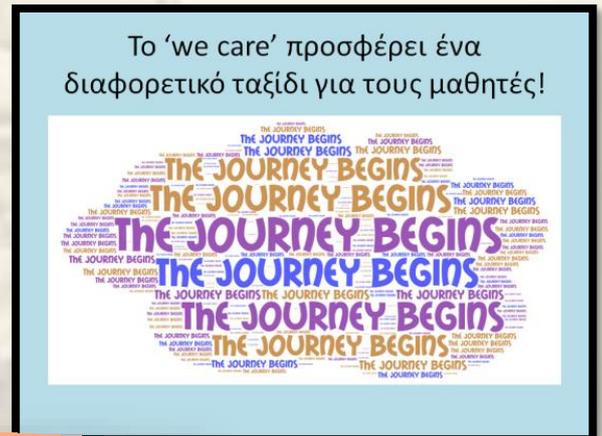
Kindergarten of Antimaxeia, Kos



2nd Grade, Junior High School of Leukimi, Kerkyra, GR



1st Grade, Junior High School of Meleses, Crete, GR



2nd Junior High School of Tyxero, Evros, GR





Module E'

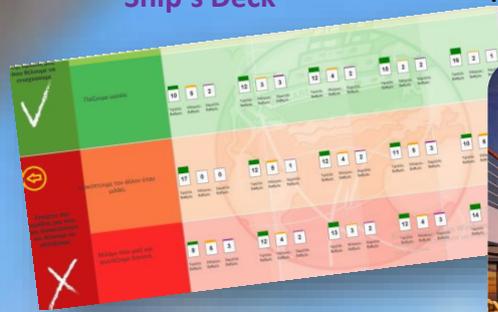
«Completion of the Program»

Out trip with “The Boat of the Schools of WeC.A.R.E.” reached its end. All schools that participated in the Program and traveled together are gathered in the deck where they uploaded material regarding to what they learned for their class and what they achieved as a team.

Kindergarten of Antimaxeia, Kos

Ship's Deck

1st Grade, Elementary School of Karpensi, GR

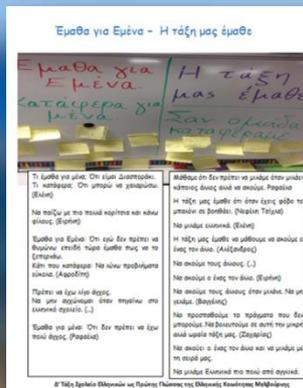


Elementary School of Elaioxori, GR

3rd Grade, Elementary School of Aggeloxori, Imathia, GR



4th Grade, The Hellenic School of Melbourne, AU

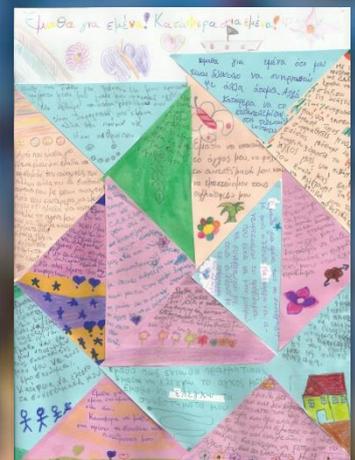


5th Grade, Elementary School of Kerkyra, GR



1st Grade, Junior High School of Karystos, GR

1st Grade, Junior High School of Iasmos, GR



Evaluation of International Program WeC.A.R.E. (2012-2016)

Based on a multi-level assessment model (evidence-based interventions), all programs (2012-2013, 2013-2014, 2014-2015, 2015-2016) were evaluated with regard to their content, process and effectiveness.

The assessment of the program included: a) Needs assessment, b) pre-assessment (i.e. assessment before the implementation of the Program) & post-assessment (i.e. evaluation after the implementation of the Program, and b) Final Evaluation of the Program. In the assessment process all members of the school community (teachers, students and parents) were included. The **first stage** involved assessing the needs (needs assessment) before the implementation of the program (pre-assessment). More specifically, there were questionnaires distributed to identify and investigate needs at the level of individuals (teachers and students) and school system, as well as questionnaires to assess the class/school climate and degree of resilience. The **second stage** concerned evaluating the overall process throughout the implementation of the program. The **third stage** included the final evaluation after the implementation of the program (post assessment).

Data analysis of the Final Evaluation of the Program (comparing data before and after the implementation of the intervention) demonstrated statistically significant differences with regard to all factors. More specifically, after the implementation of the Program there was significant improvement in all dimensions included in the questionnaire used. Teachers reported that after the implementation of the Program their students seemed to cooperate better with their peers, respect and support more each other. In addition, the Program contributed significantly to reducing teachers' perceived stress. It was clearly demonstrated that after the implementation of the Program teachers recognized positive changes in all dimensions of the psychosocial and learning profile of their class students. All comparisons of mean values after the implementation were found to be statistically significant. It should be pointed out that all dimensions of the learning and psychosocial profile corresponded to the aims of the intervention. More specifically, teachers believe that: a) their students showed high interest and active participation in the activities of the Program, b) the Program benefited both their students and themselves to a great extent enhancing team spirit and cooperation, and c) it is important that the Program will continue being implemented. Teachers particularly emphasized the beneficial effect of schools interconnection and the online interactive game, for these features highly stimulated the students' interest. They were also particularly satisfied not only with the practical activities implemented but also with the theoretical-scientific material provided. Teachers reported that they found the Program exceptionally useful, original and innovative.

Students' answers demonstrate high acceptance of the program, as well as recognition of its effectiveness and

utility. Students seemed to especially like the activities and their participation in team working while they recognized that the Program helped them to improve their relationships with their classmates and express their feelings. At the same time they recognized the benefit of the Program to the whole class since they believe that it helped the class as a team to achieve its goals. Students seemed to enjoy the fact that they became a team, their cooperation, that they were able to be members of the group, that they were able to handle their difficult emotions and that there was a greater respect among students and a better climate. The use of computer and the cooperation with other schools also were very attractive to students. Finally findings, especially from students coming from other countries, show that the Program had a positive effect on them directly (by allowing them to express their feelings) and indirectly (by influencing the classroom climate and creating a more understanding and accepting environment for them).

It seems that the program was highly accepted by parents who pointed out the interesting and innovative nature of the intervention and supported the need for further and in depth information in such issues. A great acceptance and satisfaction was expressed by parents about the implemented Program. Parents were also benefited by the Program according to teachers' perceptions since teachers thought that after the Program parents were more supported and cared by the school and vice versa.

These findings come to confirm the effectiveness of the Program in promoting the positive climate and enhancing resilience -at both personal and systemic level- as well as its wide acceptance by teachers, students and parents.

Reports

Hatzichristou, C., Lampropoulou, A., & Stasinou, V. (2016). *Evaluation of International Program WeC.A.R.E.* Athens: Center for Research and Practice of School Psychology, National and Kapodistrian University of Athens and Society for School and Family Consultation and Research.

Hatzichristou, C., Lampropoulou, A., & Stasinou, V. (2015). *Evaluation of International Program WeC.A.R.E.* Athens: Center for Research and Practice of School Psychology, National and Kapodistrian University of Athens and Society for School and Family Consultation and Research.

Hatzichristou, C. (2014). *Evaluation of International Program WeC.A.R.E.* Athens: Center for Research and Practice of School Psychology, National and Kapodistrian University of Athens and Society for School and Family Consultation and Research.

Hatzichristou, C. (2013). *Connecting for Caring Project: Final Report and evaluation.* Athens: Center for Research and Practice of School Psychology, National and Kapodistrian University of Athens and Society for School and Family Consultation and Research.

(see below for relevant presentations and publications)



Teachers' indicative comments

- ✚it helped me feel more sure with my students with new “tools” improving school climate and the relationships between me and my students
- ✚ I can deal with the possible behavior problems in my classroom more effectively
- ✚ The Program helped me to be trained in new subjects in the field of student's development and be able to apply my knowledge in class.
- ✚ We strengthened our relationship with the students and our ability to communicate with them, recognize difficulties and individual characteristics that would not be recognized otherwise.
- ✚ I gained more knowledge and ways to approach my students through experiential learning and confidence. The most important outcome was the positive classroom climate that all students can benefit from in learning and psychosocial level.



Teachers' indicative comments about their students

- ✚ The Program helped students in having a better behavior and in creating better relationships between them.
- ✚ The Program helped students in knowing one another and collaborating more effectively.
- ✚ Students succeeded in managing their anxiety more effectively and accepting each other.
- ✚ They learned how to understand their differences and therefore managed to finally stop fighting!!!
- ✚ The Program enhanced: a) the consistency of the class, b) self-confidence and self-esteem of students c) the learning interest d) the love for school and e) the resilience of students.
- ✚ In their fights!! It helped really in understanding their differences and therefore stop fighting....

Students' comments about themselves:

The program taught me how to cooperate with other students and how to openly express my opinion.

It helped me express my feelings more easily, and we all became one team.

The program helped me express my feelings.

It helped us set goals, cooperate as a team and work all together.

It helped me accept and handle my negative feelings.

It helped me manage my stress and perceive some things in a different way much more positively than before.

It helped me find ways to manage my feelings. It taught me to respect diversity and made me realize how many things we have in common with others.

Students' comments about their classroom:

It helped us build up deeper relationships and solidarity among us, and as a result, we got to know each other much better.

We became more open-minded and learnt how to talk and communicate with others.

It helped us work in team spirit -instead of arguing, quarrelling or talking rudely to each other.

Thanks to the program, our class became much better. When working for "We Care" in class, we always achieved something important.

The program helped the whole class bringing us closer to each other and making us feel more at ease in class.

We had a great time and came very close to each other.

It helped us work as a team and overcome our embarrassment to express our opinion.

The program helped us get closer to each other and learn more about different aspects of our classmates.

It improved the climate in our class and made us cooperate with each other.



Presentations

Greek

Hatzichristou, C. (2016). Strengthen resilience and positive climate in school community: Basic protective factors for coping with violent and aggressive behavior. Invited address at 1st Panhellenic Conference “*School violence and Bullying*”, organized by the Regional Directorate of Primary and Secondary Education of Central Macedonia - Watch Prevention of School Violence and Bullying, April 8-10, Thessaloniki.

Hatzichristou, C. (2015). *WeC.A.R.E.: International teacher-training and classroom- intervention program for the promotion of positive climate and resilience in school community: development, implementation and evaluation (Part I and Part II)*. Symposium at the 1st Panhellenic Conference of School Psychology, 19-22 November, Athens.

Georgouleas, G., Stasinou, V. & Yfanti, T. (2015). Provision of psychological consultive services as part of the International WeC.A.R.E. Program. *Presentation at the Symposium: WeC.A.R.E. International teacher-training and classroom- intervention program for the promotion of positive climate and resilience in school community (Part I): Development, Implementation and Evaluation*. 1st Panhellenic Conference of School Psychology, 19-22 November, Athens.

Lampropoulou, A. (2015). Evaluation of the implementation and the effectiveness of the International Program “WeC.A.R.E.”. *Presentation at the Symposium: WeC.A.R.E. International teacher-training and classroom- intervention program for the promotion of positive climate and resilience in school community (Part I): Development, Implementation and Evaluation*, 19-22 November, Athens.

Stasinou, V., Yfanti, T. (2015). Online teachers’ training with the use of the online educational interactive application Sailing4Caring. Presentation at the Symposium: *WeC.A.R.E. International teacher-training and classroom- intervention program for the promotion of positive climate and resilience in school community (Part I): Development, Implementation and Evaluation*. 1st Panhellenic Conference of School Psychology, 19-22 November, Athens.

Vitzilaiou, E., Papaxlimintzou, M., Papandreou, G., Chorianopoulou, M., Mpereri, P., Panousi, E., Papafitsorou, A., Tataraki, A. The implementation of WeC.A.R.E. Program at the 1st Arsakeio Elementary School of Ekali, Athens. Presentation at the Symposium: *WeC.A.R.E. International teacher-training and classroom- intervention program for the promotion of positive climate and resilience in school community (Part II): Development, implementation and evaluation*. 1st Panhellenic Conference of School Psychology, 19-22 November, Athens.

Gkogkoglou, A., Gkikas A., Th. Valindras (2015). Implementation of the International WeCARE Program at the 6th Junior High School of St. Dimitrios, Athens. Presentation at the Symposium: *WeC.A.R.E. International teacher-training and classroom- intervention program for the promotion of positive climate and resilience in school community (Part II): Development, implementation and evaluation*. 1st Panhellenic Conference of School Psychology, 19-22 November, Athens.

Mpoumpousis, G. (2015). Implementation of the International WeCARE Program at the 8th Elementary School of Acharnai, Athens. *Presentation at the Symposium: WeC.A.R.E. International teacher-training and classroom- intervention program for the promotion of positive climate and resilience in school community (Part II): Development, implementation and evaluation*. 1st Panhellenic Conference of School Psychology, 19-22 November, Athens.

Bliatka, E. (2015). Our journey. 7th Elementary School of Kifisia, Athens. *Presentation at the Symposium: WeC.A.R.E. International teacher-training and classroom- intervention program for the promotion of positive climate and resilience in school community (Part II): Development, implementation and evaluation*. 1st Panhellenic Conference of School Psychology, 19-22 November, Athens.

Sidiropoulou, S. (2015). Implementation of the International WeCARE Program in the 1st Kindergarten of Korydallos, Athens *Presentation at the Symposium: WeC.A.R.E. International teacher-training and classroom- intervention program for the promotion of positive climate and resilience in school community (Part II): Development, implementation and evaluation*. 1st Panhellenic Conference of School Psychology, 19-22 November, Athens.

Hatzichristou, C. (2013). Enhancement of resilience and promotion of positive climate in school community: Basic protective factors for dealing bullying. Invited address at the One- Day Conference on bullying, organized by Teachers’ Committee of 7th Primary School of Kifissia. Museum of Natural History, May 28, Athens.

Hatzichristou, C. (2013). Promoting positive relationships and resilience in the school community and the family. Invited keynote address at the One- Day Conference on “*Bullying: Identification and causes of the problem, the dimensions and dealing with it*”, Organized by the Marasleio Experimental School, National and Kapodistrian University of Athens, April 20, Athens.

International

Hatzichristou, C. (2016). *Promotion of multidimensional aspects of training and practice in School Psychology*. Symposium at the 38th Annual Conference of the International School Psychology Association, July 20-23, Amsterdam, Netherlands.

Hatzichristou, C. (2016). A university-based model for provision of school psychological services: Combining theory, research, training and practice. Presentation at the Symposium: *Promotion of multidimensional aspects of training and practice in School Psychology*. 38th Annual Conference of the International School Psychology Association, July 20-23, Amsterdam, Netherlands.

Stasinou, V. & Hatzichristou, C. (2016). International Program "WeC.A.R.E.": Online teacher-training and intervention for the promotion of positive school climate and resilience in school community: Data, evaluation and future directions. Presentation at the Symposium: *Promotion of multidimensional aspects of training and practice in School Psychology*. 38th Annual Conference of the International School Psychology Association, July 20-23, Amsterdam, Netherlands.

Hatzichristou C, (2015). *Resilience Promotion during Unsettling Times: The International WeC.A.R.E Program*. National Association School Psychology Annual Convention, February 17-20, Orlando, Florida.

Hatzichristou, C. (2014). *Supporting schools during crisis: The international "WeC.A.R.E." program*. Presentation at the 36th Annual Conference of the International School Psychology Association, July 15-18, Kaunas, Lithuania.

Hatzichristou, C. (2014). «Promoting the emotional support of children and the positive climate in the school and the family». Lecture to the Daily Hellenic American School St. Demetrios, Direct Archdiocesan District Office of Education, Greek Orthodox Archdiocese of America, February 22, Astoria, New York.

Hatzichristou, C. (2013). Connecting for Caring Project: Development, Domains of Action and Implementation. Symposium Organizer-Chair: *"Multi-level Prevention and Intervention Programs for Supporting Children, Teachers and Parents in Times of Economic Crisis"*. 35th Annual Conference of the International School Psychology Association, July 17-20, Porto, Portugal.

Hatzichristou, C. & Adamopoulou, E. (2013). WeC.A.R.E.: International E-learning and Intervention Program for the Promotion of Positive School Climate and Resilience in the School Community. Presentation at the Symposium: *"Multi-level Prevention and Intervention Programs for Supporting Children, Teachers and Parents in Times of Economic Crisis"*. 35th Annual Conference of the International School Psychology Association, July 17-20, Porto, Portugal.

Hatzichristou, C. (2013). *"Promoting positive school climate and resilience in the school community"*. Invited address at the Educational and Training Seminar "Dialogues on Education and Human." Greek Parent's Association of the Greek Department of the European School III, in cooperation with the National Inspector and the Coordinator of the Greek Department of the European School III, 26-27 April, Brussels

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