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Eötvös Loránd University
Faculty of Education and Psychology



7TH ENSEC CONFERENCE

Well-being and Social, Emotional Development

ELTE Eötvös Loránd University
Faculty of Education and Psychology

Budapest, August 29–31, 2019

2019

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WELCOME

Welcome to the 7th ENSEC Conference “Well-being and Social, Emotional Development” hosted by the Faculty of Education and Psychology of the Eötvös Loránd University (ELTE) in Budapest.

This booklet provides information about the conference and the related scientific and social activities. You can also find all information on the conference website: ensec2019.elte.hu

CONFERENCE VENUE

The primary site of the conference is the Kazinczy building (**KAZY**) of the Faculty of Education and Psychology where the entire scientific program is held.

Address: **Budapest, Kazinczy utca 23–27.**

The venue of the reception on Thursday is the main building of the Eötvös Loránd University (**Aula Magna**).

Address: **Budapest, Egyetem tér 1–3.**

The gala dinner on Friday is held in the Izabella building (**IZU**) of the Faculty of Education and Psychology.

Address: **Budapest, Izabella utca 46.**



CONFERENCE INFORMATION DESK

The information desk (i) will be located on the 2nd floor of the Kazinczy building (See the map on page 6).

Information boards will be displayed at the main conference venue (Kazinczy building 2nd and 3rd floors)

- ⇒ Changes in the program
- ⇒ Floor plans
- ⇒ Further important information

For urgent information and immediate assistance, please contact the secretary of the conference:

Dr. Attila Rausch
Tel.: +36 30 3327811
E-mail: rausch.attila@ppk.elte.hu

CONFERENCE SUPPORT

Should you need any assistance during the conference, contact any member of the support team, who will be wearing dark red conference branded T-shirts.

LUNCH BREAKS

Lunch will be served on the 3rd floor of the Kazinczy building. Vegetarian and gluten free options are also available. Ask members of the support team, if you need assistance.

COFFEE BREAKS

Coffee, tea, and other beverages will be served on the 3rd floor of the Kazinczy building during coffee breaks which are indicated on the Time Table. Coffee and water will be available at all times.

CONFERENCE BADGES

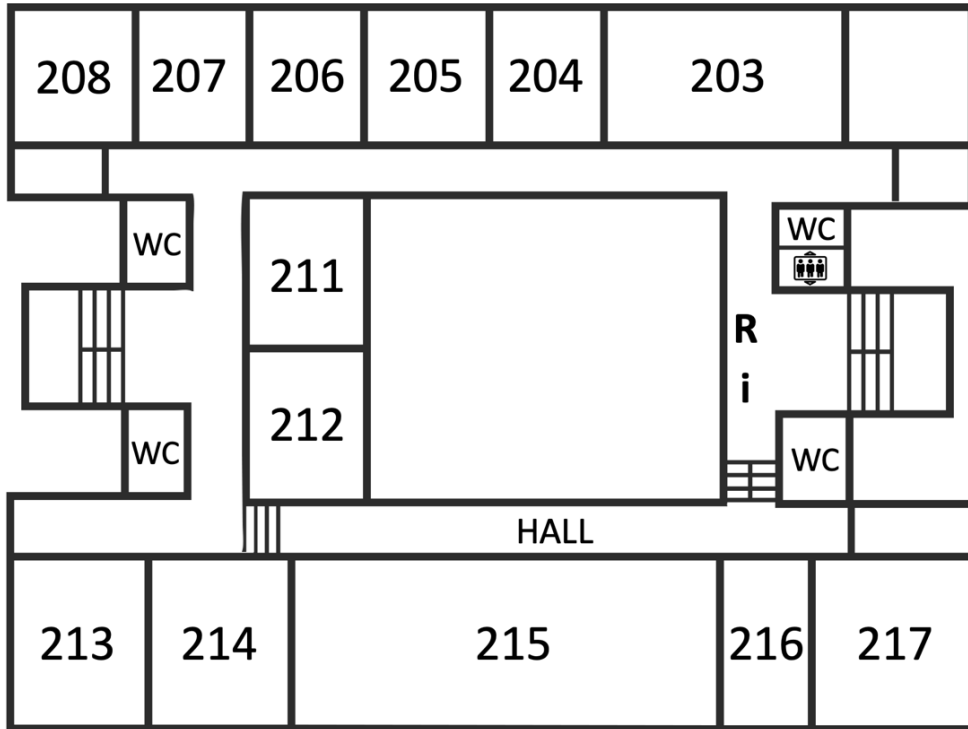
Participants receive a name badge which they are kindly requested to wear during the conference to have access to the booked conference activities.

Conference Information

Kazinczy building (KAZY)

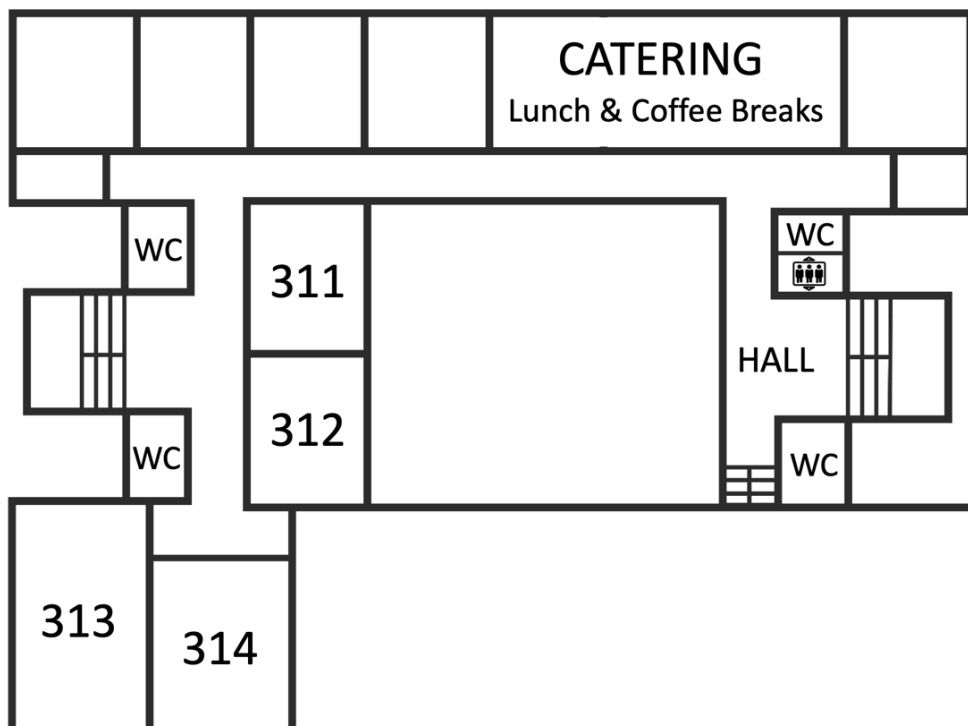
ELTE Eötvös Loránd University Faculty of Education and Psychology

2nd Floor



R = Registration, i = Information desk

3rd Floor



EMERGENCY SERVICES

Ambulance, firefighters and police: **112**

In the event of an emergency at the conference venue, please contact the nearest member of the support staff, or call the secretary of the conference (+36 30 3327811).

DRINKING WATER

It is safe to drink tap water. Tap water in Hungary is controlled and monitored for its safety to drink. We advise you to bring your drinking bottles with you.

CURRENCY AND BANKING

The currency in Hungary is Forint (HUF). For daily exchange rates, please check the official homepage of the Magyar Nemzeti Bank (the Central Bank of Hungary): www.mnb.hu/en.

There are several ATMs and money exchange offices near to the conference venue. Most of the restaurants and cafes accept credit card.

NOTES



August 29, 2019 (Thursday)

10.30–11.00 *Conference opening* (215)

11.00–12.00 **PLENARY 1** (215)

Maurice J. Elias

Building a worldwide capacity to promote SEL: The academy for SEL in schools

Chair: Anikó Zsolnai

12.00–13.00 *Lunch* (3rd floor)

13.00–14.30 CP01–CP03, SY01, WS01–WS03 Session

<p>CP01</p>	<p>Student-teacher relationships and teachers' perceptions <i>Chair: Anikó Fehérvári</i></p> <ul style="list-style-type: none"> • Teachers' perceptions regarding shy students and implications for socio-emotional interventions <i>Anat Korem</i> • Teacher-student relationships in adolescence: Result of a pilot study <i>Lilla Szabó, Attila Rausch, Anikó Zsolnai</i> • Well-being, academic emotions and learning competence: A mixed method study in undergraduate students <i>Hannelore Reicher, Marlies Maticsek-Jauk</i> • Convincing the Unconvinced: SEL advocacy in a complex age <i>Faye Hobson</i> 	<p>204</p>
<p>CP02</p>	<p>Health and well-being in the digital age <i>Chair: Annalisa Morganti</i></p> <ul style="list-style-type: none"> • ICT based sociometrical assessment of integrating preschool communities <i>Endre Horváth, Erika Herbainé Szekeres, Ágota Szekeres</i> • Index for social emotional technologies: Challenging approaches to inclusive education <i>Annalisa Morganti, Stefano Pascoletti, Alessia Signorelli</i> • Well-being of children and the dynamics of the digital age <i>Anca Georgiana Simion, Cristian Stan</i> • Does satisfaction of the basic need for autonomy influence curiosity? <i>Nicola Schutte</i> 	<p>217</p>

13.00–14.30

CP03	<p>Resilience and school <i>Chair: Birgitta Kimber</i></p> <ul style="list-style-type: none"> • Resilience in schoolchildren: Cross-cultural perspective <i>Renata Miljević-Ridički, Celeste Simões, Birgitta Kimber</i> • School as resilience tutor: A didactic path in Italy and Spain <i>Sara Gabrielli, Cesare Fregola</i> • Personal effectiveness as the real benefit of the learnable emotional intelligence: A new perspective in teacher training <i>Alina Turculeț</i> • Students' Motivation in Higher Education – Conclusions of a Survey <i>Nárcisz Kulcsár, Zsuzsanna Tóth</i> 	206
SY01	<p>'Learning to live and living to learn: Emotion Coaching, a novel relational approach to supporting educational relationships and sustainable staff well-being' <i>Chair: Licette Gus</i> <i>Discussants: Louise Gilbert, Janet Rose</i></p> <ul style="list-style-type: none"> • Introducing the evidence-base for Emotion Coaching in UK educational settings <i>Janet Rose</i> • A way of being and a way of becoming: The EC model of setting engagement and professional practice <i>Catherine Louise Gilbert</i> • Developing practitioners' professional confidence and emotion socialisation skills through the use of Emotion Coaching <i>Licette Gus</i> 	215
WS01	<p>Teaching skills for success through SEL <i>Ed Dunkelblau</i></p>	217
WS02	<p>Target Teaching <i>Kelli Dillingham Parcher, Shannon Burns</i></p>	203
WS03	<p>“Together we are trying to create a small community, a self-sustaining community”: Supportive environment for people with psychosocial disabilities <i>Andrea Perlusz, Borbála Bánya, Lucia Csabai, Zsófia Pichler, Csilla Cserti-Szauer, Péter Juhász</i></p>	213

14.30–15.00 Coffee Break (3rd floor)

15.00–16.30 CP04–CP06, SY02, WS04–WS07 Session

<p>CP04</p>	<p>Mindfulness, environmental factors and social, emotional competence <i>Chair: Mária Hercz</i></p> <ul style="list-style-type: none"> • The relationship between mindfulness and emotional competence in adolescents <i>Josipa Mihic</i> • Mindfulness influence on anxiety in pre-service teachers <i>Ramona Henter</i> • Inequity aversion in preschooler children <i>Adrienn Král, Mónika Sándor, Ádám Kun</i> • The effects of micro environmental factors on the development of social competence in pre-school children <i>Csilla Lazsádi</i> 	<p>204</p>
<p>CP05</p>	<p>Social and emotional competence and well-being <i>Chair: Celeste Simões</i></p> <ul style="list-style-type: none"> • Combined cognitive reappraisal: An innovative way of emotion regulation strategies to cope with social stress situations <i>Anabela Santos, Patrícia Arriaga, Celeste Simões,</i> • Developing social-emotional well-being in the framework of life-long learning <i>Niva Dolev, Yariv Itzkovich</i> • Developing socio-emotional competence among immigrant adolescents: Insights and practical tools derived from group assertiveness training <i>Anat Korem</i> • Promoting parental competence for parents of children with ADHD: Evaluation of a short training program <i>Ajana Löw, Anamarija Žic-Ralić, Ozana Mikulić</i> 	<p>205</p>

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15.00–16.30

<p>CP06</p>	<p>Predictors of well-being in adolescence <i>Chair: Marta Fulop</i></p> <ul style="list-style-type: none"> • School competitive climate and students' psychological and somatic well-being <i>Marta Fulop, Balazs Varga, Nóra Sebestyén</i> • Factors predicting emotional problems in upper secondary school <i>Jan Arvid Haugan, Per Frostad, Per Egil Mjaavatn</i> • Predictors of family satisfaction of youth at risk in Croatia <i>Ivana Maurović, Gabrijela Ratkajec Gašević, Anja Mirosavljević, Antonija Žižak</i> 	<p>206</p>
<p>SY02</p>	<p>Social problem-solving among children, adolescents, and university students: Results of Hungarian cross-sectional, longitudinal, and comparative investigations <i>Chair: László Kasik</i></p> <ul style="list-style-type: none"> • Development of social problem-solving among adolescents: Hungarian cross-sectional and longitudinal studies <i>László Kasik, Zita Gál</i> • The role of environmental factors in the development of social problem-solving: Differences between disadvantaged and non-disadvantaged adolescents <i>József Balázs Fejes, Éva D. Molnár</i> • Characteristics of negative problem orientation: Hungarian investigations with questionnaire, story, and EEG <i>László Kasik, Zita Gál, Péter Csibri</i> • The relationship between social problem solving, life satisfaction and school well-being among adolescents and university students <i>Szilvia Jámboiri, Zita Gál, József Balázs Fejes</i> 	<p>215</p>
<p>WS04</p>	<p>Monitoring social relations in real-time <i>Anna Szekely, Bianka Gonye, Aditi Gandotra, Eniko Kasos, Eszter Kotyuk, Peter Haga, Tamas Borsos, Zsolt Kenesi, Mate Szebenyi, Andras Veres</i></p>	<p>217</p>
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15.00–16.30

WS06	<p>What is the World is Family TIES? (A family centred intervention to support the transfer of Social Emotional Competency from the learning environment to the real-world environment of the home) <i>Robert Calame, Karina Svejgaard Vase, Dennis Thomsen</i></p>	213
WS07	<p>Characteristics and experiences of nurture group and Learning Support Zone educators in Malta <i>Maria Pace</i></p>	211

16.30–17.00 *Coffee Break* (3rd floor)

17.00–18.30 CP07–CP10, WS08–WS11 Session

CP07	<p>Social and emotional learning programs and promoting resilience from kindergarten to secondary school <i>Chair: Renata Miljević-Ridički</i></p> <ul style="list-style-type: none"> • Sport's program in Kindergarten Prečko: A path to well-being <i>Kosjenka Lovrec-Marinović, Mirjana Celić, Romana Špacapan, Danijela Bencuz, Vlatka Novak</i> • Resilience promotion in schools through RESCUR Curriculum: The RESCUR in Action Project <i>Celeste Simões, Paula Lebre, Anabela Caetano, Team RESCUR</i> • MAPLE: A social and emotional learning program for preschoolers in Taiwan <i>Huei-Tsy Chen, Li-Jung Yang, I-Ching Lee, Chiu-Kuei Ko</i> 	204
CP08	<p>SEL implementations <i>Chair: Neil Humphrey</i></p> <ul style="list-style-type: none"> • SEL 'production line' and tailor-made interventions: Obstacles of implementation <i>Eliezer Yariv, Daniel Sperling</i> • RESCUR (resilience curriculum) Sweden: An implementation study <i>Therése Skoog, Birgitta Kimber, Josefine Lilja, Barbro Henriksson, Charli Eriksson</i> • PORCOSPINI: Empowering children, families and teachers against child abuse and neglect with a SEL process <i>Rocco Briganti</i> • CACE cracked: Social and emotional learning provides PATHS to improved quality of life <i>Neil Humphrey, Margarita Panayiotou, Alexandra Hennessey</i> 	205

17.00–18.30

<p>CP09</p>	<p>Socio-emotional skills, well-being and social support <i>Chair: Carmel Cefai</i></p> <ul style="list-style-type: none"> • The Mutual appreciative model for social and emotional well-being <i>Claudia Koby</i> • The influence of social support and community in the development of school well-being <i>Krisztina Nagy</i> • The subjective wellbeing of children with a migrant background in Malta <i>Carmel Cefai, Noemi Tari Keresztes, Natalie Galea, Rachel Spiteri</i> • The role of socio-emotional skills in predicting internalized problems <i>Miranda Novak, Martina Ferić, Josipa Mihić, Valentina Kranželić</i> 	<p>206</p>
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<p>WS11</p>	<p>Emotion Coaching: A universal strategy for supporting and promoting sustainable emotional well-being <i>Licette Gus, Louise Gilbert, Janet Rose</i></p>	<p>213</p>

19.30–22.00 Reception (Aula Magna – See page 4)

August 30, 2019 (Friday)

09.00–10.00 PLENARY 2 (215)

Ilaria Grazzani

Social and emotional competence in early years education: The impact of intervention programs on young children’s development

Chair: Valeria Cavioni

10.00–10.30 Coffee Break (3rd floor)

10.30–12.00 CP11–CP13, SY03, WS12–WS15 Session

CP11	<p>Interventions for mental health <i>Chair: Szilvia Jámbori</i></p> <ul style="list-style-type: none"> • The PROMEHS project: A comprehensive multi-component curriculum to promote mental health in schools <i>Valeria Cavioni, Ilaria Grazzani, Alessia Agliati, Elisabetta Conte, Veronica Ornaghi</i> • Now you see us: Identifying and responding to children's social emotional and mental health needs using the Boxall Profile <i>Florence Ruby</i> • Toward closing the treatment gap: A team-led model of brief psycho-educational intervention <i>Eliezer Yariv</i> • A Framework to consider the six dimensions of inclusive education: Promoting social and emotional learning to reduce school exclusion. <i>Tristan Middleton, Lynda Kay</i> 	204
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10.30–12.00

<p>CP12</p>	<p>Promoting well-being and resilience in schools <i>Chair: Adina Colomeischi</i></p> <ul style="list-style-type: none"> • Secondary school nurture groups: Models that work <i>David Colley</i> • Resilience of Romanian children with migrant parents <i>Adina Colomeischi</i> • The VIP-Partnership Program in Norwegian schools: An assessment of intervention effects <i>Astrid Hoås Morin</i> • Future orientation: Associations with student’s perception of social support and resilience. <i>Per Frostad, Per Egil Mjaavatn</i> 	<p>205</p>
<p>CP13</p>	<p>Social and emotional development in kindergarten <i>Chair: László Kasik</i></p> <ul style="list-style-type: none"> • Creating an environment that promotes socio-emotional development of preschool children <i>Ljiljana Petrinc, Dijana Andrašek</i> • Fostering prosocial behavior with tale-based program in Hungarian kindergartens <i>Szilvia Hegedűs</i> • Social and emotional development: Practice in kindergarten, Zagreb <i>Vesna Glavović, Mirela Marjanac, Marina Vuko</i> • Arts promoting resilience: The Rescur in Action experience <i>Paula Lebre, Simões Celeste, Santos Anabela</i> 	<p>206</p>
<p>SY03</p>	<p>Mindfulness from a psychophysiological standpoint <i>Chair: Vekety Boglarka</i></p> <ul style="list-style-type: none"> • Electrodermal activity and factors of mindfulness <i>Krisztian Kasos, Luca Csirmaz, Szabolcs Zimonyi, Eniko Kasos, Eszter Kotyuk, Anna Szekely</i> • Association of adults’ trait mindfulness, EDA and EEG oscillations <i>Vekety Boglarka, Alexander H.N. Logemann, Zsofia K. Takacs</i> • Can preschoolers really meditate? <i>Adam Koncz, Reka Kassai, Zsolt Demetrovics, Zsofia K. Takacs</i> 	<p>215</p>

10.30–12.00

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WS15	Developmental relationship building: An active ingredient in Social Emotional Learning <i>Robert Calame, Kimberlee Parker</i>	213

12.00–13.00 Lunch (3rd floor)

13.00–14.00 Poster session (Hall – 2nd floor)

PS	<ul style="list-style-type: none"> • How do students perceive study-related emotions? <i>Marlies Matischek-Jauk, Hannelore Reicher</i> • Exploring mental health in schools among adolescents in Italy <i>Valeria Cavioni, Alessia Agliati, Ilaria Grazzani</i> • Differential SEL effect for children with diverse initial states: II. The Communication-Skill Curriculum designed by Taiwan Happiness Village Association <i>Che Cheng, Keng-Ling Lay, Chen-Yu Lin, Yingying Li, Tai-Chuan Chang, Li-Jung Yang, Huei-Tsy Chen, Yuan-Jung Wang</i> • Emotion regulation aspects of non-suicidal self-injury in a juvenile penitentiary context <i>Melinda Reinhardt, Zsolt Horváth, Blanka Márton, Boglárka Drubina, Gyöngyi Kökönyei</i> • Family support and somatic complaints in adolescents: Mediating effect of rumination <i>Ágota Örkényi, Zsolt Horváth, Melinda Reinhardt, Gyöngyi Kökönyei</i> • Differential SEL effect for Children with Diverse Initial States: I. The Self-Concept Curriculum designed by Taiwan Happiness Village Association <i>Yingying Li, Keng-Ling Lay, Chen-Yu Lin, Tai-Chuan Chang, Li-Jung Yang, Huei-Tsy Chen, Yuan-Jung Wang</i> 	Hall (2nd floor)
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13.00–14.00

PS	<ul style="list-style-type: none"> • When a SEL Program is implemented without community partnership: Differential SEL effect for children with diverse social economic status <i>Chen-Yu Lin, Keng-Ling Lay, Yingying Li, Li-Jung Yang, Huei-Tsyr Chen</i> • Resilience and burnout in teaching profession <i>Adina Colomeischi, Tudor Colomeischi</i> • The PREPARE Curriculum: Programs for prevention and intervention <i>Kimberlee Parker, Kelli Parcher, Johannes Finne</i> • The mediating role of parent-child relationships in the association between early life stress and emotional and behavioural outcomes <i>Lorraine Swords, Trevor Spratt</i> • The Second Step Program: The effectiveness research in the Czech Republic <i>Kateřina Palová, Eleonora Smékalová</i> • Lecturers` well-being in the academic organization: Research results from the past years <i>Erzsébet Mária Jármai</i> • Psychophysiological correlates of state and trait anxiety <i>Luca Csirmaz, Anna Szekely, Krisztian Kasos</i> • Social relation formation speed and electrodermal activity <i>Bianka Gonye, Eniko Kasos, Eszter Kotyuk, Anna Szekely</i> • A novel approach to use fundament movement skills amongst preschoolers <i>Aditi Gandotra, Eszter Kotyuk, Renata Cserjesi</i> 	Hall (2nd floor)
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14.00–15.00 *ENSEC members' meeting* (215)

15.00–19.00 *Cultural activities* (Different locations – See the information board)

20.00–23.00 *Gala Dinner* (Izabella Garden – IZU – See page 4)

August 31, 2019 (Saturday)

09.00–10.00 PLENARY 3 (215)

Helen Cowie

New perspectives on peer support: Its Role in promoting resilience in young people

Chair: Celeste Simões

10.00–10.20 Coffee Break (3rd floor)

10.20–11.50 CP14, CP15, WS16–WS19 Session

CP14	<p>School climate and social-emotional interventions <i>Chair: Valeria Cavioni</i></p> <ul style="list-style-type: none"> • The impact of school climate upon the effectiveness of a Social and Emotional Learning Program <i>Vitor Alexandre Coelho, Vanda Sousa, Marta Marchante, Patrícia Brás, Ana Maria Romão</i> • Game Changer? Findings of a randomized controlled trial to assess the impact of the Good Behavior Game on children's mental health and related outcomes <i>Neil Humphrey, Margarita Panayiotou, Alexandra Hennessey</i> • Resilience and deaf: The way that needs to be done! <i>Eunice Freitas, Celeste Simões</i> • Exploring the context and implementation of universal and selective social-emotional interventions for the promotion of the mental health of primary school children <i>Stephen Jennings</i> 	204
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10.20–11.50

CP15	Early childhood education and social-emotional learning <i>Chair: Éva D. Molnár</i> <ul style="list-style-type: none">• Preschool children’s reaction on peer distress: Perspectives from parents and teachers <i>Szilvia Hegedűs</i>• Teachers’ perceptions of their own emotions, coping strategies with students’ emotions, and students’ school adjustment. <i>Maria Poulou</i>• Social-emotional skills in early education <i>Monica Coste</i>• Benefits of the program “Growing together plus” <i>Minja Jeic</i>	205
WS16	MetaEmotions at school: A training program for "emotionally inclusive" schools <i>Antonella D'Amico</i>	203
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WS18	Real-time monitoring of arousal: Obimon <i>Krisztian Kasos, Szabolcs Zimonyi, Luca Csirmaz, Andras Veres, Anna Szekely</i>	211
WS19	Z Generation in digital age: How to use social emotional competencies to prevent cyberbullying <i>Cecylia Bieganowska</i>	213
WS20	From talking common sense to Skillsstreaming <i>Tiina Röning</i>	

11.50–12.00 Short Break (3rd floor)

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12.00–13.30 CP16, WS20–WS24 Session

CP16	<p>Teachers, SEL, and bullying <i>Chair: József Balázs Fejes</i></p> <ul style="list-style-type: none"> • Social and emotional competence and bullying victimization of pupils with and without intellectual disability <i>Anamarija Žic Ralić, Natalija Lisak, Snježana Sekušak-Galešev, Ljiljana Pintarić Mlinar</i> • Does an SEL program have similar impacts on students involved in different bully-roles? <i>Vitor Alexandre Coelho, Vanda Sousa, Marta Marchante, Patrícia Brás, Ana Maria Romão</i> • Teachers as targets of bullying: a social media study <i>Nita Corene De Wet</i> • The role of emotions in teachers' professional identity <i>Maria Mesterhazy</i> 	204
WS21	<p>FuelBox: Conversations that entertain, develop and strengthen people and their relationships <i>Thomas Zandstra Helmsgård, Morten Sigurdson, Vegard Viestad</i></p>	203
WS22	<p>How aligning our beliefs can unleash truly effective social and emotional learning <i>Daniel Johnston, Manuela Bolton</i></p>	217
WS23	<p>Social-emotional supports for the Caretaker <i>Eddie Beaucage</i></p>	211
WS24	<p>Techniques of expressing emotions in kindergarten and primary school <i>Ecaterina Maria Unianu</i></p>	213

13.30–15.00 Lunch and conference closing (3rd floor)

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List of Participants

NAME	ORGANISATION	COUNTRY	SESSION
Didem Aksoy	Education Specialist	Turkey	
Laura Andreea Alexandrescu	Verita International School, Bucharest, Romania	Romania	WS10
Dijana Andrašek	Kindergarten	Croatia	CP13
Anett Bakos		Hungary	
Borbála Bányai	ELTE Eötvös Loránd University	Hungary	WS03
Eddie Beaucage	Athletex	Canada	WS23
Enikő Orsolya Bereczki	ELTE Eötvös Loránd University	Hungary	
Līga Berzina	Mācību centrs Atbalsts	Latvia	
Cecylia Bieganowska	TODO Concept	Poland	WS12, WS19
Rocco Briganti	Specchio Magico cooperativa sociale onlus	Italy	CP08
Shannon Burns	Center for Anti-Bullying and Non-Violence	United States	
Lena Haller Buseth	NTNU Norway	Norway	CP06
Robert Calame	WOLF Social Competencies Inc.	Canada	WS06, WS08, WS15
Valeria Cavioni	University of Milano - Bicocca	Italy	PL02, CP11, PS, CP14
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