



Editorial

There is increasing interest in both research and practice in the use of meditative practices such as guided reflection and mindfulness in reducing stress and anxiety amongst both children and adults, but their acceptability as a mainstream intervention with school students appears to have generated little research interest. In the first paper, Kimble et al. (USA) examined the acceptability of bilingual guided meditation and its components (music, positive suggestions) to second language learners and their teachers in a culturally diverse and economically disadvantaged school setting. This qualitative study indicated that both music and guided meditation were acceptable to the teachers as well as the majority of the students, the latter particularly valuing the calming effects of the meditation music.

In a study with over 600 primary school teachers in the UK, Wigelsworth et al. (UK) examined teachers' perceptions and practices in relation to social and emotional learning (SEL). They considered factors such as perceived benefits and barriers, and implementation supports, as well as the implementation of whole school approach, classroom interventions, and individual teaching practices. Time constraints featured as a major challenge to implementation, but the authors also reported teacher satisfaction with programmes and training approaches, and a higher prevalence of SEL practice than previously reported. The data was collected before the outbreak of the pandemic, but the findings become particularly relevant to the post pandemic period as interest in social and emotional learning, mental health and wellbeing has increased dramatically as a result of COVID-19.

In the third paper, Dino et al. (Japan, USA) investigated age and sex differences in the differentiation of anger expression and interpersonal contexts among adolescents. They examined differences in the frequency and differentiation of anger expression strategies (overt and constructive expression), and interpersonal contexts (parents and peers), by age and gender amongst 655 Japanese adolescents (9 to 16 years). They found significant age-related differences in overt (openly expressed) anger expression among female adolescents as well as gender differences in the overt expression towards parents and friends respectively. In the fourth paper,

Martinelli and Raykov (Malta) presents the findings of the evaluation of the adapted version of Georgia Elementary School Climate Survey for Elementary School Children in the Maltese context. This study with 592 children from five primary schools in Malta, indicated that the slightly adapted scale has a good structure and acceptable internal consistency.

Mental health issues are more frequent in LGBTQ+ youths when compared to heterosexual young people. In the fifth paper, Sammut et al. (Malta) carried out a qualitative study of the psychological wellbeing of Maltese LGBTQ+ university students and their acceptance within family, peers, and social circles. They found that disclosure was frequently associated with anxiety or depression, but that a higher level of acceptance helps to reduce anxiety and depression, thus operating as a protective factor which reduces anxiety and depression. The authors also reported that transgender individuals face more discrimination than gay people.

In addition to the Book Reviews in this edition, we are also issuing a first call for papers on the theme of Climate Change and Social-Emotional Wellbeing in Children and Young People. This is intended to be the focus of a special issue of IJEE November 2022. We are also including an extended call for papers based on presentations at the forthcoming 8th ENSEC conference in Souceva, Romania in June-July 2022.

Finally we would like to thank the following reviewers for their contribution to our journal in 2020 and 2021, we are greatly indebted to their support for our journal:

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Paul Cooper and Carmel Cefai, Editors
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