



European Network for Social and Emotional Competence

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SOCIAL AND EMOTIONAL LEARNING MATTERS

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

Issue 24: APRIL 2021

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Welcome!

It is a pleasure that on behalf of our four co-chairs and our founding chairs to welcome you to the 24th issue of the ENSEC newsletter.

We have interesting information from ENSEC members, from different countries, regarding actions and publications developed upon generous ideas of social and emotional competence learning and development.

This issue contains information about conferences, new publications in the field, books and projects on SEL.

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

We express our gratitude to all who contributed to the spreading knowledge and kindness in this period of time and wish you will be safe and healthy, inspired for the time to come!

Thank you!

Enjoy reading and keep safe!

UPCOMING CONFERENCES & EVENTS

8TH ENSEC CONFERENCE – 30TH OF JUNE – 3RD OF JULY 2022,
SUCEAVA, ROMANIA

www.ensec-conference.eu



Universitatea
Ștefan cel Mare
Suceava

Call for Abstracts: 2022 ENSEC Conference on Social Emotional Learning and Positive Development

DUE TO PANDEMIC SITUATION, TAKING INTO CONSIDERATION THAT ENSEC CONFERENCE IS MOSTLY A NETWORKING EVENT FOR EXCHANGING OF IDEAS AND GOOD PRACTICES ON SEL, WE DECIDED TO POSTPONE THE CONFERENCE ORGANIZED IN ROMANIA, FROM 30TH OF JUNE TO 3RD OF JULY 2022

YOU ARE WARMLY INVITED TO BE PART OF A UNIQUE SEL EVENT, IN SUCEAVA, ROMANIA, IN 2022

The second Call for Abstracts is now open for the 2022 ENSEC Conference on Social Emotional Learning and Positive Development to be held on 30th June - 3rd July 2022 at the Ștefan cel Mare University from Suceava, Romania.

The conference will address many of the major issues that face us currently, locate and contextualize theory and practice and provide an opportunity for theoretical discussion and dissemination of research in this field.

The main themes of the conference include Cross Cultural Perspectives on Social and Emotional Learning fostering Positive Development, Mental Health in Schools, Teacher Training in Mental Health and Social – Emotional Learning, Promoting Resilience through Education, Social Emotional Learning for Adults and Inclusive Communities.

Inspiring keynote speakers are to be invited from outstanding universities to share their expertise in social- emotional learning: **Dr. Stephanie Jones** and **Dr. Marc Brackett** from USA, **Dr. Adrian Opre** from Romania, **Dr. Marcelino Cabrera** from EU– Joint Research Centre.

You are warmly invited to submit abstracts for **papers, posters, symposiums or workshops** for the conference. The registration is open.

Please submit abstracts (English language) of not more than 250 words through the online submission system at www.ensec-conference.eu

The closing date for submission of abstracts is 31st of December 2021. More information: adina.colomeischi@usm.ro

Suceava, 15th of May 2021

THE 8TH ENSEC CONFERENCE – KEYNOTE SPEAKERS

Gerald S. Lesser Professor in Early Childhood Development at Harvard Graduate School of Education



Stephanie Jones' research, anchored in prevention science, focuses on the effects of poverty and exposure to violence on children and youth's social, emotional, and behavioral development. Over the last ten years her work has focused on both evaluation research addressing the impact of preschool and elementary focused social-emotional learning interventions on behavioral and academic outcomes and classroom practices; as well as new curriculum development, implementation, and testing. Jones is a recipient of the Grawemeyer Award in Education for her work with Zigler and Walter Gilliam on *A Vision for Universal Preschool Education* (Cambridge University Press, 2006) and a recipient of the *Joseph E. Zins Early-Career Distinguished Contribution Award for Action Research in Social and Emotional Learning*

Prof. Marc Brackett – Yale University



Marc Brackett, Ph.D., is the Founder and Director of the [Yale Center for Emotional Intelligence](#) and a Professor in the Child Study Center of Yale University. He is the lead developer of [RULER](#), an evidence-based approach to social and emotional learning that has been adopted by nearly 2,000 pre-K through high schools across the United States and in other countries. He also serves on the Board of Directors for the Collaborative for Academic, Social, and Emotional Learning (CASEL).

Dr. Marcelino CABRERA, European Commission Joint Research Centre



Marcelino Cabrera is a senior researcher at the Human Capital and Employment Unit, Joint Research Centre (European Commission). He is currently in charge of studies on Key Competences for Lifelong Learning, including the Digital (DigComp), and the “Personal, Social and Learning to Learn” competences. He is co-author of the conceptual framework “LifeComp”. He is also leading work on Education for Environmental Sustainability and several studies on Artificial Intelligence in Education. Marcelino has a large research experience on the Cohesion policies, including the Smart Specialization of Regions, eHealth, eGovernment, and digital technologies for social inclusion. He is experienced in communicating European policies and holds degrees in Mathematics, Computer Science, and Psychology.

Contact: European Commission Joint Research Centre (JRC) - Unit Human Capital and Employment. Edificio Expo - Calle Inca Garcilaso 3; E-41092 Sevilla – Spain.

Prof. Adrian OPRE, Babeş – Bolyai University, Cluj – Napoca, Romania

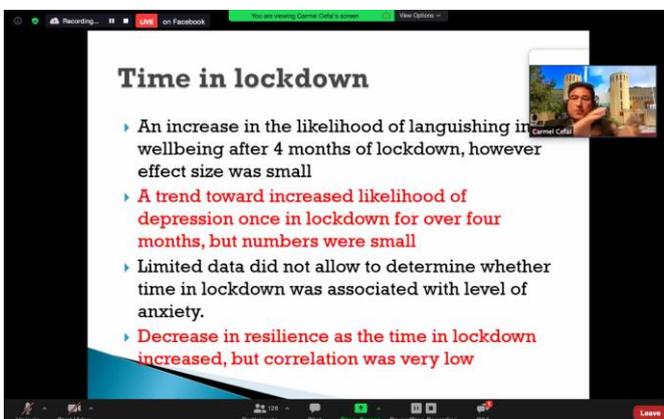
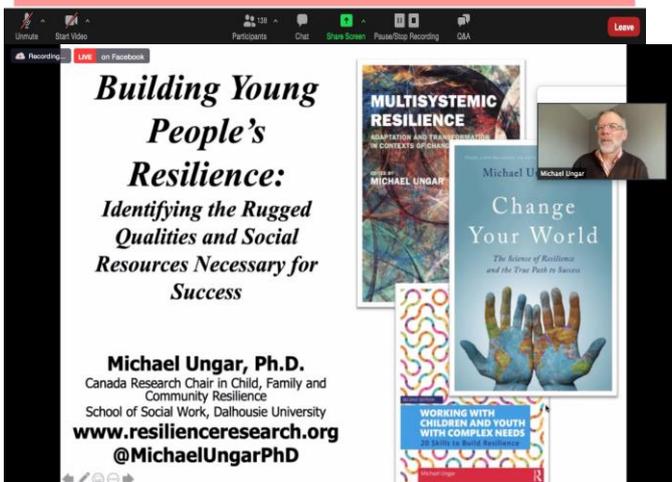
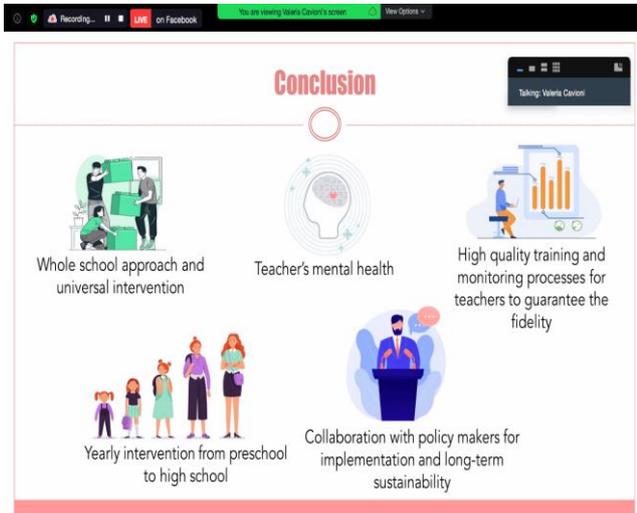


Dr. Adrian Opre is a tenured professor at the Psychology Department of Babeş-Bolyai University. His competence domains are: cognitive and educational psychology, personality psychology, applications of cognitive sciences in education. Over the past 12 years, dr. Opre’s preoccupations have focused primarily on the socio-emotional development programs for children and young persons. The most relevant outputs are Self kit (www.selfkit.ro) and DASECA Programs. Adrian Opre was director/ coordinator or member in over 20 research projects/ development-research projects and published as a first author or co-author over 75 studies in scientific journals, ISI indexed – over 30, reviewed in international databases or acknowledged by the scientific community; he published 5 books as a first/primary author, 6 books as co-author and 18 book chapters.

(see www.psychology.ro)

ENSEC WEBINAR 26TH MARCH 2020

CHILDREN OF THE PANDEMIC: THE MENTAL HEALTH, WELLBEING AND RESILIENCE OF CHILDREN DURING COVID-19



On Friday 26th of March 2021, ENSEC in collaboration with the Erasmus + Project PROMEHS (coordinated by the University of Milano Bicocca) and the Centre for Resilience & Socio-Emotional Health at the University of Malta presented a webinar on the mental health, wellbeing, and resilience of school children during the pandemic.

Over 200 participants attended the webinar.

ENSEC chair Adina Colomeischi gave an update on the ENSEC conference being held in Suceava, Romania next year, on the forthcoming ENSEC newsletter and other matters. An insightful presentation introducing the PROMEHS project and its progress was delivered by Prof Ilaria Grazzani and Dr Valeria Cavioni, University of Milan Bicocca, Italy. Attendees worldwide were privileged to receive presentations from Michael Ungar on the resilience of children during COVID-19 and Helen Cowie on the mental health of children during COVID-19. Carmel Cefai presented his findings on a study on the resilience of Maltese children during the pandemic. An engaging and lively discussion followed after each presentation.



INTERNATIONAL RESILIENCE DAY

ENESEC, in collaboration with the Centre for Resilience and Socio-Emotional Health, is announcing an initiative to hold an International Resilience Day every year. COVID-19 has been instrumental in putting resilience on the frontline as a helpful construct in making sense, coping with and thriving from the COVID experience. This is a great opportunity to celebrate together the work and contributions of the field in advancing positive human development and growth. If you are interested in joining the group working on this initiative please contact carmel.cefai@um.edu.mt

NEW PUBLICATIONS

INTERNATIONAL JOURNAL OF EMOTIONAL EDUCATION, APRIL 2021

Volume 13 Issue 1 of the International Journal of Emotional Education (IJEE) is being published by the Centre for Resilience and Socio-Emotional Health at the University of Malta in April 2021. It includes a number of papers on different topics and a section on book reviews. The Journal is indexed by various international indices including SCOPUS, Psychinfo and ERIC. The Journal may be accessed at www.um.edu.mt/ijee.

THE PSYCHOLOGY OF CHILD WELL-BEING: NEW COURSE FOR TEACHERS IN CROATIA

**How to go to kindergarten and primary school tear-free? –
Support for socio-emotional well-being of children during
transition and adaptation
as a part of book series Psychology of child well-being, vol. 2**



The Psychology of Child Well-Being: New course for teachers in Croatia

Sanja Tatalović Vorkapić (sanjatv@uniri.hr)

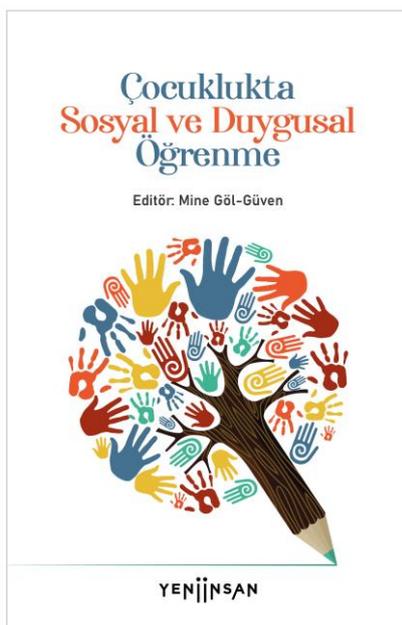
Faculty of Teacher Education in Rijeka, Croatia

With the aim of harmonization between constant changes in contemporary childhood needs, needed competencies among early childhood educators and primary school teachers, and the galloping advancement in psychological science, a new course named *PSYCHOLOGY OF CHILD WELL-BEING* has been implemented and started at the University of Rijeka, Faculty of Teacher Education. This is the first course with this aim and content in Croatia. Its general objective is to acquaint the students with the contemporary knowledge from the field psychology of child well-being and positive psychology as the youngest branch of psychology. It is aimed at strengthening and optimizing positive dimensions, strengths, and potentials in individuals, as a fundamental way to develop resilience, socio-emotional competencies, and the overall psychological well-being and mental health, both on an individual level of future teachers and in work with children. Given that the basic prerequisite for strengthening child well-being is to strengthen the well-being of professionals working with children, teaching will be aimed at acquiring competencies in this area in relation to oneself, one's own personal growth and development, and in relation to the needs of working with children. The course aims to provide modern knowledge in the field of the Psychology of child well-being, which can provide a better quality of life, both for the students themselves and within the application of this knowledge in working with preschool children. The course content is comprised of: Introduction to the psychology of child well-being; Positive states and positive emotions; Positive thinking, human strength and virtues; Psychology of well-being, subjective well-being, adult well-being, child well-being, developmental perspective of well-being;

Contemporary perspectives and a multifactorial approach to the study of child well-being; Positive motivation, positive relationships, and positive institutions, society, community; Psychology of well-being in the educational context; Risk and protective factors of psychological aspects of child well-being; Resilience, socio-emotional learning, and mental health; Preventive programs for strengthening child and youth well-being; Contemporary research and methodology of the psychology of child well-being. The course is held on Croatian and English language, i.e. for Croatian students and for YUFE universities network students, and it is the part of project, which develops the e-courses within the virtual university campus funded by the University of Rijeka. The course is elective; it is lectured online, at the real time once a week within two hours of lectures, with additional exercises and seminars for students. It is the part of two study programs: University integrated undergraduate and graduate study of Primary School Education and University graduate study of Early and Preschool Education.

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SOCIAL AND EMOTIONAL LEARNING IN CHILDHOOD



Mine Göl-Güven is an ENSEC member since 2009, who was the local committee head of the ENSEC conference in İzmir-Turkey, has published her book on Social and Emotional Learning (SEL). Mine is the editor of the book that has 14 chapters about SEL. The book starts with her chapter which gives a broad view of SEL from the theories to SEL practices in the time of Covid-19 pandemic. The following chapters are about how parents and

teachers perceive the importance of developing SEL skills, their values, views, and beliefs of SEL. The book also provides information on the current assessment tools and strategies which are helpful for both teachers and researchers. A chapter on the recent research in the area also takes place in the book. In addition, some concepts and related applications such as mindfulness, nature connection to develop SEL, and play and its role in supporting SEL are also discussed in the book. The book is the first book of SEL that is written and published in Turkish.

PROJECTS ON SEL

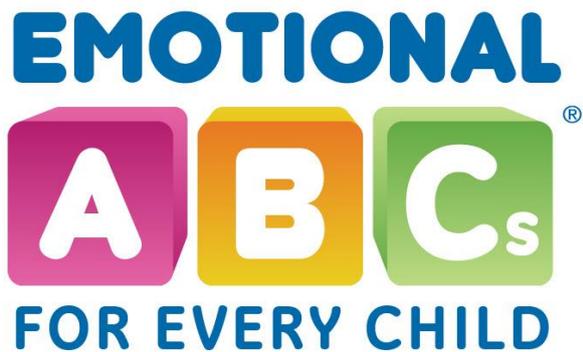
RESEARCH GROUP IN PSYCHOPEDAGOGICAL ORIENTATION University of Barcelona

The research group named GROU (Research Group in Psychopedagogical Orientation) has developed, after 10 years of intensive research, a theoretical model of conflict resolution. This model is divided into 4 phases: (1) emotional awareness, which includes the understanding and legitimation of emotions; (2) To stop and reduce the emotional intensity and impulsivity; (3) Use of different emotion regulation strategies and, (4) Communication and assertive behaviour. This model has been gamified in several video games: Happy 8-12 aimed at primary school students aged between 8 and 12, Happy 12-16 addressed to secondary students aged between 12 and 16, Happy Sports, Happy for Adults, and Happy for Families. All of them include specialized software and contain 25 conflicts developed in different scenarios. Thus, the player has different roles: bully, victim, or observer. The main objective is for users to learn to manage their emotional competencies and learn to solve daily life conflicts. Studies have been conducted, and the results show an improvement of the users' emotional competencies and a significant anxiety reduction.

GROU's website:

<http://www.ub.edu/grou/en/grou-introduction/>

EMOTIONAL ABCs FOR EVERY CHILD



America's most awarded evidence-based Social Emotional Learning (SEL) program is now available for free worldwide to Teachers and School counselors at "brick and mortar" public and private schools. Emotional ABCs Classroom is designed for children ages 4-11 and gives kids practical tools for dealing with impulse control, frustration, and acting out. Our complete emotional skills curriculum teaches children how to figure out what they're feeling, why they're experiencing that emotion, and how to make better choices for lifetime emotional resilience. Go to EmotionalABCs.com to see why Common Sense Education named the program a "Top Pick for Learning" and why it's already been taken up by teachers and school counselors in more than 65,000 schools across the USA and in more than 90 countries. The program is currently available in English with other language versions coming soon.

Contact:
Ross Brodie, CEO
Emotional ABCs
Ross@EmotionalABCs.com

UPRIGHT – Universal Preventive Resilience Intervention globally implemented in schools to improve and promote mental Health for Teenagers.



UPRIGHT presentation and objectives

UPRIGHT is a research project funded by the European Union's Horizon 2020 Research and Innovation programme (GA 754919). The general aim of the UPRIGHT project is to promote mental well-being and prevent mental disorders by enhancing resilience capacities in youths, through a holistic approach addressing early adolescents, families and education professionals. To

do so, the project co-created and implemented a resilience building intervention in five European countries (Spain, Italy, Poland, Denmark and Iceland).

The research project is ongoing until the end of the year 2021, and from January 2022, the intervention programme will be available for any school wondering to use. For more information about the project, partners, articles and more visit the project's website www.uprightproject.eu

UPRIGHT theoretical framework and intervention programme

The theoretical framework of UPRIGHT has been developed by an innovative and multidisciplinary approach using a co-creation process by the UPRIGHT Consortium. The UPRIGHT resilience-building framework is based on four main components: social and emotional learning, efficacy, mindfulness and coping with 18 associated skills. The UPRIGHT intervention operationalises the theoretical model through an in-school programme.

For each component and skill, the programme consists of a theoretical part, followed by a practical part, which contains of a series of exercises and activities to learn the skills and understand how to put them into practice in everyday life. The target population of the intervention is adolescents, but in order to be effective it is also addressed to families, teachers and the educational centre. The UPRIGHT intervention programme is available in seven languages.



Photo text: The UPRIGHT resilience theoretical framework comprises 4 components and 18 skills

UPRIGHT research design

The research design consists of a mixed-methods approach to capture the complexity of the whole school system. Both qualitative and quantitative methods together with the simulation modelling are used. The research study has been designed as a randomized, controlled (two parallel groups) trial to test the effectiveness of the intervention. It involves 39 schools and 4460 adolescents, their families and teachers in five participating regions; representing European economic, sociodemographic, and cultural diversity.

Teachers, school staff, families and adolescents from schools receiving the intervention participated in the quantitative and qualitative evaluation of the effectiveness of the UPRIGHT intervention and schools acting as controls participated in the quantitative evaluation.

Expected impact

The expected impacts for the UPRIGHT resilience-based intervention are i.e.:

- Improved mental well-being among adolescents, families and teachers receiving the intervention.
- Students of any grade enrolled in the intervention schools will benefit from the culture of well-being in the schools created by UPRIGHT.
- Create a strong evidence base for mental well-being promotion programmes in Europe, contributing to greater health equity and improved societal benefits, including for migrants.

- Improved mental well-being in youth should contribute to reducing school and college/university dropout in the short term, strengthening personal confidence and cognitive function, improving educational efforts and enhancing employability.

PROFESSIONAL DEVELOPMENT OPPORTUNITY

ONLINE POSTGRADUATE STUDY

OXFORD
BROOKES
UNIVERSITY

Sebda | Promoting the social and emotional well being of children and young people

Social, Emotional & Mental Health Difficulties (SEMH)

Oxford Brookes University, in partnership with the Social Emotional and Behavioural Difficulties Association (SEBDA), offers two postgraduate courses for professionals working with children and/or young people with social, emotional and mental health difficulties. These Master's level courses are delivered online. Each 60 credit course lasts one year. Take both postgraduate certificates and a dissertation year and you can achieve an MA Education (SEND) with a specialism in SEMH.

Please visit www.sebda.org or contact admin@sebda.org for more information.

"This has been enlightening, not only for me but also for others whom I train and advise. I would just like to say a very big thank you for running such an excellent, well managed and highly relevant course." (G.Z., student)

"The timetable and structured activities each fortnight enabled me to manage the workload, on top of working full time." (Anonymous student feedback)

APPLY NOW FOR A
SEPTEMBER 2021 START

Applications are welcome from both UK and international professionals working in a relevant setting.

