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## **SOCIAL AND EMOTIONAL LEARNING MATTERS**

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

Issue 11: April 2016

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### **Founding chairs**

- Paul Cooper, Professor, Brunel University London, UK, [paul.cooper@brunel.ac.uk](mailto:paul.cooper@brunel.ac.uk)
- Carmel Cefai, Director, Centre for Resilience & Socio-Emotional Health, University of Malta, [carmel.cefai@um.edu.mt](mailto:carmel.cefai@um.edu.mt)

## Welcome!

On behalf of myself, my four co-chairs and our two founding chairs, I would like to welcome you to the 11th ENSEC newsletter.

**First, we are happy to announce that the next ENSEC conference will be held in Sweden, hosted by Örebro University and the City of Gothenburg.**

**Save the date: 07<sup>th</sup> – 09<sup>th</sup> June 2017!**

**More information will follow.**

This issue features news from our ENSEC member Maurice Elias who reports on how schools can assess social-emotional skills and character.

We have also received information about upcoming events and conferences worldwide thanks to this issue's contributors; as well as call for papers for a range of journals, and publications of ENSEC members.

We also like to introduce some more of our country coordinators.

We would appreciate your comments on the matters discussed in this newsletter, please bearing in mind that the work of ENSEC is being done by chairs who are all volunteers, and on top of busy jobs.

We would love some interesting features for the next edition. Please send any contributions to me ([Carmen\\_huser@web.de](mailto:Carmen_huser@web.de)) as a Word document so that it can be cut and pasted – no logos please. We have started to accept longer features to share richer, detailed knowledge throughout the network. However, this is a newsletter and not a journal – so no long academic papers accepted!

Thank you!

## UPCOMING CONFERNCES & EVENTS

### The 6<sup>th</sup> International Congress on Interpersonal Acceptance and Rejection

**Date:** 7th - 10th June, 2016  
**Venue:** [Psychology Faculty, UNED](#)  
C/ Juan del Rosal 10, 12  
Madrid (Spain)

The Congress is devoted to all aspects of research and applied practice relevant to interpersonal acceptance and rejection.

**Important deadlines:**

Early Abstract submission began Monday, September 28, 2015.

More information: <http://isiparmadrid2016.wix.com/isiparmadrid2016>

### The Positive Schools Conference

**Date:** 7th – 8th July, 2016  
**Venue:** University of Cambridge Faculty of Music –  
West Road Concert Hall  
11 West Rd, Cambridge CB3 9DP, United Kingdom

This conference aims to explore opportunities to nurture wellbeing and positive education in UK schools addressing all primary and secondary school teachers, school leaders and others involved in the education of children in the UK.

**More information:**

<http://www.positiveschools.com.au/UK/Positive%20Schools%202016%20UK%20Home.html>

Helen Street and Neil Porter have been running the hugely successful Positive Schools conferences across Australia for many years and this year are bringing this event to the UK. If you go to just one conference this year make it this one!

I don't think it is too extreme a statement to say that the wellbeing of our children is now at risk within the English education system. The purpose of schooling is becoming increasingly narrow and rather than focusing on maximising the potential of the whole child and every child the stress is on homogenous outcomes. The value of diversity is being undermined and the important pillars of learning to be and learning to live together are fading in the glare of the daily pressure to meet curricular targets. Teachers are rarely valued for how they turn children's lives around in believing they have something unique to offer - but simply on their test results.

We know that mental health issues are increasing and evident at an even younger age. Self-harm is just one way that negative emotions are expressed, challenging behaviour another. Even for young children, the vital importance of play and physical activity has been downgraded in favour of pencil and paper learning. It is unsurprising that many teachers are leaving the profession, ground down by unreasonable expectations, mountains of paperwork and lack of respect for the efforts they make for the kids in their care. If we are not in a crisis yet we soon will be.

Positive Schools focuses on the wellbeing of the whole child and what it means to deliver a meaningful and joyful educational experience. Over the two days, in both keynote talks and workshops participants will not only have their beliefs about positive education confirmed by the evidence of renowned researchers and practitioners but they will also have their spirit nourished by meeting and talking with others who have a similar passion for the future of our young people.

I have attended several Positive Schools conferences in Australia and last year in Singapore and have been uplifted not only by what has been delivered by the speakers but also just by listening to the conversations at coffee time. We are talking about what our children need to flourish in life as they grow and how our teachers need to be given the tools and opportunities to help them do so. It all makes so much sense.

In Positive Schools in July you will hear from both Australian and British speakers covering topics such as turning education on its head, building a strong and flourishing school community, how we can promote mental health, why play is critical for healthy development and what it means for kids to be happy. I will be talking about why belonging is critical for a positive sense of self and why and how we need to actively teach young people the value of our shared humanity.

I hope you can come, I hope that you can persuade others to join you. I look forward to seeing you there.

By Sue Roffey

## Social Emotional Learning Conference

Date: 14<sup>th</sup> – 15<sup>th</sup> July 2016

Venue: **Cane Ridge High School in Antioch, Tennessee**

The Social Emotional Learning Conference is an exciting annual event hosted by Metro Nashville Public Schools and [Alignment Nashville's Behavioral Health Team](#). This will be the sixth instalment of the conference, which features renowned SEL keynote, panel of experts on ACE (Adverse Childhood Experiences), and **over 100 unique workshops over the two days that attendees can self-select**. An exhibit hall will also be featured, and businesses and organizations that support SEL and mental health will be on hand to share information about their services.

This year's keynote speaker is Pedro Noguera, Ph.D. Dr. Noguera is the Distinguished Professor of Education at the Graduate School of Education and Information Studies at UCLA. His research focuses on the ways in which schools are influenced by social and economic conditions, as well as by demographic trends in local, regional and global contexts. He is the author of eleven books and over 200 articles and monographs. He serves on the boards of numerous national and local organizations and appears as a regular commentator on educational issues on CNN, MSNBC, National Public Radio, and other national news outlets. This year's panel is currently being developed and will feature some of the nation's leading voices on adverse childhood experiences (ACE) and their effect on brain development, learning, and behavior.

## Colloquium Emotions & International Law: Call for papers

**Date:** 25<sup>th</sup> – 26<sup>th</sup> August, 2016

**Venue:** The School of Law of the University of Buenos Aires, Argentina

The School of Law of the University of Buenos Aires is hosting a Colloquium on “Emotions & International Law”, which will take place on August 25<sup>th</sup> and 26<sup>th</sup> in Buenos Aires, Argentina. The event is organized by the Permanent Seminar on the Theory and History of International Law (SEMPITHIDIA) and the DECyT Research Project “The passions of international law: Affective perspectives, States’ emotions and political feelings in the history of ius gentium”, under the direction of Prof. Emiliano J. Buis.

The event will mainly encompass the conceptual discussion on feelings such as hatred, resentment, compassion, nostalgia, fear, empathy/sympathy, jealousy, shame, humiliation, affection/love, among others, which are considered as possible keys of interpretation and analysis frameworks to examine international relations on a broad sense, involving States and non-State actors, as well as the generation of rules regulating them.

For questions related to the information contained in this call for papers or the event please contact the organizers

e-mail: ebuis@derecho.uba.ar; emocionesDI@gmail.com.

**Relevant dates:**

- May 1st: Abstracts deadline (no more than 500 words).
- June 1st: Announcement of accepted proposals
- August 1st: Deadline for paper submissions (between 4500 and 7500 words, including footnotes)

**More information:** [http://www.derecho.uba.ar/investigacion/2016\\_colloquium-on-emotions-call-for-papers.pdf](http://www.derecho.uba.ar/investigacion/2016_colloquium-on-emotions-call-for-papers.pdf)

**Witchcraft and Emotions: Social Conflict and the Judicial Process**

**Date:** 23-24 June 2016

**Venue:** Berlin

Witch-trials are saturated with emotions: accusers and witnesses vented their hatreds and fears, while accused witches struggled to maintain some control over their emotional self-representation. Trial processes involved not only those accused of witchcraft, but could also become community affairs, encompassing different layers of judicial and religious personnel, as well as neighbours, friends and family. This conference will examine the emotions that occur within the dynamics of witchcraft accusations and witch-trials, through the social network of neighbours, friends and kin, or the spatial network of the torture chamber or courtroom.

**Enquiries:** Laura Kounine (kounine@mpib-berlin.mpg.de)

**Convenors:**

- Laura Kounine (Max Planck Institute for Human Development, Berlin)
- Charles Zika (CHE, The University of Melbourne)
- Jacqueline van Gent (CHE, The University of Western Australia)
- Michael Ostling (Arizona State University).

## IV International Conference Of Myth Criticism: Myth And Emotions

**Dates:** 24-28 October 2016

**Venue:** Faculty of Languages (Building A) of the Complutense University, Madrid

### **Deadlines:**

- Those who wish to present a paper at the Conference are asked to fill and send the online pre-registration form before the **30th April 2016**.
- The provisional programme will be published on the **31st May 2016**.
- The Organizing Committee will inform the candidates of its decision on the proposal before the **1st June 2016**.
- Candidates admitted must register before the **30th June 2016**.

### **How to participate?**

As Participant (not presenting a paper).

As Participant presenting a paper.

As Participant of a Roundtable.

### **Publication**

- A selection of papers presented during the Conference will be collected into a single volume.
- A Scientific Committee will choose, within the limits agreed with the publisher, the papers that are most adapted to the following criteria: relationship with the theme of the Conference, mythocritical focus, scientific methodology, critical and bibliographical apparatus, originality, quality of content and clarity of writing.
- The languages allowed for the volume are Spanish, English or French.
- The deadline for the submission of papers is the **15th December 2016**.

**More information:** <http://mythcriticism.com/en/>

## NEWS FROM ENSEC MEMBERS

### How Any School Can Assess Social-Emotional Skills and Character in Existing Report Cards

We all know that whatever gets measured usually gets attention and focus. Right now, there is no widespread, practical way for all schools to assess children's social-emotional skills and character (SECD). Or is there? If one looks at student report cards, one often will find on "the other side" of the academic grades a set of comments about children's behavior, character, preparation, motivation, and more.

Teacher comments have long been provided alongside academic grades to recognize the essential role of many abilities and competencies in academic performance and future potential. And we know that academic ability and potential are not always directly related. We have all served on committees with colleagues who are extremely smart but not productive members of the team; indeed, their actions often impede the collective work. In the world into which our students will enter as adults, there can be no either-or of academic or social-emotional and character competencies. Students require both-and, therefore, feedback about students in schools must incorporate both aspects, systematically and carefully.

#### Why Current Comment Systems Need Improvement

In *The Other Side of the Report Card: Assessing Students' Social, Emotional, and Character Development* (<http://www.corwin.com/books/Book245000>), JJ Ferrito, Dominic Mocerri and I analyzed report card comments and their ubiquitous drop-down menus and found many flaws in the current system. The items are often non-specific or assess multiple areas; the choices are constrained; the way they are integrated into data systems is such that there is almost never any feedback provided on student trends; and they rarely measure what schools believe to be most important.

The upshot is that current methods are far from systematic. We can, should, and must do a lot better in assessing and reporting on SECD, and the technology exists for this to happen. But any change in educational practice—even the most obvious and necessary—asks many individuals to look at what they are doing and do things differently. This cannot be considered without well-thought-out justification. In that light, reflect on the following driving forces for making changes in current report cards:

- Pedagogical requirements of standards-based academics across nations require social-emotional and character competencies.
- Teachers already allocate time to assigning report card comments but almost never receive summary feedback based on those comments.
- Comment sections are often the only formal rating made of student behavior.
- Finances are already allocated for the production and distribution of report cards three or four times per year.
- Parents and students could receive feedback on student progress toward demonstrating specific skills shown in research and practice to influence academic achievement as well as a number of positive and negative behaviors.
- Student progress toward skill and/or character development deemed most meaningful by your school can be tracked on an individual, school, and district level.
- Ratings of SEL skills and character can be used as early indicators of students at risk or who may be able to serve as positive role models and resources for their peers.
- SEL and character ratings present a natural opportunity to emphasize positive behaviors. There is a big difference between “not bullying” and being an asset to one’s classroom and peers.

These will become important talking points with colleagues as you consider moving in this direction.

### **Framing Essential Conversations with Parents and Students**

The gifts of individual students include their academic abilities, personality, character, and skills of relating and interacting. We can use SECD in our report cards to frame essential, multiyear conversations between students and teachers, teachers and parents, and parents and students. Some of the most important of these conversations, particularly for parents and guardians who are not as closely attuned to schools’ academic rigors, revolve around “the other side of the report card.” Our current comment systems too rarely address the behaviors most worth talking about, i.e., those best aligned with our ultimate goal of educating the future citizens of our society.

### **A Guide to Feasibly Integrating SECD Into Report Cards**

Schools arrive at a decision to integrate SEL and/or character into their report cards in one of two ways, generally:

- Option 1: Schools have made a commitment to build students’ social-emotional competencies and/or character and now wish to have a formal, explicit, systematic way of assessing progress.

- Option 2: Schools realize the importance of SEL and/or character for their broader purposes of developing the whole student, fostering academic achievement, promoting positive behavior, and creating a positive culture and climate for learning.

Either way, the best process is to create assessments that are aligned with your school and district priorities. And what is most valuable is indeed the process of dialogue, conversation, and selection of SECD priorities and focus. The resulting system is tailored to your school and truly “owned” by the school community. No specialized school or outside personnel are needed to score or interpret these assessments, which reduces cost and increases efficient use of in-school expertise.

The Other Side of the Report Card provides developmental guidance and examples at all grade levels for how to design and implement a report card comment system aligned with your own SEL and/or character goals, including:

- Guided exercises for analyzing existing report cards
- Samples and suggested report card designs
- Tips on improving communication with parents
- Case studies highlighting common challenges
- Testimonials from teachers and students

We know that our students’ social-emotional and character development is essential for their success in school and life. Since it matters so much, we should give serious thought to assessing it in ways that are much better aligned with theory, research, and practical utility than are our current report card comment systems.

By Maurice J. Elias

**Read more:** Elias, M. J., Ferrito, J. J. & Mocerri, D. C. (2016). *The Other Side of the Report Card: Assessing Students’ Social, Emotional, and Character Development*. Thousand Oaks CA: Corwin Press.

## **CALL FOR PAPERS:**

### **Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development**

Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development is directed at all teachers, professionals, researchers and academics who are concerned with the personal, social and emotional development, education and care of all pupils across the curriculum. The journal tackles important contemporary issues such as current developments in the curriculum - citizenship, health, social and moral education; managing behaviour; whole school approaches; school structures; as well as issues of care - school exclusion, bullying and emotional development. Approaches to personal/social education; pastoral care and the counselling and care of students all come within its remit. The journal has a long-established tradition of working with the principles of humanistic education in focussing on the development of the whole person, including social, moral and emotional development.

Contributions are encouraged which include analysis of existing practice, methods and programmes; critical discussions and accounts of new ideas and methods; developments and controversial issues; reports on research. The Editor also welcomes proposals for special issues.

Further information (scope, how to submit etc.):

<http://www.tandfonline.com/toc/rped20/current>

### **School Health Education and Promotion: Current Approaches and Critical Perspectives**

**Guest editors Professor Venka Simovska & Dr Deana Leahy**

*Health Education* is a leading journal which reflects the best of modern thinking about health education. It offers stimulating and incisive coverage of current debates, concerns, interventions, and initiatives, and provides a wealth of evidence, research, information, and ideas to inform and inspire those in both the theory and practice of health education.

The proposed Special Issue '*School Health Education and Promotion: Current Approaches and Critical Perspectives*' will bring together educational researchers and scholars from across the world to consider current curricula, policies and practices related to school-based health education and promotion and related professional development of teachers. We envisage the papers will draw from theoretical and empirical research as well as cases from practice to engage with the following kinds of questions:

- Which approaches to health and wellbeing are currently being developed and endorsed within school-based health education and health promotion curricula in different contexts?
- How are health education and promotion in schools currently being shaped by different socio-cultural, political and educational matters?
- How are teachers translating contemporary health education and health promotion into their schools and classrooms and what approaches, theories, and/or pedagogies are they drawing on?
- How do teachers observe and assess student learning in health education?
- How is the professional development of teachers preparing them to teach health education and health promotion for the context in which they work?

**Abstract deadline:** 30<sup>th</sup> May 2016

In the first instance please submit your abstracts to Dr Deana Leahy, Faculty of Education, Monash University email: [deana.leahy@monash.edu](mailto:deana.leahy@monash.edu). Dr Leahy is also happy to answer questions and discuss ideas.

**Full papers deadline** (from accepted proposals): 30<sup>th</sup> October 2016.

**See more at:**

<http://emeraldgroupublishing.com/products/journals/journals.htm?id=he#sthash.NzCObonZ.dpuf>

Enquiries regarding the special issue may be directed to Dr Deana Leahy:

[deana.leahy@monash.edu](mailto:deana.leahy@monash.edu)

**International Journal for Nurture in Education:  
Practitioner-led special issue**

The International Journal for Nurture in Education is issuing a call for research-led papers relating to nurture groups and the wider application of nurturing principles in education. This journal follows a peer review process.

**Deadline:** 31<sup>st</sup> August 2016

**More information:** <https://nurturegroups.org/news/call-papers> (and attached flyer).

**Cognition & Emotion:  
Call for papers for Special Issue**

This proposal for a Special Issue of *Cognition and Emotion* addresses one of the cardinal concerns of affective science, which is overlapping and distinctive features of anxiety and depression. A central finding in the study of anxiety and depression is that they are moderately highly correlated with each other. This leads us to the question: What is behind this co-occurrence? Possible explanations relate to poor discriminant validity of measures; both emotional states are associated with negative affect; stressful life events; impaired cognitive processes; they share a common biological/genetic diathesis. However, despite a set of common (nonspecific) features, anxiety and depression are clearly not identical emotional states. Differences between them might be best viewed, for example, through their heterogeneous and multilayered nature, adaptive functions, and relations with regulatory processes, positive affect, and motivation or complex cognitive processes. Setting out the 'ground rules' for the debate on the aforementioned topic, we ask contributors to this Special Issue to indicate how their own studies on comparisons between anxiety and depression and models on anxiety and depression move this area of research to more mature science with applicability. We invite authors to submit their original research as well as review articles to this Special Issue. Articles presenting neuro-scientific perspectives or behavioral and physiological aspects of the overlapping and distinctive features of anxiety and depression are the most welcome.

**Submission Information**

We encourage authors interested in submitting to this Special Issue to discuss their proposals with the special issue guest editors in advance. Submissions will be managed through the journal's centralized submission system.

**Deadline for submission:** end of April 2016.

The articles should contain 8,000 words of text and manuscripts will be peer reviewed in the usual manner.

All manuscripts should be submitted through the C&E ScholarOne Manuscripts submission site; selecting: Anxiety and depression: Toward overlapping and distinctive features from the Special Issue drop-down menu. Authors should adhere to the C&E Instructions for Authors when preparing their manuscripts. All submitted manuscripts are subject to a single blind academic review process. They will be evaluated based on their contribution to the topic and the regular C&E review criteria. For further information, or if you have any questions about suitability of your work, please contact the guest editors.

### **Editorial information**

- Guest editor: Michael W Eysenck, *University of Roehampton, UK* (M.Eysenck@rhul.ac.uk)
- Guest editor: Małgorzata Fajkowska, *Polish Academy of Sciences, Poland* (mfajkowska@psych.pan.pl)

## COUNTRY COORDINATORS

In this issue, we would like to introduce some more of our country coordinators.

### **Finland: Markus Talvio**

I am Markus Talvio from the University of Helsinki, Finland. I completed my PhD last year including four articles about teachers' social and emotional learning. I think it is very relevant that teachers know the skills because they need to teach them to the students. They are also role-models, and pupils look at their interaction throughout the day. Since completing the PhD, I have investigated the effectiveness of the Lions Quest teacher workshop. I completed investigations with the Finnish teachers, and now we are collecting data from five different Lions Quest countries. My approach is from positive psychology and educational psychology. I conduct Lions Quest teacher workshops in Finland and Gordons Teacher Effectiveness Training Youth Effectiveness Training and Parent Effectiveness Training -instructor trainings worldwide. The course that I teach at the university is Group Dynamics and Social Interaction Skills.

### **France: Benedicte Gendron**

Pr. Benedicte Gendron, vice-president in charge of Vocational education and socio-economics relationships at the University Paul-Valéry, Montpellier 3, in France, is professor in Sciences of Education and member of the Human Resource Development Centre at the University of Burapha in Thailand. Benedicte graduated with a PhD in economics of HRD from the University of Paris 1 Panthéon-Sorbonne and a post-doctoral research at U.C Berkeley, USA. She also graduated in psychology and is a specialist in mindfulness. Benedicte is a Member of the International Consortium of Research on Emotional Intelligence in Organizations, of Dan Goleman, and expert for OECD, Cedefop et la EC. Her research at Lirdef - EA 3749 - and Epsilon -EA 4556 research centres in France on HRD and on education are focus on emotional capital (as a set of socio-emotional skills) and its returns and impacts on personal, professional and organisational development and psycho, social and economics returns and quality of life as well. She has published several books, chapters and articles on emotional capital and education, emotional capital and mindful management. Her latest book is "Mindful Management and Emotional Capital" published by De Boeck Editor.

### **Turkey: Mine Göl-Güven**

After graduating from Istanbul University, Faculty of Art and Science, Department of Guidance and Psychological Counselling in 1997, Mine earned her master's degree from the Department of Child and Family Studies at Syracuse University and

completed her Ph.D. at Penn State University, College of Education, Department of Curriculum and Instruction. Her dissertation was entitled, "Fire Bee Versus ABC: Cultural Varieties in Mother-Child Play Interactions in a Playgroup and at Home." She holds a faculty position at Boğaziçi University, Istanbul where she has served as assistant professor since 2006. She has been working with teachers to promote social-emotional skills in children at school settings. Dr. Göl-Güven has been awarded a grant by the Scientific and Technological Research Council of Turkey (TÜBİTAK) for a year to pursue her research on children's play. She has conducted an ethnographic study in which she examines the ways to support social and emotional skills in children through classroom play culture.

We are still looking for more volunteers for country coordinators from other countries, so please email Carmen [Carmen\\_huser@web.de](mailto:Carmen_huser@web.de) if you are interested in joining the ENSEC country coordinator team.

## NEW PUBLICATIONS

### **RESCUR Surfing The Waves. A resilience curriculum for early years and primary schools**



Gwida għall-Għalliema

Carmel Cefai – Malta – Koordinatur  
Renata Miljević-Ridčki, Dejana Bouillet, Tea Pavin Ivanec, Mirjana Milanović – Kroazja  
Anastassios Matsopoulos, Mariza Gavogiannaki – Greċja  
Maria Assunta Zanetti, Valeria Cavioni – Italja  
Paul Bartolo, Katya Galea – Malta  
Celeste Simoes, Paula Lebre, Anabela Caetano Santos – Portugall  
Birgitta Kimber, Charli Eriksson – Żvezja



*RESCUR Surfing The Waves* is a resilience programme for early years and primary schools in Europe developed by six European universities. The curriculum seeks to empower vulnerable children at risk of early school leaving, absenteeism, disengagement, bullying, social exclusion and marginalisation through a universal, whole school approach. Amongst its special features, it includes storytelling, making use of two specially created animal characters, mindfulness activities at the beginning of each session, ready-made activities and resources for the classroom teacher, interactive multisensory activities, learner's portfolio, take home activities, teacher and self-assessment checklists for each theme and subtheme, finger and cloth puppets, theme posters, and activity sheets. The activities are experiential, spiral, developmental, inclusive and make use of the SAFE approach. The programme consists of a Teachers Guide, a Parents Guide, and three manuals of activities and resources for Early Years, Early Primary Years and Late Primary Years respectively. It is available in hard and soft copies and available in English and six other languages (Croatian, Greek, Italian, Maltese, Portugese and Swedish).

Cefai, C., Miljevic-Ridicki, R., Bouillet, D., Pavin Ivanec, T., Milanovic, M., Matsopoulos, A., Gavogiannaki, M., Zanetti, M.A., Cavioni, V., Bartolo, P., Galea, K., Simoes, C., Lebre, P., Caetano Santos, A., Kimber, B. & Eriksson, C. (2015). *RESCUR Surfing the waves. A resilience curriculum for early years and primary schools. A teachers guide*. Malta: Centre for Resilience and Socio-Emotional Health, University of Malta.

### **PATHS in Croatia**

This study represents the first rigorous evaluation of a social-emotional learning curriculum, PATHS (Promoting Alternative Thinking Strategies; Kusché & Greenberg, 1994), in elementary schools in Croatia. This study randomly assigned 29 schools to receive the universal preventive intervention or continue with usual practices. Within those schools, this study included 57 classrooms and 568 children. Teachers rated nine child behaviours in the middle of first grade (pre-intervention) and near the end of second grade (post-intervention). Hierarchical linear models, nesting children within classrooms, revealed few changes in behaviour across the sample as a whole or among higher risk children. However, there were changes on eight of the nine behaviours for lower risk children. The findings are considered in the context of the classroom culture and teachers' preparation and readiness to implement a social-emotional learning curriculum in Croatia. This study highlights the need to supplement universal preventive interventions with selective preventive interventions that can provide more intensive and targeted skill practice for higher risk children. This study also highlights the nuanced effects of a universal preventive intervention in helping different children in different ways.

**Read more:** Novak, M., Mihić, J., Bašić, J. and Nix, R. L. (2016). PATHS in Croatia: A school-based randomised-controlled trial of a social and emotional learning curriculum. *International Journal of Psychology*. doi: 10.1002/ijop.12262

### **Conversation-Based Intervention at Nursery School**

Recent years have seen the development and implementation of a range of training programs aimed at improving children's socio-emotional skills. Nevertheless, few studies have been conducted with toddlers attending nursery school. In this study, we adopted observational and experimental paradigms to examine the efficacy of an intervention based on conversing about emotions with small groups of 2- to 3-year-old

children. The intervention was designed to promote toddlers' mental-state talk, emotion understanding (EU), and prosocial behavior. The training group significantly outperformed the control group in the use of mental-state language, especially emotional-state lexicon, EU, and prosocial behavior toward peers. There was also a significant Group x Age interaction, with the older training group participants displaying greater gains in EU than the younger ones. We discuss the theoretical and practical implications of these findings.

**Read more:** Grazzani, I., Ornaghi, V., Agliati, A., Brazzelli, E. (2016). How to Foster Toddlers' Mental-State Talk, Emotion Understanding, and Prosocial Behavior: A Conversation-Based Intervention at Nursery School. *Infancy*, 21(2), 199-227. doi: 10.1111/infa.12107

### More publications

Claude-Hélène Mayer (2016). *Mori-Joe - Exploring Magical Paths*. Münster Waxmann.

More Infos: [https://www.waxmann.com/waxmann-buecher/?tx\\_p2waxmann\\_pi2%5Bbuch%5D=BUC124496&tx\\_p2waxmann\\_pi2%5Baction%5D=show&tx\\_p2waxmann\\_pi2%5Bcontroller%5D=Buch&cHash=00522cb629143f4e7b958771b8380d51](https://www.waxmann.com/waxmann-buecher/?tx_p2waxmann_pi2%5Bbuch%5D=BUC124496&tx_p2waxmann_pi2%5Baction%5D=show&tx_p2waxmann_pi2%5Bcontroller%5D=Buch&cHash=00522cb629143f4e7b958771b8380d51)

