4th ENSEC Conference
SOCIAL AND EMOTIONAL COMPETENCE
IN A CHANGING WORLD

3 - 7th July 2013

Faculty of Teacher Education
University of Zagreb, Croatia
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CONFERENCE VENUE - FLOOR PLAN

Faculty of Teacher Education  University of Zagreb

3rd floor
Zagreb is the capital and the largest city of the Republic of Croatia, its political, administrative, business and cultural centre. It is situated on the bank of the Sava river and protected by the mountain Medvednica from the north. The cultural and older part of modern-day Zagreb is actually based around two ancient hill communities, those of Kaptol and Gradec.

Hungarian King Ladislaus founded a Bishopric in Kaptol in 1094, and then, following the departure in the 13th century of the Mongols, King Bela IV declared Gradec to be a royal autonomous city as a means of attracting foreign artisans. These honours and awards sparked competition and rivalry between the two communities constantly endeavouring to outdo each other both politically and commercially. It was not until the 17th century that the two entities merged to form Zagreb. Though this area remains the cultural heart of the city and the bishopric in Kaptol has been upgraded to archbishopric status, development since the 18th century has seen most of the commercial activity shift to the southern expansion of the city.

On declaring independence from Yugoslavia in 1991, Zagreb was officially declared the capital of a newly independent European state. Zagreb is a city of green parks and promenades with numerous resorts in the beautiful surroundings. Zagreb can offer its visitors the Baroque atmosphere of the Upper Town, picturesque open-air markets, diverse shopping facilities, an abundant selection of crafts and a choice of vernacular cuisine. Zagreb has been the foundation from which many excellent scientists and artists have ventured out into the world. Zagreb has also proven to be a great host to many international congresses, corporate meetings, cultural and sporting events, and a place where true professionalism is combined with an honest and open heart.

Zagreb has an international airport which is well connected to the world. Zagreb is also a good central place from which one can visit other parts of the country like Dubrovnik and other parts of the Adriatic Coast.

The University of Zagreb is the oldest and the biggest University in Southeastern Europe. Ever since its funding in 1669, the University has been constantly growing and developing. In 2011, University of Zagreb was ranked among 500 Best Universities of the World.

The beginnings of what would later become the University date back to 1669 when Emperor and King Leopold I of Habsburg issued a decree granting the establishment of the Jesuit Academy of the Royal Free City of Zagreb. The decree gave a formal and legal status to the study of philosophy in Zagreb and the Neocademia Zagabriensis officially became a Public Institution of Higher Education. The academy was run by the Jesuits for more then a century until the order was dissolved by Pope Clement XIV in 1773. In 1776 Empress and Queen Maria Theresa issued a decree founding the Royal Academy of Science which consisted of three faculties – philosophy, theology and law.

In 1861 Bishop Josip Juraj Strossmayer proposed the founding of University of Zagreb to the Croatian Parliament. During his visit to Zagreb in 1869 the Emperor Franz Joseph signed the decree establishing the University of Zagreb, which he ratified five years later. On 19th of October 1874 a ceremony was held formerly marking the founding of the University of Zagreb, making it the third university in the Hungarian Realm and Austro-Hungarian Empire.

The University of Zagreb now consists of 29 faculties, three art academies and the Centre for Croatian Studies.
The 4th ENSEC Conference will be held at the Faculty of Teacher Education in Savska cesta 77, 10 000 Zagreb, Croatia. The Faculty of Teacher Education at the University of Zagreb is the leading institution for educating Primary school and Preschool teachers in the Republic of Croatia. The Faculty operates at three locations, with the main branch in Zagreb and local branches in Petrinja and Čakovec, with approximately 3,000 students on roll. The Faculty has three departments: Teacher Education Studies, Preschool Education Studies and Educational Studies.

Faculty development priorities include the promotion of evidence based research, the development of international cooperation and creativity in education. The Faculty publishes “The Croatian Journal of Education” which aims to promote and improve the study of basic educational sciences, teaching methodologies and related fundamental sciences, and computer and communicational science as well as the other sciences and arts, in English.

The Faculty co-operates with the Department of Pedagogy and Sociology of the University of Münster (Germany), the Faculty of Pedagogy of the University of Skopje (FYR of Macedonia), Faculty of Education of the University of Ljubljana (Slovenia) and the Faculty of Teacher Education in Baja (Hungary).

The Faculty hosts its own art gallery, which has organized exhibitions by Croatian and International artists, and an active music department (Glazbena scena) that regularly holds concerts featuring a variety of musical genres. Exhibitions and concerts are well attended by students, faculty employees and the general public.

The Faculty of Teacher Education of University of Zagreb has organized five International Conferences for Advanced and Systematic Research ECNSI (2007-2011) and is delighted to host the Fourth International ENSEC Conference.

The conference takes place at the Faculty of Teacher Education on the 3rd floor.
WHAT TO SEE

Zagreb, the capital of Croatia, is situated in the northwestern Croatia, and it lies on the crossroads between south and middle Europe, and between eastern and western Europe. It is a place where a German influenced sense of order is mixed with a Balkans sense of fun, and, after dark, hedonism.

Historically, Zagreb used to be comprised of two rival hilltop settlements, Kaptol and Gradec, which today, along with some other neighbourhoods, constitute the old city nucleus also called the Upper Town. Kaptol used to be a village, formed around the today’s city’s Cathedral. The Focal point of Gradec is St. Mark’s Square called after St. Mark’s Church, which is situated on it. St. Mark Church is surrounded by the Croatian Parliament, called Sabor, on one side, and Prime minister’s and his cabinet’s offices, situated in Banski Dvori, on the other side. Many museums and galleries are situated in Gradec, just a few steps apart. To name just a few, there are the Klovićevi Dvori Gallery, the Museum of Broken Relationships and the Croatian Museum of Naïve Art.

The Palace of Klović (Klovićevi dvori) is, at the moment, hosting the exhibition Masterpieces from the Picasso Museum in Paris. The exhibition presents more than one hundred works of art and various documents of the most famous master of the 20th century, the founder of cubism, a painter, sculptor and graphic artist. Paintings will all be exhibited in Zagreb until 7th of July 2013.

The Museum of Broken Relationships exhibits objects left behind at the end of romantic relationships: shared belongings, mementos and gifts. Indicators of its quality are the Kenneth Hudson Award in 2011 for the most innovative museum of Europe and the top place on the TripAdvisor list for must-see sights in Zagreb.

Croatian Museum of Naïve Art is one of the first museums of naïve art in the world. The museum’s holdings consist of almost 2000 works of art - paintings, sculptures, drawings and prints - mainly by Croats but also by other well-known world artists.

On Gradec, you can also enjoy interesting permanent collections of the Zagreb City Museum, the Croatian Natural History Museum, and the Croatian History Museum.

In the other parts of Zagreb the must sees are the Museum of Contemporary Art, opened just a few years ago; the Technical Museum, where one can see, among other things, a demonstration of Nikola Tesla’s experiments; and the Archeological museum, where the famous “Liber Linteus” is kept, an untranslated text in the lost Etruscan language, the longest one in the world, written in the only linen book still in existence in the world.

Throughout the history Gradec used to be surrounded with city walls and one could enter the city only through the city doors. One of the city doors was next to the Lotrščak Tower, on top of which today is placed “Grič cannon”. This cannon is fired every day at noon, as a legend says, to mark Croatian victory against Turks. The Lotrščak Tower is a popular observation point which offers a view of the Lower town. There is also a station of one of the shortest public-transport funiculars in the world, with which one can descend to the Lower town and to the central place of the whole Zagreb and a popular meeting point of everybody living in and visiting Zagreb, the main square Trg bana Josipa Jelačića.

If you take a walk from the Main Square to the main railway station (Glavni kolodvor) you’ll pass through a few beautiful parks: Zrinjevac, i.e. Zrinski trg, Strossmayerov trg, and Trg Kralja Tomislava. These squares (Croatian: “trg”) are also beautiful parks and a part of what is called “Lenuzzi’s green horseshoe”. The “horseshoe” was designed in the late 19th and early 20th century by the architect Milan Lenuzzi and it surrounds the centre of the Lower Town on the west, south and east sides center of Lower town. Constituent parts of the “horseshoe” are also Trg Ante Starčevića, the Botanical garden, Trg Marka Marušića, Trg Ivana Mažuranica, and Trg maršala Tita. When in Zagreb, don’t miss the opportunity to take a walk along this “horseshoe” and enjoy a little bit of peace in the city centre.

If this is not enough parks for you, you can visit a park-forest “Maksimir” in the eastern part of city. Founded in the 1787, the Maksimir Park was the first large public park in the South-Eastern Europe, and pre-dates the majority of Europe’s public park foundings. The park includes several big meadows, numerous creeks and five lakes, and is a habitat for various plant and animal species, such as the Middle Spotted Woodpecker (Dendrocopos medius), an endangered species in Europe. Zagreb’s Zoo is located in the southern part of the Park Maksimir.
During weekends, many Zagreb residents like to hike on the Medvednica mountain, a nature park just north of Zagreb. You can arrive to the base of the mountain from the city centre by the means of public transportation (trams number 14 and 15) in just half an hour, and enjoy not only intact forest landscape and clean air while hillwalking, but also try bean stew, cottage cheese, and apple pie in one of the many climber’s lodgings. You can also arrive to the Medvednica summit Sljeme by a bus from the number 14 tram’s end station Mihaljevac.

Zagreb’s two lakes, Jarun and Bundek, are popular getaways for residents any time of year, but especially in the summer, when the clear waters are ideal for swimming. During the day, many of them can be seen walking, riding a bike, in-line skating or barbecuing there, and when the night falls, Jarun becomes a popular destination among young people because of its many night clubs and bars.

Croatians are known as people who like to spend hours sitting in cafés and chatting with friends. Even if you’re not a coffee person, don’t miss the opportunity to take a rest from your busy schedule in one of the many cafés located on the city squares. Here you can buy a hot or cold beverage, chat with your friends, read a book, or just relax and feel the atmosphere while watching the passers-by.

After all that sightseeing you’ll probably get hungry and whichever foods you try, for sure, you will not get disappointed. Croatian cuisine is a unique representative of the harmony of interesting, tasty, and often seemingly incompatible contradictions. Zagreb has its toponymic steak, Zagreb steak, a veal roll stuffed with cheese and ham, battered and fried as the Viennese steak is. If you like pastry, try štrukli. It is a phyllo dough stuffed with cottage cheese. They can be boiled or baked, savory or sweet, added to soups or served as a dessert, but they are mostly offered as a hot appetizer.

For more information about Zagreb, take a virtual tram ride through Zagreb, learn about Zagreb’s history and famous people, take a virtual sightseeing trip, listen to the music and watch videos typical for Zagreb, and much more here: http://www1.zagreb.hr/zkult/zkult.html
USEFUL INFORMATION

Getting around the city

If you arrive by plane, you’ll arrive at Zagreb Airport called Pleso. It is located 15 km (ca. 25 minutes by a car) south of the Faculty of Teacher Education, conference venue. From there the cheapest option to get to the city centre is by the airport shuttle bus operated by "Pleso transport". A one-way ticket costs 30 HRK and can be bought from the driver. Please note that public transportation fares are only payable in Croatian Kuna (HRK).

The approximate exchange rate in May 2013 is 1 € = 7.5 HRK; 1 £ = 8.9 HRK; 1 $ = 5.8 HRK. The bus terminal at the airport is located just in front of the airport building. Buses run at half-hour intervals for most of the day.

The airport-bus will take you to the Main Bus Station. From there you can take a tram:

- number 2 (direction Črnomerec) to get to the Westin Hotel (get down at the Vodnikova station)
- number 5 (direction Prečko) to get to the Faculty of Education (Učiteljski fakultet)
- number 6 (direction Črnomerec) to get to the Main Square (Trg bana Josipa Jelačića)

A tram ticket costs 15 HRK (2 €) when bought from the driver and 12 HRK (1.6 €) when bought at a kiosk. Between midnight and 4 am a ticket costs 25 HRK (3.3 €) when bought from the driver and 20 HRK (2.7 €) when bought at a kiosk. Once you get on the tram remember to validate (stamp) your ticket at the stamping machine in the tram. The ticket is valid for 90 minutes when travelling in one direction.

Day tram ticket fares: a one-day ticket costs 40 HRK (5.3 €), a three-day ticket costs 100 HRK (13.3 €), a seven-day ticket costs 200 HRK (26.6 €), and a 15-days ticket costs 300 HRK (40 €).

A more comfortable option to get to the city from the airport is to take a taxi. The taxi terminal at the airport is located just outside the airport building. The taxi ride from the airport to the city centre costs approximately 100 HRK (13 €).

There are several taxi companies in Zagreb. Here is some information about them.

- **Radio taxi Zagreb**, Fares: 10 HRK start; 5 HRK/km; 40 HRK/h waiting, Phone: 1777; 060 800 800
- **Eko taxi**, Fares: 9 HRK start; 5.5 HRK/km; 43 HRK/h waiting, Phone: 1414; 060 77 77
- **Taxi Cammeo**, Fares: 15 HRK start (2 km are included); 6 HRK/km; 40 HRK/h waiting, Phone: 1212

If you arrive by train you’ll arrive at the Main Train Station. From there you can take a tram:

- number 2 (direction Črnomerec) or number 9 (direction Ljubljana) to get to the Westin Hotel (get down at the Vodnikova station)
- number 4 (direction Savski most) to get to the Faculty of Teacher Education (Učiteljski fakultet)
- number 6 (direction Črnomerec) to get to the Main Square (Trg bana Josipa Jelačića)

Conference opening ceremony will be held at the small hall of the Lisinski Concert Hall. You can get there from Main Square using tram number 13 (direction Žitnjak), which also stops at hotel Westin. If you are located at the Faculty of Teacher Education you can take tram number 5 (direction Maksimir) to reach Lisinski Concert Hall. See the map of tram routes below for more options, just keep in mind to get off at the tram station „Lisinski“. If you are at Main Train Station you can reach Lisinski Concert Hall on foot in 5 to 10 minutes trough underground passage “Importanecenter”(front of the station, to the left) but you’ll have to ask for directions. If you are coming to the opening ceremony directly from the airport, you can ask the driver of the shuttle bus to leave you by the Lisinski Concert Hall because the bus will pass by it.

Shops, kiosks and ATM machines accept all major credit and debit cards. Major currencies can be exchanged at banks and exchange offices (“Mjenjačnica”) throughout the city.

For all other information you can find Tourist Information Centres at all main city points (Main Square, Main Railway Station, Main Bus Station and Zagreb Airport). They are informed about ENSEC conference and they will be glad to provide you with city maps and any information you needed.
Social and Emotional Competence in a Changing World
Faculty of Teacher Education, University of Zagreb, Croatia

TRAM ROUTES

TRAMVAJSKE LINIJE
TRAM ROUTES

Lijepa broj 1 i 3 ne prometuju subatom, nedjeljom i bilo kadom
Riders 1 and 3 do not operate on Saturdays, Sundays or public holidays

LEGENDA/LEGEND

Poznati termini
Known terms
**WELCOME ADDRESS**

Dear Colleagues,

On behalf of ENSEC and the University of Zagreb, we are honoured to welcome you to the Fourth International ENSEC Conference, Social and Emotional Competence in a Changing World.

ENSEC started as a European Network, but now has members on every continent and we are delighted to welcome participants from all over the world to Zagreb! The Conference builds on a network that has been growing and developing since 2007. If you have not already done so, we would also like to invite you to consider becoming a member of ENSEC, and joining our growing international group of practitioners and researchers. We would welcome any comments you may have on how we can further develop our network and would encourage you to attend the ENSEC Members’ Meeting on Friday.

This will be the very first Conference in Croatia following Croatia’s very recent accession to the European Union on July 1st 2013. The importance of the Conference has been recognised by, and is held under the auspices of the President of Croatia, Professor Ivo Josipović; the Minister of Science, Education and Sport of the Republic of Croatia, Dr Željko Jovanović; the Mayor of Zagreb, Mr. Milan Bandić and the Rector of the University of Zagreb, Professor Aleksa Bjeliš.

This promises to be a highly stimulating and truly international gathering, providing a unique opportunity for us to explore together the development of social and emotional competence in children and young people and their communities. We hope you will find the presentations interesting, share ideas and ways of working, and make new connections with colleagues in Europe and further afield.

The Local Organizing Committee and our Student Volunteers are looking forward to welcoming you to the Faculty of Teacher Education in Zagreb. Every effort has been made to make the conference an academic and social success. If, however, at any time you feel that there is anything that can be done to make your participation in the conference more rewarding, please let the organizers know. Preparing the Conference has been a true collaboration, two Conference Chairs from two different countries have become colleagues and friends, and there has already been a lot of networking and correspondence with all of you giving up your time to be in Zagreb with us. Thank you all for your support.

We hope you will enjoy our Croatian hospitality, the warm welcome of your Croatian colleagues and the lovely city of Zagreb.

Enjoy the Conference!

Renata Miljević-Riđički, Faculty of Teacher Education, University of Zagreb

Kathy Evans, University of South Wales
THE CONFERENCE COMMITTEES

CONFERENCE CHAIRS
Kathy Evans, Faculty of Education and Social Sciences, University of Wales, Newport, UK
Renata Miljević-Riđički, Faculty of Teacher Education, University of Zagreb, Croatia

SCIENTIFIC COMMITTEE
Dejana Bouillet, Faculty of Teacher Education, University of Zagreb, Croatia
Josipa Bašić, Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia
Carmel Cefai, University of Malta & European Centre for Educational Resilience & Socio-Emotional Health, Malta
Paul Cooper, School of Education, University of Leicester, UK
Helen Cowie, Faculty of Health and Medical Sciences, University of Surrey, UK
Kathy Evans, Faculty of Education and Social Sciences, University of Wales, Newport, UK
Carmen Huser, Lower Saxony Institute for Early Childhood Education & Development, Research Centre for Movement & Psychomotricity, Osnabrueck, Germany
Milivoj Jovančević, Faculty of Teacher Education, University of Zagreb, Croatia
Renata Miljević-Riđički, Faculty of Teacher Education, University of Zagreb, Croatia
Katherine Weare, Southampton Education School, University of Southampton, UK

LOCAL ORGANISING COMMITTEE

CHAIRS
Milivoj Jovančević, Faculty of Teacher Education, University of Zagreb, Croatia
Renata Miljević-Riđički, Faculty of Teacher Education, University of Zagreb, Croatia

MEMBERS
Antonija Balić Šimrak, Faculty Of Teacher Education, University of Zagreb, Croatia
Josipa Bašić, Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia
Dejana Bouillet, Faculty of Teacher Education, University of Zagreb, Croatia
Mario Dumančić, Faculty of Teacher Education, University of Zagreb, Croatia
Vesna Hercigonja-Novković, Polyclinic Kocijan/Hercigonja, Zagreb, Croatia
Vatroslav Horvat, Faculty of Teacher Education, University of Zagreb, Croatia
Sonja Jovančević, Centre for Child Health, Zagreb, Croatia / Speech-Language Therapist, Polyclinic for the rehabilitation of listening and speech of children and adults SUVAG, Zagreb, Croatia
Diana Kopačević, Faculty of Teacher Education, University of Zagreb, Croatia
Tea Pahić, Faculty of Teacher Education, University of Zagreb, Croatia
Ivan Prskalo, Faculty of Teacher Education, University of Zagreb, Croatia
Marija Šarić, Faculty of Teacher Education, University of Zagreb, Croatia
Vesna Šprajaček, Faculty of Teacher Education, University of Zagreb, Croatia
Vladimira Velički, Faculty of Teacher Education, University of Zagreb, Croatia
KEYNOTES

David Berridge is Professor of Child and Family Welfare and Head of the Centre for Family Policy and Child Welfare at the School for Policy Studies, University of Bristol. He was formerly Research Director at the National Children’s Bureau, Research Fellow at the Dartington Social Research Unit and Director of the Institute of Applied Social Research, University of Bedfordshire. David has been a researcher for over 25 years and is author/co-author of 13 books and numerous other chapters and articles. His latest co-authored book is Children Behaving Badly: Peer Violence Between Children and Young People (Wiley 2011). His other recent publications with colleagues are: Partner Exploitation and Violence in Teenage Intimate Relationships (NSPCC 2009); Educating Difficult Adolescents: Effective Education for Children in Care or with Emotional and Behavioural Difficulties (2008, Jessica Kingsley); Peer Violence in Children’s Residential Care (Palgrave 2004); Taking Care of Education: An Evaluation of the Education of Looked After Children (National Children’s Bureau 2004); Where to Turn? Family Support for South Asian Communities (NCB 2000); and The Independent Effects of Permanent Exclusion from School on the Offending Careers of Young People (Home Office 2001). He also wrote Children’s Homes Revisited (1998) and Foster Care: A Research Review (Stationery Office 1997). David was responsible for the recent evaluation for DfE of the Virtual School Heads for Looked After Children (2009) pilots and the evaluation of the Social Pedagogy Pilot Programme in Residential Children’s Homes (2011). He has also co-authored Living in Children’s Residential Homes (2012). David currently acts as specialist adviser on children’s services to the House of Commons Education Select Committee. He was awarded the OBE in January 2005 for services to children.

Gordana Buljan Flander, assoc. prof., psychologist is the principal of Child Protection Centre in Zagreb, Croatia. Her career in the field of Child Psychology spans more than thirty years. While working in a Children’s Hospital in Zagreb, in the early ‘90s she often encountered abused and neglected children, who at that time in Croatia didn’t have the necessary adult protection. She was among first Croatian professionals that recognized this problem and dedicated her further career to working with those children. She founded “Brave phone”, a helpline for abused and neglected children and founded the Child Protection Centre that has now been running for nine years. Gordana Buljan Flander continued to receive acknowledgments of her work, among which the most prominent is an ISPCAN Multidisciplinary Team Award received in 2008. She has published many scientific papers and actively participated in numerous international conferences related to child psychology in general, as well as specifically related to the issue of child abuse and neglect. In those fields she has also published several books, handbooks and brochures for parents, children and professionals. She is especially devoted to transferring her knowledge and experience to future professionals. She is currently an Associate Professor at the University of Zagreb and the University of Osijek. Through her public lectures and media profile, she works continuously on raising public awareness of child maltreatment issues. She is also very active as an expert witness in the field of child abuse and neglect.
With over 40 years of experience in education as a teacher and director of a middle school in East Harlem, NYC and faculty member at Hunter College in New York City, Linda Lantieri has shown a lifetime of commitment to enriching the daily lives of adults and children alike. Linda is co-founder of the Resolving Conflict Creatively Program (RCCP), a research-based K-8 social and emotional learning program that has been implemented in over 400 schools in the United States with sites in Spain, Brazil, and Puerto Rico. Currently she serves as the Director of The Inner Resilience Program whose mission is to cultivate the inner lives of students, teachers and schools by integrating social and emotional learning with contemplative practice. Linda is also one of the founding board members of the Collaborative for Academic, Social, and Emotional Learning (CASEL). She is the coauthor of Waging Peace in Our Schools (Beacon Press, 1996) editor of Schools with Spirit: Nurturing the Inner Lives of Children and Teachers (Beacon Press, 2001), and author of Building Emotional Intelligence: Techniques to Cultivate Inner Strength in Children (Sounds True, 2008). She has received numerous awards including Educational Innovator by the National Education Association; the Richard R. Green Distinguished Educator Award; the Spirit of Crazy Horse Award for “creating courage in discouraged youth” and the International Education and Resource Network (iEARN) 2001 Making a Difference Award.

Katherine Weare is Emeritus Professor at the University of Exeter and Southampton. Her field is social and emotional learning and mental health and wellbeing in schools: she is known as an international expert on evidence based practice of ‘what works’ in schools in these areas and has conducted several systematic reviews which have informed policy in many countries. She has advised various national and international agencies such as the EU, WHO and the English, Welsh and Scottish education departments in the area of wellbeing and mental health, and has been a key player and writer in the development of the major national programmes, primary and secondary SEAL (social and emotional aspects of learning) as well as developing teacher training for health and wellbeing across Europe, including Russia and former Soviet countries. She is currently developing and evaluating work on mindfulness in schools.

Her career in the field of Child Psychology spans more than thirty years.
# PROGRAMME OVERVIEW

**ENSEC Conference 2013 3rd July – 7th July 2013**

<table>
<thead>
<tr>
<th>Time</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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<tbody>
<tr>
<td>9.30</td>
<td>Pre-Conference Workshops</td>
<td>Key Note</td>
<td>Key Note</td>
<td>Key Note</td>
<td>Key Note</td>
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<tr>
<td>10.00</td>
<td>COFFEE</td>
<td>Parallel Sessions</td>
<td>COFFEE</td>
<td>Parallel Sessions</td>
<td>COFFEE</td>
</tr>
<tr>
<td>11.00</td>
<td>LUNCH</td>
<td>Parallel Sessions</td>
<td>COFFEE and Posters</td>
<td>Parallel Sessions and Special Interest Groups</td>
<td>Closing Ceremony</td>
</tr>
<tr>
<td>11.30</td>
<td>12.00</td>
<td>12.30 – 13.30</td>
<td>13.00</td>
<td>Special Interest Groups</td>
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<tr>
<td>13.30</td>
<td>14.00</td>
<td>14.30</td>
<td>15.00</td>
<td>15.30 – 16.30</td>
<td>Optional Social Programme</td>
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*Registration will be open each day between 8.00 and 16.30 at Faculty of Teacher Education in Zagreb*

<table>
<thead>
<tr>
<th>Time</th>
<th>Evening Programme</th>
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<tbody>
<tr>
<td>15.30</td>
<td>Opening Reception in Concert Hall Lisinski</td>
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<td>16.30</td>
<td>Zagreb City Tour</td>
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<td>17.00</td>
<td>Visit to the Child Protection Centre of Zagreb</td>
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<td>18.00</td>
<td>Visit to the Child Protection Centre of Zagreb</td>
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<td>19.00</td>
<td>Gala Dinner at Okrugljak Restaurant</td>
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*Optional Social Programme*
3rd July (Wednesday) Faculty of Teacher Education / Concert Hall Lisinski

8,00  Conference registration/information desk open (will be opened each day 8,00-20,00) at the Faculty of Teacher Education
11,00-13,30  Pre-conference workshops
13,30-14,00  Coffee/Tea Break
14,00-15,00  ENSEC Chairs - 1st meeting
18,00  Opening ceremony, programme prepared by students and welcoming addresses (Town and University representatives, ENSEC Chairs) Town premises (Lisinski Concert Hall)

4th July (Thursday) Faculty of Teacher Education

9,30-10,30  Keynote presentation 1
10,30-11,00  Coffee/tea break
11,00-12,30  Parallel sessions
12,30-13,30  Lunch break
13,30-15,00  Parallel sessions
15,30  Optional social programme – Zagreb city tour

5th July (Friday) Faculty of Teacher Education

9,30-10,30  Keynote presentation 2
10,30-11,00  Coffee/tea break
11,00-12,30  Parallel sessions
12,30-13,30  Lunch break
13,30-14,30  Parallel sessions
15,00-16,30  Coffee/tea break and poster session
15,30-16,30  ENSEC MEMBERS MEETING
16,30-18,30  Visit to the Child Protection Centre of Zagreb - for 40 participants of the Conference
Optional social programme – Zagreb museums/galleries
6th July (Saturday) Faculty of Teacher Education

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9,30-10,30</td>
<td>Keynote presentation 3</td>
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<tr>
<td>10,30-11,00</td>
<td>Coffee/tea break</td>
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<tr>
<td>11,00-12,30</td>
<td>Parallel sessions</td>
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<tr>
<td>12,30-13,30</td>
<td>Lunch break</td>
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<tr>
<td>13,30-15,00</td>
<td>Parallel sessions and SIG groups</td>
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<tr>
<td>15,00-15,30</td>
<td>Coffee/tea break</td>
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<tr>
<td>15,30-16,30</td>
<td>Opening of the Exhibition of children's drawings (Gallery of the Faculty of Teacher Education)</td>
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<tr>
<td>20,00</td>
<td>Optional social programme – Gala dinner (“Restaurant Okrugljak”)</td>
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7th July (Sunday) Faculty of Teacher Education

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>10,00-11,00</td>
<td>Keynote presentation 4</td>
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<tr>
<td>11,00-11,30</td>
<td>Coffee/tea break</td>
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<tr>
<td>11,30-12,30</td>
<td>Closing ceremony</td>
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Afternoon: Optional – program prepared by Zagreb Tourist Board

8th July (Monday) Optional Social Programme

National Park ("Plitvicka jezera")
PRECONFERENCE WORKSHOPS

Venue: Faculty of Teacher Education
3rd July / 08.30 – 16.00 / room 308
The Eighth International PATHSTM Learning Conference

Mark T. Greenberg, PhD, Penn State University (USA)
Josipa Basic, PhD, University of Zagreb (HR)
Davide Antognazza, EdM, SUPSI/DFA (CH)

The title of the Conference: “PATHSTM Diffusion: New findings, New challenges”.

The Conference is designed for experienced users of the PATHS® Curriculum. This includes PATHS® Curriculum teachers, coordinators, researchers, administrators, and trainers. The purpose of this conference is to share PATHS TM ideas and innovations, resources, lesson plans, and materials.

3rd July / 11.00 – 13.30 / room 330
Children as Active Researchers (workshop)

Carmen Huser, Lower Saxony Institute for Early Childhood Education & Development (DE)
Helen Cowie, Faculty of Health and Medical Sciences, University of Surrey (UK)

This experiential workshop aims to deepen understanding of children as active researchers and to demonstrate that a commitment to viewing children and young people as active participants in the research process entails the employment of a variety of methods of data collection, so that children and young people can make a valid and meaningful contribution to the research. Participants in the workshop will be given an up-to-date reading list and an opportunity to discuss topical issues in this field. Drawing on examples of research, we review a number of practices and procedures that support children’s voluntary and active engagement in research. Ethical considerations such as informed consent and the right to withdraw will be sensitively discussed. Especially researching with very young children who have not acquired language skills yet, dilemmas and pitfalls can arise. This and other scenarios will be critically reflected in experiential activities. Though the focus in this workshop is on children, the principles that underlie our approach could be adapted for use with other potentially vulnerable groups, for example, very ill people, old people, people with disabilities, people with sensory impairments or people from non-literate cultures.

Carmen Huser has experience in doing research with pre-schoolers using methods adapted from the Clark and Moss Mosaic Approach, including photo-tours and drawings, that provide children with opportunities to express their perspectives non-verbally, and videos as stimuli for pair interviews. Helen Cowie has wide experience of researching children and adolescents using child-friendly methods, including vignettes, cartoons and video-methods such as Interpersonal Process Recall.
3rd July / 11.00 – 13.30 / room 315

The Role of Attachment in the Promotion of Social and Emotional Competence (workshop)

Milivoj Jovančević, Faculty of Teacher Education, University of Zagreb (HR)

Kathy Evans, Faculty of Education and Social Sciences, University of Wales (UK)

This workshop aims to explore the role of attachment theory in the promotion of social and emotional competence. The workshop will start with an exploration of the biology of attachment and the developmental implications of attachment experiences and attachment patterns. The second part of the workshop will look at the implications of secure and insecure attachment for working with children and young people more generally and then focus on how these principles might be applied to the promotion of social and emotional competence. Case studies will be used to stimulate discussion and participants will be encouraged to make connections with their own practice experience. Pre-workshop reading materials will be provided to provide participants with a theoretical basis for the presentation.

Paediatrician Milivoj Jovančević has comprehensive (holistic) approach in early child development that shifts a focus from clinical paediatric to broader social, emotional and educational context; from disease oriented to health oriented perspective.

Kathy Evans has worked with children and young people with attachment difficulties for over twenty years and now runs Masters Programmes and Professional Development Courses relating to Social Emotional and Behavioural Difficulties and Attachment Difficulties.
CONFERENCE PROGRAMME

Key-Note Thursday 4th July 2013

Children in the Middle of Parental High Conflict Divorce

Associate Professor Gordana Buljan Flander, University of Zagreb, Croatia
Correspondence: gordana.flander@poliklinika-djeca.hr

Divorce has become a common experience in childhood and it is shown to have quite a long reaching effect on child well-being across three generations. In the last decade, scholars have moved the research focus from simply asking whether divorce affects children to understanding exactly how and why divorce affects some children adversely.

Every fourth divorcing couple is engaged in what is known as high conflict divorce, which can be distinguished from low conflict divorce by a higher level of hostile interactions and court involvement. Since it is shown consistently through many research studies that the degree of conflict between co-parents is the primary cause of negative outcomes for children of divorcing parents rather than the divorce itself, some predictor of high conflict divorces are presented. Problems regarding financial agreement and difficulties with access to children seem to be the most common reasons for conflict, but personality factors must also be kept in mind.

Consequences of divorce on children depend on whether children are removed from an aversive or a supportive family environment. Divorce brings little or no change for children if the marriage was high conflict before divorce and it can even be beneficial for a child, whereas children decline on the measures of well-being if the divorced marriage was low conflict before divorce. But, the family dynamics after divorce are crucial regarding child's adaptation to divorce. The most crucial factor relating to the negative outcomes of divorce for children is marital discord – family conflict was the most significant mediating variable in the effects of divorce on children. Exposure to chronic, overt, unresolved conflict between parents increases the risk of long-term problems for children. Children suffer when parents argue frequently, maintain inconsistent rules, and attempt to undermine one another's authority or relationships with the children; being pressured to take sides in parental disputes is especially distressing for children. Consequences of high conflict divorce and especially of parental manipulation on the well-being of children are presented.

What is being known to help children of divorce so far is when non-resident and resident parents are positively involved in their children's lives, engaging in cooperative co-parental relationships.

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Key-Note Friday 5th July 2013

Children Separated from their Families

Professor David Berridge, University of Bristol, United Kingdom
Correspondence: David.Berridge@bristol.ac.uk

David Berridge (Professor of Child and Family Welfare, University of Bristol) will present some observations and conclusions from numerous research studies in England into services for children separated from their families undertaken over more than 25 years. He will set out the current context for children's services including cuts to public expenditure and rising child poverty. He will discuss key features of policy for children's services, including permanency and services for adolescents. Workforce issues are important in ensuring high quality services and he will draw on his recent evaluation in England of a social pedagogy pilot programme. Professor Berridge will also focus on 'what works' for separated children, drawn from the research evidence. He will conclude with considering some possible future developments concerning resources, child and family migration, the research base and professional awareness and commitment.
Key-Note Saturday 6th July 2013
Transformational Approaches to Strengthening and Deepening Social and Emotional Learning Implementation in Schools
Linda Lantieri - Senior Program Advisor, Collaborative for Academic, Social, and Emotional Learning (CASEL)
Correspondence: llantieri@att.net

This presentation will focus on how educational leaders all can nurture their own sense of purpose and vision by creating opportunities for reflection, adult social-emotional competency building, and personal renewal. The adults in the school based Social and Emotional Learning field have a unique opportunity to contribute to a worldwide movement to transform what it means to be an educated person. This new vision of education honors the quality of subjective experience and growth as proof points of a society’s progress. It includes a wider perspective which views the cultivation of qualities such as compassion, resilience and happiness to be as strong a measure of a healthy thriving educational system as academic achievement. We will explore the role each of us can play in forwarding this paradigm shift.

Key-Note Sunday 7th July 2013
Mindfulness in Schools and for the Young – Present and Future Perspectives
Katherine Weare, University of Southampton
Correspondence: skw@soton.ac.uk

Mindfulness for young people is still young, but is developing rapidly across the world, with a flourishing and exciting range of programmes, conferences and meetings. Mindfulness refers to the ability to be in the here and now, to direct the attention to experience as it unfolds, moment by moment, with open-minded curiosity and acceptance rather than judgment or commentary (Kabat-Zinn, 1996). The ability to do this reliably and in a sustained way can be learnt gradually through simple practices, which some might term meditations. Regular practice rewires the brain in favour of greater calm, rationality and kindness and away from stress, anxiety and hostility. It has been shown to be profoundly helpful for mental and physical health, wellbeing, stress reduction, learning, focus and concentration. With its grounded and experiential approach, based in the body and the moment, mindfulness can provide the ‘missing key’ to success in more cerebral approaches in education, including and particularly in social and emotional learning. Young people, and their teachers benefit from mindfulness to help them cope with the stresses, distractions and challenges of the modern world, and it fits into a wide range of educational and policy contexts.

This plenary will give an overview of mindfulness in schools and for children and young people. It will provide a thumbnail sketch of the fairly robust evidence based for work with adults, and the growing and promising work with the young, explore the state of programme development across the world, and suggest some of the key areas for future development. It will suggest that, in attempting to develop mindfulness in schools there is much to learn from work in more established areas such as SEL which, together with learning from empirical studies of mindfulness in schools are suggesting some key principles for successful implementation. They include balancing universal and targeted approaches, developing the mindfulness of school staff, teaching skills and attitudes in ways that start where young people are by making learning lively, fun and immediate, and taking a long term approach which integrates mindfulness with mainstream educational processes and the core curriculum. In so far as time allows, the session will be experiential, and illustrated with some lively and fun practices that particularly appeal to the young.
Parallel Sessions Thursday
11.00 – 12.30

Social and Emotional Competence in Early Years / Chair: Carmen Huser / Room 330

- Piloting the Second Step Early Learning Program in Turkey: Process and Lessons Learned
  Mia Doces, Seçil Akaygün Cüntay (UNITED STATES OF AMERICA AND TURKEY)
- Social Scaffolding at Nido d’infanzia (3 months – 3 years). From Actions to Strategies.
  Elisa Guerra (ITALY)
- Movement-based Intervention for Fostering Social-emotional Competences (SEC) in Early Childhood
  Elke Haberer, Nadine Madeira Firmino, Renate Zimmer (GERMANY)

Exploring Social and Emotional Competence / Chair: Kathy Evans / Room 315

- What is Social Competence and What are the Effective Elements when Training?
  Knut Gundersen (NORWAY)
- The Relationship Between Temperamentally Conditioned Need for Stimulation and Cognitive and Behavioral Components of Emotional Intelligence
  Anna Matczak, Katarzyna Knopp (POLAND)
- The Diffusion of Social and Emotional Learning Interventions: A Dynamic Model of Interventionism?
  Rhiannon Evans, Simon Murphy, Jonathan Scourfield (UNITED KINGDOM)

Exploring Resilience / Chair: Helen Cowie / Room 311

- Translating Resilience Research into Practice: Rethinking our Paradigm for child/adolescent Problems
  William Nicoll (UNITED STATES OF AMERICA)
- A Socio-ecological Analysis of Resilience in Adolescence for Children from Disadvantaged Communities
  Erica Joslyn (UNITED KINGDOM)
- Locus of Control as a Factor of Resilience to Stressful Life Events and a Predictor of Wellbeing
  Marija Šarić, Tea Pahić (CROATIA)

Promoting Alternative Thinking Strategies / Chair: Neil Humphries / Room 312

- Promoting Social Emotional Learning among Pre-schoolers in Chinese Kindergartens: A Feasibility Study of Preschool PATHS Implementation in Hong Kong
  Chi-Ming Kam, Belle Yee-Ying Yick (HONG KONG)
- Supporting Schools to Implement PATHS – Challenges and Opportunities
  Kirsty Pert, Emma Stephens, Craig Joyce (UNITED KINGDOM)
- Examining the Relationship between Risk Indicators and Effectiveness of PATHS Program
  Miranda Novak, Josipa Mihić, Josipa Bašić, Robert Nix, (CROATIA)

SYMPOSIUM: Promoting Resilience and SEC in Primary Schools: Good Practice from the European Union / Room 308
Representatives from MALTA, CROATIA, GREECE, ITALY, PORTUGAL AND SWEDEN.
Parallel Sessions Thursday

13.30 – 15.00

Social and Emotional Competence in the Primary Years / Chair: Milivoj Jovančević / Room 330

- The role of SEL in facilitating a smooth transition from Kindergarten to Primary School
  Valeria Cavioni, Roberta Renati, Maria Assunta Zanetti (ITALY)

- Under what circumstances do teachers offend their pupils?
  Dr. Eliezer Yariv, Gordon College of Education, Haifa (ISRAEL)

- RELATION OF PUPILS’ SOCIAL COMPETENCE AND SCHOOL SATISFACTION in Primary School
  Višnja Rajić (CROATIA)

Exploring Resilience / Chair: Carmel Cefai / Room 308

- Developing Transformative Schools: Resilience-focused education
  William Nicoll (UNITED STATES OF AMERICA)

- Ecosystemic Resilience-Focused Consultation in Greek-Cypriot Schools in Cyprus: Empirical Support for Meaningful Change in Educational Settings
  Anastassios Matsopoulos (GREECE)

- The correlation of preschool teachers’ resilience and their readiness to build children’s resilience
  Renata Miljević-Ridički, Dejana Bouillet (CROATIA)

Systemic Approaches to Social and Emotional Learning / Chair: Katherine Weare / Room 311

- Anchor Points Planting Approach: Effective implementation of social and emotional learning programs at school
  Reizo Koizumi (JAPAN)

- Family ART: Multifamily training by role play – a revelation of possibilities
  Johannes Finne (NORWAY)

Evaluation of Social and Emotional Learning / Chair: Paul Cooper / Room 315

- European Assessment Protocol for Children’s SEL Skills / EAP_SEL European Project
  Representatives from ITALY, SWITZERLAND, SWEDEN, SLOVENIA and CROATIA

- When instinct is not enough – the importance of evaluating the effectiveness of services for children and young people and learning from negative findings
  Anne-Marie Reid (IRELAND)

- Importance of Epidemiological Studies in Promoting Socio-Emotional Competencies in Schools
  Josipa Mihić, Miranda Novak, Josipa Bašić, Robert Nix (CROATIA and UNITED STATES OF AMERICA)

PATHS / Chair – Neil Humphries / Room 312

- The transferability of evidence-based programmes across countries and cultures: teachers’ views on the implementation of PATHS in English primary schools
  Ann Lendrum, Emma Stephens, Kirsty Pert, Craig Joyce (UNITED KINGDOM)

- The SEAK Project: An Update on the Rollout of PATHS in Canada
  Jean Hughes, Sophie Jacques, Noriyeh Rahbargi, Gail Gardiner, Meagan MacDonald, Keith Anderson, (CANADA)

- Nurturing teacher mindfulness to create a caring classroom
  Mark Greenberg (UNITED STATES OF AMERICA)
Recent research shows that self-regulation skills have important benefits for the success and well-being of children at school and in life. Children who can self-regulate are able to manage their thoughts, emotions and behavior. These skills help children learn and form a foundation for the development of social-emotional competence. Children beginning kindergarten with good self-regulation and social-emotional skills are more likely to be successful at transitioning into school, develop positive attitudes about school, and have higher grades and achievement in elementary school. While many young children, especially those growing up in poverty or with trauma, may not have the basic executive-functions, self-regulation and social-emotional skills to be successful even in preschool, research shows that these skills can be explicitly developed and improved with appropriate teaching and support. The Committee for Children, a US-based but globally-focused non-profit, has developed the Second Step Early Learning Program to increase children's school readiness and social success by building their self-regulation skills and social-emotional competence.

Core elements of this developmentally appropriate program are:

- Brain Builder Games designed to implicitly build the parts of their brains that help children focus their attention, use their memory, and control their behavior—skills known together as executive function skills.

- Explicit skill instruction and practice in four areas: Skills for Learning (focusing attention, listening, using self-talk, and being assertive to ask for help), empathy, emotion management, friendship skills and interpersonal problem-solving.

In this presentation, participants will learn about:

- The core skills and universal elements in the Second Step Early Learning Program

- How the program was translated into Turkish and the kinds of cultural adaptations that were made

- The process of piloting the program and what was learned through observing the program in action and talking with pilot teachers

- How these cultural adaptations represent common adaptations made by other countries
Social and Emotional Competence in Early Years

Social Scaffolding at Nido d’infanzia (3 months – 3 years).
From Actions to Strategies.

Elisa Guerra, University of Verona, Italy
Corresponding author: ellisa_Guerra_01@univr.it

Scientific research has shown that children are able to have empathic experiences and develop socio-emotional skills from an early age (Hoffman 1976, 2008; Yarrow & Waxler, 1977; Howes, 1988; Dunn, 1990; Brownell & Brown, 1992). Despite the recognized high quality of Italian services for early childhood (especially those of northern Italy), not enough has been written about the role that educators play in developing these skills and educational strategies designed to promote peer socialization. Supporting children to develop these types of competencies, both interpersonal and intrapersonal (Gardner, 2010), could be considered an investment not only for themselves (Denham, 2006), but for the future of the whole society (European Commission, 2011). The purpose of this research is to highlight those implicit aspects of educational work that, although contributing significantly to the quality of services, tend to remain hidden.

The aims of the study were:

- To determine the daily educational practices used to improve socialization between peers (explorative purpose);
- To build a body of social scaffolding strategies that can be used to assist and support caregivers’ practices.

Methods:

- **Participants:** 21 experienced caregivers working in 13 different nido d’infanzia in the provinces of Reggio Emilia and Modena (North Italy).
- **Data source:** open-question interviews were conducted in order to identify the strategies to improve peer socialization; semi-structured interviews were conducted to focus on themes and strategies which had emerged from the previous interviews.
- **Data analysis:** phenomenological-eidetic analysis.

Starting with the results which have emerged through data analysis, I have developed a training project to link the needs which emerged from data analysis with the existing literature, which will be presented in the paper.
Movement–based Intervention to Foster Social-emotional Competence (SEC) in Early Childhood

Dr. Elke Haberer, University of Osnabrueck, Germany
Nadine Madeira Firmino, NIFBE, Germany
Professor Renate Zimmer, University of Osnabrueck, Germany

Corresponding author: ehaberer@uos.de

The development of SEC and the related peer relationships in early childhood are an essential developmental task. They enable integration and participation in society, and are outlined as a learning objective in Lower Saxony’s ECEC curriculum. Social competences (interpersonal) are based on emotional competences (personal). The research question is: how can we promote the acquisition of everyday SEC through the medium of movement in kindergarten? This question involves both a theoretical basis – the relationship between body and mind –, as well as practical implications – which kind of physical activity, play and movement effectively improve the development of SEC. Furthermore, the project offers information about applied methods and the assessment of qualitatively and quantitatively superior methods.

Movement offers great potential for learning and experience (Spitzer, 2006). SECs like conflict resolution, becoming aware of and interpreting feelings of others, and regulating one’s own emotions in particular, seem to be fostered by joint action and movement (Asendorpf, 2004). Movement and play provide situations in which children use their own bodies to interact with those of others. The body gives direct feedback while in action (Zimmer, Dzikowski & Ruploh, 2007). Motor activities stimulate interactions, which foster the psycho-physical well-being of toddlers and preschool children.

This study investigates the connectivity and interdependency of movement and SECs. Theoretically, based on the model of social information processing proposed by Crick and Dodge (1994), the aim is to analyze the effectiveness of a movement-based SEC program in kindergarten and crèches in a pre-post design. In this longitudinal study we, as an inter-professionally working team, collected data on the social-emotional skills of 100 children from 17 kindergarten centres from the perspective of the kindergarten-teachers, parents, and the children themselves, including the SDQ (Goodman, 1997). The kindergarten-teachers received monthly training in promoting SECs in daily routines, over a period of ten months. The program is based on expert interviews with kindergarten teachers, who issued daily stress indicators based on children’s behavior, such as low frustration tolerance, poor ability to deal with conflicts, aggression, and reclusiveness.

The paper presents the main aspects of the program, highlighting its impact on education and social care, and presents the results of the post-phase data.
Exploring Social and Emotional Learning

What is Social Competence and what are the Effective Elements when Training?

Professor Knut. K Gundersen, Diakonhjemmet University College, Norway

Corresponding author: knut.gundersen@diakonhjemmet.no

Bodies of evidence confirm the correlation between lack of social competence and a long list of conditions like behavioral problems (DeRosier, 2004), poor academic performance (Durlak et al., 2007), depression (Tse & Bond, 2004) and loneliness (Jones, Hobbs, & Hockenbury, 1982).

Thus social competence seems to be one of the most important protection factors for developing these conditions. However, studies that measure results of social competence training are not always convincing. There have even been studies that warned on the potential risk of such programs because they can make troublesome youngsters to become even more refined in troubling others. Poor implementation of the program combined with unskilled trainers can also actually lead to an increase in maladaptive behavior instead of the opposite. Thus it is important both to identify the factors which are important in improving social competence and also to improve the conditions of the program itself, such as the quality of the implementation process, trainer education and generalization strategies.

Some of the key factors for developing such competency are the ability to make precise interpretation of cues, knowledge of implicit rules for behavior and of explicit expressed laws and norms within both one's own culture and within a society as a whole. In addition, social conflict usually leads to anger activation which reduces the ability of rational thinking. The ability of emotional regulation therefore is considered as an important part of social competence.

Beyond this, an awareness of specific positive characters also seems to operate as a preventing factor for treating other badly.

In the workshop some of these factors will be discussed and recommendations will be made on programs or part of programs that are directed towards these factors and how the format of training social competence may lead to a better self-efficacy.
Exploring Social and Emotional Learning

The Relationship Between Temperamentally Conditioned Need for Stimulation and Cognitive and Behavioral Components of Emotional Intelligence

Anna Matczak, Cardinal Stefan Wyszynski University in Warsaw, Poland
Katarzyna A. Knopp, Cardinal Stefan Wyszynski University in Warsaw, Poland

Corresponding author: kknopp@vp.pl

Emotional intelligence is not an innate characteristic, but it develops during the lifespan. According to some researchers, temperament is a factor which potentially lays the foundation for development of emotional abilities. Until now the relationship between temperament and emotional intelligence has not been much explored in empirical research. This paper attempts to broaden knowledge of the temperamental origins, foundations and development of emotional intelligence and presents the results of research which explores the relationship between emotional intelligence and temperament traits.

In this paper, emotional intelligence is defined in accordance with the model of Salovey and Mayer as a set of emotional abilities. Based on the work of Matczak, there appear to be two distinct components of emotional intelligence - cognitive and behavioral components. It has been hypothesized that each of these components has a different temperamental correlates. Previous research suggests that behavioral emotional intelligence correlates with the temperamental traits that determine a great need for stimulation. The cognitive component of emotional intelligence correlates with little need for stimulation. It is reasonable to assume that having a temperament with a high capacity for processing stimulation is likely to cause an individual to engage in a greater degree of social activity which in turn can facilitate the development of emotional intelligence. On the other hand, it is also possible that a low capacity for processing stimulation can be associated with greater concentration on other people and relations with them, and this way contribute to the development of some emotional abilities.

The study involved 100 students aged 19 to 26 years. In order to measure emotional intelligence tools including PKIE (Popular Questionnaire of Emotional Intelligence), DINEMO (Two-Dimension Emotional Intelligence Inventory) and INTE (polish version of questionnaire by Schutte and co-workers) were used. Temperament was measured by FCZ-KT (Formal Characteristics of Behaviour – Temperament Questionnaire) and PTS Temperament Survey.

To date analysis has focused on the correlations between temperament and emotional intelligence.

Results are currently being analysed and will be presented during the presentation.
Exploring Social and Emotional Learning

The Diffusion of Social and Emotional Learning Interventions: A Dynamic Model of Interventionism?

Rhiannon Evans, Cardiff University, United Kingdom
Simon Murphy, Cardiff University, United Kingdom
Jonathan Scourfield, Cardiff University, United Kingdom

Corresponding author: EvansRE8@cf.ac.uk

Social and emotional learning (SEL) has become an international public health priority, leading to a proliferation in school-based interventions. However, these interventions are characterized by low levels of implementation and lack of routinisation. Rogers’ (2003) diffusion of innovations provides a useful theoretical framework for conceptualizing and addressing these issues, by identifying five key interrelated phases of diffusion: knowledge; persuasion; adoption; implementation and confirmation. This paper explores how the process of diffusion may preclude the implementation of whole school SEL interventions within real world settings.

This study is a qualitative case study of a school based SEL intervention in Welsh secondary schools (age 11-16), the Student Assistance Program (SAP). The intervention takes a whole school approach, with an embedded student support group for additional SEL requirements. Qualitative case-study research was conducted across four contrasting SAP school sites (Free School Meal 10%-36%). Data sources discussed in this paper include in-depth interviews with programme stakeholders (n=15) and participant observation (n=31 sessions).

Results suggest that implementation levels of the Student Assistance Programme are extremely low due to a heavily ruptured and fractured diffusion process. This is primarily due to schools’ expression of intervention needs at the adoption phase, causing programme reinvention and reduction to the student support group. Demand for this reduced intervention relates to: 1) the trialability of a small targeted programme 2) the compatibility of a targeted programme with espoused educational discourses 3) the peripheral position of the SEL agenda within educational priorities 4) emotional detachment from interventionism.

This paper highlights the need to move beyond the treatment of low implementation or discontinuance as discrete problems of static intervention points. Rather they need to be conceptualised as part of a more complex and dynamic process of diffusion, whereby interventions are reinvented through the expression of both individuals’ and organisations’ needs and choices.
Exploring Resilience

Translating Resilience Research into Practice: Rethinking our Paradigm for child/adolescent Problems

Dr William G. Nicoll, Florida Atlantic University, USA
Corresponding author: nicoll@fau.edu

The medical field has coined the term, translational research, to refer to the process of facilitating the practical applications of empirical research discoveries to the development and implementation of new ways to prevent and treat diseases and disorders. The goal of translational research is to provide practitioners with the latest information from research efforts in a practical, useable format. In education and the mental health fields vital knowledge also too often remains with the researchers and is not readily available to those ‘front line’ professionals who are in the best positions to help children, adolescents as well as parents and teachers.

This paper will strive to translate the most recent research findings on child/adolescent adjustment difficulties and the implications for improving preventive and treatment interventions. The findings make it quite clear that the bio-neurological paradigm of the DSM, ICD and Special Education classifications systems are seriously flawed and possibly counter-productive.

There is also a rapidly growing body of empirical research on what has been variously termed resilience, positive psychology, wellness, health promotion, strengths-based psychotherapy, social capital, social-emotional competence and, emotional intelligence. From a mere 24 research articles on resilience during the 1980’s, the research grew to over 735 studies in the 90’s and this figure was better than doubled in the past decade and continues to grow. This research supports the premise that promoting resilience-focused interventions including developing social-emotional competence is an effective method for preventing later life problems. Specific strategies of what has been termed “turnaround teachers” have been identified that move children from a path of failure to success. Equally important, the research suggests that the development of essential social-emotional competencies is associated with the availability of family, school and community environments which have certain positive, supportive characteristics. Changing the life trajectories of youth from maladjustment and failure to positive emotional, cognitive and social adjustment lies primarily in changing the beliefs and behaviors of the entourage of adults surrounding the child/adolescents, including parents, educators, friends, family and community leaders.

This paper will review the research questioning the current paradigms embraced by western cultures and the new, resilience related research which has more global applications for children, families and schools. This research will then be translated into practical applications for promoting positive adjustment and school performance.
Exploring Resilience

A Socio-Ecological Analysis of Resilience in Adolescence for Children from Disadvantaged Communities

Dr Erica Joslyn, University of Suffolk, UK

Corresponding author: e.joslyn@ucs.ac.uk

Adolescence is an important stage in human development. Building resilience and effective emotional competence during adolescence could be instrumental in achieving success in adult life. In this paper, it is argued that exploring the challenges of social and emotional development from a socio-ecological perspective will improve our understanding of the nature of conflicts and balances that shape experiences during adolescence for those from disadvantaged backgrounds. This exploration adopts a socio-ecological approach to connect insights into adolescence and disadvantage in relation to building resilience and emotional competence.

Acknowledging the wide range of socio-ecological factors that can impact on capacity to build resilience and emotional competence this paper explores this relationship at three theoretical levels:

(i) the centrality of individual agency (micro level) in building resilience and emotional competence;
(ii) the challenges of multi-structural engagement (meso level) in building resilience and emotional competence;
(iii) the impact of life space configuration (historical and cumulative factors) (macro-level) on capacity to build resilience and develop emotional competence.

This paper explores the context and impact of disadvantage on building resilience and emotional competence in a rapidly changing world. Generally, our understanding of contemporary social influences during adolescence is evolving. Significant in this evolution are, on the one hand, increasing global influences, whilst, on the other hand, perceived fragmentation of influence within local communities. In addressing these three theoretical levels, this paper reflects on significant changes in society and family functions and structure in response to downward socio-economic trends which disproportionately impacts on disadvantaged communities. The impact of the global downturn has affected family life in both developed and developing countries and as a consequence there is significant international concern about high and rising youth unemployment, falling education attainment, and the impact of social-exclusion for large groups of young people.

This paper explores challenges at all levels of this socio-ecological analysis and argues that the structural disadvantages (exacerbated by the current downturn in the worldwide economy) associated with building resilience and emotional competence can contribute much more to these problems compared to differences in education attainment – especially within this age of the global worldwide web.
Exploring Resilience

Locus of Control as a Factor of Resilience to Stressful Life Events and a Predictor of Wellbeing

Marija Šarić, University of Zagreb, Croatia
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In subjective wellbeing studies, we differentiate between an approach based on objective indicators and an approach which emphasizes subjective elements of wellbeing. The objective approach is based on various socio-demographic factors. However, they denote a relatively small percentage of subjective wellbeing variance. Subjective indicators are better predictors of global life evaluation than objective indicators, while an individual can best assess his/her happiness and life satisfaction. Subjective wellbeing consists of an affective component (mood and emotional reactions to events and situations) and a cognitive component (global satisfaction with life). The relative percentage of time in which individuals feel a positive affect as opposed to the time when they feel a negative affect is a good indicator of subjective wellbeing. The cognitive component refers to an evaluation where an individual assesses his/her life according to a unique set of criteria and values. Studies that analyse the differences between "chronically" happy and unhappy people in the context of the cognitive process show that "chronically happy" people experience negative life events to an equal extent that "chronically unhappy" people do, but they interpret these events and conditions in different ways. Considering the connection between cognitive mechanisms and subjective wellbeing, De Neve (1999) highlights as relevant characteristics the locus of control and resilience. Commonly, individuals with an internal locus of control are more resilient to social influence, more independent, more accomplishment oriented, less anxious, more successful in solving life problems, better adapted and generally more satisfied with life than individuals with an external locus of control.

This paper aims to examine whether an internal locus of control acts as a factor of resilience to stressful life events, and the extent to which subjective wellbeing can be predicted based on the locus of control. We also seek to determine the extent to which subjective wellbeing can be explained by socioeconomic status as an objective indicator. We also explore the interconnections of subjective and objective indicators of subjective wellbeing, the locus of control and stressful life events. The research was conducted on a sample of N=105 first-year preschool student teachers at the Faculty of Teacher Education Zagreb, Croatia. Assessments of general life satisfaction were examined with the Satisfaction with Life Scale - SWLS (Diener et al., 1985). Assessments of positive/negative experiences were obtained through the Scale of Positive and Negative Experience – SPANE (Diener and Biswas-Diener, 2009). The locus of control was examined with the Locus of Control Scale (Rotter, 1966) while the number of stressful situations was assessed with the Questionnaire of Stress (Cox and Bentovim, 2000). To determine the correlation between the variables, we use a correlation analysis, and to predict the locus of control and socioeconomic status in explaining subjective wellbeing, we use a multiple regression analysis.
Promoting Social Emotional Learning among Pre-schoolers in Chinese kindergartens: A Feasibility Study of Preschool PATHS Implementation in Hong Kong

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Social-emotional learning (SEL) can be taught to pre-schoolers. This paper describes a pilot trial of the Pre-School PATHS Curriculum (Domintrovich, Cortes, & Greenberg, 2007), a US-developed evidence-based SEL program designed for pre-schoolers, among kindergartens in Hong Kong SAR (China).

131 students in five kindergarten centres students participated in the study. Pre-School PATHS lessons were adapted and translated into Chinese. Teachers in 2 intervention kindergartens attended a 2-day training workshop led by a PATHS trainer, and later learned and adopted the PATHS lessons in their teaching. Students in these classrooms learned about different emotions (Feeling Units) and practiced self-control (Turtle Units).

The intervention lasted four months. After the intervention, students showed improvement in emotion regulation and pro-social behaviors, and a decrease in their internalizing behaviors, whereas children in the control kindergartens showed a decrease in pro-social behaviors and a slight increase in both externalizing and internalizing behaviors. Teachers in the intervention kindergartens reported a high degree of satisfaction and willingness to adopt the intervention.

The present pilot study is the first of its kind conducted in Hong Kong, and the idea of teaching SEL to young children in preschool is new to local early childhood education sector. Discussion is focused on the relevance of SEL training for pre-schoolers and factors that could shape the adoption and implementation of SEL programs within local early education settings.
On-going external support by trained specialists is increasingly being seen as a useful strategy to enhance the implementation quality of school-based social and emotional learning interventions (Domitrovich et al., 2008). This support can include modelling, co-teaching and feedback on lessons, provision of training for wider school staff, workshops and other activities for parents, and any other activities that help to ensure programmes become embedded in school life. Previous research has found that positive perceptions of training and coaching were associated with higher levels of implementation dosage and quality (Greenberg, Domitrovich, Small & Jacobson, 2009). Implementation support is an integral part of the Promoting Alternative Thinking Strategies (PATHS) curriculum (Greenberg, Kusche, Cook & Quamma, 1995). However, this type of support is not prevalent in the English education system. This paper will provide a preliminary exploration of the opportunities and challenges of the PATHS implementation support system in the context of a major randomised controlled trial in Greater Manchester, in which the authors are providing on-going support to schools.

Domitrovich (2008) outlines an ecological systems model of factors that affect implementation quality. Drawing on the individual and school levels of this model we will use thematic analysis to explore teacher and PATHS psychologist perceptions and experiences of this aspect of the implementation support system. Data will be derived from:

- Teacher interviews (N=38)
- Factors Affecting Implementation survey (completed by teachers) (N=85)
- PATHS Psychologists’ field notes (N=3)

As support models are seen to be an important determinant of the implementation quality of some social emotional learning programmes, it is important to establish the views of teachers in England on the value and effectiveness of this approach. Additionally, it is vital to understand the challenges that must be overcome and the opportunities which can be embraced, in order to enhance the support role in an English context.
Examining the Relationship between Risk Indicators and Effectiveness of PATHS Program

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Children who enter school with cognitive and social-emotional delays are at risk for behaviour problems, negative relationships with teachers and peers, academic underachievement and other behavioural problems (La Paro & Pianta, 2000; Vitaro et al., 2005). Social and emotional skills buffer these types of risk factors by enabling children to engage in school, follow classroom rules, and relate effectively to teachers and peers (Zins et al., 2004). PATHS program - Promoting Alternative Thinking Strategies (authors: Mark Greenberg and Carol Kusche) is one of the most successful school-based programs of universal prevention focused on the development of social-emotional competencies in children and the prevention of behavioral and emotional problems.

The study whose results will be presented in this paper was conducted during the project “Implementation of scientifically-based prevention programs focused on social and emotional learning through scientific evaluation and application in Croatian schools and kindergartens”. The project was financed by the World Bank and led by the University of Zagreb, Faculty of Education and Rehabilitation Sciences (project leader: Josipa Basic, PhD). During the project PATHS was implemented in 30 first grade classrooms in Croatia. In the period from June 2010 until June 2012, control randomized study of school PATHS curriculum was conducted and its results will be presented in this paper. The impact of PATHS program was examined on a sample of 600 students for whom information on their socio-emotional competencies, adaptation, behavior and cooperation among peers in the classroom was collected by their teachers and through the direct interviews.

The paper will present the results of PATHS program effectiveness study, with a special accent on the analysis of the program impact on the “higher risk” children. Data analysis has shown that children who were involved in the program, have better learning behaviours, express more pro-social behaviours, have better emotion regulation and less depressive/withdrawn symptoms compared to children from the control group. However, the analysis has also shown that children who are at the “lower” risk benefit more from the program than “higher” risk children. Within the sample, 36% of assessed children were detected as being at “higher” risk. On the basis of these results, the possibilities of universal prevention programs in developing socio-emotional skills of “high” risk children will be problematized. Recommendations for improving the socio-emotional skills of higher risk children will also be presented.
Symposium: Promoting Resilience and SEC in Primary Schools: Good Practice from the European Union

Carmel Cefai and Paul Bartolo, University of Malta
Anastassios Matsopoulos and Mariza Gavogiannaki, University of Crete, Greece
Assunta Zanetti, Roberta Renati and Valeria Cavioni, University of Pavia, Italy
Renata Miljević-Ridički, Tea Pavin Ivanec and Marija Šarić, University of Zagreb, Croatia
Birgitta Kimber and Charli Eriksson, Orebro University, Sweden
Celeste Simoes and Paula Lebre, Technical University of Lisbon, Portugal

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This symposium is based on a collaborative project on the development of a resilience curriculum for kindergarten and primary schools in Europe by six European countries. The symposium will present a resilience framework curriculum developed collaboratively by the partners. Researchers from Croatia, Greece, Italy, Malta, Portugal and Sweden will make brief presentations of good practices in the promotion of resilience and social and emotional learning initiatives in their own respective countries, focusing on both universal interventions and interventions targeting specific groups or communities, with a particular focus on early and primary school years.
The Role of SEL in Facilitating a Smooth Transition from Kindergarten to Primary School

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Kindergarten school entry represents the child’s first environment to socialize outside of the family context and is characterized by particular developmental tasks that children must face. The pre-schooler is expected to be able to understand and interpret his/her own and other’s emotions (Carter, 2002); practice emotional coping strategies (Parker & Gottman, 1989), and build and maintain positive social relationships with peers (Denham, 2006; Howes, 1987; Waters & Sroufe, 1983). The transition from kindergarten to primary school also represents a critical stage in the social and emotional development of young children (Denham, 2006).

Recently, social-emotional learning (SEL) programs have received considerable attention as instruments to improve social-emotional skills (Zins et al, 2004; Durlack et al. 2011) but attention to the role of SEL programs in the kindergarten to primary school transition has been rather scarce.

This paper presents the findings of a longitudinal quasi-experimental research study which examined the effectiveness of a SEL program on the children’s emotional skills; behavior problems; emotional distress, and pro-social behavior. The sample included 57 children (mean age=76.91 months at the pre-test) divided into an experimental group (n = 31) and a control group (n = 26). Participants were tested at pre-test and post-test during the last year of kindergarten. The following measures were used: TEC (Pons et al., 2000); teacher and parent versions of the SDQ (Goodman, 1997), and SCBE (Lafreniere & Dumas, 1996). Participants were re-evaluated during the first year of primary school in two waves (12 and 18 months from the pre-test).

ANOVA for repeated measures showed that the program had an impact on the improvement of socio-emotional skills mainly during primary school, while the control group showed a significant decrease in social competence.

The findings of the study are presented and the implications for school practice are considered.
Under what circumstances do teachers offend their pupils?

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Despite the open and caring atmosphere in schools, and despite strict legal guidelines and clear social norms, teachers often insult their students. According to frequent international and national surveys, one quarter of school children report that their teachers have offended them verbally and report being offended physically within the previous month. These quantitative studies do not identify the circumstance and the interpersonal dynamics in which such unfavorable situations occur. In the current qualitative study, the authors’ students interviewed a heterogeneous convenience sample of 72 first through 12th grade students who were asked whether a teacher had hurt them lately, under what circumstances and how it ended.

Findings: most of the cases occurred within the public sphere of the classroom when the teacher responded to a student’s action. Almost all the cases involved exaggerated and humiliating remarks, whereas only two cases of physical attacks and no sexual harassment incidents were recorded. The cases varied in many aspects: they were carried out by homeroom teachers and subject matter teachers alike; in half of the cases student-teacher relations prior to the occurrence were good (but were immediately destroyed afterward); all the children reported being surprised by the incident; about half of the students reported being paralyzed, while half turned to assistance from other staff members or called their parents; when parents objected, most of the teachers recognized their mistake and apologized.

Most of the incidents reported by the pupils had occurred months and years before the interview (and not during the previous month). In contrast to the quantitative data, it appears that pupils are minimally offended emotionally by their teachers, presumably because they have grown ‘accustomed’ to their teachers’ harsh responses and manage to defend themselves with a protective shield soon after the attack. I argue that, in most cases, teachers are skillful and sensitive enough to adjust their responses to the specific circumstances and the child’s personality. The dynamics which stem from mutual misperceptions and biases comprise several consecutive stages: it begins with the child’s unintended act (e.g. coming late) of which he/she is unaware of its potential to interrupt the lesson; the teacher feels offended and decides to respond accordingly; the teacher’s exaggerated response finds the child unprepared, thereby surprising him/her and causing him/her to respond with silence; this immediately terminates the interruption and the teacher gets confirmation that his response was effective. However, when confronted by the child’s parents, they are made to realize their mistake and apologize. The presentation will provide some practical recommendations regarding how to train pre-service and veteran teachers to prevent such unfavorable dynamics.
The Relationship Between Pupils’ Social Competence and School Satisfaction

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It has been shown that school satisfaction effects pupil’s wellbeing and engagement in school (Reyes and Jason 1993). Also, social competence is a base for personal and social success (Hoskins and Deakin Crick, 2010). Smith, Edmonds, and Naylor (1992) found the existence of relation between school success and social skills of the pupils. The aim of the research reported in this presentation was to find out if there are correlations between social skills and school satisfaction of the pupils.

This paper presents some of the findings from an action research study carried out in 4 schools. In this study the social skills of the pupils (N = 106) were evaluated by their teachers using the Social Competence Scale - Teacher Version (CPPRG, 1990). The questionnaire consists of 3 subscales: pro-social/communication skills; self-regulation skills, and academic skills. At the same time pupils evaluated their satisfaction with school using the questionnaire devised by Galton et al. (2003). The questionnaire consists of 3 subscales: misery/loneliness; school satisfaction, and classroom climate.

Correlations between development of social competence and school satisfaction were found. Academic skills show highest negative correlation with misery/loneliness in school (r = -.547) as well as the highest correlation with school satisfaction (r = .361). The Kruskal-Wallis test indicated that the level of social competence influences student evaluation of school satisfaction and misery/loneliness in school but not classroom climate.
Calls for new, innovative school practices and educational reforms have been relatively constant over the past century in all nations around the world. However, as Kliebard (1990) noted in his review of educational reform efforts, “little has changed”. True education reform in our rapidly changing, global society requires moving beyond mere innovative changes in daily practice and toward the implementation of more comprehensive and transformative, systemic changes. Transformative change involves the adopting of a fundamentally a new paradigm for education. Paradigm shifts lead to qualitatively different solutions that propel us on to distinctly different levels of understanding, functioning and productivity. Initiating transformative change however, is never easy because the natural tendency of all systems is to resist change and maintain homeostasis. As noted by one of the foremost transformative leaders, Dee W. Hock, Founder and CEO of VISA, who stated:

“the problem is never how to get new, innovative thoughts into your mind, but how to get old one’s out; every mind is a building with archaic furniture, clean out a corner of your mind and creativity will instantly fill it”.

The Resilience-focused, transformative schools paradigm provides a research based, conceptual framework for achieving what Vaclav Havel referred to as “the most important thing is a new concept of education... schools must lead young people to become self-confident, participating citizens”. Based on research evidence from across multiple fields of study, including education, child development, psychology, and workplace readiness, a comprehensive and systemic conceptual framework for re-thinking our educational practices around the world and their underlying assumptions is provided. The concept of resilience is suggested as the key to broadening our focus and transforming schools. Resilience moves us from asking the old questions of, “What is wrong with our students or with our schools?” and instead asking, “What factors does the research evidence indicate as being most conducive to fostering healthy student development, higher achievement and enabling youth to overcome obstacles and setbacks in life to become responsible, contributing and productive members of our global society?” Resilience research points to two primary, inter-related factors as leading to the development of resilient youth:

1) developing essential social-emotional competencies
2) providing positive, supportive social environments in the home, school and community.

Research indicates that when these factors are present, the result is improved school climate, higher academic achievement, improved pro-social behaviors and decreases in drop-out rates, bullying, substance abuse and emotional-behavioral adjustment disorders among youth. This workshop will assist participants to rethink their tacit assumptions about the purpose of schooling, the characteristics of effective schools, and intended education outcomes and then provide a research based conceptual framework for developing transformative schools and resilient youth. Practical strategies for creating positive, supportive school environments and developing social-emotional competencies in youth will also be delineated and demonstrated.
Exploring Resilience

Ecosystemic Resilience-Focused Consultation in Greek-Cypriot Schools in Cyprus: Empirical Support for Meaningful Change in Educational Settings

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This paper presents a new model of school-based consultation, namely Ecosystemic Resilience-Focused Consultation. The Ecosystemic Resilience-Focused Consultation (ERFC) model is philosophically based on various theoretical perspectives such as: Systems theory; an ecological model of resilience; Bronfenbrenner’s ecological model of understanding human behavior; ideas from empowerment theory (Rappaport, 1981), and is firmly grounded in a modified mental health consultation model in schools (Meyers, 1973, Meyers, Parsons and Martin, 1979, Meyers, 1995). The model involves school psychologists engaging in collaborative consultation with teachers in order to build teachers’ skills, knowledge, self-confidence through directly or indirectly helping them to manage their negative emotions (e.g stress), The intention is to enable them to be more resilient and thus more effective in teaching all students, but especially students with learning and social-emotional problems. The ERFC has been implemented in more than hundred Greek Cypriot schools in Cyprus through the work of twelve school psychologists trained in the model.

The first year’s (2010) empirical data produced the following findings:

1. High overall teacher satisfaction with the ERFC model.
2. Significant reduction in teachers’ stress due to the new model vs. the traditional assessment placement philosophy.
3. Overall teachers found consultation helpful to their work.
4. A significant percentage of teachers reported change in their attitude and perceptions about students and their problems.
5. Skills, knowledge, self-confidence, a deeper & more objective understanding of the students’ problem and management of negative emotions of teachers all improved due to ERFC.
6. A significant drop (25%) of referrals in the Greater Larnaka school district was documented, a strong indication that the pre-referral intervention approach using consultation reduced significantly the number of referrals for assessment of children.

School psychologists’ overall satisfaction was high with the ERFC model and qualitative data about the factors promoting and obstructing the consultation model was generated.

This study demonstrates that for the first time in the Greek-Cypriot schools, there is empirical support for the introduction of a consultation model in delivering school psychological services. This model has had a positive impact on teachers and it has the potential to bring meaningful systemic and organizational changes in schools. It is concluded that teachers reported higher satisfaction with the ERFC model than with versus the traditional assessment model due to the fact they have meaningful support from school psychologists to resolve students’ problems fast and effectively. Applications of the above empirical data for schools systems and systems change are offered in the conclusion to the presentation.
Exploring Resilience

The Correlation of Preschool Teachers’ Resilience and their Readiness to Build Children’s Resilience

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It is well known that the early promotion of self-esteem and self-efficacy; the exercise of self-control; the ability to solve problems, and social competences generally enhance the management of change, crises and problems. This suggests that the central issue for successful development is resilience – the ability to rebound from crisis through strengths under stress to overcome life’s challenges. Early prevention programmes can increase resilience in children. Since early childhood institutions are important educational organisations with a strong influence on a children’s development, they can play an important role in the development of resilience in young children. Critical to the successful implementation of such programmes is the system of support which includes institutional support as well as the preschool teachers’ readiness for their implementation.

Several components are presented in the literature which are connected with the implementer’s readiness to build resilience in children. These components include the preschool teachers’ competences, attitudes about the necessity and the effectiveness of the programme, time constraints to deliver the programme, and attitudes concerning responsibility for developing children’s resilience. Our opinion is that the level of resilience of preschool teachers who educate young children is also an important component for the success of these activities. However, no indicator on the possibilities of developing young children’s resilience in Croatian kindergartens is yet available. Consequently, the purpose of this paper is to present some preliminary results of research conducted at the Faculty of Teacher Education in Zagreb.

The main goal of the research is to investigate the correlation between the resilience of preschool teachers and their readiness to be involved in building children’s resilience. Participants in the research are Croatian preschool teachers working in Croatian kindergartens (n = 150). They completed two questionnaires. The first one was the Rating Scale for Adult Resilience which measures the level of personal competence, social competence, family coherence, social support and the personal structure of teachers. The second one was the Questionnaire on the Readiness of Preschool Teachers for Developing Children’s Resilience, which measures teachers’ attitudes, willingness and competences to lead such programmes.

The data from both instruments were subjected to factor analysis. The resilience of preschool teachers, as well as their readiness to be involved in building children’s resilience, is described and correlations between preschool teachers’ resilience and their readiness to develop children’s resilience is also analysed. The various ways that preschool teachers’ resilience impacts on their everyday work are discussed.
Promoting children’s social and emotional competence is one of the most essential factors in children’s school adjustment and future development. Social and emotional learning (SEL) programs have been developed in many countries in the past 20 years. Implementation of those programs, however, has not been always easy, even if they are evidence-based effective interventions. The author proposes Anchor Points Planting Approach for effective implementation of SEL programs at school. An anchor point is defined as an element that facilitates transaction between the person and the environment (Koizumi, 2000). This concept is also applicable in a situation to introduce an element (i.e., an SEL program) and structuring a system (i.e., environments in which children live) around or based on it.

1) Microsystem in Ecological System Theory (Bronfenbrenner, 1979) refers to peers, school, and family. First, we need an SEL program. Secondly, teachers and parents are also important anchor points to introduce and carry out the program in school and family. Without these anchor points, SEL programs do not work at all. This means that teacher education and parents’ training should be more emphasized when introducing SEL programs.

2) Mesosystem means relations between microsystems. Cooperation among classroom teachers in the same grade can be significant anchor points in promoting children’s social and emotional competence. Responsibilities of the social development coordinator in a school are essential to the success of SEL program implementation, because the coordinator plays a very important role in staff development and in facilitating the cooperation among them. Furthermore, partnerships among school, family, and residential communities can be useful anchor points in producing the development of children’s social and emotional competence.

3) Exosystem includes boards of education in different levels such as towns and cities, counties, and prefectures. They can settle SEL curricula and have authority to control schools in their implementation process. School systems are different from each other among countries in the world, and thus we need actions by administrators in charge as well as policy makers.

4) Finally, Chronosystem describes the culture in which children live. Cultural differences in social-emotional skills training have not been examined enough and this will be one of the future tasks in SEL program implementation. Some examples in Japan are discussed in terms of Anchor Points Planting Approach.
Systemic Approaches to Social and Emotional Learning

Family ART: Multifamily Training by Role Play – a Revelation of Possibilities

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It is challenging for children and youth to change behavior if their environments not are participating in their changing project facilitating better outcome of new behavior than the old behavior, which is supposed to be replaced. It is critical that training in social competencies programs, such as ART (Aggression Replacement Training), is strengthened with preparing of other arenas. Family ART is a program designed to improve the generalization process at home, to increase the likeliness of transferring new skills to the everyday life together with siblings and parents.

The Family ART program calls for groups, consisting 4-6 families, once a week and involve a series of 10 sessions, each lasting 2 ½ hours. Role play, positive feedback and focus at transfer training are key elements of the program. Both own role plays and observing other families’ role playing might add new skills to the family repertoire. The Family ART program is perfectly designed just to stimulate and develop cooperation in the meaning of creating the possibility of simultaneously developing and building of the collective self-efficacy belief. Because the trainers are more stimulating than controlling, the changing can occur from within the family. This is crucial for the developing of interaction in a way that makes it useful for the children and youth to act as they are supposed to according to what they are learning in ART.

Preliminary research in the programs origin country of Canada gives promising result which will briefly be presented.

This workshop will give a brief overview of the program and a presentation of some practical key elements. Participants will learn theoretical foundation of the program and practical facilitating of multifamily groups in which families with problem behavior will create new problem solving skills.
This paper presents a project called European Assessment Protocol for Children’s SEL Skills, included in the 2012 European Funding Programme in the Field of Education and Learning, known as Lifelong Learning Programme (2007-2013 LLP). It is coordinated by the University of Perugia (Italy) and envisages the contribution of a partnership composed of different countries: Croatia, Slovenia, Switzerland, Sweden and Italy (University of Udine). The milestones of this project are the introduction of the Social Emotional Learning (SEL) in the teacher training programmes and the creation of a standardized assessment tool that will allow the definition of precise evaluation guide-lines for SEL skills in children. Moreover, the project aims to introduce a changing of attitude in the daily teaching-learning practice.

Involved in the EAP-SEL project are students and teachers from primary schools of the 5 partner countries. In every country 10 first grade classes (school year 2013/2014) will be selected, in order to start the intervention of social emotional learning (experimental classes). Other 10 first grade classes will be the control group. The classes will be selected on the basis of specific criteria and the resulting target group will be made up of about 1,000 students of primary school.

Teacher assessment and direct children assessment will be made relatively to SEL competencies and behavioural outcomes; the obtained data will help to assess the effectiveness of the experimental intervention carried out in class. The experimental activities will last 24 months and will take children and teachers through first to second class of primary school under a continuous monitoring.

The most innovative elements of EAP-SEL project result in the proposal of a “SEL European model” and the establishment of a “European Committee” that will periodically supervise the state of the art of SEL in Europe, fostering its diffusion and sharing.
This paper will present a case study based on the experience of disseminating the findings from an evaluation of a Pro-Social Behaviour programme entitled Mate-Tricks. Mate-Tricks was piloted with nine and ten year olds living in a disadvantaged community in Dublin over a three year period. It aimed to enhance children’s social skills through an after-school programme delivered by youth workers. Mate-Tricks consisted of child only, parent only and family components which were delivered over the course of the academic year. It was a bespoke programme which was developed combining elements from two evidence based programmes, namely Strengthening Families and Coping Power.

Mate-Tricks was evaluated through a rigorous process which included a randomised controlled trial and process evaluation which were conducted by an independent team from the Centre for Effective Education in Queens University, Belfast. The research team found that the programme had no impact on 16 of the 21 intended outcomes and had a negative effect on a further two of these. As a result of the evaluation, delivery of the Mate-Tricks programme was ceased immediately.

The paper will focus on the management of the negative evaluation findings. It will look at the processes used to ensure that all of the relevant stakeholders were informed of the results in a sensitive and timely manner. The authors will also discuss the process of delivering a negative message to a group of stakeholders who had a strong investment in the programme and felt that it was making real change in the children’s lives. It will detail the management of the relationship between the research team, the commissioning organisation and the front line staff engaged in programme delivery. The paper will conclude with a discussion of the importance of evaluating services to ensure they are meeting their intended aims, and how this experience has shaped discussions with policy makers.
The Evaluation of Social and Emotional Learning

Importance of Epidemiological Studies in Promoting Socio-Emotional Competencies in Schools

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The aim of this paper is to problematize the importance of epidemiological studies in the process of planning a strategy for mental health promotion and prevention, especially for promotion of socio-emotional competencies in schools. Epidemiology provides basic information that can be used to identify where and what kind of prevention is needed and to monitor the impact of preventive interventions. In order to be of use in the prevention of mental, emotional and behavioral problems, epidemiology must provide information about which individuals are at risk for emotional or behavioral problems (O’Connel, Boat and Warrner, 2009, Durlak et al., 2011). Recent publications on socio-emotional competencies in children emphasize that promotion of social development reduces risks for mental problems and for poor school achievement (Denham and Brown, 2010).

This paper will present results from the study of numerous risk indicators and symptoms in the cohort of primary school children. Within the project “Implementation of evidence-based prevention program of socio-emotional learning through science evaluation and its application into Croatian kindergartens and primary schools (PATHS-RASTEM)” which was conducted from 2010 to 2012 (project leader: professor Josipa Basic), a sample of 600 children was assessed with a battery of measures for the evaluation of wellbeing and mental health. Appraisal of children’s status included symptoms of hyperactivity, inattention, conduct problems, emotional problems, relationships with peers, symptoms of aggression and oppositional behavior, adaptation towards the school and learning demands, as well as the level of social skills and emotional regulation.

Since research of prevalence studies in Croatia are rare, the importance of the research lays in the fact that epidemiological background and data should be considered as an important guide for mental health promotion and prevention field. Since children are easily reachable within school context, such research should provide information about the risks in the population and assure direction for interventions which could reduce prevalence of these symptoms. Going from Croatian to international context, such studies assure evidence-based positioning of programs for socio-emotional development of children, and should be used for the advocacy of the socio-emotional competencies and the inclusion of socio-emotional learning within regular school curricula.
The Transferability of Evidence Based Programmes Across Countries and Cultures: Teachers’ Views on the Implementation of PATHS in English Primary Schools

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The Promoting Alternative THinking Strategies (PATHS) Curriculum (Greenberg et al 1995) is a universal programme for the promotion of social and emotional competencies in children aged 6-12. PATHS is a manualised, curriculum-based approach, designed to be delivered by class teachers during regularly timetabled lessons two-three times per week. Evaluations of PATHS in the US, where the programme originated, have repeatedly demonstrated its effectiveness and it has been designated as a ‘model programme’ by Blueprints for Healthy Youth Development. Following its success in the US, PATHS has been adopted by schools across the world, most notably in Europe and Australia. For all evidence-based programmes, however, questions remain about transferability across countries and cultures and it cannot be automatically assumed that imported interventions will demonstrate the same levels of effectiveness as in their country of origin (Ross et al 2011; Hutchings, 2012; Little et al 2012).

The University of Manchester is conducting the first major randomised controlled trial of PATHS for children aged 7-11 in primary schools in the North West of England. The aims of the trial are to determine the impact of PATHS on a range of outcomes for children and to assess the role of implementation variability in mediating these outcomes. Research has consistently shown that schools typically fail to implement programmes with fidelity (that is, as intended by the developers), and that this is likely to negatively impact upon the achievement of the expected outcomes (Durlak & DuPre, 2008). Lower levels of fidelity may be due to intentional adaptations as implementers seek to improve the ‘goodness-of-fit’ between the programme and their own needs and contexts, or may result from barriers to implementation at programme, organisation or implementer levels (Lendrum, 2012). Several of these barriers, including implementer beliefs about the social validity of an intervention, implementer and participant responsiveness to the resources, and congruence between the demands of a programme and pedagogic style, may be particularly important when implementing imported programmes.

This presentation focuses on the processes of implementation of PATHS in schools in the first six months of the trial. Drawing on qualitative data from observations of PATHS lessons (N = 70) and teacher interviews (N = 70), we use thematic analysis to examine teachers’ attitudes towards the adoption and implementation of PATHS. The extent to which these may be influenced by the origins of PATHS will be explored and the relationship to quality and fidelity of implementation examined.
Promoting Alternative TThinking Strategies

SEAK Project: An Update on the Rollout of PATHS in Canada

Dr Jean Hughes, Dalhousie University, Canada
Dr Sophie Jacques, Dalhousie University, Canada
Dr Noriyeh Rahbari, Dalhousie University, Canada

Gail Gardiner, CMHA NS (Canadian Mental Health Association of Nova Scotia, Canada)
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SEAK (Socially and Emotionally Aware Kids) is a national 4-year project of the Canadian Mental Health Association NS Division (CMHA NS) in partnership with Dalhousie University, funded by the Public Health Agency of Canada. The overall goal of the SEAK project is to roll out, in the real world, a program proven to promote the positive mental health of children and build sustainability using community strengths. To this end, the SEAK project has chosen the PATHS program (Promoting Alternative TThinking Strategies) – an intervention proven to enhance the social and emotional health of children in elementary school (grades kindergarten to grade 6). SEAK is designed to build knowledge in multiple ways. First, SEAK will build knowledge regarding the effects of social and emotional learning through PATHS: (a) both during PATHS and in the years following PATHS, (b) on health service use, and (c) in terms of its costs and benefits. Second, SEAK will build knowledge on ways to sustain a proven population health intervention in the real world. Third, SEAK will build knowledge about collaborative partnerships that involve multiple sectors and diverse populations. Fourth, SEAK will build knowledge about how best to mobilize lessons learned among diverse stakeholders (public, service providers, policy/decision-makers).

This presentation discusses the PATHS program delivered in five communities across three provinces in Canada (n=3224 students) – each experiencing high inequalities in terms of geography (inner city, rural), and/or ethnicity, as well as low socioeconomic status. While PATHS has been delivered in two of the SEAK communities for a number of years (5 and 13 years respectively), it only recently has been introduced in the three other SEAK communities. This presentation discusses some early aggregate findings involving students in PATHS schools (n =2080 in PATHS) compared to those in wait-list schools (n=1144 waitlist schools), across all five communities. Findings will include direct assessments of consenting students (=48% to date) as well as those carried out by teachers, parents and school administrators.
Teaching is a very stressful profession and recently there has been great attention to the stresses faced by teachers. New approaches that focus on supporting teachers to better manage their stress and provide a more caring presence in the classroom have recently been developed.

The goals of this experimental workshop are:

1. To explore the concept of mindfulness and how it can be applied to supporting resilience in teachers. We will present research data from a randomized trial of the CARE Program (Cultivating Awareness and Resilience in Education) which demonstrates significant improvements in teachers teaching efficacy and significant reductions in depression, psychosomatic symptoms, and teacher stress and burnout. We will briefly discuss the design of the intervention, the CARE model and the results.

2. To enable workshop participants to participate in a series of mindfulness activities that will demonstrate some components of a mindfulness approach to improve the social and emotional competence of teachers and the climate of the classroom. Much of this will be drawn from the CARE Program (Cultivating Awareness and Resilience in Education). There will be ample time reserved for questions.
Parallel Sessions Friday

11.00 – 12.30

Exploring Social and Emotional Learning / Chair: Renata Miljević-Điđić / Room 308

- The Importance of Social Perception Training
  Knut Gundersen (NORWAY)

- Implementation of the Social Emotional Learning Program FRIENDS in Greece: Implications for Educators and Psychologists
  Anastassios Matsopoulos, Mariza Gavogiannaki (GREECE)

- ‘I think it just makes us think more though that the teachers hate us’: The Iatrogenic Effects of Targeted Social and Emotional Learning Interventions
  Rhiannon Evans, Simon Murphy, Jonathan Scourfield (UNITED KINGDOM)

Working with At-Risk Groups / Chair: Kathy Evans / Room 315

- Developing Social-Emotional Intelligence in At-Risk Adolescent Females: Effectiveness of a Group Counseling Program
  Monica Nicoll (UNITED STATES OF AMERICA)

- Oral Language Competence and Risk in Early Life: Lessons Learned from Young Offenders
  Pamela Snow, Martine Powell (AUSTRALIA)

  Barry Groom, Jenna Goodgame (UNITED KINGDOM)

Parental Influences on Social and Emotional Competence / Chair: Carmen Huser / Room 330

- Parental Socialization of Emotion: How Mothers Response to Their Children's Emotions in Turkey
  Ebru Ersay (TURKEY)

- Authoritative Parenting style in Relation to Children's Help Seeking Behavior
  Said Aldhafri (OMAN)

- The Relationship Between Family Environment and Children's Emotional Literacy and Social-emotional Adjustment
  Katarzyna Knopp (POLAND)

Working with Violence / Chair: Helen Cowie / Room 311

- ART: Helping Young People Living their Lives in an Appropriate Way.
  Johannes Finne (NORWAY)

- Violence in Adolescence: Do Social and Emotional Competences Play a Significant Role?
  Celeste Simões, Margarida Gaspar de Matos, Paula Lebre (PORTUGAL)

- Individual and Environmental Determinants of Peer Violence in Children Homes in Croatia
  Lucija Vejmelka (CROATIA)

Social-Emotional Competence for Safety and Efficacy, Online and Offline: A Panel Presentation Room 312

Nathaniel Levy, Mia Doces, Lisa Jones, Anne Collier (UNITED STATES OF AMERICA)
Parallel Sessions Friday
13.30 – 14.30

Working in an Age of Technology / Chair: Birgitta Kimber / Room 312
- An Investigation into the Roles of the Victim, Bully and Bystanders in Role-play Incidents of Cyberbullying Amongst 18-21 year olds
  Carrie-Anne Myers, Helen Cowie (UNITED KINGDOM)
- UK Secondary Students and Cyberbullying - a Qualitative Exploration of the Stakeholders' Perceptions and Experience of the Phenomenon
  Magdalena Marczak, Iain Coyne (UNITED KINGDOM)

Working with Trauma / Chair: Vladimira Velički / Room 311
- A Psychoanalytic Approach to Education and Raising School Children of Divorced Parents
  Aleksandra Mindoljević Drakulić (CROATIA)
- The Impact of Maltreatment Experience on Children's Socio-moral Dilemmas Resolution
  Mariana Sousa, Orlanda Cruz (PORTUGAL)

Social and Emotional Competence and Disability / Chair: Dejana Bouillet / Room 330
- Adolescent Health: Does Disability Matter?
  Paula Lebre, Margarida G. Matos (PORTUGAL)
- Opinions and Experiences of Children with Disabilities on Friendship, Empathy, Assertiveness and Bullying
  Anamarija Žic Ralić (CROATIA)

Social and Emotional Competence and Minority Groups / Chair: Erica Joslyn-Beale / Room 315
- Engagement with School and Civic Society of Minority and Immigrant Students in Hong Kong
  Celeste Yuen (HONG KONG)
- How to Shoot a Stereotype Dead – an Educational Intervention
  Małgorzata Wójcik (POLAND)
Exploring Social and Emotional Learning

The Importance of Social Perception Training: the PREPARE Program

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The ability of social perception is one of the most important factors within the concept of social competence. Goldstein (Goldstein, 2004) argued that the ability to recognize, understand and interpret interpersonal cues is a key skill of social performance and thus should be emphasized in a separate program. In fact, Goldstein recommended social perception training in addition to anger control training, social skills training and moral reasoning training when working with individuals with behavior problems.

In this workshop we will give a short presentation of a new version of the PREPARE program which addresses social competence. We will give concrete examples of how a session can be presented and the results of preliminary research in classroom settings.

The program has been revised and includes 10 topics:

- Introduction to Situational Perception Training
- Identifying Emotions
- Open and Hidden Rules in Different Situations
- Cultural Differences
- Setting Events
- Thoughts, feelings, body signals and actions
- Interpreting others’ intentions
- Cognitive Distortions
- Timing (right time and place)
- Consequences

Normally each topic last for two 45 minutes settings so the program as a whole consist of 20 sessions. The program has a formalized structure, emphasizing the precise interpretation of different categories of situational cues and how clarifying of these influences how a situation may unfold. In addition to theory and rehearsals of the topic of each session, one role-play in each session is specific analyzed from the perspective of the specific session and also from the previous sessions. This reflection leads to a continuing role-play that should unfold in a way that all parties appreciate.
A number of empirical studies have showed the effectiveness of the FRIENDS cognitive-behavioural programme for in developing students' social emotional competencies. This paper presents some of the main issues, insights and lessons gained from the implementation of a version of FRIENDS which has been translated and modified for use in Greece (Zafiropoulou & Psilou, 2009).

In the present study, the Greek version of FRIENDS was implemented for 10 weeks in 2 schools. Participants were 36 fifth graders and 36 sixth graders from both schools. The focus of the study was on testing the FRIENDS materials with a Greek population and studying the process of implementation.

The main results of the present study were:

1. Modifications of the themes and the delivery of activities of the Greek version of FRIENDS were necessary to make the program user friendly, and suitable to cater for students' needs and interests, concerns and developmental stage. Without these necessary modifications, the program’s effectiveness would have been significantly compromised. This is an important finding of the implementation study in terms of necessary cultural adaptation of any SEL packaged program when is to be introduced in a culture different from the one which was originally designed.

2. Overall student satisfaction with the modified FRIENDS program was high (79%).

3. Sixty three percent of the students reported that this SEL program helped them to better understand their emotions and sixty six percent of said that it helped them to learn new ways of managing negative emotions and navigating through difficult situations in their daily lives. Also, students reported that the social emotional skills taught through FRIENDS were useful and the activities of the program were interesting. In addition, sixty one percent of the students reported that they liked social emotional learning programs such as FRIENDS, and thought that such programs are important for them. They also requested that similar SEL programs be included in the regular school curriculum.

4. An important practical matter for the implementation of this prevention program and its integrity was the teacher’s presence in class while the psychologist was running the sessions. The teacher’s presence and behaviour (e.g. occasionally acting as assistant to the psychologist) was sending a strong message of the importance of the SEL program and was very much related to the students’ positive behaviour.
Exploring Social and Emotional Learning

‘I think it just makes us think more though that the teachers hate us’: The Iatrogenic Effects of Targeted Social and Emotional Learning Interventions

Rhiannon Evans, Cardiff University, United Kingdom
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A plethora of school-based programmes have been promoted under the rubric of social and emotional learning, with targeted interventions remaining a dominant approach. Despite demonstrating clear effects, the propensity to construct outcome measures as a binary (effective/ineffective) has obscured the scope for adverse or unintended consequences (iatrogenic effects). Targeting has been associated with such effects however, including the stigmatisation and negative labelling of participants, and the phenomena of ‘deviancy training’ and ‘bragging effects’. This paper seeks to delineate the potential for iatrogenic effects within social and emotional interventions, whilst recommending potential solutions.

The study was a formative process evaluation of a school-based SEL intervention in Welsh secondary schools (age 11-16), the Student Assistance Program (SAP). The intervention comprises a targeted student support group. Qualitative case-study research was conducted across four contrasting SAP school sites (FSM 10%-36%). Data sources drawn upon in this paper include in-depth interviews with programme stakeholders (n=15), participant observation (n=31 sessions), and focus groups with students (n=41 students).

The lived experience of students participating in the SAP suggests a number of iatrogenic effects. These include: stigmatisation from being associated with other referred students; enhanced anti-school behaviour as a response to referral; and the interpellation of new subject positions that are the antithesis of the SEL agenda. However these are not the result of targeting per se, but rather the consequence of the educational discourses espoused by the school, and how it constructs students ‘in need’. Discourses of ‘discipline’ act to exacerbate iatrogenic effects through the identification and referral of already marginalised students who are ostensibly uncontrollable and undesirable. Conversely, discourses of ‘care’ mitigate iatrogenic effects by creating a positive referral process, with students perceiving the intervention as a privileged opportunity for additional emotional and social support.

Targeted social and emotional programmes may result in a number of iatrogenic effects, and these demand more extensive theorisation with both intervention design and practice. The prevention of these effects may not lie solely with the intervention however, as broader organisational influences, notably educational discourses, have a clear impact. Thus the process of referral and schools construction of ‘need’ demands interrogation, and even revision, prior to intervention implementation.
Social and Emotional Competence in a Changing World  
Faculty of Teacher Education, University of Zagreb, Croatia

Working with At-Risk Groups

Developing Social-emotional Intelligence in At-Risk Adolescent Females: Effectiveness of a Group Counseling Program

Dr Monica A. Nicoll, Resilience Counseling & Training Center, USA

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Around the world, female adolescents face numerous and diverse obstacles to their healthy social-emotional development. Each culture presents unique challenges for adolescent females. When these gender-based challenges are also combined with the presence of non-supportive family, school and community environments girls are placed “at-risk” of developing various adjustment disorders and failing to realize their full potential in life.

The question investigated in this study was whether a semi-structured, psycho-educational group counseling process, based in best practices for enhancing social-emotional intelligence (i.e., programmatic components fostering self-regulation, self-awareness, empathy, and positive social skills) could effectively increase the social-emotional intelligence and social adjustment of a target group of at-risk female adolescents. The adolescents in this study were drawn from an alternative school program for adolescent females experiencing significant academic and behavioral adjustment problems. The female adolescents were all between the ages of 13 and 18. Two groups of eight to ten students participated in twice-weekly social-emotional competency focused group counseling sessions. A third group served as the comparison control group. The Mayer-Salovey-Caruso Emotional Intelligence Test: Youth Version was used as a pre and post testing measure to determine the effectiveness of the program.

Theories pertaining to the development of social-emotional intelligence and resilience in at-risk youth were reviewed along with the outcome research related to the effectiveness of social-emotional learning interventions for enhancing the positive development of at-risk adolescents. The goal was to develop a group counseling program, based upon current theories and supported by best practices research in the development of social-emotional intelligence and resilience to enhance positive adolescent female development.

While the terms Emotional Intelligence, Social-Emotional Intelligence, Social-Emotional Learning, and Resilience are used frequently throughout the literature, they all encompass various dimensions of one, central aspect of personal resilience, social-emotional competence. Therefore, for the purpose of this study, the interrelated terms of social-emotional learning, emotional intelligence, and resilience were considered synonymous and consistent with Salovey and Mayer’s definition of Emotional Intelligence as, “The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth”.

This workshop will present participants with the theoretical concepts and research evidence supporting this social-emotional competence group counseling process along with the specific strategies employed and the study’s outcome findings. Implications for applying the process with at-risk adolescent females around the world will be discussed.
Working with At-Risk Groups

Oral Language Competence and Risk in Early Life: Lessons Learned from Young Offenders

Associate Professor Pamela Snow, Monash University, Australia
Professor Martine Powell, Deakin University, Australia

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Oral language competence (i.e., skills with verbal expression and auditory comprehension) underpins and emerges out of early social-emotional relationships, and forms the basis of the transition to literacy in early childhood. Some outcomes of suboptimal language development in the early years include difficulties forming and maintaining interpersonal relationships, and identifying and understanding affective states of others.

This paper presents findings from a study of 100 incarcerated young male offenders in Victoria, Australia. We sought to determine the prevalence of language impairment in this very high-risk group, and also examined correlates of language impairment that could act as early intervention levers, e.g., early engagement with Child Protection Services. A particular focus of this study was the examination of associations between language impairment and the nature and severity of the young person’s offending history (most notably a history of convictions for interpersonal violence).

Selected language measures (Clinical Examination of Language Fundamentals – 4th edition; Test of Language Competence – Expanded Edition) were administered, together with a measure of nonverbal IQ (the matrices subtest of the Kaufman Brief Intelligence Test – 2nd Edition) and a measure of mental health functioning (the Depression, Anxiety and Stress Scale). In addition, the Cormier-Lang Crime Index was used to quantify offending histories along two dimensions – violent and nonviolent.

The mean age of the sample was 19.3 years (SD=.85), and they had completed an average of 9.8 years of formal education (SD=1.7). Using published norms on the tests employed, and a stringent cut-off of suboptimal performance on two standardised language measures, 46% were classified as language impaired (LI), and this was not accounted for by low IQ. Of the 26 participants with very high (>75th percentile) CLCI Violence scores, 18 (69.2%) were in the LI group. LI also aggregated strongly with a history of Out of Home Care Placement, with 62% who had been removed from their homes due to maltreatment being identified as having a LI.

Findings will be discussed with respect to (i) early intervention implications for boys who display both language-learning and behaviour difficulties in the early school years, (ii) forensic interviewing, (iii) restorative conferencing and (iv) psychological counselling.
Creative Groupwork Approaches with Young People with SEBD in Estonia - Supporting the Development of a Curriculum for Social and Emotional Learning

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This paper and workshop reports the presenters’ involvement over a 2 year period in a European Social Fund Project to support and develop a Social and Emotional Curriculum for students with social, emotional and behavioural difficulties in a special school in Estonia. The presentation specifically focuses on the development of creative groupwork approaches initiated by the presenters in sessions with students and also its use as a training format for the professional development of teachers, psychologists, counsellors and social pedagogues involved in the project. The presentation identifies and reports on how the approach can support students to build on a range of pro-social skills whilst providing a safe, but challenging, framework for creative expression. It further evaluates its use and impact for professional development and outlines the challenges of developing the approach in an international context.

Creative group work shares a common methodology with other experiential learning approaches to social and emotional learning such as circle time activities (Mosley, 2005), nurture groups (Boxall and Lucas, 2001), resilience building and self-efficacy programmes (Lewis, 1999) and developing emotional learning (Sharpe, 2001; Cefai and Cooper, 2009). By engaging in creative activities on issues related to their own lives and experiences, young people can find a voice to express their ideas and emotions, build on their resilience and self-esteem and develop confidence to engage in new areas of social and emotional learning (Groom, 2012).

Social and emotional aspects of learning supports young people to ‘...learn how to communicate their feelings, set themselves goals and work towards them, interact successfully with others, resolve conflicts peacefully, control their anger and negotiate their way through the many complex relationships in their lives today and tomorrow’. (Klein, 2000)

The presentation reflects on the experiences of the presenters, the young people and the professionals involved in the project and further evaluates its contribution to a curriculum for Social and Emotional learning for young people with SEBD.
Parental Influences on Social and Emotional Competence

Parental Socialization of Emotion: How Mothers Respond to Their Children’s Emotions in Turkey

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Several research studies have indicated that parents’ emotional socialization links to children’s social competence and behavior problems. Parents contribute to their children’s emotional socialization directly through responses to their children’s emotions. Early emotional socialization experiences with parents establish patterns of emotional experience, expression, and regulation that children carry into their broader social circles.

Participants were recruited from different early childhood settings in the two largest cities of Turkey, Ankara (600 mothers) and Istanbul (279 mothers). In the final sample of 879 mothers of young children participated in this study. The mothers’ age ranged from 22 to 85 years (M=33.24, SD=5.32). Mothers filled the scale for their children who included 428 girls and 450 boys, from 37 to 10 years 7 months (M=67.47, SD=6.19).

For this study, the Responses to Children questionnaire (RTC; adapted from Magai & O’Neal, 1997; O’Neal & Magai, 2005) was used. RTC is a 15-item scale that assesses parental emotional socialization of their children. RTC can be used as an interview or questionnaire with parents of preschool-aged children. It invites the parent to report on how often they use different socialization strategies in response to their children’s emotions.

The RTC includes multiple questions representing five global domains of socialization: reward, punish, neglect, distract, and magnify. The RCE asks parents to report their responses to children’s expressions of three discrete negative emotions (sadness, anger, and fear) and one positive emotion (overjoyed).

In order to examine the validity and reliability properties of the scale, confirmatory factor analysis and Cronbach Alpha correlation coefficients were used. Results of the analysis show that the RCE has five factors as in the original version of this scale. The cronbach alpha scores were for the five subscales (reward, punish, neglect, distract, and magnify): 0.83, 0.84, 0.85, 0.84 and 0.79, respectively.

The mothers indicated that they used reward strategies most often and neglect strategies least often in response to their children’s emotions. Mothers’ emotion socialization strategies differed significantly according to their education levels. Mothers who had low level education preferred to use punishing, neglecting, distracting, or magnifying strategies to respond to their children’s emotions. Mothers’ age negatively correlated with the strategies of punishing, magnifying, neglecting, or distracting, while monthly family income also negatively correlated with punishment, magnifying, and distracting strategies.

This study is important in that it adds, for the first time, a scale which assesses mothers’ different emotional socialization strategies for different emotions in a Turkish research context. Furthermore the results of this study provide researchers with the ability to start to compare mothers’ emotional socialization strategies in different countries (e.g., in Turkey and in the USA).
Parental Influences on Social and Emotional Competence

Authoritative Parenting Style in Relation to Children’s Help Seeking Behaviour

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The current study examined the relationship between children’s willingness to seek parental support and their perceptions of authoritative parenting style. Children face different problems that include academic, social, emotional, and health problems but they may not have the effective coping strategies to deal with these problems. A growing research interest in children’s help seeking behaviour suggests that children should be encouraged to seek help from their parents and other social agents (e.g., friends, teachers etc). Help seeking behaviour is considered as an important component of self-regulated behaviour that predicts psychological health and well-being. Children’s willingness to seek support, however, is influenced by many variables including parenting styles.

In the current study, the researcher compared students who indicated that they would never seek support from parents and those who indicated that they would always seek parental support when faced with problems. Comparison of the two groups was made on these children’s perceptions of authoritative parenting style as measured by Buri’s Parenting Authority Scale (1991). The analyses were done separately for fathers and mothers. The sample was extracted from a national sample and only students who responded for the extreme ends were included in the analyses (i.e., never and always seek support).

There were (N= 891) participants (grades 7 to 12) who indicated that they would never (n= 322) or they would always (n= 569) seek father support when faced with problems. T-test analyses showed that those who were always willing to seek father support perceived their fathers to be more authoritative than those who indicated that they would never seek father support (df = 889, t = 12.769, p< 0.001). Similarly, there were (N= 1147) participants who indicated either to always seek (n= 938) or never seek mother support (n= 209). T-test analyses showed that who seek mother support rated their mothers to be more authoritative than those who indicated not to seek mother support (df = 1145, t = 11.304, p< 0.001).

To conclude, the results show that parenting practices of authoritative parenting style influenced their children’s willingness to seek support when faced with problems. This assures the importance of adapting positive parenting styles that strengthen the relationship between children and their parents. When positive relationships are established, children are more likely to request parental support to help solve their problems. Consequently, the establishment of children’s help seeking behaviour should help children adapt effectively to the difficult situations.
Parental Influences on Social and Emotional Competence

The Relationship Between Family Environment and Children’s Emotional Literacy and Social-emotional Adjustment

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The majority of researchers dealing with children’s adjustment emphasize the influence of the environment on their functioning. It is obviously that family is the first and the most important context for the development of skills and competencies that are necessary in all social interactions. The aim of the paper is to present a piece of research which explores the relationship between family environment and children’s social and emotional functioning.

A total of 100 families (including parents and their children aged 8 to 12 years) took part in the research. Children’s emotional literacy and aspects of social-emotional adjustments such as aggression, isolation, experienced sense of insecurity, indifference on the part of others and being underestimated were measured using the Scale of Emotional Literacy and questionnaire I Towards the Class / The Class Towards Me by Zwierzyńska and Maruszewski. The family environment was diagnosed by scales FACES (Flexibility and Cohesion Evaluation Scales) by Olson and SPR (Scale of Parental Attitudes) by Plopa. Using these scales, both parents rated emotional climate in family, its flexibility and consistency, communication between family members, as well as own parental attitudes.

The analysis showed significant associations between the families’ properties and children’s emotional literacy as well as social and emotional adjustment. Balanced flexibility and consistency within the family, good communication, and educationally desirable parental attitudes were significant predictors of the child’s optimal social-emotional functioning.
ART: Helping Young People Live their Lives in an Appropriate Way

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ART (Aggression Replacement Training) is a program for training in social competencies which consist of three different components. Social skill training teaches participants what to do, helping them replace antisocial behaviors with pro-social alternatives. Anger control training teaches participants what not to do, giving them techniques for identifying, reducing and responding to anger in an appropriate way. Moral reasoning training contributes to participants’ abilities to reflect on different viewpoints and make decisions on an empathic basis. All together these components are likely to help participants develop social competence, and the ability to reflect and adapt their behavior to expectations in different environments.

The program is spreading rapidly in Norway and is recommended by governmental authorities both in schools and residential homes for children and adolescents with behavior problems. 10 years ago ART was unknown in Norway, but by establishing a post graduate education in Training in Social Competence at the ART-centre at Diakonhjemmet University College, the program has been implemented in half of all the residential homes in Norway and also in several school districts and kindergartens. The Centre has also been responsible for training in several institutions both in Russia, Denmark, Island and other countries.

Participants of the workshop will learn about the development of ART in Norway, including promising Norwegian and international research and the theoretical foundation of the program. Pedagogical techniques for organizing group sessions will be presented.
Violence in Adolescence: Do Social and Emotional Competences Play a Significant Role?

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Violence is a complex and multifactorial phenomenon, like many other risk behaviors in adolescence. Several personal, interpersonal and social factors contribute to violence, with social and emotional competence appearing to play an important role.

It becomes therefore important to have a deeper knowledge of the role of social and emotional competences (for example, self-awareness, self-efficacy, self-regulation, empathy, cooperation and communication skills, problem solving, and positive goals and aspirations) on different types of violence in order to be able to develop intervention programs to prevent this kind of behaviors and their negative consequences.

A study which used with the HBSC data was conducted in Portugal (Currie, Smith, Boyce, & Smith, 2001; Matos, Simões, Tomé, et al., 2012) aiming to verify the extent to which the social and emotional competences mentioned above are associated with different types of violence (physical fighting, bullying, carrying weapons, self-harm) or violence related behaviors (bystander behaviors, more specifically, go away, observe, help the victim, encourage the aggressor, call an adult).

The results of this analysis, conducted with a sample of 3462 adolescents [46.4% boys, aged between 13 and 18 years (M = 14.90; SD = 1.23)], organized on the basis of gender and age groups (younger boys, younger girls, older boys, older girls) revealed that all the analyzed competences have a significant association with different kinds of violence, being protective factors in this area, given that the adolescents who have higher levels of these competences refer a minor involvement in violent behavior or negative bystander behaviors (encourage the aggressor) and a higher involvement in positive bystander behaviors, (help the victim or call and adult).

These results are verified mainly in girls and younger boys. In view of the foregoing, it becomes clear the importance of certain aspects in the design of interventions within the framework of violence in adolescence (Simões, 2007), in particular, early intervention, the promotion of protective factors and a focus on the needs of different target groups (gender and age oriented).
Individual and Environmental Determinants of Peer Violence in Children’s Homes in Croatia

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Although peer violence has been the subject of research there is a lack of studies in context of children’s homes. This research included 14 public children homes for children without appropriate parental care in Croatia, using sample of 301 children from 11 to 18 years old. Though permission for the research was granted by the relevant government ministry, passive parental consent was also needed for children younger than 14 years old, according to the Croatian code of ethics for the research with children.

The aims and purposes of the research was to explore the influence of individual and environmental predictors of the participation in the violent behaviors among children, to identify characteristics of peer violence in children’s homes and to assess the contribution of individual and environmental determinants on experiences of victimization and involvement in peer violence perpetration in children’s homes in Croatia.

Individual determinants included in the research were social demographic variables and self-descriptions of research participants. Self-description included general sense of self, social functioning (relationship with peers of the same and different gender), emotional stability, honesty/trustworthiness and self-description in school context. Environmental determinants included the child’s impression of their psychosocial climate and social support they perceive themselves as receiving from the significant adults and peers.

The analyses suggest a high incidence of peer violence in children’s homes. Incidence rates show that 93% of children claimed that they had at least one experience of violence, and 85 % of children claimed that they had perpetrated violent behavior at least once in the last year.

Results of hierarchical regression analysis indicate that the most significant predictor of experienced violent behavior was the perpetration of violent behavior and vice versa. This paper explores individual and environmental correlates of peer violence which will be discussed in the context of the daily life of children in residential settings.

The results of this research may be useful for planning to prevent and treat violence among children in children homes with the aim of developing various programs for the safety and quality of the environment for children in care.
Scholars and youth advocates in the United States have been seeking greater clarity on bullying and cyberbullying behaviors in the hope of learning more about how these problems can be prevented. In 2012, the Berkman Center for Internet and Society at Harvard University sought to increase an understanding of these issues with a symposium marking the launch of the Born This Way Foundation, of which the members of this panel were key participants. Additionally, a literature review was drafted, "Bullying in a Networked World: A Literature Review," as part of the Kinder & Braver World Research Series published by the Berkman Center. The review sought to broaden public understanding of bullying and cyberbullying and their prevention by making the scholarly research accessible to parents, caregivers, educators, practitioners and other concerned members of the public. It did so by finding common reference points among different bodies of research, using primary studies and meta-analyses that aggregate and analyze other research findings to address large-scale or generalizable trends.

This panel will share insights gained from its members’ interdisciplinary collaboration, their individual areas of practice, and the report. The panel presentation will highlight the overlap between online and offline peer victimization and focus on the critical role that social-emotional learning can play in prevention of both forms of victimization. We’re interested in presenting this work at ENSEC to test its relatedness to the findings of colleagues in other countries, gauge interest levels in Europe, and broaden discussion about social-emotional learning in bullying prevention.
Much research focuses on the individual aspects of cyberbullying by exploring the characteristics of perpetrators and targets, so overlooking the powerful influence of its social context. Building on Salmivalli’s participant role approach, this paper discusses the findings of a qualitative role-play research methodology involving 60 university students (aged between 18 and 21). We divided the students into groups consisting of the bully, the victim and the peer group (bystanders). The students were given a role play situation and invited to assume their assigned roles within their groups. The purpose of the exercise was to resolve the outcome of an alleged incident of cyberbullying using a social network site via the means of a full restorative conference. The students each took a turn, defending their point of view and this continued until all parties were satisfied with the outcome. A full debriefing session then took place once the conflict was resolved.

This paper discusses the interesting observation that even in a role-play and imagined scenario, stereotyped roles were played out. The bystanders tended to blame the victim and were reluctant to intervene, the victim felt let down and marginalised by peers’ indifference and hostility, and the bully failed to realise or understand the consequences of their actions.

Although this was based on a fictional case study, the findings suggest that the power of the peer group and wider networks need to be fully understood if bullying/cyberbullying, is to be tackled effectively. The study offers ideas for strategies and policies to address the issue of cyberbullying with adolescents and young adults.
UK Secondary Students and Cyberbullying - a Qualitative Exploration of Stakeholders’ Perceptions and Experience

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Dr Iain Coyne, The University of Nottingham, UK

Cyberbullying refers to bullying and harassment of others using new electronic technologies, the most popular being the internet and mobile phone (Patchin and Hinduja, 2006; Kowalski et al., 2008; Shariff, 2008; Smith et al., 2008; Sourander et al., 2010). For young people the internet is an everyday means of communication and information gathering (Williams and Guerra, 2007). Very often their social life after school consists of participating in chat rooms, forums and social network websites (Shariff, 2008). This study aims to investigate UK students’ perceptions of cyberbullying and the importance of safety and support available in schools and the effect of either being exposed to or engaging in cyberbullying on psychological well-being.

Cyberbullying in secondary education is explored from the stakeholders’ perspective using a qualitative method of enquiry. Schools from the West Midlands region in England were approached. A total of 42 UK students (18 girls (43%) and 24 (57%) boys) aged between 13 to 16 years participated in the semi-structured interviews with the informed consent obtained from themselves and their parents/guardians.

Students’ knowledge of cyberbullying included participating in classes when the phenomenon was discussed, having an experience of being a cyber-victim, a bystander or seeing ‘nasty’ messages being posted about other people on a social networking site. Participants shared their beliefs about cyberbullying and identified its dangers, characteristics and reasons behind it. For example cyberbullying was seen as a social activity because communicating via social networking sites is widely popular and accepted among the teenagers. Innovative themes that emerged from the data included the consequences of engaging in cyberbullying for the perpetrator (this included being subjected to school’s anti-bullying policy and facing further consequences in their personal life such as IT restrictions or exclusion from the peer group) and students’ readiness or reluctance to act. Students’ responses highlighted their awareness of available support both within and outside the school environment.

Implications for future practice in education settings are discussed and suggestions made of solutions that could be implemented and which would further enable the students and school staff to deal with the incidents of cyberbullying, and the need to conduct research aiming at investigating the policy-makers’ involvement in cyberbullying prevention is highlighted.
A Psychoanalytic Approach to Education and Raising School Children of Divorced Parents

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This paper provides a summary of the initial stage of psychoanalysis development founded by the Viennese physician Sigmund Freud. The author has primarily focused on Freud’s structural theory of psychological organization: a tripartite organization of the human psyche - id, ego and superego - and the theory of psychosexual development.

Within the scope of this theory an attempt was made to give an overview of the dynamics of the psychoanalytic relationship between learning and pedagogical thoughts, from John Dewey to contemporary psychoanalytic pedagogues like Tamara Bibby and Deborah Britzman.

Accordingly, the psychoanalytic discourse in relation to school children from divorced families, where divorce is seen as a process of separation-individuation in creating substitution triangular relationship between the child and a school teacher, has been considered.
The Impact of Maltreatment Experience on Children’s Socio-moral Dilemmas Resolution

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Maltreatment has a major negative impact on children’s development and is as is associated with the emergence of socio-emotional adjustment problems. Research shows that there are differences between maltreated and non-maltered children’s narratives in terms of their emotional contents and in the resolution of moral dilemmas. Thus, it is relevant to understand if the emotions described in maltreated children’s narratives are related to the way they solve socio-moral dilemmas.

This study aims at analyzing the impact of maltreatment experience on children’s emotional and socio-moral development by comparing the association between self-conscious emotions and the resolution of socio-moral dilemmas in the narratives of maltreated and non-maltreated children. Participants were 100 children (50 maltreated institutionalized and 50 non-maltreated) aged between 5 and 8 years. Children were asked to complete five story stems from MacArthur Story Stem Battery (MSSB) and one story stem from Family Stories Task (FAST).

Narratives were coded with Self-Conscious Emotions Coding System, which aims at identifying self-conscious emotions (shame, guilt, pride and empathy) emergent in the children’s narratives. These emotions result from behaviour self-evaluation, considering the standards, socio-moral rules and action goals internalized by the subject. Empathy was included in this system as it is an emotional and self-conscious process which promotes pro-social behaviour. The coding process was based on the identification of presence/absence of emotional content, except for guilt themes which were coded on the basis of three categories: recognition, confession and repair.

Results show that maltreated children tend to elicit less confession themes in their narratives than non-maltreated children. Maltreated children also elicit less pride associated with mastery and construct less adaptive resolutions to moral dilemmas than non-maltreated children. Moreover, in the transgression story, maltreated children tend to use less social and material reparations than non-maltreated children.

These findings are in line with previous research in the field which shows that maltreated children express less pride when they succeeded and seem to have a less accurate understanding of the emotional consequences of moral transgressions. The results also emphasize the adverse impact of maltreatment experience on moral development. The conclusions of this study have political and social relevance since they underline the importance of intervening at an early age with institutionalized children, in order to promote their emotional and socio-moral development as well as to prevent psychopathology and other adjustment problems.
Adolescent Health: Does Disability Matter?

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Adolescents with disability may experience physical and psychological symptoms that may be related to other health consequences. The aim of this study was to describe and identify the association of psychological and physical symptoms, and the health and well-being perceptions of adolescents with disability, using a population-based sample. We were interested in whether self-perceived disability was associated with adolescent health, in particular with adolescent perceptions of psychological and physical symptoms, perceived life satisfaction and how this relation was moderated by social economic status.

We used data from the Portuguese study of the HBSC (Health Behaviour in School-Aged Children), a World Health Organization collaborative study (Currie et al, 2000), to test a model of adolescent health in the sample of adolescents reporting a disability. The sample was obtained from a Portuguese representative sample of 6131 adolescents attending 6th, 8th and 10th grade, mean age 14, SD 1.85. The sample used for this study representing 11.1% of the total sample (N= 666), included subjects reporting a chronic disease 5.8% (N=356), a sensory impairment 4.1 % (N=250) and a motor impairment 1.6% (N=100), and 5% (N= 306) including other disabilities conditions. By using structural equation modeling, the model confirmed the association of higher social economic status with higher health and well-being and lower perception of symptoms.
Opinions and Experiences of Children with Disabilities on Friendship, Empathy, Assertiveness and Bullying

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Results of previous research show that children with disabilities are poorly accepted among peers (Žic 2000, Žiglirč, 2001), are unlikely to achieve reciprocal friendships (Jobling and al. 2000; Heiman, 2002), have lack of social competence (Guralnik, 1999) and are at greater risk of isolation and. Previous studies in Croatia have not focused on children with disabilities experiences of friendship or bullying.

The aim of this study was to gain insight into the thoughts and experiences of children with disabilities in relation to socially desirable behaviours such as empathy, friendliness and assertiveness, as well as socially undesirable behaviour such as bullying.

Participants in this study were six students with disabilities, both genders, who were achieving higher grades in primary school in Zagreb. Six focus group interviews were conducted each dedicated to one of the following themes: friendship, empathy, assertiveness, physical aggression, teasing, and verbal aggression.

The results suggest that students with disabilities are not familiar with socially desirable behaviours such as empathy and assertiveness, and they are not realising a quality friendship. Most of the participants had experienced bullying, and if they did not have such experience, expressed considerable fear of becoming a victim. Students reported having been exposed to physical abuse of older students, and verbal violence and gossip from their peers. Results suggest that we should strengthen the development of social competence of all pupils in school including those with disabilities. It also points to what should be done to facilitate and achieve social competence, and the problems that need to be addressed in the process.
Life satisfaction has been a leading topic within mental health studies. The present study examines the relations between school engagement and civic engagement of ethnic minority and immigrant students in Hong Kong with reference to their local counterparts. A sample of 3184 secondary students was assessed.

The students were asked to indicate the nature and level of their engagement with schools and civic society. The nature of school engagement was assessed by a self-rating 6-point scale questionnaire against the affective, behavioural and cognitive domains. Civic engagement was evaluated by 4-point scale self-perceived political and social issues and citizenship self-efficacy.

The findings of multi-group comparison analyses reveal a statistical significant correlation between school engagement and civic engagement. The magnitude of effects of school engagement varied between mainstream Chinese and mainland immigrant and South Asian student groups. Based on the correlations we conclude that students who actively engage in activities outside school are likely to get involved in civic activities in future. Implications for public policy and civic education are discussed.
Social and Emotional Competence and Minority Groups

How to Shoot a Stereotype Dead – an Educational Intervention

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The aim of the paper is to explore the effectiveness of an anti-prejudice educational program designed to change stereotype of Ukrainians which was carried during a course of English lessons in a Polish secondary school. It was inspired by the data showing that although young people feel ready to travel, study or work in other countries, they concentrate and favor their own group, perceived as family, class, peer group or own nation, particularly de-favourising of some specific social groups such as the homeless, poor, disabled or mentally ill. Studies show that negative ethnic and national stereotypes are still present causing intergroup conflicts, unrest and hostility. As teachers we are responsible not only for our students’ knowledge but also for helping them to deal with complex challenges of modern, changing society. With this in mind psychologically based, easily applicable, anti-prejudice intervention seems an urgent necessity.

The introductory part of the paper presents social psychology theories on stereotypes acquisition and their cognitive, emotional and behavioral connotations. Theories that ground educational program have their origin in cognitive and emotional psychology. Social and individual consequences of stereotype threat and discriminations are discussed followed by findings in the field of negative stereotype changes. Book keeping model and dilution model operate on cognitive changes introducing information inconsistent with the stereotype while emotional empathy induces positive feelings and understanding toward the stereotyped individual.

The Bogardus Social Distance Scale and Like/dislike questionnaire were administered to evaluate the effects of the educational program. After the intervention/program there was a significant change in the students; attitude toward Ukrainians: social distance was shortened (short term effect) and more positive feelings were declared (short and long term effect). Broad implications of these findings in secondary school education are discussed.
Parallel Sessions Saturday

11.00 – 12.30

Teaching and Learning and Social and Emotional Competence / Chair: Carmel Cefai / Room 312

- The Influence of Social Competence on Academic Achievement in Middle School Students
  Helena Meneses, Marina Lemos (PORTUGAL)

- The Impact of Teachers’ Social and Emotional Competence on Student-teacher Relationships and Students’ Behaviour
  Maria Poulou (GREECE)

- Longitudinal Associations Between Children’s Psychosocial and Academic Outcomes: a Study of Developmental Cascades
  Neil Humphrey, Michael Wigelsworth, Alexandra Barlow, (UNITED KINGDOM)

Curriculum and Social and Emotional Competence / Chair: Celeste Simões / Room 308

- The Role of Academic Competence in Developing Social Competence
  Lurdes Veríssimo, Marina Serra de Lemos, João Lopes, (PORTUGAL)

- Positive Social Intervention under the Guise of a Language Teaching Program.
  Małgorzata Wójcik, Katarzyna Popiołek (POLAND)

- Learning Strategies and Academic Success in Pupils in Three Primary Schools in Split-Dalmatia County
  Maja Perkušić, Dajana Knežević, Mate Jurić (CROATIA)

Well-Being / Chair: Shirley Egley / Room 311

- The Effects of Sleep Duration and Sleep Quality on the Social and Educational Engagement of staff and students in schools in Hong Kong and England: Findings From a Pilot Study
  Paul Cooper (HONG KONG and UNITED KINGDOM)

- Economic Background, Spiritual Well-being and Life Satisfaction of Adolescents Among Diverse Cultures in Hong Kong
  Celeste Yuen (HONG KONG)

Workshop / Room 330

- To Say Without Saying: Novel and Indirect Approaches to Communicating with Children and Young People to Increase Acceptance and Effect Change while Avoiding Resistance
  Keen-Loong Chan (SINGAPORE)
Parallel Sessions Saturday

13.30 – 15.00

Promotion of Social and Emotional Competence in Schools / Chair: Katherine Weare / Room 312

- Counselling in Schools
  Judith Mulcahy (UNITED KINGDOM)

- Educators: the Key Role-players in the Battle Against School Bullying
  Coren de Wet (SOUTH AFRICA)

- Why is Emotional Education Essential for Teachers?
  Augusta Veiga Branco, Paulo Alves, Helena Menezes (PORTUGAL)

Promotion of Social and Emotional Competence in Higher Education / Chair: Paula Lebre / Room 315

- Developing Social and Emotional Competence in Postgraduate Students
  Shirley Egley (UNITED KINGDOM)

- Mindfulness for Academic Resilience: CALM With Nina
  Nina Nola (NEW ZEALAND)

- Preparing Practitioners of the Future: Do Students Feel Able to Put into Practice their Learning on Emotional Well-being for Children and Young People?
  Wendy Turner (UNITED KINGDOM)

Symposium: Promoting Mental Health in Schools: a Transcontinental Perspective / Room 308

Carmel Cefai, Helen Askell Williams, Paul Cooper, Bob Grandin, Lesley Hughes (MALTA, UNITED KINGDOM, AUSTRALIA)

Special Interest Groups / Room 330
The Influence of Social Competence on Academic Achievement in Middle School Students

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In the field of educational psychology, formal models have seldom been proposed to guide the thinking about the influence of social competence on academic achievement. Quite often academically successful students are also more socially competent at school (e.g., Gresham & Elliott, 1990; Haager & Vaughn, 1995; Lemos & Meneses, 2002; Rubin, Bukowsky, & Parker, 2006; Vaughn & Hogan, 1990; Wentzel, 2003, 2005).

In the present study, a multifaceted, integrative and interactive conceptual model of the influence of social competence on academic achievement was delineated for middle school. Social competence was described in terms of the interactions among positive outcomes such as social cognition (social goals, self-perceptions of competence), social behavior (social skills, absence of behavior problems) and peer relationships. Academic achievement was defined by global academic achievement, skills and achievement in the language and mathematics, and cognitive functioning. This model also integrated contributions from diverse theoretical perspectives - developmental, ecological and motivational - and a multilevel approach by including the students' perceptions, and the perceptions of their teachers and peers.

The main aim was to test empirically the proposed model about the influence of social competence on academic achievement. So, this study analyzed how the dimensions of social competence - social cognition, social behavior and peer relationships - form a profile of interrelated competencies, and examined the effects of these dimensions on academic achievement. In a sample of 797 students, structural analysis revealed a reasonably good fit ($\chi^2=1030; \text{AIC}=780.4; \text{NFI}=.92; \text{CFI}=.93; \text{RMSEA}=.09$) with the model. The social competence dimensions - social cognition, social behavior and peer relationships - showed a direct effect, in this order, on academic achievement.

In sum, the theoretical model documented the importance of social competence dimensions as a complex and interrelated set of outcomes that contribute to academic accomplishment. Recognizing the role of social competence at school and its involvement to academic achievement (e.g., Gresham & Elliott, 1990; Haager & Vaughn, 1995; Lemos & Meneses, 2002; Rubin, Bukowsky, & Parker, 2006; Vaughn & Hogan, 1990; Wentzel, 2003, 2005) this study was an attempt to make progress in conceptualizing and understanding the influence of social competence on academic achievement at middle school.
Teaching and Learning and Social and Emotional Competence

The Impact of Teachers’ Social and Emotional Competence on Student-teacher Relationships and Students’ Behaviour

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One fundamental and rather unaddressed gap in the literature concerns whether and how classroom processes are influenced by aspects of teachers’ own social-emotional functioning. Although teachers’ perceptions have been linked to their interactions with students, and students’ behavioural adjustment, the degree to which teachers’ social-emotional experience, beliefs and skills are linked to their ability to maintain positive classroom interactions and students’ behaviour is little understood.

The present study in process, aims to examine whether teachers’ perceived emotional ability and beliefs about Social and Emotional Learning (SEL) influence their perceptions of teacher-student interactions and students’ emotional and behavioural strengths and difficulties.

Two hundred-eighty elementary teachers from central Greece are required to complete the:

1. Self-Rated Emotional Intelligence Scale, which assesses the ability to perceive the emotions of others, assess, understand and regulate one’s own emotions

2. Teacher SEL Beliefs Scale, which assesses aspects of comfort and commitment in teaching SEL to students

3. Student-Teacher Relationship Scale, which measures perceptions of the relationships with students, in terms of Closeness, Conflict and Dependency, and

4. The Strengths and Difficulties Questionnaire (SDQ), which measures students’ emotional, conduct, hyperactivity, peer problems and pro-social behaviour.

Results support our hypothesis that teachers’ perceptions of their emotional ability as well as their ability to teach social and emotional skills to students are important sources of influence on student-teacher relationships and students’ emotional and behavioural strengths and difficulties.

The study provides evidence that teacher training in the delivery of a social-emotional learning intervention can positively effect elementary school classroom social processes.
Longitudinal Associations Between Children’s Psychosocial and Academic Outcomes: a Study of Developmental Cascades

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Developmental cascades refer to, “the cumulative consequences for development of the many interactions and transactions occurring in developing systems that result in spreading effects across different levels, among domains at the same level, and across different systems or generations” (Masten & Cicchetti, 2010, p.491). The study of these processes has gained increasing prominence in recent years. The body of work in this area spans a range of disciplines, including developmental psychology, mental health, and education. In this paper we will use the developmental cascades model to analyse the longitudinal associations between children’s psychosocial and academic outcomes, drawing on three large, nationally representative datasets:

- Emotional intelligence, internalising symptoms, externalising problems and academic performance in secondary school pupils (approximate N = 4,000)
- Internalising symptoms, externalising problems and academic performance in primary (approximate N = 4,000) and secondary school pupils (approximate N = 3,500)
- Positive relationships, externalising problems and academic performance in primary (approximate N = 2300) and secondary school pupils (approximate N = 1500) with special educational needs and disabilities (SEND)

Structural equation modelling (SEM) will be used to analyses the above datasets in order to test three competing hypotheses (Moilanen, Shaw, & Maxwell, 2010):

1. Adjustment erosion – psychosocial difficulties/competence lead to later academic difficulties/competence
2. Academic incompetence – academic difficulties/competence lead to later psychosocial difficulties/competence
3. Shared risk – the effects outlined in 1 and 2 above vary as a function of ‘third variable’ risk markers (e.g. socio-economic status)

Developing knowledge and understanding of the nature, magnitude and stability of these relationships over time provides an important contribution to developmental theory, which can in turn inform prevention and intervention efforts. This is particularly salient for social and emotional learning, the logic model for which assumes that psychosocial competence leads to later academic competence (Humphrey, 2013).
The Role of Academic Competence in Developing Social Competence

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The main goal of this research was to study the effects of academic competence in social competence over time. A longitudinal study is outlined, with four waves of data collection, during two school years, with 216 students from 3rd to 4th grade, from eighteen Portuguese elementary schools. A multidimensional approach was assumed, and a multilevel hierarchical structure was used in data analysis (HLM 6.0), to capture the between and within changes across time.

In the social competence domain, social skills, behaviour problems, and perceived social acceptance were considered, based on the theoretical model of social competence of Vaughn and Hogan (1990). In data analysis, the impact of previous academic competence (low, average and high) in the definition of social competence trajectories was studied. Social competence trajectories of students with learning disabilities were examined depending on time and development of academic competence.

In general, the results confirm the correlation between social competence and academic competence and establish that academic competence is a good predictor of social competence. The specific results showed that academic competence development predicts very positive effects in social competence trajectories across time in students with low academic achievement, enhancing the positive changes of social skills, and predicting the decrease of behaviour problems that time predicts to be stable along time.

These results have strong implications for intervention. In general, this study emphasizes the causal relation between academic competence and social competence across time and shows that it is possible to enhance social competence through the development of academic competence. We conclude that it is necessary promote academic competence in schools, because that stimulation also promotes social competence.
This paper is based on two assumptions: i) language teaching can operate effectively in two interlinked areas—skills/knowledge and emotion/attitude and ii) important social issues, such as conflict, discrimination and intolerance, must be addressed as often as possible.

The introductory part of the paper presents social psychology theories concerning intergroup perceptions of boundaries and how these can lead to stereotypes, prejudice and discriminatory behaviours. As the nature of prejudice itself is complex and varied, reducing it should not only focus on eliminating discriminatory behaviour, but should also deal with the perception of one’s own group boundaries.

The first part of the paper overviews psychologically based methods and techniques for changing negative attitudes and redefining group membership through such processes as common group identity, cross categorization and intergroup differentiation. A set of language lessons grounded in presented theories was devised in order to: show similarities between “we” and “they”, emphasize common identity and illustrate how social categories cross each other. All lessons share the goal of group boundaries redefinition in order to prime the acceptance of positive attitudes and feelings toward an out-group member.

The second section of the paper presents examples of lesson scenarios and the results of quasi-experiment (pretest-posttest) research designed to evaluate the effect of the program. Finally, the implementation of the presented educational intervention in international educational contexts is discussed.
This paper addresses social and emotional competencies in relation to learning strategies and school success. Socially competent children are often more academically successful and poor social skills are a strong predictor of academic failure (Webster-Stratton and Reid 2004). Academic success is an important source of social comparisons between primary school pupils. Therefore, it is even more important to identify learning strategies that can help children to succeed in school. This research aimed to determine if there are differences in the use of learning strategies in relation to age, gender, presence of learning difficulties and school location. The second aim was to determine whether there is a correlation between learning strategies and school grades.

416 pupils from fifth to eighth grade of three primary schools (Spinut-city school, Ostrog-suburb school, Gornja Poljica-rural school) participated in this research. 7% pupils with learning disabilities who have been integrated in regular classes (custom curricula, individualized approach) also participated.

Data was obtained by a questionnaire that contained 30 statements related to learning. The questionnaire was designed specifically for this research. Pupils marked the degree of agreement with the contents of particular claims on a scale of 4 degrees (I completely agree - 4, I mostly agree - 3, I mostly disagree - and I completely disagree 2 - 1). Before this research, parents of pupils were informed about the study and they gave their consent for pupil participation.

The results have shown that most of the pupils have a favorable working environment, they are learning without distractions and they do not learn at night. Pupils with learning disabilities are different from other pupils in the higher agreement with the following statements: "I find it easier to learn with someone (a friend from class, parents ...)") and "Parents learn with me." Factor analysis has been conducted on answers about the use of learning strategies. Two factors were extracted. The first factor refers to distractions during learning, learning by night and frequency of computer use. The second factor relates to thorough planning and scheduled learning. The results showed that the older pupils are using computers and Internet more frequently and are more exposed to distractions as they learn. Regarding the correlations between the learning strategies and school grades, the highest positive correlations are between the statement "I learn at night, after 21 h" and grades in chemistry and physics. Scheduled learning is associated with grades in mathematics and chemistry. Pupils who have a need to learn with their parents or friends, generally have lower grades in most subjects and lower average grade. Also, pupils who daily spend more than 2 hours on the Internet, have lower grades in music and fine arts. The results are discussed in the context of contemporary social environment and the individual needs of different groups of pupils.
The negative impact of sleep deprivation on cognitive performance has been demonstrated in a number of studies which have measured the effects on specific cognitive functions, such as executive functions essential for problem solving, and creative thinking and educational performance. Other studies have found that sleep deprivation affects social-emotional functioning, such as aggression and bullying, as well as the exercise of emotional intelligence, the prevalence of suicidal ideation and suicide and delinquency.

Whilst some attention has been given to the educational impact of sleep deprivation of student performance in schools, relatively little attention has been given to the impact of the possible effects of sleep deprivation of teachers’ functioning in the school and classroom, and the possible effects of this interacting with student sleep deprivation. In this study particular attention is given to social and educational engagement as well as emotional functioning. The perceived causes of both negative and positive sleep habits are also explored. The study also provides insight into the possible effects of interactions between teacher and student functioning.

This presentation is based on data from a pilot study of students between the ages of 11 and 17 (n= 700 ) and a sample of their teachers (n=28) in Hong Kong and England. Data were gathered on students’ social-emotional functioning, using the Goodman SDQ, and on their sleep habits and quality, using a specially designed questionnaire. One to one, informant style interviews were also conducted with samples of students and teachers.

Preliminary findings indicate that sleep problems are seen as a significant issue by both teachers and students, affecting social-emotional functioning and educational engagement. For a minority of students these effects are severe. Sleep deprivation is also cited by many teachers as a factor affecting their professional functioning. Perceived causes of student sleep deprivation are varied, but there is a strong consensus among both students and teachers that communication and information technology, in the form of social networking activities and online gaming, have a significant and often negative effect on sleep habits. Teachers tend to cite excessive workload as a major cause of their own sleep difficulties. Important interactions between teacher and student problems were also identified.

This pilot study indicates that a much larger scale international study is warranted, that will focus on establishing the nature and scale of sleep deprivation effects on the functioning of both students and their teachers.
Well-Being

Economic Background, Spiritual Well-being and Life Satisfaction of Adolescents Among Diverse Cultures in Hong Kong

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This paper reports the quantitative findings of an ongoing research project titled “Educational experiences, self-identity and spirituality: a study on the well-being among students from diverse cultures in Hong Kong” funded by the University Grant Council of Hong Kong (2013 -2014). In Hong Kong, around fifty per cent of the population are Chinese immigrants and five per cent are non-Chinese ethnic minorities. Students from diverse cultural backgrounds are classified as Chinese immigrant students from mainland China and ethnic minority students from South Asia such as India, Pakistan, Nepal and the Philippines. These students are usually affiliated to their family religion. In addition, there are also a number of students crossing the Chinese-Hong Kong boundary to study in Hong Kong schools, known as cross-boundary students. The majority of immigrant and minority students come from humble origins.

In order to explore the associations between the economic background, religious affiliation and life satisfaction of Hong Kong school adolescents, a sample of 3024 students was recruited using the stratified sampling method. All these students, aged between 12 to 19 years, were from eight secondary schools with different concentrations of student groups. They subsequently participated in two self-assessed instruments, the Spiritual Health and Life Orientation Measures (SHALOM) and Multi-dimensional Scale of Life Satisfaction (MSLSS).

The results of confirmatory factor analysis showed a good fit of both instruments. Multiple regression analysis was conducted and economic background was found to be a predictor for the life satisfaction of Chinese, but not for the South Asian students. The former tended to dissociate from any formal religious affiliation whilst the majority of the latter were associated with Islam and/or Hinduism. Structural equation model was employed and findings of latent means comparison revealed significant differences across student groups. Spiritual well-being (SpWB) has been consistently found to be a moderator of the effect of relationship between economic background and life satisfaction across student groups. The benefit of religious faith has been underscored. Religious minority students have a greater sense of destiny and contentment than the non-religious mainstream Chinese students. The findings provide important evidence of the roles of economic background and SpWB of immigrant and minority adolescents in Hong Kong.
Usual approaches to dealing with children and young people, whether by parents, teachers or other well-meaning adults, involve methods like direct telling, talking down, nagging or lecturing. These approaches are often not well-received by children and young people and may result in antipathy, resistance and opposition.

In the east, where harmony in relationship and avoidance of conflict are valued, there are many examples in history and literature in which advice, suggestions or ideas are conveyed without direct reference, with favourable outcomes being achieved.

This paper is an exploration into novel and indirect approaches of communicating with children and young people to increase acceptance and effect change, based on examples from oriental history and literature, and the author’s own experience.

The advantages of these novel approaches are:

1. They capture the attention through humour or the unexpected, and hence are less likely to be rejected.
2. They avoid provoking antipathy, resistance or opposition in the listener.
3. They require processing by the listener, hence the insight is more likely to be understood and remembered.
This paper demonstrates the unique way in which a university and a local authority responded to a Welsh government strategy set up to improve the emotional well-being of young people, against a background of ‘Everybody’s Business: 2001 Welsh Assembly Government’ and the Welsh Assembly Government’s School-Based Counselling Strategy: 2008. It explores the challenges and opportunities of offering a reparative relationship to children and young people from diverse educational and cultural backgrounds as part of a school based counselling service in the city of Newport.

The University in Newport launched a post qualifying Masters programme in Counselling Children and Young People in 2009 in response to the WG Schools Based Counselling strategy. As students needed placements for this course, the programme leader worked in partnership with an educational psychologist from Newport City Council and in 2013, the University of South Wales now provides one to one therapeutic support to primary, secondary and special schools in Newport, through a mix of paid and trainee counsellors and therapists.

Through case studies from a selection of primary, secondary and special schools, this paper will explore the breadth of therapies used, methods of referral and data collection and feedback from students, clients and staff in the schools. It will explore the importance of a reparative relationship for all of these young clients founded on attachment theory, neurobiological research and specific therapeutic approaches used to engage with young people. It will also look at future research opportunities and the possibility of joining up the university’s two services, school-based and community based adult counselling services, so as to offer holistic support to vulnerable families.
Bullying is a serious problem in South African schools. Hardly a week goes by without a news item in the press about a bullying incident and its impact on the victims. Research on the topic underlines the gravity of the problem in South Africa and international. Although friends and peer affiliates serve as buffers against victimisation, studies suggest that learners believe that compared to parents and peers, educator involvement is most helpful in intervening in bullying situations. Educators have an original duty, based on their profession, as well as a delegated duty, based on the authority delegated to them by the parents or guardians of the children enrolled at the school, to act in loco parentis. This compels the educators not only to take care of the learners, but also to maintain order and thus to protect any learner from being bullied while taking the necessary steps to prevent this form of destructive behaviour to take place at the school. Researchers hence emphasise the role educators should play in the development and implementation of anti-bullying programmes. An understanding of educators’ views on bullying is therefore a prerequisite in the prevention of bullying. The aim of this paper is thus to report on findings from an empirical study that explored educators’ views on risk factors for bullying and their proposals on how to curb bullying. Educators, who were furthering their studies at the University of the Free State in South Africa, were invited to take part in a study on different types of bullying.

This paper focuses on the perceived risk factors for and prevention strategies of 91 participants who wrote about learner-on-learner bullying. A content analysis of the responses of the participants revealed that in accordance with Benbenishty and Astor’s social-ecological model, school, family and societal risk factors for bullying were identified. An analysis of the participants’ suggestions on how to prevent bullying acknowledges the need for risk focused prevention that involves the school, the family and the community as interrelated ecological systems. Based on the findings, it is suggested that schools should try to involve as many individuals and groups as possible to develop and implement anti-bullying programmes. These programmes should recognise the role of the interrelated ecological systems in the prevention of bullying and cater for the distinctive needs of individual schools.
Promotion of Social and Emotional Competence in Schools

Why is Emotional Education Essential for Teachers?

Augusta Veiga Branco, Institute Piaget, Portugal
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The literature shows the disturbing reality of teachers feel that the interrelated aspects of their professional and personal lives have been under pressure for a number of years. The current problems and constraints of daily pedagogical life are perhaps not very different than they were 20 years ago, with issues of teacher self-image, self-concept and professional achievement, and an identification of professional stagnation and isolation (Correia & Matos, 2001). These developments might support a call to include training in Emotional Education (Fernandez-Berrocal, Aranda, 2008) in educational programs for teachers, to develop their Emotional Competencies on a personal level (Almeida & Veiga-Branco, 2012) and a professional level.

The objectives of this study were to explore the perception of teachers - who lived in emotional education training - regarding this issue. The study aimed to explore whether teachers recognize the added value of emotional education in their daily practice and in what contexts they would recognize it to be important. The study was a qualitative study that used grounded theory and content analysis with an intentional sample of 18 teachers in primary and secondary schools in Northern Portugal.

In the analysis, a categorical tree emerged with three generations of categories for the field of relational interactions that has as first generation category: "Training in emotional education", from which emerges three sub categories: The first: focuses on their "Personal Development" and generates 5 sub-categories "Nurturing self-esteem", the phenomenon of "Learning to be flexible," the "Management of emotions in me," followed by "Management in practical life "and also" Auto-Recognition". As second category, the "Statute of Emotional Education in turn generates three subcategories: the "Basic training", "A discipline in basic training" and also "Mandatory Continuous Training". Finally, the third sub-category focuses on "Consequences" and the sub-categories considered in this context: "Nonspecific prevention for indiscipline", and: "For pedagogy with affection."

The study concludes that teachers felt that training in emotional education was important in relation to quality of life in general and to their professional development and recommends the inclusion of training in Emotional Education in the curriculum for training of teachers and educators.
Promotion of Social and Emotional Competence in Higher Education

**Developing Social and Emotional Competence in Postgraduate Students**

*Dr Shirley A Egley, University of South Wales, United Kingdom*

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Every year, the University of Wales, Newport welcomes about 15 international and 15 home students onto its full time MA Education (and associated specialist awards). The research presented in this paper was undertaken as part of our on-going commitment to ensure that we offer the best possible experience to our students, many of whom make substantial sacrifices (financial and personal) to join us.

Feedback was collected from staff and students (both international and home) on the MA Education (and associated specialist awards) over five consecutive years. This has been via informal discussions, formal written evaluations and individual semi-structured qualitative interviews with a sample of students and staff. This feedback has been used to further our understanding of the needs of our students and to develop our provision for postgraduate students in subsequent years.

The key findings are:

Scaffolding students in innovative ways will ensure not only that learning outcomes at M level can be met but that advances can be made in terms of integration of emotional and cognitive understanding; the complexity of “critical thinking” needs to be recognised.

Attention to the structure of dialogue in seminars can ensure that an inclusive learning community is developed, which will enable students to explore multiple cultural perspectives and issues of identity.

Such dialogue should include support not only in terms of EAP (English for academic purposes) but also in terms of helping students participate in public debate with purpose and grace.

Offering international students (and home students without a current professional context) access to local CPD experience (through a “buddy” scheme with home student peers, through a programme of visits and through internship opportunities) is critical in enabling students to contextualise the theoretical learning acquired through their academic programme of study; connectedness of learning is key here.

Making available a common physical space, offering opportunities for friendship and peer support and nurturing the sense of “belonging” to the group/institution/geographical area are important for successful study even at postgraduate level.

The teaching of home and international students together in small seminar groups offers an experience which is rich in opportunities for cross-cultural communication, interrogation of values, intercultural understanding and a sense of responsibility as global citizens. It provides a broad learning experience for all students.
Promotion of Social and Emotional Competence in Higher Education

Mindfulness for Academic Resilience: ‘CALM With Nina’

Dr Nina Nola, University of Auckland, New Zealand

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Each year 240 students enrol in the compulsory English course of the University of Auckland’s Tertiary Foundation Certificate Programme (TFC), hoping to gain admission to university. Only half of these will attain the certificate, those failing faring poorly in exams or dropping out during the double-semester eight-course programme due to overwhelming problems presenting or recurring in their lives in the course of the gruelling academic year. The majority of students qualify for the programme because of poor school performance due to bullying, to alcohol and drug addictions, to family break-ups and to general low self-esteem, with mental illness across the spectrum affecting 20% of students prior to admission; the course also targets indigenous Maori, Pacific students, women returning to study and the differently-abled.

Dr Nina Nola introduces the “whole student” concept fostering academic resilience: students sign up for voluntary, extracurricular weekly Mindfulness classes: “CALM With Nina”. Calling on the experience of 2012 classes and the groups’ journals, this paper outlines some of the issues which presented challenges to two students and Nina, and the ways in which these students and Nina responded to the challenges. Testimonies – from “Stephen” who voluntarily entered a psychiatric facility for investigation at 15 due to family illness and found not only calm in Mindfulness but academic reward at the annual prize giving, and from “Eliana” who as a child fell through a glass door and continues to endure debilitating pain, periodic depression, repeated surgery and sickness yet managed to gain university entry – give evidence of the quantifiable benefits of Mindfulness practice to this at-risk cohort.

Nina’s ground-breaking classes are attracting the interest of educators in both Australia and New Zealand where Mindfulness has been adopted as standard practice for Medical students. The benefits of Mindful approaches in the academic environment are an international imperative which cannot be ignored.
Preparing Practitioners of the Future: An Evaluation of Undergraduate Student Experience: Do Students Feel Able to Put into Practice Their Learning on Emotional Well-being for Children and Young People?

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In the UK many policies: Children’s Plan 2008 -2020, Children’s Health Strategy (2008), Healthy Children, Brighter Futures (2009), New Horizons (2009), Keeping Children and Young People in Mind (2010) and Children and Young People’s Mental Health –Coalition (2010), Promoting the Emotional Health of Children and Young People (2010), set out a central need for underpinning knowledge of children and young people’s emotional well-being and mental health as essential to professionals within the children’s workforce, whatever the professionals background and status.

This paper will report upon an evaluation (primary research) of undergraduate students studying a generic inter-agency degree (BA Hons Childhood and Youth) which has a compulsory first year module ‘Promoting emotional well-being for children and young people’ and how this learning / education has impacted upon

a) student learning of promoting emotional well-being

b) student experience in applying this knowledge in placement (children’s workforce)

b) potential outcomes for supporting emotional well-being for children and young people within generic children’s services.

I’d like to run this as workshop: present the findings of my students’ experiences of completing a first year module on ‘Promoting emotional well-being for children and young people’ and how they then have been able to put this learning into practice in second and third year placement. These placements include youth clubs, youth offending services, child protection agencies, social care placements, schools / academies across age ranges and types, sports clubs.

I’d like to share other peoples’ experiences of engaging with educating the children’s workforce in emotional well-being outside of health and psychological services, i.e., outside of expected roles, such as teachers and youth workers. I am keen to have the opportunity to share experiences and practice and that have the potential to improve outcomes for children and young people. This may be further used in suggesting policy / practice for the future education of generic children’s workforce.
Promoting Mental Health in Schools: a Transcontinental Perspective

Dr Carmel Cefai, University of Malta
Professor Paul Cooper, Hong Kong Institute of Education, China
Dr Lesley Hughes, Hull University, United Kingdom
Dr Bob Grandin, University of Sunshine Coast, Australia
Dr Helen Askell Williams, Flinders University, Australia

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This symposium presents the findings of an international project on the promotion of mental health in schools at universal and targeted interventions. The study explored the initiatives taken in the promotion of mental health in schools in Australia, the UK and Malta at different levels, namely universal interventions in mental health promotion, targeted interventions for students experiencing social, emotional and behaviour difficulties and mental health difficulties, and interagency collaboration in the provision of support services for students with social and emotional behavior difficulties.

The first presentation by Carmel Cefai (University of Malta) and Helen Askell Williams (Flinders University, South Australia) presents the findings from a study with three schools in Australia which were participating in the KidsMatter and MindMatters mental health initiatives in Australian schools. Interviews were carried out with about 30 teaching and administrative staff at the schools, exploring teachers’ engagement in mental health initiatives in the classrooms at both curricular and cross curricular levels, resources and packages used, assessment modes, staff education and support in mental health initiatives, and support for staff’s own mental health. The key findings and implications for practice will be presented.

The second paper by Paul Cooper (Hong Kong Institute of Education) and Bob Grandin (University of Sunshine Coast) explores out of school provision for students with mental health and educational engagement problems in Australia and England. A total of 25 institutions were identified and investigated, 16 in Australia and 9 in the UK. Interviews were carried out with a total of 25 practitioners, 17 in Australia and 14 in England, and with 20 academic and public service stakeholders in both countries (9 in Australia and 11 in England). The study examined the provisions made for school students with mental health problems in UK/Australia, both in and out of mainstream schools, the methods employed in these settings to help students deal with social, emotional and or behavioural problems, the specific educational arrangements made in these settings, and the assessment of therapeutic and educational outcomes. The key findings in both countries and implications for practice and policy will be presented during the symposium.

The third paper by Lesley Hughes (University of Hull, UK) and Bob Grandin (University of Sunshine Coast, Australia) reports on the findings of a research study to explore the policy and systems of practice in place to support the mental health of children and young people in the UK and Australia. A whole system approach was used to identify how policy for mental health were adopted by systems of education, health and social welfare to understand the implications this has for organisations and its impact for the children it serves to reach. Method of data gathering was from policy documents analysis to clarify the rationale and position in each country on the promotion of positive mental health, and a qualitative, interpretative perspective using in depth interviewing with key personnel across the sectors of education, health and social welfare to form case studies from which commonalities and differences are drawn and discussed. The study underlines the need for a systems approach to planning for integrated services and the need for greater partnership working and leadership.
POSTER PRESENTATIONS

Friday 14.30 – 15.30 and Saturday 15.00 – 16.30

Main hall – 3rd floor

Panel No. 1 / Playing with the Emotions: an Educational Game for Parents, Educators and Children
Davide Antognazza, Lorenza Rusconi-Kyburz (SWITZERLAND)

Panel No. 2 / “Me and my Needs” – Meeting Children’s Needs Through Their Active Participation
Ella Selak Bagarić, Jelena Tomic, Marija Crnkovic, Hana Hrpka (CROATIA)

Panel No. 3 / The Relationship between Mothers’ Attitudes toward Child Rearing and the Sociometric Status of their Preschool Children
Ella Selak Bagarić, Zora Raboteg-Šarić (CROATIA)

Panel No. 4 / Art Therapy as Early Childhood Intervention
Catherine King Hin Cheng, (HONG KONG)

Panel No. 5 / Mothers’ and Fathers’ Parental Behaviour and Adult Resilience
Tea Pavin Ivanec, Renata Miljević-Ridčki (CROATIA)

Panel No. 6 / Studying the Impact of a Peer Mentoring Programme in Portuguese Children from Primary School Level
Paula Lebre, Andreia Luis (PORTUGAL)

Panel No. 7 / Acoustic Analysis of Infants Crying
Sonja Jovančević, Natalija Bolfan-Stošić (CROATIA)

Panel No. 8 / Researching Social and Emotional Competence in Argentina: Developing, Adapting and Validating Assessments Instruments for Argentina
Isabel María Mikulic (ARGENTINA)

Panel No. 9 / The Relationship between Self-esteem and Aggression among Adolescents: The moderating effects of Narcissism, Clarity of Self-Concept and Positive Illusions
Jae Sun Cha, Ji Jun Lim, Sung Moon Lim (SOUTH KOREA)

Panel No. 10 / The Relationship between Covert Narcissism and Binge Eating: An Exploration of Intervening Variables
Young Bok Gang, Ji Jun Lim, Sung Moon Lim (SOUTH KOREA)

Panel No. 11 / The Portrait of Mothers and Fathers in Croatian Daily Newspapers and in a Magazine for Parents: Today and Twenty Years Ago
Tea Pahić (CROATIA)

Panel No. 12 / Emotion Regulation among Portuguese School-age Children: Emotion Regulation Checklist
Marianna Sousa, Diana Alves, Orlanda Cruz, (PORTUGAL)
Panel No. 1

Playing with the Emotions: an Educational Game for Parents, Educators and Children

Davide Antognazza
Lorenza Rusconi-Kyburz
University of Applied Sciences and Arts of Southern Switzerland

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We wish to present an educational game we designed for parents, educators and children. It is based on the idea that, if you want to talk with children about emotions, doing it through a funny situation allows the participants to feel more comfortable when talking about their feelings, experiment with different social and personal situations, and become more aware of their own and other people’s emotional reactions. The game tells the story of a small chameleon, who travels around the world and discovers its reactions to what is around. There is a board game, rules and 96 cards. In our game, there are different situations to face: you could be requested to smile to or hug another player, or talk about what you fear and like, or when you cried last time. If you are a teacher, you could be asked about what you wish for your students, or to explain them when they make you feel angry. As a parent, you could tell to your children some nice memories of when you were young, or what you like of them.

The game is actually distributed in schools in the Italian speaking part of Switzerland, and is printed in four languages: Italian, German, French and Rumantsch (the four Swiss national languages). For the conference, we will also provide a Croatian version and handouts in English, in order to explain the idea and how we promote the game to schools and parents.

Panel No. 2

“Me and My Needs”– Meeting Children’s Needs Through Their Active Participation

Ella Selak Bagarić, Brave Phone, Croatia
Jelena Tomić, Brave Phone, Croatia
Marija Crnković, Child Protection Centre of Zagreb, Croatia
Hana Hrpka, Brave Phone, Croatia

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Children’s involvement is crucial in developing adequate, relevant and in-time child protection programmes and services. It is important to encourage and give the child an opportunity to participate and their voices to be heard.

To mark 15 years of work, Brave Phone, in a partnership with the Croatian Agency for Education, conducted a project “Me and My Needs” (Sept. 2012), in which 2022 children from 69 Croatian primary schools participated (mostly 5th graders). Teachers conducted a unique workshop, exploring children’s need, which was developed by Brave Phone’s volunteers. The purpose of this project was to enable the participation of children from all parts of Croatia and to provide direction for the further work of Brave Phone, as well as of other interested stakeholders in planning future and present programs. Furthermore, we wanted to encourage children to recognize and express their needs and to understand their rights through them better, by distinguishing needs from wishes.

Teachers were given the unique written instructions on how to conduct the 30 minutes workshop. In the introduction, children discussed difference between a need and a wish. After teaching children how to distinguish them, teachers asked the children to present their needs; every child named and drew nine needs. Teachers asked the children to choose their four most important needs. Finally, the discussion was made on a difference between needs and why children chose to keep one or to reject another.

We grouped children’s responses according to the classification of children’s rights by the Convention on the Rights of the Child: Right to Development (e.g. friendship 90%, play 90%, education 82.5%); Right to Survival (e.g. food and drink 90%, health care 67.5%, clean air 52.5%); Right to Protection (e.g. protection 42.5%, freedom 27.5%; safety of home 5%); Right to Participation (e.g. right to have an opinion and expression 7.5%, right to have a choice 2.5%, right to own personal things 2.5%).

The results of this project were presented at Brave Phones 15th Anniversary celebration in October 2012. This project enabled the voices of children from whole Croatia to be heard and to directly influence further preventive work of Brave Phone.
The Relationship between Mothers’ Attitudes toward Child Rearing and the Sociometric Status of their Preschool Children

Ella Selak Bagarić, Brave Phone, Croatia
Zora Raboteš-Šarić, Institute of Social Sciences Ivo Pilar, Croatia

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The aim of this study was to examine the relationship between sociometric indicators of preschool children’s social status in the peer group and their mothers’ attitudes toward child-rearing.

The study was conducted on a sample of 152 children in kindergartens, 86 girls and 66 boys, and 152 mothers. The Sociometric Peer-Rating Scale – SPRS (Asher, 1979) was applied in the sample of children to determine their sociometric status, while mothers completed The PAD Parental Attitudes Scales (Falender and Mehrabian, 1980) that, according to the PAD model of emotions, measure pleasure (P), arousal (A) and dominance (D) in the relationship between parents and children. The Arousal scale proved to be inadequate for measuring maternal child-rearing attitudes, while scales that measure pleasure and dominance were retained in the adapted version of this instrument.

Girls and boys did not differ with regard to their social status in the peer group, and younger children were more accepted among peers than older ones. The sociometric status of children did not differ with regard to their family’s structure or mothers’ education. Children of working mothers were more accepted among their peers than children of unemployed mothers. Maternal child-rearing attitudes did not differ significantly with regard to the sex of the child. Mothers of younger children were more permissive, and their children expressed greater dominance in the family. Greater dominance of the child was also correlated with fewer siblings in the family. Sociometric indices that indicate the acceptance of children in their peer group were not significantly related to maternal child-rearing attitudes. In addition, differences between popular, rejected, isolated and controversial children according to their mothers’ child-rearing attitudes were not statistically significant.

Art Therapy as Early Childhood Intervention

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Art Therapy is believed by many to be highly suitable for work with young children, and this work will be explored in the presentation. Through a composition of carefully designed curriculum incorporating fundamental elements in Art Therapy, a group of child participants were able to evolve from a directive approach (theme-based, teacher-oriented) to a non-directive approach (child-centred, participants-oriented) through a duration of 30 sessions in art exploration. The art products, including the exploration of different media, were recorded according to the different themes introduced in each session. The line of development thus was shown through the passage of time of which the concepts of self-awareness and self-growth were grasped and the children were able to mature as both an individual and as a participant in a group from an Art Therapy perspective.

The research project highlights the Social and Emotional Learning in Art Educational Setting by using Art Therapy techniques. Since children spend much of their day-time in school setting, it is necessary to consider their emotional ability as well as their academic achievement. The project postulates that art-making could be one of the most powerful tools to tackle this problem. It is the nature of art-making to include social and emotional learning. Through which, early identification and early intervention of other specialist for the children with special needs would be more possible. Therefore, the project studies the way of combining both emotional learning and artistic skill learning. Pictures will be shown to demonstrate the line of change throughout the course of time.

In looking at young children’s social and mental health, the research project highlights the Social and Emotional Learning in Art Educational Setting by using Art Therapy techniques. It is the nature of art-making and early psychological intervention for the children with special needs that is emphasised to help young children in this certain aspect. The study carries significance to serve as a set of guidelines to current childcare workers and teachers in using art and Art Therapy approaches for young children, particularly in incorporating the fundamental elements of Art Therapy as Early Childhood Intervention for young children.
Panel No. 5

Mothers’ and Fathers’ Parental Behaviour and Adult Resilience

Dr Tea Pavin Ivanec
Dr Renata Miljević-Ridčki
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Research in the field of resilience has significantly increased over the past 20 years which implies recognition of this concept’s importance both from theoretical and practical perspective. Although definitions of resilience can differ depending on theoretical and research perspective, each definition emphasises its desirability in terms of individual’s characteristic (developmental outcome) and implies interactive nature of this concept. For the purposes of this study, we have defined resilience as an ability to maintain adaptive functioning and sustain (or recover) mental health despite of different life-adversities. Resilience is related to personal, biological and environmental factors. Those related to the family context are very important (especially in childhood), since attachment and close relationships play significant role in developing adaptive functioning and ability to successfully cope with adversities in childhood, adolescence and adulthood. Regarding the family context, parents have a crucial role in providing protective family environment and building children’s resilience, which is, consequently, a predictor of adult resilience. One of the important parental characteristics is their parental behaviour i.e. different aspects of interaction with child and the parenting style.

Therefore, this study aims to explore the relationship between mothers’ and fathers’ parental support, restrictive control and permissiveness and adult resilience. Additionally, mothers’ and fathers’ overall and specific involvement in children-related activities in everyday family-life is also explored in the context of their relationship with resilience.

This study has been conducted on the sample of 120 students of the Faculty of Teacher Education in Zagreb who have completed two instruments: The Resilience Scale for Adults (Friborg et al, 2005), a self-report inventory measuring five dimensions of adult resilience (personal strength, social competence, structured style, family cohesion and social resources) and Parental Behaviour Questionnaire (Keresteš et al, 2012) measuring seven aspects of parental behaviour of their parents (warmth, autonomy, knowledge, inductive reasoning, permissiveness, punishment, and intrusiveness).

Mothers’ and fathers’ parental behaviour and involvement in children-related activities are discussed from the perspective of their relationship with specific dimensions of resilience.

Panel No. 6

Studying the Impact of a Peer Mentoring Programme in Portuguese Children from Primary School Level

Paula Lebre
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The main focus in this research was to adapt and evaluate the impact of a peer mentoring program acting as a vehicle to promote social competence, well-being and quality of life in children from primary school level. The research had the following objectives: to explore changes in the dimensions of social and personal competences, quality of life and well-being in a sample of primary school children that participated in a peer mentoring program in their school.

A group of children attending the 4th grade were randomly selected to participate in a peer mentoring training program (10 sessions) and a peer mentoring support scheme in their school. A control group of children who did not participate in this program was also established. The sample consisted of on 20 children aged 8 to 11 years (M=8.9) assigned for a control group (N=10) and an experimental group (N=10). Both groups were evaluated at two moments, prior to training and after the training and peer mentoring scheme. The instruments used were the Kidscreen-27 (Ravens-Sieberer et al., 2001) and The Walker-McConnell Scale of Social Competence and School Adjustment (SCSA) (Walker & McConnell, 1995), the Strengths and Difficulties Questionnaire (SDQ-Port) (Goodman, Meltzer & Bailey, 1998) and a qualitative final assessment questionnaire ‘Mentor,’ designed by the researchers. The results showed non-significant changes in well-being and quality of life and significant changes in SDQ and social competence. The qualitative data indicates that the peer mentoring program had positive impacts on the relationships between the mentors and the mentees.
Early child development is a period which involves a series of complex and extremely important process. The first three years of life emphasize as a critical period of a child’s development in which it operates a number of different environmental factors. The major role in this period belongs to their parents. Their role is to know and feel their new-born child and achieve a close relationship with him to help him develop a sense of security and warmth in environment in which he will develop. Realization of these relations starts in pregnancy and continues through the period of infancy. When a child is born, from the very beginning, infant sends his mother important signals. Through this work we have focused on analysing one of the most important signals of the child, and that is crying. Mothers get a lot of different information from the different types of crying. From the standpoint of speech-language pathologists, we tried to analyse and distinguish types of crying with colic and without them. Previous studies of crying infants have shown that colic causes pain that occurs in the gastrointestinal tract. Colic is a common problem in infants aged from first to third month of life. In this period a result, parents may misinterpret the child’s crying. The aim of this study was to determine differences in the characteristics of crying through acoustic analysis in infants with colic and healthy infants to determine the acoustic standards for distinguishing normal from diseased crying. Such standards may help in the diagnosis of various disorders. Infants with colic generally cry in intolerable manner.

The purpose of the research was to gather acoustical data from 14 infants crying (7 healthy infants and 7 sick infants). Infants’ cries with colic and seven healthy infants, male and female, age one to three months were recorded by Zoom HD recorder with built-in stereo microphone, in pediatric ambulance in Zagreb. Results of acoustical cry analyses were made using the Multi-Dimensional Voice Program (MDVP, Copyright 1990-2000, Kay Elemetrics). Descriptive statistics of acoustical data was obtained by Statistical for Windows, Ver. 5.0. This kind of research may help in establishing acoustical data for diagnostic purposes.

In Argentina, as in the rest of the world, a great change has occurred in psychological research which demonstrates a predisposition to deal with positive and preventative aspects rather than negative and pathological ones. Over the years, the predominant growth of theory and research in psychology has been centred on negative emotions and on human weakness in general, which has given rise to a disciplinary framework with a strong bias towards the psychopathology, especially in Argentinean in relation to a psychoanalytic hegemonic approach.

In the realm of education, for example, it is essential to attend to the healthy development of children and teenagers as a key part of their social development, centring on the acquisition of competencies to allow life’s adversities and risks to be confronted creatively. One of the challenges of implementing emotional and social educational programs in different contexts is related to the difficulties in obtaining reliable data to check improvements. Currently there is a limited availability of valid and trustworthy tools in Argentina which can be used to evaluate in research and applied fields.

In the light of this need over the last few decades in Argentina much effort has been put into designing, adapting and validating tools to permit some of the most important constructs – resilience, positive emotions, strengths, emotional intelligence and social and emotional competences – to be evaluated. These instruments have proved to be necessary in order to show the role of schools or even Universities in developing social and emotional competences.

Instruments listed below have been built or adapted to Argentinean context and have proven to possess a satisfactory level of validity and reliability. Research findings and psychometric properties of the following tools will be shown:

- Social and Emotional Competencies Inventory (ICSE - Mikulic, 2013)
- Trait Emotional Intelligence Questionnaire (TEIQue, Petrides & Furnham, 2001, 2003; Argentinean Adaptation: Mikulic, 2010)
- Emotional Skills and Competencies Questionnaire (Vladimir Takić, 2000; Argentinean Adaptation: Mikulic, 2010)
- Structured Interview to Evaluate Risk and Protective Factors and Resilience Potential in Adults (ERA –Mikulic & Crespi, 2007)
- Structured Interview for the Evaluation of Teaching Practices (Mikulic & GarciaLabandal, 2006)
- Structured Interview to Evaluate Strengths in Children and Adolescents (Mikulic & Fernández, 2005)
The purpose of this study was to examine the moderating variable of narcissism in the relationship between self-esteem and aggression among adolescents on the basis of previous research (Ang & Yusof 2005; Barry et al. 2003; Bushman, et al. 2009. Walker & Bright 2009). We chose clarity of self-concept and positive illusions (self-enhancement bias, illusions of control, unrealistic optimism) as moderating variables based on relevant research (Campbell et al. 1996; Kil & Oh 2008; Stucke & Sporer 2002). We have conducted questionnaires incorporating Rosenberg’s self-esteem scale, Narcissistic personality inventory (Raskin & Hall 1979), Self-concept clarity scale (Campbell et al. 1996), Positive illusions questionnaire (Lee et al. 2001), and Aggression questionnaire (Buss & Perry 1992) with adolescents in Korea. Data were collected from 784 young people (average age 16 years; 477 males, 307 females). For the analyses of moderating effects, hierarchical multiple regression analysis was used.

The results were following. First, it showed that effect of interaction of clarity of self-concept in relation among self-esteem, narcissism, and aggression were meaningful. When the level of clarity of self-concept is low, the effect of interaction between self-esteem and narcissism on aggression was meaningful, but when the level of clarity of self-concept is high, the effect of that disappeared. So adolescents who scored low on clarity of self-concept but high on narcissism indicated that the higher their self-esteem, the more aggressive they will be. And the students who got high on clarity of self-concept do not indicated such result. The result demonstrated that aggression level with high levels as well self-esteem as narcissism is different depending on the level of clarity of self-concept and this aggression level is getting lower if the level of clarity of self-concept is high. It means that developing a consistent and clear self-concept could be an effective alternative to ease off side effects of high self-esteem and narcissism which can affect aggression. Second, it showed that interaction effect of illusions of control in relation among self-esteem, narcissism, and aggression were meaningful. When the level of illusions of control is high, the effect of interaction between self-esteem and narcissism on aggression was meaningful, but when the level of illusions of control is low, the effect of that disappeared.

This means that lowering of illusions of control could be an effective alternative to ease off side effects of high self-esteem and narcissism which can affect aggression. On the other hand, adolescents who have low self-esteem but high illusions of control indicated high aggression and hostility. Counseling to ease off adolescents’ aggression should be considered according to client’s level of self-esteem and narcissism, through interventions to increase their clarity of self-concept and to decrease illusions of control. Further implications and limitations of the research will be discussed.
The purpose of this study was exploring mediational or moderating variables in the relation between covert narcissism and binge eating based on relevant research (Gordon & Dombeck 2010; Maples et al. 2011).

We tested the lineal pass model in which covert narcissism affects emotional intensity, and in turn emotional intensity affects emotion suppression, and finally emotion suppression affects binge eating, which was based on relevant research (Gross & John 2003; Mclean et al. 2007; Svaldi et al. 2012). Furthermore, it was investigated whether emotion regulation strategies have moderating effects in the pathway on our lineal pass model in relation to relevant research (Gross & John 2003; Lee & Kwon 2009).

In order to achieve the aims of this study, data was collected from 240 adolescents in Korea (average 15 years old; male 80, female 160) using the Bulimia Test Revised (Thelen et al. 1991), the Covert Narcissism Scale (Akhtar & Thomson 1982), the Pathological Narcissism Inventory (Pincus et. al. 2009), the Affect Intensity Measure (Larsen 1984), the Attitudes Toward Emotional Expression (Joseph et al. 1994), and the Emotion Regulation Strategy Questionnaire (Lee & Kwon 2007).

For the analyses of mediating effects and moderating effects, the method of structural equation modeling was used. The results were as follows. First, the goodness of fit of our research model was better than those of competition models. It shows that covert narcissism has an influence on binge eating through two sequential mediation variables of emotional intensity and emotion suppression. Second, two variables moderated the relation between emotion suppression and binge eating on our model, which were meeting intimacy person and acting mood refreshing activity in behavioral strategies among emotion regulation strategies. The discussion will explore the role of an emotion regulation strategy, with consideration of how to decrease binge eating of covert narcissists and how to define an intervention program for them.
According to differential emotions theory, emotion regulation (ER) is a predictor of child social competence and adjustment (Izard, King, Tretacosta, Laurenceau, Morgan & Krauthamer-Ewing, 2008). ER is a highly complex concept and has been studied through a variety of measures and physiological indicators, mainly using parents and teachers as informants. The Emotion Regulation Checklist (ERC; Shields & Cicchetti, 1997) is a 24-item scale to be completed by adults with close relationship with the child (e.g. parents, teachers). Children's behavior is rated on a four-point Likert scale (1-never true; 4-almost always true) to assess the extent to which the item describes the child's behavior. The ERC measures processes related to regulation and affective lability. The ER dimension describes appropriate affective displays, including items assessing child's empathy and emotional awareness. The Lability/Negativity dimension is composed of items assessing mood reactivity and intensity of negative emotions.

This study examines the factorial structure and factorial invariance of the ERC in a sample of 125 (69 boys, 56 girls) Portuguese school-aged children. Confirmatory factor analysis (CFA) was conducted to explore dimensionality and test for measurement invariance in factor structure, factor loadings and intercepts. The results show that the factorial validity proposed by the ERC authors was fair. Hence, the original model according to the AMOS outputs was redefined. The final scale has two dimensions with 4 and 3 items and a good quality adjustment, Chi-square/df = 1.999, CFI = .953, GFI = .950, TLI = .918 and RMSEA = .090 and P(rmsea ≤ .05) = .102. Cronbach's alpha standardized coefficients for each of the two factors and for the two dimensions composite score meet the criterion of ≥ 0.7. Subsequently, the factorial validity of this modified model was tested through a CFA with another independent sample (N = 126; 64 boys, 62 girls). The goodness of fit was satisfactory, Chi-square/df = 1.916; CFI = .955, GFI = .955 TLI = .920, RMSEA = .086 and P(rmsea ≤ .05) = .126. The data supported a modified bi-dimensional structure of ERC - Lability/Negativity and Emotion Regulation. Results support the use of the ERC in research among Portuguese school-aged children. ERC provides a comprehensive assessment of clinically relevant ER difficulties in Portuguese school-aged children and can be used to assess the impact of programs aiming at fostering children's social and emotional competencies.
OPENING CEREMON Y

Conference opening ceremony will be held at the small hall of the Lisinski Concert Hall on 3rd July.

1. Conference organizers and patrons’ welcoming addresses
   18.15 - 18.25 Welcoming addresses by the ENSEC conference chairpersons:
      • Professor Renata Miljević-Ridički, PhD, Faculty of Teacher Education, University of Zagreb
      • Kathy Evans, Faculty of Education and Social Sciences, University of Wales, Newport, UK
   18.25 - 18.30 Professor Ivan Prskalo, PhD, Dean of the Faculty of Teacher Education, University of Zagreb
   18.30 - 18.35 Professor Aleksa Bjeliš, PhD, Rector of the University of Zagreb
   18.35 - 18.40 Milan Bandić, Mayor of the City of Zagreb (or a representative of the Mayor’s Office)
   18.40 - 18.45 Željko Jovanović, PhD, Minister of Science, Education and Sports (or a representative of the Ministry)
   18.45 - 18.50 professor Ivo Josipović, PhD, President of the Republic of Croatia
               (or a representative of the Office of the President of Croatia)

2. Academy of Dramatic Art, University of Zagreb, Professor Ksenija Zec,
Teaching Assistant Saša Božić: Parts of the third year Performing Arts exam performed
by the Academy of Dramatic Art students

3. Reception

Conference opening ceremony will be held at the small hall of the Lisinski Concert Hall (Stjepan Radić Square 4). You can get there from Main Square using tram number 13 (direction Žitnjak), which also stops at hotel Westin.

If you are located at the Faculty of Teacher Education you can take tram number 5 (direction Maksimir) to reach Lisinski Concert Hall. See the map on page 10 of tram routes for more options, just keep in mind to get off at the tram station „Lisinski“.

If you are at Main Train Station you can reach Lisinski Concert Hall on foot in 5 to 10 minutes trough underground passage “Importane center” (front of the station, to the left) but you’ll have to ask for directions.

If you are coming to opening ceremony directly from airport, you can ask the driver of the shuttle bus to leave you by the Lisinski Concert Hall because the bus will pass by it.
SOCIAL PROGRAMME

ZAGREB CITY TOUR

Thursday 4th July, 2013 - afternoon

Start: hotel WESTIN at 16:30h

If you want to explore Zagreb – the capital of Croatia, from the 11th century all the way to the present day this excursion is perfect for you. The Funicular will take you back to medieval times to hear the story about the beginning of Zagreb. You will see Gradec and Kapitol, two settlements and two hills, the Bell tower and the Priest's tower, St. Mark's and St. Catherine's Church, the first Gymnasium, the Croatian parliament, the Stone gate, the Cathedral and much more.

ZAGREB MUSEUMS / GALLERIES

Friday 5th July, 2013 - afternoon

Start: hotel WESTIN at 16:30h

The treasures of history are kept and exhibited in the museums of Zagreb. Apart from objects related to the history of the city, the Zagreb museums and art collections possess exhibits from the whole world round of very considerable historical and artistic value. Things of particular interest are the Zagreb Mummy with the world's longest text in Etruscan, and the remains of Neanderthal prehistoric man (Homo Krapinensis).

GALA DINNER (at RESTAURANT „OKRUGLJAK“)

Saturday 6th July, 2013 at 20:00h

Start: return bus transfers for all our participants will be organized from all 5 hotels (from MOVIE HOTEL 19:20h, from LAGUNA 19:30h, from FOUR POINTS BY SHERATON 19:35h, from WESTIN 19:40h, from INTERNATIONAL 19:50h)

Restaurant „OKRUGLJAK“ is probably one of the most authentic restaurants in Zagreb and certainly one of the most traditional establishments in the north of Croatia. „OKRUGLJAK“ is definitely one of the highlights of Zagreb’s gastronomic experiences. The inhabitants of Zagreb and their guests have been taking great delight in its extensive menus and high standards for more than a century. See more on: www.okrugljak.hr

NATIONAL PARK „PLITVIČKA JEZERA“

Monday 8th July, 2013 (full day)

Start: hotel WESTIN at 08:30h

Join us on Croatia’s most popular day trip. Discover why a million people every year visit this pearl of world’s natural heritage that has been on the UNESCO World Heritage List since 1979. Experience a unique blend of continental and maritime Croatia on sixteen remarkable cascade lakes. The timeless beauty of waterfalls thrills in every season in a different way. The perfect picture nature has been creating for several millennia, leaves everyone breathless. Experience the birth of a vivid rainbow while getting refreshed with the scattered drops of a waterfall 78 meters high. Find out why and how the Lakes change colors from emerald green to azure blue. Enjoy thousands of sparkling falls, clean pure air, the great Splasher, an idyllic boat ride on Lake Kozjak, endemic flora and fauna and Lika's food. Take a walk on one of 18 kilometres marked trails in unspoiled countryside or relax while being driven on an electric boat or small train. Only 2 hours from Zagreb, do not miss the opportunity to enjoy this unique experience that attracts visitors from all over the globe.

On the way to Plitvice we stop at a small village and mill, Rastoke usually called “Little Plitvice”. Rastoke is situated at the Slunjica River estuary which over travertine barriers “dissolves” into the river Korana creating a series of small lakes and picturesque waterfalls. Experience this natural monument compared with the famous Fontana di Trevi in 1860 by well known philologist and travel writer Adolf Veber Tkalcevic. Discover the rare symbiosis of fantastic natural creations and century human achievements from centuries ago. Enjoy the fresh caught trout, well known Lika lamb or veal, deer dishes and other specialties in restaurants that blend into their beautiful surroundings.

And if we get lucky – we meet the otters that build their homes in riverbanks burrows or under the rocky ledges of Rastoke. See more on: www.np-plitvicka-jezera.hr
GENERAL INFORMATION

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LANGUAGE The official language of the conference is English and no simultaneous translation is provided.

INTERNET Internet room for participants (3rd floor), WiFi

REGISTRATION AND CONFERENCE DESK The desk is located in the main hall on the 3rd floor. The staff at the desk is in charge of the registration, accommodation of bookings, social arrangements and excursions.

MEETING POINT Registration Desk

NAME TAG Please wear your name tags throughout the conference.

REGISTRATION DETAILS The conference fee for participants includes: participation to all sessions, conference bag including name tag, conference book, coffee breaks, lunch breaks, opening reception.

STAFF ASSISTANCE Students of the Faculty of Teacher Education Program will assist with practical matters during the conference. They will be easily identified in special orange T-shirts.

CERTIFICATE OF ATTENDANCE The certificates may be collected at the registration desk.

THE DRESS CODE Causal

LIABILITY AND INSURANCE The organizer of the conference is not able to take any responsibility, whatsoever, for injury or damage to persons or property during the Conference.
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