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SOCIAL AND EMOTIONAL LEARNING MATTERS

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

Issue 10: December 2015

Special Issue: country coordinators introduction

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Welcome!

On behalf of myself, my four co-chairs and our two founding chairs, I would like to welcome you to the 10th ENSEC newsletter.

ENSEC held another successful conference in 2015 in the beautiful city of Lisbon, Portugal. And it is already time to look towards the next upcoming biennial conference for 2017 where we will celebrate ENSEC's 10th anniversary since its foundation in 2007 in Malta. Interested in hosting this important event? Find out more about how to express your interest in this issue.

This issue features news from ENSEC members, including Helen Cowie's work on campus bullying; a call for expression of interest to join a project proposal for the ERASMUS European Educational Programme on "Parenting and Family wellbeing through adult education", and a call for papers by the International Journal of Emotional Education for a special issue on Social-Emotional Learning (SEL) Training, in Intervention and Research Worldwide

The first country coordinators wish to introduce themselves to our network members, providing a starting point for further collaboration. The aim of the country coordinators is to create links between the network and their countries, to strengthen the ENSEC related work in their countries, and to offer information around events and work in each respective countries to all ENSEC members. Learn more about them on the next pages. Find events coming up in Germany next year in this issue!

We are pleased to inform you that Volume 7 Issue 2 of the International Journal of Emotional Education (IJEE) has just been published. You will find the online link in this newsletter.

Finally, the board of ENSEC chairs wishes you all a peaceful end of the year and a happy New Year!

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) 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

CALL FOR EXPRESSION OF INTEREST: HOSTING THE ENSEC 2017 CONFERENCE

Dear ENSEC members,

It's already a few months since our highly successful conference in Lisbon, and we have to start making plans for the 2017 Conference. We had informal discussions with a number of members during the Lisbon Conference and we would now like to offer interested members an opportunity to put in a formal proposal to host the 2017 Conference.

If you are interested can you please email
Kathy (Kathy.Evans@southwales.ac.uk) and/or Celeste (csimoes@sapo.pt)

We have a proforma that we would ask you to complete, but we would of course also be happy to have informal discussions if you feel you need more information.

EVENTS IN GERMANY

European Association of Social Psychology - EASP

EASP Small Group Meeting on Promoting a Social Approach to Emotions

Friday, 15.04.2016 till Saturday, 16.04.2016

Cologne, Germany

Contact: Jens Lange, jens.lange@uni-koeln.de

Organizers: Jens Lange, Jan Crusius, & Gerben van Kleef

Emotions are inherently social in how they are elicited, communicated and regulated. Many emotions are so quintessentially social that their mere existence depends on other people. And they can be provoked on the group level, driving collective action. Moreover, emotions can be felt vicariously, they can be contagious, or intentionally mimicked and some people can infer them easily or manipulate them to reach their own goals. Emotions are so inherently social, that even the distinct emotion labels might constitute socially constructed categories shared during socialization. Such a social approach, however, still awaits more theoretical and empirical scrutiny.

With this meeting we aim to bring together researchers from different areas of research who share a social approach to emotions, to allow for theoretical and empirical integration.

We encourage doctoral students and senior researchers to send submissions in the format of either a presentation (30 minutes including discussion), a blitz talk (5 minutes including discussion), or a poster. It is also possible to give a blitz talk and additionally present a poster. Furthermore, we want to provide doctoral students with the opportunity to meet senior researchers individually if the respective senior researcher is willing to do that. The meeting will host around 30 participants. Decisions will be based on thematic fit. It will take place in Cologne, April 15 to 16, 2016. No fees for participation will be charged. For further information go to:

http://www.easp.eu/calendar/itm/easp_small_group_meeting_on_promoting_a_social_approach_to_emotions-5.html

The Conference on “Architecture, Democracy and Emotions”

Open to: anyone with a keen interest in the topic of conference

Venue: 25-27 May 2016

Berlin, Germany

Description

Do emotions have a history? And do they make history? These are the questions that the new Research Centre “History of Emotions” seeks to answer. This conference seeks to unravel the close connections between politics, spaces and feelings---. The conference will be held in English from 25-27 May 2016 in Berlin, Germany.

Applications dealing with the people’s democracies of the Eastern Bloc and with democracies in newly decolonized states are welcomed.

Costs:

The Max Planck Institute for Human Development will contribute towards travel and accommodation expenses.

How to apply?

If you are interested in participating in this conference, please send a proposal of no more than 500 words and a short CV by 15 December 2015 to cfp-emotions@mpib-berlin.mpg.de. Papers should be no longer than 20 minutes.

Read more:

<http://www.mladiinfo.eu/2015/11/18/the-conference-on-architecture-democracy-and-emotions/#ixzz3sbemLDio>

ICPP 2016: 18th International Conference on Psychiatry and Ethics

May 19 - 20, 2016

Berlin, Germany

Conference Aims and Objectives:

The ICPP 2016: 18th International Conference on Psychiatry and Psychology aims to bring together leading academic scientists, researchers and research scholars to exchange and share their experiences and research results about all aspects of Psychiatry and Psychology. It also provides the premier interdisciplinary forum for researchers, practitioners and educators to present and discuss the most recent innovations, trends, and concerns, practical challenges encountered and the solutions adopted in the field of Psychiatry and Psychology.

<http://waset.org/conference/2016/05/berlin/ICPE>

Call for Contributions

All honourable authors are kindly encouraged to contribute to and help shape the conference through submissions of their research abstracts, papers and e-posters. Also, high quality research contributions describing original and unpublished results of conceptual, constructive, empirical, experimental, or theoretical work in all areas of Psychiatry and Psychology are cordially invited for presentation at the conference. The conference solicits contributions of abstracts, papers and e-posters that address themes and topics of the conference, including figures, tables and references of novel research material.

Conference Proceedings

All submitted conference papers will be blind peer reviewed. The post conference proceedings will be abstracted and indexed in the International Science Index , and submitted to be indexed in the Google Scholar, Scopus and Thomson Reuters. The conference abstracts and proceedings book, CD and certificate of presentation will be distributed to the conference participants at the conference registration desk.

Special Journal Issues

ICPP 2016 has teamed up with the Special Journal Issue on Advances in Psychiatry and Psychology. A number of selected high-impact full text papers will also be considered for the special journal issues. All submitted papers will have opportunities for consideration for this Special Journal Issue. The paper selection will be carried out during the peer review process as well as at the conference presentation stage. Submitted papers must not be under consideration by any other journal or publication. The final decision for paper selection will be made based on peer review reports by the Guest Editors and the Editor-in-Chief jointly. Selected full text papers will be online published as free of charge.

NEWS FROM ENSEC MEMBERS

Campus bullying – should students sort it out for themselves?

Bullying at university? Surely not!! That only happens at school! Unfortunately, recent research shows that many students' experience of higher education is characterised by an environment where bullying and harassment are not only tolerated but also expected. For example, online communities such as [Uni Lad](#) and [The Lad Bible](#), aimed at male students, glorify extremely sexist views of women.

The first book on this controversial topic www.routledge.com/books/details/9781138809260/ presents findings from a series of international research studies showing that a significant proportion of students report a serious physical or sexual assault during their time at university with fellow students the main perpetrators. Similar findings are reported in a recent NUS report <http://www.theguardian.com/education/2014/sep/15/sexual-harassment-rife-universities-nus-survey>

"I don't know anyone, any of my female friends who haven't had some kind of encounter that was harassment whether it be verbal or physical since they've been at university".

LGBT students' experience is even worse with 49% reporting abusive texts, nasty comments or physical violence from other students.

"The general attitude on our campus is one that is extremely anti-gay or bi and I would not feel comfortable coming out to anyone about my liking for guys as well as women".

Freshers are especially vulnerable with many being forced to engage in humiliating rituals designed to 'initiate' them into university.

But is this not to be expected when young people leave home for the first time? Should students simply accept that a certain amount of teasing will be an important part of their socialisation into university life? Again, the research tells a different story with evidence of deliberately cruel behaviour such as:

- Spreading nasty rumours on the grounds of age, race, sex, disability, sexual orientation and belief;
- Ridiculing or demeaning someone;
- Posting embarrassing photographs on social networking sites;
- Social exclusion from friendship groups;
- Unwelcome sexual advances;
- Threatening someone directly or indirectly both offline and online;
- Revealing personal information about someone in order to embarrass or humiliate them.

These experiences, especially when repeated over time, can have a very serious effect on targeted students' self-esteem and confidence. Far from preparing them for life, persistent bullying and harassment actually inhibits their ability to make friends and to study. Victims of bullying are substantially more likely to skip classes to avoid the negative jibes or even to drop out completely from their studies. In more extreme cases, students' mental health is strongly affected with a higher incidence of chronic anxiety, depression, shame and guilt among those who have been the targets of bullying. Such students often suffer in silence, too ashamed or terrified to share their experiences with anyone. By mocking the target student's personal qualities, the bullies demonstrate to the peer group that these individuals do not have the right to be heard, taken seriously or even believed.

What can be done?

The UK National Union of Students (NUS) is pioneering in its efforts to conduct surveys and focus groups, and to recommend much greater action on the part of the university authorities. They have forged links with such campaigns as Everyday Sexism <http://everydaysexism.com/> in order to heighten awareness among the student body. Videos have been developed, such as The Hunting Ground, to raise awareness among students about rape and sexual harassment <http://www.theguardian.com/education/video/2015/oct/19/sex-lads-grey-areas-uk-universities-consent-rape-sexual-assault-video> Unions have also developed peer support systems for empowering bystanders to challenge bullying when they encounter it. Students themselves have developed a range of interventions to address this issue. For example, Good Lad workshops aim to promote positive masculinity by challenging the lad culture so pervasive at universities <http://www.goodladworkshop.com/>

University counselling services provide support for those students who seek out help but they are greatly over-subscribed. What seems to be lacking is a concerted effort on the part of the university authorities to have systems in place that demonstrate a positive concern to prevent bullying on campus and to provide interventions consistently across all departments to protect potentially vulnerable individuals and groups. The situation at present is a piecemeal approach in which the authorities react when there is a serious problem but do little to prevent such issues occurring in the first place. Unlike schools, where anti-bullying policies are mandatory, universities are not required to have such policies and bullied students often report that they have no idea of how to make an official complaint when they have been bullied or sexually harassed. Clearly, we are discussing an issue that is rife in society at large. But universities need to be much more proactive in supporting the rights of all students to study and socialise without fear of intimidation or humiliation. So in answer to the question posed at the beginning "Should students sort the problem out for themselves?", we conclude that the students are doing sterling work in this domain but they need much greater support from the university authorities than is currently forthcoming

Helen Cowie

Please see attached flyer for discount to this study's publication!

**CALL FOR PARTNERS FOR ERASMUS+ RESEARCH PROPOSAL:
“PARENTING AND FAMILY WELLBEING THROUGH ADULT EDUCATION”**

FRAME: ERASMUS +, European Educational Programme

Summary:

The project intends to develop a model based on educational and counselling program for disadvantaged parents in order to increase the level of their social-emotional competence so that they could be better parents and better citizens. This will be done through research on the wellbeing of the target population from the participant countries in order to demonstrate the moderator role of the social-emotional competence between the low social-economic status and the perceived financial stress, on the one hand, and wellbeing on the other hand. After the research, national reports will be provided, and international, comparative report will be published as well. Based on the results of the research the project team will develop an intervention program, more exactly an adult educational kit for sustaining the social-emotional education of the disadvantaged parents. The kit will comprise the counselling program for social and emotional development of the parents (a handbook for the trainer and activity sheets for trainees). The counselling program will be implemented and tested by each country team with groups of disadvantaged parents and the results will be included in the final adult educational kit. This educational intervention is a response to the parents' need of strategies to cope with challenges of everyday life. A final result will be also a guide for parents regarding the emotional education within family. All the materials developed within the project will be shared through the website of the project.

Objectives:

1. Improving socially disadvantaged parents' understanding of the role of the education for personal development in order to attain wellbeing;
2. Raising the awareness regarding the importance of wellbeing for a quality life;
3. Developing comparative research regarding the identification of the role of social-emotional competence for facilitating wellbeing
4. Developing the social -emotional competence of the disadvantage parents through an integrative educational and counselling approach;
5. Developing a positive and outgoing attitude to work for personal empowerment;
6. Giving the parents strategies to become more involved in the education of their children to enable them to overcome their sense of being socially excluded because of lack of resources;
7. Development of an intervention educational kit for the improvement of the social-emotional competence of parents

8. Improving parent-child relationships to become more supportive towards their children in their own struggles

The project is focused on the issue of facilitating wellbeing for disadvantaged people through enhancing their social and emotional competencies to cope with every day stress of life. The project addresses the needs of disadvantaged parents, overwhelmed by poverty, with a low level of wellbeing, so as to empower them in dealing with their personal issues and become more active in their children and family education.

The approaches taken to achieve the objectives:

- scientific research to investigate the European situation regarding the personal competencies and wellbeing as factors in facilitating the high quality of life;
- investigation of educational and counselling practices to enhance the parents` capacity to cope with everyday life challenges;
- international cooperation to develop counselling approaches and tools;
- action in the field through training session for parents to develop their social-emotional competence;
- evaluation of the results of the practical interventions of the emotional education model for facilitating the social-emotional development of disadvantaged parents;
- developing a website for the project.

Contact person:

Aurora Adina Colomeischi, PhD
Stefan cel Mare University, Suceava, Romania
Email: iadina@usv.ro
Tel. 0040 744520373

**CALL FOR PAPERS:
Special Issue of IJEE on SEL Training, Intervention and Research Worldwide**

The International Journal of Emotional Education is issuing a Call for Papers for a special issue on Social-Emotional Learning (SEL) Training, in Intervention and Research Worldwide, to be published in November 2016.

The Special Issue seeks to highlight applications of SEL in different countries, particularly from settings that are not typically represented in the published literature. Training, intervention and research papers will be considered. Priority will be given to intervention studies with potential replicability. Research topics of particular interest include:

- the relationship between SEL and creativity
- the relationship between SEL and student engagement/ academic achievement
- how SEL changes developmentally
- SEL assessment
- how SEL compares across cultural contexts
- SEL and special needs populations

In all papers, it is essential to provide a detailed description of the setting, context, and population(s) of the study.

To be considered for the Special Issue, please submit a 500-word summary of your paper to the Special Issue Editors by December 1, 2015. You will be informed if your paper is accepted for consideration by January 15, 2016. Manuscripts will be due on April 30, 2016. More information about the Journal may be found at www.um.edu.mt/ijee

Special Issue Editors:

Chryse Hatzichristou, University of Athens

hatzichr@psych.uoa.gr

Maurice J. Elias, Rutgers University

RutgersMJE@AOL.COM

COST: TRANS-EUROPEAN RESEARCH FUNDING MEANS

Our new country coordinator for France, Benedicte Gendron wishes to share information for research funding opportunities for European networking. COST is a European cooperation in science and technology; however it will be worthwhile to see if research projects on social-emotional learning could be funded through COST, as ENSEC promotes collaborative research within Europe and between European and Non-European countries.

Their website states:

“COST is a unique means for European researchers, engineers and scholars to jointly develop their own ideas and new initiatives across all fields of science and technology through trans-European networking of nationally funded research activities.”

Find out more: <http://www.cost.eu/>

COUNTRY COORDINATORS

Since this year's ENSEC conference, 22 members from 18 ENSEC member countries have volunteered as our first cohort of ENSEC country coordinators.

The newsletter will provide news from country coordinators. In this issue, we like to introduce them to you.

We are still looking for more volunteers for country coordinators from other countries, so please email Carmen Carmen_huser@web.de if you are interested.

Country coordinators and the board of chairs will establish communication practices online, maybe through Skype, email or other digital communication systems.

If you wish to contact the coordinator of your country, please do not hesitate:

country	Name	first name	email
Australia	Mainwaring	Debra	debra@cared4.com.au
Australia	Nemec	Michelle	mnemec@bigpond.net.au
Canada	Hughes	Jean	jean.hughes@dal.ca
Finland	Talvio	Markus	markus.talvio@helsinki.fi
France	Gendron	Benedicte	benedicte.gendron@univ-montp3.fr
Greece	Matsopoulos	Anastassios	matsopoulos@gmail.com
Hungary	Zsolnai	Aniko	zsolnai@edpsy.u-szeged.hu
Ireland	Egan	Margaret	margaret.egan@mic.ul.ie
Israel	Yariv	Eliezer	elyariv@gmail.com
Israel	Dolev	Niva	nivadolev@hotmail.com
Japan	Miyazaki	Akira	mah00267@nifty.com
Malta	Cefai	Carmel	carmel.cefai@um.edu.mt
Romania	Colomeischi	Adina	iadina@usv.ro
The Netherlands	Arauz Ledezma	Ana	ana.arauz@kaseld.org
The Netherlands	Mol Lous	Annemieke	mol.lous.a@hsleiden.nl
UK	Myers	Carrie-Anne	Carrie.Myers.1@city.ac.uk
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Norway	Finne	Johannes	Johannes.finne@diakonhjemmet.no
Switzerland	Antognazza	Davide	davide.antognazza@supsi.ch

And here they are:

Ireland:

Margaret Egan

... is a faculty member of the Department of Special Education at Mary Immaculate College, a teacher education college in Ireland. Margaret was Deputy Principal of an all boys' primary school for ten years before joining the Faculty of Education in Mary Immaculate College. Margaret's research at Master level (University of Limerick), introduced and evaluated 'A Whole School Approach to Emotional Literacy', a novel investigation in an all boys' school in Ireland at that time (2003-2005), which marked its originality and its scholarly significance. Her Ph.D. in Special/Inclusive Education Policy and Practice was undertaken at University College Cork, under the supervision of Prof. Paul F. Conway. She presents nationally and internationally on Social and Emotional Learning and on Inclusive Education Policy and Practice. Margaret is currently supervising Masters' researchers in education and psychology who are undertaking projects on developing social and emotional competence in primary schools in Ireland.

Israel:

Dr. Niva Dolev

... is an Emotional Intelligence practitioner and a lecturer at the Kinneret Academic College in Israel. She received her Ph.D in Emotional Intelligence from Leicester University, England. Niva has been involved in the academic and practical aspects of emotional intelligence at university level (school of education and school of management), pre-service and in-service teacher training, school and pre-school implementation efforts, workshops and personal development. She is currently leading 5 pre-school pilots related to SEL, positive psychology, resilience and self-regulation, all of which are her areas of interest and research. A new area of interest is the links between emotional intelligence and incivility and bullying. Her key belief is that teachers' social emotional skills are key to children's development, well-being and learning as well as to their ability to promote EI in children, and should therefore be developed. Niva is also involved in leading a number of non-educational EI projects which help gain a wider perspective of the necessary skills for coping and succeeding in the 21st century. She is also a management member of the Kinneret Institute for Applied Ethics in Organizations.

Norway:

Johannes Finne

... is a PhD candidate at the University College of Diakonhjemmet in Oslo/Stavanger, Norway. As a practitioner, I spend my time developing programs and systems in order of treatment of maladjusted children and youths and their families. Aggression Replacement Training (ART), consisting training in social skills, anger regulation and moral reasoning, is an example of such program. I have more than 10 year experience in teaching students and practitioners in ART and Family-ART, in Norway and abroad. My interest of research includes in addition building of social competence in children as preventive interventions. Currently I am researching on a whole class intervention program, Social Perception Training, in primary and secondary school.

Knut K. Gundersen

... is a professor Diakonhjemmet University College, Sandnes Norway. He has for the last 14 years been responsible for conducting a 60 credit post graduate education in "Training Social Competence". In this period he has written several books, book chapters and scientific articles in the area of social competence, environmental therapy and networking. He has also presented at international congresses in 15 different countries around the world. From Norway several of the programs has been spread to other countries and Knut has been one of the key persons for dissemination of programs like Aggression Replacement Training, Social Perception Training and Family Ties in Norway, Iceland, Denmark, England and Russia. This also includes education of master trainers and research. Knut is the lead author for the Scandinavian version of Aggression Replacement Training (AART) aimed for a broader target group than the American program. He is also the lead author for Social Perception Training and the co-author of the Problem Solving Training program. Knut has also been an active member of the ENSEC organization from the start.

Romania:**Aurora Adina Colomeischi**

I am Aurora Adina Colomeischi, I am associate professor at "Stefan cel Mare" University from Suceava, Romania. I completed my PhD in Science of Education with a thesis about counseling for social and emotional development of gifted children. I am very fond in the topic of social and emotional competence and I also am interested in emotional education, trying to promote it for the teachers in Romania. I coordinate a master program in School Counseling and Emotional Education and I am willing to cooperate with teachers and researchers from abroad in order to offer different and high qualitative learning experiences for the students. I am also involved in developing in-service training programs for teachers and I provide training in the field of emotional education. My research interests describe the field of emotional education, teacher training, educational psychology, positive psychology. I really want to contribute to the development of the teaching approaches from emotional education perspective.

Switzerland:**Davide Antognazza**

... is a lecturer and a researcher in Education at the University of Applied Science and Arts of Southern Switzerland, Department of Education and Learning. This is a Teacher Education College based in Locarno, in the Italian speaking part of Switzerland, where he teaches a class on social and emotional learning to pre-service teachers. He earned his BA in Education at the Catholic University of Milan, his specialization course in Criminology from the University of Milan and a Masters in Educational Research from University of Trento. From January to September 2000, he spent a period as visiting scholar at Yale University, in the Department of Psychology. Thereafter he completed a Masters in Education at Harvard University. He has worked in Italy, where he is originally from, and Switzerland for over twenty years as an educator and a project designer, developing a number of educational programs and research interventions for children, young people and parents, principally focused on prevention, positive development and theories of intelligence. He has also contributed to the development of several international educational

programs, which have been implemented in Africa, Europe and South America. He is passionate about educational games, which he has designed since 1996, and interested in technology in education.

With his colleagues, he also manages a blog: dfa-blog.supsi.ch/chiamalemozioni/

Present projects. Together with colleagues from Italy, Sweden, Croatia and Slovenia, our Department is involved in a Comenius project, aimed to create a protocol to assess children's SEL skills: <http://www.eap-sel.eu/>. Growing from this project, the project partner established the **Special Interest Groups (SIG) on SEL Assessment** to continue their work. Their European Comenius funded project *European Assessment Protocol for Children's SEL Skills (EAP_SEL)* shall have continuous impact and sustainable practice. The SIG hopes to overcome language and cultural boundaries that often limit research and sharing of information. Moreover, we are study in deep the relationship between emotions and learning. As a college for teacher education, understanding how the two topics are relate would allow an easier approach when introducing the idea of social and emotional learning to schools, superintendents, politicians and stakeholders.

If you are interested in the SIG, please contact Davide or email Annalisa Morganti, the project coordinator at eap.sel.italy.coordinator@gmail.com

United States of America:

William G. Nicoll

..., Ph.D. has served in a variety of positions in the education and mental health fields including Professor of Counselling for over 31 years (past 25 years in the College of Education at Florida Atlantic University). His professional interests have focused primarily upon promoting student/child wellbeing via positive, resilience-based programs and interventions in schools and families. He has provided consulting and professional development training services to schools and mental health professionals throughout the world. Much of his work has involved social emotional learning, school based family counselling, teacher training in positive classroom climates/school cultures, bullying prevention, and children's learning/behavioural issues. Dr. Nicoll has just retired from academia and along with his wife, Monica, has established the Resilience Counselling & Training Centre located in the state of New Hampshire.

Monica A. Nicoll,

... Ph.D. is a clinical mental health counsellor in private practice and serves as an adjunct faculty at Plymouth State University. She received her M.A. degree in Counselling Psychology from the Adler University in Chicago and Ph.D. in Educational Leadership and Research Methodology from Florida Atlantic University. In private practice for over 20 years, Monica has also previously served as a director of inpatient and outpatient services in child & adolescent treatment centres. Monica has been an invited trainer in psychotherapeutic practice for universities and professional organizations throughout North America and Europe. Monica has just completed a Children's book that is both fairy tale and a parenting book, 'Key to Calm'. The book teaches calming methods to young children and provides parents with strategies for developing their child's social-emotional competence. Monica combines her professional training in counselling and psychotherapy with her prior experience in the health, fitness and athletics field. As a former Professional Figure Skater, Coach and Fitness Centre Director, she brings a holistic approach to her

work with clients emphasizing a personal Growth and total wellness orientation to fostering resilience and wellness in personal, marital and family life.

Resilience Counseling & Training Center (RCTC) provides Counselling, Consulting, Coaching and Professional Development Training programs & services to families, schools, and mental health agencies regarding the development of resilience and wellbeing in children/adolescents. Our emphasis is upon developing social emotional competencies in children and adults as well as creating positive, supportive school and family environments. RCTC views resilience as providing both a “Social Vaccine” protecting youth from difficulties in their social/academic/behavioural development as well as a “Social Antidote” that can turn ‘at-risk’ youth around to positive personal, social-emotional and academic/career success.

As USA, country coordinators for ENSEC, Bill and Monica are currently developing a resource listing of programs, project initiatives and research projects in the USA devoted to social emotional learning. We hope to also work with partners to offer practical training in the area of social emotional learning for education practitioners.

Web address: www.resiliencetrainingcenter.com

Email address: resiliencetraining@aol.com

We will introduce you all country coordinators via the newsletter. And if you wish to contribute to ENSEC as a country coordinator, too, please do not hesitate and contact me: carmen_huser@web.de.

NEW PUBLICATIONS BY ENSEC MEMBERS

International Journal of Emotional Education: Volume 7 Issue 2

Volume 7 Issue 2 of the International Journal of Emotional Education (IJEE) has just been published by the Centre for Resilience and Socio-Emotional Health at the University of Malta.

Papers by authors from the USA, Italy, South Korea and Japan, deal with issues like cultural issues in social and emotional learning, addressing the needs of minority students with challenging behaviour, and teaching kindness in schools. It includes also a call for a special edition on SEL training, intervention and research worldwide in November 2016.

IJEE is a biennial, peer-reviewed, international, electronic journal which is distributed free of charge and supported by an international board of reviewers with high level expertise in the field.

The journal may be accessed [online](#):

<http://www.um.edu.mt/cres/ijee/latestissue>

Regards,

Natalie Galea M.A. Sociology
Graduate Trainee, CRES
Editorial Assistant, IJEE
Centre for Resilience and Socio-Emotional Health (CRES)
University of Malta

New publications of ENSEC country coordinators:

Antognazza, D. & Della Casa, P. (2015). Chiamale emozioni. Progetto di educazione socio-emotiva realizzato nella scuola ticinese: la voce degli insegnanti.

Orientamenti Pedagogici, 62, (4)

Antognazza, D. (2015). *Crescere emotivamente competenti. Proposte dalle scuole della Svizzera italiana*. Digital Index Edizioni (ebook)

Ellenbogen, S., Calame, R., Parker, K., Finne, J. & Tromè, N. (2015). Description and preliminary investigation of Family TIES (Training In Essential Skills), a

- strategy for treating youth aggression and related problems in a social services agency. *International Journal of Child and Adolescence Health*.
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