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Mindfulness and Online Music for Channeling Stress in Primary School Students During the COVID-19 Pandemic in Spain

On 11 March 2020, the World Health Organization declared an international pandemic state of emergency, in the face of the public health crisis caused by COVID-19. Since that day, Spaniards have faced the situation of confinement in their homes, while sanitary containment measures have restricted mobility, reducing economic and social activity, in addition to paralyzing productive work in numerous sectors.

In these circumstances the scope of which cannot be predicted in all its consequences and dimensions as of now, one of the most affected social sectors has been the population of children, adolescents and young people. At this point, this sector has been affected in its educational work, as well as in leisure time activities, having been deprived of the social interactions necessary for the process of socialization and formation of personality.

Based on the aforementioned situation, when an important record was detected on the levels of stress, anxiety and behavioral problems, it was seen fit to implement Mindfulness and Music Education sessions online, with the main objective of channeling the problems of behavior, stress and anxiety generated by confinement through an online methodology. The dynamics was studied with primary school students in Madrid. In order to evaluate the impact of this interventional action, a quasi-experimental design was structured from the methodological point of view, establishing the application of Mindfulness and Online Music Education sessions as an independent variable, and changes as a dependent variable, behavior, stress and anxiety. Next, an incidental non-probabilistic sampling was established, with a total of 130 participants (77% girls and 23% boys), with the mean age of the children of 9.407 (DT = 2.393), 100% of whom were Primary Education students.

The following social networks were used as tools for communication and socio-digital interaction: WhatsApp, Zoom and Instagram, in order to implement the exercises used in the MindfulnessBased Stress Reduction (MBSR) program by Kabat-Zinn (1979) of the activities of the Musical Education area corresponding to Primary Education, while for data collection an adaptation of the questionnaire “Five Facet Mindfulness Questionnaire” (FFMQ) by Baer et al. (2006), as well as the JASP 0.13.1 application, SPSS and an excel spreadsheet for processing.

Regarding the results and the main objectives, the attempt was made to channel the level of stress and anxiety among the participants, in terms of behavioral problems, achieving a partial reduction. In this way, and based on inferential statistics, the presence of a strong positive linear correlation between age, conceived as a quantitative ratio variable, and online sessions, as the independent variable is deduced, resulting in 0.979. As a recommendation for future work, a larger sample must be taken in order to establish more general results, reinforce the guidelines dictated to teachers both to carry out Mindfulness and Music Education activities online and establish criteria for inclusion and exclusion.

Keywords: Mindfulness, Music Education, COVID-19 and Online Music, digital divide, stress and anxiety.

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Медитация и Онлайн-музыка для устранения стресса у учеников начальной школы во время пандемии COVID-19 в Испании

11 марта марта 2020 года Всемирная организация здравоохранения объявила международное чрезвычайное положение в связи с пандемией перед лицом кризиса общественного здравоохранения, вызванного COVID-19. С того дня испанцы столкнулись с ситуацией изоляции в своих домах, в то время как санитарные меры сдерживания ограничили мобильность, снизили социальную активность, а также парализовали продуктивную работу во многих секторах экономики.

В этих обстоятельствах, масштабы которых невозможно предсказать во всех их последствиях и измерениях, самыми уязвимыми являются дети, подростки и молодёжь. На данный момент возникают трудности в образовательной работе, а также в проведении досуга, поскольку он лишён социальных взаимодействий, необходимых для процесса социализации и формирования личности.

Исходя из ситуации, когда появились признаки роста уровней стресса, тревожности и поведенческих проблем, было сочтено целесообразным проводить онлайн-занятия по музыкальному образованию с основной целью – преодолеть названные проблемы. Динамика изучалась с учениками начальной школы в Мадриде. Чтобы оценить влияние направленного действия, квази-экспериментальный план был структурирован с методологической точки зрения, устанавливая применение сеансов медитации онлайн-музыкального образования в качестве независимой переменной и изменений в качестве зависимой переменной, – поведения, стресса и беспокойства. Затем была создана случайная, не вероятностная выборка, всего 130 участников (77% девочек и 23% мальчиков) со средним возрастом детей 9,407 лет (DT = 2,393), 100% из которых были учащимися начальной школы.

В качестве инструментов для общения и социально-цифрового взаимодействия использовались следующие социальные сети: WhatsApp, Zoom и Instagram для выполнения упражнений, используемых в программе «MindfulnessBased Stress Reduction» (MBSR) Кабат-Зинна (1979) в рамках деятельности, соответствующей начальному музыкальному образованию, а для сбора данных адаптирована анкета «Five Facet Mindfulness Questionnaire» (FFMQ) Баэра и др. (2006), а также приложение JASP 0.13.1, SPSS и электронная таблица Excel для обработки.

Была предпринята попытка частичного снижения уровня стресса и тревоги среди участников с точки зрения поведенческих проблем. На основе выводимой статистики определено наличие сильной положительной линейной корреляции между возрастом,

рассматриваемым как количественная переменная, и онлайн-сеансами как независимой переменной, в результате получилось 0,979. В качестве рекомендации для будущей работы необходимо взять более крупную выборку для получения общих результатов, усилить методические рекомендации, предписываемые учителем о том, как проводить мероприятия по медитации и музыкальному образованию в Интернете, и установить критерии для их оценки.

Ключевые слова: медитация, музыкальное образование, COVID-19 и онлайн-музыка, цифровой барьер, стресс.

INTRODUCTION

In January 2020, the World Health Organization (WHO) declared that the coronavirus outbreak detected in the city of Wuhan (China) was a public health emergency of international concern. Subsequently, on March 11 the WHO established in its evaluation of Covid-19 that this new coronavirus can be characterized as a pandemic. So on 14 March in Spain a state of alarm was decreed for the sake of stopping the expansion of this new coronavirus. In this state of emergency no one was allowed to leave their homes with the exceptions established in article 7 of Royal Decree 463/2020 of March 14 which declared the state of alarm for the management of the health crisis situation caused by Covid-19.

Although being necessary at that time, the effects of the confinement on citizens were negative. In the first place, there were very negative psychological sequelae, such as increased stress, anguish, confusion, anger, boredom and frustration, as well as an increase in dangerous addictions.

In the field of education, one of the main problems caused by the pandemic was the growth of the digital divide among students from different social classes, in addition to problems in the learning process due to the substitution of face-to-face teaching with online classes, as well as a significant drop in student achievement.

To the above aspects must be added the bombardment of information about this new disease and the consequent situation of stress and anxiety generated in the population in addition to the confinement itself, whose effect has been counterproductive, leaving a series of very serious negative consequences. It is precisely within the framework of the previous scenario that Mindfulness was applied, which according to the experts worth highlighting two very relevant figures: Thich Nhat Hanh and Jon Kabat-Zinn. Kabat-Zinn (1979), Lazar et al. (2005), Kemeny (2012), Páez, Díaz and Hernández (2016) Segovia (2019), after eight weeks of practice you can reduce stress and anxiety levels (in combination with Music Education activities as was our case).

Based on the above considerations, it is worth highlighting two very relevant figures: Thich Nhat Hanh and Jon Kabat-Zinn. Kabat-Zinn, used Mindfulness as a complement to medical treatments for pain (Parra et al. 2012) and in 1979, founded a Stress Reduction and Relaxation clinic in Massachusetts creating the program called MindfulnessBased Stress Reduction (MBSR) eight weeks long (Melero, 2015). Numerous studies establish that this technique significantly reduces levels of stress and anxiety in humans.

Regarding Music Education, which is the other factor of study in this proposal, it is indispesable to mention Marta Toro,

the creator of the "Grow with Confidence" method for improving care (2011), which, being based on music and relaxation, improves the attention span and reduces anxiety in children between 7 and 12 years old. This is a digital platform for supporting parents and educators which aims to improve the well-being of children and their environment during the various stages of their growth. It is ideal for use in schools, in consultations and at home. The method has been scientifically tested by the Faculty of Sciences of the University of Vienna in a clinical trial with 156 children with very positive results (Toro, 2011).

In short, this pandemic has generated significant levels of stress, anxiety, and fear as the result of the total confinement of the population, to which should be added the increase in behavioral problems and psychological imbalances. Therefore, the introduction of the combined techniques of Mindfulness and Music Education by means of an online methodology has been rightly estimated.

MINDFULNESS PRACTICE AS A FORM OF IMPROVING YOUR HEALTH. REVIEW OF STUDIES

Currently there exists a disconnection between the body and the mind; In other words, people live with the body in the present time and in the physical space in which they are temporarily located, but with the mind elsewhere, and sometimes automatically thinking about the past or the future, leaving aside living in the present or concentrating on this very moment. This process is what is known as the autopilot. Martín-Ausero and García de la Banda (2007), defining it as “an attitude in which the person is aware of the thoughts that refer to the past or the future, instead of focusing on the present” (p.23). This expresses the frequent occurrence when a person, when performing a particular task, tends to anticipate or focus on issues that have no relation to what he or she is doing at that very moment, thereby creating unconscious habits.

Segal, Williams, and Teasdale (2017) comment that we can spend hours on that automatic pilot, without realizing what we are really doing. During the period in which our mind wanders, without being present or aware of what is being done, we are much more vulnerable to problematic or negative situations. When our mind acts in the like manner on an automatic pilot, our brain activates judgments, previous concepts, comparisons, anticipations, memories ... and our mind wanders without any guidance, usually taking into account the past or the future (Losa and Simón, 2013).

On automatic pilot, all the thoughts, sensations, feelings (of which we are not aware) can produce old habits of thought that what they do is worsen our mood (Segal, Williams, & Teasdale, 2017). Santamaría et al. (2006) comment that the practice of Mindfulness would allow us to become aware of the present moment, to attract our mind to the circumstance that we have to carry out immediately.

For Melero (2015), the concept of Mindfulness and its practice would make us aware of our thoughts, feelings and bodily sensations. In addition it would teach us to make relevant decisions, instead of automatically reacting to thoughts and feelings as if they were real.

Kabat-Zinn (1990) observed the effect that the practice of Mindfulness tends to reduce emotional reactivity. This reactivity refers to the distancing of emotions (accepting them), so that they do not affect us so much; that means accepting emotions as they come. In other words, it seeks to become aware of the need not to make judgments about thoughts that are

passing through the mind, and if negative circumstances are occurring – or have happened – we must learn to accept them, trying not to be reactive with harmful emotions.

In this sense, and in relation to the previous assessment, Simón (2010) points out that when we practice Mindfulness we become aware of the mental activity experienced at that time, while Melero (2015) highlights the absence of reactivity such as the ability of "knowing how to respond, instead of reacting impulsively to situations, thoughts, emotions, etc. In other words, not being trapped by them or rejecting them" (p. 208).

At the neurobiological level, this reactivity is found in the amygdala and the prefrontal cortex, while Hözel et al. (2010) cited in Hita E. M. (2018), discover in their results that, after practicing Mindfulness, the amygdala became smaller and connectivity with other areas of the brain decreases.

On the other hand, and in line with everything that happens in our brain when practicing Mindfulness, Lazar et al. (2005), "used magnetic resonance imaging to observe the brain of expert meditators" (Tealde, 2016, p. 8), verifying that the regions associated with attention, internal consciousness and sensory processing (prefrontal cortex and the right anterior insula) they evidenced a thickening of these parts. On the contrary, the amygdala was more reduced in the meditators than in those who did not meditate (Hervás, Cebolla & Soler, 2016, p. 119). "The amygdala is a subcortical structure associated with emotions, whose main function is to send information related to fear and anxiety" (Villegas et al., 2015, cited in Tealde, 2016, p. 4).

Finally, it should be noted that after eight weeks of practice the changes occurring in the brain begin to be apparent, achieving an improvement in working memory and sustained visual attention as well as an increase in performance and a noticeable decrease in distraction after this training in mindfulness (Segovia, 2019).

Furthermore, Kemeny et al. (2012) found in their study that after eight weeks of the practice of Mindfulness, teachers exhibited fewer negative emotions, a reduction in negative feelings, a reduction in anxiety and an increase in states of positive moods (cited in Body, Ramos, Recondo and Pelegrina, 2016).

MUSICAL EDUCATION AS A FORM OF IMPROVING YOUR HEALTH. REVIEW OF STUDIES.

Music has been shown to have incredible benefits in people with stress, depression, with different pathologies and addictions. This practice has had beneficial repercussions on the physical as well as on the emotional level.

According to studies conducted by Vaillancourt (2009), music can fulfill various functions: it can be listened to without further ado, it can be used as an educational method, it can be studied for the sake of interpreting it, and it can be used in therapy as a means for improving, maintaining or restoring the physical and psychological condition of a person. In the same way Killingsworth and Gilbert (2010) establish that when a subject achieves mindfulness in the present moment (by focusing on the content of his mind at the same moment), he will achieve a greater state of well-being, because he is living fully consciously at the present moment, here and now. In this sense, as the result musical education focus on attention is improving notably, since the practice itself requires the mechanism of concentration as an essential element to practice it.

In addition to the previous point, Martín et. al (2014) affirm that emotional intelligence can be educated through music,

since this is a good vehicle to allow us to affect our emotions, detect them, label them correctly, regulate them using our control capacity and take advantage of them constructively. In this sense, Correa (2010) contributes in his studies the psychological effects of music, demonstrating its aid in the control of pain, fear, or anxiety...and providing the strategies for the functional use of music in the different subjects which are taught in educational centers. Likewise, Lacárcel (2003) researches Music Education from the perspective of it providing a path that contributes to psychic and emotional development, providing us with the necessary balance for achieving an adequate level of well-being and happiness, since it not only fulfills a strictly educational function, when we speak of musical learning, but also serves other purposes, since it encourages the discovery of our own inner world, communication with "the other" and the capture and appreciation of the world around us.

Albornoz (2008) studies how music, with the help of techniques and models adapted to the individual and/or group needs of the classroom, encourages emotional exploration by establishing self-knowledge and with it the development of meaningful strategies to face and solve learning problems, since it embraces the emotional dimension, which contributes to developing the motivation to learn. In addition, the process of approaching and understanding emotional life could imply the increase of a positive concept about oneself, or a considerable improvement of self-esteem. Ruiz and Rodríguez (2018) came to the conclusion in their study that the correlations between the “psychoaffective context,” the “affective management context,” the “psycho-affective context,” and “socio-perceptual context” are all very strong in the musical practice.

In summary, emotional well-being is an indicator of the students' motivation in the activities and tasks proposed to them in the classroom. Thus, when we identify disinterest, there is an emotion which sustains it. Recognizing emotions in learning processes means stimulating and enhancing creative activity for the sake of promoting meaningful learning, which translates into global well-being. Therefore, working by means of Mindfulness and music around the difficulties related to anxiety, stress and behavior problems in the confined state of the COVID pandemic, seeking personal and academic development, presents a way for permeating study and stimulating motivation, responsibility and commitment, in order to adopt a posture which contributes to facing the challenge of study.

METHODOLOGY

For the sessions, the main Mindfulness training techniques used in the Kabat-Zinn Mindfulness-Based Stress Reduction (MBSR) program were implemented:

1. A Mindfulness breathing exercise
2. A body-scan (the awareness of your body sensations)
3. Mindfulness in activities of daily life (washing, showering ...).

Different types of relaxations were also performed in which the mind is fully conscious (Jacobson relaxation and guided massages). During the live sessions, direct observation was used in which the following aspects were observed: it was necessary to detect if all the participants were doing the session, how they behaved, if they had their eyes closed, and if they were still and comfortable in their places.

At the same time of the Mindfulness sessions, the program Grow with confidence by Marta Toro (2010) was used, aimed at children between 7 and 12 years old, taking advantage of the windows of opportunity

or stages of development that open during this age and that would be decisive in the child's development. This is a supportive musical method for parents and teachers which teaches children how to relax and, at the same time, increase their capacity for concentration and attention, trying to gain confidence and selfconfidence.

The method is based on various concepts of modern neuropsychiatry, such as the epigenetic origin (the genes that are more responsive to the environment) of disorders such as ADHD (correcting ADHD), and the knowledge of the different stages or jumps of neurological development of a being human. During their respective stages of growth, children develop certain types of brain waves that will determine their behavior, their ability to learn and their emotions. On the other hand, sounds are vibrations with different frequencies transformed into electrical signals that are connected to our CNS (central nervous system) and to neurological networks.

By means of music, relaxation is sought and taught in children and, in addition to increasing their capacity for concentration and attention, improves their caution and their confidence. For this purpose, seven musical pieces are used with voice guidance of 5 to 8 minutes each. These contain specific sounds, spoken texts, and cyclical rhythms designed to create an environment suitable for relaxation and concentration. The language is simple and the instructions are easy to follow. In this sense, we will go on to detail the different steps and components:

1. **A special place**: Here the children will learn to configure their personal space in a positive and creative way; an inner place where they will feel safe and confident, and that they can evoke whenever they want or need to do so. Similarly to a laboratory, in this special place they will be able to process, explore and create their own references and patterns of balanced maturation. It will be an indispensable tool that will serve them for a lifetime.

2. **Respiration**: A vital process that allows the oxygenation of the body. Conscious rib and abdominal breathing is learned easily.

3. **Hemispheric Harmonization**: improves the cognitive and emotional capacity. The two cerebral hemispheres, reflexes, laterality and sensations are provided with exercises.

4. **The body scheme**: improves the body image and must be perceived as a crucial aspect in the evolution of children, in self-esteem and self-concept, and is essential in the development of social relationships.

5. **Energy balance**: Attention, memory and emotional balance are worked on by means of an exercise dedicated to stimulating maturation patterns.

6. **Decision making**: A counterpoint is established between internal and external sensations, so that children become able to learn to differentiate their internal world from their external perceptions and to balance these two. This chapter also de-dramatizes mistakes in its search for an easy and effective solution.

7. **Urban life**: Although many times it is thought that the ideal is to live in the countryside, close to nature, there are many people who live in the city where they also learn things which the countryside does not give you. It simply requires a different kind of attention and rhythm. This chapter works on developing a sense of personal autonomy in the city itself.

Next, the guidelines that were followed to apply the method were those indicated by the author:

– Listen to the melodies and observe the indicated procedures at least twice a week in order to establish a routine.

– Listen to 1 exercise per session (for 7 minutes a day).
– Always start with the first piece.
– From here, the order is random and will depend on the children.
– The listening time will be adapted to the children's plan.
– During the listening, children must seek a relaxed posture.

DATA ANALYSIS: EVALUATION OF THE ACTIVITY

Next, we will give an account of the aspects related to the sample and the data that were the object of the processing, obtained once the activity explained in the previous section has been completed, by applying a questionnaire.

Methodology

For the present investigation a quantitative methodology and a non-experimental design were used. The "survey" was applied as a method of collecting information from our sample, consisting of the students who have participated in the activity. As an evaluation instrument, the Five Facet Mindfulness Questionnaire (FFMQ) (Baer et al. 2006), cited in Melero (2015) was used. It is a test to achieve the state of self-assessment, which was posed in each session, through multiresponse questions, with the usual format in this type of research (Martín, 2004). This measures the general trend of mindfulness in the state of 'here and now' from the following five skills:

1. Observation: knowing and feeling the external and internal experiences, such as sensations, emotions or thoughts.
2. Description: being able to detail those sensations, thoughts, emotions ... that were felt during the practice.
3. Acting with awareness: being able to act with awareness at the present moment in the here and now and to be able to lead the mind to this very moment.
4. An absence of judgment: perceive the thoughts which go through your head while you are practicing Mindfulness, but do not judge them.
5. An absence of reactivity: do not react impulsively to various situations and feelings.

The FFMQ includes 39 items with a scale from 1 to 5 according to the degree of each statement, from "very rarely" to "always." Each factor has 8 items. The alpha quotient for each factor is between 0.75 and 0.91. In this study the version translated into Spanish by Cebolla et al. (2011) is the one which possesses the alpha coefficient of 0.88 (Melero 2015). However, the presence of such young participants creates the necessity for an adaptation to this questionnaire.

Statistics and Samples

The population is defined by the totality of Primary Education students between 7 and 12 years old in Madrid. Based on this point, an accidental non-probabilistic sampling technique was used and the process consisted of making the activity known to all students from the Madrid educational centers who could participate voluntarily in the class which took place on April 18, 2020. This study involved 130 pupils aged between 7 and 12 years who attended the online dynamics class taught.

Analysis of the Data

The SPSS Statistics 22 program was used for data analysis. The analyzes developed are divided into two types: descriptive analysis and correlational analysis. Basic descriptive analyses are carried out (absolute frequencies, percentages and measures of central tendency and dispersion for the variables contemplated in the study). Regarding the

correlational analysis, Pearson's correlation coefficient was applied to assess whether there were any relationships between the variables studied, especially for assessing the possible relationships between the variables in the study.

Once these considerations have been established, we will now present the results obtained in the investigation.

The Instrument

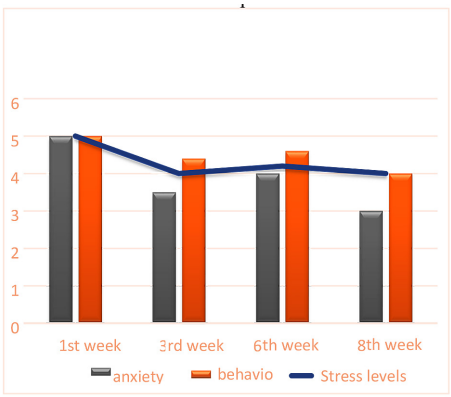
The FFMQ questionnaire designed for this activity establishes the scale of 39 items, with the evaluation scale from 1 to 5 (from "very rarely" to "always"). The alpha quotient for each factor is between .75 and .91. This study makes use of the version translated into Spanish by Cebolla et al. (2011), which possesses the alpha coefficient of .88 (Melero 2015)

Results of the Evaluation of the Main Variables

In the first place, and in relation to the main objective, when channeling the problems of behavior, stress and anxiety generated by the confinement through Mindfulness and Music Education, it has been proven that some levels of anxiety and stress become very well channeled However, behavioral problems have continued in the case of some of the children (Figure 1). With regard to the behavioral problems, a greater channeling effect has possibly not been achieved, since we consider that a greater margin of time would have been necessary to achieve a positive effect of this parameter.

In terms of attention and mindfulness (concentrating on the "here and now"), better results were achieved than with the anxiety levels, since all the participants acquired essential and simple guidelines with daily exercises to perform individually at home. In addition, they were also given a guide so

Graph 1: Stress Levels, Anxiety and Behavioral Problems

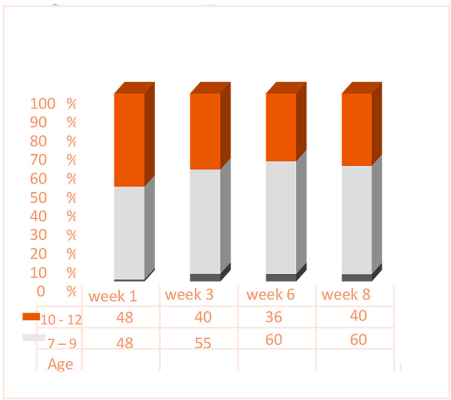


Source: SPSS

that they themselves could carry out a daily follow-up of how they were before doing the practice, how the day had developed and what was the bodily and mood-related situation after engaging in this practice.

With regard to the acquisition of awareness of the breath and its emotions, important achievements are recorded since breathing exercises were carried out every day with a full awareness of the sensations they were experiencing during that time (Graph 2).

Graph 2. The Relative Frequencies of Consciousness

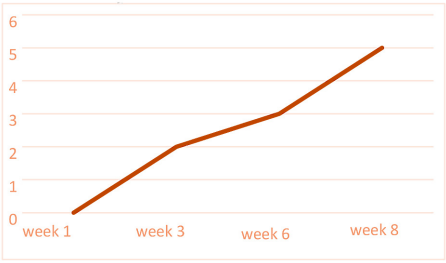


Source: SPSS

Finally, it became possible to verify the benefit derived from the use of Mindfulness and Music Education after its application.

In each session, they asked one by one what they had noticed and what their mood was, being themselves the people who expressed what they felt in a state of total calm, very relaxed and even feeling as having escaped from external problems. They were given weekly exercises in Mindfulness and Music Education activities related to daily life actions (brushing their teeth, taking a shower ...), where they themselves recorded the data in a weekly diary in order to check all the benefits they had felt (Graph 3).

Graph 3. Verification of the Benefits



Source: SPSS

Regarding the time spent in this practice, it has been determined that the duration of half an hour of the session, which included the explanation of its activities, the comments on its benefits, and the questions at the end of it have been most satisfying. In the following table (Table 1), the weekly mean of participants who have attended the two weekly sessions is observed.

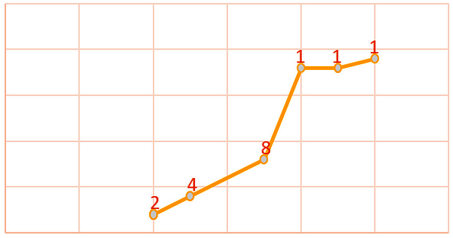
Table 1: Weekly Attendance Percentage

Week	Average Attendance
1	70%
2	76%
3	74%
4	80%
5	86%
6	82%
7	87%
8	90%

Source: SPSS

In conclusion to this section, a graph is shown below with the correlation between the qualitative variable of age ratio and the independent variable, the online application of the sessions (Graph 4). Thus having a strong positive linear correlation, this results in the correlation coefficient of .97.

Graph 4: The Correlation Between Age and the Level of Attention and Concentration in Online Sessions



Source: SPSS

DIDACTIC IMPLICATIONS

In the present study it has been verified that by practicing Mindfulness and Music Education activities online, behavioral and anxiety-related problems can be channeled – the ones which for this particular case have been generated by the confinement because of the COVID19 pandemic in 2020. In regard to the specific objectives set, an attempt has been made to provide all the main guidelines and elements to work in both programs, to connect with each of the participants' "I" in the present, with the "here" and the "now". However, given the non-total continuity of the participants and the deescalation in the phases during the confinement, it has meant that the objectives raised previously have not been fully achieved.

It has been proven in many research investigations, such as that of Ruiz and Rodríguez (2020), they confirm that music as a social practice becomes an important component both for the educational process

and for practices linked to creativity and the acquisition of social competences; Chiesa and Starri (2009), that Mindfulness and Music can reduce stress levels in healthy people. In this vein Hervás, Cebolla, and Soler (2016) have discovered that they improved their mental health by reducing repeated anxiety-generating thoughts.

As an important fact in relation to the previous assessments, Kabat-Zinn founded in 1979 a clinic which elaborated the program called Mindfulness-Based Stress Reduction (MBSR) for people with chronic stress, sleep disorders, anxiety and addictions and it has been proven that following eight weeks of practice all negative levels were noticeably reduced. Therefore, this present study has corroborated the benefits of Mindfulness in children who attend the primary educational level of school, albeit, the results should be taken with caution.

However, with regard to this study, a deepening of the investigative work is required in order to give it greater solidity. Regarding this proposal as a line of research, it is essential to carry out the study with a much larger sample, to be able to generalize the results for which a method or strategy must be used which allows the participants to control the applied care, so that the effects can be verified, and to improve the access routes for connection to the sessions by using other types of platform which do not create possible difficulties for participants.

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