An Investigation of the 'Smart Moves' School Transition Preparation Pilot Programme in Ireland

Georgina Lannin

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Supervised by: Dr. Aoife McLoughlin and Dr. Claire Griffin

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Abstract

The aim of this current research project was to evaluate a school transition pilot programme called 'Smart Moves' (SM) which is currently being launched by the ISPCC in Ireland. The programme aims to increase pupils' resilience and wellbeing as they prepare to make the move from primary to secondary school. A review of the current literature has identified a gap in the supports being provided to young people in Ireland making this transition. SM is a programme of evidence-based short sessions to help young people develop learnable skills. These sessions are facilitated by the class teacher, typically in 6th class, and are run with the whole class group. For the current investigation, pupils participating in the SM experimental condition (n = 41), were compared to pupils in a control condition (n = 38), on their scores on measures of resilience (Child Youth Resilience Measure) and wellbeing (Stirling Children's Wellbeing Scale). Pupils in both conditions were assessed before beginning the SM programme, and after the SM intervention had been delivered. No significant effect was found on participants' scores in resilience or wellbeing when compared with the control group. Qualitative data relating to pupils' experiences of the SM programme was gathered from the SM condition (n = 49). Data from pupils indicated that they liked participating in the SM program, with an overall 70% approval rate from pupils themselves. The majority of participants liked the 'discussion' activities the most, and the session on friendship was their favourite. Qualitative data from the teachers who administered SM was gathered via an online semi-structured interview, in order to better understand their perceptions of the pupils' experiences. Analysis revealed themes such as increased resilience and increased emotional literacy among pupils. In addition, fidelity checks were completed by the researcher to inform future implementation of the Smart Moves programme in schools.

Keywords: *school transition, resilience, wellbeing, intervention*

Declaration

This research is being submitted in fulfilment of the requirements of the Doctorate in Educational and Child Psychology (DECPsy) at Mary Immaculate College. The work has not previously been accepted for any degree and is not being concurrently submitted for any degree. I hereby declare that I am the sole author of this thesis. Where the use has been made of other people, it has been fully acknowledged and referenced. I hereby give my permission for my thesis, if accepted, to be available for reading and interlibrary loans, and for the title and summary to be made available to outside organisations.

Name: Georgina Lannin

Signature: 

Date: 3rd May 2024

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"*Ubumuntu*- I am what I am because of who we all are"

I owe immense gratitude to my wonderful parents, who nurtured a love of learning in us from a young age; your dedicated careers in education have been an inspiration to me – thank you for the love and support. To my amazing brothers, Jon and Rich, thank you for the laughs and the camaraderie! And, of course, to my cherished Ringo!

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In light of the significant global events that have unfolded during my doctoral journey, I would like to express my solidarity with the people of Palestine, especially my old friend Elias. I was welcomed so warmly into your home back in 2016 during my time working there. I will forever treasure the happy memories. I wish you peace and prosperity.

To my dear friends in Ukraine, thinking especially of Yuri, I extend the same wish for the restoration of peace.

Reflecting on the concept of "Ubumuntu", a Swahili/ Bantu word encapsulating the idea of interconnectedness and compassion; I am reminded that our sense of self is shaped by the shared humanity of others.

"Humanity is a quality we owe to each other. We create each other and need to sustain this otherness creation."
- Michael Onyebuchi Eze, Leiden University

List of Key Abbreviations

BOBF	Better Outcomes Brighter Futures
CASEL	Collaborative for Academic, Social and Emotional Learning
CBT	Cognitive Behavioural Therapy
CSP	Common Sense Parenting
CYRM	Child Youth Resilience Measure
DECEDIY	Department of Children, Equality, Disability, Integration and Youth
DES	Department of Education and Skills
DEIS	Delivering Equality of Opportunity in Schools
EP	Educational Psychologist
GDPR	General Data Protection Regulation
GPA	Grade Point Average
ISPCC	Irish Society for the Prevention of Cruelty to Children
MIREC	Mary Immaculate College Ethics Committee
NEPS	National Educational Psychology Service
PSI	Psychological Society of Ireland
SCWBS	Stirling Children's Wellbeing Scale
SE	Social and Emotional
SEL	Social and Emotional Learning
SEN	Special Educational Needs
SM	Smart Moves
SPHE	Social, Personal and Health Education
SSE	School Self Evaluation
T1/ T2	Time 1/ Time 2
TaST	Talking about School Transition
UNICEF	United Nations Children's Fund
WoE	Weight of Evidence
WHO	World Health Organization

Introduction

The aim of this thesis is to evaluate the effectiveness of a teacher-led and resilience-based school transition preparation programme called ‘Smart Moves’ (SM). This programme has recently been launched in Ireland by the Irish Society for the Prevention of Cruelty to Children (ISPCC) to support pupils making the transition from primary to secondary school, having had previous success in supporting pupils making the transition from Year 6 to Year 7 in the United Kingdom (Watling, 2018). The researcher's curiosity in the topic of school transition was sparked during tenures as an English language teacher, first in Mexico, and then in Tanzania. While teaching English primarily to adults aspiring to re-engage with education, the researcher noticed a pattern: many of these adults, having finished their primary education, pinpointed the onset of their academic disengagement to the transition to secondary school. One student poignantly recounted her departure from education upon entering secondary school, overwhelmed by the drastic change. She yearned for the familiarity, comfort, and security of her quaint primary school, finding it hard to adjust to the vast classroom setting of the town school, alongside over 60 classmates. Upon completing a master’s degree in the Netherlands, the researcher took on a role as an Assistant Psychology Intern – offering therapeutic interventions to youths in high school as part of this role. It became increasingly clear that the challenges associated with transitioning to secondary education were a universal problem. This realisation further intensified the researcher's drive to explore potential solutions. After embarking on the DECPsy programme, the researcher became aware of the ISPCC's initiative to introduce a new programme in Ireland, the SM programme. This school-based programme is dedicated to helping young people as they prepare to transition from primary to secondary school, with a central objective of enhancing their resilience during this critical phase. Being an educational psychologist in training, the researcher understands the importance of supporting young people through such transitions. It is noteworthy that in Ireland, the strategies and methodologies to offer this type of support at a school level show considerable variation nationwide. This diversity in approach highlights an evident need for a concentrated effort in both practice and policy, bringing the insights from educational psychology to the forefront. Therefore, the aim of this thesis is to investigate the effectiveness of the SM school transition preparation pilot programme in Ireland.

Need for Research in the Area

There is a clear need for research on the transition to secondary school in an Irish context, given the challenges that pupils face during this period. In a national longitudinal cohort study of children's wellbeing in Irish primary schools, carried out by Sloan et al. (2024), they reported that primary school children in Ireland generally experience positive wellbeing, feel happy, safe and cared for, and feel good about themselves. However, these positive emotions decline over time, with anxiety levels increasing in later stages of primary school, and becoming more prominent as children approach the transition to secondary school. Key sources of anxiety include friendship issues and academic concerns (Sloan et al., 2024). Smyth and Privalko (2024) note that secondary school choice patterns in Ireland often result in students transitioning to secondary school with fewer classmates and Darmody (2008) highlight that there are additional challenges faced by Irish students in the move to secondary school, such as navigating larger school environments, adapting to moving between classes, homework difficulties and a more complex secondary school curriculum. In a report on primary school experiences and the transition to second-level education in Ireland, Smyth (2017) reports that girls often experience higher levels of anxiety with this transition and are more likely than boys to express that they will miss their primary-school friends and teachers after the transition. Smyth (2017) also notes that a review of studies by Topping (2011) indicates that pupils from more disadvantaged backgrounds tend to experience greater difficulties with the change to secondary school, and that these pupils face a more prolonged adjustment period after the transition. This is further supported by O'Brien (2004) who note that these pupils in Ireland tend to be more reluctant to change to secondary school and express more worry about the difficulty of the work at second-level. Smyth and Privalko (2024) highlight the need for policy and practice to specifically target pupils from more disadvantaged backgrounds, such as those from low-earning families, in order to avert further inequality in education.

Evidence from other countries suggests that there is a decline in pupil performance and engagement (Fite et al., 2019; Skinner et al., 2008) and overall wellbeing (Gutman & Eccles, 2007; Coelho & Ramao, 2017; Rueger et al., 2014) during this transition period. Interventions to prepare pupils for the school transition have been shown to have positive effects (Durlak et al., 2011; Makin, Hill & Pellicano, 2017; Werts & Watley, 1969). This emphasizes the need for intervention in the Irish education system. However, further research relating specifically to the transition in an Irish context is needed, as data in this area is limited.

The Current Study

First a literature review was conducted in the format of a systematic review. This systematic review critically appraised studies and findings relating to the use of school-based SE interventions to support pupils with the transition from primary to secondary education. This systematic review was carried out using Gough's Weight of Evidence framework (Gough, 1997). Findings of this review indicated that there is a limited number of studies in this area. Findings also indicated that the type of support provided to pupils at this transition stage varies greatly, as do the outcomes of these interventions. The second aspect of the present thesis was the empirical paper, which detailed the research carried out to evaluate the SM programme. The findings from the research study were obtained through both quantitative and qualitative data collection. First, participants completed self-report measures in both resilience and wellbeing at pre and post intervention stages. Participants of the SM programme were compared to a control group using statistical analysis on SPSS, to evaluate study outcomes. Qualitative data was then gathered from pupils in the form of a feedback questionnaire, and from a teacher who delivered the SM programme in the form of a semi-structured interview. Lastly, delivery of the SM programme was assessed through fidelity of implementation analysis. The third component of this thesis was the critical review and within this an impact statement was included. Strengths and limitations of the current research were detailed and recommendations for future research and practice were included based on these strengths and limitations. A personal reflection on the experience of conducting research and the process it involved was also included.

Epistemological considerations and theoretical perspectives inform the base of the research for this current thesis. The epistemological considerations include the rationale for the choice of research methods, interpretation of data, and the way findings were presented. This research existed within the pragmatic paradigm, as outlined by Creswell (2003). Mackenzie and Knipe (2006) outlined some key elements of the pragmatic paradigm, adapted from Mertens (2005) and Creswell (2003); these include having a problem-centred approach to the research (i.e. in this research the impact of the SM programme was the 'problem' to be considered), adopting a pluralistic approach such as an approach involving mixed methods (i.e. the use of both quantitative and qualitative methods to investigate the problem in this research project), and ensuring that the research is real-world practice oriented (i.e. investigating the impact of the SM programme in a real-world setting). The quantitative analysis in this research project involved two data collection events, once before the

intervention had started, and again after the intervention was completed. Results from both pre and post intervention were compared with those of a control group, in order to interpret the effectiveness of the intervention. Qualitative data was gathered from pupils and a teacher who delivered the SM programme in their classroom, as well as through fidelity of implementation assessments. The review paper of this present study outlined the rationale for conducting the research in this manner.

In this study, resilience theory (Zimmerman, 2013) provides a foundation for underpinning the current research approach. This theory emphasizes the dynamic process of facing challenges and thriving using a strengths-based approach, where adaptive responses to challenges builds a capacity to navigate future adversity. This theory is appropriate as a foundation for the current investigation of the effects of an intervention designed to help pupils navigate adversity and develop positive coping skills. The focus on protective and promotive factors, such as resilience and wellbeing, as outcomes in this research align with the strength-based theory. This theory suggests that developing protective factors, such as social bonding and adequate sleep, and promotive factors such as positive coping skills equips young people to manage stress and empowers them to be able to better navigate challenging situations and significant life change. This perspective informs the various stages of the current research process, and ensures that the research focuses on empowering individuals to adapt to challenges. Further, resilience theory helped to inform the ‘Resilience Framework’, developed by Hart and Blincow (2007), which was used to inform the content of the ‘Smart Moves’ programme. Overall, Zimmerman’s resilience theory provides the theoretical scaffolding to appropriately evaluate the impact of the ‘Smart Moves’ programme.

By conducting research on pupil resilience and wellbeing during the school transition phase, invaluable insights can be gained into the specific needs, challenges, and coping mechanisms of pupils. Such knowledge is pivotal in informing educational policies, intervention programmes, and school practices to better support students, ensuring they navigate this transition as smoothly as possible. Furthermore, understanding and bolstering resilience during this time can lay a foundation for students' long-term mental health, academic success, and personal growth, making this research not just important but essential for the holistic development of the next generation.

Chapter 1: Review Paper

1.1 **Introduction**

Problem Statement: The Irish Society for the Prevention of Cruelty to Children (ISPCC) has introduced the 'Smart Moves' (SM) initiative to support students as they prepare to transition from primary to secondary school in Ireland. Recognising the challenges this shift presents for pupils, the programme aims to increase resilience and overall wellbeing in pupils. Resilience helps pupils adapt to adversity, while focusing on holistic wellbeing ensures they are emotionally, mentally, and academically prepared for the demands of secondary school (Beutel et al., 2017; Lester & Cross, 2015). The goal of this systematic review was to identify, compile, and assess research pertaining to intervention programmes implemented globally to assist children transitioning from primary to secondary school, a shift often coinciding with the onset of adolescence. Examining existing research on interventions focused on promoting wellbeing and resilience was done to determine whether there is a need for additional programmes like SM and to gain a clearer insight into the current landscape. This understanding is necessary to guide future decisions and policy-making, and to inform the design of such programmes that cater to the changing needs of students as they transition between primary and secondary education.

This review paper outlines the topic and the aims of this research project. First, an exploration of the underlying context and reasoning for the research project was presented. This involved examining the relevant policies and educational psychology practices, and investigating key concepts and ideas that are foundational to the research project. A literature search and review were then conducted. This involved a comprehensive systematic review of the literature of school-based interventions to support the social and emotional wellbeing of pupils as they make the transition from primary school to the higher educational setting of secondary school. The review topic and search strategy were explained and detailed. Following on, an evaluation and critique of the research findings using the Weight of Evidence Framework (WoE; Gough, 2007) was used. Possible gaps identified in the research, research recommendations and/ or limitations, and overall learnings from the selected studies were used to inform the methodology of this current research project. This culminated in a statement of purpose for this research project, and an exploration of the relevant terminology. The last section details the proposed methodology for the research project, which was informed by the literature search and review that preceded it. A study design was selected,

and a rationale for this design was set forth. The next subsection provides a description of the sample population, along with the intended sample size and a justification for it. The subsequent subsection describes the measures that were used to assess the effectiveness of the SM programme; in this case, quantitative measures relating to resilience and wellbeing, combined with qualitative investigation processes. The data collection procedures were outlined and explained, including, the methods of data collection. The data analysis subsection addresses methods for processing the data collected. Finally, in the last subsection, implications and recommendations for future research and practice are outlined, along with the conclusion of this systematic review.

Transitioning from primary to secondary school poses challenges for students. The National Study of Youth Mental Health in Ireland highlighted 72% of youth identifying 'school' as their primary stressor (Dooley et al., 2019). This transition can significantly impact students' psychological wellbeing (Gutman & Eccles, 2007), potentially due to altered teacher and peer support (Virtanen et al., 2019). Elevated academic expectations during this shift may increase depression symptoms (Rueger et al., 2014), and affect self-esteem (Jindal-Snape & Miller, 2008; Coelho & Romao, 2017). This stress can also influence academic outcomes and social relations (Goldstein, Boxer & Rudolph, 2015), leading to decreased student engagement (Skinner et al., 2008) and academic motivation (Chouinard et al., 2017). Increased academic challenges at secondary level might contribute (Fite et al., 2019), and students often express concerns about peer dynamics (Eskela-Haapanen, Vasalampi & Lerkkanen, 2020), while schools fear bullying (Pellegrini et al., 2010). Effective interventions include fostering positive student-teacher relationships (Chouinard et al., 2017; Skinner et al., 2008; Virtanen et al., 2019), maintaining students' self-view (Skinner et al., 2008), structured transition preparations (Makin, Hill & Pellicano, 2017), school-initiated programmes (Lyons & Woods, 2012; Watling, 2018), and practical measures like pre-transition tours (Lyons & Woods, 2012; Fite et al., 2019). The evidence shows that pre-prepared programmes and established supports can help make the transition easier for pupils (Werts & Watley, 1969) and that young people would benefit from more practical support and communication during the transition time (Cremin, Healy & Gordon, 2017). Following on from this, the subsequent section will examine the current context in relation to support provided to pupils making the transition from primary to secondary school and the rationale for carrying out the current systematic review.

1.2 Context and Rationale

Adolescence, the transitional phase between childhood and adulthood, is a distinct stage in human development marked by physical growth, sexual maturation, and advances in emotional, social, and cognitive dimensions (World Health Organization & United Nations Children's Fund, 2021). Studies highlight the importance of social and emotional (SE) abilities like empathy and self-control for the positive progression of young individuals and for adeptly handling the shifts of adolescence (Hennessey & Humphrey, 2020). The term SE learning encompasses a broad range of capabilities, which, as outlined by Jones, Bouffard, and Weissbourd (2013), primarily focus on emotional dynamics, social/interpersonal competencies, and cognitive control. According to Crosnoe and Benner (2015), one of the main functions of school is to promote wellbeing through SE processes, and this sentiment has been further reflected in recent Government policy in Ireland, which will be investigated later in more detail. One of the ways that schools can promote and encourage SE skills is through school-based interventions, and research shows that this can be an effective method of SE skill acquisition for young people (Borman et al., 2019; Brouzos et al., 2020; Durlak et al., 2011; Mahmud, 2021; Modecki, Zimmer-Gembeck & Guerra, 2017), and reducing symptoms of anxiety and depression (Bastounis et al., 2017). For example, in their meta-analysis of various studies and papers that examine the effectiveness of school-based prevention programmes for anxiety and depression in children and adolescents, Bastounis et al. (2017) found that school-based interventions, such as cognitive-behavioural therapy (CBT) and social-emotional learning (SEL), can be effective in preventing and reducing symptoms of anxiety and depression in young people. In their meta-analysis of 30 studies, Ahlen, Lenhard, and Ghaderi (2015) found that programmes that were delivered in a school setting were found to have greater effectiveness, and that overall findings suggest that universal prevention programmes can be beneficial in reducing the risk of anxiety and depression in children. These programmes included various interventions such as cognitive-behavioural therapy, stress management techniques, and resilience programmes. The findings suggest that universal prevention programmes can be beneficial in reducing the risk of anxiety and depression in children.

1.2.1 Social and Emotional Skills

SE abilities are crucial for pupils as they assist in navigating the various challenges they might encounter, especially during periods of uncertainty or change (Modecki et al., 2017). Interventions grounded in SE principles have proven beneficial during transformative moments in a child's life (Bagnall et al., 2021; Choi, 2012; Hill & Mobley, 2016; Lyons &

Woods, 2012; Pyne & Borman, 2020). As previously mentioned, adolescence represents a significant phase of change for individuals, with one notable shift being the move from primary to secondary education (Hill & Mobley, 2016). This pivotal shift represents more than just a change in educational settings; it encompasses a myriad of adjustments both academically and personally. Students often grapple with new academic demands, heightened responsibilities, and larger school environments (Hopwood, Hay & Dyment, 2016; Jindal‐Snape & Cantali, 2019; van Rens et al., 2018). Moreover, this period marks the onset of puberty for many, bringing along a cascade of physical, emotional, and cognitive changes (Rogol, Roemmich, & Clark, 2002). Social dynamics are also evolving, with children finding themselves in new peer groups, often requiring them to forge new friendships while maintaining old ones (Pratt & George, 2005). There is also an increased emphasis on individual autonomy, self-management, and the formation of one's identity (Schaffhuser, Allemand, & Schwarz, 2017). This critical juncture can be both exciting, presenting a world of new opportunities and experiences, and daunting, as children navigate the complexities of early adolescence.

The subsequent sections will take a closer look into the prevailing policies and strategies emphasising the recognised demand for SE-oriented interventions during this educational transition.

1.2.2 Policy

Internationally, the transition between primary and secondary school has been recognised as a significant change in the life of a child (WHO & UNICEF, 2021). Given its profound impact, many educational and psychological professionals, as well as institutions like WHO & UNICEF, emphasise the importance of providing adequate support and guidance to children during this transformative phase. According to O'Kane (2016), there is little evidence to suggest that the transition between primary and secondary school is recognised at the national policy level in Ireland. This means that there is no standard help or support given to pupils at this stage of their school career, and therefore, leads to the need for assistance for many at this major life change. However, since O'Kane's conclusions in 2016, the transition between primary and secondary education has garnered more attention from government bodies in Ireland. The Department of Children, Equality, Disability, Integration and Youth (DCEDIY) took a proactive stance by publishing a national policy framework for children and young people, titled *Better Outcomes Brighter Futures* (BOBF) in 2014. This policy framework underscores the nation's commitment to fostering an environment that

champions the wellbeing and developmental needs of its younger citizens. At the core of BOBF's insights is the acknowledgment that the journey from primary to secondary school is not just an academic leap but a significant life transition. The DCEDIY, drawing from various studies and expert consultations, recognises that these transitions can sometimes be "destabilising and upsetting". To address these potential challenges, the DCEDIY does not just highlight the issues but actively advocates for actionable measures and coordinated support (DCEDIY, 2014, p. 8). Further, they state that the Department of Education and Skills (DES) needs to "research and adopt strategies to strengthen transitions", and to ensure the "coherency of curriculum approach, school connections and promotion in-school practices" (DCEDIY, 2014, p. 36).

In line with these recommendations the DES has developed a *Wellbeing Policy Statement and Framework for Practice* (2018) which recognises the role that schools should play in encouraging wellbeing. It was developed with the primary aim to provide a cohesive and integrated approach to promoting wellbeing in schools. The document underscored the significance of wellbeing as an essential component of education and highlighted the potential role of Irish schools as a hub for holistic development, rather than just academic achievement. Specifically, schools are to use the *School Self-Evaluation Process* (SSE), which they are required to implement by 2023 (DES, 2018). This process aims to help schools assess and enhance their efforts to promote student wellbeing. The SSE is essentially a continuous improvement process which allows schools to understand their strengths and identify areas of development in their approach to wellbeing. Schools are required to gather data through various means, such as surveys and feedback, to identify strengths and areas needing improvement. Schools then set specific goals and implement strategies to address these areas. Regular monitoring ensures progress, with the entire process being transparent and communicated to the school community. Documentation at each step maintains accountability, and the cycle's nature ensures constant refinement to promote student wellbeing. In a circular on best practice and the implementation of the SSE process, the DES recommends that the use of programmes or interventions can play a role in wellbeing promotion in schools (DES, 2018). This is a clear indication that the policy in Ireland supports the use of SE interventions in schools to support the school transition.

1.2.3 Practice

In Ireland, according to the Organisation of Economic and Development, schools adopt a comprehensive strategy to education, helping children cultivate cognitive, social, and

emotional competencies to handle diverse challenges (Hewlett & Moran, 2014). The National Educational Psychology Service (NEPS) functions within the DES. Educational psychologists (EP) have a key role to play in promoting the wellbeing of pupils (Gillard, Flaxman & Hooper, 2018; Nobel & McGrath, 2008; Passenger, 2013), including as they make educational transitions (Morris & Atkinson, 2018). Their work often centres around the careful evaluation and selection of appropriate intervention programmes tailored to assist young individuals (Dunsmuir et al., 2009; Gomes-Kohan, Calet & Defior, 2019), and as Patrick et al. (2011) state, it is vital that EPs make recommendations founded on research and evidence (Anderman, 2011). Currently, EPs within NEPS can recommend several different programmes to support SE learning and wellbeing of pupils in schools, however, it is important to note that the use of such programmes is at the discretion of each individual school. NEPS provides guidelines, resources, and recommendations and they ensure that schools choose and adapt programmes that are most relevant to their students' needs. A search of the NEPS Catalogue of Resources for Primary Schools (NEPS, 2015) highlighted the following resources for primary schools. These programmes include such interventions as *The Incredible Years* (IY; Webster-Stratton, 2000). IY is a series of interconnected, evidence-based programmes designed to prevent and treat behavioural problems and promote emotional and social competence in young children. Another intervention often recommended by NEPS is *Friends for Life* (Barrett & Ryan, 2004). The programme is designed to cater to different age groups. There are various versions such as *Fun Friends* (ages 4-7), *Friends for Life* (ages 8-11), and *My Friends Youth* (ages 12-16), all with the aim of helping young people to develop resilience and cope more effectively with feelings of anxiety and/ or depression. Another common programme is *Weaving Wellbeing* (Rock & Foreman, 2016). This programme is designed for primary school children, and it aims to enhance wellbeing by giving children skills and strategies to foster positive thoughts, emotions, and behaviours. In addition, another programme recommended by NEPS is called *Get Up! Stand Up!* (NEPS, 2017). This is a seven-session programme focused on social skills, designed for sixth-class pupils by NEPS. Though research has shown that these interventions have positive outcomes with young people (Higgins & O'Sullivan, 2015; O'Brien, 2020; O'Meara, 2020; Pidano & Allen, 2015), it has been suggested that pupils making the transition from primary to secondary school would benefit from a specific school-transition support programme, as outlined by Hanewald (2013) following their review of 37 studies on the transition between primary and secondary school in Australia. Programmes designed to support young people making the school transition are better able to

address their specific concerns and worries surrounding the school transition (Lyons & Woods, 2012; Mahmud, 2021).

In Ireland there are various school transition programmes in use, specifically designed to support young people at this key transitional stage. These have been identified in this paper using a brief scoping review approach, following the framework outlined by Arksey and O'Malley (2005). While no empirical or research-based papers were found relating to any of the following programmes, some evidence exists to support their use. The following outlines an exhaustive list of programmes discovered. The Irish Youth Foundation developed a programme called *Next Step* (2017), which is delivered over the course of a day by an external facilitator. While no reviews of the programme were identified, the Irish Times describes this programme as having helped dozens of young people (McMahon & O'Brien, 2017). MOTUS Learning also provide a school transition support programme in a similar manner. This programme has been rolled out in several schools throughout Ireland, as of 2020, according to the Echo newspaper (Sheridan, 2020). The effects of this programme have been investigated by its Director, Christopher Shum, and are currently under review for publication. The Health Service Executive developed a transition support workbook called *From Big Fish to Little Fish* which some primary schools in Ireland use. While this resource is readily available online, there appears to be a lack of research on the implementation and impact of the programme. The Children and Young People's Services Committees (CYPSC) also developed a workbook called *Mind the Gap*, launched in 2017, to support young people with the transition. When evaluated, the programme showed positive outcomes for pupils making the school transition, in schools involved in the Navan School Completion Programme (Navan School Completion Programme, 2017). Further, an online programme was launched by Planet Youth Ireland called *Step Up to Secondary School*. While the outcomes of this programme have yet to be evaluated, it has the support of several agencies, including the Western Region Durg and Alcohol Task Force, CYPSC, Galway and Roscommon Education and Training Board (GRETB) and the Child and Family Agency (TUSLA). The ISPCC have launched a specific resilience-based school transition support programme called 'Smart Moves', which has had positive outcomes in the United Kingdom (Watling, 2018). It is clear that there is a need for several of these programmes to be further evaluated, to ensure they are achieving what they are setting out to do.

1.3 Review Question and Objectives of Review

The question of this systematic review is as follows: What is the impact of transition specific school-based SE interventions designed to support pupils' as they make the move from primary to secondary school, or the international equivalents?

The objectives of the current review were to address the specific review question outlined above. First empirically researched interventions that are being used to support pupils making the school transition were identified, by appraising existing research evidence. The research design and process of each paper was discussed and rated using Gough's Weight of Evidence framework. The effectiveness of these interventions in improving pupils' social, emotional or academic outcomes was also considered. The following review was structured in line with the PRISMA 2020 guidelines, which are suitable for evaluating educational interventions, that often involve diverse methodologies (Page et al., 2021). The review seeks to assess the variability in impact across different contexts and to provide evidence-based recommendations for future research.

1.4 Key Concepts and Terminology Defined

1.4.1 Resilience.

Resilience, as outlined by the World Health Organization (WHO) and the United Nations Children's Fund (UNICEF), is understood as "the ability to overcome adversity and positively adapt after challenging or difficult experiences" (WHO & UNICEF, 2021, p. 5). This definition underscores the significance of inner strength and adaptability, particularly in the face of setbacks or negative situations. Resilience is foundational for understanding and promoting psychological health and it consists of various behaviours, thoughts, and actions, and can be learned by most people (Newman, 2002). In their theoretical review of the concept of psychological resilience, Vella and Pai (2019) note that there is not a universally accepted definition of resilience; however, most definitions typically associate adversity or risk with positive outcomes. Fletcher and Sarkar (2013) emphasise that the majority of researchers concur that a definition of resilience hinges on both these aspects. Therefore, to label someone as resilient, they must demonstrate courage or resolve in the face of some adversity or risk.

While definitions of resilience may vary, it is predominantly perceived as a collection of protective elements (traits and resources) that can be cultivated and employed in the face of adversity (Luthar, Cicchetti, & Becker, 2000). Programmes focused on social-emotional learning (SEL) with a resilience base aim to bolster these protective elements while fostering

coping mechanisms and adaptive mental wellbeing (Fergus & Zimmerman, 2005). The tenets of resilience theory advocate that every child, irrespective of their mental health condition, stands to gain from mastering resilience skills (Catalano et al., 2004). Enhancing these skills can elevate a child's capacity to seek support during tough times and simultaneously boost their self-esteem and self-belief (Fenwick-Smith et al., Fenwick-Smith, Dahlberg, & Thompson, 2018).

1.5 Literature Search and Review

A systematic review of the literature relating to school-based interventions to support SE wellbeing and resilience before, during or after the transition period from primary to secondary school was conducted. The following systematic review was structured using the PRISMA 2020 guidelines (Page et al., 2021). These guidelines are relevant for systematic reviews that include studies of different designs, including both quantitative and qualitative studies, making it an ideal framework for use in educational research. The PRISMA 2020 statement includes a 27-item checklist that aims to ensure that systematic reviews are reported transparently and accurately. Appendix A outlines the 27 items and where they are located within the current systematic review.

The objective of this systematic review was to provide some insight as to the types of interventions and their outcomes used in schools at this key transition stage. First, the review topic and search strategy were detailed. This was followed by an evaluation of the research findings. For this evaluation the Weight of Evidence Framework (Gough, 2007) was used. To determine which articles would be included in the review, several inclusion and exclusion criteria were identified, as recommended by Gough (2007), and are outlined in Table 1 below. The rationale for setting these criteria is also included. A comprehensive literature search was initially conducted in August 2023, and was repeated in March 2024, with the same results. The databases used for this literature search were Academic Search Complete, British Education Index, Education Source, ERIC and PsychINFO. The search terms that were used are outlined in a table in Appendix B. The terms included a description of the pupil population under investigation, including the transition stage and educational stages that were relevant. As this review was focused on interventions, a variety of words that could be used instead of the word “intervention” were included, such as “programme” or “project”. Finally, search terms that described the focus of the intervention outcomes were included, such as “resilience” or “wellbeing”. For the purpose of this review, it was decided that only papers

published since 2013 would be considered, so as to ensure that only interventions that were current would be analysed. This is in line with previous systematic reviews examining psychological interventions (Choi & Hector, 2012) and with recommendations outlined by Price (2015), who note that ‘recent’ might mean considering research within the past ten years.

A total of 476 papers were identified, 179 on Academic Search Complete, 115 on PsychINFO, 100 on Education Source, 56 on ERIC and 26 on British Education Index. Once duplicates were removed the total number of papers was 255. The inclusion and exclusion criteria outlined in Table 1.1 below were applied to these 255 papers through a screening of the paper titles and the outcome is outlined in Appendix C. Following the title screening exactly 24 papers were identified as possibly being suitable for this review. An abstract review was then used to hone and sharpen the focus of this review, with a total of 17 papers excluded, as outlined in Appendix D. This resulted in a total of 7 papers to be examined in this review.

Table 1.1

Inclusion and Exclusion Criteria and Rationale for Screening Studies

	Criterion	Inclusion Criteria	Exclusion Criteria	Rationale
1.	Participant	Participants are pupils making the transition from primary to secondary school, in 6th class of primary school and/ or 1st year of secondary school, or the international equivalents	Pupils who are not in 6th class in primary school or 1st year in secondary school, or the international equivalents	The review aims to look at the impact of interventions during the transition period (including those administered in 6th class of primary school or 1st year of secondary school, or the international equivalents)
2.	Type of Intervention	Resilience/ social/ emotional/ wellbeing school-based programmes/ interventions/ trainings/ project/ education or support strategies put in place for 6th class pupils (final year of primary school) or 1st year of secondary school, or the international equivalents	No programmes or interventions etc. implemented, or those implemented prior to 6th class or post 1st year of secondary school	Programmes or support need to be targeted towards wellbeing/ resilience and for those students specifically making the transition between primary and secondary school
3.	Location	All mainstream schools, both in Ireland and internationally. The programme must be school based	Intervention programmes that are not taking place in the school setting	This is to ensure that the intervention is taking place for all students of a similar age or transition stage, and to focus on interventions that are school-based
4.	Methodology	Quantitative and/ or qualitative	n/a	To evaluate the effectiveness of the programmes, ideally through quantitative studies, to be able to compare different programmes
5.	Journal Type	Academic journal articles; peer reviewed	Publications that are not academic	To ensure the credibility of the sources; to ensure the

			journal articles or peer reviewed	research is recent and transparent. To ensure it adheres to quality standards
6.	Type of Provision	Mainstream primary school pupils making the transition to mainstream secondary school, or international equivalents	Pupils that are not attending mainstream schools or classes or studies that are focused on pupils with diagnosis such as ASD or behavioural disorders	The focus of this review is on mainstream schools and the supports being offered there

Figure 1.1 below outlines the procedure and process that was involved in selecting papers for this review in a Prisma Flow Chart. During the initial search, a paper by Bagnall (2020) was among the seven identified. However, as this paper primarily described the intervention programme and referenced its follow-up paper (Bagnall et al., 2021) that evaluated the programme, the decision was made to include the evaluation paper instead of the descriptive one. The complete references for the seven chosen papers can be found in Appendix E, including Akister, Guest and Burch (2016), Bagnall et al. (2021), Brouzos et al. (2020), Coelho, Bras and Matsopoulos (2021), Mahmud (2021), Mason et al., (2016) and lastly, Pyne and Borman (2020). Table 1.2 below contains the breakdown of the final studies reviewed.

Figure 1.1

Prisma Flow Chart

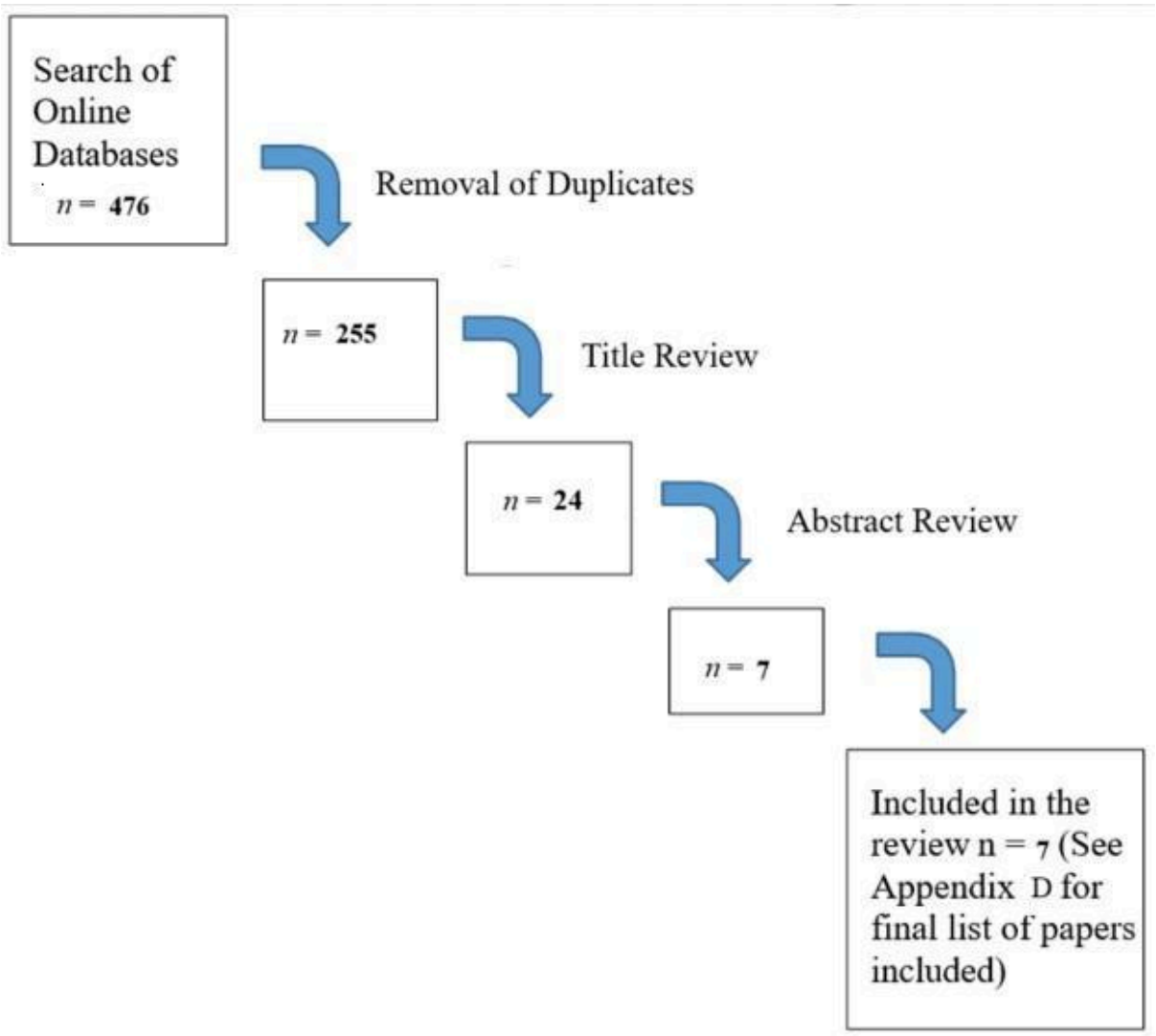


Figure 1: Outline of the procedure for selecting papers for the review

Table 1.2

Breakdown of Selected Papers

	Authors	Participants (included in analysis)	Study Design	Description of the intervention	Measures and timing of Data Collection	Main findings
1.	Akister, Guest & Burch (2016)	*n* = 48 (Phase 1,Year 6) *n* = 30 (follow-up Phase 2, Year 7) Vulnerable children identified by teachers Recruited via a local children's trust	Quantitative; Repeated measures;Longitudinal design	Summer activity programme focusing on mental wellbeing, involving after-school activities and summer school activity days, with peer mentor support.	The Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) and Reason for Concern Form, both administered to teachers.	Significant improvements in emotional distress scores for young people. No significant changes observed for those referred for behavioural concerns.
2.	Bagnall, Fox, Skipper & Oldfield (2021)	*n* = 133 (101 intervention; 33 comparison). Year 6 pupils making the transition to Year 7. Recruited via demographic and performance reports.	Longitudinal; Quasi-experimental mixed-methods;Pre, post and follow up measures	Talking about School Transition (TaST); Emotion-centred teacher-led intervention focusing on resilience, social support and coping. 5 weekly 1-hour sessions during	The Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997); , Coping Efficacy Scale (CSES; Chesney, 2006); Perceptions of Transition Survey (Akos & Galassi, 2004). Measures	Effective in improving children's adjustment during the transition, particularly in whole-class settings. Highlighted the importance of qualitative data collection to understand coping mechanisms. Identified limitations include reliance on self-reported measures.

				summer transition period, using individual, group and class-based activities. ,	were self-reported and adapted for pupils.	
3.	Brouzos et al., 2020	n = 82 (56 intervention; 26 control). Greek pupils in Year 6.	Quasi experimental;involving pre and post measures	Coping orientated 5-sessions of group intervention addressing school transition challenges problem-solving skills and adaptive coping strategies. Adapted from Vassilopoulos et al. (2018)	The Social Anxiety Scale for Children – Revised (SASC-R; La Greca & Stone, 1993); Rosenberg Self-Esteem Scale (RSE; Rosenberg, 1965); Children's Self-report Social Skills Scale (CS4; Danielson & Phelps, 1981); Schoolager's Coping Style Inventory (SCSI; Ryan-Wenger, 1990)	Increased use of active coping strategies, adherence to social rules and reduced social anxiety symptoms. Boosted self-esteem and likability. Females with higher initial social anxiety benefited most. Limitations include generalizability due to quasi-experimental design and lack of alternative intervention comparison.

4.	Coelho, Bras and Matsopoulos (2021)	n = 1,063 (702 intervention; 361 control),	Quantitative; Longitudinal design (Pretest, post-test, and follow-up 10 months later)	Positive Attitude SEL programme based on CASEL (2012) framework. Considered a leading SEL programme in Portugal. Focused on social awareness and self-control.	Portuguese version of the Bateria de Socialização-3 (BAS-3; Portuguese adaptation by Ferreira & Rocha, 2004);Self-Description Questionnaire I (SDQ I; Marsh, 1988; Portuguese adaptation by Faria & Fontaine, 1990) and the Portuguese version of the Delaware School Climate Survey-Students (Coelho, Romão, et al., 2020).	No differential gains by gender. Positive relationships with peers and teachers improved self-esteem and social awareness. Smaller class sizes showed lower initial social awareness but greater improvement over time. Findings highlight the importance of differential effectiveness analysis for SEL programmes.
5.	Mahmud, 2021	*n* = 60 (30 intervention; 30 control). Year 7 pupils recruited via convenience sampling.	Mixed methods; (Quantitative and qualitative); Longitudinal (pre, post and follow-up assessments)	Six 40-minute class sessions during the spring term post-transition. Designed and delivered by the authors. Focused on developing	Trait Emotional Intelligence Questionnaire Child Form (TEIQue-CF; Petrides & Furnham, 2009);the Interpersonal	Intervention improved empathy and emotional understanding. Focus group insights revealed enhanced ability to address negative emotions and cope with challenges. Limitations include small sample size and short intervention

				self-awareness and empathy, including emotional understanding	Reactivity Index (IRI; Davis, 1983). Follow-up focus group with 8 randomly selected pupils.	duration. Future research should explore longer programmes.
6.	Mason et al., 2016	n = 321 low income families of 8th graders.Randomized into three groups; standard CSP programme, CSP *Plus* programme, or a minimal-contact control condition.	Quantitative; Randomized Control Trial	CSP standard: six weekly 2-hour parent sessions. Focused on skills like discipline, coping and problem-solving. CSP Plus included additional components tailored for adolescents.	*Child emotion regulation skills* measured via the Social Competence Scale-Parent (Webster-Stratton, 1998)	Standard CSP indirectly reduced substance use and school suspensions at 1-year follow-up via improved emotion regulation. CSP Plus showed no significant additional effects. Highlights emotion regulation as a pathway for reducing conduct issues. Limitations include lack of significant direct effects on adolescent outcomes.
7.	Pyne & Borman, 2020	*n* = 2,171 (1,083 intervention; 1,088 control). Recruited via district data managers.	Double blind, Randomized control trial	Madison Study: School belonging intervention (Borman et al., 2019), using two brief in-class reading and writing exercises administered post-transition (30	Grade Point Average (GPA); Manipulation Check Measures (custom designed scale assessing academic and social worries).	Intervention reduced academic and social worries, leading to modest GPA improvement and fewer failing grades. Effectiveness lies in reappraising adversity as normative and temporary. Cost-effective with potential for widespread implementation. Limitations

		minutes total, two sessions). Pupils reflected on transition challenges including academic tests and social fit, based on narratives of past students.	include generalizability to other middle school contexts.

1.6 Critical Analysis

To synthesise the research studies chosen for this systematic review, Gough's (2007) Weight of Evidence (WoE) framework was employed. This approach necessitates three evaluations, labelled A, B, and C. The average of these evaluations is consolidated into a rating (WoE D) as depicted in Appendix H. WoE A represents the initial assessment, focusing on the methodological quality of the studies in question. The protocol, as set out by Gersten et al. (2005), is typically employed for appraising quantitative or quasi-experimental studies, such as those in this review. This protocol breaks down into two categories: ‘essential quality indicators’ and ‘desirable quality indicators’. Some aspects of the protocol were modified to align with the unique attributes of the studies under review. The resulting WoE A scores are displayed in the Appendix F. The study's final WoE A rating is the mean score derived from the protocols. The WoE B assessment focuses on the design relevance of the chosen papers, guided by Petticrew & Roberts (2003) criteria (see Appendix G). WoE C evaluates the pertinence of the selected papers to the review’s main question (refer to Appendix H). Ultimately, the scores from WoE A, WoE B, and WoE C are combined to derive an overall score, termed WoE D . Table 1.3 below outlines the overall WoE D scores. The subsequent sections detail the ratings for each paper.

Table 1.3

Weight of Evidence D (WoE D) Ratings

Study	WoE A	WoE B	WoE C	Overall WoE D
Akister et al., 2016	1 (low)	2	2.7	1.9 (medium)
Bagnall et al., 2021	3 (medium)	2	3	2.7 (high)
Brouzos et al., 2020	2 (medium)	2	3	2.3 (medium)
Coelho et al., 2021	2 (medium)	2	2.7	2.2 (medium)

Mahmud, 2021	2 (medium)	2	3	2.3 (medium)
Mason et al., 2016	2 (medium)	2	2.7	2.2 (medium)
Pyne & Borman, 2020	2 (medium)	2	2.7	2.2 (medium)

Note: <1.4 = low; 1.5-2.4 = medium; >2.5 = high

1.7 Description of the Interventions

The selected studies were centred around the interventions based on the promotion of mental wellbeing (Akister et al., 2016), social and emotional learning (Bagnall et al., 2021; Coelho et al., 2021; Mahmud, 2021; Pyne & Borman, 2020) and coping skills (Brouzos et al., 2020; Mason et al., 2016). Within this section, each intervention will be discussed in terms of its WoE C rating. This rating takes into consideration different components of an intervention and assigns a score based on those outcomes. Programmes that were based on a framework or theory, and that were rooted in research evidence were considered to be superior. Interventions that were school-led and included numerous sessions were awarded a higher WoE C rating, according to the criteria set out. In addition, interventions that were delivered to pupils in advance of making the transition were considered to be better than those that were delivered post transition. Pre-transfer programmes based on SE development have more supporting evidence than post-transfer programmes, according to one systematic review of 26 studies on school-based interventions improving the transition between primary and secondary school (Beatson et al., 2023), and additionally, Rose (2001) note that interventions are more effective when they take a preventative approach.

The intervention which received the highest WoE D rating focused on a programme called *Talking about School Transition* (TaST) that was underpinned by 'Resilience Theory' (Gilligan, 2000), in which the sessions provided were mapped onto the tenants of this theory. Further, the programme was also informed by research conducted in the UK and USA with transfer students. The focus of this programme was on enhancing social support and coping abilities in its participants. It was delivered by teachers over five weeks, for an hour a week, during the summer preceding the school transition. This study reported significant positive

outcomes for participants and received the highest WoE D overall score and in this case the highest possible WoE C score, this suggests that an intervention that is based on building resilience and is derived from a framework could have more positive results for young people. The intervention under investigation by Brouzos et al. (2020) was based on a programme developed by Vassilopoulos et al. (2018). The programme was designed following the experimental research of Cox et al. (2015), which showed that altering negative cognitions can increase positive thinking and reduce worries relating to the school transition. There were two main aims of the programme; practical knowledge development about the school transition, and coping skills development to help pupils adapt to this environment. It was delivered in five sessions to pupils ahead of the school transition. This paper received the same WoE C rating as Bagnall et al. (2021). Mahmud (2021) developed and delivered a programme that had been informed by quantitative interviews with the teachers and pupils in the school. Their programme involved six forty-minute sessions, focused on concepts such as empathy and increasing understanding of emotions and relationships. It involved lessons and tasks which focused on facial recognition, interpreting body language and role-playing scenarios. The authors derived the programme from the literature and resources on interventions to support social and emotional development. It received the same WoE C rating as both Bagnall et al. (2021) and Brouzos et al. (2020).

Papers that received lower WoE C ratings were those by Akister et al. (2016), Coelho et al. (2021), Mason et al. (2016), and Pyne and Borman (2020). Akister et al. (2016) conducted their research with children who were identified as being vulnerable by their teachers. The selected participants took part in a summer holiday transition programme, which included after-school activities, such as trips, sports and crafts. While this intervention provided six sessions and a follow-up session in the autumn, it still received one of the lower WoE C ratings. The intervention did not appear to be derived from any theory, framework or research. In addition, it was delivered by external facilitators, which is often considered inferior to class teachers delivering the programme. In their meta-analysis, Carsley, Khoury and Heath (2018) found significant more positive effects on mental health outcomes in studies with teachers who were trained in programme delivery when compared with external facilitators, and McKeering and Hwang, (2019) indicated similar findings in their systematic review on the implementation of school-based interventions. Coelho et al. (2021) investigated the *Positive Attitude* SEL programme in Portugal. The programme was designed to follow the CASEL (Collaborative for Academic, Social and Emotional Learning) Framework. The

intervention involved 13 sessions, delivered in weekly 60-minute sessions by EPs. The programme did not receive a high rating, as it was delivered post-school transition by external facilitators. The intervention that Mason et al. (2016) were investigating was *Common Sense Parenting* (CSP) and *CSP Plus*. CSP is a programme administered to parents, while CSP Plus is the same but it also includes two sessions for the children to attend. The intervention consists of 6 sessions, delivered weekly for two hours. The programme was delivered post-transition and by external facilitators. Therefore, this intervention had a low overall WoE C rating. Finally, Pyne and Borman (2020) based their intervention on a similar study conducted by Borman and colleagues (2019), as well as taking influence from prior research on belonging-uncertainty and theories on growth mindset. The intervention was delivered by class teachers, in two 15-minute exercises in September and November, post school transition. Pupils were instructed to read accounts of student experiences from previous years and to write about their own experiences. This study also received a lower WoE C rating due to the short nature of the intervention and that it was delivered after the transition.

It is clear that programmes rooted in theory and research evidence result in strong outcomes for pupils. Further, programmes that are enmeshed within a school culture, often reinforced by delivering the programme by the class teacher, and programmes that are delivered in advance of the school transition, such as the TaST programme, tend to be viewed more favourably, than those that lack theoretical basis and are delivered by outside facilitators.

1.8 Participant Information

The studies reviewed involved participants either from the 6th class of primary school, 1st year of secondary school, or their international equivalents. Typically, pupils making this transition are around the same age, which was the case for all the studies except for that by Coelho et al. (2021). As this took place in a Portuguese educational setting, pupils transitioning from middle school are usually around nine years of age, which Coelho and Romao (2017) note is typically earlier than most Western countries. Participant numbers ranged significantly from a substantial 2,171 (Pyne & Borman, 2020) and 1,063 (Coelho et al., 2021), to a smaller group of 133 (Bagnall et al., 2021), a group of 82 (Brouzos et al., 2020), a group of 60 (Mahmud, 2021) and a group of 48 (Akister et al., 2016). Mason et al. (2016) conducted their research with 321 families. The huge variation of sample sizes shows

the importance of conducting an effect size analysis in advance of recruiting participants, in order to estimate how many participants would be needed. Geographically, these studies spanned many different parts of the world. Three were situated in the UK (Akister et al., 2016; Bagnall et al., 2021; Mahmud, 2021), one each in Greece (Brouzos et al., 2020) and Portugal (Coelho et al., 2021), and two in the USA (Mason et al., 2016; Pyne & Borman, 2020). Notably, the absence of studies from an Irish context highlights a research gap concerning school-based interventions supporting school transitions in Ireland.

The studies varied considerably in their participant demographics, making it challenging to collate and compare outcomes. Some studies were conducted with participants from low socio-economic areas, determined by their inclusion in the school-lunch schemes in the states, such as the research by both Coelho et al. (2021) and Pyne and Borman (2020) which included approximately 35% to 40% of pupils from low socio-economic backgrounds, while they constituted more than 70% of the demographic profile in the Mason et al. (2016) research. Akister et al. (2016) uniquely focused on pupils described as ‘vulnerable’ by their educators, and were identified through their teachers’ concerns relating to their self-esteem and anxiety. However, as a result, their sample was non-randomised, thus contributing to their lower rating. Mahmud (2021) conducted their research in a single UK secondary school, described as being ‘smaller than average’ and identified through convenience sampling, which restricted its broader relevance and made it less universally applicable. This contributed to its lower WoE D rating. Contrastingly, Mason et al. (2016) approached their study differently. Their primary focus was the parents of transitioning pupils. Only in one segment of their research did they directly target the students. This variance in approach contributed to the paper's less favourable WoE assessment. Typically, papers with a higher WoE D rating had larger participant numbers, utilised control groups, and targeted interventions directly at the pupils. The use of control groups will be discussed further in the following section.

1.9 Research Design

Within this systematic review, all the papers selected for analysis used an experimental study design, where the effectiveness of various interventions were assessed. In each study the intervention to support the school transition was considered to be the independent variable, while the dependent variables or outcome variables differed in each individual study. Each of the studies received ethical approval before being conducted. All

studies included within this review used a longitudinal design, where the same participants were compared across three time points; pre-intervention, post-intervention, and delayed follow-up after a period of time (Akister et al., 2016; Bagnall et al., 2021; Coelho et al., 2021; Mahmud, 2021; Mason et al., 2016), and the same measures were administered at each time point. Two papers used test-retest, pre and post data collection, without any follow-up measures (Brouzos et al., 2020; Pyne & Borman, 2020). Studies with a longitudinal design were viewed more favourably within the WoE scoring. In this case, studies that conducted a follow-up data collection point, in order to see if intervention effects were maintained over time, were rated more highly within the WoE scoring process (see WoE A scoring in Appendix E).

While some of the studies used quantitative data only (Akister et al., 2016; Brouzos et al., 2020; Coelho et al., 2021; Mason et al., 2016; Pyne & Borman, 2020), two of the studies employed a mixed methods design, where they collected both quantitative and qualitative data (Bagnall et al., 2021; Mahmud, 2021). Research that used a mixed methods design secured the highest WoE D ratings overall, with research by Bagnall et al. (2021) receiving the highest rating, and research by Mahmud (2021) receiving the second highest rating. This shows the importance of using both quantitative and qualitative methods of research where possible, to provide a more comprehensive understanding of the participants' perspectives. Mahmud (2021) used focus group discussions, conducted after their follow-up data collection, with 8 randomly selected participants who had taken part in the intervention programme. Their quantitative data was used to inform the design of the qualitative aspect of their research. Bagnall et al. (2021) collected qualitative data in several formats. First, they received feedback from the teachers who delivered their intervention, using a process evaluation form. This form included queries relating to both the content and structure of the intervention itself, and questions related to the process fidelity, to better understand how the intervention was delivered. In addition, Bagnall et al. (2021) gained feedback from the pupils who participated in the intervention through four evaluation questions. The first question asked how useful pupils found the intervention programme on a 3-point Likert scale, ranging from *very useful* to *not very useful*. The second and third questions were open-ended and focused on what the pupils liked and did not like about the programme, and the fourth question asked pupils to suggest improvements for the intervention. An inductive content analysis approach was used to examine the pupils' answers.

In this systematic review, all studies used a control group for comparison, except for Akister et al. (2016). The use of control groups will be outlined and discussed in more detail in the next section. Studies that did use a control group often employed a quasi-experimental design, where participants were not randomly allocated to the conditions of the study (Bagnall et al., 2021; Brouzos et al., 2020; Coelho et al., 2021; Mahmud, 2021; Mason et al., 2016). The study by Pyne and Borman (2020) was double blind, meaning that the researchers did not know which condition the participants were allocated to when completing data collection. Participants in both the control group and the intervention group were identified and recruited through district data managers. For this reason, Pyne and Borman (2020) received the highest possible WoE B rating (see Appendix F). Stephenson and Imrie (1998) support this premise in their exploration of the debate of using randomised controlled trials in the research on behavioural interventions. They note that this approach has more merit than limitations, though it raises the issue of 'randomisation' or the difficulties of 'blinding' both participants and researchers to the treatment condition, which is likely why other papers were unable to use this method.

1.10 Control Group

All of the studies included within this review employed the use of control or comparison groups for their research, except that by Akister et al. (2016). The consistency in relation to the use of control groups in the papers selected for this systematic review, highlights their importance in allowing researchers to more effectively measure the impact of an intervention.

As the research by Akister et al. (2016) did not use a control group, this contributed to their WoE D rating, which was the lowest of the papers included within this review. This again, highlights the importance of the inclusion of a control or comparison group in future research, to better understand the impact of an intervention. However, Akister et al. (2016) raise concerns regarding the ethical implications of using a control group when offering support to pupils. They note that having a control group would have been ideal for comparison, but that the withholding of support from vulnerable pupils during the school transition could be considered unethical. This potentially calls into question the ethicality of using control groups in similar studies. They recommend that future research should explore alternative approaches. Another possible alternative approach was used by Brouzos et al. (2020) in their research. It is noted that they used a control group who did not receive any

intervention at all during the course of their study. However, by only taking pre and post intervention measures, and not follow-up measures for participants, it is likely that the control group in this study received an intervention after the post intervention measures were gathered. In contrast, research by Bagnall et al. (2021), Coelho et al. (2021), and Mahmud (2021) all contained follow-up measures, typically collected months after the initial interventions had taken place and following pupils' subsequent transition into secondary school, thus not allowing for the possibility of an intervention to be delivered to the control groups in their studies.

Bagnall et al. (2021) discuss the importance of using a comparison group, especially for the purpose of data analysis and understanding more clearly the impact of the intervention. They advocate for the random allocation of participants to the intervention and comparison groups where possible, but acknowledge that in their research it was not possible. Bagnall et al. (2021) and Coelho et al. (2021) both discuss the need to ensure homogeneity between the intervention and control groups in research. Bagnall et al. (2021) notes that their comparison groups were matched as closely as possible in terms of demographics, while Coelho et al. (2021) note that comparison groups should be matched in terms of gender, school location and ethnicity.

1.11 Measures

Within the realm of evaluating the effects of school transition support programmes, the literature included in this review reveals diverse methodologies and assessment measures. For instance, Pyne & Borman (2020) leveraged academic metrics, particularly the Grade Point Average (GPA), to discern the influence of their intervention. In a contrasting approach, Akister et al. (2016) resorted to other-report measures, entrusting school staff with the task of recording observations and responses concerning their students, thereby gauging the efficacy of the transition programme in question. Notably, studies that harnessed self-report SE measures to scrutinise the results of their interventions were often awarded a superior WoE D rating. This was observed in the papers of Bagnall et al. (2021), Brouzos et al. (2020), and Mahmud (2021). Such a trend underscores the potential efficacy of self-report SE tools in obtaining reliable insights, thereby suggesting that forthcoming research might benefit from embracing similar measurement techniques.

However, it is worth highlighting the vast array of measures employed across different studies. Those that attained commendable WoE D ratings prominently spotlighted

several areas, such as coping mechanisms, individuals' perceptions of the transition, manifestations of social anxiety, levels of self-esteem, proficiency in social interactions, emotional intelligence, and adeptness in interpersonal skills. These focal areas appeared intrinsically linked to the SE objectives outlined by the interventions in each study. Consequently, it becomes evident that there is not a universally optimal measure to evaluate every school-based SE transition initiative. Instead, the appropriateness of the measure relies heavily on its alignment with the intervention's goals, granting researchers the latitude to choose tools that best serve their unique objectives. The *Strengths and Difficulties Questionnaire* (SDQ; Goodman, 1997) or various sub-scales within it were used by several of the investigations, including Akister et al. (2016), Bagnall et al. (2021), Brouzos et al. (2020) and Coelho et al. (2021). The *Rosenberg Self-Esteem Scale* (RSE; Rosenberg, 1965) was used by Brouzos et al. (2020). Other measure that were used include the *Social Anxiety Scale for Children-Revised* (SASC-R; La Greca & Stone, 1993) and the *Children's Self Report Social Skills Scale* (CS4; Danielson & Phelps, 1981) (Brouzos et al., 2020), the *Perceptions of Transition Survey* (Akos & Galassi, 2004), and the *Coping Efficacy Scale* (CSES; Chesney et al., 2006) (Bagnall et al., 2021), the *Trait Emotional Intelligence Questionnaire Child Form* (TEIQue-CF; Petrides & Furnham, 2009) and the *Interpersonal Reactivity Index* (IRI; Davis, 1983) (Mahmud, 2021), the Portuguese version of the *Socialisation Battery* (BAS-3; Ferreira & Rocha, 2004) (Coelho et al., 2021) and the *Social Competence Scale- Parent* (Webster-Stratton, 1998) (Mason et al., 2016).

In addition, several of the studies employed the use of focus groups. Complementing traditional measures, some studies ventured to incorporate richer feedback mechanisms. Mahmud (2021), for instance, facilitated focus group discussions, while Bagnall et al. (2021) undertook a process evaluation involving the participants directly. Such methodologies yielded profound insights, capturing the nuanced perspectives of participants. It stands to reason, then, that future studies might significantly benefit from integrating such in-depth feedback mechanisms, enriching the depth and breadth of their findings. This diversity in measurement approaches underlines that there is no one-size-fits-all metric for evaluating school-based SE transition initiatives. The choice of tools depends on the specific goals of the intervention, and the appropriateness of a measure is intrinsically linked to how well it aligns with these objectives. Moreover, the incorporation of more nuanced feedback mechanisms, such as focus group discussions in the Mahmud (2021) study and process evaluations in Bagnall et al. (2021)'s research, suggests a growing recognition of the value of qualitative

insights. These approaches provide a deeper understanding of the participants' experiences, going beyond what standard measures can capture.

1.12 Implementation of Intervention

The aim of this review was to focus on school-based interventions that targeted SE skills to support the transition from primary to secondary school. Each study identified as part of this systematic review was investigating a different intervention programme. Akister et al. (2016) were examining the impact of 'the Summer Transition Project', a 12-week activity project involving general games and crafts. Bagnall et al. (2021) were evaluating the 'Talking about School Transition' programme, which contained 5 sessions. Brouzos et al. (2020) were also investigating a 5-session programme, adapted from Vassilopoulos et al. (2018), designed to enhance coping skills in participants. Coelho et al. (2021) were examining the impact of the 'Positive Attitude' Social and Emotional Learning programme, consisting of 13 sessions. Mahmud (2021) were assessing the impact of a 6-session, context specific programme designed in consultation with the specific school. And lastly, Pyne and Borman (2020) were evaluating the impact of two 15-minute reappraising adversity activities. It is clear that the interventions all varied in terms of the content, as well as the number of sessions. It is worth noting that the SM intervention consists of 15 sessions, which is a greater number of sessions than any of the papers examined in this review.

Diverse sources delivered the interventions. Some pupils received support from the researchers themselves, as seen in Mahmud (2021). Others were assisted by their class teachers (Bagnall et al., 2021; Pyne & Borman, 2020) or specific project leads or facilitators (Akister et al., 2016; Brouzos et al., 2020; Coelho et al., 2021; Mason et al., 2016). An interesting observation by Durlak et al. (2011) suggested that teacher-led interventions outperformed those conducted by non-school personnel. This is further supported by findings in a systematic review from Carsley et al. (2018), particularly for positive mental health outcomes in the longer term. Additionally, Mahmud (2021) notes that the teacher is best placed to deliver interventions to pupils, as they can develop and encourage positive relationships with pupils, and act as positive role-models.

Fidelity of implementation was also an aspect of several of the studies. This means assessing the degree to which an intervention programme was delivered as designed. Including this aspect in their study meant that researchers were better able to ensure that the intervention they were evaluating was provided as intended, thus allowing them to better

assess and understand the impact of the programme. This was done in a variety of ways. Bagnall et al. (2021) conducted their fidelity of implementation through a process evaluation form that each teacher was instructed to complete. Coelho et al. (2021) instructed the psychologists who were delivering the programme to register the details of each session on an online platform, where they found that implementation fidelity varied between 93.7% and 100%. Mason et al. (2016) conducted fidelity assessments by coding a random sample of workshops that had been recorded by videotape. For the research by Pyne and Borman (2020), the teachers delivering the intervention completed a debrief questionnaire with open-ended questions. This was done after each of the sessions where they administered the intervention exercise. Their responses were reviewed by the researchers and indicated that they all implemented the intervention as directed.

1.13 Findings, Implications and Recommendations

In this systematic review, the focal point was to identify the impact of transition-specific school-based SE interventions on supporting young people with the move from primary school to secondary school, or the international equivalents. A total of seven studies were subjected to thorough scrutiny for this analysis, and this section endeavours to illuminate key insights and learnings derived from them. As found in the review of these studies, future research is needed to help pupils with the transition from primary to secondary school, and future programmes should address concepts such as resilience, friendships and self-esteem. Akister et al. (2016) note that matching the specific needs of the pupils to the intervention delivered is necessary for positive outcomes. Coelho et al. (2021) highlighted the importance of equipping pupils with robust coping strategies, emphasising that these strategies serve as safeguards, mitigating potential negative impacts of the transition. A predominant concern amongst pupils is the fear of bullying, underscoring the necessity for targeted interventions that empower them to manage such anxieties. This links with Mahmud's (2021) emphasis on the significance of 'belonging'. Mahmud (2021) posits that the school transition phase should be laden with interventions focusing on social and emotional learning. Another pivotal area spotlighted is the role of self-control and self-regulation during transitions, as per insights from Mason et al. (2016). These cognitive functions, intrinsically tied to coping mechanisms, decision-making, and anger management, are crucial during the transition. Pooley and Cohen (2010) note that self-efficacy, coping and a sense of belonging

are important factors that contribute to resilience, and in summation, would be important to address in any school transition support programmes. Akister et al. (2016) also highlight that early intervention is most effective, thus suggesting that interventions delivered before pupils enter secondary education will be most effective in preparing them for this transition. Mahmud (2021) discusses how the role of teachers in social and emotional development is often overlooked, and they advocate for the importance of future interventions considering that teachers are ideally placed to deliver such interventions. Interestingly, Akister et al. (2016) conducted their study on a subset of pupils labelled as 'vulnerable', though part of the mainstream class group, and not meeting the criteria for any specific outlined diagnoses or disorders. Yet, it is paramount to recognise, based on findings from Gutman & Eccles (2007), that the school transition phase inherently carries stressors that impact a broad spectrum of pupils. Therefore, interventions that are based on the specific SE skills mentioned above, that are delivered by class teachers themselves, ahead of the school transition and are delivered to all pupils making the transition would be recommended.

Another common thread that emerged from the findings is the significance of a well-structured preliminary assessment of pupils ahead of their involvement in a school transition programme. Such assessments enable educators to effectively tailor programmes to individual needs, ensuring optimal outcomes. The research by Akister et al. (2016) shows the importance of school transition programmes meeting the needs that pupils have at this stage. This paper emphasises the importance of listening to the concerns and worries of pupils themselves as they make this transition. Akister et al. (2016) suggested that this could be done through assessing pupils before they engage with a transition support programme. The use of thorough preliminary assessments is further reinforced by Mahmud (2021), who notes the importance of a personalised approach to addressing school transitions. Notably, Pyne and Borman (2020) also specify that including broader measures of the impact of the intervention programme on pupils would be beneficial in future research, rather than focusing on GPA as an outcome measure. The gaps and challenges identified through this review emphasise the urgency for more comprehensive support systems tailored for pupils navigating the primary to secondary school transition. It is crucial that subsequent research prioritises assessments involving the pupils to provide a genuine reflection of the transition's effects.

One of the main outcomes of this review is the recommendation to use a mixed method study design where possible. Most notably, Bagnall et al. (2021) advocate for the inclusion of qualitative data from the children themselves when assessing the impact of an

intervention. Their method allowed participants to both rate their experience of the intervention and to record their thoughts. They remind the reader of the underrepresentation of children's voices in the domain of intervention assessment, and push for future research to continue to remediate this by including as many of their opinions as possible. Bagnall et al. (2021) also make reference to recommendations from Webster-Stratton, Reid and Stoolmiller (2008) who suggest that collecting outcomes at the child level is important for appropriate data analysis. Thus, this leads us to the acknowledgement that while quantitative data from participants is the initial priority, it is also important to gain qualitative insights where possible. In addition, it is clear from this current review that there is a lack of consensus regarding the most appropriate means of assessing social and emotional skills acquisition in young people. All studies examined for the purpose of this review used a range of different outcome measures. In some cases, adult measures had to be adapted to suit children (Coelho et al., 2021). While this reflects the variety of outcomes associated with SE skills, it also highlights the need for more relevant and suitable measures, specifically for use with young people. In addition, a recurrent theme across several studies was the challenges associated with accurately measuring outcomes, especially in the realms of wellbeing, resilience, and social and emotional outcomes (as identified by Akister et al., 2016; Lubans, Plotnikoff, & Lubans, 2012). Mason et al. (2016) pinpointed the pitfalls associated with 'other-report' metrics, such as those used in their research, as opposed to 'self-report' methodologies. While contrastingly, Bagnall et al. (2021) cite the use of self-report measures only as being a drawback in their research. They suggest that additional data from parents and/ or teachers could have provided more insight into their research findings. Brouzos et al. (2020) suggest the same, as well as proffering the use of classroom observations as a means of gaining further data. Coelho et al. (2021) also indicate that the lack of teacher reports in their research was a drawback. Mahmud (2021) offers an additional suggestion of collecting data from 'performance-based emotional intelligence measures', but they also acknowledge the difficulty of being truly objective in this type of data collection, especially when human participants are involved. Overall, it is possible to deduce that a combination of self-report data from the pupils themselves, and other-report measures, possibly from the teachers and/ or parents, would be preferable.

In terms of data analysis, the majority of analysis was conducted using the most common form of statistical analysis, t-tests and ANOVAs. Bagnall et al. (2021) did not find any significant immediate changes between pre and post measures, but attributed this to the

short time span. They used four independent samples t-test analyses to investigate their hypotheses. While this statistical analysis would be considered suitable for analysing their data, it is also important to note that there is an increased chance of making a Type 1 error every time a t-test is conducted. This error is typically 5%, which means that when 4 t-tests are run, this increases the chance of errors to 20%. This impacted negatively on their WoE A rating in relation to 'data analysis techniques appropriate'. Brouzos et al. (2020) found that their intervention led to a significant reduction in self-reported social anxiety symptoms, increased self-esteem and increased coping skills. They used the statistical test of a mixed analysis of covariance (ANCOVA) to test their hypotheses, which allows them to check for the effects of the intervention while controlling for the effects of other possible covariate variables. Controlling for covariate variables increases the validity of their results for generalisability, and also means that they received a higher WoE A rating as a result. Mahmud (2021) found that empathy levels improved for all the participants in their study over time, and that there was a decrease in empathic scores for the intervention group, post intervention. They posit that the reason for this may be due to a better understanding of empathy, rather than a decrease in empathy. This was deduced from the outcomes of the qualitative interviews, where findings indicated an increased understanding of others' feelings. Mahmud (2021) used a variety of ANOVAs, such as a one-way ANOVA, and a two-by-two ANOVA, to test the significance of the different variables in their study. Coelho et al. (2021) found that participants who completed the SEL programme showed more positive social and emotional competencies for pupils making the middle school transition. They used the statistical analysis of multilevel modelling (MVM) for their repeated measures study design. In this process they also accounted for the potential for high correlations between pupils in the same class (Heck, Thomas, & Tabata, 2013). Findings from Pyne and Borman (2020) indicated that the intervention group had a reduction in worries about belonging and academic achievement, and that there was an increase in their overall GPA. In order to test the hypotheses of their study they used a variety of different factor analyses, including confirmatory analysis and exploratory analysis. Mason et al. (2016) found positive outcomes for the CSP programme, but not for the CSP Plus programme. They used a multivariate multiple regression. However, when several predictors are used with a limited number of samples, it exposes researchers to the problem of overfitting (Hawkins, 2004). This potential issue highlights the importance of careful consideration when deciding on appropriate statistical analysis.

Both Akister et al. (2016) and Mahmud (2021) note the small, non-randomised sample as being a limitation of their study. Brouzos et al. (2020) also cite their quasi-experimental design as a limitation, particularly when considering the generalisability of the results to the wider population. Akister et al. (2016) note the lack of a control group as being a limitation in their research. They advocate for an exploration of alternative methods in future research, to possibly mitigate the ethical implications of using a control group who does not receive an intervention. In order to mitigate these effects in future research, Mahmud (2021) recommends the use of a larger sample size. Pyne and Borman (2020) also highlight the lack of transferability of their research findings, as they conducted their research in a single suburban district, which limits the generalisability of their results. They encourage future research to broaden their research parameters, and also to include more diverse student populations, in terms of socioeconomic background and racial profile. This would be an important consideration for future research in the area.

Another key recommendation for future research is centred around the importance of assessing implementation fidelity. This means ensuring that interventions are delivered as intended, to proffer the integrity of the research method. Bagnall et al. (2021) point out that Webster-Stratton, Reid and Stoolmiller (2008) recommend that fidelity measures should be gathered at the teacher or school level. Coelho et al. (2021) mentioned a limitation of their research study as being the lack of an external evaluation of the implementation fidelity of their intervention. Their implementation fidelity was assessed through self-report means by the facilitators themselves. Therefore, they recommend an external appraisal to ensure accurate and honest assessments of implementation fidelity. Mason et al. (2016) also discuss the limitations of the implementation of their intervention, which they state did not replicate how it was typically delivered in practice settings. They recommend that future research carry out the intervention programme as originally intended, in order to ensure implementation fidelity. Coelho et al. (2021) advocate for external evaluations of the implementation of interventions. This suggests that the researcher is ideally placed to assess the fidelity of implementation of interventions, particularly in the case where they are not responsible for delivering said intervention.

1.14 Limitations of Review Process

The research process in this review was not without its limitations. One of the key points to note was the subjectivity in evaluating the research evidence. Although Gough's

WoE framework provides a clear structured approach with which to evaluate research papers, the assessments of specific qualities or criteria can be subjective. In this case, judgements were made by an individual researcher, which means that the interpretation of the protocols' and assigned scores were at the discretion of one person. Sarafoglou et al. (2024) note that researchers can adopt a variety of different approaches when making choices in the research process. They also note that these decisions can be equally justifiable, even if there is variability in the conclusions drawn. In this case, the assessment of methodological quality in the WoE process and the application of these quality indicators was subjective, meaning that other reviewers could interpret or apply criteria differently, thus possibly leading to different conclusions. For example, the criteria of 'appropriate and multiple measures' in the WoE A assessment is open to differing interpretations and scoring could potentially vary significantly depending on an individual reviewer. Further, Simundic (2013) states that bias in research can occur, even when it is not intended. This suggests that regardless of intent, any assessment of research evidence is open to biased judgements or may reflect the reviewer's perspectives, thus leading to further subjectivity.

Another limitation of the current review was the modifications that were made to WoE A criteria, where some of the aspects of the protocol had to be modified to align with the unique attributes of the studies under review. While the criteria were based on Gersten et al. (2005) guidelines, and the modifications were minor, making changes to accepted standards could result in inconsistencies in outcomes or scoring. Modifications to the protocol can again open the process to further subjectivity, and can make the research more difficult to replicate in the future.

An additional limit of using the WoE process in the current review relates to the criteria and rating set out in WoE A, B and C, which varied greatly in terms of detail, content and the evaluation process. While WoE A involved considering eighteen different quality indicators and categorizing outcomes as low, medium or high, the WoE B and C processes were significantly simpler, with WoE C involving judgements on just three criteria. Combining these three WoE scoring systems equally into an individual rating (WoE D), could be considered an over-simplification, where the criteria and conditions each differ greatly. Further, valuable details or variations in the quality of evidence may be overlooked in this process of consolidation and rating.

Lastly, the studies selected for inclusion in the current review also need to be considered. Weed (2005) highlights how many systematic reviews exclude papers or

evidence that could have been reasonable to include, which is an important factor to consider when appraising the current review. In addition, the studies that met the inclusion criteria for the current review varied significantly in terms of intervention used, measures, and study design and analysis. The WoE framework assumes that all included studies are equally appropriate for the WoE process, however, with such variance between the studies selected, it could be argued that subjecting them to the same judgements does not allow for potentially important nuances to be considered. Further, adherence to predefined 'desirable' and 'essential' indicators may not allow for recognition of valuable nuanced information which does not qualify under these specific conditions.

While Papakostidis and Giannoudis (2022) point out the importance of carrying out systematic reviews in order to summarize research evidence in an accurate and reliable manner, they also note that following the standard rules and protocols is vital. Limiting the possibility of research bias and avoiding over-reliance on subjective judgements would be an important consideration for future reviews in the area.

1.15 Conclusions

This chapter outlined the review of the existing research in the area of social and emotional based interventions to support the school transition. This was done in the form of a systematic review, which focused specifically on interventions designed and delivered specifically in relation to support pupils making the transition from primary school to secondary school (or the international equivalent). Overall, the current systematic review provides empirical evidence to support the use of social and emotional based intervention programmes in assisting pupils making the school transition into secondary school or the international equivalent. Most notable, was the lack of studies that had taken place in an Irish context. In addition, the limited number of studies identified in the area of school-transition support interventions highlights the need for further insight and research into the impact of these types of interventions. Numerous types of these school-transition support programmes are in use in Ireland and many of these programmes lack empirical investigation on their effectiveness. This highlights the need for research in this context. Further, while some research exists on the impact of the interventions on young people themselves, very few of these papers included their opinions and thoughts on the intervention programmes that were used. Gaining more qualitative data from the children themselves should be considered a

priority in the area. This allows researchers to better understand their lived experiences of the programmes and to gain further insight into the effects of the intervention.

A specific school-transition support programme has been sourced, adapted and launched by the ISPCC in Ireland. SM originated in the UK and has been updated and changed to suit pupils in the Irish educational context. It is a new programme, having been launched in 2021, and is currently in use by over 32,000 6th class pupils throughout the country. While this programme has had positive research findings in the UK (Watling, 2018), it has not been evaluated in Ireland. Hence, the need for an investigation into the programme in Ireland was deemed necessary, especially with such a large-scale rollout. The research methodology underpinning this research and investigation was derived from previous research in the area, as outlined in this systematic review. Papers with a more favourable overall WoE rating provided the basis of this study. The contents of this review informed the priorities for the following empirical paper.

Chapter 2: Empirical Paper

2.1 Introduction

School transitions, especially the move from primary school to secondary education, represent a pivotal point in a young person's developmental journey (World Health Organization [WHO] & United Nations Children's Fund [UNICEF], 2021). It can be the most difficult transition a young person will make in their education, having been characterized as potentially "destabilizing and upsetting" for young people (Department of Children, Equality, Disability, Integration and Youth [DECEDIY], 2014, p. 8; Dooley et al., 2019; Sirsch, 2003; Zeedyk et al., 2003). The onset of adolescence which typically co-occurs around this stage is already a time of profound transformation (Hill & Mobley, 2016; Piaget, 1962), and the transition from primary to secondary introduces a unique set of challenges and opportunities for pupils (Hill & Mobley, 2016). On one hand, it can be a time of anticipation and excitement for pupils (Donaldson, Moore & Hawkins, 2023; Moore et al., 2021), with many relishing the opportunity to 'grow up' and take the next step (Hodgkin et al., 2013). On the other hand, moving from the more familiar environment of a primary school to the more complex and diverse setting of secondary school can damage the psychological wellbeing of pupils and make it difficult to cope (Bagnall, Skipper & Fox, 2020). Additionally, a change in social structures and encountering a different learning environment poses a challenge for pupils (McCoy, Shevlin & Rose, 2020). The challenges associated with the transition are evidently multifaceted. Resilience theory (Zimmerman, 2013) provides a strong foundation for understanding how young people can navigate significant life events, such as the transition from primary to secondary school. The strengths-based approach to overcoming challenges and navigating changes is in line with the goals of the SM intervention, which draws from the 'resilience framework' (Hart & Blincow, 2007) to support pupils during this stage. By applying the principles of resilience theory, the current research aims to explore how the SM intervention can empower and support pupils as they make the change from primary to secondary school in Ireland. Zimmerman's theory understands 'resilience' as a dynamic and changeable trait, which is open to promotion and development, for example, through engagement with a programme such as SM. Further, this theory adopts an ecological perspective, recognizing the influence of systems, such as family, school or community, on the life of a person. Therefore, a programme designed to be delivered at the school-level can have an impact on a young person's ability to thrive as they navigate the school transition.

2.1.1 Resilience

A young person's ability to adapt to such a transition is often related to their resilience and coping skills. Resilience is understood as the potential to overcome different contextual and developmental challenges using internal and external resources (Pooley & Cohen, 2010), and UNICEF (2018) define it as "the ability to overcome adversity and positively adapt after challenging or difficult experiences" (p. 5). In their exploration of the concept of risk and the mediating impact of resilience in the transition to high school in the USA, Catterall (1998) note that pupils have the potential for resilience and recognize that this could lead to more positive educational outcomes In Ireland, the role of schools in the promotion of wellbeing or resilience for pupils has been recognized through the Wellbeing Promotion Process (DES, 2018). This guidance document highlights the potential of adopting specialized programmes or interventions in schools, as a means of honing and developing well-being in the school context (DES, 2018). These types of skills have been shown to be important in helping young people to navigate the challenges they may face (Modecki, Zimmer-Gembeck & Guerra, 2017), such as during times of uncertainty or change. Resilience-focused interventions emphasize building strengths and resources and help to mitigate risks (Zolkoski & Bullock, 2012). Research also shows that social and emotional skills, such as empathy and self-regulation, are vital for positive development in youth and for navigating the changes that come with adolescence (Hennessey & Humphrey, 2020).

Looking more closely at the concept of 'resilience', it is important to note that it is not a singular, binary trait that someone either possesses or not, but instead it reflects a multifaceted quality of positive outcomes in many areas of life (Cicchetti & Rogosch, 1997). According to Walker (2020) resilience refers to the ability of a system to deal with disturbances and maintain essential functioning. Resilience encompasses a range of diverse skills that enable an individual to cope effectively (Zolkoski & Bullock, 2012). These skills can be developed and used in the face of adversity (Luthar, Cicchetti & Becker, 2000). According to resilience theory by Zimmerman (2013), resilience requires the presence of both risk and protective/ promotive factors, in order to promote positive outcomes or mitigate negative ones. Protective factors include such things as adequate sleep, proper diet, social support and activity, while promotive factors include coping skills and empowerment. Resilience theory emphasizes strengths and seeks to understand healthy development, unlike deficit focused approaches. The theory posits that all children, regardless of mental health status can benefit from learning resilience skills. Resilience is described as a "muscle" that is

strengthened through repeated exposure to challenges, where one responds in an adaptive manner that helps to build the capacity to navigate future adversity (Zimmerman, 2013).

Gilligan (2000) notes that activities and experiences in school have the potential to enhance resilience in young people. Any intervention which engages promotive and protective factors could foster resilience in young people. Programmes rooted in resilience aim to strengthen these protective factors while promoting coping strategies and adaptive mental health (Zimmerman, 2013), therefore, effective resilience building involves enhancing the ability to cope with specific threats while maintaining adaptability (Walker, 2020). Understanding the significance of school transitions and the impact they can have on pupils' resilience is critical to ensuring the unique challenges posed by the transition are addressed. The associated challenges, including academic, social and psychological challenges, that can impact on a pupil's experience of this school transition will be outlined in more detail in the following sections.

2.1.2 Impact of School Transition on Young People

For most children, the shift from primary school, where they are the oldest and most experienced students, to secondary school, where they are the youngest and least experienced, is a significant milestone in their lives. Pupils can often be enthusiastic for this change, with research finding that pupils had many positive expectations in the move to secondary school, such as new friendships, increased freedom, and teacher-student relations (Eskelä-Haapanen, Vasalampi, & Lerkkanen, 2021; Hodgkin et al., 2013; Mumford & Birchwood, 2021). However, the transition process is also associated with various challenges, including academic, social, and psychological challenges (Evans, Borriello, & Field, 2018), that can significantly affect a student's academic and personal development.

2.1.2.1 Academic

Young people undergoing the transition from primary to secondary school often experience an important phase in their cognitive development. According to Piaget's theory of cognitive development, the transition into adolescence aligns with the formal operations stage, which is characterized with increased capacity for abstract thinking and problem-solving (Piaget, 1962). This is in line with the increased independence pupils have in secondary school and can influence how they adjust to their new environments. In addition, self-determination theory proposed by Deci and Ryan (2013) posits that individuals

have an intrinsic need for autonomy and competence, and during the transition to secondary school, pupils are expected to take greater responsibility for their academic performance. This shift can have an impact on pupils' academic life and how they approach it. One area that pupils may experience a significant challenge in the transition to secondary school is in terms of academic performance. Research has shown that pupils who experience difficulties in the transition process are more likely to perform poorly academically (Wigfield & Eccles, 2002), possibly due to the heightened academic demands and expectations of secondary school (Brouzos et al., 2020). These may encompass increased subjects and multiple classes (Choi, 2012), longer classes, heightened homework loads (Smith, 2006), and more assessments compared to primary school (Smith, 2006). The transition into secondary school has also been found to be associated with several negative academic outcomes from pupils, such as an overall decrease in academic engagement (Benner, Boyle & Bakhtiari, 2017; Skinner et al., 2008) and an increased risk of drop-out or school disengagement (Borman et al., 2019; Langenkamp, 2010). Overall pupils' academic performance has also been shown to suffer as a result of the school transition (Borman et al., 2019; London & Ingram, 2018), with one study finding a substantial achievement drop for pupils (Pyne & Borman, 2020) and another finding a decline in pupil grades (Benner et al., 2017). Research has also found a drop in academic motivation in pupils after making the transition (Chouinard et al., 2017; Skinner et al., 2008). Choi (2012) found that pupils often have worries about the academic demands of secondary school, such as concerns about academic competition, including letter grades, and academic differentiation between advanced and less advanced groups (Pyne & Borman, 2020). These concerns can have a negative impact on a young person's academic self-concept, which is their perception of their own academic potential (Marsh & Martin, 2011).

Furthermore, differences in teaching methods and learning styles between primary and secondary schools can sharpen the academic impact of this transition. In primary school, pupils are often taught using more informal and child-centered methods, such as play-based learning and interactive teaching methods (Fenstermacher, Soltis & Sanger, 2015; McGuinness et al., 2014). In comparison, secondary schools tend to focus on more structured approaches, such as lecture-style teaching and independent learning (Maldonado-Sánchez et al., 2019; Paulsen & Sayeski, 2013). Research shows that pupils can present with concerns relating to the behaviour demands (Choi, 2012), and the increase in discipline (Okonofua, Paunesku & Walton, 2016) at post-primary level. Students who are not familiar with these

changes may struggle to cope academically. Notably, socio-economic background also plays a pivotal role in understanding academic outcomes during this transitional phase (Harris & Nowland, 2021; Langenkamp, 2010). Research shows that teachers have low expectations regarding the educational future of pupils from disadvantaged backgrounds and as a result they may receive less support (Gomez-Vera, Rivas & Lobos, 2021). Therefore, the transition to post-primary education has widespread consequences on pupils' cognitive development and academic performance. Pupils who struggle with these new academic demands may experience increased stress and anxiety, therefore, it is also important to consider the psychological and social impact of the transition on pupils.

2.1.2.2 Social

Adolescence is a period in a young person's life that is characterized by the establishment of identity and social roles, and the development of self-concept, as theorized by Erikson's psychosocial developmental theory (1950). This developmental stage is particularly sensitive to the dynamics of social acceptance (Pyne & Borman, 2020), and while pupils cite the opportunity to make new friends as a positive aspect of the transition (Hodgkin et al., 2013), the new social dynamics presented by the transition to secondary school can pose an additional challenge to some young people's social development. Pupils may find it difficult to adapt to the new social environment, where they have to interact with new classmates, teachers, and the wider school community. There is a frequent change in teachers (Brouzos et al., 2020; Choi, 2012), and pupil relationships with teachers tend to be less personal than primary school (Pyne & Borman, 2020). The shift from the familiar, close-knit community of primary school to the often larger, more impersonal environment of secondary school can be challenging for pupils (Akos & Galassi, 2004; Brouzos et al., 2020; Pyne & Borman, 2020). In addition, pupils have to contend with a disruption to their school-based peer networks of primary school (Pyne & Borman, 2020). In post-primary, pupils may struggle to form new friendships, particularly if they are introverted or shy (Berndt, 2018; Lyons & Woods, 2012). This can result in increased feelings of loneliness and social isolation (Benner et al., 2017; Berndt, 2018; London & Ingram, 2018), including feelings of belonging uncertainty (Borman et al., 2019; Pyne & Borman, 2020) and a decrease in perceived social support (Benner et al., 2017). Furthermore, studies indicate that there can be a decline in social belonging during this transitional period (Borman et al., 2019), and an increase in social anxiety (Miers et al., 2013). Pupils often report concerns relating to peer relations and friendships (Choi, 2012; Eskela-Haapanen et al., 2021). Additionally, a fear of bullying is a

major concern for both pupils (Choi, 2012; Eskela-Haapanen et al., 2021; Pellegrini et al., 2010) and schools alike (Pellegrini et al., 2010). The transition also exposes pupils to increased peer pressure and a wider range of social influences, including negative ones such as substance use (Evans et al., 2018; Luk, Wang & Simons-Morton, 2012). Pupils who are not equipped to resist these influences may be at a higher risk of engaging with risky behaviours, which can adversely affect their social and academic development. Research emphasizes the mediating effect and protective nature of stable friend groups and a sense of school belonging as buffers against emotional distress and result in less socioemotional disruptions (Benner et al., 2017). Further, Grotberg (1995) recognizes the role of social support in their theory of resilience, citing it as one of the three main protective factors. They also note the role of self-regulation skills and self-esteem, which will be addressed in the next section.

2.1.2.3 Psychological

The transition from primary to secondary school can also have an impact on pupils' psychological well-being. While some pupils cite the opportunity to be seen as more 'grown up' and to have more independence as a positive aspect of the school transition (Hodgkin et al., 2013), the transition can be a 'high-risk' time for some pupils (Brouzos et al., 2020; Langenkamp, 2010; Mahmud, 2021; Pyne & Borman, 2020). It has been linked with an overall decrease in adolescent psychological wellbeing (Dooley et al., 2019; Gutman & Eccles, 2007) and an increased difficulty to cope (Bagnall et al., 2020; Benner et al., 2017; Hill & Mobley, 2016). Notably, the transition is frequently liked with increased stress for young people (Bagnall, 2020; Coelho & Romao, 2016; Evans et al., 2016), and in some cases is correlated with heightened psychological distress (Hill & Mobley, 2016). Often pupils experience increased symptoms of depression relating to the school transition (Benner et al., 2017; Hankin & Abramson, 2001; Rueger, Chen, Jenkins & Choe, 2014) and it has also been linked to increased symptoms of anxiety (Miers et al., 2013; Pyne & Borman, 2020). Pupils' self-esteem can also be negatively impacted (Jindal-Snape & Miller, 2008; Rueger et al., 2014), including their self-concept (Onetti, Fernández-García & Castillo-Rodríguez, 2019). Such psychological difficulties can have long-lasting effects on a pupil's mental health and well-being. For example, the school transition period notably aligns with the onset of often life-long internalizing disorders such as social anxiety disorder for some pupils (Brouzos et al., 2020). Furthermore, pupils often have to deal with concerns about getting lost in a larger

school environment or being late to class (Choi, 2012; Smith, 2006). Such fears contribute to the complex psychological impact of the transition.

2.1.2.4 Specific Subgroups

While the transition from primary to secondary school can be a testing time for young people, research has shown that for some groups of young people it can be more challenging. Research from Smyth and Privalko (2024) has noted that difficulty with the school transition is more common for pupils from lower-earning families, compared with those from higher-earning families. This was supported by van Rens et al. (2018) in their systematic review on successful school transitions, who note that pupils from low socio-economic households have poorer outcomes in relation to the school transition. Research by Vaz et al. (2014) found that pupils from socially disadvantaged backgrounds had poorer academic competence and mental health functioning over the transition to secondary school when compared with their more affluent peers. Further, Harris and Nowland (2021) outline how the school transition can be particularly challenging for pupils from disadvantaged backgrounds, potentially due to lower parental involvement in education, as well as 'preconceived ideas' that teachers at secondary level may hold. Further, Gomez-Vera et al. (2021) highlight that schools often have lower expectations for the educational futures of pupils from lower socio-economic backgrounds, which can potentially hinder their transition and lead to limited support being provided for these pupils. Research by Waxman, Gray and Padron (2003) highlights how parenting styles and home environments can significantly impact a young person's resilience. Therefore, it is important to acknowledge that social inequalities can impact pupils' transition to secondary school (Smyth & Privalko, 2022). Research has highlighted the need for schools to target more disadvantaged groups in relation to the school transition, in order to avoid further educational inequality (Smyth & Privalko, 2022). Vaz et al. (2014) advocate for support to be given to pupils from disadvantaged backgrounds before their transition to secondary school.

Additionally, it is important to consider that gender differences exist in the experience of the school transition (Wigfiled et al., 1991). In Ireland, Smyth and Privalko (2024) note that difficulties in relation to the school transition are more prevalent amongst girls than boys. Research has shown that girls experience more anxiety in relation to the transition to secondary school when compared with boys, and that they are more likely to report negatively on the experience (Hargreaves & Galton, 2002; Murdoch, 1966). Harris and Nowland (2021) note that girls tend to have lower self-esteem during the school transition,

potentially related to comparing themselves to their peers, which can lead to increased anxiety and other internalizing disorders. In their systematic review on literature relating to the secondary school transition, van Rens et al. (2018) highlight how girls often feel less support from both peers and school during the transition period. This could be a feature of why girls often feel unprepared for the new social environment of secondary school (van Rens et al., 2019). Research from O'Halloran et al. (2023) carried out with over 2,000 primary school pupils in Ireland, found that though girls often experience greater anxiety, that wellbeing interventions can help to reduce anxiety development. This highlights the importance of programmes designed to support pupils with the transition to secondary school.

Zimmerman's resilience theory places a significant focus on a young person's capacity to adapt positively to adversity, highlighting the important role of protective factors and constructive coping strategies in managing these challenges (Zimmerman, 2013). The effects of life stress on young people's wellbeing is moderated by coping efficacy (Bryden, Field and Francis, 2015; Lazarus & Folkman, 1987), and improvement in emotional regulation, coping and decision making is crucial to help teenagers navigate challenges, such as those posed by the school transition (Modecki et al., 2017). The need for effective interventions to support all pupils as they prepare to make the school transition is evident, not only to alleviate distress but also to equip pupils with the skills and resources necessary to build resilience and thrive in the face of future challenges. The following chapter will explore the effect of interventions at this key stage.

2.1.3 The Need for an Intervention

Understanding the effects of school transition support programmes is relevant in the domains of psychology, education and child development. Research shows that pupil participation in school-based interventions focused on honing skills such as coping or resilience can have a positive effect on a young person's emotional wellbeing and can help to prepare them to make the school transition (Borman et al., 2019; Brouzos et al., 2020; Durlak et al., 2011; Mahmud, 2021; Modecki et al., 2017). Further, interventions that are based on social and emotional functioning are effective during times of change in a young person's life (Bagnall et al., 2021; Choi, 2012; Hill & Mobley, 2016; Lyones & Woods, 2012; Pyne & Borman, 2020).

Academically, research has shown that there were fewer reported absences (Borman et al., 2019; Choi, 2012) and less pupil suspensions following interventions (Hill & Mobley, 2016), with better general academic performance (Bornam et al., 2019; Choi, 2012; Hill & Mobley, 2016), as indicated by findings that pupils' academic grades positively reflected participation in psychological intervention to support the school transition (Hill & Mobley, 2016). Further, interventions targeting pupils' feelings, beliefs and thoughts can have a positive effect on their achievement (Pyne & Borman, 2020; Yeager & Walton, 2011). Psychologically, pupil support programmes are instrumental in mitigating the struggles pupils encounter; they can decrease pupil worry relating to the transition (Bagnall et al., 2021; Pyne & Borman, 2020), and can help to address psychological concerns such as symptoms of depression and anxiety (Miers et al., 2013; Pyne & Borman, 2020). One meta-aggregation of five studies by Bastounis et al. (2017) found that SE based programmes implemented at school were largely effective in reducing symptoms of anxiety and depression for pupils. In their meta-analysis of 30 studies Ahlen, Lenhard and Ghaderi (2015) found that there was a significant effect for interventions on anxiety and depression for children. Interventions can also help to support emotional well-being and encourage pupils to reframe adversity (Borman et al., 2019; Pyne & Borman, 2020), which are all aspects of resilience. In their systematic review of 49 papers, Dray et al. (2017) found that resilience-based interventions in a school setting were effective in reducing depressive symptoms, internalizing problems, externalizing problems, and general psychological anxiety, when compared to a control group. Such programmes were also recommended by Langenkamp (2010). These programmes focus on enhancing emotional regulation, coping skills, and decision-making capabilities, providing essential tools for adolescents to navigate challenges (Modecki et al., 2017). Socially, school transition support programmes can also have a positive impact on pupils (Eccles & Qualter, 2021). One study found that participating in a group intervention was effective at reducing symptoms of social anxiety for pupils (Brouzos et al., 2020), and another found it was effective in reducing social worries and belonging uncertainty (Pyne & Borman, 2020). In addition, a systematic review of 34 papers, consisting of 24 different interventions to improve mental health and wellbeing outcomes of young people making a school transition found that social outcomes were the most amenable to intervention (Donaldson et al., 2023), suggesting that interventions designed to target the development of social skills and learnings may be the most beneficial. However, it is also important to note that there is a lack of studies focusing specifically on an Irish context.

While interventions to support socio-emotional functioning in pupils have grown in popularity (Turner et al., 2020; Weissberg et al., 2015), a gap has been identified in the provision that exists for young people in Ireland to help them with the transition between schools (McCormack, Finlayson & McCloughlin, 2014). According to McCoy et al. (2020) while some supports do exist for pupils with special educational needs in Ireland (Makin, Hill & Pellicano, 2017), a need has been identified in supporting mainstream classes. Bagnall et al. (2021) reinforce this point, noting that interventions delivered to the whole class are the most inclusive option. Turner et al. (2020) discuss the cost-effective nature of such interventions, noting that they are often a viable investment in the well-being and success of future generations. Programme availability and use can vary between schools and regions in Ireland, and the use of such programmes is at the discretion of each school, meaning schools can provide drastically different supports to pupils, leaving variability in the support received and the levels of preparedness of pupils making the transition (McCoy et al., 2020). Research by Mahmud (2020) notes that support for pupils making the school transition usually focuses on infrequent secondary school visits and 'meet the teacher' events. In contrast, they highlight the importance of focusing on the emotional aspects of this transition and equipping pupils with the necessary skills to navigate this change.

Research also notes the importance of interventions specifically designed for the stage that pupils are at, and the importance of interventions being context dependent (Yeager & Walton, 2011). Successful school transitions have been linked with well-planned and coordinated primary school preparation (Long et al., 2016). The evidence shows that pre-prepared programmes and established supports can help make the transition easier for pupils (Werts & Watley, 1969). Young people would benefit from more practical support and communication during the transition time (Cremin, Healy & Gordon, 2017). Positive experiences relating to the school transition can help young people better adapt and learn valuable coping skills for their future (Beers, 2021), and learning to reappraise such adversity can result in positive attitude changes (Borman et al., 2019; Pyne & Borman, 2020). Further weight is given to the role of reappraisal of adversity when the transactional theory of stress and coping is considered (Lazarus & Folkman, 1987). This theory posits that stressful situations can be viewed as either challenging or threatening, and the perception of one or the other impacts on a person's ability to respond. Therefore, if pupils are encouraged to re-appraise the stress associated with the school transition as a challenge rather than a threat, this may increase their ability to cope. Overall, research has highlighted a need for

interventions to prepare pupils for the school transition (Bagnall, Fox et al., 2021; Coelho & Romao, 2016; Mahmud, 2020). By addressing pupil's specific concerns in relation to the school transition, we can pave the way for smoother transitions and happier pupils. As outlined in the systematic review preceding this study paper, there are several programmes in existence in Ireland that aim to prepare pupils for the transition to post-primary, though there appears to be a lack of empirical evidence to support their use. Currently, there is a need for a comprehensive and accessible transition support programme in Ireland, with one such possibility being SM.

2.1.4 The Current Study

2.1.4.1 Programme Overview

The ISPCC has recently launched the SM school transition support programme in Ireland. This programme is aimed at 6th class pupils, and is designed to support their resilience as they prepare to make the transition to secondary school. This school-based preparation programme was launched in 2021 and is currently in use in over 600 schools in Ireland, with an estimated 32,000 pupils using the programme this academic year. In Ireland SM was adapted for an Irish audience, for example, the pupil workbook and teacher manual have been updated to reflect school in an Irish educational context, and it has been translated into the Irish language for use in Irish speaking schools. Teachers are provided with the necessary training to implement the programme in advance by the ISPCC. The resources are sent for free to registered schools, and include the teacher manual, as well as a private booklet for each pupil, in which they can explore their thoughts and feelings during each module. The logic model that the SM programme is grounded in is the evidence-based 'Resilience Framework' developed by Hart and Blincow (2007). This framework was devised as a way of working with young people to build their resilience and it views resilience as a dynamic process, involving the interplay between individuals and their environments. Using the 'Resilience Framework' SM has been arranged into a series of 'Steps to Resilience', and allows teachers the discretion to decide how many of these steps they wish to use. The framework focuses on five key areas, namely, basics, belonging, learning, coping and core self, and outlines specific approaches to developing each of these areas in young people. In addition, the framework has been shown to be effective for work with children and in schools (Hart et al., 2016; Hart et al., 2018; Hart et al., 2020). Further, SM draws on "The Resilient Classroom Resource Pack" designed by Sam Taylor, Angie Hart and Hove Park School.

Formulated as a school-based initiative, the SM programme adopts a multifaceted approach to nurturing the resilience and well-being of pupils. It consists of 15 short sessions or lessons, each incorporating elements of the resilience framework, and is designed to be delivered over the course of the school year, from September to June, at the discretion of the class teacher. The key components of the lessons include focusing on protective resilience factors, such as through the following lessons; 2. Transport/ 3. Sleep/ 4. Hobbies/ 5. Responsibilities/ 7. Friendship/ 9. Helpful others/ 10. Support/ 12. Relaxing and 14. Laugh. There are also promotive resilience factors in the forms of the following lessons; 1. Coping/ 6. Bravery/ 8. Feelings/ 11. Solutions/ 13. Positivity and 15. Review. Each lesson contains small, actionable skills for pupils to learn. The programme helps to address some of the common anxieties pupils have when preparing to make the school transition. By focusing on the transitional phase that often proves to be a challenge for young individuals, the programme aims to provide them with the tools and strategies needed to adapt, thrive, and flourish in their new secondary school environment.

The format and delivery of the programme is as follows. The programme is delivered by class teachers using the comprehensive manual provided by the ISPCC. This also helps to ensure consistent and effective delivery of the programme content. Any supplementary materials needed for individual lessons are also provided. Pupils each have a private booklet where they can reflect on their thoughts and feelings about each of the modules and where they can do activities related to each lesson. The programme is targeted at the whole class group, as all students can benefit from having the skills or tools to build resilience. The SM teacher manual also outlines four fundamental approaches to delivering the programme. These are 1. Accepting, where pupils are at and identifying strengths they already demonstrate, 2. Conserving, meaning seeing the good things that are already happening in pupils' lives, 3. Commitment, considering the role a significant adult can play in a young person's life, and 4. Enlisting, considering a whole-school approach to resilience building.

The SM programme employs a student centred pedagogy, encouraging active participation and self-reflection for pupils. The lessons are designed to stimulate meaningful conversation and collaboration. Teachers are given the instructions to help to foster a supportive learning environment and are encouraged to adopt a 'whole-school approach' to understanding resilience. In order to ensure SM is accessible for all pupils, the programme is provided free of charge to schools across the Republic of Ireland, making it an inclusive resource for primary schools. It is a universal programme, designed to be delivered to the

entire class. The teacher manual contains tips on delivering the programme to pupils with additional learning needs, and these tips were reviewed by SENCOs and SEN teachers in both primary and secondary schools. There is also advice on delivering the programme to 'Children who are Looked After' or children in care, including information on attachment and learning, and how best to use the SM programme with these pupil populations.

This programme has had previous success in supporting pupils making the transition from Year 6 to Year 7 in the UK (Watling, 2018). Watling (2018) found that for pupils who had lower resiliency pre SM, had significant improvements in resiliency post SM. Further, interviews showed that pupils had more confidence in their capacity to manage the upcoming transition and that they were better able to cope when they began to worry, as a result of SM.

2.1.4.2 Research Questions

The ISPCC's introduction of the SM programme represents a commendable stride toward enhancing the educational experience of students in Ireland. The programme strives to empower young people to confront the challenges of transitioning between educational stages. The aim of this investigation is to evaluate the extent to which the programme accomplishes its intended outcomes. To appropriately evaluate SM as a school-transition resilience and wellbeing support programme, the following research questions and hypotheses were identified:

1. What was the impact of SM on the participants' resilience and wellbeing compared with a control group?
2. What were pupils' experiences of SM?
3. What were the experiences of teachers who implemented the SM programme in their classrooms and their opinions on its impact on their students?
4. Was the programme implemented as intended?

These research questions align with Zimmerman's theory of resilience, which underpins the current research. By considering the impact of SM on pupils' resilience and wellbeing, this research focuses on 'protective and promotive' factors that are foundational in resilience theory. By trying to gain an understanding of pupils' experiences of SM this can highlight specific elements of the SM programme that foster resilience, as well as placing the focus on pupils' lived experiences within the context of the intervention. By considering the

perspectives of teachers who delivered the SM intervention, this aligns with Zimmerman's emphasis on the role of systems, such as schools, in fostering resilience. And lastly, by examining the implementation of the programme, this can provide valuable insight in ensuring the intended resilience-building outcomes are achieved.

2.2 Methodology

2.2.1 Introduction

The aim of this study was to assess the impact of SM as a school transition preparation programme in Ireland. The research questions outlined in the previous section were addressed using a pragmatic approach, through mixed methodology, encompassing both quantitative and qualitative investigation. These methods will be outlined in more detail in this section. First a philosophical worldview of the methodology is explained, and the research design is then presented. The methods are outlined, followed by ethical considerations and methodological limitations.

2.2.2 Philosophical Worldview/ Research Paradigm

Epistemological assumptions refer to the lens through which the researcher views their study (Briggs & Coleman, 2019; Denzin, 2010; Mertens, 2015). While the social constructivism worldview is linked with qualitative research, the positivism worldview is linked with quantitative research (Hall, 2013). The hybrid of both, mixed methods, is compatible with pragmatism (Hall, 2013; Somekh & Lewin, 2005; Tashakkori & Teddlie, 2003), which one literature review identified as being more advantageous (Gunasekare, 2015) and a more flexible approach to research (Hammond, 2013). The aims of this research were deemed to be most fitting with the pragmatic paradigm (Creswell, 2003). Feilzer (2010) notes that a pragmatic paradigm view of reality requires the use of a qualitative approach for certain aspects of the research and a quantitative approach for other aspects. It is important to note that each research question requires a specific approach (Braun & Clarke, 2006; Mertens, 2015). Insight into the research question in this study was gained through conducting data collection and selecting data analysis methods that were most relevant to answering the research question, with no philosophical loyalty to other paradigms (Mackenzie & Knipe, 2006). While quantitative research relies on the scientific method of investigation and uses experimental processes to answer questions (Kivunja & Kuyini, 2017), qualitative research is based on the core themes of people's attitudes, feelings, beliefs and understandings (Ellis & Adams, 2014). Lastly, resilience theory (Zimmerman, 2013) underpins the current research approach and design. This theory provides valuable guidance as to the factors that should be considered in the current research, ensuring that a strengths-based approach is used. Further, this theory posits that resilience is a dynamic trait, and this understanding is foundational to this investigation on the SM programme.

2.2.3 Evaluation

As SM is in its relative infancy in Ireland, having been introduced to schools in 2021, it was deemed important to assess the programme in as many ways as possible. Lobo et al. (2018) outline several types of evaluations that can be carried out relevant to the different stages of a programme rollout. An 'outcome evaluation' aims to assess the impact of a programme, this was done through quantitative investigation with pupils due to make the school transition. A 'formative evaluation' seeks to understand if there is a need for a certain programme, which was assessed through qualitative investigation with the teacher who administered the SM programme. Finally, a 'process evaluation' which focuses on the implementation of a programme, was assessed using the qualitative means of 'implementation fidelity' and by collecting qualitative data from pupils. Conducting research within all three areas of evaluation allows the formation of a more holistic and comprehensive understanding of the SM programme in Ireland (Lobo et al., 2018). The following sections will outline the methods in more detail.

2.2.4 Research Design

2.2.4.1 Quantitative

This aspect of the research had a non-randomized repeated measures quasi-experimental design. Pupils' levels of resilience and wellbeing were compared in the SM experimental group and the control group, at two different time points (pre [T1] and post [T2] intervention). The independent variable was the condition participants are assigned to; those that complete the SM programme (experimental group) and those that did not (control group). The dependent variable was participants' scores on two measures; one of resilience (Child and Youth Resilience Measures; CYRM) and one of wellbeing (Stirling Children's Wellbeing Scale; SCWBS), both of which were gathered at T1 and T2. The study had a quasi-experimental design, meaning that participants were grouped according to which study condition they had been assigned to. While the random sampling or assignment of pupils to the study conditions would have reduced sampling error (Raudenbush & Bryk, 2002), this was not possible in this case. It was a between-subjects, repeated measures design where participants in the experimental condition and in the control condition were compared based on their scores on the CYRM and SCWBS.

2.2.4.2 Qualitative

Rutberg and Bouikidis (2018) describe qualitative research as the use of interviews and open-ended questions allowing for an in-depth narrative from participants. This aspect of

the research sought to better understand pupils' experiences of the SM programme and was conducted in a variety of ways. First, a questionnaire created by Bagnall et al. (2021) who completed similar research on a school transition programme in the UK, was used as the basis of the qualitative component of the pupil data. Questionnaires were used as they allow for a larger quantity of perspectives to be gathered from the pupils themselves. This is particularly valuable in the early introduction phase of a programme (Lobo et al., 2018). This data was analysed using inductive content analysis, which is a method of answering the questions by categorizing the responses. In this case, the steps outlined by Kyngäs (2020) were followed.

Secondly, teacher interviews were conducted, using open-ended questions and allowing for broader discussion, to examine the opinions and experiences of the teachers who delivered SM. This allows for rich open-ended conversation between the researcher and the teacher delivering the programme. The data was analysed using a general analysis of themes, guided by Braun and Clarke (2006). Finally, implementation fidelity was assessed through the use of a brief teacher questionnaire, followed by the creation of a checklist relating to each lesson of the SM programme to be used in an observation of a lesson of SM. The overall design of the study is described as 'sequential' in nature, meaning that the qualitative data was collected after the quantitative data. Findings were then integrated following data collection.

2.2.5 Research Methods

2.2.5.1 Sampling and participants

According to the F-test analysis for a repeated-measures, between groups design, as outlined by Faul et al. (2007) who designed the G*Power tool for computing statistical power analyses, a total sample size of 158 would be required to have a sufficient power level and significance level ($p < .05$) in this current study. A total of 147 pupils from seven different class groups were recruited to take part in the study. In order to recruit participants, the ISPCC provided the details of this research to a subsection of schools who had signed up to begin the programme in January 2023, and requested their participation on behalf of the researcher. Three class groups volunteered to take part in the SM experimental condition, with a total of 65 pupils from this group. It is important to note that these three 6th class groups were located in one single school. The researcher then recruited four class groups to take part in the control condition, with a total of 82 pupils. These four 6th class groups were located in three different schools. Schools in the control condition were matched as closely as possible to those in the SM group, in terms of demographic, geographical location,

socio-economic status, and school size. This was done using information that is readily available on the Department of Education website. Participants were excluded for various reasons; one control class had to be excluded from data analysis, as their data had been compromised as a result of unintentional priming ahead of data collection T1 ($N = 23$), other pupils had to be excluded as their parent(s)/ guardian(s) did not return the consent form, or returned forms that stated their non-agreement to allow their child to participate ($N = 14$), and another set of pupil data was not able to be included as a result of missing data, including incomplete measures ($N = 31$), as missing data could compromise the validity of the study. Therefore, the remaining 79 pupils' data was able to be included for analysis ($N = 79$); a total of 41 in the SM experimental group ($n = 41$), and 38 in the control ($n = 38$).

Of the participants who completed the research at the first time point ($N = 101$), the majority of these also participated at the second time point ($N = 79$), meaning that there was an attrition rate of approximately 22%. Analysis of the data collected at T1, for both CYRM and SCWBS was compared, for those who were lost at T2 ($N = 22$), to those who were maintained ($N = 79$). Analysis revealed that the difference in mean scores for the CYRM between those who participated at T1 only ($N = 22$, $M = 67.45$), was slightly higher than those who completed the study at T2 also ($N = 79$, $M = 66.8$). Similar analysis was carried out for the wellbeing measure, SCWBS, which revealed that participants who were present for T1 only ($N = 22$, $M = 51.18$), scored slightly lower than those who were present for both T1 and T2 ($N = 79$, $M = 52.8$). As these differences in findings are not significant, this indicates that participants who were not present at T2 did not differ from those who were. It is important to note that 9 participants completed the study at Time 2, who were not present at data collection at Time 1.

Participants were pupils in 6th class who were due to make the transition to secondary school in the following academic year. Only pupils whose parent(s)/ guardian(s) had agreed to allow their child to participate in the study, by completing the consent form, were allowed to take part in the study. Pupils themselves then had to complete the assent form indicating their agreement to participate in the study in order to be included. Pupils were aged between 11 to 13 years old ($M = 12$; $SD = 1$). Pupils were all female, attending all-girls national schools, and were all in Delivering Equality of Opportunity in Schools (DEIS) Band 1 schools in the same county.

Qualitative data was gathered from pupils who had completed the SM programme, and who had signed consent and assent agreement forms. All pupils who completed the

quantitative aspect of the research at T2, also completed the qualitative questionnaire. As more participants took part in data collection at T2 than T1, due to absences, there were more qualitative participants (n = 49) than quantitative SM experimental group participants (n = 41). An additional qualitative component to the research was the teacher interviews. Semi-structured interviews were intended to be carried out with the three class teachers who delivered the SM intervention. Due to circumstances beyond the control of the researcher, only one teacher was able to participate in the interview (N = 1). Participating schools and teachers delivering the SM programme were also included in the implementation of fidelity assessment. All three teachers who delivered the programme for the purpose of this research completed the fidelity questionnaire (N = 3), and a SM lesson delivered by one of these teachers was observed by the researcher using the fidelity checklist (N = 1).

2.2.5.2 Measures

Participants completed two measures, one for resilience and the other for wellbeing. The Child Youth Resilience Measure 26 (CYRM; Ungar, & Liebenberg, 2011) and the Stirling Children's Wellbeing Scale (SCWBS; Liddle & Carter, 2105) were selected based on various factors. One factor was related to an article by Barnes and Montgomery (2016). The authors conceptualised resilience, including the Resilience Framework (Hart and Blincow, 2007), on which the SM programme is based, and discussed suitable resilience measures. Their recommendations included the CYRM and suggested an indirect measurement of resilience through the Wellbeing Scales by Tennant et al. (2007), leading researchers to the child-friendly associated scale of the SCWBS. In addition, as many child-orientated questionnaires as possible in the areas of resilience and wellbeing were mapped onto the tenants of the Resilience Framework (Hart & Blincow, 2007). Within each of the five key areas of this Resilience Framework is an outline of 'specific approaches', which were collated and interpreted for use in the mapping process. Most assessments of social and emotional learning were designed and developed separately from social and emotional frameworks (Berg et al., 2017). Berg et al. (2017) recommend "better mapping of frameworks to measures [to] help bridge the divide between frameworks, measures and practice" (p. 83). Therefore, the measures for consideration in this study were selected based on research from King et al. (2021) on measuring resilience in children, and from Deighton et al. (2014) on measuring wellbeing in children. The most appropriate questionnaires were selected from these studies, based on length, use of self-report measures, and their use in

previous research. These questionnaires were then mapped onto the framework. Possible measures that were considered included the Strengths and Difficulties Questionnaire (SDQ; Muris, Meesters, & van den Berg, 2003), Student Resilience Survey (SRS; Leyera et al., 2016), the Kidscreen (Ravens-Sieberer et al., 2014) and Rosenberg's Self-Esteem Scale (RSE; 1965), the Youth Outcome Questionnaire (YOQ; Burlingame et al., 2014) and the Health of the Nation Outcome Scales for Children and Adolescents (HoNOSCA; Gowers et al., 1999). From this it was found that a combination of the CYRM and SCWBS addressed the majority of the components of the Resilience Framework that featured in the SM intervention. All components were covered by the CYRM and the SCWBS, except for Basic's Sleep and Exercise.Table 2.1 below shows how these questionnaires were mapped onto the Resilience Framework, and the specific components related to Smart Moves.

Table 2.1

Mapping of Questionnaires to Components of Resilience Framework

Resilience Framework	S&D	CYRM	Student Resilience	Kidscreen	Rosenberg	YOQ	HoNOS CA	SCWBS
*Basics 1 Housing		7						
Basics 2 Money				19				
*Basics 3 Safety		5, 23				29	3, 4	
Basics 4 Transport								
Basics 5 Diet				18				
*Basics 6 Exercise				3				
*Basics 7 Sleep				5		42, 62		
*Basics 8 Play				2, 4, 8, 21				4
Basics 9 Equity	19	18						
Belonging 1 Self		15	13, 21, 22			1		
Belonging 2 World	20							
*Belonging 3 Influence		1	28			24, 36		
*Belonging 4 Relationships	6		17, 26	20				10

*Belonging 5 Good Relationships	11	6, 13	9, 25			34, 48	10	
*Belonging 6 Support	17	14	10, 11, 16	16, 17		27, 28		6
*Belonging 7 Count On	23	11, 17	4, 12, 18, 36	15		13, 31, 43, 55	12	
Belonging 8 Dependable		22			2			2
Belonging 9 Good Times		25						
Belonging 10 Come From		9, 26						
Belonging 11 New	16		32					7
*Belonging 12 Friends	4, 14	10	15, 24	11, 22, 23		16, 63		
*Learning 1 Schooling		3	1	24, 25		6	5, 13	
Learning 2 Mentors			5	27				
Learning 3 Life Plan		24	39					
*Learning 4 Organization	25	19	29	26		8, 14, 23, 56		
*Learning 5 Achievements			2, 6, 33		5			8
Learning 6 Life-skills	2, 15		27, 30		6, 9	9, 52, 59	2	
*Coping 1 Boundaries	12	4	23	13		7		

Coping 2 Bravery	24					5	9	
*Coping 3 Solutions	21	12	31					
Coping 4 Positivity								
*Coping 5 Interests			14	10, 14		3		5
*Coping 6 Calming	5, 10					12, 15, 30, 49, 60		9, 15
Coping 7 Future								1
*Coping 8 Support		16, 21	7, 19, 20, 37					
*Coping 9 Laugh				6				10, 14
*Core-Self 1 Hope	8, 13		8, 40	9				11
*Core-Self 2 Others	1, 9	2				4		13
*Core-Self 3 Self		20		7, 12	1, 3, 4, 7, 8, 10	32, 53		
*Core-Self 4 Responsibility	7, 18, 22	8				47, 57	1, 11	
Core-Self 5 Talents			3					
*Core-Self 6 Solutions			38			64		3

*Topics mainly featured in the Smart Moves programme

The CYRM measure is a self-report measure of social ecological resilience used by researchers worldwide. Administration of the test takes about 20 minutes. The scale consists of 26 items on a 3-point Likert scale, including 'no', 'sometimes' and 'yes', measuring 4 sub-categories of resilience: individual, relational, and context, including communal and cultural, and is suitable for children aged 10-23. An example of some of the questions includes; 'Do you know where to go to get help?' and 'Do you know what you are good at?'. CYRM has been used with an international population, including pupils in Canada (Liebenberg, Ungar, & Vijver, 2012), South Africa (Govender et al., 2017) and has been found to be a culturally sensitive measure of youth resilience. The measure has been found to have good internal reliability, with a Cronbach's alpha of 0.82 (Jefferies, McGarrigle, & Ungar, 2019), 0.79 in another study (Ghahremani et al., 2021) and 0.88 in another (Llistosella et al., 2019), and good test-retest reliability at two-week and three-month intervals (Daigneault et al., 2013). The measure has also been found to be valid (Daigneault et al., 2013; Jefferies et al., 2019; Liebenberg et al., 2012). Additionally, in one meta-analysis of the psychometric properties of the CYRM, it was found that based on validity reporting in 14 studies there is evidence of validity, and associations were found between the CYRM and 37 other published measures (Renbarger et al., 2021).

The wellbeing measure of SCWBS was selected as it is a "concise and robust measure of well-being in school-age populations" (Liddle & Carter, 2015, p. 9), and it is a positively worded scale for children that measures both emotional and psychological wellbeing, and is straightforward for children to complete. It takes approximately 10 minutes to complete. It is a self-report 15-item measure on a 5-point Likert scale (ranging from the response of 'never' to 'all of the time') with three sub-components: positive emotional state, positive outlook and social desirability, and is appropriate for children aged 8-15. The scale consists of 12 items measuring emotional and psychological well-being and a sub-scale of 3 items measuring social desirability. An example of some of the statements includes; 'I've been in a good mood', and 'I always share my sweets'. Most relevant, the questionnaire is recommended for measuring the effectiveness of interventions and projects designed to promote children's wellbeing. While the scale was developed and standardised in Stirling, the UK (Liddle & Carter, 2015), it has also been shown to be a valid measure internationally and is appropriate for use with children of different nations, including New Zealand (Bernay et al., 2016), Japan (Nishida, 2021), Bangladesh (Haque, & Imran, 2016) and Pakistan (Sarfaraz, Iqbal, & Iqbal, 2022). The measure has been found to have good internal reliability, with a Cronbach's alpha

of 0.847 (Liddle & Carter, 2015), 0.89 in another paper (Bernay et al., 2016), and 0.78 in another (Nishida, 2021) and acceptable internal reliability according to Wahyuningsih, Novitasari, and Kusumaningrum (2022). It has good external reliability with a strong significant correlation between the initial scores and the retest scores ($r = 0.752$; Liddle & Carter, 2015), and a reliability coefficient of $r = 0.77$ (Sarfaraz et al., 2022). It was also found to meet the benchmark criteria set out for validity (Liddle & Carter, 2015), with another paper finding that it had good discriminant validity (Wahyuningsih et al., 2022). It has good construct validity, with a strong significant positive correlation with two other wellbeing measures of approximately 0.7 (the WHO 5, and the Dubois Self-Esteem Scale).

The qualitative measures used are as follows. At the post-measures phase of the data collection, the SM experimental group completed an additional pupil questionnaire. The aim of this questionnaire was to gain general feedback on the SM programme from pupils themselves. In line with a questionnaire developed by Bagnall et al. (2021), pupils answered four questions, “what did you like about the SM programme?”, “what did you like least?”, “can you rate the SM programme on a scale from one to ten?” and “any additional feedback or comments?”. The qualitative data collected from teachers was done through a semi-structured interview. The interview consisted of eight questions, which had been derived from a variety of sources, including from Watling (2018) and by reference to the Resilience Framework (2007). An example of one of the questions was: “what changes did you observe in your students’ wellbeing and resilience as a result of the approach?”. Finally, implementation fidelity was partly assessed using a teacher questionnaire. This questionnaire was adapted from research by Watling (2018) and O’Brien (2020) and included seven questions designed to assess the preparedness of teachers to deliver the SM intervention, such as “are you familiar with the SM Teacher Manual?”, with ‘yes’, ‘no’ and ‘unsure’ as the answer options.

2.2.5.3 Data collection

2.2.5.3.1 Quantitative

Initial data collection took place in January [T1] when both the intervention and control groups returned to school. Both groups were in 6th class, due to make the transition to secondary school that August. Following the initial data collection, the intervention group began the SM programme, which took place between February and June. Following completion of the programme, data was collected again in June for both the intervention and control groups [T2], ahead of their summer holidays, prior to the transition to secondary

school. Schools that agreed to participate in the research were given an information sheet and consent forms to share with parent(s)/ guardian(s) at least one month in advance of data collection, and only pupils who had returned the consent forms indicating agreement were allowed to participate. Research took place in the pupils' schools, in their regular classrooms. Pupils were first given information verbally about the study and then instructed to read the information sheet provided. Pupils indicated their assent to participate using a consent form. Pupils participated in data collection at two time points, pre [T1] and post [T2] intervention. Additionally, pupils in the SM experimental condition were asked to complete a general feedback questionnaire at T2. Pupils completed all questionnaires, beginning with the CYRM, then the SCWBS and lastly the feedback questionnaire if relevant, in pen and paper format, within thirty minutes. Data from these questionnaires was then scored and recorded in Excel, before being transferred to SPSS, where it was analysed using a mixed ANOVA.

2.2.5.3.2 Qualitative

Pupil qualitative data collection procedures were outlined above. For the teacher data the following processes were conducted. The SM programme was delivered by three teachers in the experimental condition, who were contacted and asked to participate in an interview. One of the three teachers agreed to take part and informed consent was given via a signed form. The interview was conducted online using Microsoft Teams and took approximately 40 minutes. The interview was recorded for accuracy and verbal consent was obtained in advance for this. While the researcher had a list of questions to guide the interview, there was scope for the participating teacher to raise unanticipated points and for the researcher to ask follow-up questions. Best practice procedures for conducting one-to-one individual interviews, as outlined by McCoy, Smyth and Banks (2012) were followed. The interview was transcribed verbatim, using pseudonyms and removing identifying information to protect the confidentiality and anonymity of the participating teacher. Data was organized and analyzed using the NVivo software programme, and where thematic analysis in the traditional sense was not appropriate in this case, due to there being only one participant, it was decided to conduct a review and identification of themes within the interview itself. This analysis was guided by Braun and Clarke's framework (2006).

Additionally, implementation fidelity assessments were carried out for the classes in the SM condition. First a questionnaire was given to the teachers, which assessed their preparedness to deliver the programme and took approximately 5 minutes to complete. Further, an in-class observation of the delivery of a lesson of SM was conducted by the

researcher. This was carried out approximately half-way through programme delivery. The researcher created individual checklists for each of the 15 lessons of SM in advance. Each checklist included all the items of the lessons as outlined in the individual lesson plans contained in the SM manual. The researcher used the appropriate checklist for the lesson that was under observation, in order to assess the fidelity of the lesson delivery.

2.2.6 Ethical considerations

Felzmann (2009) identify three areas in school-based research with young people where ethical issues could arise, these are informed consent, confidentiality, and harm and benefit. The following will outline how these three areas were addressed. The researcher adhered to the Psychological Society of Ireland (PSI) Code of Ethics throughout this project and the project received approval form the Mary Immaculate College Ethics Committee (MIREC) study board. Protection of participants was ensured by informing parent(s)/ guardian(s) of the study beforehand, and by obtaining informed consent from them, and informed assent from participants. Pupils were reminded that they could withdraw from the research at any time without consequences. Privacy was respected by ensuring that only information relevant to the research project was collected from all those participating. In addition, confidentiality of participants was protected as much as possible by the researcher, however, limitations to confidentiality existed in terms of wellbeing concerns relating to children and mechanisms were developed to allow generalized feedback of possible concerns to the school. General Data Protection Regulation (GDPR) regulations were adhered to throughout the research. Consideration of harm and benefit recognizes the psychological and social risks associated with data collection in group contexts, such as participants becoming emotional or being embarrassed in front of their peers. These risks were mitigated by debriefing participants and making them aware of support options available to them. Further, a qualified school staff member was identified should these needs arise. A Child Safeguarding Statement was prepared by the researcher in advance, and used in the MIREC application process.

Classes that took part in the control group were offered a ‘Resilience Workshop’ in their schools after the final data collection point at T2. It was delivered to all pupils regardless of their participation in the research. This workshop was based on lessons of the SM programme and was developed by the researcher in collaboration with each individual

class teacher in the control group, in order to best suit the teacher's perception of the needs of their class group. The following section will outline the findings of this study.

2.3 Findings

2.3.1 Quantitative

2.3.1.1. Data Cleaning and Descriptives

The first research question of this study was looking at the impact of the SM school transition programme on pupils' levels of resilience and wellbeing when compared to a control group. It was hypothesized that completing the SM programme would have a positive effect on pupils' resilience and wellbeing scores. The independent variable in this study was the condition pupils were assigned to; the SM experimental group ($N = 41$) and the control group ($N = 38$). Outliers based on the distribution of the dependent variables of the CYRM and SCWBS scores were identified. Following the method outlined by Howitt and Cramer (2020), the z-scores were calculated, and any z-scores larger than a 3.29 difference were considered to be outliers (Tabachnick, Fidell, & Ullman, 2013; Mowbray, Fox-Wasylyshyn, & El-Masri, 2019). As a result, a total of one participant's data, from the control group, was excluded from further data analysis. Additionally, no variables containing missing data were identified. Participants in these two conditions were compared on two measures, the CYRM and the SCWBS, which were the dependent variables in this study and were measured at two time points, pre (T1) and post (T2) SM intervention. Table 1 shows the mean scores and standard deviations of the outcome measures per study condition, at both points.

Table 2.2

Mean Scores and Standard Deviations

Measure	SM Experimental ($N = 41$)	Control ($N = 37$)
CYRM T1	$M = 66.24$; $SD = 6.37$	$M = 68.68$; $SD = 6.58$
CYRM T2	$M = 65.22$; $SD = 7.29$	$M = 69.84$; $SD = 5.73$
SCWBS T1	$M = 50.24$; $SD = 8.41$	$M = 57.59$; $SD = 10.98$
SCWBS T2	$M = 50.17$; SD = 9.58	$M = 56.05$; $SD = 9.09$

2.3.1.2 Quantitative Data Analysis

A mixed analysis of variance (ANOVA) was used to assess the impact of the SM programme on pupils' levels of resilience and wellbeing. This test compares the difference in means from T1 and T2 of the two groups: the SM group and the control group, on the difference in the measures of resilience and wellbeing. The 'within-subjects' factor is time, while the 'between-subjects' factor is the group participants were assigned to (SM or

control). The main purpose of a mixed ANOVA is to understand if there is an interaction between these two factors on the dependent variables. There are seven assumptions that are required for a mixed ANOVA to give a valid result (Murrar & Brauer, 2018) and the data within this study met all necessary assumptions. The results of the mixed ANOVA were as follows; there was no statistically significant difference identified between the intervention and time on resilience outcomes, $F(1, 76) = 2.94$, $p = .09$, partial $\eta^2 = .037$. There was also no statistically significant difference identified between the intervention and time on wellbeing outcomes, $F(1, 76) = 0.59$, $p = 0.45$, partial $\eta^2 = .008$. These findings lead to the rejection of the first alternative hypothesis of this study, that being: there will be a statically significant increase in the participants' resilience and wellbeing scores from pre, to post measures after participating in SM, when compared to a control group.

Similar to Watling (2018) it was decided to compare findings for those participants with initial low resiliency, to those with initial high resiliency in the SM experimental condition. It was decided that this would be carried out by replicating the process that Watling (2018) used. Two groups from the CYRM Time 1 data were created, around the modal score of 67. All pupils with scores less than 67 were classified as high resiliency ($n = 17$, $M = 71.71$), and all scores above 67 as low resiliency ($n = 18$, $M = 59.89$). An independent samples t-test was carried out to examine the mean differences between the two groups at Time 2. The results indicate that there was no statistically significant difference between the groups at Time 2, $t(34) = -1.47$, $p = 0.152$. Though participants in the low resiliency group had increased scores at Time 2 ($M = 61.42$, *M difference* = 1.53), and participants in the high resiliency group had decreased scores at Time 2 ($M = 70.65$, *M difference* = 1.06), the differences in mean were found to not be statistically significant.

It was also decided to consider the subscales of the CYRM, specifically the subscales of 'individual resilience' and 'relational resilience'. Individual resilience aims to capture personal resilience factors such as problem-solving skills, emotional regulation and agency. Items 2, 4, 8, 10, 12, 13, 14, 17, 19, 20 and 24 of the CYRM-26 scale were considered together, for both the SM group ($n = 41$, *MT1* = 27.32, MT2 = 26.59) and for the control group ($n = 37$, *MT1* = 28.16, *MT2* = 28.78). A repeated measures ANOVA was conducted to evaluate the differences between the SM experimental group and the control group, on the CYRM subscale of 'individual resilience', between Time 1 and Time 2. The analysis did not reveal a statistically significant main effect for group, $F(1,76) = 0.08$, $p = .78$, partial $\eta^2 = .000$.

'Relational resilience' aims to consider support from relationships with others, including peers, family and supportive adults, as well as belonging and role models. Items 5, 6, 7, 11, 16, 23 and 25 combined to give the score for 'relational resilience', for both the SM group (n = 41, *MT1* = 18.12, *MT2* = 17.95) and for the control group (n = 37, *MT1* = 18.43, *MT2* = 28.78). A repeated measures ANOVA was conducted to evaluate the differences between the SM experimental group and the control group on the CYRM subscale of 'relational resilience'. The analysis did not reveal a statistically significant main effect for group, F(1,76) = 0.80, p = .38, partial η^2 = .01. The table below displays the means and standard deviations for both groups in the subscales of 'individual resilience' and 'relational resilience'.

Table 2.3

Mean Scores and Standard Deviations of Subscale Analysis

CYRM Subscale	SM Experimental (N = 41)	Control (N = 37)
Individual	Time 1: M = 27.32; SD = 5.67	Time 1: M = 28.16; SD = 5.22
	Time 2: M = 26.59; SD = 5.27	Time 2: M = 28.78; SD = 5.08
Relational	Time 1: M = 18.12; SD = 2.99	Time 1: M = 18.43; SD = 2.61
	Time 2: M = 17.95; SD = 2.78	Time 2: M = 19.14; SD = 2.23

2.3.2 Qualitative

2.3.2.1 Pupil Data

In the qualitative aspect of the research on SM with pupils, they completed a questionnaire with four different questions, designed as part of the outcome evaluation. The aim of this questionnaire was to gain an understanding of pupils' thoughts and opinions of participating in the SM programme (N = 49). Three of the questions were open-ended and provided space for pupils to share their answers, while one question was a closed-choice question asking pupils to rate how they found the SM programme on a scale of 1-10.

Inductive content analysis was carried out to categorize and analyse the themes, patterns and trends within the pupils data. This involved the following steps, as outlined by Mayring (2004); 1) the researcher became familiar with the data, in a process called data immersion, 2) data for each response was coded into categories, 3) the categories were further minimized into general units, 4) the categories were revised to ensure each response had a corresponding unit, 5) each response within a unit was tallied, 6) a table for each question was created, including the categories, units and tallied responses. It is important to note that not all pupils elected to give feedback, therefore, not all questions received 49 responses. On the other hand, some pupils gave more detailed answers than others, and as a result some responses were applicable to more than one category.

Question 1: The Best Part of the Smart Moves Programme was:

This question received 34 responses out of a possible 49. The most popular response to this question was related to 'circle-time', with one pupil saying they liked "circle time [best] and it showed me some things I didn't know and helped me". This sentiment was shared by nine other pupils, who all cited "circle time" as their favourite aspect of the SM programme. Several of the activities in the SM programme involve pupil discussion time in a circle formation, therefore, pupils who noted "discussion" or similar actions were coded together with those who mentioned "circle-time". This included an additional four responses. Therefore, the code category was "Discussion".

The next most popular response was related to 'support' or not feeling alone, and the general 'helpful' nature of engaging with the SM programme. A total of eleven pupils referred to this in their answer. One pupil stated they liked "knowing people worried about the same things as me", while another wrote "I liked knowing it wasn't just me who was nervous about 1st year". Realizing that others felt the same way and that pupils weren't alone in their fears or worries about secondary school was a major aspect of the SM programme.

An additional positive element of the SM programme that was noted by pupils was related to the content of the programme and specific activities, such as the word searches, with seven pupils citing it as their favourite part of the programme. Others referred to their enjoyment of the games and activities that were part of the programme, with three pupils referencing this element. Some pupils also picked their favourite lessons of SM, with the 'Superhero' page being the most popular, with two pupils picking it, and a reference to the Friendship lesson and the Problem-Solving lesson also cited. Two pupils noted that they liked

the “funky characters” in the pupil workbook and resources, with one adding “it was very entertaining to fill out”.

Table 2.4

Data from Question One

Code Category	Description	Example	N	%
Discussion	Focus on sharing and talking, including circle time	"when we were in a circle talking about things", "I liked the discussions"	13	38%
Support	Focus on the support and help the programme provided to pupils	"it was helpful", "it improved me", "it made me feel better about secondary"	11	32%
Games and Activities	Naming of a favourite activity or game	"word searches", "doing the hero thing", "the friendship one", "creative pages"	10	29%
SM Lesson	Naming of a favourite lesson of SM	"doing the hero thing", "the friendship one"	4	12%
SM Characters	Reference to the SM booklet	"the funky wacky people", "the funky characters in the booklet"	2	5%

Question 2: The Part I Like Least was:

Of a possible 49 responses in this category, a total of 27 pupils wrote something in the space provided. In terms of aspects of the SM programme that participants didn't like, "nothing" or answers to the effect of "I liked it all" were recorded the most, with a total of seventeen responses. The next most popular response was in relation to written tasks, and it being the element of the programme pupils liked least, with a total of five participants recording it on the questionnaire. Some pupils noted the lesson of SM that they liked the least, with the lesson on 'sleep' being the least popular, with three mentions, and one mention of the lesson of 'transport'.

Table 2.5

Data from Question Two

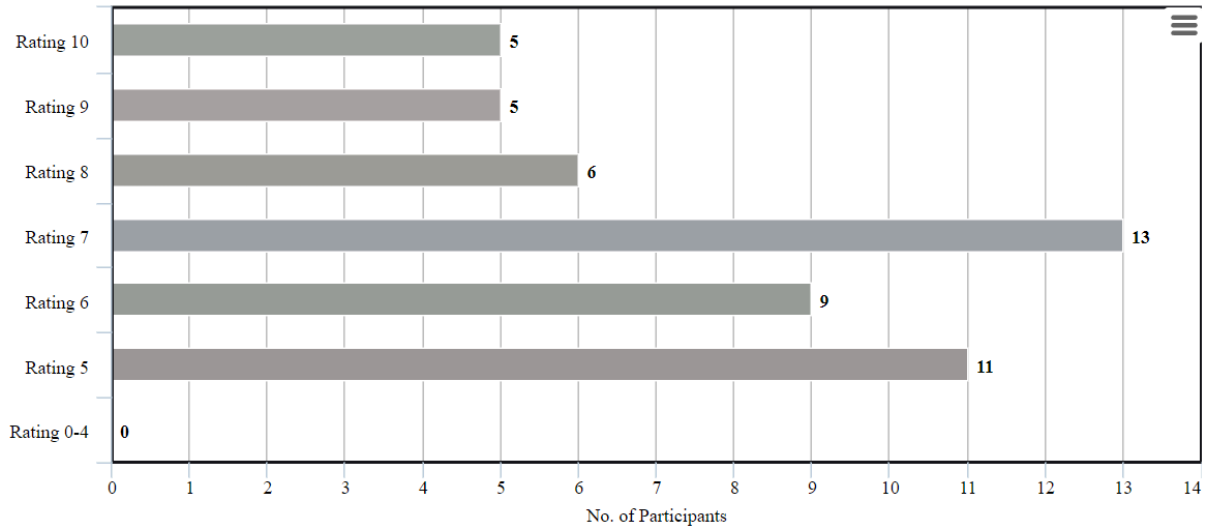
Code Category	Description	Example	N	%
Nothing Disliked	Expression of nothing disliked about SM	"I liked it all", "nothing", "I loved everything about it", "it was all good"	17	63%
Written Tasks	Expressing that they didn't like the writing components	"writing", "filling out things", "have to [write] it down"	5	18%
SM Lessons	Naming of a lesson they liked least	"the sleep one", "sleep because I didn't get it", "the bus lesson"	4	15%
Miscellaneous	Other responses	"when it took long"	1	1%

Question 3: How much did you Enjoy Participating in the Smart Moves Programme?

Participants were asked to rate their response to this question on a ten-point scale, ranging from 1 which was *not at all* to 10 which was *a lot*. Notably, no pupil rated the programme lower than 5. This indicates that participating in SM was a largely favourable experience for all pupils in the SM condition. The bar chart below shows the breakdown of ratings given by number of participants. The overall percentage rating was 70%.

Figure 2.1

Data from Question Three



Question 4: Additional Comments:

In the additional comments section of the questionnaire 16 pupils responded. The majority of the responses reflected the pupils' fun and enjoyment of the programme, with eleven responses in this category. Comments indicated that pupils liked the programme and no negative comments were noted within this section. An example of some of the responses includes; "it was fun and good and helped me", "the SM programme is amazing [and] it has helped me not to be worried" and "the SM programme really helped me get over a lot of my fears going into secondary school". Additionally, pupils recommended things like "circle-time", with four pupils similarly advising "do a circle with your friends". An additional recommendation was for the inclusion of more word searches.

Table 2.6

Data from Question Four

Code Category	Description	Example	N	%
Enjoyment	Focus on the fun and enjoyment of participating in SM	"it was very enjoyable", "I loved this", "it was great overall"	11	69%
Circle-Time	Recommending the use of circle-time	"do a circle with your class, it's very fun", "do a circle with your friends it's fun"	4	25%
Word Searches	Recommending the inclusion of more word searches	"more word search plz [please]"	1	6%

2.3.2.2 Teacher Data

The aim of this aspect of the study was to gather the perspectives of teachers on the impact of SM on pupils in their classrooms. While the goal was to interview all three teachers whose classes participated in the SM condition, only one teacher was able to participate. This posed a challenge in terms of data analysis, which had intended to be in the form of thematic analysis. Creswell (2013) outline how data analysis in qualitative research involves the preparation for analysis, reducing the data and then representing this data in figures, tables or discussion. It was decided that an analysis of the themes within this interview would still be conducted, and to the extent that it was possible, the phases of this analysis were guided by Braun and Clarke's framework (2006). These included: 1) the researcher became familiar with the data through transcribing and relistening to the recording, 2) initial codes were generated by reducing the data into smaller, more meaningful segments, while still preserving the information (Maguire & Delahunt, 2017; Mayer, 2015), 3) the codes were further analysed to search for common themes (Byrne, 2022), 4) these themes were reviewed to find commonalities between them and to combine them where possible (Maguire & Delahunt, 2017), 5) themes were then defined and named, giving consideration to the research question and the narrative (Byrne, 2022), and lastly, 6) each theme was reported. Following analysis, four key themes emerged from the data, these were: an increased understanding of resilience among pupils, increased emotional literacy among pupils, user-friendly SM resources, and

the socio-economic background of pupils. The following is an in-depth analysis of each of the themes.

Theme One: Increased Understanding of Resilience among Pupils

It is evident from the findings of this interview that the most substantial advantage of pupils participating in the SM programme is the impact it had on their understanding of resilience as they prepared to make the transition to secondary school. SM aims to increase pupils' levels of resilience and throughout the programme there is reference made to the Resilience Framework (Hart & Blincow, 2007), which teachers are encouraged to become familiar with in advance of delivering the SM programme. Specifically, the lesson 'Step 1: Right Tools for the Job' encourages pupils to discuss and share about their understanding of resilience. It is noted that pupils, who are typically about 12 years of age, may not yet be aware of the word resilience, or what it means. At the start of the interview a reference to 'resilience' was made in the teacher's first answer, stating "they definitely knew more even about that word, resilience, by the end of it.". At a later point in the interview the teacher again referred to the use of the word resilience, saying, "the terminology used was… beneficial" and "the keywords are… resilient. It's something [the pupils] know now and use." The teacher acknowledged that this was a positive aspect of pupils engaging with the programme and that this concept of resilience was something they actively reinforced in their classroom, saying "it's reinforcing that [resilience]… for the kids" and "so you're using that word [resilience]" at various points during the interview. The teacher also said that the pupils' understanding of resilience went even further, in that the pupils appeared to know more about how to build resilience and the importance of it, adding "they just seemed to know more about what it involved" and "[we worked at] trying to build up that resilience of like, it will be OK". Pupils understanding of resilience was also evident in the interview, with the teacher stating "they knew these feelings at the start won't last forever" and they appeared more resilient as a group, "they believe[d] in themselves and it is like building that resilience and that encouragement in themselves", the teacher also added "[they seemed to know that] if you're strong and resilient and take your chances that you know there's so many opportunities for [pupils in the class] out there".

Theme Two: Increased Emotional Literacy among Pupils

The teacher noted the positive influence of SM on the emotional literacy of the pupils in the class. Specifically, the lesson 'Step 8: Feelings' in the SM programme is designed to

help pupils to identify and name emotions, with a focus on how others may be feeling. SM also recommends the use of open-discussions and reflection to help pupils to understand and manage their own emotions. Various activities and lessons refer to the importance of expressing emotions appropriately, and to helping pupils understand more about their own emotions and why they may be feeling a certain way. The teacher acknowledged that pupils' abilities to manage their own emotions, particularly in relation to the transition, had improved, saying "by the end of it they [knew] … how to deal with the emotions and the fear and the anxiety [about] secondary school". In addition to managing their own emotions, the teacher highlighted how they were better able to discuss their feelings and emotions more openly, stating "I do remember having quite good open discussions and led by the kids and how they're feeling", and that this appeared to improve with continued engagement with the SM programme "by the end everyone was talking in the groups, like they just seemed to open up so much during the programme and talked more about their emotions". The benefits of sharing their emotions were also noted, in that pupils learned to accept their emotions and "that it's OK to feel all these emotions". The teacher outlined that pupils were all going into secondary school and that they all had "opinions on how they're feeling and what to expect and what they're nervous about", and that the programme allowed these to be addressed in open discussion, with the safety and direction of the SM lens.

Theme Three: User-Friendly SM Resources

The teacher reported the resources provided by the ISPCC with participation in the SM programme as being a big asset to the roll-out of the programme in their school. The teacher said it was a well-structured programme, that was clear and specific. Additionally, the teacher noted that "I think having the booklets really… helped… previously we would have had a programme made of a mix of pages and sheets… having the book [and] booklets helped". Research shows that engagement with an intervention has more positive outcomes if it is well-structured and coordinated (Markin et al., 2017). This also relates to the implementation fidelity of the programme. When programmes are easy to implement they are more likely to be delivered as intended (Long et al., 2016), which links with this teacher's comments, "it was a very easy programme to implement. Like it wasn't overwhelming and like we got through it".

Theme 4: Socio-economic Background of Pupils

The last main theme identified in the interview was related to the socio-economic background of the pupils in the class, and how SM was an accessible programme for pupils. The teacher discussed the socio-economic background of the pupils in his classroom, specifically in relation to parent-involvement, saying “I suppose in our kind of socio economic area, like parents involvement, that sort of thing would be very, very low”, and highlighting the need for an intervention like SM as a result, “having the structured programme like smart moves… allow[ed] the school to be proactive in [the] child's life”. The teacher also made reference to the relevance of the SM programme for the specific cohort of pupils in their class, adding “it was something they all could relate to… there weren’t any lessons I thought didn’t suit them, like sometimes I’m doing things with them in class, and I’m just thinking to myself this is so not in touch, these girls can’t relate to this, but I never had that impression with the smart moves”.

2.3.3 Outcome of Fidelity

Fidelity questionnaires, designed using elements from interviews carried out by Watling (2018), that were completed by the three teachers who delivered the SM programme in their classes indicated that they were one hundred percent prepared to deliver the intervention. All teachers had completed the recommended training provided by the ISPCC, they had the materials and resources necessary to complete the research, and they all indicated that they were confident in rolling out the programme in their respective classrooms.

An additional element of analysing implementation fidelity involved the creation of a Lesson Checklist, for each of the 15 lessons of SM, as guided by O’Brien (2020). Each checklist included all the components of each lesson. In order to assess if the programme was being implemented as intended the researcher observed the teaching of a lesson of SM, using the Lesson Checklist to measure the extent to which the lesson was delivered as recommended. In this case, the teacher met the criteria set out in the Lesson Checklist, and an implementation fidelity percentage of 100% was recorded.

2.4 Discussion

2.4.1 Main Findings and Implications

The main aims of this study were to investigate whether the SM programme had an effect on pupils' resilience and wellbeing as they prepare to make the transition from primary school to secondary school. A mixed methods approach was used to answer the research questions. Overall, findings from the quantitative data indicated that the SM programme demonstrated no effect on pupils' resilience or wellbeing at post-intervention. When participants were grouped in terms of low resiliency and high resiliency, similar to the approach from Watling (2018), again no significant differences were found between the groups after completing the SM programme. In addition, two subscales of the CYRM were analysed, and no significant differences were found for 'individual resilience' or 'relational resilience' over time between the groups. While pupils who completed SM rated the programme positively with an approval rating of 70% (M = 70; SD = 1.59), it is important to consider that this data was obtained via survey feedback. Qualitative data from the teacher who participated in the research, along with the results outlined above will be discussed in more detail. The following paragraphs will address each of the research questions in light of the findings from the data. Strengths and limitations of the research will be detailed, followed by recommendations for future research in the area.

2.4.1.1 Research Question One: What was the impact of SM on the participants' resilience and wellbeing compared with a control group?

Results from the mixed ANOVA found that there was no significant difference in resilience or wellbeing scores from pre intervention to post intervention for the SM experimental condition when compared to a control group. In addition, there were no significant differences in programme effects for participants with low resiliency and those with high resiliency. Further, there were no significant differences in subscales analysis of the CYRM, for individual resilience or relational resilience. This is not in line with previous research in the area (Ahlen et al., 2015; Bagnall et al., 2021; Bastounis et al., 2017; Brouzos et al., 2020; Donaldson et al.2023; Dray et al., 2017; Pyne & Borman, 2020), therefore, this section aims to address the possible reasons for this outcome. One resilience theory put forward by Lazarus and Folkman (1987) posits that the interpretation of an event determines a person's stress response to it, and that one's resilience is impacted by the 'outcome of coping'. Therefore, in line with this theory, it could be suggested that pupils' abilities to re-appraise the school transition more positively in light of their enhanced coping skills was

still possible, but the increase in resilience cannot occur until the event itself has been navigated. This could account for the resilience scores observed in this study. In addition, Zimmerman's theory of resilience (2013) recognizes 'resilience' as a dynamic process and acknowledges the role of individual differences, such as life experience, in a person's level of resilience. While factors such as 'life experience' would be difficult to account for in a research context, it is important to note the role they could have played in impacting the final results. Lofholm et al. (2015) also note that research conducted in a natural setting is open to the influence of many factors.

Within this premise it is possible that an unaccounted-for variable impacted the results in the SM condition, which is more likely to be the case when research is conducted in a real-world context (Lofholm et al., 2013). In this case, the intervention was delivered to three 6th class groups located in the same single school. This poses challenges in terms of generalizability, as the unique characteristics of the school could have had an influence on the outcomes. While every effort was made to match the demographics of the control group to the experimental group in terms of DEIS status, educational level/ age, and the gender characteristics of pupils', certain variables such as cultural background of pupils and family status could not be accounted for. In addition, school based factors, such as the ethos of the school, staff beliefs in the limited role of a school purely as 'education', and school leadership/ management, school culture or climate, as well as physical space and financial resources can all impact the effective implementation of mental health based interventions in schools (Kratochwill, Albers, & Shernoff, 2004). Therefore, conclusions drawn in relation to the impact of the intervention might reflect the specific school context rather than the efficacy of the intervention itself. Gathering data on possible confounding variables would have helped to mediate this potential effect. Vaz et al. (2014) note that school contextual factors, such as school size, and personal background factors, such as attendance or disability, can significantly impact pupils' mental health functioning relating to the school transition. Hence, the role that such confounding variables may have on pupils' levels of resilience and wellbeing needs to be considered. An additional consideration in relation to measures lies in the lack of consensus on appropriate outcome measures when assessing similar socioemotional based school programmes. As indicated by the systematic review, there was a large variation in the types of outcomes measured, as well as the tools used. For example, some research focused on outcomes related to self-esteem (Brouzos et al., 2020), wellbeing (Watling, 2018), anxiety (Bagnall et al., 2021), risky behaviour (Akister et al., 2016) and even

academic achievement (Pyne & Borman, 2020). In addition, relevant meta-analyses focused on assessing other possible outcomes, such as depressive symptoms (Bastounis et al., 2017; Dray et al., 2017) and mental health (Donaldson et al., 2023). This highlights that there is no one specific outcome or measure of assessing the impact of school transition support programmes. Therefore, while this study was focused on the outcomes of resilience and wellbeing, it is likely that additional measures may have better reflected the impact of participating in the programme. Further, both resilience and wellbeing are complicated concepts, that are notoriously difficult to define and encompass several factors (Huppert & So, 2013; Simons & Baldwin, 2021; Vella & Pai, 2019; Windle, Bennett & Noyes, 2011), it is possible to deduce therefore that they would also be difficult to assess accurately.

An additional possible factor is the 'business-as-usual' control groups that were selected for inclusion within this research. While the teachers in these classrooms reported that they were not using any interventions to support pupils with the transition to secondary school, they did report that they were following lessons as part of the Social, Personal and Health Education (SPHE) curriculum. Several of these recommended lessons as part of the curriculum cover topics such as wellbeing and preparation for secondary school. Therefore, it is possible that this could have increased the results of resilience and wellbeing in the control groups. Further, consideration should be given to the Hawthorne effect (Sedgwick & Greenwood, 2015), which refers to participants altering their behaviour as a result of being observed. It is possible that participants in both the SM experimental condition and the control condition were aware of the purpose of testing and as a result altered their responses, such as through socially desirable responding, which is the tendency to give overly positive answers relating to the self (Braun, Jackson, & Wiley, 2001).

Finally, Bagnall et al. (2021) discuss the importance of 'imbedding' the tenants of a support programme in the ethos of a school. As SM is a relatively new programme, weight could be given to the consideration that more time should be given for the philosophy to be embedded within the school (Neville, Joscelyne, & Chester, 2017). Bagnall et al. (2021) refer to a study by Trotman, Tucker and Martyn, (2015) which highlights how work can have short-term implications but needs continuous evaluation and development in order to implement long-term change.

2.4.1.2 Research Question Two: What are pupils' experiences of SM?

Pupils' experiences of engaging with the SM programme were assessed using a questionnaire. Collecting data in this manner allowed for a wider cohort of pupil opinions and

feedback to be collected, which research has suggested provides more valuable information in the initial rollout stages of a programme (Bagnall et al., 2021). This element of the study contributed to the outcome evaluation and was assessed using inductive content analysis. Findings were largely positive, for example, pupils were asked to rate the programme on a scale of 1 to 10, and overall, it received an approval rating of 70%, with the lowest rating it received being a 5 ($M = 7$, $SD = 1.59$). This indicated that the majority of pupils liked participating in the programme. Pupils were able to highlight aspects of the programme they enjoyed most, which included things like 'discussion time' and sharing. Overall, the qualitative outcomes aligned with Grotberg's theory of resilience (1995), in that three key areas were addressed. First, social support was noted within the code category of 'discussion' with pupils noting it made them feel less alone, "I liked learning that everyone felt the same way as me". This is one of the main aims of the SM programme, to increase feelings of inclusion and belonging, which is often achieved through acquiring new social skills and learning to find commonalities with others. Within the lessons on 'Friendship' or 'Asking for Support' the SM programme aims to address these outcomes. In their systematic review in alleviating loneliness in young people, Eccles and Qualter (2021) found that interventions that focus on these types of social skills and learnings can have positive outcomes for youth. Secondly, self-regulation, meaning the ability to better manage difficult emotions, was noted within the category of 'support', with pupils noting things such as "it made me feel better about secondary" or "[it] helped me to get over my fears going into secondary". SM includes lessons such as 'Feelings' or 'Being Brave' to help pupils navigate the potential feelings of stress as they prepare to make the school transition. Previous research has found that pupils can benefit from interventions designed to help them with self-regulation (Bastounis et al., 2017; Dray et al., 2017). Thirdly, self-esteem was also referred to by pupils in the qualitative findings, with one pupil writing "[I liked learning about] what I like to do for fun" and "it was helpful to feel better about myself". SM addresses the concept of self-esteem in lessons such as 'Think Positive' and 'Hobbies – What Do You Like to Do for Fun?'. Research has shown that self-esteem can be negatively impacted during the transition to secondary school (Rueger et al., 2014), therefore, it could be deduced that interventions that help to support self-esteem can have a positive effect in preparing pupils to make the school transition.

2.4.1.3 Research Question Three: What are the experiences of teachers who have implemented the SM programme in their classrooms and their opinions on its impact on their students?

This research question was investigated using semi-structured interviews with teachers who had delivered the SM programme in their classrooms. One teacher participated in this interview. While it was not possible to conduct thematic analysis on a single interview, it was decided to conduct an investigation of the themes within the interview itself, guided by the principles of Braun and Clarke (2006). The main theme that emerged was; 'An increased understanding of resilience among pupils'. Previous research has recognized the important role that schools play in fostering resilience in young people (Dray et al., 2017; Neville et al., 2019). In accordance with Zimmerman's resiliency theory (2013), where 'promotive factors' such as positive contextual, social and individual variables work together to bolster resilience, the teacher described various aspects of the SM programme that align with this theory. For example, the teacher described how they would regularly reinforce the concept of resilience throughout the SM programme, and research shows that this repetition is key in the learning of new concepts (Brinkmann, 2017), this also functioned within the remit of setting a positive context for pupils. The teacher also described how pupils worked together and appeared more resilient as a group, while also describing individual variables, such as 'believing in themselves' and feeling 'encouragement in themselves'. Additionally, the second most common theme of 'increased emotional literacy among pupils' also highlighted additional promotive factors, such as how all pupils appeared to be contributing in the discussions at the end of the programme and as all pupils were making the same school transition that they all had opinions on how they were feeling or thinking as it approached.

Another theme that emerged was the 'user-friendly SM resources'. The teacher discussed how having a programme that was easy to access and to teach encouraged them to continue to engage. They also described how having the resources and structure of the SM programme laid out clearly helped in the implementation. Research has shown that well-structured and well-planned programmes are linked with more positive school transitions (Markin et al., 2017; Werts & Watley, 1969), and this suggests that SM is one such programme. Long et al. (2016) discuss how teachers are responsible for implementing programmes and how when barriers are reduced, they are more likely to deliver a programme as intended. This suggests that it is important to assess how a programme is being implemented in order to mitigate any practice issues. In addition, research shows that the

implementation of a socio-emotional intervention in schools should be tailored to the specific contextual influences or factors relevant in that school (Anyon, Nicotera, & Veeh, 2016; Yeager & Walton, 2011). This was also something that the teacher referred to in their interview. They discussed the generally low socio-economic status of the pupils in the class and the need for a programme like SM. Gomez-Vera et al. (2021) also note how schools often have low expectations regarding the educational future of pupils from lower socio-economic backgrounds, and how as a result they may not receive much support, which can jeopardize the transition. The teacher highlighted how the resources of SM were also accessible to those pupils in their class, indicating that SM is a suitable programme for pupils of any socio-economic background. In addition, Harris and Nowland (2021) outline how the school transition can be particularly challenging for some pupils, such as those from lower socio-economic backgrounds. They advocate for consideration to be given to the social 'stratification' of pupils, in order to better inform policy that supports children through this transition. Overall, valuable information was garnered from the teacher through the semi-structured interview process that can serve to provide guidance on the use of SM going forward.

2.4.1.4 Research Question Four: Was the programme implemented as intended?

Programmes that are well implemented have been shown to have positive outcomes (Long et al., 2016), while programmes that are implemented poorly have been shown to not achieve the desired effects (Stains & Vickrey, 2017). Stains and Vickrey (2017) discuss the importance of implementing a programme as intended, in order to be able to better validate the findings of the research. They note how the practice of assessing implementation fidelity in an educational setting is lacking, and advise that there is an extensive gap in the research in this area. O'Donnell (2008) add that there are too few studies in the area to guide researchers. Therefore, this study aims to contribute to the growing literature that utilises assessments in implementation fidelity. Fidelity of implementation was assessed using a self-report teacher questionnaire pre SM delivery, and via an observation of a lesson of SM, and overall a percentage of 100% was recorded in implementation. Research on estimating treatment fidelity proffers additional methods of evaluation, such as through the use of self-assessments after programme delivery. Such methods are both time and resource efficient, and may reflect a more accurate understanding of programme delivery (Fallon et al., 2018). Simonsen et al. (2013) also propose a self-monitoring scale or checklist, completed by the implementer soon after the session has been delivered. Future research could also consider these methods of

measuring intervention fidelity. Research indicates that the teacher is best placed to deliver socio-emotional interventions (Mahmud, 2020; McCoy et al., 2020), however, teachers themselves indicate that they require supports in this process (Shelemy, Harvey, & Waite, 2019). Future research could also look at alternative methods of supporting teachers in delivering interventions, such as coaching or performance feedback (Reinke et al., 2014).

2.4.2 Strengths of the Current Study

One of the main strengths of the current study is that it aims to address a gap in the research literature. Results of this study help to inform the research base in school transition preparation programmes and in relation to interventions to support resilience and wellbeing in schools. Further, as SM had not yet been assessed in an Irish context, this paper begins to pave the route for a deeper understanding of the impact of SM in Ireland. Further, as this research was carried out exclusively within DEIS schools in Ireland, it provides valuable information for the rollout of such programmes as SM within this context. This is particularly relevant as DEIS schools are often targeted for the use of interventions (Keane, Flynn, & Kealy, 2023), and the research highlights how pupils of this demographic could particularly benefit from supports at the school transition phase (Harris & Nowland, 2021). In addition, the schools involved were also all-girls schools, meaning that the findings of this study can add to the literature that aims to understand girls' experiences of the school transition and the SM programme. However, this also spotlights the need for research to be carried out on SM in classes with all genders participating.

Evans et al. (2018) recommend that interventions should include all pupils and should be tailored to typically developing children and those with Special Educational Needs (SEN), and McCoy et al. (2020) note that mainstream classes as a whole should be supported in the transition to secondary school. The SM programme aims to be accessible to all pupils, regardless of learning needs, and also allows for adaptation in delivery by the class teacher to suit the needs of each individual class. In addition, Evans et al. (2018) state that transition support programmes need to be delivered as early as possible. Therefore, the current study provides some evidence to support the use of SM, however, further research is needed, particularly at the post-transition follow-up stage, before a recommendation can be made.

2.4.2.1 Considerations for Practice

There is an ethical obligation on schools and professionals working with young people such as educational psychologists, to provide appropriate supports (McCoy et al., 2020). While the quantitative outcomes of this study show no significant effects for the

impact of SM on pupils' resilience or wellbeing, there are numerous other factors to consider when debating its use in a school setting. Positive findings for the use of the programme have been obtained in the UK (Watling, 2018). However, further research is warranted in order to fully understand the impact of SM. In addition, this research on pupil resilience and wellbeing ahead of the school transition provides valuable insights into the needs and challenges that pupils face at this stage. Such information is vital to consider in educational policies and school practices in order to better support pupils. Furthermore, supporting resilience at this stage can set a solid foundation for pupils' mental health and academic engagement in the future.

2.4.3 Limitations of the Current Study and Recommendations for Future Research

The current study was conducted in a subset of schools with a sample of teachers and their pupils. As well as considering the school environment and the setting in which these pupils completed the SM programme, it is important to consider additional extraneous variables which may have had an impact on the outcomes of this research. For example, research shows that the home environment and parenting style have a significant impact on pupils' resilience (Waxman, Gray & Padron, 2003). Future research should consider controlling for the effect of possible confounding variables in the research, or a future study could investigate the impact of extraneous factors that may be impacting on the relationship between resilience and wellbeing in the transition to secondary school. In addition, consideration should be given to the value of undertaking a longitudinal study of the impact of the SM programme. Evans et al. (2018) advocate for the use of such a design when assessing the impact of interventions to support the school transition. Allowing for follow-up data collection after pupils had commenced secondary school would provide a greater understanding as to the impact of the SM preparation programme. Further, collecting data at several time points over the course of pupils' transition from primary to secondary school would provide valuable information as to possible variables impacting on both resilience and wellbeing of pupils. Further, while research indicates that qualitative questionnaires can yield valuable information just as well as qualitative interviews (Denz-Penhey & Murdoch, 2009), the use of interviews for qualitative pupil data would provide a richer and more detailed understanding of the impact of SM. Questions could focus on the specific skills and learnings that pupils gained from participating in the programme. In line with this, future research would also benefit from using more than one teacher interview to inform the understanding of the programme from the perspective of educators.

2.4.4 Conclusions

The results of this research begin to address a gap in the findings around school transition support programmes in Ireland. The use of interventions to support resilience and wellbeing within an educational context require robust investigation, and this paper is a step towards a greater understanding of their impact. Particularly, since the introduction of the Wellbeing Process (DES, 2018) in Irish schools, a greater awareness has been raised of the importance of supporting children's mental health in the school context, and research has clearly identified the need for this support to be delivered over the primary-secondary transition. The present SM programme has made progress in addressing this need.

Chapter 3: Critical Appraisal

This section of the paper aims to offer a reflective analysis and critique of the current research project. There will be several factors considered within this appraisal, including the study's strengths and shortcomings, along with ethical considerations. Moreover, the implications of this research in relation to psychology practice and further research will be delineated. In addition, a reflection on the processes and barriers encountered during this research journey will be provided. Finally, an impact statement will be articulated, highlighting the influence of this research endeavour.

3.1 Strengths of the Study

When evaluating the strengths of a study, it is important to consider several different factors. This section will outline a rationale for the current research, followed by appraising the chosen study design, sample characteristics of participants, data collection methods, intervention fidelity and ethical considerations. At the fore, there was a strong rationale for conducting this research study. It was clear from the systematic review that was conducted as part of this research, that there are limited studies which examine the effectiveness of resilience or wellbeing based programmes to prepare pupils for making the transition to secondary school (Akister et al., 2016; Bagnall et al., 2021; Brouzos et al., 2020; Coelho et al., 2021; Mahmud, 2021; Mason et al., 2016; Pyne & Borman, 2020). In addition, when consideration is given to programmes which are teacher-led (Bagnall et al., 2021; Pyne & Borman, 2020), and which were delivered prior to the school transition (Bagnall et al., 2021; Brouzos et al., 2020; Mahmud, 2021; Vassilopoulos et al., 2018), the number of relevant empirical studies is even more reduced. Teacher-led interventions are considered superior to those delivered by non-school personnel (Durlak et al., 2011), and transition programmes that are delivered to prepare pupils for the school transition are regarded as being more beneficial than those implemented post-transition (Akister et al., 2016). When we consider specific transition preparation programmes that are delivered in Ireland, the literature review conducted indicated that there were no programmes which met these criteria. Therefore, this study was the first empirical study to investigate the efficacy of one such programme, the SM programme, in Ireland. Addressing such a significant gap in the research could be considered a strength of the present study.

In terms of study design, the current study adopted a pragmatic paradigm, which uses a mixed methods approach. This was a key strength of the current study, as research has

highlighted the advantages of mixed methods approaches to evaluating interventions (Gunasekare, 2015; Hammond, 2013). This approach attempts to recognise the intricacies of data collection with human participants in the real world (Lofholm et al., 2013;Mackenzie & Knipe, 2006). In addition, this approach to the study design addresses recommendations from previous research in the area which has highlighted the need for multiple methods and means of gathering information when considering the impact of such interventions (Bagnall et al., 2021). Further, considering both quantitative and qualitative data enabled the researcher to gain a wider understanding of the impact of SM on young people, through triangulation of this information. Hence, though quantitative data analysis indicated that SM was not effective in increasing resilience or wellbeing in pupils ahead of the school transition, the information gathered qualitatively suggested that this was not the full picture, and allowed for a deeper understanding of the possible impact of SM. Valuable insights from both the quantitative and qualitative outcomes can be extrapolated, which can provide guidance for future research in the area. The teacher highlighted the increased understanding of resilience that pupils had and pupils themselves also shared their learnings and understandings. The teacher showed that the children in their class were not only more familiar with concepts such as resilience, but that they demonstrated application of some of the tools and techniques taught within SM, such as better emotional regulation and literacy. Gathering these qualitative insights shows the importance of using such data to supplement quantitative data, as these findings could not have been deduced from quantitative alone, and serve to enlighten researchers to further intervention effects and outcomes.

Sample characteristics refers to the appropriateness and representativeness of the population tested. There are both benefits and shortcomings associated with the population tested in this study. The present research was conducted on pupils in 6th class, who were preparing to make the transition to 1st year of secondary school the following September. As SM is designed for use by 6th class pupils due to make the school transition, it means that appropriate groups were tested when considering the life-stage of pupils. In addition, pupils participating in this research were attending DEIS Band 1 schools, meaning that this study contributes to the growing body of research contributing to the development and understanding of the use of interventions in DEIS schools (Kavanagh & Weir, 2018; Keane et al., 2023). This was something that was particularly highlighted in the qualitative data, with the teacher interview, where the teacher emphasized the importance of the use of such preparation programmes as SM for the cohort of pupils in their class.

In addition, there is an increasing awareness of the importance of gaining the perspectives of young people in relation to research that impacts them (Beazley et al., 2009). The United Nations Convention on the Rights of the Child (1989) highlighted that children have a right to express their opinions and to have their opinions considered on issues that affect them. This conviction has been further supported by Davie and Galloway (2013), who advocate that children deserve to have their voices heard in an educational context. Research has also highlighted that 'hearing the voice of the child' is of particular significance for EPs (Harding & Atkinson, 2009). Therefore, this current study contributes to the growing number of studies that are considering the opinions of children themselves. Gathering the views of the young people who were participating in SM is considered a strength of the current study in that it provided valuable insight on the use of the programme, and allowed for the contributions of young people to be heard. Further, research also advocates for the use of qualitative methods that include the 'voices' of as many participants as possible during the rollout stages or early stages of an intervention (Lobo et al., 2018). This current research gathered qualitative data from as many participants as possible in the SM condition. Thus, allowing each participant the space to provide feedback and share their thoughts, not just a subsection who may participate in interviews. Gathering qualitative feedback from participants in the form of questionnaires instead of interviews has been shown to be just as effective, and can be done in a shorter time-frame, as well as saving on resources (Denz-Penhey & Murdoch, 2009). Gathering this type of feedback also serves to create a pathway with which future research can follow or be directed by, again showing the value in hearing the voices of many, rather than the voices of a select few.

A further strength of the current study is the use of fidelity of implementation assessments. In the field of psychological research there is a growing awareness of the importance of assessing the implementation of interventions (Stains & Vickrey, 2017), and a lack of guidance on how best to conduct these assessments (O'Donnell, 2008). Fidelity of implementation was assessed using various methods. Self-report questionnaires were administered to the three teachers who were delivering SM in the experimental condition. In addition, a lesson checklist was created for each of the 15 lessons of SM, and used to direct an observation of the teaching of a lesson of SM, as guided by O'Brien (2020). Both the self-report questionnaire and the checklists for lessons can be used as tools in the delivery of the SM programme going forward, and may serve to ensure that teachers are adequately prepared to deliver the programme. Further, enthusiasm and support from both the teachers

and pupils who engaged with SM was clear. In the initial implementation fidelity questionnaires, all teachers indicated that they were prepared and confident to deliver SM, and that they felt it would be useful to help their classes in advance of the transition to secondary school. In addition, SM had been adapted by the ISPCC for an Irish audience. The effectiveness of this was reflected in the interview with the teacher, who noted that the resources were suitable and appropriate for the pupils in their class. Pupils themselves commented on the 'funky' characters, and their enjoyment of different activities within SM. The teacher highlighted the user-friendly nature of the SM resources, such as the convenience of the manual containing lesson plans and the practicality of each pupil having their own SM workbook. Pupils shared their enjoyment of participating in the programme, including the word searches and the discussions in circle-time. These various factors could all be considered strengths of the current study.

An additional strength of this research is that it contributes to the growing understanding in the area of positive psychology (Seligman, 2011). The current study was underpinned by Zimmerman's resilience theory, which advocates for a strength-based approach to research (2013). The current study focused on the role of promotive and protective factors in resilience, and the development of these factors through the use of an intervention. In addition, the exploration of pupils' resilience and wellbeing overtime, through the use of the positively framed, resilience-based SM programme, serves to give important insights in the area of positive psychology. While concepts such as resilience and wellbeing are notoriously difficult to define and measure, the findings of this study help towards a more comprehensive contextualizing and framing of both. This paper highlighted the developing and unfolding nature of both resilience and wellbeing. The framework presented by Hart and Blincow (2007) which underlies the SM programme, has also shown to be an effective framework for practice with children (Hart et al., 2016; Hart et al., 2018; Hart et al., 2020).

The SM programme had not yet been independently evaluated in Ireland, and with such a large rollout of the programme, this study aimed to provide some insight to relevant stakeholders regarding the programme's use in Ireland. Watling (2018) conducted similar research in the UK, however, as this was not a replication of the study, it is difficult to conduct direct comparisons on the study outcomes. Therefore, both studies can hold importance and relevance in providing valuable insights for a more comprehensive look at the programme going forward.

3.2 Limitations of the Current Study

There were some limitations of note in this research study. The following section will discuss some of the limitations in terms of study design and execution, sample characteristics and factors relating to the intervention.

In terms of study design, while randomised controlled trials (RCTs) are considered the 'gold standard' for investigating the effects of an intervention (Hariton & Locascio, 2018), this approach was not possible in this case. Participants in this study were assigned to their research group based on their school's participation in the SM programme. Classes in the control group were recruited by the researcher, and included classes that were matched as closely as possible to the classes in the SM experimental group. This meant that the research population could not be chosen at random, and that the design of the current study was quasi-experimental. Additional factors which could impact the validity and reliability of the results relates to the other methodological limitations. While the study design and chosen methodology could be considered as being robust, there were weaknesses in the execution. For example, only one teacher was in a position to conduct the interview on their opinions of the SM programme in their classroom. This particularly presented challenges in terms of data analysis, which had intended to be carried out using thematic analysis. However, this type of analysis is not suitable for use with one interview, and typically involves identifying themes across several interviews (Braun & Clarke, 2006). Therefore, while an analysis of the themes within the interview itself was carried out, the findings and conclusions of this interview had to be interpreted with caution, particularly when generalisability is concerned. Furthermore, confounding variables which may have influenced the outcomes and findings of this research relate to factors which have been shown to impact on measures of resilience or wellbeing, such as a mental health diagnosis (Gao et al., 2017) or significant life events (Zimmerman, 2013). Time restrictions, as well as issues relating to confidentiality and privacy of pupils in this study meant that there were limitations in terms of possible variables that could be accounted for, measured and controlled for in the current research. Future research would benefit from controlling for the impact of such extraneous variables.

In terms of limitations of the populations involved, the research took place in all-girls schools, meaning that due to this particular characteristic of the sample population, this limits the extent to which the results of this study are generalizable to the broader population. Recent research has shown that there are no academic differences in attending single sex schools (Clavel & Flannery, 2023), and the current trend in Ireland is stepping back from

single sex schools (O'Riordain, 2023). In addition, O'Riordain note that no new single-gender schools have been given sanction or recognition by the Department of Education since 1998 in Ireland. Therefore, it could be concluded that this move from single-gender based schools is gaining momentum, and that the concept of a single gender school in Ireland may soon become obsolete, as co-educational models take precedence. This suggests that research on single sex schools will soon be irrelevant and could be considered a drawback of the current investigation.

Furthermore, attrition rates are important to consider as they have the potential to affect the outcomes of a study. Research by Torgerson and Torgerson (2003) suggests that high attrition rates can result in bias and reduce the power of analysis. In this case, one control group had to be excluded from the research ($N = 23$). Of the remaining participants who completed the research at the first time point ($N = 101$), the majority of these also participated at the second time point ($N = 79$), meaning that there was an attrition rate of approximately 22%. These participants did not differ significantly from those who remained at Time 2 in terms of resilience and wellbeing outcomes at Time 1. Research shows that this attrition rate would be considered high when evaluating the efficacy of an intervention (Nam & Toneatto, 2016). There is ample evidence to suggest that vulnerable populations are more likely to drop out of research studies (Hindmarch et al., 2015; Molewyk Doornbos et al., 2020; Rothenbühler & Voorpostel, 2016), and this raises concerns in relation to biased study outcomes and the potential for skewed estimates due to patterns of attrition (Rothenbühler & Voorpostel, 2016). Findings from van Wijk (2014), who carried out research over a six month period – similar to the current study- highlighted the influence of socio-economic factors on study participation. This was further supported by Molewyk Doornbos et al. (2020) who emphasized the role of social determinants, such as low-income, as being a contributing factor to high attrition rates in intervention studies. They also found that mental health factors can impact participation in mental health interventions, for example, those with a history of anxiety diagnoses were less likely to participate in such studies. These studies may offer some insights into the potential cause of the high attrition rate in the current research.

An important consideration in the current study was the use of the CYRM to measure resilience and the use of the SCWBS to measure wellbeing, and how these measures lack specificity to the SM programme. In a scoping review by Ballard et al. (2024) they found that the CYRM was the most adequate measure of resilience for young people, while a scoping review by Ettinger et al. (2022) identified the SCWBS as a comprehensive measure of youth

thriving. Regardless, the appropriateness of these measures in assessing the impact of SM should be reflected upon. Eddy, Dishion and Stoolmiller (1998) discuss one of the issues in research that measures change as being the use of specific measures. They state that one of the main needs in intervention research is for specific and clear measures, and they emphasize how global report measures - such as the CYRM, as a global measures of resilience, and the SCWBS as a global measure of wellbeing, in this research study – often fail to reflect intervention-specific change, as the outcomes they aim to capture are too general. Lee et al. (2005) support this premise by recognizing that the use of broad measures can result in an underestimation of the effectiveness of a programme. They note that the effect size for improvement in programme outcomes often decreased when broad questionnaires were used to assess the impact. This could have been the case in this study, as both the CYRM and SCWBS are considered broad measures of resilience and wellbeing, and this may have made the effectiveness of the SM intervention less evident. Additionally, it is also important to consider how sensitive a measure is to change. Stewart and Archbold (1992) state that in intervention research the measurement of 'change' should be a priority when considering assessment. They state that while psychometric criteria such as high internal reliability and validity are important when selecting measures, that these criteria are more appropriate for assessing individual differences and are not sufficient criteria to consider when selecting measures for intervention studies. They encourage researchers to develop new measures that are specifically tailored to measure the potential 'change' associated with an intervention. Glasgow and Linnan (2008) describe another shortfall of some studies in measuring the effects of an intervention. They note that studies often only focus on restricted outcomes and often omit measures of additional variables that could help to better understand the impact, or lack of impact, of an intervention. It could be argued that in this case, using just one measure to assess outcome variables, and not accounting for any additional variables outside of resilience and wellbeing, is too narrow a focus to evaluate the impact of the SM intervention. There is a recurring debate in the literature around how best to measure outcomes such as resilience and wellbeing, and if it is possible to measure an outcome related to "adaption to hardship" (Zolkoski & Bullock, 2012). Vannest et al. (2021) also note that there has been little development in recent years in the assessment of resilience for children and youth, and that it is an "incomplete science" where further research is needed. Further, Hall et al. (2024) note that there is still a lack of agreement in the literature around which constructs and domains best capture the concept of 'resilience', which in turn exacerbates attempts to measure it accurately. It is clear from the studies highlighted that

there is a need for continued development of assessment for both resilience and wellbeing. These studies highlight the need for continued development of assessments for both resilience and wellbeing, as well as the need for creating a more SM specific outcome measure. Measures for assessing the impact of an intervention should not be too global or broad, and should be specific to the intervention, as well as being sensitive to the change the intervention aims to have, and should have a wider consideration of outcomes that are measured.

Another significant limitation of the current study relates to the lack of follow-up data collection. Research suggests that it takes time for interventions and programmes to be fully embedded in school culture and this is how they become most effective in practice (Bagnall et al., 2021). Therefore, the intervention may have had more of an impact quantitatively if it had been established in the school for longer. This highlights the need for a follow-up assessment, particularly following pupils' transition to secondary school. Though there were no positive quantitative findings immediately post-intervention for the SM group, there is a possibility that with time when pupils have had an opportunity to use the tools and apply the learnings from SM, that their resilience could have increased. This is also in line with Zimmerman's theory of resilience (2013) which recognizes 'resilience' as a dynamic process that develops over time. As the data collection at T2 was conducted immediately after pupils' completion of the SM programme, it could be argued that this did not allow pupils sufficient time to apply the skills they had learned, thus not allowing their 'resilience' an opportunity to develop, again highlighting the need for follow-up assessments. While practically, this was not a feasible option in this study, research shows that follow-up allows for a clearer understanding of the long-term impacts of an intervention. In this case, it was decided to deliver a workshop based on SM to pupils participating in the control condition, after they had participated in the final data collection. This was to mitigate the ethical implications of withholding support from pupils, especially when the research shows the need for it (Durlak et al., 2011). Further, pupils in both the SM experimental condition and the control condition may have had the option to participate in summer programmes to prepare them for secondary school, as several of the teachers in the control classes mentioned that such interventions were popular for children to participate in over the summer. While this could potentially have been addressed in follow-up, another important consideration was the rollout of the SM programme for 1st year pupils. Several of the post-primary schools in the area where the research had taken place had signed up for the secondary school version of the SM programme, which was launched in September 2023. This meant that both conditions of

pupils in this study could have been exposed to the SM programme for 1st years, and yet another confounding variable would have to be accounted for. In this vein, pupils in the seven 6th class groups that took part in the research were attending a multitude of different secondary schools, with one class alone indicating that they were intending to attend four different secondary schools. This means that there were potentially twenty-eight different secondary schools that pupils would be attending for follow-up measures to be gathered. While this posed a challenge in the current scope of this research, there is no doubt that it would be a valuable aspect to future research.

3.3 Ethical Considerations

A number of ethical considerations were taken into account at the beginning of this research project. Ethical approval was sought and granted from MIREC, and the guidelines of research as stated by the PSI were adhered to, within the Code of Professional Ethics (PSI, 2019). Additionally, Children's First: National Guidance for the Protection and Welfare of Children (DCYA, 2017) was considered, and within this a Safeguarding Statement was prepared. Additionally, the United Nations Convention on the Rights of the Child (UN, 1989) and the Data Protection Act (GDPR) were adhered to in this research. Felzmann (2009) identify three areas in school-based research with young people where ethical issues could arise, these are informed consent, confidentiality, and harm and benefit. For informed consent, the current research study provided age-appropriate information and assent materials to the young people participating in the research. Flexible assent protocols were employed and communicated to the children, and children's informed assent was obtained before participation in the research study. Further, the researcher of this study had experience and training in communicating appropriately with children. The school contacted parent(s)/ guardian(s) providing them with information on the study at least two weeks prior to the data collection day and asked them to complete the accompanying consent forms, which they had to return completed to the school if they agreed to their child's participation in the research. Parental/ guardian consent trumped a child's assent (Felzmann, 2009). For confidentiality the information collected was limited to what was essential for the purposes of this research project. According to the Department of Children and Youth Affairs (2011) the guidelines on mandatory reporting were adhered to and addressed in the informed consent process. Further limitations to confidentiality exist in terms of wellbeing concerns relating to children (e.g. if a child scores extremely low in resilience or wellbeing measures), and mechanisms were developed to allow generalized feedback of possible concerns to the school (Felzmann,

2009). The last consideration of harm and benefit recognised the psychological and social risks associated with data collection in group contexts, such as participants becoming emotional or being embarrassed in front of their peers. These risks were mitigated by debriefing participants and making them aware of support options available to them. Further, a qualified school staff member was identified should these needs arise, as advised by Felzmann (2009).

3.4 Implications of the Current Study

3.4.1 Implications on the Field of Psychology

The main implications of the current research study on the field of psychology related to research in the area of support programmes to prepare pupils for the transition from primary to secondary school. A comprehensive literature review indicated that though there were some such programmes in existence in Ireland, there is a huge variance in the types of supports available and the use of such resources is at the discretion of each school. In addition, while resilience and wellbeing programmes exist, and several of these types of SE based programmes are in use around Ireland, those that are specifically designed to support pupils with the school transition to post-primary are very limited. The results of the current systematic review revealed that there were no such programmes to be identified that had been empirically investigated in Ireland. Evidently, there is a clear need for such programmes as SM in Ireland, and this research aims to highlight this need.

3.4.2 Implications for Professional Practice

The role of an EP in Ireland is multifaceted and dynamic. One of the key roles of an EP is making informed recommendations to schools and relevant stakeholders. It is important for EPs to base these recommendations on research and findings in the area. When considering supports available to help pupils prepare for the transition to post-primary school, the current study may help to provide EPs with some insight and understanding of the SM programme. This is particularly relevant when EPs would be working collaboratively with schools to offer whole-class supports at this key transitional stage. Moreover, in line with the introduction of the Wellbeing Process (DES, 2018), SM may help to address recommendations that have been set out in this policy.

The use of such interventions can also function as a means of preventing mental health issues, by increasing pupils' resilience and abilities to cope with difficulties. Additionally, they can help school staff to be better able to identify concerns relating to pupils

early-on. This highlights the importance of giving well-informed and empirically supported recommendations in the work of an EP. In addition, the SM programme is designed to be inclusive and suitable for use with all pupils regardless of learning differences. Therefore, EPs working in any educational context can consider the use of SM for all pupils. Further, the lessons contained within the programme can be adapted by school teachers to suit the individual needs of pupils in that classroom. It is a malleable and dynamic programme, and while the current rollout of the programme in Ireland is focusing on schools, there is also evidence to suggest that external support agencies could also use such an intervention like SM to prepare children for the school transition (Hart et al., 2017; Hart et al., 2018).

Finally, in the assessment of programme implementation in this study several tools and procedures were outlined. A self-report questionnaire to assess teacher preparedness to deliver the SM programme was created, along with a checklist corresponding to each lesson of the SM programme. These resources may be helpful for the ISPCC as they navigate the process of training teachers in how to deliver SM. Outcomes and feedback from the processes of research within this study may provide important information for the ISPCC's continued rollout of the SM programme. This allows for a continuous process of growth and development in the SM programme.

3.5 Reflection on the Research Process

This section will outline a reflection on the research process of the current study. For the purpose of this reflection Gibb's Reflective Cycle will be used (1988). This cycle involves five steps: 1) description of the event that happened, 2) feeling during the event, 3) an evaluation of the experience, 4) an analysis of the experience, and lastly, 5) conclusions on what could have been done and an action plan. In relation to undertaking a large research project and when considering the challenges and obstacles that had to be navigated during the course of this research, two of the most poignant issues for me included, the consideration of conducting a replication study, of Watling (2018), and secondly, the question of whether one of the control class should be excluded from the research or not. Adeani et al. (2020) recommend the use of Gibb's reflective cycle for writing reflections on literary work that you are carrying out, which suggests it would be suitable for the purposes of considering the use of a replication study. Markkanen (2020) recommend the use of Gibb's reflective cycle when considering challenging situations in a school context, which supports its use when deciding about the quandary of including one of the control classes following possible data interference.

3.5.1 Description

One of the main predicaments I had when conducting this research was around how to approach the study design and execution. The SM intervention had been previously evaluated in the UK, by Watling (2018). In their evaluation they had found promising results for SM in bolstering pupils' resilience ahead of the transition to secondary school. Their research involved assessing pupils in quantitative measures of resilience, wellbeing and behaviour, at pre SM intervention and post SM intervention, and comparing these scores. They also conducted 5 teacher interviews and 30 pupil interviews. The outcomes of their evaluation indicated that pupils who had scored lower in resilience at the initial assessment, scored higher in resilience at the second assessment. Interview data showed that both teachers and pupils were more confident about the transition to secondary school, and children were better able to communicate their feelings and engage in conflict resolution. Finally, Watling reported that teachers and pupils enjoyed participating in the SM programme.

Another issue encountered in the process of this research was in relation to one of the control classes that had been recruited to take part in the study. An unexpected situation arose during the first data collection point. I had presented to the school and was waiting in the classroom to begin the data collection process when a member of the Board of Management entered the classroom and asked if they could speak with the class. I agreed as they were talking to the pupils about an unrelated topic, and it was only due to take a few minutes. When the member of the board had finished speaking to the group they then inquired about the purpose of the research that was being carried out. Having been informed of the general aims of the research the board member proceeded to share with the class some of their own negative experiences upon transitioning to secondary school. This meant that the group were unintentionally being primed to have negative associations with the school transition, and this could skew their responses in the measures of resilience and wellbeing, thus compromising the integrity of the study. This raised important questions about whether to include or exclude the affected data.

3.5.2 Feelings

Initially, I felt intrigued by the prospect of replicating such a robust study that had positive outcomes. It was an appealing option to consider replication and there were some distinct advantages. It would also help to shed light on the replication crisis in psychology; in the process of repeating research to determine if it is generalizable across different scenarios (Pyne & Borman, 2020). Having worked previously as a research intern in the Netherlands,

where I was conducting replication analysis on studies in ADHD, I had an acute awareness of the value and importance of such an approach. This previous experience likely influenced my feelings in this scenario greatly. Replicating Watling's study could offer valuable insights and potentially confirm the effectiveness of the SM programme. However, I was also hesitant and had some concerns, as I recognized the complexities and challenges of conducting a replication study.

Upon realising that the participants had been unintentionally primed in one of the classes in the control condition, I felt a sense of frustration and concern. I worried about the implications this incident would have on the validity and reliability of the results in the study. There was also a sense of disappointment as I had invested significant time and effort in recruiting this school to be involved in the research study. I had also ensured to design and implement a strict research protocol, and was disheartened that all my hard work had been in vain. Further, I had committed to delivering a workshop to this group of pupils when their participation in the research was complete, and I knew that this would be profitless in terms of their contribution to the research project. Overall, I felt conflicted about what I should do.

3.5.3 Evaluation

In my evaluation of deciding whether a replication study would be suitable or not, I took some time to consider the advantages and disadvantages of such an approach. Replicating the study could provide an opportunity to demonstrate and confirm the effectiveness of the intervention, thus allowing for a wider generalizability of the findings. If the findings of the study that I conduct align with the original study, it would help to support and verify the strength of the intervention and it would provide more weight in recommendations relating to its use in the future. This would be in line with reliable evidence-based practices. Baston et al. (2023) recommend that replication studies are needed in the field of psychology. In their systematic review of 26 studies examining the impact of school-based interventions to support pupils' SE outcomes, Baston et al. (2023) note that there is a particular need for quality replication studies in different educational settings. Thus, conducting a replication of a study that had been completed in the UK, in an Irish setting would serve to address this recommendation. Additionally, a replication study would allow for a more direct comparison of the impact of the programme in the UK, with the programme in Ireland. However, there were also some disadvantages to consider. Replication studies often face challenges in terms of research design and methodology. In this scenario, the scope of Watling's research in the UK was extensive, and would likely be difficult to replicate in the

context of this doctorate programme. They conducted their research in ten schools, with a total of 907 pupils, and with a team of up to seven research assistants. It may also not be possible to replicate the outcomes that Watling found, due to contextual differences, and possible variations in implementation.

Similar dilemmas emerged when evaluating the arguments for excluding and including the data from the control group. On one hand, excluding the class from the control group would significantly reduce the sample size of the study, and thus, could negatively impact on the statistical power of the study. Additionally, the scenario raised some possible ethical concerns, in relation to pupils' possible increased worries about secondary school. It also presented ethical concerns regarding the exclusion of participants who volunteered their time and effort to take part in the study. However, on the other hand, excluding the data from the control group appeared necessary in order to maintain the integrity of the research processes. The unintentional priming of the participants could introduce bias and could skew the results of the research. This would undoubtedly impact on the reliability of the findings, and valid conclusions about the effectiveness of the intervention could not be accurately extracted from the data. It would also compromise the credibility of the findings.

3.5.4 Analysis

After contemplating the decision regarding replication for some time, it became evident that while this approach had its merits, it would not be the ideal method in this case. The scope and extent of the Watling study in the UK was not feasible in the context of the doctorate programme. Additionally, while the Watling study provided valuable insights in terms of research methods and design, there were also some aspects of the methodology that warranted deliberation, based on recommendations from previous research in the area. For example, the Watling study did not use a control group in their research, whereas research recommends the use of a control group in order to better understand the impact of an intervention (Bagnall et al., 2021). In the systematic review carried out in advance of this research study, papers that used a control group received a higher WoE rating, and the outcomes of these studies were viewed as being more valid and reliable as a result of employing the use of control groups (Mahmud, 2021; Pyne & Borman, 2020). Gleaning learnings from previous research in the area and adopting research mechanisms based on their recommendations for future research was viewed as being more important than simply replicating what had been done before.

In line with these sentiments of maintaining best practice, through reflection it became apparent that while excluding the class from the control group data was a difficult decision, it was necessary to uphold the scientific integrity of the study. The unintended priming of this particular class of participants introduced a confounding variable that had the potential to undermine the validity of the study overall. By excluding the 'rogue' data, I realised I would be able to mitigate the risk of drawing inaccurate conclusions and I would be able to better maintain the credibility of the findings of the research. It was also important for me to realise that research conducted in a real-world context, such as this study, is open to interferences that cannot always be accounted for or controlled.

3.5.5 Conclusion and Action Plan

After careful consideration, I concluded that while replication studies serve an important purpose in scientific inquiry (Pyne & Borman, 2020), they are not always the most appropriate option, particularly when the goal is to assess new interventions in a field. I decided that instead of replicating the original study on the SM programme, that it would be more beneficial to design a new study that builds on existing evidence and recommendations from previous similar research. This process also allowed for valuable insights and approaches from Watling (2018) to be considered and adopted if deemed suitable. As outlined in the systematic review conducted in advance of the empirical study, several aspects of the Watling study served to inform the methodology of the current research, and symbiotically, these insights worked in conjunction with those from previous research. For example, it was decided to assess the outcomes of resilience and wellbeing, similar to Watling, however, the means of assessing these outcomes were decided based on advice and suggestions presented in other research studies, and the measures of the CYRM and SCBWS were chosen as a result. Further, Watling's implementation of teacher interviews helped to scaffold the approach of teacher interviews in this research, and provided valuable guidance in the formation of the interview questions. By customizing aspects of the Watling study, and adopting recommendations from previous research in the area, I was able to maximise the potential for conducting an impactful study and hopefully to contribute to advancing knowledge and practice in the area of resilience-based interventions for supporting pupils making the school transition.

After careful thought and by weighing the advantages and disadvantages of excluding the control class, it was decided that eliminating the data from pupils in this particular control class from the overall control group data was the most appropriate option. Although it was

regrettable to discard the data from an entire class group and reduce the overall sample size in the control group, it was deemed to be more important to preserve the integrity and reliability of the outcomes of the current study. Furthermore, I had learned a valuable lesson and was able to be more proactive in future data collection scenarios, and minimize the risk of future unintentional priming to the sample. I also learned the importance of remaining vigilant when carrying out research protocol. Most importantly however, was the impact this priming may have had on the pupils in this class. It was necessary for me to ensure that procedures I had put in place would be made available to these pupils, such as designating a key person in the school whom they could go to if needed, and sharing the supports that were available to them, as had been identified in the MIREC ethical application process. Further, it was paramount that this group still be included in the workshops that would be delivered to the control groups, post-involvement in the research project. Overall, it was important for me to be mindful that the health and safety of the pupils was the priority in this scenario.

3.6 Impact Statement

The primary objective of the current research was to assess the efficacy of the SM school transition preparation programme in Ireland. Expanding on previous studies that explored the impact of school-based SE school transition programmes, this research adopted a mixed methods approach to incorporate the perspectives of both young people and teachers. By using various methods and sources of information, a more comprehensive understanding of pupils' experiences of engaging in the SM programme and the perceived impacts of the SM programme was obtained. While quantitative data did not show significant intervention effects in this case, qualitative findings revealed positive changes in pupils' emotional literacy and resilience as a result of participating in SM.

Several factors, such as sample characteristics and limited research scope could potentially have influenced the outcomes of this research. EPs advocate for evidence-based practices and interventions, however the overall evidence base of the SM programme remains insufficient, and it is clear from the outcomes of this study that further investigation is warranted. Nevertheless, EPs can disseminate the study findings to relevant educational stakeholders, helping them to make informed decisions regarding the use of resilience-based transition preparation programmes. Overall, this study's findings lay the groundwork for future, more robust investigations in the SM programme. Recommendations from this study, such as using a more diverse sample population and conducting follow-up measures, should be addressed in subsequent research. Additionally, researchers can gain a deeper

understanding of the impacts of the SM programme through in-depth interviews with pupils, which may illuminate the learnings and skills young people may acquire from participating in the SM programme. Overall, further research is necessary to overcome the limitations of the current study and to determine whether the SM programme effectively enhances resilience and wellbeing in pupils preparing to make the transition from primary to secondary school in Ireland.

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Appendices

Appendix A: PRISMA Guidelines

PRISMA Guidelines

Section and Topic	Item #	Checklist item	Location where item is reported
TITLE			
Title	1	Identify the report as a systematic review.	1.3
ABSTRACT			
Abstract	2	See the PRISMA 2020 for Abstracts checklist.	
INTRODUCTION			
Rationale	3	Describe the rationale for the review in the context of existing knowledge.	1.2
Objectives	4	Provide an explicit statement of the objective(s) or question(s) the review addresses.	1.3
METHODS			
Eligibility criteria	5	Specify the inclusion and exclusion criteria for the review and how studies were grouped for the syntheses.	Table 1.1
Information sources	6	Specify all databases, registers, websites, organisations, reference lists and other sources searched or consulted to identify studies. Specify the date when each source was last searched or consulted.	1.5
Search strategy	7	Present the full search strategies for	Appendix A

		all databases, registers and websites, including any filters and limits used.	
Selection process	8	Specify the methods used to decide whether a study met the inclusion criteria of the review, including how many reviewers screened each record and each report retrieved, whether they worked independently, and if applicable, details of automation tools used in the process.	1.5 Figure 1.1
Data collection process	9	Specify the methods used to collect data from reports, including how many reviewers collected data from each report, whether they worked independently, any processes for obtaining or confirming data from study investigators, and if applicable, details of automation tools used in the process.	1.5
Data items	10a	List and define all outcomes for which data were sought. Specify whether all results that were compatible with each outcome domain in each study were sought (e.g. for all measures, time points, analyses),	Table 1.2

		and if not, the methods used to decide which results to collect.	
	10b	List and define all other variables for which data were sought (e.g. participant and intervention characteristics, funding sources). Describe any assumptions made about any missing or unclear information.	Table 1.2
Study risk of bias assessment	11	Specify the methods used to assess risk of bias in the included studies, including details of the tool(s) used, how many reviewers assessed each study and whether they worked independently, and if applicable, details of automation tools used in the process.	1.6
Effect measures	12	Specify for each outcome the effect measure(s) (e.g. risk ratio, mean difference) used in the synthesis or presentation of results.	1.13
Synthesis methods	13a	Describe the processes used to decide which studies were eligible for each synthesis (e.g. tabulating the study intervention characteristics and comparing against the planned groups for each synthesis	Appendix B

		(item #5)).	
	13b	Describe any methods required to prepare the data for presentation or synthesis, such as handling of missing summary statistics, or data conversions.	1.13
	13c	Describe any methods used to tabulate or visually display results of individual studies and syntheses.	Table 1.2
	13d	Describe any methods used to synthesize results and provide a rationale for the choice(s). If meta-analysis was performed, describe the model(s), method(s) to identify the presence and extent of statistical heterogeneity, and software package(s) used.	Table 1.2
	13e	Describe any methods used to explore possible causes of heterogeneity among study results (e.g. subgroup analysis, meta-regression).	-
	13f	Describe any sensitivity analyses conducted to assess robustness of the synthesized results.	-
Reporting bias assessment	14	Describe any methods used to assess risk of bias due to missing	-

		results in a synthesis (arising from reporting biases).	
Certainty assessment	15	Describe any methods used to assess certainty (or confidence) in the body of evidence for an outcome.	1.13
RESULTS			
Study selection	16a	Describe the results of the search and selection process, from the number of records identified in the search to the number of studies included in the review, ideally using a flow diagram.	Figure 1.1
	16b	Cite studies that might appear to meet the inclusion criteria, but which were excluded, and explain why they were excluded.	Appendix B
Study characteristics	17	Cite each included study and present its characteristics.	Appendix D
Risk of bias in studies	18	Present assessments of risk of bias for each included study.	Appendix E
Results of individual studies	19	For all outcomes, present, for each study: (a) summary statistics for each group (where appropriate) and (b) an effect estimate and its precision (e.g. confidence/credible interval), ideally using structured tables or plots.	1.13
Results of syntheses	20a	For each synthesis, briefly summarise	-

		the characteristics and risk of bias among contributing studies.	
	20b	Present results of all statistical syntheses conducted. If meta-analysis was done, present for each the summary estimate and its precision (e.g. confidence/credible interval) and measures of statistical heterogeneity. If comparing groups, describe the direction of the effect.	-
	20c	Present results of all investigations of possible causes of heterogeneity among study results.	1.13
	20d	Present results of all sensitivity analyses conducted to assess the robustness of the synthesized results.	-
Reporting biases	21	Present assessments of risk of bias due to missing results (arising from reporting biases) for each synthesis assessed.	-
Certainty of evidence	22	Present assessments of certainty (or confidence) in the body of evidence for each outcome assessed.	1.13
DISCUSSION			
Discussion	23a	Provide a general interpretation of the results in the context	1.13

		of other evidence.	
	23b	Discuss any limitations of the evidence included in the review.	1.14
	23c	Discuss any limitations of the review processes used.	1.14
	23d	Discuss implications of the results for practice, policy, and future research.	1.15
OTHER INFORMATION			
Registration and protocol	24a	Provide registration information for the review, including register name and registration number, or state that the review was not registered.	-
	24b	Indicate where the review protocol can be accessed, or state that a protocol was not prepared.	1.6
	24c	Describe and explain any amendments to information provided at registration or in the protocol.	1.6
Support	25	Describe sources of financial or non-financial support for the review, and the role of the funders or sponsors in the review.	-
Competing interests	26	Declare any competing interests of review authors.	-
Availability of data, code and other	27	Report which of the following are	-

materials	publicly available and where they can be found: template data collection forms; data extracted from included studies; data used for all analyses; analytic code; any other materials used in the review.

Appendix B: Search Terms for Databases

Search Terms for Databases

Participants		Intervention		Outcome
transition* OR school transition* OR transfer*	AND	education OR learn* OR train* OR intervention OR programme* OR support OR project	AND	social OR emotion* OR resilience OR well?being

Note. all searches within Title (TI) of Academic Journals published since 01/01/2013

Appendix C: Papers Sourced and Inclusion/ Exclusion Applied

Reference for papers found and the reason for their exclusion if relevant.

	Full Reference of Excluded Paper	Criteria Applied
1.	Examining the impact of pre-induction social networking on the student transition into higher education, 51 355-365, Innovations in Education & Teaching International (Routledge 2014). https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=a9h&AN=95768839&site=ehost-live	1 = participant at wrong life stage & 2 = no intervention used
2.	¿Cómo se construye la población destinataria desde los Programas de Transferencias Monetarias Condicionadas? Nuevas formas de abordaje de la "cuestión social" basadas en la autorresponsabilización, 5 19-24, Boletin Científico Sapiens Research (Sapiens Research Group EU 2015). https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=a9h&AN=102419370&site=ehost-live	3 = not school based
3.	Do social protection cash transfers reduce poverty in Rwanda? Evidence from an econometric analysis of Vision Umurenge Programme Direct Support. (2022). [Article]. *African Development Review / Revue Africaine de Développement*, *34*(1), 114-126. https://doi.org/10.1111/1467-8268.12618	3 = not school based
4.	Achara, K., Tah, J. H. M., & Esra, K. (2022). Social Networks and Knowledge Transfer in International Construction Joint Venture Projects: A Case Study in Thailand [Article]. *Journal of Construction in Developing Countries*, *27*(1), 111-137. https://doi.org/10.21315/jcdc2022.27.1.7	3 = not school based
5.	Adams, C., Coffee, P., & Lavallee, D. (2015). Athletes' perceptions about the availability of social support during within-career transitions [Article]. *Sport & Exercise Psychology Review*, *11*(2), 37-48. https://doi.org/10.53841/bpssepr.2015.11.2.37	1 = participant at wrong life stage
6.	Aeschlimann, V., Nussbaumer, R., & Krieger, B. (2020). Unterstützung junger Erwachsener mit Autismus-Spektrum-Störung bei der Transition ins Arbeitsleben: Ganzheitliche evidenzbasierte Programme und Kooperationsmöglichkeiten zwischen Ergotherapie und Invalidenversicherung (CH) beim beruflichen Transitionsprozess [Article]. *Supporting young adults with autism spectrum disorder in the transition to working life: Holistic evidence-based programmes and cooperation opportunities between occupational therapists and*	1 = participant at wrong life stage

	the Federal Social Insurance Office (FSIO) in Switzerland in the vocational transition process, *15*(1), 2-11. https://doi.org/10.2443/skv-s-2020-54020200101	
7.	Akister, J., Guest, H., & Burch, S. (2016). Can Activity Projects Improve Children's Wellbeing during the Transition to Secondary Education? *International Education Studies*, *9*(12), 1-11. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eric&AN=EJ1121550&site=ehost-live	n/a
8.	Almond, T. (2023). The Transitional Experiences of Social Work Practitioners Working in Higher Education [Article]. *Journal of Teaching in Social Work*, *43*(3), 269-289. https://doi.org/10.1080/08841233.2023.2208387	1 = participant at wrong life stage
9.	Alshawush, K., Hallett, N., & Bradbury‐Jones, C. (2021). The impact of transition programmes on workplace bullying, violence, stress and resilience for students and new graduate nurses: A scoping review. *Journal of Clinical Nursing*. https://doi.org/10.1111/jocn.16124	1 = participant at wrong life stage
10.	Anastasiades, P. (2022). Distance Education in the COVID-19 era: The example of Greece and the international opportunity to transition to the Open School of Inquiry Based Learning, Collaborative Creativity, and Social Solidarity [Article]. *Open Education: The Journal for Open & Distance Education & Educational Technology*, *18*(1), 6-25. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eue&AN=157042495&site=ehost-live	1 = participant at wrong life stage & 3 = not school based
11.	Angele, C., Kernbichler, G., & Zahra-Ecker, R. A. (2021). Der private Haushalt als Ort von Wissenstransfer und Gesellschaftsverantwortung? Analysen zu einem zentralen Begriff und Implikationen für die Ernährungsund Verbraucher*innenbildung [Article]. *Private household as a place of knowledge transfer and social responsibility? Analyses of a central concept and implications for nutrition and consumer education.*, *10*(4), 100-117. https://doi.org/10.3224/hibifo.v10i4.08	1 = participant at wrong life stage & 3 = not school based
12.	Appleton, P., Hung, I., & Barratt, C. (2021). Internal conversations, self-reliance and social support in emerging adults transitioning from out-of-home care: An interpretative phenomenological study [Article]. *Clinical Child Psychology & Psychiatry*, *26*(3), 882-893. https://doi.org/10.1177/13591045211005827	1 = participant at wrong life stage & 3 = not school based
13.	Aronson, K. R., Perkins, D. F., Morgan, N., Bleser, J., Davenport, K., Vogt, D., Copeland, L. A., Finley, E. P., & Gilman, C. L. (2019).	1 = participant

	Going It Alone: Post-9/11 Veteran Nonuse of Healthcare and Social Service Programmes During Their Early Transition to Civilian Life [Article]. *Journal of Social Service Research*, *45*(5), 634-647. https://doi.org/10.1080/01488376.2018.1493410	at wrong life stage & 3 = not school based
14.	Arroyo, A., Curran, T., & Ruppel, E. K. (2022). Direct and indirect associations among self-disclosure skills, social support, and psychosocial outcomes during the transition to college [Article]. *Journal of Social & Personal Relationships*, *39*(3), 505-525. https://doi.org/10.1177/02654075211036741	1 = participant at wrong life stage
15.	Asfaw, S. (2016). 'From protection to production': Do social cash transfer programmes promote agricultural activities and livelihoods? [Article]. *Global Social Policy*, *16*(2), 205-208. https://doi.org/10.1177/1468018116646031a	3 = not school based
16.	Atherley, A. E. N., Nimmon, L., Teunissen, P. W., Dolmans, D., Hegazi, I., & Hu, W. (2021). Students' social networks are diverse, dynamic and deliberate when transitioning to clinical training [Article]. *Medical Education*, *55*(3), 376-386. https://doi.org/10.1111/medu.14382	1 = participant at wrong life stage
17.	Avis, J. (2019). Vocational Education, Transitions, Marginalisation and Social Justice in the Nordic Countries: Reflections on the Special Issue. *European Educational Research Journal*, *18*(3), 376-384. https://doi.org/10.1177/1474904119845250	1 = participant at wrong life stage
18.	Azmitia, M., Syed, M., & Radmacher, K. (2013). Finding Your Niche: Identity and Emotional Support in Emerging Adults' Adjustment to the Transition to College [Article]. *Journal of Research on Adolescence (Wiley-Blackwell)*, *23*(4), 744-761. https://doi.org/10.1111/jora.12037	1 = participant at wrong life stage
19.	Bagarukayo, E. (2018). Social Media Use to Transfer Knowledge into Practice and Aid Interaction in Higher Education [Article]. *International Journal of Education & Development using Information & Communication Technology*, *14*(2), 211-232. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eue&AN=131625401&site=ehost-live	1 = participant at wrong life stage
20.	Bagnall, C. L. (2020). Talking about School Transition (TaST): an emotional centred intervention to support children over primary-secondary school transition [Article]. *Pastoral Care in Education*, *38*(2), 116-137. https://doi.org/10.1080/02643944.2020.1713870	n/a

21.	Baldwin, S., Malone, M., Murrells, T., Sandall, J., & Bick, D. (2021). A mixed-methods feasibility study of an intervention to improve men's mental health and wellbeing during their transition to fatherhood [journal article]. *BMC Public Health*, *21*(1), 1-20. https://doi.org/10.1186/s12889-021-11870-x	1 = participant at wrong life stage
22.	Barras, D., Bitu, B., Geofroy, S., Lochan, S., McLeod, L., & Ali, S. (2016). SOCIAL SCIENCES TEACHERS' PERCEPTIONS OF TRANSFORMATORY LEARNINGS AND THE TRANSFER OF TRANSFORMATORY LEARNINGS FROM AN INITIAL IN-SERVICE PROFESSIONAL DEVELOPMENT PROGRAMME AT THE UNIVERSITY OF THE WEST INDIES TRINIDAD AND TOBAGO, 2013-2014 [Article]. *Caribbean Curriculum*, *24*, 75-99. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eue&AN=128206275&site=ehost-live	1 = participant at wrong life stage
23.	Beauchamp, K. G., Kahn, L. E., & Berkman, E. T. (2016). Does inhibitory control training transfer?: behavioral and neural effects on an untrained emotion regulation task [Article]. *Social Cognitive & Affective Neuroscience*, *11*(9), 1374-1382. https://doi.org/10.1093/scan/nsw061	3 = not school based
24.	Beicht, U., & Walden, G. (2015). How socially selective is the German system of initial vocational education and training? Transitions into initial vocational training and the influence of social background [Article]. *Journal of Vocational Education & Training*, *67*(2), 235-255. https://doi.org/10.1080/13636820.2014.983955	2 = no intervention
25.	Beicht, U., & Walden, G. (2017). Transitions of young migrants to initial vocational education and training in Germany: the significance of social origin and gender [Article]. *Journal of Vocational Education & Training*, *69*(3), 424-449. https://doi.org/10.1080/13636820.2016.1275032	1 = participant at wrong life stage
26.	Berejena Mhongera, P., & Lombard, A. (2017). Who Is There For Me? Evaluating the Social Support Received by Adolescent Girls Transitioning From Institutional Care in Zimbabwe [Article]. *Practice (09503153)*, *29*(1), 19-35. https://doi.org/10.1080/09503153.2016.1185515	2 = no intervention & 3 = not school based
27.	Biassoni, F., Balzarotti, S., & Iannello, P. (2018). Raccontare la transizione in casa di riposo: un intervento per il benessere dell'anziano istituzionalizzato [Article]. *Self-narratives about transition to nursing home: An intervention for the institutionalized elderly's wellbeing.*, *41*(1), 103-112. https://doi.org/10.3280/rip2018-001008	1 = participant at wrong life stage

28.	Blakeslee, J. E. (2015). Measuring the support networks of transition-age foster youth: Preliminary validation of a social network assessment for research and practice. *Children and Youth Services Review*, *52*, 123-134. https://doi.org/10.1016/j.childyouth.2015.03.014	3 = not school based
29.	Bossche, P. V. d., & Segers, M. (2013). Transfer of training: Adding insight through social network analysis [Article]. *Educational Research Review*, *8*, 37-47. https://doi.org/10.1016/j.edurev.2012.08.002	3 = not school based
30.	Bottema-Beutel, K., Crowley LaPoint, S., Kim, S. Y., Mohiuddin, S., Yu, Q., & McKinnon, R. (2023). A Systematic Review of Social Validation Procedures in Intervention Research With Transition-Age Autistic Youth [Article]. *Exceptional Children*, 1. https://doi.org/10.1177/00144029231167183	6 = specific population
31.	Bozkurt, A. (2022). Resilience, Adaptability, and Sustainability of Higher Education: A Systematic Mapping Study on the Impact of the Coronavirus (COVID-19) Pandemic and the Transition to the New Normal. *Journal of Learning for Development*, *9*(1), 1-16. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eric&AN=EJ1345330&site=ehost-live	1 = participant at wrong life stage
32.	Bromme, R., & Beelmann, A. (2018). Transfer Entails Communication: The Public Understanding of (Social) Science as a Stage and a Play for Implementing Evidence-Based Prevention Knowledge and Programmes [journal article]. *Prevention Science*, *19*(3), 347-357. https://doi.org/10.1007/s11121-016-0686-8	1 = participant at wrong life stage & 3 = not school based
33.	Brouzos, A., Vassilopoulos, S. P., Vlachioti, A., & Baourda, V. (2020). A coping‐oriented group intervention for students waiting to undergo secondary school transition: Effects on coping strategies, self‐esteem, and social anxiety symptoms [Article]. *Psychology in the Schools*, *57*(1), 31-43. https://doi.org/10.1002/pits.22319	n/a
34.	Brown, C. J., Webb, T. L., Robinson, M. A., & Cotgreave, R. (2018). Athletes' experiences of social support during their transition out of elite sport: An interpretive phenomenological analysis [Article]. *Psychology of Sport & Exercise*, *36*, 71-80. https://doi.org/10.1016/j.psychsport.2018.01.003	1 = participant at wrong life stage & 3 = not school based
35.	Brugh, K., Angeles, G., Mvula, P., Tsoka, M., & Handa, S. (2018). Impacts of the Malawi social cash transfer programme on household	1 = participant at wrong

	food and nutrition security [Article]. *Food Policy*, *76*, 19-32. https://doi.org/10.1016/j.foodpol.2017.11.002	life stage & 3 = not school based
36.	Bucy, T. I., & Cross, D. A. (2023). Information sharing to support care transitions for patients with complex mental health and social needs [Article]. *Journal of the American Geriatrics Society*, *71*(6), 1963-1973. https://doi.org/10.1111/jgs.18278	6 = specific population
37.	Budge, S. L., Adelson, J. L., & Howard, K. A. S. (2013). Anxiety and Depression in Transgender Individuals: The Roles of Transition Status, Loss, Social Support, and Coping [Article]. *Journal of Consulting & Clinical Psychology*, *81*(3), 545-557. https://doi.org/10.1037/a0031774	1 = participant at wrong life stage & 6 = specific population
38.	BÜLez, A., & YÜKsel, A. (2017). Erciş'te Sosyal Riski Azaltma Projesi Kapsamında Şartlı Nakit Transferi Alan Kadınların Mediko-Sosyal Durumları ve Şartlı Nakit Transferi Alma Koşullarının Değerlendirilmesi. (Turkish) [Article]. *Within The Social Risk Mitigation Project In Erciş, The Assessment of The Situation of Women Who Get Conditional Cash Transfer And Their Conditions of Getting Cash Transfer. (English)*, *6*(3), 1573-1588. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eue&AN=132884130&site=ehost-live	1 = participant at wrong life stage & 3 = not school based
39.	Bullock, K., Garland, J., & Coupar, F. (2020). Police officer transitions to retirement in the United Kingdom: social identity, social support, and (in)justice [Article]. *Policing & Society*, *30*(10), 1123-1137. https://doi.org/10.1080/10439463.2019.1664522	1 = participant at wrong life stage & 3 = not school based
40.	Calmand, J., Giret, J.-F., & Guégnard, C. (2014). Les formations professionnelles de l'enseignement supérieur en France au prisme de 1'insertion et de la mobilité sociales des diplômés = Vocational programmes in French higher education within the transition to work and social mobility for graduates. *Orientation Scolaire et Professionnelle*, *43*(1), 97-122. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=psyh&AN=2014-28678-005&site=ehost-live	1 = participant at wrong life stage
41.	Calvete, E., Orue, I., Prieto-Fidalgo, A., Gómez-Odriozola, J., Mueller, S. C., Royuela-Colomer, E., Morea, A., Ruiz-Alonso, E., Larrucea-Iruretagoyena, M., Little, T. D., & Fernández-González, L. (2022). Effects of an incremental theory of the personality	1 = participant at wrong

	intervention on psychophysiological responses to social stress during the transition to college. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues*. https://doi.org/10.1007/s12144-021-02681-9	life stage
42.	Cao, X., Li, J., & Gong, S. (2021). Effects of resilience, social support, and work environment on turnover intention in newly graduated nurses: The mediating role of transition shock [Article]. *Journal of Nursing Management*, *29*(8), 2585-2593. https://doi.org/10.1111/jonm.13418	1 = participant at wrong life stage
43.	Casquero, O., Portillo, J., Ovelar, R., Romo, J., & Benito, M. (2013). PLEs in Higher Education: Exploring the Transference of Web 2.0 Social Affordances. *International Journal of Virtual and Personal Learning Environments*, *4*(4), 31-43. https://doi.org/10.4018/ijvple.2013100103	1 = participant at wrong life stage
44.	Cena, R.-B. (2014). Latín-A: Programmeas de transferencias condicionadas de ingresos y programmeas de empleo en Argentina: entre la responsabilización de los destinatarios y la individualización de la cuestión social [Article]. *Conditional cash transfers and employment programmes in Argentina: between beneficiary responsibility and the individualization of the social question.*, *4*(1), 3-8. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=a9h&AN=95211762&site=ehost-live	1 = participant at wrong life stage & 3 = not school based
45.	Chan, H.-W., Udall, A. M., & Tam, K.-P. (2022). Effects of perceived social norms on support for renewable energy transition: Moderation by national culture and environmental risks. *Journal of Environmental Psychology*, *79*, 1-12. https://doi.org/10.1016/j.jenvp.2021.101750	1 = participant at wrong life stage & 3 = not school based
46.	Chen, L. J. (2019). Special education transition issues over the past 60 years: social network analysis on Web of Science exploration [Article]. *European Journal of Special Needs Education*, *34*(1), 1-19. https://doi.org/10.1080/08856257.2017.1413805	1 = participant at wrong life stage & 6 = specific population
47.	Chen, S.-Y., Wu, C.-Y., & Chang, H.-Y. (2022). Learning Trajectories: Comparing the Transitions of Graduates of "Power Mechanical Engineering" and "Humanities and Social Sciences" Programmes. *Industry and Higher Education*, *36*(3), 306-318. https://doi.org/10.1177/09504222211040426	1 = participant at wrong life stage

48.	Chen, Y., Hall, B. J., Li, W., Wu, J. h., Ma, J., Zhu, H., & Gan, Y. (2022). The effects of the COVID-19 pandemic, risk perception, and perceived social support on public trust in physicians in China: A latent transition analysis [Article]. *Journal of Pacific Rim Psychology*, *16*, 1-12. https://doi.org/10.1177/18344909221089368	1 = participant at wrong life stage
49.	Chepngeno-Langat, G., van der Wielen, N., Evandrou, M., & Falkingham, J. (2019). Unravelling the wider benefits of social pensions: Secondary beneficiaries of the older persons cash transfer programme in the slums of Nairobi. *Journal of Aging Studies*, *51*. https://doi.org/10.1016/j.jaging.2019.100818	1 = participant at wrong life stage
50.	Clark, A., & Lee, R. C. (2013). Transitioning Through Family Homelessness and the Effect of Substance Abuse on Social Support Systems [Article]. *Western Journal of Nursing Research*, *35*(9), 1230-1231. https://doi.org/10.1177/0193945913487171	1 = participant at wrong life stage
51.	Clarke, N. (2013). Transfer of training: the missing link in training and the quality of adult social care [Article]. *Health & Social Care in the Community*, *21*(1), 15-25. https://doi.org/10.1111/j.1365-2524.2012.01082.x	1 = participant at wrong life stage
52.	Cnaan, R. A. (2018). Social Work Doctoral Education in Transition [Article]. *Research on Social Work Practice*, *28*(3), 221-223. https://doi.org/10.1177/1049731517722636	1 = participant at wrong life stage
53.	Cockings, J. (2022). Community Social Navigator using The Support to Transition and Engage with Potential Service (StEPS) [Article]. *International Journal of Integrated Care (IJIC)*, *22*, 1-2. https://doi.org/10.5334/ijic.ICIC22392	1 = participant at wrong life stage
54.	Coelho, V. A., Brás, P., & Matsopoulos, A. (2021). Differential Effectiveness of an Elementary School Social and Emotional Learning Programme during Middle School Transition in Portugal. *School Psychology*, *36*(6), 475-482. https://doi.org/10.1037/spq0000454	n/a
55.	Collier, D. A., & Herman, R. (2016). Modifying the Federal Loan Guarantee Provision in the Higher Education Act of 1965: An Overview of Federal Loan Policies that Have Transitioned Higher Education from the Social Good [Article]. *Higher Education in Review*, 9-23. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eue&AN=124172199&site=ehost-live	1 = participant at wrong life stage
56.	Correia, K., & Marques-Pinto, A. (2016). “Giant Leap 1”: A Social and Emotional Learning programme's effects on the transition to first	n/a

	grade [Article]. *Children & Youth Services Review*, *61*, 61-68. https://doi.org/10.1016/j.childyouth.2015.12.002	
57.	Cox, D. W., Baugh, L. M., McCloskey, K. D., & Iyar, M. (2019). Social causation or social erosion? Evaluating the association between social support and PTSD among Veterans in a transition programme. *Journal of Military, Veteran and Family Health*, *5*(1), 71-79. https://doi.org/10.3138/jmvfh.2017-0040	1 = participant at wrong life stage
58.	Dagenais, C., Malo, M., Robert, É., Ouimet, M., Berthelette, D., & Ridde, V. (2013). Knowledge Transfer on Complex Social Interventions in Public Health: A Scoping Study [Article]. *PLoS ONE*, *8*(12), 1-9. https://doi.org/10.1371/journal.pone.0080233	1 = participant at wrong life stage
59.	Darling, K. E., Fahrenkamp, A. J., Wilson, S. M., Karazsia, B. T., & Sato, A. F. (2017). Does Social Support Buffer the Association Between Stress Eating and Weight Gain During the Transition to College? Differences by Gender [Article]. *Behavior Modification*, *41*(3), 368-381. https://doi.org/10.1177/0145445516683924	1 = participant at wrong life stage
60.	Dawson, M. R., & Samek, D. R. (2022). Parent and peer social-emotional support as predictors of depressive symptoms in the transition into and out of college. *Personality and Individual Differences*, *192*, 1-7. https://doi.org/10.1016/j.paid.2022.111588	1 = participant at wrong life stage
61.	Della Guardia, A., Lake, M., & Schnitzer, P. (2022). Selective inclusion in cash transfer programmes: Unintended consequences for social cohesion [Article]. *World Development*, *157*, N.PAG-N.PAG. https://doi.org/10.1016/j.worlddev.2022.105922	1 = participant at wrong life stage & 3 = not school based
62.	Demkowicz, O., Bagnall, C., Hennessey, A., Pert, K., Bray, L., Ashworth, E., & Mason, C. (2023). 'It's scary starting a new school': Children and young people's perspectives on wellbeing support during educational transitions [Article]. *British Journal of Educational Psychology*, 1. https://doi.org/10.1111/bjep.12617	n/a
63.	Dick, O. (2017). TRANSICIONES EN FUERA DE JUEGO EN ALEMANIA ANTE UN MERCADO DE TRABAJO NECESITADO DE MANO DE OBRA. FUNCIÓN DE LA EDUCACIÓN SOCIAL EN LA FORMACIÓN E INTERMEDIACIÓN LABORAL. (Spanish) [Article]. *Misleading transitions in Germany when the labour market needs qualified workforce. An opportunity for a socio-educational turn in training for work. (English)*, *21*(4), 57-73. https://doi.org/10.30827/profesorado.v21i4.10045	1 = participant at wrong life stage

64.	Ding, F., & Stapleton, P. (2015). Self-Emergent Peer Support Using Online Social Networking during Cross-Border Transition. *Australasian Journal of Educational Technology*, *31*(6), 671-684. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eric&AN=EJ1086530&site=ehost-live	1 = participant at wrong life stage
65.	Dinisman, T. (2016). Life satisfaction in the transition from care to adulthood: the contribution of readiness to leave care and social support [Article]. *Child & Family Social Work*, *21*(4), 401-411. https://doi.org/10.1111/cfs.12156	1 = participant at wrong life stage
66.	Distler, W. (2016). Intervention as a social practice: knowledge formation and transfer in the everyday of police missions [Article]. *International Peacekeeping (13533312)*, *23*(2), 326-349. https://doi.org/10.1080/13533312.2016.1139460	1 = participant at wrong life stage
67.	Donaldson, C., Moore, G., & Hawkins, J. (2023). A Systematic Review of School Transition Interventions to Improve Mental Health and Wellbeing Outcomes in Children and Young People. *School Mental Health*, *15*(1), 19-35. https://doi.org/10.1007/s12310-022-09539-w	n/a
68.	D'Silva, S. M., & Pugh, S. L. (2023). The role of emotional geography in graduate transitions from higher education in England [Article]. *El papel de la geografía emocional en las transiciones de graduados desde la educación superior en Inglaterra.*, *24*(5), 814-830. https://doi.org/10.1080/14649365.2021.1975163	1 = participant at wrong life stage
69.	Dunn, L. C., Alexander, S. M., & Howard, A. L. (2022). Social support and end‐of‐semester depression, burnout, and adjustment in students making the transition to university [Article]. *Infant & Child Development*, *31*(6), 1-15. https://doi.org/10.1002/icd.2349	1 = participant at wrong life stage
70.	Engelhardt, C., & Lörz, M. (2021). Auswirkungen von Studienkosten auf herkunftsspezifische Ungleichheiten bei der Studienaufnahme und der Studienfachwahl? = Impact of study costs on social inequalities in transition to higher education and field of study choice? *Kölner Zeitschrift für Soziologie und Sozialpsychologie*, *73*(2), 285-305. https://doi.org/10.1007/s11577-021-00787-3	1 = participant at wrong life stage
71.	Engen, H., & Kanske, P. (2013). How Working Memory Training Improves Emotion Regulation: Neural Efficiency, Effort, and Transfer Effects [Article]. *Journal of Neuroscience*, *33*(30), 15152-15153. https://doi.org/10.1523/JNEUROSCI.2115-13.2013	6 = specific population
72.	Fisher, K. W., Williamson, H., & Guerra, N. (2020). Technology and Social Inclusion: Technology Training and Usage by Youth With IDD	6 = specific population

	in the National Longitudinal Transition Study of 2012 [Article]. *Inclusion*, *8*(1), 43-57. https://doi.org/10.1352/2326-6988-8.1.43	
73.	Francisco Puello-Socarrás, J., & Angélica Gunturiz, M. (2013). ¿Social-neoliberalismo? Organismos multilaterales, crisis global y programmeas de transferencia monetaria condicionada [Article]. *Política y Cultura*(40), 29-54. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=a9h&AN=93438081&site=ehost-live	1 = participant at wrong life stage
74.	Friedman, E. M., & Muennig, P. (2016). The intergenerational transfer of education credentials and health: Evidence from the 2008 General Social Survey-National Death Index. *Journal of Health Care for the Poor and Underserved*, *27*(2), 869-890. https://doi.org/10.1353/hpu.2016.0087	2 = no intervention
75.	Gabrielian, S., Young, A. S., Greenberg, J. M., & Bromley, E. (2018). Social Support and Housing Transitions Among Homeless Adults With Serious Mental Illness and Substance Use Disorders [Article]. *Psychiatric Rehabilitation Journal*, *41*(3), 208-215. https://doi.org/10.1037/prj0000213	1 = participant at wrong life stage
76.	Gagné, T., Frohlich, K. L., & Quesnel-Vallée, A. (2020). The role of education and other transition milestones in the progression of social inequalities in cigarette smoking between the ages of 18 and 25: Evidence from the Canadian National Population Health Survey. *Addictive Behaviors*, *109*. https://doi.org/10.1016/j.addbeh.2020.106476	1 = participant at wrong life stage
77.	Gallard, D. (2023). University student settlement and wellbeing with dogs as transitional support [Article]. *Pastoral Care in Education*, 1-17. https://doi.org/10.1080/02643944.2023.2244498	1 = participant at wrong life stage
78.	Galliott, N. y. (2014). Review of Cultural and social diversity and the transition from education to work. *British Journal of Guidance & Counselling*, *42*(1), 118-120. https://doi.org/10.1080/03069885.2013.858558	1 = participant at wrong life stage
79.	Gamsu, S., & Donnelly, M. (2021). Social Network Analysis Methods and the Geography of Education: Regional Divides and Elite Circuits in the School to University Transition in the UK [Article]. *Tijdschrift voor Economische en Sociale Geografie (Journal of Economic & Social Geography)*, *112*(4), 370-386. https://doi.org/10.1111/tesg.12413	1 = participant at wrong life stage
80.	García-Martín, J., & García-Martín, S. (2022). El uso de los entornos virtuales de aprendizaje institucionales en la Educación Superior tras la pandemia por COVID-19 y su impacto en las variables de	1 = participant

	emoción, realización práctica, aprendizaje, generalización y trasmisibilidad. (Spanish) [Article]. *The use of institutional virtual learning environments in Higher Education after the COVID-19 pandemic and its impact on the variables of emotion, practical realization, learning, generality, and transferability. (English)*, *17*(2), 165-170. https://doi.org/10.23923/rpye2022.02.224	at wrong life stage
81.	Gaspari, J., Antonini, E., & Marchi, L. (2023). Tecnologie abilitanti per supportare la transizione energetica nell'ambito dell'edilizia sociale [Article]. *Enabling technologies to support energy transition in social housing.*, *25*, 143-152. https://doi.org/10.36253/techne-13622	1 = participant at wrong life stage
82.	Germain, r., & Marcotte, D. (2019). Associations entre les symptômes dépressifs et anxieux, le soutien social, l'identité vocationnelle et l'adaptation lors de la transition secondaire-collégial. (French) [Article]. *The links between depressive and anxious symptoms, social support and vocational identity on college students' adaptation during the transition from high school to college. (English)*, *45*(1), 50-85. https://doi.org/10.7202/1064606ar	1 = participant at wrong life stage
83.	Gil-Madrona, P., Samalot Rivera, A., & Kozub, F. M. (2016). Acquisition and Transfer of Values and Social Skills through a Physical Education Programme Focused in the Affective Domain [Article]. *Motricidade*, *12*(3), 32-38. https://doi.org/10.6063/motricidade.6502	n/a
84.	Giust-Desprairies, F. (2015). De la portée heuristique du transfert dans l'intervention sociale = On the heuristic value of transference in social intervention. *Nouvelle Revue de Psychosociologie*, *20*, 195-221. https://doi.org/10.3917/nrp.020.0195	1 = participant at wrong life stage
85.	Gómez Vera, G., Rivas Muena, M., & Lobos Guerrero, C. (2021). Expectations on the Transition From Primary to Secondary Education for Students From Contexts of Social Vulnerability [Article]. *Expectativas sobre la transición desde la educación básica a la educación media de estudiantes provenientes de contextos de vulnerabilidad social.*, *58*(1), 1-13. https://doi.org/10.7764/PEL.58.1.2021.1	n/a
86.	Graham, L. F., Crissman, H. P., Tocco, J., Hughes, L. A., Snow, R. C., & Padilla, M. B. (2014). Interpersonal Relationships and Social Support in Transitioning Narratives of Black Transgender Women in Detroit [Article]. *International Journal of Transgenderism*, *15*(2), 100-113. https://doi.org/10.1080/15532739.2014.937042	1 = participant at wrong life stage

87.	Granlund, S., & Hochfeld, T. (2020). 'That Child Support Grant Gives Me Powers' – Exploring Social and Relational Aspects of Cash Transfers in South Africa in Times of Livelihood Change [Article]. *Journal of Development Studies*, *56*(6), 1230-1244. https://doi.org/10.1080/00220388.2019.1650170	1 = participant at wrong life stage
88.	Gray, D., Colucci-Gray, L., Donald, R., Kyriacou, A., & Wodah, D. (2019). From Oil to Soil. Learning for Sustainability and Transitions within the School Garden: a project of cultural and social re-learning [Article]. *Scottish Educational Review*, *51*(1), 57-70. https://doi.org/10.1163/27730840-05101007	1 = participant at wrong life stage
89.	Guozhong, W. (2022). Cardiac catheterization laboratory activation by social media reduces reperfusion time of patients transferred for primary percutaneous coronary intervention in community hospital [Article]. *Environmental Disease*, *7*(2), 52-56. https://doi.org/10.4103/ed.ed_7_22	1 = participant at wrong life stage
90.	Han, M., Nguyen, D., Cohen, E., Drabble, L., Nguyen, H., Sen, S., & Tran, T. (2016). Exploring the Transferability of Competency-Based Education Model to Social Work Education in Vietnam [Article]. *Social Work Education*, *35*(6), 659-671. https://doi.org/10.1080/02615479.2016.1162782	1 = participant at wrong life stage
91.	Handa, S., Peterman, A., Seidenfeld, D., & Tembo, G. (2016). Income transfers and maternal health: Evidence from a national randomised social cash transfer programme in Zambia. *Health Economics*, *25*(2), 225-236. https://doi.org/10.1002/hec.3136	1 = participant at wrong life stage
92.	Hatcher, R. (2015). The transfer of local authority school support services to external social enterprises [Article]. *Journal of Educational Administration & History*, *47*(4), 388-413. https://doi.org/10.1080/00220620.2015.996864	1 = participant at wrong life stage
93.	Hawkley, L. C., & Kocherginsky, M. (2018). Transitions in Loneliness Among Older Adults: A 5-Year Follow-Up in the National Social Life, Health, and Aging Project [Article]. *Research on Aging*, *40*(4), 365-387. https://doi.org/10.1177/0164027517698965	1 = participant at wrong life stage
94.	He, S., & Wang, W. (2023). Social Resources Transfer Programme under China's Targeted Poverty Alleviation Strategy: Rural Social Structure and Local Politics [Article]. *Journal of Contemporary China*, *32*(142), 686-703. https://doi.org/10.1080/10670564.2022.2109844	1 = participant at wrong life stage
95.	Heinsch, M., Agllias, K., Sampson, D., Howard, A., Blakemore, T., & Cootes, H. (2020). Peer connectedness during the transition to	n/a

	secondary school: a collaborative opportunity for education and social work [Article]. *Australian Educational Researcher (Springer Science & Business Media B.V.)*, *47*(2), 339-356. https://doi.org/10.1007/s13384-019-00335-1	
96.	Hemsteede, R. (2023). Power Relations in Malawi's Social Cash Transfer Programme: The Flip Side of Domination [Article]. *European Journal of Development Research*, 1-22. https://doi.org/10.1057/s41287-023-00598-6	1 = participant at wrong life stage
97.	Hengartner, M. P., Passalacqua, S., Andreae, A., Rössler, W., & von Wyl, A. (2017). The role of perceived social support after psychiatric hospitalisation: Post hoc analysis of a randomised controlled trial testing the effectiveness of a transitional intervention [Article]. *International Journal of Social Psychiatry*, *63*(4), 297-306. https://doi.org/10.1177/0020764017700664	1 = participant at wrong life stage
98.	Homklin, T., Takahashi, Y., & Techakanont, K. (2014). The influence of social and organizational support on transfer of training: evidence from Thailand [Article]. *International Journal of Training & Development*, *18*(2), 116-131. https://doi.org/10.1111/ijtd.12031	1 = participant at wrong life stage
99.	Horne, R., & Moloney, S. (2019). Urban low carbon transitions: institution-building and prospects for interventions in social practice [Article]. *European Planning Studies*, *27*(2), 336-354. https://doi.org/10.1080/09654313.2018.1472745	1 = participant at wrong life stage
100.	Howell, B. A., Puglisi, L., Clark, K., Albizu-Garcia, C., Ashkin, E., Booth, T., Brinkley-Rubinstein, L., Fiellin, D. A., Fox, A. D., Maurer, K. F., Lin, H.-J., McCollister, K., Murphy, S., Morse, D. S., Shavit, S., Wang, K., Winkelman, T., & Wang, E. A. (2021). The transitions clinic network: Post incarceration addiction treatment, healthcare, and social support (tcn-paths): A hybrid type-1 effectiveness trial of enhanced primary care to improve opioid use disorder treatment outcomes following release from jail. *Journal of Substance Abuse Treatment*. https://doi.org/10.1016/j.jsat.2021.108315	1 = participant at wrong life stage & 3 = not school based
101.	Hughes, A. K., Woodward, A. T., Fritz, M. C., & Reeves, M. J. (2018). Improving stroke transitions: Development and implementation of a social work case management intervention [Article]. *Social Work in Health Care*, *57*(2), 95-108. https://doi.org/10.1080/00981389.2017.1401027	1 = participant at wrong life stage
102.	Hulbert-Williams, N. J., Norwood, S., Gillanders, D., Finucane, A., Spiller, J., Strachan, J., Millington, S., & Swash, B. (2019). Brief Engagement and Acceptance Coaching for Community and Hospice Settings (the BEACHeS Study): Protocol for the development and	1 = participant at wrong life stage

	pilot testing of an evidence-based psychological intervention to enhance wellbeing and aid transition into palliative care [Article]. *Pilot & Feasibility Studies*, *5*(1), N.PAG-N.PAG. https://doi.org/10.1186/s40814-019-0488-4	
103.	Ineç, Z. F. (2021). The Development Process of a Coding Game Engine for Culture Transfer in Social Sciences Education: SIGUN. *Shanlax International Journal of Education*, *9*(2), 102-107. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eric&AN=EJ1287647&site=ehost-live	1 = participant at wrong life stage
104.	Jacinto, C. (2017). REDISTRIBUCIÓN Y AFECTIVIDAD COMO DIMENSIONES DE LA JUSTICIA SOCIAL. LAS INTERVENCIONES DEL TERCER SECTOR EN LAS TRANSICIONES DE LA EDUCACIÓN AL TRABAJO. (Spanish) [Article]. *Redistribution and affectivity as dimensions of social justice. The interventions of the Third Sector in the transitions of the education to the work. (English)*, *21*(4), 177-195. https://doi.org/10.30827/profesorado.v21i4.10051	1 = participant at wrong life stage
105.	Jensen, C. R., & Sommer, F. M. (2022). Socialt udsatte unges overgang fra skole til uddannelse eller arbejde - aktionsforskning, sociale eksperimenter og elevfortællinger [Article]. *The transition of socially disadvantaged youths from school to education or work: Action research, social experiments, and student perspectives.*, *5*(1), 64-84. https://doi.org/10.23865/fof.v5.3481	n/a
106.	Jenßen, L., Eid, M., Szczesny, M., Eilerts, K., & Blömeke, S. (2021). Development of Early Childhood Teachers' Knowledge and Emotions in Mathematics During Transition From Teacher Training to Practice [Article]. *Journal of Educational Psychology*, *113*(8), 1628-1644. https://doi.org/10.1037/edu0000518	1 = participant at wrong life stage
107.	Jiyong, P., Yoonseock, S., & Angst, C. M. (2023). THE VALUE OF CENTRALIZED IT IN BUILDING RESILIENCE DURING CRISES: EVIDENCE FROM U.S. HIGHER EDUCATION'S TRANSITION TO EMERGENCY REMOTE TEACHING [Article]. *MIS Quarterly*, *47*(1), 451-481. https://doi.org/10.25300/MISQ/2022/17265	1 = participant at wrong life stage
108.	Jones, E. J., & Schreier, H. M. C. (2023). First-generation college students, emotional support, and systemic inflammation following the college transition. *Journal of Adolescent Health*, *72*(1), 36-43. https://doi.org/10.1016/j.jadohealth.2022.08.012	1 = participant at wrong life stage
109.	Jones, L. (2014). The Role of Social Support in the Transition From Foster Care to Emerging Adulthood [Article]. *Journal of Family*	1 = participant

	Social Work, *17*(1), 81-96. https://doi.org/10.1080/10522158.2013.865287	at wrong life stage
110.	Kail, B. L., & Carr, D. C. (2020). Structural Social Support and Changes in Depression During the Retirement Transition: "I Get by With a Little Help from My Friends" [Article]. *Journals of Gerontology Series B: Psychological Sciences & Social Sciences*, *75*(9), 2040-2049. https://doi.org/10.1093/geronb/gbz126	1 = participant at wrong life stage
111.	Karbainova, D., & Barker, E. T. (2022). The Transition From University to Work: The Positive Influence of Purpose in Life and Social Support [Article]. *La transition de l'université au marché du travail: L'influence positive de la raison de vivre et du soutien social.*, *56*(2), 210-235. https://doi.org/10.47634/cjcp.v56i2.72315	1 = participant at wrong life stage
112.	Kastner, L., Umbach, N., Jusyte, A., Cervera-Torres, S., Fernández, S. R., Nommensen, S., & Gerjets, P. (2021). Designing visual-arts education programmes for transfer effects: Development and experimental evaluation of (digital) drawing courses in the art museum designed to promote adolescents' socio-emotional skills. *Frontiers in Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.603984	n/a
113.	Katz, C. C., & Geiger, J. M. (2019). 'We Need That Person That Doesn't Give up on Us': The Role of Social Support in the Pursuit of Post-Secondary Education for Youth with Foster Care Experience who are Transition-Aged [Article]. *Child Welfare*, *97*(6), 145-164. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=a9h&AN=142876745&site=ehost-live	1 = participant at wrong life stage
114.	Kelly, P. J., Campbell, P. B. E., & Harrison, L. (2015). 'Don't be a smart arse': social enterprise-based transitional labour-market programmes as neo-liberal technologies of the self [Article]. *British Journal of Sociology of Education*, *36*(4), 558-576. https://doi.org/10.1080/01425692.2013.829744	1 = participant at wrong life stage
115.	Kennedy, D. P., Osilla, K. C., Hunter, S. B., Golinelli, D., Maksabedian Hernandez, E., & Tucker, J. S. (2022). Restructuring personal networks with a Motivational Interviewing social network intervention to assist the transition out of homelessness: A randomised control pilot study [Article]. *PLoS ONE*, *17*(1), 1-19. https://doi.org/10.1371/journal.pone.0262210	1 = participant at wrong life stage
116.	Kennedy, D. P., Osilla, K. C., & Tucker, J. S. (2022). Feasibility of a computer-assisted social network motivational interviewing intervention to reduce substance use and increase supportive connections among emerging adults transitioning from homelessness	1 = participant at wrong life stage

	to housing. *Addiction Science & Clinical Practice*, *17*. https://doi.org/10.1186/s13722-022-00307-4	
117.	Kirk, S., Fallon, D., Fraser, C., Robinson, G., & Vassallo, G. (2015). Supporting parents following childhood traumatic brain injury: a qualitative study to examine information and emotional support needs across key care transitions [Article]. *Child: Care, Health & Development*, *41*(2), 303-313. https://doi.org/10.1111/cch.12173	1 = participant at wrong life stage
118.	Kniess, D., Buschlen, E., & TzuFen, C. (2020). Men of Color Transitioning to College: The Case for Community Assets, Community Programmes, and Social Capital [Article]. *Journal of At-Risk Issues*, *23*(1), 36-45. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eue&AN=144396472&site=ehost-live	1 = participant at wrong life stage
119.	Koufacos, N. S., May, J., Judon, K. M., Franzosa, E., Dixon, B. E., Schubert, C. C., Schwartzkopf, A. L., Guerrero, V. M., Traylor, M., & Boockvar, K. S. (2022). Improving Patient Activation among Older Veterans: Results from a Social Worker-Led Care Transitions Intervention [Article]. *Journal of Gerontological Social Work*, *65*(1), 63-77. https://doi.org/10.1080/01634372.2021.1932003	1 = participant at wrong life stage
120.	Kramer, J. M., Hwang, I. T., Helfrich, C. A., Samuel, P. S., & Carrellas, A. (2018). Evaluating the Social Validity of Project TEAM: A Problem-Solving Intervention to Teach Transition Age Youth with Developmental Disabilities to Resolve Environmental Barriers [Article]. *International Journal of Disability, Development & Education*, *65*(1), 57-75. https://doi.org/10.1080/1034912X.2017.1346237	6 = specific population
121.	Lalitha, S. (2022). Transfer of technology for youth civic engagement in pond restoration: An intervention study using the social group work method. *British Journal of Social Work*, *52*(1), 116-137. https://doi.org/10.1093/bjsw/bcaa221	1 = participant at wrong life stage
122.	Lane, J. A. (2015). Counseling Emerging Adults in Transition: Practical Applications of Attachment and Social Support Research [Article]. *Professional Counselor*, *5*(1), 15-27. https://doi.org/10.15241/jal.5.1.15	1 = participant at wrong life stage
123.	Lane, J. A., & Fink, R. S. (2015). Attachment, Social Support Satisfaction, and Well-Being During Life Transition in Emerging Adulthood [Article]. *Counseling Psychologist*, *43*(7), 1034-1058. https://doi.org/10.1177/0011000015592184	1 = participant at wrong life stage
124.	Lane, J. A., Leibert, T. W., & Goka‐Dubose, E. (2017). The Impact of Life Transition on Emerging Adult Attachment, Social Support,	1 = participant

	and Well-Being: A Multiple-Group Comparison [Article]. *Journal of Counseling & Development*, *95*(4), 378-388. https://doi.org/10.1002/jcad.12153	at wrong life stage
125.	Leal, D., Gato, J., Coimbra, S., Freitas, D., & Tasker, F. (2021). Social support in the transition to parenthood among lesbian, gay, and bisexual persons: A systematic review. *Sexuality Research & Social Policy: A Journal of the NSRC*, *18*(4), 1165-1179. https://doi.org/10.1007/s13178-020-00517-y	1 = participant at wrong life stage
126.	Lee, C., Dickson, D. A., Conley, C. S., & Holmbeck, G. N. (2014). A Closer Look at Self-Esteem, Perceived Social Support, and Coping Strategy: A Prospective Study of Depressive Symptomatology Across the Transition to College [Article]. *Journal of Social & Clinical Psychology*, *33*(6), 560-585. https://doi.org/10.1521/jscp.2014.33.6.560	1 = participant at wrong life stage
127.	Leighanne, Y. U. H. (2021). Korean Female Education, Social Status, and Early Transitions, 1898 to 1910 [Article]. *Korea Journal*, *61*(4), 271-305. https://doi.org/10.25024/kj.2021.61.4.271	1 = participant at wrong life stage
128.	Leung, W. K. S., Chang, M. K., Cheung, M. L., & Shi, S. (2022). Swift trust development and prosocial behavior in time banking: A trust transfer and social support theory perspective [Article]. *Computers in Human Behavior*, *129*, N.PAG-N.PAG. https://doi.org/10.1016/j.chb.2021.107137	1 = participant at wrong life stage
129.	Lewis, T. O. G., Barreto, M., & Doyle, D. M. (2023). Stigma, identity and support in social relationships of transgender people throughout transition: A qualitative analysis of multiple perspectives [Article]. *Journal of Social Issues*, *79*(1), 108-128. https://doi.org/10.1111/josi.12521	1 = participant at wrong life stage
130.	Li, L., & Peng, W. (2019). Transitioning through social media: International students' SNS use, perceived social support, and acculturative stress [Article]. *Computers in Human Behavior*, *98*, 69-79. https://doi.org/10.1016/j.chb.2019.03.011	1 = participant at wrong life stage
131.	Li, L., Wister, A. V., Lee, Y., & Mitchell, B. (2023). Transition Into the Caregiver Role Among Older Adults: A Study of Social Participation and Social Support Based on the Canadian Longitudinal Study on Aging [Article]. *Journals of Gerontology Series B: Psychological Sciences & Social Sciences*, *78*(8), 1423-1434. https://doi.org/10.1093/geronb/gbad075	1 = participant at wrong life stage
132.	Li, X., Li, Z., Li, K., Zeng, Y.-w., Shi, H.-s., Xie, W.-l., Yang, Z.-y., Lui, S. S. Y., Cheung, E. F. C., Leung, A. W. S., & Chan, R. C. K. (2016). The neural transfer effect of working memory training to	1 = participant

	enhance hedonic processing in individuals with social anhedonia [Article]. *Scientific Reports*, 35481. https://doi.org/10.1038/srep35481	at wrong life stage
133.	Liu, J., Liu, K., & Huang, Y. (2016). Transferring from the poor to the rich: Examining regressive redistribution in Chinese social insurance programmes [Article]. *International Journal of Social Welfare*, *25*(2), 199-210. https://doi.org/10.1111/ijsw.12172	1 = participant at wrong life stage
134.	Loiselle, F., Rochette, A., Tétreault, S., Lafortune, M., & Bastien, J. (2019). Social circus programme (Cirque du Soleil) promoting social participation of young people living with physical disabilities in transition to adulthood: a qualitative pilot study [Article]. *Developmental Neurorehabilitation*, *22*(4), 250-259. https://doi.org/10.1080/17518423.2018.1474502	1 = participant at wrong life stage & 6 = specific population
135.	Lörz, M., & Mühleck, K. (2019). Gender differences in higher education from a life course perspective: transitions and social inequality between enrolment and first post-doc position [Article]. *Higher Education (00181560)*, *77*(3), 381-402. https://doi.org/10.1007/s10734-018-0273-y	1 = participant at wrong life stage
136.	Lörz, M., Quast, H., & Roloff, J. (2015). Konsequenzen der Bologna-Reform: Warum bestehen auch am Übergang vom Bachelor- ins Masterstudium soziale Ungleichheiten? = Consequences of the Bologna-Reform: Why do social differences exist at the transition from bachelor to master degree programmes? *Zeitschrift für Soziologie*, *44*(2), 137-155. https://doi.org/10.1515/zfsoz-2015-0206	1 = participant at wrong life stage & 2 = no intervention
137.	Lowes, M.-K., Omrin, D., Moore, A., Sulman, J., Pascoe, J., McKee, E., & Gaon, S. (2018). Employment interview simulation project: Evaluating its potential for graduating social work students and its transferability to other health disciplines [Article]. *Journal of Practice Teaching & Learning*, *16*(1), 81-100. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eue&AN=136569231&site=ehost-live	1 = participant at wrong life stage
138.	Lucero, S. M., Rigas, J. D., Rood, K. A., Lawver, R. G., & Warnick, B. K. (2017). Veterinary Students' Social Integration Transferring Across Multiple Campuses in Partnered Veterinary Medical Programmes [Article]. *NACTA Journal*, *61*(4), 284-289. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eue&AN=127733049&site=ehost-live	1 = participant at wrong life stage
139.	Luiz CÁSsio, F., Crochik, L., Di Pierro, M. C., & Stoco, S. (2016). DEMANDA SOCIAL, PLANEJAMENTO E DIREITO À EDUCAÇÃO BÁSICA: UMA ANÁLISE DA REDE ESTADUAL	1 = participant

	DE ENSINO PAULISTA NA TRANSIÇÃO 2015-2016. (Portuguese) [Article]. *SOCIAL DEMAND, PLANNING, AND THE RIGHT TO BASIC EDUCATION: AN ANALYSIS OF THE SÃO PAULO STATE EDUCATION SYSTEM DURING THE 2015-2016 TRANSITION. (English)*, *37*(137), 1089-1119. https://doi.org/10.1590/ES0101-73302016167297	at wrong life stage
140.	Mahmud, A. (2021). A context-specific social and emotional learning programme to support adolescents following the transition to secondary school [Article]. *Pastoral Care in Education*, *39*(4), 329-347. https://doi.org/10.1080/02643944.2020.1827285	n/a
141.	Margraf, H., & Pinquart, M. (2016). Do adolescents with emotional and behavioral disturbances attending schools for special education have lower expectations regarding the transition to adulthood? [Article]. *European Journal of Psychology of Education - EJPE (Springer Science & Business Media B.V.)*, *31*(3), 385-399. https://doi.org/10.1007/s10212-015-0268-3	1 = participant at wrong life stage & 6 = specific population
142.	Masi, L., Herba, C., & Garel, P. (2019). Projet pilote : Exploration de l'utilisation d'Internet et des médias sociaux chez un groupe d'adolescents ayant participé à Espace Transition = Pilot project: Exploring Internet and social media use among a group of adolescents who participated in Espace Transition. *Annales Médico-Psychologiques*, *177*(4), 319-326. https://doi.org/10.1016/j.amp.2018.04.009	1 = participant at wrong life stage
143.	Mason, W. A., January, S.-A. A., Fleming, C. B., Thompson, R. W., Parra, G. R., Haggerty, K. P., & Snyder, J. J. (2016). Parent training to reduce problem behaviors over the transition to high school: Tests of indirect effects through improved emotion regulation skills [Article]. *Children & Youth Services Review*, *61*, 176-183. https://doi.org/10.1016/j.childyouth.2015.12.022	n/a
144.	Massenberg, A. C., Spurk, D., & Kauffeld, S. (2015). Social support at the workplace, motivation to transfer and training transfer: a multilevel indirect effects model [Article]. *International Journal of Training & Development*, *19*(3), 161-178. https://doi.org/10.1111/ijtd.12054	1 = participant at wrong life stage
145.	Matthies, A.-L., Hermans, K., & Leskošek, V. (2022). Applying transdisciplinary sustainability transitions research in international social work doctoral training [Article]. *Social Work Education*, *41*(7), 1541-1559. https://doi.org/10.1080/02615479.2022.2105316	1 = participant at wrong life stage
146.	McCalman, J. R. (2013). The transfer and implementation of an Aboriginal Australian wellbeing programme: a grounded theory	1 = participant

	study [Article]. *Implementation Science*, *8*(1), 1-17. https://doi.org/10.1186/1748-5908-8-129	at wrong life stage
147.	McChesney, A. (2023). Training transferable skills: Using "SPARK" as a stepping stone to career readiness, social engagement, and programme relevance [Article]. *Die Unterrichtspraxis / Teaching German*, *56*(1), 80-84. https://doi.org/10.1111/tger.12229	1 = participant at wrong life stage
148.	McLeish, J., & Redshaw, M. (2021). 'She come like a sister to me': a qualitative study of volunteer social support for disadvantaged women in the transition to motherhood in England [Article]. *Philosophical Transactions of the Royal Society B: Biological Sciences*, *376*(1827), 1-8. https://doi.org/10.1098/rstb.2020.0023	1 = participant at wrong life stage
149.	McSweeney, F. (2014). 'Moving In': Difficulties and Support in the Transition to Higher Education for In-service Social Care Students [Article]. *Social Work Education*, *33*(3), 317-337. https://doi.org/10.1080/02615479.2013.770832	1 = participant at wrong life stage
150.	Michel, R., & Durdella, N. (2019). Exploring Latino/a college students' transition experiences: An ethnography of social preparedness and familial support [Article]. *Journal of Latinos & Education*, *18*(1), 53-67. https://doi.org/10.1080/15348431.2017.1418356	1 = participant at wrong life stage & 2 = no intervention
151.	Mikal, J. P., Beckstrand, M. J., Parks, E., Oyenuga, M., Odebunmi, T., Okedele, O., Uchino, B., & Horvath, K. (2020). Online social support among breast cancer patients: Longitudinal changes to Facebook use following breast cancer diagnosis and transition off therapy. *Journal of Cancer Survivorship*, *14*(3), 322-330. https://doi.org/10.1007/s11764-019-00847-w	1 = participant at wrong life stage
152.	Mikal, J. P., Rice, R. E., Abeyta, A., & DeVilbiss, J. (2013). Transition, stress and computer-mediated social support. *Computers in Human Behavior*, *29*(5), A40-A53. https://doi.org/10.1016/j.chb.2012.12.012	n/a
153.	Mocca, E., Rojon, C., & Hernández, J. (2019). Great Expectations? A Systematic Review of the Relationship Between the School-to-Higher Education Transition and Social Mobility [Article]. *Sociological Spectrum*, *39*(4), 264-280. https://doi.org/10.1080/02732173.2019.1669235	1 = participant at wrong life stage
154.	Mönkediek, B., & Diewald, M. (2022). Do academic ability and social background influence each other in shaping educational attainment? The case of the transition to secondary education in	n/a

	Germany. *Social Science Research*, *101*. https://doi.org/10.1016/j.ssresearch.2021.102625	
155.	Morgan, H., Parker, A., & Marturano, N. (2020). Community-based intervention and marginalised youth: inclusion, social mobility and life-course transition [Article]. *Journal of Education & Work*, *33*(5/6), 327-342. https://doi.org/10.1080/13639080.2020.1767765	1 = participant at wrong life stage
156.	Murphy, P. J., Ferreira, J. J., Fernandes, C. I., & do Paço, A. (2021). Blended value and female entrepreneurial performance: Social and economic aspects of education and technology transfer. *International Entrepreneurship and Management Journal*, *17*(2), 759-777. https://doi.org/10.1007/s11365-019-00620-6	1 = participant at wrong life stage
157.	Naidoo, A., Byles, H., & Kwenaite, S. (2021). Student Support and Transition through a Buddy Programme to Foster Social Integration. *Journal of Student Affairs in Africa*, *9*(2), 47-63. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eric&AN=EJ1336221&site=ehost-live	n/a
158.	Nanivazo, M. (2013). Social Transfer Programmes and School Enrolment in Malawi: A Micro-simulation [Article]. *African Development Review / Revue Africaine de Développement*, *25*(4), 663-676. https://doi.org/10.1111/1467-8268.12058	1 = participant at wrong life stage
159.	Naylor, D., & Nyanjom, J. (2021). Educators' emotions involved in the transition to online teaching in higher education. *Higher Education Research & Development*, *40*(6), 1236-1250. https://doi.org/10.1080/07294360.2020.1811645	1 = participant at wrong life stage
160.	Nemati, H., poorasl, A. M., Ebrahimi, H., Atri, S. B., & Sahebihagh, M. H. (2021). Transition in Smoking Stages and Its Relationship with Family Psychological Function and Perceived Social Support in Adolescents of Tabriz, Iran [Article]. *International Journal of Preventive Medicine*, *12*(6), 1-7. https://doi.org/10.4103/ijpvm.IJPVM_289_19	1 = participant at wrong life stage
161.	Neves, J. A., Vasconcelos, F. d. A. G. d., Machado, M. L., Recine, E., Garcia, G. S., & Medeiros, M. A. T. d. (2022). The Brazilian cash transfer programme (Bolsa Família): A tool for reducing inequalities and achieving social rights in Brazil [Article]. *Global Public Health*, *17*(1), 26-42. https://doi.org/10.1080/17441692.2020.1850828	1 = participant at wrong life stage
162.	Neves, J. A., Zangirolani, L. T. O., & de Medeiros, M. A. T. (2022). Health services, intersectoriality and social control: a comparative study on a conditional income transfer programme [Article]. *Global Health Promotion*, *29*(2), 14-22. https://doi.org/10.1177/1757975921996150	1 = participant at wrong life stage

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164.	Nicod, E., Stringhini, S., Marques-Vidal, P., Paccaud, F., Waeber, G., Lamiraud, K., Vollenweider, P., & Bochud, M. (2014). Association of education and receiving social transfers with allostatic load in the Swiss population-based CoLaus study [Article]. *Preventive Medicine*, *63*, 63-71. https://doi.org/10.1016/j.ypmed.2014.03.013	1 = participant at wrong life stage
165.	Nylund, M., & Rosvall, P.-Å. (2019). Vocational Education, Transitions, Marginalisation and Social Justice in the Nordic Countries. *European Educational Research Journal*, *18*(3), 271-277. https://doi.org/10.1177/1474904119838893	2 = no intervention
166.	Olivares-García, M. Á., García-Segura, S., Gutiérrez-Santiuste, E., & Mérida-Serrano, R. (2020). EL E-PORTAFOLIO PROFESIONAL: UNA HERRAMIENTA FACILITADORA EN LA TRANSICIÓN AL EMPLEO DE ESTUDIANTES DE GRADO EN EDUCACIÓN SOCIAL EN LA UNIVERSIDAD DE CÓRDOBA. (Spanish) [Article]. *THE PROFESSIONAL EPORTFOLIO: A FACILITATING TOOL IN THE TRANSITION TO EMPLOYMENT FOR UNDERGRADUATE STUDENTS IN SOCIAL EDUCATION AT THE UNIVERSITY OF CORDOBA. (English)*, *31*(3), 129-148. https://doi.org/10.5944/reop.vol.31.num.3.2020.29265	1 = participant at wrong life stage
167.	Owusu-Addo, E., Renzaho, A. M. N., & Smith, B. J. (2019). Cash transfers and the social determinants of health: Towards an initial realist programme theory [Article]. *Evaluation*, *25*(2), 224-244. https://doi.org/10.1177/1356389018814868	1 = participant at wrong life stage
168.	Pace, N., Sebastian, A., Daidone, S., Prifti, E., & Davis, B. (2022). Mediation analysis of the impact of the Zimbabwe Harmonized Social Cash Transfer Programme on food security and nutrition [Article]. *Food Policy*, *106*, N.PAG-N.PAG. https://doi.org/10.1016/j.foodpol.2021.102190	1 = participant at wrong life stage
169.	Packard, F. E., & Benuto, L. T. (2020). Examining Social Support Needs of Emerging Adults Transitioning out of Foster Care [Article]. *Child Welfare*, *98*(1), 51-72. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=a9h&AN=142876755&site=ehost-live	1 = participant at wrong life stage
170.	Parmentier, M., Dangoisse, F., Zacher, H., Pirsoul, T., & Nils, F. (2021). Anticipatory emotions at the prospect of the transition to higher education: A latent transition analysis. *Journal of Vocational Behavior*, *125*. https://doi.org/10.1016/j.jvb.2021.103543	1 = participant at wrong life stage

171.	Paulsen, V., & Berg, B. (2016). Social support and interdependency in transition to adulthood from child welfare services [Article]. *Children & Youth Services Review*, *68*, 125-131. https://doi.org/10.1016/j.childyouth.2016.07.006	1 = participant at wrong life stage
172.	Pauzé, M., Audet, M., & Pauzé, R. (2020). Soutenir l'intégration sociale de jeunes vulnérables devant composer avec les défis de transition vers l'âge adulte = Support the social integration of vulnerable young people facing the challenges of transition to adulthood. *Cahiers Critiques de thérapie familiale et de pratiques de réseaux*, *64*(1), 107-127. https://doi.org/10.3917/ctf.064.0107	1 = participant at wrong life stage
173.	Perera, H. N., & DiGiacomo, M. (2015). The role of trait emotional intelligence in academic performance during the university transition: An integrative model of mediation via social support, coping, and adjustment [Article]. *Personality & Individual Differences*, *83*, 208-213. https://doi.org/10.1016/j.paid.2015.04.001	1 = participant at wrong life stage
174.	Pérez-Ferrer, C., McMunn, A., Zaninotto, P., & Brunner, E. J. (2018). The nutrition transition in Mexico 1988-2016: the role of wealth in the social patterning of obesity by education [journal article]. *Public Health Nutrition*, *21*(13), 2394-2401. https://doi.org/10.1017/S1368980018001167	1 = participant at wrong life stage
175.	Perez-Roux, T., Martin, A., & Perez, M.-O. (2023). Transitions institutionnelles, tensions identitaires et rapport au travail chez les formateurs en travail social [Article]. *Institutional transitions, identity tensions and relationship to work among social work trainers.*, *12*(1), 45-63. https://doi.org/10.7202/1095148ar	1 = participant at wrong life stage
176.	Petersen, R., Petermann, U., Petermann, F., Diener, C., & Nitkowski, D. (2019). Förderung der emotionalen Entwicklung bei Jugendlichen: Langfristige Wirksamkeit des Präventionsprogrammes „Emotionstraining in der Schule" [Article]. *Emotional development during the transition to adolescence: Long-term-effects of the prevention programme "Emotion Training with Students". 67*(4), 250-260. https://doi.org/10.1024/1661-4747/a000395	n/a
177.	Pires, A. (2013). O PROGRAMMEA BOLSA FAMÍLIA NO CONTEXTO DAS POLÍTICAS DE PROTEÇÃO DOS ESTADOS DE BEM-ESTAR SOCIAL: APONTAMENTOS PARA DISCUSSÃO [Article]. *The "Bolsa Família" cash transfer programme in the context of welfare states policies: notes for discussion.*, *23*(58), 91-101. https://doi.org/10.15600/2236-9767/impulso.v23n58p91-101	1 = participant at wrong life stage

178.	Pleggenkuhle, B., Huebner, B. M., & Kras, K. R. (2016). Solid Start: supportive housing, social support, and reentry transitions [Article]. *Journal of Crime & Justice*, *39*(3), 380-397. https://doi.org/10.1080/0735648X.2015.1047465	1 = participant at wrong life stage
179.	Porto de Oliveira, O. (2022). Comparing Pathways of Policy Internationalization: The Transfer of Brazilian Social Programmes [Article]. *Journal of Comparative Policy Analysis*, *24*(5), 490-511. https://doi.org/10.1080/13876988.2022.2041986	1 = participant at wrong life stage
180.	Powell-Jackson, T., Pereira, S. K., Dutt, V., Tougher, S., Haldar, K., & Kumar, P. (2016). Cash transfers, maternal depression and emotional well-being: Quasi-experimental evidence from India's Janani Suraksha Yojana programme [Article]. *Social Science & Medicine*, *162*, 210-218. https://doi.org/10.1016/j.socscimed.2016.06.034	1 = participant at wrong life stage
181.	Prencipe, L., Houweling, T. A. J., van Lenthe, F. J., & Palermo, T. (2021). Do conditional cash transfers improve mental health? Evidence from Tanzania's governmental social protection programme. *Journal of Adolescent Health*, *69*(5), 797-805. https://doi.org/10.1016/j.jadohealth.2021.04.033	1 = participant at wrong life stage
182.	Presa Rodríguez, T. (2020). Habilidades socioemocionales, lectura y escritura en la transición de educación inicial a primer año escolar [Article]. *Socio-emotional skills, reading and writing in the transition from initial education to the first school year.*, *39*(111), 117-134. https://doi.org/10.29192/claeh.39.1.6	n/a
183.	Punamäki, R.-L., Belt, R., & Posa, T. (2013). Emotions during the transition to parenthood among substance-abusing mothers: intensity, content and intervention effects [Article]. *Journal of Reproductive & Infant Psychology*, *31*(3), 222-244. https://doi.org/10.1080/02646838.2013.803046	1 = participant at wrong life stage
184.	Punch, R., & Duncan, J. (2022). The Role of Social Capital in the Transition to Postsecondary Education of Students Who Are Deaf or Hard of Hearing [Article]. *American Annals of the Deaf*, *167*(3), 1-22. https://doi.org/10.1353/aad.2022.0031	1 = participant at wrong life stage
185.	Pyne, J., & Borman, G. D. (2020). Replicating a Scalable Intervention That Helps Students Reappraise Academic and Social Adversity During the Transition to Middle School [Article]. *Journal of Research on Educational Effectiveness*, *13*(4), 652-678. https://doi.org/10.1080/19345747.2020.1784330	n/a
186.	Ramos-Rollón, M. (2022). Modalities of Cooperation and Policy Transfer: The Case of the European Programme for Social Cohesion	1 = participant

	in Latin America—EUROsociAL II [Article]. *European Journal of Development Research*, *34*(2), 806-827. https://doi.org/10.1057/s41287-021-00391-3	at wrong life stage
187.	Reimer, D., & Schwabe, U. (2023). Stability or change? Social inequality at the transition from bachelor's to master's degree programmes in Germany. Empirical evidence from four graduate cohorts [Article]. *European Educational Research Journal*, *22*(2), 170-197. https://doi.org/10.1177/14749041221101293	1 = participant at wrong life stage
188.	Reinhold, S., Gegenfurtner, A., & Lewalter, D. (2018). Social support and motivation to transfer as predictors of training transfer: testing full and partial mediation using meta‐analytic structural equation modelling [Article]. *International Journal of Training & Development*, *22*(1), 1-14. https://doi.org/10.1111/ijtd.12115	1 = participant at wrong life stage
189.	Rodrigues, M. A., Sanford, S. R., Rogers, M. P., Lee, K. M. N., Wilson, M. A., Amos, J., Hunter, C. D., & Clancy, K. B. H. (2020). From maternal tending to adolescent befriending: The adolescent transition of social support [Article]. *American Journal of Primatology*, *82*(11), 1-14. https://doi.org/10.1002/ajp.23050	n/a
190.	Rodríguez Gómez, K., & Patrón Sánchez, F. (2017). La efectividad de la política social en México: Un análisis de la reducción de la pobreza monetaria después de la operación de los programmeas que transfieren ingreso [Article]. *The Effectiveness of Social Policy in Mexico: An Analysis of the Reduction of Monetary Poverty by Income Transfer Programmes.*, *26*(1), 3-51. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=a9h&AN=124732260&site=ehost-live	1 = participant at wrong life stage
191.	Roth, T. (2018). The influence of parents' social capital on their children's transition to vocational training in Germany. *Social Networks*, *55*, 74-85. https://doi.org/10.1016/j.socnet.2018.05.006	1 = participant at wrong life stage
192.	Rougier, E., Combarnous, F., & Fauré, Y.-A. (2018). The "Local Economy" Effect of Social Transfers: An Empirical Assessment of the Impact of the Bolsa Família Programme on Local Productive Structure and Economic Growth [Article]. *World Development*, *103*, 199-215. https://doi.org/10.1016/j.worlddev.2017.09.019	1 = participant at wrong life stage
193.	Sahanowas, S. K., & Halder, S. (2019). Role of self-perceived family functioning in resilience of the students in transition to higher education phase [Article]. *Indian Journal of Positive Psychology*, *10*(4), 244-251. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=a9h&AN=141164581&site=ehost-live	1 = participant at wrong life stage

194.	Sáinz, M., & Upadyaya, K. (2023). The development of social science motivation across the transition to high school education. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues*. https://doi.org/10.1007/s12144-023-05035-9	1 = participant at wrong life stage
195.	Saligram, D., & Murthy, C. G. V. (2022). Retirement Transitions and Social Support among Teachers [Article]. *Indian Journal of Gerontology*, *36*(1), 113-127. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=a9h&AN=154878719&site=ehost-live	1 = participant at wrong life stage
196.	Salmela-Aro, K. (2020). The Role of Motivation and Academic Wellbeing – the Transition from Secondary to Further Education in STEM in Finland [Article]. *European Review*, *28*(S1), S121-S134. https://doi.org/10.1017/S1062798720000952	1 = participant at wrong life stage
197.	Samuels, F., & Stavropoulou, M. (2016). 'Being Able to Breathe Again': The Effects of Cash Transfer Programmes on Psychosocial Wellbeing [Article]. *Journal of Development Studies*, *52*(8), 1099-1114. https://doi.org/10.1080/00220388.2015.1134773	1 = participant at wrong life stage
198.	Santana López, A., Reininger, T., & Saracostti, M. (2021). Generation and Use of Data as Management Tools for School Social Intervention Programmes: Non Transferred Resources [Article]. *Leadership & Policy in Schools*, *20*(3), 457-471. https://doi.org/10.1080/15700763.2019.1695851	1 = participant at wrong life stage
199.	Sato, T., Kozub, F. M., & Samalot-Rivera, A. (2017). Students' Academic and Social Transition to New Graduate Programmes in Physical Education Teacher Education. *Multicultural Learning and Teaching*, *12*(2). https://doi.org/10.1515/mlt-2015-0018	1 = participant at wrong life stage
200.	Scopa, C., Contalbrigo, L., Greco, A., Lanatà, A., Scilingo, E. P., & Baragli, P. (2019). Emotional Transfer in Human–Horse Interaction: New Perspectives on Equine Assisted Interventions [Article]. *Animals (2076-2615)*, *9*(12), 1030. https://doi.org/10.3390/ani9121030	1 = participant at wrong life stage
201.	Secui, M. L., Bîrle, D. I., Rob, R. I., & Lazăr, A. (2021). UNDERSTANDING STUDENT TRANSITION IN HIGHER EDUCATION: SELF-EFFICACY BELIEFS AND PERCEIVED SOCIAL SUPPORT [Article]. *Romanian Journal of School Psychology*, 17-30. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eue&AN=155164010&site=ehost-live	1 = participant at wrong life stage
202.	Shangani, S., Operario, D., Genberg, B., Kirwa, K., Midoun, M., Atwoli, L., Ayuku, D., Galárraga, O., & Braitstein, P. (2017).	1 = participant

	Unconditional government cash transfers in support of orphaned and vulnerable adolescents in western Kenya: Is there an association with psychological wellbeing? [Article]. *PLoS ONE*, *12*(5), 1-15. https://doi.org/10.1371/journal.pone.0178076	at wrong life stage
203.	Shannon, C. (2020). Caring for the emotions of learners: Teaching practices to support student learning during and following the transition to alternative delivery [Article]. *Antistasis: An Open Educational Journal*, *10*(3), 1-6. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eue&AN=148054039&site=ehost-live	1 = participant at wrong life stage
204.	Shaw, S. T., & Chin-Newman, C. S. (2017). "You Can Do It!" Social Support for Transfer Students during the Transition from Community College to a Four-Year University. *Journal of The First-Year Experience & Students in Transition*, *29*(2), 65-78. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eric&AN=EJ1161340&site=ehost-live	1 = participant at wrong life stage
205.	Shoenbill, K. A., Baca-Atlas, M. H., Smith, C. A., Wilhoit-Reeves, S. B., Baca-Atlas, S. N., & Goldstein, A. O. (2022). Evaluating a Tobacco Treatment Programme's Transition to Telehealth Using a Social Determinants of Health Lens [Article]. *Nicotine & Tobacco Research*, *24*(6), 904-908. https://doi.org/10.1093/ntr/ntac016	1 = participant at wrong life stage
206.	Silva, P. G. (2018). Social workers in the Revolution: Social work's political agency and intervention in the Portuguese democratic transition (1974-1976) [Article]. *International Social Work*, *61*(3), 425-436. https://doi.org/10.1177/0020872816651706	1 = participant at wrong life stage
207.	Silvestre, H. C. (2017). (Incumbent) politics and burdens in the social construction of target groups: The Brazilian Bolsa Família conditional cash transfer programme [Article]. *Development Policy Review*, *35*(5), 703-720. https://doi.org/10.1111/dpr.12254	1 = participant at wrong life stage
208.	Simionescu, G., Doroftei, B., Anton, S. C., Anton, E., Nicolaiciuc, D., Bolota, M., Diaconu, I., & Filipeanu, D. (2017). NATIONAL PROGRAMME FOR IN VITRO FERTILIZATION AND EMBRYO TRANSFER IN ROMANIA: ETHICAL, LEGAL, AND SOCIAL CHALLENGES [Article]. *SEA: Practical Application of Science*, *5*(1), 161-164. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=a9h&AN=123945652&site=ehost-live	1 = participant at wrong life stage
209.	Sitar-Taut, D.-A., Mican, D., Frömbling, L., & Sarstedt, M. (2023). Digital Socialligators? Social Media-Induced Perceived Support During the Transition to the COVID-19 Lockdown [Article]. *Social*	1 = participant at wrong life stage

	Science Computer Review, *41*(3), 748-767. https://doi.org/10.1177/08944393211065872	
210.	Skovdal, M., Mushati, P., Robertson, L., Munyati, S., Sherr, L., Nyamukapa, C., & Gregson, S. (2013). Social acceptability and perceived impact of a community-led cash transfer programme in Zimbabwe [Article]. *BMC Public Health*, *13*(1), 1-13. https://doi.org/10.1186/1471-2458-13-342	1 = participant at wrong life stage
211.	Smith, H. N., & Fields, S. M. (2020). Changes in older adults' impairment, activity, participation and wellbeing as measured by the AusTOMs following participation in a Transition Care Programme [Article]. *Australian Occupational Therapy Journal*, *67*(6), 517-527. https://doi.org/10.1111/1440-1630.12667	1 = participant at wrong life stage
212.	Sommer, S., & Buhl, H. M. (2018). Intergenerational Transfers: Associations with Adult Children's Emotional Support of Their Parents [Article]. *Journal of Adult Development*, *25*(4), 286-296. https://doi.org/10.1007/s10804-018-9296-y	1 = participant at wrong life stage
213.	Stacey, G., Cook, G., Aubeeluck, A., Stranks, B., Long, L., Krepa, M., & Lucre, K. (2020). The implementation of resilience based clinical supervision to support transition to practice in newly qualified healthcare professionals [Article]. *Nurse Education Today*, *94*, N.PAG-N.PAG. https://doi.org/10.1016/j.nedt.2020.104564	1 = participant at wrong life stage
214.	Stensgaard, A., Bindslev‐Jensen, C., & Nielsen, D. (2017). Peanut allergy as a family project: social relations and transitions in adolescence [Article]. *Journal of Clinical Nursing (John Wiley & Sons, Inc.)*, *26*(21-22), 3371-3381. https://doi.org/10.1111/jocn.13696	1 = participant at wrong life stage
215.	Stephens, N. M., Hamedani, M. G., & Destin, M. (2014). Closing the Social-Class Achievement Gap: A Difference-Education Intervention Improves First-Generation Students' Academic Performance and All Students' College Transition [Article]. *Psychological Science (0956-7976)*, *25*(4), 943-953. https://doi.org/10.1177/0956797613518349	1 = participant at wrong life stage
216.	Straub, C., & Ravez, C. (2020). Social science education in France: A fragmented educational landscape in transition [Article]. *Journal of Social Science Education*, *19*(1), 136-153. https://doi.org/10.4119/jsse-1568	2 = no intervention
217.	Sulek, R., Trembath, D., Paynter, J., & Keen, D. (2019). Social validation of an online tool to support transitions to primary school for children with autism. *Research in Autism Spectrum Disorders*, *66*. https://doi.org/10.1016/j.rasd.2019.101408	1 = participant at wrong life stage

218.	Szoke-Burke, S. A. M. (2015). Not Only 'Context': Why Transitional Justice Programmes Can No Longer Ignore Violations of Economic and Social Rights [Article]. *Texas International Law Journal*, *50*(3), 465-494. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=a9h&AN=108595183&site=ehost-live	1 = participant at wrong life stage
219.	Takahiro, S., Kozub, F. M., & Samalot-Rivera, A. (2017). Students' Academic and Social Transition to New Graduate Programmes in Physical Education Teacher Education [Article]. *Multicultural Learning & Teaching*, *12*(2), 1-20. https://doi.org/10.1515/mlt-2015-0018	1 = participant at wrong life stage
220.	Tardy, A., Daguzan, A., Garès, A., Lesieur, A., Le Barbenchon, E., Sambuc, R., Apostolidis, T., & Lagouanelle-Simeoni, M.-C. (2022). Transférabilité et fonctions-clés d'un programmeme de développement des compétences psychosociales en milieu scolaire: Le Programmeme de Développement Affectif et Social (PRODAS) = Transferability and key functions of a life skills school programme: Programmeme de Développement Affectif et Social (PRODAS). *Devenir*, *34*(3), 301-323. https://doi.org/10.3917/dev.223.0301	n/a
221.	Taylor, Z. E., Doane, L. D., & Eisenberg, N. (2014). Transitioning from high school to college: Relations of social support, ego-resiliency, and maladjustment during emerging adulthood. *Emerging Adulthood*, *2*(2), 105-115. https://doi.org/10.1177/2167696813506885	1 = participant at wrong life stage
222.	Thiel, C., Connelly, S., Harkrider, L., Devenport, L., Bagdasarov, Z., Johnson, J., & Mumford, M. (2013). Case-Based Knowledge and Ethics Education: Improving Learning and Transfer Through Emotionally Rich Cases [Article]. *Science & Engineering Ethics*, *19*(1), 265-286. https://doi.org/10.1007/s11948-011-9318-7	n/a
223.	Tian, F. (2013). Transition to First Marriage in Reform-Era Urban China: The Persistent Effect of Education in a Period of Rapid Social Change [Article]. *Population Research & Policy Review*, *32*(4), 529-552. https://doi.org/10.1007/s11113-013-9272-y	1 = participant at wrong life stage
224.	Toomey, R. B., Umaña-Taylor, A. J., Jahromi, L. B., & Updegraff, K. A. (2013). Measuring Social Support From Mother Figures in the Transition From Pregnancy to Parenthood Among Mexican-Origin Adolescent Mothers [Article]. *Hispanic Journal of Behavioral Sciences*, *35*(2), 194-212. https://doi.org/10.1177/0739986312470636	1 = participant at wrong life stage
225.	Toth, G., Mburu, G., Tuot, S., Khol, V., Ngin, C., Chhoun, P., & Yi, S. (2018). Social-support needs among adolescents living with HIV	1 = participant

	in transition from pediatric to adult care in Cambodia: findings from a cross-sectional study [Article]. *AIDS Research & Therapy*, *15*, 1-1. https://doi.org/10.1186/s12981-018-0195-x	at wrong life stage
226.	Turpin, R. E., Dyer, T. V., Dangerfield, D. T., II, Liu, H., & Mayer, K. H. (2020). Syndemic latent transition analysis in the HPTN 061 cohort: Prospective interactions between trauma, mental health, social support, and substance use. *Drug and Alcohol Dependence*, *214*. https://doi.org/10.1016/j.drugalcdep.2020.108106	1 = participant at wrong life stage
227.	Tuttle Prince, A. (2023). Transition Tasks: Individualized Education Programme Involvement for Students With Emotional and Behavioral Disorders [Article]. *Intervention in School & Clinic*, 1. https://doi.org/10.1177/10534512231178473	6 = specific population
228.	Tuzel Iseri, E. (2019). From Mussels Stand to Becoming a Doctor: A Discussion on the Importance of Education in the Vertical Transition between Social Strata in Terms of Career Choices and Sources of Vocational Awareness in Children with Low Socioeconomic Level. *International Education Studies*, *12*(11), 94-104. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eric&AN=EJ1232702&site=ehost-live	1 = participant at wrong life stage
229.	Vacchiano, M., Yepes-Cayuela, L., & Martí, J. (2021). The family as (one- or two-step) social capital: mechanisms of support during labor market transitions [Article]. *Community, Work & Family*, *24*(4), 471-487. https://doi.org/10.1080/13668803.2019.1687425	1 = participant at wrong life stage
230.	Valdés, M. T. (2020). Primary and Secondary Effects of Social Origin in the Transition to Post-Compulsory Education in Spain [Article]. *Efectos primarios y secundarios del origen social en la transición a la educación posobligatoria en España.*(171), 125-144. https://doi.org/10.5477/cis/reis.171.125	1 = participant at wrong life stage
231.	Van den Bossche, P., & Segers, M. (2013). Transfer of Training: Adding Insight through Social Network Analysis. *Educational Research Review*, *8*, 37-47. https://doi.org/10.1016/j.edurev.2012.08.002	1 = participant at wrong life stage
232.	van Gils, E., & Yörük, E. (2017). The World Bank's social assistance recommendations for developing and transition countries: Containment of political unrest and mobilization of political support [Article]. *Current Sociology*, *65*(1), 113-132. https://doi.org/10.1177/0011392115617310	1 = participant at wrong life stage
233.	Vincze, A. E., Csaba, D. L., Roth, M., & HĂRĂGuŞ, T. P. (2013). A Nationwide Study of Mental Health and Social Support among Romanian Adolescents Transitioning to Adulthood [Article].	1 = participant at wrong life stage

	Transylvanian Journal of Psychology, *14*(1), 93-122. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=a9h&AN=88399355&site=ehost-live	
234.	Virtanen, T., Vasalampi, K., Lerkkanen, M.-K., Pelkonen, J., & Poikkeus, A.-M. (2022). Stability of social support during school transitions: Associations with truancy and not completing upper secondary education in normative time. *Learning and Instruction*, *82*, 1-9. https://doi.org/10.1016/j.learninstruc.2022.101663	n/a
235.	Virtanen, T. E., Vasalampi, K., Kiuru, N., Lerkkanen, M. K., & Poikkeus, A. M. (2020). The Role of Perceived Social Support as a Contributor to the Successful Transition from Primary to Lower Secondary School [Article]. *Scandinavian Journal of Educational Research*, *64*(7), 967-983. https://doi.org/10.1080/00313831.2019.1639816	n/a
236.	Vuarant, S., Roses, P. A., Herrera, M., & Perez, D. (2021). Los procesos de transferencia en la universidad: limitaciones, potencialidades, desafíos. Una perspectiva situada a partir de un proyecto de desarrollo tecnológico y social en el marco de la economía social y solidaria [Article]. *The transfer processes in the university: limitations, potentialities, challenges. A perspective based on a technological and social development project within the framework of the social and solidarity economy.*(24), 1-13. https://doi.org/10.14409/pampa.2021.24.e0042	1 = participant at wrong life stage
237.	Wafa, D. M. (2013). Egypt in Transition: Responding to Social and Political Changes in Executive Education [Article]. *Teaching Public Administration*, *31*(2), 174-185. https://doi.org/10.1177/0144739413491111	1 = participant at wrong life stage
238.	Waidler, J., Gilbert, U., Mulokozi, A., & Palermo, T. (2022). A "Plus" Model for Safe Transitions to Adulthood: Impacts of an Integrated Intervention Layered onto A National Social Protection Programme on Sexual Behavior and Health Seeking among Tanzania's Youth [Article]. *Studies in Family Planning*, *53*(2), 233-258. https://doi.org/10.1111/sifp.12190	1 = participant at wrong life stage
239.	Webster, G. D., Gesselman, A. N., & Crosier, B. S. (2016). Avoidant adult attachment negatively relates to classroom popularity: Social network analysis support for the Parent–Partner–Peer Attachment Transfer model [Article]. *Personality & Individual Differences*, *96*, 248-254. https://doi.org/10.1016/j.paid.2016.03.007	1 = participant at wrong life stage
240.	Weisweiler, S., Nikitopoulos, A., Netzel, J., & Frey, D. (2013). Gaining insight to transfer of training through the lens of social	1 = participant

	psychology [Article]. *Educational Research Review*, *8*, 14-27. https://doi.org/10.1016/j.edurev.2012.05.006	at wrong life stage
241.	Westerman, M., Teunissen, P. W., Fokkema, J. P. I., van der Vleuten, C. P. M., Scherpbier, A. J. J. A., Siegert, C. E. H., & Scheele, F. (2013). The transition to hospital consultant and the influence of preparedness, social support, and perception: A structural equation modelling approach [Article]. *Medical Teacher*, *35*(4), 320-327. https://doi.org/10.3109/0142159X.2012.735381	1 = participant at wrong life stage
242.	Whaley, A. L., DiMotta, R. J., Walker, J., & Santana, M. (2019). Psychosocial Intervention and Clinical/Educational Outcomes for Students with Emotional and Behavioral Disorders: An Evaluation of the Astor Transitions Programme [Article]. *Journal of Social Service Research*, *45*(4), 477-487. https://doi.org/10.1080/01488376.2018.1481167	6 = specific population
243.	Wigelsworth, M., Lendrum, A., Oldfield, J., Scott, A., ten Bokkel, I., Tate, K., & Emery, C. (2016). The impact of trial stage, developer involvement and international transferability on universal social and emotional learning programme outcomes: a meta-analysis [Article]. *Cambridge Journal of Education*, *46*(3), 347-376. https://doi.org/10.1080/0305764X.2016.1195791	1 = participant at wrong life stage
244.	Woods, P. J., Macdonald, J. I., Bárðarson, H., Bonanomi, S., Boonstra, W. J., Cornell, G., Cripps, G., Danielsen, R., Färber, L., Ferreira, A. S. A., Ferguson, K., Holma, M., Holt, R. E., Hunter, K. L., Kokkalis, A., Langbehn, T. J., Ljungström, G., Nieminen, E., Nordström, M. C., & Oostdijk, M. (2022). review of adaptation options in fisheries management to support resilience and transition under socio-ecological change [Article]. *ICES Journal of Marine Science / Journal du Conseil*, *79*(2), 463-479. https://doi.org/10.1093/icesjms/fsab146	1 = participant at wrong life stage
245.	Wu, C., & Shi, Z. (2020). Education and Social Trust in Transitional China [Article]. *Chinese Sociological Review*, *52*(2), 115-143. https://doi.org/10.1080/21620555.2019.1665995	1 = participant at wrong life stage
246.	Wu, R., & Sansavini, G. (2020). Integrating reliability and resilience to support the transition from passive distribution grids to islanding microgrids [Article]. *Applied Energy*, *272*, N.PAG-N.PAG. https://doi.org/10.1016/j.apenergy.2020.115254	1 = participant at wrong life stage
247.	Xiang, X., Zuverink, A., Rosenberg, W., & Mahmoudi, E. (2019). Social work-based transitional care intervention for super utilizers of medical care: a retrospective analysis of the bridge model for super	1 = participant at wrong life stage

	utilizers [Article]. *Social Work in Health Care*, *58*(1), 126-141. https://doi.org/10.1080/00981389.2018.1547345	
248.	Yates, S., & Roulstone, A. (2013). Social policy and transitions to training and work for disabled young people in the United Kingdom: neo-liberalism for better and for worse? [Article]. *Disability & Society*, *28*(4), 456-470. https://doi.org/10.1080/09687599.2012.717874	1 = participant at wrong life stage
249.	Yatim, M. H. M., Razali, M. H. H., Puteh, A. Q. J., Sulaiman, A. H., & Zaini, M. R. (2022). Development Of Smart Agriculture Water Tank for Malaysian Social Innovation (Mysi) Education Transfer Programme [Article]. *Special Education*, *1*(43), 1076-1081. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eue&AN=159789762&site=ehost-live	1 = participant at wrong life stage
250.	Yeager, K. H., Morgan, J. J., Brown, M. R., Higgins, K., & Jackson, I. (2020). Transition-Related Social Support of High School Students with Emotional and Behavioral Disorders. *Preventing School Failure*, *64*(3), 230-239. https://doi.org/10.1080/1045988X.2020.1732283	6 = specific population
251.	Yeboah, F. K., Kaplowitz, M. D., Kerr, J. M., Lupi, F., & Thorp, L. G. (2016). Sociocultural and institutional contexts of social cash transfer programmes: Lessons from stakeholders' attitudes and experiences in Ghana [Article]. *Global Social Policy*, *16*(3), 287-308. https://doi.org/10.1177/1468018115600039	1 = participant at wrong life stage
252.	Young, E., Thompson, R., Sharp, J., & Bosmans, D. (2020). Emotional transitions? Exploring the student experience of entering higher education in a widening-participation HE-in-FE setting [Article]. *Journal of Further & Higher Education*, *44*(10), 1349-1363. https://doi.org/10.1080/0309877X.2019.1688264	1 = participant at wrong life stage
253.	Yücel, E. (2022). Navigating Transfer Through Networks: How Community College Students Seek Support From Social Ties Throughout the Transfer Process [Article]. *Review of Higher Education*, *45*(4), 487-513. https://doi.org/10.1353/rhe.2022.0006	1 = participant at wrong life stage
254.	五野日路子, & 高根務. (2016). 誰が給付を受けるべきか:マラウイの社会的現金給付政策における住民主体の受給者選定 [Article]. *Who Should be the Beneficiaries? Community-Based Targeting of the Social Cash Transfer Programmeme in Malawi.*, *2016*(90), 29-36. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=a9h&AN=130807759&site=ehost-live	1 = participant at wrong life stage
255.	髙橋, 脩. (2018). 社会福祉制度を踏まえた発達障害のある人の成人期への移行支援 [Article]. *TRANSITION SUPPORT TO ADULTHOOD FOR INDIVIDUALS WITH DEVELOPMENTAL*	1 = participant at wrong life stage

	DISORDERS IN LIGHT OF THE SOCIAL WELFARE SYSTEM., *59*(5), 588-596. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=a9h&AN=137920021&site=ehost-live	& 6 = specific population

Appendix D: Papers After Title Screening

Reference for papers remaining after title screening and on which abstract screening was carried out

	Full Paper Reference	Reason for acceptance/ non-acceptance
1.	Akister, J., Guest, H., & Burch, S. (2016). Can Activity Projects Improve Children's Wellbeing during the Transition to Secondary Education? *International Education Studies*, *9*(12), 1-11. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eric&AN=EJ1121550&site=ehost-live	Yes
2.	Bagnall, C. L. (2020). Talking about School Transition (TaST): an emotional centred intervention to support children over primary-secondary school transition [Article]. *Pastoral Care in Education*, *38*(2), 116-137. https://doi.org/10.1080/02643944.2020.1713870	Yes
3.	Brouzos, A., Vassilopoulos, S. P., Vlachioti, A., & Baourda, V. (2020). A coping‐oriented group intervention for students waiting to undergo secondary school transition: Effects on coping strategies, self‐esteem, and social anxiety symptoms [Article]. *Psychology in the Schools*, *57*(1), 31-43. https://doi.org/10.1002/pits.22319	Yes
4.	Coelho, V. A., Brás, P., & Matsopoulos, A. (2021). Differential Effectiveness of an Elementary School Social and Emotional Learning Programme during Middle School Transition in Portugal. *School Psychology*, *36*(6), 475-482. https://doi.org/10.1037/spq0000454	Yes
5.	Correia, K., & Marques-Pinto, A. (2016). “Giant Leap 1”: A Social and Emotional Learning programme's effects on the transition to first grade [Article]. *Children & Youth Services Review*, *61*, 61-68. https://doi.org/10.1016/j.childyouth.2015.12.002	No; children not an appropriate age
6.	Demkowicz, O., Bagnall, C., Hennessey, A., Pert, K., Bray, L., Ashworth, E., & Mason, C. (2023). ‘It's scary starting a new school’: Children and young people's perspectives on wellbeing support during educational transitions [Article].	No; no intervention used

	British Journal of Educational Psychology, 1. https://doi.org/10.1111/bjep.12617	
7.	Donaldson, C., Moore, G., & Hawkins, J. (2023). A Systematic Review of School Transition Interventions to Improve Mental Health and Wellbeing Outcomes in Children and Young People. *School Mental Health*, *15*(1), 19-35. https://doi.org/10.1007/s12310-022-09539-w	No; review paper
8.	Gil-Madrona, P., Samalot Rivera, A., & Kozub, F. M. (2016). Acquisition and Transfer of Values and Social Skills through a Physical Education Programme Focused in the Affective Domain [Article]. *Motricidade*, *12*(3), 32-38. https://doi.org/10.6063/motricidade.6502	No; related to PE
9.	Gómez Vera, G., Rivas Muena, M., & Lobos Guerrero, C. (2021). Expectations on the Transition From Primary to Secondary Education for Students From Contexts of Social Vulnerability [Article]. *Expectativas sobre la transición desde la educación básica a la educación media de estudiantes provenientes de contextos de vulnerabilidad social.*, *58*(1), 1-13. https://doi.org/10.7764/PEL.58.1.2021.1	No; opinions on the transition
10.	Heinsch, M., Agllias, K., Sampson, D., Howard, A., Blakemore, T., & Cootes, H. (2020). Peer connectedness during the transition to secondary school: a collaborative opportunity for education and social work [Article]. *Australian Educational Researcher (Springer Science & Business Media B.V.)*, *47*(2), 339-356. https://doi.org/10.1007/s13384-019-00335-1	No; intervention used
11.	Jensen, C. R., & Sommer, F. M. (2022). Socialt udsatte unges overgang fra skole til uddannelse eller arbejde - aktionsforskning, sociale eksperimenter og elevfortællinger [Article]. *The transition of socially disadvantaged youths from school to education or work: Action research, social experiments, and student perspectives.*, *5*(1), 64-84. https://doi.org/10.23865/fof.v5.3481	No; opinions, no intervention
12.	Kastner, L., Umbach, N., Jusyte, A., Cervera-Torres, S., Fernández, S. R., Nommensen, S., & Gerjets, P. (2021). Designing visual-arts education programmes for transfer effects: Development and experimental evaluation of (digital) drawing courses in the art museum designed to	No; wrong life stage

	promote adolescents' socio-emotional skills. *Frontiers in Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.603984	
13.	Mahmud, A. (2021). A context-specific social and emotional learning programme to support adolescents following the transition to secondary school [Article]. *Pastoral Care in Education*, *39*(4), 329-347. https://doi.org/10.1080/02643944.2020.1827285	Yes
14.	Mason, W. A., January, S.-A. A., Fleming, C. B., Thompson, R. W., Parra, G. R., Haggerty, K. P., & Snyder, J. J. (2016). Parent training to reduce problem behaviors over the transition to high school: Tests of indirect effects through improved emotion regulation skills [Article]. *Children & Youth Services Review*, *61*, 176-183. https://doi.org/10.1016/j.childyouth.2015.12.022	Yes
15.	Mikal, J. P., Rice, R. E., Abeyta, A., & DeVilbiss, J. (2013). Transition, stress and computer-mediated social support. *Computers in Human Behavior*, *29*(5), A40-A53. https://doi.org/10.1016/j.chb.2012.12.012	No; no specific life transition looked at – too broad
16.	Mönkediek, B., & Diewald, M. (2022). Do academic ability and social background influence each other in shaping educational attainment? The case of the transition to secondary education in Germany. *Social Science Research*, *101*. https://doi.org/10.1016/j.ssresearch.2021.102625	No; no intervention used
17.	Naidoo, A., Byles, H., & Kwenaite, S. (2021). Student Support and Transition through a Buddy Programme to Foster Social Integration. *Journal of Student Affairs in Africa*, *9*(2), 47-63. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eric&AN=EJ1336221&site=ehost-live	No; wrong life stage-transition to university
18.	Petersen, R., Petermann, U., Petermann, F., Diener, C., & Nitkowski, D. (2019). Förderung der emotionalen Entwicklung bei Jugendlichen: Langfristige Wirksamkeit des Präventionsprogrammes „Emotionstraining in der Schule" [Article]. *Emotional development during the transition to adolescence: Long-term-effects of the prevention programme "Emotion Training with Students"*. *67*(4), 250-260. https://doi.org/10.1024/1661-4747/a000395	Yes

19.	Presa Rodríguez, T. (2020). Habilidades socioemocionales, lectura y escritura en la transición de educación inicial a primer año escolar [Article]. *Socio-emotional skills, reading and writing in the transition from initial education to the first school year.*, *39*(111), 117-134. https://doi.org/10.29192/claeh.39.1.6	No; wrong school year
20.	Pyne, J., & Borman, G. D. (2020). Replicating a Scalable Intervention That Helps Students Reappraise Academic and Social Adversity During the Transition to Middle School [Article]. *Journal of Research on Educational Effectiveness*, *13*(4), 652-678. https://doi.org/10.1080/19345747.2020.1784330	Yes
21.	Rodrigues, M. A., Sanford, S. R., Rogers, M. P., Lee, K. M. N., Wilson, M. A., Amos, J., Hunter, C. D., & Clancy, K. B. H. (2020). From maternal tending to adolescent befriending: The adolescent transition of social support [Article]. *American Journal of Primatology*, *82*(11), 1-14. https://doi.org/10.1002/ajp.23050	No; no intervention used
22.	Tardy, A., Daguzan, A., Garès, A., Lesieur, A., Le Barbenchon, E., Sambuc, R., Apostolidis, T., & Lagouanelle-Simeoni, M.-C. (2022). Transférabilité et fonctions-clés d'un programmeme de développement des compétences psychosociales en milieu scolaire: Le Programmeme de Développement Affectif et Social (PRODAS) = Transferability and key functions of a life skills school programme: Programmeme de Développement Affectif et Social (PRODAS). *Devenir*, *34*(3), 301-323. https://doi.org/10.3917/dev.223.0301	No; not focused on school transition
23.	Thiel, C., Connelly, S., Harkrider, L., Devenport, L., Bagdasarov, Z., Johnson, J., & Mumford, M. (2013). Case-Based Knowledge and Ethics Education: Improving Learning and Transfer Through Emotionally Rich Cases [Article]. *Science & Engineering Ethics*, *19*(1), 265-286. https://doi.org/10.1007/s11948-011-9318-7	No; no intervention and not focused on school transition
24.	Virtanen, T., Vasalampi, K., Lerkkanen, M.-K., Pelkonen, J., & Poikkeus, A.-M. (2022). Stability of social support during school transitions: Associations with truancy and not completing upper secondary education in normative time. *Learning and Instruction*, *82*, 1-9. https://doi.org/10.1016/j.learninstruc.2022.101663	No; no intervention used

25.	Virtanen, T. E., Vasalampi, K., Kiuru, N., Lerkkanen, M. K., & Poikkeus, A. M. (2020). The Role of Perceived Social Support as a Contributor to the Successful Transition from Primary to Lower Secondary School [Article]. *Scandinavian Journal of Educational Research*, *64*(7), 967-983. https://doi.org/10.1080/00313831.2019.1639816	No; no intervention used

Appendix E: References for Papers Analysed in Review

Full references for the seven papers under investigation in the systematic review

Akister, J., Guest, H., & Burch, S. (2016). Can Activity Projects Improve Children's Wellbeing during the Transition to Secondary Education? *International Education Studies*, *9*(12), 1-11. https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,uid,shib&db=eric&AN=EJ1121550&site=ehost-live

Bagnall, C. L. (2020). Talking about School Transition (TaST): an emotional centred intervention to support children over primary-secondary school transition [Article]. *Pastoral Care in Education*, *38*(2), 116-137. https://doi.org/10.1080/02643944.2020.1713870

Brouzos, A., Vassilopoulos, S. P., Vlachioti, A., & Baourda, V. (2020). A coping‐oriented group intervention for students waiting to undergo secondary school transition: Effects on coping strategies, self‐esteem, and social anxiety symptoms [Article]. *Psychology in the Schools*, *57*(1), 31-43. https://doi.org/10.1002/pits.22319

Coelho, V. A., Brás, P., & Matsopoulos, A. (2021). Differential Effectiveness of an Elementary School Social and Emotional Learning Programme during Middle School Transition in Portugal. *School Psychology*, *36*(6), 475-482. https://doi.org/10.1037/spq0000454

Mahmud, A. (2021). A context-specific social and emotional learning programme to support adolescents following the transition to secondary school [Article]. *Pastoral Care in Education*, *39*(4), 329-347. https://doi.org/10.1080/02643944.2020.1827285

Mason, W. A., January, S.-A. A., Fleming, C. B., Thompson, R. W., Parra, G. R., Haggerty, K. P., & Snyder, J. J. (2016). Parent training to reduce problem behaviors over the transition to high school: Tests of indirect effects through improved emotion regulation skills [Article]. *Children & Youth Services Review*, *61*, 176-183. https://doi.org/10.1016/j.childyouth.2015.12.022

Pyne, J., & Borman, G. D. (2020). Replicating a Scalable Intervention That Helps Students Reappraise Academic and Social Adversity During the Transition to Middle School [Article]. *Journal of Research on Educational Effectiveness*, *13*(4), 652-678. https://doi.org/10.1080/19345747.2020.1784330

Appendix F: Weight of Evidence A (WoE A)

Weight of Evidence A (WoE A)

WoE A Criteria: Adapted from Gersten et al. (2005)	Akister et al. (2016)	Bagnall et al. (2021)	Brouzos et al. (2020)	Coelho et al. (2021)	Mahmud (2021)	Mason et al. (2016)	Pyne & Borman (2020)
Participants adequately described	X	X	X	X	X	X	X
Participants comparable across conditions	X	X	X	X	X	X	X
Intervention provider clearly described	X	X		X	X	X	X
Intervention clearly described		X		X	X	X	X
Procedure for ensuring intervention fidelity		X			X	X	X
Control condition services described							

Appropriate and multiple measures	X	X	X	X	X		
Measured at the appropriate times	X	X	X	X	X		
Data analysis techniques appropriate			X		X	X	X
Effect sizes calculated		X				X	X
Attrition rates documented and less than 30%	X		X	X	X	X	X
Reliability reported		X	X		X		
Follow up measures taken	X	X	X		X		
Validity reported		X	X	X		X	
Quality of implementation examined		X		X		X	X
Information on the nature of the control group intervention							
Audio or video							

of the intervention included							
Results presented in a coherent fashion	X	X	X		X	X	X
Total score *	8 (Low)	13 (High)	10 (Medium)	10 (Medium)	12 (Medium)	9 (Medium)	10 (Medium)

* High(3) = 13-18, Medium(2) = 10-12, Low(1) = 1-9

Appendix G: Weight of Evidence B (WoE B)

Weight of Evidence B (WoE B)

Using the guidelines from:

Petticrew, M., & Roberts, H. (2003). Evidence, hierarchies, and typologies: horses for courses. *Journal of Epidemiology & Community Health*, *57*(7), 527-529.

WoE B Criteria and Rating		
High = 3	Medium = 2	Low = 1
Randomised Control Trials	Quasi Experimental Study	Qualitative, Survey, Case-Control Studies
- An appropriate control group - Measures collected at pre and post intervention	- Pre and post measures - Assessing the difference between groups before the intervention occurs	- No pre measures - No control group - Small sample size

Study	WoE B Rating
Akister et al. (2016)	2
Bagnall et al. (2021)	2
Brouzos et al. (2020)	2
Coelho et al. (2021)	2
Mahmud (2021)	2
Mason et al. (2016)	2
Pyne & Borman (2020)	2

Appendix H: Weight of Evidence C (WoE C)

Weight of Evidence C (WoE C)

Relevance to the Review Question

Criteria	WoE C Rating	Rationale
a) Intervention	3 = high - The intervention is emotion-based, school-led and occurs at several different time points 2 = medium - The intervention is not school led but is emotion-based and occurs at different time points 1 = low - Intervention is a once-off occurrence	The focus of this review is the types of interventions being offered by schools to support young people making the transition from primary to secondary school. The support this review is evaluating is emotion-based, resilience or wellbeing types of interventions. Interventions need to occur over a period of time (e.g. 10 weekly sessions) in order to be considered for a high rating.
b) Participants	3 = high - The focus of the intervention is pupils making the transition from primary to secondary school, either in the final year of primary or the first year of secondary school 2 = medium - The focus of the intervention is on a small sample of pupils making the transition 1 = low	The focus of this review is on the young people making the school transition. Ideally, interventions should be targeted to pupils in the final year of primary school or the first year of secondary school.

	- The focus of the intervention is not directly on the pupils themselves but the outcome measures are	
c) Outcome Measures	3 = high - Outcome measures are focused on the variables of wellbeing, resilience or social/ emotional- functioning 2 = medium - n/a 1 = low - Other outcome variables are the focus of the study, such as academic performance or attendance	The focus of this review is to see how young people are being supported during the transition from primary to secondary school, with the emphasis on variables such as wellbeing, resilience, or social/ emotional functioning

WoE C Ratings Applied to the Studies

Study	WoE C Rating	Averaged Score: Overall WoE C Rating
Akister et al. (2016)	A = 2 B = 3 C = 3	2.7
Bagnall et al. (2021)	A = 3 B = 3 C = 3	3
Brouzos et al. (2020)	A = 3 B = 3 C = 3	3
Coelho et al. (2021)	A = 3 B = 3 C = 2	2.7
Mahmud (2021)	A = 3 B = 3	3

	C = 3	
Mason et al. (2016)	A = 2 B = 3 C = 3	2.7
Pyne & Borman (2020)	A = 3 B = 3 C = 2	2.7

Appendix I: Child Youth Resilience Measure (CYRM-R 26)

	No	Sometimes	Yes
1. Do you have people you want to be like?	No	Sometimes	Yes
2. Do you share with people around you?	No	Sometimes	Yes
3. Is doing well in school important to you?	No	Sometimes	Yes
4. Do you know how to behave/act in different situations (such as school, home and church or mosque)?	No	Sometimes	Yes
5. Do you feel that your parent(s)/caregiver(s) know where you are and what you are doing all of the time?	No	Sometimes	Yes
6. Do you feel that your parent(s)/ caregiver(s) know a lot about you (for example, what makes you happy, what makes you scared)?	No	Sometimes	Yes
7. Is there enough to eat in your home when you are hungry?	No	Sometimes	Yes
8. Do you try to finish activities that you start?	No	Sometimes	Yes
9. Do you know where your family comes from or know your family's history?	No	Sometimes	Yes
10. Do other children like to play with you?	No	Sometimes	Yes
11. Do you talk to your family about how you feel (for example when you are hurt or feeling scared)?	No	Sometimes	Yes
12. When things don't go your way, can you fix it without hurting yourself or other people (for example, without hitting others or saying nasty things)?	No	Sometimes	Yes
13. Do you have friends that care about you?	No	Sometimes	Yes
14. Do you know where to go to get help?	No	Sometimes	Yes
15. Do you feel you fit in with other children?	No	Sometimes	Yes
16. Do you think your family cares about you when times are hard (for example, if you are sick or have done something wrong)?	No	Sometimes	Yes
17. Do you think your friends care about you when times are hard (for example if you are sick or have done something wrong)?	No	Sometimes	Yes
18. Are you treated fairly?	No	Sometimes	Yes
19. Do you have chances to show others that you are growing up and can do things by yourself?	No	Sometimes	Yes
20. Do you know what you are good at?	No	Sometimes	Yes
21. Do you participate in religious activities (such as church, mosque)?	No	Sometimes	Yes
22. Do you think it is important to help out in your community?	No	Sometimes	Yes
23. Do you feel safe when you are with your family?	No	Sometimes	Yes
24. Do you have chances to learn things that will be useful when you are older (like cooking, working, and helping others)?	No	Sometimes	Yes
25. Do you like the way your family celebrates things (like holidays or learning about your culture)?	No	Sometimes	Yes
26. Do you like the way your community celebrates things (like holidays, festivals)?	No	Sometimes	Yes

Appendix J: The Stirling Children's Wellbeing Scale (SCWBS)

The Stirling Children's Wellbeing Scale

Here are some statements or descriptions about how you might have been feeling or thinking about things over the past couple of weeks.

For each one please put a tick in the box which best describes your thoughts and feelings; there are not right or wrong answers.

	Statements	Never	Not much of the time	Some of the time	Quite a lot of the time	All of the time
1	I think good things will happen in my life	1	2	3	4	5
2	I have always told the truth	1	2	3	4	5
3	I've been able to make choices easily	1	2	3	4	5
4	I can find lots of fun things to do	1	2	3	4	5
5	I feel that I am good at some things	1	2	3	4	5
6	I think lots of people care about me	1	2	3	4	5
7	I like everyone I have met	1	2	3	4	5
8	I think there are many things I can be proud of	1	2	3	4	5
9	I've been feeling calm	1	2	3	4	5
10	I've been in a good mood	1	2	3	4	5
11	I enjoy what each new day brings	1	2	3	4	5
12	I've been getting on well with people	1	2	3	4	5
13	I always share my sweets	1	2	3	4	5
14	I've been cheerful about things	1	2	3	4	5
15	I've been feeling relaxed	1	2	3	4	5

Appendix K: Recruitment Email for Principals of 'Control-Group' Primary Schools

An Evaluation of the 'Smart Moves' School Transition Pilot Program in Ireland

Dear [insert name of Principal here],

My name is Georgina, and I am a Trainee Educational Psychologist completing the Professional Doctorate in Educational and Child Psychology in Mary Immaculate College, Limerick. I am evaluating a school transition program called 'Smart Moves', which aims to help young people with the move from 6th class in primary school to 1st year of secondary school. This program will be evaluated by measuring pupils' resilience and wellbeing at two different time points (in January, 2023 and June, 2023). In order to accurately evaluate this program I need to compare the resilience and wellbeing scores of pupils who have completed the program, with those who have not completed this program.

[Insert name of school] has been identified using the information provided on the Department of Education website as being suitable to complete this research, as you are currently not engaging in the 'Smart Moves' program. I am reaching out to you to request permission to include your school in our research project. In return for their participation, pupils in 6th class in your school will be offered the opportunity to participate in a free 'School Transition Workshop' delivered by the researcher upon completion of the data collection (in the summer of 2023). This workshop will be focusing on building resilience and wellbeing in young people. This workshop will be held online and a recording of the workshop can be accessed for pupils at any time following delivery.

Participation in this study will take approximately 20-30 minutes for the 6th class group, in January 2023, and at the end of the school year in June 2023. Pupils will be asked to complete two self-report questionnaires, measuring resilience and wellbeing. If you would like to participate, I would ask that you:

1. Agree a date and time for researchers to come to the school
2. Distribute information and consent letters to parents at least two weeks beforehand
3. Keep completed consent forms that have been returned by parent(s)/guardian(s) secure and confidential

Participation is voluntary and there are no consequences for choosing not to participate or withdrawing from the study. Confidentiality of all participants will be maintained and the data will be kept secure.

If you have any questions or queries, please don't hesitate to contact me or the research supervisors on the following information.

Researcher: Georgina Lannin	10129049@micstudent.mic.ul.ie	086 052 4992
Supervisors: Dr. Therese Brophy	Therese.Brophy@mic.ul.ie	
Dr. Orla Slattery	Orla.Slattery@mic.ul.ie	

This research study has received Ethics approval from the Mary Immaculate College Research Ethics Committee (MIREC) (reference number).
If you have any concerns about this study and wish to contact an independent authority, you may contact: Mary Collins, MIREC Administrator, Mary Immaculate College, Limerick [Telephone: 061-204980; E-mail: mirec@mic.ul.ie]

Many thanks,

Georgina Lannin

Appendix L: Parent/ Guardian Information Letter

(a): For pupils completing the 'Smart Moves' program

An Evaluation of the 'Smart Moves' School Transition Pilot Program in Ireland

Dear Parent/ Guardian,

My name is Georgina, and I am a Trainee Educational Psychologist completing the Professional Doctorate in Educational and Child Psychology in Mary Immaculate College, Limerick. I am reaching out to you as I will be conducting a research project at [School], and I would like to request your permission for your child to partake in this research. This form describes the project and what will be asked of your child. Please read over it carefully and let us know if you have any questions.

What is the purpose of the research?

The research involves evaluating the 'Smart Moves' program in Ireland, on behalf of the Irish Society for the Prevention of Cruelty to Children (ISPCC). Your child is currently due to start the 'Smart Moves' program in January, and it will be delivered to them in short 30 minute sessions throughout their remaining time in 6th class. The aim of this program is to help young people in 6th class of primary school with the transition into 1st year of secondary school, by building and developing their resilience and wellbeing. Resilience is the ability to withstand adversity and bounce back from difficult life events, while wellbeing is the state of being comfortable, healthy, or happy. Therefore, the aim of this research is to help us understand the impact that the 'Smart Moves' program can have on young people's resilience and wellbeing. It is important to note, that if you do not wish your child to partake in the research that they may still participate in the 'Smart Moves' program.

What will my child be asked to do?

This data collection phase will involve approximately 20 to 30 minutes of your child's time on two different occasions; (1) January, 2023, and (2) June, 2023. Your child will be asked to

complete two self-report questionnaires, one to measure their resilience and one to measure their well-being. An example of some of the statements on the resilience questionnaires is: 'Do you know where to go to get help?', and 'Do you know what you are good at?'. An example of some of the statements on the wellbeing questionnaires is: 'I've been in a good mood', and 'I always share my sweets'. Responses to these questionnaires will be used for research purposes only. It is important to note that if your child's scores for the above questionnaires are concerningly low that the researcher has a responsibility to feedback this information to a key contact person in the school, for the safety and wellbeing of your child. The school will be provided with the overall research findings upon completion of the project (but it is important to note that they will not be provided with the individual students' responses).

What will happen to my child's information?

Your privacy is very important to us. Your child's confidential information will be kept safely and securely in the school and by the researcher. Your child's name or the name of the school will never be publicly shared. In any report we may publish, we won't report individual responses, only overall responses for the group. All questionnaires will be destroyed five years after the study is complete. We cannot provide you with individual results for your child. We want to emphasize that our tasks are not diagnostic, meaning they don't say whether your child has any problems.

Is this research voluntary?

Your child's participation is completely voluntary. You can decide if you don't want them to participate and that is okay. You can withdraw your consent at any time during the research process. Whether or not you agree to let your child participate will not affect you or your child's relationship with [school].

Who should I contact if I have more questions?

If you have any questions or queries, please don't hesitate to contact me or the research supervisors on the following information.

Researcher: Georgina Lannin	10129049@micstudent.mic.ul.ie	086 052 4992
Supervisors: Dr. Therese Brophy	Therese.Brophy@mic.ul.ie	
Dr. Orla Slattery	Orla.Slattery@mic.ul.ie	

This research study has received Ethics approval from the Mary Immaculate College Research Ethics Committee (MIREC) (reference number).
If you have any concerns about this study and wish to contact an independent authority, you may contact: Mary Collins, MIREC Administrator, Mary Immaculate College, Limerick [Telephone: 061-204980; E-mail: mirec@mic.ul.ie]

Thanking you,

Georgina Lannin

(b): For pupils in the 'control' condition

An Evaluation of the 'Smart Moves' School Transition Pilot Program in Ireland

Dear Parent/ Guardian,

My name is Georgina, and I am a Trainee Educational Psychologist completing the Professional Doctorate in Educational and Child Psychology in Mary Immaculate College, Limerick. I am reaching out to you as I will be conducting a research project at [School]. This form describes the project and what will be asked of your child. Please read over it carefully and let us know if you have any questions.

What is the purpose of the research?

The research involves evaluating the impact of the 'Smart Moves' program in Ireland, on behalf of the Irish Society for the Prevention of Cruelty to Children (ISPCC). This program will be assessed by measuring pupils' resilience and wellbeing at two different time points (1) January, 2023, and (2) June, 2023. In order to accurately evaluate this program I need to compare the resilience and wellbeing scores of pupils who have completed the program, with those who have not completed this program. Your child's school was identified as appropriate for this research, as they are ***not*** partaking in the 'Smart Moves' program.

How will my child benefit from partaking in this research?

Following completion of the data collection process, your child will be offered a free workshop delivered by the researcher in this study. This workshop will be focusing on building resilience and wellbeing in young people. The workshop will take place in the summer of 2023 and will take approximately 2 hours of your child's time. The workshop will be provided online and a recording of the workshop can be accessed for pupils at any time following delivery.

What will my child be asked to do?

This data collection phase will involve approximately 20 to 30 minutes of your child's time on two different occasions; (1) January, 2023, and (2) June, 2023. Your child will be asked to complete two self-report questionnaires, one to measure their resilience and one to measure

their well-being. An example of some of the statements on the resilience questionnaires is: ‘Do you know where to go to get help?’, and ‘Do you know what you are good at?’. An example of some of the statements on the wellbeing questionnaires is: ‘I’ve been in a good mood’, and ‘I always share my sweets’. Responses to these questionnaires will be used for research purposes only. It is important to note that if your child’s scores for the above questionnaires are concerningly low that the researcher has a responsibility to feedback this information to a key contact person in the school, for the safety and wellbeing of your child. The school will be provided with the overall research findings upon completion of the project (but it is important to note that they will not be provided with the individual students’ responses).

What will happen to my child’s information?

Your privacy is very important to us. Your child’s confidential information will be kept safely and securely in the school and by the researcher. Your child’s name or the name of the school will never be publicly shared. In any report we may publish, we won’t report individual responses, only overall responses for the group. All questionnaires will be destroyed five years after the study is complete. We cannot provide you with individual results for your child. We want to emphasize that our tasks are not diagnostic, meaning they don’t say whether your child has any problems.

Is this research voluntary?

Your child’s participation is completely voluntary. You can decide if you don’t want them to participate and that is okay. You can withdraw your consent at any time during the research process. Whether or not you agree to let your child participate will not affect you or your child’s relationship with [school].

Who should I contact if I have more questions?

If you have any questions or queries, please don’t hesitate to contact me or the research supervisors on the following information.

Researcher: Georgina Lannin	10129049@micstudent.mic.ul.ie	086 052 4992
Supervisors: Dr. Therese Brophy	Therese.Brophy@mic.ul.ie	
Dr. Orla Slattery	Orla.Slattery@mic.ul.ie	

This research study has received Ethics approval from the Mary Immaculate College Research Ethics Committee (MIREC) (reference number).

If you have any concerns about this study and wish to contact an independent authority, you may contact: Mary Collins, MIREC Administrator, Mary Immaculate College, Limerick [Telephone: 061-204980; E-mail: mirec@mic.ul.ie]

Thanking you,

Georgina Lannin

Appendix M: Parent/ Guardian Consent Form

An Evaluation of the 'Smart Moves' School Transition Pilot Program in Ireland

Parent / Guardian Consent Form

- I have read and understand the information sheet for parent(s)/ guardian(s).
- I understand what the project is about, and what the results will be used for.
- I am fully aware of all the procedures involving my child, and of any risks and benefits associated with the study.
- I know that my child's participation is voluntary and that they and I can withdraw consent from the project at any stage without giving any reason.
- I am aware that the results will be kept confidential.

Consent Statement

I, _____, give permission for my child, _____ to take part in the research project entitled, "An Evaluation of the 'Smart Moves' School Transition Pilot Program in Ireland". I understand that the information provided here will be retained by [School Name].

Parent/Guardian Signature:

_____ _____

Signature *Date*

Investigator Signature:

_____ _____

Signature *Date*

Who should I contact if I have more questions?

If you have any questions or queries, please don't hesitate to contact me or the research supervisors on the following information.

Researcher: Georgina Lannin	10129049@micstudent.mic.ul.ie	086 052 4992
Supervisors: Dr. Therese Brophy	Therese.Brophy@mic.ul.ie	
Dr. Orla Slattery	Orla.Slattery@mic.ul.ie	

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If you have any concerns about this study and wish to contact an independent authority, you may contact: Mary Collins, MIREC Administrator, Mary Immaculate College, Limerick [Telephone: 061-204980; E-mail: mirec@mic.ul.ie]

Appendix N: Pupil Information Letter

(a): For those involved in the 'Smart Moves' programme

BRIATHAR DÉ MO LÓCHRANN

MIC

MARY IMMACULATE COLLEGE
COLÁISTE MHUIRE GAN SMÁL

An Evaluation of the 'Smart Moves' School Transition Pilot Program in Ireland

Hi there!

My name is Georgina, and I am a student in college. I am doing a research project to understand if the Smart Moves program teaches children skills that will help with the change from primary school to secondary school (like how to manage feelings of worry or sadness).

What is the purpose of the research?

We want to help pupils with the move from 6th class in primary school to 1st year in secondary school, as it can be a tough time for some pupils.

What will you be asked to do?

You will be asked to answer questions about your feelings and things you do to deal with difficult feelings. This should take between 10 to 30 minutes.

You will be asked to answer questions before and after you take part in the Smart Moves programme.

Your answers will be kept private. I will be there to answer any questions you might have. You do not have to take part in the project if you do not want to. If you decide to take part and then change your mind, then you can stop at any time. Nobody will be mad at you and you will not get in trouble if you change your mind or choose not to take part.

Once you have finished the questions, feel free to talk to your parents/ guardians at home about your answers.

If you have any questions after the research project, you can ask your teacher and they will tell me your questions and I will answer them.

Thank you!

Researcher: Georgina Lannin	10129049@micstudent.mic.ul.ie	086 052 4992
Supervisors: Dr. Therese Brophy	Therese.Brophy@mic.ul.ie	
Dr. Orla Slattery	Orla.Slattery@mic.ul.ie	

This research study has received Ethics approval from the Mary Immaculate College Research Ethics Committee (MIREC) (reference number).

If you have any concerns about this study and wish to contact an independent authority, you may contact: Mary Collins, MIREC Administrator, Mary Immaculate College, Limerick [Telephone: 061-204980; E-mail: mirec@mic.ul.ie]

(b): For those in the 'control' condition

BRIATHAR DÉ MO LÓCHRANN

MIC

MARY IMMACULATE COLLEGE
COLÁISTE MHUIRE GAN SMÁL

An Evaluation of the 'Smart Moves' School Transition Pilot Program in Ireland

Hi there!

My name is Georgina, and I am a student in college. I am doing a research project to understand if the Smart Moves program teaches children skills that will help with the change from primary school to secondary school (like how to manage feelings of worry or sadness).

What is the purpose of the research?

We want to help pupils with the move from 6th class in primary school to 1st year in secondary school, as it can be a tough time for some pupils.

What will you be asked to do?

You will be asked to answer questions about your feelings and things you do to deal with difficult feelings. This should take between 10 to 30 minutes.

You will be asked to answer questions in January and again at the end of the school year.

Your answers will be kept private. I will be there to answer any questions you might have.

You do not have to take part in the project if you do not want to. If you decide to take part and then change your mind, then you can stop at any time. Nobody will be mad at you and you will not get into trouble if you change your mind or choose not to take part.

Once you have finished the questions, feel free to talk to your parents/ guardians at home about your answers.

If you have any questions after the research project, you can ask your teacher and they will tell me your questions and I will answer them.

Over the summer you will have the opportunity to attend an online workshop, with fun lessons and activities, for up to 2 hours. This will teach you some skills that might help with the move to secondary school.

Thank you!

Researcher: Georgina Lannin	10129049@micstudent.mic.ul.ie	086 052 4992
Supervisors: Dr. Therese Brophy	Therese.Brophy@mic.ul.ie	

Dr. Orla Slattery	Orla.Slattery@mic.ul.ie	

This research study has received Ethics approval from the Mary Immaculate College Research Ethics Committee (MIREC) (reference number).
If you have any concerns about this study and wish to contact an independent authority, you may contact: Mary Collins, MIREC Administrator, Mary Immaculate College, Limerick [Telephone: 061-204980; E-mail: mirec@mic.ul.ie]

Appendix O: Child Assent Form

An Evaluation of the 'Smart Moves' School Transition Pilot Program in Ireland

Child Assent Form

- I have read the information sheet about the study on Smart Moves
- I understand the information in the sheet
- I understand what I am being asked to do
- I know I can ask my teacher or the researcher for more information about the project if I do not understand
- I know that I do not have to take part in this project if I do not want to and I can stop at any time if I start
- I would like to take part in this research project

<u>Please tick one of the boxes below and sing your name at the end</u>

I agree to take part in the research. ☐

OR

I do not wish to take part in the research. ☐

CHILD'S SIGNATURE _____

Researcher: Georgina Lannin	10129049@micstudent.mic.ul.ie	086 052 4992
Supervisors: Dr. Therese Brophy	Therese.Brophy@mic.ul.ie	
Dr. Orla Slattery	Orla.Slattery@mic.ul.ie	

This research study has received Ethics approval from the Mary Immaculate College Research Ethics Committee (MIREC) (reference number).
If you have any concerns about this study and wish to contact an independent authority, you may contact: Mary Collins, MIREC Administrator, Mary Immaculate College, Limerick [Telephone: 061-204980; E-mail: mirec@mic.ul.ie]

Appendix P: Fidelity Checklist Sample

Fidelity Checklist for Observation (based on Teacher Manual for Smart Moves)
Example for Lesson 'Step No. 5: Safe at School'

	Check	Yes	No
1	Does the teacher have the Smart Moves ***Teacher Guidebook***		
2	Does the teacher have the lesson plan open		
3	Does the teacher have the appropriate ***materials*** (copies of a school map, stickers and/ or coloured pens) for the class		
4	Does the teacher check that pupils have their ***Student Workbooks***		
5	Did the teacher link the lesson to the ***Resilience Framework***		
6	Did the teacher discuss the ***aim of the lesson***		
7	Did the teacher ask the ***'Smart Moves Progress Checker'***? (What SM have you learnt so far that can support resilience? Use a Mindmap or SM wall.)		
8	Did the teacher use the ***'Signposting'***, to highlight where pupils can access support in school if they need it.		
9	Did the teacher ***'Explain'*** the start of the lesson		
10	Did the teacher ***'Establish a Starting Point'*** using a confidence scale		
11	Did the teacher remind the class of the 'Class Agreements'		
12	Did the teacher complete the ***'Ice breaker'*** on page 10 of the SW		
13	Did the teacher split the class into groups of four for the ***'Activity: School Map'***		
14	Did the teacher give each group a copy of a school map and two sheets of colour stickers or pens		
15	Did the teacher ask pupils to discuss, identify and mark areas they feel safe and those that could be safer		
16	Did the teacher lead the ***'Discussion'*** by asking pupils to observe areas in the school they feel safe or less safe and discuss similarities and difference		
17	Did the teacher lead the discussion on how some areas can be improved		
18	Did the teacher encourage the group to support each other in making these areas feel safer		

19	Did the teacher do the ***'Learning Assessment'***, collating all the responses, using one colour for safe and another colour for areas that could feel safer		
20	Did the teacher outline the ***'Outcome'*** of the lesson: identifying the areas of concern and having a plan as to how best to deal with those areas		
21	Did the lesson take between ***20-30 minutes*** in total		

Appendix Q: Fidelity Questionnaire for Teachers

Teacher Report of Smart Moves Training:

Please place a mark in the box to indicate your answer.

Question	Yes	No	Unsure
1. Did you watch the 'Teacher Information Video' shared by the ISPCC?			
2. Were you provided with the Teacher Manual (which includes lesson plans)?			
3. Did you share the link with parent(s)/caregiver(s) to access an information video on the Smart Moves program?			
4. Are you familiar with the video to show students in your class, briefly outlining the Smart Moves program?			
5. Are you familiar with the Smart Moves Teacher Manual?			
6. Are you familiar with the Smart Moves Student Workbook?			
7. Are the resources you need to complete the sessions of Smart Moves available to you?			

Appendix R: Feedback Questionnaire for Pupils completing 'Smart Moves'

1. **The best part of the Smart Moves programme was:**

_____

_____

2. **The part I liked least was:**

_____

_____

3. **How much did you enjoy participating in the Smart Moves programme?**




0 1 2 3 4 5 6 7 8 9 10

A lot

4. **Additional Comments:**

_____

_____

Appendix S: Semi-Structured Interview Questionnaire for Teachers

The Resilience Framework and Smart Moves: Impact on the Pupils	
1)	Do you think the pupils were more prepared to make the transition to secondary school as a result of completing Smart Moves?/ Do you think completing the Smart Moves program had any impact on pupils' level of preparation for making the transition to secondary school?
2)	Do you think any other factors may have impacted on pupils' level of preparation for transitioning to secondary school?
3)	What do you feel were the main benefits of using the Smart Moves programme with pupils with regard to their level of preparation for transitioning to secondary school?
4)	Do you feel there were any drawbacks to using the Smart Moves programme with pupils with regard to their level of preparation for transitioning to secondary school?
5)	Did you notice any behavioural or emotional changes in your pupils?
6)	How did you perceive the impact of teaching through a resilience-focused lens on your students' well-being and academic performance?
7)	Do you feel like you used the Resilience Framework in Smart Moves to address and support the emotional well-being of your students? What strategies or resources from Smart Moves did you find most effective in promoting resilience among your students?
8)	Can you share any success stories or positive outcomes you've observed in your students as a result of teaching through the Resilience Framework in Smart Moves?
9)	Can you discuss any specific changes in student behaviour or attitudes that you observed as a result of incorporating Resilient Therapy concepts into your teaching?
10)	What changes, if any, did you observe in your students' well-being and resilience as a result of using this approach?
11)	Looking back, what aspects of the Resilience Framework had the most significant impact on your teaching and your students, and why?
12)	Would you recommend Smart Moves to others? Do you have any suggestions for improving the program based on your teaching experience with Smart Moves?

Appendix T: Teacher Information Letter

An Evaluation of the 'Smart Moves' School Transition Pilot Program in Ireland

Dear _____,

My name is Georgina, and I am a Trainee Educational Psychologist completing the Professional Doctorate in Educational and Child Psychology in Mary Immaculate College, Limerick. I am reaching out to you as I was conducting a research project at _____ last year, where you facilitated the intervention program under evaluation called 'Smart Moves'. The aim of this program is to help young people in 6th class of primary school with the transition into 1st year of secondary school, by building and developing their resilience and wellbeing. Resilience is the ability to withstand adversity and bounce back from difficult life events, while wellbeing is the state of being comfortable, healthy, or happy.

What is the process of this part of the research?

I am requesting your participation in interviews regarding Smart Moves. I am planning to conduct interviews at _____ which involve assessing the impact on the young people completing the Smart Moves program, in terms of their resiliency and positive wellbeing. These interviews will be conducted individually online using Microsoft Teams and will last for approximately 1 hour. I will be conducting the interviews which will involve a series of questions which will guide the discussion. This will be a safe space for you to discuss your individual honest thoughts and opinions. An example of one of the questions is "Did you notice any behavioural or emotional changes in your pupils?". Responses to these questions will be used for research purposes only. It is important to note that the focus of these interviews will be on overall themes within the content and not specific individual answers.

What will happen to my information?

The interviews will be recorded and this recording will be transcribed and analysed. These recordings will be stored securely and safely by the researcher. These recordings will be deleted appropriately in line with the Data Protection Act 2018. Your identity will remain anonymous in both the transcriptions and in any following write-up, including in any reports that will be published. Your rights to privacy and confidentiality are very important and will

be respected throughout the processes. Your name or the name of your school will never be publicly shared. We cannot provide you with individual feedback or results of these interviews. The school will be provided with the overall research findings upon completion of the project (but it is important to note that they will not be provided with the individual responses).

Is this research voluntary?

Your participation is completely voluntary. You can decide if you don't want to participate and that is okay. You can withdraw your consent at any time during the research process. You will be able to withdraw from the interview session at any time if you do not wish to continue or questions can also be skipped without providing a reason. Whether or not you agree to participate will not affect your relationship with _____. The study so far has been reviewed and approved by the Mary Immaculate Research Ethics Committee (MIREC) and permission has been granted for these interviews to be carried out.

Should you wish to participate please sign the consent form attached and return to the researcher outlined above, either by post or by email.

Who should I contact if I have more questions?

If you have any questions or queries, please don't hesitate to contact me or the research supervisors on the following information.

Researcher: Georgina Lannin	10129049@micstudent.mic.ul.ie	086 052 4992
Supervisors: Dr. Aoife McLoughlin	Aoife.McLoughlin@mic.ul.ie	
Dr. Claire Griffin	Claire.Griffin@mic.ul.ie	

This research study has received Ethics approval from the Mary Immaculate College Research Ethics Committee (MIREC) (reference number: A22 063).
If you have any concerns about this study and wish to contact an independent authority, you may contact: Mary Collins, MIREC Administrator, Mary Immaculate College, Limerick [Telephone: 061-204980; E-mail: mirec@mic.ul.ie]

Thanking you,
Georgina Lannin

Appendix U: Teacher Consent Form

An Evaluation of the 'Smart Moves' School Transition Pilot Program in Ireland

Teacher Consent Form

- I have read and understand the information sheet for teachers.
- I understand what the project is about, and what the results will be used for.
- I am fully aware of all the procedures and of any risks and benefits associated with the study.
- I know that my participation is voluntary and that I can withdraw consent from the project at any stage without giving any reason.
- I am aware that I will not be identified in the research.
- I consent to taking part in the interview session.

Teacher Signature:

_____ _____

Signature *Date*

Investigator Signature:

_____ _____

Signature *Date*

Who should I contact if I have more questions?

If you have any questions or queries, please don't hesitate to contact me or the research supervisors on the following information.

Researcher:		

Georgina Lannin	10129049@micstudent.mic.ul.ie	086 052 4992
Supervisors: Dr. Aoife McLoughlin	Aoife.McLoughlin@mic.ul.ie	
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