



European Network for Social and Emotional Competence

Established December 2007

<http://www.enseceurope.org/>

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SOCIAL AND EMOTIONAL LEARNING MATTERS

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

Issue 17: DECEMBER 2018

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Welcome!

It is a pleasure that on behalf of our four co-chairs, our founding chairs, and myself to welcome you to the 17th issue of the ENSEC newsletter.

We have many interesting information from ENSEC members, from different countries, regarding conferences, actions and publications developed upon generous ideas of social and emotional competence learning and development. Find out more about conferences held in Hungary and Great Britain!

This issue contains information about next ENSEC Conference, you are invited to participate and to share your expertise, research and practice on social and emotional competence development! The event is very promising with great keynote speakers!

In this issue, you will also find information about the opportunities opened by the SECD Lab, at Rutgers University, directed by Dr. Maurice Elias. A large amount of information about new books and reports on the topic of social and emotional development and education, covering topics such as bullying, autism, emotional capital, behavioural management are to be found in this issue.

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

Since this is the last issues of 2018 we express our gratitude to all who contributed to the spreading knowledge and kindness and wish you will be with ENSEC next year!
We wish you all the best for the holiday season and the New Year!

Thank you!
Enjoy reading!

UPCOMING CONFERNCES & EVENTS

ENSEC Conference 2019, 29-31 August, Budapest



Dear Colleague,

We are delighted to announce that the 7th ENSEC Conference “Well-being and Social, Emotional Development” will be held on 29-31 August, 2019 in Budapest, Hungary. We would be pleased if you could attend the 7th ENSEC Conference in Budapest.

The date of the conference: 29-31 August, 2019
Conference host: ELTE Eötvös Loránd University, Budapest, Hungary
Deadline for submissions: 7 April, 2019

Further information about the conference can be found in the attached announcement and on the website of the conference: ensec2019.elte.hu

We sincerely hope that you will respond positively to this invitation. It would also be appreciated if you could inform your colleagues and students about this opportunity.

Best regards,

Anikó Zsolnai
Conference chair



elte | ppk
Eötvös Loránd University
Faculty of Education and Psychology



Dear Colleague,

We are delighted to announce that the **7th ENSEC Conference** "Well-being and Social, Emotional Development" will be held on **29-31 August 2019** in **Budapest, Hungary**, hosted by **ELTE Eötvös Loránd University, Faculty of Education and Psychology**.

The conference will focus on social and emotional health issues, as well as on the relationships with other people and the environment, including values and attitudes.

We look forward to seeing you at the 7th ENSEC Conference in Budapest!

Anikó Zsolnai
chair of the conference

ABOUT ENSEC

The European Network for Social and Emotional Competence (ENSEC) is a growing network of researchers and practitioners who are interested in children's and young people's development, and particularly in working to develop their resilience and their social and emotional competence.

CONFERENCE VENUE

Budapest, the capital city of Hungary, is among the most delightful and enjoyable cities in Europe. Due to its scenic setting and architecture, the city is often nicknamed "The Paris of the East". Budapest is a gem of a city yoking together two formerly separate cities, Buda and Pest, which stretching along the opposite sides of the River Danube each offer unique experiences to their visitors.

CALL FOR PAPERS

Proposals for participation in the 7th ENSEC Conference can be submitted in the following formats:

- Conference paper (full paper or work-in-progress)
- Symposium or Panel Presentation
- Workshop
- Poster

IMPORTANT DATES

Call for papers open until	• 7th April, 2019
Notification of acceptance	• 12th May, 2019
Registration	• 10th June, 2019

For more information please visit the conference website:

ensec2019.elte.hu

SEBDA CONFERENCE

Sebda

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

The Social Emotional and Behavioural Difficulties Association (SEBDA) will be holding its national conference in Birmingham UK on 28th and 29th March 2019 with a focus on the coordination of mental health responses from education, social care and health services. For more information, visit www.sebda.org.

SEBDA COURSES

Masters level training in social, emotional and mental health needs

**OXFORD
BROOKES
UNIVERSITY**

Oxford Brookes University, in partnership with SEBDA, is now offering Masters level training in social, emotional and mental health needs. These studies can be undertaken by professionals across Europe (and beyond) as they are essentially distance learning courses. For more information on the Year 1 course, please search www.brookes.ac.uk/understanding-semh. For more information on the Year 2 course, please search www.brookes.ac.uk/advanced-semh

NEWS FROM ENSEC MEMBERS

The Social-Emotional and Character Development Lab at Rutgers University: Updates

Sara F. Taylor, Angela W. Wang, May Yuan, and Maurice J. Elias
Rutgers University, Piscataway, New Jersey, USA

Rutgers Social- Emotional and Character Development (SECD) Lab, directed by Dr. Maurice Elias and located in New Jersey, USA, is proud to announce the launch of our NEW website, www.secdlab.org! The SECD Lab aims to create evidence-based programs that integrate social emotional learning (SEL) and character development (CD), with a special interest in serving under resourced and at-risk schools. In designing our programs, we tailor each to reflect diverse ethnic and cultural backgrounds. Our Lab is unique in the SEL world as it provides an additional focus on character and virtue development component, as compared to more conventional programs with their main focus on social-emotional learning. The successful learning of character virtues is extremely important to middle schoolers' success, particularly in underprivileged schools. We have found it is crucial to unite these character virtues with a greater sense of purpose, to ensure that both SEL skills and character virtues are used positively.

Our research into best practices is most useful if it can be implemented to a widespread audience. To make certain of this, we have put great effort into creating our website and sharing our findings and materials. As such, the goal of our new website is to reach a greater number of students and educators in an ever-growing electronic world. We aim to inform relevant stakeholders about a variety of social-emotional and character development initiatives we have created for students and schools. We are excited to introduce our current projects that are briefly discussed below. For more information, please visit the links listed under each project. Each one is appropriate for international participants.

Students Taking Action Together (STAT)

<https://www.secdlab.org/about-stat>

STAT is a collection of evidence-based instructional strategies teachers can use for middle schoolers to include SEL in to their normal curriculum. These teaching strategies help to inspire conversation between students about current or historical issues. Some of these strategies include, "Yes-No-Maybe", "Respectful Debate" and "PLAN", to learn more about each refer to the STAT website link. Our STAT program is adapted from an earlier-designed comprehensive SECD curriculum, MOSAIC.

Mastering Our Skills and Inspiring Character (MOSAIC)

<https://www.secdlab.org/mosaic>

Mosaic is a comprehensive school-wide academic approach, targeted mainly for implementation in middle school advisories but implementable in other contexts, that teaches students monthly character virtues, social emotional skills, and how to develop a greater sense of positive purpose. It thrives in collecting continuous feedback from students and teachers. That said, we provide the most recent curriculum on our website for easy downloadable access.

Youth Nation

<https://www.secdlab.org/youthnation>

In addition to our curriculum based programs, our Youth Nation project provides a platform for students to talk about the latest issues in political and civic engagement. These user-friendly blog posts gives students a chance to engage with comments, on current “hot topics” that are relevant to the youth participants, whether from the United States or elsewhere.

Academy for SEL in Schools

<https://SELinSchools.org>

The Academy offers two, online certificate programs, filling important gaps in preparing and recognizing educators for carrying out high-quality SECD work in schools: a **Certificate in Instruction for Social-Emotional and Character Development (SECD)**, and a **Certificate in School Leadership for Social-Emotional Learning and Character Development**. Both are three-course, non-credit programs including a practicum, that can be completed within a year, to prepare educational professionals with a solid foundation and applicable skills to help their schools become more positive places for children to learn, adults to teach, and all to thrive. Most importantly, all graduates get access to an online professional learning community of SEL/SECD experts—a Virtual Professional Learning Community for ongoing implementation support.

International Collaborations

The SECD Lab has collaborated with international colleagues, including China, England, Israel, Romania, Australia, Spain, Scandinavia, Russia, and Italy. Inquiries for future collaborations can be directed to the lab, at secdlab@gmail.com, attention Dr. Edward Dunkelblau, the International Coordinator for the Academy for SEL in Schools. We have had international participation in the Academy for SEL in Schools certificate programs.

We are proud to note that Maurice Elias will be one of the Keynote Presenters at the upcoming ENSEC conference in Budapest, in 2019, focusing on the Academy for SEL in Schools and the need for greater professional preparation and development of educators for SECD work in schools.

In addition to our current projects, we offer a carefully selected array of SEL and character development resources that are accessible to students, educators, researchers, and policy makers. Some resources include educational SEL videos, book chapters and journal articles with easy to download PDF links. This resource page aims to support program implementation, provide research evidence, and offer examples of SECD in action.

Along with our new website launch, we are excited to share our NEW Twitter account, [@SECDLab](#). Our Twitter account features novel research and innovations in SECD, and provides updates on the lab's latest activities.

Interview

You might be interested in the interview by Davide Antognazza from SUPSI, Switzerland with the Bold blog.

Here is the link:

<https://bold.expert/neuroscientists-and-teachers-need-to-work-together/>

Contact: Davide Antognazza, Pedagogista, Ed.M, Docente Ricercatore Senior @ SUPSI

International Research on Lions Quest Completed

Teachers' learning, particularly with regard to social and emotional learning is little researched. Teachers' knowledge, skills, attitudes, and experiences are central for developing students' emotion and interaction skills. The research examined whether Lions Quest is a universal educational program that benefits teachers worldwide, or suited only for representatives of particular cultures.

The aim of the research was to measure the effect of LQ training on teachers. The same teachers answered the questionnaire before and after training. The participants were over 2000 educators from nine OECD countries: (Argentina, Australia, Austria, Finland, Germany, Italy, Japan, Lithuania, and Turkey) of whom half took part in the Quest training.

Teachers taking part in the training had increased knowledge of content that is in line with the aims of LQ. They also had increased ability to apply the skills learned in LQ in practical situations. Further, the teachers participating in the LQ had increased experience of own competence in teaching content that is in line with the aims of LQ. Changes were not usually noted in the control groups. Teachers who originally had only little knowledge on the LQ contents appeared to benefit from the course more than others.

The course does not, however, guarantee that teachers always give the course for their students, as, for example, the school's curriculum and other aspects of its working culture influence the way the course content is taught to the students.

The research began in 2013. So far, five international scientific articles have been published on the data, and the research has been presented in seven scientific conferences and at numerous other functions worldwide. The research has been lead by Professor of Educational Psychology Kirsti Lonka, and it has been carried out by Dr. Markus Talvio PhD both from the University of Helsinki, Finland. Collaborators have also included other researchers from the University of Helsinki and elsewhere.

More: www.lqevaluation.com

NEW PUBLICATIONS

International Journal of Emotional Education Tenth anniversary, Special edition

A special edition of the International Journal of Emotional Education (IJEE) has been published in November 2018 on the occasion of the journal's tenth anniversary. It includes six papers by authors from the USA, Hungary and Portugal, two short research reports and a book reviews section as well as six postscripts of papers published in the journal over the past ten years. The journal may be accessed at www.um.edu.mt/ijee

International Journal of Emotional Education Opportunity for Book Reviews IJEE

If you would like your book to be reviewed in the Journal of Emotional Education, just send a copy of the book to Dr Paul Downes, book reviews editors, at the following address

Dr Paul Downes
Educational Disadvantage Centre,
School of Human Development
Merville, St. Patrick's Campus
Dublin City University, Drumcondra
Dublin 9, Ireland

If you would like to be a book reviewer, please send an email to Dr Downes at paul.downes@dcu.ie

Emily Is Being Bullied, What Can She Do?: A Story and Anti-Bullying Guide for Children and Adults to Read Together

by Helen Cowie, Harriet Tenenbaum and Ffion Jones



The book was released on 21st November. It is a story about Emily, a child who is being bullied, and how she deals with it. At the end is a guide for parents and teachers with a useful list of resources. Here is the link to the book:

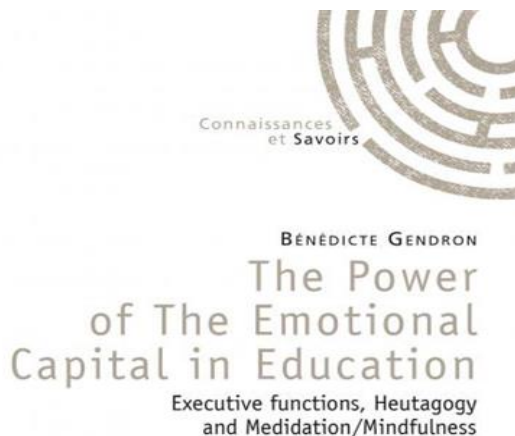
https://www.amazon.co.uk/s/ref=nb_sb_noss?url=search-alias%3Dstripbooks&field-keywords=cowie%2C+Jones+and+Tenenbaum

Contact: Helen Cowie
Emeritus Professor
Faculty of Health and Medical Sciences
Duke of Kent Building
University of Surrey

The Power of The Emotional Capital in Education : Executive functions, Heutagogy and Medidation/Mindfulness, Ed. Connaissances et Savoirs

By Prof. Dr. Dr BENEDICTE GENDRON

<https://www.connaissances-savoirs.com/the-power-of-the-emotional-capital-in-education.html/>



The emotional capital (EK) is the capital driving heart, mind, soul and behaviours which could change the world by changing ourselves. Developed by Gendron in the early 2000s, the “Emotional Capital is the stock of the personal and social emotional competencies that is inherent in the person, useful for personal, professional and organizational developments, and participates to social cohesion”

Sciences humaines & sociales
Psychologie 

Collection Ressources humaines, Éducation, Emploi et Entrepreneuriat

Contact: Prof. Dr. BENEDICTE GENDRON
UNIVERSITY MONTPELLIER 3, FRANCE

SEL. Sociaal emotioneel leren als basis. Huizen: Uitgeverij Pica

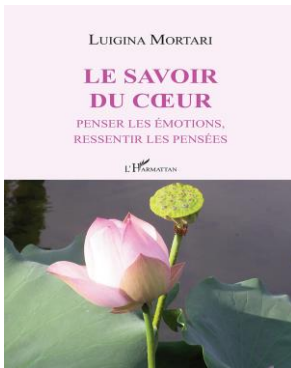
By Van Overveld, K.

The book was released in 2017 and because most of the publications about social emotional learning are in English, this is written in Dutch.

More info: <https://www.uitgeverijpica.nl/titels/nieuw/sel-pica>

Le savoir du coeur. Penser les émotions, ressentir les pensées Ed. L'Harmattan

By Luigina Mortari

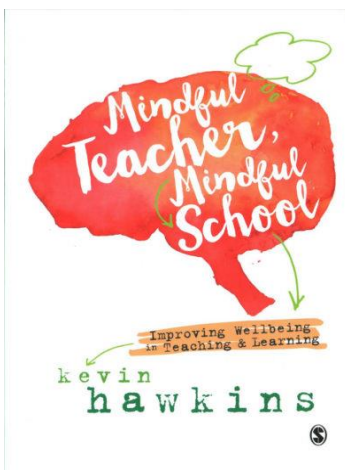


www.editions-harmattan.fr

Mindful Teacher, Mindful School - Improving wellbeing in teaching and learning

By Kevin Hawkins

<https://uk.sagepub.com/en-gb/eur/mindful-teacher-mindful-school/book255026>



Through the extensive use of stories, exercises and recommendations for further reading, Hawkins leads his audience through various opportunities to both understand and participate in the work. The book is organized from the personal to the institutional, beginning with a clear and compelling look at the shift in focus that is currently needed, moving to a definition of mindfulness and what it means to the individual, to teaching, and to school culture. Central to this examination is the call to “consciously cultivate our skills of attention, self-awareness, [and] emotional regulation” (p. 7) as a function of 21st century schools. Reviewed by: **Dr.**

[Amy Burns](#)

<https://www.edcan.ca/articles/mindful-teacher-mindful-school/>

Human emotions explained. Using science to understand and harness emotions

By Marc LAFUENTE

Dr. Marc Lafuente publishes his book entitled “*Human emotions explained. Using science to understand and harness emotions*”. In this publication he reviews more than 200 recent studies from such fields as neuroscience and affective science to depict what human emotions are and how they work. He synthesizes the main findings around five principles, which he explores in every chapter of the book: emotions have a primitive origin and thinking is not naturally in control of emotion; emotions are essentially social processes; emotional intelligence is an ability that can be developed and requires the mastery of different elements; emotions play a crucial role in mental health and resilience; and individual and social differences are important for understanding emotion. Following these principles, the author draws useful strategies to enhance social-emotional learning and social policies related to well-being. Find more information about the book here <https://amzn.to/2D64QqC> (Amazon.com); <https://amzn.to/2D97NXI> (Amazon.co.uk).

Autism from the Inside Out. A Handbook for Parents, Early Childhood, Primary, Post-Primary and Special School Settings

coordinated by Emer Ring, Patricia Daly and Eugene Wall
by Margaret Egan PhD (co-author)

https://www.peterlang.com/view/9781787078390/xhtml/chapter01.xhtml#he_19

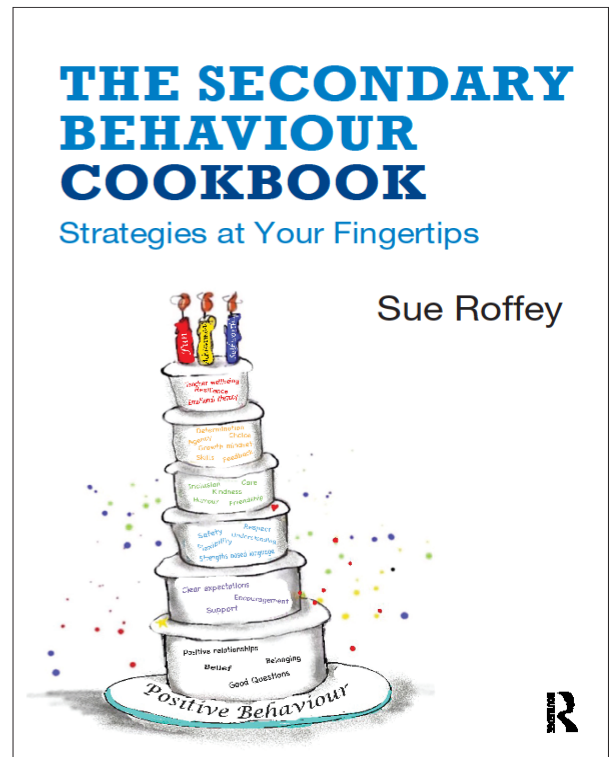
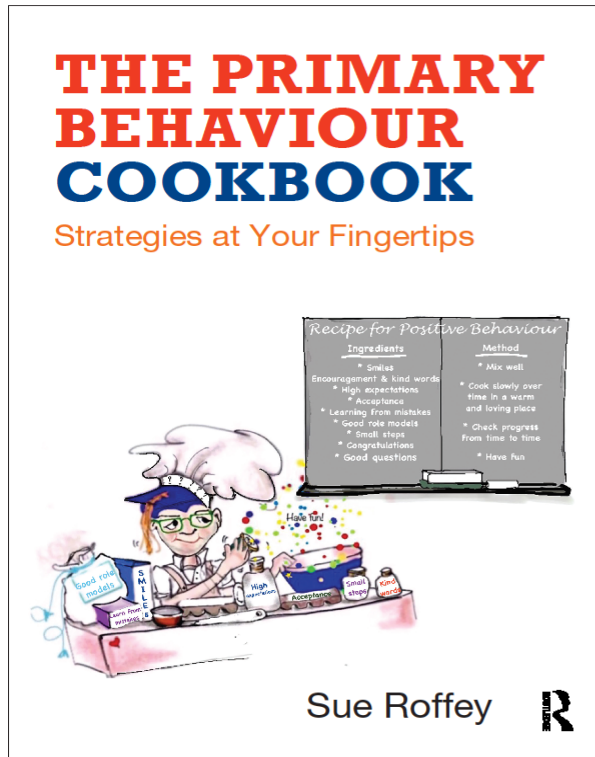
Autism from the Inside Out is the first book to focus on providing Irish parents, early childhood, primary, post-primary and special school teachers with effective strategies for supporting children with autism spectrum difference at home and in educational settings. Presenting contributions from a range of national and international experts in education and psychology, the volume emerged from an evaluation of education provision commissioned by Ireland’s National Council for Special Education, which clearly identified a need for additional guidance, advice and support for parents and teachers.

This book is a ‘must read’ for all involved in inclusive education.

It is published by Peter Lang.

The primary Behaviour Cookbook
The Secondary Behaviour Cookbook
Ed. Routledge

By Sue Roffey



Routledge have just published these two books. They replace a behaviourist reward and sanctions approach with a relational strengths and solutions focused approach. Many of the long-term strategies are based in whole class approaches including Circle Solutions activities. The first section of each book is about 'the oven' ie the quality of the learning environment. Any strategy for behaviour needs to take place in a warm and respectful environment for long enough. You wouldn't expect a cake to bake if you put the mix into a cold oven for five minutes!

Contact: sue@sueroffey.com

Bereavement Box

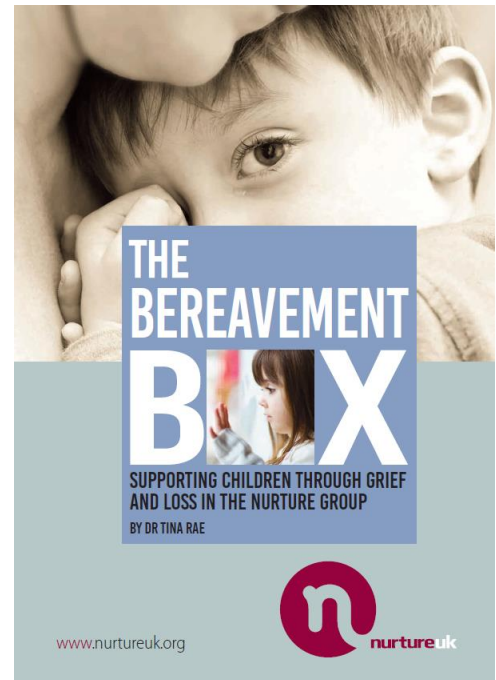
Bereavement Box

Like adults all young people's lives are touched by an array of events that can suggest the movements of life provide very little stability. One of the most stable features in their lives for many young people is often the school context and the role of their teachers. It is these adults who can help them develop their emotional understanding in their skills in the area of emotional literacy. This may well include the ability to accept the changes they experience and the preparation and development of strategies to effectively cope with change and loss.

The Bereavement Box fully describes the different stages of grief as well as discussing the possible reactions to grief.


The different activities and strategies are beautifully presented on individual cards and the accompanying booklet also provides the user with the rationale for the programme and gives some helpful hints on delivery.

More information on the book may be found [here](#)



International Journal of Nurture in Education nurtureuk

We were delighted to release the fourth volume of the International Journal of Nurture in Education in summer 2018. The IJNE is the only journal solely dedicated to research on the nurture approach. We are proud of the contributions made by our authors who provide an in-depth examination of different themes dear to nurture practitioners. The International Journal for Nurture in Education aims to attract papers that will explore themes related to the effectiveness of nurture groups, nurture in education, neuroscience, school culture and school improvement, and related subjects. The intention is: to present the most up-to-date research of how nurture principles and practice improve the socio-emotional functioning and academic achievement of the UK's most disadvantaged children and young people, and help nurture principles revolutionise learning culture and whole-school approaches. The journal is open access and you can download a free

pdf here: 

PROJECTS

THE BIRTHDAY PARTY: A film about the recognition of autism signs in children

THE BIRTHDAY PARTY: A film about the recognition of autism signs in children.

A training film made in Wales, aimed at raising awareness of the signs of autism among front-line professionals in health and education, was officially re-launched last September in a pioneering collaboration with four European countries.

Led by a partnership between Cardiff University and Welsh Government, the film, called 'The Birthday Party' is designed to help professionals understand the varied ways that the signs of autism can present themselves in different children.

Interest in the film from other countries in Europe has led to a collaboration with Spain, Italy, Latvia and Lithuania. This collaborative project is sponsored by the Economic and Social Research Council.

In each country, charity and university partners formed a team together with advisors from the autism community. The result is new editions of the English and Welsh films and new translations in Spanish, Italian, Latvian and Lithuanian.

Primarily aimed at professionals, the film can also be accessed online by the wider public at www.autismchildsigns.com.

The film describes the signs of autism seen in three children at a birthday party. The message of the film is that the same signs can show themselves in different ways. Because of these differences, sometimes the signs can be easy to miss. The signs can also be common in children without autism too so it is important to look for the pattern in which they present.

The film has been designed to help front-line professionals to identify the signs of autism in children and to raise awareness in everyone.

Contact: Marcella Caputi, PhD

Co-Director of Child in Mind Lab, <http://www.unisr.it/en/child-mind-lab/>

Faculty of Psychology, Vita-Salute San Raffaele University, Milan, Italy.;

e-mail: caputi.marcella@unisr.it

Youth Participatory Action Research

Youth Participatory Action Research on intragroup, interpersonal relations in the school class. Contributes to designing and implementation anti-bullying program.

Here is project page and film <http://inkla.pl/inkla-eng/>

There is also an article on it:

Wójcik, M., & Mondry, M. (2017). Student action research: Preventing bullying in secondary school—Inkla project. *Action Research*, 1476750317730652.

Contact: **Małgorzata Wójcik**, Assistant Professor at the Faculty in Katowice

SITE: Sustaining Innovation Through Education.

I would like to announce the development of SITE: **Sustaining Innovation Through Education.**

SITE is an online self-assessment site-improvement tool. It investigates essential components of sustainable implementation associated with the introduction of an educational initiative, (such as a wellbeing program, a social skills program, a new approach to curriculum, and so on).

My colleagues, Professor Tracey Wade (Flinders University), Professor Lambert Schuwirth (Flinders University), and Professor Neil Humphrey (University of Manchester), and I have received an Australian Research Council (ARC) Discovery Project grant to investigate the Sustainability of Effective Educational Initiatives. In short, this project starts with a concern about the oft very short life of new educational initiatives. We read in the literature and hear regular stories about programs (e.g., mental health promotion; social and emotional education; bullying prevention etc) being introduced, often with substantial investments of human and financial resources, only to disappear within a few years, either by fading into obscurity, or experiencing sudden death when 'the next big thing' comes along.

The objective of our research is to gain a more detailed understanding of the facilitators and barriers that lead to programs being sustained, or discontinued, in organizations such as schools, early childhood education and care centers, and other educational settings. We anticipate that the information generated during this project will help program designers, leaders, teachers and educators to gain better knowledge of how sustain and grow new initiatives in a range of contexts.

More information about our ARC DP Sustainability project can be found at www.flinders.edu.au/seei

Contact: Associate Professor Helen Askill-Williams (PhD)
College of Education, Psychology and Social Work
Flinders University, GPO Box 2100, Adelaide, Australia, 500
email: helen.askell-williams@flinders.edu.au

Projects: looking for partners

I am an Academic Researcher and University Teacher, based in the South West of England. I am researching into the impact of emotional labour on nurturing practitioners. I am particularly interested in practitioners who are not trained teachers, specifically Learning Support Assistants or Teaching Assistants (as we call them in the UK) and how we can support their work.

I am in the early stages of developing a Erasmus+ project for this work and am looking for potential partners. I would like to hear from colleagues in Universities, schools and those who provide support to schools who work with Nurture Group practitioners and nurturing

schools. If you have a professional interest in this field and would like to explore the possibility of working together, please contact me at: tmiddleton1@glos.ac.uk
Contact: **Tristan Middleton**, Senior Lecturer, BA Hons, PGCE, MA Ed. Fellow of the Higher Education Academy, Director & Chair of Leading Learning for SENDiC, MA Education, Inclusion & Leadership (Academic Course Leader), FdA Education (Academic Course Leader), School of Education - University of Gloucestershire

BUILDING BRIDGES: PROMOTING SOCIAL INCLUSION AND WELLBEING FOR FAMILIES OF CHILDREN WITH SPECIAL NEEDS – PSI_WELL

**Project Erasmus+ , 2016-1-RO01-KA204-024504
KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for adult education
Funded by European Commission**

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

1. Diagnose the level of social inclusion, stress and wellbeing of 1500 families parenting children with special needs through a cross-sectional and cross-national research;
2. Developing a psycho-educational & social intervention program for fostering wellbeing for families of children with special needs;
3. Validating the psycho-educational & social intervention program for risk families through the implementation with 360 parents from European countries of partnership;
4. Raising the awareness of the communities regarding the specific needs for social inclusion of risk families and disadvantaged parents of children with special needs through conducting an information campaign
5. Developing a psycho-educational kit comprising two working tools for trainers specialized in working with disadvantaged parents
6. Improving parenting skills and parent-child relationships through developing an integrative handbook for parents

So far, there are results, as intellectual outputs:

1. Social inclusion and wellbeing of families of children with special needs transnational study report
2. Building bridges: promoting wellbeing for family. Handbook for parents
3. Psycho-educational kit: trainer's manual and trainee's workbook – working tools for parents education

The partners for project developing and implementation are: Lleida University, Spain Polytechnic Institute Braganca, Portugal, Zagreb University, Faculty of Education and Rehabilitation Sciences, Croatia, Klaipeda University, Lithuania, Bogazici University, Turkey

The project is coordinated by Stefan cel Mare University from Suceava, Romania

www.usv.ro

Contact: www.psiwell.eu