



7th

ENSEC CONFERENCE

Well-being and Social, Emotional Development

BOOK OF ABSTRACTS



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Eötvös Loránd University
Faculty of Education and Psychology



BUDAPEST, HUNGARY – 29-31 AUGUST, 2019

7th ENSEC Conference

Well-being and Social, Emotional Development

Book of Abstracts

Editors

Anikó Zsolnai

Attila Rausch

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PREFACE

This book includes the abstracts of the presentations of the 7th ENSEC Conference on „Well-being and Social, Emotional Development” (29-31 August, 2019) organized by the ELTE Eötvös Loránd University’s Faculty of Education and Psychology.

In total 122 abstracts were submitted from 27 countries. The conference is organized into 44 sessions (3 symposiums, 24 workshops, 16 paper sessions and 1 poster session) which include a variety of topic areas such as: Assessment and Evaluation of Social and Emotional Learning, Health and Well-being in the Digital Era, Social Emotional Learning and Diversity, Schoolwide Approach to SEL for Well-being, Student Teacher Relationships and Social Emotional Well-being etc. Presentations during the 7th ENSEC Conference show a balance in the proportion of scientific and practical approaches, as well as human engagement, policy making, social and educational issues.

Each abstract was evaluated by two reviewers and submissions were of high-quality. We thank the reviewers for the time and effort they invested in this work. We thank the keynote speakers who accepted our invitation and all the authors who through their presentations contribute towards the success of this conference.

We hope that the more than 150 participants including researchers, PhD students, practitioners, and other professionals, will enjoy their attendance at the 7th ENSEC conference and have lots of opportunities to learn from each other.

Budapest, August 2019

Aniko Zsolnai
Chair of the Conference
ENSEC 2019

Attila Rausch
Secretary of the Conference
ENSEC 2019



**BUILDING A WORLDWIDE CAPACITY TO PROMOTE SEL:
THE ACADEMY FOR SEL IN SCHOOLS**

Elias, Maurice J.

Rutgers University

We now know a great deal about how to effectively promote SEL. Those who know how to do so deserve recognition, and that is what the Academy for SEL in Schools(SELinSchools.org) provides, world-wide. The keynote draws from the latest findings from the Aspen Institute Commission on Social, Emotional, and Academic Development, defines what we now know as SEL 2.0, outlines the domains of practice that define competence both in delivering SEL instruction and in leading schools toward building-wide SEL, and describes the work of the Academy in providing certificates of practice and access to a Virtual Professional Learning Community. A follow-up workshop will provide additional details and examples.

**SOCIAL AND EMOTIONAL COMPETENCE IN EARLY YEARS
EDUCATION: THE IMPACT OF INTERVENTION PROGRAMS ON
YOUNG CHILDREN'S DEVELOPMENT**

Grazzani, Ilaria

University of Milano-Bicocca

Past research on early childhood has underscored the impact of the first years of children's life on their social cognition and their socio-emotional competence. In this conference, I review recent research regarding interventions aimed at enhancing social cognition and socio-emotional competence in early years education. In relation to the work of my research group, I will focus on two intervention studies. In the first study, preschool children were read stories enriched with mental state language. After listening to a story, the intervention group took part in *language games and conversations* aimed at stimulating children's use of mental terms. We found significant effects on children's theory of mind and emotion understanding. In the second study, we adopted observational and experimental paradigms to examine the efficacy of an intervention carried out by trained teachers and based on *conversing about emotions* with small groups of toddlers. The training group significantly outperformed the control group not only in their social cognition but also in their prosocial behavior towards peers. Educational implications of these findings will be discussed, underlining the role of validated programs to promote children's development.

NEW PERSPECTIVES ON PEER SUPPORT: ITS ROLE IN PROMOTING RESILIENCE IN YOUNG PEOPLE

Cowie, Helen

University of Surrey

Peer support systems have developed throughout the world and take many forms, depending on the cultural contexts in which they evolve. In educational settings, peer support is most frequently used to address relationship difficulties around conflict and violence, bullying and cyberbullying and to provide an opportunity for children and young people to play an active part in the maintenance of a positive social climate where students and teachers look out for one another and where they are sensitive to those who may be experiencing social or emotional difficulties in their everyday lives. At a time when the mental health of youth is a prominent issue, educators are increasingly aware that they need to take much more account of the whole child in a rapidly changing world and that the active participation of children and young people in this process is crucial. This lecture focuses on the flexibility and creativity with which the peer support movement continues to adapt to changes in the social contexts in which children and young people learn, develop and socialize, and charts the particular difficulties involved in evaluating the impact of peer support on the lives of those who participate.



SYMPOSIUM 1**'LEARNING TO LIVE AND LIVING TO LEARN: EMOTION COACHING, A NOVEL RELATIONAL APPROACH TO SUPPORTING EDUCATIONAL RELATIONSHIPS AND SUSTAINABLE STAFF WELL-BEING'****Gus, Licette***Emotion Coaching UK*

This symposium presents the research evidencing the transference and development of Emotion Coaching into UK educational practice. Emotion Coaching is an observed parenting-style affording children cognitive, social and emotional advantage.

Emotion Coaching was adapted for use in educational-based settings. Primary, secondary and early years practitioners were trained in a relational-based, universal approach to empathetically communicate, support and manage emotional behaviours. Practitioners' professional confidence and self-regulation improved as did children's behaviour and academic attainment. Emotion Coaching is now foundational to larger projects to promote universal, sustainable, whole school approaches to academic health and personal wellbeing.

Doctoral research investigated practitioners' perceptions and experiences of using Emotion Coaching in educational settings. An incremental model of Emotion Coaching integration was proposed, with contingent positive and negative feedback loops contributing to practitioners' awareness, acceptance, adoption, adaption and sustainability in practice.

Recently, research in a cluster of multiracial, inner-city primary and secondary schools, developed training to particularly focus on practitioners' professional relationships. Emotion socialization theory framed the evaluation, which concurred with previous findings. Practitioners felt more confident in managing emotional behaviours, particularly challenging incidents, and noted enhanced personal self-regulation and emotional awareness. They had a greater sense of professional competency and improved staff and children relationships.

Papers of Symposium 1**INTRODUCING THE EVIDENCE-BASE FOR EMOTION COACHING
IN UK EDUCATIONAL SETTINGS****Rose, Janet***Norland College*

This paper introduces the original research evidence for the adaption and transference of Emotion Coaching into UK educational settings and professional practice. A small mixed-methods pilot project, in a disadvantaged rural area in SW England, trained academic and support practitioners in early years, primary and secondary settings in Emotion Coaching (n=72) (Rose et al., 2015). As well as improvements in the children's academic and social behaviours, practitioners noted greater levels of professional confidence in managing emotional behaviours, particularly challenging incidents, as well as enhanced self-regulation and emotional awareness (Gilbert, 2018; Gus et al., 2017; Rose et al., 2015, 2017).

This foundational research informed a complementary, larger UK, school-based project, 'Attachment Aware Schools'. A whole-school approach promoted child-centred learning through the promotion of nurturing environments and secure, empathetic relationships. All practitioners (n=107) were trained in Emotion Coaching as a universal, relational-based practice and bespoke training to support children with additional and specialist needs. Emotion Coaching was identified by practitioners as positively impacting on their professional practice and personal self-regulation as well as improving children's academic performance and behaviour (Rose et al., 2016)

A WAY OF BEING AND A WAY OF BECOMING: THE EC MODEL OF SETTING ENGAGEMENT AND PROFESSIONAL PRACTICE

Gilbert, Catherine Louise

Emotion Coaching UK

This research contributed the practitioner's voice to using Emotion Coaching in professional educational practice. Guided by constructivist grounded theory, semi-structured interviews with practitioners (n=21) who had participated in the original Emotion Coaching pilot project were carried out.

An incrementally-staged model of Emotion Coaching acceptance, adoption, adaption and integration into educational practice and setting culture, with contingent positive and negative feedback loops, was proposed. Practitioners' emotional identities (their reactions and reasoning to emotions in themselves and others) informed their emotional awareness and acceptance of the training premise 'emotions matter to learning'. However, emotional awareness was altered as a result of engagement in training, practice frequency and experiences and by management's commitment to Emotion Coaching.

Practitioners believed that Emotion Coaching empowered them to model empathetic responses and have greater confidence to manage personal and professional emotional behaviours. Regular Emotion Coaching practice, positive resolution experience and opportunities for peer discussion encouraged assimilation into practice.

Regardless of practitioners' acceptance and engagement in Emotion Coaching, all reported increased emotional awareness in themselves and others. As emotional awareness is a contributory factor to practitioners' emotional identities, changes in practitioner's emotional awareness present opportunities to reconsider and re-engage with Emotion Coaching's premise 'emotions matter to learning'.

DEVELOPING PRACTITIONERS' PROFESSIONAL CONFIDENCE AND EMOTION SOCIALISATION SKILLS THROUGH THE USE OF EMOTION COACHING

Gus, Licette

Emotion Coaching UK

This training project aimed to promote adults' awareness, competency and use of Emotion Coaching as an emotion socialisation strategy to support the development of pupils' social, emotional and mental health. A mixed methods approach, using questionnaires and case studies, was adopted to analyse the findings.

28 school staff, from a cluster of 6, inner-city London schools (1 secondary and 5 primaries) serving a multi-cultural community, participated in a two-phased Emotion Coaching training programme. A one-day initial training focused on the theoretical and practical aspects of Emotion Coaching which was followed by five workshops over a four-month period. The workshops provided staff with the opportunity to personally engage with Emotion Coaching in more detail, and activities were designed to focus adult reflection on their emotional wellbeing and responses to pupils.

The evaluation highlighted improvements in the school staff's understanding of, and confidence in, how to use Emotion Coaching as a strategy to support pupils' emotional health and wellbeing; increased emotion socialisation skills and confidence in self-regulation. These changes were supportive of increasing reports of positive interactions with pupils.

Emotion Coaching training for school staff is considered effective in developing teacher emotion socialisation skills which support pupils' social and emotional learning and development.

SYMPOSIUM 2**SOCIAL PROBLEM-SOLVING AMONG CHILDREN, ADOLESCENTS
AND UNIVERSITY STUDENTS: RESULTS OF HUNGARIAN CROSS-
SECTIONAL, LONGITUDINAL AND COMPARATIVE
INVESTIGATIONS****Kasik, László**

University of Szeged, Institute of Education, Hungary
University of Szeged Social Competence Research Group, Hungary

International studies agree that social problem solving has a profound influence on success in personal life, on mental health, on academic achievement, and, in turn, on the functioning of different social groups and society as a whole. The aim of the symposium is to show the results of Hungarian cross-sectional and longitudinal studies in connection with social problem solving among adolescents and university students (from 2010 to 2018). The first presentation shows the results of a longitudinal study among adolescents. The second presentation shows the differences in social problem solving among 12-, 14- and 16-year-old disadvantaged and non-disadvantaged adolescents. In the focus of the third presentation is negative problem orientation (the process of the development of questionnaire and EEG investigation). The theme of the last presentation is the relationship between social problem solving, life satisfaction and school well-being among adolescents and university students.

Papers of Symposium 2**DEVELOPMENT OF SOCIAL PROBLEM-SOLVING AMONG
ADOLESCENTS: HUNGARIAN CROSS-SECTIONAL AND
LONGITUDINAL STUDIES****Kasik, László¹; Gál, Zita²**

¹ University of Szeged, Institute of Education, Hungary University of Szeged Social Competence Research Group, Hungary

² University of Szeged, Institute of Psychology, Hungary University of Szeged Social Competence Research Group, Hungary

International studies agree that social problem solving (SPS) has a profound influence on success in personal life, on mental health, on academic achievement, and, in turn, on the functioning of different social groups and society as a whole. The aim of the presentation is to show the results of Hungarian cross-sectional and longitudinal studies in connection with SPS (from 2010 to 2018). We used the Hungarian version of SPSI-R (D’Zurilla et al., 2002) and SPSI-A (Frauenknecht & Black, 2010) in our studies (N=1,950). We gained different information as compared to previous international data related to age and gender. Based on the longitudinal studies (12–18-year-olds), negative orientation, rationality, impulsivity and avoidance show increasing tendency with age; however, in the case of positive orientation, significant age differences have not been found. Based on the cross-sectional and longitudinal studies, more gender differences can be found among 16–18-year-olds than among 12–15-year-olds. For example, negative orientation values are higher among girls than boys, in contrast, avoidance values are higher among boys than girls. Correlations between children’s and mothers’ ratings are strongest, and the most divergent evaluations were given by teachers and mothers in all years.

The research was supported by the National Research, Development and Innovation Office, Hungary (K16–119591).

**THE ROLE OF ENVIRONMENTAL FACTORS IN THE
DEVELOPMENT OF SOCIAL PROBLEM-SOLVING: DIFFERENCES
BETWEEN DISADVANTAGED AND NON-DISADVANTAGED
ADOLESCENTS**

Fejes, József Balázs; D. Molnár, Éva

*University of Szeged, Institute of Education, Hungary University of Szeged Social
Competence Research Group, Hungary*

Improving social problem-solving (SPS) is an important area of social and emotional learning interventions. The target groups of these programmes are usually classes or school communities where students have a lower or mixed socio-economic status (SES). Although family background (FB) plays a key role in the development of SPS and intervention programmes aim to form SPS among disadvantaged students, relatively little attention has been devoted to the relationship between SES and SPS. The research examined the differences of SPS among 12-, 14- and 16-year-old Hungarian disadvantaged and non-disadvantaged adolescents (N=382) and investigated the relationship between SPS and FB. SPS was measured through students' own and their teachers' evaluations by SPSI-R (D'Zurilla et al., 2002). The difference between disadvantaged and non-disadvantaged adolescents was significant in all age groups in the case of negative orientation. The difference was significant in the case of impulsivity at the age of 12; in the case of avoidance at the age of 14; in the case of rationality and avoidance at the age of 16. FB had the strongest link with negative orientation, impulsivity and avoidance. In case of impulsivity and avoidance, variance explained by FB was the highest among 16-year old adolescents.

CHARACTERISTICS OF NEGATIVE PROBLEM ORIENTATION: HUNGARIAN INVESTIGATIONS WITH QUESTIONNAIRE, STORY AND EEG

Kasik, László¹; Gál, Zita²; Csibri, Péter³

¹ University of Szeged, Institute of Education, Hungary University of Szeged Social Competence Research Group, Hungary

² University of Szeged, Institute of Psychology, Hungary University of Szeged Social Competence Research Group, Hungary

³ University of Szeged, Department of Physiology, Hungary

The aims of our study were (1) to create a multi-factor questionnaire that enables a more detailed and reliable analysis of one's negative orientation towards problem solutions in adolescence (N=952); (2) to investigate negative orientation with stories in adolescence (N=360), (3) to investigate negative orientation with EEG based on four problem stories among university students (N=52). The result of questionnaire development is the 21-item NEGORI (Negative Orientation Questionnaire) which has quite good reliability indexes in all age groups (12-, 15- and 18-year-olds), and can measure six factors within negative orientation (negative self-efficacy; negative and positive consequences; habits/pattern; waiting; fending off the problem). The results of the story-based research (e.g., verbal abuse, lack of cooperation) support the characteristics of the results of the NEGORI studies (e.g., negative self-efficacy is the main component of negative orientation). In the EEG study the social problem stories (e.g., lack of cooperation) were presented on a computer monitor. The N400 component shows change, if the students have antagonism between the story and their own social scheme. These results show that negative orientation seems to be a multi-factor construct, either measured by questionnaire or by a story-based test and we can identify some patterns with EEG.

The research was supported by the National Research, Development and Innovation Office, Hungary (K16-119591).

**THE RELATIONSHIP BETWEEN SOCIAL PROBLEM SOLVING,
LIFE SATISFACTION AND SCHOOL WELL-BEING AMONG
ADOLESCENTS AND UNIVERSITY STUDENTS**

Jámbori, Szilvia¹; Gál, Zita¹; Fejes, József Balázs²

¹University of Szeged, Institute of Psychology, Hungary University of Szeged Social Competence Research Group, Hungary

²University of Szeged, Institute of Education, Hungary University of Szeged Social Competence Research Group, Hungary

Students well-being refers to the subjective, emotional and cognitive evaluation of experiences at school, and is most often described by the dominance of positive experiences and satisfaction with school performance. The emotional attitude towards school and school life is constantly changing from the beginning of schooling, which also influences the development of social relationships in addition to school performance. The aim of our longitudinal research was to study the relationship between social problem solving, life satisfaction and school well-being among 9th–10th grade high school students (N=255) and 1st–2nd year university students (N=320). We administered the SPSI–R (Social Problem-Solving Inventory–Revised, D’Zurilla et al., 2004; Kasik et al., 2010) and the NEGORI (Negative problem orientation, Kasik et al., 2018); the Hungarian version of Satisfaction with Life Scale (SWLS, Martos et al., 2014) and the School Well-being Questionnaire (Hascher, 2004; Nagy, 2017). Social problem solving and negative orientation show similar pattern among high-school and university students (e.g., negative problem orientation increases with age). According to our results, negative orientation towards social problems has a significant impact on life satisfaction and school well-being.

The research was supported by the EU-funded Hungarian grant EFOP-3.6.1-16-2016-00008.

SYMPOSIUM 3**MINDFULNESS FROM A PSYCHOPHYSIOLOGICAL STANDPOINT****Kassai, Reka; Boglarka, Vekety***Eötvös Loránd University, Hungary*

Several findings show the beneficial effects of mindfulness meditation on well-being and emotional functioning (Gu, Strauss, Bond, & Cavanagh, 2015). However, little is known about the physiological processes associated with trait and state mindfulness. The aim of the current symposium is to give an insight to the different approaches that can be utilized for studying the relations between mindfulness and psychophysiological markers.

The first presentation will introduce the method of electrodermal activity (EDA) measurement and correlational results with self-reported mindfulness trait in adulthood. The second presentation will also report on results regarding the association of adults' trait mindfulness and EDA in addition to EEG oscillations. In the second phase of the symposium experimental studies regarding state mindfulness will be presented. In the third presentation preschoolers' EDA during breathing meditation will be discussed besides their cortisol response following the exercises. In the last presentation a mindfulness intervention study will be presented showing the effects on adults' long-term psychophysiological outcomes will be discussed.

The symposium is attempted to introduce numerous potential psychophysiological markers and devices that can be implemented in research in order to broaden our knowledge on the underlying mechanisms and biological effects of trait and state mindfulness.

Papers of Symposium 3**ELECTRODERMAL ACTIVITY AND FACTORS OF MINDFULNESS**

**Kasos, Krisztian¹; Csirmaz, Luca²; Zimonyi, Szabolcs²; Kasos, Eniko¹;
Kotyuk, Eszter²; Szekely, Anna²**

*¹ Doctoral School of Psychology, ELTE Eötvös Loránd University, MTA-ELTE Lendület
Adaptation Research Group, The Hungarian Academy of Sciences*

*² MTA-ELTE Lendület Adaptation Research Group, Institute of Psychology, ELTE
Eötvös Loránd University*

A non-invasive and practical way to assess the activity of the sympathetic branch of the autonomic nervous system is to measure Electrodermal activity (EDA). Different properties of EDA have been used in psychophysiological research to differentiate between emotions, states of consciousness and to relate phenomenology to physiology. Mindfulness trainings in specific have been associated with reduced EDA. In an attempt to anchor self reported trait mindfulness to psychophysiological measures, we measured resting state electrodermal activity (during a breathing exercise) from the non-dominant fingers of 47 university students and related the obtained measures to the Five Facet Mindfulness Questioner (FFMQ). We found significant correlations between two facets of the FFMQ and different EDA attributes. The non-judging of inner experience facet was associated with skin conductance level ($r=-.36$, $p=.021$), the number of non-specific responses ($r=-.34$, $p=.021$) and with the average non-specific response amplitude ($r=-.40$, $p=.005$). The non-reactivity to inner experience facet was associated with average response amplitude ($r=-.32$, $p=.026$). Based on our results we may conclude that an overall reduction of sympathetic tone and reactivity is associated with some facets of trait mindfulness.

ASSOCIATION OF ADULTS' TRAIT MINDFULNESS, EDA AND EEG OSCILLATIONS

Boglarka, Vekety¹; Logemann, Alexander H.N.²; Takacs, Zsofia K.³

¹ *Doctoral School of Education, ELTE Eötvös Loránd University, MTA-ELTE Lendület
Adaptation Research Group, The Hungarian Academy of Sciences*

² *Institute of Psychology, ELTE Eötvös Loránd University*

³ *Institute of Education, ELTE Eötvös Loránd University; MTA-ELTE Lendület
Adaptation Research Group, The Hungarian Academy of Sciences*

Electroencephalographic (EEG) and electrodermal activity measures (EDA) reflect complementary dimensions of neural networks involved in central and autonomic activities associated with arousal. Individual variations in the sweating of the skin are regulated by environmental temperature and by central nervous activity related to affective and cognitive states (Boucsein, 2012). In this study, we examined the relationship between cortical (EEG) and autonomic (EDA) activities recorded simultaneously in 15 healthy adults during resting state eyes-open and eyes-closed conditions. Participants completed the Mindful Attention Awareness Scale (Brown & Ryan, 2003) regarding trait mindfulness. Electrodermal activity, and non-specific fluctuations in skin conductance will be compared to the simultaneous neural oscillatory activity, to identify patterns and indicate trait differences (e.g., electrodermal activity and mindfulness). The findings will provide additional information about the relationship between measures of cerebral function and autonomic arousal.

CAN PRESCHOOLERS REALLY MEDITATE?

Koncz, Adam¹; Kassai, Reka¹; Demetrovics, Zsolt²; Takacs, Zsofia K.³

¹ Doctoral School of Psychology, ELTE Eötvös Loránd University, MTA-ELTE Lendület Adaptation Research Group, The Hungarian Academy of Sciences

² Institute of Psychology, ELTE Eötvös Loránd University

³ Institute of Education, ELTE Eötvös Loránd University; MTA-ELTE Lendület Adaptation Research Group, The Hungarian Academy of Sciences

In this experiment we aimed to investigate whether preschoolers show different arousal pattern and cortisol reaction as a response to a child-friendly breathing meditation compared to listening to a narrative story. Suddheesh and Joseph (2000) showed different electrodermal pattern during meditation compared to listening to music. Meditation also has an impact on cortisol levels (Sanada et al., 2016; Pascoe et al., 2017). Based on these previous results we expected different pattern in electrodermal activity and cortisol response between the two condition.

Participants (27 preschoolers, 28 university students) were invited to a within-subject controlled experiment. They listened to two 5-minutes sound recordings: a story and a guided breathing meditation. There were two beeps inserted in each record. The order of condition was counterbalanced.

There was a condition x gender interaction in the children's data ($F(1,25)=4.17, p=.052$). Girls showed higher skin conductance level (SCL) during meditation as compared to listening to a story. Results regarding cortisol levels and event-related EDA responses will be presented.

Our results support the hypothesis that preschoolers show different arousal pattern during meditation which indicates a different mental state as compared to listening to a story.



A FRAMEWORK TO CONSIDER THE SIX DIMENSIONS OF INCLUSIVE EDUCATION: PROMOTING SOCIAL AND EMOTIONAL LEARNING TO REDUCE SCHOOL EXCLUSION

Middleton, Tristan; Kay, Lynda

University of Gloucestershire, United Kingdom

This aim of this paper is to address how to support teachers, practitioners, school leaders and teacher educators to understand and implement inclusive practice to reduce school exclusion. It will explore how Social and Emotional learning is at the core of inclusive education. This addresses three of the conference themes

Schoolwide Approach to SEL for Well-being

Social and Emotional Learning and Diversity

Student-Teacher Relationships and Social Emotional Well-being

We present a conceptualisation of inclusive education through the six dimensions of: learning and difference, social justice and human rights, empowerment, creativity, humanism and praxis.

The desire for inclusive practice leads practitioners and leaders to look beyond academic skills and achievement and reflect upon how they may implement holistic approaches to support learners with social-emotional competences. Developing these skills contributes to building positive self-esteem, confidence and interactions with others in social and learning activities.

We will present a framework which incorporated these six dimensions to support schools to navigate the challenges of implementing inclusive practice in their context. This tool helps leaders and practitioners understand the school setting in the context of an inclusive approach. It could be used by teacher educators to support the development of reflective practice.

ARTS PROMOTING RESILIENCE: THE RESCUR IN ACTION EXPERIENCE

Lebre, Paula¹; Celeste, Simões²; Santos, Anabela³

¹ Departamento de Educação, Ciências Sociais e Humanidades - Centro de Estudos de Educação e Promoção da saúde - Faculdade de Motricidade Humana, Universidade de Lisboa; INET-MD, Instituto de Etnomusicologia -Pólo da Faculdade de Motricidade Humana, Centro de Estudos em Música e Dança, Portugal

² Departamento de Educação, Ciências Sociais e Humanidades - Centro de Estudos de Educação e Promoção da saúde - Faculdade de Motricidade Humana, Universidade de Lisboa; ISAMB, Instituto de Saúde Ambiental, Faculdade de Medicina da Universidade de Lisboa, Portugal

³ Universidade de Lisboa, Faculdade de Motricidade Humana, Portugal

Arts as a tool to promote resilience has been suggested, namely in promoting self awareness, self esteem, social competencies and emotional regulation (Coholic, 2010, Mckord, 2014, Zarobe & Bungay, 2017). The main aim of this presentation is to analyse examples of artistic experiences developed under the project Rescur in Action, that took place in Portugal in 2017/2018 involving 1665 children and youngsters aged between 3 and 17 years old, aiming at the implementation and impact assessment of the Rescur –European Curriculum for Resilience (Cefai, et al. 2015). Under the implementation of the curriculum, creative and expressive activities developed such as music, dance, storytelling and visual arts, resulted in a final presentation designated as an Arts and Resilience festival with open sessions for the communities involved. Under this case example, and following an integrative literature review, the main characteristics in what concerns the artistic products and processes to promote resilience will be analysed in order to explore the potential for the use of the arts promoting resilience.

BENEFITS OF THE PROGRAM “GROWING TOGETHER PLUS”

Jeic, Minja^{1,2}

¹ Kindergarten Virbik, Zagreb, Croatia

² Growing up Together Centre

The program “Growing Together PLUS” workshops with parents is designed for parents of preschool (age 8 and under) children with disabilities. It is comprised of eleven conceptually and thematically linked workshops carried out by specially educated facilitating teams of experts for early development support.

Parents of children with development disabilities have additional difficulties: they experience more anxiety and stress, face more challenges and successes, need more information, more compassion, more expert work, more community care.

The purpose of the program of workshops with parents “Growing Together PLUS” is to enable flow of information, knowledge, skills and support that will help parents fulfil their parenting responsibilities and encourage growth and development of both parent and child.

The main aim of the program is to create an encouraging and empowering environment where parents interact with other parents and workshop facilitators to exchange ideas about ways they experience parenting, get more insight about themselves as parents, recognize efficient ways to cope with additional pressures they are under, recognize their approach toward own child, and learn about other possible approaches toward the child.

CACE CRACKED: SOCIAL AND EMOTIONAL LEARNING PROVIDES PATHS TO IMPROVED QUALITY OF LIFE

Humphrey, Neil; Panayiotou, Margarita; Hennessey, Alexandra

University of Manchester, United Kingdom

This cluster randomized trial evaluated the impact of the Promoting Alternative Thinking Strategies (PATHS; Kusche & Greenberg, 1994) curriculum on children's psychological wellbeing, peer social support, and school connectedness. Forty-five schools in England were randomly assigned to implement PATHS or continue their usual provision for two years. The trial sample was 5,218 students, aged 7–9 at baseline ($M = 8.12$, $SD = .87$). Teachers in PATHS schools received initial training and on-going implementation support and assistance from trained coaches. Multilevel intent to treat (ITT) analysis of outcome data indicated that PATHS led to a small, statistically significantly improvement in children's psychological wellbeing, but had no discernible impact on their peer social support or school connectedness. Multilevel complier average causal effect (CACE) estimation using dosage as a compliance marker increased the intervention effect size for psychological wellbeing and revealed significant medium to large effects for peer social support and school connectedness. The implications of these findings are discussed, and study limitations are noted.

CHANGES IN SELF-ESTEEM THROUGH SECONDARY SCHOOL

Mjaavatn, Per Egil; Haller Buseth, Lena; Frostad, Per

Norwegian University of Science and Technology, Norway

503 students in the academic track of secondary school in Norway were followed from last year in lower secondary school through three years in upper secondary school. Our research question was: To what extent do the students experience changes in self-esteem through these 4 years? Changes in self-esteem were analyzed in relation to social and academic self-concept, coping and social support. Data were collected from spring term 2015 through spring term 2018. The students answered a questionnaire on paper with the researchers present. Self-esteem was measured with four items based on SDQ III. Coping was measured with five items from The Coping Competence Questionnaire. Social support from teachers and Social support from peers was measured with items from The Child and Adolescent Social Support Scale (CASSS). All scales were measured with items answered on a six-point Likert scale from 1= not true at all to 6 = very true. Students with low self-esteem in lower secondary school had a significant increase in their self-esteem through upper secondary school, while students with high self-esteem had a significant decrease in self-esteem. The change was partly explained by changes in social support, coping and social and academic self-concept.

COMBINED COGNITIVE REAPPRAISAL: AN INNOVATIVE WAY OF EMOTION REGULATION STRATEGIES TO COPE WITH SOCIAL STRESS SITUATIONS

Santos, Anabela^{1,2,3}; Arriaga, Patrícia³; Simões, Celeste^{1,2}

¹ DECSH, Faculdade de Motricidade Humana, Universidade de Lisboa, Cruz Quebrada – Dafundo, Portugal

² Instituto de Saúde Ambiental, Universidade de Medicina, Universidade de Lisboa, Lisboa, Portugal

³ ISCTE-Instituto Universitário de Lisboa, CIS-IUL, Lisboa, Portugal

Based on the Extended Process Model of Emotion Regulation, this study tested different emotion regulation strategies, during stressful tasks on subjective, physiological, and behavioural responses. Using the Trier Social Stress Test (TSST), 100 participants were randomly assigned to use Combined Cognitive Reappraisal (CCR: reappraise emotional response and reappraise via perspective taking) or Suppression of Emotional Expression (SEE). Electrocardiogram was recorded continuously to measure stress levels and heart rate variability (HRV), while affective ratings (e.g., anxiety) were provided by participants before and after the TSST. Behaviour during the TSST was videotaped and coded by three independent assistants. Social anxiety trait was also measured using the Liebowitz Social Anxiety Scale. The CCR group (vs. SEE group) showed less physiological stress, higher HRV, expressed high satisfaction with emotion regulation process, showed more smiles and less general unease, even after controlling for gender, age, and social anxiety trait. There was an increase in state anxiety and shame from baseline, although no statistically differences between groups were found. Overall, the triangulation of data suggested that CCR, compared to SEE, is more appropriate for managing social stress situations. These results are discussed in terms of their intervention implications.

CONVINCING THE UNCONVINCED: SEL ADVOCACY IN A COMPLEX AGE

Hobson, Faye

Salzburg Global Seminar

Countries worldwide strive for education systems that prepare young people for life, work and happy lives, and inspire them to contribute actively to their communities. However, change is not happening fast or widely enough to meet these aims or to help societies rise to the challenges of the Sustainable Development Goals. Key concerns include:

- The future of work: how can education equip all young people with the skills and competencies for rapidly-evolving economies and the digital revolution?
- Innovation capacity: how can schools foster initiative, resilience and entrepreneurial spirit?
- Educational attainment: how can we improve learning outcomes in all contexts, especially for those children and adults on the margins of society and living in crises and emergencies?
- Mental health: with depression being one of the leading causes of adolescent ill health and disability worldwide, what can education do to help promote psychological wellbeing and reduce mental health difficulties?
- Social cohesion: with societies more fluid and fragmented than ever, how can we help young people feel confident in their own identities and vested in community at local to global levels?

This interactive presentation will look at a range of different advocacy arguments for Social and Emotional Learning, that demonstrate how SEL is a key part of the answer to each of the concerns above. These advocacy arguments have been developed at Salzburg Global Seminar's Education for Tomorrow's World SEL series. To date this series has involved 264 experts from 197 Organizations from 57 Countries.

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CREATING AN ENVIRONMENT THAT PROMOTES SOCIO-EMOTIONAL DEVELOPMENT OF PRESCHOOL CHILDREN

Petrinec, Ljiljana; Andrašek, Dijana

Kindergarten "Jabuka", Croatia

Early years of life lay the foundations for socio-emotional development of the child throughout his life. Well-being is a concept that attracts more and more attention in today's busy lifestyle, while concern for the welfare of the child means to ensure his physical, emotional, social and cognitive development. The physical environment significantly influences the development and learning of each individual. An environment that allows and encourages a child to make friendships is linked to a child's high self-esteem, good mental health, and overall childhood success. Precisely and accurately thought out preschool environment that encourages socio-emotional wellbeing of every child individually, must be created in a way that promotes freely expression of a child, their feelings, ideas and experiences.

This presentation aims to show how the professional staff in the kindergarten "Jabuka" (eng. "Apple") in Zagreb, Croatia, reflect about and create an environment in which a child has multiple opportunities to exercise interaction with other children and adults, nurturing values such as humanism, tolerance, responsibility, identity, autonomy, knowledge and creativity. These values are the key determinants of our mission and vision. Our ultimate goal is to acquire competences for lifelong learning through everyday life situations, daily activities and routines.

DEVELOPING SOCIAL-EMOTIONAL WELL-BEING IN THE FRAMEWORK OF LIFE-LONG LEARNING

Dolev, Niva; Itzkovich, Yariv

Kinneret Academic College, Israel

The pedagogical assignment of higher education concerns, among other aims, the preparation of students for their personal and occupational future and their well-being. While the development of emotional and social skills in schools has become more widespread than in the past, it is still not very common in academic institutions, and not much is known about how students perceive its impact and relevance to them, or how they experience and evaluate different methods of developing social-emotional skills.

In the current research, three distinct methods to develop emotional and social skills and well-being were tested: theory- and research-focused, a practice-based workshop, and service-learning course. Results were based on the analysis of self-reflections and assignments of 105 students.

Using the UNESCO framework of four pillars of lifelong learning, students in the theory-focused group demonstrated the largest development in the 'learning to know' pillar, students in the workshop group demonstrated the largest enhancement of the 'learning to be' and 'learning to live together' pillars, while the service learning group demonstrated the largest development in skills related to the 'learning to do' pillar.

Our findings demonstrate the need for blended solutions for effective learning which combine theoretical, individual, group and practical elements.

DEVELOPING SOCIO-EMOTIONAL COMPETENCE AMONG IMMIGRANT ADOLESCENTS: INSIGHTS AND PRACTICAL TOOLS DERIVED FROM GROUP ASSERTIVENESS TRAINING

Korem, Anat

The Hebrew University of Jerusalem; Levinsky College of Education, Tel Aviv, Israel

Cross-cultural transition poses a special challenge for socio-emotional development among immigrant adolescents. Assertiveness, which is considered to be an adaptive resource, can support the transition process since it includes skills such as initiative-taking, seeking help, and dealing with prejudice and discrimination. The participants in this study were Ethiopian immigrant adolescents in Israel. The study seeks to answer two questions: 1. Did the adolescents' assertiveness increase after group assertiveness training? 2. If so, was assertiveness towards hosts, Ethiopian immigrants, or both, improved? The study was conducted with four experimental and four control groups (n=113). We found that assertiveness towards hosts increased among the adolescents in the experimental group while assertiveness towards Ethiopian immigrants increased only among the females in the experimental group. Some conclusions can be derived from these findings. First, the study indicated that group assertiveness training can increase assertiveness among immigrant adolescents. Second, when planning interventions for immigrant adolescents, their perceived reference social groups must be taken into account. Third, more emphasis should be given to promoting assertiveness among adolescent immigrant males. This presentation will focus on understanding the complexities of providing assertiveness training to immigrant adolescents and will describe insights and practical tools for implementing such training.

DOES AN SEL PROGRAM HAVE SIMILAR IMPACTS ON STUDENTS INVOLVED IN DIFFERENT BULLY-ROLES?

**Coelho, Vitor Alexandre; Sousa, Vanda; Marchante, Marta;
Brás, Patrícia; Romão, Ana Maria**

Académico de Torres Vedras, Portugal

This study aimed to analyze if a middle school universal social and emotional learning program had different or similar impacts upon students involved in different bullying roles (victim, bully, bully-victim or non-involved).

The participants in this study were 992 middle school students (Mage=13.12; 51% girls), of which 337 composed the control group. The Positive Attitude middle school SEL program is composed by 13 weekly sessions and it was applied during two consecutive school years. Assessment by students and their teachers (n=54) was implemented in the beginning and end of the program and in a follow-up six months later.

Multilevel analyses were performed and both self- and teacher-reports showed more gains in self-control and self-esteem from the intervention for students who were victimized when compared with all other groups. Additionally, according to self-reports students who reported to be bully-victims also reported more gains in relationship skills than non-involved students. However, most of the differential gains had dissipated in the follow-up assessment.

Given the results it is possible to conclude that the SEL program had a differential impact upon students involved in different bullying roles.

DOES SATISFACTION OF THE BASIC NEED FOR AUTONOMY INFLUENCE CURIOSITY?

Schutte, Nicola

University of New England, Australia

Research Question: Curiosity is a motivating positive emotion that leads individuals to seek out and immerse themselves in new situations, which results in the acquisition of knowledge and building of skills. This study examined whether satisfaction of the need for autonomy influences curiosity. Methods: One hundred and fifty-four participants first completed measures of autonomy-need satisfaction and curiosity. Participants were then randomly assigned to a condition that supported autonomy or a condition not supporting autonomy. The autonomy-support intervention provided participants with choice of topic for a video, while those in the no-autonomy condition did not have choice. All participants then rated their curiosity regarding the topic of the video. Results: Participants with greater autonomy need satisfaction had higher levels of curiosity. Participants randomly assigned to the autonomy support condition providing choice of topic showed greater curiosity regarding the topic than participants who did not have a choice of topic. Autonomy support was most beneficial in stimulating a high level of curiosity about the topic for participants who had low general autonomy need satisfaction. Implications: The results of the study suggest autonomy need satisfaction may stimulate the curiosity of learners.

ELEMENTS OF SUCCESSFUL ADAPTATION TO SURVIVE IN A CHALLENGING ENVIRONMENT

Szekely, Anna

*MTA-ELTE Lendület Adaptation Research Group, ELTE Eötvös Loránd University,
Hungary*

Academic performance of children and young adults is a major concern, and various aspects of stress reactivity and resilience are investigated. However, less attention is paid to mechanisms driving a simple, everyday challenge: transitioning into a new institution. This stressful change in environment starts when children go to preschool. They must navigate without their primary caregiver in a novel environment and form relationships with people outside of the family. This challenge repeats several times over the course of ontogeny, and while resilient individuals can be characterized by positive adaptation to new environments, effective coping and successfully living up to the expectations set by the environment, others may struggle. Practical guides offer a wide range of advice on advocating adaptive strategies. However, there is no systematic, comparative research synthesis related to adaptive mechanisms of different age groups entering new facilities. Moreover, although specialists explicitly declare that resilience may change over time due to development and interaction with the environment (Southwick et al., 2014), only a few studies employ prolonged, real-time measures in assessment. This presentation is an overview of a new project introducing novel information-technology-based systems to promote new ways of measuring those elements necessary for successful adaptation.

EMOTIONAL INTELLIGENCE, REASONING ABILITY AND SELF-EFFICACY AS PREDICTORS OF ACHIEVEMENT OF SENIOR SECONDARY SCHOOL CHEMISTRY STUDENTS

Mari, Jonathan Salihu

Amadu Bello University Zaria, Nigeria

The research design for the study was correlation survey that determined co-relationship among reasoning ability, self-efficacy, emotional- intelligence and performance in chemistry. To guide the study, four research questions and four null hypotheses were generated and tested at 0.05 level of significance. The responses of the students to the instruments were scored and analyzed using descriptive statistics of mean and standard deviations; the Pearson Product Moment Correlation Coefficient and Analysis of Variance MANOVA were used to test the relationship at $P < 0.05$. The results showed that there was a significant positive relationship among emotional intelligence, reasoning ability, self-efficacy and academic achievement in chemistry. The results also indicated that there was a significant positive relationship among emotional intelligence, reasoning ability, self-efficacy and academic achievement. It was therefore concluded that emotional intelligence, reasoning ability and self-efficacy are predictors of achievement in chemistry, with self-efficacy being the strongest positive predictor while reasoning ability being the least positive predictor. It is recommended that science teachers should change instructional strategies to methods that encourage their students to develop positive emotional intelligence, strong reasoning ability and self-efficacy towards learning chemistry so as to perform better in natural science.

EXPLORING THE CONTEXT AND IMPLEMENTATION OF UNIVERSAL AND SELECTIVE SOCIAL-EMOTIONAL INTERVENTIONS FOR THE PROMOTION OF THE MENTAL HEALTH OF PRIMARY SCHOOL CHILDREN

Jennings, Stephen

DECIPHer, School of Social Sciences, Cardiff University, United Kingdom

This project explored the context and implementation of a range of universal and selective social-emotional intervention programmes aimed at promoting and improving the mental and emotional health of primary school-aged children across schools in Wales, UK.

The study focused on a range of different contexts and implementation factors as outlined by the 'Context and Implementation of Complex Interventions' (CICI) framework (Pfadenhauer, 2017). Consideration of different contexts included geographical, epidemiological, socio-cultural, political, socio-economic, ethical and legal factors, and implementation factors included the contributory roles of key theories, 'agents' of change, and strategies used by schools for interventions.

Thematic analysis was conducted across three key levels of stakeholders involved in school-based mental health provision: policy, regional and community organisations (PRC) involved in the strategic direction of intervention practice, management, teaching and support staff across case-study primary schools, and pupils.

The qualitative analysis established critical connections between stakeholders' perceptions of key context and implementation factors at PRC and school levels, particularly how the health and educational policy environment affects schools' prioritisation, strategy, and selection of interventions, and how pupils receive and engage with these. Key findings from the project, and the wider significance of these, will be presented during the paper session.

FACTORS ASSOCIATED WITH A SUCCESSFUL WHOLE SCHOOL IMPLEMENTATION OF ECCOMI PRONTO: A UNIVERSAL SOCIO-EMOTIONAL PROGRAM FOR PRIMARY SCHOOL STUDENTS

Bertolani, Jessica¹; Amarelli, Paola²; Clerici, Ottavia²; Carey, John C.³

¹ University of Malta, Malta

² Istituto Madonna della Neve, Adro, Italy

³ University of Massachusetts, Amherst, USA

Understating the factors associated with the successful implementation of socio-emotional learning (SEL) programs in schools is critically important to achieving the desired programs' benefits and outcomes. This presentation describes the process through which a full, whole school implementation of Eccomi Pronto (EP) (Bertolani & Carey, 2018; Bertolani, Mortari, & Carey, 2014; Kim, et al., 2015) has been achieved in the Istituto Madonna della Neve, Adro, Italy. The EP developers/evaluators, school principal, and classroom teacher will co-present. In the 2018-19 school year we conducted an interview-based evaluation based on a framework for understanding factors related to the successful implementation of EP in the school in Adro (Durlak and Dupre, 2008). Our initial thematic content analysis suggests these factors include: having a strong advocate with decision-making authority in the school; starting the implementation with interested volunteers; having the early participation of recognized teacher-leaders; involving teachers in decisions about implementation and curricular adaptations; providing adequate training and modeling in curriculum delivery; providing ongoing consultation and supportive supervision; and involving school personnel in designing analyzing and interpreting formative and summative evaluations of the curriculum.

FACTORS PREDICTING EMOTIONAL PROBLEMS IN UPPER SECONDARY SCHOOL

Haugan, Jan Arvid; Frostad, Per; Mjaavatn, Per Egil

Norwegian University of Science and Technology, Norway

The globally increasing extent of mental health problems among adolescents has led to a strengthened emphasis on research on factors that may predict this phenomenon.

In the present study we explore the relationship between social support from teachers and peers, perceived stressors from school and physical appearance, experience of resilience and learned helplessness, and emotional problems in a sample of 1313 last year students in upper secondary school in Norway based on the following research question: Are upper secondary school students' emotional problems and resilience related to perceived social support, and how are these relations mediated through their perceptions of school pressure and physical appearance pressure?

Based on a literature review, we specified a theoretical model in which emotional problems was related to resilience, learned helplessness, school pressure, physical appearance pressure, teacher support and peer support. The model was tested by means of SEM analyses with latent variables. We tested the model for the total sample, and later made separate analyses for boys and girls. The model fitted well ($rmsea=.035$). Social support and resilience had a negative, and measured stressors and learned helplessness had a positive, association with emotional problems. Educational implications and suggestions for further research will be discussed.

FGM: THE PRACTITIONERS GUIDE TO TREATING FEMALE GENITAL MUTILATION

Nadeem, Farah^{1,2,3}

¹ *We Are human counselling LTD, United Kingdom*

² *Roehampton University*

³ *Central and North West London NHS*

Introduction: Female Genital Mutilation (FGM) is the deliberate mutilation of female genitalia. This is often the removal or cutting of the labia and clitoris. The World Health Organisation describes FGM as any procedure that injures the female genital organs for non-medical reasons. FGM has no health benefits and is in fact very harmful to health in many ways” (Daughters of Eve, 2017).

Aim: The proposed research will explore the experiences of therapists who have worked therapeutically with adult women who have undergone FGM in childhood.

Method: Interpretative phenomenological analysis (Smith, 2004) involving the analysis of seven semi-structured interviews with psychological therapists.

Results: Four superordinate themes were identified: 1) The psychological impact of working with FGM clients. 2) The emotional impact of working with FGM. 3) Cultural dynamics in work with FGM clients. 4) Therapeutic implications regarding work with FGM survivors. The findings demonstrated an approach to understanding the way therapists work with a form of trauma.

Conclusion: This research explicated the significance of understanding the consequences of working with FGM clients. The findings demonstrated contributions regarding treatment for this client group. This research provides clinicians with some insight into possible ways of working therapeutically with FGM survivors.

FOSTERING PROSOCIAL BEHAVIOR WITH TALE-BASED PROGRAM IN HUNGARIAN KINDERGARTENS

Hegedús, Szilvia

University of Szeged, Hungary

The development of children's social and emotional skills has become increasingly important. Hungarian experiments focus mostly on cognitive domains but socio-emotional skills also need to be developed in institutional settings. At the same time there is a lack of pedagogical methods appropriate for developing children's social skills. In kindergarten, tales are the best methods to show the appropriate solutions in a wide range of different situations because this method is suitable for children's spontaneous learning. The aim of the presentation is to show an intervention program held in Hungarian kindergartens. The program applies playful methods to support the acquisition of different behavioral habits which can help the development of prosocial behavior, an important part of social interactions. The 15-week-long program was designed to promote 3- to 4-year-old children's (N=74) prosocial behavior. In the tale-based program children heard different stories every week. The tales included the most typical prosocial behaviors (helping, sharing, comforting) which emerge in problematic situations. After the stories in a teacher guided conversational group task, children discussed the stories through questions. The prior analysis showed significant differences between the development of the experimental and the control group ($p < 0.05$). The details of the intervention program will be presented at the conference.

FUTURE ORIENTATION ASSOCIATIONS WITH STUDENTS' PERCEPTION OF SOCIAL SUPPORT AND RESILIENCE

Frostad, Per; Mjaavatn, Per Egil

Norwegian University of Science and Technology, Norway

An important aspect of students' psychological adjustment is their thoughts about the future.

Future orientation refers to the expectations, goals, feelings and wishes a person holds for the future. The process of creating these ideas is particularly important in adolescence, a time for transition into adulthood and the future life.

The present study focuses on the relationship between social support, resilience and future orientation in a sample of last year students in upper secondary schools in Norway.

Research question: Are students' future orientation related to social support, and are these relations mediated through students' feeling of resilience?

The sample consisted of 1313 students.

Students' future orientation, social support from peers, parents and teachers was measured with four items each.

Based on the literature review we specified a theoretical model in which future orientation was related to social support and resilience. This model was tested by means of SEM analyses with latent variables. We tested the model for the total sample, and later made separate analyses for boys and girls.

Positive relations were found between social support and resilience. Support from peers predicted future orientation. Support from parents and teachers predicted future orientation through resilience. Educational implications will be discussed.

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

Humphrey, Neil; Panayiotou, Margarita; Hennessey, Alexandra

University of Manchester, United Kingdom

The Good Behavior Game (GBG) is a universal behavior management intervention. Relatively little is known about its impact on children's mental health (conduct problems, emotional symptoms, psychological wellbeing) and related outcomes (bullying, peer and social support). In our trial, 77 schools were randomly allocated to deliver the GBG for two years (n=38) or continue with their usual practice (n=39). Participants were N=3,084 children aged 6-7 at baseline. Conduct problems and emotional symptoms were assessed using the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997). Psychological wellbeing, bullying, peer and social support, and school connectedness were assessed via the Kidscreen-27 survey (Kidscreen Group, 2006). Following Kellam et al. (1994), our at-risk subgroup were boys who scored in the borderline or abnormal range of the SDQ conduct problems scale at baseline. Dosage data (total number of minutes played in the GBG) was used as a proxy for intervention compliance. Analysis is on-going at the time of submission. In brief, intention-to-treat (ITT) and subgroup analyses are being conducted using two-level (school, child) hierarchical-level models. Complier average causal effect (CACE) estimation will be undertaken to robustly ascertain the effects of moderate (50th percentile) and high (75th percentile) compliance on intervention effects.

ICT-BASED SOCIOMETRICAL ASSESSMENT OF INTEGRATING PRESCHOOL COMMUNITIES

Horváth, Endre¹; Herbainé, Erika Szekeres²; Szekeres, Ágota¹

¹ ELTE Eötvös Loránd University, Hungary

² Department of the Pest County of Gödöllő at Pedagogical Professional Services

The studies monitoring children with the help of digital devices have had an increased role recently. Previous research has already proved that the social structure of different communities can be perceived thoroughly with the help of SMETRY framework, with the method of multi-aspect sociometry (Horváth & Szekeres, 2017; Horváth, Kiss, & Szekeres, 2017). The aim of our talk is to present how to apply sociometry within the SMETRY framework in integrating preschools. A single sociometrical measurement of 5-6 year-old children (65 SEN, 12 non-SEN children) has been carried out. Data were collected with a tablet in a one-on-one situation. Sociograms and indicators provide a satisfactory description of the groups. Data collection proved to be motivating to the children, it went smoothly in most cases with SEN children as well. The data suggest that the method is well applicable to the studied groups of children as well, which confirm the statements of previous research, saying that sociometry is a suitable technique to investigate into social communities of children of younger age and/or with special needs (Frederickson, 1998) and the validity of the methods applied can be further increased by collecting data on an ICT basis (van den Berg & Cillessen, 2015).

INDEX FOR SOCIAL EMOTIONAL TECHNOLOGIES: CHALLENGING APPROACHES TO INCLUSIVE EDUCATION

Morganti, Annalisa¹; Pascoletti, Stefano²; Signorelli, Alessia¹

¹ Università degli Studi di Perugia, Italy

² Università di Udine

The Index for Social Emotional Technologies explores how technology can strengthen access and foster the acquisition of transversal skills useful for inclusive educational processes. It investigates the value that technology can offer to social and emotional learning through different tiers of actions and the main features of educational technology that can support such use.

It brings together educational technologies and research evidence relevant to different education systems to outline new, unexplored ways of intersecting educational and technological fields. It also addresses the need for a guide to designing and creating new inclusive educational tools for an international market.

The Index for Social Emotional Technologies was born as an answer to European as well as international requests for an innovative “triangulation” of three research topics until now explored in separate studies: Inclusive Education; Education Technology; Social and Emotional Learning.

Index for Social Emotional Technologies outlines new and challenging ways of intersecting the educational and technological fields, while also addressing the need to provide edtech producers with a guide for designing and creating new “inclusive educational tools” aimed at answering the educational request for developing key competences, such as social and emotional, in all learners.

INEQUITY AVERSION IN PRESCHOOLER CHILDREN

Král, Adrienn^{1,2}; Sándor, Mónika³; Kun, Ádám^{2,4}

¹ Eötvös Loránd University Faculty of Science, Institute of Biology, Hungary

² Evolutionary Systems Research Group, Centre for Ecological Research, Hungarian Academy of Sciences, Hungary

³ Eötvös Loránd University Faculty of Primary and Pre-School Education, Department of Education, Hungary

⁴ ELTE-MTA Theoretical Biology and Evolutionary Ecology Research Group, Hungary

For human cooperation, fair resource sharing is very important which is promoted by inequity aversion. We measured the inequity aversion of children between the ages of 4 and 6 to examine how fairness behaviour functions in young children in. Our aim was to investigate how young children respond to disadvantageous inequity (when their partner gets more) and advantageous inequity (when they get more).

Children played with same sex individuals from another preschool group a simple choice game in which they decided between two allocation of candies. One of them acts as the decider who directly affect the choice between allocations of candies. In each treatment, they had to decide between equal amounts to both of them and different unequal amounts. Two extreme decision patterns were assumed: children always chose randomly, or they always chose the option in which they would get more candies. Additionally, we asked the children about the reason of their decisions and analysed the answers with qualitative methods.

We found that preschool children do not exclusively attend to their own pay-off and in most cases, they do not make random decisions although they cannot or do not want to tell the cause of their decisions.

LEARNING TO BE: PROMOTING SOCIAL AND EMOTIONAL LEARNING THROUGH RELATIONSHIP-CENTRED LEARNING ENVIRONMENT AND TEACHING METHODS

Ferreira, Marco¹; Talić, Sanela²; Martinsone, Baiba³

¹ Instituto Superior de Educação e Ciências, ISEC Lisboa, Portugal

² Institute for research and development Utrip, Slovenia

³ University of Latvia

The way to promote SEL in schools depends largely on teachers. Most teachers implement specific programs, but they have difficulties in incorporating SEL into the regular curriculum. The main purpose of the session is the presentation of the “Learning to Be” toolkit which is a product of EU funded Erasmus+ project “Learning to Be: Development of Practices and Methodologies for Assessing Social, Emotional and Health Skills within Education Systems”. The “Learning to Be” initiative is based on the premise that the assessment of learning in schools should go beyond grading students’ knowledge and academic achievement, and should include practices for observing young people’s personal growth, social skills, attitudes and other general competences. The toolkit provides the opportunity for teachers to use it on daily routines, regardless of which subject they teach. The presentation will outline the main principles for a successful practice of SEL at schools and will provide information for assessing students’ social and emotional competences in class, facilitating and supporting students’ learning. A list of proposed instructional teaching methods will be introduced in connection with SEL standards (developed by Illinois State Board of Education, USA) and Formative Assessment strategies developed by Dylan Wiliam.

MAPLEA SOCIAL AND EMOTIONAL LEARNING PROGRAM FOR PRESCHOOLERS IN TAIWAN

Chen, Huei-Tsyr¹; Yang, Li-Jung¹; Lee, I-Ching¹; Ko, Chiu-Kuei²

¹ Caremind Cultural and Educational Institution, Taiwan

² Taipei Ji-Li Non-Profit Kindergarten

After 4-year discussions and revisions, in 2017 the Ministry of Education in Taiwan enacted the Curriculum Guidelines of Preschool Activities in which Emotional Education is specified as one of the six major fields. Acknowledging that there was no systematic SEL program for kindergarten to use, we developed a SEL program—MAPLE (Magic Amusement Park for Learning Emotions), consisting of 72 lessons for children aged 3 to 5.

The program focuses on 10 emotions frequently observed in preschoolers and the knowledge, skills for emotional management and interpersonal interaction. Exquisitely designed PPTs are provided to facilitate teaching and learning. Worksheets are also provided so that the parents can help their children to practice at home.

The program has been implemented at Taipei Ji-Li Non-Profit Kindergarten since September 2016. Training courses for teachers in charge of teaching were conducted, followed by lectures to all teachers and parents in a hope that they can grasp the contents and work collaboratively to foster childrens' social and emotional competence.

Both teachers and parents affirm by observations that the program does promote children's emotional awareness, expression, regulation and social skills. Moreover, the kindergarten itself also benefits from both administrative and teaching points of view.

MINDFULNESS INFLUENCE ON ANXIETY IN PRE-SERVICE TEACHERS

Henter, Ramona

Transilvania University of Brasov, Romania

Teaching has become a very strenuous profession and successful teachers are defined not only by their scientific and psycho-pedagogic abilities, but also by their ability to be aware of everything that is going on in their classroom and in their students' minds, hence, the necessity of metacognitive training (Henter, 2014) for the cognitive part, doubled by the development of personal abilities such as perseverance, receptivity, tolerance and acceptance that can be attained through mindful practices. Pre-service teachers face many anxiogenic situations as they do not have experience and are under continuous observation. One proven way to reduce anxiety is being mindful.

Mindfulness is defined as the ability to draw one's attention to the experiences occurring in the present moment without judging them and in an accepting way (Kabat-Zinn, 1990) and research has shown the possibility of training mindfulness skills, meaning that they can be taught and learned through specific methods.

Our hypothesis was that pre-service teachers with levels of mindfulness skills are less anxious during their teaching activities and they feel greater well-being than those not practicing mindfulness. Students preparing to become teachers were given a mindfulness and an anxiety inventory. The findings are discussed in the present article.

**NOW YOU SEE US: IDENTIFYING AND RESPONDING TO
CHILDREN'S SOCIAL EMOTIONAL AND MENTAL HEALTH NEEDS
USING THE BOXALL PROFILE**

Ruby, Florence

Nurtureuk, United Kingdom

Children and young people in the UK are currently experiencing high levels of social emotional and mental health (SEMH) difficulties, and schools are poorly equipped to identify and address those needs. Most schools only assess children who exhibit clear difficulties, thus putting many pupils at risk of remaining unsupported until a crisis point has been reached. In 2017 the Boxall Childhood Project was launched to explore the benefits and barriers to assessing all children's SEMH in schools. As part of the project, staff from 40 English schools were trained to use the Boxall Profile, a teacher-led assessment of children's SEMH. In total, more than 9,400 pupils were assessed. The exercise provided a clear picture of pupils' SEMH, highlighting many 'invisible' children who were experiencing difficulties. Schools who successfully assessed all their pupils reported an overall positive impact of the approach, for individual children as well as whole classes, teaching staff, and across the school. This presentation will review the Boxall Childhood Project, discussing the findings as well as their implications for education policy and practice.

OBJECTIVE MEASUREMENT OF MOVEMENT TO IDENTIFY AT RISK POPULATIONS AT DIFFERENT AGES

Kotyuk, Eszter¹; Gandotra, Aditi²; Gonye, Bianka²

¹ *MTA-ELTE Lendület Adaptation Research Group, ELTE Eötvös Loránd University, Hungary*

² *Doctoral School of Psychology, MTA-ELTE Lendület Adaptation Research Group ELTE Eötvös Loránd University, Hungary*

Screening for delay in emotional and behavioral development is a general focus in psychological assessments. However, traditional methods rely mostly on self-report of parents and caregivers. Some screening methods employ behavioral tests, but scoring is based on rating from a specialist observing the behavior often lacking objectivity and precision. Here we discuss possible application of a novel system developed by Obimon Systems using wearable sensors in psychological studies. We measured behaviors objectively and with a research-grade precision during different activities with a wireless system in a kindergarten during group activities. Through analyses of real-time data of certain aspects of movements (e.g. speed, orientation, etc.) we aim to detect specific behavioral patterns characterizing the atypical end of the developmental spectrum. It is well known that diagnosis of certain neurological or developmental disorders (e.g. autistic spectrum disorder, or attention deficit and hyperactivity disorders) is typical around the kindergarten age or early school ages. With this tool-set at hand, our goal is to develop a movement-based data analyses system to identify at-risk children at much earlier ages. These studies could provide enormous opportunities to develop effective interventions for children at an early age to achieve better adaptation in their social environments.

**PERSONAL EFFECTIVENESS AS THE REAL BENEFIT OF THE
LEARNABLE EMOTIONAL INTELLIGENCE: A NEW PERSPECTIVE
IN TEACHER TRAINING**

Turculet, Alina

Transilvania University of Brasov, Romania, Romania

The aim of formal education in the 21st century is to enrich the innate potential of the students. The skills that will allow the permanent adaptation of the individuals and their socio-professional insertion have become more important than the academic competences. The recognition of emotional intelligence as a true form of learnable intelligence has reoriented the educational research on the relationship between personal effectiveness and students' performance. In order to train the required competences, teachers need to adapt their professional roles to a new paradigm and to overcome their traditional mission. Therefore, effective teaching itself is the result of a process in which emotional abilities are determinant. Our case study aims at identifying the real representation of the teachers regarding the importance of emotional education. Even though emotional education is a favourite topic in Romanian formal curriculum and in teachers' debates, there is a lack of proper interpretation of the real benefits of emotional education in personal and professional development. The study shows the necessity of a pertinent conceptual delimitation of emotional intelligence in the continuous training programs addressed to the teaching staff in the pre-university education in Romania.

PIQ IN FINLAND: A PILOT STUDY

Koskela, Teija; Yrjänäinen, Sari; Sinkkonen, Hanna-Maija

University of Turku, Finland

Wellbeing and supportive learning environments promoting confidence in individual learning capabilities are essential characteristics of inclusive education. We define inclusive education as quality education for all. It includes the celebration of diversities so that individual differences are not emphasized. We are interested in students' experiences in the Finnish school system. So far research on this theme listening to students' voices is still scarce.

Our research questions are: How does Perceptions of Inclusion questionnaire (PIQ) work as a research tool? How do students experience their life at schools? Data is collected from students of grades 3.-6. (N=467) using the Finnish version of PIQ. In data analysis, we used factor analysis to validate measuring tool and cluster analysis to compare different dimensions of wellbeing. The results reveal that PIQ is useful for research purpose among children. Secondly, there are no big differences between the groups regarding sex or levels of special educational needs. The results implicate that telling unequivocally how students experience as their belonging in school society is complicated. The feeling of belonging seems to be more complicated than earlier studies have reported.

PORCOSPINI: EMPOWERING CHILDREN, FAMILIES AND TEACHERS AGAINST CHILD ABUSE AND NEGLECT WITH A SEL PROCESS

Briganti, Rocco

Specchio Magico cooperativa sociale onlus, Italy

Porcospini aims at providing children with tools to foster a deeper awareness of their body and emotions, teaching how to recognize, trust and listen to their own sensations in a school-based primary prevention program. Targets are nine/ten-year-old children, parents, teachers, professionals in the field; (further targets are 5-year-old children in preschool education and to 11/13-year-old kids focusing on new web prevention needs). Porcospini is based on socio-emotional empowerment of children, families, teachers and educators; works on everyday situations to guarantee and develop resilience through a SEL approach. The project develops meta-cognitive functions to generate thoughts, questions, “mentalization of emotions” and adaptive behaviors. The classes focus on key concepts: reciprocity, respect, sharing and dialogue. Methodologically, we work on circularity between reflection and emotion. Every activity builds strategies, skills, critical thinking, problem-solving attitude, in a short training on life skills. A toolbox adopting socio emotional and educational techniques. Porcospini represents a European best practice. More than 20,000 children involved in Italy, CISMAI network, the project features several awards from European Commission and ISPCAN, national and Regional Authorities. Porcospini adopts an ecological model and a systemic perspective to invest and promote its outcomes into a multidisciplinary approach and involving interinstitutional responsibilities.

PREDICTORS OF FAMILY SATISFACTION OF YOUTH AT RISK IN CROATIA

**Maurović, Ivana; Ratkajec Gašević, Gabrijela; Miroslavljević, Anja;
Žižak, Antonija**

Faculty of Education and Rehabilitation Sciences, Croatia

Youth at risk often live in families with complex needs and show low level of family life satisfaction. In order to understand possible ways of facilitating family satisfaction of youth at risk, the aim of this paper is to predict levels of family satisfaction by family and child risk level, individual and family protective factors, as well as by indicator of overall life satisfaction.

This paper is a part of project "Specific characteristics of families at risk: contribution to complex intervention planning" funded by Croatian Science Foundation (CSF IP-2014-09-9515). Following instruments were used: Family Satisfaction Scale (Olson, 2010), Family resilience scale (Maurović et al, 2016), General Self-efficacy scale (Schwarzer & Jerusalem, 1995), Personal Wellbeing Index, (Cummins, 2002), Risk scale (Ajduković et al, 2014), Support in family (Ratkajec et al., 2016).

The sample consists of 113 participants who, due to behavioral or mental health problems, were included in an intervention in social welfare/ mental health service. Preliminary data show that significant predictors of family satisfaction are: life satisfaction, family communication satisfaction, support by family member as well as lower risk level. Results are confirming trends in research that recommend parallel interventions directed to both individuals and the family system as a whole.

PRESCHOOL CHILDREN'S REACTION ON PEER DISTRESS: PERSPECTIVES FROM PARENTS AND TEACHERS

Hegedús, Szilvia

University of Szeged, Hungary

Understanding and responding to the other person's mental state is a basic element in social interactions. Prosocial answers derive from the affective reactions on the other person's emotions. The tendency to respond to another's distress appears very early in development. Crying is an easily identified manifestation of distress. In childhood, it functions to communicate to others that the child is distressed. This negative affective state can function as an antecedent of empathic or prosocial responses. The purpose of the study was to examine preschool children's reactions on peer distress from the perspective of parents (N=115) and teachers (N=6), those persons who are in immediate environment of the 3-4-year-old children. To measure the opinions, a self-made questionnaire was used based on previous observation work of Phinney, Feshbach and Farver (1986). Participants evaluated 24 statements about children's response to another child's crying on a 5-point Likert-scale. According to the prior analysis there are significant differences between parents' and teachers' responses ($p < 0.05$). Parents perceived more positive intervention supported by an adult but according to the teachers, children would intervene indirectly in these situations. These results can serve as basis of developing preschool children's socio-emotional skills, the main components of prosocial behaviour.

PREVENTING DROPOUT: A COLLABORATIVE APPROACH TO PROMOTE ACADEMIC, SOCIAL AND EMOTIONAL LEARNING

Nardi, Paolo

Cometa Formazione, Italy

The collaboration among key actors, namely teachers, parents, day-care centres and community (Epstein et al., 2009) is a crucial factor to reduce the dropout crisis, supporting kids on both academic and social-emotional competences. This paper analyses the pedagogical approach and the partnership among “Il Manto”, a day-care centre active in Como (Italy) supporting more than 140 kids at risk of dropout (migrants, special learning needs, broken homes), local primary and lower secondary schools and kids’ families. Supporting students includes a wide range of activities, both academic (doing homework) and social (lunch and play together, workshops for the activation of creativity). At the same time, teachers and parents are constantly kept informed, involved, and supported on their competences and responsibilities (Sheldon & Epstein, 2004).

Results have been evaluated through tests on students, teachers and parents; a control group of students has been included in the research. The project generated a positive impact on reducing risk of dropout (for more than 60% of the sample); besides, results include the professional development of teachers as well as the parenting skills empowerment, a win-win strategy for both kids and the community.

PROMOTING PARENTAL COMPETENCE FOR PARENTS OF CHILDREN WITH ADHD: EVALUATION OF A SHORT TRAINING PROGRAM

Löw, Ajana; Žic-Ralić, Anamarija; Mikulić, Ozana

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

There is evidence suggesting the need to help parents of children with ADHD in promoting parental competence (Theule et al., 2011). Parenting a child with ADHD is related to reduced satisfaction and confidence in parenting skills, fear of social stigma and tendency to conceal a child's diagnosis, as well as to severe emotional symptoms (Finzi-Dottan, Triwitz & Golubchik, 2011). Parents also experience a lack of support in coping and managing, which contributes to already increased stress levels.

The aim of the research was to evaluate the short training program for parents of children with ADHD. The program includes eight 120-minutes workshops, addressing the topics of communication skills, information on ADHD, coping with anger and stress, and supporting the child's learning. The evaluation included 20 parents in the intervention group and 18 parents in the control group (68% female / mothers).

The intervention group reported positive outcomes on measures of emotional self-regulation, parental stress and general knowledge on ADHD ($p < .05$). There was also a significant increase in positive parenting behaviors ($p < .05$). The results suggest that even a short training program provides good support in coping and managing for parents of children with ADHD.

**REDRESSING THE ACADEMIC ACHIEVEMENT GAP THROUGH
SOCIAL EMOTIONAL LEARNING (SEL): BUILDING A
FOUNDATION WITH EARLY CHILDHOOD EDUCATORS IN A
PROFESSIONAL LEARNING COMMUNITY**

Hughes, Jean

Dalhousie University, Canada

Social and Emotional Learning (SEL) skills developed through play provide a foundation for early childhood development and future education outcomes for students. The purpose of this project was to establish a Professional Learning Community (PLC) to connect Early Childhood Educators (ECEs) across Nova Scotia, Canada, to build their understanding regarding the development of children's social and emotional learning through play. The Department of Education had recently introduced to schools (1 needy school in each School Board) a play-based Early Learning Program for 4 year old children run by ECEs. A total of 18 ECEs participated in seven PLC sessions (4 on-line, 3 in person) between October 2016 and May 2017. The sessions focused on building enhanced understanding of SEL concepts and sharing strategies and resources as well as leveraging ECEs' experiences through participatory discussions. ECEs were interviewed at project baseline and project end. Findings were very positive in terms of ECE understanding and engagement with SEL. However, the initiative encountered a number of challenges regarding sustainability. The positive SEL findings will be discussed along with the sustainability challenges and possible remedy strategies in terms of vision, structural transformation, partnerships, infrastructure, system-wide integration and collaboration.

RELATIONAL REHABILITATION AFTER BULLYING

Finne, Johannes Nilsson

University of Stavanger, Norway

Bullying causes pain and harm to the victims and creates wounds that often remain even if the bullying stops. Additionally, the social dynamics of the classroom community, where most bullying takes place, may remain after the termination of the active bullying of a pupil. This combination of personal trauma and contextual conditions in the classroom community creates a high risk of negative development. Currently, no class-based efforts to repair damages from bullying exist. Relational rehabilitation initiative, outlined as a model of three steps in this paper, may be a constructive solution to the problem. With a caring and supportive classroom community, it is possible to prevent further harm from victimization, and promote the development of prosocial behavior and well-being. The teacher must possess the authority to lead this process of restructuring and improving relationships in the classroom. Furthermore, this process should explicitly include teaching and training in perception, moral engagement, and social skills.

RESCUR (RESILIENCE CURRICULUM) SWEDEN: AN IMPLEMENTATION STUDY

**Skoog, Therése¹; Kimber, Birgitta²; Lilja, Josefine¹;
Henriksson, Barbro³; Eriksson, Charli⁴**

¹ University of Gothenburg, Sweden

² Umeå University, Sweden

³ Junis, IOGT-NTO's Junior Association

⁴ Stockholm University, Sweden

Children's level of resilience affects their wellbeing and socio-emotional development. Six universities in Europe have developed RESCUR for the purpose of enhancing children's resilience. Implementation is crucial for the effectiveness of an intervention. This paper focuses on the implementation of RESCUR in Swedish elementary schools.

Our research questions are:

To what degree is RESCUR being implemented with high quality (fidelity and leadership quality) in Swedish schools?

To what degree is RESCUR an acceptable intervention for Swedish teachers?

Data are collected twice a year via observations (teacher level from the PATHS program) and self-reports (HeadStart Intervention Implementation Survey) from approx. 25 classes/teachers. Data analyses will be performed using SPSS and will be presented descriptively and analytically.

Data will be collected throughout the spring of 2019 and results will be presented at the conference.

To learn more about this program and how its implementation affects outcome is of interest for both practitioners and policy makers in Europe. Our study will add to knowledge of how and what is important when it comes to implementation.

RESILIENCE AND DEAF: THE WAY THAT NEEDS TO BE DONE!

Freitas, Eunice¹; Simões, Celeste^{1,2}

¹ Faculdade de Motricidade Humana, Lisbon, Portugal, Portugal

² Instituto de Saúde Ambiental, Faculdade de Medicina, Universidade de Lisboa

Individuals grow through constant interaction between the environment that surrounds them and their senses. To many children, there are several learning experiences, namely the emotional ones, that occur through spontaneous daily situations.

However, for deaf children, due to their hearing limitations and consequently their communication skills, these learning experiences do not happen spontaneously, manifesting instead behavioural and emotional problems. Resilience is one of the elements that significantly influence the quality of life of deaf. In consideration of such fact, there has been an adaptation implementation and evaluation of RESCUR – the European Curriculum for the promotion of resilience in deaf children.

The sample of this study is a convenience sample that integrates a total of 30 deaf individuals from pre-primary and the first and second cycles of three schools located in the north, center and south of Portugal. The data collected showed positive differences between pre- and post-test, although not statistically significant, in the five evaluated dimensions: increases in prosocial behaviour, decreases in emotional symptoms and peer relationships problem and hyperactivity/inattention.

Resilience competences in deaf children and teenagers must be taught and learned explicitly, as revealed by the existing studies in this area.

RESILIENCE IN SCHOOL CHILDREN - CROSS-CULTURAL PERSPECTIVE

Miljević-Riđički, Renata¹; Simões, Celeste²; Kimber, Birgitta³

1: Faculty of Teacher Education, University of Zagreb, Croatia

2: Faculdade de Motricidade Humana, Universidade de Lisboa, Lisboa, Portugal

3: Department of Clinical Sciences, Umeå University, Sweden

Researchers from three European countries, Portugal, Sweden and Croatia, have decided to:

- 1) Investigate the resilience of school children (10- to 12-year-olds) in their own countries,
- 2) Compare the resilience of the school children in their cultural settings (countries)

The study consists of 250 pupils from each country, from the 4th and 5th school grades in Croatia and Sweden, and from the 5th and 6th grades in Portugal.

The instrument used in the study is the Child and Youth Resilience Measure-28 (CYRM-28), which is a 28-item measure that accounts for the individual, peer, family, and community resources involved in resilience processes.

A one-way between-groups analysis of variance has been conducted to compare the resilience levels of the children from the three countries in the study.

Overall, the item scores were high. Both differences and similarities between the three countries were found. Sweden, the richest of the countries, was found not to differ from Portugal and Croatia as much as the researchers had expected.

An explanation for this may lie in recent changes in all European countries.

RESILIENCE OF ROMANIAN CHILDREN WITH MIGRANT PARENTS

Colomeischi, Adina

Universitatea Stefan cel Mare, Suceava, Romania

The situation of children with parents working abroad has become a Romanian social problem in the last decades. This study intends to figure out the differences at the personal level and regarding resilience among children who grow up with and without their parents.

Resilience is figured out at least under three understandings according to the outcomes from adversity (Fraser, Richman, & Galinsky, 1999; Garmezy, 1986): success, competency and recovery from a traumatic event. So, there is a flourishing of the person who will be able to design new priorities for their life. The connection and the strong family bonds are considered important protective factors and resources for resilience (Garmezy, 1971)

This study aims to diagnose the level of children's resilience in terms of the migrant parents and to establish the main difficulties of children with parents abroad. The sample comprised 409 children, with the mean age 12. The variables evaluated were: resilience, strengths and difficulties, self-esteem, attitudes toward school and they were tested in terms of life difficulties, violence confronting, migrant parents' status.

The results give a perspective toward necessity of early intervention through education for decreasing the impact of migrant parents on the harmonious children development.

RESILIENCE PROMOTION IN SCHOOLS THROUGH RESCUR CURRICULUM: THE RESCUR IN ACTION PROJECT

Simões, Celeste¹; Lebre, Paula²; Caetano, Anabela¹; RESCUR, Team¹

*¹ Faculdade de Motricidade Humana, Portugal; Instituto de Saúde Ambiental,
Faculdade de Medicina, Universidade de Lisboa*

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² FMH/ULisboa; INET-MD, Portugal

Introduction: RESCUR into Action (RIA) was a national project (funded by Ciência Viva) that aimed to promote the development of resilience-related competences in schools, through the implementation of the RESCUR Curriculum.

Methods: A group of 123 teachers and specialized technicians and 1665 participants from 3 to 17 years old (53,2% boys, 7% migrants/refugees, 5,3% with migrants/refugees parents) participated in the project.

Results: The results comprehend data from one full-year implementation group (FYIG) with 675 children and a waiting group (WG) with 417 children. The results showed statistically significant improvements in several domains evaluated (e.g. health-related quality of life, emotional symptoms, hyperactivity). The qualitative assessment showed that teachers perceived a decrease in disruptive behaviour and an increase of prosocial behaviours, like giving help or protection, sharing, and availability to listen to each another. Most of the teachers said that children had greater autonomy and competence to solve problems and that many could already identify when the class needed to calm down.

Conclusions: The results of RESCUR Curriculum are promising, and according to the teachers, specially for the younger children. RESCUR curriculum seems, this way, to be an important resource to promote resilience assets and children's wellbeing.

SCHOOL AS RESILIENCE TUTOR: A DIDACTIC PATH IN ITALY AND SPAIN

Gabrielli, Sara¹; Fregola, Cesare²

¹ Sapienza Università di Roma, Italy

² Università degli studi Roma Tre, Italy

This research aims to build resilience in children experiencing a crisis (Cyrulnik and Malaguti, 2015) or facing complexity in the 21th century.

The purposes are to develop a didactic path to promote resilience and to verify its effectiveness.

Resilience was connected to history, geography, sport and storytelling; the planning (60 hours) was articulated into units. The project focused on problem solving to recognize personal and environmental resources. Activities and learning intentions are analyzed in the paper.

The research involved 78 students (41 males and 37 females – aged 8/9) in three contexts: one school in Spain, one involved in the 2016 Italian earthquake, one in Rome.

The CYRM (Ungar e Liebenberg, 2011) was distributed as pre and post-test. It is composed of 26 items using a 3-point Likert scale.

Resilience increased in experimental groups ($p=0.02$), not in the control groups. In the first context, the increase was 1.6; in the second, 0.79; in the third, 0.72.

Thanks to the synergy with curricular planning, students did not perceive the project as something extraordinary: it helped to establish a normality which these territories need. The school is considered as a “resilience tutor”: a community where teachers symbolize a protective shield (Garmezy, 1991).

SCHOOL COMPETITIVE CLIMATE AND STUDENTS' PSYCHOLOGICAL AND SOMATIC WELL-BEING

Fülöp, Márta^{1,2}; Varga, Balázs¹; Sebestyén, Nóra²

¹ Institute of Cognitive Neuroscience and Psychology, Hungarian Academy of Sciences, Hungary

² Institute of Psychology, Eötvös Loránd University

As part of the “Beauty and the Beast” paradigm (Fülöp, 2008) competition was considered an “unhealthy” process in educational settings which has a detrimental effect on students’ emotional well-being.

In the study to be presented two groups of high school students participated. One group consisted of students of the very best academic high schools of the country (323), who regularly participate in different contests, while the other group of students attended non-competitive Waldorf (Steiner) schools (87). In the study students’ perception of the school climate (e.g. the level of competition among the students, teachers’ encouragement of competition), their psychological health (e.g. perceived stress, generalized anxiety, school burn-out) their somatic health (e.g. HBSC), and their psychological/emotional protective constructs (e.g. resilience, positivity, mental toughness etc.) were measured together with the students’ competitive attitudes and coping with winning and losing.

Results show that the school climate has a weak effect on students’ psychological and somatic well-being, however the presence of the protective constructs have a strong protective role in psychological and somatic health irrespective of the school climate (OTKA-K-111 789).

SECONDARY SCHOOL NURTURE GROUPS: MODELS THAT WORK

Colley, David

Oxford Brookes University, United Kingdom

Nurture groups seek to promote the well-being and resilience of children and young people in schools through the delivery of positive socio-emotional learning experiences in a safe and secure environment. Nurture Group intervention is well established in primary schools (see Cooper and Whitebread 2007) and the model has transferred into secondary schools over recent years (see Colley 2009).

But the secondary school environment offers a range of challenges when transferring the primary school model into a larger, more complex learning environment.

Based on the research of Colley (2012), a Research Conference that was held on 30.10.18 at Oxford Brookes University, brought 30 secondary nurture group practitioners together to discuss successes and challenges in their nurture group practice

A series of presentations were recorded on the day and a total of 12 Focus Group interviews were also recorded.

This data is currently being transcribed for analysis and a further series of interviews will take place in April 2019 to triangulate the initial results

The proposed research paper will share the results of the data analysis for the first time at the ENSEC Conference 2019 and draw together a model of best practice for nurture groups in secondary schools, going forward.

SEL 'PRODUCTION LINE' AND TAILOR-MADE INTERVENTIONS: OBSTACLES OF IMPLEMENTATION

Yariv, Eliezer¹; Sperling, Daniel²

¹ Gordon College of Education Haifa, Israel

² Mofet Institute Tel Aviv, Israel

Research literature on SEL classifies three types of programs: universal school-based programs that promote social and emotional learning; indicative school-based intervention programs for students at risk; and after-school extracurricular programs. While, many studies found multiple benefits of these programs, such as improving academic achievements and reducing risk behaviors, SEL is not implemented within psycho-educational individual interventions, where school teachers assist their individual struggling pupils. This represents a puzzling finding.

Based on literature review we analyze the possible reasons why teachers do not offer tailor-made SEL interventions: (a) Methodologically - the broad spectrum of environmental and internal factors set formidable obstacles to measure possible influences on individual pupils' adjustment; (b) Conceptually - lack of translation of the aforementioned factors into principles of intervention's protocols (e.g. like CBT); (c) Technically - lack of proper evidenced based therapeutic and assessment tools; (d) Unpreparedness - lack of training for schools' staff-members to broaden their competencies and experience. Filling that void would certainly help meet the needs and struggles of many pupils who are currently not being offered useful assistance. The presentation will mention several tools and modes of individual interventions which have been developed by the first author.

SEL FOR VETFULNESS: THE CASE OF COMETA VET SCHOOL

Gendron, Bénédicte³; Nardi, Paolo¹; Guzzetti, Gabriele²

¹ Cometa Formazione, Cometa Research, Italy

² Politecnico di Milano, TIRESIA, Italy

³ University Montpellier 3, Lirdef, France

The paper consists of a case study based on the Cometa VET school (Como, Italy). Cometa has been developing a pedagogical approach of Inclusive Excellence (Mele and Nardi, 2018; Nardi et al., 2018), providing students with high quality professional skills, but carefully fostering their social and emotional skills. The presence of several dropouts and NEETs, as well as students with learning disabilities makes even more relevant this holistic approach aiming at developing emotional capital, besides academic and professional skills, to empower people and to promote a real VETfulness (Gendron, 2018).

A research-action will be presented. Cometa has based its activity on 2 pillars: reality-based learning (learning and production processes activated in real production tasks in school workshops); a specific person, the tutor, in charge of supporting students in SEL by specific curricular activities and by a daily relationship. Every year, 450 students (14-18 y.o.) are supported. A set of KPIs for outcomes and impacts have been defined and measured, including: educational and behavioural performances; professional and transversal competences; self-esteem and emotional intelligence.

The analysis is on-going; expected results should confirm the quality of the model and the accountability of the selected KPIs.

SOCIAL AND EMOTIONAL DEVELOPMENT – PRACTICE IN KINDERGARTEN, ZAGREB

Glavović, Vesna; Marjanac, Mirela; Vuko, Marina

DV SOPOT, Croatia

This presentation will describe the approach to the social-emotional development of a child and the examples of the practice in our kindergarten in Zagreb, Croatia.

Our curriculum reflects the importance accorded to the early years of a child's life, and the respect and dignity with which the child should be treated. The activities and schedule are designed to help the children to acquire self-awareness, self-management, social awareness, relationship skills and responsible decision-making. We prepare the environment to foster their best development. Our primary classrooms create conditions that allow children to manifest their natural developmental tendencies. We provide stimulating environment and freedom to act within it according to children's inner needs, individual rhythm and tempo. When children work in this environment they increase their level of independence and come to realize that their actions benefit others. The way we encourage this independence is by starting at an early age. Early childhood is the perfect time to start learning the skills that are necessary to be self-reliant and begin practicing them. The main goal of activities is to effectively apply acquired knowledge and skills.

SPORTS PROGRAM IN KINDERGARTEN PREČKO: A PATH TO WELL-BEING

**Lovrec-Marinović, Kosjenka; Celić, Mirjana; Špacapan, Romana;
Bencuz, Danijela, Novak, Vlatka**

Dječji vrtič Prečko, Croatia

Sport is an integral part of our contemporary way of life and as such inseparable from structures of society, family and education. It is also a way for our youngest members of society to adopt basic social skills through play. In this presentation, we would like to show you how the sports program in our nursery teaches children about healthy lifestyle, caring about the environment, managing their emotions and social relations. The main purpose of the program is to encourage the idea of the importance of exercise and to develop habits that will lead to a healthy lifestyle. The program's goal is not competitive results, but developing a happy and confident child. The realization of the program involves both the experts and the parents, and that helps with development of social skills such as team work and managing emotions. Over the years we have noticed the positive impact of the program on the social and emotional development of the participants: tolerance (for example towards children with special needs), managing emotions and development of resilience. All of this will have a long-term impact on the system of values in a young person.

STUDENTS' MOTIVATION IN HIGHER EDUCATION: CONCLUSIONS OF A SURVEY

Kulcsár, Nárcisz¹; Tóth, Zsuzsanna²

¹ Széchenyi István University

² Budapest Business School University of Applied Sciences

In educational experience in the past years, students' attitude toward learning has changed. One of our research focuses on learning motivation factors of students who participate in higher education in the field of economics. Our research question was that what is the proportion of intrinsic, extrinsic, and amotivational components, which ones have the strongest stimulating effect? Another question was how teaching and learning environment influences students.

To answer these questions, we conducted a questionnaire among students from several Hungarian universities. Questionnaires were analyzed using descriptive, bi- and multivariate statistical methods. The results of the quantitative analysis are also supplemented by the results of a qualitative study: we also share experiences of workshops among students.

During analysis, we witnessed of a negative process: students' attitudes towards learning are typically characterized by external stimuli, while at the same time the learning environment drives students towards amotivation.

The results suggest that members of generation Z in higher education face challenges in soft skills, social and emotional competencies, which may hinder their future success. Therefore, we consider it important to include elements in teaching and learning environments, which properly develop students' skills and abilities, so that learning attitudes and internal motivation can become more comprehensive.

TEACHER-STUDENT RELATIONSHIPS IN ADOLESCENCE: RESULTS OF A PILOT STUDY

Szabó, Lilla; Rausch, Attila; Zsolnai, Anikó

Eötvös Loránd University, Hungary

Close teacher-student relationship influences students' well-being and school success and it is probably the most important factor of effective education, not only in early childhood but in adolescence as well (eg. Verschueren, 2015).

The aim of our cross-sectional investigation was to explore the student-teacher relationships at the ages 13 and 16, and to reveal associations between these relationships and some background factors. The participants were 189 Hungarian students (grade 7 and 10) and their class teachers (N=8). We adapted the Student-Teacher Relationship Scale – Short Form (STRS-SF), which is a self-report questionnaire assessing teachers' perception of the quality of their relationship with students, and includes two subscales (Pianta, 1992). While the Closeness subscale evaluates the degree of positive affection, warmth, and open communication, the Conflict subscale measures the degree of negative affect and discordance in the student-teacher relationship. The adapted version of STRS-SF proved to be highly reliable (Cronbach- α =.86) and expected construct validity, which were tested through confirmatory factor analyses (Chi-square=542.35, $p < .001$, CFI=.929).

According to the prior analysis we found that the quality of student-teacher relationships is different within the two age groups ($t=2.76$, $p < .01$) and the Conflict subscale correlates with students' academic performance ($r=-.16$, $p < .05$).

TEACHERS AS TARGETS OF BULLYING: A SOCIAL MEDIA STUDY

De Wet, Nita Corene

University of the Free State, South Africa

Teacher-targeted bullying (TTB) is a pervasive problem. The aim of this paper is to expand the scant body of knowledge on TTB by seeking answers to the following questions: (1) What is TTB? (2) What are the consequences of TTB? (3) What can be done to address this type of bullying? (4) Can comments on social media be used as a data source? Comments on an article posted by Sarah Sorge (2013) on The Educator's Room were used as data source. Content analysis was used to analyse the data. The study found that the commenters perceive TTB to be a serious and escalating problem characterised by an imbalance of power and an intention to do harm, and consider it repetitive and enduring in nature. The study found that TTB has negative consequences on victimised teachers' private and professional lives, as well as teaching and learning per se. The study also found that victims of TTB are left with little recourse to address this scourge. It is concluded that, despite ethical dilemmas, the advent of the Internet and social media has created opportunities for researchers to use comments posted on the Internet as a data source to investigate TTB.

TEACHERS' PERCEPTIONS REGARDING SHY STUDENTS AND IMPLICATIONS FOR SOCIO-EMOTIONAL INTERVENTIONS

Korem, Anat

The Hebrew University of Jerusalem; Levinsky College of Education, Tel Aviv, Israel

In the current era, much emphasis is placed on competencies such as taking initiative, communication, teamwork, cooperation, and assertiveness. In light of this, individuals characterized by shyness, defined as stress and discomfort in social situations, tend to experience difficulties in realizing their personal potential. To improve our understanding of support mechanisms for shy students in a school setting, this research investigated teachers' perceptions of shy students via 15 in-depth interviews. The thematic analysis shows that teachers tend to focus on the behavioral component of shyness ("he is very quiet") while rarely addressing the emotional aspects of stress in social situations. These findings have implications for intervention. Focusing on the behavioral component of shyness leads to the adoption of support strategies that seek behavioral changes. In contrast, a focus on the emotional component leads to a choice of support strategies that aim to address stress and discomfort in social situations. Therefore, teachers should be trained to understand the inner world of shy students and to acquire knowledge of effective school-based strategies for overcoming social stress, so that shy students can be better supported by their teachers and develop appropriate socio-emotional competencies.

TEACHERS' PERCEPTIONS OF THEIR OWN EMOTIONS, COPING STRATEGIES WITH STUDENTS' EMOTIONS AND STUDENTS' SCHOOL ADJUSTMENT

Poulou, Maria

University of Patras, Greece

Teachers' emotions are an essential part of instructional settings and are related to classroom effectiveness and students' learning and behavioral outcomes. There are limited studies, however, linking teachers' perceptions of their own emotions, their attitudes to students' emotional reactions and students' social and emotional competence and school adjustment. Current research aimed to explore teachers' self-reports on their emotional expressiveness within the classroom, their coping strategies with students' negative emotions, and their association with students' emotional and behavioral competences and school adjustment. Three hundred and twenty-five preschool and first grade teachers rated their emotional expressiveness with the Classroom Expressive Questionnaire (CEQ) and their coping strategies with children's negative emotions with the Coping with Children's Negative Emotions Scale (CCNES). They also rated 665 students' emotional and behavioral competences, with the Social Competence and Behavior Evaluation (SCBE), and students' behavioral and relational adjustment to the classroom with the Teacher Rating Scale of School Adjustment (TRSSA). A preliminary analysis of the results revealed that teachers' emotional expressiveness and their coping strategies to students' negative emotions predict students' social and emotional competence, and adjustment. The results address the importance of early childhood teachers' personal and professional characteristics on students' behavior outcomes.

THE EFFECTS OF MICRO ENVIRONMENTAL FACTORS ON THE DEVELOPMENT OF SOCIAL COMPETENCE IN PRE-SCHOOL CHILDREN

Lazsádi, Csilla

Babeş-Bolyai University, Romania

From a sociological perspective, the paper investigates how the microsocial factors through the family contribute to the development of children's social competence. Social competence is interpreted in an integrative approach, analyzing it along three indicators: the interpersonal coping of children, the level of social skills development and the peer-perceived likability. Microsocial variables were including the demographic data of the parents, the socio-economic status of the family, the household structure and a few psychosocial factors. We obtained data by using the Coping Strategies Questionnaire both from children and teachers, the Social Competence Screening for Preschoolers, sociometric assessment, and a Family Background Questionnaire. 536 preschool children were assessed in Hungarian kindergarten groups belonging to the Romanian Educational System in an urban area. We obtained response about the home environment factors from 309 parents. According to the regression analysis, suitable financial situation, the parents' high qualification and activity on the labour market among the economic-cultural aspects, while the lack of conflicts and diseases, the satisfaction of the parent with the partner and the child, good health of the mother, and taking practice of coequal interactions among the socioemotional aspects led to positive results. The study offers various prospects for new research and differentiated development.

THE IMPACT OF SCHOOL CLIMATE UPON THE EFFECTIVENESS OF A SOCIAL AND EMOTIONAL LEARNING PROGRAM

**Coelho, Vitor Alexandre; Sousa, Vanda; Marchante, Marta;
Brás, Patrícia; Romão, Ana Maria**

Académico de Torres Vedras, Portugal

This study aimed to analyze if two dimensions of school climate, teacher-student relationships, and student-student relationships influence the impact of an elementary school universal social and emotional learning program.

The participants in this study were 858 elementary school students (Mage=9.27; 49% girls), of which 286 composed the control group. The Positive Attitude elementary school SEL program is composed of 13 weekly sessions and the present study includes three consecutive school years of implementations. Assessment was implemented in the beginning and end of the program, and in a follow-up six months later by both students and their teachers (n=66).

Multilevel analyses were performed and both self- and teacher-reports identified gains in self-esteem, self-control, social awareness, and relationship skills for the intervention groups. According to self-reports, students who reported higher levels of student-student relationships benefited more in self-control, social awareness and relationship skills, whereas students who reported higher levels of teacher-student relationship reported more gains in self-control than students who reported lower levels. This last result was supported by teacher reports.

It is possible to conclude that both dimensions of school climate influence the efficacy the elementary school SEL program, particularly student-student relationships.

THE INFLUENCE OF SOCIAL SUPPORT AND COMMUNITY IN THE DEVELOPMENT OF SCHOOL WELL-BEING

Nagy, Krisztina

University of Szeged, Hungary

School well-being is shaped by environmental and personal factors, influenced by the pupils' self-image, their relationship with individuals (classmates, teachers, parents), as well as the assessment of subject attitudes and school performance. The aim of this research is to explore the factors shaping school well-being, including the verification of social relationships and the influence of the community, and study of background variables among pupils in 5th grade (10-11 year olds) and 8th grade (13-14 year olds). The School Well-Being Questionnaire (33 items), which is used to verify our hypotheses examines the relationship between school and peers, the school environment, physical condition, and student self-image. The Social Support Questionnaire (10 items) addresses the role of the family, friends and teachers, while questions about the community (6 items) reveal the social aspects of the classroom atmosphere. According to our results, the questionnaires were reliable. Among the factors of well-being at school, the role of peers proved to be significant in both grades, closely correlating with the factor of social support of friends and the combined index of classroom climate. Our research has shown that relationships with peers are one of the most important factors in school well-being.

THE MUTUAL APPRECIATIVE MODEL FOR SOCIAL AND EMOTIONAL WELL-BEING

Koby, Claudia

Krembo Wings A Youth Movement for Children with and without Disabilities, Israel

The conflict between how people with disabilities perceive themselves and the way society perceives them emphasizes the need for a universal social-ethical and educational approach that can be implemented at all levels of society, by anyone and for any person.

The approach is aimed at a new universal, open, comprehensive, and creative way of thinking on inclusion in terms of well-being. It is unique in the way it considers society as a whole, while providing practical tools to changing perceptions of and attitudes towards accepting people's uniqueness through social responsibility.

This approach is currently applied at "Krembo Wings"- a unique youth movement for youth with and without disabilities.

Key to this innovative approach are social emotional relationships based on mutual appreciation between a person and themselves, a person and another person, and a person in a group, and strengths-based views which acknowledge the strengths and resilience of youth with disabilities.

Tools such as searching for "Hidden Strengths", "Enabling by Counteraction" and "Broadening Concepts" that are based on three basic principles: Positive Thinking, Broad Thinking, and Creative thinking.

The model is applied in all "Krembo Wings" activities, experienced by thousands of youth with and without disabilities and distributed among Israeli society.

THE PROMEHS PROJECT: A COMPREHENSIVE MULTI-COMPONENT CURRICULUM TO PROMOTE MENTAL HEALTH IN SCHOOLS

Cavioni, Valeria; Grazzani, Ilaria; Agliati, Alessia; Conte, Elisabetta; Ornaghi, Veronica

University of Milano, Bicocca, Italy

Mental health is defined as a state of well-being in which every individual realizes his or her own potential, copes with the normal stresses of life, works productively and fruitfully, and is able to make a contribution to her or his community (WHO, 2014). Mental health problems among children have been increasing over the past decades. This underlines the urgent need for early intervention, with schools providing a unique opportunity for the promotion of mental health of students.

This study describes the goals and methodology of PROMEHS, a European project aimed to develop an evidence-based curriculum to promote mental health at school. PROMEHS will also promote innovation in educational policies in collaboration with national and international public authorities.

PROMEHS will be implemented in six European Countries using the training study methodology. The research design includes the collection of pre- and post-test data among students and their teachers from kindergarten to secondary school. Comparison between the experimental group and the control group will be carried out in order to assess the impact of the PROMEHS curriculum.

The findings and outcomes will then serve as the basis for national educational policies in the Member States on mental health promotion in school.

THE RELATIONSHIP BETWEEN MINDFULNESS AND EMOTIONAL COMPETENCE IN ADOLESCENTS

Mihić, Josipa

University of Zagreb, Croatia

Over the last decade, mindfulness programs targeted at adolescents have been intensively researched around the world. In order to better understand the mechanism in which mindfulness works, there is a growing interest in researching the relationship between the dispositional mindfulness and the emotional intelligence of an individual.

Current research examines the correlation between different dimensions of mindfulness and emotional competence, and explores the relative contribution of the particular dimensions of mindfulness to the explanation of emotional competence in adolescents. The survey was conducted on a sample of $n = 220$ students (65.9% male) from Zagreb high schools with an average age of 16. For the purpose of this research, the Five Facet Mindfulness Questionnaire (Baer et al., 2006) and the UEC-15 Emotional Competence Questionnaire (Takšić, 1998) were applied.

Conducted analysis showed the presence of significant correlations between the particular dimensions of mindfulness (describing, nonreactivity to inner experiences, acting with awareness, and observing) and emotional competence of adolescents. The hierarchical regression analysis showed that the particular aspects of mindfulness (describing, acting with awareness, and observing) have a significant contribution in explaining emotional competence in adolescents. The results of this study can contribute to the quality of creating interventions of emotional competence development in adolescents.

THE ROLE OF EMOTIONS IN TEACHERS' PROFESSIONAL IDENTITY

Mesterhazy, Maria

Eötvös Lorand University, Hungary

The presentation shows the results of a narrative research on 90 teachers' professional autobiographies. The purpose of the investigation is to clarify the role of emotions in teachers' professional identity. Research question: How professional self-image is formed by emotions, as experienced during the teaching and learning process? My study is a mixed-method narrative research without intervention. Emotions have been categorized into groups of positive active (33%), positive passive (23%), negative active (5%), negative passive (9%), closeness (6%), distance (4%) and ambivalent (20%) emotions. Qualitative analyses show that active positive emotions reinforce professional identity, are a source of self-esteem, and express an intensive positive relationship to the profession. The most frequent positive emotions are joy, pride, satisfaction, interest, and love. The most frequent negative emotions are grief, disappointment, stress, and fear. Emotional ambivalence is often a long lasting and obsessive condition, primarily for beginning teachers. Cathartic surprise is a central theme of career stories, when emotional dissolution of ambivalent situations is linked with cognitive apprehension and inner development. Research shows the presence of more negative emotions in beginning teachers' life. Helping identity formation through emotions should be an effective tool in the hand of teacher training and beginning teachers' mentors.

THE ROLE OF SOCIO-EMOTIONAL SKILLS IN PREDICTING INTERNALIZED PROBLEMS

Novak, Miranda; Ferić, Martina; Mihić, Josipa; Kranželić, Valentina

Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

Internalized problems are becoming more and more prevalent in youth population, becoming a public health priority. The aim of this paper is to explore the role of socio-emotional skills of youth, specifically communication, self-awareness, decision-making and social awareness in prediction of internalized problems.

During the year 2017, Croatian Laboratory for Prevention Research has conducted a project Positive Development of City of Zagreb's Youth – state of the art. Cross-sectional study design has included a representative sample of 15% of total high-school population in Croatian capital, 4821 students, ranging from 1st to 4th grade (48.2% female and 43.7% were male). Aim of the study was to explore the positive development outcomes and risk behaviour of adolescents. Depression, Anxiety and Stress scale was used to assess internalized problems while socio-emotional skills were measured by Resilience and Youth Development Module (California Healthy Kids Survey, 1997).

Data indicates high prevalence of serious internalized symptoms in 20 to 30% of the assessed sample. Hierarchical regression was conducted. Regression models have revealed that higher empathy predicted more internalized problems while higher self-awareness predicted better mental health outcomes. Results will be discussed in the light of needed programs preventing internalized problems and promoting mental health.

THE SUBJECTIVE WELLBEING OF CHILDREN WITH A MIGRANT BACKGROUND IN MALTA

Cefai, Carmel; Tari Keresztes, Noemi; Galea, Natalie; Spiteri, Rachel

Centre for Resilience and Socio-Emotional Health, University of Malta

Children living in a different country may face a number of challenges in their education, wellbeing and mental health, including linguistic and cultural barriers, lack of access to basic services, difficulties in social inclusion and issues in identity formation. They may be also at heightened risk for mental health problems such as post-traumatic stress, depression and anxiety, particularly if not provided with adequate and timely support. This paper presents the findings of a qualitative study on the subjective wellbeing of children with a migrant background living in Malta, making use of the qualitative research framework developed by Fattore, Fegter and Hunner-Kreisel (2014). Five focus groups were carried out with migrant children who are currently residing in Malta. Four focus groups were carried out with children attending State schools; two at Primary Schools, one at a Middle School and another one at a Secondary School, whilst the fifth focus group was carried out with children living in open reception centres together with their families. The presentation will present the themes which emerged from the data grouped according to the understandings of 'home', language issues, school, community and wellbeing.

THE USE OF THERAPLAY INFORMED ACTIVITIES TO IMPROVE RELATIONSHIPS AND REDUCE STRESS IN CHILDREN

Salisbury, Sue

Central Bedfordshire Council, United Kingdom

Research Question: Can using attachment enhancing activities based on the principles of Theraplay® improve adult-child relationships and reduce a child's 'overall stress' as measured by the Strength and Difficulties Questionnaire (SDQ)?

The presentation explores how a sample of 5 different adult/child dyads in 5 different schools used 10 minutes of Theraplay® Informed Activities (TIA), delivered daily over 2 weeks, improves adult-child relationships and that this reduced the children's overall stress. Following the 2-week intervention there was a real change in each of the adult/child relationships. The Goodman's SDQ, a Boxall Profile and Pianta's 'Student-Teacher Relationship Scale' (STRS) were completed, a month apart, before and after the playful intervention. The SDQ overall stress scores reduced for all the children and on average by 29%. The Boxall Profile showed improvement in many scores including those that indicate that the children were more able to 'accept constraints' and 'accommodate and respond constructively to others'. The STRS indicated an improvement in closeness and an even better reduction in conflict in the relationships.

Therefore, Theraplay® Informed Activities can enhance relationships and reduce overall stress for children in school. This research has supported the introduction of TIA group work across schools in Central Bedfordshire.

THE VIP-PARTNERSHIP PROGRAM IN NORWEGIAN SCHOOLS: AN ASSESSMENT OF INTERVENTION EFFECTS

Morin, Astrid Hoås

Norwegian University of Science and Technology (NTNU), Norway

The study evaluated the efficacy of the nine-week, school-based VIP-partnership program, which was designed to create an inclusive educational setting for students starting in upper secondary school. Using a quasi-experimental test-control design with three data collection points (1 week (t1), 10 weeks (t2) and 6 months (t3) into the school year), 1101 students who participated in the program were compared to 734 students from demographically similar schools.

Dependent variables were students' experiences of the social environment in their classes (4 items) at t2 and t3. Analysis of covariance (ANCOVA) was used to assess adjusted differences between the test and control groups on these variables. Covariates were students' scores on the social environment variable at t1, and factors that previous research has shown may influence on students' perceptions of the social environment: social anxiety, loneliness, grades, gender and mother's education level.

The results revealed that at T2 and T3, participating students experienced a somewhat more secure class-environment compared to non-participating students. Closer examination of the data showed that there were large variations between classes with respect to the development on the social environment variables from t1-t2-t3. These findings may emphasize the importance of providing thorough teacher training prior to program implementation.

TOWARD CLOSING THE TREATMENT GAP: A TEAM-LED MODEL OF BRIEF PSYCHO-EDUCATIONAL INTERVENTION

Yariv, Eliezer

Gordon College of Education, Israel

Many pupils who face emotional and social difficulties are not identified and treated. During my practice as a school psychologist and a lecturer in a teachers' college, I developed a detailed protocol of brief psycho-educational intervention which I taught to three courses of experienced teachers (N=49). The model is based on a teamwork of teacher and school psychologist. At first they identify two pupils who face personal difficulties. One is assigned to get an intervention ('experimental'). Then the teacher collects data about the child and both partners analyze it, set a goal and develop an intervention plan. Then the teacher implements the intervention and teach the child certain SEL competencies that geared to overcome those personal difficulties.

The outcomes of this randomized controlled study measured by a new Pupil Adjustment Questionnaire (PAQ), show that the average level of adjustment in the experimental group increased significantly by the end of the intervention. That increase was evident in all three adjustment dimensions (social, protection and learning). No similar change had occurred regarding the adjustment level of the control group. The discussion explores how this model may help decrease the 'treatment gap' (Kazdin, 2017).

“TRUST IS THE KEYWORD”: PARENTS AND TEACHERS IN COOPERATION

Koskela, Teija

University of Turku, Finland

Parents' role is important in inclusive education. They have a lot of information of their children and they could be a great recourse by developing schools. However, it is not easy as a parent to find a way to cooperate effectively with teachers. The aim of co-operation is to support children in their educational environments. In this research, I ask what parents' conceptions of the of co-operation between home and school are. Furthermore, what are – by parents' experience – teachers' possibilities to promote co-operation and how this co-operation could benefit their children.

Qualitative data consists of 10 interviews. Analysis is based on phenomenographical approach. The aim is to find and describe variation in data, find and describe the critical aspects that differentiate qualitatively variation of experiences. As a result, I introduce first an outcome space as a hierarchy of concepts of co-operation. As a second phase of analysis this hierarchy is combined to data-based levels of equal co-operation, where the nature and implications of trust are essential.

WELL-BEING OF CHILDREN AND THE DYNAMICS OF THE DIGITAL AGE

Simion, Anca Georgiana¹; Stan, Cristian²

*¹ Babes-Bolyai University, Doctoral School Education, Reflection, Development,
Cluj-Napoca, Romania*

*² Babes-Bolyai University, Faculty of Psychology and Educational Sciences,
Cluj-Napoca, Romania*

In this fast-growing generation of digital connoisseurs we find ourselves conflicted with notions of proper usage of digital devices and technology and excess of using. Educators are aware of the importance of digital competence and also concerned with the problems provoke by the products of the usage of the internet, games and digital devices. There is a need for a new focus on the kind of activities children access through their digital devices and the outcome of this activities. While it might be difficult to assess the overall well-being of children when engaging in this sort of digital activities there is a constant progress for proper usage of digital technologies. Taking into consideration the social, biological, cognitive and psychological changes of children there is an obligation to perfect the methods of awareness and guidance for parents and teachers. This paper tries to cast a new light on the way children view their digital benefits and how they consider fit to use digital technology. Their answers create a window for a better understanding of their needs and how educators and parents can learn from their experiences for a leap forward into expanding a long lasting well-being for children.

WELL-BEING, ACADEMIC EMOTIONS AND LEARNING COMPETENCE: A MIXED METHOD STUDY IN UNDERGRADUATE STUDENTS

Reicher, Hannelore¹; Matischek-Jauk, Marlies²

¹ University Graz, Austria

² University College of Teacher Education Styria, Austria

Based on the conceptual framework of academic emotions (Pekrun, 2018) this empirical study focuses on the relations of well-being and emotional experiences in learning (joy, anxiety, anger) with learning competence. A mixed method design based on quantitative research methods using questionnaires and a qualitative approach using photovoice (Wang & Burris, 1997) was assigned.

The sample consists of 322 undergraduate students. Standardized self-report questionnaires assess well-being, learning-related emotions and different components of learning competence (motivation, planning and work commitment, coping with stress, organization of learning process). Additionally, the research method photovoice is used to gain insight into the emotional experiences of 25 students based on photos, audiomemos and qualitative interviews.

Our findings underline the complex interplay between emotions, well-being and learning. Results are discussed related to research and practical implications. Strategies to enhance general learning competencies in order to promote well-being and academic success are derived.



CENTRALITY OF RELATIONSHIPS TO CHILDREN'S SOCIAL- EMOTIONAL WELL-BEING AT SCHOOL

Kordt-Thomas, Chad W.

Smith College, United States of America

This presentation will demonstrate how recent neuroscience and infancy research indicates that positive relationships are essential to social-emotional well-being at each stage of a child's development. Teachers have great influence on children's sense of self at school. When teachers have realistic expectations for children, especially those with complex or disruptive behaviors, children are more able to develop healthy social-emotional capacities. Yet teachers must give their attention to multiple demands each day, often with little support to reflect on their own experience of teaching children with perplexing, worrisome, or frustrating behaviors. Research suggests that relationship-based consultation helps teachers respond in supportive ways to children. This presentation will use clinical vignettes to illustrate how collaborative consultation helps teachers interact more effectively with children who can easily become anxious, aggressive, or dysregulated at school.

CHARACTERISTICS AND EXPERIENCES OF NURTURE GROUP AND LEARNING SUPPORT ZONE EDUCATORS IN MALTA

Pace, Maria

National School Support Services, Malta

Nurture Group (NG) and Learning Support Zones (LSZ) started to operate as a pilot project in State Schools in Malta in 2008 and now there are over sixty NG and LSZ in Primary, Middle and Secondary Schools in Malta and Gozo with about 120 educators supporting children and young people through the nurture approach. This study aims to present and discuss the experiences of eight educators (teachers and LSEs) working in NG and LSZ in schools in Malta. Through the use of interviews the study also describes personal characteristics the participants feel they need to have in their role as NG/LSZ educators as well as challenges they face. Differences in roles between the NG/LSZ educators and their mainstream colleagues is also discussed.

CHILDREN'S VIEWS AND PERCEPTIONS OF NURTURE GROUPS THROUGH JOURNAL WRITINGS AND DRAWINGS

Pace, Maria

National School Support Services, Malta

This paper is based on a Doctoral thesis. It presents seventeen diary entries on journal writing/drawings and conversations built upon the diary entries, between two nurture group educators and six children and it discusses the experiences of these children who were experiencing the nurture approach in a primary state school nurture group in Malta. Whilst a lot of research has been carried out on the nurture group approach there is a huge need that research of nurture group focuses a lot of the children's voice about their experiences on nurture groups. The aim of this small-scale study is to present and analyse views of six children aged between seven and eleven who were given support from a nurture group in a state school in Malta. Through the use of journaling, this study presents the interpretations that these children gave of their nurture group experiences.

DEVELOPMENTAL RELATIONSHIP BUILDING: AN ACTIVE INGREDIENT IN SOCIAL EMOTIONAL LEARNING.

Calame, Robert^{1,2}; Parker, Kimberlee^{1,2}

¹ WOLF Social Competencies Inc., Canada

² Prepsec International

Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. It is, therefore, important to reflect on how one's programs, practice and policies promote or hinder developmental relationships amongst those who are served and those who serve.

This workshop will showcase:

“Developmental Relationships” as an active ingredient for positive and lasting change, through its consistency in promoting positive development across diverse developmental settings.

How the concepts of Attachment, Reciprocity, Progressive Complexity and Balance of Power are more than just a checklist; they work together as one coherent mechanism of developmental action.

Techniques on how to build on Relationship, considering developmental progression, to create resiliency, and enhancement of social competency.

The workshop includes an interactive demonstration of key tools from the PREPARE Curriculum that help to provide the active ingredient in building relationships between youth and caring adults.

EMOTION COACHING: A UNIVERSAL STRATEGY FOR SUPPORTING AND PROMOTING SUSTAINABLE EMOTIONAL WELL-BEING

Gus, Licette¹; Gilbert, Catherine Louise^{1,2}; Rose, Janet²

¹ Emotion Coaching UK, United Kingdom

² Norland College, Bath, UK

Introduction: “Emotion coaching is about helping children and young people to understand the different emotions they experience, why they occur and how to handle them” (Gottman, 1997).

Emotion Coaching is the novel application of an approach that stemmed from family therapy. It has been used in a broad range of systems operating within children and young people’s lives in a variety of countries. Emotion Coaching techniques are grounded in neuroscientific research and work with the mind and body. It helps create nurturing relationships that scaffold the development of effective stress management skills and capacities that promote emotional and behavioural self-regulation. It is a simple, cost-effective empowering and universal tool that can be used by all to harness well-being through improved communication, relationships, self-regulation, attainment, health and resilience

Emotion coached children:

- Achieve more academically
- Are more popular
- Have fewer behavioural problems
- Have fewer infectious illnesses
- Are more emotionally stable
- Are more resilient

Material & methods: The workshop includes the following:

1. Introduction to Emotion Coaching – world and UK context
2. Theoretical Background –
 - a) Neuroscientific concepts on how best to support children's emotional self-regulation.
 - b) Nurturing Attachments and attunement.

3. Meta-emotion awareness (including pair/group discussion about Meta-emotion beliefs.)
4. Emotion Coaching technique -
 - a) Recognising, empathising, labelling and validating feelings (including individual and group exercises).
 - i) Attending to lower intensity emotions - identifying feelings from nonverbal signals, labelling emotions a child or young person is feeling in different scenarios.
 - ii) Types of responses to emotions - deciding whether scenarios are examples of emotion coaching or emotion dismissing.
 - iii) Practice formulating responses that label emotions and communicates empathy (video examples as part of practice).
 - b) Setting limits on behaviour.
 - c) Problem solving with the child or young person, (viewing videos and practising with prepared scenarios).
5. Applying Emotion Coaching in your practice (discussion).

FROM TALKING COMMON SENSE TO SKILLSSTREAMING

Röning, Tiina

Finnish ART society, Finland

This workshop will present an overview of Skillstreaming, demonstrating how it is taught and has been implemented in Finland.

Skillstreaming is a social skills training method introduced by Dr. A. P. Goldstein and Dr Ellen McGinnis. It is a highly acclaimed and research based way to teach skills to various types of people having problems with social interaction. It is also an essential part of Aggression Replacement Training (ART). As such, it is being used internationally, in schools, agencies, and institutions serving children and youth.

In the beginning of 2000 problems with adolescence aggression raised much discussion in Finland, where treating behaviour problems was divided by gender. Girls were interpreted as having mental health problems and were sent to psychiatric clinics for mainly analytically based therapy while boys were interpreted to be raised badly and were institutionalized in childcare units. Few places had started using skillstreaming CBT approaches, mainly based on ART. Clinical experiences were positive and it soon became a concrete tool and suitable application for teaching alternative skills to adolescents with a great variety of diagnoses, aggressive behaviour and parental problems in psychiatric settings, youth work, schools and social welfare institutions.

Finnish ART Society trains approximately 200 professionals each year to establish ART, AART and Family TIES groups. Skills based interventions have, in 20 years, become the recommended treatment with aggressive youths all over Finland. National Institution of Health and Welfare chose ART and other CBT based group programs as one of their research reviews and gave recommendations in 2015 to use it in psychiatric healthcare. ART is also added to "Early intervention – evidence based support, care and parental skills toolkit" in Finland by a scientific panel. Teaching skills is now evidence based enough in Finland and is growing paradigm for the future.

FUELBOX - CONVERSATIONS THAT ENTERTAIN, DEVELOP AND STRENGTHEN PEOPLE AND THEIR RELATIONSHIPS

**Helmsgård, Thomas Zandstra^{1,2}; Sigurdson, Morten^{1,2};
Viestad, Vegard^{1,2}**

¹ *Smart Kompetanse AS, Norway*

² *FUEL IT AS, Norway*

FuelBox contains 170 questioncards to kickstart great conversations that develop and strengthen youth and their relationships.

Through reflection and conversations about identity, relationships, values, feelings, opinions, dreams, dilemmas and diversity, we aim to create psychological safety, understanding, tolerance, respect, new insight, understanding and community in a class room.

All humans have a fundamental need to be seen, heard and valued. From neuroscience we know that sharing face to face on a personal level trumps everything when it comes to creating deep connections with others. In the workplace, these connections are crucial to create the psychological safety necessary for high performing teams and for innovation to happen. In our schools the same dynamics have to be present so that our kids will learn and thrive. In our personal life connections with others is the reason for our existence.

Sharing our personal stories with each other creates presence, understanding, recognition, tolerance, respect, trust, belonging – yes even love! And if there is something we need more of, in our homes, schools, organisations and in the world, we believe that it is deep connections and strong relationships.

Through reflection and great conversations about identity, values, emotions, aspirations and our society, students develop and their relationships are strengthened. To feel seen, valued and that you belong with other kids at school, is fundamental for learning and thriving to happen.

Let us create awareness and inspire your teachers to make great relationships and class environment a priority with FuelBox. Our contribution includes an inspirational talk followed by a talkshop using FuelBox Teacherteam and ends with a workshop on how to implement and use FuelBox Elementary school, FuelBox New Citizens and FuelBox Youth in the classroom.

GROWING RESILIENCE THROUGH ROLE PLAYING AND SPONTANEITY

Luca, Marius Valentin; Alexandrescu, Andreea

Verita International School, Bucharest, Romania, Romania

This experiential workshop is designed to create a safe and supportive space that enables participants to immerse themselves in a challenging environment (a classroom or a school) and take a close-up/embodied view on the teacher - student and/or teacher-third parties dynamics.

The workshop also creates the space for participants to tap inner resources of spontaneity, creativity, joy and play as premises for strengthening resilience.

It also provides a safe container (i.e. support group) where participants can share stories, offer feedback from their roles and engage in nurturing social interactions.

This workshop draws on tools and techniques from non-violent communication, psychodrama and group dynamics aimed at empowering participants to feel safe, to stay grounded and balanced in face of adversity and stress and to cultivate a safe environment for students and parents. Duration: 90 min Participants: max 12.

HOW ALIGNING OUR BELIEFS CAN UNLEASH TRULY EFFECTIVE SOCIAL AND EMOTIONAL LEARNING

Johnston, Daniel; Bolton, Manuela

GEMS World Academy Switzerland, Switzerland

How do our beliefs impact our ability to teach and learn social/emotional skills?

As social and emotional learning continues to be recognized as an essential piece of the development of young people in schools, the role that educators play in making this learning effective cannot be overlooked. What teachers believe about the importance of SEL along with their modeling of social and emotional skills, goes a long way towards determining the extent to which students buy in to these programs and benefit from them. If schools want to nurture students to become people of character with the social and emotional skills necessary to live a balanced and healthy life, they must cultivate a culture where all parties share a genuine belief that SEL is a priority and a shared responsibility of all educators.

How can schools and educators achieve this culture?

In this workshop, we will explore the role of beliefs in determining the effectiveness of our actions and communication with students.

Specifically, we will look at assumptions and strategies from Mindfulness, Non-Violent Communication, and the Flourishing Model to help educators examine their own beliefs about the importance of social/emotional learning in schools, how they instill these beliefs into the structures of the curriculum and the timetable, and how they communicate these beliefs through their words and actions both in and out of the classroom.

We will lay a theoretical foundation around beliefs and then put ideas into practice together through belief identification activities, discussion, and role play.

Learning Objectives: Participants in the workshop will leave with a clearer understanding of their own beliefs and how to make sure that their educational beliefs are aligned with their professional practice in a way that will enable them to be true models of social and emotional learning.

HOW CAN WE INCREASE THE EFFECT OF SEL PROGRAMS BY EMPHASIZING FACTORS THAT CONTRIBUTE TO WELLBEING, RELATIONSHIP AND INCREASED SELF-EFFICACY?

Gundersen, Knut

Vid Pedagogical University College, Norway

The success of programs with aim of increasing social competence depends on a number of factors like the quality in implementation, the selected topics addressed, the number of sessions and the effort of adapting the program into every day life. In addition, mastering experiences and wellbeing in the group also seem to contribute both to the effect of the program and the participants` self-efficacy.

It is therefore important that facilitators in addition to the contents of the programs also incorporate and emphasise the factors that contribute to the participant`s wellbeing and self-efficacy. In a previous study we found that the success of Aggression Replacement Training and Social Perception Training were significant correlated with both the generally tendency of emphasising wellbeing both before the program and the experience of wellbeing during the program. In addition, we also identified a correlation between the feeling of self-determination and the effect of the programs. Bandura suggested four sources of self-efficacy; mastering experiences, vicarious experiences, verbal persuasion and somatic / emotional state when judging their capabilities.

In the workshop, I will give some demonstration of how we can achieve wellbeing, relationship and increased self-efficacy when working with these programs.

METAEMOTIONS AT SCHOOL: A TRAINING PROGRAM FOR "EMOTIONALLY INCLUSIVE" SCHOOLS

D'Amico, Antonella

Università degli Studi di Palermo & MetaIntelligenze Onlus, Italy

During the workshop, participants will be involved in some practical activities drawn from the program "MetaEmotions at Schools", a program aimed at disseminating the culture of emotional and metaemotional intelligence (Mayer & Salovey, 1997; D'Amico, 2018) in the schools, for facilitating thinking and learning, as well as for promoting wellbeing and social inclusion.

The program foresees five steps, respectively aimed at:

- 1) Discovering the world of emotions through emotional literacy
- 2) Creating emotionally inclusive environments
- 3) Building tools, materials and methods for emotionally inclusive classes
- 4) Transforming traditional didactics into teaching mediated by emotions
- 5) Becoming ambassadors of the meta-emotional intelligence beyond the school walls

MONITORING SOCIAL RELATIONS IN REAL-TIME

**Szekely, Anna¹; Gonye, Bianka^{2,1}; Gandotra, Aditi^{2,1}; Kasos, Eniko^{2,1};
Kotyuk, Eszter¹; Haga, Peter³; Borsos, Tamas³; Kenesi, Zsolt³;
Szebenyi, Mate³; Veres, Andras³**

¹ *MTA-ELTE Lendület Adaptation Research Group, ELTE Eötvös Loránd University,
Hungary*

² *Doctoral School of Psychology, ELTE Eötvös Loránd University, Hungary*

³ *Obimon Systems"*

Detection of movement in real time is a high valued measure in psychology. However, most traditional systems analyze video recordings. Researchers struggle with this type of data, since collection is obtrusive, and analyses usually require much effort from independent observers.

To follow the constant change in social relations and portray real-time sociometry for groups who adapt to a new environment, we employed a novel sociometric system based on movement analyses of preschool aged children. There is an apparent demand for such technology. Waber and colleagues (2011) for example at MIT have developed a Sociometric Badge; this lightweight device's goal was to measure the amount of face-to-face interaction, conversational dynamics, physical proximity to other people, and physical activity levels using social signals derived from vocal features, body motion, and relative location. Other devices have been developed recently by Heravi and colleagues (2018) to portray social interaction of children by measuring and analyzing their movement patterns while playing outdoors. Nevertheless, the technology applied in these solutions may not assure the necessary precision for general adoption.

By implementing novel methods from the field of information technology in humanities we introduce a novel tool for portraying real-time changes in social relations, a method that could easily substitute the traditional ways of depicting sociometry.

PROBLEM SOLVING TRAINING: A PROTECTIVE FACTOR IN DEVELOPING RESILIENCE

Parker, Kimberlee; Choi, John; Calame, Robert

WOLF Social Competencies, Canada

The daily conflict, confusion and difficult choices that youth face creates additional stress in their lives and compromises their resiliency. Research indicates that there are several critical protective factors that help develop resilience, one of which is the ability to problem-solve.

Problem Solving Training, as part of the PREPARE Curriculum, is designed to teach youth a way of solving their own problems: not being taught what to think, but how to think. This is a structured process, taught primarily in group settings, and is a priceless gift that can help youth solve the many challenges that will arise in their lives.

This interactive workshop will provide an overview of the program with rationale for each of the eight steps:

Problem Solving Overview: why solve problems?

Thinking Errors

Stop & Think and Problem Signs

Problem Identification

Gathering Information

Brainstorming Alternatives

Evaluating Outcomes and Consequences

Practice, Practice, Practice

Concrete examples will be used to illustrate this process and includes activities involving the workshop participants.

REAL-TIME MONITORING OF AROUSAL: OBIMON

**Kasos, Krisztian^{1,2}; Zimonyi, Szabolcs¹; Csirmaz, Luca¹;
Veres, Andras³; Szekely, Anna¹**

*¹ MTA-ELTE Lendület Adaptation Research Group, Institute of Psychology,
ELTE Eötvös Loránd University, Hungary*

² Doctoral School of Psychology, ELTE Eötvös Loránd University, Budapest, Hungary

³ Obimon Systems

Electrodermal activity (EDA) measurement is vastly used in psychological research nowadays and it is regarded in the literature as an objective, reliable index of emotion and sympathetic arousal. Assessment of EDA for research purposes requires measurement systems that are sensitive to small changes in arousal in the full measurement range, can collect and store big amount of data and provide means for the real time monitoring of our participants both in laboratory and ambulatory settings.

With the advances in wireless technology the scope of psychological research is expanding, and ever smarter devices are available for the unobtrusive measurement of EDA. Few of the existing devices that are utilized in ambulatory and in laboratory settings combine the advantages that Obimon provides.

Obimon is a new low-cost, small and reliable open-source device, capable of synchronized measurements and monitoring of precision data (with uniform resolution) from multiple devices. Obimon has utility in single subject as well as multi subject environments. Besides the obvious advantages mentioned above, the ease of use of the device collecting high precision data, in our opinion, makes it suitable for individual, clinical and research purposes.

RESCUR SURFING THE WAVES A RESILIENCE PROGRAMME FOR SCHOOL CHILDREN

Cefai, Carmel

University of Malta

RESCUR Surfing the Waves is a resilience curriculum for early years and elementary schools. It seeks to develop in learners the requisite competences needed to overcome social, economic and psychological challenges to achieve academic success and social and emotional wellbeing. It takes a developmental and inclusive approach, with activities reflecting the diversity of learners, particularly those from marginalised backgrounds. The key competencies promoted in the curriculum include developing a growth mindset, identifying and using one's strengths, developing self determination,, developing effective communication skills, building and sustaining healthy relationships, and overcoming and dealing with challenges and obstacles. This workshop first discusses briefly the framework of the curriculum, followed by practical activities on the implementation of the curriculum in the classroom.

SOCIAL SKILLS TRAINING AT SCHOOLS IN DISADVANTAGED AREAS IN DENMARK

Ertmann, Bo

University College Copenhagen, Denmark

In a five-year development project teachers and social workers from youth clubs at three schools in a municipality within rural Copenhagen has been trained in ART to sustain the development of social skills in children age 6-11. The aim of the project has been to provide professionals at schools in socially challenged neighborhoods with shared tools and methods, to supply their professional skills in order to enhance the interdisciplinary work with challenged and vulnerable children.

The study analyzes the implementation of the project. A part of this is a pre- and post-test on 184 children based on Social Skills Improvement System (SSIS). While most follow studies are based on a follow up 10 weeks after ending of the training program, this study operates with a follow-up 1½ year after the training of the children ended.

The pre- post-test indicates that 20 pct. of the participating children with lowest score on social skills, in a follow up 17 months later show prosocial progress. Findings are confirmed by observations from teachers and social workers who find the behavior of these children changing from problem filled into a more prosocial direction.

SOCIAL-EMOTIONAL SUPPORTS FOR THE CARETAKER

Beaucage, Eddie

Athletex, Canada

Research has shown that improved social-emotional learning opportunities for youth result in gains in academics, better graduation rates and improvements in overall wellness for the mind, body and spirit. However, it takes a well caretaker or educator to help cultivate a well young person. We also know that in this day and age, it is not unusual for “we of the caretaker profession” to have to deal with increased group size, limited funding and varied behavioral and learning challenges among our young people. This is a workshop designed for those of us who teach, mentor and take care of others, to first take care of ourselves. The workshop will explore current mindfulness practices and stress management techniques and strategies like Relaxation-Response, Controlled Breathing, Progressive Muscular Relaxation designed to help professionals manage their own anxiety, stress and other factors that can lead to burnout. If educators have improved support mechanism for their own social-emotional competence, they in turn will be able to provide better environments for positive learning and developmental opportunities for our young.

TARGET TEACHING

Dillingham Parcher, Kelli; Burns, Shannon

Center for Anti-Bullying and Non-Violence, United States of America

Dr. Sara Salmon, with support of Arnold Goldstein, primary intention when developing this researched based model, was to provide all youth a comprehensive program in social emotional learning. Social Emotional Learning allows youth to acquire and effectively use techniques to handle stressful situations, their emotions and other's emotions in a positive way. The PEACE program was created to enhance standard youth development with additional focus on supporting at-risk youth with new behaviors and emotional regulation.

Can I teach to different risk levels and behaviors youth are showing? Can I teach in a standard school setting? Can I teach the PEACE program in alternative settings setting? Can I focus on just Social Skills or Anger Management? Can Empathy be taught, and who should we teach it too? Can I make it fun and engaging for kids? Can I use character education agency wide?

The answer to all the above is YES, and Absolutely! We will walk you through the PEACE program, give you a foundation of target teaching to risk or need level, and provide examples of fun energized ways to make Social Emotional Learning active and engaging. Our model includes all grade levels and can be adjusted to the risk level or behavior concerns you have with your clients. Come Join Us!

The PEACE program includes:

- A risk-based approach to address aggression, violence and bullying in a variety of agencies
- A program that reaches 100 percent of the student population
- A Cognitive Behavioral Treatment approach that uses tell, show, and do model.
- Improvement in overall organizational culture and emphasis a positive discipline approach.

TEACHING SKILLS FOR SUCCESS THROUGH SEL

Dunkelblau, Ed

Academy for SEL in Schools, United States of America

Social Emotional programming must be effective, consistent and sustainable. Every school and district must address 3 elements as they plan SEL programming: 1. the content of the lessons, 2. the process of providing the content and training the staff and 3. the plan for getting "buy in" of all stake holders including educators, administrators, parents and community.

This interactive and entertaining presentation will focus on the specific methods and strategies that assure that your SEL initiatives positively impact students (and staff) over their entire school career and beyond. Specifically, we will address the elements that are required by any SEL initiative including the selecting and teaching the SEL content, creating a classroom and school building conducive to Social Emotional and Character competence, effective professional development for all of the educators in the school, the school-wide structuring of SEL programming and the involvement of parents and community in supporting SEL principles and lessons.

Participants will be actively involved using discussion, audience participation and video.

TEAM BUILDING WITH AGRESSION REPLACEMENT TRAINING: HOW TO USE VALUES IN TEAM MANAGEMENT

Bieganowska, Cecylia

TODO Concept, Poland; PREPSEC International

One of the most important challenges during team building and team management is caring for interpersonal relations between team members and the ability to quickly and non-aggressively resolve conflicts. Thanks to this, team members can mutually support each other and effectively achieve their goals.

Meeting these conditions significantly translates into a sense of job satisfaction and building consistency both in the team and the individual.

During the workshop I will present practical ways of supporting the creation of an empathetic and supportive atmosphere in the teams of teachers using elements of the Aggression Replacement Training - especially elements of Skillstreaming and Moral Reasoning. We will together build a contract based on the team value system by:

- First - naming one's values in work environment by trying to answer the question- what is the most important for me to build a trusting, empathetic and supportive relations with my colleagues and students?
- Second - how exactly one's going to use those values in practical way to improve relations in workplace - we will together build a contract that will contain specifically named behaviors to reflect these values;
- Third- how to give mutual feedback in a constructive and non-aggressive way, using positive reinforcement, which plays an important role in learning behaviors.

TECHNIQUES OF EXPRESSING EMOTIONS IN KINDERGARTEN AND PRIMARY SCHOOL

Unianu, Ecaterina Maria

Transilvania University of Brasov, Romania, Romania

According to Mayer and Salovey (1993) there are four components of emotional intelligence: perceiving emotions, using emotions, understanding emotions and managing emotions. How can we do that with children in kindergarten or primary school?

The main purpose of this workshop is to 'play' with different techniques of expressing emotions through various ways: music, stories, drawings, dance or movement.

The objectives of this workshop are:

- presenting the four components of emotional intelligence (Mayer and Salovey – 1993)
- recognising one's emotions through various children's' games
- listening and playing music for expressing emotions
- understanding how emotions can influence one's behaviour (using drawings)
- managing emotions with a story
- having a great learning experience together!

THE CLASSROOM TOOLKIT: RITUALS AND ROUTINES FOR EMOTIONAL DEVELOPMENT

Bolton, Manuela

Manuela Bolton Sàrl, Switzerland

Rationale for the workshop

Teachers are increasingly pressed for time with the expectations for academic results and ever-growing curriculums. In the midst of this, they are also confronted with behavioral challenges that they are not trained to deal with.

There is no longer a question as to whether schools and teachers need to provide students with skills to support their well-being including their social and emotional skills. The question that remains is HOW they can do this in the midst of all other demands that are placed on them. At the core of these well-being skills is the ability to recognize and understand emotions and this can be a powerful and accessible place for teachers to start.

This workshop will immerse the participants in a variety of rituals and routines that can be applied in a classroom or school setting so that they can experience these first hand. This provides them with a multitude of practices that can inspire them and which they can take back and implement directly in their learning environment.

Specific Learning Objectives:

- Offer practical, engaging, fun and feasible activities that can be introduced in a classroom with minimal effort,
- Experience activities for different age groups,
- Discover activities for the class as a whole, to be done in smaller groups or in pairs,
- Provide teacher with maximum flexibility to approach emotional development in the way they feel most comfortable,
- Create variety with minimal tools so as to keep it interesting for students (using Feeling Magnets).

TOGETHER WE ARE TRYING TO CREATE A SMALL COMMUNITY, A SELF-SUSTAINING COMMUNITY”: SUPPORTIVE ENVIRONMENT FOR PEOPLE WITH PSYCHOSOCIAL DISABILITIES

**Perlusz, Andrea¹; Bányai, Borbála¹; Csabai, Lucia²; Pichler, Zsófia¹;
Cserti-Szauer, Csilla¹; Juhász, Péter³**

¹ *Eötvös Loránd University Bárczi Gusztáv Faculty of Special Needs Education, Hungary*

² *Eötvös Loránd University Faculty of Social Sciences*

³ *Semmelweis University Social Care Executive Training Programme*

A person with psychosocial disability characterized by a mental, psychological-based, changing condition that can limit the total, effective and equal participation in relation to environmental and social factors. A person with psychosocial disability needs complex support to ensure psychological well-being and equal social participation.

The interactive workshop focuses on prevention, social and policy development aspects of the specific condition changes associated with psychosocial disability, highlighting the role of supporters and natural networks.

The theoretical and empirical background of our workshop is the national, comprehensive research published in 2018. The research was implemented by the Foundation for the Development of Special Needs Education – the Foundation of Eötvös Loránd University Faculty of Special Needs Education – on behalf of the Ministry of Human Capacity, Department of Disability Affairs.

Based on results of the research, our primary goal is to present the role of the natural supportive environment in prevention. Building on focus group interviews, we compare the quality of life features that are known to each type of services. Participants can learn through the narrative of stakeholders about the factors that support and hinder the independent living of people with psychosocial disabilities involved in the research, the enrichment of their social relationships and the factors that help them to overcome their psychological and emotional changes. Based on the quotations, participants can formulate their new experiences of prevention and supportive roles.

On the basis of the results of the national research, the authors present the intervention points, suggestions for policy makers on self-determination and well-being of persons with psychosocial disability, which are designed for intersectoral cooperation, and which we can also discuss.

WELLBEING EDUCATION IN SECONDARY SCHOOLS: BUILDING IT IN, RATHER THAN BOLTING IT ON

Vardaki, Eleni

Eleni Vardaki (M.Ed, Researching Practice), Educational Consultant

How can we, as secondary school teachers, build practical well-being education into our classroom teaching practice, in a meaningful (and sustainable) way? Are top-down wellbeing initiatives the only way to help our students deal with school-related stress? How can I bring the mindfulness, confidence training and well-being habits training I do in my private practice as a personal Youth Mentor, into my history lessons?

These are the questions I've been asking myself since 2015. In 2015, I began my journey of trying to figure out how I could help, through my work as a classroom practitioner, to bridge the gap between the cerebral, grades-driven pressures in secondary education and the well-being skills students need to thrive in the 21st century. Since then, I've been experimenting with different ways in which to build well-being education into my classroom practice.

In this workshop:

- you'll experience 3 effective ways I've found for how to embed emotional education, mindfulness, and body intelligence training seamlessly into my classroom practice.
- you'll use your experience of what it felt like doing these activity simulations to draw conclusions for what principles are necessary for successful implementation of these activities in the classroom.
- you'll learn what I've personally found to be the 5 key principles for effective implementation of well-being education in the history classroom, for a grassroots, bottom-up approach.
- you'll reflect on what was your biggest take-away was from this workshop experience, and what (if any) action this workshop has inspired you to want to take, to further your own work or practice.

You'll often hear teachers say: "we need more time" to implement well-being initiatives. I disagree. I've found that when I make the time, not only do students make quicker progress (less haste, more speed), but the quality of learning improves.

**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)**

Calame, Robert^{1,2}; Svejgaard Vase, Karina^{1,3}; Thomsen, Dennis^{1,3}

¹ *PREPSEC International*

² *WOLF Social Competencies Inc.*

³ *Center for Børn og forebyggelse, Herning Kommune*

Uri Bronfenbrenner points out that sound Ecological Treatment is directed at strengthening relationships in the Life Space of a child's family, school, peers and community (Bronfenbrenner, 2005). The potential transfer of the social emotional learning elements of A.R.T.® and the PREPARE Curriculum® is magnified when the training is targeted at, not only the troubled youth, but also the significant players in their ecological system. This is accomplished by accessing the help of the best change agents youth have in their lives; their parents, family and significant others.

Family TIES is designed to create potent, prescriptive transfer training strategies and possibilities for at risk youth and families undergoing training in ART and/or the competencies of the PREPARE Curriculum®. This program is delivered in a multi-family group setting, providing exposure to a wide variety of issues, cultural backgrounds, family constellation and dynamics. As a result, families learn together and from each other to face life's challenges using the Family TIES approach as applied to their own particular context.

Robert Calame and Kim Parker, authors of the program, use this ecological perspective to maximize the transfer of the social competencies youth are learning to their everyday world. Through practical exercises of role play and feedback, possibilities, prescriptions and potent transfer strategies are examined and demonstrated. Users of the model from Denmark and Canada are the featured animators of the workshop. A brief look at research outcomes is included.

Z GENERATION IN DIGITAL AGE: HOW TO USE SOCIAL EMOTIONAL COMPETENCIES TO PREVENT CYBERBULLYING

Bieganowska, Cecylia

TODO Concept, Poland; PREPSEC Int.

Cyberbullying and peer persecution on the web is becoming an increasingly important problem in the lives of children and adolescents. The ability to control one's impulsiveness and develop moral thinking can become a great support in building pro-social reactions that support the environment and morally mature decisions in online and offline life.

During this workshop, it will be presented how to use elements of the Aggression Replacement Training (in particular Anger Control Training and Moral Reasoning) in a practical way so that youth learn how to self-regulate their provocative impulses

The workshop work will also provide techniques to help students better cope with cyberbullying, especially using the elements of moral reasoning. This allows young people to be more aware of online behavior and thus prevent the emergence of aggressors on the web.

This workshop will discuss:

- How to shape the ability to notice and name one's emotions and to analyze their impact on actions taken, including on-line activities;
- Dealing with one's own impulsiveness;
- Analysis of cognitive mistakes and their impact on made decisions
- Ability to build an adequate self-image online.
- How to build a caring adult surrounding by modeling responsible and pro-social online behaviours."



A NOVEL APPROACH TO USE FUNDAMENT MOVEMENT SKILLS AMONGST PRESCHOOLERS

Gandotra, Aditi¹; Kotyuk, Eszter²; Cserjesi, Renata³

*¹ Doctoral School of Psychology, MTA-ELTE Lendület Adaptation Research Group
ELTE Eötvös Loránd University, Hungary*

*² MTA-ELTE Lendület Adaptation Research Group, ELTE Eötvös Loránd University,
Hungary*

³ Institute of Psychology, ELTE Eötvös Loránd University

Fundament movement skills (FMS) are ubiquitous to childhood development and provide foundational skills for effective functioning in daily living. Traditionally, FMS are measured with the help of standardized batteries either based on product or process oriented approach. Although these batteries are useful in detecting delay/impairments in movement but it tells very little about the nature of movement impairment. This major drawback strongly drives a need to develop an efficient and a precise technology-based movement assessment system which has the capacity to efficiently track movements over a period of time. Hence, the purpose of this talk would be to introduce a new movement analyzing system and to discuss its feasibility regarding assessing movements in preschool-aged children on tasks such as balance and object control skills.

BEING IN THE ZONE: COMPARING THE PHENOMENOLOGY OF CONSCIOUSNESS DURING SPORT AND HYPNOSIS

**Kasos, Eniko^{1,5}; Kasos, Krisztian^{1,5}; Józsa, Emese²; Varga, Katalin^{2,5};
Szekely, Anna^{2,5}; Zimonyi, Szabolcs^{3,5}; Szabó, Attila⁴**

¹ *Doctoral School of Psychology, ELTE Eötvös Loránd University, Budapest, Hungary*

² *Institute of Psychology, ELTE Eötvös Loránd University, Budapest, Hungary*

³ *Master Program, Institute of Psychology, ELTE Eötvös Loránd University, Budapest, Hungary*

⁴ *Institute of Health Promotion and Sport Sciences, ELTE Eötvös Loránd University, Budapest, Hungary*

⁵ *MTA-ELTE Lendület Adaptation Research Group, Institute of Psychology, ELTE Eötvös Loránd University, Budapest, Hungary*

The unique experience of altered state of consciousness (ASC) is a natural human state. It has been proven to be useful in clinical settings, however, it is rarely utilized under other circumstances. Anecdotal evidence of athletes connects being in the zone or the flow experience – a kind of ASC – with improved sport performance and teamwork and reduced anxiety.

We compared the phenomenology of active-alert hypnosis (as control for ASC) to experiences of athletes during sport (running and spinning) and an awake control, using Pekala's Phenomenology of Consciousness Inventory.

Runners scored higher on the rationality subscale than both the control and the active-alert condition group, while spinners scored higher than participants in the active-alert condition ($p < .001$). The active-alert group scored higher than all the other groups on self-awareness ($p < .001$). On the volitional control subscale, the spinning and the control group scored significantly higher ($p < .001$) than the runner and active-alert group.

Our results show that the altered state experienced by athletes during exercise is comparable to hypnosis. Systematic research could be the next step to investigate the ASC experienced during physical activity. This could lead towards more effective and positive training methods and influence how athletes train and the way coaches communicate.

**DIFFERENTIAL SEL EFFECT FOR CHILDREN WITH DIVERSE
INITIAL STATES: I. THE SELF-CONCEPT CURRICULUM DESIGNED
BY TAIWAN HAPPINESS VILLAGE ASSOCIATION**

**Li, Yingying¹; Lay, Keng-Ling¹; Lin, Chen-Yu¹; Chang, Tai-Chuan¹;
Yang, Li-Jung²; Chen, Huei-Tsyr²; Wang, Yuan-Jung³**

¹ National Taiwan University

² Taiwan Happiness Village Emotion Education Association

³ National Taiwan Normal University

Using parents as instructors, the Taiwan Happiness Village Association's (THVA's) Social-Emotional Learning program implements four curricula in the four semesters of fifth and sixth grade. The Self-Concept curriculum focuses on helping children accept their own physical idiosyncrasy and temperament, understand different social roles that one may take in social contexts, and reflect on their future self. The goal of this study was to examine the individual differences of the intervention effect of the Self-Concept curriculum that is typically administered during the spring semester of fifth grade. Harter's (1985) Self-Perception Profile for Children (SPPC) was administered to 939 children six months before (Wave 1), immediately before (Wave 2), immediately after (Wave 3), and six months after (Wave 4) the implementation of the curriculum. Autoregressive latent trajectory modelling was conducted (model fit: CFI=.999, RMSEA=.028, $\chi^2/df=1.757$) and the total scores of SPPC at each wave were estimated for children starting with high (+1SD) and low (-1SD) initial SPPC scores. Results demonstrated that, after the Self-Concept intervention, the SPPC score of students with high initial score kept its elevating trend while that of students with low initial score stopped its declining trend. This study demonstrated a facilitation effect and a buffering effect of the Self-Concept curriculum offered by THVA.

**DIFFERENTIAL SEL EFFECT FOR CHILDREN WITH DIVERSE
INITIAL STATES II: THE COMMUNICATION-SKILL CURRICULUM
DESIGNED BY TAIWAN HAPPINESS VILLAGE ASSOCIATION**

**Cheng, Che¹; Lay, Keng-Ling¹; Lin, Chen-Yu¹; Li, Yingying¹; Chang,
Tai-Chuan¹; Yang, Li-Jung²; Chen, Huei-Tsyr²; Wang, Yuan-Jung³**

¹ National Taiwan University, Taiwan

² Taiwan Happiness Village Emotion Education Association

³ National Taiwan Normal University

Taiwan Happiness Village Association designed four social-emotional learning curricula for upper-grade elementary students. The “We can both do well” curriculum, typically implemented during the fall semester of sixth grade, provides a framework for children to understand their own and to respect others’ propensities of communication styles and offers strategies to improve one’s communication skills. To examine the individual differences of the intervention effect of the curriculum, 987 children filled out the Aggression-Tendency (AT) and the Social-Competence (SC) subscales in Peer Interaction Adjustment Scale (Lay, 2016) twelve months before (Wave 1), immediately before (Wave 2), immediately after (Wave 3), and six months after (Wave 4) the implementation of the curriculum. Autoregressive latent trajectory modelling was conducted (Model fit: AC: CFI=.995, RMSEA=.035, $\chi^2/df=2.229$; SC: CFI = 1.000, RMSEA=.000, $\chi^2/df=.487$) and the means of AT and SC at each wave were estimated for children with high (+1SD) and low (-1SD) initial score. Results showed that, for the initially better adjusted students (low AT or high SC), AT declined and SC elevated immediately after the implementation of the curriculum, indicating a facilitation effect. For those starting with poorer adjustment (high AT or low SC), following the intervention, AT stopped elevating and SC stopped declining, indicating a buffering effect.

ELECTRODERMAL FINGERPRINT: TASK SPECIFICITY**Zimonyi, Szabolcs¹; Gonye, Bianka^{2,1}; Kasos, Krisztian^{2,1};
Kotyuk, Eszter¹; Szekely, Anna¹**

¹ MTA-ELTE Lendület Adaptation Research Group, ELTE Eötvös Loránd University,
Hungary

² Doctoral School of Psychology, ELTE Eötvös Loránd University, Hungary

Electrodermal activity (EDA) has long been used in psychophysiology to measure autonomic nervous system activation. There are great individual differences in multiple EDA attributes. Nor the stability of different EDA characteristics within an individual, neither the contribution of personality or situational factors to EDA are clear thus we explored the relationship between these variables. Consistency of electrodermal activity across time was measured three times on 67 university students. EDA was also measured during Stroop task on 132 participants. Anxiety (HADS) and personal development competitiveness (PDCA) questionnaires were also assessed. Highly consistent EDA levels were found one hour ($r=.773$, $p<.001$.) apart and moderate correlations one week apart ($r=.392$, $p=.001$). During Stroop task, EDA amplitudes differed significantly between the baseline and motivated sessions ($p=.003$), and between participants with slow and quick reaction times ($p<.001$). EDA amplitudes during Stroop task had also been associated with competitiveness ($p=.027$) and anxiety ($p=.049$). Our results indicate electrodermal consistency across time and a connection between individual personality traits and electrodermal activity patterns. These results open the door to further explore the psychophysiological construct of „electrodermal fingerprint”.

EMOTION REGULATION ASPECTS OF NON-SUICIDAL SELF- INJURY IN A JUVENILE PENITENTIARY CONTEXT

**Reinhardt, Melinda¹; Horváth, Zsolt^{2,1}; Márton, Blanka¹; Drubina,
Boglárka¹; Kökönyei, Gyöngyi^{1,3,4}**

¹ ELTE Eötvös Loránd University, Budapest, Hungary

² Doctoral School of Psychology, ELTE Eötvös Loránd University, Budapest, Hungary

*³ SE-NAP2 Genetic Brain Imaging Migraine Research Group, Hungarian Academy of
Sciences, Semmelweis University, Budapest, Hungary*

*⁴ Department of Pharmacodynamics, Faculty of Pharmacy, Semmelweis University,
Budapest, Hungary*

People who frequently experience negative emotional states tend to be more motivated to reduce their occurrence and intensity. NSSI could be a maladaptive form of avoiding stressful (emotional) conditions (Nock, 2010).

A total of 244 Hungarian adolescents (92.6% male; mean age=16.99 years; SD=1.28) in juvenile detention centres completed measures of NSSI (Self-Injury Questionnaire-TR, Claes et al., 2007) and emotion regulation (CERQ-short, Garnefski & Kraaij, 2006). 26.2% (N=64) of them have carried out NSSI acts during the past month, while 34.4% (N=84) performed NSSI in their lifetime.

Using binary logistic regression analysis, we found that adaptive emotion regulation strategies (e.g. positive refocusing) decreased the odds of NSSI acts (OR=0.94 [0.88-1.00]), while maladaptive forms of emotion regulation (e.g. self-blame) were not associated with the occurrence of self-harm. Further results showed that changes in emotion intensity before and after NSSI acts and the most common function of NSSI were depended on the type of self-harm (e.g. automatic positive reinforcement associated stronger with burning and biting).

Our results support the emotion regulation function of self-harm in a special adolescent sample, and also highlight that we need more sophisticated analyses (e.g. according to different types of NSSI) in this field.

ENGAGEMENT PROJECT

**Soares, César¹; Ferreira, Sofia¹; Lebre, Paula²; Santos, Anabela^{2,3};
Simões, Celeste²**

¹ Escola Básica Integrada de Ribeira Grande, Portugal

² Universidade de Lisboa

³ ISCTE - Instituto Universitário de Lisboa

The literature focused on social and emotional learning (SEL) at school highlights the effectiveness of intervention programs targeted at all educational elements - Whole School Approach. The Engagement Project was conceived in a systemic intervention perspective, including students, parents/caregivers, teachers and technical staff. Our main goal is to improve mental health and educational success in 200 children aged 3 to 11 through SEL. In order to promote socio-emotional competences among children, teachers and technical staff have received accredited training to implement the European Resilience Curriculum (RESCUR) in the classroom context. To prevent burnout, to promote resilience and SEL in students, teachers have attended Systemic Coaching sessions and technical staff have received training in this area. Simultaneously, with the aim of promoting positive parenting, parental engagement and collaboration in the development of SEL in children, parents/caregivers have been invited to get involved with children in the classroom in SEL activities or to performing RESCUR home activities and invited to fortnightly family interaction groups with seven sessions. The project is ongoing and will have its results in June 2019. The continuous implementation evaluation reveals that parents have actively participated in the activities and teachers are confident and feeling supported in this project.

EXPLORING MENTAL HEALTH IN SCHOOLS AMONG ADOLESCENTS IN ITALY

Cavioni, Valeria; Agliati, Alessia; Grazzani, Ilaria

University of Milano - Bicocca, Italy

Mental health problems are a serious public health concern, especially among adolescents. Research empathizes the key role of the school context to promote the wellbeing of students.

This contribution discusses findings of a study aimed at exploring the associations between student' mental health, teacher-student relationships and school climate. The sample included 3868 adolescents attending high school in Italy (14-18 years). The Mental Health Continuum-Short Form (Keyes, 2002) was administered to assess students' mental health. The quality of the teacher-student relationship was assessed using the Student-Teacher Relationship Questionnaire (Murray & Greenberg, 2001), and students' school climate perception was measured using the Sense of Community in the School questionnaire (Samdal at al., 1998). Mean levels of students' mental health, teacher-student relationships perceptions and school climate significantly decreased over time. Furthermore, gender differences were observed with males showing significantly greater levels of mental health, school climate and teachers-student relationship (from $p>0.02$ to $p>0.0001$).

The findings provide important implications emphasizing that students' mental health is significantly associated with student-teacher relationship and school climate. Results will be also discussed in the light of adolescence developmental tasks.

**FAMILY SUPPORT AND SOMATIC COMPLAINTS IN
ADOLESCENTS: MEDIATING EFFECT OF RUMINATION**

**Örkényi, Ágota¹; Horváth, Zsolt¹; Reinhardt, Melinda¹;
Kököneyi, Gyöngyi^{1,2}**

¹ Institute of Psychology, ELTE Eötvös Loránd University, Budapest, Hungary

*² SE-NAP2 Genetic Brain Imaging Migraine Research Group, Hungarian
Academy of Sciences, Semmelweis University, Budapest, Hungary, Department of
Pharmacodynamics, Faculty of Pharmacy, Semmelweis University, Budapest,
Hungary*

Background: Quality of child-caregiver relationship is strongly associated with mental and physical health in adolescence. A possible link between family relationships and health complaints would be rumination, a form of perseverative cognitions, which is associated with poor health (Brosschot et al., 2010). Youths from less supportive families tend to engage in more rumination (Ruijten et al. 2011). Our aim was to examine the relationship between lack of supportive family relationships and somatic complaints, and the possible mediating effect of trait rumination.

Methods: A representative sample of 1434, 11-18-year-old students (mean age=15.02 years, SD=2.00; 49.4% boys) completed the Non-productive Thoughts Questionnaire for Kids (NPTQ-C), the Strengths and Difficulties Questionnaire (SDQ), and the External Assets of the Resilience and Youth Development Module (RYDM-EA).

Results: Our mediation analysis confirmed a partial mediation effect. Lower level of family support was related to more reported somatic complaints and more rumination. When rumination was entered as mediator variable, the strength of the association between family support and somatic complaints was reduced significantly.

Conclusions: Youth from less supportive families are at greater risk for experiencing somatic complaints. Interventions targeting ruminative response style could be beneficial in this at-risk group.

FLOW PRONENESS AND ELECTRODERMAL ACTIVITY

**Stadler, Helga¹; Zimonyi, Szabolcs¹; Kasos, Krisztian^{2,1};
Szekely, Anna¹; Kotyuk, Eszter¹**

*¹ MTA-ELTE Lendület Adaptation Research Group, Institute of Psychology, ELTE
Eötvös Loránd University, Hungary*

² Doctoral School of Psychology, ELTE Eötvös Loránd University, Hungary

Earlier studies have shown inconsistent results regarding flow and electrodermal activity (EDA). Some studies have found an increase in EDA (indicating high arousal) to be associated with an experimental flow condition, however other have failed to replicate these results. Thus, it seems that the possible physiological background of flow is not yet fully understood.

We investigated associations between flow proneness and EDA among university students (N=47). The participants made a 4-minute breathing exercise while EDA was measured and completed two scales (leisure time, academic activities) of the Swedish Flow Proneness Questionnaire. The correlational analysis has shown similar patterns: we observed weak negative correlations between EDA levels and flow proneness during leisure time, during academic activities and the total score as well, however, only the correlation between EDA level and leisure time reached the level of tendency ($r=-0.259$ $p=0.079$). Possible associations between further EDA measures (e.g. standard deviation of the EDA level) will be discussed as well.

The present results suggest, that higher flow proneness might be associated with lower EDA levels (indicating lower arousal). This result could be an interesting aspect of possible psychological correlations of individual differences in electrodermal activity, although further studies are needed to confirm this association.

HOW DO STUDENTS PERCEIVE STUDY-RELATED EMOTIONS?

Matschek-Jauk, Marlies¹; Reicher, Hannelore²

¹ University College of Teacher Education Styria, Austria

² University of Graz

Emotions play an extremely important role in learning and academic achievement (Pekrun, 2018). Emotional experiences are always unique, individual and differ depending on the situation (Hagenauer, 2011). Educational research focuses increasingly on study-related emotions. Findings indicate that emotions are considered essential for students' learning process, well-being and academic performance (Henritius et al., 2019).

25 students (seminar group of a Bachelor programme in Educational Sciences) were trained on the qualitative research method of photovoice. The students were randomly divided into 5 groups, each focusing on one particular emotion (hassle, boredom, joy, anxiety, and pride). This participatory research approach allowed the students to visualize study-related emotions for the period of one week. They decided about worthy aspects and events of their daily lives and captured those in relevant photographs (Flick, 2014), supplemented by a short audio recording describing the emotional situation. Afterwards, the students were invited to join moderated focus groups. Key photos were shared and discussed; results were summarized and interpreted with the research team.

The results offer deeper insights into the students' lives and what study-related emotions they actually experience. In addition, this research will address how they deal with emotionally challenging situations.

**LECTURERS` WELL-BEING IN THE ACADEMIC ORGANISATION:
RESEARCH RESULTS FROM THE PAST YEARS****Jármai, Erzsébet Mária***Budapest Business School University of Applied Sciences, Hungary*

We have witnessed the continuous change of the Hungarian academic education in the past 20 years. This change is the result of the recent massive need for a university degree – even if there is no feedback or demand for it in the labour market – on one hand, and the spread of the approach of managerism in the academic education on the other hand. The academic leadership, the internal structure and financing of the universities has changed, and therefore the previous, traditional and common academic approach and attitude have been neglected. Service-based actions have come into focus, and the connotation of „knowledge” generates disputes particularly in the academic education of arts- and social sciences. A tender (EFOP-3.6.1-16-2016-00012) provided us with the opportunity and financial sources for a research about how lecturers are dealing with the current changes in the economical academic education. By analysing nearly 60 questionnaires, we have got a picture of their work-related satisfaction, motivation affecting their emotional state, average well-being of these lecturers. As per the results have been analysed so far, it is very fascinating to see that the factors causing either positive or negative emotions create well separated homogeneous groups.

PSYCHOPHYSIOLOGICAL CORRELATES OF STATE AND TRAIT ANXIETY

Csirmaz, Luca¹; Szekely, Anna¹; Kasos, Krisztian^{2,1}

*¹ MTA-ELTE Lendület Adaptation Research Group, Institute of Psychology,
ELTE Eötvös Loránd University, Budapest, Hungary*

² Doctoral School of Psychology, ELTE Eötvös Loránd University, Budapest, Hungary

As Spielberger states, monitoring anxiety may be as important for psychological well-being, as medical examination for physical health. However, most measures have relied on questionnaires rather than objective assessment. Since anxiety is related to changes in autonomic nervous system activity, an association between electrodermal patterns and self-report anxiety maybe assumed. In two studies (N=99; N=47), we examined the association between sympathetic reactivity and trait and state anxiety, using an emotion-induction paradigm and a 4-minute long breathing exercise. Anxiety levels were assessed using the State-Trait Anxiety Inventory. Results showed that emotionally laden stimuli are associated with state anxiety on the right palmar surfaces ($r=.27$, $p=.027$). State anxiety was also associated with electrodermal lateralization in response to peacefulness ($r=-.28$, $p=.018$) and sadness ($r=-.19$, $p=.050$). Trait anxiety was correlated with greater skin conductance levels throughout the breathing exercise ($r=.39$, $p=.007$). We conclude that anxiety is associated with electrodermal activity and moderates electrodermal responses. Further clarification of the association between electrodermal activity and anxiety may lead to practical applications, such as equipment that could help monitor one's mental health.

RESILIENCE AND BURNOUT IN TEACHING PROFESSION

Colomeischi, Adina; Colomeischi, Tudor

¹ Stefan cel Mare University, Suceava, Romania

Burnout is one of the threats in the teaching profession due to the continuing reforms and changes within the educational system. On the other hand, the new generations are more demanding in terms of their specific needs, so teachers should address to different kinds of needs.

Emotional intelligence as well as the positive emotions could be protective factors helping teachers to cope with different challenges.

The present study intends to figure out the relationship between emotional intelligence, positive emotions, resilience and burnout for Romanian teachers, in order to develop ways of specific education.

Methods used consist of the 33-item emotional intelligence (EI) scale, developed by Schutte, Malouf, Hall, Haggerty, Cooper, Golden & Dornheim as a measure of emotional intelligence based on the Salovey and Mayer's (1990) model of EI, PANAS, Resilience Scale of Connor - Davidson and the Teacher burnout scale (Friedman, 1999) which is an adaptation of the Maslach burnout inventory (Maslach & Jackson, 1981) and Maslach burnout inventory (Maslach & Jackson, 1981).

Results will show the relationship between the three variables and could provide the practical implications for the teacher training.

SOCIAL-EMOTIONAL SKILLS IN EARLY EDUCATION

Coste, Monica

Babes-Bolyai University, Romania

All factors involved in children's education focused their attention on the development of cognitive skills, the acquisition of as much information and knowledge as possible, noting that social and emotional skills are at least as important for their success in life or simply to cope with school life. All tests to which children are subjected, all assessments take into account knowledge and cognitive skills, everything is related to them, avoiding or simply ignoring the socio-emotional part of the subject, although since the 1990s countless studies have clearly demonstrated the determining role these skills have in shaping a child's harmonious personality and success in life. The purpose of this research is to identify needs for the development of socio-emotional skills in pre-school children for good integration and adaptation to school. The objectives of the research refer to the analysis of the role of socio-emotional abilities in regulating learning behaviors and the identification, valorization of cognitive, social, emotional abilities of children from the perspective of the teachers. Given the purpose of the research, I have tried to emphasize that a good mastery of these skills will help children achieve high school performance, both in academic learning and in lifelong learning.

SOCIAL RELATION FORMATION SPEED AND ELECTRODERMAL ACTIVITY

Gonye, Bianka¹; Kasos, Eniko¹; Kotyuk, Eszter²; Szekely, Anna²

*¹ Doctoral School of Psychology, MTA-ELTE Lendület Adaptation Research Group
ELTE Eötvös Loránd University, Hungary*

*² MTA-ELTE Lendület Adaptation Research Group, ELTE Eötvös Loránd University,
Hungary*

An extensive review of two main personality theories by Eysenck and Gray examined empirical evidence of the biological approach to these traits, including psycho-physiological measures, such as electrodermal activity (Matthews and Gilliland, 1999). They report little consistence with tonic arousal differences, and highlight that age is an important confounding factor. Relationship of phasic EDA measures and personality, however, environmental characteristics mediate study outcomes. Authors highlight that personality traits could be associated with neural and cognitive functions supporting adaptation to specialized social and physical environments.

In the present study we aimed to portray interaction between personality traits and electrodermal activity establishing social outcome measures, such as speed and style of forming social relations among a group of preschool-aged children. We measured electrodermal activity with a wearable device (Obimon.com) during relaxation and while watching a short movie. A novel system developed by Obimon Systems was used for monitoring social relations in real-time unobtrusively during free play.

Based on the bio-social hypothesis we hypothesize that personality traits and psycho-physiological characteristics interact to aid adaptation in a child peer group. Our results could provide a valuable insight to the individual differences of children's social interaction patterns.

**THE MEDIATING ROLE OF PARENT-CHILD RELATIONSHIPS IN
THE ASSOCIATION BETWEEN EARLY LIFE STRESS AND
EMOTIONAL AND BEHAVIOURAL OUTCOMES**

Swords, Lorraine; Spratt, Trevor

Trinity College Dublin, Ireland

The present study explored the relationship between parents' reports of their children's experiences of early life stress and these children's later self-reports of emotional and behavioural difficulties. Of particular interest was how close or conflictual parent-child relationships might mediate this relationship and how all these variables might predict reduced difficulties following an intervention programme. One hundred and twelve families attending a family support service completed questionnaires. Analyses with the PROCESS macro in SPSS indicated that experiencing early adversity is associated with reduced closeness in parent-child interactions and greater emotional and behavioural difficulties. These factors also predicted a reduction in difficulties after intervention in that children who experienced greater adversity and had greater difficulties benefitted the most from the programme. In addition, more close and responsive relationships between parents and children predicted better outcomes. Results are discussed in terms of identifying factors and processes that can support families and young people attending interventions aimed to improve emotional and behavioural functioning.

THE PREPARE CURRICULUM: PROGRAMS FOR PREVENTION AND INTERVENTION

Parker, Kimberlee; Parcher, Kelli; Finne, Johannes Nilsson

PREPSEC International

Under the PREPSEC International logo, the poster will briefly describe a variety of the prevention/intervention components of the PREPARE Curriculum:

Skillstreaming: teaches social skills to address the needs of children and youth who display aggression, immaturity, withdrawal and other problem behaviour.

Anger Control Training: designed to help the anger arousal of aggressive youth to become a less frequent occurrence and provide them with the means to learn self-control.

Moral Reasoning Training: Cognitive distortions play a crucial role in a number of undesired behaviours (i.e. bullying, bystander inaction, interruption and disobedient behavior), both as a prerequisite and result of such behaviour and are challenged in this training.

Social Perception Training: the ability to recognize, understand and interpret interpersonal cues is a key skill of social competence and thus is emphasized in this program

Empathy Training: Studies suggest that anyone working with youth teach empathy as a crucial strategy to reduce aggression and promote healthy social development.

Problem Solving Training: teaching youth a “do-it- yourself” way to solve their own problems now and in their future

Family TIES (Training InEssential Skills): helps parents and family members become transfer coaches for effectiveness in the learning process of the Prepare Curriculum.

THE SECOND STEP PROGRAM: THE EFFECTIVENESS RESEARCH IN THE CZECH REPUBLIC

Palová, Kateřina; Smékalová, Eleonora

Palacký University Olomouc, Czech Republic

The Second Step Program is an evidence-based social-emotional learning program. However, the program has not been validated in the Czech Republic yet. Several pilot research projects have been conducted on the effectiveness of the Second Step Program in the Czech Republic since 2015 and longitudinal effectiveness research on the Second Step started in 2016. It is so called mixed design with combination of qualitative data (obtained by Piers-Harris Self-Concept Scale, IDS – the Intelligence and Development Scales and B4) and quantitative data (interview with teachers). The goal of this study is to verify the effect of the Second Step Program on social and emotional competencies, self-concept and class climate. In the research, 9 teachers plus approximately 360 third-grade students are involved, half of them in experimental group and half of them in control group. The results have not been defined yet, as the data collection will be closed on May 2019. Limits of the study will be discussed as well, e.g. the role of the teacher. The presented research has important role in implementation of both the Second Step Program and social-emotional learning in the Czech Republic.

USING SOLUTION CIRCLES TO SUPPORT STUDENTS WHO ARE EXPERIENCING SOCIAL AND/OR EMOTIONAL CHALLENGES ON TEACHER TRAINING PROGRAMMES

Smith, Hilary

Bath Spa University, United Kingdom

This research was undertaken at a University in the South West of England which provides Initial Teacher Training programmes. The rate of self-reported incidents from students on teacher training programmes of the negative impact on their mental health and well being, and referrals for interventions such as counselling, have been increasing significantly in recent years. One of the ways this institution chose to address this was to pilot the use of the Solutions Circle approach. This was not intended to replace existing therapeutic methods of support for social and/or emotional challenges, but to provide a system of early intervention and collaborative help, where appropriate.

Solution Circles is a structured, time-limited, problem-solving technique where a group approach to generating solutions to a given problem, or concern, is used.

Results from the pilot project showed that solutions generated and implemented as a result of the Solution Circles approach provided successful outcomes for 75% of the students whose concerns were addressed.

This poster will provide images of a Solution Circle in progress, a simple guide to the Solution Circles approach, and illustrative quotations and representations of the data generated from the pilot project.

WHEN AN SEL PROGRAM IS IMPLEMENTED WITHOUT COMMUNITY PARTNERSHIP: DIFFERENTIAL SEL EFFECT FOR CHILDREN WITH DIVERSE SOCIAL ECONOMIC STATUS

**Lin, Chen-Yu¹; Lay, Keng-Ling¹; Li, Yingying¹; Yang, Li-Jung²;
Chen, Huei-Tsyr²**

¹ National Taiwan University, Taiwan

² Taiwan Happiness Village Emotion Education Association

The school-based social-emotional learning(SEL) program designed by Taiwan Happiness Village Association(THVA) is typically implemented by local parents who have completed the instructor training programs and passed the screening procedures. However, the logistics of community-partnership is not always possible to implement. This study examined whether one of THVA's curricula concerning emotion regulation can be off-site transferred and implemented by schoolteachers. Fifth graders in Beijing, China, were separated into four groups based on the social economic status (SES) of their school district and SEL program participation: the High-SES Intervention and Control Groups($n=65,81$) and the Low-SES Intervention and Control Groups($n=58,55$). All children filled out the Emotional Intelligence Scale(EIS; Schutte et al., 1998) twice, which comprises three subscales of Appraisal and Expression of Emotion(AEE), Regulation of Emotion(RE), and Utilization of Emotion(UE). One-way Analyses of Covariance(ANCOVAs) on the posttest EIS score of High-SES groups, with pretest EIS score and family SES as covariates, revealed significantly higher posttest scores of AEE($p=.005$, Cohen's $d=.46$) and UE($p=.004$, Cohen's $d=.48$) in the Intervention Group compared to the Control Group. The results of ANCOVAs for the Low-SES children revealed no intervention effect. The importance of parental involvement in SEL programs especially for children from less affluent background was discussed.



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