



A SIMPLE REFRESH: STRATEGIES ANYONE CAN USE TO FOSTER AN EMOTIONALLY SAFE SCHOOL ENVIRONMENT

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Background and 2020 Report

In 2020, CSCH staff and partners produced a report, *Responding to COVID-19: Simple Strategies that Anyone Can Use to Foster an Emotionally Safe School Environment*, that summarized the potential emotional impacts of the pandemic on schools and offered opportunities to foster an emotionally safe school environment through simple, evidence-informed interventions to children and adults.¹

The pandemic has now receded from the forefront of school planning, yet unprecedented stressors have continued. Navigating emotional health and well-being continues to present substantial challenge for educators, students, and their families.^{2,3,4}

There is urgency to (1) strengthen understanding of key concepts in emotional health and well-being service delivery frameworks and (2) build practical skills in fostering emotional safety. These critical needs serve as the rationale for this update to the 2020 *Simple Strategies* report.

As noted in the 2020 report, an emotionally safe school environment is a core foundation of well-being.

School personnel must continue to make space for and implement practices that promote well-being through an emotionally safe school environment. For both students and families, school settings continue to be identified as an important system of care for connecting to (and delivery of) a variety of social, emotional, and behavioral supports.^{2,5} Universal supports that can be implemented well by all school personnel, and accessed by both students and staff, are essential to an effective school mental health system. These simple strategies are the foundation of an emotionally safe school environment.

The K-12 school setting can be a powerful environment for increasing protective factors and decreasing risk factors that influence well-being across academic, social, emotional, behavioral, and physical domains.

— 2020 *Simple Strategies* report

In this *Simple Refresh*, we outline the rationale and selection of strategies that anyone can use to foster an emotionally safe school environment and provide many updated resources.

Simple Strategy Rationale

In our 2020 *Simple Strategies* report, we summarized simple strategies with evidence gleaned across many sources. We focused on

- usable strategies with evidence for use across adult and student populations
- ease of integration with existing school initiatives, and
- high potential for easy adaptation to fit different contexts

Together, these features shape identification of what has been called “evidence-based kernels.”⁶ Kernels are stand-alone strategies, materials, or practices that can be flexibly used to address different social, emotional, or behavioral needs. Flexible use means each kernel is independent but can be combined with others and adapted in ways that match needs. For example, take a kernel like “Nasal Breathing.” The steps to implement the strategy (the kernel) are similar regardless of target population (slowly take a deep breath in through the nose, hold for a count of 5, slowly let the breath out through the mouth). Yet the delivery mechanisms may vary in developmentally appropriate ways, such as using silly songs or characters along with physical exaggeration with younger students. For older students, the steps to the strategy might be more quickly taught with limited supplemental materials, perhaps even using an alternative name for the strategy (e.g., “box breathing”).

Simple strategies –
or kernels – are:

- evidence-based
- cost efficient
- usable by all

Simple strategies
can be flexibly
combined and
adapted for
different skills and
target populations.

Work by Embry and Biglan laid the groundwork for identifying kernels with strong potential for application in school settings.⁶ Other researchers have taken up the charge, identifying and organizing kernels for different skills and target populations. For example, Jones and colleagues have worked to identify kernels for building early childhood social and emotional skills (e.g. deep breathing, positive self-talk, step-by-step procedures, yoga, exercise), selecting those that could be taught through short (5-15 minutes) activities and classroom-based games.⁷ As expected based on the previous description, kernel selection

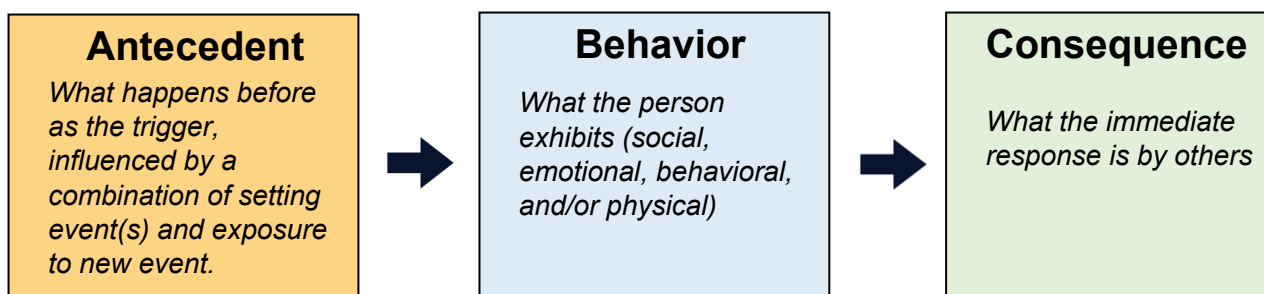
and adaptation is expected to be flexible (e.g. increasing challenge as student skill expands, with instruction including common steps to introduce, practice, and reflect.⁸

As another example, Iovino and colleagues identified simple strategy options for teachers to support student emotional well-being, with focus on promoting positive feelings in the moment and building strategies for coping with uncertainty.⁹ In selecting the options, the authors leaned into work by Wolpert et al. and organized options for simple strategies into three broad categories: self-awareness, self-soothing, and social relationships.¹⁰ The authors then provided examples and adaptations within each category.

In summary, various methods have been used to identify effective strategies for supporting social, emotional, and behavioral needs. A kernel-based approach—using simple strategies—works efficiently and flexibly across different ages and settings by using lifelong strategies that require minimal resources. Our goal in this report is to curate easy-to-adapt evidence-based strategies that can fit into existing school initiatives to foster emotionally safe environments. Next, we'll explain how to select and combine these simple strategies.

Simple Strategy Selection

Kernels can act across a continuum of prevention and response opportunities. In a behavioral paradigm, this means that kernels can be put in place as an **antecedent**, meaning they promote the occurrence of adaptive (positive) reactions or prevent the occurrence of maladaptive (negative) reactions. Kernels can also be put in place as a **consequence**, meaning as a response to a behavioral occurrence (or lack thereof). Take for example, a situation in which a teacher wants to increase their students' excitement for an upcoming lesson or special presentation. The teacher might engage students in an active movement break (i.e. aerobic play) to increase their energy and alertness. In this case, the teacher is using the strategy as an antecedent to promote engaged behavior for the upcoming lesson. Now consider the same teacher as they work to calm their class down after recess. The teacher might use the same movement break, but this time as a consequence strategy, to help students settle their bodies to focus on the learning ahead.

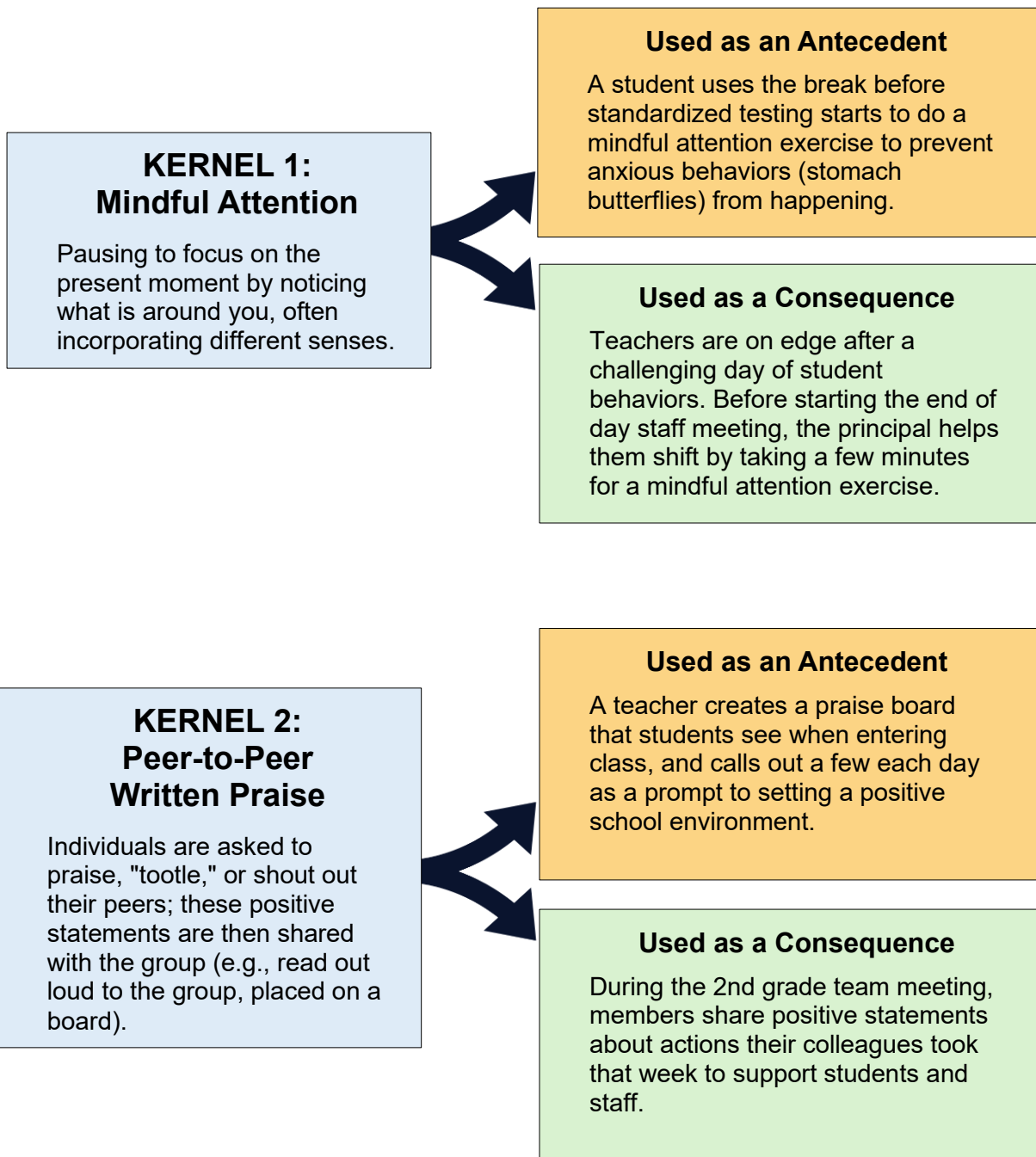


Antecedents and consequences can work separately, or together, to make it more or less likely that specific behaviors will occur. Although typically thought of as specific and observable, we define behavior as inclusive of social, emotional, behavioral, or physical actions. Sometimes the desired goal is to increase behavior (e.g., sharing) and other times it is to decrease behavior (e.g., requests to go to the nurse's office).

The key is to first determine the behavior goal, and then to find the right combination of kernels (simple strategies) and places for actions (antecedents, consequences) that will increase likelihood for success.

The challenge is that the flexibility of kernels means that many can be adapted for use at different places for actions. Sometimes those actions are delivered by others to influence individuals' behaviors – like a positive greeting by the teacher each morning as each student enters the classroom as a way to set the situation for school as a positive, safe place. Other times those actions can include strategies put in place by individuals themselves – like nasal breathing as a self-soothing coping strategy before a big game or test. As you consider adaptations, be sure to consider evaluation of implementation fidelity (the degree to which a kernel is delivered as intended) along with target outcomes.

Flexibility can be helpful but it can also be confusing; practice to help with selecting and adapting can be useful! The boxes below offer examples of how kernels can be adapted for use at different actions.



The tables included organize the simple strategies (kernels) that we have curated as viable for all school personnel to use in their roles toward fostering an emotionally safe school environment. For each kernel, we provide definitions and relevant outcomes. In addition, examples of what implementation could look like are provided across different populations: elementary, secondary, staff, and families. Finally, we offer links to freely accessible resources to provide additional materials and further demonstration regarding use of each simple strategy with students or adults.

SELF-AWARENESS

Kernel	Relevant Outcome	Examples in Action	Student resources	Adult resources
Self-monitoring <u>Definition:</u> Individual evaluates their own behavior and measures their performance compared to a criterion (e.g., personal goal, standard).	Reductions in alcohol, tobacco use; Increased school achievement; Improvements in other social competencies or health behaviors	Elementary: Select a target behavior and a goal. Staff should then teach the student how to monitor behavior. Students can then rate their own behavior; for younger students, this could be done using a picture, rather than a rating scale. Secondary: Have the student assist in selecting a target behavior, select a method (e.g., rating scale, frequency count) and period of time (e.g., geometry class, study hall) for the student to record their behavior. Use a non-verbal cue (e.g., timer, hand signal) to let the student know when to record their behavior. Staff: Staff can use self-monitoring to evaluate their use of key proactive practices to establish relationships with students such as using conversation starters with students, offering praise, and providing positive greetings. Families: Schools can collaborate with families on a child's self-monitoring procedures to use at school and home.	Teach Students to Change Behaviors Through Self-Monitoring (Intervention Central) Self-Monitoring: Equipping Students to Manage Their Own Behavior in the Classroom (Vanderbilt Kennedy Center)	Track Positive Reinforcement with Our Be+ App (Center on Positive Behavioral Interventions and Supports) Self-Assessing SEL Instruction and Competencies (Greater Good in Education)
Shifting perspective <u>Definition:</u> Within the umbrella of cognitive restructuring interventions, the person recognizes unhelpful feelings or thoughts, challenges them, and replaces with helpful options.	Reduced depression symptoms; Reduced anxiety symptoms; Reduced internalizing symptoms	Elementary: Create paper glasses and label them "Reframing Glasses." When students "wear" them, they must come up with a new way to see a situation. Model reframing a negative thought into a positive one and have students pair up to practice. Secondary: Have students write down situations that were upsetting or challenging and their initial negative thoughts (e.g. I'm so bad at math). Then, ask them to come up with alternate, more balanced thoughts (e.g. I didn't understand the problem, but I can ask for help). Staff: Staff can model perspective shifting for students. Share real-life examples of how you've reframed a negative thought. Families: Schools can share resources with families on reframing to help a child reframe their unhelpful thoughts.	Turn the Dial (Feel Your Best Self) Push the Clouds (Feel Your Best Self) Perspective Taking Activities (Centervention)	Changing Perspective Activity (Safe Zone Project) Emotional Well-Being Learning Series Positive Emotions Module (Collaboratory on School and Child Health)
Mindful attention <u>Definition:</u> Pausing to focus on the present moment by noticing what is around you, often incorporating different senses	Increased relaxation; Enhanced well-being and gratitude; Reduced cortisol (stress hormone); Decreased negative mood states; Improved positive mood states	Elementary: Lead students in a grounding technique. Ask: "What do you see, hear, or feel right now? Notice the rise and fall of your breath. If your mind wanders, simply notice that it has wandered and gently bring your attention back." Do this as a group after high-intensity activities (i.e., recess). Secondary: Staff can describe and model mindful attention to students. Staff can then engage the class or small groups in the exercise and have students identify situations in which they can use it. Finally, staff can provide students with resources for practice outside of class. Staff: Share mindful attention strategies with staff. The start of a staff meeting could be spent engaging in a mindful attention activity together. Staff can brainstorm times throughout the day where they can use the strategy. Families: Schools can share examples of using mindful attention that adults and children/adolescents can engage with independently or together.	Smell the Roses (Feel Your Best Self) Teaching Mindfulness to Kids (Greater Good in Education)	Mindfulness: How do I cultivate it? (Greater Good in Education)



SELF-SOOTHING

Kernel	Relevant Outcome	Examples in Action	Student resources	Adult resources
Nasal breathing <u>Definition:</u> To calm physiological arousal, a person breathes in deeply through their nose instead of through their mouth	Reduced panic, anxiety and hostility; May improve cognitive function	Elementary: Staff can first model nasal breathing for students. Then, adults can lead students through guided practice. With young students, these exercises should only last for a short period of time (5-10 minutes). Teachers can find several short periods of time per day to guide students in practicing breathing techniques. Secondary: Staff can describe nasal breathing and offer different variations (box breathing, alternate nostril breathing, 4-7-8 technique). They can practice together or in small groups, and reflect on how, where, and when to use it on their own. Staff: Staff can share resources on various nasal breathing techniques and their benefits with one another. Staff meeting time could be used to briefly walk through a nasal breathing activity. Families: Schools can share resources (e.g., instructions, videos, scripts) on nasal breathing exercises. Families can practice together.	How to reduce stress with the 2:1 breathing technique video (Tufts Medical Center) Belly Breathing (Harvard Easel Lab) Belly Breathing (Feel Your Best Self)	Getting Mindful about Breathing (Edutopia) Mindful Breathing for Adults (Greater Good in Education)
Progressive muscle relaxation <u>Definition:</u> When experiencing symptoms of stress and/or anxiety, a person tenses, holds, and slowly relaxes a series of muscles.	Reduced panic, fear, anxiety; Decreased negative attributions; Decreased phobic responses with paired with evoking stimuli	Elementary: Staff can simplify the exercise for young students, such as by focusing on only 1-2 muscle groups (e.g., push feet into ground—count to 10—let go, squeeze and release your hands). Sessions should be brief (i.e., just a few minutes). Secondary: Staff can first read a progressive muscle relaxation script to students that moves through the entire body and try it as a class or small groups. Then they can discuss situations in which students might use it. Staff: Administrators can begin a staff meeting by sharing a progressive muscle relaxation script and offer physical demonstration or video to try it. Staff can brainstorm opportunities to use it in shorter or longer formats. Families: Schools can share resources about progressive muscle relaxation (e.g., instructions, videos, scripts) so families can practice together.	Progressive Muscle Relaxation (Children's Hospital of Philadelphia) Ground it Down (Feel Your Best Self)	Reduce Stress through Progressive Muscle Relaxation Video (Johns Hopkins Rheumatology) Brief Body Scan (Greater Good in Education)
Aerobic play or behavior <u>Definition:</u> Individuals should regularly (e.g., daily, every other day) engage in physical activity (e.g., play sports, individual or group cardio exercise)	Reduced depression; reduces stress hormones; May increase cognitive function; Decreased PTSD	Elementary: Teachers can embed physical movement breaks into transitions (e.g., 10 jumping jacks before moving to next activity). Secondary: Schools can offer opportunities for students to engage in physical activity throughout the day (e.g., 5-minute movement break during class, basketball game in the gym during free period). Staff: Administrators can facilitate a physical movement challenge (e.g., hang poster in staff lounge for staff to track days where they took a 5-min walk). Families: Schools can share examples of physical activities (e.g., games, exercises, local events) that family members can do independently or together.	Reduce Disruptive Behavior Through Antecedent Physical Exercise (Intervention Central) Shake Out the Yuck (Feel Your Best Self) Wiggle Cool Down (Greater Good in Education)	Activity Breaks (UC Berkeley) Physical Activity Breaks for the Workplace (CDC)

SOCIAL RELATIONSHIPS

Kernel	Relevant Outcome	Examples in Action	Student resources	Adult resources
Positive greeting <u>Definition:</u> Frequent positive or friendly verbal (e.g., saying 'hello', asking about someone's day) or physical (e.g., high five, pat on the back) interaction with others	Improved perceptions of safety or harm; Improved behavior streams of aggression, hostility or politeness	Elementary: Provide a positive greeting (or choice of greeting – fist bump, high five, warm hello) at the door to as students enter the classroom. Secondary: Staff can stand in the hallways during transition times, providing positive greetings (e.g. thumbs up, friendly wave) to students. Staff: Administrators can be present in hallways to greet teachers during morning transition and can send electronic welcoming messages after school breaks. Families: Staff can positively greet families verbally and non-verbally (with or without positive physical touch such as high five, hug, friendly wave) during drop-off/pick-up or school community events, and can share resources about the benefits of incorporating the practice at home.	Bring a High Five (Feel Your Best Self) Making Connections with Greetings at the Door video (Edutopia)	Making Families Feel Welcome (Greater Good in Education)
Acts of kindness <u>Definition:</u> voluntary, considerate actions directed toward helping others, without expectation of receiving anything in return	Reduced negative affect; Improved self-esteem and self-efficacy; Increased optimism and gratitude; Improved mental health; Reduced stress	Elementary: Have students create and deliver thank you cards for various staff members in the school (e.g., administrative assistant, custodial staff, special educators). Ask students how it felt to deliver the card. Secondary: Explore what kindness may look like in digital spaces. For example, discuss how students can respond supportively when someone posts about a hard day, give credit for others' ideas in group chats, or report harmful comments instead of joining in. Have students brainstorm one small digital action they can take this week to make their online community more positive. Staff: Staff can engage in a community service project together or hold a week-long event where they engage in small acts of kindness for a colleague (e.g., leaving a note, delivering coffee, etc.). Families: Schools can offer families opportunities to perform acts of kindness within the community (e.g., cleaning up parks, volunteering, etc.).	3 Friendly Wishes (Feel Your Best Self) Be a Kind Helper (Feel Your Best Self)	Random Acts of Kindness (Mental Health Foundation)
Special play <u>Definition:</u> Adults interact with students while placing limited demands	Improved stress physiology; Reduced trauma or depressive symptoms	Elementary: During weekly choice time, staff can select a student or group of students to play with, allowing students to lead the play time (e.g., students decide what to play with, what materials to use for activity, etc.). Secondary: Staff engage with students, with a focus on relationship building while placing limited demands (e.g., playing games, talking about topics outside of school work) for a brief time (e.g., 10-15 minutes). Staff: Administrators can plan an optional social event or wellness activity in which staff can connect with one another without any explicit work-related responsibilities. Families: School staff can plan a family engagement event in which families are invited to a fun activity in which they get to socialize with school staff and other families (e.g., school picnic, game night, Bingo night).	Cultivating Trust With One-on-One Time Video (Edutopia) Tips for Special Playtime (CDC)	Staff Team Building Questions (Greater Good in Education)



SOCIAL RELATIONSHIPS

Kernel	Relevant Outcome	Examples in Action	Student resources	Adult resources
Verbal praise <u>Definition:</u> Individual receives specific, positive feedback about their behavior	Increased cooperation, social competence, academic engagement, positive parent–child interactions; Reduced disruptive or aggressive behavior	Elementary: "It can be difficult to come back inside after recess, but I'm impressed at how well you followed our class routine to put your things away and get ready to learn." Secondary: "It can be really tough to get started with schoolwork on Monday mornings. I appreciate that you are ready to listen and take notes." Staff: "This was a tough week for our school community. I'm thankful for how you pulled together and responded to support each other." Families: "Thank you for partnering with us to improve our drop-off and pick-up procedures. I value your input."	Teacher Praise (Intervention Central) Behavior-Specific Praise in the Classroom (TN Behavior Supports Project)	Gratitude Circle for Staff (Greater Good in Education) Making Everyone on Staff Feel Appreciated (Edutopia)
Peer-to-peer written praise <u>Definition:</u> Individuals are asked to praise, "tootle", or shout out their peers; these positive statements are then shared with others (e.g., read out loud to the group, placed on a public board)	Improved social competence, academic achievement, physical health	Elementary: Have students sit in a circle and explain that they will create a compliment chain. Go around and have each student compliment the person on their left. Ask students to share how it felt to give and receive a compliment. Secondary: Have students write something nice about the person sitting in front of/behind/next to them or write a note of appreciation to a friend. Staff: Encourage staff to recognize each other for a job well done at the beginning of staff meetings or using a bulletin board in the staff lounge (e.g., a great lesson, going out of their way to support a colleague, student, or family). Families: Encourage staff to reach out to families with positive written statements (e.g., only sharing positive news or observations) and ask families to share their own examples of positive student actions.	Behavioral Interventions and Strategies Series: Tootling (LSU Health Tiers) Positive Peer Reporting (U/Missouri Evidence Based Intervention Network)	Gratitude for the Wider School Community (Greater Good in Education) Teacher Appreciation Card Templates (Canva)
Low emotion or “private” reprimands <u>Definition:</u> Corrective feedback that is provided in a calm, neutral tone without threat or intense emotion	Reduced inattention, disruptions, aggression; Reduced emotional responding by adults, including attention to negative behavior	Elementary: When student behavior needs to be corrected, provide a nonverbal cue to the student to get them back on track (e.g., point to visual of expectations). Secondary: Deliver corrective feedback by reminding the student of the expected behavior, providing feedback on the interfering behavior, and assuring the student you have confidence in their ability to meet expectations. Do this using a calm, neutral tone, and out of earshot of others. Staff: When necessary, administrators should seek to provide individualized, data-based feedback to staff in delivered in a calm, neutral, and private manner (e.g., not in front of peers). Families: When providing constructive feedback to families, do so in a private meeting or phone call, and in a calm, neutral tone with an explanation for the suggestion and validation of their existing efforts.	Respectful Redirection (Understood) How to Help Students Accept Constructive Criticism: ‘Wise’ Feedback (Intervention Central)	Five Strategies Principals Can Use to Give Effective Feedback to Teachers (Resilient Educator)

Additional Resources

[Child Mind Institute](#)

Provides many resources on a wide variety of children's mental health topics, with professional training and digital resource options for schools, families and communities.

[Connecticut WSCC Partnership](#)

A collaboration between the UConn Collaboratory on School and Child Health and the UConn Rudd Center on Food Policy and Health that has resources and trainings to help schools implement a whole child approach.

[Feel Your Best Self](#)

Started as a partnership between CSCH and the UConn Ballard Institute and Museum of Puppetry, FYBS is a toolkit for learning 12 different emotion-coping strategies with the help of three puppet kids as they navigate everyday issues and help each other work through big feelings.

[Harvard Graduate School of Education Kernels Project](#)

Provides a description and resources related to the EASEL Lab's Kernels Project. The Kernels of SEL: Low-Cost, Low-Burden Strategies report defines kernels, how they work, and how the EASEL team went about identifying SEL kernels.

[The National Child Traumatic Stress Network](#)

NCTSN's offers detailed resources to learn about child trauma and features of trauma-informed care, along with core curriculum practices and more intensive treatments.

[UConn CSCH Emotional Well-being Learning Series](#)

This is a free, open-access learning series that explores what it means to feel well—emotionally, mentally, and physically—through seven engaging modules.

[WSCC Practice Briefs](#)

The UConn Collaboratory on School and Child Health's WSCC Practice briefs on Social and Emotional Climate and Behavioral Supports offer evidence-informed practical resources for schools.

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End Notes

¹ Chafouleas, S. M., Koriakin, T. A., Iovino, E. A., Bracey, J., & Marcy, H. M. (2020, July). *Responding to COVID-19: Simple Strategies that Anyone Can Use to Foster an Emotionally Safe School Environment*. Storrs, Connecticut: University of Connecticut. Available from csch.uconn.edu

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