Compilation of student-centered health work

Erasmus + Mental Strategies in a Stressfull time

Background:

The work of developing schools' student-centered approaches to strengthen students' mental health began during the first meeting in Kristinehamn in the autumn of 2024. During this meeting, the participating teachers met with the student health team at Brogymnasiet in Kristinehamn and discussed different perspectives on student health work that both prevents and addresses mental ill-health.

Furthermore, the students were assigned to interview professionals in this field in each country. The material below consists of compiled summaries based on the students' preparatory interviews—both oral and digital—conducted ahead of the meeting in Frederikshavn in the spring of 2025, where it was presented and discussed at the conference.

The material was later compiled and analyzed for the final meeting in Budapest in 2026. There, each country's strengths are highlighted, as well as the lessons that can be learned from other countries and the development opportunities available to each school.

Summary and comparison between countries:

Student health work in Hungary (AKG), Spain (Salamanca), Denmark (Frederikshavn), Sweden (Kristinehamn) shows both similarities and clear differences in how student support is organized.

Hungary (AKG)

- Strong focus on relationships and preventive work
- Mentor system ("patron") acts as a close adult relationship

- Many roles: psychologists, special educators, mentors, peer supporters
- Student influence and a safe environment are central
- Mental health is integrated into the entire school environment (not only when problems arise)

Spain (Salamanca)

- Clear division between:
    - Preventive work
    - Intervention when problems occur
- Students actively seek help themselves
- Focus on conversation, listening, and emotional support
- Collaboration with external healthcare services in more serious cases

Denmark (Frederikshavn)

- Focus on ensuring students complete their education
- High demand for support → waiting lists
- Much of the work concerns:
    - anxiety, depression, diagnoses
- Sessions are based on relationships, trust, and voluntariness
- Collaboration between professionals (teachers, counselors, social pedagogues)

Sweden (Kristinehamn)

- A structured and comprehensive student health team (EHT)
- Multiple professionals:
    - school nurse, counselor, special educator, career counselor, psychologist
- Strong emphasis on:
    - collaboration
    - preventive work
    - inclusion
- Clear links to external services (child psychiatry, social services)

Common themes:

Several clear common themes emerge:

1. Increasing mental health issues

- Anxiety, stress, and depression are increasing in all countries
- Causes:
    - social media
    - academic pressure
    - societal changes

2. Reduced stigma around mental health

- It is more accepted to seek help
- Students are more aware and open

3. Importance of relationships

- All emphasize the importance of:
    - being listened to
    - feeling safe
- Examples:
    - mentor (Hungary)
    - counseling conversations (Spain, Denmark, Sweden)

4. Combination of prevention and intervention

- All systems work with both:
    - preventing problems
    - handling acute situations

5. Collaboration

- Cooperation occurs:
    - within the school
    - with external services

Conclusion:

All countries are moving toward a more open, relational, and student-centered approach to student health work. There some common themes for example *Increasing mental health issues*, *Importance of relationships* and *Collaboration.* The main difference lies in how structured and integrated the systems are.

Suggestions for development between countries:

Countries can learn from each other in the following ways:

Hungary could develop

- A more formal structure like Sweden
- Clearer systems for referrals to healthcare services

Spain could develop

- Introduce a mentor system like Hungary
- More systematic teamwork as in Sweden

Denmark could develop

- Increase resources → reduce waiting times
- Strengthen preventive work (like Hungary and Sweden)

Sweden could develop

- Strengthen relational approaches (like Hungary)
- More low-threshold support (like Hungary)

HUNGARY

Interviews

1. Mental health in AKG in Hungary

What Makes AKG Alternative?

AKG is a private school in Budapest where teaching is conducted in an entirely alternative way compared to traditional public schools. For instance, the core subjects (math, history, science, and literature) are taught using an epochal system. Moreover, students have a degree of freedom to choose the projects they participate in, as the school offers a wide variety of extracurricular activities and specializations.

Another important difference from other schools is the teacher-student relationship, which is highly informal. For example, students address teachers informally (using first names), and the same applies vice versa. There is no classic hierarchy between teachers and students; the relationship is much more egalitarian. This closer relationship allows students to discuss many things with their teachers, and sometimes even a friendly bond develops. This contributes to creating a more enjoyable atmosphere during lessons.

Additionally, every student is assigned a mentor, known as a "patron," whom they choose when entering the school in the 7th or 9th grade. A very close relationship develops between the student and their patron. It could be described as having a "third parent" with whom students can discuss anything and who helps them in various situations.

Education at AKG takes place across two buildings: the Kiscelli Street building and the Raktár Street building. The Kiscelli building houses both elementary school education (from first to sixth grade) and high school, while the Raktár building is dedicated solely to high school education. The students from both buildings often participate in joint projects, and teachers typically work across both locations.

AKG dictionary

By this point, and as its name suggests, it has become pretty obvious that AKG is an alternative high school. Rooting from this factor comes the fact that there are many unique names for things that are otherwise quite evident. Even though for us these names became a part of our everyday life, when we started here, we were just as confused as one can be. To help our readers better navigate the system of our school, and how it functions, and since

there are no direct translations for these names from Hungarian to English, we made a little dictionary of these unique terms.

csibe: 1. A “class” consisting of 12 or 13 students and one patrónus.

2. A 90-minute session every Wednesday afternoon, where the csibe (class) gathers and talks about whatever they would like.

3. One single member of a csibe (class).

commonly translated as *chick*

kupac: 1. A “class” consisting of two csibe (class), who have their epochal classes together.

patrónus: 1. The “homeroom teacher” of a csibe (class), commonly translated as *patron*

epocha: 1. A 3 weeklong period where a kupac has the same two epochal classes every day.

2. Referring to epochal class: an 80-minute learning session of an epochal subject.

epochazáró: 1. The final test of a 3-week long epocha.

Mental health supporting staff in AKG

Pólya Bella, psychologist

Pólya Bella works in the Raktár Street building and is now in her sixth year at the institution. She is the school psychologist at the Raktár Street building, offering support to anyone carrying mental burdens or in need of emotional assistance. Bella is deeply committed to helping students, teachers, and parents navigate challenging situations.

Bella also plays an active role in community programs, organizing group activities and events tied to special thematic weeks (one week of a year group focusing on one concrete aspect of life), which often involve entire year groups. Additionally, she collaborates closely with the teaching staff, conducting workshops and support sessions to help educators manage everyday challenges more effectively.

Szendresi Júlia, psychologist

Júlia Szendresi joined the AKG team in the fall of 2021 and primarily works at the Kiscelli high school, with some responsibilities at the Raktár Street building as well. Like Bella, Júlia supports students, teachers, and parents through individual consultations and group sessions as well. She assists with managing mental burdens, developing social skills, and resolving conflicts. Júlia is dedicated to ensuring that every member of the school community receives the emotional support they need.

Sajó Eszter, psychologist

Sajó Eszter has been the school psychologist at AKG since the summer of 2018, when the Kiscelli building opened. She works with students, teachers, and parents in grades 1 to 6, focusing on mental support. Through individual and group activities, Eszter helps develop social skills, manage stress, and resolve conflicts. She is committed to making emotional and psychological support accessible to everyone in the school community.

Tüskené Molnár Anita, developmental educator

Tüskené Molnár Anita serves as a developmental educator at the Kiscelli primary school, supporting children facing learning difficulties. She primarily works with students who have received professional assessments from the educational support service, detailing their challenges and potential support strategies. Anita provides individually tailored development plans, addressing learning obstacles while taking each child's unique needs into account. She is constantly helping students build confidence and succeed in their academic lives and hopes to continue this for as long as she can.

Bodonczy Andrea, patrónus

Bodonczy Andrea has been a patrónus at AKG for 21 years, teaching literature, Hungarian language, creative writing, and occasionally leads social studies classes. With a secondary qualification in history, she supports her students across a variety of topics. Previously, Andrea worked at a Waldorf school, where she became familiar with alternative pedagogical methods that continue to shape her educational philosophy. She aims to support her students in their learning, in their social life, becoming independent, critical thinkers, but above all, for them to be happy.

Patrik Pirk Anett, speech therapist

Patrik Anett joined the Kiscelli primary school a year after its establishment, working as a speech therapist. She primarily focuses on providing speech therapy for younger students, helping them develop their speech, articulation, and communication skills. Anett tailors her

work to each child’s age and individual needs, aiming to help them to communicate with more confidence.

Gergely Zsófia, mentor

Gergely Zsófia is a mentor at the Kiscelli primary school with a specialization in autism education and support for students with learning difficulties. Her primary role is to assist students in the transition from primary to high school, particularly those in the seventh grade. As a mentor, Zsófia supports students facing academic or social challenges, helping them navigate their new experiences.

Kozma Fruzsina, developmental educator

Kozma Fruzsina has been working as a developmental educator at the Kiscelli primary school for three years. With a degree in special education, she focuses on speech therapy for younger students, helping improve their speech and communication skills. At the start of each academic year, Fruzsina conducts speech therapy screenings for children entering from kindergarten, identifying those who require additional support.

Tóth Ábris and Virga Nóra, peer helpers

Tóth Ábris and Virga Nóra are peer helpers currently in the 11th and 13th grade at AKG, respectively. Their role is to support fellow students of similar age, providing a relatable perspective for those who may find it easier to discuss their problems with someone their own age.

Primary school sector

The primary school education at the AKG takes place in the Kiscelli Street building. From the first grade, students learn using the school's distinctive epochal system. However, a key priority in primary school education is ensuring that children learn while feeling comfortable and happy. To achieve this, all subjects—from mathematics to literature—are taught in a playful manner, helping young students approach learning with joy rather than pressure, thereby supporting their mental health.

Upon entering the school, every student is assigned a helper who accompanies them throughout their first six years (before transitioning to the high school section, where this role is partially taken over by a patrónus). The helper focuses on the child’s mental well-being, academic performance, provides support and advice in any area needed, and helpso7 them resolve various challenges.

Additionally, the primary school section has its own psychologist, Eszter Sajó, who has worked with the children since the section's establishment. She conducts playful activities, such as drawing, but also engages in one-on-one conversations with the students. Since the students are often as young as first or second graders, it is common for parents or mentors to signal when a child might need support, rather than the children seeking help themselves.

For students with learning difficulties, such as dyslexia or dyscalculia, there is additional support available. The school employs two developmental specialists, Anett Patrik and Fruzsina Kozma, who conduct speech therapy screenings when children transition from kindergarten to AKG. They also assist in developing students' speech, communication skills, and academic performance.

In summary, the primary school section of AKG places a strong emphasis on ensuring that students feel happy and mentally healthy. Numerous specialists work diligently to create an environment that meets the needs of every child, providing the necessary support to help their growth and well-being.

Transition into seventh grade (mentor)

In the Kiscelli Street building, since children attend primary school for their first six years and then transition to the seventh grade, they undergo a huge change in systems without changing schools. "My experience shows that starting high school in seventh grade can be challenging for some children. For some, the difficulty lies in academics, for others in social aspects, and my task is to support this transition during the seventh grade," said mentor Zsófia Gergely.

The transition to seventh grade is filled with challenges, many of which are common and characteristic of today's children. "I believe the biggest problem for seventh graders is that they need to learn in a completely different way. They require much greater independence and must use study techniques that they may not have used before. For instance, taking notes while listening, taking notes after reading, reading and interpreting longer educational texts, or practicing in mathematics. These are areas where I often assist them," Zsófia explained.

The Kiscelli mentor supports students through developmental sessions, but not only seventh graders seek her help, students of all age groups also find her, whether they need academic or communication assistance. In Zsófia Gergely's words: "I often help with academic matters, but there are also those who need more support in social areas, communication, or the development of certain skills."

High school sector

Patron System

At AKG, the patron system emphasizes the development of personal relationships. Patrons, who are teachers and mentors, provide direct support to students not only in education areas, but also with mental health and wellbeing. Students can confidently turn to their patron for help in coping with academic stress or personal issues. The personal presence, empathy, and attentiveness of the patrons play a significant role in ensuring that students feel safe and understood in the school.

Comfortable Community Spaces

The community spaces in the Raktár Street school building play a unique role in maintaining students' mental health. These areas are spacious and thoughtfully designed and are intended for relaxation, rest, and strengthening social connections. These spaces provide students with opportunities to unwind, recharge, or simply chat with friends, which helps in stress management. The calm and comfortable environment contributes to students feeling more at ease in the school.

Bella Pólya and Peer Helpers

Bella Pólya and the peer helpers are key figures in supporting students' mental health. Bella Pólya's personal presence and mentoring activities are particularly significant, as she maintains direct connections with students and helps them understand and process the mental health challenges they face. She offers both academic and emotional support, which students can feel within the school community. Her empathy and expertise ensure that students feel safe and supported.

Peer helpers also play a crucial role. These are experienced students within the school community who are willing to assist their peers. They help with social challenges, relieve academic stress, and most importantly give support in mental health struggles. Since peer helpers are fellow students, they can more easily relate to and understand one another, strengthening trust and allowing open communication about problems.

The mental support systems at the Raktár Street building of AKG focus on preserving the mental health of the school community and its students. The patron system, peer helpers, comfortable community spaces, and qualified psychologists all contribute to ensuring that students are balanced and happier in their daily lives.

Summary

Overall, AKG places significant emphasis on the mental health of its students, both at the primary and high school levels. By creating a welcoming environment and employing trained, supportive teachers and psychologists, the school strives to assist children in addressing their mental health. The epochal system, various extracurricular activities, and the supportive attitudes of patrons and mentors all make AKG a school that is happily attended by both staff and students alike.

SPAIN

Interviews

2. Summary of the Interview with the Counselling Department in Salamanca

What is the role of a school counselor in a secondary school?

Well, let's say we have two fundamental roles: one is prevention and the other is intervention in situations where students are more vulnerable or experiencing difficulties that make them feel unwell. In prevention, we do many things—we work with teachers and parents and organize activities or sessions where we try to help all students in their academic, personal, and social lives.

In intervention, when a student feels unwell or has a more specific difficulty, more and more students come to the department.

Some come very frequently because they need more support, want to tell us what's happening to them, or need more direct help. Others come occasionally for information or more specific issues. So we have several areas of work.

Some people come with very specific questions, like what career they can pursue or how to improve their studies because things aren't working. That's an important part, especially toward the end of the school year.

Throughout the year, many students come because they feel bad, get very nervous during exams, or for all kinds of reasons—like a breakup that they're having a hard time dealing with. Basically, anything that causes discomfort and that they feel unable to manage at that moment.

We notice that from the third year of secondary school onward, we start having more contact with students. Either they've built more trust and know the school better, or because their problems become more intense.

As exam pressure increases, we have more one-time interventions with students who struggle with exams. Others come throughout their entire schooling—we might consider them regular visitors, sometimes for small things and other times for bigger issues.

This is related to many factors. On one hand, we now better understand how the adolescent mind works, and psychology has advanced a lot, so there are better responses to the problems you may face.

On the other hand, emotional distress is no longer something people feel they must hide. That's very important—these issues are becoming more visible, and society realizes it's okay to feel vulnerable or unwell at times.

However, I also think that society nowadays makes us more isolated. We don't always have a close group of friends to share problems with. This isolation, together with social media, can have an impact.

Generally, when you come to us, we try to make you feel comfortable and, above all, listen to you. You can tell us what's happening. Sometimes we sit in silence if needed—if someone feels like crying, they cry. If they want to ask questions, they can.

Then, depending on the situation, we talk more or less and focus on what's needed. If it's just academic guidance, it's quicker: what do you want to study? But if it's something more personal, we take time to listen, because often by listening to ourselves, we start to find solutions.

There are times when the situations you tell us about go beyond our capacity or time. In those cases, we need professionals specialized in therapy, mental health, or psychiatry to intervene. These are usually more serious cases.

For example, when there is a more serious mental illness, we coordinate with health services. One positive aspect of the department is that there are four of us, and we share most of the cases, especially the more personal or vulnerable ones.

By sharing, we often find solutions that can help a particular student.

When things go beyond our control—like eating disorders, depression, or suicide attempts—we must refer those cases to specialized professionals.

A few years ago, we started seeing many anxiety attacks, usually related to exams. To avoid constantly calling emergency services, we decided that when a student begins to feel anxious, a classmate brings them to the counseling department.

There, we help them release tension, breathe, and talk about what's going on. We try to understand how we can help or identify the source of the problem. If they're too overwhelmed to explain, we focus on calming their anxiety—helping them relax through breathing or talking about other things.

If that works, they usually return to class. If it doesn't—because sometimes the anxiety is very severe—then we accompany them further.

DENMARK

Interviews

3. Interview at Frederikshavn Gymnasium Denmark

Participants in the interview
Ida, teacher and Erasmus coordinator Anja, teacher and student guidance counselor Henrijette, youth worker / social pedagogue and licensed in addiction treatment

What is your role in the life of the school?

A: Our role is focused on students completing their education

H: Student wellbeing mentor, I am the (ventil) so that students can vent with me and then go back to their academic studies – I often deal with our students with diagnoses or who are in the process of getting a diagnosis.

How many young people come to you? How often?

A: I am in charge of a handful of classes and out of each class at least 1/3 come for individual counseling with me. It is also different between different types of classes, and whether their social dynamics in the classroom. The demand is increasing very much, sometimes I don't feel like I have enough time to deal fully with each student. Sometimes there is a waiting list of 2-3 weeks in the student counseling team for students to see us.

H: I have 10 students that come to me regularly, and my employment is for 13 hours per week.

What type of problems do you meet the most?

A: Anxiety or tendencies to depression, which often relates back to relational struggles. Fx, we see a lot of grief or reactions to parents divorcing. Also being pressured academically, especially in the exam period.

H: My students most often have ADHD or autism, and they often come to me with relational issues (girlfriend/boyfriend at home or a chaotic home environment). A few also have eating disorders.

Is there a specific type of student that you see more?

H: 9 out of 10 of my students are female.

A: The question does not make sense on a larger scale, we cannot generalize about a specific type of student. We do often see that natural sciences classes are more functional than a music/humanities class. But sometimes they surprise us, and a mathematics/social studies class shows up a lot. We do see a pattern with our M-classes, which are typically language majors.

Why do you think there is so much more need of counseling now?

A: We didn't ask the same questions, back in the day people only used student counselors for choosing electives and further education, so very technical academic support.

H: I think our view on mental health as a society has changed – we are now very focused on the individual.

A: I do think that their problems and struggles are real, I do not think that they are being sensitive – the world is more complex in terms of what we expect from students (competitive, higher expectations, social media) – they never get to calm down.

H: Yes, they are always online, they are always within reach, they can never actually detach.

A: People in general used to spend more time reading and being in nature and building resiliency, which we need. Our primary schools are also more focused on emotions and emotional interpretation.

H: It has also become more acceptable to say out loud that you have a diagnosis or that you have suffered from sexual abuse or have parents that are alcoholics etc. Professionals are also more educated within the field.

What does a conversation or session with you look like?

H: I usually have an agenda in my head with reflections about our last conversation. We always start with a “weather status” where we start with how they are doing. It depends on my relation with each student, some are very closed off and other share very willingly. It is about being curious about them and being humble to them wanting to talk to me. I am very keen to listen to their needs, and not push my agenda.

A: They very often cry in student counseling – with us they often ask for the meeting, and we typically start by talking about their day-to-day and how school is going, and then we move into the harder topics, which is where we often see them “crack”. We have to be mindful that we are fixing their issues, but that we are there to listen and support, and sometimes help them navigate with parents.

H: I often experience that they never talk to their parents, they seem to hide their struggles because they do not want to upset their parents.

A: I try to tell them the parents’ perspective. We often get inquiries from parents, and so for about 20% of conversations with students parents actually participate, especially if it is about social wellbeing.

When do you ask someone else for help (for a case)?

A: I asked our administration on how to deal with parents in a specific case, because I wanted to know what options I had

H: I sometimes confer with an old colleague to get a new perspective

A: If it is very important for the student that I keep it a secret I usually make sure to do that, fx in the case of an abortion, but if I am worried about a student being in danger of self-harm or the like, I contact our administration.

H: It is also important for us to air our cases with colleagues, so that I don't bring all of these conversations home and internalize them. I is also important to celebrate when we have successes in these mentorships, where we have had a great conversation with a student or where we manage a relationship well – we have started having lunch meeting to talk with either other (the psychologist, the mentor and the student counselors), which is great.

SWEDEN

Interviews

4. The Student Health Team in Kristinehamn. Sweden

The Student Health Team (Elev HälsoTeam - EHT) at a Swedish gymnasium plays a central role in promoting students' health, well-being, and also academic success. The team typically consists of a school nurse, (part time school doctor), school counselor,(part time school psychologist), a Study and career counselor and special education teacher, with the principal having overall responsibility. Their work is based on both preventive and intervention measures to create a safe and inclusive school environment.

The EHT works to identify and support students facing physical, psychological, social, or educational challenges. This may involve counseling with the school counselor or psychologist for mental health issues, adjustments in teaching through the special education teacher, or medical support from the school nurse and doctor. They collaborate with teachers, guardians, and external organizations such as social services and child and adolescent psychiatry (BUP) to provide students with the best possible support.

A key part of the team's work is prevention, including health discussions, student support projects, and promoting a positive school environment. They strive to reduce stress, promote mental well-being, and create a school where students feel seen and included. Through interdisciplinary collaboration, the student health team helps ensure that all students have the conditions they need to succeed in school and feel well.

At Brogymnasiet in Kristinehamn we have 2 fulltime, special educations teachers, 2 fulltime study and carrier counselors, 2 school counselors and 1,5 school nurses.

School Nurse – Sara Lindeström

Education: 3 years as a Nurse at university and 1.5 years as a District Nurse.

What is your role in the school’s life?
The School Nurse helps students with their goals based on medical issues. Sara has health talks and vaccinations, but when it comes to vaccinating, it is done in primary school, not in high school. The nurse ensures that all students have received their vaccinations.

How many young people come to you? How often?

Sometimes, Sara has a lot of students to meet with over several days, and sometimes the number of students she sees is fewer. It can vary from day to day, says Sara.

What kind of problems do you encounter most?

She mostly meets students who have pain somewhere or have a wound, or are concerned about something regarding their body. Otherwise, the nurse helps students contact healthcare services for those who don't know how to do so, such as contacting the health center. Sometimes, she also meets students with mental health issues, such as difficulty sleeping and so on. Or students come to talk to Sara, and she needs to contact someone else in the school who can help the student, as she does not have the education to address mental health issues, for example, but she can talk to the counselor about mental health problems.

Are there specific types of students you see more often?

Sara says she meets some students more often than others. For example, some students come just to talk to her, while other students only see her for the health talks and never return to her office afterward.

Why do you think there is so much more use of counseling now?

She thinks it is an excellent way for students to reflect on their health. It is also easy to get help from the school. Additionally, it provides an opportunity to talk to someone and receive support, which is important for thinking through one's health and life throughout life.

What does a conversation or session look like with you?

It completely depends on what it's about and the purpose of the meeting. It is mainly up to the student. Sometimes, during health talks, there are questions the students have answered beforehand, which serve as a basis for the conversation.

When do you ask someone else for help (for a case)?

Sara says that if she needs advice or help, she always turns to the other school nurse, school counselor, or school doctor. Sometimes, it is also the case that she asks for help on behalf of the student. It is very common for her to ask to speak with the career counselor, school counselor, or even the special education teacher.

School Counselor - Therese

Education - Behavioral Science education, 3 years at university

What is your role in the school's life?
Therese answers that she is part of the school's student health team.

How many young people come to you? How often?
She mentions that it is hard to say, but some weeks she has many scheduled visits, others none, because students may not be at school due to absenteeism, which is a big concern. Also, at the beginning of the term, many students come for help with applications to CSN (Swedish student financial aid) and other matters, so it varies throughout the year.

What kind of problems do you encounter most?
Therese mentions that she mostly encounters students with high absenteeism. It is a big topic she discusses for various reasons. For example, many students experience anxiety, some come because they have fallen in love, some have experienced the death of someone, and so on. It can involve both big and small things. She meets students because they need advice.

Are there specific types of students you see more often?
She says she doesn't meet specific students, but it varies every day.

Why do you think there is so much more use of counseling now?
She believes that many are aware that help is available. It is more open now, and there is a lot of talk about mental health, with information everywhere on the internet. Many are encouraged to talk to someone, and in fact, a lot of people are doing it, which is very good.

What does a conversation or session look like with you?
It's about creating an open dialogue between the teacher and the students. By sitting across from each other, students can ask questions and get a chance to express their thoughts. For example, the teacher may ask questions such as: "Why are you asking that question?" or "What have you been thinking about?" It creates a dialogue where one can go back and forth.

Often, a student comes with a question, and the teacher can follow up with questions like: "What did you think then?" or "What will you do now?" It's important for the teacher to give advice tailored to the student's unique situation and problem. By actively listening and asking relevant questions, the teacher can help the student reflect and find their own solutions.

When do you ask someone else for help (for a case)?
Therese points out that it can often be a challenge within the school to provide sufficient support to students with severe anxiety or mental health issues. The school doesn't always

have the resources to handle these situations on its own. Instead, they may need to refer students to the health center or first-line services for help.

When Therese sees that a student has more extensive needs than the school can offer, she helps them take the next step and seek specialist care, such as psychiatry. She supports the students in understanding that they may need more advanced treatment and that it’s okay to ask for help. By acting as a link between the school and healthcare, she can help ensure that students get the help they truly need.

Special Education Teacher -Maria Karlsson

She is a Special Education Teacher and has completed education for grades 1-7 in Swedish, social studies, music, math, English, and art. She also studied the special education program in Örebro.

Her role involves supporting teachers and leading school development, but most importantly, ensuring that students receive the support they need. She acts as a voice for the students, making sure they feel that school works for them, that they are doing well, and that they reach their goals. She helps and supports students to ensure they graduate while also maintaining their well-being. She also assists with dyslexia assessments and other evaluations to make it easier for students to succeed in their courses. Sometimes, she works with students who have language disorders that make it difficult for them to express themselves. Dyscalculia assessments are also conducted.

She participates in parent-teacher meetings and speaks with students to support them in various pedagogical ways. The entire student health team works together! Sometimes, she refers students to other professionals to ensure they get the support they need. She is also involved in an concept where teachers can receive help in supporting students in different ways. Additionally, she collaborates with the school leadership to determine what the school needs—for example, creating awareness about language difficulties. Other aspects, such as seating arrangements in common areas, are also discussed.

Every week, students from grades 1-3 usually seek support. Some students come periodically when they struggle with courses or other school-related issues. She helps with dyslexia assessments and evaluations to make learning easier. Language disorders that make it difficult to express oneself are sometimes a concern, as well as dyscalculia assessments. She participates in parent-teacher meetings and talks to students to support

them pedagogically. The student health team works together! She ensures students get the support they need.

Through "open EÅT," teachers receive guidance on how to engage students in different ways. She also works with school leadership to assess the school's needs, such as fostering understanding for students with language difficulties. Other considerations include practical aspects like seating arrangements in school hallways.

Many students struggle with planning their studies and need help with study techniques. They lose motivation. Some students cannot keep up with lessons because they become overwhelmed. They need support, such as receiving lesson materials in advance. They also require study assistance during exams. She works a lot on improving collaboration between teachers and students. Exams should not be a speed competition. There are many different perspectives, and she works on reaching agreements that accommodate everyone.

Today’s society is different—children are bombarded with images and stimuli from an early age. It is not as calm as it used to be. There is a lot that competes with school, such as mobile phones and other leisure activities. She believes that sometimes people are exposed to too many impressions, leaving little time for long-term learning. Everything is expected to happen very quickly! This creates challenges for those who need structure and more time. In the past, students read much more, which developed their language skills and made texts easier to understand. She feels that reading has been neglected.

At 15-16 years old, choosing a future path is difficult, which is why more vocational programs would be beneficial. School requires effort, so she believes that if students commit to school, they may not be able to do many other activities simultaneously. However, it is crucial that everyone feels well in school. It is extremely important to work on preventing and addressing mental health issues. There are many different factors at play, but no easy solution.

She also thinks that young children should not spend full days in school groups. They need more time with their parents, as was more common in the past. Parents should take more responsibility for their children, and parenting should be strengthened. However, she acknowledges that this is a political issue and not the school's responsibility.

The school staff and the student health team work together, but they also collaborate with external services such as the first-line mental health team, social services, or adult psychiatry if there are concerns about a student's situation. They may also have meetings with specialists, such as BUP (Child and Adolescent Psychiatry), if an eating disorder like anorexia is suspected.

Her primary job is to help students at the upper secondary level graduate and feel a sense of hope for the future. She wants them to feel that they are valuable and important.

Study and career counselor – Jessica Jönsson

Jessica has studied at Stockholm University for 3 years in the study and career counseling program.

Her job involves helping students with choices regarding high school, future studies, motivation for those who find school tough, and much more.

Every day, she meets students of all kinds. She encounters some more often than others, but every day, people come to her for advice. It also goes in periods, often at the start of the year for new students and at the end of the school year for final-year students.

Jessica helps with specializations, eligibility, career guidance, further studies, other alternatives, extra courses, how to apply, where one can get in, and everything related to future choices. Whether it involves studies or work.

She meets all kinds of people!

She believes it was harder to access information in the past, but now we get more help and have more options. It’s harder to choose just one thing, but people work with different things throughout their lifetime. New jobs emerge while others disappear. New paths and methods arise.

The door is always open so you can meet her whenever you have time. Or, if she’s busy, you can book an appointment. You can talk for as long as needed. The people who visit Jessica can ask questions and seek advice, or she may need to meet with a student if there is something important, for example, if she notices someone is struggling and might risk not graduating.

Jessica can seek advice from others in her work team. Sometimes from the principals, regarding decisions and how to proceed with a student. There are people she can consult with and can refer to a counselor if more help is needed.