

8TH ENSEC CONFERENCE

**Social Emotional Learning
and
Positive Development**

Abstract Book

Suceava, 30th of June – 2nd of July 2022

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Social Emotional Learning and Positive Development

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Abstract Book

Organizers

European Network for Social and Emotional Competence (ENSEC)

<https://www.enseceurope.com/>

Ștefan cel Mare University of Suceava, Suceava, Romania (USV)

<https://usv.ro/>

Learning for Life Society, Suceava, Romania (LfL)

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Chairman's Foreword

Dear participants,

It is our honor and pleasure to welcome you at the 8th edition of the International ENSEC Conference – Social Emotional Learning and Positive Development.

After two difficult years, characterized by COVID pandemic we are happy to meet you all at Suceava, Romania, both in presence and virtually. The last years brought many challenges, but also made us more resilient and creative, using new technologies for learning and communication.

We are grateful to have this opportunity to share the latest results of our research on SEL, to develop new cooperation and common projects, to experience learning environments created by workshops.

This edition brought together more than 150 scholars interested in SEL and its impact on positive development, belonging to 25 countries from Europe and abroad.

This edition provides a special space for discussing and debating the ways to deal with crisis in time of pandemic or war. ENSEC specialists will provide a one-day pre-conference workshop addressed to teachers from Ukraine, Moldavia and Romania. Also, two plenary sessions will be allocated for discussion related to refugees' support and crisis intervention using SEL and enhancing resilience.

ENSEC Conference is striving for presenting the newest tendencies in SEL and education so we invited distinguished speakers, prestigious researchers and experts in their field from Europe and United States of America to inspire us by plenary sessions presentations.

ENSEC Conference is striving for impact so we cooperate with national and international journals, proposing a conference proceeding to be indexed by Web of Science, so our work in the field of psychology and education to be shared and recognized.

This conference is the result of the hard work, support and dedication of different people: the chairs of ENSEC, the Stefan cel Mare University organizing team and the leadership team, the Romanian Ministry of Education, the international scientific committee. We are grateful to them all!

We value your participation at the conference and hope you to get new insights for your academic mission in the field of social and emotional learning!

Enjoy the 8th ENSEC Conference!

Aurora Adina Colomeischi



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The Conference Theme

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 and are organized in themed sessions on substantive and methodological topics including the following:

1. Mental Health in Schools
2. Teacher Training in SEL and Mental Health
3. Assessment of SEL and Mental Health
4. SEL and Media & Technologies
5. Evidence - Based Practices in SEL and Mental Health
6. SEL and Inclusive Communities
7. SEL for Adult Education
8. SEL and Mental Health – Policy Development
9. Resilience – Promoting Through Education

Types of contributions

Symposium (S)

A symposium is a topical session that is organized by one or more chairs. A symposium includes two or three presentations and a discussant (option 1) or three or four presentations without a discussant (option 2). All papers should be related to the topic of the symposium. The length of a symposium is 60-90 minutes. There should be approximately 15-20 minutes for a general discussion.

Conference Paper (CP)

Individual paper presentations are oral presentations that are grouped together by the Organizing Committee into symposia of three to four papers. An individual paper presentation is 15 minutes. There will be approximately 15-20 minutes for a general discussion at the end of the symposium.

Workshop (W)

A workshop is an interactive session with clear educational and practical components. It typically involves demonstration and hands-on instruction on a particular practice, program, methodology, or skill. It gives ample opportunities for participant activity and discussions. The length of a workshop is 60-90 minutes.

Poster (P)

The poster combine a verbal presentation with a visual aid. They are given to a small group of people, are limited in time and range of view, and are interactive. The poster size is A0 (841x1189mm).

Plenary Sessions (PS)

Carmel Cefai | University of Malta, Malta*Supporting Refugee Learners*

Carmel Cefai PhD (Lond), FBPS, studied education at the University of Malta, health psychology at the University of Stirling (UK) and educational psychology at the University of Wales (UK). His PhD at the Institute of Education, University of London, focused on schools as contexts for the promotion of resilience. He is founding Director at the Centre for Resilience and Socio-Emotional Health, and Professor (and former Head) at the Department of

Psychology, Faculty for Social Wellbeing at the University of Malta. He is Honorary Chair of the European Network for Social and Emotional Competence (ENSEC), joint founding editor of the International Journal of Emotional Education, and a member of the coordinating team of the European Commission Network of Experts on Social Aspects of Education and Training (NESET). His research interests are focused on how to create healthy spaces which promote the resilience, wellbeing and psychological wellbeing of children and young people and mental health promotion in schools. He has led various local, national, European and international research projects in social and emotional learning, mental health in schools, and resilience and wellbeing in children and young people. These include ten EU funded projects (three as coordinator) and various national projects. He works in close collaboration with other partners in the area in various universities and agencies across the world. He has more than 100 publications, including peer reviewed journal papers, books, research reports and book chapters. One of these, RESCUR Surfing the Waves, A Resilience Curriculum for Early Years and Primary Schools (2015) has been translated in more than ten languages.

Contact: <https://www.um.edu.mt/profile/carmelcefai>

Stephanie Jones | Harvard Graduate School of Education, USA

The Science and Practice of Social and Emotional Learning



Stephanie M. Jones is the Gerald S. Lesser Professor of Child Development and Education in the Harvard Graduate School of Education at Harvard University. Her 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 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' research portfolio emphasizes the importance of conducting rigorous scientific research, including program evaluation, that also results in accessible content for early and middle childhood practitioners and policymakers. In 2002, she received her doctorate in developmental psychology from Yale University, where she trained with Edward Zigler and Alice Carter. She was awarded the 2008 Grawemeyer Award in Education for her work with Zigler and Walter Gilliam on *A Vision for Universal Preschool Education*, published by Cambridge University Press. In 2013, Jones received the Joseph E. Zins Early-Career Distinguished Contribution Award for Action Research in Social and Emotional Learning, which recognizes the efforts of outstanding contributors in advancing social emotional learning research and expanding evidence-based practice. She was co-editor of the 2018 issue of *Future of Children* focused on social and emotional learning and is a member of the Council of Distinguished Scientists for the National Commission on Social, Emotional, and Academic Development convened by the Aspen Institute.

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Marcelino Cabrera | European Commission Joint Research Centre (JRC)*LifeComp: a tool for Personal and Social development in Education*

Dr. Marcelino Cabrera is a senior researcher in 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 Digital DigComp and 'Personal, Social and Learning to Learn'. Marcelino is co-author of the conceptual framework LifeComp and the recently released European Sustainability Competence Framework GreenComp. He is also



leading studies on Artificial Intelligence in Education. Marcelino has a long research experience in eHealth, eGovernment, digital technologies for social inclusion, and the Cohesion policies, including the Smart Specialization of Regions. He has degrees in Mathematics, Computer Science, and Psychology of Health and Wellbeing, and holds a Ph.D. in the European Union and Citizenship.

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Marc Brackett | Yale Center for Emotional Intelligence, USA

Permission to Feel: The Power of Emotional Intelligence to Achieve Well - Being and Success

Marc Brackett, Ph.D., is the founding director of the Yale Center for Emotional Intelligence and a professor in the Child Study Center at Yale University. His research focuses on the role of emotional intelligence in learning, decision making, creativity, relationships, health, and performance. He has published over 150 scholarly articles, received numerous awards, and is featured regularly in popular media outlets such as the New York Times, Good Morning America, CBS This



Morning, and The Today Show. Marc serves on a number of boards, including the Collaborative for Academic, Social, and Emotional Learning (CASEL), the nonprofit that founded the field of social and emotional learning (SEL).

Marc is the lead developer of RULER, a systemic, evidence-based approach to SEL that has been adopted by over 3,000 public, independent, and charter schools across the United States and in 27 other countries, including Australia, China, England, Italy, Mexico, and Spain. Research shows that RULER boosts academic performance, decreases school problems like bullying, enriches classroom climates, reduces teacher stress and burnout, and enhances teacher instructional practices.

Marc is the author of *Permission to Feel: Unlocking the Power of Emotions to Help our Kids, Ourselves, and our Society Thrive*, which has been translated into 22 languages.

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Adrian Opre | Babeş-Bolyai University in Cluj-Napoca, Romania

Social emotional learning programs: Conceptualization, empirical support and ecological validity



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.

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Maurice J. Elias | Rutgers University, USA

Using SEL to Navigate Crisis, Navigating SEL During Crisis

Maurice J. Elias is a professor in the Psychology Department at Rutgers University, director of the Rutgers Social-Emotional and Character Development Lab, and co-director of the Academy for Social-Emotional Learning in Schools, which offers certificate programs in direct instruction and school leadership relating to SEL and character development for educators and student support professionals in school and out-of-school settings. He has received the Sanford McDonnell Award for Lifetime Achievement in Character Education and the Joseph E. Zins Memorial Senior Scholar Award



for Social-Emotional Learning from the Collaborative for Academic, Social, and Emotional Learning (CASEL). Prof. Elias is on the leadership teams of SEL4US and SEL4NJ. Prof. Elias lectures nationally and internationally to educators and parents about students' emotional intelligence, school success, social-emotional and character development, and youth purpose. Among Prof. Elias's numerous books are *The Joys & Oys of Parenting*, *Nurturing Students' Character: Everyday Teaching Activities for Social-Emotional Learning*, *Boost Emotional Intelligence in Students: 30 Flexible Research-Based Lessons to Build EQ Skills*, ASCD's *Promoting Social and Emotional Learning: Guidelines for Educators*, the *Social Decision Making/Social Problem Solving* curricula for grades K–8, the new e-book *Emotionally Intelligent Parenting*, and a book for young children called *Talking Treasure: Stories to Help Build Emotional Intelligence and Resilience in Young Children*.

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Conference Papers (CP)

CP1A | SEL and Mental Health – Policy Development

Bridging the gap between academia and society: a case for competence-based research and training in higher education

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Many scholars and practitioners have been calling for years for a re-examination of the skills set that is needed to enable the next generation to be better equipped professionally and personally; an endeavour that goes beyond mere employability. In the context of a teaching innovation project, a competence-based psycho-educational programme was designed, implemented and its impact tested at the University of Granada (UGR), Spain. Preliminary evidence points to an improvement in adaptive emotional regulation, and a reduction of stress, among others. Based on this evidence and following the European LifeComp competence reference framework, a new programme was launched as part of the core strategy of the UGR. The aim is not only to enhance quality in learning but bridge the gap between academia and the workplace, as a proactive response to the new form of society that is emerging. This paper wants to contribute to the current debate on transversal competences by (1) setting the need for research and implementation of this kind of interventions, (2) presenting the core structure of the course, and (3) shaping the project's context and projection as part of the UGR policy. The paper concludes with some recommendations for research, policy and cooperation among stakeholders.

Social-emotional competence of Portuguese pre-service teachers: An exploratory study

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Research has highlighted the crucial role that teachers social-emotional competence (SEC) plays in promoting a positive learning environment in the classroom (e.g., Jennings & Greenberg, 2009; Schonert-Reichl, 2017), and that teachers who are better equipped in terms of SEC tend to deal better with the demands of their profession and be more protected against stress and burnout (e.g., Dorman, 2015; Turner et al., 2019). Consequently, understanding teachers' SEC, and its association with their psychological well-being has become a topic of interest. However, there is little research, particularly in Portugal, focused on preservice teachers' SEC. Therefore, this study, which is part of a broader research project that addresses social and emotional learning in teacher preparation, examined SEC of Portuguese preservice teachers. Participants

were 121 students (91.7% female) attending the first year of different initial teacher training programs (bachelor's degree). Participants completed an online survey on their sociodemographic information and SEC (Oliveira et al., in press). Overall, our findings suggested that participants perceive themselves to be moderate to high competent, reporting significantly higher interpersonal than intrapersonal skills. Moreover, students' inter- and intrapersonal competence were positively associated with their age. Implications and future directions will be discussed.

Self-regulation in primary school children: Examining the role of family resiliency and parental behaviors

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Self-regulation, the ability to effectively regulate one's cognitions, behaviors and emotions, is considered one of the core SEL competencies. Research indicates that the quality of family relationships is involved in its development. According to Newland's theory of change model, one important family characteristic is family resiliency, a family's ability to strengthen family connections and enable personal growth in conflictual or stressful situations. The aim of this study was to investigate the relationship between family resiliency and child self-regulation, and whether this relationship is mediated by parental behaviors. The study was conducted as a part of a CHILD-WELL project financed by Croatian Science Foundation. The sample included 1433 mothers/guardians (Mage=41.15, SD=4.90) of primary school children aged 8 to 13 years. Mothers completed the Family Resilience Assessment Scale, the Parental Behavior Questionnaire, and the Behavior Rating Inventory of Executive Function. The hypothesized mediation model was tested using SEM and showed good fit to the data. Family resiliency directly predicted all three aspects of child self-regulation (cognitive, behavioral, emotional), and maternal behaviors (support and restrictive control) partially mediated these relationships. Results are interpreted in line with the theory of change model which describes how family context can support or hinder child's development.

Postpartum mental health: Can dyadic stress explain the association between marital satisfaction and postpartum depression?

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Introduction: A wide range of studies illustrated the increasing incidence of postpartum depression in women. The new mothers are not the only ones suffering because of depressive symptomatology. The mother's depression is related to multiple areas of the child's development: lower weight, sleep disturbances, speaking delays, lower IQ, delays in behavioral acquisitions. Research illustrates that stress is considered an essential predictor of postpartum depression, social and marital characteristics are also significant predictors of postpartum

depression, and most mothers are married or cohabiting. Thus, we are interested in exploring the role of dyadic stress on postpartum depression.

Methods: Using a sample of 169 primiparous women (women at first birth) in the first year postpartum, we propose investigating the association between marital satisfaction, dyadic stress and postpartum depression and the mediating role of four categories of dyadic stress on the relationship between marital satisfaction and postpartum depression.

Results: The results show that postpartum depression correlates with postpartum depression and various categories of dyadic stress. Moreover, the minor internal stress of the couple is the one that can explain the connection between marital satisfaction and postpartum depression.

Conclusion: The outcomes underline the importance of the couple's aspects in the mothers' postpartum mental health.

Emotions and emotion regulation in family relationships

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The aim of the present paper is to describe how emotions and emotion regulation affect individual well-being, couple relationship quality and parenting behaviors. The findings of our research studies conducted on Romanian families showed that positive emotions and cognitive emotion regulation strategies were positively related to positive dyadic coping (supportive, common, and delegated dyadic coping), relationship satisfaction and individual well-being of both partners. In addition, parents' difficulties in emotion regulation increased negative communication between parents and children. In the current conference presentation we will also discuss a research project in progress, with 2 objectives: (1) conducting a longitudinal study considering emotions and coping in couple and parent-child interactions and (2) developing a mobile application for increasing emotional support, positive emotions and well-being in couple relationship.

CP1B | SEL for Adult Education

Emotional competencies in university students

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In recent years, the number of studies on emotional intelligence has increased due to the impact that our emotions have on psychological, biological, and social processes and the relationship between proper emotional management and the promotion of health and well-being. It is worth mentioning two conceptualizations about emotions management: the first conceives Emotional Intelligence (EI) as a stable trait or pattern over time, while the second focuses on emotion from the acquisition of competencies. The main objective of this research was to study the relationship between emotional competencies and the EI trait as well as differences between men and women. The sample consists of 378 university students from the city of Quito (Ecuador). Of this sample, 171 subjects were men, and 207 were women, with a mean age of 21.96. Two self-report questionnaires were (TEIQue and MARS) sent by email and analyzed with

the software SPSS 24. The obtained results didn't show significant differences in terms of IE. However, men had higher scores on self-control as a trait and women exhibit greater emotional strategies. Besides, it can be concluded that some competencies such as sociability or self-motivation are relatively independent of the trait because they can be developed.

Development of Emotional Intelligence in Preschool Teachers: A Training Framework for Lifelong Learning

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Emotional intelligence (EI) plays an important part in teachers' overall effectiveness and well-being. In particular, preschool teachers play an important role in the social-emotional development of young children during crucial formative years.

The primary goal of the current study was to develop, employ and evaluate an EI training program, designed to enhance EI in preschool teachers and to encourage them to bring social-emotional learning (SEL) into their classes. The study was carried out over the course of five consecutive years and included 118 preschool teachers, each of whom had participated in an in-service training program. In an effort to create sustainable EI development, the design of the training program was guided by UNESCO's four pillars of lifelong learning.

The findings indicate that the training program conveyed positive outcomes, commensurate with the four pillars of lifelong learning. Knowledge and understanding of EI had increased. Furthermore, participants acquired new personal EI competencies, as well as new social-emotional teaching strategies and tools, used everyday school events as EI learning opportunities, and engaged in role modeling and in planned EI activities. Lastly, participants utilized EI during interactions with team members and parents. Limitations and implications for future research are also discussed.

Improving Social-Emotional Learning (SEL) skills among Arab teachers in Israel (Virtual)

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With the proliferation of simulation-based learning as an important tool for the educational domain, an understanding of its contribution to teachers' personal and professional abilities is essential. Researchers have demonstrated the importance of simulation in teachers' professional development; however, little is known about its role in improving social-emotional learning (SEL) skills. Accordingly, the goal of the present study is to investigate the contribution of culturally oriented simulation-based learning to SEL skills among Arab teachers in Israel.

The research participants are teachers studying for their master's degree at a college in northern Israel who took part in a course titled "Social Emotional Learning" which was distributed through two different teaching methods: 1- An online course [Control group (n=65)]; 2- Culturally sensitive SEL-based simulation workshop course [Intervention group (n=62)].

The quantitative data was collected before and after the course using a SEL skills questionnaire. In addition, semi-structured interviews were conducted with 20 randomly selected participants

to learn about their perceptions of the contribution of the simulation to the improvement of their SEL skills.

Both the quantitative and qualitative data demonstrated a significant improvement in SEL skills among the intervention group. The research findings contribute to current literature and practice related to teacher training programs.

Using Games to Build Social Emotional Learning Skills

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This paper presents the results of a questionnaire-based study conducted at the "Vasile Alecsandri" University of Bacău, Romania. The aim of the study is to find out how students perceive the impact of educational games on their social-emotional skills: self-awareness, self-management, social awareness, relationships, and decision-making. The objectives of the study are: O1. to show the connection between game-based learning and social-emotional learning skills; O2. to find out students' perceptions of the effects of learning games on their social-emotional learning skills; O3. to systematize the main arguments for and against using learning games to build social-emotional learning skills. The data were collected by means of a questionnaire consisting of a series of closed questions answered by 200 students from different study programs. The results obtained made it possible to determine both students' perceptions of the impact of educational games on their professional and personal development and to formulate suggestions for the use of games to build social-emotional learning skills in higher education.

Relationship Between Emotional Intelligence and Burnout Syndrome of the Teachers from General Education Institutions

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The present article highlights peculiarities of correlation between emotional intelligence and Burnout Syndrome of the teachers from general education institutions. Emotional intelligence is indispensable in management of emotional states in various social contexts, emotions, feelings, moods reflect a fundamental element of organization and regulation of social, professional and personal life. Burnout is the syndrome of physical, intellectual and emotional exhaustion, which indicates a decrease in self-esteem, decision-making, reduced personal and professional performance, as a consequence of discrepancy of disproportionate efforts regarding the time factor, emotions and employment, on the one hand, and the low satisfaction with the certified results versus the projected expectations, on the other hand. The study of emotional intelligence and Burnout syndrome was performed based on the following methods: questioning, testing. The obtained results allowed to highlight the interdependence between the following components of the two variables investigated: self-awareness, self-regulation, motivation, empathy, social skills and exhaustion, depersonalization, reduction of personal and professional performance. Analysis of the identified correlations highlighted the need to pay primordial attention to the continuous study of emotional intelligence and Burnout syndrome of the teachers with subsequent identification of the social emotional learning methodology.

Social-emotional skills development, the design of a project in a Danish school

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Introduction: This study is inspired by the theoretical framework of socio-emotional education. This is concerned with the process through which children and adults acquire and apply the knowledge, attitudes, and skills to understand, manage emotions, establish and maintain positive relationships. This study deals with a practical educational experience developed in a school in the city of Copenhagen, Denmark. **Method:** The participants were teachers and children, aged 9/10 years old, from a school located in the district of Nørrebro, selected based on the necessity to develop social and emotional skills as self-awareness and self-management. The approach of the research is qualitative, through the development of a participant observation process and an immersion in the field where the researcher has an active role. **Results:** The investigation shows a plan of activities and a chronogram to understand the implementation of the project. This is supplemented by an analysis of human and material resources.

Conclusion: The present study responds to the need to spread the implementation of a socio-emotional education project in the northern European context. It marks a significant step for the diffusion of socio-emotional education in an inclusive system careful to the mental health of all the people involved.

CP1C | Resilience – Promoting Through Education

Protective factors for the resilience of high school students

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Most theorists consider resilience as a process in which risk factors and protective factors interact and produce certain specific consequences. The child with migrant parents for work is a potential risk factor. Our study relates to the triadic model of protective factors for resilience developed by Edith Grotberg (1995). Thus, our investigation captures students' perceptions of the availability of protective factors for resilience such as:

- individual factors (self-esteem, empathy, responsibility, optimism, hope);
- interpersonal skills (ability to communicate about one's own problems and to ask for help, self-efficacy and self-control, autonomy and problem solving)
- significant network of social, emotional and educational support.

The methodology of the study involved the application of a questionnaire with 15 items to a group of 350 high school students, with an average age of 13.2 years. The study aims to identify whether there are significant differences between students in terms of protective factors for resilience, depending on gender, area of residence or family situation of having a parent or both gone to work abroad.

Impact assessment of an Emotional Education program with Portuguese university students

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This study presents the impact assessment of an Emotional Education Program, developed with university students attending seven different Teaching master's degrees: Mathematics, Biology-Geology, Informatics, History, Philosophy, Portuguese and English. This program consisting of 6 sessions with a duration of 90 minutes was developed in a classroom context during the months of November and December 2021.

For this purpose, a quasi-experimental study was carried out with a pre-test (one week before starting the Program) and a post-test (between 3 weeks and 1 month after the end of the Program) in which 64 students answered two scales (Questionnaire of Emotional Competence and Social Connectedness Scale). The results evidence that, despite the fact that future teachers previously showed a moderately positive emotional perception, the program allowed them to develop emotional skills, especially the ability to express their own feelings, increase the quality of interrelationships and generate a greater feeling of empathy with the other. This is because differences were registered in the scores of the scales used from the pre- to the post-test. The importance of making emotional education programs transversal to all Teaching master's degrees is emphasized, so that future teachers build their professional identity based on positive socio-professional relationships.

Psychological capital, gratitude, motivation and life satisfaction among school teachers in Romania

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Psychological resources are extremely important in predicting well-being and functionality, especially in crisis and uncertainty times. The present study aimed to explore the relationship between psychological capital resources (hope, optimism, resilience), gratitude, intrinsic motivation and life satisfaction in a sample of 1362 school teachers in Romania (1262 female, 100 male). The results showed there was a significant positive relationship between intrinsic motivation and all psychological capital components (for hope $r=.39$, for optimism $r=.42$, for resilience $r=.36$; $p<.001$). Regarding gender, there were significant differences in hope, gratitude and intrinsic motivation, but not for optimism and resilience; there were no significant differences between participants living in urban and rural areas. Moreover, regression analysis revealed that 37% of variance in life satisfaction in our teachers' sample was predicted by psychological capital components (hope, optimism, resilience) and gratitude. Practical implications for positive development intervention and teacher career management are discussed.

The impact of educators' Emotion Intelligence on work-motivation and parent involvement in the non-formal education

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Emotional Intelligence (EI) has a significant impact on students' academic success, wellbeing and resilience. Recently, studies indicated correlations between EI and teachers' work-motivation and teaching quality.

Studies also points to parents' involvement in schools as having positive effects on the cognitive, social, and emotional development of students. Yet, the links between educators' EI and parents' involvement has not been investigated in non-formal settings. With the increasing awareness of the importance of non-formal education, we need to understand how EI affects non-formal educators' motivation and engagement in promoting parental involvement, two important educational factors.

This study examined the links between EI (Wong and Law test), work-motivation (Ryan and Connell questionnaire), and parents' Involvement (Walker et al), among 197 Israeli Jewish and Arab nonformal educators.

The findings indicated that EI is positively correlated with work-motivation and parents' involvement. In addition, work motivation was found to be a significant mediator of the relationship between EI and parent involvement.

Our results suggest that promoting SEL programs among nonformal educators can help enhance motivation which may lead to parental involvement. Besides its potential positive effect on children's development, this may have an impact on reducing staff turnover, which has been observed as a prevailing problem.

Determinants of deviant behavior in students

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Deviant behavior manifested by an inability to adapt to the rules of conduct in society can have various general and specific causes, internal and external and the nature of these manifestations in children (can also take the form of stubbornness, delays at home, physical aggression, impulsivity) and may be different from that of behavioral deviance in adults.

Resilience and perceived stress: the mediating role of emotion regulation

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This study examines the associations between resilience, emotion regulation strategies and perceived stress among pre-university teachers. In a sample of 1390 school and high school teachers, with an average of 14.84 years ($SD = 10.58$) of work experience, resilience was positively correlated with cognitive reappraisal and expressive suppression and negatively with

perceived stress. Cognitive reappraisal and expressive suppression was negatively correlated with perceived stress. Results of the multiple mediational model indicated that only expressive suppression mediated the association between participants' resilience and their perceived stress level.

CP2A | SEL and Media & Technologies

Promoting Socio-Emotional Learning Competencies in Higher Education Through Online Clinical Simulations

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Simulations in education are widely recognized as an effective tool for developing social-emotional competencies (SEL). With the outbreak of the Corona virus (COVID19) and the social distancing regulations, many simulation workshops transitioned into digital settings, via Zoom software. Given the vast investment of resources in simulation, the present study examined whether socio-emotional development processes conducted remotely, allow for the enhancement of SEL competencies as effectively as those facilitated in face-to-face simulations. For this purpose, 20 participants from two types of workshops (face-to-face and online simulation) were interviewed following their participation in a workshop. To explore the differences between FTF and online conditions, questionnaires were administered to 49 FTF participants, 87 online participants, and 50 control participants; 11 participants who experienced both experimental conditions were interviewed. The findings suggest that the two types of workshops contribute positively to the enhancement of SEL competencies, although there are differences in participants' subjective experience. In this lecture we will expand on differences between the two types of workshops with respect to the uniqueness of each type of workshop and its potentials and challenges.

EU-SELF: an European Platform about Social and Emotional Skills in Early Childhood Education

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Nowadays, there is no doubt that social and emotional skills (SES) are a key element in human development. Plenty of research shows the importance of attaining SES in early childhood. Supporting SES development in early years was found to increase children's chances of success in school, work, and life, impacting not only children themselves, but their families, teachers, and the overall society.

EU-SELF project provides an innovative approach of linking the knowledge and expertise in the field of SES and educational practices. The project consortium developed a Europe-wide web-

based platform, containing reliable, professional, and user-friendly content regarding the state of SES assessment, development and interventions for early childhood education and care (ECEC) (i.e., children aged 0 to 7 years old). Several resources for professionals were developed, including: (i) descriptions regarding the state of SES for each European country; (ii) compendium with SES programs; (iii) compendium with assessment measures, (iv) systematic review. The platform serves simultaneously as a source of SES information and resource centre, and as well as a tool for communication and exchange of information between ECEC providers, educators, researchers, stakeholders, experts from different countries, supporting the achievement of key priorities in the EU.

The role of personality traits, emotional intelligence and gender in the behavior of using the internet and social networks

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Previous research shows that problematic use of social media platforms and the internet in general is influenced by some personality traits as well as the level of emotional competence. More recent studies show that gender and age differences are identified in Internet use.

The present research aims to investigate the relationship between personality traits and emotional intelligence in the context of problematic internet use. The study aims at the extent to which the gender and age of the participants have a role in the relationships between the variables analyzed.

The study involved a number of 315 subjects (200 women and 115 men) aged between 18 and 69 years ($M = 40.1$, $SD = 9.03$). Data show that male participants report lower scores on emotional intelligence, agreeableness, and conscientiousness, but higher scores on some problematic Internet use behaviors, such as compulsive use. Men also use the internet more for entertainment purposes. Also, the problematic behavior of using the Internet correlates negatively with the age of the participants. Specialized programs and workshops are needed, especially for young people, to raise awareness among internet users to counteract the negative effects of problematic internet use.

Scaffolding the Social-Emotional Learning of Talented Students

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Many traits accompany talented students' asynchrony, including social and emotional vulnerability, risk aversion and a low tolerance for frustration. The unique cognitive characteristics of talented students are so dynamically intertwined with their emotional and social traits that addressing only the cognitive attributes may result in social exclusion and underachievement. These students have different academic and social-emotional needs than their same-age peers. This study aims to provide strategies and resources to scaffold the Social and Emotional Learning (SEL) processes of talented high school students. Talent needs practice, effort, consistent support, and systematic development to achieve excellence. Accurate identification of psychosocial needs and educational support provided by teachers influences the talent development trajectory. Recognizing the unique characteristics and needs of talented

students and helping them extend their skills to develop SEL competencies are ways to improve their academic performance while consecutively promoting their well-being and healthy relationships. The strategies analyzed in this study facilitate a basic orientation in socio-emotional education issues for talented students. Implications for practitioners and future directions are also discussed.

SEL strategies in mathematics teaching-learning process

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The concept of SEL has often been investigated in connection with the teaching-learning of mathematics. SEL strategies are even a challenge that materialized in the post-covid period. The paper analyzes and structures SEL examples of teaching learning mathematics used in the USA, China, Europe.

The paper highlights the importance of SEL in the process of teaching and learning mathematics in primary school and highlights the advantages of SEL obtained by other countries.

This discusses the SEL strategies that have had positive results on mathematical activities in other countries.

Within the research methodology, the quantitative research is chosen, which analyzes the questionnaires obtained from the selected sample. The questionnaires compiled according to the scientific rigors (clear, simple syntax) capture the opinion of the teachers from the primary education regarding the influence of SEL in the teaching - learning of mathematics.

Teachers who applied strategies involving SEL but also teachers who are not aware of the effects of SEL strategies in the teaching process of mathematics were interviewed.

We are interested in how they apply these strategies, to what extent they apply them, what effects they have had on students.

Facilitating school readiness through individualized skill training using a novel wearable sensor technology

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Five basic skill domains serve as a basis to determine school readiness. Researchers and practitioners agree that development of adaptive, cognitive, communication, physical, and social-emotional skills go hand-in-hand, thus programs nurturing these skills should provide an integrated developmental approach.

We envision a novel, scalable skill training program employing unobtrusive wearable wireless sensor technology. In study 1 we assessed fine-grade spatio-temporal characteristics of children's movements in 2-hour sessions of free play activities to portray social dynamics. 91 children in four kindergarten groups were measured for 3x5 consecutive days (3 and 9 weeks apart). Age-related standards were established for measures with test-retest reliability >0.7

Chronbach alpha values, including number or duration of joint actions with peers and personal space. In study 2 we have employed a rich set of multidimensional measures, appropriate for the simultaneous, real-time assessment and training of motor, cognitive and socio-emotional skills during directed group play activities. Results from both studies confirm feasibility and reliability of the Obimon MONA and PLAY smart environment for assessment and development of skills necessary for school readiness.

Thus, we propose a visionary idea: personalized skill development through a multi-layered psycho-technological system to initiate personalized play activities in real-time, motivated by experiential learning.

CP2B | SEL and Inclusive Communities

Authentic Inquiry: How the RENYO Erasmus+ project identified the importance of relational aspects of education for learners in secure youth justice institutions

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This paper reports on outcomes of an international EU Erasmus+ project which involved the development of a Training Pack to train educators on the Authentic Inquiry methodology as a way of re-engaging young people incarcerated in youth justice settings with education. As part of the training, the educators undertook their own Authentic Inquiry before using the methodology with young people.

This paper focuses on the impact upon the educators and changes in pedagogy, as a result of the project. The Quantitative data (from 82 educators), collected via an online pre-and-post self-report survey against 8 dimensions of learning power and qualitative data (from 16 educators) showed the greatest impact to be on the emotional component of engagement which is essential for accessing learning. In particular the Authentic Inquiry methodology had an impact on the educators as learners and on their relationships with the young people. These findings have implications for the educators working with young people in secure institutions, in particular the relevance and positive outcomes when learner agency and positive relations between learner and educator are facilitated, as well as the positive impact of training including educators experiencing the process they then go on to use with learners.

Uncharted territory and extraordinary times: Partnership during a pandemic - supporting the emotional wellbeing of adults who support children with SEN

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This paper reports on research into the impact of the context of Covid-19 on the role of the Special Educational Needs Coordinator [SENCo], as strategic leader for SEN provision, in English schools. A widely distributed survey accessed the voice of SENCos across the country, receiving 26 responses. Data were analysed using a realistic evaluation framework to identify the impact of Covid-19 on the work of the SENCo. Increased concern was expressed for pupils and the consequences for their return to school in September, relating to pupils' learning, mental health

and well-being, and safeguarding, all of which were perceived to have increased as issues as an outcome of this context. Another significant outcome was that SENCoS reported providing emotional support and sustenance to staff and parents. Parents and teachers needed significant SENCo support, enacted through frequent and regular contact, to enable them to support their children effectively. Implications are highlighted for recognition in national job role definitions of this nurturing approach to ensuring the well-being of the adults who support pupils with SEN are highlighted.

What is the correlation between well-being and positive school climate? Teacher candidate perspectives from a rural, regional comprehensive university.

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This presentation will discuss teacher candidate perceptions of well-being and school climate at one regional, comprehensive university in Washington State, US. Presenters will share data analysis and findings from the first phase of a mixed methods research study that examines the impact of Social Emotional skills interventions in teacher preparation and their impact on school climate, adult learning, teacher planning and behaviors, and student achievement.

The central question of the first phase of the study was, "What is the correlation between well-being and positive school climate?" Participants will learn about study results examining teacher candidate perspectives of early SEL intervention efforts in the first year of teacher preparation. Candidates were asked to evaluate their knowledge and experiences prior to SEL intervention, during, and after interventions. Study findings suggest that SEL interventions during teacher preparation can positively impact teacher candidate perspectives of their university school climate and feelings of empowerment in fieldwork related to classroom management efforts and tiered intervention support. The presentation will share the study questions, tools, interventions, data collection and analysis, and the findings for this first phase of the longitudinal study.

Boosting the social emotional coefficient for inclusion: a perspective model for embedding sel in the curriculum

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The Social and emotional learning (SEL) framework has been proved very effective, thanks to a wealth of research evidence, in providing several possibilities in helping children and youths develop the good emotional and social literacy needed to face challenging times and experiences and growing into wholesome adults. SEL literacy can be achieved through a systematic approach to its implementation in the daily school's routine carried out via specifically designed SEL programs and curricula.

However successful these curricula and programs, it is necessary to take into account the fact that many educational systems worldwide differ greatly for their structure and organization and the composition of their classrooms, which may require different, more flexible approaches to SEL. The paper wishes to address this very poignant and pivotal issue by proposing a perspective

working model for embedding social and emotional learning in daily teaching and learning activities in a more flexible way, which can boost the social and emotional development coefficient, offering a two – way approach to inclusion: on one hand making SEL implementation accessible for all students while working closely on the school curriculum subjects, and on the other boosting kids' inclusive attitudes, thoughts, actions and language.

Art therapy and social emotional development in students with special educational needs.

Effects on anxiety, empathy and prosocial behavior (Virtual)

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Although our primary research started before the pandemic, it seems that focusing on the social emotional development of our students has become a top priority now days, considering that, globally, the rates of anxiety and depression among children and teenagers are, in the actual context of the pandemic and war, skyrocketing. One valuable way to promoting positive social emotional development is to implement in schools research-based programs that support students in strengthening their social and emotional competencies. Art therapy is one of the most suitable instruments to serve this purpose, for it goes beyond words and gives them the chance to deeper experience and process their emotions.

We hypothesized that the participation of primary students with neuro-psychomotor disabilities in a group art therapy program will increase their level of empathy and prosocial behaviour, and will decrease the level of anxiety. To measure the levels of these variables we developed specific questionnaires to be answered by the students' caregivers before and after the participation in the program. As expected, the art therapy program proved itself a valuable instrument in decreasing anxiety and supporting the development of social emotional abilities such as empathy and prosocial behaviour in children with special educational needs.

EduCardia: an ICT-enabled methodology for assessment and improvement of socioemotional competencies of students based on in-person and online activities

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The development of a supportive school climate within classrooms can provide new opportunities for enhancing children's academic and social outcomes. To facilitate the success of inclusion, it is necessary that all students develop the skills to understand each other, communicate and work together effectively. Nowadays, even if various research outcomes are available for the development of social and emotional learning (SEL) material along with guidelines for implementing SEL training within the classroom, few methodologies and tools are

made openly available for the assessment part. In this work, we present EduCardia, as a methodology to assess and improve socio-emotional competencies of students in primary and secondary educational level. EduCardia tackles both the development of SEL material and an online tool (software) that will enable teachers to efficiently apply assessment processes within their classrooms and track the development of socioemotional competencies of students. By having access to assessment results, group-based educational activities can be planned to improve the inclusion of the students, the social cohesion of the group and to promote educational equity. In this way, EduCardia is going to facilitate the creation of a supportive school climate that can help prevent all forms of discrimination and promote socioemotional development of students.

The problem of training preschool education specialists to implement innovative technologies in working with special educational needs children

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The urgency problem in the training preschool education specialists is indisputable, as the number of children in need of correctional education is steadily growing. The formation tool for new education is innovative activity consisting of introducing qualitatively new elements into the educational process. The National Strategy for the Development of Education in Ukraine emphasizes the need to expand the inclusive education practice for children with special educational needs in the education system including preschool education. Despite numerous studies on the outlined issues at the present stage in educational development, the issue of preparation and readiness to use and implement innovations in working with special educational needs children is unresolved.

Priority areas for innovative technologies introduction in the education of children with special educational needs are to promote the social, emotional and cognitive development of each child actively involved in society. The success in the educational process organization is ensured through the introduction of new technologies and development space proper organization.

Thus, effective inclusive education is possible only with special training and teachers' retraining on the basis of innovation, a breakthrough in the strategy of educational systems, as well as methodology and methods of organizing the pedagogical process in higher education.

CP2C | Resilience – Promoting Through Education

The significance of Music Educators' Social Emotional Competences: a Study Focused on Intercultural Higher Education Contexts

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Since the beginning of the employment of Learning Outcomes (LO), the educational field has been marked by significant changes. This approach, by being learner oriented, influenced different levels of educational programs offered by several prominent institutions. Parallely, the last decades have been characterized by an increasing concern with the development of Social Emotional Competences (SEC) in educational contexts. Focusing on higher education music courses, the main aim of this article is to reflect on the relevance of teachers' SEC in the construction of learning environments that equally embraces students with different cultural backgrounds. Thereby, the current work presents three specific aims: 1) to review the literature that discusses the connections between music education and SEC; 2) to reflect on the participation of music for the establishment of Cultural Identities; and 3) to discuss the relevance of cultural identities and SEC for LO in intercultural contexts. To achieve these aims, the qualitative document analysis' methodology was employed to identify, examine and select the scientific sources to support the proposed discussions. Considering the link between cultural identity and music, this article defends the development of music educators' SEC as a pathway to provide the best educational experiences for students with different backgrounds.

A Process for the Cultural Adaptation of Social and Emotional Competence Measures

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Introduction. This study reports on the cultural adaptation of the Devereux Student Strengths Assessment, High School Edition Student Self-Report (DESSA-SSR), a strengths-based social and emotional competence rating scale. We employed a rigorous process for Spanish, Arabic, and Mandarin DESSA-SSRs that included: 1) translation, 2) back translation, 3) harmonization, 4) cultural review, and 5) norms-equivalency studies (NES).

Methods. 75 bilingual high-school students for each language completed both the target language and English forms, counterbalanced to control for order effects. Two native speakers of each language completed cultural reviews, and results were synthesized to prepare test interpretation guidance.

Results. Correlations on the Spanish and English forms were .84 for the composite and ranged from .66 to .87 for the subscales. The d-ratio for all mean score differences was negligible. The Mandarin and Arabic NES are in process, results will be shared at the conference. Specific guidance from the cultural reviews for each version will be shared.

Conclusion. The international focus on SEL requires reliable and valid measures across diverse populations. Our results suggest that the DESSA SSR can be used with confidence across multiple languages and cultures.

Academic knowledge continuity by research integrity

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A trend of higher education' reforms in the Republic of Moldova is related to increasing studies' relevance to the labor market. One of the concerns is the development of students' research competence, as this would enhance the studies' applicability, the undergraduates' employability, the academic knowledge's transfer in the form of innovative contributions to the

host institutions of trainees. In this justifying context, the problems of developing research skill in different aspects were studied as: a) psycho-pedagogical - "fragmented thinking, clip thinking, mosaic culture", b) political- documents that favor partnerships for academic research, c) social-conditions that accelerate the open and collaborative science. We identified 3 major challenges: 1) the abundance of non-hierarchical information induces a decrease in curiosity and the diffusion of attention in multiple areas, 2) the deficit of systematized and updated content between taught scientific information and labor market requirements creates affective and judgmental ambiguities regarding research-based learning, 3) the inconsequent, prospective acquisitions' implementation decreases the motivation for high performance. So, we found the option of individualizing learning through self-regulation, self-formation and self-organization techniques. This solution would help to harmonize psycho-pedagogical factors and the nature of scientific knowledge with the same consensus towards: meaning, process, results of scientific investigations.

Can dysfunctional negative emotions explain students' level of academic motivation in online learning at university?

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The study aims to highlight the association relationship between the level of academic motivation of students (N=150) and the variables related to: dysfunctional negative emotions and physical health. Simultaneously, we analyze, whether negative dysfunctional emotions can explain the level of academic motivation, provided that the level of physical health is kept under control. The research method used is a questionnaire-based survey. The working tools were: *The questionnaire for measuring the types of motivation regulation in the academic field* (Robu, & Tufeanu, 2020); Subscale *The state of physical health*, from the *Inventory of self-perceived well-being* (Roşeanu, & Răşcanu, 2008); *Dysfunctional-Negative Emotions Subscale*, from the *Emotion Measurement Scale* (Trip, 2007).

According to the research results, the level of academic motivation (more specifically intrinsic motivation and identification) is inversely associated with the level of negative dysfunctional emotions and directly with the state of physical health, with an average effect size. However, in the multiple regression analysis, given that the level of health is kept constant, only the level of identification motivation can be explained by the level of dysfunctional negative emotions.

In the conclusion we emphasize the role of collaboration in this topic between specialists in the fields of education and mental health.

Positive emotions, coping styles and stress in an educational context

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The main objective of this study is to analyze the occupational stress of teachers who teach in primary education through positive and negative emotions and through coping through humor. This research was conducted on a group of 199 teachers in Romania, aged between 20 and 61 years. Of the participating teachers, 42 are beginners (21%), 32 are 2nd grade (16%) and 124 are 1st grade (63%).

The results obtained showed that primary school teachers often experience positive emotions at work, and the humor coping they approach is adaptive (humor-based, response-focused and affiliation-friendly humor coping). It was also observed that there is a positive correlation between the positive emotions of primary school teachers and 3 types of coping through humor: coping focused on background, response and adaptive type.

Emotional costs and emotional benefits of achieving performance in academic competitions

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Students' academic performance in school competitions is often the measure of an educational institution's efficiency and effectiveness. However, academic performance entails both benefits and costs that students gain and/or pay for emotionally.

In this paper I use the terms cost and benefit specific to the field of economics to analyse a wide range of positive (joy, love, confidence, satisfaction, pride, hope) and negative (sadness, fear, anger, disgust, anger, shame, helplessness, worry, disappointment) emotions that accompany and influence academic achievement.

Starting from the analysis of emotional cost and emotional benefits, the paper tries to highlight to what extent academic performance is useful and/or desirable for the student wellbeing. The subjects of the study were high school students participating in the national phases of the Romanian school competitions.

Caring is learning: nurturing well-being in primary and secondary schools in Romania

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The importance of students' emotional welfare in school settings continues to be signaled in some studies, while taken for granted for the most part in recent literature and everyday realities. Learning outcomes and developed skills remain an important part of the educational agenda, although they are determined by many factors such as emotional wellbeing and mental health; and despite the fact that education is one of the many contexts and experiences of life, needing sometimes a less pressuring rationale. The present paper illustrates a part of 2 Arbinger pilot studies in Romania, focusing on students' emotional wellbeing in the process of learning. During December 2021 to June 2022, pupils from 2 schools in Constanta and Galati have completed paper questionnaires regarding how they are treated and nurtured in classroom settings. The findings show a positive image of schooling in the primary cycle, but less ideal in gymnasium, where many aspects should to be addressed. In the final part of the paper, the implications of this study are outlined in terms of the CASEL model.

CP2D | SEL for Adult Education

Adopter training - an essential premise for successful adoption

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This research aims to argue the need for adult training involved in the adoption process, so that each of the actors involved in this process can achieve optimal success - applicants for adoption to become parents, children to find their permanent family, and specialists to follow the stages of the adoption and post-adoption process as efficiently as possible.

Introduction. Adoption, although it has all the peculiarities of a classical family, is rather a transitional institution that creates a family different from the traditional biological family, serving a dual purpose, that of first offering a home to a child and then offering parents a child.

Methods. Between 2018-2020, research was conducted that included 160 candidates for adoption, who were trained according to a new curriculum, and as research methods were used semi-structured interview and psychological training.

Results: Strengthening the parenting knowledge and skills of least 160 adoptive parents (80 couples) for 18 months; Updating the training curriculum and its annexes for potential national adopters to increase the success of adoption; The results were also recorded by conducting 80 pre- and post-training interviews.

Conclusion: Psychological training and legal assistance contribute to the success of adoption by clarifying the stages of adoption.

Students' Perspective on Honors Teacher Profile: An Exploratory Study

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Teachers play a crucial role in their students' life. According to the Achievement Orientation Model (AOM), they can influence students' growth and satisfaction. Moreover, they shape students' perception of support in educational environment by building positive relationships with them. In the context of Honors Education, The National Collegiate Honors Council stated that the attitude and approach of teachers is the key to a successful Honors Program (Heijne-Penninga et al., 2018). The recent studies show, also, that are some special characteristics of a honors teacher valued by students (i.e., authenticity; the courage to be challenging and inspiring; the desire to invest in relationships and to be supportive, in order to facilitate social and emotional learning (SEL) (Dailey, 2016; Wolfensberger, 2012). Our work focuses on students' perspective about honors teacher profile. The main research question is: Which special traits and characteristics should have a honors teacher, in order to facilitate SEL? The methodological approach of our study is based on a survey related to Romanian students' viewpoints. Based on AOM, we constructed a questionnaire that contains open-ended and close-ended questions, online administered. Results obtained can be valorised by teachers and universities in order to implement and develop Honors Programs.

The influence of training through research in the field of Natural Sciences on the professional motivation of teachers

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In the field of Natural Sciences, research training presents the most effective way in the formation of functional professional competences. A superior qualitative effect is attested in the inter- and transdisciplinary activities. In recent decades, there has been an increase in the share of research activities in the initial and continue training of teachers, which conditions the increase of professional motivation. This tendency aims to shape the culture of research in the education system and in the knowledge-based society. The contemporary educational process must promote research, innovation, technology transfer and innovative entrepreneurship.

Efficacy of a systemic SEL intervention 'acSELeRate' on students' SEL development : An evidence from a field study

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This study assesses the efficacy of an evidence-based systemic SEL intervention – 'acSELeRate' on the social-emotional learning outcomes of secondary school students. A non-equivalent randomized design is used to conduct the study in the Kasturba Gandhi Balika Vidyalaya (KGBV) of Vikarabad district, Telangana, India. The teachers participated in SEL capacity building intervention - 'Lead Well' a component of 'acSELeRate' to work on their well-being and to equip themselves in implementing SEL curriculum in classrooms. This curriculum was implemented by teachers for the duration of one academic year. The schools where teachers implemented the curriculum formed the intervention group and the comparison group consisted of schools where the curriculum was not implemented. The participants in this study were students from grades 6-9. 584 students from the intervention group and 614 from the comparison group participated in this study. Students' social emotional competencies (SEC) were assessed before and after intervention. There were statistically significant changes observed in the social emotional competencies (self-awareness, self-management, social awareness, relationship skills & responsible decision making) of students in the intervention group than the comparison group. This suggests the intervention was able to generate a positive impact on students' social emotional learning outcomes.

Lifelong learning - a desideratum of the contemporary personality

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The article addresses the issue of lifelong learning, an indispensable aspect of achieving the mission of contemporary education. The paper analyzes various definitions of the concept of "lifelong learning" in the view of different researchers; elucidate the principles of lifelong learning; described ways to achieve lifelong learning in the context of formal, non-formal and

informal education. The learning process in which the personality is involved throughout life implies social-emotional learning that facilitates the formation of competences relevant to ensuring personal and professional progress.

A cross-cultural multilevel study about the association between socioemotional competences and student engagement in youth

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Student engagement research in university students has been scarce, despite its major positive role on performance, degree completion and mental health. Social and emotional competences, which are currently called 21st-century skills, exert some impact on student engagement in youth. Since engagement is cultural-sensitive, individual (social and emotional competences) and cross-cultural (human developmental index and unemployment rate) characteristics were examined in association with student engagement in youth. This study included 2,092 participants from nine countries/regions, aged between 17 and 27 years ($M = 21.52$, $SD = 2.27$), mostly cisgender woman ($n = 1,035$, 68.7%) and undergraduate ($n = 1,401$, 96.2%). Data were collected using a cross-sectional online survey that included the Student Engagement Scale, the Emotional Skills and Competence Questionnaire, and the prosocial behaviour/resources subscale of the Strengths and Difficulties Questionnaire. Multilevel-models showed that social and emotional competences were relevant predictors of student engagement independently of the country-level variables. Moreover, student engagement varied with country/region human development and unemployment rate, with students from higher developed countries/regions and lower unemployment reporting lower engagement. This study reinforces the need to implement evidence-based social and emotional learning programmes in universities worldwide and public policies that can influence engagement and protect youth.

CP3A | Assessment of SEL and Mental Health

The Sociometric Status of Preschoolers and Its Relation with Other Psychosocial Aspects

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The study analyzes the sociometric status of preschoolers and its relation with other psychosocial aspects, like social competence, coping with social conflicts and noticeable patterns of social behaviour. The question is: what values put the children in a favourable or unfavourable position within the peer group?

On the quantitative measurement of 196 children, we found that children rated with a high social competence level by their teachers were evaluated more positively by their peers as well. In terms of coping with social conflicts, the children who tend to give aggressive responses were the most rejected in sociometry, prosocial children got the fewer negative nominations. Other aspects of social coping were not remarkable related to the sociometric position. A qualitative investigation is meant to complete these findings. The focus is on socially outstanding children, especially the popular and rejected children.

Quantitative measurement was taken with Social Competence Screening, Child's Coping Strategies Questionnaire and sociometry. Qualitative methods were applied to one kindergarten group of 25 children: observation of children's behaviour and semi-structured interview with teacher and children.

Findings could be helpful for teachers and researchers to design effective interventions

Exploring SEL assessment tools in cross-cultural context: Issues & Learning from India

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Conducting a comprehensive cross-cultural psychological assessment does not mean using only culture-free or culture-fair tests; it becomes necessary to adapt assessment tools. This paper discusses the exploratory implementation of two school-based assessment tools developed in the United States in the Indian context. Developed by the Yale Center for Emotional Intelligence (YCEI), selected and adapted by the Learning Curve Foundation (LCF), this paper details the adaptations made, challenges experienced in implementation and learning about using these in 5 Indian schools. The two assessment tools explored were the Student Emotion Regulation Assessments, at both Primary (grades 3-5) and Secondary (grades 6-10) levels, and Educator Well-being assessment tool, a teacher reported one. These assessment tools served the purpose of measuring the effectiveness of LCF's systemic SEL program -'acSElerate' implemented in schools.

Of the suite of YCEI's SEL assessment tools, a few were selected considering different criteria. Here, we share the process of implementation which has helped identify and understand aspects to be considered while administering assessment tools and their working in a cross-cultural

context. This article highlights the requirements and issues that bear importantly on the preparation for implementation of the assessment tools to promote credibility and lessen bias while implementing in cross-cultural contexts.

Effects of a Social-Emotional Learning Program on Elementary School Children Competencies and Classroom Peer Context

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Social emotional learning (SEL) can contribute to students' socioemotional skills (SES), positive relationships and classroom climate which may influence academic achievement (e.g., Berkowitz et al., 2017). Around the world interest in promoting children's SES through universal evidence-based programs leads to the need to expand research on SEL programs efficacy. This quasi-experimental examines the efficacy of a SEL classroom-based program on children's SES and classroom peer context. Participants included 208 third and fourth grade students from Portuguese public elementary-schools: 143 in intervention group (8classes; $M_{age}=8.72$; $SD=0.61$); 65 in control group (4classes; $M_{age}=8.66$; $SD=0.59$). The Study on Social and Emotional Skills - parent, child, teacher questionnaires and Classroom Peer Context Questionnaire (Boor-Klip et al., 2016) were used. Pre and post-test assessments were conducted, with a 16-weeks intervention between. Results showed a statistically or marginally significantly positive effect of the program on third grade students communication skills ($F(1, 72)=3.42, p=.07, \eta^2=.05$), assertiveness ($F(1,80)=5.19, p=.025, \eta^2=.06$), and sociability ($F(1,81)=5.60, p=.02, \eta^2=.07$). For fourth graders positive effects were found for self-regulation skills ($F(1,104)=3.82, p=.05, \eta^2=.04$), self-control ($F(1, 104)=3.57, p=.06, \eta^2=.03$), emotional-control ($F(1,108)=5.59, p=.02, \eta^2=.05$) and assertiveness ($F(1,108)=3.38, p=.07, \eta^2=.03$). Positive effects were also found in classroom conflict (decrease); and cooperation (increase). Implications for policies and practices aiming at strengthening SEL in Portuguese elementary-schools are discussed.

Social and emotional skills in adapting students to the academic environment

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The paper presents the results of a research that aims to identify emotional and social skills manifested in first-year students with a technical profile and its positive effects on their adaptation to the academic life. An important developmental task of young students is their increased participation at formal and informal peer groups, along with their interest to gain independence and assertion of their own beliefs in the context of professional development. Students who develop their emotional and social skills have more chances to be accepted and better integrated into peer groups and experiencing the well-being in psychological functioning and social relationships. We used a multidimensional instrument which allows the assessment

of a wide range of social and emotional competencies that students may possess at various levels. We used a multidimensional questionnaire (The Profile of Social and Emotional Competences, Tufeanu and Robu, 2013) which measures 17 social and emotional competencies. We also applied a scale for the self-perceived degree of adaptation and the students' difficulties in the first year of University. The research results allow us to identify training and personal development needs of students as well as social and emotional skills that support their effective adaptation and reduce academic dropout.

Scaling up: Effectiveness results of a nationwide implementation of the Positive Attitude upper middle school SEL program

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This study focused on the analysis of a nationwide dissemination of an evidence-based upper middle school social and emotional learning program.

The participants in this study were 1653 upper middle school students (7th – 9th graders; $M_{age} = 13.37$; 50.9% boys), of which 487 composed the control group. The sample included 17 schools in 7 different locations in Portugal, where the Positive Attitude Upper Middle School SEL (PAUMS) program, composed by 13 weekly sessions, was implemented. Assessment was implemented in the beginning and end of the program, through self and teacher-reports ($n = 74$).

Multilevel analyses were performed; both self and teacher-reports identified gains in social awareness and relationship skills for the intervention groups, whereas self-reports also identified gains in self-control. Although the full sample results showed that the PAUMS SEL program was effective in enhancing social awareness and relationship skills, the results for the Academies which were implementing the program for the first time were less positive than the results achieved in the schools where the programs had been implemented longer.

Future studies should focus identifying how variables such as fidelity of implementation and implementers' experience with a program influence the programs' effectiveness.

Did the COVID-19 confinement influenced the results of an SEL program on students' social anxiety and social withdrawal?

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During the second year of dissemination of the Positive Attitude Upper Middle School (PAUMS) SEL program under the Gulbenkian Academies of Knowledge (GAK) initiative, some groups were interrupted because regular schooling was suspended due to a COVID-19 related confinement. This study analyzed if this disruption influenced the PAUMS SEL program' results on students' social anxiety and social withdrawal.

The participants in this study were 713 upper middle school students (7th – 9th graders; $M_{age} = 13.37$; 51.3% boys), of which 220 composed the control group. The sample included 7 schools in 5 different locations in Portugal, where the Positive Attitude Upper Middle School SEL (PAUMS) program, composed by 13 weekly sessions, was implemented. Assessment was implemented in the beginning and end of the program, and at six-month follow-up through self and teacher-reports ($n = 33$).

Multilevel analyses were performed, and the self-reports indicated intervention group students displayed a more positive trajectory than the other three groups, both in social anxiety and in social withdrawal. Teacher reports supported these results for social anxiety, but not for social withdrawal.

The current study helped to clarify how extreme events, such as the confinement due to the pandemic may disrupt an SEL program's effectiveness.

CP3B | Assessment of SEL and Mental Health

Exploring the relation between teacher candidates' emotional intelligence and their educational practices: a case study in Greece

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Classroom management is a difficult task for teacher candidates and a significant barrier to being an effective teacher. The aim of this study was twofold: a) to examine the relation between student teachers' emotional intelligence and their educational practices and b) whether emotional intelligence significantly predicted classroom management. The instruments used for data collection were TEIQue (Petrides, Pita, & Kokkinaki, 2007), a 153-item self-report questionnaire that measures global trait emotional intelligence and 15 facets, and TEP-Q (Catalano, Perucchini, Vecchio, 2014), a 36-item self-report questionnaire assessing three dimensions of classroom management: communication, organization, relationship. The sample of the study was comprised of third year undergraduate student teachers in the Department of Pedagogy and Primary Education at the National and Kapodistrian University of Athens, who had their first experience with teaching practice at primary schools. Descriptive statistics and correlational models showed that there is a relation between the factors. Research results have pedagogical implications, while the impact of the research on practice and policy is significant highlighting the urge of social and emotional interventions during teachers' both initial and ongoing education as well as the need to promote an educational design that embraces the goals of social and emotional learning at schools.

Assesment of emotional intelligence of inmates by observation method

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Evaluation of emotional intelligence and appropriate tools are of concern to the scientific community, and there are numerous studies that address this issue (Bru-Luna, Martí-Vilar,

Merino-Soto, Cervera-Santiago, 2021). The difficulties encountered in applying the psychometric evidence in the penitentiary environment, which are based on the low level of education of some inmates, the refusal of some to be tested or the superficial completion of the administered evidence, guided our research through this study towards the qualitative evaluation of emotional intelligence in detainees through the method of observation.

The article presents the results of research aimed at building an emotional intelligence observation grid in inmates, statistical analysis of observation grid items and comparison of results with the emotional intelligence test adapted by Mihaela Roco (2004) to validate or invalidate this grids.

The use of the observation method in assessing the emotional intelligence of inmates is useful not only for psychologists, but also for other categories of prison staff such as supervisors in detention wards.

It can guide prison staff in the rapid identification of inmates with low emotional intelligence and problems with adaptation to the penitentiary environment or those with a high level of emotional intelligence, who may be opinion leaders or supportive inmates.

Relationships of affective and cognitive engagement with students' well-being

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Student engagement is a protective factor in school success and mental health. It promotes not only students' positive educational outcomes but supports better social outcomes and a higher sense of well-being, that is greater satisfaction with life and various domains of life (family, school, etc.), positive emotions, personal growth. Student engagement and well-being are multidimensional constructs which may show a complex, multi-layered relationship.

Our investigation aimed to explore associations between affective and cognitive engagement and three dimensions of well-being among school-aged children. Participants were 3rd (N=200) and 6th grade (N=180) Hungarian students. We used the adapted Student Engagement Instrument Elementary Version (Carter et al., 2012) for assessing students' cognitive and affective engagement, and a student questionnaire based on the International Survey of Children's Well-Being to assess subjective and psychological well-being.

Our results confirm that both affective and cognitive engagement are associated with subjective and psychological well-being. While in 3rd grade only psychological well-being showed moderate or strong correlation with both engagement dimensions, in 6th grade some domains of subjective well-being (life as a student, relationship with teachers) were also moderately or strongly associated with engagement. Our results highlight the importance of supporting children's mental health and well-being in school-based prevention.

Possible uses for student assessment outcomes in Social and Emotional Learning programmes

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Supporting social and emotional learning (SEL) of children and adolescents has been a strong demand, interest, and a challenge for school communities. In addition, including as public policies, there have been curricular advances in the promotion of practices and strategies for developing social-emotional skills through the implementation of school-based programmes. As in any other educational process, once the planned proposals for emotional development are completed, an evaluation of the addressed competences is normally and ideally proposed. This paper is a review of the literature, covering empirical and theoretical research studies, published articles and documents, aiming to (1) briefly describe a broad overview of the concept and practical importance of evaluation results in programmes that develop social and emotional education in school environment, and (2) bring examples of practical uses of this information and data by SEL programmes. More than a tool for proving the effectiveness and efficiency of a project, we argue that the outcomes of evaluation on SEL are a powerful resource that can serve, among other benefits, to extend these proposals potential by maximising the engagement of all individuals involved: the students themselves, the school community, family, and teachers.

Childhood abuse and adult interpersonal relationship challenges

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Child abuse is a persistent problem in societies worldwide causing long-term negative consequences to the survivors of the maltreatment. The purpose of this study is to investigate the relationship between childhood abuse and its consequences onto adult romantic relationships; when it comes to females, emotional neglect is more consistently related to couple interpersonal issues, including problems with being nonassertive, distant and self-sacrificing; for males, physical abuse is significantly associated with the likelihood of being domineering, distant, and self-sacrificing. The study, questionnaire-based, involved 246 participants who reported being involved in a stable, romantic relationship of one year or longer. Abuse experiences were assessed with two different measures, Child Abuse Screening Tool and The Maltreatment and Abuse Chronology of Exposure Scale, and linked to relationship satisfaction (Burns Relationship Satisfaction Scale), but as well to the preference for conflict management (The Revised Conflict Tactics Scale).

Overall, experiencing any type of maltreatment has been found to be associated with a host of negative outcomes, including diminished relational satisfaction and difficulty to cope with conflict. The complexity of the interconnections in-between subscales and gender issues are discussed in order to derive suitable interventions.

Teachers' Self-efficacy in Developing Social Emotional Learning (SEL) in the Romanian School

Context

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This paper presents the results of the research project *Instrument for measuring self-efficacy in social and emotional learning for teachers* that was conducted in 2021-2022. Its results are valued from the previous ones, developed in 2018-2020 based on teachers' perceptions of social and emotional learning (SEL). The research methodology included: desk-research, a self-efficacy questionnaire and two focus-groups, conducted with teachers from urban/ rural area, activating at various education levels. The self-efficacy questionnaire was built by operationalizing the themes in relation with the definitions and examples offered by the Romanian teachers in the first stage of the research 2018-2020 and by the reference to the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework. The tool was piloted and validated with 108 teachers from various type of schools throughout Romania. Two focus-groups were conducted with the aim to obtain additional information from teachers. This paper will analyze two common themes based on the teachers' statements about the degree of confidence they perceive in developing "collaboration" and "teamwork" in the classroom(s) they teach. According to the PISA 2018 results, these two common themes are important for ensuring learning outcomes and positive relationships among peers, educators, parents and other school actors (PISA, 2019).

Emotional, satisfaction and school competencies: analysis of their relationship in primary school

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The environments of coexistence and cooperation generated in the sports context are considerably important. However, it is very common for conflicts to appear due to the difficulty of managing the different social interactions. It is interesting to take such situations as an opportunity to work on emotional education. For this reason, this research aims to study the relationship between bullying, emotional competencies, and satisfaction. The sample consisted of 346 male and female students between 9 and 12 years old. A situational test and three questionnaires have been administered (GES, EAS, and ERQ-CA). The results show that having suffered bullying affects the degree of satisfaction, but does not influence emotional skills. This may reflect that having suffered harassment does not increase or decrease the level of emotional abilities of students, but it affects the satisfaction level. It would be necessary to assess what effects it has in the long term. There are no differences in the level of emotional competencies between these two mentioned groups. Therefore, it becomes important to train emotions in an effective way and for a prolonged period to be able to show improvements in the management of emotions and increase well-being.

A data-driven approach to building emotional competencies

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Fluent management of emotions drives social functioning, academic achievement, and wellbeing. Most research related to emotion regulation relies on self-reports and ratings. Here we propose a novel, data-driven approach to assessing and training emotional regulation skills.

In a large-scale study of >200 (8-50 years old) individuals, we employed a small, wearable device to measure the level of arousal objectively via electrodermal activity. Subjects performed various tasks (e.g., relaxing and raising arousal, focused attention, playing Tetris) while receiving feedback on their level of arousal in real-time in the form of synthetic waves on the screen. Development of explicit and implicit emotion regulation was driven via experiential learning, with personalized feedback (and tasks) based on task-completion characteristics. Online or offline assessment varied from a single session to multiple sessions over a 5-8 week period.

Successful emotional regulation increased significantly with age, with considerable individual differences within each age group. The development of effortful emotional control correlated significantly with self-reported stress and resilience.

This novel method could provide an objective, independent measurement criteria for existing Social-emotional Learning solutions. Moreover, instant feedback on the emotional state and data-driven tasks integrated with traditional training methods could enhance the development of emotional competencies.

CP3C | Mental Health in Schools

The relationship between students' Sense of Belonging and Anxiety during pandemic times

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Introduction

Covid-19 restrictions in Italy have significantly reduced the 'in-presence' time spent with classmates and teachers. This new way of relating to one another has challenged many students by increasing anxiety. Protective factors such as Sense of Belonging and Grit can reduce Anxiety. This study explores the relationship between Sense of Belonging/Grit and Anxiety and whether this relationship changes depending on students' grade level.

Method

458 students from northwest Italy, 71% F (M=15, ± 2.46), of which 266 from High School, answered an online questionnaire in Spring 2021. Data was analyzed by doing hierarchical regression with SPSS27. First, we measured the Sense of Belonging / Grit and its impact on the state of Anxiety, then we controlled for grade level.

Results

The Sense of Belonging [$\beta = -.233$; $t(456) = -4.99$, $p < .001$] and Grit [$\beta = -.167$; $t(456) = -3.57$, $p < .001$] showed a significant impact on Anxiety increasing [$\beta = .225$; $t(456) = 4.95$, $p < .001$] for High School students in particular.

Conclusion

Restrictions have penalized more High School students: schools are called to create environments in which Sense of Belonging and Grit are taken into account by strengthening them.

Relationships between well-being, resilience, emotional intelligence and experiencing difficult situations in children. The effects of experiencing difficult situations on students' well-being and resilience

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This paper intends to determine the extent to which well-being, resilience, emotional intelligence and experiencing difficult situations interact with each other in school population and whether experiencing each one of the thirteen difficult situations analyzed (e.g., death of a parent, divorce of parents, domestic violence, violence by colleagues) causes significant differences in terms of resilience and well-being between children who had been exposed to it and children who had not.

The present study was a quantitative research that included a sample of 845 children from primary to high school (55 % girls and 45% boys) aged between 8 and 18 years ($M=13.5$). Results of correlation analysis show that there is a positive relation between emotional intelligence, well-being and resilience, and a negative correlation between experiencing difficult situations, students' well-being, and the level of resilience they reported. Furthermore, the T-test was used to do a hierarchy of difficult situations depending on the effect that their experience has on well-being and resilience. In terms of well-being, this was most influenced by family violence, violence from colleagues and parental divorce. On the other hand, for resilience, the effect was strongest in the case of family violence, followed by famine and violence from colleagues.

Factors favorable for the learned optimism in preadolescence

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Our study aims to observe the parameters that support the learned optimism, such as parental style, proactive coping and social and emotional self-efficacy. The research involved students between the ages of 12 and 14 who answered both online and pencil-and-paper questionnaires. According to the literature, we hypothesized that academic, social and emotional self-efficacy, as well as parenting style and proactive coping, are good predictors of learned optimism. Seligman and colleagues have already shown that teachers can enhance optimism in students by educational programs. Such programs already have a history in the world and it is time to implement them in Romania as well.

Mental Health Utopia 1: Most psychological interventions are overestimated. Why paradigm shifts are unlikely

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We have been through more than a half of century of research on mental health treatments. Six decades and counting, the efficacy of most mental health treatments, both pharmacotherapy as well as psychotherapy, has significant limitations that have not been overcome. However, if pharmacotherapy has been systematically criticized throughout the decades for its limited efficacy and potentially notable side-effects, psychological interventions have generally steered clear of such systematic criticism. We review the results of one of the largest meta-analyses exploring the efficacy of psychotherapy and show that such preferential treatment for psychological intervention is unfounded. The replication crisis in psychology has conclusively shown that browsing scientific literature without conducting robust quantitative quality checks is a worthless and at times certainly counterproductive endeavour. We show that conducting even preliminary quality scrutiny in the psychotherapy literature significantly limits the efficacy that psychological interventions have been claimed to produce, with risk of bias being often high for most published studies in the field. We suggest that a paradigm shift in mental health research is needed and argue why it has little chances of being implemented any time soon.

Mental Health Utopia 2: "Psychotherapies for depression in youth are effective" vs. "60% of youth receiving therapy do not respond". Leveraging "the Rashomon effect" for either cementing the status quo or attempting a paradigm shift

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World Health Organizations estimates indicate that one in seven 10-19 year-olds experience a mental disorder, accounting for 13% of the global burden of disease in this age group. Recent estimates suggest that around 14% of adolescents will meet criteria for a depressive disorder before the age of 18, making depression one of the most prevalent adolescent mental health conditions, which can become significantly problematic considering its increased risk for suicide. Throughout the past three decades, adolescent mental health has become an important focus of mental health research. While evidence-based interventions, such as cognitive behavioral therapy, have been shown to exhibit sufficient efficacy to be implemented in clinical practice, limitations that restrict their widespread use persist. We show that controlling for quality of the literature significantly decreases its estimates of efficacy, as well as showing that the non-responding rate is significant. Despite the "limitations" section of most psychological intervention articles, more effective treatments and new treatment strategies are still nowhere in sight. We argue that this is partially due to the "limitations" section of the literature being systematically understated in favor of more positive aspects, such as the efficacy of the interventions, even when such efficacy is significantly bounded by methodological shortcomings.

Does self-compassion protect adolescents from distress? The relationship between gender, self-compassion, and psychological distress in adolescents

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Self-compassion and its protective effects are of special importance for adolescents because of their vulnerability. There is also well-established gender asymmetry in the prevalence of internalized mental health problems.

The aim of this study was to examine the predictive contribution of gender and self-compassion in the explanation of symptoms of psychological distress in adolescence.

The study has included 554 adolescents (195 male), with a mean age of 16.32. Self-compassion Scale (SCS, Neff, 2003) was used to access the level of self-compassion and the Depression, Anxiety and Stress Scale - 21 (DASS-21, Lovibond and Lovibond, 1995) was used to access symptoms of psychological distress in adolescents.

The main results of the study showed that combined, adolescents' gender, age, and level of self-compassion explained 34% of the variance of psychological distress in adolescents, with self-compassion being the strongest predictor. A separate model was tested in order to examine the predictive contribution of each self-compassion subscale (self-kindness, common humanity, mindfulness, self-criticism, isolation, overidentification).

Obtained results have implications for flourishing adolescents' positive mental health. Possibilities for the prevention of mental health problems are discussed, emphasizing who can gain the most from self-compassion interventions in order to promote positive mental health in adolescents.

CP3D | Mental Health in Schools

Preventing bullying in school: developing students' social-emotional skills through drama and art techniques

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Bullying is a major concern for the Romanian education system. In the absence of effective prevention programmes, bullying can have serious consequences for students' mental health. The scientific literature shows that the most effective bullying prevention strategies are those that include socioemotional skills. A first objective of this paper is to present social learning theory from the perspective of social and emotional competence as a tool for healthy child development. The second objective is to expose the impact of bullying aggression on students' social-emotional health. In this sense, we will present the psychological consequences of bullying and the implications for the student's school performance.

The last objective aims to describe a technique based on theatre and art as a way of learning conflict resolution. Thus, we will expose the Forum Theatre technique as a way to train and

develop socioemotional skills in students. Finally, we will analyse how this technique can be used in anti-bullying projects and programmes in Romania.

A systemic, whole-school approach to mental health and well-being

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Twenty-first-century education needs to go beyond narrow sectoral goals such as academic achievement and contribute actively towards the health and wellbeing of children and young people, whose mental health needs are becoming more evident and demanding. In this presentation, we present the findings of an analytical report on the promotion of mental health in schools published by the EU (NESET). The presentation starts with a research-informed framework on how well-being and mental health in schools may be promoted through a systemic, whole-school approach, with illustrations of how this may be implemented in the curriculum, the classroom context and the whole-school ecology. A whole-school approach mobilises the various resources of the whole school community, including the active engagement and voices of students, staff, parents and professionals, towards a collaborative effort to promote the mental health and well-being of all members of the community. We also make a number of recommendations on the effective implementation of the framework within a European context.

How does perceived stress relate life satisfaction in pre-university teachers? The mediating role of wellbeing

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The purpose of this study was to examine the relationship between stress and life satisfaction among teachers, and to explore the mediating role of wellbeing in this relationship. This study was conducted with 1390 Romanian pre-university teachers, 999 women and 391 men, with an average of 14.84 years ($SD = 10.58$) of work experience. The data of the study were collected with perceived stress, psychological, emotional and social wellbeing and life satisfaction scales. As a result of the analysis, it was concluded that perceived stress is negatively associated with all three dimensions of wellbeing (emotional wellbeing, social wellbeing, psychological wellbeing) and life satisfaction, while life satisfaction is positively associated with all three dimensions of wellbeing (emotional wellbeing, social wellbeing, psychological wellbeing). It was also concluded that emotional wellbeing, social wellbeing, psychological wellbeing mediates the relationship between perceived stress and life satisfaction.

Comparative study on psychological assistance in school

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The aim of the paper lies in the comparative analysis of the visions / opinions / perceptions of students, teachers and parents regarding the way of carrying out the psychological activity in the educational institutions.

Scientific novelty and originality consists in identifying in a large number the visions of students, teachers and parents with reference to the process of ensuring the psychological activity in school.

The theoretical value of the research is confirmed by: studying the theoretical approaches of psychological assistance, analyzing recent research on psychological activity in school, identifying the views of students, teachers and parents on the activity of school psychologist: personal opinions and suggestions regarding the optimization of psychological activity in school.

The research results can be used by school psychologists, school principals, teachers and parents interested in the psychological well-being and personal development of the student, with the aim of creating a climate of emotional well-being among students in the school.

Tools for developing the SEL competencies of students with emotional difficulties

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Envelop is a brief structured intervention in which the educational psychologist and the teacher cooperate in developing an intervention plan implemented by the teacher with a student who needs emotional assistance. The intervention is based on tools they develop together to impart SEL competencies that will hopefully help the child adjust to his or her social environment. Based on content analysis of 140 reports by K-9 teachers who implemented the *Envelop* intervention with one of their students, we describe the essence of these tools and their contribution to improving SEL competencies among students with emotional difficulties. We explain the psychological and educational principles and outline why these tools may provide a common therapeutic work interface for educational psychologists and teachers.

Developing the emotional intelligence of the preschooler through curriculum-specific activities

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This paper has studied how the implementation of an educational program focused on the development of emotional skills in kindergarten influences this level of mental development. The topics covered in the 12-week Symphony of Emotions program support a preschooler by teaching them how to recognize and express their emotions in a safe environment.

The results obtained by the experimental group show that the development of activities in the Aesthetic and Creative Field are responsible for increasing the level of emotional skills recorded by preschoolers, which entitles us to say that the research hypothesis, namely: "Development of emotional intelligence of preschool children specific to the Aesthetic and Creative Field ", was confirmed.

The educator can support the child's emotional development through different behaviours. Children's reaction to everyday situations differs depending on their temperament. In the same situation, two children may react differently as the intensity of the emotion, the duration of the manifestation of the activation threshold and the duration of the restoration of the calm state. In conclusion, we can say that such programs carried out with preschoolers are very useful, in parallel with the compulsory activities provided in the New Curriculum for preschool education.

Pandemic times. How do we assess and respond to children and young people who have what might be called 'mental health difficulties'

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There has been much written exploring the effect of the pandemic on the mental health of children and young people.

There have been very important questions asked about the differences between what has been described as a resulting "pandemic of severe mental health" and a different perspective that argues "never has it been clearer that so-called mental health disorders make sense in context" Lucy Johnstone (2020).

This could reflect the long-term difference that we have noted between a professional asking **what is wrong** with a child, and **what is wrong with what has happened** to a child. This then also responds to differences in the assessment of, and response to how children are coping with challenge.

More specifically this will lead to us visiting or revisiting the differences between children and young people being 'diagnosed and treated' in a more traditional way, and what we now often refer to as 'formulation'.

In a formulation approach psychologists explore with families the specificity and complexity of a child's experience and therefore offer perhaps different explanations and responses to challenging behaviour.

An interesting situation where perhaps children should not be pitied, but respected. (Lemn Sissay 2012).

CP4A | Mental Health in Schools

Developmental game technologies in speech therapy work with older preschool children

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Developmental game technologies in speech therapy training with children are focused on building new models of interaction between adult and child. The scientists and practitioners' attention is focused on the features and patterns of their implementation in the training practice with children under seven years, as the game is a leading activity in this period of life.

The combination of the subjective value of the game for the child and its general developmental value makes the organization of game activities a priority. Most studies on the development, formation and correction of speech, consider play activities as one of the most effective means of achieving correctional and educational goals.

Extensive use of game technologies in speech therapy work with older preschool children testifies to their effectiveness in solving various problems. Thus, developmental gaming technologies are an effective means of developing independent coherent speech, communication skills. Their competent use, expansion, addition, different interpretation taking into account the age and psychological characteristics of preschool children will allow teachers and specialists of preschool education to achieve positive dynamics of the children's language development level.

Games and Inclusion For Teacher EDucation: Presentation of the GIFTED project premises and goals

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Research indicates that gifted students learn differently and have unique academic and socioemotional needs. However, they often do not receive adequate support in school, and the lack of identification can lead to school disaffection and distress. Teachers in Europe do not receive proper education/training concerning these students. The project GIFTED-Game and Inclusion For Teacher EDucation will address the need for training teachers in gifted and talented education by designing and implementing an online training programme to support teachers' skills development in gifted and talented education. This digital game-based learning environment will promote the experiential learning of teachers, giving them tools to recognize these students, interact with them and tailor their learning experience in an inclusive classroom context. The game-based training also stimulates self-reflective practice, problem-solving, decision-making, and creativity in teaching. A digital training tool will help teachers adapt their

practice to requests and the complex and diversified needs of students who require concrete actions beyond mechanically learning contents. The training and use of the game aim to also improve students' and teachers' socioemotional competencies and positive affect. Moreover, by building teachers' capacity on inclusion strategies, this project aims to positively impact student-student and student-teacher relationships, students' well-being, and classroom climate.

Principal Management in Digital Literacy Empowerment for Elementary School Teachers

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This study aims to describe the principal's management in empowering teachers' digital literacy. This study uses a qualitative descriptive approach. Data collection techniques used in interview, questionnaire, observation, and documentation studies. The discussion in the preliminary study, interview and observation are to find out the problems of managing principals' digital literacy and digital literacy problems for teachers in online learning. The data analysis technique uses data reduction, data presentation, and inference. The data validation used source triangulation and technique triangulation. The results show that, first, the need for principals in digital literacy with the highest acquisition of ICT indicators in principal management is 57.53%; indicators for accessing information from the internet in the leadership process are 56.22%, and indicators for teacher support in using ICT are 54.87%. Second, the principal in empowering teachers' digital literacy requires steps: identifying, planning, organizing, actuating, and controlling. The implication of this research is that digital literacy skills have an important impact on improving the professionalism of teachers, especially in the online learning process.

Analysis of Self-regulation among students in higher education (Russia, Chelyabinsk State University)

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In line with the growing importance of students' self-regulation for successful students' performance, an increasing number of educators pay attention to the necessity to help students become self-regulated learners (Pintrich 2000; Schunk 2005; Boekaerts & Niemivirta, 2000), Russian educators are not exception (Konopkin, 1995; Morosanova, 2004).

Self-regulation is conscious activity of a person, by which he or she is able to provide a systematic movement to the goals achievement in various kinds of activity. The main components of self-regulation system are planning, modeling, programming and result's estimation. Stylistic features - independence and flexibility (Morosanova, 2010).

The aim of the study to analyze self-regulation among students in higher education. To fulfill the aim of the study the "Self-Regulation Profile Questionnaire – SRQM" developed by Morosanova (2004) was administered to 200 bachelor students at Chelyabinsk State University, Russia.

The study shows that the students demonstrate the formed need for conscious planning of activities, they can set the goals, conditions, develop, assess, and correct programs of actions.

The students demonstrate flexibility in most regulatory processes, but low level of independence.

In conclusion, the formed level of self-regulation indicates the flexibility to changing internal and external conditions, achievements of goals among students in higher education.

Emotional intelligence in the context of personal dispositions development of students future psychologists

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The article is connected with a theoretical analysis of the emotional intelligence phenomenon and its understanding in psychology, accompanied by empirical studies of the development of emotional intelligence in the context of personal dispositions of students future psychologists (n = 84).

The following methods were used in the empirical study: EQ test K. Bachard, "Diagnosis of emotional intelligence" (N. Hall), "Questionnaire SVF120" (V. Yanke, G. Erdmann), "Methods of diagnosing viability" (S. Muddy), "Oxford Happiness Inventory", "Diagnosis of emotionality" (V. Suvorov), "Questionnaire Machiavellianism of the individual" (Mach-IV).

The basic models of emotional intelligence are studied, their distinctive features are revealed. It is noted that the real impetus for the emergence of the concept of emotional intelligence in science were the works of G. Gardner, which concerned the theory of multiple intelligences.

The author's interpretation of the concept of emotional intelligence and its components is analyzed, which leads to the following conclusion: the only understanding of this phenomenon by psychologists is still absent, the main definition of the concept of emotional intelligence is often a list and description of its components, and the main justification for its importance is a list of those areas of life where the role of emotional intelligence is most obvious.

Wonder in Education- Rediscovering the Joy of Learning

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The present paper intends to emphasize the role of a wonder approach in learning through a theoretical reflection that points out the teachers' responsibilities in cultivating learners' sense of wonder. The teaching-learning relationship is viewed in terms of being aware of the different ways of approaching the reality, the necessity of stimulating the experiences of deep wonder and the possibility of using wonder as an educational tool. The article discusses also the need for ensuring a proper balance between an enriched learning environment and the learner's emotional comfort in the context of approaching learning experiences reclaiming the value of wonder in education.

CP4B | Evidence - Based Practices in SEL and Mental Health

Can Social-Emotional Competences contribute to building positive future identities in primary school children?

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The study aims were addressed by involving eighty-five, 10 to 11 years old, primary school students who participated in a psychoeducational action promoted by the PSSmile project (Social-Emotional Capacity Building in Primary Education, <http://smile.emundus.it/>). They were given a quantitative and qualitative tool addressing experience with social-emotional competencies in their everyday life; Future Orientation covering both Future Interpersonal relationships and Expectations about future plans and goals.

Relationships and patterns of association were investigated using multiple regression analyses. Social-emotional experience significantly predicted positive orientation towards future relationships as well as positive future expectations.

Literature shows that children with strong social-emotional skills are more likely to make and sustain friendships, initiate positive relationships with teachers, participate in classroom activities, and be positively engaged in learning (Jones, et al. 2017; Vibeke et al., 2022).

The study suggests that higher levels of SECs can also contribute to the development of a positive representation of their future selves. It also supports the adoption of the PSSmile framework for the development of SECs in primary school students where Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making dimensions of future orientation are systematically addressed.

Norrebro Park School, an experience of Danish primary's school's context, priorities and practices

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Introduction: This article reports a practical experience of the implementation of Social and Emotional Learning (SEL) in a Danish primary school. Benefits, priorities, facilitators and barriers in implementing the project, classroom interventions, teacher's methodology and students' responses are discussed. **Method:** The approach of the research is qualitative, through planning, implementation and evaluation of first-hand SEL activities in the classroom. The participants were 25 children, aged 9 and 10 years old, from the third grade in a multicultural public school located in the district of Nørrebro, an eclectic area in the center of Copenhagen in Denmark. The project was developed by two researchers, one of them is the children's class teacher and the other one is a PHD student. **Results:** All the SEL activities carried out with the students are presented, together with the teacher's account on the students' reaction in terms of engagement and participation. **Conclusion:** The study contributes to developing research

regarding field investigation experiences in the Danish system about social and emotional education. Furthermore provides useful information for educational professionals responsible for the application of methodology and practices to develop social and emotional competencies in a multicultural context.

Strategies for reducing maths anxiety- primary school teachers' perceptions and experiences

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Mathematics anxiety has become a challenge in many educational systems emphasizing the need for developing effective programs designed to prevent dysfunctional emotions and increase school well-being. The current qualitative study used a focus group method to investigate primary school teachers' perceptions and experiences about students' math anxiety factors and effective educational practices. Participants were 23 teachers from 15 public schools in Romania (various teaching experiences). Our foci were the processes underlying math anxiety, good practices in reducing math anxiety and also the examination of participants' perceptions about using educational robots to prevent emotional problems related to learning mathematics. The findings from the thematic analysis revealed several main categories emerging from participants' responses as: signs and effects of math anxiety, game-based teaching strategies, technology infused practices, emotional learning strategies to prevent math anxiety. Implications for SEL programs aiming to prevent and reduce math anxiety in primary school children are discussed.

Reddit language as a tool to identify depression and anxiety loaded content in cancer survivors

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In the current study, we analysed texts from 187 cancer survivors who posted on Reddit to identify depression and anxiety loaded language. We were particularly interested in the online discourse of three different groups of cancer survivors: short-term cancer survivors (0 - 2 years after diagnosis), transitional survivors (> 2 - 4 years survivors), and long-term survivors (≥ 5 years). In this context, we performed several computational linguistics analyses (sentiment analysis, topic modelling, etc.) on Reddit texts. We found more cancer- and treatment-related references and more depression and anxiety loaded content in short-term cancer survivors compared with long-term cancer survivors. Our topic analysis revealed that the stressors of short-term and long-term survivors differed fundamentally. The latter were more concerned with everyday stressors (e.g., work, school), whereas the former were burdened by their battle with cancer and the side effects of treatment. In some ways, the long-term survivors resumed a typical life, as evidenced by their online discourse, topic modelling results, and the overall results on depression and anxiety. The findings are consistent with the diathesis-stress-versus-vulnerability hypothesis and the chronic stress adaptation framework. We conclude that Reddit is a valuable resource for identifying stressors and to screen for mental health references.

Well-being in pregnancy. Parameters that can be considered in prenatal SEL programs**Maria Magdalena Abracel, Daniela Muntele Hendres**Alexandru Ioan Cuza University, Iasi, Romania, Romania; abracelmaria@yahoo.com

The results of the current study encourage the development of socio-emotional learning (SEL) programs for pregnant women. Their psychological well-being increases with their maternal image, therefore learning social-emotional skills would lead to give these skills to the child. We examined predictors of psychological well-being and whether there is a mediating effect between prenatal maternal image and psychological well-being through the perception of the body in pregnancy.

203 Romanian pregnant women aged 17-46 participated in this study voluntarily. Body perception in pregnancy, prenatal maternal image, preference for cesarean section, marital status, health consciousness and vaccine explained 32% of the variance of psychological well-being. There was a significant effect of the prenatal maternal image on the perception of the body in pregnancy, and the perception of the body in pregnancy with prenatal maternal image significantly predicted the psychological well-being. A high prenatal maternal image leads to a high psychological well-being both directly and indirectly by increasing the perception of the body in pregnancy, which in turn leads to a higher psychological well-being.

Student's social and emotional learning via mobile phone learning**Tashfeen Ahmad**The University of the West Indies, Jamaica; mrtashfeen@hotmail.com

Social and emotional learning (SEL) competencies are critical for student's success in university and in life. The future of work is changing and technologies have disrupted the way we live, work and play. COVID-19 may have triggered this process.

Mobile phone usage is seen as a distraction in class room. However, this lecturer used an innovative approach to hone all five dimensions of SEL skills (conscientiousness, openness to experience, extraversion, agreeableness and emotional stability) of his students by empowering them to learn on their own in supervised class room environment. This was done by allowing students to use their mobile phones for learning activities during the lectures.

The results were encouraging. Under the supervision of this lecturer, students learned SEL competencies e.g. understanding how they learn best (self-awareness); completing tasks in time and managing temptations of checking social media apps while taking part in learning activities using their mobile phones (self-management); observing how their colleagues are using mobile searches to improve learning and even helping them when they get stuck (social awareness); exchanging ideas with colleagues (relationship skills); and understanding how to use mobile phone for learning activities and not just as a recreation tool (responsible decision making).

CP4C | Teacher Training in SEL and Mental Health

Motivational orientations for teaching profession and psychological well-being in a sample of preservice teachers

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Over the years, many researchers have been interested in better understanding what motivates people to take on a teaching career. Motivation for the teaching profession has been identified as an important determinant of the teaching job success and satisfaction. The paper aimed to assess motivational orientations for choosing the teaching profession among a sample of Romanian preservice teachers. A second goal was to investigate the relationships between dimensions of motivation for teaching profession, psychological well-being and personal growth initiative understanding as individual's skills of intentional involvement in changing and developing as a person.

Participants were 182 students enrolled in the first-year preschool and primary school teacher education program. Were applied three self-reported instruments. Results have shown higher levels of interpersonal-based orientation as intrinsic-type motivation while benefit-based orientation and continuation-based orientation are the lowest motivations for teaching profession. Also, personal growth initiative is positively related to three of six dimensions of psychological well-being. In addition, preservice teacher education candidates with higher levels of personal development initiative are more likely to be intrinsic motivated to becoming teachers. The findings were discussed taking into consideration the practices of training for teaching career in Romanian education system.

Teachers' Needs to Implement an Integrated School Level Approach to Developing the Socio-Emotional Competences of Students – The Experience of Six Romanian Pilot Schools

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School-based interventions to promote students' socio-emotional competences are more likely to be effective if they are organised as part of a systemic, whole-school approach (Clarke, Sorgenfrei, Mulkahj, Davie, Friedrich, McBride, 2021). This framework implies intentional and coherent interventions embedded in the school context where teachers play a key role as they are the primarily delivery agents of the socio-emotional education (SEE). The success of such interventions is directly linked to the teachers' training and their confidence to deliver relevant learning experiences that support the development of children's socio-emotional competences. Under the Erasmus+ project SEEVAl we investigated the Romanian teachers' needs related to the socio-emotional interventions in the school environment, in order to better understand their needs and therefore to tailor a training course and protocols of action for a whole-school SEE approach in schools. Within this article we will present the main results of the needs analysis in

Romania (764 teachers, school counsellors) and the subsequent training programme which has been piloted with 36 teachers from 6 Romanian schools. Conclusions are drawn from the pilot and reflections are made towards ways of improvements in relation to the implementation of a whole school approach to SEE in Romanian schools.

Promoting socioemotional skills during Initial Teacher Training: A pilot Emotional Educational Program at the University of Minho, Portugal

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Aware of the importance of promoting SEL in Initial Teacher Training (ITE), the authors developed a six sessions Emotional Education Program. The Program took place in November-December 2021 and it had the participation of 87 students of seven different Teaching master degrees. Students were evaluated based on the Experiential Portfolio developed throughout this experience. After each session, students were asked to reflect on the challenges and dynamics experienced in terms of emotions and feelings, the meaning of these experiences, as well as the difficulties and gains arising from each session and the overall Program. Their written reflections were analyzed based on Content Analysis and revealed that, despite some of the difficulties experienced (e.g. awareness and expression of some emotions and feelings; sharing significant episodes with colleagues), their participation in the Program brought important gains in terms of their Emotional Literacy [e.g. greater awareness, ability to express and understand their and others' emotions and feelings]; a growing sense of empathy and connectedness; as well as the usefulness of this experience for their personal and professional future. Additionally, participants emphasized the importance of continuing investing on their socioemotional growth and competence throughout the ITE as well as during their teaching career.

Theoretical Aspects of the Appreciative Intelligence of Teachers in Higher Education

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Appreciative intelligence is the ability to identify the qualities, the positive aspects of a person and to harness them. In the educational field, the appreciative intelligence of the teacher consists of essential components: appreciative inquiry (research), appreciative advising and appreciative mindset. In the teaching process, the appreciative intelligence of the teacher determines an efficient communication with the students and the assessment of their potential, developing their strengths. In the evaluation process, the teacher gives feedback to the students and appreciates their acquisitions, influencing their learning. In this sense, the appreciative intelligence of teachers influences the evaluation process, especially the process of formative evaluation of students.

Primary school teachers' needs for providing SEL curricula for children: Evidence from the PSsmile program

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Supporting teachers' knowledge about SEL and increase their confidence in developing SEL skills among their students is a key issue for a positive development of the school community and the wellbeing of all the actors. Accordingly, the Erasmus+ PSsmile developed a training program for primary school teachers that consisted in six online sessions and offered supportive meetings during the implementation of the SEL curricula with children. About forty Italian teachers took part in the training program and about 12 implemented the SEL program in 10 classes. Quantitative and qualitative data were collected to explore the effectiveness of the training program for teachers in diverse moment of the project. They offer an understanding of the components they perceived as meaningful for their personal and profesional growth and for better answering children needs. Implications will be discussed thinking about future SEL training program for teachers as well as preservice teachers, and improving school community wellbeing.

Strategies for stimulating intrinsic consciousness in the training process

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The training process focuses on a set of principles. One of these principles is the principle of intrinsic consciousness. This principle derives from transcendental awareness, an essential dimension of spiritual intelligence (SQ).

The principle of intrinsic consciousness involves the involvement of students in a process of instruction that requires complex processes of cognition: reflection, contemplation, and other mental faculties based on intuition.

In this context, it is necessary to adapt a set of strategies that stimulate intrinsic consciousness and guide transcendental reflection.

Teachers' social and emotional competence: a new approach of teacher education in Vietnam

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In the last two decades more and more studies have emphasized the central role of teachers' social and emotional competence in their teaching performance. In spite of this, there are not enough programs focused on developing teachers' social and emotional competence that are integrated into teacher education. This is particularly true in Vietnam where the concepts of social and emotional competence (SEC) and social and emotional learning (SEL) are rather new. In the study, we present four main emerging impact aspects of teachers' SEC including teachers' well-being and career motivation, teacher-student relationship, classroom management, and the effectiveness of social and emotional learning (SEL) implementation. The article gives some recommendations for teacher education regarding SEC issue in Vietnam as well. These recommendations would contribute to develop a new approach of teacher education to meet the country's new general education curriculum enacted in 2020.

CP4D | Teacher Training in SEL and Mental Health

Social and emotional strategies to promote positive behaviours in preschoolers

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The study evaluated the effects of the Development of Social and Emotional Skills project implementation aimed at promoting preschooler's social and emotional skills which valorizes socio - emotional education strategies and techniques, intervention strategies in reducing behaviour problems and strategies for solving interpersonal problems. During the research, teachers were taught different strategies to help with the development of social and emotional skills (identifying emotions, frustration tolerance), reducing behaviour problems and fixing problems between peers. The strategies were taught exclusively through direct instruction and role play. The Preschool and Kindergarten Behaviour Scale (PKBS-2) was used to assess 74 preschoolers behaviour changes over time at preschools participating in the Social and Emotional programme, compared with 72 children from a control group that did not participate to the programme. After analyzing the values of the children's PKBS-2 scores, both for the independent samples and for the pair samples, for the two samples (experimental and control), we find the efficiency of the formative program, because for all the types of behavioral problems evaluated there is a decrease in the their intensity. The effectiveness of Development of Social and Emotional Skills program in this situation is aimed at reducing behaviors considered undesirable / disadaptive.

Training teachers in early education in order to develop socio-emotional skills in preschoolers (social and emotional learning)

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In response to challenges such as the learning crisis that has a practice crisis at its core, providing teachers with high-quality professional development opportunities tailored to the needs of teachers, the World Bank has developed Teach, a classroom observation tool, in order to help countries observe practices and ensure that professional development programs are based on the teacher's needs.

Teach measures teacher-student / preschool interactions, focusing on known techniques and behaviors for the development of children's cognitive and socio-emotional skills and the positive development of learning.

Our contribution to the development and implementation of the training program was preceded by active involvement in national research.

The research was undertaken by direct observation in classrooms with a number of 30 hours in 11 educational units in rural and urban areas. The research revealed that teachers have low

performance in the field of social and collaborative skills. We have issued useful recommendations for classroom practice and guidance for principals.

The training focused on promoting teacher's collaboration, interpersonal skills, autonomy, perseverance, positive classroom interactions, creating an environment without emotional hostilities. The aim was to develop the skills that were necessary to enhance positive attitudes towards children facing failure, making choices and volunteering.

Understanding the Relationship between Work-Related Stress, Emotional Intelligence, and Organizational Climate for Teachers and Managers

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Introduction. This study investigates the relationship between work-related stress, emotional intelligence, and organizational climate for teachers and school managers. The results identified by previous studies in this area (Sy, Tram, and O'Hara, 2006, Nikolaou and Tsaousis, 2002) encouraged us to extend and verify the conclusions in the cultural context of Romanian school organizational climate.

Methods. 107 teachers and 22 school managers completed *Trait Emotional Intelligence Questionnaire (TEIQue)*, *The Perceived Stress Scale (PSS)*, and *The Organizational Climate Questionnaire (OCQ)*.

Results. Our findings indicate that the expected correlations were confirmed. Some significant differences between groups must be considered in order to design organizational intervention aiming to improve school functioning. The moderating role of the organizational climate is verified.

Conclusion. Our proposed contribution is to verify the moderating role of organizational climate and to emphasize the school managers responsibility in developing employee's emotional health. Our results suggest that implementing an improved organizational climate and SEL intervention in schools would develop teachers good strategies to cope with occupational stress, to enhance emotional intelligence, and self-management.

The emotion of pedagogical metaphor – new hermeneutical approaches

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The history of pedagogy brings to the attention of future teachers numerous messages of metaphorical character, open to subjective interpretations, emotionally impregnated. Studies of pedagogical epistemology appreciate that there is no single unbeatable scientific method in the field of socio-human knowledge. By nature, peoples are an interpretative being. Finding that there is no "absolute truth", the human being builds infinite "hermeneutical circles" to express his own truth and legitimize his knowledge. The hermeneutics of the pedagogical metaphor activates the emotional engagement of the reader in relation to a universe of historical knowledge delimited in order to derive conclusions pertinent to the reflection and pedagogical practice. Hermeneutical approaches are deconstructive in the sense that only by deconstructing a human reality, it can be reconstructed, more or less creatively in another way, appreciated to

be convenient cognitively but also emotionally. This study aims to analyse the emotional substrate activated by students, in the hermeneutical process of deciphering pedagogical metaphors within the discipline History of Pedagogy.

Social and Emotional Learning in Palestinian Schools

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It is no longer enough to equip students with only knowledge and technical skills. An emphasis have been placed on the benefits of social and emotional learning (SEL). Research consistently has demonstrated that effective practices of social and emotional skills lead to healthy well-being and high academic achievement.

The Palestinian Ministry of Education implies the importance of SEL by specifically stating that one of the goals of the K-12 curriculum is to concentrate on creating a healthy balance to accommodate students' psychological and social needs. Educators in Palestine attempt to adapt SEL activities and learning within educational institutions through Civic Education, Religion, and Arabic subjects. For example, SEL is demonstrated in Civics Education through the fostering of empathy and understanding others, respecting diversity, forming and maintaining healthy relationships, communicating effectively and so on (Razeq, 2020).

The implementation of SEL in Palestine is faced with challenges such as the lack of government legislation that mandates educational institutions to offer it, as well as lack of resources and parental support. Furthermore, with Palestine's complicated occupation and political situation, it is of utter importance to focus on delivering a curriculum supported by SEL to help Palestinian student reach their full potential.

Difficulties in accommodating students with the academic environment

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This article investigates the educational support opportunities which can be given to students in their first years of study in order to accommodate them with the academic environment. The data in the article is based on the research "Students' accommodation with the university environment" (2018-2021) carried by Teachers Training Department from National University of Arts, Bucharest. The methods used in the research are the analysis of documents, the analysis of data which come from students.

This research highlights the accommodation difficulties that some of the students face when entering the academic environment, it showed their causes and effects as well as the educational changes which are necessary at university level. So far, it has been observed that there is a direct connection between students' accommodation to the academic environment and the decline of the educational achievement and later on, the decline of the professional achievement. The article selects the main accommodation issues expressed by students and the suggestions for academic improvement which have been conceived for them. The data of our research shows that a change in education is needed, that it cannot be left in the students' responsibility and that their failures are in fact ours, the professors'.

3H (Head, Heart, Hand) project

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FOREWORD

The 3-H (Head, Heart, Hand) project is based on the assumption that VET should provide holistic education, i.e. education that takes into account in the same measure cognitive intelligence (head), social-emotional intelligence (heart) and manual intelligence (hand).

NEEDS ADDRESSED BY THE PROJECT

The main problem that the project tries to address is the high number of young people in VET pathways who are demotivated or do not feel well and welcomed at school (school malaise). It's important to address this problem in order to prevent disengagement from school and early school leaving.

HOW THE PROJECT TRY TO SOLVE IT?

- by improving teachers' ability to manage students' demotivation and promote school well-being
- making the school environment more welcoming and inclusive
- improving pupils' ability to manage social-emotional issues and increasing pupils' interest in the subjects studied

The 3-H project focuses on:

- Development of knowledge and methodologies to enable teachers to work on social-emotional aspects;
- Outlining a strong welcoming model, dedicated to the first months of pupils' entry into the VET pathways;
- Developing/adopting good practices that promote pupils' well-being at school (from welcoming onwards) and motivate students;
- Developing PBL experiences to develop socio-emotional skills and learn content in an authentic/contextualized way

Symposiums (S)

S1 | Evidence - Based Practices in SEL and Mental Health

The PROMEHS project: A comprehensive multi-component curriculum to promote mental health at schools

Valeria Cavioni

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Mental health is defined as a state of well-being in which every individual realizes her own potential, copes with the normal stresses of life, works productively and fruitfully, and can make a contribution to the community. In the last two years, the spreading out of the COVID-19 pandemic had several negative consequences on adults' and children's mental health. This underlines the urgent need for early intervention, with schools providing a unique opportunity for the promotion of mental health.

This symposium presents the goals, methodology, and results of "PROMEHS: Promoting Mental Health at Schools", a European project aimed at developing an evidence-based curriculum to promote mental health at school.

The first presentation outlines the overall structure of PROMEHS, including the theoretical framework and the research design.

The second contribution describes the effects of PROMEHS training on Croatian and Romanian teachers' mental health. The third contribution presents the impact of PROMEHS on students' outcomes in all six countries. Finally, the last presentation describes the monitoring system adopted during the implementation and its findings concerning fidelity, dosage, quality, responsiveness, and adaptation.

The findings will serve to improve the educational policies on school mental health in the Countries involved in the project.

Promoting mental health in school: The PROMEHS project

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In the last three decades, there has been a proliferation of school-based programs targeted to promote mental health. Missing, however, is a comprehensive program that is designed for the needs of students of different ages and that is also clearly targeted to the promotion of the mental health both of students and teachers. PROMEHS is a European project aimed at specifically addressing these gaps.

This contribution presents the overall goals and methodology of PROMEHS. The program has been implemented in six European Countries involving more than 10000 students and their teachers, using the training study methodology. The research design includes the collection of pre and post-test data of students and their teachers. The implementation of the curriculum included a training course and supervision of teachers, meetings with school teachers and parents, along with providing handbooks with activities to be carried out at school by the teachers and at home by the students with their families.

The results showed significant improvements in both students' (e.g., social-emotional learning) and teachers' (e.g., resilience) mental health.

PROMEHS contributed to the area of innovative educational programs by providing a unique and effective evidence-based program to promote mental health in schools by applying a systemic approach.

PROMEHS Teachers' Training: The effect of PROMEHS Curriculum on teachers' mental health in Croatia and Romania

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Basic aim of newly created PROMEHS curriculum is to strengthen socio-emotional well-being, resilience and mental health of students aged from 3 to 18 years. Starting from the whole-school approach, its task was also to have positive impact on teachers' mental health what was explored in this study regarding PROMEHS implementation in Croatia and Romania. Based on the quasi-experimental design, data was collected during pre-and post-test phases of the PROMEHS curriculum implementation in experimental and control group, for both countries. The experimental group was engaged in PROMEHS education, i.e. 16 hours training, and control group was not. In-service teachers from preschool to secondary education from Croatia and Romania (N=97 in pre-test and N=97 in post-test; N=83 control and N=97 experimental group), completed the Teachers' Sense of Efficacy (short form), the Connor Davidson Resilience (CD 10), and the Social and Emotional Competence of Teachers (SECTRS). No significant differences were determined between those two groups in pre-test. However, after teachers' training, experimental group of teachers showed statistically higher levels of their self-efficacy, resilience and socio-emotional competencies than control group. Since these significant differences have been found only in experimental and not control group between pre- and post-test, the determined differences could be attributed only to the PROMEHS training effect. Even though the burnout level was lower in the experimental group than in the control after teachers' training, it was not determined as a significant difference in the analysis. The findings are discussed within the frame of PROMEHS teachers' training contribution and the need for its sustainability

PROMEHS Mental Health Curriculum in schools: Evaluating its impact in six European countries

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This paper presents the findings of an evaluation study on the impact of the PROMEHS Mental Health Curriculum in schools in six partner countries. The study makes use of a quasi-experimental design, collecting longitudinal data at the pre-and post-test phases of the implementation comparing the experimental and waiting groups. The implementing teachers received 16 hours of training to implement the mental health curriculum in their classrooms. Data collection gathered information from teachers, students, and parents using a number of instruments to measure students' social and emotional learning, mental health, resilience, and academic engagement. A total of 8967 teachers, 4729 students, and 5636 parents participated in the evaluation of the students' outcomes. Students' ages ranged from 8 years to 20 (47,1% male and 52,8% female). This presentation will give an overview of the main findings of the study on the impact on students' outcomes, with implications for practice.

Monitoring of Implementation of the PROMEHS program in six European countries

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Quality of implementation is crucial for intervention programs; therefore, comprehensive monitoring of implementation of the program “Promoting Mental Health at Schools” was organized in six participating countries aiming 1) to ensure fidelity and quality of implementation of interventions, and 2) to find out culture-specific practices for schools to develop recommendations. The monitoring system was developed based on an extensive literature review, and five dimensions – fidelity, dosage, quality, responsiveness, and adaptation – were used. Monitoring procedures and measures were developed, and data was collected from 6384 respondents in total (school support teams, teachers, students, and parents). As a result, both quantitative and qualitative data show that high-quality teacher training and ongoing support provided during supervisions had a crucial effect on teacher responsiveness and the quality of the implementation of the program. The program was implemented mainly as expected in kindergarten and primary school, fidelity was acceptable although lower in middle and high school. Multi-informant data provide evidence for high responsiveness of younger students and moderately positive attitude among older ones. Dose effect was observed, and specific recommendations were developed both for practitioners and educational policymakers. It can be concluded that implementation of the PROMEHS program reaches all criteria for qualitative implementation

S2 | Mental Health in Schools

Adolescents’ thoughts, emotions, and behaviors: Using the personality-targeted PreVenture program to reduce risk of psychopathology and associated problems

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Adolescence is a period of increased opportunity and vulnerability in terms of emotional and behavioral development. The difficulties that some adolescents experience can turn into more stable dysfunctional behaviors with likely consequences for their future mental health. Interventions delivered during the sensitive age of adolescence have the potential of reducing the risk of developing some of these problems, particularly if programs focus on addressing predispositions toward abnormal ways of feeling, thinking and acting. Our symposium is organized into 4 presentations that focus on using a personality-targeted prevention method called PreVenture designed to reduce risk of addictive behavior and other mental health problems. The contributors will present original research data and results from studies that have used PreVenture with samples of adolescents originating mainly from Canada and Romania and with various levels of risk.

Long-term impact of personalized social and emotional learning workshops on adolescent mental health and substance use outcomes

Patricia Conrod

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A core component of social and emotional learning (SEL) is to learn about personality and individual differences, and how they impact on social and emotional experiences and behaviours. The Preventure program was initially designed to assist adolescents with personality risk factors for substance use disorders learn cognitive-behavioural skills to help them explore their personality and its impact on emotional and behavioural reactions and decision making. With eight randomized trials now showing that this preventive intervention impacts on a diversity of long-term health outcomes, there are opportunities to examine how social and emotional learning is causally linked to mental health and resilience. We will present secondary analyses of randomized trials on change processes that tie social and emotional learning to long-term substance use and mental health symptoms for adolescents. Framing personality-targeted interventions within a SEL framework has been key to promoting acceptability and broad uptake of this evidence-based program.

Adapting Personality-Targeted Interventions for Reducing Substance Use and Related Problems in Youth involved in Protection Services

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Background: Adolescents involved in Youth Protection Services (YPS) are at high risk of early initiation of substance use and development of substance use disorders. We examined the feasibility and proof-of-concept of implementing a personality-targeted drug and alcohol prevention program (i.e., PreVenture programme) for reducing substance use and related problems. Methods: Adolescents were recruited from the YPS in Montreal, Canada (N = 62; 52% female; Mean age =16.07). Based on the baseline assessments, participants were invited to receive two group-based intervention sessions targeting their dominant personality profile: Anxiety Sensitivity, Hopelessness, Impulsivity, or Sensation Seeking. Adolescents were assessed before and 3 months after receiving the interventions. Results: 60% of youth participated in the interventions. All trained counsellors from YPS successfully completed running at least one complete intervention adhering to the PreVenture Intervention/implementation Fidelity Scale. Participants reported learning, skill development, and positive behavioural change (e.g., coping and cognitive restructuring, goal setting, managing thoughts and psychoeducation). Receiving the program was also associated with reduction in frequency and quantity of alcohol use in adolescents. Conclusions: Implementing this program in the YPS is feasible. Targeting personality risk factors has the potential to reduce the risk of substance use problems in adolescents in YPS.

Personality risk factors in Romanian adolescents in institutional and foster care

Florin Țibu

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Background: Children who experience neglect are at higher risk of developing emotional and behavioral problems, which can increase the risk of psychiatric conditions later in life. Interventions for neglected children can reduce some of their problems, while other difficulties, such as the inability to control impulses and propensity to anxious/depressed affect may persist into adulthood. Few models of intervention have been proposed for adolescents who had been raised in neglectful environments. **Methods:** Eighty-three adolescents living in institutional or foster care arrangements in Suceava county, Romania, had their personality risk profile evaluated and were also assessed in terms of neuropsychological functioning and risk of psychopathology. Those with high-risk personality profiles were included in a pilot intervention study using PreVenture. **Results:** Adolescents who lived in institutions were at higher odds of having a personality risk profile than children in foster care. Those with elevated personality risk factors had a poorer performance at neuropsychological tests and had higher psychopathology scores. **Conclusions:** Children who experience neglect can develop emotional and behavioral difficulties that may associate with personality risk factors during adolescence and beyond. Personality-targeted interventions have the potential of reducing risk of psychopathology and associated problems in adolescents with a history of neglect.

Using the PreVenture program with institutionalized and foster care adolescents: some preliminary qualitative data

Alina Ionescu-Corbu, Romina Bondor

Stefan cel Mare University of Suceava, Romania

This presentation investigates a preliminary qualitative overview of using a short psychotherapeutic program (PreVenture) in optimizing neurocognitive, behavioral and emotional functioning on institutionalized adolescents. PreVenture is an evidence-based prevention program that proved its efficacy in reducing a wide range of behavioral and emotional problems that lead to substance use. We hypothesize that the two-session intervention has a positive impact on institutionalized adolescents' opinion over improving behavioral and emotional functioning. We conducted the program in group or individual sessions with 45 Romanian institutionalized adolescents who rated higher on internalizing problems in a pre-intervention evaluation. We also evaluated intervention fidelity between facilitators. Preliminary results show that participants have a positive experience with the conducted sessions and reported that the intervention was relevant and helpful, they felt supported by the facilitator and peers. Adolescents also felt that the intervention will be helpful in the future and that the overall atmosphere was positive and supportive, which motivated them to make desirable behavioral changes. Considering the positive attitude adolescents had regarding the intervention encourages us to expand the training to other vulnerable young people in order to help them optimize their behavioral and emotional functioning.

Workshops (W)

W1A | Resilience – Promoting Through Education

Getting started with SEE Learning (Social Emotional and Ethical Learning - Emory University)

Laura Andreea Alexandrescu, Marius Luca

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Description:

- 90 min session
- Intended to familiarize participants with the SEE Learning framework
- The workshop will include theory, practice, and discussions in break-out rooms or onsite group work (depending on the nature of the meeting – off/online)
- Verita International School, Bucharest – SEL/SEE Learning Implementation Process

Results / Learning Objectives:

By the end of the session, participants will be able to:

1. Use short exercises (Help Now! Strategies) to build resilience
2. Practice Resourcing and Grounding for a few minutes at a time
3. Describe the SEE Learning pedagogical model and primary core components
4. Have a general idea of how SEE Learning implementation process can unfold on a school-wide basis

Conclusion / Summary:

SEE Learning is considered SEL 2.0 as it enriches existing SEL approaches with a constructivist approach, focus on compassion and care, ethical engagement, attention training, resiliency and trauma-informed approach, personal practices and a systems thinking and equity focus.

W1B | Teacher Training in SEL and Mental Health

Mental Health at School with the PREPARE Curriculum - How to Use Cognitive Behavioral Tools to Support Child and Adolescent Mental Health

Cecylia Bieganowska

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Due to the deteriorating mental and emotional environment students and teachers are facing in the era of pandemics and recurring distance learning, we have created a program of workshops that focus on improving the mental condition of students. Using the PREPARE Curriculum programs for the development of social and emotional competencies, we work on three areas that are key in overcoming a mental crisis: relationships (we work on a relationship map, determining our own competencies necessary to build relationships, using character traits that can be helpful with this, transfer relations to the areas of the closest support circles), effective coping with mental and physical tension (we focus on recognizing body signals for various types of unpleasant emotions, we build strategies for the most adequate coping with these reactions, we work on mindfulness) and self-esteem and self-lending (we create a "self-help guide in times of crisis", create a self-lending routine).

Workshop participants will learn how to combine the elements of Aggression Replacement Training (including the Anger Regulation Training, Social Skills Training and Moral Reasoning Training), Empathy Training, or Problem Solving Training to support students in returning to mental and emotional balance and improving their self-help and self-therapy skills.

The program presented at the workshop is used in work with children and adolescents in a mental crisis, including the diagnosis of personality disorders, depression and anxiety episodes, and in a suicidal crisis - with episodes of self-harm, suicidal thoughts or resignation.

In the theoretical portion, in addition to the substantive description of the methods and tools used, a case study of work with students aged 14-17 will be presented. Following up with practical applications, participants will have the opportunity to take part in a shortened version of one of the elements of the program.

W2A | Evidence - Based Practices in SEL and Mental Health

The “Envelop” Intervention for Assisting Emotionally Distressed Children: A Workshop

Eliezer Yariv

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Envelop is an evidence based clinically oriented structured intervention. The program has been developed to assist children who may not otherwise receive mental health support. To combat this ‘treatment gap’, the intervention is based on a unique cooperation, whereby school psychologists, who do not have sufficient resources for treating certain children themselves, train and mentor a teacher to assist these pupils in dealing with emotional and academic difficulties. After jointly developing an intervention plan, the teacher implements that structured psycho-educational support plan. The idea is not to turn teachers into psychotherapists, but to utilize and leverage their personal warmth, professional competency, and daily encounters with their pupil. During this brief intervention, the teacher acquires social emotional learning (SEL) competencies that are directed towards helping pupils resolve their personal problems, while better adjusting to their social environment.

The workshop: First, I will briefly present the program’s principles. Next, we will practice the Envelop protocol, which includes: (a) selecting a child with emotional difficulties; (b) asking for the parents’ and child’s consent to participate in the intervention; (c) describing the tools that are used for collecting information; (d) using a newly developed structured tool to assess factors that led to these difficulties; and (e) developing an intervention plan. For example, two lessons on social competencies for the entire class, followed by six-to-eight individual mentoring sessions. Finally, we will discuss various aspects of implementation, including addressing the prevalent treatment gap of children with social and emotional difficulties. More specifically, we will discuss how to adjust the program to the psychological needs of children in Ukraine.

W2B | SEL for Adult Education

EFT Tapping for Adult SEL Education

Eleni Vardaki

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EFT Tapping is an evidence-based stress management approach that accelerates adult SEL education. It can transform stress-related aches and pains into deep insights, increasing body awareness, emotional awareness, and social awareness. For example, one secondary school teacher I worked with kept leaving work with a stress-related headache whenever he had a particularly challenging class at the end of the

school day. An experienced teacher, this unprecedented level of challenge was causing him to feel incompetent, crushing his confidence. After only a handful of EFT tapping sessions, the headaches stopped occurring after teaching that class. He had journey from: stress and overwhelm, to frustration and anger, to renewed self-confidence. Through tapping, he realized he had to become more assertive and creative in how he communicated and reinforced behavioral expectations. As a result, his relationship with that class improved.

When we are stuck in a chronic state of stress, our cortisol levels go up. When our cortisol levels go up (and stay up), our immune system is compromised, causing us to be ill more often. We also feel pain more intensely. A headache can turn into a migraine. A normal brain can turn into the brain of a person who suffers from chronic pain. Ultimately, when we've got recurring stress-related aches or pains, our social skills are compromised and our personal / professional relationships can suffer.

This workshop is an introduction to EFT Tapping for adults who want to:

- 1) experience how EFT tapping could help relieve any stress-related aches/pains/tension they may be holding in their body.
- 2) practice creating their own tapping meditation Set-up Statements so that they can add this tool to their toolbox / emotional self-care practice.
- 3) experience the social benefits of doing a Borrowing Benefits group tapping exercise for stress relief.

W3A | Mental Health in Schools

The SEEVAL Whole School Approach in Developing the Socio-Emotional Competences

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The workshop aims to promote the SEEVAL model of social-emotional education to participants through an integrated whole-school approach and encourage them to initiate such programmes in their schools.

The project is built on the research results indicating the value of socio-emotional skills for obtaining better grades, higher incomes, better jobs, better health state, happiness, active live and being more engaged in the community.

The fundamentals of the SEEVAL model are presented: literature review, national reports on the current situation and needs analysis among teachers and students from the participating countries (Romania, Bulgaria, Greece and Italy), through online questionnaires applied to 997 teachers and 4738 students, as well as the results from the validation round tables and training courses based on the project model.

During the workshop we will discuss a number of research results on the need for the development of social-emotional education, conceptual models of SEL competences, the advantages of an integrated whole-school approach to SEL and the experience of the SEEVAL pilot schools.

The participants are initiated in the CASEL implementation specific steps and are presented the lessons learned from testing the model in the six SEEVAL pilot schools in Romania. Participants are invited to explore possibilities for action in their own schools to promote a friendly climate from the perspective of the social-emotional needs of pupils and school stakeholders.

W4A | Mental Health in Schools

How to support the mental health and emotional well-being of teachers using the PREPARE

Curriculum programs

Cecylia Bieganska

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Teachers are one of the most mentally burdened professional groups during the pandemic. Their mental condition and emotional exhaustion worsen significantly with each month of prolonged uncertainty and distance learning. During the workshop, I would like to present how I use selected elements of the PREPARE Curriculum programs (including, in particular, the Aggression Replacement Training, and especially the Moral Reasoning Training) to support teachers' independence in observing and improving their mental condition.

In the theoretical portion of the workshop, I will present the substantive foundations of selected tools, including: elements of Aggression Replacement Training - Anger Regulation Training, thinking errors and character traits, selected social competencies that are key to supporting mental health, especially in a mental crisis and professional burnout.

This will be followed by practical application, where in workshop participants will have the opportunity to undergo one of the Training Elements for Teachers. They will learn about the four practices of taking care of themselves (Practice 1: Mindfulness; Practice 2: Gratitude, Practice 3: Resilience; Practice 4: Self-lending) with a prior discussion of all the tools used, along with comments on how to work with people with mental disorders, including personality disorders, episodes of depression, anxiety, the problem of impulsiveness and symptoms of burnout.

W4B | Evidence - Based Practices in SEL and Mental Health

Fostering connection: using Emotionally Focused Therapy to enhance relational satisfaction

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Emotionally Focused Therapy (EFT) is a well-known humanistic approach to psychotherapy formulated in the 1980's and developed in tandem with the science of adult attachment, a profound developmental theory of personality and intimate relationships. This science has expanded our understanding of individual dysfunction and health as well as the nature of love relationships and family bonds. Attachment views human beings as innately relational, social and wired for intimate bonding with others. The EFT model prioritizes emotion and emotional regulation as the key organizing agents in individual experience and key relationship interactions.

Nowadays, more than before, individuals presenting for individual or couples therapy may complain of connection issues: fear of being too close or dependent of others versus fear of abandonment, difficulties initiating relations after such a long period of isolation (due to Covid 19 Pandemics), mistrust in the whole relational dynamics. As stated before, from the perspective of Emotionally Focused Therapy, such complaints are most often part of an underlying lack of security and bond in the relationship caused by the negative cycles we all tend to develop in our relations. This workshop will introduce addressing relational difficulties using the attachment theory and will provide attendees the why and how to integrate psycho-education in order to facilitate the reframing of the underlying issues in term of unmet needs.

What are the main learning gains?

- Learning how to assess internal or couple dynamics using the attachment frame
- Reframing the problems from on attachment point of view
- Negative cycles and unmet needs
- EFT specific interventions to create safety in the session.

This workshop will include lecture, video examples, and experiential exercises.

Posters (P)

P1 | Evidence - Based Practices in SEL and Mental Health

Teacher candidate perspectives of early SEL intervention efforts

A. Suzie Henning, Donita Torres, Eliza Jex, Carissa Gran

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This poster presentation will outline an aspect of an on-going longitudinal study at one rural, regional comprehensive institution in the U.S. This mixed methods research study examines the impact of Social Emotional skills interventions in teacher preparation and their impact on school climate, adult learning, teacher planning and behaviors, and student achievement.

This poster presentation will share phase one study results examining teacher candidate perspectives of early SEL intervention efforts in the first year of teacher preparation. Candidates were asked to evaluate their knowledge and experiences prior to SEL intervention, during, and after interventions. Study findings suggest that SEL interventions during teacher preparation can positively impact teacher candidate perspectives of their university school climate and feelings of empowerment in fieldwork related to classroom management efforts and tiered intervention support. The poster presentation will share the study questions, tools, interventions, data collection and analysis, and the findings for this first phase of the longitudinal study.

Story makers Project - Many voices – many lives – The Portuguese experience

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This presentation aims at describing Storymakers: Many voices many lives Project, an Erasmus + Project, from Key action 2 -School Education Strategic Partnership, under a partnership between London Borough of Hammersmith & Fulham, United Kingdom, Bielske Stowarzyszkie Artystyczne (Teatr Grodzki), Poland, Universidade de Lisboa, Faculdade de Motricidade Humana, Portugal and Synthesis Center for Research and Education Limited-Synthesis. This project running from January 2021 to December 2022 aims to create and develop materials that will enable professionals to use storymaking strategies to engage and work with socially excluded young people, equipping them with resilience, confidence, self-esteem, and life skills. One main outcome has been the development of a manual to support youth workers using storymaking methods which includes 6-week set of sessions, using puppetry, creative writing, creative narrative and creative movement providing rich and empowering spaces. The pilot trial that has been running in Portugal among young people with disabilities has reinforced the value of storymaking, demonstrating that the use of multiple creative expressions highlighting that this allows young people to tell stories and construct their own narratives, reflecting their resilience, strengths and achievements while negotiating the challenges of their specific circumstances and responses to the present moment.

How to support early educational transitions of children? – An overview of university science project's activities from Croatia

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First children's transition from home to kindergarten and/or from kindergarten/preschool to primary school is the most significant period in children's lives but at the same time the most challenging ones. Even though they actually present the learning situations and the opportunity for children to develop new roles and coping strategies for adjustment and dealing with a new environment/rules/people, very often they are perceived as stressful by children, parents and teachers. To explore the sources of transition-related stress it is important to research all significant correlates of educational transitions of children that are postulated within the contemporary Ecological-dynamic model of transition. So, this is the main objective of the science project *Children's well-being in transition periods: The empirical validation of the Ecological-Dynamic model*, that has been going on from 2018. year and it has been supported by the University of Rijeka, Croatia. So, besides the presentation of this theoretical model, this poster will include the brief presentation of numerous research done within the project, the main findings and future guidelines in the field of the teacher-child relationship, attachment development during transitions, socio-emotional well-being during transitions, transitional objects, a transition of children with special needs, transition during Covid-19 pandemic and transition practices.

Teaching to be: fostering and improving teachers' professional wellbeing

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Teachers' stress and burnout are rooted deeply in educational systems across Europe and worldwide. Teachers' stress and burnout are related to work overload, increased accountability requirements, lack of autonomy and decision-making power, authoritative management, leadership styles, and negative school climate (Brackett et al., 2010; Carver-Thomas & Darling-Hammond, 2017). These factors may strongly affect teachers' wellbeing. Consequently, it's imperative to address these aspects by adopting a systemic approach in which researchers and policy-makers work collaboratively to improve the education systems. The global COVID-19 pandemic has contributed to further exacerbating teachers' stress, which has been intensified by distance education and limited access to social relationships with peers and students.

Project "Teaching to be" aims to develop an evidence-based self-regulated online course for teachers that will foster their professional wellbeing. The project is implemented in 8 European countries; the integration of a quasi-experimental (QE) and participatory action research (PAR) methods as a basis of mixed research design will be applied in the project and employed to evaluate the impact of the proposed online learning intervention on teachers.

The project's outcomes will serve as a basis for national and European educational policies for teachers' career development, improvement of work and learning environments.

Mindfulness, wellbeing and school belonging among pre-adolescents during the COVID-19 pandemic

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The COVID-19 pandemic has had a negative impact on children's mental health. Thus, identifying psychological factors that could protect children from experiencing emotional distress exacerbated by the pandemic is of paramount importance. Despite a growing body of literature supporting the link between mindfulness and multiple positive outcomes, limited research in this field has been carried out in Greek schools to date.

A cross-sectional study was used to investigate the relationship between dispositional mindfulness, overall well-being and sense of school belonging among a sample of pre-teens, in Greece. Participants completed anonymous self-reported questionnaires, consisting of the Child Acceptance and Mindfulness Measure (CAMP), the Positive and Negative Affect Schedule for Children (PANAS-C), the Strength and Difficulties Questionnaire (SDQ) and the Psychological Sense of School Membership Scale (PSSM).

Results from this study suggest that, in the current context of the COVID-19 pandemic, mindfulness was negatively correlated with total psychological difficulties and negative affect; significant gender differences were further documented. The findings suggest that mindfulness could act as a protective factor for pre-adolescents and contribute to their psychological well-being and emotion regulation at school. The importance of building a supportive milieu and advocating for SEL interventions in the Greek school systems is highlighted.

The relationship between mental health problems and resilience among students. The moderating role of motivation for mathematics learning

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The paper presents the results of a study testing the moderating role of the motivation for mathematics learning between mental health problem and resilience in children. The sample consisted in 707 Romanian children, (average age 13 years old). The students filled in the questionnaires for strengths and difficulties (SDQ), the CYRM for Resilience (Ungar, 2017) and a questionnaire for mathematics attitudes. The results indicate a significant moderating effect of the mathematic motivation for the relationship between mental health problems (difficulties such as emotional problem, behavioral problems, hyperactivity and peer relations problem) and resilience. So, the mathematic motivation learning reduces the negative effect of mental health problems on resilience, contributing as a protective factor in front of difficulties. There are implications for learning design in educational settings, so the teachers could pay more attention to enhance the student's motivation for learning mathematics as a possible intervention to enhance resilience.

P2 | Mental Health in Schools

Positive Youth Development and Coping Skills in Adolescents

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The aim of this study was to explore the relative contribution of gender and indicators of positive youth development to coping strategies in adolescents. The indicators of positive youth development were operationalized according to the Five Cs Positive Youth Development Model (PYD). In Spring 2022, a total of 1472 first grade high school students (51.2% of female students) with the mean age of 15.06 (SD=.324) were included in the study. The Short Measure of the Five Cs was used to assess the indicators of PYD and the COPE Scale to assess coping strategies. The results of hierarchical regression analysis showed that the PYD indicators explained 23% of the variance of problem focused coping strategies in adolescents with character being the strongest predictor followed by confidence, competencies, and connection. Regarding emotion focused strategies, the PYD indicators together with gender explained 16% of the variance of this coping strategy with connection being the strongest predictor followed by character, confidence, and gender. It was found that the proportion of the variance of avoidant coping strategies explained by the PYD indicators was also significant but rather small, 2%. Particular aspects of positive youth development might be of interest while enhancing coping strategies in adolescents.

P3 | Resilience – Promoting Through Education

Social-emotional temperament dimensions and resilience in preschoolers

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Although there isn't a consensus in the definition of resilience, several studies highlight that it is a complex, multilevel, integrated approach containing genetic, developmental, and social factors (Masten, 2014). Studies using Big5 link resilience to temperament dimensions (Oshio et al., 2018), but sociability and emotionality have not been explored systematically.

In the present study we aimed to portray links between resilience and the social-emotional dimensions using data from Parents of 166 kindergarten-aged children. We developed suitable self-report instruments: the Hungarian Resilience Scale: Parental Version and the Hungarian EAS Temperament Survey for Children.

We found significant ($p < 0.01$) correlation between Resilience and Shyness ($r = -.441$), Emotionality ($r = -.290$), Sociability ($r = .319$), and Activity ($r = .348$). Linear regression analysis revealed that the four temperament scales explained over 30% of the variance in resilience.

In line with Big5 results, EAS temperament dimensions also show a connection with resilience. Results are in accord with the suggested role of social factors in the integrated approach of the resilience. Measuring social-emotional factors using objective data (for example electrodermal activity or monitoring social relations in real-time) could provide a valuable insight to understanding the relationship of social-emotional dimensions and resilience in preschoolers.

Humility mediates the association between religiosity and well-being

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Introduction: Religiosity is an important construct influencing various dimensions of life. Research shows the positive effects of religiosity on different dimensions of well-being and the development of virtues (such as humility). The present study aimed to investigate the association between religiosity, humility as a trait, and well-being (emotional well-being, social well-being, and psychological well-being).

Methods: Data were collected from 428 participants (N=428) aged between 18 and 60 years old (M=31.2, SD= 10.1).

Results: The results indicated that religiosity and humility were positively related to well-being (positive emotions, psychological well-being, and social well-being). Moreover, humility mediated the relationship between religiosity and mental health.

Conclusion: These findings suggest that religiosity influences well-being directly and indirectly through humility. The relationship between religiosity, humility, and mental health provides valuable information that can be integrated into counseling, psychotherapy, and the development of educational programs.

Angry and happiness socialization and well-being via emotion regulation. Testing a parallel mediation model

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The present study tested a parallel mediation model of emotion regulation between childhood emotions socialization and adolescence and youth 'well-being. We measured the indirect effect of negative angry and happiness socialisation in childhood and well-being in adolescence and youth, by emotions regulations strategies: cognitive reappraisal and expressive suppression.

The mediating quality of cognitive reappraisal (CR) and expressive suppression (ES) within the predictive relationship between negative emotion socialisation and well-being was tested in four parallel mediation models: mother 'angry socialisation, father 'angry socialisation, mother 'happiness socialisation, father 'happiness socialisation using the method of *bootstrapping* on a group of 525 subjects, aged between 14 and 34 (M = 18.62; SD = 3.32).

Happiness' socialisation was measured by summing the responses type: punish, neglect, override while, for angry socialisation, was taken into account the magnify, like parental response. Well-being was measured by: positive affect, negative affect, emotional distress and life satisfaction.

The test results provide support for the mediating role of expressive suppression in two mediation models: the relationship between angry socialisation of the mother and well-being and the relation between happiness socialisation of the father and well-being. Cognitive reappraisal doesn't reflect the indirect effect of negative angry or happiness socialisation and well-being.

Literature as a framework for Social and Emotional Learning

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Children's literature has a big impact on the development of children's personality by displaying ideas, moral values, and problem solving techniques, emotional management and relationships among the protagonists, all of which contribute to the mental, social and emotional development of young children. Social and Emotional Learning is defined as "the process through which children and adults understand and manage emotions, set and achieve positive goals feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions".

The Erasmus+ project "Literature as a framework for S.E.L." has been created for educators who want to learn more about SEL and implement SEL lessons through the use of children's literature in their classes. This project intends to develop and apply a preventive intervention methodology that will help students who are low on emotional well-being to acquire the socio-emotional skills they need to achieve their goals. The main objective is to ingrain love for reading to students all over Europe and connect school classes to libraries, museums and other cultural institutions where the project activities could be carried out. The multi-culturally layered European context offers a complex vision and experience and a perfect frame for the development of ideas and activities.

Developing Teachers' Resilience through Teaching SEL

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The paper presents the effects of an experimental study on the teachers' personal competencies. Starting with the idea that teaching is transformative, this study demonstrates the benefits of teaching social-emotional education at the teachers' personal level. The teaching program is part of the PROMEHS curriculum, a program developed under Erasmus cooperation and aimed to provide mental health education at school. The sample comprised 104 teachers, 61 in experimental group and 43 in control group. We have measured the teachers' resilience before and after the teaching program implementation to both groups and we have discovered a raising of resilience level for the teachers belonging to the experimental group comparing with the control group. The results could have implications for teachers' training.

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Directed group play activities in a smart environment for developing adaptivity in preschoolers

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Children develop various skills through play activities. Ability to adapt their behavior according to task-specific requirements is a key indicator of school-readiness.

We employed the Obimon PLAY smart environment in small groups of 3-4 years old children engaging in (1st) simple-throw, (2nd) throw-higher and (3rd) throw-and-catch activities. We expected play behavior to show specific patterns as children adapt specific requirements of the tasks. The plush toys provided task-relevant feedback upon real-time analyses of toy movements. In the first and second tasks toys responded with a cheerful “woohoo” sound when thrown in the air. However in the third task sound feedback was given only if the toy did not fall to the ground.

Throw frequency, height, and fall rate were calculated from the raw gyroscope data. Analysis of 180 throws from three-minute measurements from each task showed significant differences ($p < 0.04$) in throw characteristics. The throw-and-catch task elicited the lowest fall rate ($70\% < 83\% < 97\%$ in tasks 3, 1 and 2). Average height of this task was the lowest ($0.84\text{m} < 1.29\text{m} < 1.54\text{m}$ in tasks 3, 1 and 2).

We conclude that adaptivity can be measured and fostered via directed play activities using connected wearable sensors and toys.

