

Master thesis

The effect of Impuls' summer class on well-being and social-emotional skills of disadvantaged children in primary schools

Keywords: well-being, social-emotional skills, disadvantaged children, summer class, primary school

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Abstract

Not all children are raised under the right circumstances in which they can develop their full potential. During the Covid-19 pandemic, this became even more clear and the safety of all children could not be guaranteed. With still a lot of uncertainties about the re-opening of schools and disadvantaged children who usually fall behind during summer, Impuls Oldenzaal decided to help these children by organising a 4-day during summer class. Their goal was to positively affect the psychological well-being, the parent-child relationship as part of social well-being, physical well-being and social-emotional skills of participating disadvantaged children aged 8 to 12.

The current study was aimed at identifying whether these goals were reached. This was done by collecting data from participating children, their parents, their teachers and social workers, using questionnaires and holding interviews. Based on a sample of 41 children, the collected data showed that participating children scored low on the different aspects of well-being and had a worrying level of social-emotional skills. It seemed that the participating children were indeed disadvantaged and fit the target group of Impuls.

The quantitative data did not show any significant differences in psychological well-being, parent-child relationship, physical well-being and social-emotional skills. While most parents mentioned to feel relieved about having some time off, children did not report any differences in their relationship with parents. On physical well-being, parents mentioned a more active lifestyle during the summer class and most children reported less physical complaints. Compared to other studies, the lack of significant results might be caused by the absence of clear goals, the short duration of this summer class, the small sample, and the high amount of missing data. Previous studies showed that disadvantaged children usually decline during summer, which did not happen for the participating children on well-being and social-emotional skills. Therefore, this summer class seemed to have had a positive impact.

Keywords: well-being, social-emotional skills, disadvantaged children, summer class, primary school

1. Introduction

During the Covid-19 pandemic, it became clear that more children than expected were living in dangerous situations (NOS, 2020). This pandemic put children who were already vulnerable at increased risks, since families spent a lot in each other's pockets without any interference from the outside world (RIVM, 2020; Cabrera-Hernández & Padilla-Romo, 2020; Pereda & Díaz-Faes, 2020). It may lead to constant stress or fear, less attention or high responsibilities for children, which are unhealthy situations in which learning and developing is even harder (Hermanns, 2011; Naylor & Prescott, 2004; Prince & Howard, 2002). Additionally disturbing news was the fact that more than 5000 children in The Netherlands were missing in the beginning of the lock down (RTL Nieuws, 2020). The safety of all children was not guaranteed.

Children living in poverty, becoming a care giver, having language deficiency because of a migration background, living with lone parents or getting involved in a divorce are all categorized as 'disadvantaged' (Schober & Spiess, 2013; Slee & Murray-Harvey, 2007; Coombs Richardson, Vafa & Litton, 2017; Goisis, Berkay & Van Kerm, 2019). From previous research, it is known that disadvantaged children learn little or lose ground during summer break, while advantaged children continue learning (Burkam, Ready, Lee & LoGerfo, 2004; Van Lancker & Parolin, 2020). In May 2020, the combination of lockdown, followed by the upcoming summer break, led to an alarming situation for these children. Research already shows that children learned less during lockdown, especially children with low socioeconomic background (Armitage & Nellums, 2020; UNESCO, 2020; Bayrakdar & Guveli, 2020; Engzell, Frey, & Verhagen, 2020). Not only the effect on cognitive level was big, also disadvantaged children's well-being decreased during this period (Van Lancker & Parolin, 2020; Gassman-Pines, Ananat, & Firz-Henley, 2020; Patrick et al., 2020; Hoffman & Miller, 2020).

There were concerns about these disadvantaged children world-wide, as well as in Oldenzaal in The Netherlands. The summer break came closer and the re-opening of schools was still uncertain. Impuls, an organisation who offers accessible services and activities and who cares about the well-being of all citizens of Oldenzaal, wondered what they could do to prevent a further deterioration in well-being and social-emotional skills. They reached out to the schools, who had the same concerns. This resulted in the organisation of a summer class called Doen! for disadvantaged children focusing on well-being and social-emotional skills.

2. Theoretical framework

Disadvantaged children are children whose home background is not as beneficial as 'normally', mostly reflecting middle-class values (Edwards, 1974; Schober & Spiess, 2013; Slee & Murray-Harvey, 2007; Goisis, Berkay & Van Kerm, 2019). They can be disadvantaged in several ways. Some examples are living in poverty, becoming a care giver, language deficiency because of a migration background, living with lone parents or getting involved in a divorce (Schober & Spiess, 2013; Slee & Murray-Harvey, 2007; Coombs Richardson, Vafa & Litton, 2017; Goisis, Berkay & Van Kerm, 2019). All of these backgrounds are not beneficial for their education or life in general (Edwards, 1974; Slee & Murray-Harvey, 2007). Non-school factors are a primary source of the inequalities in educational outcomes (Van Lancker & Parolin, 2020). Disadvantaged children are already behind, before even going to school. Even though this gap is narrowed during their school career, the gap expands again during summer break (Burkam, Ready, Lee and LoGerfo, 2004; Trends, 2009; Van Lancker & Parolin, 2020). Advantaged children continue learning during summer, while disadvantaged children learn little or lose ground (Burkam, Ready, Lee and LoGerfo, 2004; Van Lancker & Parolin, 2020). Summer classes can be used to narrow the gap expansion that usually occur during summer (Trends, 2009).

A summer class is a program for children during the summer, which can be educational or recreational (Cooper, Charlton, Valentine, Muhlenbruck & Borman, 2000). In primary school, children develop themselves on cognitive and social-emotional level (Inspectie van het Onderwijs, 2011). In case the summer class is educational, the focus can be on these same two areas (e.g. Merryman, Mezei, Bush & Weinstein, 2012; Riley & Anderson-Butcher, 2012; Lubans, Plotnikoff & Lubans, 2012; Day, Martin, Sharp, Gardner & Barham, 2013). Examples of these developments are learning certain mathematical skills, learning how to control emotions or learning how to work together. Of course, the outcomes completely depend on the set-up and goals of the program. Besides the goal of the summer class, the duration can also vary. They can be for several days during one week (e.g. Day et al., 2013; Lubans, et al., 2012), several weeks (e.g. Riley & Anderson-Butcher, 2012; Day et al., 2013), or even with an overnight stay (e.g. Wilson, Povilaitis & Browne, 2020).

In the current study, the Impuls summer class Doen! will be evaluated. The focus of this summer class is on well-being and social-emotional skills. In the subsequent paragraphs, these concepts and prior research on summer classes focusing on well-being and social-emotional skills will be further explained.

2.1 Well-being

Well-being is an important factor for the development of children. The higher the well-being, the more likely it is for children to develop on cognitive or social level (Laevers, 1995; Laevers, Heylen & Daniels, 2004; Laevers & Depondt, 2008). There are several definitions of well-being. According to the Oxford English Dictionary (OED, 2020), well-being is a state of being comfortable, healthy or happy. The WHO (2014) states that well-being is a state in which every individual realizes their own potential, can cope with normal stress, can work productively and fruitfully, and is able to contribute to their community. Well-being can also be described as the experience of health, happiness, and prosperity (Davis et al., 2013). Based on all different definitions, the overall conclusion is that well-being can be described as judging life positively and feeling good (CDC, 2018).

How children judge their life and how they feel, depends on the combination of four factors: psychological, social, physical, and cognitive well-being (PISA, 2018). The more satisfying these aspects are, the higher children's overall well-being will be. Several researches focused on one or more of these different aspects of well-being during summer classes. For example, Riley and Anderson-Butcher (2012) organised a summer class based on sport activities for nineteen days. Their goal was to explore the impact on individual, parent, family, and community level. On individual level, children's overall well-being increased. The current study focuses specifically on the psychological, social and physical well-being of disadvantaged children.

2.1.1 Psychological well-being

Psychological well-being is about children's life satisfaction, sense of purpose, self-awareness, and absence of emotional problems (PISA, 2018). Several studies have been conducted in which the effect of summer classes on psychological well-being is examined. For example, the study of Merryman, et al. (2012) investigated a five-week summer day camp. The goal of the summer camp was to learn social-emotional skills like resilience, attitude and behaviour and to measure the effect on psychological well-being. The researches wrote session plans specific to the needs of the participating children, including physical activities and activities like cooking, craft activities and building a personal webpage, all in order to develop for example psychosocial skills, self-regulation and skills to be able to deal with peer pressure. After this summer camp, most children were more positive about their life and believed of a good future for themselves. Another study investigated 877 summer classes and focused on the possible effects on both cognitive and social-emotional level by collecting surveys (Day, et al., 2013).

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The duration of these summer classes were mostly two weeks, but varied from two days to six weeks, and had clear learning goals at the beginning of the summer class. An improvement on disadvantaged children's confidence and self-esteem was found in 84% of the summer classes. Lubans, et al., (2012) reviewed 15 studies and focused especially on emotional well-being, as a part of psychological well-being, and on social well-being. The duration of these summer classes differed from one day to 28 days. Lubans, et al. (2012) could not draw conclusions based on these studies, because of poor quality and a high risk of bias, but 9 out of 15 reviewed studies did show an increase in aspects of psychological well-being, like self-esteem, sense of acceptance, and enjoyment. It is assumed that physical activity programmes are a good strategy to improve physical well-being of disadvantaged children. The study of Park and Lee (2015) also looked for the effects on psychological well-being for children at a five-week during summer class with sports every day. Participants of this summer class did not show any significant increase on psychological well-being, while the control group showed a significant decrease.

2.1.2 Social well-being

Another aspect of well-being is social well-being, which refers to the quality of social lives. It includes children's satisfaction about their social life and their relationships with family, adults and peers (PISA, 2018). Children are raised by their parents or caregiver, who play a major role in their child's life. This relationship is an aspect of children's social well-being, and is the most important relation an individual can experience (Popov & Ilesanmi, 2015). According to Edwards and Lopez (2006) and Suldo, et al. (2013), the quality of the relationship with parents is an important factor to determine someone's overall life satisfaction. Children who talk to their parents more often about things important to them, will most likely experience a higher level of social well-being (Abdallah et al., 2014). They perform better and report a higher life satisfaction (PISA, 2018). Riley and Anderson-Butcher (2012) did a study to the effects of a summer sport-based program, which lasted for 19 days during the summer months. The goal of this summer class was to promote disadvantaged children's social competence, social skills and a sense of belonging and connectedness. To reach these goals, children participated each day in three sport activities and one education activity, which focused on developing a specific social skill. Riley and Anderson-Butcher interviewed parents and found on parent level that the communication and relationship between parent and child improved. Parents mentioned that

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they could be worry-free, that they felt happy for their child and that their child became more open during the program.

Relationships with peers are the other part of social well-being. Various studies have been investigating the effect of summer classes on this part of social well-being. For example, Lubans, et al., (2012) found in 6 out of 15 reviewed studies that social well-being of disadvantaged children increased during a physical activity program. Children got into new relationships with other children and liked these contacts. The same was found by Day et al. (2013), who concluded that children were relieved about how easy they made friends. Riley and Anderson-Butcher (2012) concluded, based on interviews with parents, that children were more social during a summer class because of the increased possibility to interact with peers.

2.1.3 Physical well-being

The last aspect of well-being taken into account by this study is physical well-being. Physical well-being is the combination of adapting a healthy lifestyle and children's overall health (PISA, 2018). Eating enough vegetables and having enough exercise are examples of a healthy lifestyle. Children's overall health is about their health in general, for example the frequency of having physical complaints like a headache. Park and Lee (2015) measured physical health of disadvantaged children during a five-week summer sport class with two aspects: bodyweight and physical fitness level. This was done at the beginning and at the end of the summer class and compared to a control group. The bodyweight and physical fitness levels of the participants showed no improvement, while the results in the control group deteriorated. Additionally, Lubans, et al., (2012) investigated the effect on emotional and social well-being of physical activity during summer classes by reviewing 15 studies. Not much is said about physical well-being, but three of these studies mentioned an improvement in physical health.

2.2 Social- emotional skills

Next to well-being, social-emotional skills are part of children's development on social-emotional level. According to Van Hekken and Kievit (2002), social-emotional functioning is about behaviour and ideas in relationship towards others, while social well-being is about how children feel about their relationships. Social-emotional functioning can be seen in social behaviour, but also in communication, relationships, social cognition and emotional responses. Good social-emotional skills are also a predictor of a higher overall well-being, which makes them important for children's development (Ashdown & Bernard, 2012).

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Social-emotional skills can be determined by three emotional responses towards others, namely resilience, self-control, and empathic capacity (Van Hekken & Kievit, 2002; Van IJzendoorn & Van Vliet-Visser, 1986). Resilience is the capacity to be flexible in changing circumstances, but to be persistently in other situations (Van Beemen, 2006). This is divided into social autonomy and social flexibility. The ability to be stick to your own opinion is called social autonomy, the ability to be flexible is called social flexibility (ZIEN!, 2012). Children who are resilient will be able to solve their own problems and can ask for help when needed. The second emotional response is self-control and can be seen as the ability to suppress or release impulses, depending on the situation (Van Hekken & Kievit, 2002; Van IJzendoorn & Van Vliet-Visser, 1986). It is a balance between giving and taking space. Releasing impulses at the right time is seen as social initiative, suppressing impulses when needed is seen as impulse control (ZIEN!, 2012). The last emotional response is empathic capacity. This is about understanding the feelings of others (Van Hekken & Kievit, 2002) and can be visible in prosocial behaviour (ZIEN!, 2012). Examples of this behaviour are listening carefully to other people, showing interest in what other children do or say, and being helpful.

Various studies have investigated the effects of summer classes on social-emotional skills. The study of Riley and Anderson-Butcher (2012) concluded that children were socially active during summer class, had a lot of interaction with peers and developed social skills while doing mostly sport activities. Additionally, Merryman, et al. (2012) reported a positive growth of social skills, which sustained after six months. Lubans, et al., (2012) also mentioned that a summer class can be a way to learn prosocial behaviour. Similar results were found by Day, et al. (2013). They found an increasement in social initiative at 52% of the investigated summer classes, where children learned how to make friends. Additionally, in 57% of the cases, teachers mentioned that children's behaviour improved after the summer break. Wilson, et al. (2020) asked 524 former campers to identify what they achieved during their stay at summer camp. Of all possible outcomes, their conclusion was that campers primarily developed social-emotional skills and that this development was most useful after camp.

Durlak and Weissberg (2007) did a review on summer classes to promote social-emotional skills. They selected 73 studies and found that evidence-based training approaches led to multiple effects for children, such as positive social behaviour, while the absence of such approach led to none of these effects. The evidence-training approach to develop children's social-emotional skills consisted of four criteria. Two criteria are related to the training process: the presence of a sequenced set of activities to achieve skill objectives and the use of active forms of learning. The other two criteria are related to the content: the focus should be clear

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and the targeting of the social-emotional skills should be specific. 39 studies reached all criteria and yielded significant positive results, whereas 27 studies did not match any criteria and showed no significant results. In line with these preconditions, campers at the study of Wilson, et al. (2020) stated that their social development was only possible when the environment was safe, supportive, active, and included role models and opportunities to work with peers.

2.3 Impuls' Summer class Doen!

During the summer of 2020, Impuls organised a summer class for disadvantaged children in primary school. Impuls worked simultaneously on two different locations with the same program, which is repeated three times and lasted for four days from 9.00 a.m. till 3.00 p.m.. On each location, 20 children could join the summer class and gave children some time away from home to have fun and gave parents a little bit more freedom. During this summer class, there were all different kind of activities in which disadvantaged children could develop themselves on social-emotional level. For example, learning how to express emotions through a workshop theatre, working together during crafts and games, and becoming physical more active and trusting each other through judo. By participating in this summer class, children joined all activities. The duration of this summer class is compared to other studies a little bit short, although some previous mentioned studies were even shorter and still reached their goals.

The goal of the organisation of this summer class is to positively effect children's psychological well-being, the parent-child relationship as part of social well-being, physical well-being and social-emotional skills. According to the literature, effective programs are supportive, including role models and opportunities to work with peers, have a safe environment, are sequenced, active, focused and explicit (Durlak & Weissberg, 2007; Wilson, et al., 2020). As mentioned above, this summer class organised several activities in which children could develop on social-emotional level. For example, expressing emotions was learned through theatre. This is a way of learning by doing and match the criteria of active learning. Guidance during this week is by social workers and volunteers with background in this work field, for example a trainee who studies social work. It can be assumed that they create a safe environment, are supportive and act as role models. Additionally, there were several opportunities to work with peers, for example during sports, crafts and the visit to the library. The other criteria not explicitly present.

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The goal of the current study is to identify whether there is an effect of participating in the Impuls summer class on disadvantaged children's psychological, physical and social well-being and on social-emotional skills.

3. Method

This study started after permission of the Ethical committee to do a study with human respondents. In order to answer the research question, a mixed research design was used. Surveys and interviews were used to estimate the impact of the summer class on children's social-emotional skills and on several aspects of their well-being; psychological well-being, physical well-being and the parent-child relationship as part of their social well-being.

3.1 Respondents

Teachers and social workers from Impuls identified approximately 500 disadvantaged primary school children in Oldenzaal. These children were selected for several reasons. Most of these disadvantaged children have an immigration background and problems with the language, but there are also children with behavioural problems, children who live with a lone parent, children who became care giver, living in poverty, or a combination of factors. Parents of all these children were informed about this program. Parents could sign up their child(ren) for this program on a voluntary basis, which was done for 81 children. By signing up, parents gave actively permission to take part in this study. Since not all available places of this summer class were filled, during the first two weeks, Impuls' social workers identified children that would benefit most from participating an extra week. In total, 26 children participated two weeks.

The current study used a typical case sample, so all children who joined this program, aged 8 to 12 years ($M = 9.46$, $SD = 1.21$), are part of the sample. This group contains 41 children who participated on average 4.32 days ($SD = 1.49$). Characteristics of these children can be found in Table 1.

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Table 1

Sample characteristics children

	<i>n</i>	%	<i>M (SD)</i>
Gender			
Male	25	61.0%	
Female	16	39.0%	
Age			9.46 (1.21)
Days participated			4.32 (1.49)
Location			
Location 1	23	56.1%	
Location 2	18	43.9%	
School			
School 1	6	14.6%	
School 2	9	22.0%	
School 3	15	36.6%	
School 4	5	12.2%	
Other	6	14.6%	

For each participating child, the classroom teacher was approached before and after the summer break. In total, data about 19 children was collected the first time and data about 15 children the second time. Additionally, 18 parents were approached at random. This is a convenience sample, based on willingness to participate and the ability to speak Dutch or English. To conclude, the last participants are the social workers from Impuls ($n = 4$), one at each location for one week, who were asked to tell about their general experiences.

3.2 Instrumentation

In order to measure the different aspects of well-being, the participating children were asked to complete a questionnaire on paper at the beginning of their first day in summer class, at the end of their last day at summer class, and four weeks after the summer break at school. During the summer class, there was time to fill in this questionnaire. The third time was back at school, where teachers choose the right time and place for their students. The whole questionnaire contains of ordinal variables and can be found in Appendix A.

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Psychological well-being was measured by a 15-item questionnaire (Liddle and Carter, 2015), where children were asked to score statements such as “I think good things will happen in my life” and “I think lots of people care about me” on a five-point Likert scale, ranging from never to always. The parent-child relationship as a part of social well-being was measured by a 9-item questionnaire (PISA, 2018), where children were asked to score statements such as “My parents show that they care about me” and “My parents make me feel better when I am sad” on a three-point Likert scale, ranging from almost never to almost always. Physical well-being was measured by a 8-item questionnaire (PISA, 2018), where children were asked how often they experienced physical complaints, such as headache or dizziness, during the last week, ranging from never to several times each day. Besides that, the children scored their health in general (PISA, 2018); bad, okay, good, or great.

The ZIEN! questionnaire (2012) was administered among teachers, in order to determine social-emotional skills of participating children prior to and after participating in the summer class. Social-emotional skills can be determined by three emotional responses towards others, namely resilience, self-control, and empathic capacity (Van Hekken & Kievit, 2002; Van IJzendoorn & Van Vliet-Visser, 1986). These aspects are covered by five variables: social initiative, social flexibility, social autonomy, impulse control, and empathy and will be combined to determine the level of social-emotional skills. The teacher questionnaire also measured well-being. This was defined as feeling emotionally good, being relaxed, open and vital, which is mostly in line with the psychological well-being of children. All six variables were measured separately by a 4-item questionnaire, where teachers were asked to score statements such as “This student is telling stories at their own initiative in a group” and “This student shows interest in other students stories and actions” on a four-point Likert scale, ranging from (almost) never to (almost) always. Teachers were asked by e-mail to fill in this questionnaire twice; before the start of the summer break and four weeks after the summer break. The complete questionnaire can be found in Appendix B. The original questionnaire of Zien! developed norm scores to decide children's level of social-emotional skills. In order to do so, they made a distinguish in norm scores of boys and girls, since they differ in social-emotional development (Zien!, 2012). The norm scores are divided into four categories from category 1 the lowest 25% to category 4 the highest 25%.

In order to get a more complete picture, parents were interviewed three or four days after the summer class about their child's well-being, the parent-child relationship, and the development of social-emotional skills. The interview questions were based on the ZIEN-questionnaire, for

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example: “How did your child feel when he/she came home from the summer class?”, “In which ways did this summer class benefit your child?” and “What did your child learn during this week?”

Finally, interviews were held with employees of Impuls about changes in children’s social-emotional skills and their well-being at the end of each week. The questions were based on the ZIEN!-questionnaire, for example: “Have you noticed any development during this week on the empathy of the children?” and “Have you noticed any difference in behaviour at the end of the week compared to the beginning of the week?” These questions were about the group as a whole, since the social workers only knew these children for four days, which made it difficult to go into detail about all children.

All audio recordings were summarized and coded by using a coding scheme, see Table 2. Answers of the participants that for example were about children’s’ life satisfaction, were coded as W1a. The codes are based on the theoretical framework and the variables that are measured by the questionnaires. This way, quantitative and qualitative data can be combined.

Table 2

Coding scheme well-being

Well-being							
Psychological well-being (W1)			Physical well-being (W2)		Social well-being (W3)		
Children’s life satisfaction (W1a)	Sense of purpose (W1b)	Self-awareness (W1c)	Absence of emotional problems (W1d)	Adapting a healthy lifestyle (W2a)	Children’s overall health (W2b)	Relationships with family; parent-child relationship (W3a)	Satisfaction about their social life (W3b)
Social-emotional skills							
Resilience (S1)		Self-control (S2)		Empathic capacity (S3)			
Social autonomy (S1a)	Social flexibility (S1b)	Suppress impulses; impulse control (S2a)	Release impulses; social initiative (S2b)	Empathy (S3a)			

4. Results

The interviews with employees provided a general picture about the summer class. First of all, it can be said that all employees were enthusiastic about this summer class. They said this summer class was absolutely beneficial for the participating children. The children could leave their homes for a few days, while doing fun activities. They had the chance to be child again and to release their worries. This way, they still had a chance to enjoy their holiday and to gain new experiences. The parents of the children confirmed this enthusiasm. They mentioned that their child had a great time and were most of the time happy afterwards. Parents said it was a diversion for their children with lots of fun activities. Instead of staying home all day, the children still had a holiday feeling and the possibility to make new friends. Only one parent mentioned that their children did not enjoy all activities.

All employees mentioned the strength of small groups and guidance from the same social worker. This gave them the opportunity to give all children the attention they deserved. Social workers indicated most children were very tired at the end of each day, which was also said by five parents. This could be due to a varied and intense program, many new impressions and children who went to bed late. In line with this, two out of 18 parents found the start of the program at 9.00 a.m. too early in the morning.

From the interviews with Impuls' employees, it appeared that both locations were comparable. They organised the same activities and experienced the same type of behaviour from children. Due to the limited data and based on this information, it is decided not to make a comparison between children from both locations. All children will be seen as one group who joined Impuls' summer class.

4.1 Well-being

Not all children filled in the children's questionnaire three times. Some children filled in no questionnaire at all, but are part of the sample since their parents or teachers did provide information about them. The available data for this study can be found in Table 3. Most data is missing from the third measurement. Classroom teachers were approached to fill in this questionnaire with these children, but their response was low. Missing data at the first two measurement occasions are due to a high absence level of the participating children and a miscommunication during the first week with Impuls.

The children's questionnaire on well-being consisted an indicator for social desirability. The social desirability indicator is measured by three items. Overall scores of 3 or 14/15 on this

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indicator suggest that the participant's scores should be treated with caution. To avoid a social-desirability bias, it is decided to exclude the questionnaires with these scores.

Table 3

Available data children's questionnaire

	<i>n</i>	%
Only measurement occasion 1	6	14.63%
Only measurement occasion 2	3	7.32%
Only measurement occasion 3	1	2.44%
Only measurement occasion 1 and 2	12	29.27%
Only measurement occasion 1 and 3	5	12.20%
Only measurement occasion 2 and 3	-	-
All measurement occasions	6	14.63%
No available children's questionnaires	8	19.51%

The internal reliability for the children's questionnaire was calculated on each of the three well-being aspects, which can be found in Table 4. The internal reliability for psychological well-being and the parent-child relationship seems too low during the third measurement (Nunally & Bernstein, 1994). The score on physical well-being is lower than the first two times, but still acceptable. Additionally, the questions about the parent-child relationship have not reached the recommended minimum of .70 the first time. These questions were adapted from a questionnaire for 15-years old students and might still have been too difficult for the children in this study.

Table 4

Internal reliability children's questionnaire

	Cronbachs α psychological well-being	Cronbachs α physical well-being	Cronbachs α Parent-child relationship
Measurement occasion 1 (<i>n</i> = 29)	.851	.809	.582
Measurement occasion 2 (<i>n</i> = 21)	.917	.934	.757
Measurement occasion 3 (<i>n</i> = 12)	.519	.764	.529
Original questionnaire	.847		

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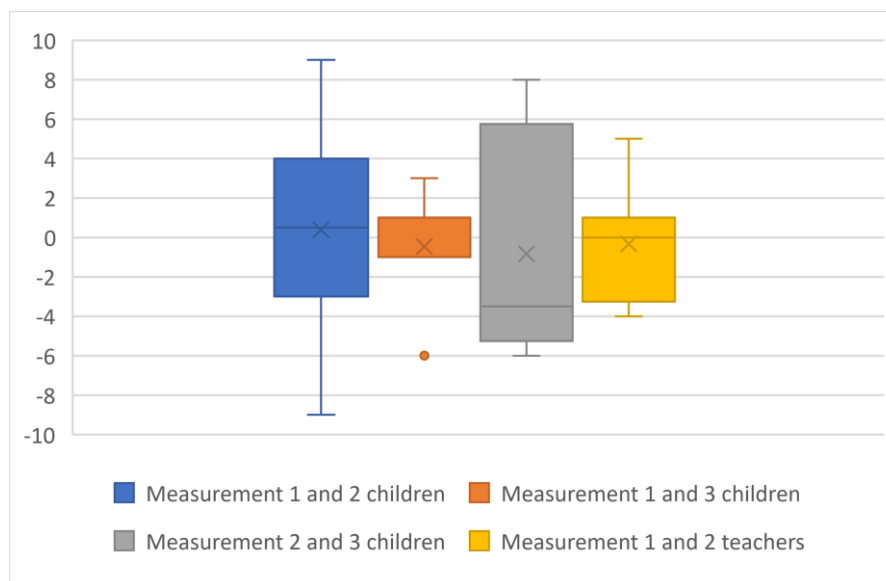
4.1.1 Psychological well-being

The possible scores on the children's questionnaire on psychological well-being were between 11 and 55. On average, children scored the first time 40.52 ($M = 40.52$, $SD = 7.55$, $n = 29$), the second time 40.24 ($M = 40.24$, $SD = 9.64$, $n = 21$), and the third time 41.42 ($M = 41.42$, $SD = 4.19$, $n = 12$). The mean score in the original questionnaire was 43.51 ($M = 43.51$, $SD = 6.66$), which is slightly above the scores of the participants in Impuls' summer class.

To compare the scores of children over time, the differences in scores between the measurements were calculated for children who filled in the questionnaire more than once. These scores can be found in Figure 1 in the three left boxplots. On average, the difference between measurement one and measurement two was .39 ($M = .39$, $SD = 4.53$, $n = 18$). The difference between measurement one and measurement three was on average -.45 ($M = -.45$, $SD = 2.42$, $n = 11$) and between measurement two and three -.83 ($M = -.82$, $SD = 5.91$, $n = 6$). These differences are all very small and therefore negligible.

Figure 1

Differences psychological well-being children's questionnaire and teacher questionnaire



The teacher questionnaire also measured well-being. The internal reliability of this questionnaire was high during both measurement occasions and comparable to the original questionnaire. The first measurement, boys scored on average 12.82 ($M = 12.82$, $SD = 2.64$, $n = 11$) and girls 12.38 ($M = 12.38$, $SD = 3.92$, $n = 8$). The second measurement, including different children and teachers, boys scored on average 11.30 ($M = 11.30$, $SD = 2.75$, $n = 10$) and girls 13.00 ($M = 13.00$, $SD = 2.35$, $n = 5$). Compared to the norm group, where a

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distinguishment is made between boys and girls, boys scored the second time in the category of lowest scores. The other scores match the 25-50% lowest scores. Based on this information, psychological well-being of participating children seems low.

This questionnaire was filled in by teachers 12 times for the same children the first and second measurement. The differences in scores for psychological well-being were calculated and can also be found in Figure 1. On average, the difference between the two measurements was $-.33$ ($M = -.33$, $SD = 2.64$, $n = 12$). This result is in line with the differences that were negligible from the children's questionnaire.

To get more information about the psychological well-being, parents and social workers were interviewed. During this week, employees saw sometimes an enormous behavioural growth. Children became more open and were happy. An example that is mentioned is a child who was shy and feeling down in the beginning. His behaviour changed over time and at the end of the week he really enjoyed the activities and interactions with other children. Unfortunately, this did not happen to all children. The last week included three children with disturbing behaviour. There were more fights and their behaviour had to be corrected multiple times. The social worker at that location mentioned a low psychological well-being for these three children.

Employees also saw a change in motivation. The first day was exciting and not all children wanted to come, whereas the second day all children were right on time and ready to start a new day. This was also mentioned by three parents. One parent even told that her son became more independent this week. The first day was difficult for him to say goodbye to his mother, while the other days went very easily. It was even a faster goodbye then mother liked to have, but that was seen as a good development.

All parents agreed that their child was happy during this week. Some of the children were very involved and told their parents a lot about their experiences. Others continued playing at home, or went back to their daily life as usual. 15 out of 18 interviewed parents said that their child(ren) was feeling good, except one child whose bird died that week and two children who were not happy about the weather since it rained a lot, two aspects that were out of Impuls' control.

4.1.2 Social well-being

The parent-child relationship as part of the social well-being was measured in the children's questionnaire with 9 items, with possible scores ranging from 8 to 24. The higher the score, the better the parent-child relationship. Two items of this questionnaire had to be recode because

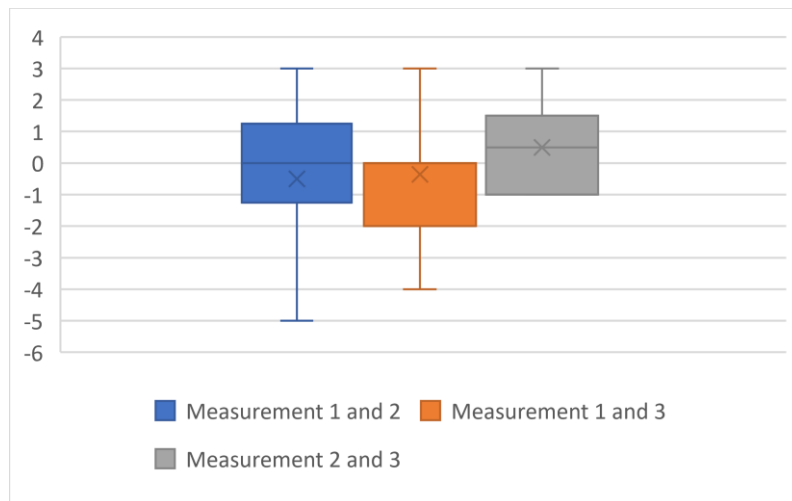
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of a negative formulation. Scores for parent-child relationship were similar across all measurement occasions, with mean scores of 19,97 ($SD = 2.35$, $n = 29$), 19.62 ($SD = 2.97$, $n = 21$), 19.58 ($SD = 2.61$, $n = 12$) respectively.

For this aspect, the differences in scores of children who filled in this questionnaire two or three times are also calculated and can be found in Figure 2. The mean difference between measurement 1 and 2 is $-.50$ ($M = -.50$, $SD = 2.33$, $n = 18$), between measurement 1 and 3 $-.36$ ($M = -.36$, $SD = 2.06$, $n = 11$), and between measurement 2 and 3 $-.50$ ($M = -.50$, $SD = 1.51$, $n = 6$). Based on these numbers, it can be said that the differences are too small and negligible.

Figure 2

Differences parent-child relationship children's questionnaire



Parents were also asked about the relationship with their child. 15 parents mentioned that it was good that their child was away from home some time. This gave parents a moment for themselves and was beneficial for their relationship. Some parents had more children who joined the summer class. They decided to spread out the participation over two or three weeks, so they could spend time with each child apart. Parents felt relieved that their child was at a safe place and were happy that their child was having a lot of fun. One parent mentioned that this summer class did not have any influence on their relationship, since her children were always very disturbing.

Employees saw that children developed on several aspects. They learned how to make friends and to give consideration to others. This was something that developed during the week, due to the different groups in which they had to collaborate and the stimulation of social workers to play together. Children got to know each other and became more and more a group, where

everyone was accepted. Age, gender or background did not matter during this week. Disturbing behaviour, like bullying, was corrected as soon as noticed. These are all conditions for a better social well-being.

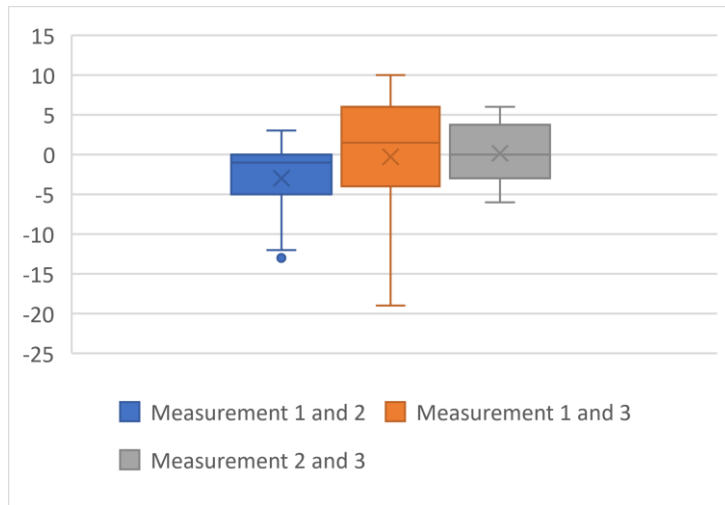
4.1.3 Physical well-being

The questions about physical well-being measured the amount of physical complaints. The scores could be between 9 and 45, where a lower score suggest less complaints and therefore a better physical well-being. Children scored their physical well-being the first time 16.00 ($M = 16.00$, $SD = 5.98$, $n = 29$), the second time 13.35 ($M = 13.35$, $SD = 3.84$, $n = 21$), and the third time 18.00 ($M = 18.00$, $SD = 6.59$, $n = 12$). The low score during the second measurement is also seen at all separate items for physical well-being. All separate mean scores are lower during this measurement. The biggest difference is seen at headache with a score of 1.35 ($M = 1.35$, $SD = .56$) compared to measurement 1 with a score of 1.83 ($M = 1.83$, $SD = 1.10$) and measurement 2 with a score of 2.17 ($M = 2.17$, $SD = 1.12$).

The scores of participants who filled in the questionnaire two or three times were compared and can be found in Figure 3. On average, the scores of the second measurement were 3.00 points lower than the first measurement ($M = -3.00$, $SD = 5.11$). The difference between the third and the first measurement was clearly smaller with an average of $-.30$ ($M = -.30$, $SD = 9.02$), as well as the difference between the second and third measurement ($M = .17$, $SD = 4.12$). In total, 11 out of 17 children experienced a decrease in physical complaints the second measurement, 3 children scored the same and 3 children experienced an increase. On average, the mean difference of all separate items was lower or the same during the second measurement in comparison to the first measurement. The biggest decrease for these children was found on stomach pain with an average decrease of $-.53$ ($M = .53$, $SD = 1.33$). Despite the high standard deviation, it can carefully been said that in between measurement 1 and 2 a decrease in physical complaints occurred.

Figure 3

Differences physical well-being children's questionnaire



Note. Physical well-being is measured through the amount of physical complaints, so a lower score reflects a better physical well-being.

Children also scored their general health in the children's questionnaire. The average on the first measurement was 3.14 ($M = 3.14, SD = .76, n = 29$), the second time 3.53 ($M = 3.53, SD = .61, n = 21$), and the third time 3.08 ($M = 3.08, SD = .52, n = 12$), where 3 is stated as good and 4 as great. The scores at measurement 1 and 3 are comparable, the score on measurement 2 is a little bit higher. These results are in line with the amount of physical complaints children experienced. Based on this information, children's general health seems fine.

During the interview with parents, a better lifestyle was mentioned by four parents. They told that their child(ren) had more exercise during summer class, spend more time outside and were more active, while usually spending their time gaming and staying inside. This effect did not last. Two parents mentioned their child had physical discomfort, but this was not related to the summer class. One child had stomach pain and got tests in the hospital, another child broke her ankle a couple of weeks before the summer class, which still hurt.

4.2 Social-emotional skills

Social-emotional skills were measured through the teacher questionnaire. The internal reliability is comparable to the original questionnaire and can be found in Appendix C. In total, 19 teacher questionnaires were collected the first time and 15 teacher questionnaires the second time. This group of participants includes different children and different teachers. Their mean scores can be found in Table 5.

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Five emotional skills were measured: social initiative, social flexibility, social autonomy, impulse control, and empathy. These scores were compared to the norm scores. During the first measurement, the scores on social initiative and empathy for boys and social autonomy for girls were slightly above average. All other scores were below average. The mean on social initiative for girls even fits category one, the lowest 25%. We do see that the scores on social-emotional skills of these children match the criteria of Zien! for children who are worrying, since most of these scores are in the lowest two categories. Based on this information, it can be said that the selected children match the intention of Impuls to select and support children with low social-emotional skills.

During the second measurement occasion, including different children and filled in by different teachers, the scores impulse control for boys and empathy for girls were just above average. Contradictory to the first measurement, social flexibility for boys matched the lowest 25% of scores compared to the norm, as well as social initiative for boys. The other scores are in the 25-50% category. It can be said that the social-emotional skills were also low during the second measurement.

Table 5

Mean scores social-emotional skills

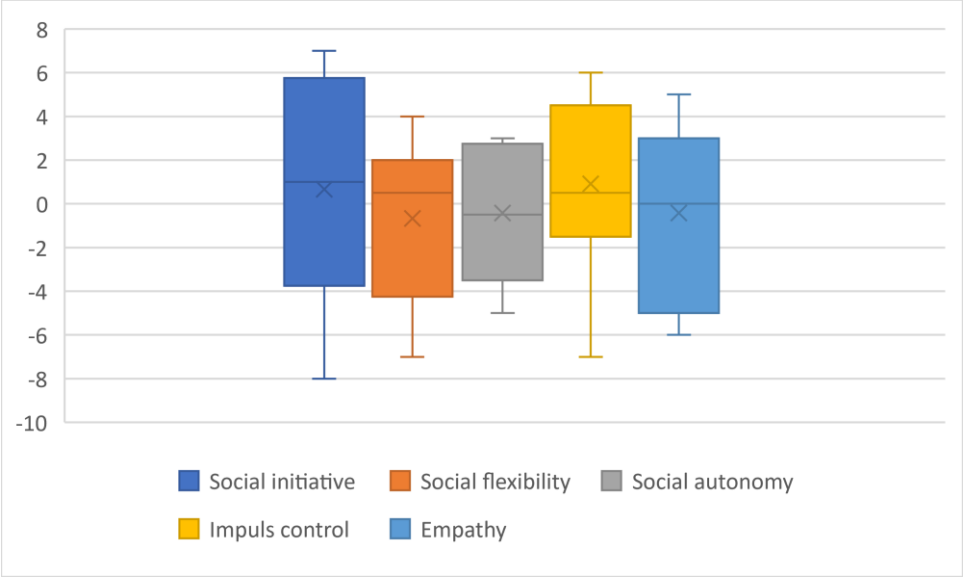
		Boys <i>M (SD)</i>	Girls <i>M (SD)</i>	Total <i>M (SD)</i>
Measurement occasion 1	<i>n</i>	11	8	19
	Social initiative	11.73 (3.23)	11.00 (3.93)	11.42 (3.45)
	Social flexibility	12.00 (2.94)	12.63 (2.45)	12.28 (2.68)
	Social autonomy	11.73 (2.87)	13.00 (2.14)	12.26 (2.60)
	Impulse control	10.73 (3.00)	12.13 (3.09)	11.32 (3.04)
	Empathy	11.82 (3.03)	12.38 (2.26)	12.05 (2.68)
Measurement occasion 2	<i>n</i>	10	5	15
	Social initiative	11.50 (2.51)	12.40 (2.70)	11.80 (2.51)
	Social flexibility	10.70 (2.06)	13.00 (2.65)	11.47 (2.45)
	Social autonomy	11.50 (1.43)	12.20 (2.28)	11.73 (1.71)
	Impulse control	11.70 (3.02)	12.20 (3.49)	11.87 (3.07)
	Empathy	11.20 (2.57)	13.60 (2.61)	12.00 (2.75)

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The scores of children’s social-emotional skills on measurement one were compared with data from the same children on measurement two to see any possible differences and can be found in Figure 4. The mean differences are close to zero: social initiative .67 (SD = 5.00, n = 12), social flexibility -.67 (SD = 3.70, n = 12), social autonomy -.42 (SD = 2.91, n = 12), impulse control .92 (SD = 3.65, n = 12), and empathy -.42 (SD = 4.08, n = 12). Because of these small differences, it seems that the level of social-emotional skills maintained over time.

Figure 4

Differences in social-emotional skills teacher questionnaire



During the interviews, the social workers told that some children were struggling during activities where they should use their social-emotional skills. For example, one child had difficulties accepting input of others during dance and other children needed more guidance on how to work together. In between activities, children made new friends or played with friends they made before. The social workers of Impuls concluded that this week was valuable for every child in order to develop their social-emotional skills.

Twelve parents also mentioned that their child(ren) made new friends or could meet friends this week. Instead of staying home, they had more contact with peers. Three parents told that this was not always successful, since their child had been bullied. This is of course influencing their general well-being. Parents mentioned that their child learned to stand up for themselves this way and that the guidance of Impuls to stop this behaviour was very good. One of these parents said that their child did not dare to tell the social workers about this and so the bullying continued. According to the social worker, this behaviour was seen and taken care of.

5. Conclusion and discussion

Impuls organised a summer class for disadvantaged children in order to positively affect their psychological well-being, the parent-child relationship as part of social well-being, physical well-being and social-emotional skills. The goal of the current study was to identify whether Impuls reached their intended goal and investigated the effect of participating in the Impuls summer class on disadvantaged children's psychological, physical and social well-being and social-emotional skills.

Some limitations caused a lack in the quality of the collected data. For the current study, existing questionnaires were translated and questions were phrased in such a way that they appeared suitable for children aged 8 to 12. The internal reliability of these questionnaires was good, so this seems only a minor detail. Since disadvantaged children tend to have a lower vocabulary and more difficulties with reading and reading comprehension (Hirsch, 2003; Hulme & Snowling, 2011), participating children got guidance from Impuls' employees and their classroom teacher to fill in the questionnaire. These instructions were not standardized and might be an explanation for the differences in scores. Additionally, a lot of children's questionnaires were missing. This is partly due to a miscommunication with Impuls during the first week and to the low response of teachers during the third measurement. Besides that, the absence of children was high, which is common known for this target group (Durlak & Weissberg, 2007). Consequently, children were not able to fill in the questionnaires.

The quality of the teacher questionnaire was good, however the response was low. It also has to be taken into account that these questionnaires were not filled in by the same teacher both times, since the participating children got a new class room teacher after the summer break. Since the ZIEN! questionnaire claims to be trustworthy, this does not have to cause a lack in the quality of the data.

For the current study, parents were called for an interview, but they were hard to reach and did not always spoke Dutch or English. Besides that, disadvantaged children often have parents with a low educational level (Driessen, Doesborgh, Ledoux, Van der Veen, & Vergeer, 2003; Gijsberts & Dagevos, 2005; Van der Horst & Detailleur, 2015). This resulted mostly in a short conversation without any in-depth answers.

In general, employees, parents, and children were enthusiast about this summer class. Despite the pandemic and their home situation, children still had a holiday feeling. The employees of Impuls said that this week was absolutely beneficial for the participating children. Children got

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a chance to be child again and to release their worries. With these answers, Impuls' employees confirms that the participating children match the criteria of being disadvantaged, as well as the collected data did. Participating children scored lower on psychological well-being than the average scores in the original questionnaire, carried out by a various group of children. The results from the teacher questionnaire on well-being showed the same picture with scores on the lowest 50% compared to the norm group. We also see that most of the scores on social-emotional skills are below average and match the criteria of Zien! for worrying scores. Impuls aimed to organise a summer class for disadvantaged children and based on this combination of data, it can be said that the participating children were indeed disadvantaged.

5.1 Well-being

5.1.1 Psychological well-being

Psychological well-being of disadvantaged children can be improved during a summer class, like the study of Merryman, et al. (2012) and Day, et al. (2013) showed. The summer class of Impuls aimed for the same result. Employees and parents stated that children were happy this week, which is of course very valuable. Children were the first day a little bit reluctant, but after that they were very excited to start each day. Employees and parents saw mostly children who were feeling well and satisfied. The quantitative data of this study did not show any significant difference in measurements on psychological well-being in the children's questionnaire and teacher questionnaire and showed scores that were comparable over time. Similar results were found by Park and Lee (2015), where psychological well-being maintained for participants, but decreased for non-participants. During summer, disadvantaged children usually lose ground on cognitive aspects (Burkam, Ready, Lee and LoGerfo, 2004; Van Lancker & Parolin, 2020). It is likely to assume that this also happens to psychological well-being, so stabilizing psychological well-being can be seen as an important effect of Impuls' summer class.

Studies who did show significant effects of summer classes on disadvantaged children's psychological well-being, were compared to Impuls' summer class find a possible explanation. Most of these investigated summer classes lasted longer, but the biggest difference is found on the presence of learning goals. The summer classes investigated by Day, et al. (2013) and Merryman, et al. (2012) had clear learning goals. The goals of Impuls' summer class were not that explicit and might be an explanation for the absence of a growth of psychological well-being.

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5.1.2 Social well-being

This study focused on the parent-child relationship as part of social well-being. Children who talk to their parents more often about things they think are important, will most likely experience a higher level of social well-being (Abdallah et al., 2014). The study of Riley and Anderson-Butcher (2012) found that this might occur during a summer class. Although they only collected data from parents, these parents mentioned that their child became more open during the program. This study found similar results during interviews with parent. It became clear that 15 out of 18 parents were glad that their child was away for a couple of days. This gave them a moment of time for themselves or time to give more attention to their other children. Although parents mentioned that this strengthens their relationship with their child(ren), the children's questionnaires showed that children did not experienced any differences in the relationship with their parents.

5.1.3 Physical well-being

Physical well-being is the combination of adapting a healthy lifestyle and children's overall health (PISA, 2018). Although previous research about the effect of summer classes on physical well-being is limited, the review of Lubans, et al. (2012) mentioned an improvement in disadvantaged children's physical health after attending summer class. Park and Lee (2015) did not measure the amount of physical complaints, but did measure children's bodyweight and physical level, which are of course indicators to a good health and thereby physical complaints. The physical fitness levels and body weight of participants stayed the same, while the results of in the control group deteriorated.

At Impuls' summer class, parents reported that children got more exercise than usual. It is common known that exercising decreases the amount of physical complaints (Fogelholm, 2008). The collected data underpins this, since children did report less physical complaints after the summer class and rated their general health higher. Although these results should be treated with caution, this effect is valuable and confirms the findings of Lubans, et al. (2012).

5.2 Social-emotional skills

The last aspect of this study focused on social-emotional skills. Many studies showed that these skills can be improved during summer class (Riley & Anderson-Butcher, 2012; Lubans, et al., 2012; Merryman, et al., 2012; Day, et al., 2013). These results cannot be find at Impuls' summer class. Available data showed no improvement, but also no deterioration. Employees of Impuls

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mentioned that there were a lot of moments, organised and spontaneously, where children could work on their social-emotional skills. Parents also state that their child(ren) had more contact with peers compared to the other weeks during summer. It can be said this summer class has always been more effective to develop social-emotional skills than staying at home.

Possible explanations can be found in previous research, which are already mentioned before. The duration of Impuls' summer class is mostly shorter, but even two-days summer classes showed positive effects on social-emotional level ((Riley & Anderson-Butcher, 2012; Lubans, et al., 2012; Merryman, et al., 2012; Day, et al., 2013). All these summer classes had clear goals in common, as the study of Riley and Anderson-Butcher (2012) also mentioned that they had clear targeted activities to reach these goals.

5.3 Implications for practice and research

Previous studies already showed the importance of summer classes for disadvantaged children, especially because of the learning gap between advantaged and disadvantaged children that expands during summer. This study adds more prove to the literature about the importance of summer classes for disadvantaged children, since their well-being and social-emotional skills maintained over time instead of the expected decline. Further research could provide insight into this actual effect of a summer class by making a comparison between participating and non-participating children. Additionally, it is likely to assume that time away from home and having structure in daily life are already beneficial for disadvantaged children's well-being. Since previous studies with clear learning goals showed an even bigger effect, further research could investigate the effect of a summer class with clear learning goals and an almost identical summer class without clear learning goals on disadvantaged children's well-being in order to get more insight in the effect of having clear learning goals.

Although the results of Impuls' summer class are already satisfying, since none of the measured aspects decreased during summer, the impact might even increase by making some adjustments to the set-up of this program. The study of Durlak and Weissberg (2007) showed that an effective summer class should be sequenced, active, focused and explicit in order to improve children's social-emotional skills. Wilson, et al. (2020) also mentioned, based on experiences of former participants, that a summer class should be active. They add the importance of a safe environment, role models, opportunities to work with peers and a supportive environment. During Impuls' summer class, the use of active forms of learning and opportunities to work with peers during the different kind of activities were clearly present. Based on conversations

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with Impuls, it seemed that the environment was safe, supportive and included role models. All other criteria might also be implicit present, but Impuls' summer class can be improved by making all these criteria explicit, for example by creating clear learning goals and organising sequenced activities to reach these specific goals.

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Appendices

Appendix A: Children's questionnaire

Zomerklas impuls

Wat leuk dat je deze vakantie mee gaat doen aan de zomerklas Doen! Voor een onderzoek willen wij graag weten hoe het met je gaat. We hopen hiermee de zomerklas nog fijner en leuker te kunnen maken voor alle kinderen.

De juf/meester helpt je met het invullen van de vragen. Hij of zij leest de vragen voor en kan je helpen als je de vraag niet goed begrijpt. Je zet steeds een kruisje bij het antwoord dat het beste bij jou past. Elk antwoord is goed. Er is geen goed of fout.

Naam:
Leeftijd:
Geslacht: jongen/meisje

Hoe is je gezondheid? (*kies één antwoord*)

- Geweldig
- Goed
- Oké
- Slecht

Hoe vaak gebeurt dit bij jou?

	Nooit	Niet vaak	Soms	Vaak	Altijd
Ik denk dat er goede dingen gaan gebeuren in mijn leven.					
Ik vertel altijd de waarheid.					
Ik maak makkelijk keuzes.					
Ik vind veel dingen leuk om te doen.					
Ik heb het gevoel dat ik sommige dingen goed kan.					
Ik denk dat er veel mensen om mij geven.					
Ik vind iedereen aardig die ik ontmoet.					
Ik denk dat ik op veel dingen trots kan zijn.					
Ik voel me rustig.					
Ik ben in een goede stemming.					
Ik vind het leuk wat elke nieuwe dag brengt.					
Ik deel mijn snoepjes altijd.					
Ik ben vrolijk over dingen.					
Ik voel me ontspannen					



Hoe vaak heb je de afgelopen week last gehad van het volgende?

	Helemaal niet	Op 1 dag	Op meerdere dagen	Elke dag	Meerdere keren per dag
Hoofdpijn					
Buikpijn					
Rugpijn					
Depressief gevoel					
Prikkelbaar of een slecht humeur					
Zenuwachtig					
Moeite om in slaap te vallen					
Duizelig					
Bang					

Denk aan je ouders of verzorgers. Hoe vaak doen zij dit?

	Bijna nooit	Soms	Bijna altijd
Helpen mij als ik hulp nodig heb			
Laten me dingen doen die ik leuk vind			
Laten mij zien dat ze om me geven			
Proberen mijn problemen en zorgen te begrijpen			
Moedigen me aan om mijn eigen keuzes te maken			
Proberen controle te houden over alles wat ik doe			
Behandelen me als een baby			
Zorgen dat ik me beter voel als ik verdrietig ben			

Hoe vaak heb je de afgelopen week bewogen?

	0 dagen	1 dag	2 dagen	3 dagen	4 dagen	5 dagen	6 dagen	7 dagen
In totaal een uur rustig bewegen per dag: wandelen, fietsen, traplopen.								
20 minuten intensief gesport waarbij je moe wordt en gaat zweten: rennen, voetballen, volleybal								

Appendix B: Teacher questionnaire

Vragenlijst leerkrachten

Q1 Beste leerkracht,

Impuls Oldenzaal organiseerde afgelopen zomer de zomerklas Doen! voor leerlingen uit kansarme gezinnen. Een mooi initiatief waar ook één of meerdere leerlingen uit uw klas aan mee heeft gedaan.

Om zicht te krijgen op de effecten van dit programma, is Impuls een samenwerking gestart met de Universiteit Twente. Mijn afstudeerscriptie zal hierop gericht zijn.

De ouders van deze leerlingen hebben toestemming gegeven om deel te nemen aan dit onderzoek. Ik wil u daarom dan ook vragen om deze vragenlijst in te vullen. Deze vragenlijst is gericht op de sociaal-emotionele ontwikkeling van de deelnemende leerlingen. Elke vragenlijst richt zich op één leerling. Indien er meer leerlingen uit uw klas deelnemen, vult u deze vragenlijst nogmaals in voor de andere leerlingen.

De gegevens over de leerlingen worden alleen verzameld om data met elkaar te kunnen combineren. Dit zal volledig anoniem verwerkt worden. Er wordt dus nooit iets gerapporteerd dat tot specifieke leerlingen, klassen of scholen te herleiden is.

Voor vragen kunt u contact opnemen met Petra ter Huurne,
p.c.m.terhuurne@student.utwente.nl

Alvast bedankt!

Groeten,
Petra ter Huurne

Ik ga akkoord met deelname aan dit onderzoek (1)

Q3 Op welke school bent u werkzaam?

Q4 Voor welke (deelnemende) leerling vult u deze vragenlijst in?

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Q7 Welbevinden - Vul van deze leerling in hoe u dit op school ervaart. Kies het antwoord dat het beste bij deze leerling past.

Deze leerling...

	Dat is (bijna) nooit zo (1)	Dat is soms zo (2)	Dat is vaak zo (3)	Dat is (bijna) altijd zo (4)
komt opgewekt over. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
maakt een vitale, levenslustige indruk. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
komt ontspannen en open over. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gaat graag naar school. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 Initiatief - Vul van deze leerling in hoe u dit op school ervaart. Kies het antwoord dat het beste bij deze leerling past.

Deze leerling...

	Dat is (bijna) nooit zo (1)	Dat is soms zo (2)	Dat is vaak zo (3)	Dat is (bijna) altijd zo (4)
stapt uit eigen beweging op anderen af. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
heeft duidelijk een eigen inbreng tijdens gezamenlijke activiteiten. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vertelt uit zichzelf in de groep. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sprekt uit eigen beweging met andere kinderen. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q9 Flexibiliteit- Vul van deze leerling in hoe u dit op school ervaart. Kies het antwoord dat het beste bij deze leerling past.

Deze leerling...	Dat is (bijna) nooit zo (1)	Dat is soms zo (2)	Dat is vaak zo (3)	Dat is (bijna) altijd zo (4)
sluit makkelijk een compromis met een medeleerling. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
staat open voor nieuwe plannen, ideeën en activiteiten. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
laat een eigen werkwijze of eigen idee makkelijk los. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
toont veerkracht. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 Autonomie- Vul van deze leerling in hoe u dit op school ervaart. Kies het antwoord dat het beste bij deze leerling past.

Deze leerling...	Dat is (bijna) nooit zo (1)	Dat is soms zo (2)	Dat is vaak zo (3)	Dat is (bijna) altijd zo (4)
zegt wat het ergens van vindt. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
komt verbaal voor zichzelf op. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
maakt eigen keuzes. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
regelt eigen zaken. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q14 Impulsbeheersing - Vul van deze leerling in hoe u dit op school ervaart. Kies het antwoord dat het beste bij deze leerling past.

Deze leerling...

	Dat is (bijna) nooit zo (1)	Dat is soms zo (2)	Dat is vaak zo (3)	Dat is (bijna) altijd zo (4)
praat niet voor zijn beurt. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
denkt na voor hij iets doet, heeft controle over eigen gedrag. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eist weinig aandacht op. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
houdt zich aan de regels. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 Inlevingsvermogen - Vul van deze leerling in hoe u dit op school ervaart. Kies het antwoord dat het beste bij deze leerling past.

Deze leerling...

	Dat is (bijna) nooit zo (1)	Dat is soms zo (2)	Dat is vaak zo (3)	Dat is (bijna) altijd zo (4)
luistert met aandacht naar wat anderen zeggen of vertellen. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
toont belangstelling voor wat andere kinderen zeggen of doen. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zegt aardige dingen tegen medeleerlingen. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gedraagt zich behulpzaam. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q5 Bedankt voor uw deelname aan dit onderzoek. Indien u op de hoogte gehouden wilt worden van de resultaten, kunt u hieronder uw mailadres achterlaten.

Appendix C: Internal reliability teacher questionnaire

Table 6

Internal reliability teacher questionnaire

	Measument occasion 1 (α)	Measument occasion 2 (α)	Original questionnaire (α)
<i>n</i>	19	15	
Well-being	.888	.882	.880
Social initiative	.876	.821	.880
Social flexibility	.836	.860	.830
Social autonomy	.761	.599	.870
Impulse control	.829	.934	.880
Empathy	.887	.926	.850