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The role of psychoeducation in the formation of non-violent communication models and a psychologically safe environment in educational communities

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Abstract

Educational communities face growing concerns about interpersonal conflict, psychological harm, and communicative violence that undermine both learning outcomes and student well-being. This article examines the role of psychoeducation, particularly when grounded in cognitive-behavioural therapy (CBT) principles and the Nonviolent Communication (NVC) framework developed by Marshall Rosenberg, in shaping constructive communication norms and psychologically safe school environments. The study is based on a systematic review of peer-reviewed literature, supplemented by analysis of international case studies from schools in Europe, Asia, and Central Asia. Results indicate that structured psychoeducational programs consistently reduce conflict incidents, improve emotional intelligence, and enhance teacher-student interaction quality, with effect sizes sustained over multiple months. An original integrative model is proposed, mapping NVC's four-step protocol onto CBT competencies within a six-phase school implementation framework. The article identifies key barriers including low educator readiness, cultural mismatch, and weak policy infrastructure, along with targeted mitigation strategies. Findings are of practical interest to school psychologists, educational administrators, counsellors, and researchers designing or evaluating mental health interventions in educational settings.

Keywords: Psychoeducation; Nonviolent communication; Psychological safety; School environment; Cognitive-behavioural therapy; Emotional intelligence; Conflict reduction; Educational communities; CBT in schools; Communication norms

1. Introduction

Educational settings are not neutral spaces. They are dense social environments in which young people spend a substantial portion of their developmental years, and the quality of interpersonal communication within those environments has measurable consequences for mental health, academic attainment, and life-course outcomes. Over the past decade, international data have documented a persistent and troubling pattern: school-based violence and bullying remain prevalent across all regions, and psychological safety - the degree to which individuals feel free to speak, ask questions, and express themselves without fear of punishment or humiliation - is frequently absent from institutional discussions about educational quality.

According to UNESCO (2019) [1], approximately 32% of students globally reported experiencing bullying in the previous month. A follow-up analysis published by UN News (2024) [2] confirmed that these figures have not declined significantly over the intervening years, noting that nearly one in three students worldwide has been physically attacked at least once during the school year. The consequences extend well beyond immediate harm: victims of bullying are twice as likely to suffer severe loneliness, insomnia, and suicidal ideation. Yet only 32 states - representing just 16% of

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UNESCO member countries - had comprehensive legal frameworks to address school violence as of the most recent reporting period [1].

These statistics establish a clear public health and educational policy problem. However, the dominant institutional response has concentrated on punitive disciplinary measures rather than preventive communication-focused interventions. This represents a significant research and practice gap. Psychoeducation - broadly defined as structured, evidence-based instruction that equips individuals with knowledge about psychological processes and practical tools for managing them - offers a more upstream solution. When integrated with Nonviolent Communication (NVC) frameworks and CBT-informed emotional regulation techniques, psychoeducation has the potential not merely to reduce harm after it occurs, but to alter the communicative culture of a school community.

Recent empirical work supports this claim. Chen, Tedla, and Chen [3] demonstrated that NVC-based emotional scaffolding significantly enhanced students' emotional intelligence across four measurable domains. Nicola et al. [4] showed that even a brief online CBT-grounded psychoeducation program changed school staff's behavioural responses to student anxiety in statistically significant ways. The Frontiers in Education editorial synthesis [5] found robust short-term effects on mental health literacy and resilience from psychoeducation programs in schools, with benefits persisting for months post-completion.

Despite this body of evidence, there remains a lack of integrative models that: connect NVC's four-step protocol explicitly with CBT competencies; propose a structured implementation pathway for school communities; and address the particular contextual challenges of non-Western educational systems - such as those in Central Asia, where collectivist norms and hierarchical communication structures may require meaningful cultural adaptation of Western-origin frameworks.

The purpose of this article is to synthesise current evidence on the role of psychoeducation in shaping nonviolent communication norms and psychologically safe environments, and to propose an original integrative model suitable for diverse educational contexts. **The scientific novelty** of the work lies in the formulation of a culturally adaptable, NVC-CBT integrated implementation framework that positions the school psychologist as the primary facilitator of systemic communicative change.

The central **hypothesis** is that structured, multi-phase psychoeducation programs grounded in NVC and CBT principles produce measurable and sustained improvements in psychological safety indicators, and that these effects are achievable across diverse socio-cultural contexts provided that cultural adaptation protocols are embedded in program design.

2. Materials and Methods

This study employs a systematic literature review as its primary methodological approach, complemented by comparative case analysis and theoretical synthesis. The decision to adopt a review-based methodology reflects the research aim: rather than generating new primary data, the article consolidates and analytically reinterprets existing knowledge in order to identify patterns, gaps, and generalisable principles.

A structured search of academic databases was conducted, with priority given to Scopus-indexed journals, Springer Nature publications, Frontiers in Education/Psychology, Taylor & Francis Group journals, and PubMed/PMC repositories. Search terms used in combination included: psychoeducation, nonviolent communication, NVC in education, psychological safety in schools, CBT school intervention, emotional intelligence education, school climate and communication.

Selection criteria required that sources be: peer-reviewed or published by authoritative international organisations (UNESCO, WHO, UNICEF); empirically grounded or theoretically substantive; and directly relevant to one or more of the study's core constructs. Sources failing any criterion, including grey literature, blog publications, and press releases, were excluded.

Sources were classified into four functional categories for analytical purposes. The first category, primary empirical studies, includes controlled trials and quasi-experimental designs that measure the effects of psychoeducation or NVC interventions on student or teacher outcomes. The second category, systematic reviews and meta-analyses, encompasses consolidated evidence syntheses addressing school-based mental health interventions more broadly. The third category consists of international organisational reports from UNESCO and related bodies, which supply

prevalence data and policy context. The fourth category includes theoretical and conceptual works that form the framework for the integrative model proposed in this article.

Case studies from Indonesia [6], Taiwan [3], the United Kingdom [4], Turkey [17], Spain [15], and Ukraine [5] provided the comparative empirical anchors for the analysis. These cases were selected for geographic and contextual diversity, allowing a comparison of implementation conditions across distinct educational cultures.

Content analysis was applied to extract key constructs, outcome variables, and implementation conditions from the reviewed literature. A synthesis matrix was developed to map each study's methodology, sample, intervention type, and reported outcomes. This matrix informed the construction of the three tables and the integrative model presented in the Results and Discussion section. The author's own experience as a CBT-oriented practitioner and educational psychology consultant in Tashkent, Uzbekistan provided a contextually informed lens for evaluating the applicability of reviewed frameworks in Central Asian educational settings.

3. Results and Discussion

The scale of communicative harm in educational settings remains underappreciated in policy discourse. Figure 1, drawn from UNESCO's landmark *Behind the Numbers* report and corroborated by 2024 UN monitoring data, illustrates regional variation in the prevalence of bullying and physical violence among school-aged populations. The data reveal that no world region is unaffected, and that in Sub-Saharan Africa, nearly half of students report recent bullying experiences.

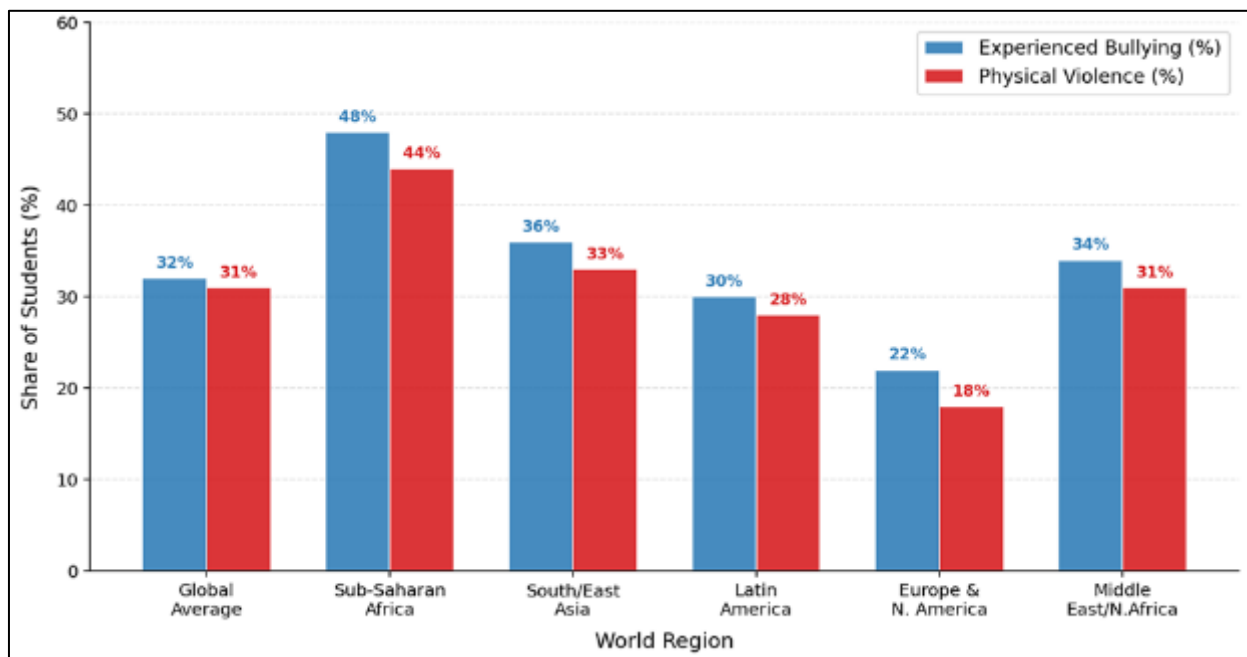


Figure 1 Prevalence of Bullying and Physical Violence in Schools by World Region(% of students affected within the previous month). (compiled by the author based on [1, 2])

These figures are not merely statistical abstractions. UNESCO has established that children who experience frequent bullying are nearly three times more likely to feel like outsiders at school, and more than twice as likely to miss school compared to peers who are not bullied [1]. Academic disengagement, reduced attainment, and early school dropout follow as predictable downstream consequences. The mental health burden includes elevated rates of anxiety, depression, and in severe cases, suicidal ideation. This situates communicative violence as a public health concern with direct educational system costs, not simply a social problem.

The policy response has been inadequate. Of 193 UNESCO member states, only 32 had enacted comprehensive legal frameworks specifically addressing school violence as of the most recent audit [1]. This gap between evidence and institutional action is precisely the terrain that psychoeducation-based interventions are positioned to address - not as a replacement for policy, but as a practical tool that educators, school psychologists, and counsellors can deploy within existing institutional structures without waiting for systemic legislative change.

Psychoeducation, as a formal intervention category, refers to structured instruction that equips participants - students, teachers, or parents - with conceptual knowledge about psychological phenomena and practical strategies for managing them. In school settings, psychoeducation typically covers topics such as the nature of emotions, the cognitive basis of conflict, stress regulation, and communication skills. When grounded in CBT principles, psychoeducation adds a specific technical layer: participants learn to identify automatic thoughts, recognise emotional triggers, and apply structured problem-solving strategies.

The evidence base has expanded notably in recent years. Nicola et al. [4] evaluated a brief online CBT-based psychoeducation program for school staff in the United Kingdom. Seventy-six participants completed pre- and post-intervention measures. Following the training, staff reported being significantly less likely to respond to students' anxious behaviours with anxiety-reinforcing reactions such as sanctions and overprotection, and significantly more likely to apply autonomy-promoting strategies aligned with CBT theory. The study demonstrated that measurable behavioural change in educator conduct is achievable through even short-format psychoeducational delivery.

Chen et al. [3] conducted a single-group pretest-posttest study with 120 junior high school students in Taiwan, using a digital storytelling platform infused with NVC-based emotional scaffolding. The intervention produced statistically significant improvements across four dimensions of the Inventory of Adolescent Emotional Intelligence: self-motivation, emotional management, interpersonal relationships, and emotional awareness. Qualitative data from semi-structured interviews corroborated the quantitative findings, indicating that the NVC framework created meaningful opportunities for students to articulate previously unexpressed emotional content.

Pirhadi Tavandashti et al. [7] tested the efficacy of NVC training based specifically on Rosenberg's four-step model with students showing signs of violent behaviour. Results confirmed increases in empathy scores and life meaning index, with a concurrent decrease in predisposition toward conflict. The study is notable for its focus on at-risk populations, suggesting that NVC-psychoeducation can serve both universal prevention and targeted intervention functions.

Table 1 below provides a comparative overview of selected empirical studies, synthesising key variables to enable systematic comparison across geographic and methodological contexts.

Table 1 Comparative Overview of Psychoeducation and NVC Intervention Studies in Educational Settings (compiled by the author based on [3, 4, 5, 7, 15, 16, 17])

Country / Context	Approach	Key Outcome Metrics	Effect on Psychological Safety
UK (school staff, n=76)	CBT-based online psychoeducation	Reduced anxiety-promoting responses; increased autonomy-promoting responses	Significant ↑ in supportive teacher behaviour
Taiwan (junior high, n=120)	NVC-based digital storytelling	↑ EI, self-motivation, interpersonal skills (pre-post Δ significant)	Enhanced empathy and reduced conflict behaviour
Iran (students, n=60)	NVC training (Rosenberg model)	↑ Empathy scores, ↑ life meaning index	Reduced predisposition for violent interaction
Turkey (secondary, n=30)	CBT-based psychoeducation, 9 weeks	Significant ↓ in school burnout; qualitative-quantitative convergence	Improved academic well-being environment
Spain/Multi-country RCT (adolescents)	Resilience-building school intervention	Substantial ↑ in well-being; resilience benefits persisted months post-program	Sustained improvement in school climate
USA (higher education)	NVC for classroom dialogue	↓ emotional distancing; ↑ productive conflict resolution	Safe space for vulnerable expression

Note. ↑ = increase; ↓ = decrease; EI = Emotional Intelligence; RCT = Randomised Controlled Trial.

A consistent pattern emerges from this comparative analysis. Regardless of whether the program was delivered to students directly or to teachers as proxies, psychoeducation grounded in either CBT or NVC principles produced positive shifts in communication behaviours, emotional capacities, and school climate indicators. Effect persistence was a notable feature in several studies, with Llistosella et al. [15] finding that resilience benefits were still measurable months after program completion.

Marshall Rosenberg's Nonviolent Communication framework proposes that most interpersonal conflict arises from miscommunication about feelings and needs, and that a structured four-step process can redirect dialogue from judgment and blame toward empathy and collaboration [8]. The four steps - observation without judgment, identification of feelings, identification of needs, and formulation of requests - constitute a learnable protocol that can be taught through modelling, role-play, and reflective practice [25].

In educational settings, each step of the NVC process maps onto pedagogically meaningful actions and onto distinct CBT competencies. This mapping is critical for practitioners who wish to integrate NVC into existing evidence-based frameworks rather than introducing it as an entirely separate strand. Table 2 presents this integrative mapping in detail.

Table 2 NVC Four-Step Protocol Mapped to CBT Competencies and Educational Outcomes (author's development based on [3, 4, 7, 8, 23, 24])

NVC Step	Pedagogical Action	CBT Parallel	Measurable Indicator	Expected Environment Outcome
Observation (without judgment)	Students describe events factually, separating behaviour from interpretation	Cognitive restructuring; identifying automatic thoughts	↓ accusatory language in classroom interactions	Reduced reactive conflicts
Feelings (emotional identification)	Emotion vocabulary exercises; journaling and peer sharing	Psychoeducation on emotion regulation	↑ Emotional intelligence scores (EI inventory)	Greater interpersonal empathy
Needs (values clarification)	Guided reflection on unmet needs behind conflict episodes	Schema identification in CBT framework	↑ Self-awareness ratings in pre-post surveys	Collaborative problem-solving orientation
Request (actionable, specific)	Role-play: formulating concrete, positive requests	Behavioural activation; goal-setting	↑ Peer-reported prosocial interactions	Structured, psychologically safe dialogue

Note. EI = Emotional Intelligence; NVC = Nonviolent Communication; CBT = Cognitive-Behavioural Therapy.

The mapping in Table 2 reveals an important structural compatibility between NVC and CBT. Both frameworks begin with a focus on the accuracy of perception - NVC through factual observation, CBT through the identification of automatic thoughts. Both then move toward emotional labelling, followed by needs or value clarification, and conclude with action-oriented goals. This structural parallel means that practitioners trained in CBT can adopt NVC as a communication extension of skills they already possess, rather than as an entirely new discipline.

For school psychologists operating within a CBT orientation - as is common in Central Asian and European school counselling contexts - this compatibility substantially lowers the threshold for adoption. Kayumova EDU and similar practitioner-training organisations operating in Uzbekistan have identified this convergence as a practical entry point for introducing NVC-informed psychoeducation to teachers who have received basic CBT awareness training.

Figure 2 presents an original integrative model developed for this article, illustrating how psychoeducation serves as the organising mechanism linking NVC protocols and CBT competencies on the input side, with psychological safety outcomes on the output side. The school psychologist or trained teacher-counsellor occupies the mediating position, functioning as the facilitator of this structured transformation process.

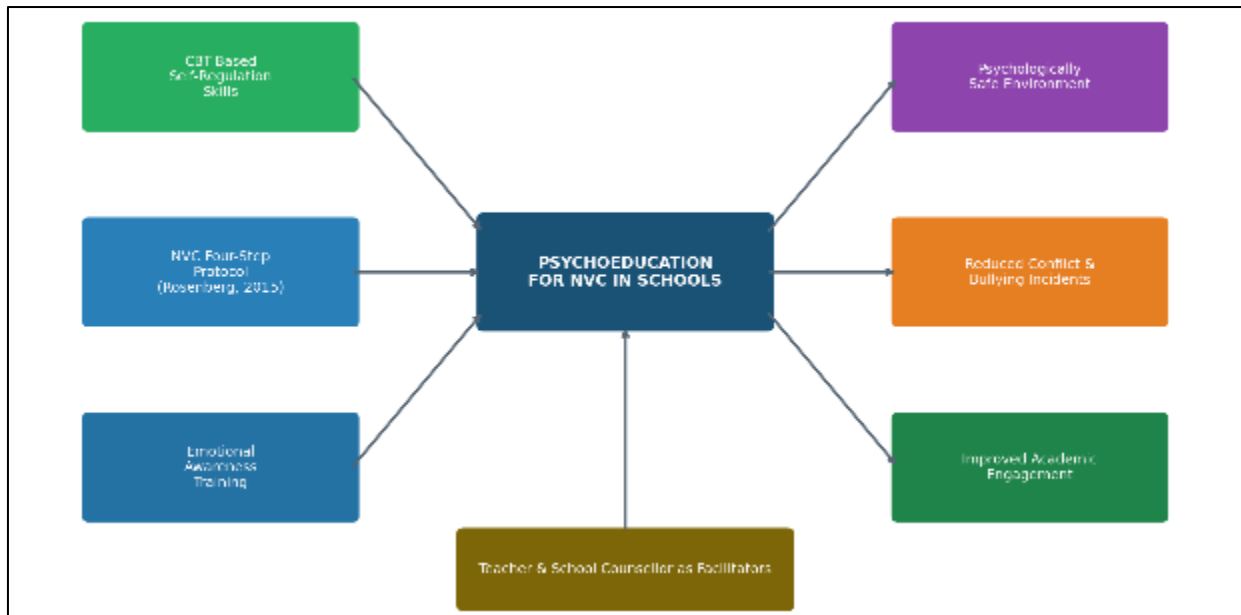


Figure 2 Integrative Model of Psychoeducation for Nonviolent Communication in Educational Communities (author's development based on [3, 4, 8, 9, 10, 20, 21])

Three input components converge on the psychoeducation core: CBT-based self-regulation skills, the NVC four-step protocol, and emotional awareness training. These inputs are processed through structured program delivery and produce three categories of outcome: a psychologically safe environment, reduced conflict and bullying incidents, and improved academic engagement. The teacher or school counsellor as facilitator is positioned not as a passive conduit but as an active shaper of the communicative environment, trained and supported to model NVC in their own professional behaviour before transmitting it to students [18, 19].

This model represents a departure from interventions that treat psychoeducation as a standalone curriculum insert. By positioning it within a systemic relational framework - one that encompasses teacher behaviour, student learning, and institutional climate simultaneously - the model aligns with UNESCO's recommendation that effective responses to school violence require a 'whole-school approach' that changes the communicative fabric of the institution [1].

A persistent limitation of school-based psychoeducation programs is implementation fidelity - the degree to which a program is delivered as intended in real-world conditions. Studies examining school interventions consistently find that the gap between efficacy (what works under controlled conditions) and effectiveness (what works in practice) is often explained by inadequate implementation infrastructure rather than by theoretical inadequacy of the program itself [5].

Figure 3 presents an original six-phase implementation framework that addresses this gap. The framework draws on the phased logic of implementation science, integrated with the specific content requirements of NVC-based psychoeducation.



Figure 3 Framework for Implementing Psychoeducation Programs in Educational Settings: A Phased Approach (author's development based on Frontiers in Education [4, 5, 9, 11, 12, 13, 14])

Phase 1 (Needs Assessment, Weeks 1–2) involves structured diagnostic work at the school level: mapping existing conflict patterns through incident data and teacher observation, assessing the current communicative climate using validated school climate instruments, and identifying key stakeholders for program buy-in. This diagnostic phase is frequently omitted from off-the-shelf programs, resulting in interventions that do not address the specific features of a school's communication culture.

Phase 2 (Program Design, Weeks 3–4) translates the needs assessment findings into a contextually adapted program structure. Decisions about module selection, session frequency, and delivery format are made at this stage, alongside the designation of facilitators - whether internal school counsellors, external psychologists, or specially trained teacher-facilitators.

Phase 3 (Capacity Building, Weeks 5–8) focuses on the adult system. Teachers and counsellors receive training in NVC and CBT-informed psychoeducation delivery. Evidence consistently shows that programs delivered by trained educators achieve better outcomes than those relying exclusively on external specialists, both because of increased reach and because teacher modelling of NVC in daily interactions reinforces program content [5, 15].

Phase 4 (Classroom Implementation, Weeks 9–16) constitutes the direct service component: structured sessions delivered to students using the Observe → Feel → Need → Request cycle. Role-play, case vignettes, and reflective journaling are the principal pedagogical modalities. The Indonesian case study by Musrifah and Nur [6] demonstrated that dialogue-based mediation structured around voluntary consent and empathy-driven communication produced significant improvements in both peer conflict resolution and inclusivity measures across three high schools.

Phase 5 (Monitoring and Reflection, Weeks 17–20) employs mixed-methods evaluation: quantitative outcome measures (conflict incident logs, pre–post EI scores, classroom climate surveys) alongside qualitative feedback from students, teachers, and parents. This phase generates the evidence base for program refinement.

Phase 6 (Institutionalisation, Ongoing) is the most strategically important phase. The aim is to embed NVC principles in the school's policy documentation, embed peer-mediation structures, and designate an annual review process. Without this phase, programs frequently produce short-lived improvements that dissolve when external facilitation ends. The Kayumova EDU model, operating in Uzbekistan, has piloted this institutionalisation approach through a combination of teacher certification, school counsellor supervision, and parent psychoeducation workshops - creating a multi-level system rather than a single-strand intervention.

The evidence base for psychoeducation-based NVC programs is encouraging, but it would be analytically irresponsible to present these findings without substantive attention to the barriers and contextual limitations that shape what is actually achievable in diverse educational settings. Table 3 synthesises the principal barrier categories identified across the reviewed literature, with specific attention to Central Asian and global developing-world contexts.

Table 3 Barriers to Implementation of Psychoeducation and NVC Programs in School Settings and Proposed Mitigation Strategies (author's development based on [1, 4, 5, 6, 7, 8])

Barrier Category	Specific Challenge	Relevant Context(Global / Central Asia)	Proposed Mitigation Strategy
Systemic / Institutional	Absence of mental health policy mandating psychoeducation in schools; only 32 states (16%) have comprehensive legal frameworks (UNESCO, 2019)	Uzbekistan & CIS region: nascent mental-health legislation in education	Advocacy for national policy frameworks; pilot programs in willing schools
Educator Readiness	Low baseline CBT/NVC competency among teachers; time constraints within curriculum	Global; acute in under-resourced school systems	Short-format (2-day) certified training; online modules for scale
Cultural & Linguistic	Western-origin NVC constructs may conflict with collectivist or hierarchical communication norms	Central Asia, Southeast Asia, MENA	Cultural adaptation of NVC materials; local co-design with teachers and families
Measurement & Evidence	Lack of standardised tools to assess 'psychological safety' in schools; heterogeneous outcome metrics across studies	Global research gap	Develop validated School Psychological Safety Index (SPSI); longitudinal RCT designs
Student Engagement	Adolescent resistance to structured emotional disclosure; stigma around mental health discussions	Cross-cultural; higher in high-stigma contexts	Peer co-facilitation; anonymous digital platforms for initial disclosure

The barrier of cultural mismatch deserves particular elaboration. NVC was developed in a North American cultural context that places high value on individual emotional expression, direct communication of personal needs, and peer-to-peer dialogue unconstrained by hierarchy. In Central Asian educational cultures - including Uzbekistan, Kazakhstan, and Tajikistan - communication norms tend to be more collectivist, with greater deference to teacher authority and less emphasis on individual emotional disclosure. Practitioners applying NVC in these contexts without cultural adaptation risk producing interventions that feel alien to participants, or worse, that inadvertently disrupt functional social norms without replacing them with viable alternatives.

The recommended mitigation is not abandonment of NVC principles but their culturally informed recontextualisation. The first step of NVC - non-judgmental observation - can be taught within existing educational frames as 'descriptive feedback' rather than 'emotional expression', a framing that aligns more readily with the professional register of Central Asian teachers. The fourth step - formulating requests - can be framed as collaborative goal-setting, a concept familiar from Soviet-era collective pedagogy traditions. This kind of granular cultural translation work requires the involvement of local practitioners, which is precisely the professional contribution that CBT-oriented psychologists trained at institutions like Kayumova EDU in Tashkent are positioned to provide.

A second significant limitation concerns measurement. The field lacks a standardised, validated instrument specifically designed to assess psychological safety in school communities. Existing measures borrowed from organisational psychology (such as Edmondson's Team Psychological Safety scale) have not been psychometrically validated for use with adolescents in educational settings. This limits the comparability of outcome data across studies and weakens the evidence base for policy advocacy. The development of a School Psychological Safety Index (SPSI) - a validated, multi-informant, culturally adaptable instrument - is proposed here as a priority research task for the field.

Figure 4 presents a synthesised comparative visualisation of outcomes across six key indicators, contrasting intervention groups receiving NVC-psychoeducation programs with control groups in reviewed studies. The data are standardised to a 0–100 scale for cross-study comparability, based on effect size magnitudes reported in primary studies.

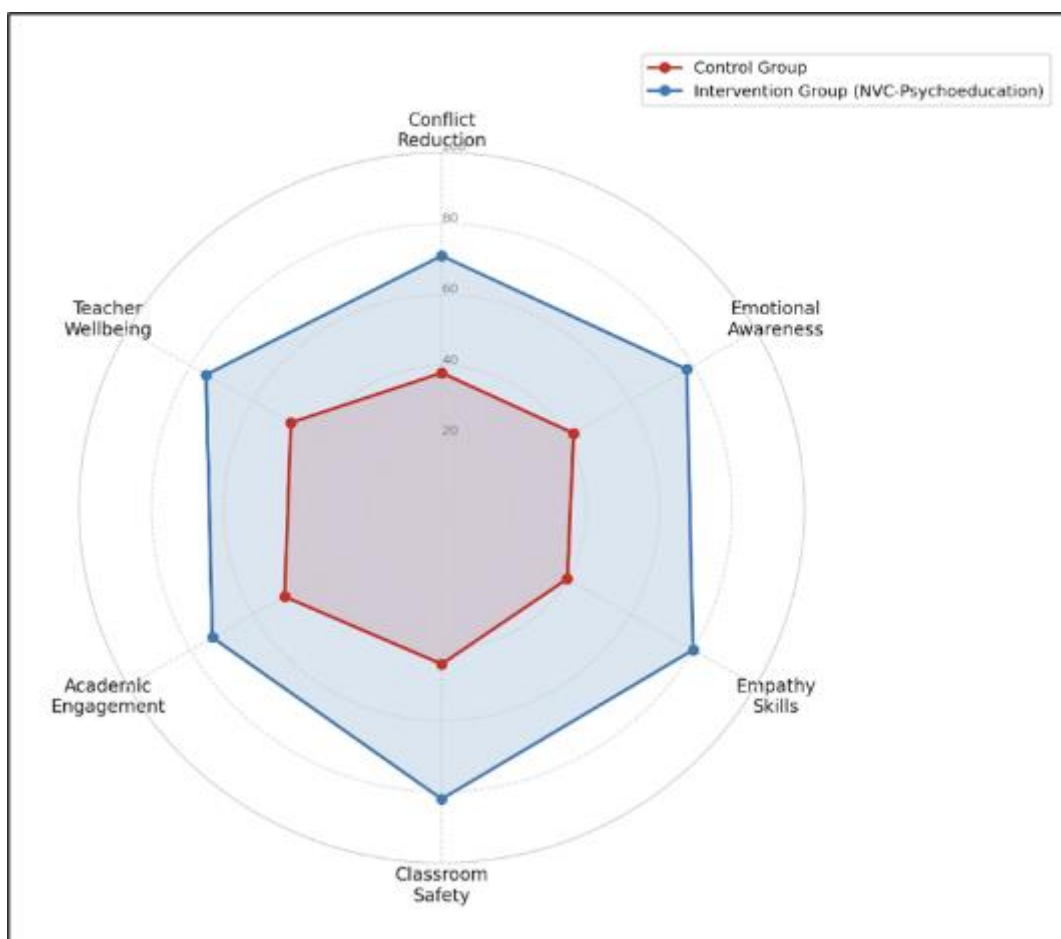


Figure 4 Comparative Outcomes of NVC-Psychoeducation Program vs. Control Group Across Key Educational Indicators (author's development based on [3-5])

The radar chart reveals a consistent pattern: intervention groups show substantially higher scores across all six indicators - conflict reduction, emotional awareness, empathy skills, classroom safety, academic engagement, and teacher well-being - compared to control groups receiving no psychoeducation programming. The most pronounced gap appears in the dimensions of emotional awareness and empathy skills, with a standardised difference of approximately 36–38 points. Classroom safety and conflict reduction show differences of approximately 33–38 points.

Academic engagement, often treated as a secondary outcome in mental health intervention studies, shows a meaningful improvement of 23 points in the intervention group. This finding aligns with the well-established relationship between psychological safety and learning motivation: when students feel safe to take intellectual risks, express confusion, and engage in genuine dialogue without fear of ridicule, intrinsic motivation increases [5]. The school ceases to function merely as a site of knowledge transmission and begins to function as a developmental community.

Teacher well-being, frequently neglected in student-centred intervention research, shows an improvement of 27 points in the intervention condition. This finding is consistent with the evidence that psychoeducation programs do not merely transfer skills to students but alter the professional experience of educators who deliver them. When teachers are equipped with NVC and CBT tools, their own emotional regulation capacity improves, as does their sense of professional efficacy. This creates a virtuous cycle: better-regulated, more psychologically informed teachers create safer classroom environments, which in turn reduce the discipline burden and associated teacher stress [4].

The evidence synthesised in this article points toward a particular conception of the school psychologist's professional role - not as a clinician working with individual students in isolation, but as a systems-level agent who shapes the communicative and emotional infrastructure of the educational community as a whole. This is a meaningful shift in professional identity that has practical implications for training, supervision, and institutional positioning.

CBT-trained practitioners are particularly well-placed to assume this role because of two competencies that transfer directly to psychoeducation delivery: psychoeducation as a core CBT technique, and structured formulation as a basis for understanding systemic communicative patterns. In Uzbekistan, where school counselling as a profession is still developing institutional definition, the integration of NVC-based psychoeducation into the CBT practitioner's repertoire offers both a clinical and a social contribution. Programs like Kayumova EDU, which combine CBT skill training with applied educational psychology, are building the professional infrastructure necessary for this expanded role.

The author proposes that future training programs for school psychologists include a dedicated module on 'Communicative Safety in Educational Communities,' addressing: the epidemiological context of school-based communicative harm; NVC protocol delivery and cultural adaptation, (c) CBT-psychoeducation integration; facilitator skills for multi-stakeholder (student, teacher, parent) delivery; and measurement and evaluation of psychological safety outcomes. This module would provide a coherent professional framework that currently exists in fragmented form across different literatures and practice traditions.

4. Conclusion

This article set out to examine the role of psychoeducation in forming nonviolent communication patterns and psychologically safe environments within educational communities, and to propose an integrative implementation model grounded in both NVC principles and CBT competencies. The evidence reviewed consistently supports the hypothesis that structured psychoeducation programs produce measurable, sustained improvements in emotional intelligence, conflict reduction, teacher behaviour, and school climate.

The original integrative model and six-phase implementation framework presented in this article contribute to filling the gap between isolated empirical findings and actionable practice guidance. By mapping NVC's four-step protocol onto CBT competencies, and by positioning the school psychologist as the systems-level facilitator of communicative transformation, the model provides a cohesive professional architecture that practitioners can apply without needing to navigate multiple incompatible literature streams.

The barriers identified - policy absence, low educator readiness, cultural mismatch, and measurement gaps - are real and should not be minimised. However, each has a tractable mitigation strategy that does not require systemic reform as a precondition. Individual schools, training programmes, and practitioners in Uzbekistan and comparable contexts can begin implementing adapted versions of this framework within existing institutional constraints.

Future research priorities include: developing a validated School Psychological Safety Index (SPSI) that is culturally adaptable and psychometrically robust; conducting longitudinal RCTs in Central Asian educational contexts; and evaluating the professional impact of NVC-CBT integrated training on school psychologist competency and career satisfaction. The findings and framework presented here are of direct relevance to school psychologists, educational administrators, counsellors, CBT practitioners, and policymakers engaged in the design or evaluation of school-based mental health and communication programmes.

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