

MindPlay European Matrix of Competences, Skills and Threats

This matrix synthesises findings from Belgium, Germany, Hungary, Poland, and Romania and translates them into operational domains guiding MindPlay WP3 development. This matrix is an evidence-informed prioritisation framework for WP3. It identifies needs and possible response types; it does not prescribe a separate tool, game, digital feature or training module for each row. Final outputs will be selected through an approved, proportionate, teacher-led and non-clinical design process

No.	Threat / Risk Area	Typical Manifestations	Competence Domain	Required Skills	Suggested MindPlay Response	Primary Target Group	Suggested WP3 Format	Priority	Cross-country Relevance
NOTE: MindPlay does not replace statutory, school, or professional safeguarding processes.									
1	Attention and concentration difficulties	Inattention; distractibility; difficulty sustaining focus; incomplete tasks; frequent need for redirection.	Early identification and classroom support	Structured observation; differentiation; attention-support strategies; task adaptation; engagement techniques.	Observation tools; structured observation and pedagogical-support game/activity; teacher training; classroom activity cards.	Teachers; school psychologists/counsellors	Observation checklist; short structured observation and pedagogical-support game/activity; pedagogical training unit.	High	Belgium, Germany, Hungary, Poland, Romania
2	Hyperactivity and impulsivity	Restlessness; impulsive reactions; interrupting; difficulty waiting; difficulty following classroom rules.	Positive behaviour support	Behaviour management; de-escalation; classroom organisation; positive reinforcement; clear instruction-giving.	Behaviour-management modules; classroom intervention procedures; practical scenarios.	Teachers; school leaders; psychologists/counsellors	Training module; intervention flowchart; scenario cards	High	Belgium, Germany, Hungary, Poland, Romania
3	Emotional regulation difficulties	Emotional outbursts; intense frustration; low self-control; rapid mood changes; difficulty calming down.	Emotional literacy and emotional regulation support	Emotion coaching; co-regulation; self-regulation support; resilience-building; age-appropriate reflection.	Emotional-literacy games; SEL activities; teacher training; calming and regulation exercises.	Children; teachers; parents	Play-based game set; SEL activity bank; training unit	High	Belgium, Germany, Hungary, Poland, Romania
4	Anxiety and emotional distress	Persistent worries; fears; sadness; emotional insecurity; somatic complaints; avoidance of activities.	Early identification and emotional support	Recognising subtle signs; supportive communication; basic psychological first response; teacher-led consideration of consultation and signposting to existing school support or safeguarding procedures.	De-escalation; conflict resolution; boundary-setting; safety-oriented response; documentation and teacher-led consideration of consultation and signposting to existing school support or safeguarding procedures.	Teachers; psychologists/counsellors; parents	Guideline; structured observation and pedagogical-support game/activity; teacher-led consideration of consultation and signposting to existing school	High	Belgium, Germany, Hungary, Poland, Romania
5	Social withdrawal and isolation	Loneliness; avoidance of peers; low classroom participation; limited communication; reluctance to join group activities.	Inclusion and relationship-building	Building belonging; peer-support facilitation; inclusive group work; participation encouragement.	Integration games; structured classroom activities; peer-belonging exercises.	Teachers; children	Integration game set; classroom activity bank	Medium-High	Belgium, Germany, Hungary, Poland, Romania
6	Peer conflicts and social difficulties	Frequent conflicts; exclusion; bullying; poor cooperation; difficulty sharing or respecting boundaries.	Conflict management and social-emotional learning	Mediation; empathy-building; restorative approaches; cooperative learning; communication skills.	Integration games; role-play scenarios; conflict resolution activities.	Teachers; children; school psychologists/counsellors	Role-play cards; cooperative games; teacher module	High	Belgium, Germany, Hungary, Poland, Romania
7	Aggressive and oppositional behaviour	Verbal or physical aggression; defiance; disruptive behaviour; refusal to cooperate; escalation during conflict.	Behaviour management and crisis response	De-escalation; conflict resolution; boundary-setting; safety-oriented response; documentation and teacher-led consideration of consultation and	Intervention procedures; training modules; decision trees; classroom response protocols.	Teachers; school leaders; psychologists/counsellors	Procedure; flowchart; training scenario	High	Belgium, Germany, Hungary, Poland, Romania
8	Family stress and instability	Distress linked to parental conflict, separation, divorce, financial hardship, inconsistent caregiving or neglect.	Family partnership and support	Sensitive communication with parents; family engagement; recognising contextual risks; maintaining professional boundaries.	Parent materials; communication tools; conversation guides; signposting resources.	Teachers; parents; psychologists/counsellors	Parent toolkit; conversation guide; referral resource	High	Belgium, Germany, Hungary, Poland, Romania
9	Domestic violence and child neglect	Behavioural changes; fear; trauma-related reactions; regression; unexplained absences; signs of unmet care needs.	Safeguarding and trauma-informed practice	Identification of warning signs; safe documentation; teacher-led consideration of consultation and signposting to existing school support or safeguarding procedures; multidisciplinary cooperation; trauma-sensitive response.	Expert-approved safeguarding orientation, case-based training/learning material, and signposting to existing local school/child-protection procedures	Teachers; school leaders; psychologists/counsellors	Safeguarding protocol; case scenarios; teacher-led consideration of consultation and signposting to existing school support or safeguarding procedures	Critical	Belgium, Germany, Hungary, Poland, Romania
10	Migration and diversity-related challenges	Adaptation difficulties; language barriers; cultural misunderstandings; exclusion; disrupted educational continuity.	Inclusive and culturally responsive practice	Intercultural communication; inclusive facilitation; language-sensitive support; anti-bias awareness.	Inclusive games; training modules; visual and low-language materials; adaptation guidance.	Teachers; children; parents	Inclusive game set; training module; adaptation guide	Medium-High	Belgium, Germany, Hungary, Poland, Romania
11	Digitalisation and excessive screen exposure	Reduced attention; sleep-related difficulties; emotional dysregulation; limited offline play; parent-child conflict around devices.	Digital well-being promotion	Prevention activities; parent guidance; age-appropriate digital routines; recognising problematic patterns.	Parent resources; awareness materials; classroom activities; digital-well-being guidance.	Parents; teachers; children	Parent factsheet; awareness activity; classroom discussion tool	Medium-High	Belgium, Germany, Hungary, Poland, Romania
12	Low resilience and fear of failure	Avoidance; low confidence; giving up quickly; perfectionism; reluctance to attempt unfamiliar tasks.	Resilience promotion	Strengths-based approaches; encouragement; growth-oriented feedback; gradual challenge-setting.	Resilience-building games; confidence activities; teacher prompts.	Teachers; children; parents	Game set; activity cards; feedback guide	Medium-High	Belgium, Germany, Hungary, Poland, Romania
13	Limited school-family cooperation	Parental denial; low engagement; mistrust; inconsistent communication; conflict about the child's needs.	School-family partnership	Difficult conversations; trust-building; non-judgmental communication; shared planning; expectation management.	Parent-engagement toolkit; meeting templates; communication scripts.	Teachers; school leaders; parents	Toolkit; meeting guide; communication templates	High	Belgium, Germany, Hungary, Poland, Romania
14	Teacher stress and emotional burden	Burnout; overload; exhaustion; reduced confidence; emotional spill-over; limited capacity for sustained individual support.	Professional resilience and self-care	Stress management; reflective practice; peer support; boundary-setting; help-seeking.	Teacher well-being module; reflection tools; peer-support formats.	Teachers; school leaders	Well-being module; reflection sheet; peer-support protocol	High	Belgium, Germany, Hungary, Poland, Romania