



European Network for Social and Emotional Competence

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<http://www.enseceurope.org/>

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SOCIAL AND EMOTIONAL LEARNING MATTERS

Newsletter of ENSEC (European Network on Social and Emotional Competence)

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Co-chairs

- **Conference: Aniko ZSOLNAI, professor, PhD**, Eötvös Loránd University, Faculty of Education and Psychology, Hungary, zsolnai.aniko@ppk.elte.hu
- **Membership, Communication: Website and Social Media: Valeria CAVIONI**, Ph.D , University of Milano-Bicocca, Department of Human Sciences for Education, Italy, valeria.cavioni@unimib.it
- **Country coordination and Communication: Newsletter: Aurora Adina COLOMEISCHI**, PhD., Associate professor, Faculty of Sciences of Education, Stefan cel Mare University from Suceava, Romania, adina.colomeischi@usm.ro
- **Research and Fund Raising, Special Interest Groups: Annalisa MORGANTI**, Associate Professor, University of Perugia, Department of Philosophy, Social and Human Sciences and Education, Italy, annalisa.morganti@unipg.it

Honorary chairs

- **Paul COOPER**, Professor, Brunel University London, UK, paul.cooper@brunel.ac.uk
- **Carmel CEFAL**, Director, Centre for Resilience & Socio-Emotional Health, University of Malta, carmel.cefai@um.edu.mt

Welcome!

It is a pleasure that on behalf of our four co-chairs and our founding chairs to welcome you to the 18th issue of the ENSEC newsletter.

We have many interesting information from ENSEC members, from different countries, regarding conferences, actions and publications on social and emotional competence learning and development.

This issue contains information about the next ENSEC Conference, you are invited to participate and to share your expertise, research and practice on the development of social and emotional competence! The event is very promising with great keynote speakers!

In this issue, you will also find a large amount of information about new books and projects on the topic of social and emotional development and education.

We would love to hear from your experience, so we invite you to share any interesting features, project ideas, and new publications announcements for the next edition. Please send any contributions to adina.colomeischi@usm.ro as a Word document so that it can be cut and pasted – no logos please. The ENSEC Newsletter has started to accept longer features to share richer, detailed knowledge throughout the network, but keep in mind that this is a newsletter so the information should be rather short, specific and relevant.

Thank you!
Enjoy reading!

UPCOMING CONFERNCES & EVENTS

ENSEC Conference 2019, 29-31 August, Budapest



Dear Colleague,

We are delighted to announce that the 7th ENSEC Conference “Well-being and Social, Emotional Development” will be held on 29-31 August, 2019 in Budapest, Hungary. It would be our pleasure to welcome you to the 7th ENSEC Conference in Budapest.

The date of the conference: 29-31 August, 2019
Conference host: ELTE Eötvös Loránd University, Budapest, Hungary

Further information about the conference can be found in the attached announcement and on the website of the conference: ensec2019.elte.hu

We sincerely hope that you will respond positively to this invitation. It would also be appreciated if you could inform your colleagues and students about this opportunity.

Best regards,

Anikó Zsolnai



elte | ppk
Eötvös Loránd University
Faculty of Education and Psychology



Dear Colleague,

We are delighted to announce that the **7th ENSEC Conference** "Well-being and Social, Emotional Development" will be held on **29-31 August 2019** in **Budapest, Hungary**, hosted by **ELTE Eötvös Loránd University, Faculty of Education and Psychology**.

The conference will focus on social and emotional health issues, as well as on the relationships with other people and the environment, including values and attitudes.

We look forward to seeing you at the 7th ENSEC Conference in Budapest!

Anikó Zsolnai
chair of the conference

ABOUT ENSEC

The European Network for Social and Emotional Competence (ENSEC) is a growing network of researchers and practitioners who are interested in children's and young people's development, and particularly in working to develop their resilience and their social and emotional competence.

CONFERENCE VENUE

Budapest, the capital city of Hungary, is among the most delightful and enjoyable cities in Europe. Due to its scenic setting and architecture, the city is often nicknamed "The Paris of the East". Budapest is a gem of a city yoking together two formerly separate cities, Buda and Pest, which stretching along the opposite sides of the River Danube each offer unique experiences to their visitors.

CALL FOR PAPERS

Proposals for participation in the 7th ENSEC Conference can be submitted in the following formats:

- Conference paper (full paper or work-in-progress)
- Symposium or Panel Presentation
- Workshop
- Poster

IMPORTANT DATES

Call for papers open until	• 7th April, 2019
Notification of acceptance	• 12th May, 2019
Registration	• 10th June, 2019

For more information please visit the conference website:

ensec2019.elte.hu

SEBDA COURSES

Masters level training in social, emotional and mental health needs



The Social Emotional and Behavioural Association (SEBDA) is now offering distance learning Masters Level courses in social, emotional and mental health difficulties (SEMH) in partnership with Oxford Brookes University, UK.

The Year 1 programme (60 Masters credits) covers the understanding and managing of SEMH difficulties including assessments, interventions and reflections on the latest neuroscience research. In year 2, students consider more complex cases of SEMH including self harm, eating disorders and anxiety issues (60 Masters credits).

For more information on this training opportunity please see <https://www.sebda.org/events-and-training/accredited-courses/>

NEWS FROM ENSEC MEMBERS

CALL FOR SPECIAL INTEREST GROUP

The ENSEC Chairs would like to like to promote and enhance the ENSEC Special Interest Groups. Currently, the SIG on “SEL assessment” is active. During the next ENSEC conference, we would like to start new SIG on more topics to which ENSEC members could provide important contributions through their practice and research (e.g. Mindfulness, Resilience and Well-being, School-wide approach to SEL; SEL and diversity, etc. If you would like to propose new SIGs or become an active member of the existing SIG on SEL assessment, please get in touch with Annalisa Morganti as ENSEC Chair responsible for SIGs: annalisa.morganti@unipg.it

CALL FOR RESEARCH PROPOSALS

The ENSEC Chairs are glad to announce the network’s availability to support and be part of research initiatives carried out by its member. We would be happy to promote any research projects you are carrying out in your own countries or at international level, by disseminating it through our network, including our website, Facebook, and newsletter. We also offer to

write letters of interest/support/endorsement for projects related to our area. Currently ENSEC is supporting a number of European projects under the Erasmus Plus programme as associate partners. We invite therefore all our members to think about the opportunities provided by our network to promote and support the research initiatives of its members.

Contact: annalisa.morganti@unipg.it

NEW PUBLICATIONS

International Journal of Emotional Education April 2019

Volume 11 Issue 1 of the [*International Journal of Emotional Education \(IJEE\)*](#) has just been published by the Centre for Resilience and Socio-Emotional Health. It is a special issue on *Qualitative Research on Children's Well-being Across National and Cultural Contexts*, guest edited by Dr Tobia Fattore (Macquarie University, Australia), Dr Susann Fegter (Technische Universität, Berlin, Germany) and Dr Christine Hunner-Kreisel (Universität Vechta, Germany). It includes 7 papers by authors from Australia, Canada, Estonia, Germany, UK and USA, as well 3 other papers from authors in Australia, Spain and Sweden.

The IJEE is a biennial, peer-reviewed, international, electronic journal which is distributed free of charge and supported by an international board of reviewers with high level expertise in the field. It is indexed by various international indices like SCOPUS, PsycINFO, ERIC, ProQuest, Google Scholar and Web of Science amongst others. It may be accessed at www.um.edu.mt/ijee

Opportunity for Book Reviews IJEE

If you would like your book to be reviewed in the Journal of Emotional Education, or if you would like to be a book reviewer, please send an email to Professor Helen Cowie, the new book reviews editor at H.Cowie@surrey.ac.uk

Index for Social Emotional Technologies. Challenging approaches to inclusive education (2019) Routledge (Oxon – UK)

by Annalisa Morganti, Stefano Pascoletti, Alessia Signorelli

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.

The book 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.

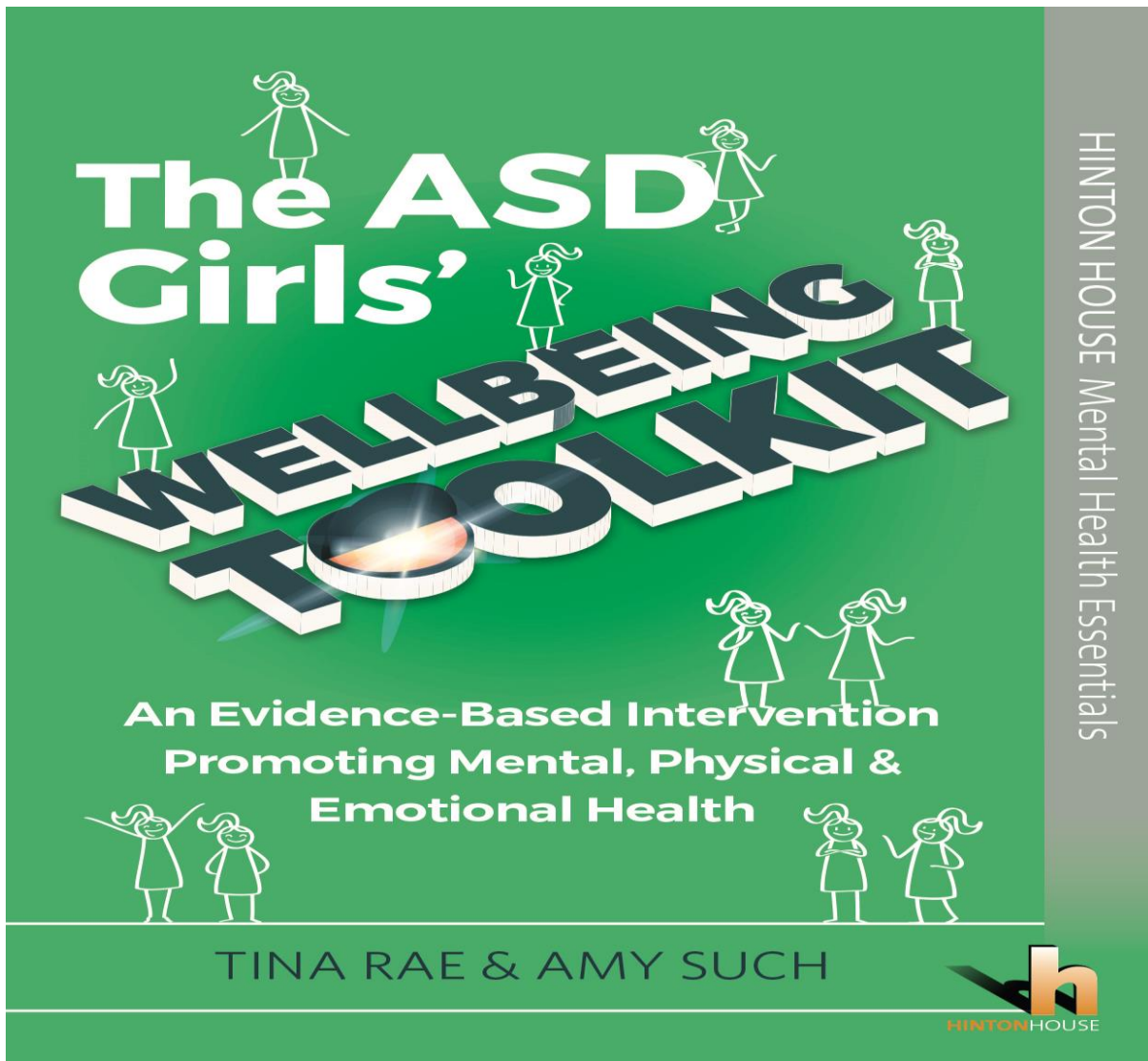
Index for Social Emotional Technologies will be of great interest to academics, researchers, and postgraduate students in the fields of inclusive education, educational technology, and social and emotional learning.

The book is the outcome of the different research interests of the three authors who worked in close synergy with the aim of giving their further contribution in the field of SEL and technologies, while also producing an “index” that can be used as a compass to orientate and develop further tiers of investigation

For further information please go to: <https://www.routledge.com/Index-for-Social-Emotional-Technologies-Challenging-Approaches-to-Inclusive/Morganti-Pascoletti-Signorelli/p/book/9780815394884>

The ASD Girls' Well Being Tool Kit. An evidence- based intervention Promoting mental, Physical and Emotional Health

By Tina Rae and Amy Such



In recent years, professionals working with young people with Autistic Spectrum Disorders (ASD) have become more aware of the need to ensure the timely and appropriate diagnosis of girls. Without such a diagnosis and the relevant support systems being put in place, such girls and young women are clearly at high risk of developing mental health difficulties such as anxiety, depression, self-harm and eating disorders.

As Judy Eaton (2017) states: 'Many girls and young women did not (and still do not) get a diagnosis of their difficulties and there is growing evidence that they will have an increased risk of experiencing issues with friendships and relationships, be prone to bullying and harassment, and may well experience significant mental health problems' (p9).

Alongside ensuring a focus on developing key therapeutic and self-management skills, in this intervention we also have addressed the impact of the media and sexualisation of our young people as we felt very strongly that these were both key areas of concern for our young people and specifically for the ASD girl. The report of the American Psychological

Association's (APA) Task Force (2007) on the sexualisation of girls concludes that it is vital for psychologists, educators, carers and community organisations to work together in order to encourage the development of curricula which enhance self-esteem based upon young people's abilities and character as opposed to their appearance and also challenges the sexualization of girls and young women in the media and online.

The aims of the **30-session programme** are to ensure that girls can and do develop good mental health including appropriate levels of autonomy, emotional resilience and open communication. The three main objectives are as follows;

1. Promote emotional resilience within the group members
2. Assist in the develop of the skills associated with positive communication
3. Support group members with a view to further developing self-regulation and awareness

An 'ASD FRIENDLY' approach

We have been keen to ensure the activities and structure are all 'ASD friendly' and have therefore ensured that each session considers and includes the following key elements:

- **Reinforcement** – this is essential in terms of allowing copious opportunities for over learning key skills and concepts
- **Explicit** – our language needs to be very clear and explicit at all times
- **Concrete examples** – are included in each session so as to facilitate comprehension
- **Role play-** issued to practice key social skills and problem-solve challenges met in the real world of relationships with both genders
- **Structure and routine** – each session is structured in the same way so as to reduce anxiety
- **Reading others' intentions** – role plays are used as appropriate in order to try to develop skills in reading behaviours
- **'I do not have to copy that'** – this is frequently used as a mantra throughout the sessions to reinforce the importance of taking control and not being manipulated by images in the media/others' behaviours and choices
- **Self-awareness** – 'if I do not feel comfortable, what should I do?' – we try to use real life examples of other girls' experiences of being used/exploited due to not 'reading it right' and support the development of problem solving skills by using structured frameworks
- **The session structure is also made explicit at the start of each session and any changes were discussed and prepared for at the outset.**

Further details at: <http://hintonpublishers.com/>

PROJECTS

LEARNING TO BE project: MAKING SOCIAL AND EMOTIONAL LEARNING VISIBLE IN EUROPEAN SCHOOLS UPDATES ON THE ERASMUS KA3 PROJECT

Co-funded by the
Erasmus+ Programme
of the European Union



Started in February 2017, the *Learning to Be* project has stepped into its third and final year of implementation. The project, co-funded by the Erasmus+ programme of the European Union, involves seven countries (Lithuania, Latvia, Slovenia, Finland, Italy, Spain, and Portugal) and has a dual goal. Firstly, the partners aim to develop a model for assessing social and emotional competencies at school. This model, based on the SEL framework proposed by CASEL (see casel.org), will define the key principles and propose ways to develop school practice and shape education policy on the assessment of social and emotional learning.

Secondly, the project aims to support school practice by proposing a set of educational tools to assist teachers and school managers in embedding SEL elements into school life. During 2018, the project has published a *Toolkit for Assessing Social and Emotional Skills at School*. This manual provides practical tips and instruments for developing an emotionally safe learning environment at school, integrating SEL into classroom practice and assessing the learning of social and emotional competence on the individual, classroom and whole school levels. The material is published in five languages: English, Italian, Lithuanian, Latvian, Slovenian, and Spanish. Currently, the material is exclusive only to project participants, however, it will be made available to the public at the end of this year.

At the moment, more than 100 schools (about 7100 students and 1000 teachers) are actively involved in the project in the five countries (Lithuania, Latvia, Slovenia, Italy, and Spain). During the ongoing school year, teachers and students in primary and secondary school levels have been taking part in the field study which seeks to evaluate the effects of the project intervention on their well-being, relationships, social and emotional skills, and teachers' competences. The intervention in schools includes training seminars for teachers and school managers, supervision sessions, and classroom practice using the proposed SEL tools.

The results of the study will be analyzed and presented publicly at the beginning of 2020. The outcomes and practices of the project have the potential to be up-scaled at policy level and applied at a broader level in order to promote school improvement nationally and internationally.

If you are interested to learn more about the project actions and follow the news, please visit the website page <https://learningtobe.net/> or contact the Project Coordinator Tomas Rakovas at the Lithuanian Children and Youth Centre (tomas.rakovas@lvjc.lt).

PROMEHS – PROMOTING MENTAL HEALTH AT SCHOOLS



Co-funded by the
Erasmus+ Programme
of the European Union



Lab-PSE

The beginning of PROMEHS – Promoting Mental Health in Schools

PROMEHS – Promoting Mental Health in Schools is a European KA3 project, co-funded by the Erasmus+ programme of the European Union. It started in February 2019 and will end in February 2022. The project knows its origin to the awareness of the increasing mental health difficulties experienced by many students during their school years. Mental health can be 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 the community (WHO, 2014). Since the phenomenon of mental health difficulties at school has increased over the past decades, the need for effective interventions has become a priority action.

The main purpose of PROMEHS is the development of a universal evidence-based curriculum to promote positive mental health at school. The curriculum will include differentiated activities for students from kindergarten to secondary school, aimed at strengthening their personal and interpersonal skills (e.g. Social and Emotional Learning skills) and reducing behavioral problems and at-risk behaviors. The project also aims at fostering the mental health of school teachers as well. PROMEHS includes sharing good practices and recommendations about mental health, that can be helpful for school staff, parents, policy makers, and stakeholders, and embedding PROMEHS curricula into national educational and health policies through close collaboration with public authorities.

The consortium of PROMEHS consists of 9 partners: [University of Milano-Bicocca \(Project Coordinator, Italy\)](#); [University of Malta](#); University of Latvia; University of Rijeka (Croatia); City of Rijeka (Croatia); Ștefan cel Mare University of Suceava (Romania); Regional School Office of Suceava (Romania); University of Patras (Greece); [University of Lisbon \(Portugal\)](#). Beside them, a number of educational public authorities and associated partners are involved as well.

PROMEHS will adopt a pre-post research design. Data will be collected in six countries (Italy, Croatia, Greece, Latvia, Portugal, and Romania) from 6000 students and their teachers, who will be trained in mental health promotion. The experimental and control groups will be compared in order to assess the effectiveness of the PROMEHS curriculum.

Currently, the partners are preparing for the kick-off meeting, which will be held at the University of Milano - Bicocca (Italy) on 29th and 30th of April 2019.

Contacts and further information:

- Project Coordinator, Prof. Ilaria Grazzani: ilaria.grazzani@unimib.it
- Facebook page: <https://www.facebook.com/promehs>
- Website: www.promehs.org
- Link to the Erasmus+ Project Platform: <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/606689-EPP-1-2018-2-IT-EPPKA3-PI-POLICY>

**SCIENTIFIC PROJECT IN CROATIA: CHILDREN'S WELL – BEING IN
TRANSITION PERIODS: THE EMPIRICAL VALIDATION OF AN
ECOLOGICAL – DYNAMIC MODEL**



Transition is defined as an intense process of change and movement from one identity to another, determined by the various factors described in the contemporary Ecological and Dynamic transition model (Rimm-Kaufman & Pianta, 2000). Within transition, the various contexts in which and through which the child passes, and their interrelations over time, are crucial. So, the purpose of the project: *“Children’s well-being in transition periods: The empirical validation of Ecological and dynamic model”* is to empirically test this model in Croatia and to analyze significant correlates of transition from family to kindergarten, and from kindergarten to primary school. This research will provide clear guidelines to ensure the highest levels of children’s well-being during transition for children, parents, teachers and associates.

The following variables will be explored with a representative samples of early aged children (transition from family to kindergarten) and preschool children (transition from kindergarten to primary school) : intrapersonal qualities of children (temperament, socio-emotional well-being, strengths and difficulties, resilience), parents/caregivers (personality, sensitivity, subjective well-being, resilience) and teachers (personality, subjective well-being, resilience); and the interpersonal qualities of child-parents-teachers-environment (attachment, adaptation, relationship with parents/teachers, teaching strategies, relationship between family-kindergarten-school-local community-environment, social values). A quantitative methodology will be applied with reliable measures to present the perspective of children, parents, teachers and associates.

This analysis will contribute to the realization of short-term goals by validating the theoretical model and postulating the practical guidelines for achieving optimal transition in the early and preschool period in Croatia, as well as to the realization of long-term goals by preventing mental health problems among children and enhancing their lifelong psychological well-being. Also, it will provide a framework for the development of life-long programs to educate teachers in providing the quality support to children and their families during transitions.

Since, there is a significant lack of empirical studies on the socio-emotional well-being of children during their first transitions in Croatia, the project named: *“Children’s well-being in*

transition periods: The empirical validation of an ecological and dynamic model” received funding from the University of Rijeka during period of three years: 2019-2021. The project leader is Sanja Tatalović Vorkapić, Ph.D. Associate Professor, with associates Dunja Anđić, Ph.D. Associate Professor and Vesna Katić, Senior lecturer, all from the Faculty of Teacher Education in Rijeka, Croatia. Projects partners include University of Pula in Croatia, and counsellors from other countries, including Dr. Valeria Cavion, Ph.D., Psychologist and Psychotherapist from University of Milano-Bicocca, Milano (Italy), Dr Ivana Mihić, Ph.D. Associate Professor from University of Novi Sad (Serbia), Dr Marcela Batistič Zorec, Ph.D. Assistant Professor from University of Ljubljana (Slovenia) and Dr Jennifer LoCasale-Crouch, Ph.D., Research Associate Professor from University of Virginia (USA). Even though the project is aimed to explore transitions in Croatia, it is also open to collaboration about possible cross-cultural analyses, so any interested colleagues are more than welcome to contact me at sanjatv@uniri.hr.

Sanja Tatalović Vorkapić, Ph.D
Faculty of Teacher Education
University of Rijeka, Croatia