6th ENSEC Conference

Theme: DiVerSiTy

European Network for Social and Emotional Competence

7–9 June 2017 | Stockholm, Sweden

Prepare yourself for an exicting pre-summer conference on developing youth social and emotional competences with a diversity perspective in the Swedish-Finnish archipelago.

Programme & Information

City of Gothenburg

ÖREBRO UNIVERSITY

Dear Delegates,

It is our very great pleasure to welcome you to the 6th ENSEC Conference.

ENSEC was founded by Professor Paul Cooper and Professor Carmel Cefai in Malta in 2007. Since then we have held successful conferences in Turkey, England, Croatia and Portugal. However, this is our first conference on a ship. We hope you will have a very pleasant conference and will enjoy both the formal and informal opportunities for discussions and networking, as well as the social programme.

The theme of the conference is diversity. Perhaps there has never been a more important time to address the complex issues that we all face throughout the world in this time of tremendous change and mass flight of people. Children and young people are particularly vulnerable and they are the focus of our conference.

Our international speakers will provide us with their diverse perspectives and there will be many opportunities to exchange views with delegates from all over the world. We would encourage you to join ENSEC, if you have not done so already. Membership is without charge and offers regular newsletters and opportunities to network with professionals from across Europe and afar.

The network is managed by the members for the members. There will be a member's meeting on 9 June at 13.30. Afterwards, the ENSEC Board Members will be available to answer questions about the network during the conference.

Welcome
ENSEC Board

Professor **Carmel Cefai,** Director, Centre for Resilience and Socio-Emotional Health, University of Malta.

Carmen Huser, PhD candidate, Charles Sturt University, Faculty of Arts and Education, Australia/ Germany.

Professor **Helen Cowie,** PhD, University of Surrey, Faculty of Health and Medical Sciences UK. Director of the UK Observatory for the Promotion of Non-Violence.

Professor **Renata Miljevic** Ridicki, Faculty of Teacher Education, University of Zagreb, Croatia.

Kathy Evans, Senior Lecturer, University of South Wales, Newport, UK.

Professor **Celeste Simões,** University of Lisbon, Faculty of Human Kinetics, Portugal.

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All photographs are courtesy of Viking Line (except headshots).

Welcome to the 10th anniversary of the ENSEC conference!

We are proud to be organising the 6th ENSEC conference. The theme of the conference is "Diversity", a theme we find both important and challenging for all the countries in the world, and particularly in Europe. Europe is facing a situation where more and more people come for shelter and protection, and we need all the knowledge we can get to successfully cope with this situation, and make sure children are given the chance of positive development. The symposia and papers address diversity in many different ways.

We have made an effort to make sure this conference takes the environment into consideration. This means that we will keep printed material to a minimum, e.g., the program book will be provided to you on a memory stick, not printed out. We kindly ask you to think twice before printing anything from the book.

The conference is held on a Viking line ship cruising between Stockholm and Helsinki. For a long time, Viking Line has demanded more environmentally sustainable technology, implemented fuel-saving programs, and introduced new environmental concepts on board.

Again, we are proud and happy to welcome you on board this ship, and we hope you will enjoy not only the conference, but Stockholm, Helsinki, and their beautiful archipelagos.

Organising committee

Dr Birgitta Kimber,
Umeå University,
Sweden.

Associate Professor of Psychology Therése Skoog,
Örebro University,
Sweden.

Development manager Siggi Olafsson,
Center for School Development,
City of Gothenburg, Sweden.

Scientific committee and Organising committee

Scientific committee

Professor Carmel Cefai, Director, Centre for Resilience and Socio-Emotional Health, University of Malta.

Professor Helen Cowie, PhD, University of Surrey, Faculty of Health and Medical Sciences UK.
Director of the UK Observatory for the Promotion of Non-Violence.

Kathy Evans, Senior Lecturer, University of South Wales, Newport, UK.

Carmen Huser, PhD candidate, Charles Sturt University, Faculty of Arts and Education, Australia/ Germany.

Dr Birgitta Kimber, Conference coordinator, Department of Clinical Sciences, Division of Child and Adolescent Psychiatry, Umeå University.

Professor Renata Miljevic Ridicki, Faculty of Teacher Education, University of Zagreb, Croatia.

Siggi Olafsson, Conference coordinator, Centre for School Development, City of Gothenburg, Sweden.

Professor Celeste Simões, University of Lisbon, Faculty of Human Kinetics, Portugal.

Therése Skoog, Conference coordinator and Associate Professor of Psychology, Örebro University, Sweden.

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Professor Celeste Simões, University of Lisbon, Faculty of Human Kinetics, Portugal.

Therése Skoog, Conference coordinator and Associate Professor of Psychology, Örebro University, Sweden.

Per Aulin, Partner/Organiser, Centre for School Development, City of Gothenburg, Sweden.

Maria Holmström, Research administrator, Örebro University, Sweden.

Camilla Segerlind, Event Coordinator, Örebro University, Sweden.

Åsa Granlund, Event Coordinator, May–December 2016, Örebro University, Sweden.

Conference organisers

Örebro University

There is a spirit of development in every aspect of our operations and we strive to be an attractive place for work and study. Our desire is for students and staff to feel part of Örebro University with a sense of pride and satisfaction. Our vision is to be a prominent broad-based university with the courage to review and the ability to evolve.

Örebro University is a modern, broad-based university with internationally prominent research. 17,000 students and 1,200 staff study and work here. We offer some 80 degree programmes at the undergraduate and Master's levels as well as some 700 separate courses. Örebro University cooperates with industry and commerce, local and regional governments and other organisations, both nationally and internationally.

Times Higher Education is one of the world's most valued university rankings. Universities are evaluated according to five criteria: teaching, research, citations, international outlook, and industry income.

In April 2016, Örebro University came in at number 63 on the list of the best young universities in the world. This list includes only universities established less than 50 years ago. With Örebro's 16 years as a university, it was up against universities most of which are between 40 and 50 years old.

The Times Higher Education rankings are of great importance when it comes to attracting international students, researchers and teachers. They provide increased national and international exposure and are an important factor in forming strategic partnerships with universities abroad.

Centre for School Development, The City of Gothenburg

Our commission is to support, stimulate, initiate and challenge development in preschool, elementary school, high school and adult education in the City of Gothenburg.

Examples of our area of activities are student health, equal treatment, diversity and education research.

Gothenburg is the core and growth engine of the Gothenburg region and Region Västra Götaland. It is home to a variety of strong industries and Scandinavia's largest port. Thus international contacts, new influences and new people are, and always have been, a strength for Gothenburg. Today 23 % of the people living in Gothenburg were born outside of Sweden. The most common countries of origin are Iraq and Iran, followed by Finland, Bosnia & Hercegovina, the former Yugoslavia, Poland, Somalia, Turkey, China and Norway, and many other countries.

Reducing the gap between people from different walks of life and striving for greater equality in living standards to create a more socially sustainable city is a focus area for the whole city, politicians and officials alike. As Gothenburg grows, there are increasing demands on a long-term dialogue with citizens to create a shared idea of how the city will develop. Collaboration with the business sector and other players is also crucial. All of us who live and work in Gothenburg have a shared responsibility to contribute to a fairer, more sustainable city and world – economically, socially and environmentally.

Keynote speakers

Dan Olweus
Professor of Psychology,
Bergen, Norway

Olweus is generally recognized as a pioneer and founding father of research on bully/victim problems and as one of the leading experts in the world in this area. The book *Bullying at School: What We Know and What We Can Do* (Blackwell/Wiley, 1993) has been published in 20 different languages.

The Olweus Bullying Prevention Program (OBPP), has been implemented in almost 500 elementary and lower secondary (junior high) schools in Norway alone. The program has been systematically evaluated in seven largescale studies comprising more than 30,000 Norwegian students. OBPP has also been successfully implemented in several other countries including Iceland, Sweden, Lithuania, and in particular, the United States. Dan will present findings and long term effects after the implementation of OBPP (6–8 year).

Olweus has received a number of awards and recognitions for his research and intervention program including the 2003 Award for Distinguished Contributions to Public Policy for Children by the Society for Research in Child Development and the 2011 Award for Distinguished Contributions to the International Advancement of Psychology by the American Psychological Association.

School bullying: Historical glimpses
and basic facts

In his keynote, Dan Olweus will present and address an array of facts, myths, and important, potentially controversial issues in research on bullying. These include the definition and measurement of bullying, prevalence and short- and long-term characteristics of the main actors, prevalence and impact of cyberbullying, estimation of societal costs due to bullying, and short-and long-term effects of the Olweus Bullying Prevention Program. He will also sketch how his own interest in this area began and the first scientific study of the problem of school bullying was initiated in the early 1970's.

Peter K. Smith
Emeritus Professor of Psychology, Goldsmiths, University of London, U.K.

Peter Smith is Emeritus Professor of Psychology, Unit for School and Family Studies at Goldsmiths College, University of London, UK. He has published *Understanding School Bullying: Its Nature and Prevention Strategies* (Sage Publications, 2014), *Understanding Children's Development* (with H. Cowie and M. Blades) (6th ed., Wiley-Blackwell, 2015), and *Adolescence: A Very Short Introduction* (Oxford University Press, 2016). His edited books include *Bullying in the Global Village: Research on Cyberbullying from an International Perspective* (Wiley-Blackwell, 2012), *Cyberbullying through the new media: Findings from an International Network* (Psychology Press, 2013), and *School Bullying in Different Cultures: Eastern and Western Perspectives* (Cambridge University Press, 2016).

He was the Chair of the European Cooperation in Science and Technology Cyberbullying Action (COST ACTION IS0801) from 2008–2012, and was PI of a project "Bullying, Cyberbullying, and Pupil Safety and Wellbeing", financed by the Indian-European Research Networking in the Social sciences initiative (2012–2015). He is currently co-PI (with M. Samara and others) of a project "Comparative study of cyberbullying in Qatar and the UK: risk factors, impact on health and solutions",

financed by the Qatar National Research Fund (2013–2016).

In 2015 he was awarded the William Thierry Preyer award for Excellence in Research on Human Development, by the European Society for Developmental Psychology.

Cyberbullying in young people:
An overview of its nature and impact
Cyberbullying is a lifespan phenomenon, but has been of special concern among adolescents and young people, in and out of school. The phenomenon is mainly one of this century, and (unlike traditional or offline bullying) has increased in recent years. The volume of research on the topic has also increased dramatically. I will review the main trends of this research and what we have found out, covering definitional issues, forms, prevalence, age and gender differences, other risk factors, and the negative consequences for all involved. I will conclude by considering the resources and interventions that are being developed to reduce cyberbullying, and any evidence for their effectiveness.

Håkan Stattin
Professor, Örebro University, School of Law, Psychology and Social Work, Sweden

Håkan Stattin is professor in psychology at Örebro University, Sweden. He has published more than 150 studies in scientific journals and six books covering parenting of adolescents, understanding adolescent girls' problems, pubertal timing, and social relationships in adolescence. He has been cited more than 13 000 times.

Stattin is a developmental researcher predominantly using longitudinal methods for data treatment to study human development-in-context. He is probably most well-known for his research on delinquency development, internal and external adjustment, pubertal development in adolescent girls, parental monitoring, and prevention to reduce alcohol drinking and social adjustment problems. Stattin has served as the president of European Association for Research on adolescence.

Together with Margaret Kerr he received the Roberta Grodberg Simmons Prize Lecture from the Society for Research on Adolescence in 2004 and The William T. Preyer Award for Excellence in Research on Human Development from the European Association for Developmental Psychology in 2013. Two of the tree most cited studies in developmental psychology between 2000 and 2005 were written by Håkan Stattin and Margaret Kerr according to Thompson Information Services.

On Adolescent Agency
Why is a young persons' own agency not represented more in developmental research? Consider just a couple of research areas. In political socialization research, the general idea is that there are external conditions – like parents, peers, media, social media, and school – that influence adolescents' political development. Why do political socialization researchers persist using parents, peers, media, and school as explanations for the young persons' political interest? There are many reasons for expecting that adolescents generally drive their own political development. In parenting research, the most influential model is the parenting styles model. Parents who are high on warmth/involvement, and are high on strictness/supervision will foster well-adjusted behavior and prevent antisocial behavior, and parents who are low on these dimensions will foster antisocial behavior or allow it to develop. The adolescent is not part of the model. But when we study parenting in this way, there is a risk that we draw the wrong conclusions about the relationships; that parents are the cause of their children's behaviors. All this is not realistic. A stronger emphasis on adolescent agency will move the whole field of adolescent psychology to more realistic theoretical models.

The purpose of this keynote is to discuss models in different research areas that highlight the role of adolescent agency – and those who still do not.

Mari-Anne Sorlie
Researcher, Atferdssenteret, Oslo, Norway

Mari-Anne Sørlie has background in special education and is a senior researcher at the Norwegian Center for Child Behavioral Development (University of Oslo affiliate).

For the time being, she is primary researcher of a large longitudinal effectiveness study of the SWPBS model (School-Wide Positive Behavior Support) as implemented in Norway. Besides evaluation and implementation of school-based interventions, her primary research interests are in the development of behavior problems and social competence in children and youths.

She is author of several research articles and has contributed to pedagogical books like "Innføring i innovasjonsarbeid "(1992) (Introduction to innovation in school and kindergartens), "Alvorlige atferdsproblemer og lovende tiltak i skolen" (2000) (Serious behavior problems in school and promising interventions), "Atferdsproblemer blant barn og unge. Teoretiske og praktiske tilnærminger" (2005) (Behavior problems in children and youth. Theoretical and practical approaches), "Sårbare unge. Nye perspektiver og utfordringer" (2010) (Vulnerable kids. New perspectives and challenges), "Transforming troubled lives. Strategies and interventions for children with social, emotional and behavioral difficulties, International perspectives on inclusive education" (2012), and "Positiv læringsstøtte. Hele skolen med" (2014) (Positive learning support. The whole school participates).

Pathways of social skills development during childhood. Does school matter?

Social skills are in contrast to academic skills, seldom in focus or systematically promoted in school. For schools to be successful in supporting their students' social skills, knowledge of how social skills develop across the school years, and how school-related factors influence the students' social development, are essential. Few studies have, however, investigated predictive relationships between characteristics of the school environment and the students' social skills.

In this keynote Sørlie will try to contribute to filling in this gap of knowledge by presenting some results from a Norwegian longitudinal multi-cohort study in which students and school staff members in 65 ordinary elementary schools contributed by completing questionnaires at multiple measurement points across four successive school years. In order to be able to follow the same group of students over a longer time period, the analyses concentrate on the 4th graders of the original sample (n = 2,076, 9 years) who were followed through 7th grade (12 years). The students' social skills were individually rated by class head teachers.

The following topics will be in focus:

1. Theoretically it is expected that childrens' social skills increase over time? However, what does research say? What did we find in the Norwegian study?

2. Are there subgroups of children with different social skills development? If so, how many trajectory classes are there? And how does their social skills profile during middle childhood look like? What does prior research say and what did we find?

3. An interesting finding in current study was that several qualitative characteristics of school context affected both the students' social skills level and their social skills development over time. Which school factors stood out as most influential for whom? And what about gender?

4. Practical implications.

Invited symposia chairs

| Chair	Title
Sevgi Bayram Özdemir, PhD, Senior Lecturer. *Discussant*: **Brit Oppedal,** PhD, Senior Scientist	Living Together: The Role of School Context in Immigrant and Native Youth's Attitudes, Friendships, and Adjustment.
Sven Bremberg, PhD, Associate Professor	Might SEL programmes affect mental health at the population level? *Roundtable discussion*.
Carmel Cefai, PhD, Professor	Teacher education for equity and social inclusion.
Helen Cowie, PhD, Professor *and* **Carrie-Anne Myers,** PhD, Senior Lecturer	Does diversity in society inevitably lead to a rise in bullying, intolerance and discrimination?
Kathy Evans, PhD, Senior Lecturer	Diversity in Schools: Exploring Trends, Linkages and Nuances in Education Practice.
Neil Humphrey, PhD, Professor	Assessing children and young people's outcomes across the full SPECTRUM. *Workshop*.
Carmen Huser, PhD candidate	Children's demonstration of their competences and agency in research participation.
Alli Klapp, PhD, Senior Lecturer	Students' perceived self-concept and response to academic demands in school and the consequences on students' achievement and mental health.
Renata Miljevic-Ridicki, PhD, Professor	RESCUR in kindergarten.
Annalisa Morganti, PhD, Associate Professor	Improving inclusion: An evidence based, social emotional approach.
Celeste Simoes, PhD, Professor	Social emotional learning practices across ages in Portugal.
Ylva Svensson, PhD, post doc researcher	Truly diverse school classes – what can we do?

Information about the venue

The conference takes place on the passenger ship Viking Line M/S Mariella, cruising between the capital cities of Sweden and Finland; Stockholm and Helsinki.
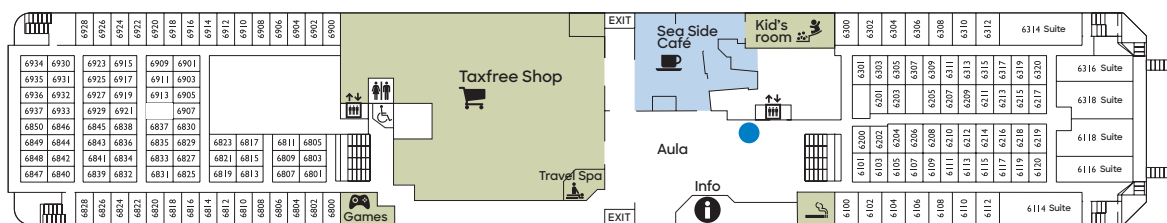

DECK 8
CONFERENCE DECK
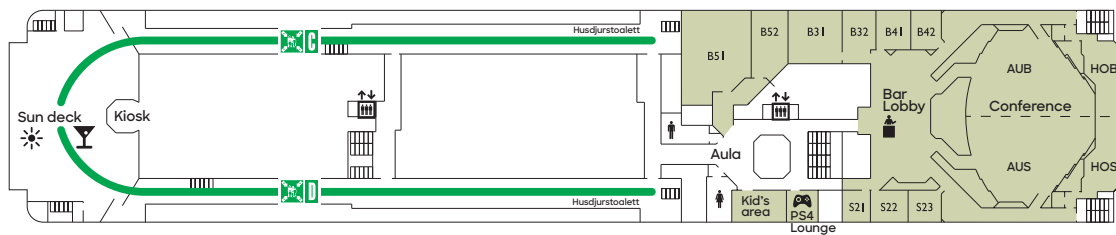
DECK 7
RESTAURANT DECK
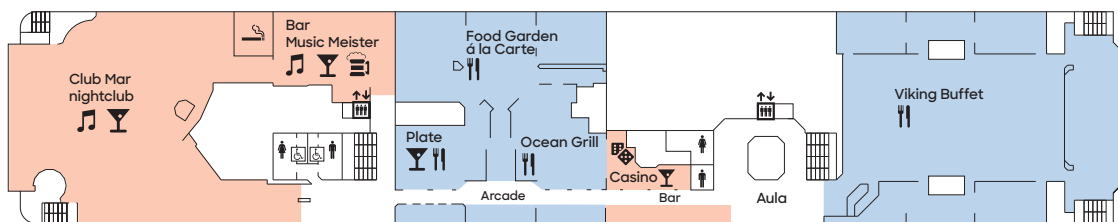
DECK 6
INFO & SHOPPING DECK

● MÖTESPLATS / TAPAAMISPAIKKA / MEETING POINT

Practical information

Children:
Children are allowed in the conference area. The ship has facilities for children, including play areas.

Climate:
Although June is considered summer in Sweden, and we expect lovely sunny weather and light evenings, it can sometimes be somewhat cold during the conference days. We recommend that you bring a warm coat just in case.

Conference secretariat:
There will be professional conference staff available throughout the conference in the conference area for your help and service.

Currency:
On the ship, you can pay in Swedish kronor, Euro or standard bank cards.

Food and drinks:
Breakfast, lunch, and dinner are included in the registration fee and will be served in the restaurant Viking buffet. Morning and afternoon coffee and snacks (Swedish "fika") will be served in the conference area. You can also buy your own food, drinks, and snacks in one of the many cafeterias and bars on the ship.

Getting to and from the conference venue:
The ship leaves from "Terminalen Stadsgården", located in the central part of Stockholm. Here you can find information about how to get there: http://www.sales.vikingline.com/en/my-booking/good-to-know/port-info/stockholm/?_ga=1.214488338.485696312.1490878182

Hospitality and networking rooms:
On the final day of the conference, 10.30–12.00, the presentation rooms will be available for conference participants to use for informal meetings, getting together, etc. Printed programme: In line with the conference's environmental policy, the conference programme will not be printed or handed out at the conference site. If you wish to have a printed programme, you will need to print your own.

Registration:
Registration will take place on the first day of the conference, June 7 between 09.00–10.30 at the Viking Line terminal.

Timetable M/S Mariella:

Departure:	Stockholm – Stadsgården, Wednesday 7 June at 16.30
Arrival:	Helsingfors – Skatudden, Thursday 8 June at 10.10
Departure:	Helsingfors – Skatudden, Thursday 8 June at 17.30
Arrival:	Stockholm – Stadsgården, Friday 9 June at 10.00

Venue service:
At the ship's reception desk, service and support, including medical assistance, are available on a 24-hour basis.

Wireless internet:
Free Wi-Fi Viking Public is available in the conference area, the cafe and in all suites and luxury cabins on all ships, however with reservation that the connection does not always work because of poor coverage at sea.

For more practical information about the ship, see https://www.sales.vikingline.com/en/my-booking/good-to-know/?_ga=1.185457065.1616337642.1464616196

Food and entertainment

Breakfast

A good breakfast gives you a good start on the day. Every morning we serve a lavish breakfast buffet that guarantees a good and tasty start to your day.

Breakfast is open:
8 June: 08.00–09.00
9 June: 07.00–09.00

Lunch seating

7 June: 12.00–13.00
8 June: 13.00–14.00
9 June: 12.00–13.00

Dinner seating

7 June: 20.00
8 June: 20.00

Breakfast, lunch and dinner will be served in **restaurant Viking buffet**. *All times are local.*

Viking Buffet

In the Viking Buffet restaurant, you will find all that you would expect at a traditional Scandinavian smorgasbord, plus a little more. Take as much as you like of your favourites; choices include appetizers, main courses and desserts. Wine, beer, soft drinks, coffee and tea are included.

Favourites you recognize, plus new tastes, all with an international touch

We always expand our traditional buffet with fresh surprises from the Mediterranean and Asia, as well as modern courses made with locally grown produce. The buffet also includes lighter alternatives for those who are more conscious of their waistline.

Allergic?

We list whether dishes in the buffet contain soy, gluten, nuts or other food allergens.

Bars and nightclub

You can choose from a variety of bars and pubs on board. They offer a great selection of drinks and a fun atmosphere.

Bar Music Meister
In Mariella's newly opened music bar, you can sing karaoke, rock out to the troubadour and watch sporting events. At night time the doors are open to all who want to let loose on the dance floor on the way to or from Helsinki.

Cava Bar
Cava Bar is the Mariella's trendy bar with comfy sofas and stunning lake views. Here you can enjoy a delicious cocktail or a glass of wine before dinner, you can also play Casino/Blackjack.

Club Mar
Put on your dancing shoes and enjoy the music in our nightclub.

Artists and entertainment

Wednesday 7 June

Entertainment, Club Mar
Miki Rotta

Tuure Boelius

Lina-Katariina

Thursday 8 June

Artists, Public Areas
Magic Comedy

House band, Club Mar
Hot Sand

Troubadour, Pub
Chris Hawk

Sightseeing

Sightseeing in Helsinki

Join us on a sightseeing tour and see a bit more of beautiful and interesting Helsinki.

Daily departure from **Katajanokka Terminal** at **10.30**. The tour begins at Esplanade Park and includes the most interesting and important sights in central Helsinki, such as the Presidential Palace, City Hall, Parliament, Finlandia Hall, and the Opera house. The tour will make a stop at the Sibelius Monument and the Temppeliaukio Church*. The tour ends at Esplanade Park.

* Entry fee €3 not included.

The audio tour is available in 10 languages Guided tours through headphones in 10 languages – Chinese, English, Finnish, French, German, Italian, Japanese, Russian, Spanish and Swedish. No guide is included on the tour. Travel magazine *Helsinki This Week*, and a map is included.

Prices and tickets
- Adult, €29.50
- Child 6–15 years, €13.50
- Child 0–5 years, €0

You buy your tickets before departure in the ship's information desk.
All times are local.

Sightseeing in Stockholm – at your own pace

Take one of our **Hop On – Hop Off** sightseeing buses and explore Stockholm and its sights at your own pace, either 24 or 72 hours. You can hop on and off as many often as you choose. This bus sightseeing tour **starts** at **The Royal Opera** and **stops at** all the **famous attractions** in **Stockholm**. You may even buy your ticket to "ABBA: The Museum" on board.

The complete Hop On – Hop Off bus tour takes approx. 100 minutes and includes:

- Audio tracks in 11 languages and earphones
- Approx. 25 stops include the cruise terminal at Stadsgården
- Free Wi-Fi on board and free map
- Free entrance to Gröna Lund and discount vouchers to several shops, bars, cafés, restaurants and attractions in Stockholm. You will receive the vouchers on board the bus.

This bus ticket is also valid on our red City Sightseeing Worldwide buses!

Price from SEK 300.

Security & Safety

Maritime safety and security are governed by our safety policy and are a top priority in the operations of Viking Line.

Under the International Safety Management (ISM) Code and the International Ship & Port Facility Security Code (ISPS), we work systematically to identify potential risk situations and thereby prevent accidents. Our objective is continuous improvement in safety and security.

Safe on board
You shall feel safe on board.

A voyage with Viking Line shall be filled with positive experiences from start to finish. Viking Line's goal is that all passengers and crew members feel safe both on board our ships and in terminals.

The crew is there for you
Experienced and trained crew is a key factor in creating a safe environment on board. The most important task of the crew is to ensure a safe and pleasant voyage for all passengers. Viking Line invests continuously in the training of the crew to deal with and prevent any problems. Each crew member shall be able to act in determined fashion even in potential risk situations and participate continuously in various training courses. On board the ships we have security personnel on duty 24 hours a day, and the Info desk is open during the whole voyage. As a passenger, you can always turn to the crew with any questions.

The ship's info desk shall be contacted in serious cases of illness
There is always a trained nurse on board Viking Line's ships. On route Mariehamn–Kapellskär accidents and cases of illness are being treated by competent trained crew. The nursing premises have special equipment for treatment of acute cases. If necessary, we will arrange immediate ambulance transport from the first port of call to the nearest hospital. In more serious cases we can use helicopter transport or evacuation boat. In acute cases of illness, you shall contact the ship's info desk which will then contact the nurse on board.

Security on board
Possible fire on board
For detecting any fire as soon as possible all ships have a fire control system with detectors e.g. in the cabins, corridors, restaurants, kitchens, and on the car deck, which have been directly connected to the control panels that are being monitored continuously. Each ship has its own fire brigade and regular fire guard rounds are made throughout the ship. Fire hydrants have been strategically placed in different parts of the ship. In addition, there are fixed extinguisher systems e.g. in the engine room, kitchens and on the car deck. Each ship has 6–10 smoke divers with special training simultaneously on board. In case of a fire, the ship's firefighting team will arrive within minutes.

Security & Safety

Effectively practised evacuation procedures

In case of a possible need to evacuate the passengers, there are specific routines for each deck. The decks have in turn been divided into sections with specially equipped evacuation groups that will guide the passengers to the assembly stations. In case of alarm the crew shall check all cabins to ensure that everyone has come out. The directions for evacuation can be found on the inside of each cabin door. The route to the assembly stations is shown with illuminated green signs. At floor levels, the corridors are marked with fluorescent mouldings and luminescent light fixtures. Lifts must never be used in emergency situations! An alarm will sound via the public loudspeaker system (7 short signals and 1 long) and will be audible everywhere on board. Crew members practise these evacuation procedures regularly.

There are lifejackets for everyone

There are more lifejackets on board than the maximum number of passengers allowed. So, you will never need to worry about there not being enough lifejackets. The lifejackets meet all the standards specified by the maritime authorities. They are stored in the immediate vicinity of the assembly stations. There are also lifejackets for children. The crew will distribute the lifejackets.

Lifeboats and rafts

In case the vessel is to be evacuated, there is room for all passengers and crew members in the lifeboats and rafts that are on board. Passengers will embark in the lifeboats at their assembly station. The boats will be launched using a davit (crane). The lifeboats will be manoeuvred by the crew. Life rafts will either be activated on board, in which case passengers will embark at their assembly station and the rafts will be launched by crane, or the rafts will first be lowered into the sea, in which case embarkation will take place using a slide system. Life rafts contain all the necessary equipment: water, paddles, **lighting devices, emergency flares,** and **first aid equipment**.

Adapting to the prevailing weather conditions

Weather and wind affect our vessels to some extent. To ensure that you and your fellow passengers will be safe and comfortable, we adapt our routes and speeds to the prevailing weather conditions. Stabilizers minimize the tendency to roll. When our vessels are at sea, the pilot and bunker hatches are always locked. The safety of the vessel is more important than our timetable. In case of rough weather, delays may occur.

Schedule 7 June

09.00	**Registration**, Viking Line terminal
10.30	**Embarking the ship,** we will embark as one group. NOTE: it is not permitted to board the ship later on your own.
11.00–12.00	**Opening ceremony**, **Auditorium**
12.00–13.00	Lunch, Viking buffet
13.00–14.00	**KEYNOTE, Dan Olweus**, *School bullying: Historical glimpses and basic facts*, **Auditorium**
14.00–14.30	Break, coffee and/or fruit (access to cabins)
14.30–16.00	**Parallel activities** – Invited symposia (IN), Symposia (S), Seminar Groups (G), Workshops (W)

Room	AUB	AUS	B52	B51	B31	B32	B41–42
Group	IN01	IN02	S01	W01	G01	G02	G03

| 16.00–16.30 | Break, coffee and/or fruit |
| 16.30–19.30 | **Parallel activities** – Invited symposia (IN), Symposia (S), Seminar Groups (G), Workshops (W) |

16.30–18.00

Room	AUB	AUS	B52	B51	B31	B32	B41–42
Group	IN03	IN04	IN05	W02	G04	G05	G06

18.00–19.30

Room	AUB	AUS	B52	B51	B31	B32	B41–42
Group	IN06	IN07	IN08	W03	G07	G08	G09

| 19.30–20.00 | Break, access to cabins |
| 20.00 | Dinner, Viking buffet |

Schedule 8 June

08.00–09.00	Breakfast, Viking buffet
09.00–10.00	**KEYNOTE, Håkan Stattin**, *On adolescent agency*, **Auditorium**
10.00–10.30	Break, coffee and/or fruit
10.30–13.00	**Social program**, tour of Helsinki Finland and/or free time (the conference arena is open and available for meetings)
13.00–14.00	Lunch, Viking buffet
14.00–15.00	**Posters**, **Auditorium**
15.00–16.30	**Parallel activities** – Invited symposia (IN), Symposia (S), Seminar Groups (G), Workshops (W)

Room	**AUB**	**AUS**	**B52**	**B51**	**B31**	**B32**	**B41–41**
Group	**IN09**	**IN10**	**S02**	**W04**	**G10**	**G11**	**G12**

16.30–17.00	Break, coffee and/or fruit
17.00–18.00	**KEYNOTE, Peter Smith**, *Cyberbullying in young people: An overview of its nature and impact*, **Auditorium**
18.00–19.30	**Parallel activities** – Invited symposia (IN), Symposia (S), Seminar Groups (G), Workshops (W)

Room	**AUB**	**AUS**	**B52**	**B51**	**B31**	**B32**	**B41–42**
Group	**IN11**	**IN12**	**S03**	**W05**	**G13**	**G14**	**G15**

20.00	Dinner, Viking buffet

Schedule 9 June

07.00–09.00	Breakfast, Viking buffet						
09.00–10.00	**KEYNOTE, Mari-Anne Sørlie**, *Pathways of social skills development during childhood. Does school matter?* **Auditorium**						
10.00–10.30	Break, coffee and/or fruit						
10.30–12.00	**Parallel activities** – Invited symposia (IN), Symposia (S), Seminar Groups (G), Workshops (W)						

Room	**AUB**	**AUS**	**B52**	**B51**	**B31**	**B32**	**B41–42**
Group	**S04**	**S05**	**S06**	**W06**	**G16**	**Free**	**Free**

12.00–13.00	Lunch, Viking buffet
13.00–13.30	**Closing ceremony**, Auditorium
13.30–14.15	**ENSEC member meeting**
14.15–15.00	Break and disembarking

Parallel activities 7 June

Invited symposia (IN), Symposia (S), Seminar Groups (G), Workshops (W)

Room	AUB	AUS	B52	B51	B31	B32	B41–42
14.30–16.00	IN01	IN02	S01	W01	G01	G02	G03
	Diversity in Schools: Exploring Trends, Linkages and Nuances in Education Practice	Living Together: The Role of School Context in Immigrant and Native Youth's Attitudes, Friendships, and Adjustment	Process issues in Social and Emotional Learning: successful outcomes across culture.	A STEM-focused Career Development Curriculum for Incarcerated Youth	Perspectives on teachers' involvement.	Vulnerable groups. Prevention. Early intervention.	Relationships. Observations. Assessments.

Room	AUB	AUS	B52	B51	B31	B32	B41–42
16.30–18.00	IN03	IN04	IN05	W02	G04	G05	G06
	RESCUR in kindergarten.	Does diversity in society inevitably lead to a rise in bullying, intolerance and discrimination? A Research Symposium	Improving inclusion: An evidence-based social. emotional approach.	Effective components of two social learning models for improving resilience, social and emotional development in children.	Attainment. Scale. Family resilience.	Social and emotional learning (SEL) outcomes.	Affective relationships. Holistic well-being. Child voice.

Room	AUB	AUS	B52	B51	B31	B32	B41–42
18.00–19.30	IN06	IN07	IN08	W03	G07	G08	G09
	Truly diverse school classes — what can we do?	Social and emotional learning practices across ages in Portugal.	Students' perceived self-concept and response to academic demands in school.	Improving social competence by reducing cognitive distortions; Outcome evaluation of Social Perception Training (SPT)	Perspectives on parenting. Child mental health.	Learning disabilities. Self-harm. Anger management.	Sociometric methods. Care leavers. Family background.

Parallel activities 8 June

Invited symposia (IN), Symposia (S), Seminar Groups (G), Workshops (W)

14.00–15.00	POSTERS, Auditorium						
Room	**AUB**	**AUS**	**B52**	**B51**	**B31**	**B32**	**B41–42**
15.00–16.30	IN09	IN10	S02	W04	G10	G11	G12
	Assessing children and young people's outcomes across the full SPECTRUM.	Teacher education for equity and social inclusion.	Reducing Prejudice and Social Exclusion: The Role of Empathy, Intergroup Contact, Family, and School Context	Improvisational theatre training as a method for learning a new language.	Improving mental health support.	Pro-sociality. School attachment. Scheduling.	Host institution. Immigrants. Ethnic minorities.

Room	**AUB**	**AUS**	**B52**	**B51**	**B31**	**B32**	**B41–42**
18.00–19.30	IN11	IN12	S03	W05	G13	G14	G15
	Might SEL programs affect mental health at the population level? A roundtable discussion.	Children's demonstration of their competences and agency in research participation.	All in the Game: Improving Pupil Behavior in the Classroom.	The Less Mentioned Dimensions: SEL for a safe, supportive and just society.	Integration. Youth development. Mental health.	Violence. Child development. Parental intervention.	School transition and adjustment. Identity development.

Parallel activities 9 June

Room	**AUB**	**AUS**	**B52**	**B51**	**B31**	**B32**	**B41–42**
10.30–12.00	S04	S05	S06	W06	G16	Free	Free
	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world.	European Assessment Protocol for children's SEL skills.	Queer Representation in Early Childhood Education: why it matters, what's stopping it, and how we can do it better.	Make friends with your feelings.	Preventable diseases. Psychomotor therapy. Stigmas and diversity.		

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DETAILED PROGRAMME
WEDNESDAY 7 JUNE

Detailed Programme 7 June

REGISTRATION
09.00 | **Viking Line terminal**

EMBARKING ON THE BOAT
10.30 | **In one group!**

OPENING CEREMONY
11.00–12.00 | **Auditorium**

KEYNOTE 1
13.00–14.00 | **Auditorium**

Dan Olweus
Professor of Psychology, Bergen, Norway
School bullying: Historical glimpses and basic facts.

In his keynote, Dan Olweus will present and address an array of facts, myths, and important, potentially controversial issues in research on bullying. These include the definition and measurement of bullying, prevalence and short- and long-term characteristics of the main actors, prevalence and impact of cyberbullying, estimation of societal costs due to bullying, and short- and long-term effects of the Olweus Bullying Prevention Program. He will also sketch how his own interest in this area began and the first scientific study of the problem of school bullying was initiated in the early 1970's.

PARALLEL ACTIVITIES
14.30–16.00

IN01 | **AUB** | **Invited symposium:**
Diversity in Schools: Exploring Trends, Linkages and Nuances in Education Practice.

Kathy Evans[1]
[1] University of South Wales, University of South Wales, Newport.

Presenters:
Dr Erica Joslyn, Dr Shirley Egley, Kathy Evans.

Introduction
European countries and in particular southern European countries are currently experiencing an unprecedented migration into Europe from the Middle East, Eastern Europe and Africa of both economic migrants and a refugee population fleeing civil war and unrest. Educators in Europe will need to develop their skills and resources in order to meet the needs of the new populations, and will need to develop their knowledge and skills in relation to working with pupils from diverse ethnic, religious and linguistic backgrounds. This symposium intends to look at three aspects of working with diversity in schools.

Cultural Diversity
Erica's exploration of cultural diversity in schools is based on an examination of the experience of primary school children from migrant backgrounds and their experience and integration as a feature of the UK education system. The academic debate on 'inclusion and diversity in education' has in recent years stirred grave concern from academics (Baraldi and Farini 2013) and practitioner (Wilkins 2012) alike. Not least, the concept and practice of cultural diversity continue to be challenged at both political and societal levels exemplified by the BREXIT vote in the UK and the presidential election in the USA.

The importance of embedding an acceptance of 'cultural diversity within a globalised world' as an accepted and celebrated feature of education is not questioned (Chamberlain 2015). Yet cultural diversity in education has escalated as a challenge for pupils from minority cultures and intensified as a struggle for teachers and pupils of majority cultures. This paper will explore the results of research on the contemporary experiences within the primary school setting to explore some of the challenges and struggles within the European experience.

Religious Diversity

Shirley Egley's starting point is UNESCO's preamble on tolerance: "[Tolerance] is the respect and appreciation of the rich variety of our world's cultures, our form of expression and ways of being human. Tolerance recognizes the universal human rights and fundamental freedoms of others. People are naturally diverse; only tolerance can ensure the survival of mixed communities in every region of the globe." (UNESCO: *Promoting Tolerance*) A number of questions follow from reflection on this statement. What are the merits of the different approaches taken within Europe to educate children within a religiously diverse society? What is the relationship between knowledge of faith systems / practices and pupils' attitude to those from other faiths? What initiatives have had the most success in bringing children and young people from different cultures together to gain a better understanding of each other?

Special Educational Needs and Diversity

Kathy Evans focuses on the intersection between diversity and Special Educational Needs (SEN). An over-representation of particular ethnic groups within the SEN population has been documented and interrogated in a number of countries (Driessen 2000, Strand and Lindsay 2009, Gabel et al 2009, Evans 2016). Gabel et al (2009: 636) suggest that although perhaps these placement decisions are intended to support inclusion, they can have the opposite effect; "in the case of immigrant and indigenous students special education is employed as a tool for assimilation into the dominant society but functions as a tool of exclusion from the dominant society".

Panel Q&A

The symposium will conclude with a review of trends, and connections in relation to these aspects of diversity - drawing on presentations and contributions from Q&A. August 2016

IN02 | AUS | Invited symposium:

Living Together: The Role of School Context in Immigrant and Native Youth's Attitudes, Friendships, and Adjustment.

Sevgi Bayram Özdemir[1]
[1]Center for Developmental Research, Örebro University, Örebro.

Discussant: Brit Oppedal, PhD, Senior Scientist.

Promoting social cohesion and the social integration of immigrants has become a pressing concern for retaining the well-being and stability of immigrant-receiving societies in Europe. Schools are considered as one of the important socialization agents that could promote openness to diversity, and that could enhance sociocultural adaptation of immigrant children and youth. In this symposium, we aim to address two important questions: (1) how do the structural (i.e., classroom ethnic composition) and social aspects of school context (i.e., classroom interethnic attitudes, emphasis on equality, inclusion, and cultural pluralism) impact inter-ethnic relationship, and enhance adjustment of immigrant youth; (2) how could schools be structured in order to be more inclusive of youth with different ethnic background. The proposed symposium is a collection of three empirical studies from three different countries (Germany, Norway, and Sweden) to address these two questions. The first presentation deals with how the interplay between classroom ethnic composition and classroom social climate impact youth's inter-ethnic attitudes in Sweden. The second presentation focuses on understanding whether the classroom ethnic composition and approaches to deal with diversity in school matter for school and psychological adjustment of youth in Germany. The third presentation focuses on identifying the factors that could promote inclusion of youth with different ethnic background in schools in Norway. The discussant will pull together the rich findings and further discuss the educational and social implications of them.

Study 1:

Understanding Youth's Inter-Ethnic Attitudes: The Roles of Classroom Ethnic Composition and Classroom Social Context by Ananda Verheijen, University of Amsterdam, the Netherlands, Sevgi Bayram Özdemir, Örebro University, Metin Özdemir, Örebro University, & Håkan Stattin, Örebro University.

Study 2:

Effects of the Cultural Diversity Climate on Immigrant and Non-Immigrant Students' School Belonging and Psychological Adjustment av Maja K. Schachner, Universität Potsdam, Germany, Miriam Schwarzenthal, Universität Potsdam, Germany, Fons J. R. van de Vijver, Tilburg University (NL), North-West University (SA), University of Queensland (AUS), Peter Noack, Friedrich-Schiller-Universität Jena, Germany.

Study 3:

Inclusion of Immigrants in Norwegian Schools: The Role of Introductory Classes, Belonging and Diversity av Svein Erik Nergaard, Hanne Jahnsen, Kirsti Tveitereid, & Hildegunn Fandrem, Norwegian Center for Learning Environment and Behavioural Research in Education, University of Stavanger, Norway.

S01 | B52 | Symposia
Process issues in Social and Emotional Learning: successful outcomes across culture.

Sue Roffey[1], Brenda Dobia[1] and Niva Dolev[2]

[1]School of Education, Western Sydney University , Sydney.
[2]Education and Family Division , Kinneret Institute for Applied Ethics in Organizations, Tel Aviv.

This symposium comprises three linked presentations that address the 'how' of social and emotional learning rather than the 'what'.

The Process of Learning Healthy Relationships: Sue Roffey

The focus in social and emotional learning has often been on the content rather than the pedagogy. This has led some commentators to critique this as 'therapeutic education' . Concern has been expressed that raising emotional issues in school can be unsafe for students and also for teachers who are often ill-equipped to deal with the outcome. Young people across the world however, need input on the two pillars of learning highlighted in the Delors Report in 1996. Learning to Be and Learning to Live Together. This presentation outlines the principles developed by the author that ensure that this learning is constructive, issue rather than incident-based and actively promotes a positive and supportive environment across cultures.

Cultural responsiveness in SEL teaching: Brenda Dobia

The dominant model of social-emotional learning (SEL) derives from the success of SEL programs in North America. CASEL advocates systematic teaching of skills for self-awareness, self-management, social-awareness, effective relationships, and responsible decision-making. While this model of skill-based instruction has been found to be successful in the US (Durlak et al, 2011), any claim to universal effectiveness must be premature at best. In fact, there are considerable cross-cultural differences in social and emotional expression and development (Hecht & Shin, 2015).

This paper draws on experience of SEL development with Australian Aboriginal and Torres Strait Islander communities to argue for a more culturally responsive approach to SEL. Culture, values and social-emotional awareness are negotiated through interactions with others. A culturally responsive approach shifts the emphasis in SEL from individualised skills-based instruction to one where learners are supported to actively connect with culture and each other.

Social and Emotional Competencies
in Teachers: Niva Dolev

Despite the fact that growing attention has been given to students' EI development (Rivers & Brackett, 2011), there has been little focus on developing social emotional skills in teachers (Jennings & Greenberg, 2009). Evidence indicates the contribution of teachers' social-emotional skills to effectively delivering SEL programs to students, as well as to their teaching, relationships with students and well-being.

This presentation outlines the process and elements of a teachers' training effort in Israel, the Program was designed to mirror two types of efforts which are common to schools worldwide, respectively: the often-noted individual efforts in classrooms, where personal effectiveness largely affects students' success (McKinsey report 2007); and the many collaborative efforts which teachers engage in as they strive to reach shared pedagogic goals (Fullan, 1993), including those related to developing students' social emotional skills, while taking into consideration unique socio cultural aspects and addressing teacher and student diversity.

W01 | B51 | Workshop
A STEM-focused Career Development Curriculum for Incarcerated Youth.

Karen Harrington[1] and Michael Krezmien[2]

[1]Center for Youth Engagement/ College of Education, University of Massachusetts Amherst, Amherst
[2]College of Education / Center for Youth Engagement, University of Massachusetts Amherst, Amherst.

This presentation will describe a National Science Foundation grant project to develop a STEM Career Pathway curriculum for students in the juvenile justice system in the United States. Career development for incarcerated youth, possibly the most vulnerable learners in the U.S. educational system, is an understudied area of research. Incarcerated students are disproportionately low-income students of color with limited educational opportunities (Krezmien, Leone, & Achilles, 2006); many of these students also have disabilities that impact their education (Krezmien, Mulcahy, Travers, Wilson, & Wells, 2013). Students with disabilities, students of color, and females have historically been underrepresented in STEM careers (U.S. Commission on Civil Rights, 2010). The STEM Career Pathway project was grounded in Social Cognitive Career Theory (Lent, Brown, & Hacket, 2004) that addresses how culture and social contexts influence career development and also in Social Learning Theory (Krumholz), which posits that career choice is shaped by experiences in a person's environment.

The project was comprised of three overlapping domains: career development theory, unique social-emotional issues of incarcerated youth that impact career decisions, and awareness of STEM careers. The curriculum was created using Universal Design for Learning principles to support needs of a diverse group of learners and was delivered in two juvenile justice settings: a long-term unit for girls and a boys' revocation facility. Components included a career portfolio, social emotional skill development, and a career exploration tool. Embedded within the project's goal of teaching career planning to incarcerated youth was the social and moral imperative of providing all students with the necessary tools for making career decisions that lead to productive and meaningful work (Noguera, 2003). Session attendees will learn approaches to delivering career development from a socio-cultural perspective to better serve incarcerated students or other youth with histories of academic disengagement and little exposure to career pathways.

G01 I B31 I Seminar Groups
Perspectives on teachers' involvement.

The change in teachers' readiness to promote diversity at school. Austrian sample.

Markus Talvio[1] and Marlies Matischek-Jauk[2]

[1]Department of Teacher Education, University of Helsinki, Helsinki.
[2]Centre for Personnel Development and Higher Education Development, University College of Teacher Education Styria, Graz.

Chair: Professor Carmel Cefai, Director, Centre for Resilience and Socio-Emotional Health, University of Malta.

Promoting group development and social and emotional learning (SEL) are important factors for promoting diversity at school. Teachers do not always have, however, the interest or the competence necessary for implementing these values or skills in the classroom. Lions Quest (LQ) is an international SEL program aiming at students' promotion of SEL and a creation of a safe learning environment. In order to implement LQ in classrooms, teachers must participate in LQ teachers' workshop. The present study investigated the change in teachers' task value and their perceived importance and competence in promoting LQ goals during their training. Information was collected of 104 Austrian teachers before and after LQ. Comparison data was collected twice as well of 90 Austrian teachers not attending the LQ. Analysis of covariance was used to analyse the data. The preliminary results indicated that teachers of the intervention group perceived the goals of the LQ as significantly more important and valuable than before the training. In addition, after LQ, they felt more competent in applying the LQ in the classroom. Among the comparison group no statistical differences between the measuring points were found. The methods of the LQ for promoting inclusion will be discussed.

G01 I B31 I Seminar Groups
Perspectives on teachers' involvement.

Examining Teachers' and student's empathy.

Csaba Gáspár[1] and Anikó Zsolnai[2]

[1]Institute of Education, University of Szeged, Szeged.
[2] Faculty of Education, Eötvös Loránd University, Budapest.

Chair: Professor Carmel Cefai, Director, Centre for Resilience and Socio-Emotional Health, University of Malta.

Empathy has great importance during socialization, and in schools, it is essential a teacher will be able to communicate and understand their students properly. On the other hand, teachers serve as a model for their students; this way students learn how to behave in the society, or how they understand others feelings and express responses. According to Davis empathy is a multidimensional construct with four dimensions (fantasy, empathic concerns, perspective taking and personal distress), which can be measured by his Interpersonal Reactivity Index.

The purpose of the study was to examine teachers' and students' empathy, and find out whether there are any connections with some background variables and how empathy develops in childhood. To measure empathy, Interpersonal Reactivity Index by Davis was used. Participants evaluated each statement on a 5-point Likert-scale.

Considering teachers empathy (N=65) no significant results were shown yet either based on gender or the number of teaching. Among students (N=580), the 18-year-olds got the highest scores in case of perspective taking and empathic concern and girls are more often characterized by empathic concern and impulsivity, than boys are.

These results can serve as basis of a developing program for teachers' empathy during their training.

G01 I B31 I Seminar Groups
Perspectives on teachers' involvement.

Can workplace incivility of Preschool Teachers impact their own social emotional competencies and thus the development of young children's social emotional competencies?

Yariv Itzkovich[1] and Niva Dolev[1]
[1]School of Humanities, Kinneret Academic College, Zemach.

Chair: Professor Carmel Cefai, Director, Centre for Resilience and Socio-Emotional Health, University of Malta.

While development of social emotional competencies (SEC) among young children is has been stressed as crucial, SEC of preschool teachers has been far less investigated, although its potential impact on children SEC development and their work more generally. Specifically, preschool teachers uncivil work experiences, which impact their behavioral and emotional based reactions, namely revenge and emotional intelligence resources, were overlooked, thus far. In line with these discrepancies, experiences of incivility and their links with preschool teacher's emotional resources and behaviors were examined among 210 preschool teachers. Data was gathered by means of an online questionnaire and short interviews. Results indicate that experienced incivility was positively correlated with both Self-Emotion Awareness (SEA) and Use of Emotions (UOE), two EI sub-factors, as well as with revenge. Additionally, revenge was negatively correlated with all four EI sub- factors namely SEA, UOE, others emotion Awareness (OEA) and Manage Emotions (ME). Some mediation effects were also observed indicating that to the most part experienced incivility among preschool teachers, decrease their emotional resources which ultimately impact their ability to develop the required SEC among young children.

G01 I B31 I Seminar Groups
Perspectives on teachers' involvement.

Teacher Education in Resilience Building.

Carmel Cefai[1]
[1]Psychology, University of Malta.

Chair: Professor Carmel Cefai, Director, Centre for Resilience and Socio-Emotional Health, University of Malta.

Increasing social, economic and emotional pressures and stresses in children's lives are putting the mental health and wellbeing of many children at risk, with about 20% of children facing mental health difficulties during the course of any given year. Half of mental health difficulties begin before the age of 14, underlining the need for early intervention and mental health promotion from an early age. The resilience perspective seeks to break the adversity - mental health issues trajectory by providing children at risk with the personal and social resources needed to protect them against adversity and disadvantage and promote their continued growth and healthy development. One of the implications of the increasing demand for resilience education in schools is the need for teacher education in resilience building. This presentation presents a masters programme in resilience education being developed by a number of universities in Europe as part of an EU funded project. It will discuss the framework underpinning the programme and presents an overview of the ten modules being prepared and which will be piloted later on this year.

G02 I B32 I Seminar Groups
Vulnerable groups. Prevention. Early intervention.

Embrace our children: Unlocking the potential to vulnerable children.

Petro Van Der Merwe[1]

[1]Psychology, University of South Africa (Unisa, Pretoria

Chair: Dr Birgitta Kimber, Umeå University, Sweden.

Many families in South Africa are struggling to care for their children. Many abused, neglected and abandoned children land up in children's homes. The country has inherited a legacy of violence, extreme inequality and social dislocation from the former apartheid regime. This has translated into high levels of domestic violence, substance abuse, sexual abuse and neglect. The Bramley Children's Home offers a safe haven to traumatised children in order to give them the opportunity to develop into well-balanced and responsible citizens. The Children's Home accommodates 54 children; boys and girls of different cultures and church denominations. UNISA lecturers from the College of Human Sciences and Education have been actively involved as from March 2012 with learning support and special emotional assistance for these children. This involvement is on a weekly basis. The specific focus is on individual attention to the children that have been identified by the social workers and management of Bramley Home. This paper explores lecturer's views of their experience of child protection in children's homes and on prevention and response to child exploitation in the context of South Africa through the use of debate and informal discussions as a narrative tool.

G02 I B32 I Seminar Groups
Vulnerable groups. Prevention. Early intervention.

Depressive adolescents at risk for marginalisation: Improving understanding and reducing social exclusion processes through social-emotional learning.

Marlies Matischek-Jauk[1] and Hannelore Reicher[2]

[1]Centre for Personnel Development and Higher Education Development, University College of Teacher Education Styria, Graz.

[2]Educational Sciences, University of Graz, Graz.

Chair: Dr Birgitta Kimber, Umeå University, Sweden.

Sad, mad or bad? Depressed adolescent often are considered as different. Developmental specific features such as irritability and comorbid behavioural disorders make it difficult to recognize the psychological problem of affected young people. Own research shows, that teachers tend to overlook depressive feelings in adolescents. Peers consider them as boring and not caring, thus avoiding contact with them. Additionally peers fear the emotional contagion of depressed mood. This can result in stereotypes and prejudices posing the depressed teenager at risk for marginalization and social exclusion. On the other hand, research findings underline that bullying, victimisation, and low social competencies can trigger depressive symptoms. Emotional problems can result in underachievement, an inability to learn and problems to build satisfactory interpersonal relationships. A literature review is given by focusing on epidemiological data, risk factors for depression and social dynamics of exclusion in school and the peer groups. Educational intervention and prevention efforts with respect to evidence-based social-emotional learning programs are summarized. Additionally, to systematic learning programs the role of supportive learning environments and support systems (e.g. social work) are discussed in order to improve the inclusive potential of schools.

G02 I B32 I Seminar Groups
Vulnerable groups. Prevention. Early intervention.

Socio-Economic Diversity.

Gill Ellis[1]

[1]School, Coed Eva Primary School, Cwmbran, Torfaen.

Chair: Dr Birgitta Kimber, Umeå University, Sweden.

This paper presents a case study of an approach developed at a primary (4-11) school, in South Wales, UK. The approach promotes community cohesion through a tried and tested framework empowering families to work in close collaboration with schools resulting in long term improvements in behaviour, communication, pupil achievement and relationships. Good communication between the home and school is an essential prerequisite of effective schooling and the importance of how parents and teachers influence and shape the everyday lives and behaviour of their children critically recurs in the evidence from empirical research (Walhberg, 1984; Epstein, 2001; Deforges et al., 2005) Therefore, with increasing familial breakdown, disaffection (Reid, 1986) and even disintegration (Patterson et al.,1993; Allen, 2010) politicians and policy makers have become increasingly concerned about how to support parents, children, schools and learning especially those from deprived socio-economic backgrounds. It has to be said that socio-economic diversity at primary level brings with it challenges within the classroom and at leadership level. The question of how pupils from different income levels and social backgrounds can still achieve despite this diversity is one which will be discussed using family values as an approach to demonstrate how this can be achieved.

G02 I B32 I Seminar Groups
Vulnerable groups. Prevention. Early intervention.

A Validated Group Counseling Curriculum to Reduce Suicidality among LGBTQ Youth: Results from a Randomized Controlled Trial.

Catherine Griffith[1]

[1]School Counseling, University of Massachusetts Amherst, Amherst.

Chair: Dr Birgitta Kimber, Umeå University, Sweden.

The needs of lesbian, gay, bisexual, transgender, and queer (LGBTQ) youth carry important implications for helping professionals in schools. This pilot investigation examined the impact of an affirming eight-week group counseling intervention on LGBTQ adolescent participants (n = 34). An experimental, repeated measures randomized-controlled-trial research design was employed to identify whether group participants experienced an: (a) increase in hopefulness; (b) increase in use of positive coping skills; (c) decrease use of negative coping skills; and (d) decrease in suicidality when compared to LGBTQ adolescents in a waitlisted control group. Key findings included that the intervention group participants experienced significant improvements in each of these outcomes with large effect sizes, particularly in the area of decreasing suicidality. In addition, hope was demonstrated to be a strong and significant predictor of suicidality. Given the negative experiences and subsequent suicide rates for the LGBTQ adolescents, helping professionals require sound interventions to support these youths' ability to thrive. Therefore, the findings from this study contribute to the knowledge base of effective group counseling interventions with LGBTQ individuals, providing practitioners with evidence-based practice to support these youth.

G03 | B41–42 | Seminar Groups
Relationships. Observations. Assessments.

Observing 3–4 year old children's social behavior in problematic situations.

Szilvia Hegedus[1] and Aniko Zsolnai[2]

[1]Doctoral School of Education, University of Szeged, Szeged.
[2]Institute of Education, Eötvös Loránd University, Faculty of Education and Psychology, Budapest.

Chair: Per Aulin, Centre for School Development, City of Gothenburg, Sweden.

In Hungary preschool begins at the age of three. This environment unusual for those children who were at home before this age. At the beginning of the preschool different and new social stimuli can recall new behavior, emerge new peer situations. In our research we assess these behaviors during the first year of preschool.

The main question of the research is how can different types of prosocial behavior emerge in problematic situations in this age group? Furthermore how sensitive are these kids in the case of a peer's negative state?

In this research seven preschool groups were observed (N=160). Every child was observed for 10 minutes for four times during free-play sessions. Categories used for observation were adapted from earlier researches (by Bar-Tal et al., 1982; Stockdale et al., 1989). We separated four main groups to categorize children's behavior: situation of problematic behavior, causes of prosocial behavior, positive social behavior, negative social behavior. Data were also compared according to the location of the situations (classroom, outdoor).

According to the data analysis we'll get detailed information about newcomer preschoolers in-group behavior. The data analysis is in process, the presentation will be held at the conference.

G03 | B41–42 | Seminar Groups
Relationships. Observations. Assessments.

Measuring and empowering Meta-Emotional Intelligence in adolescents.

Antonella D'amico[1]

[1]Dipartimento Di Scienze Psicologiche, Pedagogiche E Della Formazione, Università Di Palermo, Palermo.
Meta-Emotional Intelligence (D'Amico, 2013) is intended as a mix of individuals' beliefs about emotions, emotional self-concept and emotional abilities.

Chair: Per Aulin, Centre for School Development, City of Gothenburg, Sweden.

In order to measure individuals' Meta-Emotional Intelligence, D'Amico (2013) developed the IE-ACCME test, a multi-method scale based on the Mayer and Salovey model (1997) composed of two self-report scales aimed at measuring beliefs about emotions and emotional self-concept, and a performance test aimed at measuring emotional abilities. Using IE-ACCME, important discrepancies among self-report and performance scores were found, indicating that some adolescents tend to overestimate or underestimate their own emotional abilities. Both overestimation and underestimation are considered to reflect poor meta-emotional intelligence and could have an important impact on individuals' wellbeing.

For these reasons, D'Amico and colleagues developed the psycho-educational training "MetaEmozioni", aimed at improving Meta-Emotional Intelligence. During the training, IE-ACCME scores of adolescents are used in order to guide them in reflecting about theirs beliefs and experiences about emotions, their emotional self-concept and their emotional abilities. Then, adolescents are involved in an experencial training aimed at improving their emotional abilities and to find way to overcome their difficulties in particular areas of emotional intelligence.

Applications of the training with adolescents will be described during the conference.

G03 | B41–42 | Seminar Groups
Relationships. Observations. Assessments.

Loving relationships – between the essential and the impossible

Cristiana Rodrigues[1], Maria Veiga Branco[2], Maria Ribeiro[3] and Celeste Antão[1]

[1]Nursing, Instituto Politécnico De Bragança, Bragança
[2]Social Ciences and Behavior, Instituto Politécnico De Bragança, Bragança.
[3]Social Ciences, Universidade De Trás-Os-Montes E Alto Douro, Bragança.

Chair: Per Aulin, Centre for School Development, City of Gothenburg, Sweden.

Intimacy is the feeling of closeness and connectedness in a relationship, but human beings don't have the same values along the continuum of life.

This study aims to recognize values considered essential and impossible to live a loving relationship. A quantitative, descriptive and analytical study was developed through a questionnaire applied to 233 individuals (82.5% female / 17.5% male, 51.7% single), aged between 16-76 years, from north and central Portugal, divided In two classes: 31% young (16-25 years) and 68.7% adults (≥25 years).

Results show that the values considered essential in loving relationship are in descending order: «trust» (226-96,9%), «dialogue» (226-96,9%), «tenderness» (225-96,6%), «intimacy» (225-96,6%), «loyalty» (224-96,1%), «freedom» (221- 94,8%). «Humor» is considered essential by the respondents (221-94,8%), but younger people attribute it a significantly higher importance (p = 0,001) than older people. As values that make a relationship impossible, the majority of sample, considers «disrespect» (228-97,9%), «mistrust» and «lack of dialogue» (226-96,9%), «violence» (222-95,3%), «lack of love» and «betrayal» (220-94,4%). For younger, «shyness» (p = 0.007) and «shame» (p = 0,028) are significantly inhibitory, and for adults it is «prejudice» (p = 0,028).Younger and older people have different perspectives about what is essential or impossible in a loving relationship.

PARALLEL ACTIVITIES
16.30–18.00

IN03 | AUB | Invited symposium:
RESCUR in Kindergarten.

Renata Miljević-Riđički[1], Ljiljana Šaric[2], Kosjenka Lovrec-Marinovc[2], Martina Radat[2,] Vesna Maric[3], Ljubica Duspara[3], Alka Poznjak Malobabic[3], Mirela Marjanac[4], Marina Vuko[4], Marcela Milkovic[4], Tomislav Busic[4], Lana Krkac Vadllja[4], Nikolina Badric[4], Natalija Marincel[5], Ruzica Matijevic[5], Dina Darwish[5], Sanja Simcic Domitrovic[5], Davorka Crnkovic[6], Minja Jeic[6] and Ivana Golik Homolak[6]

[1]Faculty of Teacher Education, Faculty of Teacher Education, Zagreb.
[2]DJECJI VRTIC PRECKO, Kindergarten PRECKO, Zagreb.
[3]Kindergarten Radost, Kindergarten Radost, Zagreb.
[4]DV Sopot, Kindergarten Sopot, Zagreb.
[5]DV UTRINA, Kindergarten Utrine, Zagreb.
[6]Kindergarten Vrbik, Kindergarten Vrbik, Zagreb.

Participants: Renata Miljevic-Ridicki, Dejana Bouillet and Antonija Balic-Šimrak, Faculty of Teacher Education, University of Zagreb (RESCUR project members/authors).
Krešimir Plantak, kindergarten teacher, member of the pilot project in Croatia.
Representatives from Zagreb kindergartens (principals and/or psychologists) who have started to aply the Resilience curriculum.

Application of the Resilience curriculum in kindergarten will be presented using data from Croatian kindergartens.

The Expressive and the Illustrative in the Illustrations of the Storybook How to Say No
This work presents the process of creating illustrations for the storybook How to Say No to show how to use expressive and illustrative techniques in working with very young as well as with preschool children through art activities that deal with raising emotional awareness. By combining painting and drawing skills in the presentation of emotions we get two dimensions of emotional communication through a work of art. One dimension relates to the spontaneous expression through colours (painting) where we pay attention to the symbolism of colours, whereas the second dimension

(drawing) precisely and illustratively describes thoughts.

From theory to practice – implementation of the Resilience curriculum in kindergarten: comparison between control and experimental groups

How successful will the implementation of the curriculum be? Before we start implementation, we shall test the resilience of children in experimental groups as well as in control groups (which will not start with the curriculum yet), and see if there is any difference in children's resilience after a year of implementation. Preliminary results will be presented at the Conference.

Correlation between child's and parent's resilience

What do kindergarten teachers say about cooperation with parents during the implementation of the Resilience curriculum? Which parents are more cooperative – resilient or less resilient? Is there a correlation between child's and parent's resilience?

IN04 | AUS | Invited symposium:

Invited symposium: Does diversity in society inevitably lead to a rise in bullying, intolerance and discrimination?

Helen Cowie[1] and Carrie-Anne Mayers[2]

[1] University of Surrey, University of Surrey, Guildford
[2] City, University of London, City, University of London, London.

Chairs: Helen Cowie (University of Surrey) and Carrie-Anne Myers (City University London).

Integrative statement
Across Europe, and in the context of a post-BREXIT situation, society is having to accommodate to large numbers of people from diverse cultures. There is a reported increase in xenophobic incidents, bullying and social exclusion, indicating that diversity runs the risk of intolerance and prejudice. This is played out in all manner of social situations in schools and universities, in the community and in the workplace. This symposium will focus on the legal and moral aspects of the issue as well as on interventions that promote tolerance, *convivencia* and xenophilia. The three papers, grounded in empirical research from Brazil, Spain and UK, in a range of social contexts, each make recommendations about strategies in schools and the community that have the potential to celebrate diversity. These will form the basis for discussion after the presentations.
Key words: bullying and the law; moral engagement;peer support.

Paper 1 Exploring the nature and extent of hate crime in schools and interventions to combat it.
Rashid Aziz (Canterbury Christchurch University)

Homophobic bullying, disablist bullying and bullying due to race, gender or religion are, according to legal definitions, 'hate crimes' and, as research indicates, children and young people are both victims and perpetrators of this kind of violence or bullying at school. If such behaviour were to take place outside of the school setting and by those who are over the age of criminal responsibility, there would be legal consequences and official records of these incidents. However, as these occurrences are generally dealt with by the school, there is a lack of understanding of the nature and extent of the problem.

In this talk I focus on racist and religious hate crime, in particular, on the experiences of Muslim children post September 11th 2001. I argue that the rise of Islamophobia in the national context (Tell MAMA, 2016) is mirrored in British Schools. I consider the effect of key incidents, such as BREXIT, on hate crime in and around schools. I also consider the steps being taken in order to prevent hate crime in schools.

Paper 2 The moral engagement of witnesses in confronting bullying and developing systems of peer support in Brazil as a means of addressing and preventing the problem.

Luciene Regina Paulino Tognetta and Rafael Petta Daud (Universidad Estadual de Sao Paulo UNESP) and José Maria Avilés Martínez (Universidad de Valladolid).

Strategies to counteract bullying have proved most effective when they involve the participation of witnesses/bystanders. Witnesses have been found to be more morally engaged than perpetrators and victims, indicating a potential role for bystanders in recognising disrespect towards a fellow student and offering help. Additionally, this involves witnesses in promoting the message that concern for others, cooperation and respect exist in the school. The present study aimed to investigate the perceptions of students about the presence of bullying among peers both before and after the implementation of a peer support (PS) system in a public school in the state of São Paulo, Brazil. The sample was composed of elementary school students in years 6–9. After 6 months of the implementation of PS, the research team elicited perceptions of bullying before and after the intervention. Students reported that problems between peers had decreased as a result of PS. Involving students in constructing a cooperative environment is one of the most productive ways of overcoming bullying.

Paper 3 Systems of PS increase convivencia and reduce bullying.

José María Avilés Martínez (Universidad de Valladolid, Spain), Mª Victoria Vián Barón (IES Julián Marías) and Luciene Regina PaulinoTognetta (Universidade Estadual Paulista, SP Brazil).

The present investigation explores the impact that PS has on *convivencia* in different sectors of the school community, in particular, on peer relationships. The study compared secondary school students who participated in a PS programme with a control group of students who did not, and examined the effects of each one of these PS programmes. At the same time, the study contrasted the effects on schools which had used PS with those that had not. On the basis of several measures, including Insebull (Avilés & Elices, 2007) which elicit students' perceptions of bullying and its impact on everyday *convivencia*, there emerged distinct relational dimensions in the following areas: moral development, school climate, rates of bullying and *convivencia*. Additionally, the present study examined the satisfaction levels of four different sectors of the school community – peer supporters, parents, users of PS and teachers - with the development of PS in their schools and its impact.

IN05 | B52 | Invited symposium:
Improving inclusion: An evidence based, social emotional approach.

Annalisa Morganti[1], Anamarija Zic Ralic[2], Davide Antognazza[3], Lúcia Canha[4] and Alessia Signorelli[5]

[1]Department of Philosophy, Human, Social and Education Sciences , University of Perugia, Perugia.
[2]Department for Inclusive Education , University of Zagreb, Zagreb.
[3]Department of Education and Learning, University of Applied Sciences and Arts of Southern Switzerland, Locarno.
[4]Cerebral Palsy Association, Cerebral Palsy Association, Odemira.
[5]Department of Philosophy, Human, Social and Education Sciences, University of Perugia, Perugia.

Chair: Annalisa Morganti – University of Perugia, Italy.

This symposium puts at its centre the transition that starts from the wide and shared acknowledgement of inclusion as a principle to its concrete, evidence-based implementation in social and educational contexts. Scholars and researchers coming from across Europe will debate on the current topic of Inclusive Education (IE), challenging and comparing the different inclusive models that at present characterize the European area, highlighting their still high diversification. The symposium will

address, within its main framework, topics such as the social and school inclusion of children and adult with disabilities, how to assess the relation between academic achievement and school inclusion, the the transition of students with disabilities from the school environment to active life, how school inclusion can foster succesfully this transition, and the effect of social and emotional learning on inclusion.

1. Social-emotional competence of pupils in inclusive classes in Croatia.

Anamarija Zic Ralic. Affiliation: Associate professor, Department for Inclusive Education and Rehabilitation, University of Zagreb.

Brief summary: Educational inclusion in Croatia have more than 35 years of implementation. The inclusion quality has been quite a lot improved during last 15 years, providing different kind of support to students with disability, their teachers and parents. The aim of this research is to explore differences between social-emotional competence of pupils, members of classes with high or low quality of educational inclusion. After determination of high/low inclusion quality primary schools, teachers (N=17), and students (N=307), third graders, evaluate social-emotional competence with the several well-validated and reliable assessments. Results shows that pupils in high quality inclusive education show significantly more strengths and less difficulties (SDQ) than pupils in low inclusion quality. This is more significant for boys and for pupils with disability.

2. A tale from a composite country that connect social and emotional learning with inclusion: the Tessin way.

Davide Antognazza. Affiliation: University of Applied Sciences and Arts of Southern Switzerland, Department of Education and Learning.

Brief summary: Based in Tessin, the Italian speaking part of Switzerland, a Canton which considers inclusion as one of the principles of its school system, our Department has developed a specific program to teach the SEL principles to pre-service and in-service teachers. In this talk, I will describe some activities that our teachers have designed to promote social and emotional development for children with disabilities. Together, we will explore a simplified version of the Turtle story from the PATHS curriculum and other strategies which are applied in regular class, often for all the pupils. There is a lack of knowledge and a preconceived idea of what the child with a disability can achieve: with our simple but revealing experience, we want to shed light on some possibilities that the school has to support SEL skills development, while includes in class all the kind of learners.

3. The transition of students with disabilities to adult life: the role of GAPRIC project in promoting social inclusion. OR The transition of students with disabilities to adult life: the role of service promoting social inclusion after school in Portugal.

Lúcia Canha. Affiliation: Executive Director of a Cerebral Palsy Association in Odemira – Portugal.

Brief summary: Studies derived from practices in adult transition programs for people with disabilities shows that, with adequate and systematic support, and through the development of specific skills, this disadvantage can be mitigated. In this communication I will present the GAPRIC Project (Service to Support Community Inclusive Programs) developed by an Association of Cerebral Palsy in Portugal since 2015. The project works by mobilizing existing resources in the community and establishing partnerships with schools, companies, and local authorities in order to include youth with disabilities or special educational needs in community programs. A variety of services is provided enabling meaningful and structured experiences in the community by people with disabilities-socio-professional experiences in real working contexts, socio-cultural, sports and leisure experiences.

4. Improving inclusion through Social and Emotional Learning: an Italian experience.
Alessia Signorelli. Affiliation: Research fellow, Department of Philosophy, Human, Social and Education Sciences, University of Perugia.

Brief summary: Inclusion has been one of the main elements in the Italian school system for more than forty years. Within the European project *EAP_SEL*, whose partnership was made of Italy, Sweden, Switzerland, Slovenia and Croatia, Italy's research team focused particularly in investigating the impact of SEL in improving inclusion in the 10 intervention classes of 1st year primary schools in the Italian sample. For Italy, it was the first time in implementing a SEL program in schools. The use of the *Inclusive Process Assessment Scale*, allowed for gathering and analyzing data able to answer the question about the connection between the acquisition and use of SEL skills and inclusion improvement in the classes; the data thus gathered have shown a positive relation between these two aspects.

W02 | B51 | Workshop
Effective components of two social learning models for improving resilience, social and emotional development in children.

Åsa Wallentin[1] and Patric Bengtsson[1]
[1] Utvecklingscentrum för barns psykiska hälsa, Närhälsan, Göteborg.

More than 30 years of research coming out of the Oregon Social Learning Center has contributed to our professional understanding of how positive interactions with adults enhance the social and emotional development of children and youth. According to the Oregon social learning framework, well-functioning relationships with parents and other important adults, such as teachers, serve as a buffer against other risk factors in life, thus improving children's resilience. Intervention models coming out of Oregon meet the criteria for evidence-based practice, and are widely implemented in various settings such as social services, schools and community mental health. This workshop will center around the effective components of two of these Oregon models, The Family Check-up (FCU) and PBIS.

These two models are currently being adapted and implemented in the Gothenburg region, Sweden via Närhälsans Center for Progress in Children's Mental Health. One is a family-centered intervention called the Family Check-up. The intervention model is adaptive and tailored to address the specific needs of each child and family. In collaboration with a research team at Karolinska Institute in Stockholm an effectiveness trial of the FCU has been conducted. The trial is now in the three-year follow up phase. Preliminary results from one- and two- year follow-ups support previous findings that the model leads to long term positive effects on youth mental health.

PBIS is a school-wide intervention supported research in both USA and Norway, where a Nordic adaptation was developed called PALS. The Center for Progress provides training and supervision in PALS to ensure that children receive the most advanced, evidence-based methods available.

In this workshop the models along with their respective research traditions will be presented, followed by practical training in the effective components. Specific learning objectives such as positive behavior support, healthy limit setting and relationship building.

G04 | B31 | Seminar Groups
Attainment. Scale. Family resilience.

An empirical basis for linking social and emotional learning to school success.

Michael Wigelsworth[1] and Neil Humphrey[1]
[1]Manchester Institute of Education, University of Manchester, Manchester.

Chair: Therése Skoog, Associate Professor of Psychology, Örebro University, Sweden.

SEL programming is often used to create a supportive educational climate, accompanied by direct opportunities for explicit

teaching of SEL skills, ideally resulting in positive influences on children's attachment for school, mental health and wellbeing, and academic attainment. However, empirical evidence for this chain of reasoning has mostly been inferred from summary outcome data (i.e. programme trials and meta-analyses). This paper discusses the limitations of using such data as evidence for the underlying logic of SEL, and presents analyses of an alternative approach. Latent-variable path-analysis is used to examine the inter-relationships between school environment, mental health and wellbeing, social skills, behaviour and academic attainment with a large sample of primary school children (c. 2,600 pupils).This study is amongst the first to utilise rigorous statistical modelling to empirically assess interrelationships between theorised concepts, and provides a more nuanced understanding of the role of SEL in improving children's outcomes.

G04 | B31 | Seminar Groups
Attainment. Scale. Family resilience.

A RCT study of the Resilience Curriculum (RESCUR) in Sweden.

Birgitta Kimber[1], Charli Eriksson[2] and Therése Skoog[3]

[1]School of Health Sciences, Faculty of Medicine, Örebro University, Örebro.
[2]School of Health Sciences, Faculty of Medicine, Örebro University, Örebro.
[3]School of Law, Psychology and Social Work, Örebro University, Örebro.

Chair: Therése Skoog, Associate Professor of Psychology, Örebro University, Sweden.

A description of the study of the RESCUR curriculum that is currently taking place in Sweden. The RESCUR curriculum was developed within a Commenius project between 6 European universites with the purpose of enhancing European children's resilience.

Issues of diversity are currently of great topicality, particularly in light of what is happening in the world today with migration on a large scale due, among other things, to war and poverty. We describe the design and implementation of the study. We have 8 experimental schools and 7 control schools located in different parts of Sweden, both urban and rural. In each school, we have classes from schoolyear 1 (7 years old) and schoolyear 4 (11 years old).

It is an effectiveness study but we are also collecting qualitative and implementation data. The study has been financed by the Public Health Agency of Sweden, and is being performed by a NGO (Junis) whose aim is to help children living in troubled circumstances, in particular in families with alcohol and drug abuse problems. Junis is working together with Örebro University.

G04 | B31 | Seminar Groups
Attainment. Scale. Family resilience.

Relations between family resilience and socio-emotional skills of youth.

Josipa Mihic[1], Martina Feric[1], Ivana Maurovic[1], Gabrijela Ratkajec Gasevic[1] and Antonija Zizak[1]
[1]Department of Behavioral Disorders, Faculty of Education and Rehabilitation Sciences, Zagreb.

Chair: Therése Skoog, Associate Professor of Psychology, Örebro University, Sweden.

During the second half of 2016, University of Zagreb, Faculty of Education and Rehabilitation Sciences has carried out the project "Research of the Relationship between Individual and Family Resilience". The main aim of the project was to explore the contribution of the individual and family resilience to the developmental outcomes of college students. Aim of this paper is to determine the relationship between family protective mechanisms and socio-emotional skills perceived by 1st year college students (N=403). Also, specific contribution of gender, stress levels and family protective mechanisms on first year college students' socio-emotional skills were examined.

The results of hierarchical linear regression have shown significant contribution of gender on self-reported emotional awareness

of students in a way that female students report higher levels of emotional awareness. Also, we have found significant contribution of quality of family communication and problems solving to higher levels of self-reported expression of emotions skills of students. According to this study, a quality of family communication and problems solving just as family organization have significant contribution on higher levels of students emotion regulation skills. These results emphasize the importance of promoting family strengths and protective mechanisms in promoting socio-emotional skills of youth.

G05 | B32 | Seminar Groups
Social and emotional learning (SEL) outcomes.

Implementation and impact of the PATHS curriculum on children's psychological wellbeing, perceptions of peer social support, and school connectedness.

Neil Humphrey[1]
[1]Education, University Of Manchester, Manchester.

Chair: Siggi Olafsson, Development manager and Conference coordinator, Centre for School Development, City of Gothenburg, Sweden.

In this randomized controlled trial, we evaluated the impact of the Promoting Alternative Thinking Strategies (PATHS) curriculum on children's psychological wellbeing, perceptions of peer social support, and school connectedness. Forty-five schools in Greater Manchester, England, were randomly assigned to intervention and control groups. Allocation was balanced by proportions of children eligible for free school meals and speaking English as an additional language via adaptive stratification (minimization). Children (N = 4,956) aged 7–9 at baseline were the target cohort.

During the two-year trial period, teachers of this cohort in schools allocated to the intervention group delivered the PATHS curriculum, while their counterparts in the control group continued their usual provision. Teachers in PATHS schools received initial training and on- going support and assistance from trained coaches. Hierarchical linear modeling of outcome data indicated that PATHS significantly improved children's psychological wellbeing and perceptions of peer social support, but not their school connectedness. Effect sizes were small in both cases. Further analysis using observational implementation data revealed that higher levels of implementation quality and responsiveness were associated with significant improvements in children's psychological wellbeing and (marginally) school connectedness. Conversely, increased intervention exposure was associated with significant reductions in psychological wellbeing.

G05 | B32 | Seminar Groups
Social and emotional learning (SEL) outcomes.

Social and Emotional Learning in Schools: evaluation of the Norwegian version of the Lions-Quest "Skills for Adolescence" program.

Børge Strømgren[1] and Henrik Rødsten Gilde[1]
[1]Department Of Behavioural Science, Oslo And Akershus University College Of Applied Sciences, Oslo.

Chair: Siggi Olafsson, Development manager and Conference coordinator, Centre for School Development, City of Gothenburg, Sweden.

This three-year trial will evaluate the effectiveness of a universal primary school based program called MV-2 (Mitt Valg 2, grades 5-7) in Norway (the original US version is termed the Lions-Quest "Skills for Adolescence" [grades 6-8] program). MV-2 is aimed towards helping students achieve and perform essential social and emotional skills. The program is termed universal because all students a class receive the program at the same time, and preferably all classes in one school should receive MV-2. MV-2 is supported by two studies in the US, but currently lacks a strong evidence base.

MV-2 is made up of 47 lessons organized in six themes: development of the school climate, social interaction and emotions, relations, critical thinking, drugs and tobacco, and formulating positive goals. The current trial is important because there a significant number of children and young people do suffer from emotional and social difficulties. The main aim is to examine the impact of the MV-2 on Norwegian students' social skills and emotional wellbeing.

G05 | B32 | Seminar Groups
Social and emotional learning (SEL) outcomes.

SEAK Canada: An Exploration of the Effects of PATHS on Health Service Use.

Jean Hughes[1] and Sophie Jacques[2]

[1]Nursing, Dalhouise University, Halifax.
[2]Psychology, Dalhouise University, Halifax.

Chair: Siggi Olafsson, Development manager and Conference coordinator, Centre for School Development, City of Gothenburg, Sweden.

The *Socially and Emotionally Aware Kids* (SEAK) project tested a proven SEL program, *Promoting Alternative Thinking Strategies* (PATHS), in 5 community sites (urban and rural) with high inequalities across 3 provinces in Canada. SEAK had 4 major goals: (a) to deliver PATHS in ways that build sustainability; (b) to build knowledge regarding the effects of PATHS over longer term, on health service use, and on investments; (c) to build knowledge about collaborative partnerships that involve multiple sectors and diverse populations; and (d) to build knowledge about how best to mobilize lessons learned among diverse stakeholders (public, service providers, policy/decision-makers). This paper will focus on the effects of PATHS on health service use. It will explore whether, in a country with publically funded health care, PATHS students, compared to non-PATHS students, use health services in different ways (type and frequency). While our team has explored this matter from a theoretical perspective in the past, this presentation will report the results of our health data analysis using the government database that tracks all services accessed, rather than relying on self-report.

G06 | B41–42 | Seminar Groups
Affective relationships. Holistic well-being. Child voice.

Co-constructing enabling spaces for hope and inclusion through the promotion of holistic well-being: A South African case study.

Ansie Elizabeth Kitching[1]
[1]Educational Psychology School of Education Studies, North-West University, Potchefstroom.

Chair: Professor Celeste Simões, University of Lisbon, Faculty of Human Kinetics, Portugal.

In South Africa, almost 4 million children and youth live in contexts of poverty. The adversities associated with these circumstances seriously impact the optimisation of their potential. Schools are in a position to provide enabling spaces in which they can flourish by promoting well-being on individual, relational and whole school level (Cefai and Cavioni, 2015; Roffey, 2016). In the South African context the promotion of holistic well-being is not considered an integral part of schooling and research in this regard is limited. To address the problem, a Participatory Action Learning Action Research approach (Zuber-Skeritt, 2011), has been applied over a period of two years to introduce a multi-level process aimed at the facilitation of holistic well-being in six South African schools in contexts of poverty. The results obtained thus far indicate that the process facilitates the co-construction of spaces in which the adversities experienced by children and youth are addressed in pro-active ways that restore hope and allow them to envision a future for themselves. They also became more aware of their impact on one another and therefore less exclusive in their interactions across the various levels of interrelatedness.

G06 | B41–42 | Seminar Groups
Affective relationships. Holistic well-being. Child voice.

Strengthening our assistance by ensuring children have their say and their voices are valued.

Dr Tania Hart[1]
[1]Faculty of Health And Society, The University of Northampton, Northampton.

Chair: Professor Celeste Simões, University of Lisbon, Faculty of Human Kinetics, Portugal.

Background:

To promote positive childhood school experiences research highlights the need for schools to balance attainment with pupil wellbeing. Obtaining this balance is, however, more complex when the child is experiencing mental health difficulty.

Methods:

Qualitative data obtained from carrying out semi-structured interviews with this population of teenage school children, their parents and teachers is presented.

Findings:

These children prioritised a need to feel a sense of connection to their school teachers and peers at school. This was pre-requisite to accepting individualised support. A vulnerability, however, to victimisation, bullying, discrimination and stigmatisation often made this population of school children feel isolated at school. It was therefore paramount that their emotional security was promoted via good teacher pupil relations. This was only possible when teachers possessed a good mental health knowledge, and were able to sensitively handle disclosure and confidentiality. Only when children felt safe and connected at school were they more accepting of specialist pastoral or learning assistance.

Conclusions:

From the perspectives presented, more universal mechanism of connecting children with their peers and teachers is needed. Also more emphasis must be placed on promoting the child's emotional security via clearer school mental health confidentiality and disclosure guidance.

G06 | B41–42 | Seminar Groups
Affective relationships. Holistic well-being. Child voice.

Affective relationships from youth and adults' perspectives.

Maria Veiga-Branco[1,] Maria Ribeiro[2], Celeste Antão[3], Cristiana Rodrigues[4], Zélia Anastácio[5], Luis Frolen[6] and Ana Prada[7]
[1]Ciências Sociais E Gerontologia, Instituto Politécnico De Bragança, Bragança.
[2]Ciências Sociais , Instituto Politécnico De Bragança, Bragança.
[3]Departamento De Enfermagem, Instituto Politécnico De Bragança, Bragança.
[4]Enfermagem, Rede Nacional De Cuidados Continuados, Bragança.
[5]Ciências Da Educação, Universidade Do Minho, Braga.
[6]Engenharia, Instituto Politécnico De Bragança, Bragança.
[7]Educação E Psicologia, Instituto Politécnico De Bragança, Bragança.

Chair: Professor Celeste Simões, University of Lisbon, Faculty of Human Kinetics, Portugal.

This study aims to compare youth and adults'perspectives about affective relationships, essential for maturity construction and subjective well-being.

Quantitative and descriptive study, developed through a questionnaire applied to 233 individuals (82,5% female/ 17,5% male, 51,7% single), aged between 16–76 years, from north and central of Portugal, divided in two classes: 31% young (16–25 years) and 68,7% adults (≥25 years).

In their affective life, 208 individuals, representing 89,3% (32,2% young; 67,8% adults), contrary to 10,7% (24% young; 76% adults), consider «to have stable relationships». A total of 167–71,7% individuals (35,9% young; 64,1% adults), contrary to 66-28,3% (19,7% young; 80,3% adults),

recognize «relationships because falls in love». Nonetheless, 22–9,4% (54,5% young; 45,5% adults) assume «short and successive relationships». Also 17-7,3% (41,2% young; 58,8% adults) recognize «dating, not relationships», and 102-43,8% agree that «relationships start from physical attraction» (27,5% young; 72,5% adults). Some individuals (69-29,6%) agree that «the most important in relationships is sexual component» (21,7% young; 78,3% adults) and 51-21,9% that «love is not the most important in affective relationships» (15,7% young-84,3% adults).

The findings suggest that adults are, for better or worse, an expressive model to youth. Emotional education is essential to develop youth responsibility and awareness.

PARALLEL ACTIVITIES
18.00–19.30

IN06 | AUB | Invited symposium:
Truly diverse school classes –
what can we do?

Ylva Svensson[1]
[1]Psychology, University of Gothenburg, Gothenburg.

Due to increased migration our societies and consequently also our schools are becoming more ethnically diverse. More schools are faced with the task of dealing with issues of discrimination, cultural diversity and integration. The proposed symposium brings together the most recent empirical research on diverse schools from three different countries (Germany, the Netherlands and Sweden) and aims to discuss its implications for practical work in the schools.

The first presentation deals with perceived ethnic discrimination (PED), which serves as a major risk-factor for social- psychological and academic well-being of immigrant youth (Vedder et al., 2007; Wong et al., 2003). Immigrant youth frequently perceive discrimination across multiple contexts from multiple sources, such as from teachers and peers in the school (European Monitoring Centre on Racism and Xenophobia, 2004). Interethnic friendships, however, may serve as a protective factor, buffering effects of PED (Hamm & Faircloth, 2005). In the present study, we investigated: (1) the effects of PED by teachers and fellow students on socio-emotional adjustment (depression, general life-satisfaction, and disruptive behaviour), (2) how this link may be moderated by individual relationships within the classroom, and (3) gender differences. Multilevel analyses based on data from 327 early adolescents of Turkish background (M = 11.67 years, SD = .67; 51% male) attending 62 culturally diverse classrooms in Germany revealed that PED had a strong negative effect on all three indicators of socio-emotional adjustment. Whereas the effect of teacher discrimination was stronger for boys, the effect of student discrimination was stronger for girls. Against our expectations, cross-ethnic friendships with German children did not buffer the effects of PED but attenuated them. Results are discussed in relation to findings that integration needs a supportive context in order to produce positive outcomes.

The second presentation concerns effects of how teachers guide ethnic integration within classrooms. Studies on the effect of diversity on intergroup relations and attitudes provide conflicting results. To explain these mixed results, Stark and colleagues (2015) pointed to the effect of social processes within the classroom, where liking outgroup classmates was related to more favorable outgroup attitudes, and disliking outgroup classmates was related to less favorable outgroup attitudes. From an educational perspective, the question is what teachers can do to improve ethnic integration between their students. This question is even more relevant given findings of a recent study in the Netherlands which documented that many teachers find it hard to discuss ethnically sensitive issues with students (Kleijwegt, 2016). Hence, the current study examines how discussing ethnically sensitive issues in the classroom may affect the process of ethnic integration with-

in school classes in terms of social integration (i.e. interethnic friendships) and interethnic attitudes. The sample consists of 1197 secondary school students (32% with an immigration background), within 61 classrooms of 12 secondary schools. Preliminary results indicate that particularly ethnic minority students benefit from discussing ethnically sensitive issues in the classroom.

The third presentation deals with identity in ethnically diverse schools. Theories on interethnic relations are based the assumptions that there are clearly defined ethnic groups, and that same-ethnic members are present. This is not the case in many European countries, where immigrant groups are highly diverse and where the division is rather between people with immigrant versus native background. The Common Ingroup Identity Model suggest a process of re-categorization whereby members of different groups conceive themselves as members of a more inclusive superordinate group and experience a heighten sense of belonging to that group (Gaertner & Dovidio, 2000). In the current study we explore whether "immigrant" can function as a subordinate identity and if so, what such an identity includes. Three different samples were used, and both quantitative analyses of survey data and qualitative analyses of master narratives were conducted. Results showed that the majority of those who identified as immigrants where male, attended highly diverse schools, and had immigrant friends with whom they spoke Swedish. Immigrant identities were described as self-chosen, where a sense of belonging was based on a shared immigrant experience, but also as ascribed by others, where the participants described being denied a Swedish identity or their ethnicity by being lumped together with other immigrants. Results support "immigrant" as a subordinate group identity and point to the importance of allowing individuals to themselves define their in-group (Yip, Seaton, & Sellers, 2010). Ways to encourage subordinate in-groups are discussed.

Study 1: Cross-ethnic friendships exacerbate effects of perceived discrimination on social-emotional adjustment of Turkish origin children in Germany.
Maja Schachner, (University of Potsdam), Alaina Brenick, (University of Connecticut) & Philipp Jugert, (University of Leipzig).

Study 2: The importance of teacher-initiated discussions about ethnically sensitive issues in multi-ethnic classrooms.
Munniksma, A. (University of Amsterdam) & Stark, T.H. (Utrecht University, Ercomer).

Study 3: "Immigrant identity" as a subordinate in-group identity.
Ylva Svensson (Gothenburg University).

IN07 | AUS | Invited symposium:
Social and emotional learning practices across ages in Portugal.

Celeste Simões[1], Paula Lebre[2], Anabela Santos[1], Ana Marta Fonseca[3] and Margarida Gaspar De Matos[3]
[1]Departamento De Educação, Ciências Sociais E Humanidades, Faculdade De Motricidade Humana, Universidade De Lisboa, Lisbon.
[2]Departamento De Educação, Ciências Sociais E Humanidades, Faculdade De Motricidade Humana, Universidade De Lisboa, Lisbon
[3]Departamento De Educação, Ciências Sociais E Humanidades, Faculdade De Motricidade Humana, Universidade De Lisboa, Lisbon.

Social and emotional competences are acquired during the course of our development through experiences in the main life contexts. Sometimes the social models available in these contexts are non-existent, inadequate or unsatisfactory, which leads to the acquisition of an inadequate behavioral repertoire by the child that probably will be reflected also in adolescence and adult life interactions. Furthermore, in some of these contexts there is the presence, in one hand, of many other risk factors, significant adversities and in some cases a greater vulnerability to these events, and, on the other hand,

important gaps in protection. It is therefore pertinent to carry out pedagogical and therapeutic interventions that seek to promote social and emotional competences, resilience and the development of a vast repertoire of social responses that allow successful coping with a variety of situations and contexts, and thus to a healthy and positive development across life span.

The proposed symposium adds a set of 4 communications in which different interventions, developed under the social and emotional competences and resilience promotion framework, and implemented in Portugal with different age groups and different socio-emotional profiles, will be presented.

The first communication in this symposium aims to present the work developed by the Social Adventure Project team. This team has been dedicated to the health promotion and education, in particular of the most vulnerable children and young people, through the study of the risk and protection factors and processes, associated with health and well-being, as well as the development, implementation and evaluation of programs to promote social and emotional skills and resilience. Throughout its 30 years of existence, multiple studies and interventions have been developed in several contexts, namely in the school and in the community. In the context of this communication some works will be presented that were funded or developed in partnership with some of the key institutions at national level, namely, the Instituto de Apoio à Criança, Instituto de Reinserção Social, and Fundação para a Ciência e Tecnologia.

The second communication reviews the literature on EI and poses a series of questions about the links between EI in psychomotor rehabilitation and suggests a program involving body mediated activities planned under EI framework, as proposed by Veiga Branco (2004). The improvement of emotional and interpersonal competencies has been reinforced as one of the attitudinal skills necessary for psychomotor rehabilitation, in order that future professionals

in this area become engaged and attuned to self and others through multi-sensory awareness (Garcia, Camps, Mila & Peceli, 2011) which includes self-awareness, emotion management, self-motivation, empathy and interpersonal relations.

The third communication aims to present RESCUR, Resilience Curriculum for early and primary education in Europe, implementation in Portugal. In this scope, a brief presentation of the curriculum will be provided as well as the results of the pilot implementation with children's from 3 to 11 years old. Overall impression of the curriculum, both in early years and primary school, was positive. The teachers observed a moderate positive change in the learners', which were highly engaged with the activities. In general, teachers considered that the curriculum was useful, interesting, appropriate and feasible. As such, the implementation of the curriculum is moving on to what is expected to be a wide implementation, in Lisbon area, through teachers training and the development of specific projects designed to evaluate the impact of the curriculum on the children's' positive development (acquisition of social, emotional and resilience competences, reduction of behavioural and emotional problems, promotion of well-being and academic achievement). In this communication, the design of this implementation and preliminary results, namely from teachers training stage will be also presented.

The fourth communication aims to present psychomotricity as a special strategy for social and emotional competences promotion. In the past years, research has shown us the importance of developing social and emotional competences through our lifespan. However, this path may be a challenge in a country like Portugal, where children spend most of the day in academic activities. In this context, psychomotricity may be an open window to promote social and emotional competences. This therapy, which may have a preventive or a therapeutically form, can be the place for children to express themselves by their bodies and at the

same time, learn more about their social and emotional competences. Further, being psychomotricity a therapy that is focused on the body expression, this space can promote a different type of learning, giving children the possibility of growing and learning, while playing and discovering themselves and their bodies, and thus developing the social and emotional abilities that they need in order to grow in harmony.

IN08 | B52 | Invited symposium:
Students' perceived self-concept and response to academic demands in school and the consequences on students' achievement and mental health.

Alli Klapp[1] and Joanna Giota[2]

[1]Institution of Education and Special Education, University of Gothenburg, Gothenburg.
[2]Department of Education and Special Education, Gothenburg University, Gothenburg.

The symposium includes two published studies which both discuss factors in school which may be viewed as stressful for students. The influence of grading and students' perception of demands in school and the consequences these factors have on students' perceived socio-emotional competencies, stress, mental health and achievement is discussed. In the first study (Klapp, 2017), the author investigated if students' academic and social self-concept could explain the previously found negative effect of grading on later achievement for low-achieving students. In previous research it has been found that low-achieving students were negatively affected in their subsequent achievement if they were graded, compared to low-achieving students who were not graded (Klapp, Cliffordson & Gustafsson, 2015; Klapp, 2015). The author concludes that grading has a differentiating effect and that this negative effect is explained by low-achieving students' lower socio-emotional competencies. The authors stress the importance of developing students' self-concept and to develop a grading system

that decreases the negative effect of grading on students learning and development of socio-emotional competencies.

The second study focus on students' perception of the demands in school and the perceived level of stress and how these factors affect students' mental health. The results show that girls have a considerably higher self-reported level of mental health problems at the end of compulsory school than boys. This gender difference is entirely accounted for by perceived school demands and stress.

Both studies use data from the Swedish longitudinal project Evaluation Through Follow-up (ETF) which is a national representative sample of about 10 % of students born in 1967 and 1998 in Swedish compulsory school. The overall results show that students' socio-emotional competencies such as perceived self-concept play an important role in explaining the negative effects of grading and that there exist gender differences in mental illness, which is due to females perceive demands in school and stress to a higher extent, compared to males.

Paper 1. The importance of socio-emotional competencies for explaining effects of grading on students' achievement.
Author: Alli Klapp, University of Gothenburg.

Since grading in 6th Grade has been shown to have a negative impact on low ability students' grades in the 7th Grade, the main aim in the current study is to investigate the association between students' personal characteristics (academic self-concept, social self-concept and improvement) and their achievement one year later for graded and ungraded students. Differences between subgroups of students (cognitive ability, gender and socio-economic status) will also be taken into account.

Data was retrieved from The Evaluation Through Follow-up (ETF) longitudinal project containing register and questionnaire data on a national representative sample (N = 8 558). Due to a natural setting, municipalities in Sweden could decide

whether or not to grade their students in 6th Grade which made it possible to apply a quasi-experimental design. Confirmatory factor analysis (CFA) and structural equation models (SEM) have been estimated. The result shows that the negative effect of grading for low ability students on their subsequent achievement are mediated by academic and social self-concept.

Paper 2. Perceived demands of schooling, stress and mental health: Changes from grade 6 to grade 9 as a function of gender and cognitive ability.
Authors: Joanna Giota, University of Gothenburg; Jan-Eric Gustafsson, University of Gothenburg.

The link between perceived demands of school, stress and mental health in relation to gender is complex. The study to be presented examined, with two waves of longitudinal data at age 13 and age 16, how changes in perceived academic demands relate to changes in perceived stress, taking into account gender and cognitive ability, and how these factors affect the level of psychosomatic and depressive symptoms at the age of 16. A nationally representative sample including about 9000 individuals from the Swedish longitudinal Evaluation Through Follow up database born in 1998 were used. A growth modeling approach was applied to examine relations over time. The results show girls to have a considerably higher self- reported level of mental health problems at the end of compulsory school than boys. This gender difference is entirely accounted for by perceived school demands and stress in grades 6 and 9. Students who were stronger in inductive than vocabulary ability reported lower levels of perceived academic demands and less stress in grade 6. There is a need to develop interventions for minimizing the consequences of stress among adolescents and modify those particular aspects of academic demands which cause stress and poor mental health, especially among girls.

W03 | B51 | Workshop
Improving social competence by reducing cognitive distortions; Outcome evaluation of Social Perception Training (SPT).

Johannes Finne[1]
[1]Faculty of Health Studies, VID Specialized University, Sandnes.

Social Perception Training (SPT) (Gundersen et al., 2013) is a social competence-training program focusing on perceptual and cognitive processes involved in social interaction. SPT is developed to promote pupil capabilities to understand prerequisites for and content of social situations and to increase the ability of functioning in social interaction by introducing nine different topics, such as interpreting intent of others, emotional awareness, open and hidden rules,and cognitive distortions.

Studies of perception recent years has to a greater extent focused perception as a process (both selective and constructive), to understand how meaning is created. "Misunderstanding" and "wrong reaction" are in many situations produced by inappropriate encoding of cues and interpreting of social signals. Children with behavioral problems focus more (unlike pro- social peers) on negative elements in ambiguous situations while largely ignoring the emotional expressions, intentions or content of other person's action.

The program is administred for whole classes of pupils over ten weeks, once a week facilitated by ordinary teachers. Throughout the intervention, pupils are encouraged to take an active part in the learning activities, such as role-play, playing games and interpreting optical illusions.

This workshop will present the outcome benfit of the program from a study of 18 primary and secondary classes in a Norwegian municipality (N=332), using multi-informant instruments administered in a pre-post design.

G07 | B31 | Seminar Groups

Perspectives on parenting. Child mental health.

Implementing preventive parenting programs in ordinary care settings: What do we know?

Therése Skoog[1], Viveca Olofsson[2] and Maria Tillfors[2]

[1]Örebro University, Örebro University and University of Gothenburg, Örebro.
[2]Örebro University, Örebro University, Örebro.

Chair: Professor Renata Miljevic Ridicki, Faculty of Teacher Education, University of Zagreb, Croatia.

Group based preventive parenting programs can be efficacious in preventing youth mental health and behavior problems. However, despite the evidence base, attempts to implement such efforts into regular care settings, such as schools and social services, have often failed. Achieving sustainability has proven to be very difficult. In this presentation, a narrative review aimed to investigate specific challenges related to the implementation of preventive parenting programs into regular care settings will be presented.

Through a systematic search in several databases, we retrieved 1356 articles for title, abstract, and full-text screening. After screening, we selected 35 articles for quality rating. Twenty-four studies were included for review in accordance with an established narrative approach. We used an ecological approach and a recently suggested implementation construct terminology to report our findings. In short, the review identified several important factors, within an ecological framework, that appear to influence the implementation process and outcome. Because the literature is small and the theoretical foundation of current implementation research is weak, knowledge-building has been limited. More research is therefore needed as poor implantation quality is directly linked to poor effects of program efforts in practice. This review has been published in *Children and Youth Services Review, 2016, vol.69*, p. 67–81.

G07 | B31 | Seminar Groups

Perspectives on parenting. Child mental health.

Parents and participation in multiprofessional co-operation.

Teija Koskela[1] and Hanna-Maija Sinkkonen[2]

[1]School of Educational Sciences and Psychology, University of Eastern Finland, Joensuu.
[2]Faculty of Education, University of Tampere, Tampere.

Chair: Professor Renata Miljevic Ridicki, Faculty of Teacher Education, University of Zagreb, Croatia.

In Finland every child in comprehensive school has a right to get support in schools everyday environment when needed. According national core curriculum this support should be planned together with parents and schools' multiprofessional personnel. This paper describes the processes and how do parents see the benefits of it for their children.

In this paper the question of parental involvement is located in framework of inclusive education. In inclusive education the basis of co-operation is confidential relation between school and parents (f. E Kozleski & Waitoller 2010; Mitchell 2012). It seems that inclusive culture families are essential part of school context (Ainscow & Miles 2008; Ainscow & Sandill 2012). In Finland co-operation with parents is valued and important (Engelbrecht, Savolainen, Nel, Koskela & Okkolin 2017; National board of education 2014). It is obvious, that student diversity and also diversity of parents is increasing and widening. Inclusive approaches are needed in developing pedagogical solutions for the wide diversity of children in schools and it is important to see parents as remarkable resource in this process.

The research question is how do parents see the co-operative and multiprofessional planning process of support benefitting their childrens' learning and well-being at school.

G07 | B31 | Seminar Groups

Perspectives on parenting. Child mental health.

Parenting, Emotional Intelligence and Psychological Health in Taiwanese Children.

Chingyu Huang[1], April Chiung-Tao Shen[2], Yi-Ping Hsieh[3], Hsi-Sheng Wei[4], Jui-Ying Feng[5], Hsiao-Lin Hwa[6] and Joyce Yen Feng[2]

[1]Psychology, Bournemouth University, Bournemouth.
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[4]Social Work, National Taipei University, Taipei.
[5]Department of Nursing and Institute of Allied Health Sciences, National Cheng Kung University, Tainan.
[6]Department and Graduate Institute of Forensic Medicine, National Taiwan University, Taipei.

Chair: Professor Renata Miljevic Ridicki, Faculty of Teacher Education, University of Zagreb, Croatia.

The current study sought to clarify the associations and pathways in which parenting styles and children's trait emotional intelligence (EI) may influence children's mental health with a sample of 675 fourth-grade students (Mean age = 10.4 years, 310 boy, 356 girls and 9 unidentified) in Taiwan. We used hierarchical regression and path analyses to examine the relationships between parenting styles, children's trait EI, and their psychological symptoms, with children's psychological symptoms (including anxiety, hostility, depression, interpersonal sensitivity and difficulty falling asleep) as the dependent variable. The results demonstrated that the effect of authoritative parenting styles on child psychological symptoms was mediated through children's trait EI, whereas authoritarian and Chinese-specific parenting styles had direct negative effect on children's psychological symptoms. Our findings shed light on the pathways of the interrelations between parenting styles, children's trait EI, and psychological symptoms, providing both theoretical and clinical implications for children's social and emotional development.

G07 | B31 | Seminar Groups

Perspectives on parenting. Child mental health.

Supporting Diverse Learners through Family-School Partnership: Perspectives from Parents and Educators.

Sarah Fefer[1] and Dr. Alexandra Lauterbach[2]

[1]Student Development/School Psychology, University of Massachusetts Amherst, Amherst, Massachusetts.
[2]Student Development/School Psychology, University of Massachusetts Amherst, Amherst, Massachusetts.

Chair: Professor Renata Miljevic Ridicki, Faculty of Teacher Education, University of Zagreb, Croatia.

Family engagement has been shown to foster positive student outcomes, including academic achievement and social- emotional resilience. However, the definition "family engagement" is often left to the interpretation of individual educators and parents, causing efforts to improve partnership to be disjointed. Parent involvement is largely driven by how parents define their role in their child's education. To improve practices and understand the needs of diverse youth in schools it is essential to examine how parents and educators each define student success and family engagement.

Using focus group data that was audio-recorded and transcribed verbatim, the current study investigated parent and educator perspectives on family engagement in one diverse school district with four elementary, one middle, and two high schools. We provide examples of effective and ineffective family-school partnership efforts shared by parents and educators. This study fills a gap in the literature by examining how parents and educators each define student success and family engagement and identifying similarities and differences in perspectives. Results of a thematic analysis of focus group data will be presented to expand our understanding of family-school partnerships from the perspectives of two key sources of influence for student academic, social-emotional, and behavioral development.

G08 | B32 | Seminar Groups

Learning disabilities. Self-harm. Anger management.

Social Support as Supporting Factor in Anger Management Program to Reduce Headache Symptoms in Tension Type Headache Sufferers.

Christia Mellia[1], Felicia Ilona1 and Fivi Nurwianti[2]

[1]Clinical Psychology, Faculty of Psychology Universitas Indonesia, Depok.
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Chair: Carmen Huser, PhD candidate, Charles Sturt University, Faculty of Arts and Education, Australia/ Germany.

The purpose of this research is to understand the process of anger management by using cognitive – behavioral approach for patient with tension – type headache (TTH). Patient with TTH tend to suppress their anger exceedingly which is in collective culture country like Indonesia, this is the belief from society. This belief, however influence the cognitive process, included people with tension type headache. The research question is whether social support can be supporting factors in anger management program to reduce headache symptoms in TTH patient. This research is a quasi – experiment with one group that consists of six participants, 5 female and 1 male, age 20 to 24, and have been diagnosed for TTH more than 3 months. Each participant attended five sessions of therapy, excluded one pre – session and one post – session. Result suggests that anger management by using cognitive behavioral approach reduced symptoms in TTH patient. All participants decreased their score on Anger Expression – In (STAXI-2) and reported lowered in the frequency, intensity and duration of their headaches. Besides that, this study found social support as one of the channels to release their anger by sharing or having personal conversation with their family and friends.

G08 | B32 | Seminar Groups

Learning disabilities. Self-harm. Anger management.

Emotional Intelligence and maladjustment in adolescent with Specific Learning Disabilities.

Antonella D'amico[1] and Teresa Guastaferro[2]

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[2]ONLUS, Metaintelligenze, Palermo.

Chair: Carmen Huser, PhD candidate, Charles Sturt University, Faculty of Arts and Education, Australia/ Germany.

The purpose of this research is to investigate the role of meta-emotional intelligence (D'Amico, 2013), intended as a combination of beliefs, self-concept and abilities about emotions, in psycho-social maladjustment of adolescents with Specific Learning Disorder (SLD) in reading, writing or math areas.

Indeed, while studies and treatment protocols of people with SLD are mainly focused on cognitive underlying factors of learning disabilities, literature often reports also maladjustment symptoms in these subjects. Thus, we are convinced that emotional intelligence may play an important role for their wellbeing and social adaptation.

In the present study, perceived severity levels of SLD (D'Amico & Guastaferro, 2016), maladjustment levels (ASEBA, Achenbach & Rescorla, 2001) and meta-emotional intelligence (IE-ACCME test, D'Amico, 2013) have been examined in 28 adolescents with SLD. Although few participants showed maladjustment symptoms at a clinical level or low meta-emotional abilities, regression analyses demonstrated that the co-occurrence of low emotional self-concept, low emotional abilities and perceived severe difficulties in math area, was associated to higher levels of maladjustment symptoms.

These results evidence then the importance of taking into account also meta-emotional intelligence both for diagnostic and treatment protocols of people with SLD, in order to prevent and mitigate symptoms of psychological suffering and maladjustment.

G08 | B32 | Seminar Groups
Learning disabilities. Self-harm. Anger management.

Schools needs and fears about self-harm prevention and intervention: A mixed method study of secondary schools in the UK.

Rhiannon Evans[1], Astrid Janssens[2], Rachel Parker[1], Abigail Russell[2] and Frances Mathews[2]

[1]Decipher, Cardiff University, Cardiff.
[2]University Of Exeter Medical School, University Of Exeter, Exeter.

Chair: Carmen Huser, PhD candidate, Charles Sturt University, Faculty of Arts and Education, Australia/Germany.

Background:

Self-harm in children and young people remains a major public health concern. There are limited school-based interventions. The aim of the present study was to systematically map secondary schools existing approaches to addressing student self-harm, identify unmet needs, and explore the acceptability and feasibility of potential interventions.

Methods:

We conducted a mixed methods study. A cross sectional survey was administered to 222 secondary schools across South-West England and Wales. Schools were purposively sampled from survey respondents to serve as qualitative case studies (n=8). Focus group were undertaken with 2-8 staff members at each school.

Results:

Survey data indicated a number of barriers to addressing student self-harm. These include: lack of time (47%); inadequate time in the curriculum (47%); lack of staff training (42%); and lack of available resources (38%). Qualitative data identified schools' concern that raising awareness may lead to an increase in self-harming behaviours. Schools suggested that a focus on mental health promotion interventions would be the most effective approach to preventing self-harm.

Conclusions:

Our study indicates that schools are not currently receptive sites for the delivery of population-level approaches to addressing self-harm, but they have a keen focus on social and emotional wellbeing.

G09 | B41–42 | Seminar Groups
Sociometric methods. Care leavers. Family background.

Mental Health of Care Leavers: Making Sense of Their Perspectives.

Wendy Sims-Schouten[1] and Carol Hayden[2]

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Chair: Kathy Evans, Senior Lecturer, University of South Wales, Newport, UK.

Despite considerable quantifiable data about the circumstances of care leavers in the UK, there is less qualitative data about how these circumstances are experienced. The current article is underpinned by intrapersonal positioning theory, with a particular focus on the unfolding personal narratives of young care leavers in relation to their mental health and wellbeing and the role of a life-skills programme in supporting them here. The research illustrates that leaving care projects, such as the one in the current study, are more focused on employment and housing issues than on addressing the mental health and wellbeing needs of young people. Our analysis of interviews with young people illustrates the ambiguity of understandings of concepts such as 'mental health' and 'wellbeing', and the complexity of their responses to questioning around this area. This illustrates one of the major problems in evaluating the outputs and outcomes of such projects in terms of simplistic targets, where mental health and wellbeing are not clearly defined or understood by young people themselves. The current research provides a more complex picture. More research is

needed that involves in-depth and longitudinal assessment of specific mental health needs of care leavers and how they can be addressed successfully.

G09 | B41–42 | Seminar Groups
Sociometric methods. Care leavers. Family background.

Exploring social relationships of elementary school students with sociometric method.

Krisztina Nagy[1]
[1]Doctoral School of Education, University of Szeged, Szeged.

Chair: Kathy Evans, Senior Lecturer, University of South Wales, Newport, UK.

Schoolkids spend most of their time with peers, where their social network is continuously developing. Multifaceted sociometric is a common method for exploring social relationships developed in the classroom. With its help the structure of the class can be mapped and class atmosphere can be defined (Vajda, 2014; Mérei, 2006). The aim of present research is to explore and analyse the sociometric and social status of primary school students (n=100). The results have been compared to the outcome of the 'School attachment' questionnaire (Nagy & Zsolnai, 2016) according to which peer relations are one of the strongest factors when it comes to developing school attachment. The hypothesis claims that in classes where students enjoy going to school because of their peers will have a more complex sociograph with the indicators showing above avarage values. The outcome of our research so far confirms the hypothesis. A more stable and complex social network has been formed in classes where most students stated that they enjoy going to school than in those where this factor was less dominant. Differences can be seen between genders as well. Girls stated that they enjoy going to school more often than boys and have more complex sociographs.

G09 | B41–42 | Seminar Groups
Sociometric methods. Care leavers. Family background.

The family background of persistent primitive reflexes among 7–9-year-old children.

Éva D. Molnár[1], Ágnes Virág Nagy[2] and Dénes Kovács[3]
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[2]Institute of Physical Education and Sports Science, University of Szeged, Szeged.
[3]Department of Pediatrics, University of Szeged, Szeged.

Chair: Kathy Evans, Senior Lecturer, University of South Wales, Newport, UK.

The primary (primitive) reflexes emerge during fetal life and are inhibited during the first year after birth. Persistence of the primary reflex system may lead to significant problems in the development of motor functioning (Holt, 1991), early literacy skills (McPhillips & Jordan-Black, 2006), and in several attentional and learning difficulties (Zafeiriou, 2004).

The major aim of the present study is to investigate the prevalence of primitive reflexes persistence in children and their family background attending mainstream primary school.

In the middle of the school year 2016, all of the children (N=98, age: 7-9) were tested individually by a diagnostic test for the primitive reflexes (e.g. ATNR, STNR, TLR). The parents filled in a background questionnaire (state of pregnancy, delivery circumstances, marital status, levels of education, i.e.).

Results show that 18% of 7-8 years old, and 8% of 9 years old kids have persistent primitive reflexes. The findings indicate that persistence of primary reflexes is associated with the state of pregnancy (expecting children; r=.35, p=.01). Reflex persistence is greater among students who were not expected by their parents. Furthermore, we did not find any significant connections between reflex persistence and gender, delivery circumstances, or parents' education level.

DETAILED PROGRAMME
THURSDAY 8 JUNE

KEYNOTE 2
09.00–10.00 | Auditorium

Håkan Stattin
Professor, Örebro University, School of Law, Psychology and Social Work, Sweden.
On Adolescent Agency.

Why is a young persons' own agency not represented more in developmental research? Consider just a couple of research areas. In political socialization research, the general idea is that there are external conditions – like parents, peers, media, social media, and school – that influence adolescents' political development. Why do political socialization researchers persist using parents, peers, media, and school as explanations for the young persons' political interest? There are many reasons for expecting that adolescents generally drive their own political development. In parenting research, the most influential model is the parenting styles model. Parents who are high on warmth/involvement, and are high on strictness/supervision will foster well-adjusted behavior and prevent antisocial behavior, and parents who are low on these dimensions will foster antisocial behavior or allow it to develop. The adolescent is not part of the model. But when we study parenting in this way, there is a risk that we draw the wrong conclusions about the relationships; that parents are the cause of their children's behaviors. All this is not realistic. A stronger emphasis on adolescent agency will move the whole field of adolescent psychology to more realistic theoretical models.

The purpose of this keynote is to discuss models in different research areas that highlight the role of adolescent agency – and those who still do not.

SOCIAL PROGRAM
10.30–13.00 | tour of Helsinki

POSTERS
14.00–15.00 | Auditorium
P01
Stress and wellbeing in Romanian teachers life.

Aurora Adina Colomeischi[1]
[1]Science of Education, Stefan cel Mare University from Suceava, Suceava.

Beginning with a positive approach of teacher's wellbeing as expressing a positive emotional state which is result of harmony between of sum of specific environmental factors on the one hand, and the personal needs and expectations of teachers on the other hand (Aelterman et alli, 2007) the present study figures out a general image of Romanian teachers wellbeing, taking into account external and internal factors.

The purpose of the study is to evaluate the inner life of teachers regarding the challenges and satisfactions to determine the level of wellbeing of Romanian teachers. The hypothesis of emotional intelligence and self-esteem as moderator variables between stress and wellbeing was tested.

The basic framework for the study look at evidence relating to some elements that have been considered to be influences on wellbeing: gender, environment, experience, professional expertise, personal status, emotional intelligence, self-esteem.

The cross-sectional study involved 250 Romanian teachers. The instruments used were scales and questionnaires for measuring self-esteem (Rosenberg Scale), emotional intelligence (The *Schutte* Self Report *Emotional Intelligence* Test), stress arousal and wellbeing (The Ryff Scales of Psychological Well-Being).

The results could be starting points for intervention through actions of promoting teachers' wellbeing.

P02
"Growing together plus" Workshops with parents of children with disabilities.

Minja Jeić[1]
[1]Kindergarten, "Vrbik" Kindergarten, Zagreb.

The program "Growing Together PLUS" workshops with parents is designed for parents of preschool 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.

The program is a part of UNICEF program Early Childhood Development and Positive Parenting "First 3 Years Are Most Important".

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 is to enable flow of information, knowledge, skills and support that will help parents fulfill 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 recognize their approach toward own child.
- learn about other possible approaches toward the child.

P03
Advancing Social and Emotional Learning in Taiwan

Huei-Tsyr Chen[1], Li-Jung Yang[1] and Sylvia Tai[2]
[1]Taiwan Happiness Village Emotion Education Association, Taiwan Happiness Village Emotion Education Association, Taipei.
[2]Taiwan Happiness Village Association, Taiwan Happiness Village Association, Taipei.

The purpose of this presentation is to share how we work to have the students, parents and teachers engage in social and emotional learning together in Taiwan.

With an aim to provide free EQ education (now known as social and emotional learning, SEL) to all elementary school students, we have been working hard to advance SEL for elementary school students in Taiwan since 2001 and published five books for grades 3 to 6 under the support of Chen Yuan Memorial Foundation which is also a key sponsor to promote our SEL program.

As SEL is not a part of regular curriculum in Taiwan's elementary schools, we have to convince the principle and teachers of a school; with their consensus, 8-hour class are allocated each semester and our trained volunteers, mostly the parents of that school with about 130–150 hours of training, will go to the classroom to deliver the contents with homeroom teacher's presence. Approximately 300,000 students have attended the classes up to now. Based on the responses from the participating elementary schools, the cases reported to the Counseling office decrease. It should be noted that our program is now also implemented in 4 schools in Beijin, China.

P04
Attention-Deficit/Hyperactivity Disorder in childhood: perceptions of parents and children about the quality of life.

Zélia Anastácio[1] and Milena Oliveira-Bezerra[1]
[1]Institute Of Education, University Of Minho, Braga.

The attention-deficit/hyperactivity disorder (ADHD) is the more common neurodevelopment disorder in childhood and implies difficulties in school performance and issues of psychological, emotional and social order. The existing studies on the subject indicate that children with ADHD realize their quality of life (QL) differently comparing to their parents, then our research question arises: Have children with ADHD a more optimistic perception than their parents about their QL? The goal is to assess the degree of concordance in relation to the quality of life in 30 children with ADHD and their parents, compared to 30 children without disabilities paired by age, sex and socioeconomic status. This is a descriptive study carried out in the Centre of Psychosocial Care (CAPS) in the municipality of Quixadá, Ceará-Brazil. For data collection the instrument used was the AUQEI (Autoquestionnaire Qualité de vie Enfant Imagé). Our results showed a moderate degree of concordance for both groups. It can be concluded that parents and children did not have similar perceptions with respect to quality of life for children, which stresses the importance of valuing both perceptions that can be of great value to direct programs and intervention strategies for the population of children with ADHD.

P05
Disabled students in dance vocational courses: Paths to individual development and inclusion.

Paula Lebre[1], Elisabete Monteiro[2], Vanessa Sá[3] and Henrique Amoedo[4]

[1]Departamento De Educação, Ciências Socias E Humanidades, Faculdade De Motricidade Humana Instituto De Etnomusicologia - Centro De Estudos Em Música E Dança, Polo Na Faculdade De Motricidade Humana, Lisboa.
[2] Educação, Ciências Socias E Humanidades of Universidade De Lisboa, Faculdade De Motricidade Humana & Instituto De Etnomusicologia – Centro De Estudos Em Música E Dança, Polo Na Faculdade De Motricidade Humana, Lisboa.
[3]Instituto De Etnomusicologia – Centro De Estudos Em Música E Dança, Faculdade De Motricidade Humana, Universidade De Lisboa, Lisboa.
[4]Artistic Director, Dançando Com A Diferença Company, Funchal.

Dance, is an artistic tool of self-expression and creativity emerging from bodies in movement regardless any restrictions in functioning. Inclusive dance as an opportunity for individuals with diverse bodies and abilities, including those with disabilities to experience dance has grown in the last two decades in Portugal. This area has raised the need to better design the development of competences for individuals with disabilities. This research aimed at describing the diverse paths of students with special educational needs following vocational specialized education in dance, identifying who, where, and how competences are promoted. During a first stage a literature review describing conceptual and legislative aspects was conducted. On a second stage an online questionnaire was sent to twenty five Portuguese schools from specialized vocational dance courses. Preliminary results suggest that a reduced number of dance students with SEN are elective and enrolled in dance vocational training, although there are a few successful examples currently pursuing careers as dancers.

P06

Doing and managing diversity in the social welfare system – A case study on example of the youth service in Germany.

Timo Schreiner[1]
[1]Educational Science, University Of Gießen, Gießen.

Society changes constantly and is gettinger more and more divers. That matters for every individual and especially for organisations which have to deal with this facts in any way. But how is this happeninig? There are some strategies such as diversity management, which are going to take the specific handling with diversity in focus. In social science diversity plays a big role due to ist meaning for the actors and the clients as well. With an organisational view of pedagogy the social welfare system in germany on example of he youth service shall be analysed within this case study. The main question is how the organisation itself handels diversity. In focus is the habitus of the organisation and how role models and handelings about diversity are re-produced. The study works with quantitaive and qualitativ methods. Interviews on all levels and functions of he youth care are going to combined with a questionary of all contributers of the youth service. The analysis happens with the grounded theory of Glaser and Strauss. Kategorys of the main points are gonig to be build which leads to findings.

P07

PSIWELL – Promoting Social Inclusion and Wellbeing for Families of Children with Special Needs.

Aurora Adina Colomeischi[1]
[1]Science Of Education, Stefan Cel Mare University, Suceava.

The paper is presenting a strategic partnership project entitled Building Bridges: Promoting Social Inclusion and Wellbeing for Families of Children with Special Needs.

PSI_WELL Project proposes an innovative approach aimed to facilitate social inclusion and wellbeing for families confronting with disabled children through adult education for parents. The project is addressing to the specific needs of families parenting children with special needs (SN) and it is designed to help parents to improve their coping strategies and to enhance their parenting skills in order to foster their social inclusion and wellbeing.

The first aim of our project is to assess the wellbeing, stress related factors and couple relationship of parents of children with special needs. The second aim is to enhance personal resources (such as individual coping, emotion regulation), family resources (such as dyadic coping) and social support for parents of a child with special needs through development, implementing and validating a psycho-educational and social intervention program.

The general aim of the project is promoting social inclusion, equity and wellbeing for risk families in Europe through an intervention program for parents of children with special needs.

P08

RESCUR in Sweden.

Barbro Henriksson[1]
[1]RESCUR, IOGT-NTO's Juniorförbund, Stockholm.

A RCT study of *the Resilience Curriculum (RESCUR)* is currently taking place in Sweden. The study is funded by the Public Health Agency of Sweden, and is being performed by Junis, IOGT-NTO's Junior Association, in conjunction with Örebro University. The study investigates the forms of implementation and effects of the cross-European program, in Sweden named, *RESCUR: I want, I can, I dare!* The Swedish program, directed at children aged 5–12, aims to increase their resilience. It is designed to strengthen protective factors so as to prevent inter-generational problems related to alcohol and drugs.

The RESCUR method is applied to different groups: school classes, idea-bearing organizations and social services. It also

involves parents taking part in the work to reinforce children's protective factors.

Through an effectiveness study (children aged 7–12) with randomized and controlled pre- and post-measurements, self-rating questionnaires and group observations, the study will answer the question of what importance the RESCUR program has for children's development and mental health. It will also address the issue of whether the program is applicable irrespective of gender, social background, and age. It considers how participants in and leaders of the program groups can be recruited and supervised.

P09

The Effect of Instruction on The Expression of Empathy and Subsequent Association with Prosocial Behavior.

Kevser Özmen[1] and Lydia Krabbendam[2]

[1]Clinical, Neuro- & Developmental Psychology, VU University Amsterdam, Amsterdam.
[2]Department Clinical, Neuro- & Developmental Psychology, VU University Amsterdam, Amsterdam.

Empathy is often considered an important factor to create a caring society. The expression of empathy can be influenced by the situation. In this study, we experimentally manipulated empathy by using different instructions to investigate the relationship between state and trait empathy and their relationship with prosocial behavior. Participants filled the Interpersonal Reactivity Index (IRI). Subsequently, 84 participants were randomly assigned to an empathic or neutral instruction condition before observing the exclusion of a player through other co-players in the cyberball game. Next, they filled the state version of the IRI and took part in a dictator game to examine the relation between empathy and prosocial behavior. Results showed that empathic instruction increased empathic concern, while there wasn't an effect of instruction on personal distress.

However, prosocial behavior was not likely for indivuals who scores high on empathic concern and who get an empathic instruction. Instruction did not affect prosocial behavior. However, empathic concern as a trait was positively correlated with prosocial behavior. Future research may explore situational factors that may have a stronger effect on empathy. Research in this field will provide a basis for the development of programs for schools to foster the development of empathy in youngsters.

P10

The life skills program Lions Quest: Results of a qualitative study with students' focus groups.

Marlies Matischek-Jauk[1], Hannelore Reicher[2] and Sylvia Riedl[2]

[1]Centre for Personnel Development and Higher Education Development, University College of Teacher Education Styria, Graz.
[2]Educational Sciences, University of Graz, Graz.

In this evaluation-study the Lions Quest program "Erwachsen werden" (based on "Skills for Adolescence") was conducted over 2 years. The multicomponent program is conducted by certified Lions-Quest teachers as a classroom curriculum. The program consists of 70 interactive, student-focused lessons focusing on life-skills as well as social-emotional competences. Quantitative research indicated positive outcomes of Lions-Quest for school and class atmosphere, bullying and school engagement. The aim of this study was to investigate the program from the students' point of view. Therefore, 12 participants of 3 Lions-Quest classes (grades 6–7) from 3 different schools were randomly selected. an independent moderator conducted 3 focus-group discussions were. A manual was used and various interactive activities were offered between each of the topics ensuring an age-based research procedure. Transcripts were analyzed by qualitative content analysis. Following categories could be identified: positive/negative feedback, conflict behavior, class atmosphere and consumption of alcohol/tobacco. Results showed, that students have a positive attitude

towards Lions-Quest. They know about the importance of adequate prosocial behavior and acted in an open minded and empathic manner. Girls perceived the program as more interesting than boys. Gender specific adaptations of the program are recommended.

PARALLEL ACTIVITIES
15.00–16.30

IN09 | AUB | Invited symposium:
Assessing children and young people's outcomes across the full SPECTRUM.

Neil Humphrey[1] and Michael Wigelsworth[2]

[1]Manchester Institute of Education, University of Manchester, Manchester.
[2]Education, University of Manchester, Manchester.

In this workshop, delegates will be invited to explore the range of issues that need to be considered when assessing social- emotional and related outcomes among children and young people. The basis for the workshop is our SPECTRUM project (Social, Personal, Emotional, Character and Resilience outcomes: Understanding and Measurement), funded by the Education Endowment Foundation. We will begin with a conceptual mapping exercise, before exploring that state of the field in terms of both academic (e.g. psychometric robustness – reliability and validity) and practical (e.g. length and complexity of measures, associated costs) considerations. Finally, we will offer a demonstration of the principal output from the project – an online, searchable database that can be used to identify instruments that meet a user's specified needs (e.g. 'measure of social skills suitable for children aged 8–11, less than 20 minutes to complete, free to use') from the many hundreds that are available.

IN10 | AUS | Invited symposium:
Teacher education for equity and social inclusion.

Carmel Cefai[1]

[1]Centre for Resilience and Socio-Emotional Health, University of Malta, Malta.

Absenteeism and early school leaving may lead to such consequences as unemployment, poverty, social exclusion and mental health difficulties amongst others. Although absenteeism and early school leaving are multifaceted issues with various contributing factors, the school context is an important determinant in the promoting engagement and preventing disengagement.

This presentation is focused on the needs of teachers to obtain pedagogical support to enhance their skills in creating positive and supporting learning environments which increase students' engagement on one hand, and on supporting marginalised young people to construct positive self-concept, set realistic personal goals and build strategies to achieve well-being, on the other.

This symposium presents the findings on what teachers and young people from various countries such as Bulgaria, Italy, Malta, Romania and Turkey, think on the respective needs of teachers and young people as described above, and how such needs may be addressed through teacher education.

S02 | B52 | Symposia
Reducing Prejudice and Social Exclusion: The Role of Empathy, Intergroup Contact, Family, and School Context.

Marta Miklikowska[1], Viivi Mäkinen[2], Karmela Liebkind[2] and Andrea Bohman[3]

[1]Law, Psychology, and Social Work, Örebro University/ Region Örebro län, Örebro.
[2]Department of Social Sciences, Social Psychology, University of Helsinki, Helsinki.
[3]Department of Sociology, Umeå University, Umeå.

Conference Chair: PhD, Marta Miklikowska, Örebro University/Region Örebro län.
Discussant: Med. Dr., PhD, Birgitta Kimber, Örebro University.

Given the host of negative outcomes of prejudice and social exclusion, determining the

factors that can reduce prejudice and exclusion is of paramount importance. This symposium presents research on the risk and protective factors for development of prejudice as well as research evidence from an intervention program aimed at reducing prejudice among ethnic majority and minority youth. An emphasis is put on the socio-emotional (empathy) and social factors (intergroup contact, family and school context) contributing to the development of prejudice in adolescence as well as on intergroup contact as an intervention tool. The symposium aims to shed light on the catalysts and obstacles that exist for the goal of promoting positive intergroup relations.

Presentation 1. The Role of Family, Peers, and Intergroup Friendships for Development of Anti-Immigrant Attitudes in Adolescence: Conditions and Mechanisms.
Marta Miklikowska, Örebro University/Region Örebro län.

This longitudinal study of adolescents (N = 517) examined the relative effects of parents and peers' anti-immigrant attitudes, intergroup friendships, and socioeconomic background on changes in adolescents' anti-immigrant prejudice. Results showed significant effects of parents, peers, and intergroup friendships, on changes in youth attitudes, highlighting the role of family factors. Results also showed adolescents with immigrant friends to be less affected by parents and peers' prejudice than youth without immigrant friends. In addition, results showed the effects of parents, peers, and intergroup friendships to be mediated by adolescents' empathic concern. The results contribute to a better understanding of the role of social contexts, the interplay between them, and the mechanisms that underlie their effects.

Presentation 2. The Effects of Empathy on Development of Anti-Immigrant Attitudes in Adolescence.
Marta Miklikowska, Örebro University/Region Örebro län.

This longitudinal study of adolescents (N = 517) examined the relation between youth empathic concern, perspective taking, and anti-immigrant attitudes. The analyses showed that only perspective taking predicted within-person changes in adolescents' prejudice. No significant effects of empathic concern on within-person changes in prejudice or effects of prejudice on within-person changes in empathic concern or perspective taking were found. The results highlight the role of perspective taking in development of prejudice in adolescence.

Presentation 3. The development and assessment of indirect-contact school interventions aiming at prejudice- reduction – the case of Finnish adolescents in the midst of demographic change.
Viivi Mäkinen (presenter), Karmela Liebkind, University of Helsinki.

This presentation addresses the question to what extent the social psychology of prejudice-reduction is socially useful and scientifically meaningful. It also includes the main results from an intervention promoting positive intergroup relations in culturally diverse schools. The theoretical background of this intervention lies in the model of extended contact. It also utilized the theory of social learning and applied behavioral journalism as its method. First-person stories of intergroup friendship and attitude change told by both majority and minority peer models constituted the core of the intervention. Intervention effects were assessed among ethnic majority and minority youth in grades 7–9 in Finnish secondary schools. As a result of the intervention, both groups showed a tendency to perceive future intergroup contact as more important, and this effect was most notable for younger participants and girls. Prototypicality of in-group and out-group peer models contributed positively to intervention effects. Unexpectedly, the intervention also increased experiences of intergroup anxiety among the oldest participants. This calls for critical assessment of

factors that can influence the effectiveness of an intervention, e.g. major events changing the attitudinal climate in the society. Recommendations for improving theory-driven prejudice-reduction interventions have to be based on both theory and social context.

Presentation 4. It's who you know: political influence on anti-immigrant attitudes and the moderating role of intergroup contact. Andrea Bohman, Umeå University.

This study examined whether nationalistic frames in political discourse would have effects on anti-immigrant attitudes among native populations in 21 European countries, and if this relationship would be moderated by personal experiences of intergroup contact. Using data from the Comparative Manifesto Project and European Social Survey, two indicators of intergroup contact were tested: immigrant friends and immigrant colleagues, to see whether they could counter the effect of nationalistic political framing. The analysis revealed a positive relationship between nationalistic frames and anti-immigrant attitudes that was moderated by experiences of intergroup contact. Thus, extensive contact with immigrants seems to inoculate individuals against political influences. The results contribute to a better understanding of both the role of political contexts and of the consequences of intergroup contact.

W04 I **B51** I **Workshop**
Improvisational theatre training as a method for learning a new language.

Lena Swanberg[1]
[1]Pedagogics, Royal College of Music, Stockholm.

This workshop aims to illustrate methods for, and activate participants in, improvisational theatre training for people who don't yet speak a foreign language.

The workshop will last for 60 minutes. It includes topics like using current language

knowledge and taking it forward in improvisational theatre exercises, saying yes to ideas and adopting them quickly, and acting on first impulse. Playfulness and the ability to imitate are relevant to these exercises. They set the guidelines, and are regarded as essential to the individual's ability to communicate and learn how to adapt new language to all kinds of situations. The training also includes trying out different characters, feelings, and statuses.

The exercises aim to create a physically and psychologically safe environment for the individual to develop in, and will be accompanied by the joys of creativity and being able to participate whatever preconceptions might be.

The workshop will deliberately be held mostly in Swedish in order to illustrate how the methods can be adapted for use in early language learning and also at more advanced levels.

My background is in music, teaching, and improvisational theatre. In teacher education at the Royal Academy of Music in Stockholm I studied the ways in which improvisational theatre training can be useful for students who want to develop their own musical improvisation. I have been able to try out these methods with language students who have recently arrived in Sweden. In this workshop, I hope to share what I've learned as most useful and inspiring from my own practice.

G10 I **B31** I **Seminar Groups**
Improving mental health support.

A cluster randomised trial of a resilience and anxiety-reduction training program: FRIENDS for life.

Michael Wigelsworth[1]
[1]Manchester Institute of Education, University of Manchester, Manchester.

Chair: Professor Celeste Simões, University of Lisbon, Faculty of Human Kinetics, Portugal.

FRIENDS for Life is a primary school based cognitive-behavioural preventative

programme, designed to promote emotional resilience in order to prevent (or stabilise) the development of negative feelings of anxiety and depression; recognised as amongst the most common childhood disorders. As FRIENDS contains universal, selective and indicated modes of delivery, it is intended to address all levels of prevention, early intervention, and treatment within a school setting. This paper will examine preliminary findings derived from teacher and self-report mental health outcomes from an on-going cluster- randomised control trial involving approximately 3,300 year 5 pupils (aged 9–10 years) from 90 schools in the South East of England. Findings will be discussed in relation to universal (intent to treat) and differential (subgroup) effects, consistent with the intended impact of the programme.

G10 | B31 | Seminar Groups
Improving mental health support.

New Developed Early Childhood Resilience Scale in Turkey.

Ebru Ersay[1] and Elif Erdem[2]

[1]Basic Education, Gazi University, Ankara
[2]Tomurcuk Preschool, Ministry of National Education, Sanliurfa.

Chair: Professor Celeste Simões, University of Lisbon, Faculty of Human Kinetics, Portugal.

This study aims to develop a resilience scale for early childhood children in Turkey.

Ersay (2016) examined and used 16 resilience scales for different age groups and one book chapter to develop an item pool. After elemination, Ersay (2016) developed 60 items and gave them to 5 faculty members in early childhood education and 10 early childhood teachers for examination. According to the feedbacks, 9 items were deleted and few minor changes were made.

Participants were recruited from a city in the southeast of Turkey. The exploratory factor analysis was completed with 375 participants (mean age= 63.8 months); 183 girls, 189 boys, and 3 no gender information. Four

to six years old children who had at leats one risk factor in her/his life according to The Risk Factors List were included in this study. Preschool teachers filled the Early Childhood Resilience Scale for the selected children.

According to the exploratory factor analysis, 12 items were deleted and 39 items explained 52.53% of the variance. The Cronbach alpha score was 0.97.

G10 | B31 | Seminar Groups
Improving mental health support.

A cluster randomised controlled trial of an intervention to improve the mental health support and training available to secondary school teachers – the WISE (Wellbeing in Secondary Education) study.

Rhiannon Evans[1], Judi Kidger[2], Jill Grey[1], Sarah Bell[2], Rowan Brockman[2] and Sarah Harding[2]

[1]Decipher, Cardiff University, Cardiff.
[2]School of Social and Community Medicine, University of Bristol, Bristol.

Chair: Professor Celeste Simões, University of Lisbon, Faculty of Human Kinetics, Portugal.

Background:

Teachers are at increased risk of common mental health disorders compared to other occupations. Failure to support teachers may compromise student mental health, as distressed staff struggle to develop supportive relationships with students. Such relationships protect against student depression. School-based trials have attempted to improve student mental health but none to date have included a focus on teacher mental health.

Methods:

Cluster RCT with 25 secondary schools. Intervention schools have received: i) Mental Health First Aid (MHFA) training for nominated staff, after which they set up a confidential peer support service for colleagues ii) training in MHFA for schools and colleges for selected teachers, which equips them to support student mental

health iii) mental health awareness raising session and promotion of the peer support service for all teachers. The primary outcome is teacher wellbeing measured using the Warwick Edinburgh Mental Wellbeing Scale (WEMWBS). Economic and process evaluations are embedded within the study.

Discussion:

This study will establish the effectiveness and cost-effectiveness of an intervention that supports secondary school teachers wellbeing and mental health, and improves their skills in supporting students. It will also provide information regarding intervention implementation and sustainability.

G11 | **B32** | **Seminar Groups**
Pro-sociality. School attachment. Scheduling.

Characteristics of school attachment among elementary school students.

Krisztina Nagy[1]
[1]Doctoral School of Education, University of Szeged, Szeged.

Chair: Siggi Olafsson, Conference coordinator, Centre for School Development, City of Gothenburg, Sweden.

School attachment as a positive emotional attitude of pupils towards the school is continuously changing from the start of school as a result of several influences. According to studies school attachment is most strongly influenced by the quality of social relationships such as peer and teacher relationships. Besides these the relationship with parents, teaching methods, attitude towards learning and school subjects, and school environment are also important factors (Eder & Mayr, 2000; Bürgisser, 2006; Nagy, 2015). The goal of present research is to discover the factors of school attachment in the assessed primary school students and how those factors change over time. The school attachment survey was filled out by nearly 150 children (ages of 8–14). In addition to questions about social relationships, characteristics of school

lessons and the institution, there was also a background survey aiming to facilitate the research. The goal of the study is to evaluate the usability of the measurement tool and to determine the factors influencing school attachment of different ages. Based on data already collected school attachment is influenced by relationship with parents and peers between the ages of 8–10; and by peer relations and attitude towards subjects between the ages of 11–14.

G11 | **B32** | **Seminar Groups**
Pro-sociality. School attachment. Scheduling.

Assessing 3–4-year-old children's prosocial behaviour with face-to-face method in Hungary.

Szilvia Hegedus[1] and Aniko Zsolnai[2]
[1]Doctoral School of Education, University of Szeged, Szeged.
[2]Institute of Education, Eötvös Loránd University, Faculty of Education and Psychology, Budapest.

Chair: Siggi Olafsson, Conference coordinator, Centre for School Development, City of Gothenburg, Sweden.

Prosocial answers derives from the affective reactions on the other person's emotions so these are relevant elements of interpersonal interactions. Usually appears at the age of 2–3 but in many cases delays can be observed. In Hungary, there were some researches about prosocial skills but mostly they used indirect methods (e.g. questionnaires) with adults who raise children (parents, teachers).

The main question of this research was how these tools can be used in a Hungarian context? Is it a possible method to evaluate 3–4 year-olds prosocial behaviour?

We assessed children's (N=89) behaviour with direct methods. These can be appropriate to evaluate children's behaviour in face-to-face situations measuring helping, sharing and calming behaviour. In these tasks, in a separate room during a 20- minute-long session the adult generated a problematic situation. Children had to recognize the problem and try to decrease the adult's distress with

active, prosocial behaviour. We evaluated these behaviours with eight particular categories according to the presented behaviour.

According to the prior analysis we found that positive helping behaviour had high proportion but in some cases also non- helping behaviour emerged in much situations. Data analysis is in process, the outcomes will presented on the conference.

G11 | B32 | Seminar Groups
Pro-sociality. School attachment. Scheduling.

Validation of the Protective Factors Index at the Middle School Level: A Social Emotional Assessment Tool of Classroom Competencies.

Catherine Griffith[1]
[1]School Counseling, University of Massachusetts Amherst, Amherst.

Chair: Siggi Olafsson, Conference coordinator, Centre for School Development, City of Gothenburg, Sweden.

Although educators agree that promoting social-emotional competencies facilitates academic development, few efficient methods exist to collect social-emotional data. This presentation describes the validation of the middle school version of the Protective Factors Index (PFI) in the northeastern United States. The PFI is a brief, 13-item teacher rating scale of students' social-emotional competencies related to four constructs: motivation, self-direction, self-knowledge, and relationships. The PFI was previously validated for use in K-5 schools; therefore, the current investigation centered on whether the PFI serves as a valid and reliable instrument at the middle school level. Students (n = 1,011) were rated by their middle school teachers from two schools serving grade 6-8 youth following a training on use of the PFI. An exploratory factory analysis revealed a 4-factor structure with strong internal consistency. We will describe how the PFI fills a gap in that it is: (a) brief enough to be embraced by educators; (b) comprehensive in scope; (c) strengths-based rather than deficits-focused; (d) sensitive enough to high-

light small gains in progress; (e) focuses on behavioral observations instead of self-report; (f) includes a scoring rubric to support inter-rater reliability; and (g) only includes behaviors that have been shown to be receptive to intervention.

G11 | B32 | Seminar Groups
Pro-sociality. School attachment. Scheduling.

Does scheduling influences the effectiveness of SEL programs?: An analysis of the comparative effectiveness of integration into school curriculum versus after-school scheduling.

Vítor Alexandre Coelho[1] and Vanda Sousa[1]
[1]Project Positive Attitude, Académico De Torres Vedras, Torres Vedras.

Chair: Siggi Olafsson, Conference coordinator, Centre for School Development, City of Gothenburg, Sweden.

This study aims to analyze if a middle school universal social and emotional learning program maintains the same positive impact after being changed from a regular school schedule to an after-school schedule.

The participants in this study were 1179 middle school students (Mage = 13.23; 52% girls), of which 432 composed the control group. The Positive Attitude middle school SEL program is composed by 13 weekly sessions and it was applied during three consecutive school years. In the first year, all students received the program integrated in the school curriculum, while in last two years half of the intervention groups took place in an after-school schedule. Assessment by students and teachers (n=61) was implemented in the beginning and end of the program and in a follow-up six months later.

Multilevel analysis were performed and self-reports showed that intervention groups had increases in social awareness, social and emotional self-concept and self-esteem. Both students and teachers reported increases in self-control and social awareness and decreases in social anxiety. However, most of

the positive outcomes were not maintained when the program is conducted in an after-school schedule.

Therefore it is possible to conclude that SEL program scheduling affects their effectiveness.

G12 | B41–42 | Seminar Groups

Host institution. Immigrants. Ethnic minorities.

Subjective Theories of Early Childhood Personnel Regarding the Integration of Refugee Children and Their Families in Early Childhood Education Centers.

Maike Hoeft[1], Timm Albers[1] and Sonja Abendroth[1]
[1]Institute of Educational Studies, Paderborn University, Paderborn.

Chair: Therése Skoog, Associate Professor of Psychology, Örebro University, Sweden.

The German state of Northrine-Westphalia supports low-threshold educational offers, in which refugee children and their families are introduced to an institutionalized form of child day care. The aim of the project is to integrate them into the system of early childhood education. Therefore, the educational personnel in child day care facilities are confronted with the preparation of the process of integration and the support according to their individual needs. But what lays beyond the concept of integration and how does the educational personnel define a successful integration into the system of early childhood education? In the center of this project is the qualitative reconstruction of subjective theories of the educational personnel regarding the topic "Integration of refugee children and their families in a child care facility". This is important, because subjective theories are guiding the educational practice. Additionally, it is expected that based on up to 30 guided and structured interviews with the educational personnel and a qualitative content analysis, one can identify a response pattern that points out different subjective theories regarding the topic of this project. The expectation is that there are subjective theories which are rather characterized by an assimilated attitude regarding integration than an inclusive practice.

G12 | B41–42 | Seminar Groups

Host institution. Immigrants. Ethnic minorities.

Socioemotional competences of adolescents living in host institutions.

Zélia Anastácio[1], Milena Oliveira Bezerra[1], Judite Zamith-Cruz[1], Celeste Antão[2] and Maria Veiga-Branco[3]
[1]Institute of Education, University of Minho, Braga
[2]Enfermagem, Instituto Politécnico De Bragança, Bragança.
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Chair: Therése Skoog, Associate Professor of Psychology, Örebro University, Sweden.

Several reasons like unfavorable socio-economic conditions, negligence and maltreatment has led to institutionalization of adolescents. Our research question is: What are the level of satisfaction and socioemotional competencies of adolescents living in host institutions? Research aimed to characterize satisfaction, self-esteem, assertiveness and resilience of institutionalized adolescents and to establish associations with personal factors. It was a transversal study following a predominantly quantitative methodology. We carried out and validated a specified questionnaire. For self-esteem, assertiveness and resilience we applied scales already validated. Our convenience sample included 114 adolescents (68 females; 46 males) living in eight host institutions, aged between 11 to 21 years (average 15.67). Statistical analysis of data was done to characterize the sample (descriptive analysis) and to establish associations between individual factors and dependent variables (t-test, correlations and non-parametric tests). Results indicated that in general teens are satisfied with the host institution, have a relatively low self-esteem (27.87), with girls having lower average than boys. Assertiveness tends

to be average (24.52) and higher for girls than boys. Resilience is also average (26.40), having girls lower mean than boys. Assertiveness revealed significant positive correlations with self-esteem (r=.234; p=.015) and resilience (r=.517; p<.0001). Institutionalization seems to be positive for these adolescents.

G12 | B41–42 | Seminar Groups
Host institution. Immigrants. Ethnic minorities.

Understanding School Engagement of Immigrant, Ethnic Minority and Under-privileged Youth In Hong Kong.

Celeste Y.M. Yuen[1]
[1]Education Policy and Leadership, The Education University of Hong Kong, Hong Kong.

Chair: Therése Skoog, Associate Professor of Psychology, Örebro University, Sweden.

Change of student demography has been one of the key concerns in school engagement in Hong Kong, especially given that many teachers appear to be deficient in intercultural sensitivity. This study draws on the findings of 5247 6th – 12th graders, from 11 multicultural schools to examine the correlation between demographic variables and school engagement. A stratified sampling method was utilized to target schools with high concentrations of Chinese Immigrant Students (CIS), Cross- Boundary Students (CBS), Non-Chinese Speaking Students (NCS) and underprivileged Hong Kong mainstream Chinese Students (HKMCS). School engagement was conceptualized as a multidimensional meta-construct comprised behavioral, cognitive, and emotional domains (Appleton et al., 2008; Fredricks et al., 2004). Multiple regression was utilized to examine the predictive power of demographic variable, academic variable, and student group for school engagement. Significant student group differences were noted in all of the four aspects of school engagement: parents, friends, teachers and self.

Whilst the NCS reported the highest level of school engagement the HKMCS reported the lowest. Student ethnicity, religious faith, relationship with parents, sex and grade levels are significant factors contributing to positive school engagement. Resilient factors are delineated and implications for teacher professional development will be discussed.

KEYNOTE 3
17.00–18.00 | Auditorium

Peter K. Smith
Emeritus Professor of Psychology, Goldsmiths, University of London, U.K.
Cyberbullying in young people: An overview of its nature and impact.

Cyberbullying is a lifespan phenomenon, but has been of special concern among adolescents and young people, in and out of school. The phenomenon is mainly one of this century, and (unlike traditional or offline bullying) has increased in recent years. The volume of research on the topic has also increased dramatically. I will review the main trends of this research and what we have found out, covering definitional issues, forms, prevalence, age and gender differences, other risk factors, and the negative consequences for all involved. I will conclude by considering the resources and interventions that are being developed to reduce cyberbullying, and any evidence for their effectiveness.

PARALLEL ACTIVITIES
18.00–19.30

IN11 | AUB | Invited symposium:
Might SEL programmes affect mental health at the population level? A roundtable discussion.

Ph D, Associated Professor Sven Bremberg[1]
[1]The Public Health Agency of Sweden, Stockholm and Department of Public Health, Karolinska Institute, Stockholm, Sweden.

Sven Bremberg, Charli Eriksson and Håkan Stattin.

It is often an implicit expectation that SEL programmes, and other psycho-educative programmes in schools, might affect health at population level. There are, however, some problems that have to be addressed in order to achieve this end.

1) In order to reach population effects, the effect of a SEL programme have to last several years. Yet, most follow up studies are limited to one or two years. It is relevant to reflect on the literature of another form of psycho- educative programme in schools, smoking deterrence programmes. In the mid 1980:ies behaviour science based programmes seemed to be effective in short term. Yet, thirty years later, in a systematic review, it seemed unclear if these programmes had any lasting effect of smoking in young people (Thomas et al, 2013). What aspects of the SEL programmes indicate that the effect will last more than a few years?

2) SEL programmes might be effective. Yet in order to achieve population effects the programmes have to be implemented on a wide scale, reaching at least approx. 30–40 percent of the population. There is a substantial literature on preconditions for implementation of programmes (Guldbrandsson 2008). A first is a perceived need, in this case from the leaders of the schools in a country. I many countries lack of academic achievements is a major concern. Yet, although SEL programmes might boost achievements, there are other more cost-effective means to achieve that (see e.g. Hattie 2008). Another concern might be student's

behaviour problems. Yet, there are other competing programmes that might be more cost-effective. A second requirement for successful implementation is simplicity and a possibility to test a limited form of the programme. Also with respect to this aspect, the SEL programmes are not very competitive.

During the seminar problems like these issues will be discussed.

IN12 | AUS | Invited symposium:
Children's demonstration of their competences and agency in research participation.

Carmen Huser[1] and Amy Macdonald[1]
[1]School Of Education, Charles Sturt University, Albury.

This symposium addresses ethical dimensions of research involving children, including why to involve children, how children's participation is promoted, and how children show their competencies and agency in research. Two studies are presented which were underpinned by a child rights perspective. Children who participated in these studies manifested their diverse competencies, skills and agency in interactions with the researchers. The presenters aim to provoke the discussion around ethical practice in research with children and invite delegates to reflect and share their experiences, aspirations and questions.

Why involve children in research?
From a rights and agency perspective, children are the best qualified to study aspects of their lives (Alderson, 2008). According to the United Nations Convention on the Rights of the Child, children are entitled to be involved in decisions affecting their lives (United Nations, 1989). Seeing children as competent and capable actors and social agents in their lives was the starting point of the research studies presented in this symposium as examples of ethical research practice. Such theoretical positioning of children in research requires the development of new methodological understandings and reformation of research practices (Groundwater-Smith, Dockett, & Bottrell, 2015).

Transformation in research designs, methodologies and methods.

Research with children needs to address the ongoing ethical challenges that accompany the new possibilities of researching with child participants (Groundwater-Smith et al., 2015). Challenges are presented by developmental discourses which position children as not competent enough due to his/ her age to make authentic and valuable contributions (Woodhead & Faulkner, 2008), and vulnerable discourses that are dominated by a focus on the vulnerable child at risk of exploitation in research (Dockett, Einarsdóttir, & Perry, 2009). Methodology and ethical practice need to be addressed as a union (Palaiologou, 2014), and need to go beyond the choosing of child-friendly methods (Dockett, Einarsdóttir, & Perry, 2011) that are popular in research with children. Participatory methods in childhood studies have not been chosen for the sake of participation, but as a genuine reflection of children's rights and agency as a theoretical frame (Holland, Renold, Ross, & Hillman, 2010). Participatory, rights-based research has assigned active roles to children, so they are provided with opportunities to influence and contribute to research processes and outcomes, as well as the knowledge co-constructed by the research (Dockett & Perry, 2015).

Examples of studies involving children.

Carmen Huser's study on *Children's perspectives of play* gives testimony for children's diversity in expressing their knowledge and understandings around their play experiences. The qualitative research design was driven by constructivist grounded theory methodology (Charmaz, 2006) to explore children's understanding of play, but also the characteristics of ethical research with children. Over a period of nine months, 17 children from one childcare centre in Australia, aged 4–5 years old, were engaged in data generation: children, with their consent, were video-recorded during their play. The play- videos were then shown

to those children to stimulate conversations. Group conversations were video-recorded, transcribed and analysed. Some children showed strengths in using words; others highlighted their verbal expressions using gestures, and others entered a performance expression similar to when they act out a role in their play. Acknowledging children's evolving capacities linked to experiences encouraged children in this study to participate (Lansdown, 2005; Mason & Urquhart, 2001). Children were gatekeepers and displayed their rights to participation through a range of strategies of consenting and dissenting in the data generation process.

Amy MacDonald's study on *Children's representations of their mathematical experiences and understandings* was underpinned by a motivation to foreground the voices of children in research, and acknowledge the insights, experiences and knowledge possessed by these young children. The study focused on the mathematical experiences and understandings of 100 children, aged 4–6 years, who were transitioning to primary school, and explored how these experiences and understandings developed and changed during the children's first year at school. The children were encouraged to create both visual representations (drawings and photographs) and narrative representations (verbal and written) of their mathematical experiences and understandings, both prior to starting school and throughout their first year at school. While the main focus of the study was on eliciting young children's mathematical understandings, parallel to the main analysis was an exploration of the over-arching issues around ethics and engagement when researching with young children. Key considerations which emerged during this research included notions of shared perspectives, recurring images, and socially-constructed images; the perceived "reality" of the events depicted; differences between children's perspectives and adults' perspectives; the risk of intervention; and the competence of children in the research process.

S03 | B52 | Symposia

All in the Game: Improving Pupil Behaviour in the Classroom.

Neil Humphrey[1]
[1]Education, University of Manchester, Manchester.

In this symposium we present 4 papers relating to our ongoing cluster randomised controlled trial (RCT) of the Good Behaviour Game (GBG) in Manchester, UK. The GBG is an interdependent group-oriented contingency management procedure. Pupils in a given class are divided into mixed teams with up to 7 members. Strata can include a range of factors such as behaviour, academic ability, and gender. The teams then attempt to win the 'game' as a means to access particular privileges/rewards. During the game period, the class teacher records the number of infractions to the following four rules among the teams: *(1) We will work quietly, (2) We will be polite to others, (3) We will get out of seats with permission, and (4) We will follow directions.* The game is 'won' by the team with the lowest number of infractions when it ends, although any team with fewer than four infractions also accesses the agreed reward. Over the course of implementation of the GBG, there is a natural evolution in terms of the types of rewards used, how long the game is played for, at what frequency, and when rewards are given.

The primary aim of our RCT is to examine the impact of the GBG on pupils' behaviour and reading. Secondary aims include the identification of differential intervention gains for subgroups (e.g. for boys with conduct problems), and the examination the moderating effect of implementation variability on outcomes. 77 primary schools (N=3,093 pupils, aged 6–7 at baseline) were randomly allocated to implement the GBG (38) for two years or continue their usual practice (39) in the summer of 2015. Outcome data is being assessed annually during the trial period, with structured observations of GBG implementation (e.g. fidelity) taking place in the interim. In addition, 6 of the GBG schools are being used as qualitative case study sites, with termly fieldwork (observations, interviews, focus groups) visits. In this symposium, we present some key findings from the first year of the trial.

Paper 1 (Humphrey, Wigelsworth, Hennessey) will focus on the initial impact of the GBG on pupils' disruptive behaviour, concentration and pro-social behaviour. Hierarchical linear models (school, child) will be presented to ascertain both main effects at the intention to treat level, and subgroup effects (for boys with conduct problems, and for children who are subject to socio-economic disadvantage). Paper 2 (Lendrum) explores the initial findings from our qualitative case studies. Profiles of each school will set the context, ahead of an examination of (a) implementation of the GBG during the first year of the trial (e.g. fidelity and adaptations, dosage, quality), and (b) factors affecting implementation (e.g. implementer factors, implementation environment, implementation support system). Paper 3 (Frearson) focuses on the role poverty plays in the implementation and impact of the GBG, exploring whether (a) GBG intervention outcomes for children experiencing poverty are moderated by school level poverty, and (b) school level poverty moderates teachers' implementation. This is based on social disorganisation theory that argues limited resources, high levels of poverty, and poor organisational structure/relationships could impede teachers' ability to implement classroom-based preventive interventions. Finally, Paper 4 (Ashworth) will examine whether there are differential intervention effects of the GBG for children exposed to varying levels of cumulative risk. 'At-risk' is often used as a proxy for "highly aggressive", implying that risk is binary, whereas in reality risk factors often cluster together, as suggested by cumulative risk theory. The cumulative risk effect for poor school functioning is well established, indicating that the chances of experiencing academic failure and behaviour problems increase significantly with each additional risk factor – thus, this paper asks whether the GBG can make a difference for children exposed to multiple risks.

W05 | B51 | Workshop
The Less Mentioned Dimensions: SEL for a safe, supportive and just society.

Sue Roffey[1]
[1]School of Education, Western Sydney University , Sydney.

The standard for social and emotional learning is the CASEL model which has five broad competencies; self-awareness, self-management, responsible decision-making, relationship skills and social awareness. Although widely respected and comprehensive this model does not, however fully incorporate the knowledge, attitudes and skills needed for a healthy and just society. It is focused primarily on the wellbeing of individuals rather than of whole communities.

Increasingly divisive cultural norms are reflected in what is happening at the macro-level across the Western world. There are those who would seek to de-humanise those who are in some ways 'different', be they refugees, Muslims, Aboriginals or have a different sexual orientation. If we are to address some of the burgeoning issues facing communities across the world education must take an active role in offering young people alternative and more positive ways of positioning themselves and others.

The author has developed Twelve Dimensions for Social and Emotional Learning (Roffey, 2010, 2014) Those most relevant to this presentation are numbers 4 "Shared Humanity", 11, 'Ethics and Integrity" and 12 " Spirituality, Meaning and Purpose"

This paper/ workshop will discuss the ways in which these dimensions - especially the one on 'Shared Humanity' might be put into practice in the classroom and across a whole school. The ASPIRE principles of agency, safety, positivity, inclusion, respect and equity underpin these activities.

G13 | B31 | Seminar Groups
Integration. Youth development. Mental health.

Emotional Well Being as part of Initial Teacher Training.

David Colley[1]
[1]School of Education, Oxford Brookes University, Oxford.
Chair: Professor Renata Miljevic Ridicki, Faculty of Teacher Education, University of Zagreb, Croatia.

The emotional well being and mental health of our children and young people has to be at the heart of any caring, compassionate society and every school. Where there is evidence that our children are increasingly unhappy, anxious and depressed - society and schools must respond.

It is vital that beginning teachers, undertaking Initial Teacher Training (ITT), are made aware of the social, emotional and mental health needs of the children and young people that they will teach, support and guide. The content of ITT should include detailed inquiries into the emotional development of children and the implications of disrupted emotional development on learning, beliefs and behaviour. Theories of attachment, neuro-development, emotion coaching and the promotion of resilience in learners should be included in the training of all beginning teachers so that they are confident and skilled in managing a range of expressed mental health needs in school.

In this paper, the importance of including emotional development and attachment theory within Initial Teacher Training programmes will be explored and linked to the publication *Emotional Development and Attachment in the Classroom: theory and practice for students and teachers* , edited by David Colley and Paul Cooper, and due for publication in June 2017.

G13 | B31 | Seminar Groups
Integration. Youth development.
Mental health.

Evaluation of the Teaching Personal and Social Responsibility (TPSR) Model for Youth Leadership Development through School Sport Leadership Program (SSLP).

Petra Plencnerova[1]
[1]Institute of Sport, Exercise and Active Living, Victoria University , Melbourne.

Chair: Professor Renata Miljevic Ridicki, Faculty of Teacher Education, University of Zagreb, Croatia.

TPSR model was developed as an alternative approach to Physical Education and appeared to be an effective system for promoting positive youth development (Hellison, 2003). This model served later as a foundation for an instructional model of youth leadership development (Hellison & Martinek, 2009), however, its effectiveness has not yet been demonstrated. The current study investigated whether TPSR framework for youth leadership can be applied to SSLP, an initiative delivered to six secondary schools in Melbourne. Interviews and focus groups were conducted with a sample of 36 participants consisted of three school principals, five teachers, 25 students and three parents.

The results indicated that the experiences of the students participating in the SSLP were in line with the stages of TPSR youth leadership development. Students acquired a set of life skills and competencies, and they achieved the highest developmental stage: skills transformation outside of the program context, which is particularly challenging to accomplish. This study suggests that TPSR model for youth leadership development is an effective framework for evaluating youth's learning experiences in similar initiatives. Implications for an effective youth leadership program are further discussed.

The association between parental physical activity and youth sports participation: Differences and similarities between immigrant and Swedish youth.

Darun Jaf[1], Therése Skoog[2] and Metin Özdemir[3]
[1]Psychology, Örebro University, Örebro.
[2]School of Law, Psychology ad Social Work, Örebro University, Örebro.
[3]Psychlogy, Örebro University, Örebro.

Chair: Professor Renata Miljevic Ridicki, Faculty of Teacher Education, University of Zagreb, Croatia.

Participation in organized sports activities is linked with positive developmental outcomes for youth. However, the literature consistently shows that immigrant youth are less likely to participate in organized sports compared to their native counterparts. Thus, they are at risk for missing of the positive benefits of sports. The aim of this study was to investigate why immigrant youth are less likely to participate in organized sports activities compared to their native counterparts. The data come from self-reports from 679 students in 7th grade. Immigrant youth were less likely (57%) to participate in organized sports activities compared to native youth (73%). Further, parents' engagement in sports and fathers' employment status significantly predict Nordic youths' sports involvement ($p < .05$). For immigrant youth, only fathers' employment status did ($p < .05$). These finding support Eccles' expectancy-value model, which states that parents as role-models can influence youths' participation in organized sports activities. However, this seems to only be the case for native youth.

Additional analysis will be run in order to find out other predictors that might explain the low rates of sports involvement of immigrant youth. The findings will supplement the scarce literature on immigrant youths' low engagement in organized sports activities.

G14 | B32 | Seminar Groups
Violence. Child development. Parental intervention.

Developing social emotional skills in early education – a kaleidoscope of methods.

Niva Dolev[1]
[1]Humanities And Social Studies, Kinneret Academic College, Zemach.

Chair: Professor Helen Cowie, PhD, University of Surrey, Faculty of Health and Medical Sciences UK. Director of the UK Observatory for the Promotion of Non-Violence.

The importance of developing social emotional skills from a young age has been stressed by Goleman already in 1995, and has been acknowledged and promoted since.

While early-years education systems increasingly integrate social emotional development programs, efforts encompass a wide range of approaches and rely on, at least in Israel, 'ready-made' curriculum with materials and activities which occupy only a segment of the overall curriculum. Under the Experiment and Projects Division of the Israeli Ministry of Education five early education schools (4-6 years old) separately took upon themselves to put the development of social-emotional skills at the center of their work. Each of the schools caters for diverse populations (Jewish-Arabs, English and Hebrew speaking, religious and secular populations, new immigrants and special needs). Each school went through a long and thorough facilitated process to develop their own unique model.

While these efforts are in different stages of development and evaluation, this paper will present the approaches, methods and tools used and preliminary evaluations. It will also discuss similarities and differences between the contexts and the ways they addressed diverse populations.

G14 | B32 | Seminar Groups
Violence. Child development. Parental intervention.

Domestic Violence – a retrospective study witn significant changes.

Maria Veiga-Branco[1], Maria Ribeiro[2], Celeste Antão[3], Cristiana Rodrigues[4], Zélia Anastácio[5], Luis Frolen[6] and Ana Prada[7]
[1]Ciências Sociais E Gerontologia, Instituto Politécnico De Bragança, Bragança.
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[3]Enfermagem – Saúde Infantil E Pediátrica, Instituto Politécnico De Bragança, Bragança
[4]Enfermagem, Rede Nacional De Cuidados Continuados, Bragança.
[5]Ciências Da Educação, Universidade Do Minho, Braga.
[6]Engenharia, Instituto Politécnico De Bragança, Bragança.
[7]Educação, Psicologia, Instituto Politécnico De Bragança, Bragança.

Chair: Professor Helen Cowie, PhD, University of Surrey, Faculty of Health and Medical Sciences UK. Director of the UK Observatory for the Promotion of Non-Violence.

Exposition to domestic violence (VD) has repercussions on children's emotional, cognitive and social development. Also, being a witnesses increases the intergenerational transmission of violent behaviours. This study aimed to characterize temporal trends related to notifications of VD in Portugal.

A retrospective study was developed based on secondary data on the number of VD cases in Portugal, reported and recorded, between 2002 and 2015, by the Ministry of Internal Administration. Likewise, population data were collected in the same time period, published by the United Nations Department of Economic and Social Affairs. To handle the data, the software Joinpoint, version 4.4.0.0 was used to estimate the regression for each trend.

The findings revealed significant changes in two moments during the period under analysis. From 2002 to 2010 there was a decrease in reported cases of VD. However, in the period from 2010 to 2015, there was a reversal of this trend, with a very signifi-

cant increase in reported cases. The annual growth rate was 5.8% for a 95% confidence interval (95% CI).

The management of VD requires a combined effort of law enforcement, health policies, social welfare and healthcare services. VD prevention can be brought through emotional education interventions for parents.

G14 | B32 | Seminar Groups
Violence. Child development. Parental intervention.

Domestic Violence and Child Development – Systematic literature review.

Cristiana Rodrigues[1], Maria Veiga Branco[2], Maria Ribeiro[3], Celeste Antão[4] and Ana Prada[5]

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Chair: Professor Helen Cowie, PhD, University of Surrey, Faculty of Health and Medical Sciences UK. Director of the UK Observatory for the Promotion of Non-Violence.

Domestic violence is today a situation of great concern worldwide. The impact of violence on child development is an area of intervention that needs to be closely monitoredThis study aims to know the relationship between domestic violence and child development.A qualitative study was carried out through a systematic review of the literature, from three databases, RCAAP, SCielo and Scopus.According to the analysis of the selected articles, it was verified that there is a relationship of great significance between domestic violence and child development. Domestic violence between parents, where the child is often a witness to acts of violence, has a greater risk of having problems in child development on a psychological, emotional and social level. Children subjected to interparental domestic violence are at greater risk of having aggressive behaviors and greater school failure, as well as difficulties in social relations.According to statistics from Portugal, in a probabilistic view of data on domestic violence, confirmed cases of domestic violence tend to increase and as such, probabilistically, will also increase the risk of problems in child development.

G15 | B41–42 | Seminar Groups
School transition and adjustment. Identity development.

Preschoolers' emotion and behavior responses to peer provocation and early school adjustment.

Maria Poulou[1]
[1]Educational Science and Early Childhood Education, University of Patras, Patra.

Chair: Kathy Evans, Senior Lecturer, University of South Wales, Newport, UK.

Even very young children think about their own and others' behaviors, including emotions. Such cognitions and emotions about self and others convey information that is crucial to social interactions and relationships. Current research based on an integrated model of emotion processes and cognition in social information processing, aimed to explore preschoolers' both emotion and behavior in social information processing choices, and their association with teacher-reported early school adjustment. Two-hundred and forty preschoolers were interviewed with the Challenging Situations Task (CST). Children self- reported emotional and behavioural responses to 12 unambiguous hypothetical peer provocation situations on the CST were assessed. Preschool teachers rated children's early school adjustment, with the Social Competence and Behavior Evaluation (SCBE-30). A preliminary analysis of the results revealed that participants mainly chose sad and angry emotions, and socially competent and passive behaviors. Relations were found between sad emotion and socially competent behavior choices, as well as between angry emotion

and aggressive behavior choices. Sad emotion and socially competent behavior choices were the main predictors of school adjustment. The results address the importance of preschoolers' social information processing and school adjustment.

G15 | B41–42 | Seminar Groups
School transition and adjustment. Identity development.

The identity development of Turkish Dutch adolescents.

Fatma Agca[1]
[1]Philosophy, Theology And Religious Studies, Radboud University, Nijmegen.

Chair: Kathy Evans, Senior Lecturer, University of South Wales, Newport, UK.

In our globalizing world, migrants their multiple identities are subject to an ongoing discussion. This topic is also debated in the Netherlands, where the offspring of labour migrants, now mentioned as second, third or fouth generation immigrants, their identity is a fluid and multi-dimensioned term. In this study, Dialogical Self Theory is used as an alternative and complementary theory to Social Identity Theory. Dialogcial Self Theory shows that multiple identifications can co-exist through an internal dialogue between voices representing different positions within the self.

Adolescence is a life stage in which identity confusion ideally leads to – and helps in – identity formation (Erikson, 1968). Identity confusion can increase for young Muslims in non-Western countries as a result of globalization (Arnett, 2002). The interplay between the multiplicity of the, sometimes competing, voices of Turkish Dutch adolescents in the Netherlands is studied by the author. Preliminary results of analyses of indepth interviews with Turkish Dutch adolescents between the ages of 12 and 18 years old will be discussed.

G15 | B41–42 | Seminar Groups
School transition and adjustment. Identity development.

Promoting school success in the transition from elementary to middle school: Searching for the most effective solutions.

Vítor Alexandre Coelho[1] and Vanda Sousa[1]
[1]Project Positive Attitude, Académico De Torres Vedras, Torres Vedras.

Chair: Kathy Evans, Senior Lecturer, University of South Wales, Newport, UK.

This study compares the separate and combined impact of two programs (a Social and Emotional Learning program and a school adjustment program) upon self-esteem and several dimensions of self-concept.

The programs were applied in the year before and after the transition from elementary to middle school. The participants in this study were 873 4th grade students (Mage = 9.42; 52% boys), of which 226 composed the control group. Some students (n=193) participated in both weekly programs during 4th grade (one after the other), while others just participated either in the Social and Emotional Learning (SEL) program (n=234) or the school adjustment program (n=219). The SEL program was composed by 13 sessions and the school adjustment program by 15 sessions (with five additional sessions in 5th grade). Assessment was carried out in four moments during 4th and 5th grade.

Multilevel analysis were conducted and results showed different positive results, with the combined application and the SEL program producing more positive impacts in social self-concept and self-esteem than the school adjustment program. However, the school adjustment program also annulled the decrease that is usually registered during these transitions. These results highlight the importance of supporting middle school transitions.

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DETAILED PROGRAMME
FRIDAY 9 JUNE

KEYNOTE 4
09.00–10.00 | Auditorium

Mari-Anne Sorlie
Researcher, Atferdssenteret, Oslo, Norway.
Pathways of social skills development during childhood. Does school matter?

Social skills are in contrast to academic skills, seldom in focus or systematically promoted in school. For schools to be successful in supporting their students' social skills, knowledge of how social skills develop across the school years, and how school-related factors influence the students' social development, are essential. Few studies have, however, investigated predictive relationships between characteristics of the school environment and the students' social skills

In this keynote Sørlie will try to contribute to filling in this gap of knowledge by presenting some results from a Norwegian longitudinal multi-cohort study in which students and school staff members in 65 ordinary elementary schools contributed by completing questionnaires at multiple measurement points across four successive school years. In order to be able to follow the same group of students over a longer time period, the analyses concentrate on the 4th graders of the original sample (n = 2,076, 9 years) who were followed through 7th grade (12 years). The students' social skills were individually rated by class head teachers.

The following topics will be in focus:
1. Theoretically it is expected that childrens' social skills increase over time? However, what does research say? What did we find in the Norwegian study?
2. Are there subgroups of children with different social skills development? If so, how many trajectory classes are there? And how does their social skills profile during middle childhood look like? What does prior research say and what did we find?
3. An interesting finding in current study was that several qualitative characteristics of school context affected both the students' social skills level and their social skills development over time. Which school factors stood out as most influential for whom? And what about gender?
4. Practical implications.

PARALLEL ACTIVITIES
10.30–12.00

S04 | AUB | Symposia
Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world: How enabling educators and teachers can support every child and student' well-being and success?

Benedicte Gendron[1], Carmen Rusu[2], Edith Molinier[3], Juthamas Haenjohn[4] and Emmanuelle Decker[5]

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[4]Faculty of Eeucation, Burapha University, Bang Saen.
[5]Faculty of Psychology, University Montpellier 3, Montpellier.

The heart of schools and universities ethos and core values is the children and students' well-being and success: understanding, caring for and developing strong positive relationships and helping at revealing each person's potential and developing quality education. The education goals and curriculum objectives are selected to develop competencies that are vital to the children and students' current and future lives in the school, university, home and community and workplace as well. Classroom practice is continuously reviewed in the context of ensuring that children and students are developing according to the values promoted by the organisation (school, university…). Measurement of teaching effectiveness and programmes are the primary features in the delivery of education to each child and student in the classroom. Measurement is also a key feature in designing all plans that support the kids and students' development in the classroom and other settings not only

the academic ones but also the scientifics approach of evaluating from psychologics tests to neuroscientifics outcomes on executive functions of the students' brain (Dr. Haenjohn's communication, Thaïland). To end, school as universities aim to provide an optimal and inclusive education, thereby ensuring children and students centred ,evidenced based approach while at the same time, celebrating the uniqueness of each child and person : promoting their uniqueness, talents and their mutual enrichment from their singular diversity from an enabling relationship created by an adequat emotional support (Dr. Rusu's communication, Romania) favouring enabling environnments. That's what Gendron (2016) names «enabling education» and «enabling organizations» as schools and universities (Pr. Gendron's communication, France). What do we do as enabling educators or teachers to support children and students' wellbeing and to respond new needs? Thus, there is a need to generate a constructive discussion about how and what other types of pedagogy (Gendron, Rusu, Decker's communication), teaching styles, attitudes and assessments, and schools and universities management can be used to create enabling spaces to let students and children grow. In this symposium, those issues will be discussed and illustrated by successful evidence base examples in different sectors with different publics.

S04 | AUB | Symposia
Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world:

The benefits of emotional support in teacher-student relationships.

Carmen Rusu[1]
[1]Sciences De L'education, Universite Montpellier 3, Montpellier.

A student spends at school between 80 and 120 hours each month. The nature and the quality of their relationship with teachers have a significant influence on their actions, decisions and general wellbeing. Latest results from PISA (2012) study show that 73% of Romanian students "feel lonely at school" and they are the less motivated from all the countries investigated. What can school or teachers do to change those scores? What are the consequences on short and long term? What if a good emotional support in the class is the key to promote healthy and efficient relationships and a sustainable development? In this paper, we will present the benefits and the role of emotional support in classroom defined by a positive climate, teacher sensitivity, and regard for student perspectives (Hamre & Pianta, 2005).

S04 | AUB | Symposia
Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world:

A development of integrative training program to promoting executive functions of the brain in Thai adolescent.

Juthamas Haenjohn[1]
[1]Research and Applied Psychology, Faculty of Education, Burapha University, Chonburi.

Executive functions (EFs) as cognitive functions, play a central role that provides critical supports for learning and development. According to the EFs model proposed by Guy, Isquith, & Gioia (2004) which received the largest empirical support for adults and children after the age of 5 , there are eight main EFs dimensions: Inhibition, Shifting, Emotional control, Monitor, Working memory, Planning/ Organizing, Organization of materials, and Task complete. These EFs represent essential ingredients for optimal academic functioning and life success. Empirical research studies have shown that impairments executive functions may have devastating effects on people's everyday life activities, ability to work, academic achievement, and develop and maintain appropriate social relations. During adolescence, EFs skills are not yet at adult levels, but the demands placed on these skills often are. Thus, the purposes of

this study were to study a level of the EFs in Thai adolescent, including developing and studying the effect of the integrative training program to promoting the executive functions of a brain in adolescents (EFIT).

The study was divided into 2 phases. The first phase was to study a level and confirm factor analysis of EFs in adolescent. The sample consisted of 381 junior high school grade 7th students (188 boys & 193 girls), who studied in the first semester of academic year 2016, at Bansuan (Chan Anusorn) School, Chonburi province. The sample was selected by employed a multi- stage random sampling procedure, who volunteer and willing to participate in the research project. The research instrument was the Behavior Rating Inventory of Executive Function-Self Report (BRIEF-SR) – Thai version. The data was statistically analyzed by utilizing the Linear Structural Equation Modeling (SEM).

The results revealed that the male adolescents had mean score of executive dysfunction 136.60 and standard deviation 18.33. The female adolescents had mean score of executive dysfunction 128.77 and standard deviation 16.28. The female adolescents had significantly lower executive dysfunction score than the male adolescents (p< .05). The adolescents who had GPA > 2.75 had significantly lower executive dysfunction than those who had GPA ≤ 2.75 (p< .05). The confirmatory factor analysis of the measure model of executive functions of the brain fitted with the empirical data, and confirms the validity of the original two factors executive functions of the brain theory: Behavioral regulation index and metacognition index.

The second phase was to develop and study the effect of the EFIT program. The EFIT program was designed by the researcher, by integrating 12 Brain/ Mind learning principles (Caine et al., 2009), Acceptance and Commitment Therapy (ACT; Hayes, Strosahl, & Wilson, 1999), and Mindfulness practice. The EFIT program consisted of 9 sessions, each session lasted for 50 minutes. The sample consisted of 58 junior high school grade 7th students who studied in the first se-

mester of the 2016 academic year at Bansuan (Chan Anusorn) School, Chonburi province. The sample was randomly assigned into two groups: experimental and control group, each group consisted of 29 students. They were administered the BRIEF-SR Thai version. The experimental group received the EFIT program 5 weeks, two sessions in each week. The control group did not get any training. The research design was a pretest-posttest design with the follow-up testing after 4 weeks. The data were analyzed with a repeated measures analysis of covariance and paired-different test by Newman-Kleus method.

The results revealed that there was the interaction between the experimental method and the duration of the experiment (p< .05). The adolescent who received the EFIT program demonstrated significantly lower executive dysfunction score than those who received no training program in the control group in both the posttest and follow-up phases (p< .05). The adolescent in the experimental group had significantly lower executive dysfunction score in the posttest and follow- up phases than the pretest phase (p< .05).

It was concluded that the EFIT program was effective in enhancing the EFs of adolescent. Additionally, the content analysis shown that the adolescents were happy, joy, enthusiastic, relaxes and having opportunities to practice EFs skills. Moreover, the adolescents need to participate continuously in the EFIT program and there should be the expanding of the EFIT program to other students.

References:
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Guy, S. C., Isquith, P. K., & Gioia, G. A. (2004). *Behavior rating inventory of executive function*. Odessa, FL: Psychological Assessment Resources.
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S04 | AUB | Symposia

Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world:

Emotional competences of Educators serving autistic students.

Edith Molinier[1]
[1]A Better Chance School, California Autism Foundation, Richmond, California.

This research was developed from the particular field work conducted at A Better Chance School, California Autism Foundation in the San Francisco Bay area of California, USA; a specialized school for students diagnosed with ASD (Autism spectrum disorder). This work was conducted through the framework of Emotional Intelligence Theories and the Emotional Capital© concept as a set of "emotional competencies" as professional competencies, referring to the 'Savoir-Etre'. What does it take to be a sustainable special education teacher or educational specialist? Do the special competencies being referred to correspond to the Emotional Intelligence model and Emotional capital©? Furthermore, is there a significant difference between the emotional intelligence quotients of educational personnel who resign quickly compared to those who are sustain themselves in the position? We tried to answer those questions by comparing sustainable staff and non sustainable 'burn out' staff using a quantitative and qualitative methodology approach.

S04 | AUB | Symposia

Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world:

Emotional capital and Mindful Development's for Enabling's Teachers and Educators : A way to be inclusive and support every child and student's empowerment?

Benedicte Gendron[1]
[1]Faculty of Education, University Montpellier 3, Montpellier.

Education goals and curriculum objectives are not only about knowledge but also to develop competencies that are vital to the children and students' current and future lives. Therefore, classroom practices, teaching styles, active pedagogies are part of the success of empowering children and students to perform in different places. Thus, understanding, caring for and developing strong positive relationships and helping at revealing each person's potential and developing quality education are also important variables in education.

In this communication, based on a theoritical perspective, it will be developed the concepts of "emotional capital", "enabling education" and "enabling schools and organizations" as well inspired from Sen macro-approach of capabilities. In an individual perspective, Gendron is looking at how schools and universities and their collaborators are or must be nowadays in an context of hyper-modernity, "enabling environments" as "enabling manager" or "enabling teachers or educators" to be inclusive in different and diverse environments. Thus, to prepare this new generation of enabling teachers, head teachers, educators, or managers...they must develop their emotional capital. This pape is related with the next empirical communication and collective paper below.

S04 | AUB | Symposia
Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world:

An Example of an Enabling's Teachers and Educators's program for no children behind: Emotional capital's development via Mindful and Project's management programs.

Benedicte Gendron[1], Carmen Rusu[2] and Emmanuelle Decker[3]

[1]Faculty of Education, University Montpellier 3, Montpellier.
[2]Faculty of Education, University Montpellier 3, Montpellier.
[3]Faculty of Psychology, University Montpellier 3, Montpellier.

Given the increasing diversity of children and students, there is a need to question how enabling educators and teachers and related organisations (schools, universities....) can support every child and student' wellbeing and success ? Also, what do we do as enabling educators or teachers to support children and students' wellbeing and to respond new needs? In this communication, will be presented a special program set up since 2014 at the University of Montpellier 3 for futures teachers and educators. It's focus on active pedagogy, teaching styles, attitudes to create enabling spaces to let students and children grow. In this presentation, those issues will be discussed and illustrated by successful evidence base examples from freshmen students competences development and creativity via active pedagogies.

Methodology or Methods/ Research Instruments or Sources Used
Population: around 300 Freshmen future teachers' students in sciences of education went through an experimental educational program based on PIA2 project management (Gessler & Uhlig-Schoenian, 2013) and on a mindful educational program- ACT' (Acceptance and Commitment Training) inspired from Hayes, Strosahl, Wilson (1999), both combined aiming at developing students' emotional capital, supporting enabling their potentials and capabilities.

Research funds: from the French National Agency of Research (ANR).

Starting and ending date research funds and program: september 2012–june 2019
Scientifics' background : Positive psychology and HRD economics background Methodology of data collection :

Type of research: Experimental-action research.

Test and evaluation: Biofeedback tests (cortisol and electromyogram), Psychological and psychometrics tests (TEIQUE, MAAS, AAQ...) PIA2 evaluation grids and daily personal journals, teams' log books Methodology of data analysis :

– Quantitative data analysis : SPSS, NVivo analysis

– Qualitative data analysis : Alceste

Conclusions, Expected Outcomes or Findings
The outcomes of the research led since 2014 in an experimental manner show the emergency and faisability of educational pedagogy changes at enabling people to change themselves and then, the society by developing emotional capital programs. Precisely, students show a better positive regulations of their emotions. They have developed their self-awareness and a more acurate self-esteem. Regarding social emotional competencies, they have a better understanding and acceptance of people or classmate's for instance ideas and thoughts differences. They accept their own and others' limits and enhance their own and other strengh in a mutual respect. They realized that cooperation overcomes competition in performance outcomes. This research shows that enabling environnements using active pedagogies allow students to highlight their potential and to work in team in a trusty and benevolent atmosphere enabling people to be creative and in a happy successful learning process.

S05 I AUS I Symposia

European assessment protocol for children's sel skills (EAP_SEL): A European Good Practice on Social and Emotional Learning.

Annalisa Morganti[1], Charli Eriksson[2], Birgitta Kimber[3], Davide Antognazza[4] and Alessia Signorelli[5]

[1]Department of Philosophy, Social and Human Sciences and Education, University of Perugia, Perugia.
[2]School of Health Sciences, Orebro University , Orebro.
[3]School of Health Sciences, Orebro University, Orebro.
[4]Department of Teaching and Learning, University of Applied Sciences and Arts of Southern Switzerland, Locarno.
[5]Department of Philosophy, Social and Human Sciences and Education, University of Perugia, Perugia.

The project European Assessment Protocol for Children's SEL Skills (EAP_SEL), has seen the involvement of 5 Countries (Italy, Sweden, Switzerland, Slovenia and Croatia) in a three year long research (the project closed in February 2016) on the implementation of a Social Emotional Learning Program in primary schools.

The research of the EAP_SEL project used a Randomized Control Trial (RCT) design to allow the project partners the collection and comparison of data on the effectiveness of the SEL programmes implemented. The PATHS (Promoting Alternative Thinking Strategies) program in Italy, Croatia, Slovenia and Switzerland and the SET (Socio Emotional Training) program in Sweden were studied in randomized controlled experiments.

Each partner country selected 20 public primary school 1st grade classes and divided them in 10 control and 10 experimental classes. The experimentation lasted for two years and has seen the involvement of almost 1000 children across a wide European geographical area.

The data collection was done at 3 different timepoints and was carried out through four tools, two already validated: the Teacher Report on a Child, consisting of different sub-scales for measuring children's emotional, social and academic behavior in school; the Teacher Self Report, used by teachers to self assess their professional satisfaction, their perceived self-efficacy and levels of burnout; and two instruments designed and tested during the course of the project: the HOF (How One Feels) questionnaire, developed by the Swedish partner, to be filled by school children to assess their social and emotional maturity, and the Inclusive Process Assessment Scale developed by the Italian partner and aimed at assessing the quality of the inclusive processes promoted by the Italian schools. Advance multivariate statistics has been used for uncovering of main treatment effects as well as for analyzing possible moderators.

The outcomes show remarkable improvements in peer relationships and interactions and a decrease in peer problems, conduct problems and a positive improvement in hyperactive/impulsive behaviors. The results were positive in the PATHS countries with regard to Impulsivity/hyperactivity, Peer problems, Emotional symptoms and Conduct problems but not for Academic performance. The country-specific results are fewer, which partly is explained by a smaller statistical power. Significant program effects were seen in Sweden with regard to prosocial behavior, social competence, emotional symptoms, emotional regulation and learning behavior.

In July 2016, the European Commission awarded the project a score of 90 out of 100; the project thus has officially become a "European Good Practice".

S06 | B52 | Symposia
Queer Representation in Early Childhood Education: why it matters, what's stopping it, and how we can do it better.

Megan O'rourke[1]
[1]N/A, N/A, Sydney.

Lack of access queer representation in childhood has a profoundly negative impact on people who grow up to identify as queer or LGBTQI later in life, while quality Early Childhood Education has been shown to have a positive impact on children who participate and improves outcomes for education and mental health into adulthood. Yet queer representation is extremely lacking in Early Childhood Education and many educators are uncertain how to include queerness in Early Childhood Education programs. With diversity and inclusion becoming increasingly important to Early Childhood Education philosophy, it is essential educators become more familiar with the relevance and importance of queer representation to children's lives. This symposium will explore how lack of representation in childhood impacts those who develop queer identities; the barriers preventing Early Childhood Educators from embedding queer representation in their practice, and finally; practical ways educators can ensure queer representation is embedded into their every day practices to promote diversity and inclusion.

W06 | B51 | Workshop
Make friends with your feelings.

Maria-Pia Gottberg[1]
[1]Forum Livskunskap/FRIENDY & CO., Stockholm.

Self-confidence, compassion, a well-developed ability to handle set backs and to express feelings constructively is key to healthy societies and individuals. The workshop focus on how to help children to use their feelings constructively in daily life. How to calm and motivate yourself, to express and communicate what you experience and to understand and respect other people's feelings.

During the workshop, we practice self-compassion and explores the motto of Maria-Pia's latest book *Medkänslans pedagogik* (Teaching compassion): Understanding yourself is the first step towards understanding others. Another theme is how to "reduce the thresholds" so that more people can become part of what we call the "we" which is necessary for us to feel compassion with each other.

Maria-Pia, appointed as one of Europe's three hundred most interesting social entrepreneurs, has developed the concept FRIENDY and is engaged in Forum Livskunskap, a nonprofit organization with focus on Life Skills. FRIENDY is a doll that express the feelings happy, angry, sad, afraid, grumpy and calm and is available with different hair and skin tones. The aim with FRIENDY is to help children develop self-knowledge, self-esteem, empathy, compassion and self-control. The concept is spread widely in Sweden, Norway and Finland.

To reach as many children as possible, in addition to the dolls there is also specially written music for every feeling, illustrations, an app for the youngest, relaxation programs, a children's theater and drama classes. We also give lectures and tutorials for staff in preschool, school and parents. To reflect the diversity and enhance the ability to identify with the feelings, Friendy is available in different colors. This workshop is aimed primarily at those who meet children from 3–8 years but it all starts with ourselves!

G16 | B31 | Seminar Groups
Preventable diseases. Psychomotor therapy. Stigmas and diversity.

Childhood Obesity and Bullying: The Construction of 'Fatness' as a Deficiency.

Wendy Sims-Schouten[1] and Helen Cowie[2]

[1]School of Education and Childhood Studies, University of Portsmouth, Portsmouth.
[2]Faculty of Health and Medical Sciences, University of Surrey, Surrey.

Chair: Professor Helen Cowie, PhD, University of Surrey, Faculty of Health and Medical Sciences UK. Director of the UK Observatory for the Promotion of Non-Violence.

In this paper we explore narratives in relation to childhood obesity and bullying, drawing on focus group interviews with parents, early years practitioners, teachers and young people (N=56). The study is located in a larger study on bullying and resilience, with no specific focus on obesity or 'fatness'. The findings show how childhood obesity is being made an issue through the use of labels and stigmas, such as the 'fat kid', 'fat shit', and 'bigger children' and by hinting at 'fatness' as a deficiency. Our research shows how stigmatising children with weight issues can drive that child and their family into denial, social withdrawal, self-loathing and low self-esteem. On the continuum running from 'large' to 'overweight' and 'clinically obese', there will be points where it is in the child's best interests to intervene in order to prevent later acute health problems. Yet, any solution that we consider must take account of the complex interacting social factors that contribute to one particular child's body size.

G16 | B31 | Seminar Groups
Preventable diseases. Psychomotor therapy. Stigmas and diversity.

Vaccination indicators of measles, hepatitis B and tetanus a look beyond borders.

Celeste Antão[1], Augusta Veiga-Branco[2], Ana Maria Geraldes Pereira[3], Zélia Anastácio[4] and Eugénia Anes[1]

[1]Nursing, IPB, Bragança.
[2]Social Sciences and Behavior, IPB, Bragança.
[3]Technology Department, IPB, Bragança.
[4]IC, University of Minho, Braga.

Chair: Professor Helen Cowie, PhD, University of Surrey, Faculty of Health and Medical Sciences UK. Director of the UK Observatory for the Promotion of Non-Violence.

Vaccination is one of the best ways parents can protect infants, children and teens from many potentially harmful diseases. Vaccine-preventable diseases can be very serious, may require hospitalization, or even be deadly, especially in infants and young children.

Aim: To analyze rates of vaccination measles, hepatitis B and tetanus in each country and compare with the European average.

Method: Descriptive study. The data were taken from the Health for All Database (who) rate of vaccination of Portugal, Lithuania, Spain, Romania, and Croatia.

Results: In Portugal the rate of vaccination aganst measels between 2002 and 2014 is always upper then Europe, except in 2010 (96%). Comparing with Spain, Romainia, Croatia and Lithuania, Portugal in 2002 have a Lowest rate, but after 2013 increase to 98%. Vaccination rate against tetanus in 2002 and 2015 to Portugal is 94% and 98%. Comparing Portugal with the European average presents always Higher rates, except in 2005 (95%). Children vaccinated against hepatitis B, In 2002 Romania had the best vaccination rate of 99%. In 2015 is Portugal the country with the best vaccination rate (98%).

Conclusion: Compliance with the vaccination programs are the most effective weapon to promote fairness, equality and prevent diseases.

G16 | B31 | Seminar Groups
Preventable diseases. Psychomotor therapy. Stigmas and diversity.

Learning social and emotional skills thorough the body in the Asperger Syndrome: a case study.

Ana Fonseca[1] and Sónia Coelho[2]

[1]Psychomotor Therapist, Projeto SER, Lisbon.
[2]Project Manager, Psychomotor Therapist, Projeto SER, Lisbon.

Chair: Professor Helen Cowie, PhD, University of Surrey, Faculty of Health and Medical Sciences UK. Director of the UK Observatory for the Promotion of Non-Violence.

The promotion of social and emotional skills is a subject of great interest for research, proving its impact on the child development. This is of outmost importance when talking about the autistic spectrum, where it is possible to find a large variety of syndromes, like the Asperger Syndrome. This is a disorder that affects the social abilities, the communication and the behavioural patterns. Thus, it is clearly important to promote social and emotional skills in an interactive way. To answer this challenge, an intervention through psychomotor therapy is proposed. This precise intervention is body-centred, aiming to promote a conscientious connection between the body and the psyche, enhancing the cognitive and the emotional parts through the corporal experiences. In this presentation, a case study will be exposed: the anamnesis will be explained, with the help of current literature for a better understanding. Afterwards, the intervention in psychomotor therapy will be detailed, knowing that it was weekly and with duration of 7 months. The data will be analysed, based in mother and child interviews and through the questionnaire SDQ (Strengths and Difficulties Questionnaire, Goodman, 1997). The results will be examined in the light of current research.

CLOSING CEREMONY
13.00–13.30 | Auditorium

ENSEC MEMBER MEETING
13.30–14.15

Want to find out what group you are assigned to?

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Agca	Fatma	G15	Identity development of Turkish Dutch adolescents
Albers	Timm	G12	Subjective Theories of Early Childhood Personnel Regarding the Integration of Refugee Children and Their Families in Early Childhood Education Centers
Amoedo	Henrique	P05	Disabled students in dance vocational courses: Paths to individual development and inclusion
Anastácio	Zélia	G06	Affective relationships from youth and adults' perspectives
Anastácio	Zélia	G12	Socioemotional Competences of Adolescents Living in Host Institutions
Anastácio	Zélia	G14	Domestic Violence – a retrospective study witn significant changes
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Antão	Celeste	G03	Loving relationships – between the essential and the impossible
Antão	Celeste	G06	Affective relationships from youth and adults' perspectives
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Antão	Celeste	G14	Domestic Violence and Child Development - Systematic literature review
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Antognazza	Davide	IN05	Improving Inclusion: An Evidence-Based, Social Emotional Approach
Antognazza	Davide	S05	European Assessment Protocol for Children's SEL Skills (EAP_SEL): A European Good Practice on Social and Emotional Learning
Bademci	H. Ozden	IN12	Teacher education for equity and social inclusion
Badric	Nikolina	IN03	RESCUR in Kindergarten
Balić-Šimrak	Antonija	IN03	RESCUR in Kindergarten
Bell	Sarah	G10	A cluster randomised controlled trial of an intervention to improve the mental health support and training available to secondary school teachers – the WISE (Wellbeing in Secondary Education) study
Bengtsson	Patric	W02	Effective components of two social learning models for improving resilience, social and emotional development in children
Bohman	Andrea	S02	Reducing Prejudice and Social Exclusion: The Role of Empathy, Intergroup Contact, Family, and School Context. A Research Symposium.
Boulliet	Dejana	IN03	RESCUR in Kindergarten
Bremberg	Sven	IN11	Might SEL programmes affect mental health at the population level? A roundtable discussion
Brockman	Rowan	G10	A cluster randomised controlled trial of an intervention to improve the mental health support and training available to secondary school teachers – the WISE (Wellbeing in Secondary Education) study

Last name	First name	Group	Title
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Canha	Lúcia	IN05	Improving Inclusion: An Evidence-Based, Social Emotional Approach
Cefai	Carmel	G01	Teacher Education in Resilience Building
Cefai	Carmel	IN10	Teacher education for equity and social inclusion
Chen	Huei-Tsyr	P03	Advancing Social and Emotional Learning in Taiwan
Christia	Mellia	G08	Social Support as Supporting Factor in Anger Management Program to Reduce Headache Symptoms in Tension Type Headache Sufferers
Coelho	Vítor Alexandre	G11	Does scheduling influences the effectiveness of SEL programs?: An analysis of the comparative effectiveness of integration into school curriculum versus after-school scheduling
Coelho	Vítor Alexandre	G15	Promoting school success in the transition from elementary to middle school: Searching for the most effective solutions
Coelho	Sónia	G16	Learning social and emotional skills thorough the body in the Asperger Syndrome: a case study
Colley	David	G13	Emotional Well Being as part of Initial Teacher Training
Colomeischi	Aurora Adina	P01	Stress and Well-being in Romanian Teachers´ Life
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Crnkovic	Davorka	IN03	RESCUR in Kindergarten
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D'Amico	Antonella	G08	Emotional Intelligence and maladjustment in adolescent with Specific Learning Disabilities
Darwish	Dina	IN03	RESCUR in Kindergarten
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Decker	Emmanuelle	S04	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world: How enabling educators and teachers can support every child and student' wellbeing and success ?
Dimova	Reni	IN10	Teacher education for equity and social inclusion
Dobia	Brenda	S01	Process issues in Social and Emotional Learning : successful outcomes across culture.
Dolev	Niva	G01	Can workplace incivility of Preschool Teachers impact their own social emotional competencies and thus the development of young children's social emotional competencies?
Dolev	Niva	G14	Developing social emotional skills in early education – a kaleidoscope of methods
Dolev	Niva	S01	Process issues in Social and Emotional Learning: successful outcomes across culture.
Duspara	Ljubica	IN03	RESCUR in Kindergarten
Egley	Shirley	IN01	Diversity in Schools: Exploring Trends, Linkages and Nuances in Education Practice

Last name	First name	Group	Title
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Erdem	Elif	G10	New Developed Early Childhood Resilience Scale in Turkey
Eriksson	Charli	G04	A RCT study of the Resilience Curriculum (RESCUR) in Sweden.
Eriksson	Charli	IN11	Might SEL programmes affect mental health at the population level? A roundtable discussion
Eriksson	Charli	S05	European Assessment Protocol for Children´s SEL Skills (EAP_SEL): A European Good Practice on Social and Emotional Learning
Ersay	Ebru	G10	New Developed Early Childhood Resilience Scale in Turkey
Evans	Rhiannon	G08	Schools needs and fears about self-harm prevention and intervention: A mixed method study of secondary schools in the UK
Evans	Rhiannon	G10	A cluster randomised controlled trial of an intervention to improve the mental health support and training available to secondary school teachers – the WISE (Wellbeing in Secondary Education) study
Evans	Kathy	IN01	Diversity in Schools: Exploring Trends, Linkages and Nuances in Education Practice
Fandrem	Hildegunn	IN02	Living Together: The Role of School Context in Immigrant and Native Youth's Attitudes, Friendships, and Adjustment
Fefer	Sarah	G07	Supporting Diverse Learners through Family-School Partnership: Perspectives from Parents and Educators
Feng	Joyce Yen	G07	Parenting, EI and Psychological Health in Taiwanese Children
Feng	Jui-Ying	G07	Parenting, EI and Psychological Health in Taiwanese Children
Feric	Martina	G04	Relations between family resilience and socio-emotional skills of youth
Finne	Johannes	W03	Improving social competence by reducing cognitive distortions; Outcome evaluation of Social Perception Training (SPT)
Fonseca	Ana	G16	Learning social and emotional skills thorough the body in the Asperger Syndrome: a case study
Fonseca	Ana Marta	IN07	Social and emotional learning practices across ages in Portugal
Frolen	Luis	G06	Affective relationships from youth and adults' perspectives
Frolen	Luis	G14	Domestic Violence – a retrospective study witn significant changes
Gáspár	Csaba	G01	Examining Teachers' and student's empathy
Gaspar de Matos	Margarida	IN07	Social and emotional learning practices across ages in Portugal
Gendron	Benedicte	S04	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world : A Way To Be Inclusive and Support Every Child and Students Empowerment
Gendron	Benedicte	S04	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world : An Example of Enabling's Teachers and Educator's Program for No Child Behind: Emotional Capital's Development via Mindful and Project's Management Program
Gendron	Benedicte	S04	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world : How enabling educators and teachers can support every child and student' wellbeing and success ?
Geraldes Pereira	Ana Maria	G16	Vaccination indicators of measles, hepatitis B and tetanus a look beyond borders
Gilde	Henrik Rødsten	G05	Social and Emotional Learning in Schools: evaluation of the Norwegian version of the Lions-Quest "Skills for Adolescence" program.
Giotta	Joanna	IN08	Students´ perceived self-concept and response to academic demands in school and the consequences on students´ achievement and mental health
Golik Homolak	Ivana	IN03	RESCUR in Kindergarten

Last name	First name	Group	Title
Gottberg	Maria-Pia	W06	Make friends with your feelings
Grey	Jill	G10	A cluster randomised controlled trial of an intervention to improve the mental health support and training available to secondary school teachers – the WISE (Wellbeing in Secondary Education) study
Griffith	Catherine	G02	A Validated Group Counseling Curriculum to Reduce Suicidality among LGBTQ Youth: Results from a Randomized Controlled Trial
Griffith	Catherine	G11	Validation of the Protective Factors Index at the Middle School Level: A Social Emotional Assessment Tool of Classroom Competencies
Guastaferro	Teresa	G08	Emotional Intelligence and maladjustment in adolescent with Specific Learning Disabilities
Haenjohn	Juthamas	S04	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world : A development of Integrative Training Program to Promoting Executive Functions of the Brain in Thai Adolescent
Haenjohn	Juthamas	S04	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world : How enabling educators and teachers can support every child and student' wellbeing and success ?
Harding	Sarah	G10	A cluster randomised controlled trial of an intervention to improve the mental health support and training available to secondary school teachers – the WISE (Wellbeing in Secondary Education) study
Harrington	Karen	W01	A STEM-focused Career Development Curriculum for Incarcerated Youth
Hart	Tania	G06	Strengthening our assistance by ensuring children have their say and their voices are valued.
Hayden	Carol	G09	Mental Health of Care Leavers: Making Sense of Their Perspectives
Hegedus	Szilvia	G03	Observing 3–4 year old children's social behavior in problematic situations
Hegedus	Szilvia	G11	Assessing 3–4-year-old children's prosocial behaviour with face-to-face method in Hungary
Henriksson	Barbro	P08	RESCUR in Sweden
Hoeft	Maike	G12	Subjective Theories of Early Childhood Personnel Regarding the Integration of Refugee Children and Their Families in Early Childhood Education Centers
Hsieh	Yi-Ping	G07	Parenting, EI and Psychological Health in Taiwanese Children
Huang	ChingYu	G07	Parenting, EI and Psychological Health in Taiwanese Children
Hughes	Jean	G05	SEAK Canada: An Exploration of the Effects of PATHS on Health Service Use
Humphrey	Neil	G04	An empirical basis for linking social and emotional learning to school success
Humphrey	Neil	G05	Implementation and impact of the PATHS curriculum on children's psychological wellbeing, perceptions of peer social support, and school connectedness
Humphrey	Neil	IN09	Assessing children and young people's outcomes across the full SPECTRUM
Humphrey	Neil	S03	All in the Game: Improving Pupil Behaviour in the Classroom
Huser	Carmen	IN12	Children's demonstration of their competences and agency in research participation
Hwa	Hsiao-Lin	G07	Parenting, EI and Psychological Health in Taiwanese Children
Ilona	Felicia	G08	Social Support as Supporting Factor in Anger Management Program to Reduce Headache Symptoms in Tension Type Headache Sufferers
Itzkovich	Yariv	G01	Can workplace incivility of Preschool Teachers impact their own social emotional competencies and thus the development of young children's social emotional competencies?
Jacques	Sophie	G05	SEAK Canada: An Exploration of the Effects of PATHS on Health Service Use

Last name	First name	Group	Title
Jaf	Darun	G13	The association between parental physical activity and youth sports participation: Differences and similarities between immigrant and Swedish youth
Janssens	Astrid	G08	Schools needs and fears about self-harm prevention and intervention: A mixed method study of secondary schools in the UK
Jeic	Minja	IN03	RESCUR in Kindergarten
Jeić	Minja	P02	"Growing together plus" Workshops with parents of children with disabilities
Joslyn	Erica	IN01	Diversity in Schools: Exploring Trends, Linkages and Nuances in Education Practice
Karadayi	E.Figen	IN10	Teacher education for equity and social inclusion
Kidger	Judi	G10	A cluster randomised controlled trial of an intervention to improve the mental health support and training available to secondary school teachers – the WISE (Wellbeing in Secondary Education) study
Kimber	Birgitta	G04	A RCT study of the Resilience Curriculum (RESCUR) in Sweden.
Kimber	Birgitta	S02	Reducing Prejudice and Social Exclusion: The Role of Empathy, Intergroup Contact, Family, and School Context. A Research Symposium.
Kimber	Birgitta	S05	European Assessment Protocol for Children´s SEL Skills (EAP_SEL): A European Good Practice on Social and Emotional Learning
Kitching	Ansie Elizabeth	G06	Co-constructing enabling spaces for hope and inclusion through the promotion of holistic well-being: A South African case study.
Klapp	Alli	IN08	Students´ perceived self-concept and response to academic demands in school and the consequences on students´ achievement and mental health
Koskela	Teija	G07	Parents and participation in multiprofessional co-operation
Kovács	Dénes	G09	The family background of persistent primitive reflexes among 7–9-year-old children
Krabbendam	Lydia	P09	The Effect of Instruction on The Expression of Empathy and Subsequent Association with Prosocial Behavior.
Krezmien	Michael	W01	A STEM-focused Career Development Curriculum for Incarcerated Youth
Krkac Vadllja	Lana	IN03	RESCUR in Kindergarten
Lauterbach	Alexandra	G07	Supporting Diverse Learners through Family-School Partnership: Perspectives from Parents and Educators
Lebre	Paula	IN07	Social and emotional learning practices across ages in Portugal
Lebre	Paula	P05	Disabled students in dance vocational courses: Paths to individual development and inclusion
Liebkind	Karmela	S02	Reducing Prejudice and Social Exclusion: The Role of Empathy, Intergroup Contact, Family, and School Context. A Research Symposium.
Lovrec-Marinovc´	Kosjenka	IN03	RESCUR in Kindergarten
MacDonald	Amy	IN12	Children's demonstration of their competences and agency in research participation
Maric	Vesna	IN03	RESCUR in Kindergarten
Marincel	Natalija	IN03	RESCUR in Kindergarten
Martins	Rui	IN07	Social and emotional learning practices across ages in Portugal
Mathews	Frances	G08	Schools needs and fears about self-harm prevention and intervention: A mixed method study of secondary schools in the UK
Matijevic	Ruzica	IN03	RESCUR in Kindergarten
Matischek-Jauk	Marlies	G01	The change in teachers' readiness to promote diversity at school. Austrian sample.
Matischek-Jauk	Marlies	G02	Depressive adolescents at risk for marginalisation: Improving understanding and reducing social exclusion processes through social-emotional learning

Last name	First name	Group	Title
Matischek-Jauk	Marlies	P10	The life skills program Lions Quest: Results of a qualitative study with students' focus groups
Maurovic	Ivana	G04	Relations between family resilience and socio-emotional skills of youth
Mihic	Josipa	G04	Relations between family resilience and socio-emotional skills of youth
Miklikowska	Marta	S02	Reducing Prejudice and Social Exclusion: The Role of Empathy, Intergroup Contact, Family, and School Context. A Research Symposium.
Miljević-Riđički	Renata	IN03	RESCUR in Kindergarten
Milkovic	Marcela	IN03	RESCUR in Kindergarten
Molinier	Edith	S04	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world : Emotional Competences of Educators Serving Autistic Students
Molinier	Edith	S04	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world: How enabling educators and teachers can support every child and student' wellbeing and success ?
Monteiro	Elisabete	P05	Disabled students in dance vocational courses: Paths to individual development and inclusion
Morganti	Annalisa	IN05	Improving Inclusion: An Evidence-Based, Social Emotional Approach
Morganti	Annalisa	S05	European Assessment Protocol for Children´s SEL Skills (EAP_SEL): A European Good Practice on Social and Emotional Learning
Marjanac	Mirela	IN03	RESCUR in Kindergarten
Munniksma	Anke	IN06	Truly diverse school classes — what can we do: The importance of teacher-initiated discussions about ethnically sensitive issues in multi-ethnic classrooms.
Myers	Carrie-Anne	IN04	Does diversity in society inevitably lead to a rise in bullying, intolerance and discrimination? A Research Symposium.
Mäkinen	Viivi	S02	Reducing Prejudice and Social Exclusion: The Role of Empathy, Intergroup Contact, Family, and School Context. A Research Symposium.
Nagy	Krisztina	G09	Exploring social relationships of elementary school students with sociometric method
Nagy	Ágnes Virág	G09	The family background of persistent primitive reflexes among 7–9-year-old children
Nagy	Krisztina	G11	Characteristics of school attachment among elementary school students
Nergaard	Svein Erik	IN02	Living Together: The Role of School Context in Immigrant and Native Youth's Attitudes, Friendships, and Adjustme
Nurwianti	Fivi	G08	Social Support as Supporting Factor in Anger Management Program to Reduce Headache Symptoms in Tension Type Headache Sufferers
Oliveira Bezerra	Milena	G12	Socioemotional Competences of Adolescents Living in Host Institutions
Oliveira-Bezerra	Milena	P04	Attention-Deficit/Hyperactivity Disorder in childhood: perceptions of parents and children about the quality of life
Olofsson	Viveca	G07	Implementing preventive parenting programs in ordinary care settings: What do we know?
Oppedal	Brit	IN02	Living Together: Acculturation in Context: The Moderating Effects of Immigrant and Native Peer Orientations on the Acculturation Experiences of Immigrants
Oppedal	Brit	IN02	Living Together: Effects of the Cultural Diversity Climate on Immigrant and Non-Immigrant Students' School Belonging and Psychological Adjustment
Oppedal	Brit	IN02	Living Together: The Role of School Context in Immigrant and Native Youth's Attitudes, Friendships, and Adjustment
Oppedal	Brit	IN02	Living Together: Understanding Swedish Youth's Inter-ethnic Attitudes and Friendship: The Role of Classroom Ethnic Composition and Classroom Climate

Last name	First name	Group	Title
O'Rourke	Megan	S06	Queer Representation in Early Childhood Education: why it matters, what's stopping it, and how we can do it better.
Parker	Rachel	G08	Schools needs and fears about self-harm prevention and intervention: A mixed method study of secondary schools in the UK
Plantak	Krešimir	IN03	RESCUR in Kindergarten
Plencnerova	Petra	G13	Evaluation of the Teaching Personal and Social Responsibility (TPSR) Model for Youth Leadership Development through School Sport Leadership Program (SSLP)
Poulou	Maria	G15	Preschoolers' emotion and behavior responses to peer provocation and early school adjustment
Poznjak Malobabic	Alka	IN03	RESCUR in Kindergarten
Prada	Ana	G06	Affective relationships from youth and adults' perspectives
Prada	Ana	G14	Domestic Violence – a retrospective study witn significant changes
Prada	Ana	G14	Domestic Violence and Child Development – Systematic literature review
Pur-Karabulut	Ipek Guzide	IN10	Teacher education for equity and social inclusion
Radat	Martina	IN03	RESCUR in Kindergarten
Ratkajec Gasevic	Gabrijela	G04	Relations between family resilience and socio-emotional skills of youth
Reicher	Hannelore	G02	Depressive adolescents at risk for marginalisation: Improving understanding and reducing social exclusion processes through social-emotional learning
Reicher	Hannelore	P10	The life skills program Lions Quest: Results of a qualitative study with students' focus groups
Ribeiro	Maria	G03	Loving relationships - between the essential and the impossible
Ribeiro	Maria	G06	Affective relationships from youth and adults' perspectives
Ribeiro	Maria	G14	Domestic Violence – a retrospective study witn significant changes
Ribeiro	Maria	G14	Domestic Violence and Child Development - Systematic literature review
Riedl	Sylvia	P10	The life skills program Lions Quest: Results of a qualitative study with students' focus groups
Rodrigues	Cristiana	G03	Loving relationships – between the essential and the impossible
Rodrigues	Cristiana	G06	Affective relationships from youth and adults' perspectives
Rodrigues	Cristiana	G14	Domestic Violence – a retrospective study witn significant changes
Rodrigues	Cristiana	G14	Domestic Violence and Child Development – Systematic literature review
Roffey	Sue	S01	Process issues in Social and Emotional Learning: successful outcomes across culture.
Roffey	Sue	W05	The Less Mentioned Dimensions: SEL for a safe, supportive and just society
Russell	Abigail	G08	Schools needs and fears about self-harm prevention and intervention: A mixed method study of secondary schools in the UK
Rusu	Carmen	S04	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world : An Example of Enabling's Teachers and Educator's Program for No Child Behind: Emotional Capital's Development via Mindful and Project's Management Program
Rusu	Carmen	S04	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world: How enabling educators and teachers can support every child and student' wellbeing and success ?
Rusu	Carmen	S04	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world: The Benefits of Emotional Support in Teacher-Student Relationships
Sá	Vanessa	P05	Disabled students in dance vocational courses: Paths to individual development and inclusion
Santos	Anabela	IN07	Social and emotional learning practices across ages in Portugal

Last name	First name	Group	Title
Šarić	Ljiljana	IN03	RESCUR in Kindergarten
Schachner	Maja	IN02	Living Together: Effects of the Cultural Diversity Climate on Immigrant and Non-Immigrant Students' School Belonging and Psychological Adjustment
Schachner	Maja	IN06	Truly diverse school classes - what can we do: Cross-ethnic friendships exacerbate effects of perceived discrimination on social-emotional adjustment of Turkish origin children in Germany.
Schreiner	Timo	P06	Doing and managing diversity in the social welfare system – A case study on example of the youth service in Germany
Shen	April Chiung-Tao	G07	Parenting, EI and Psychological Health in Taiwanese Children
Signorelli	Alessia	IN05	Improving Inclusion: An Evidence-Based, Social Emotional Approach
Signorelli	Alessia	S05	European Assessment Protocol for Children´s SEL Skills (EAP_SEL): A European Good Practice on Social and Emotional Learning
Simcic Domitrovic	Sanja	IN03	RESCUR in Kindergarten
Simões	Celeste	IN07	Social and emotional learning practices across ages in Portugal
Sims-Schouten	Wendy	G09	Mental Health of Care Leavers: Making Sense of Their Perspectives
Sims-Schouten	Wendy	G16	Childhood Obesity and Bullying: The Construction of 'Fatness' as a Deficiency
Sinkkonen	Hanna-Maija	G07	Parents and participation in multiprofessional co-operation
Skoog	Therése	G04	A RCT study of the Resilience Curriculum (RESCUR) in Sweden.
Skoog	Therése	G07	Implementing preventive parenting programs in ordinary care settings: What do we know?
Skoog	Therése	G13	The association between parental physical activity and youth sports participation: Differences and similarities between immigrant and Swedish youth
Sousa	Vanda	G11	Does scheduling influences the effectiveness of SEL programs?: An analysis of the comparative effectiveness of integration into school curriculum versus after-school scheduling
Sousa	Vanda	G15	Promoting school success in the transition from elementary to middle school: Searching for the most effective solutions
Stattin	Håkan	IN02	Living Together: Understanding Swedish Youth's Inter-ethnic Attitudes and Friendship: The Role of Classroom Ethnic Composition and Classroom Climate
Stattin	Håkan	IN11	Might SEL programmes affect mental health at the population level? A roundtable discussion
Strømgren	Børge	G05	Social and Emotional Learning in Schools: evaluation of the Norwegian version of the Lions-Quest "Skills for Adolescence" program.
Swanberg	Lena	W04	Improvisational theatre training as a method for learning a new language
Svensson	Ylva	IN06	Truly diverse school classes – what can we do: "Immigrant identity" as a subordinate in-group identity.
Svensson	Ylva	IN06	Truly diverse school classes – what can we do: Cross-ethnic friendships exacerbate effects of perceived discrimination on social-emotional adjustment of Turkish origin children in Germany.
Svensson	Ylva	IN06	Truly diverse school classes – what can we do: The importance of teacher-initiated discussions about ethnically sensitive issues in multi-ethnic classrooms.
Tai	Sylvia	P03	Advancing Social and Emotional Learning in Taiwan
Talvio	Markus	G01	The change in teachers' readiness to promote diversity at school. Austrian sample.
Tillfors	Maria	G07	Implementing preventive parenting programs in ordinary care settings: What do we know?

Last name	First name	Group	Title
Wallentin	Åsa	W02	Effective components of two social learning models for improving resilience, social and emotional development in children
van der Merwe	Petro	G02	Embrace our children: Unlocking the potential to vulnerable children
Wei	Hsi-Sheng	G07	Parenting, EI and Psychological Health in Taiwanese Children
Veiga Branco	Maria	G03	Loving relationships – between the essential and the impossible
Veiga Branco	Maria	G14	Domestic Violence and Child Development – Systematic literature review
Veiga-Branco	Maria	G06	Affective relationships from youth and adults' perspectives
Veiga-Branco	Maria	G12	Socioemotional Competences of Adolescents Living in Host Institutions
Veiga-Branco	Maria	G14	Domestic Violence – a retrospective study witn significant changes
Veiga-Branco	Augusta	G16	Vaccination indicators of measles, hepatitis B and tetanus a look beyond borders
Wigelsworth	Michael	G04	An empirical basis for linking social and emotional learning to school success
Wigelsworth	Michael	G10	A cluster randomised trial of a resilience and anxiety-reduction training program: FRIENDS for life
Wigelsworth	Michael	IN09	Assessing children and young people's outcomes across the full SPECTRUM
Wigelsworth	Michael	S03	All in the Game: Improving Pupil Behaviour in the Classroom
Vuko	Marina	IN03	RESCUR in Kindergarten
Yang	Li-Jung	P03	Advancing Social and Emotional Learning in Taiwan
Yuen	Celeste Y.M.	G12	Understanding School Engagement of Immigrant, Ethnic Minority and Under-privileged Youth In Hong Kong
Zamith-Cruz	Judite	G12	Socioemotional Competences of Adolescents Living in Host Institutions
Zic Ralic	Anamarija	IN05	Improving Inclusion: An Evidence-Based, Social Emotional Approach
Zizak	Antonija	G04	Relations between family resilience and socio-emotional skills of youth
Zsolnai	Aniko	G03	Observing 3–4 year old children's social behavior in problematic situations
Zsolnai	Aniko	G11	Assessing 3–4-year-old children's prosocial behaviour with face-to-face method in Hungary
Zsolnai	Anikó	G01	Examining Teachers' and student's empathy
Özdemir	Metin	G13	The association between parental physical activity and youth sports participation: Differences and similarities between immigrant and Swedish youth
Özdemir	Sevgi Bayram	IN02	Living Together: Acculturation in Context: The Moderating Effects of Immigrant and Native Peer Orientations on the Acculturation Experiences of Immigrants
Özdemir	Sevgi Bayram	IN02	Living Together: Effects of the Cultural Diversity Climate on Immigrant and Non-Immigrant Students' School Belonging and Psychological Adjustment
Özdemir	Sevgi Bayram	IN02	Living Together: The Role of School Context in Immigrant and Native Youth's Attitudes, Friendships, and Adjustment
Özdemir	Metin	IN02	Living Together: Understanding Swedish Youth's Inter-ethnic Attitudes and Friendship: The Role of Classroom Ethnic Composition and Classroom Climate
Özdemir	Sevgi Bayram	IN02	Living Together: Understanding Swedish Youth's Inter-ethnic Attitudes and Friendship: The Role of Classroom Ethnic Composition and Classroom Climate
Özmen	Kevser	P09	The Effect of Instruction on The Expression of Empathy and Subsequent Association with Prosocial Behavior.

Participants listed by group

Group	Last name	First name	Title
G01	Cefai	Carmel	Teacher Education in Resilience Building
G01	Dolev	Niva	Can workplace incivility of Preschool Teachers impact their own social emotional competencies and thus the development of young children's social emotional competencies?
G01	Gáspár	Csaba	Examining Teachers' and student's empathy
G01	Itzkovich	Yariv	Can workplace incivility of Preschool Teachers impact their own social emotional competencies and thus the development of young children's social emotional competencies?
G01	Matischek-Jauk	Marlies	The change in teachers' readiness to promote diversity at school. Austrian sample.
G01	Talvio	Markus	The change in teachers' readiness to promote diversity at school. Austrian sample.
G01	Zsolnai	Anikó	Examining Teachers' and student's empathy
G02	Ellis	Gill	Socio-Economic Diversity
G02	Griffith	Catherine	A Validated Group Counseling Curriculum to Reduce Suicidality among LGBTQ Youth: Results from a Randomized Controlled Trial
G02	Matischek-Jauk	Marlies	Depressive adolescents at risk for marginalisation: Improving understanding and reducing social exclusion processes through social-emotional learning
G02	Reicher	Hannelore	Depressive adolescents at risk for marginalisation: Improving understanding and reducing social exclusion processes through social-emotional learning
G02	van der Merwe	Petro	Embrace our children: Unlocking the potential to vulnerable children
G03	Antão	Celeste	Loving relationships – between the essential and the impossible
G03	D'Amico	Antonella	Measuring and empowering Meta-Emotional Intelligence in adolescents.
G03	Hegedus	Szilvia	Observing 3–4 year old children's social behavior in problematic situations
G03	Ribeiro	Maria	Loving relationships – between the essential and the impossible
G03	Rodrigues	Cristiana	Loving relationships – between the essential and the impossible
G03	Veiga Branco	Maria	Loving relationships – between the essential and the impossible
G03	Zsolnai	Aniko	Observing 3–4 year old children's social behavior in problematic situations
G04	Eriksson	Charli	A RCT study of the Resilience Curriculum (RESCUR) in Sweden.
G04	Feric	Martina	Relations between family resilience and socio-emotional skills of youth
G04	Humphrey	Neil	An empirical basis for linking social and emotional learning to school success
G04	Kimber	Birgitta	A RCT study of the Resilience Curriculum (RESCUR) in Sweden.
G04	Maurovic	Ivana	Relations between family resilience and socio-emotional skills of youth
G04	Mihic	Josipa	Relations between family resilience and socio-emotional skills of youth
G04	Ratkajec Gasevic	Gabrijela	Relations between family resilience and socio-emotional skills of youth
G04	Skoog	Therése	A RCT study of the Resilience Curriculum (RESCUR) in Sweden.
G04	Wigelsworth	Michael	An empirical basis for linking social and emotional learning to school success
G04	Zizak	Antonija	Relations between family resilience and socio-emotional skills of youth
G05	Gilde	Henrik Rødsten	Social and Emotional Learning in Schools: evaluation of the Norwegian version of the Lions-Quest "Skills for Adolescence" program.
G05	Hughes	Jean	SEAK Canada: An Exploration of the Effects of PATHS on Health Service Use

Group	Last name	First name	Title
G05	Humphrey	Neil	Implementation and impact of the PATHS curriculum on children's psychological wellbeing, perceptions of peer social support, and school connectedness
G05	Jacques	Sophie	SEAK Canada: An Exploration of the Effects of PATHS on Health Service Use
G05	Strømgren	Børge	Social and Emotional Learning in Schools: evaluation of the Norwegian version of the Lions-Quest "Skills for Adolescence" program.
G06	Anastácio	Zélia	Affective relationships from youth and adults' perspectives
G06	Antão	Celeste	Affective relationships from youth and adults' perspectives
G06	Frolen	Luis	Affective relationships from youth and adults' perspectives
G06	Hart	Tania	Strengthening our assistance by ensuring children have their say and their voices are valued.
G06	Kitching	Ansie Elizabeth	Co-constructing enabling spaces for hope and inclusion through the promotion of holistic well-being: A South African case study.
G06	Prada	Ana	Affective relationships from youth and adults' perspectives
G06	Ribeiro	Maria	Affective relationships from youth and adults' perspectives
G06	Rodrigues	Cristiana	Affective relationships from youth and adults' perspectives
G06	Veiga-Branco	Maria	Affective relationships from youth and adults' perspectives
G07	Fefer	Sarah	Supporting Diverse Learners through Family-School Partnership: Perspectives from Parents and Educators
G07	Feng	Joyce Yen	Parenting, EI and Psychological Health in Taiwanese Children
G07	Feng	Jui-Ying	Parenting, EI and Psychological Health in Taiwanese Children
G07	Hsieh	Yi-Ping	Parenting, EI and Psychological Health in Taiwanese Children
G07	Huang	ChingYu	Parenting, EI and Psychological Health in Taiwanese Children
G07	Hwa	Hsiao-Lin	Parenting, EI and Psychological Health in Taiwanese Children
G07	Koskela	Teija	Parents and participation in multiprofessional co-operation
G07	Lauterbach	Alexandra	Supporting Diverse Learners through Family-School Partnership: Perspectives from Parents and Educators
G07	Olofsson	Viveca	Implementing preventive parenting programs in ordinary care settings: What do we know?
G07	Shen	April Chiung-Tao	Parenting, EI and Psychological Health in Taiwanese Children
G07	Sinkkonen	Hanna-Maija	Parents and participation in multiprofessional co-operation
G07	Skoog	Therése	Implementing preventive parenting programs in ordinary care settings: What do we know?
G07	Tillfors	Maria	Implementing preventive parenting programs in ordinary care settings: What do we know?
G07	Wei	Hsi-Sheng	Parenting, EI and Psychological Health in Taiwanese Children
G08	Christia	Mellia	Social Support as Supporting Factor in Anger Management Program to Reduce Headache Symptoms in Tension Type Headache Sufferers
G08	D'Amico	Antonella	Emotional Intelligence and maladjustment in adolescent with Specific Learning Disabilities
G08	Evans	Rhiannon	Schools needs and fears about self-harm prevention and intervention: A mixed method study of secondary schools in the UK
G08	Guastaferro	Teresa	Emotional Intelligence and maladjustment in adolescent with Specific Learning Disabilities
G08	Ilona	Felicia	Social Support as Supporting Factor in Anger Management Program to Reduce Headache Symptoms in Tension Type Headache Sufferers
G08	Janssens	Astrid	Schools needs and fears about self-harm prevention and intervention: A mixed method study of secondary schools in the UK

Group	Last name	First name	Title
G08	Mathews	Frances	Schools needs and fears about self-harm prevention and intervention: A mixed method study of secondary schools in the UK
G08	Nurwianti	Fivi	Social Support as Supporting Factor in Anger Management Program to Reduce Headache Symptoms in Tension Type Headache Sufferers
G08	Parker	Rachel	Schools needs and fears about self-harm prevention and intervention: A mixed method study of secondary schools in the UK
G08	Russell	Abigail	Schools needs and fears about self-harm prevention and intervention: A mixed method study of secondary schools in the UK
G09	D. Molnár	Éva	The family background of persistent primitive reflexes among 7–9-year-old children
G09	Hayden	Carol	Mental Health of Care Leavers: Making Sense of Their Perspectives
G09	Kovács	Dénes	The family background of persistent primitive reflexes among 7–9-year-old children
G09	Nagy	Krisztina	Exploring social relationships of elementary school students with sociometric method
G09	Nagy	Ágnes Virág	The family background of persistent primitive reflexes among 7–9-year-old children
G09	Sims-Schouten	Wendy	Mental Health of Care Leavers: Making Sense of Their Perspectives
G10	Bell	Sarah	A cluster randomised controlled trial of an intervention to improve the mental health support and training available to secondary school teachers – the WISE (Wellbeing in Secondary Education) study
G10	Brockman	Rowan	A cluster randomised controlled trial of an intervention to improve the mental health support and training available to secondary school teachers – the WISE (Wellbeing in Secondary Education) study
G10	Erdem	Elif	New Developed Early Childhood Resilience Scale in Turkey
G10	Ersay	Ebru	New Developed Early Childhood Resilience Scale in Turkey
G10	Evans	Rhiannon	A cluster randomised controlled trial of an intervention to improve the mental health support and training available to secondary school teachers – the WISE (Wellbeing in Secondary Education) study
G10	Grey	Jill	A cluster randomised controlled trial of an intervention to improve the mental health support and training available to secondary school teachers – the WISE (Wellbeing in Secondary Education) study
G10	Harding	Sarah	A cluster randomised controlled trial of an intervention to improve the mental health support and training available to secondary school teachers – the WISE (Wellbeing in Secondary Education) study
G10	Kidger	Judi	A cluster randomised controlled trial of an intervention to improve the mental health support and training available to secondary school teachers – the WISE (Wellbeing in Secondary Education) study
G10	Wigelsworth	Michael	A cluster randomised trial of a resilience and anxiety-reduction training program: FRIENDS for life
G11	Coelho	Vítor Alexandre	Does scheduling influences the effectiveness of SEL programs?: An analysis of the comparative effectiveness of integration into school curriculum versus after-school scheduling
G11	Griffith	Catherine	Validation of the Protective Factors Index at the Middle School Level: A Social Emotional Assessment Tool of Classroom Competencies
G11	Hegedus	Szilvia	Assessing 3–4-year-old children's prosocial behaviour with face-to-face method in Hungary
G11	Nagy	Krisztina	Characteristics of school attachment among elementary school students

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G11	Sousa	Vanda	Does scheduling influences the effectiveness of SEL programs?: An analysis of the comparative effectiveness of integration into school curriculum versus after-school scheduling
G11	Zsolnai	Aniko	Assessing 3–4-year-old children's prosocial behaviour with face-to-face method in Hungary
G12	Abendroth	Sonja	Subjective Theories of Early Childhood Personnel Regarding the Integration of Refugee Children and Their Families in Early Childhood Education Centers
G12	Albers	Timm	Subjective Theories of Early Childhood Personnel Regarding the Integration of Refugee Children and Their Families in Early Childhood Education Centers
G12	Anastácio	Zélia	Socioemotional Competences of Adolescents Living in Host Institutions
G12	Antão	Celeste	Socioemotional Competences of Adolescents Living in Host Institutions
G12	Hoeft	Maike	Subjective Theories of Early Childhood Personnel Regarding the Integration of Refugee Children and Their Families in Early Childhood Education Centers
G12	Oliveira Bezerra	Milena	Socioemotional Competences of Adolescents Living in Host Institutions
G12	Veiga-Branco	Maria	Socioemotional Competences of Adolescents Living in Host Institutions
G12	Yuen	Celeste Y.M.	Understanding School Engagement of Immigrant, Ethnic Minority and Underprivileged Youth In Hong Kong
G12	Zamith-Cruz	Judite	Socioemotional Competences of Adolescents Living in Host Institutions
G13	Colley	David	Emotional Well Being as part of Initial Teacher Training
G13	Jaf	Darun	The association between parental physical activity and youth sports participation: Differences and similarities between immigrant and Swedish youth
G13	Plencnerova	Petra	Evaluation of the Teaching Personal and Social Responsibility (TPSR) Model for Youth Leadership Development through School Sport Leadership Program (SSLP)
G13	Skoog	Therése	The association between parental physical activity and youth sports participation: Differences and similarities between immigrant and Swedish youth
G13	Özdemir	Metin	The association between parental physical activity and youth sports participation: Differences and similarities between immigrant and Swedish youth
G14	Anastácio	Zélia	Domestic Violence – a retrospective study witn significant changes
G14	Antão	Celeste	Domestic Violence – a retrospective study witn significant changes
G14	Antão	Celeste	Domestic Violence and Child Development - Systematic literature review
G14	Dolev	Niva	Developing social emotional skills in early education – a kaleidoscope of methods
G14	Frolen	Luis	Domestic Violence – a retrospective study witn significant changes
G14	Prada	Ana	Domestic Violence – a retrospective study witn significant changes
G14	Prada	Ana	Domestic Violence and Child Development – Systematic literature review
G14	Ribeiro	Maria	Domestic Violence – a retrospective study witn significant changes
G14	Ribeiro	Maria	Domestic Violence and Child Development – Systematic literature review
G14	Rodrigues	Cristiana	Domestic Violence – a retrospective study witn significant changes
G14	Rodrigues	Cristiana	Domestic Violence and Child Development – Systematic literature review
G14	Veiga Branco	Maria	Domestic Violence and Child Development – Systematic literature review
G14	Veiga-Branco	Maria	Domestic Violence – a retrospective study witn significant changes
G15	Agca	Fatma	Identity development of Turkish Dutch adolescents
G15	Coelho	Vítor Alexandre	Promoting school success in the transition from elementary to middle school: Searching for the most effective solutions
G15	Poulou	Maria	Preschoolers' emotion and behavior responses to peer provocation and early school adjustment

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G15	Sousa	Vanda	Promoting school success in the transition from elementary to middle school: Searching for the most effective solutions
G16	Anastácio	Zélia	Vaccination indicators of measles, hepatitis B and tetanus a look beyond borders
G16	Anes	Eugénia	Vaccination indicators of measles, hepatitis B and tetanus a look beyond borders
G16	Antão	Celeste	Vaccination indicators of measles, hepatitis B and tetanus a look beyond borders
G16	Coelho	Sónia	Learning social and emotional skills thorough the body in the Asperger Syndrome: a case study
G16	Cowie	Helen	Childhood Obesity and Bullying: The Construction of 'Fatness' as a Deficiency
G16	Fonseca	Ana	Learning social and emotional skills thorough the body in the Asperger Syndrome: a case study
G16	Geraldes Pereira	Ana Maria	Vaccination indicators of measles, hepatitis B and tetanus a look beyond borders
G16	Sims-Schouten	Wendy	Childhood Obesity and Bullying: The Construction of 'Fatness' as a Deficiency
G16	Veiga-Branco	Augusta	Vaccination indicators of measles, hepatitis B and tetanus a look beyond borders
IN01	Egley	Shirley	Diversity in Schools: Exploring Trends, Linkages and Nuances in Education Practice
IN01	Evans	Kathy	Diversity in Schools: Exploring Trends, Linkages and Nuances in Education Practice
IN01	Joslyn	Erica	Diversity in Schools: Exploring Trends, Linkages and Nuances in Education Practice
IN02	Fandrem	Hildegunn	Living Together: The Role of School Context in Immigrant and Native Youth's Attitudes, Friendships, and Adjustment
IN02	Nergaard	Svein Erik	Living Together: The Role of School Context in Immigrant and Native Youth's Attitudes, Friendships, and Adjustment
IN02	Oppedal	Brit	Living Together: Acculturation in Context: The Moderating Effects of Immigrant and Native Peer Orientations on the Acculturation Experiences of Immigrants
IN02	Oppedal	Brit	Living Together: Effects of the Cultural Diversity Climate on Immigrant and Non-Immigrant Students' School Belonging and Psychological Adjustment
IN02	Oppedal	Brit	Living Together: The Role of School Context in Immigrant and Native Youth's Attitudes, Friendships, and Adjustment
IN02	Oppedal	Brit	Living Together: Understanding Swedish Youth's Inter-ethnic Attitudes and Friendship: The Role of Classroom Ethnic Composition and Classroom Climate
IN02	Schachner	Maja	Living Together: Effects of the Cultural Diversity Climate on Immigrant and Non-Immigrant Students' School Belonging and Psychological Adjustment
IN02	Stattin	Håkan	Living Together: Understanding Swedish Youth's Inter-ethnic Attitudes and Friendship: The Role of Classroom Ethnic Composition and Classroom Climate
IN02	Özdemir	Sevgi Bayram	Living Together: Acculturation in Context: The Moderating Effects of Immigrant and Native Peer Orientations on the Acculturation Experiences of Immigrants
IN02	Özdemir	Sevgi Bayram	Living Together: Effects of the Cultural Diversity Climate on Immigrant and Non-Immigrant Students' School Belonging and Psychological Adjustment
IN02	Özdemir	Sevgi Bayram	Living Together: The Role of School Context in Immigrant and Native Youth's Attitudes, Friendships, and Adjustment
IN02	Özdemir	Metin	Living Together: Understanding Swedish Youth's Inter-ethnic Attitudes and Friendship: The Role of Classroom Ethnic Composition and Classroom Climate
IN02	Özdemir	Sevgi Bayram	Living Together: Understanding Swedish Youth's Inter-ethnic Attitudes and Friendship: The Role of Classroom Ethnic Composition and Classroom Climate
IN03	Badric	Nikolina	RESCUR in Kindergarten
IN03	Balić-Šimrak	Antonija	RESCUR in Kindergarten

Group	Last name	First name	Title
IN03	Boulliet	Dejana	RESCUR in Kindergarten
IN03	Busic	Tomislav	RESCUR in Kindergarten
IN03	Crnkovic	Davorka	RESCUR in Kindergarten
IN03	Darwish	Dina	RESCUR in Kindergarten
IN03	Duspara	Ljubica	RESCUR in Kindergarten
IN03	Golik Homolak	Ivana	RESCUR in Kindergarten
IN03	Jeic	Minja	RESCUR in Kindergarten
IN03	Krkac Vadllja	Lana	RESCUR in Kindergarten
IN03	Lovrec-Marinovc´	Kosjenka	RESCUR in Kindergarten
IN03	Maric	Vesna	RESCUR in Kindergarten
IN03	Marincel	Natalija	RESCUR in Kindergarten
IN03	Matijevic	Ruzica	RESCUR in Kindergarten
IN03	Miljević-Riđički	Renata	RESCUR in Kindergarten
IN03	Milkovic	Marcela	RESCUR in Kindergarten
IN03	Marjanac	Mirela	RESCUR in Kindergarten
IN03	Plantak	Krešimir	RESCUR in Kindergarten
IN03	Poznjak Malobabic	Alka	RESCUR in Kindergarten
IN03	Radat	Martina	RESCUR in Kindergarten
IN03	Šaric	Ljiljana	RESCUR in Kindergarten
IN03	Simcic Domitrovic	Sanja	RESCUR in Kindergarten
IN03	Vuko	Marina	RESCUR in Kindergarten
IN04	Cowie	Helen	Does diversity in society inevitably lead to a rise in bullying, intolerance and discrimination? A Research Symposium.
IN04	Myers	Carrie-Anne	Does diversity in society inevitably lead to a rise in bullying, intolerance and discrimination? A Research Symposium.
IN05	Antognazza	Davide	Improving Inclusion: An Evidence-Based, Social Emotional Approach
IN05	Canha	Lúcia	Improving Inclusion: An Evidence-Based, Social Emotional Approach
IN05	Morganti	Annalisa	Improving Inclusion: An Evidence-Based, Social Emotional Approach
IN05	Signorelli	Alessia	Improving Inclusion: An Evidence-Based, Social Emotional Approach
IN05	Zic Ralic	Anamarija	Improving Inclusion: An Evidence-Based, Social Emotional Approach
IN06	Munniksma	Anke	Truly diverse school classes – what can we do: The importance of teacher-initiated discussions about ethnically sensitive issues in multi-ethnic classrooms.
IN06	Schachner	Maja	Truly diverse school classes – what can we do: Cross-ethnic friendships exacerbate effects of perceived discrimination on social-emotional adjustment of Turkish origin children in Germany.
IN06	Svensson	Ylva	Truly diverse school classes – what can we do: "Immigrant identity" as a subordinate in-group identity.
IN06	Svensson	Ylva	Truly diverse school classes – what can we do: Cross-ethnic friendships exacerbate effects of perceived discrimination on social-emotional adjustment of Turkish origin children in Germany.
IN06	Svensson	Ylva	Truly diverse school classes – what can we do: The importance of teacher-initiated discussions about ethnically sensitive issues in multi-ethnic classrooms.
IN07	Fonseca	Ana Marta	Social and emotional learning practices across ages in Portugal
IN07	Gaspar de Matos	Margarida	Social and emotional learning practices across ages in Portugal
IN07	Lebre	Paula	Social and emotional learning practices across ages in Portugal

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IN07	Martins	Rui	Social and emotional learning practices across ages in Portugal
IN07	Santos	Anabela	Social and emotional learning practices across ages in Portugal
IN07	Simões	Celeste	Social and emotional learning practices across ages in Portugal
IN08	Giotta	Joanna	Students´ perceived self-concept and response to academic demands in school and the consequences on students´ achievement and mental health
IN08	Klapp	Alli	Students´ perceived self-concept and response to academic demands in school and the consequences on students´ achievement and mental health
IN09	Humphrey	Neil	Assessing children and young people's outcomes across the full SPECTRUM
IN09	Wigelsworth	Michael	Assessing children and young people's outcomes across the full SPECTRUM
IN10	Cefai	Carmel	Teacher education for equity and social inclusion
IN10	Dimova	Reni	Teacher education for equity and social inclusion
IN10	Karadayi	E.Figen	Teacher education for equity and social inclusion
IN10	Pur-Karabulut	Ipek Guzide	Teacher education for equity and social inclusion
IN10	Bademci	H. Ozden	Teacher education for equity and social inclusion
IN11	Bremberg	Sven	Might SEL programmes affect mental health at the population level? A roundtable discussion
IN11	Eriksson	Charli	Might SEL programmes affect mental health at the population level? A roundtable discussion
IN11	Stattin	Håkan	Might SEL programmes affect mental health at the population level? A roundtable discussion
IN12	Huser	Carmen	Children's demonstration of their competences and agency in research participation
IN12	MacDonald	Amy	Children's demonstration of their competences and agency in research participation
P01	Colomeischi	Aurora Adina	Stress and Well-being in Romanian Teachers´ Life
P02	Jeić	Minja	"Growing together plus" Workshops with parents of children with disabilities
P03	Chen	Huei-Tsyr	Advancing Social and Emotional Learning in Taiwan
P03	Tai	Sylvia	Advancing Social and Emotional Learning in Taiwan
P03	Yang	Li-Jung	Advancing Social and Emotional Learning in Taiwan
P04	Anastácio	Zélia	Attention-Deficit/Hyperactivity Disorder in childhood: perceptions of parents and children about the quality of life
P04	Oliveira-Bezerra	Milena	Attention-Deficit/Hyperactivity Disorder in childhood: perceptions of parents and children about the quality of life
P05	Amoedo	Henrique	Disabled students in dance vocational courses: Paths to individual development and inclusion
P05	Lebre	Paula	Disabled students in dance vocational courses: Paths to individual development and inclusion
P05	Monteiro	Elisabete	Disabled students in dance vocational courses: Paths to individual development and inclusion
P05	Sá	Vanessa	Disabled students in dance vocational courses: Paths to individual development and inclusion
P06	Schreiner	Timo	Doing and managing diversity in the social welfare system – A case study on example of the youth service in Germany
P07	Colomeischi	Aurora Adina	PSIWELL – Promoting Social Inclusion and Wellbeing for Families of Children with Special Needs
P08	Henriksson	Barbro	RESCUR in Sweden

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P09	Krabbendam	Lydia	The Effect of Instruction on The Expression of Empathy and Subsequent Association with Prosocial Behavior.
P09	Özmen	Kevser	The Effect of Instruction on The Expression of Empathy and Subsequent Association with Prosocial Behavior.
P10	Matischek-Jauk	Marlies	The life skills program Lions Quest: Results of a qualitative study with students' focus groups
P10	Reicher	Hannelore	The life skills program Lions Quest: Results of a qualitative study with students' focus groups
P10	Riedl	Sylvia	The life skills program Lions Quest: Results of a qualitative study with students' focus groups
S01	Dobia	Brenda	Process issues in Social and Emotional Learning: successful outcomes across culture.
S01	Dolev	Niva	Process issues in Social and Emotional Learning: successful outcomes across culture.
S01	Roffey	Sue	Process issues in Social and Emotional Learning: successful outcomes across culture.
S02	Bohman	Andrea	Reducing Prejudice and Social Exclusion: The Role of Empathy, Intergroup Contact, Family, and School Context. A Research Symposium.
S02	Kimber	Birgitta	Reducing Prejudice and Social Exclusion: The Role of Empathy, Intergroup Contact, Family, and School Context. A Research Symposium.
S02	Liebkind	Karmela	Reducing Prejudice and Social Exclusion: The Role of Empathy, Intergroup Contact, Family, and School Context. A Research Symposium.
S02	Miklikowska	Marta	Reducing Prejudice and Social Exclusion: The Role of Empathy, Intergroup Contact, Family, and School Context. A Research Symposium.
S02	Mäkinen	Viivi	Reducing Prejudice and Social Exclusion: The Role of Empathy, Intergroup Contact, Family, and School Context. A Research Symposium.
S03	Humphrey	Neil	All in the Game: Improving Pupil Behaviour in the Classroom
S03	Wigelsworth	Michael	All in the Game: Improving Pupil Behaviour in the Classroom
S04	Decker	Emmanuelle	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world : An Example of Enabling's Teachers and Educator's Program for No Child Behind: Emotional Capital's Development via Mindful and Project's Management Program
S04	Decker	Emmanuelle	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world: How enabling educators and teachers can support every child and student' wellbeing and success ?
S04	Gendron	Benedicte	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world: A Way To Be Inclusive and Support Every Child and Students Empowerment
S04	Gendron	Benedicte	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world: An Example of Enabling's Teachers and Educator's Program for No Child Behind: Emotional Capital's Development via Mindful and Project's Management Program
S04	Gendron	Benedicte	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world: How enabling educators and teachers can support every child and student' wellbeing and success ?
S04	Haenjohn	Juthamas	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world: A development of Integrative Training Program to Promoting Executive Functions of the Brain in Thai Adolescent
S04	Haenjohn	Juthamas	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world: How enabling educators and teachers can support every child and student' wellbeing and success ?

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S04	Molinier	Edith	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world: Emotional Competences of Educators Serving Autistic Students
S04	Molinier	Edith	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world: How enabling educators and teachers can support every child and student' wellbeing and success?
S04	Rusu	Carmen	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world : An Example of Enabling's Teachers and Educator's Program for No Child Behind: Emotional Capital's Development via Mindful and Project's Management Program
S04	Rusu	Carmen	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world: How enabling educators and teachers can support every child and student' wellbeing and success ?
S04	Rusu	Carmen	Emotional capital and Mindful and Enabling's Education & Schools for a Diversity enriched world: The Benefits of Emotional Support in Teacher-Student Relationships
S05	Antognazza	Davide	European Assessment Protocol for Children´s SEL Skills (EAP_SEL): A European Good Practice on Social and Emotional Learning
S05	Eriksson	Charli	European Assessment Protocol for Children´s SEL Skills (EAP_SEL): A European Good Practice on Social and Emotional Learning
S05	Kimber	Birgitta	European Assessment Protocol for Children´s SEL Skills (EAP_SEL): A European Good Practice on Social and Emotional Learning
S05	Morganti	Annalisa	European Assessment Protocol for Children´s SEL Skills (EAP_SEL): A European Good Practice on Social and Emotional Learning
S05	Signorelli	Alessia	European Assessment Protocol for Children´s SEL Skills (EAP_SEL): A European Good Practice on Social and Emotional Learning
S06	O'Rourke	Megan	Queer Representation in Early Childhood Education: why it matters, what's stopping it, and how we can do it better.
W01	Harrington	Karen	A STEM-focused Career Development Curriculum for Incarcerated Youth
W01	Krezmien	Michael	A STEM-focused Career Development Curriculum for Incarcerated Youth
W02	Bengtsson	Patric	Effective components of two social learning models for improving resilience, social and emotional development in children
W02	Wallentin	Åsa	Effective components of two social learning models for improving resilience, social and emotional development in children
W03	Finne	Johannes	Improving social competence by reducing cognitive distortions; Outcome evaluation of Social Perception Training (SPT)
W04	Swanberg	Lena	Improvisational theatre training as a method for learning a new language
W05	Roffey	Sue	The Less Mentioned Dimensions: SEL for a safe, supportive and just society
W06	Gottberg	Maria-Pia	Make friends with your feelings

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Abendroth	Sonja	Universität Paderborn	Germany
Agca	Fatma	Radboud University Nijmegen	The Netherlands
Aksoy	Didem	Education Reform Initiative	Turkey
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Antão	Celeste	Instituto Politécnico de Bragança	Portugal
Antognazza	Davide	SUPSI	Switzerland
Ashworth	Emma	University of Manchester	United Kingdom
Aulin	Per	Centre for School Development	Sweden
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Colomeischi	Aurora Adina	Stefan Cel Mare University	Romania
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Duspara	Ljubica	Kindergarten Radost	Croatia
Egley	Shirley	University of south wales	Wales
Ellis	Gill	Blenheim Road Community & Coed Eva Primary Schools	Wales

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Eriksson	Charli	Örebro University	Sweden
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Evans	Rhiannon	Cardiff University	United Kingdom
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Fandrem	Hildegunn	University of Stavanger	Norway
Fefer	Sarah	University of Massachusetts Amherst	United States
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Frearson	Kirsty	University of Manchester	United Kingdom
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Hart	Tania	University of Northampton	United Kingdom
Hegedus	Szilvia	University of Szeged, Doctoral School of Education	Hungary
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Hoeft	Maike	University Paderborn	Germany
Huang	Ching-Yu	Bournemouth University	United Kingdom
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Humphrey	Neil	University of Manchester	England
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Itzkovich	Yariv	Kinneret Academic College	Israel
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Karadayı	Esma Figen	Maltepe University	Turkey
Khattab	Raed	The Bible Society	Israel
Kimber	Birgitta	Örebro University	Sweden
Kitching	Ansie Elizabeth	North-West University	South Africa
Klapp	Alli	University of Gothenburg	Sweden

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Last name	First name	Company/Organisation	Country
Koskela	Teija	University of Eastern Finland	Finland
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Lekenstam	Staffan	Göteborgs Stad	Sweden
Lovrec-Marinovc´	Kosjenka	Dječji Vrtić "Prečko"	Croatia
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Marić	Vesna	Kindergarten Radost	Croatia
Marincel	Natalija	DV UTRINA	Croatia
Matijevic	Ruzica	DV UTRINA	Croatia
Matischek-Jauk	Marlies	University College of Teacher Edcuation Styria	Austria
Mellgren	Jan	Centre for School Development	Sweden
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Molinier	Edith	California Autism Foundation	United States
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Marjanac	Mirela	DV Sopot	Croatia
Munniksma	Anke	University of Amsterdam	The Netherlands
Myers	Carrie-Anne	City, University of London	United Kingdom
Mäkinen	Viivi	University of Helsinki	Finland
Nagy	Krisztina	University of Szeged Doctoral School of Education	Hungary
Negrete Ruiz	Marcela Tatiana	Université Paris 10 Nanterre La Défense	France
Nergaard	Svein Erik	University of Stavanger	Norway
Nogueira	Teresa		Portugal
O´Rourke	Megan	N/A	United States
Olafsson	Siggi	Centre for school Development	Sweden
Olweus	Dan	Professor of Psychology, Bergen	Norway
Oppedal	Brit	Norwegian Institute of Public Health	Norway
Ozmen	Kevser	VU University Amsterdam	The Netherlands
Pedersen	Claes Solborg	SPOR	Denmark
Petrinec	Ljiljana	Dječji vrtić Jabuka	Croatia
Plantak	Krešimir	Dječji vrtić "Varaždin" Varaždin	Croatia
Plencnerova	Petra	Victoria University	Australia
Poulou	Maria	University of Patras	Greece
Požnjak Malobabić	Alika	Kindergarten Radost	Croatia
Radat	Martina	Dječji Vrtić "Prečko"	Croatia

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Reichmuth	Nancy	Inter Community School Zurich	Switzerland
Robinson	Grazyna	ICSZ Zurich	Switzerland
Rodrigues	Cristiana	Instituto Politécnico de Bragança	Portugal
Roffey	Sue	Western Sydney University	United Kingdom
Rukavina	Mirella	Retired	United States
Rusu	Carmen	Universite Paul Valery	France
Samaan	Diana	The Bible Society	Israel
Šaric′	Ljiljana	Dječji Vrtić "Prečko"	Croatia
Schachner	Maja	University of Potsdam	Germany
Schreiner	Timo	Universität Gießen	Germany
Signorelli	Alessia	University of Perugia	Italy
Simcic Domitrovic	Sanja	DV UTRINA	Croatia
Simões	Celeste	ENSEC/FMH/ULisboa	Portugal
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Sinkkonen	Hanna-Maija	University of Tampere	Finland
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