Questionnaire Needs of psychologists in schools (Slovenia)

Given the important role that schools play in the safety and security for youth, school shutdowns have had a significant and adverse impact on mental health. The prolonged isolation and lack of social safety net has not only disrupted structure, routines, and peer interactions, but also limited the mental health resources youth usually have access to through their schools. According to this needs analysis, we designed the project "Wellbeing During COVID-19 Pandemic and Beyond" in order to encourage the school education system in the promotion of psychological support services for school students and teachers.

With this project, we aim to disseminate innovations and adaptations in research, training, and practice that help to inform and advance the educational field during the COVID-19 pandemic.

In order to analyse the situation in more depth, we need your help as an educational professional and/or psychologist through your answers in this questionnaire. Thank you for your participation.

Who has responded?

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Respondent´s details

Studies and profession

Profession	Count
Inclusive pedagogue, class teacher	1
French and Italian language teacher, M.Sc.	1
English language teacher	1
Biology, chemistry and science teacher	1
Teacher for students attending 1st to 5th class	1
German language teacher	1
Teacher for students attending 1st to 5th class	1
Slovene language teacher	1
Teacher for students attending 1st to 5th class	1
Special needs educator	1
Teacher for students attending 1st to 5th class	1
A teacher in an adapted program with a lower educational standard	1

Profession	Count
Teacher of English and geography	1
professor of inclusive pedagogy	1
Teacher of biology and home economics	1
Pedagogical worker	1
Slovene language teacher, principal	1
professor	1
Teacher for students attending 1st to 5th class	1
Teacher for students attending 1st to 5th class, principal	1
English and German language teacher	1
Social pedagogue	1
Special pedagogue	1
Special needs educator	1
Psychologist, school counselor	1
Teacher	2
teacher	1
teacher	1
Kindergarden teacher	1

Country

Spain	0
Turkey	0
Romunia	0
Greece	0
Portugal	0
Bolgaria	0
Slovenia	33
Russsia	0

SITUATION BEFORE COVID 19

Organisational structure and care protocols in your school

Number of psychologists in the school
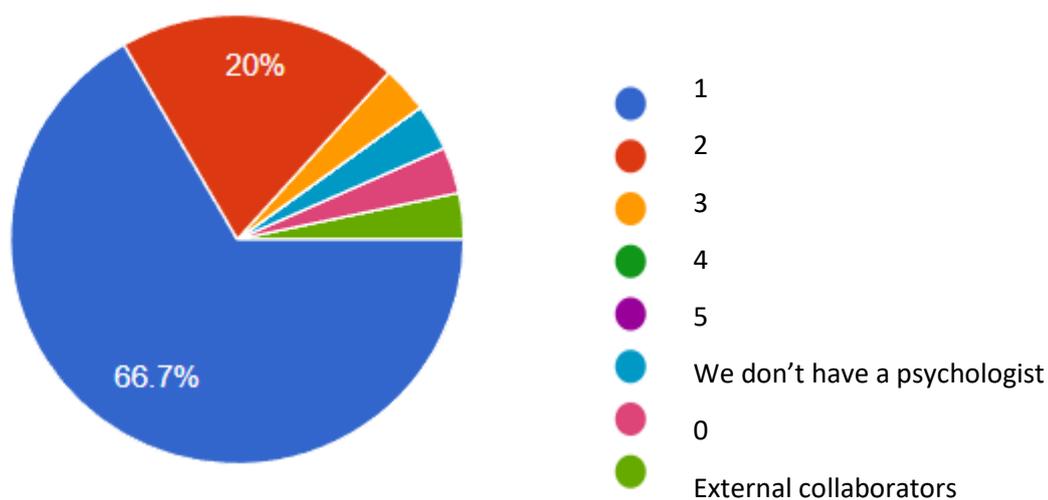
Ratio of students per psycologist

Value	Count
0	1
1 : 45	1
1 psychologist per 300 students	1
1 psychologist pet 350 students	1
1 psychologist per 430 students	1
1 psychologist per 640 students	1
1 psychologist for all students	1
1/350	1
135 students for 0,60 employment of consultant	1
1: 200	1
1:400	2
1:525	1

Value	Count
1:543	1
1:569	1
1:940	1
2 psychologists per 800 students	1
200/1	1
250 na 1	1
250 students - 1 psychologist	1
250/1	1
252	1
3 psychologists per 700 students	1
324	1
850	1
1 psychologist per 400 students	1
1 psychologist per 1000 students	1
I don'tknow the answer.	1
I don't know.	1
I'm not familiar with this information.	1

Please explain the intervention protocol established and staff involved in your educational centre (school organisation chart, internal policies and strategic plans for intervention, etc.)

- I don't know,
- adopted the protocol of life and work at the school
- educational lessons, individual conversations
- /
- I am not familiar with this topic.
- I don't know.
- The school's annual work plan; Rules of school order; Educational plan of the school; School development
- The counseling service was fully operational at school when classes were held remotely. In this way, we made it easier to organize work and help unresponsive students
- Free entry to the school, teachers on duty in the corridors and at the front door, lockers, students socializing in the corridors...

- free entry to the school, taking care of basic personal hygiene, sharing common spaces
- Students move freely around the school. They come and go to and from school independently. Breaks are for socializing and moving from class to class. At breakfast and lunch, they divide their food independently and clean up after themselves. There is a lot of group work, intergenerational socializing and cooperation with external institutions. There were no special plans at school for more severe forms of the disease. We have a plan in case of an attack on the power plant
- Moving around freely, socializing, intergenerational integration, integration with external institutions
- they can socialize outside, intergenerational integration, cooperation with other students, teachers, respectful communication, changing classrooms, heterogeneous groups, socializing in corridors, cooperation with external institutions.
- Free socializing outside and inside the institution, intergenerational socializing, cooperation, cooperation with external institutions (youth center, health center).
- Students socialize freely, collaborative learning, peer socializing...
- Cooperation with external institutions (health center, police, youth center)
- Socializing of students before and after lessons in front of and on the school premises.
- Cooperation with external institutuions (library, banks...).
- Socializing of students, intergenerational cooperation, cooperation with external institutions (library)
- Pupils socialize freely; they socialize between generations, cooperation with external institutions.
- Pupils socialize freely, teachers socialize among themselves, cooperation with thze library
- intergenerational integration, cooperation, cooperation with external institutions
- students can freely socialize outside, they can enter the school freely, cooperation with externl institutions, local community
- cooperation among students and teachers, they can move freeyly during the breaks, they can go to the library, museums, cooperation with other institutions (home for elderly people, high schools

- Pupils hang out freely in the school garden, classroom in nature; we follow the educational plan of the school and cooperate with the local community

Type of psychological intervention

Please, explain the areas of intervention carried out by the psychologist in your educational centre (cyberbullying, cultural diversity, stress, etc.).

- peer relations, learning support, eating disorders, career guidance
- stress
- /
- I don't know
- I'm not familiar with this information
- I don't know
- lectures, workshops and classes on the subject of Safe Online; acceptance of differences - inclusion of foreigners in the group; overcoming stressful situations in individuals and in groups
- workshops about responsible online behavior, online violence, acceptance of differences and intercultural diversity (inclusion of foreigners), relaxation techniques, overcoming stressful situations, developing skills to cope with stress, implementation of activities for the inclusion of students who refuse to attend school
- Conversation with students, parents, professionals. Preventive activities in the form of workshops in departments.
- Cultural diversity, fear, stress
- I don't know the answer
- emotional distress, social diversity
- emotional and social distress
- cultural diversity, stress
- The psychologist mainly deals with career orientation, enrolling students in the first grade. Sometimes he attendes to more difficult issues.
- Physical and verbal violence
- work with the talented students, work with the socially disadvantaged, cooperation with external institutions
- bullying, cooperation with parents, students, mediation
- A psychologist deals with physical and psychological violence, mediation, cooperation with parents.
-

- physical violence, peer violence, mediation, cyberbullying, working with talented people...
- Peer violence, cooperation with parents
- Peer violence, peer mediation, violence, extortion, working with talented students
- Peer violence, cooperation with parents, mediation, student distress, working with the socially vulnerable
- Peer violence, cooperation with parents, mediation
- Physical violence, peer violence, cooperation with parents, mediation, conversations, workshops.
- physical and psychological violence, cooperation with parents, mediation, work with the gifted, connecting with Center for soaila work, health center
- Peer violence, conversations in the clasrooms, working with the socially vulnerable,
- Mediation, workshops
- conflict resolution, psychological violence, cooperation with parents, mediation, working with the gifted
- Conversations and workshops with students, parents and school staff; working with the talented, socially disadvantaged.

Please, explain the areas of intervention carried out by the psychologist in your educational centre (cyberbullying, cultural diversity, stress, etc.).

- I don't know
- assessment and individual or group treatment, cooperation with external experts if necessary
- emotional communication
- /
- I am not familiar with this information
- In cooperation with the class teachers, the process of acquiring additional professional help begins; performs diagnostics in all 3 areas - cognitive, emotional, psychosocial; guides the parents and the student in further procedures; connection with Healh Center Sevnica (psychologist, pediatrician, speech therapist).
- diagnosis of students with learning difficulties, attention and concentration disorders, eating disorders, emotional problems (anxiety, school refusal). Cooperation in in-depth diagnostics with the

team of the medical center and the center for health promotion, the professional team for students during prolonged hospitalization
- Individual - counseling for individual students; group - working with the whole group and developing appropriate social skills.
- group and individual treatments in various areas
- Mediation, implementation of various tests, for example for dyslexia...
- contact with external competent institutions
- Pogovori z učenci oziroma skupino, komuniciranje z zunanjimi inštitucijami.
- Contacts external institutions (Center for social work, health center, police)
- The psychologist deals primarily with individual conversations between students and parents due to problems that arise in the classroom, in the cognitive and emotional fields.
- consultation, conversations, mediation, organization of meetings, departmental communities, workshops, career guidance
- organizing workshops
- Organizes meetings with parents, workshops, career orientation, works individually and in groups.
- mediation, workshops, meetings with parents, career orientation, works individually
- organized workshops, meetings with parents, works individually
- individual meetings, meetings with parents, workshops for students
- workshops, meetings, individual and group intervention
- delavnice za starše, poklicna orientacija za učence, individualna
- organizes workshops for classes, career orientation
- Individual approach, cooperation in the classrooms

Please explain the strategies and tools used by the psychologist in the intervention.

- I don't know
- I'm not familiar with that
- interview with students and parents, cognitive, emotional, psychosocial tools
- conversation
- Use of diagnostic material (questionnaires, tests, sociometric tests, analysis of questionnaires; learning strategies...)
- Active listening, collaborative learning, critical thinking

- I don't know the answer
- Conversation, social games…
- Conversation, therapeutic drawing, social games
- Conversation, therapy with reading and music, mindfulness, relaxation
- relaxation techniques, mediation, conversation
- Completing questionnaires, various breathing techniques, relaxation techniques, reading social fairy tales, artistic expression and reading using pictures.
- Mediation
- Conversation, relaxation technics
- Physical violence: relaxation technics, mediation
- mediation
- don't know
- mediation
- conversation, relaxation techniques, breathing techniques
- don't know
- Conversation, mediation

Please explain the information collected from students by the psychologist.

- Don't know
- Not familiar with this info
- Don't know
- Covid- isolation of students, helplessness, desire for additional explanations
- emotional distress, social alienation
- Information in the field of learning difficulties; by inclusion in a group, mutual acceptance, fears of individuals, peer violence; eating problems...
- information for identifying the student's weight, strong areas, inclusion in the social and family environment, planning assistance, implementation of assistance
- don't know the answer
- providing feedback to the class teacher
- The student's feelings, in which conditions the student lives, what his day is like, how he experiences joy and fear, anger. What's bothering him and so on..

Situation/role of the psychologist in schools

Please explain the benefits of the psychologist's role in schools

- Very important
- More contact, immediate intervention
- Immediate resolution of students' problems
- Helps to establish a school climate, intervention in the case of violence, preventive activities and workshops, cooperation with ŠSS and teachers...
- Possibility of emergency intervention in critical situations, students have access to qualified help.
- Quick action in the event of problems, help during the lesson itself, familiarity with the situation at school
- Immediate help and advice, which is crucial for appropriate action in case of problems
- Assistance to students, teachers, and parents in identifying psychosocial problems, planning intervention steps, or assistance, evaluating assistance steps
- Has a different approachto students than other teachers
- Immediate help for students, teachers, counseling
- Perception of students' emotional distress and immediate professional help.
- immediate response in case of problems
- Immediate treatment of the student, help to the teacher/class teacher in solving problems, specific competences...
- Quick and efficient problem solving
- help with meetings with parents, students, teachers, career guidance
- conversation, counseling in difficult situations, diagnostics, detection of children with special needs
- conversation, diagnostics, detection of children with special needs
- Easier resolution of problems with children and adolescents.
- conversation, diagnostics, detection of children with special needs
- Real-time solving of problems, detection of children of each group.
- Easier problem solving.
- Prompt resolution of conflict situations, identification of children with special needs.
- ongoing resolution of conflict situations, identification of talented children
- • Easier problem solving.

- Prompt resolution of conflict situations, identification of children with special needs.
- ongoing resolution of conflict situations, identification of talented children
- Immediate resolution of conflict situations, diagnostics, identification of children with special needs, identification of the talented
- Professional qualifications for working with vulnerable groups or individuals, identifying talented children and children with special needs, etc.
- Detection of children with special needs, talented, socio-economically at risk
- professional competence for resolving conflicts, difficulties, diagnostics, identification of gifted children
- Professional training, diagnostics, detection of children with special needs and work with the gifted

**Please explain the shortcomings of the school psychologist in his or her daily work in schools.**

- administration, share of employment
- more time to work directly with students
- We don't have a psychologist
- Due to being overloaded with other responsibilities (talented students, NPZ, enrollments, etc.), he fails to help students in critical situations.
- I see no flaws
- It is precisely because of the above (immediate action) that the rest of the work accumulates (with an emphasis on writing minutes, reports).
- too much administration, taking on tasks that are not related to the professional field (e.g. organization of PB departments), overload if there is only one counselor at the school
- too much administration, taking on tasks that are not related to the professional field (e.g. organization of extended stay departments), overload if there is only one counselor at the school
- too little time.
- Bureaucracy, not enough psychologists considering the problems in modern times.
- overload
- Overloading of the psychologist with additional work.

- Insufficient number of psychologists in relation to the incidence of interventions, overcrowding
- Difficult availability, there is a great need for it, so it is difficult to get to it
- insufficient time available
- not enough time, just in case
- too many children, no time
- limited time, too many children per person, difficult accessibility.
- limited time, too many students per person, inaccessibility
- Congestion. Too many children with problems.
- Too many students per individual psychologist.
- Being busy due to other obligations,
- Limited time, too many students for one psychologist, too much other work (substitution).
- limited time, too many students per 1 psychologist, other work
- Limited time, too many students per psychologist, no time
- Limited time, difficult access to a psychologist, too much work
- Too many children per 1 person, time constraints
- too many children per person
- Inaccessibility

SITUATION DURING COVID19

Organizational structure and care protocols applied in the centers during COVID19

Number of psychologists in the school during COVID19

🔵	1
🔴	2
🟠	3
🟢	4
🟣	4
🔵	5
🩷	We don't have a psychologist
🟢	one for a few hours of extra professional help

18.2%

1
23 (69.7%)
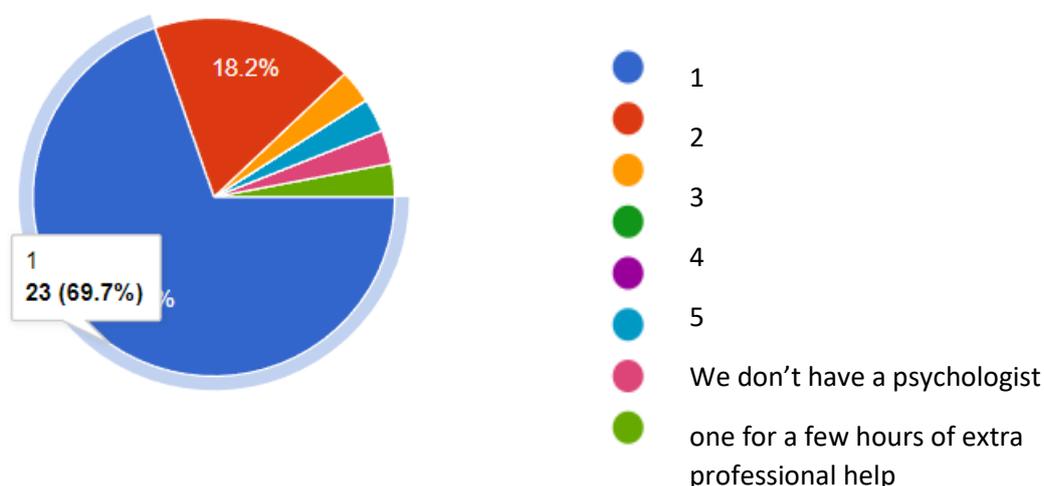
Please explain if there were any modifications in the intervention protocol established and staff involved in your educational centre (school organisation chart, internal policies and strategic plans for intervention, etc.) during COVID19.

- •No
- Change of annual work plan
- I do not know
- I am not familiar.
- I do not know
- educational implementation protocol in the time marked by Covid 19
- Protocol for the implementation of educational work at Boštanj Elementary School during the time marked by Covid-19
- Yes, increased staffing.
- The number of employees, division of departments, transition between classes has increased...
- After the change in norms, we got an additional consultant.
- Limitation of socializing in the corridors, regular disinfection, closed school entry system...
- Gathering students before school in the morning, leading students to classes, changing shoes and clothes in the main classrooms, washing hands, disinfecting tables, airing rooms....
- Restricting entry to the school, restricting the socializing of students by class, disinfection of surfaces and hands, frequent hand washing, ventilation of premises, enabling maintenance of the recommended safety distance, wearing masks...
- The school had to have a protocol for dealing with an infected person, a protocol for receiving external visitors, etc.
- I don't know, I'm not aware
- disinfection, teachers
- more teachers on duty, masks, disinfectants
- Yes, more teachers on duty, safety distance, masks, plexiglass.
- more duty, masks, disinfection
- More teachers on duty, a large number of preventive measures, which required a lot of time.
- Yes. More teachers on duty, students in smaller groups - bubbles.
- More teachers on duty, bubble formation, snack sharing, movement restriction

- More techers on duty, more bubbles, lunch schedule, snacks, getting to and from school.
- Students in bubbles, safety distance, plexiglass, lack of staff
- More teachers on duty, masks, bubbles
- More teachers on duty, mask sharing,...
- Increased number of people on duty, more teachers per group
- more teachers on duty, disinfection, infection control, ...
- Yes, more teachers on duty, students in bubbles, masks.

Type of psychological intervention

Please, explain if there were any modifications in the areas of intervention carried out by the psychologist in your educational center (cyberbullying, cultural diversity, stress, etc.) during COVID19.

- I do not know
- I do not know
- intensive provision of additional professional assistance, care for ICT - procurement, rental for those who did not have it
- stress
- I do not know.
- More problems in the area of distress due to isolation and lack of communication; help and advice to teachers on how to approach and help individuals who had problems during distance learning; advice on organizing the daily routine.
- increase in social isolation due to poorer involvement in online communication, more psychosocial distress, fears of losing loved ones, feelings of exclusion and loneliness, difficulties in establishing a daily routine due to parental overload.
- Help from an external institution - Police.
- New fears were emerging, stress
- I do not know
- I do not know
- intensive provision of additional professional assistance, care for ICT - procurement, rental for those who did not have it
- stress
- I do not know.
- More problems in the area of distress due to isolation and lack of communication; help and advice to teachers on how to approach and

help individuals who had problems during distance learning; advice on organizing the daily routine.

- increase in social isolation due to poorer involvement in online communication, more psychosocial hardships, fears of losing loved ones, feelings of exclusion and loneliness, difficulties in establishing a daily routine due to parental overload.
- Help from an external institution - Police.
- New fears were emerging, stress
- more emotional distress, introversion, more online violence, less motivation to learn...
- greater number of hearings
- The need for intervention has increased during the Covid era.
- The problems deepened and intensified
- The school psychologist dedicated a lot of time to domestic violence, raising awareness about domestic violence and helping. The TOM telephone is very popular in Slovenia, where a child can call anonymously and talk to a specialist.
- I don't know, I'm not familiar
- The class teacher cooperated with the students, and the psychologist via Zoom.
- Cared for students who did not have ICT equipment.
- Yes, the psychologist could only participate via ZOOM or phone.
- Passing on materials to students, informing parents of unresponsive parents
- Collaboration through ICT technologies. Data collection for non-responsive students.
- the psychologist could not reach the student, he cooperated with the class teachers and offered help
- Most of the work was done remotely, so I don't know, I'm not familiar
- Collaboration through the zoom application, conversations, increased connectedness and parent notification
- cooperation with students via ZOOM, checking individual problems at home
- The class teacher was the one who established contact with the student; phone conversations, zoom

Explain if there were any modifications in the type of intervention carried out by the psychologist in your educational centre (assessment and treatment; group, individual, with other professionals, etc.; assessment tools: cognitive, emotional, psychosocial) during COVID19

- I do not know
- greater intensity of assistance in all areas
- I do not know
- I do not know.
- •More individual conversations and interviews; distance learning through various communication channels.
- more individual interventions with parents and students through various remote communication tools
  Help from an external institution - Police.
- Treatments were more individual
- It is important to mediate, talk...
- more psychological and emotional problems of children
- More conversation was needed.
- The need to hire a psychologist/pedagogue has increased
- •We do not deal with medical treatment at school. The students were refered for external hearings. Often there is no feedback. A psychologist uses various strategies and techniques in his work to solve problems. However, he focuses mostly on legislation and regulations.
- difficult communication
- There were no individual meetings, but through ZOOM. Digital communication.
- there were no live meetings, meetings were via zoom, telephones
- Yes, there were no live contacts; they took place over the phone or ZOOM.
- Interventions were carried out via digital channels.
- More phone calls, no face-to-face meetings, more digital communication.
- work via computer, telephone, there were no live meetings.
- meetings by phone, Zoom
- He performed the work via zoom
- Meetings held using ICT technology
- there were no live meetings, but digital, virtual ones
- Digital communication

Please explain if there were any modifications in the strategies and tools used by the psychologist in his/her intervention during COVID19.

- I do not know
- I do not know
- I am not familiar.
- greater emphasis on individual treatment and assistance
- no
- I do not know.
- Instead of personal conversations, the psychologist used various other communication channels (telephone conversation, zoom tool).
- less possibility of using different diagnostic tools, therefore more use of structured interviews, questionnaires
- More active listening, cooperation with external institutions (Police).
- I don't know the answer.
- more conversations
- As the problems increased, more students were under consideration. The strategies remained unchanged.
- Introversion, irritability, mental absence of students, staying behind screens... longer time to reach compromises/overcome conflicts in interventions
- Many psychologists dealt with the new legislation and regulations.
- I don't know, I'm not familiar
- increased use of zoom, other platforms
- more individual work, zoom
- Remote work.
- Everything is through technology.
- All communication took place digitally.
- I don't know, I'm not familiar, probably after
- There were NO live conversations, more contact with parents

Please explain if there were any modifications inthe information collected from students by the psychologist during COVID19.

- I do not know
- I do not know
- There was more work in the social sector
- There were no additional messages.
  I do not know.

- Increased distress of individuals due to isolation, due to ignorance of the use of ICT; difficulties in establishing a daily routine.
- greater social distress, students and parents unskilled in using various ICT - techniques, greater loneliness and isolation of some students, facing fears of losing loved ones, old from illness...
- Yes, there is an increase in online violence.
- I don't know the answer.
- more examples
- Students had more problems in different areas.
- No
- I don't know, they didn't report to me
- Pupils' learning difficulties, depression, online violence.
- students' learning difficulties, anxiety
- More about difficulties, problems in the family.
- isolation, online dating.
- Pupils' problems, isolation, cyberbullying
- Yes. Students' learning difficulties, isolation, cyberbullying.
- online violence, isolation, anxiety
- Loneliness, fatigue,...
- More occurrences of anxiety, online violence
- Learning difficulty, loneliness, depression

Please explain what measures were taken in your school when the pandemic broke out (closure of classrooms, health security measures, etc.).

- school closing, medical measures
- National institute of public health measures.
- Working in bubbles, they no longer moved from class to class, had lunch in class, frequent disinfection of surfaces, hands, regular and thorough hand washing, cough hygiene, wearing protective masks, sitting at a distance,...
- No mixing in groups, separate seating arrangements, permanent classrooms in subject classes, masks, distance, timetable for going to lunch...
- Closing classrooms, disinfecting tables, washing hands, rearranging lunch breaks, not using lockers, students had lessons in one class, lessons in bubbles.
- ventilation of classrooms, mandatory use of protective masks, testing, regular disinfection of tables and rooms...

- With the outbreak of the pandemic, distance learning began - closing the school. In the gradual return, we took into account the measures dictated by distance teaching models (lessons in small groups; home classrooms; use of masks; disinfection, hygiene, mutual distance...)
- closing the school, teaching remotely, establishing a remote work schedule, daily communication with teachers, feedback on the work done and the student's progress in the work
- Closing schools, wearing masks, social distancing...
- More frequent ventilation of classes, masks, testing, students of one class could only be in their classroom, lunch was in the class...
- Everything that was prescribed, no groupings, no smaller groups, various excursions were cancelled, no external visitors, working in bubbles, a narrow selection of interesting activities...
- disinfection, restriction of movement in the corridors, bubbles inside the departments
- • Washing and disinfecting hands and desks, wearing masks, safety distance...
- Restricting entry to the school, restricting the socializing of students by class, disinfection of surfaces and hands, frequent hand washing, ventilation of premises, enabling maintenance of the recommended safety distance, wearing masks...
- teachers were provided with plexiglass. We limited the students to "bubbles" and thus ensured a safe distance. Students entered classes after hours so that there was as little contact as possible between the different bubbles. The students sat in their own desks (if possible). The teacher had to clean the table, the handles, the switches. We stopped having lockers for students.They were stationed in only one classroom. Students had to wash their hands, ventilate the rooms. It was not desirable to lend objects among themselves. The printed materials had to stand for 24 hours.
- keeping students in classrooms, there was no socializing, segregation, testing, masks, disinfection
- closing classrooms, disinfection, testing, vaccination, wearing masks
- bubbles, homogenous groups, masks, testing, disinfection, on-call, ventilation, social restriction
- School lockdown, restricted movement, wearing of masks, disinfection, self-testing, walking in bubbles, ventilation, restriction of socializing.
- lockdown, restricted entry, masks, testing, disinfection, restricted groups, ventilation
- Limited movement, masks...

- Restricted movement, disinfection, wearing masks, restriction of socializing.
- Restricted movement of students, wearing masks, disinfection, self-testing, restriction of socializing, restriction of entry into the school building
- restricted movement, self-testing, wearing masks, testing students, limiting socializing between classes.
- masks, restricted movement, disinfection, self-testing, ventilation, social restriction
- Masks, working from home, self-testing, school lockdown, restriction of socializing
- Limited movement, self-testing, increased and constant control, ...
- limited movement, self-testing, disinfection, ventilation, wearing masks
- • students in only one classroom, ventilation, following students to the exit, self-testing, wearing masks, disinfection, limited movement around the school, closing the school to the outside world, limiting socializing with other institutions
- Self-testing, disinfection, masks, entry restrictions, socializing, control

Please explain the characteristics of therapeutic/educational care during the pandemic (were care activities carried out during the pandemic, how were care activities carried out and with what instruments?)

- I do not know
- I do not know
- I am not familiar.
- care was provided at a distance
- Providing lunch to the most vulnerable students.
- Students who had problems with distance learning and students with additional professional help had lessons 1/1. The implementation of these hours were taken over by the school psychologist and the extended stay teachers. The activities were carried out via the zoom tool and telephone conversations.
- During the pandemic, individual counseling classes were held for students with special needs. More attention was also paid to foreign students in order to maintain contact and learn Slovenian. The lessons were conducted via the ZOOM application.
- • I don't know the answer.
- • relaxation and calming exercises within the institution

- We helped the students with various relaxation techniques, with positive thoughts.
- In the MTeams online platform, the counselors provided students with content to help them overcome stress.
- The psychologist and the school counseling service mainly dealt with students who were unresponsive. Meetings were held with students and parents, either by phone, video call or in person at the school.
- were implemented, but on a smaller scale
- via social networks
- I do not know.
- At the request of the class teacher.
- at the request of the class teacher, via social networks
- Via social networks
- Via social networks,
- They were carried out via social networks
- The psychologist worked with the students through digital media, social networks, and applications

Have there been any new problems/needs of learners that have arisen with the situation resulting from COVID-19? Please explain.

- Loneliness of students, helplessness, desire for additional explanations, need for computers
- More extra work, learning aids, editing notes, lack of motivation to work...
- we noticed that they are behind the screens a lot. There is a lot of impatience.
- Yes, teachers are seeing more problems in the social and emotional sphere, discrepant behavior in relation to demands at school, poorer cooperation with parents, greater gap between management and employees
- I do not know.
- Lack of social interactions, which has worsened the psychological condition of some students, while other students have learning difficulties as a result of the inability to work independently.
- During the epidemic, the distress due to isolation and the difficulty of not knowing the use of ICT increased. During the gradual return, problems due to differences in students' knowledge and overcoming deficits in the learning area.

- lack of knowledge using different ICT technology, - loss of motivation for school work, - loss of learning condition for daily school work - emotional distress due to exclusion from the peer group, social isolation - increase in eating disorders - increase in online violence
- Yes, the need for counseling, conversation, and listening has increased.
- Yes, the consequences of confinement on children who did not take care of themselves during the time of the corona were shown.
- More emotional distress, introversion, poorer concentration and motivation...
- yes, more emotional distress for students
- Major internal hardships, e.g. insufficient computer equipment, insufficient computer knowledge of parents and students, poor internet,
- Greater hardship for users due to internal (personal) and external factors (environment).
- Yes. Anorexia, anxiety, depression, lack of motivation. Students no longer know how to talk on their own, they need a guided conversation to define their emotions. Self-mutilation, suicidal ideation, social rejection, selective mutism and ostracism have occurred.
- they are, but I am not familiar with all of them
- increasing differences, isolation, anxiety, depression, sexual abuse, physical abuse
- yes, increasing differences in knowledge, distress
- Yes, after returning to school, students had problems establishing contact with other students, more verbal violence, lack of motivation.
- yes, contact, verbal abuse
- Students have problems with organizing their own self-image. Great isolation, lots of verbal abuse.
- Yes. After returning to school, students had problems with socialization, they were more impatient.
- Difficulty connecting with others, exclusion from groups, impatient communication, running away from school, more violence, assessment anxiety
- After returning to school, difficulties in establishing contacts, more verbal abuse, lack of motivation, impatient communication, running away from school.
- yes, after returning to school, students had social problems, more verbal violence, lack of motivation, running away from school
- Yes, after returning to school, the students had problems with inclusion in the group, motivation, avoiding assessmentYes, after

returning to school, the children had problems, more impatient communication, avoiding obligations,

Situation/role of the psychologist in schools

Please explain the difficulties and shortcomings encountered during the Covid-19 pandemic.

Present situation

Please list the main needs of the psychologist in the school

- Students absolutely need much more conversation with teachers and professionals (pedagogues, counselors...).
- Pupils' anxiety increased
- Gap between management and employees, failure to solve educational problems, no preventive workshops, reduction of violence, faster intervention of external institutions...
- Helping students
- • Due to the increase in the number of pupils with additional professional help
- in-depth psychological diagnostics - building the social and class climate of the department - diagnostics and intervention planning for children with special needs, inclusion of foreigners...
- A large number of students and an increasing number of problems.
- Immediate help and accessibility only to students
- More and more students who need professional treatment.
- Children's distress on a psychological, emotional and social level
- More emotional and behavioral problems among students, running away or being absent from school, learning difficulties, the need to communicate with external institutions, individual treatment of students.
- Rejection of school by students, help to professionals
- Rejection of school by students, help to professionals on a personal and professional level, help to students and parents in harmonizing their home environment with school, connecting with external institutions to improve acute problems at school.
- Assistance to professionals for specific problems. Teacher burnout and overload. A feeling of helplessness for students' problems. A large number of students.
- not my field of work

- conflict resolution, recognition of talented students, recognition of students with problems, a lot of violence
- Large number of students, lots of violence, anxiety.
- large number of students, a lot of violence, help in resolving disputes
- Many children with problems that are difficult for teachers to recognize. Help is needed in educational work... Large number of students, increasing numbers
- students with anxiety...
- Lots of violence, various distress for students and teachers
- student depression, emotional problems, help for teachers.
- emotional distress, conflict resolution, greater help for teachers
- emotional distress of students, help for teachers
- Help with professional problem solving in the classroom.
- Number of students, offering help to students and teachers, diagnostics
- more help, support for teachers
- Large number of students, increased violence, help for teachers

Please describe proposals for future improvements in psychological care in your school.

- First of all, we have to get the possibility to employ a psychologist at all. Maybe you should consider a mobile service of psychologists for smaller schools.
- Employ a psychologist who will solve the difficulties of students.
- Relieving the current psychologist or distribution of work, if we acquire additional staff. Administrative relief is also needed (currently there is too much writing of reports for every work done, which is supposed to be self-evident).
- lowering the norm of the number of students per individual psychologist, administrative relief, the possibility of working in a team of different professional profiles, intervision assistance
- Less load with learning material and more with social matters.
- Prompt resolution of problems and no procrastination.
- I don't know the answer.
- greater number of psychologists in relation to the number of students, accessibility of external institutions