

9TH ENSEC CONFERENCE



CHANIA, GREECE | 5-7.9.2024

**BOOK OF
ABSTRACTS**

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Dear Participants,

Welcome to the **9th ENSEC Conference** in Greece, with the theme *Social Emotional Learning for Lifetime Achievement*.

It is our honor and pleasure to welcome you to Crete, in Chania. We are very happy to meet you all in September 2024 and spend three days collaborating on our common research interests in promoting Social and Emotional Learning. Scholars from Europe, USA, and Australia will participate in this meeting. Distinguished speakers will address the latest research on SEL and its impact on our lives. Presenters will share their projects and guide us in a productive exchange of thoughts and reflective dialogue. We hope that you will be inspired and enrich your ideas and experiences in the field of SEL, resilience, and mental health.

On behalf of the European Network for Social and Emotional Competences, the University of Patras, the International Scientific Committee, the Organizing Committee, and Symvoli, we cordially thank each one of our participants for joining this meeting!



Maria Poulou
Conference Chair

Thursday, 05/Sept/2024

KEYNOTE_1

Fostering Social and Emotional Learning in Early Childhood by Enhancing Educator-Child Interactions: A Public Health Approach

Helen Skouteris

Monash University, Australia

Educator-child interactions can have a positive or negative impact on young children's social and emotional learning (SEL). In this presentation, I will outline the findings, over many years, of the research involved in the development of an online Social-Emotional Engagement and Development (SEED) Program. SEED is now being used by early child development and care educators across the state of Victoria, Australia. Taking a public health approach, our goal is to enhance educator-child interactions to support young children's SEL by working with educators to promote engagement across three tiers of SEL strategies - universal, target and selective. I will provide an overview of the elements of SEED and how educators embed these SEL strategies into their existing practices via everyday interactions with children. I will also outline our current research which involves a pragmatic cluster randomised trial to evaluate the effectiveness of SEL strategies as embedded in SEED for educators and 3- to 6-year-old children.

Teachers' Socio-Emotional Competences: Relationships Between General Skills, Classroom Practice and Students' Achievement

Nathalie Mella¹, Jean-Marc Gomez², Nicolas Bressoud², Gwladys Rey¹, David Sander¹

¹University of Geneva, France; ²Haute Ecole Pédagogique du Valais, St-Maurice, Suisse

Numerous studies highlight the crucial role of social and emotional competences (SEC) in fostering positive learning and development in schools. While research predominantly underscores the significance of these skills in students, the role of teachers' SEC is less documented. This study explored the link between (1) teachers' general intra and interpersonal SEC, (2) their ability to select adaptive emotion regulation strategies in the classroom and to foster positive relationships with students, and (3) students' academic achievement. Additionally, we investigated the potential moderating impact of class size on these relationships. Forty-seven secondary school teachers completed questionnaires, including the Profile of Emotional Competences, a test evaluating their ability to manage difficult emotional and relational situations in the classroom, and questions about their class composition (size and mean grades). Two mediation-moderation analyses explored the link between teachers' general intra/interpersonal SEC, their ability to regulate emotions/relational situations, and students' grades, as well as the moderating role of class size (controlling for seniority, gender, and weekly teaching hours). Results reveal that teachers' interpersonal SEC significantly predict their ability to foster positive relationships with students, and that this is moderated by class size: In large classes, only teachers with good interpersonal SEC effectively managed difficult relational situations. Furthermore, teachers' ability to regulate their emotions in the classroom significantly and positively predicts students' grades.

These results highlight the importance of teachers' SEC in the ability to establish and maintain positive student relationships and demonstrate the critical weight of class size in emotional and relational management.

Teacher Professional Development to Foster Student Wellbeing: Teacher Impressions of a Collaborative Learning Design Approach

Marc Beardsley¹, Nayia Stylianidou², Maria Meletiou-Mavrotheris², J. Roberto Sánchez¹, Angelos Sofianidis³

¹Universitat Pompeu Fabra, Spain; ²European University Cyprus, Cyprus; ³University of Western Macedonia, Greece

Following the COVID-19 pandemic, teacher proficiency in using digital tools, tendency to seek help from peers, and awareness of the need to support student wellbeing increased. In the current post-pandemic educational ecosystem, what are teacher impressions of teacher professional development (TPD) that combines these topics? This work presents vocational and secondary school teacher reflections of TPD conducted at schools in Spain, Cyprus, and Denmark during the 2022-23 school year. The TPD, run separately in each school, followed a collaborative learning design approach in which teams of teachers adapted digital social and emotional learning (SEL) resources, piloted them with students, and produced case study reports to share with the educational community. The SEL resources, which are open educational resources (OER), focus on the topic of stress and introduce theoretical content and evidence-based self-regulatory practices. Participant reflections were gathered in focus group sessions held in each country (Spain: 6 teachers, Cyprus: 5 teachers, Denmark: 4 teachers). Three key themes emerged from a thematic analysis of the data: (1) Teachers were pleasantly surprised by the level of student engagement and participation in learning about the topic of stress; (2) Spanish and Cypriot teachers found the collaborative team environment and remixing of resources highly beneficial; (3) School culture which limits time for peer sharing and time for teacher inquiry is a common barrier to overcome to establish the sustainability of the approach. A TPD toolkit and paired digital technology for sharing produced OER are also introduced to encourage reuse of the TPD approach.

Teacher Perceptions Of Social And Emotional Learning: An Integrative Literature Review

Maro Doikou¹, Ifigeneia Manitsa²

¹Aristotle University of Thessaloniki, Greece; ²University of Birmingham, United Kingdom

Social and emotional learning (SEL) is the process by which individuals acquire knowledge, skills and attitudes that lead them to form healthy identities, identify and manage emotions, set and achieve goals, develop and maintain positive relationships, and make responsible decisions. SEL programmes benefit all pupils in several domains of their functioning, including academic achievement, development of social and emotional competencies and of positive attitudes towards self and others. They are also reported to contribute to reducing internalising and externalising difficulties. It has been documented that many SEL programmes are effectively implemented by teachers. It is also acknowledged that teachers' involvement in these programmes as well as the outcomes of the latter may be influenced by teachers' perceptions of SEL. This integrative review aims to combine the results of 16 peer-reviewed studies published between 1995 and 2023 which aimed to explore teachers' perceptions of SEL. The findings of the review revealed that teachers perceive SEL as a process of acquiring mainly skills to identify and manage emotions, to develop empathy and to build supportive relationships. They view SEL as particularly important for enhancing pupils' academic outcomes, emotional well-being, and positive behaviour. However, they consider that implementing SEL programmes requires a number of prerequisites such as creating supportive learning environment, providing teacher support and consultation, and promoting collaboration with parents. The findings

of the study highlight the need for teacher training regarding SEL and for also ensuring person-centred approaches and the necessary conditions that promoting SEL entails.

Promoting Social-emotional Learning Among Young Children Through Building Social-emotional Competence in Preschool Teachers

Niva Dolev¹, Meirav Hen²

¹Kinneret College on the Sea of Galilee; ²Tel-Hai academic college

Introduction: Preschool years are crucial for the development of social-emotional competencies (SEC). Early education teachers are central agents for developing SEC in young children by incorporating social-emotional learning (SEL) in their classrooms. Therefore, the primary goal of the current study was to examine the perceived impact of an SEL training for preschool teachers: on their reported SEC, their knowledge and understanding of SEL, and their motivation and actual efforts to practice SEL in their classrooms following the training. Methods: This qualitative study used end-of-training reflections of all participants (n=124) following a 30 hour training based on the CASEL framework, and in-depth interviews with 20 participants six months later. Utilizing inductive thematic analysis, main themes and subthemes were identified. Results: Preschool teachers reported personal development focused mainly on enhanced self-awareness, self-management and empathy, and increased understanding of SEL and its benefits to preschool students. In addition, teachers reported being motivated to integrate SEL into their everyday work, using a variety of strategies and tools in a flexible manner to enhance children's SEC. Conclusions: Our findings highly recommend early education policy makers to prioritize providing preschool teachers with SEL training which integrates both developing preschool teachers' own SEC, and their efficacy and ability to incorporate SEL in their classes to cultivate their students' SEC at a crucial emotional developmental stage.

ORAL_02

Supportive Versus Undermining Teaching: Characteristics and Impact on Students' Psychological Wellbeing and Social-emotional Competencies Development

Marie-Christine Opdenakker

University of Groningen, Netherlands, The

Research has established that psychological wellbeing and the development of social-emotional competencies are essential for long-term achievements. Feeling competent, autonomous and positively related to significant others are, according to the self-determination theory, crucial for feeling and functioning well and reaching goals and achievements. In addition, social-emotional learning and possessing social-emotional capacities such as being able to self-regulate, feeling efficacious, motivated/engaged and have positive social relationships have been proven to contribute significantly to short and long-term achievements. Teachers can play an important role in supporting and undermining students' psychological wellbeing and social-emotional learning/ competencies development. In this contribution, teachers' supportive and undermining role in Dutch first-grade secondary-education classes in relation to students' psychological wellbeing and social-emotional competencies development will be addressed. A longitudinal study with measures of teachers' teaching and students' psychological wellbeing and social-emotional development characteristics was set up with 566 students and their math/English-language teachers (N=20) participating. Indicators of teacher support were the degree of autonomy support, delivering structure and teacher's involvement with their classes/students. Indicators of undermining teacher behaviour were the degree of controlling behaviour and language, chaos/inconsistency in the classroom and teacher

neglect/rejection. Multilevel analyses revealed the importance of teachers indicating that autonomy support, delivery of structure and involvement positively contributed to students' wellbeing and social-emotional development, whereas behaving and speaking in a controlling way, having chaos/inconsistency in class, and neglecting/rejecting students undermined wellbeing and social-emotional development. Findings provide starting points for teacher professionalisation/teacher education to better equip teachers to support students' wellbeing and social-emotional development.

Supporting Students During the “Silent” Transition: The Transition3 School Adjustment Program

Marta Marchante, Vítor Alexandre Coelho

Académico de Torres Vedras, Portugal

In Portugal, little attention is paid to the transition from lower to upper middle school, because students usually remain in the same schools. Unlike the transition from elementary to lower middle school, interventions designed to support this transition are very rare, probably because this is a specific feature of the Portuguese Educational System. This study presents the development and preliminary results of Transition3, a program to support the transition from lower to upper middle school in Portugal. Five-hundred-eighty-nine middle school students (6th grade at Time1) participated in the study, of which 51.8% were boys. Growth curve analysis showed that, by the end of their first year in upper middle school, students who participated in the program displayed more positive trajectories in self-esteem and self-control than control group students. The results also showed students who participated in the program displayed more positive perceptions of teacher-student relationships and fairness of rules (two dimensions of school climate) than control group students. Therefore, the results support the effectiveness of the Transition3 school adjustment program. Lessons for the field and further developments will also be discussed.

Helping Teenagers Develop Empathy And Emotional Well-being: The SEL4@ll Project

Alessia Signorelli, Annalisa Morganti

University of Perugia, Italy

The EU project SEL4@ll, coordinated by the University of Greifswald (Germany) with the participation of University of Perugia (Italy), University of Valencia and Politecnica University of Valencia (Spain), aims at developing, implementing and assessing the impact of a SEL-based videogame to strengthen European youths' socio-emotional skills, well-being and inclusive school contexts by promoting openness, inclusion and diversity. Through a shared and co-creation approach that will include the active contribution of students - including those with special educational needs - the game will be programmed as a mobile app available in the languages of the project partners' countries and English. Main goal of the project is to understand the impact of a SEL - based serious game on teenagers' emotional and social growth, inclusiveness levels and their mental well-being at school and outside.

Preschoolers Prosocial Behaviour in Different Educational Settings (Montessori and Mainstream Kindergartens)

Nadia Hristova Koltcheva¹, Desislava Ivanova Stoeva²

¹New Bulgarian University, Department of Cognitive Science and Psychology, Sofia, Bulgaria;

²Department of Preschool and Media Pedagogy, Faculty of Educational Studies and Arts, Sofia University “St. Kliment Ohridski”, Sofia, Bulgaria

Prosocial behaviour is crucial for establishing positive social relationships, fostering a sense of community, and promoting overall well-being in both individuals and society. Our study aims to

compare the prosocial behaviour level in preschool children attending kindergartens with different educational settings – a Montessori and a mainstream one. The sample comprises 60 children, 5-6 years old, 30 girls and 30 boys, 30 from Montessori kindergarten and 30 from mainstream one. Denham's Challenging Situations Task (CST) was used. Version A was administered. Our analyses show a statistically significant difference in children's prosocial behaviour ($t=3.758$, $p=0.000$). Preschoolers from Montessori kindergarten have higher scores ($M=7.667$) than those from mainstream ($M=5.300$). They also differ regarding their scores on aggressive behaviour ($t=-2.374$, $p=0.021$), as Montessori preschoolers have lower scores ($M=1.900$) compared to the children attending mainstream kindergarten ($M=2.967$). Our study provides valuable insights regarding the educational settings and the development of young children's social and emotional skills.

ORAL_03

Sustainability Leadership in Higher Education: Inner Development Goals for Organizational Transformation

Mercedes García de Quesada⁴, Fernando Morales de Rueda³, Diego Pablo Ruiz Padillo², Belén De Rueda Villén¹

¹Cívitas-UGR Chair, University of Granada, Spain; ²Vice-Rectorate for Quality, Teaching Innovation and Degree Studies, University of Granada, Spain; ³Department of Ecology, University of Granada, Spain; ⁴Department of Translation and Interpreting, University of Granada, Spain

A growing number of higher education institutions (HEIs) have been making changes towards sustainability. The adoption of this new paradigm entails challenges that should not be underestimated. While in the corporate sector, sustainability initiatives are often launched by top executives, in the university context transformation happens both from a top-down and a bottom up approach, where all stakeholders play a decisive role. This paper depicts the whole-institution, medium and long-term strategy of the University of Granada (Spain) to promote systemic transformation toward sustainable development. It further focuses on the design and delivery of training aimed at leaders in university governance that serves as a driving force capable of catalysing, empowering and sustaining changes in support of long-term sustainability goals. With the emphasis put on a specific program that aims to nourish inner development to accelerate change, pre and post qualitative data is collected for preliminary analysis. Our findings offer reflection and insights into the complex intersection among sustainability, inner development and systemic transformation, from the individual to the whole-institution and society level. Conceptualisation of learnings for creating guiding principles and training-the-trainer models are offered to inspire and encourage other HEIs.

Nurturing Aspirations: An Exploratory Study on the Influence of Interpersonal Trust and Social Support on Future Hope among Italian University Students

Giacomo Angelini¹, Caterina Fiorilli¹, Teresa Grimaldi Capitello², Serena Petrocchi³

¹Department of Human Science, LUMSA University, Rome, Italy; ²Child and Adolescent Neuropsychiatry Unit, Bambino Gesù Children's Hospital IRCCS, Rome, Italy; ³Faculty of Biomedical Sciences, Università della Svizzera italiana, Lugano, Switzerland

According to the Life Design approach, young people's hope determines their projects and career decisions. Hope is an affective and cognitive variable rooted in early trust experiences and influenced by social resources. To date, no research has examined this claim on young adults, and the present research intends to fill this gap. Participants were 772 Italian university students (Female, 78.8%; $M_{age}=21.5$ years, $SD=5.3$ years). The scales assessed adults' trust beliefs in close others, perceived

social support from family and friends, and their hopes about the future. Hierarchical regression analyses demonstrated that the model including all the variables was the best fitted, $F(9,531)=12.14$, $p<0.001$, $\text{adj.}R^2=0.16$, $F\text{change}(2,531)=36.48$, $p<0.001$. Female students reached higher scores in their hopes for the future ($\beta=0.16$, $SE=0.08$, $p=0.053$). Higher scores in the generalized trust ($\beta=0.007$, $SE=0.003$, $p=0.027$) and social support from family ($\beta=0.12$, $SE=0.02$, $p<0.001$) and friends ($\beta=0.12$, $SE=0.02$, $p<0.001$) led to higher scores in the hopes. Social support plays a significant role in young adults' future vision. Trust is a significant predictor as well, but with a negligible impact. The results of this study may underline the need for specific individualized intervention towards adults who show low levels of social support to support them in their vision of the future.

State Bullying and Censorship in Universities: A Disturbing Trend Impacting Social Emotional Learning

Shaheen Shariff, Steven Jordan, Christopher Dietzel

McGill University, Canada

Research on bullying has established significant impacts on mental health and social emotional learning (SEL). Our paper will highlight parallels between state, institutional, and individual bullying that have profound impacts on SEL among students and society. The role of universities is to foster environments open to a diverse range of ideas and perspectives, and their mandate is to expand knowledge that is independent from state interference, control, and influence. This is especially true in Western democracies where freedom of expression is a constitutional right. However, academic discourse has recently been scrutinized, politicized, and censored. Professor Shariff builds on cyberbullying and censorship research to illustrate how “state bullying” harms individuals and society, resulting in socio-political conflict and violence. She will highlight lawsuits that aim to silence academic debates; legislation that prohibits use of critical theory as a teaching tool; and censorship of curricula that promote equity, diversity, and inclusion. Professor Jordan will offer insights on how new right activism has accompanied and reinforced neoconservative policy processes on university campuses aimed at suppressing so called “culture wars” in which contentious issues, such as Israel/Gaza, are marginalised or deemed illegitimate for debate and discussion in what might be labelled the new McCarthyism. Dr. Dietzel will discuss the backlash to recognition of gender and sexual diversity, which has resulted in the censorship of LGBTQ+ identities and the advancement of exclusionary policies. He will also highlight the detrimental impacts of bullying and censorship on the mental health and SEL of diverse populations, including LGBTQ+ youth.

Common Place – Inclusion Of Refugee And Migrant Children Children Through The Arts

Paula Lebre¹, Ana Caridade²

¹INET-MD, Instituto de Etnomusicologia - Centro de Estudos em Música e Dança, Faculdade de Motricidade Humana - Universidade de Lisboa; ²MUSA - Associação Artística e de Intervenção Social

The influx of refugees and migrants significantly impacts our societies, presenting a profound challenge to foster inclusion, promote multiculturalism, cultivate respect for differences, and construct peaceful communities. This abstract introduces the Common Place Project (<https://lugarcomum.a-musa.pt>), funded by the Portuguese Asylum, Migration, and Integration Fund, and coordinated by MUSA – Artistic and Social Intervention Association, in partnership with Braga City Council, the High Commission for Migrations in Portugal, School Grouping D.Maria II, and the Institute of Ethnomusicology, Dance, and Music Studies, Faculty of Human Motricity, Lisbon University. The project spanned from November 2022 to December 2023, engaging 1500 students aged 3 to 18, across 12 schools, with the participation of 47 teachers and artists. The project emerged

from the challenges faced by refugee and migrant children and adolescents in the municipality of Braga. Central to the project's ethos, the acknowledgment of the pivotal role of arts and participatory creative processes in community settings, driving social inclusion and multiculturalism, the intervention methodology involved the collection of personal narratives and the promotion of diverse forms of expression encompassing movement, oral tradition, textual representation, and visual arts in schools. Dance workshops were complemented with theater, visual arts, and music sessions, crossing different artistic languages. The culmination of these efforts manifested in artistic performances staged in unconventional city spaces in November 2023. To showcase the project's outcomes, a pedagogical kit comprising a theoretical manual, a collection of stories, postcards, activity manuals (21 in total) for teachers and educators will be presented.

SYMP_01

Assessing Children's Social Emotional Health: Findings and Future Research based on the PROMEHS Project

Chair(s): **Carmel Cefai** , (University of Malta, United Kingdom)

Discussant(s): **Carmel Cefai** , (University of Malta)

This presentation presents a brief introduction to the Promoting Mental Health in Schools (PROMEHS) project involving 7EU partners and collaboration with other entities such as SAIL CoLab, and how it serves as a background to this symposium on the assessment of children's social and emotional competences. It then briefly introduces the four presentations constituting the symposium. Frameworks for Communicating about Children's Social Emotional Health Stephen N. Elliott, PhD The SSIS SEL Brief Scales to Assess Key PROMEHS Outcomes Christopher J. Anthony, PhD The SDQ as a Measure of Emotional Behavior Concerns of Children in the PROMEHS Project Maria Poulou, PhD & Aurora Adina Colomeischi, PhD PROMEHS implementation and its assessment with preschoolers: An intervention study Ilaria Grazzani, PhD & Valeria Cavioni, PhD, Dimitra Drago & Alessandro Pepe. Questions, Answers, and Discussion with Panelist & Participants. Moderated by Carmel Cefaj

Frameworks for Communicating about Children's Social Emotional Health

Stephen Elliott

Arizona State University

This presentation will examine the CASEL SEL Competency Framework and its role in operationalizing the assessment and interpretation of children's social emotional behaviors as measured by the SSIS SEL Brief Scales.

The SSIS SEL Brief Scales to Assess Key PROMEHS Outcomes

Christopher Anthony

University of Florida

This presentation will review recent investigations into the psychometric functioning of the SSIS SEL Brief Scales in Europe with a special focus on results gleaned from the PROMEHS project. Future directions to better assess these key competencies will be discussed.

The SDQ as a Measure of Emotional Behavior Concerns of Children in the PROMEHS Project

Maria Poulou¹, Aurora Adina Colomeischi²

¹University of Patras, ²Stefan cel Mare University of Suceava

This presentation will focus on the SDQ usage in European research based on the results derived from PROMEHS project. Psychometric properties will be analyzed and future possibilities of measurement the emotional behavioral issues will be discussed.

PromeHS: Implementation And Its Assessment With Preschoolers An Intervention Study

Ilaria Grazzani¹, Valeria Cavioni²

¹University of Bicocca, Milan, ²University of Foggia

This presentation will describe a training study, based on a part of PromeHS program, carried out with preschoolers (n=150) to innovatively evaluate its effectiveness on SEL through a battery of direct evidence instead of questionnaires filled out by adults.

SYMP_02

Cyberbullying and Online Harms: Experiences and Perspectives from Schools

Chair(s): **Helen Alexander Cowie** (University of Surrey, United Kingdom)

Discussant(s): **Carrie-Anne Myers** (City University of London)

This panel draws on experiences and perspectives on Cyberbullying within the school setting. It highlights interventions that can have a positive impact on challenging bullying behaviours to enable positive social and emotional learning and lifetime achievement

From Bystanding to Upstanding

Helen Cowie¹, Carrie-Anne Myers²

¹University of Surrey, ²City University of London

As Fenton, Mott, McCartan and Rumney (2016) propose, over the years the field of violence prevention has shifted from a focus on victims and perpetrators to recognition that prevention must go beyond changing individuals to changing systems that include the whole college or university community. This is at the heart of bystander intervention. Sanderson (2020) proposes the urgent need for us all to speak out and intervene against injustice when we see it and argues convincingly that bystanders can “learn to be brave”. Aggressive acts that are carried out systematically and repetitively by electronic means, such as texting by an individual or group, have been identified as cyberbullying (Royen, Poels, Vendebosch & Adam, 2017). These acts are often witnessed and circulated by others, so the focus of this presentation is on the bystanders who are aware of online aggression towards a member of their peer group but who fail to take action to defend that person (Cowie & Myers, 2016).

Rehabilitation and Peer Ecology

Johannes Nilsson Finne, Ida Risanger Sjurso

University of Stavanger

Cybervictimization causes pain and harm and creates wounds that often remain even if the bullying stops. Additionally, social dynamics in the class community may remain after the termination of bullying. This combination of personal trauma and contextual conditions in the peer ecology creates a high risk of negative development for the involved students. Our rehabilitation model consists of

three principles and three approaches, all framed by an authoritative adult. The three principles are that 1. The rehabilitation should be situated; 2. Focus on strengthening relationships and 3. Provide a common set of social tools to enhancing the relation quality in the peer ecology. The three approaches are 1. Safe relation to an adult; 2. Systemic efforts; and 3. Training in social and emotional competence (SEL). With a caring and supportive peer ecology, it is possible to prevent further harm from victimization and promote the development of prosocial behaviour and well-being. We argue that the teacher or leader must possess the authority to lead this process of restructuring and improving relationships in the classroom, supported by the students' family. This rehabilitative model is initially developed for the school setting. However, we argue that it is appropriate also at the university level.

Interventions to Challenge Cyberbullying and Online Harassment: School Perspectives

Kathy Evans¹, Lynne Gazel²

¹ENSEC, ²University of South Wales

We have recognised that cyberbullying and online harassment are forms of bullying that have developed rapidly, as social media and technology develop, and it is often a challenge for adults to support children as the cyber world is a new one for many. During a pandemic these issues have become more challenging for many children and young people, but also easier for some. Over time parents and carers, and schools and universities have developed a wide range of strategies which include curriculum programmes, on-line programmes, and parenting programmes. Importantly children and young people have developed strategies too, and useful peer support has developed in schools and universities. This presentation explores some of the current and evolving strategies which include encouraging learning how to evidence bullying, report it appropriately, understand the legality of social media and to work with the social and emotional consequences of bullying. It will explore the approaches to providing social and emotional support to children and young people by professionals, family and peers in educational and health institutions and in charities which includes of course online support. Cyberbullying and online harassment are also issues that have been explored using fiction, film, and other media. We explore some useful examples here. Finally, the presentation considers what next, which of course includes supporting children and young people with the next social changes relating to what is likely to be perceived as the 'end' of the pandemic.

Cyberbullying and Online Hate Speech in Thailand

Ruthaychonnee Sittichai, Ram Herkanaidu

PSU

Thailand has an advanced digital infrastructure, and its population is highly engaged online and actively using services like shopping, gaming and social media. However, there is little data on the effects of being online to a person's health and well-being. Online safety awareness education is lacking in areas such as; cyberbullying, self-harm, hate speech and inappropriate content. There are a few studies that have highlighted the importance of these issues. A 2012 study looked at the coping mechanisms of young adults that had been bullied online. Another, conducted in 2014 looked at the links between online and offline harassment and the role of gender and sexuality. Between 2016 and 2020 in the North-East of Thailand one study focussed on the attitudes and behaviours of young people. All these found a high incidence of cyberbullying, online hate and other negative online interactions. This paper calls for more research as well as developing evidence-based education

programmes and initiatives that will instil digital resilience in Thai young people and promote their well-being.

WORK_01

Location: **HERACLITUS**

Using SEL skills to Help and Stabilise a Multi-Cultural Population During Conflict

Sharon Urieli¹, Amjad Musa²

¹School psychologist and SEL consultant for the Ministry of Education; ²Professional supervision of School-psychological services of arab municipalities

How can an educational system, in a multi-cultural country at war, use relevant SEL research, in order to bring improve resiliency and coping amidst a war? Is it possible to enhance SEL when everybody is in an emergency state and a sense of survival? The war in Israel challenged the ability of Israeli-Jews and Israeli-Arabs to develop social-emotional skills. Up to October 7th, those two collectives of people found a delicate balance to live one next to each other and mostly work together, keeping deep disputes under control. After Oct. 7th, deep feelings aroused - so fear, distrust and anger were all projected one to another in a general undifferentiated way. For example, Arab parents were afraid to take their kids into public places in Jewish cities and Jewish parents were afraid to send their kids to kindergartens where Arabs work. This example shows how the outside war with the Hamas, crucially influenced and threatened the very-fragile balance inside Israel. This affected many children, parents, or staff inside the school system. The workshop will focus on the inner-personal and inter-personal skills chosen in order to stabilize the acute collective trauma that caught everyone. Needs of different groups were mapped, in order to practice methods and skills that are relevant to each person and situation. The cultural background, the degree of proximity to traumatic events, the degree of community and family support and previous personal SEL skills - all influenced the way of intervention. During the workshop different methods will be practiced using examples from the crowd (as self regulation activities, empathic exercises and a special research proven method called the Six C's by ICFR). This workshops is relevant to anyone who would like to enhance SEL abilities during any accute stressful situation. The workshop will be guided by an Israeli-Arab and an Israeli-Jew professionals.

KEYNOTE_2

Mental Health Through Healthy Schools: Research and Strategies for School-based Mental Health Promotion

Eva Oberle

The University of British Columbia, Canada

The mental well-being of school-aged children has declined over the past decade. Schools play a pivotal role in reversing this trend. Most children attend school providing an ideal context for promoting and monitoring child and youth mental health systematically and at a population level. In this presentation, I will review the current state of child and youth social-emotional and mental well-being (with a focus on North America and Europe), discuss underlying reasons for the decline in well-being, and highlight the need for whole-school approaches to support young people's social-emotional and mental health. I will draw from data collected through a population-based project implemented collaboratively by the Human Early Learning Partnership in collaboration with schools and community organizations in BC, Canada. The presentation focuses on identifying protective

factors that can be supported through specific interventions or strategies used in whole school approaches.

POSTER_1

P01 GIFTED – Teacher Training to Support the Cognitive, Social and Emotional Competencies and Needs of Gifted and Talented Students

Anabela Caetano Santos^{1,2}, Roberta Renati³, Celeste Simões^{1,4}, Margarida Frade dos Santos^{1,4}, Paula Lebre^{1,4,5}

¹Aventura Social and Instituto de Saúde Ambiental (ISAMB), Faculdade de Medicina, Universidade de Lisboa, Lisboa, Portugal; ²Instituto Universitário de Lisboa (Iscte-IUL), CIS-Iscte, Lisboa, Portugal; ³Department of Pedagogy, Psychology and Philosophy, University of Cagliari, Cagliari, Italy; Noah SRL, 27100 Pavia, Italy; ⁴Departamento de Educação, Ciências Sociais e Humanidades, Faculdade de Motricidade Humana, Universidade de Lisboa, Portugal; ⁵INET-MD - POLO FMH Instituto de Etnomusicologia Centro de Estudos Música e Dança, Lisboa, Portugal

Research indicates that gifted students learn differently and have unique academic and socioemotional needs. However, they often do not receive adequate support in school, given the fact that teachers in Europe do not receive proper education/training concerning these students. The GIFTED project (12/2021-11/2024) - Game and Inclusion For Teacher Education (GIFTED) 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 recognise 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 gifted and talented students. 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. One of the five modules of the training is about the social and emotional profile of gifted and talented students, namely regarding gifted and talented social and emotional competencies, strengths and needs, social and emotional learning programmes with an inclusive approach, underachievement, twice-exceptionality, creativity, mental health and the vulnerabilities of high creatives. At this moment we are undergoing the pilot, and its results will be presented and discussed further.

P02 Academic Self-efficacy and Well-being in Adolescence: Examining the Role of School Engagement

Paula Pedic Duic¹, Tea Pavin Ivanec²

¹PhD student at the Faculty of Humanities and Social Sciences, University of Zagreb.; ²University of Zagreb Faculty of Teacher Education

The obstacles and changes that adolescents experience on their path to adulthood could influence their self-efficacy as a vital component that contributes to their well-being. Previous studies confirmed the positive relationship between adolescents' self-efficacy and well-being; however, it is also important to evaluate the constructs potentially playing a mediating role in this relationship. This study aimed to test whether school engagement mediates the relationship between adolescents' academic self-efficacy and well-being. The sample included 321 Croatian adolescent high school

students (230 females, Mage = 16.27, age range: 15-18 years). To assess well-being, academic self-efficacy, and school engagement, adolescents completed the EPOCH Measure of Adolescent Well-Being (Kern et al., 2016), Self-efficacy Questionnaire for Children (Muris, 2001), and *Healthy Pathways Child Report-Scales* (school engagement subscale; Bevans et al., 2010) respectively. School engagement positively mediated the relationship between adolescents' academic self-efficacy and well-being. This positive indirect effect is the result of the positive relationship between academic self-efficacy and school engagement and the positive relationship between school engagement and well-being. Academic self-efficacy also directly and positively predicted well-being. The findings of this study can be used in the further development of educational policies that could foster academic self-efficacy and school engagement in adolescents.

P03 Developing Socio-Emotional Competences In Adolescents: The Contribution Of Mindfulness Meditation And Improvisation Theatre At School

Nathalie Mella^{1,2}, Gwladys Rey², Alexandra Zaharia^{2,3,4}, Mariana Magnus-Smith⁵, Andrea C. Samson^{3,4}, Edouard Gentaz^{1,2}, Camille Piguet^{1,4}, David Sander^{1,2}

¹Faculty of Psychology and Educational Sciences, University of Geneva; ²Swiss Center for Affective Sciences, University of Geneva, Switzerland; ³University of Fribourg, Switzerland; ⁴Unidistance Suisse, Switzerland; ⁵Geneva University Hospital, Switzerland

Scientific literature reports many effective programs aiming at developing socio-emotional competences in young children, but research involving adolescents is scarce and results are more mitigated. Adolescence is nevertheless a key developmental period marked by heightened vulnerability. One of the main challenges for this period is to succeed in eliciting the adherence and active participation of adolescents in educational interventions. The IMAGINE project was developed to test the effectiveness of improvisational theatre and mindfulness meditation in the classroom to promote socio-emotional competences, as compared to a computer skills course control condition. The program took place in three secondary schools in Geneva, involving 229 students with school difficulties. The activities were delivered over 9 weekly sessions and measures of socio-emotional functioning were collected before and after the interventions. Results from multilevel analyses showed that students who practiced improvisational theatre significantly improved some interpersonal competencies, notably perspective-taking ability, emotion recognition and collective orientation by comparison to the control and mindfulness meditation groups. Furthermore, anxiety was a significant moderator of the effects of both mindfulness meditation and improvisational theatre practice: Moderately to highly anxious adolescents of the control group showed a decline in self-efficacy and socio-emotional behavioural functioning, while those participated in both activities showed stable scores on both variables, even an increase in socio-emotional behavioural functioning in the mindfulness meditation group. These results can shed light on educational policies regarding the selection of activities or courses aimed at developing essential skills for the socio-emotional development of adolescents.

P04 Adolescents' Mental Health Responses Following the COVID-19 Pandemic: the Role of School Connectedness and Fear of Missing Out.

Rachel Hussey, Haoyu Zhao, Johanna Sam, Jennifer Shapka
University of British Columbia, Canada

Introduction: Following the COVID-19 pandemic, heightened concerns surround adolescent mental health, particularly within the technological context. This study explores how school connectedness, as a social emotional learning approach, is related to adolescent mental health within their online lives. Focusing on the post-pandemic return to schools, the research objectives examined adolescent depression and how it was associated with sociodemographics, perceived school connectedness, and Fear of Missing Out (FoMO). Methods: 2467 adolescents completed an online questionnaire (Grade 8-12; M age=14.98 years, SD=1.46 years; 46.0% females). Self-reported FoMO (Przybyski et al., 2013), school connectedness (PSC; Waters et al., 2010), and depression levels (DASS-21; Szabo, 2010) were assessed. The associations among FoMO, perceived school connectedness, and depression levels were investigated using multivariable logistic regression adjusting for age, gender, and ethnicity. Results: Higher levels of FoMO were associated with 144% higher odds of depression (Odds Ratio (OR)=2.44, 95% confidence interval (CI) 2.15-2.76). Significant moderation effect between ethnicity and school connectedness was observed. Compared with White adolescents, increased school connectedness in Asian adolescents reduced depression (OR=1.30, 95% CI 1.03-1.63), whereas less reduction of depression will be caused for adolescents who are neither Asian or white (OR=0.74, 95% CI 0.54-1.00). School connectedness also serves as a substantial mediator between FoMO and depression (indirect effect OR=1.16, 95% CI 1.11-1.21). Conclusions: Study findings indicated that culturally-informed interventions with a social emotional learning foundation aimed at reducing FoMO and enhancing school connectedness may be beneficial in mitigating depression amongst diverse adolescents.

P05 Teachers As Victims Of Cyberbullying And The Role Of Social And Emotional Learning

Dimitrios Stafidas, Maria Poulou

University of Patras, Greece

The rapid development of technology combined with the increase in information literacy are just some of the predictors of teacher cyberbullying. From a quantitative survey of a sample of 513 primary school teachers in Greece, 8.5% of them stated that they had been victimized by cyberbullying from someone in the wider school environment and 20.5% stated that they have been an observer of such incidents. The purpose of the survey was not only to determine the rate of victimization of primary school teachers by colleagues, students, and parents, based on their experiences, but also to determine the necessity of implementing programs and interventions for teachers to cultivate social and emotional learning skills. The research shows that indeed victimized teachers seem to have lower levels of resilience and well-being and difficulties in classroom management compared to other teachers. Four scales (Cyberbullying, Teachers' Sense of Efficacy Scale/TSES, The Connor-Davidson Resilience Scale/CD-RISC and PERMA-Profilier) were completed by the participants to collect the data. Although the importance of SEL in preventing traditional bullying has been recognised and studied in the case of students, the same is not true in the case of cyberbullying. For teachers in particular, the importance of SEL in preventing and responding to their victimization has been understudied. From this poster presentation, the necessity of implementing approaches to cultivating teachers' SEL skills (self-awareness, self-management, social awareness, responsible decision-making and relationship skills) is evident.

P06 Exploring Gender-Stereotypical Attribution of Fear in Preschool Children

Sofia Kelesidou¹, Fotini Bonoti¹, Georgios Abakoumkin¹, Plousia Misailidi²

¹University of Thessaly, Greece; ²University of Ioannina, Greece

Emotion stereotypes appear to influence the way children perceive and experience the emotion of fear. The role of socialization in shaping gender-specific emotion stereotypes remains understudied, especially during preschool age. This study aimed to explore the stereotypical perceptions of young children when they are asked to attribute the emotion of fear to male and female gender, and to determine if these perceptions differ with age and gender. The research sample consisted of 120 children (60 boys and 60 girls) aged 3, 4, and 5 years old who attend daycare centers and kindergartens in Greece. To explore children's gender-stereotypical attributions, we employed emotional scenarios and drawing tasks related to the emotion of fear. Children were tasked with attributing the feeling of fear to either male or female protagonists who encountered common childhood fears such as animals, darkness and sleep related fears. The analysis of the results showed statistically significant differences in the gender-attribution of the emotion of fear between 3-year-old and 5-year-old children, with older children more frequently attributing fear to female protagonists. No gender differences emerged in terms of children's responses. This research holds significant implications for social-emotional learning and mental health initiatives within educational settings, particularly in early childhood education. Understanding the intricate ways in which children attribute emotions based on gender can inform targeted interventions that promote emotional literacy and empathy, encouraging children to recognize and respect a wide range of emotions in themselves and others, regardless of gender norms.

P07 Promoting teachers' knowledge of students' theory of mind: The PRO-ME-ToM Teachers' Training Program

Plousia Misailidi¹, Panagiota Metallidou², Eleonora Papaleontiou – Louca³, Koutselini Mary⁴, Iordanou Kalypto⁵

¹Department of Primary Education, University of Ioannina, Greece; ²School of Psychology, Aristotle University of Thessaloniki, Greece; ³Department of Social and Behavior Sciences, European University Cyprus, Cyprus; ⁴Department of Education, University of Cyprus, Cyprus; ⁵School of Sciences, University of Central Lancaster, Cyprus

This presentation reports preliminary results of an innovative intervention designed to promote teachers' knowledge of students' theory of mind (ToM). The teacher-ToM training program was developed as part of an Erasmus+ collaborative project focusing on metacognition and ToM, involving researchers from five European countries (Cyprus, Greece, Hungary, Portugal, and Romania). The intervention's aims with respect to ToM were: (a) to familiarize teachers with the ToM construct and its importance in everyday social interaction and communication as well as (b) to introduce them to teaching strategies and techniques that can be incorporated into their everyday teaching practice to foster students' higher-order ToM skills. The presentation will summarize the rationale and content of this part of the intervention and present results from its implementation in a sample of Greek primary and secondary school teachers ($N = 86$). The results showed significant improvements in teachers' awareness of ToM and their willingness to implement strategies to promote their students' ability to conceptualize others' minds. These results contribute to the ongoing discussion about the

potential impact of integrating ToM education into teacher training programs to enhance students' socio-cognitive development.

P08 Effectiveness of a Web-Based Group Intervention for Internet Addiction in University Students: The Role of Self- Regulation

Andreas Brouzos, Aikaterini Papadopoulou, Vassiliki Baourda, Plousia Misailidi

Department of Primary Education, University of Ioannina, Greece

The phenomenon of internet addiction has been systematically addressed with numerous studies highlighting its association with deficits in self-regulation. Despite the extensive literature elucidating the adverse effects of internet addiction in university students, the availability of relevant interventions continues to be limited. The current study seeks to assess the effectiveness of a web-based group intervention designed to prevent internet addiction by fostering students' self-regulation skills. The sample consisted of 47 undergraduate and postgraduate university students ($N = 47$, $M_{age} = 21$, $SD = 3$) who were divided into an intervention ($n = 24$) and a control group ($n = 23$). Participants completed (i) the Internet Addiction Test (Young, 1998), and (ii) the Self-Regulation Questionnaire (Brown et al., 1999) three times, before the beginning of the intervention, immediately after its completion, and one and a half months after the intervention. The web-based intervention comprised six sessions conducted over a two-week period. Results indicated a significant improvement in self-regulation and a decrease in internet addiction-levels for the intervention group compared to the control group. These results were maintained at the one and a half months follow-up. Implications for designing and implementing web-based group interventions for internet addiction are discussed.

P09 Resilience Effects of Social-Emotional Skills Training in Unaccompanied Refugee Youth in Greece

Vanessa Davaroukas, Remos Armaos, Mari Janikian

The American College of Greece- Deree College

This study underlines the demand for additional research on procedures for resilience building in unaccompanied minor refugees (URM). URM are at significant risk of developing adverse mental health symptoms pre- and post-migration. While much focus has been given to trauma-focused treatments on migration-inducing trauma (Garoff et al., 2019), less is known about post-migration stressors and the individual management thereof. Meanwhile, resilience has been found to be a key protective factor of stress, further promoting integration and adaptation for the displaced (Goldstein, 2015). Social-emotional Learning (SEL) has received increased attention. In order to investigate the potential of SEL for resilience building and evaluate the impact on resilience levels, a 10-session group based SEL training, called "The Game of Life" was adapted to the migration context and tested in an accommodation unit for UMRs in Piraeus, Greece. The implementation and effectiveness of the intervention was studied by qualitative and quantitative measures. Symptom measures showed no statistically significant changes on the resilience variables studied. However, instructor's reports indicate the positive change in behavior and emotional stability. Further studies are required to confirm the effectiveness and impact of the SEL model in a migration context, as well as the initial impression of emotional and social changes in the individuals participating in the training. Practical recommendations for psycho-social support and educational interventions for resilience-building are given. The results of this study aim to contribute to a broader understanding and acknowledgement

of resilience building for refugees and implications thereof for educators, public administration and society.

ORAL_04

"Enhancing the Social Competence of Students with Special Learning Difficulties in Primary School: Evaluation of an Inclusion Program"

Ilias Vasileiadis², Ioanna Dimitriadou¹, Evangelos Vlachos¹

¹University of Macedonia, Greece; ²University of Western Macedonia

The high social, emotional and scholastic competence of children with special learning difficulties in the school context is a predictive factor for the equal participation of these students in the educational process. Inclusion programs at all school levels empower students emotionally and socially by promoting solidarity and fostering a positive learning climate. In the international literature the evaluation of inclusion programs by the participating students themselves has not been generalized as a methodological practice. The purpose of this research is to evaluate an inclusion program, implemented in a Greek primary school, by the students themselves and by the educational staff of the school. 46 fourth and fifth grade students participated in the program, of which 4 were diagnosed with special learning difficulties. Eight members of the educational staff of the school also took part in the research project. To evaluate the actions of the program, a multi-methodological approach was applied using a sociometric tool, diary recording and conducting semi-structured interviews. The results of the research showed that the social competence of students with special learning difficulties increased significantly after the completion of the intervention. The possibility of jointly shaping the applied techniques (a technique compatible with the theory of self-determined learning) was mentioned by the participants as a determining factor for the effective implementation of the inclusion program. The results are discussed in the context of generalized implementation of similar interventions in more school classes with the participation of more students and members of the educational staff.

"We Are One Human Fabric": The Impact of an SEL Program on the Social Engagement of Children with Disabilities.

Eliezer Yariv

Givat Washington College, Israel

Increasing awareness can be seen regarding the benefits of educational programs that instill social and emotional competencies in learners. Yet few studies have examined the impact of such programs on pupils with disabilities who study in regular classes. Based on positive psychology principles, two preschool and five elementary school female teachers developed and taught a social emotional learning (SEL) curriculum in their classes. The program, entitled "We are one human fabric," focused on the group of students in each class as a social entity, with an emphasis on increasing awareness regarding the inter-classroom relationships. Within a randomized controlled framework, the sample included two experimental groups of seven pupils with disabilities, 35 neurotypical pupils, and 30 control pupils. The teachers conducted twice-weekly observations of the social and academic functioning of the pupils, in both the classroom and the school yard. Additional staff members completed the Pupil Adjustment Questionnaire, prior to and following the program. The findings revealed improved prosocial conduct in pupils with disabilities following the intervention. A gradual increase was also seen in their cooperation, assistance, and courteous conduct towards others. Their engagement during lessons also increased, as they listened to the teachers, completed assignments,

and were active in class discussions. A similar yet less significant improvement was also observed among pupils without disabilities. The discussion addresses the programs' unique components that contributed to these positive outcomes.

Does Primary School Teachers' Perceived Efficacy in Classroom Management/Discipline Predict their Perceptions of Inclusive Education?

Eleni Didaskalou, Panayiota Stavroussi, Jennifer Greif Green

University of Thessaly, Greece

The purpose of this research was to investigate the relationships between Greek teachers' perceived efficacy in classroom behavior management/discipline and their perceptions of inclusive education. Over three hundred of primary school teachers filled in the "Sentiments, Attitudes and Concerns about Inclusive Education Revised, SACIE-R" & "Teacher Efficacy in Classroom Management and Discipline" scales. Participants' overall perceptions of inclusive education were found to be significantly associated with their self-efficacy in teaching, as well as their belief that they could overcome the potentially adverse effects of external influences on their students. The implications of the findings are discussed in terms of teacher professional development programs.

Differential Effectiveness of an SEL program According to Bullying Roles

Vitor Alexandre Coelho, Marta Marchante

Académico de Torres Vedras, Portugal

This study aimed to analyze if the Positive Attitude Upper Middle School (PAUMS) SEL program had differential effects on students involved in different bullying roles (victim, bully, bully-victim or non-involved).

The participants in this study were 876 middle school students ($M_{age} = 12.81$, $SD = 1.07$; 50.2% boys), of which 345 composed the control group. The Positive Attitude middle school SEL program is composed by 13 weekly sessions. Assessment by students was implemented in the beginning and end of the program and in a follow-up six months later.

Growth Curve multilevel analysis were performed and they showed that student who were victims of bullying showed more pronounced increases in self-control, social awareness and responsible decision-making from participating in the PAUMS SEL program than students who were not involved in bullying. Intervention group students who were bully-victims also displayed more pronounced increases in self-control and social awareness than students not involved in bullying. Intervention group students who admitted to bullying other students however did not display any gains over students not involved in bullying.

Given the results it is possible to concluded that the SEL program had positive effects for victims and bully-victims, but not for bullies which raises question for SEL programs as effective bullying prevention interventions.

ORAL_05

Psychological Resilience of Parents of Children with Neurodevelopmental Disorders During COVID-19 Pandemic: A Systematic Review.

Kyriaki Tasiou, Eleni Nikolaou

University of the Aegean, Rhodes, Greece

Children diagnosed with Neurodevelopmental disorders (NDD) may have great difficulties when their routines change, and this may affect the psychological well-being of their parents. For this reason, it is important to examine studies that address the resilience of parents in order to adapt to the coronavirus disease 2019 (COVID-19) pandemic. The present study aimed to determine the resilience of parents of children diagnosed with NDD in the COVID-19 pandemic. The study, which is a systematic review, was conducted between January 2024 and February 2024 by scanning articles. A systematic review was conducted by following PRISMA statement. Several online databases were used for scanning, including Scopus and LitCovid. After applying the inclusion/exclusion criteria, the findings from the studies remained for review, were discussed in the following groups. COVID-19 effects on parental resilience of children with or without diagnosis of NDD and emergence of resilience to this condition, parental resilience as a predictive and protective factor for the outcomes in the lives of both parents and children with NDD, the association of parental resilience with positive or negative parent and child outcomes and identification of the resilience factors that contributing to these. The findings appear to provide new evidence for resilience of parents of children with NDD in the COVID-19 pandemic, highlighting the important association between parental resilient competencies and positive children and parent outcomes, and the need for social support of these families.

When Parents Intrude upon their Child's Decision-Making: the role of Career-Related Parental Interference on Self-Efficacy, School Anxiety, and Depressive Symptoms

Giacomo Angelini, Caterina Fiorilli

Department of Human Science, LUMSA University, Rome, Italy

Adolescence represents a delicate developmental phase that may expose them to the risk of depressive symptoms. In this phase, parental behaviours in career-related choices play a fundamental role in the well-being of adolescents. The present study investigated the relationship between career-related parental interference behaviours and depressive symptoms, by considering the moderating role of career decision self-efficacy and school anxiety. Two hypotheses were formulated: (H1) Career-Related Parental Interference was negatively associated with Depressive Symptoms; (H2) Career Decision Self-Efficacy (positively) and School Anxiety (negatively) mediate the relationship between Career-Related Parental Interference and Depressive Symptoms. The study involved 134 Italian high school students (Mage=18.14 years, SD=0.651; 75.4% females). Self-report instruments were administered to evaluate parental interference in children's academic-professional choices, career decision self-efficacy, school anxiety, and depressive symptoms. The results confirmed our hypotheses: parental interference with children's academic-professional choices influences depressive symptoms ($\beta=0.9086$, $p<0.001$; LLCI=1.2585-ULCI=0.3062) (H1). Furthermore, Career Decision Self-Efficacy (negatively) and School anxiety (positively) mediate this relationship ($R^2=0.2645$; $F(1,122)=43.8735$, $p<0.001$) (H2). The bootstrap procedure confirmed the statistical relevance of this effect (BootLLCI=0.5610-BootULCI=1.2523). Findings from the present study can provide useful information for career counselling interventions to prevent students' depressive symptoms due to parental interference in their children's career choices.

The Longitudinal Association Between Parents' Perceived Social Support And Children's Subjective Well-being in Early Adolescence – the Mediating Role of Parenting Behaviors

Andreja Brajsa Zganec¹, Marija Dzida², Renata Miljevic Ridicki³, Maja Kucar⁴, Ivana Hanzec Markovic⁵

¹Ivo Pilar Institute of Social Sciences, Croatia; ²Ivo Pilar Institute of Social Sciences, Croatia; ³Faculty of Teacher Education, University of Zagreb; Croatia; ⁴Ivo Pilar Institute of Social Sciences, Croatia; ⁵Department of Social Sciences and Humanities, University of Slavonski Brod; Croatia

Parents' well-being is the foundation for adequate parenting and children's well-being according to the Theory of change model (Newland, 2015). One component of parents' well-being is reflected in their perceived social support from their friends and family. High social support may provide parents with emotional and practical resources that could promote adequate parenting behaviors. Parenting characterized by high support and low restrictive control could in turn be important for children's well-being. The goal of this study is to explore whether parenting behaviors mediate longitudinal links between parents' social support and children's subjective well-being during the period of two years. The study was conducted as part of the three-wave longitudinal project CHILD-WELL. In this study, only families where children reported living with both parents during the duration of the project were included (N=819, 48% boys, Mage=11.05) in the analyses. Parents gave data about their social support in the first wave. Children assessed mothers' and fathers' parenting behaviors (support, restrictive control, permissiveness) in the second wave and their own life satisfaction and positive and negative affect in the third wave. Mother's and father's social support in the first wave predicted more supportive behaviors toward the child, which in turn predicted higher child's life satisfaction and positive affect, and lower negative affect in the third wave. Children's perceived parental support acted as a mediator in the relationship between parental social support and children's subjective well-being. Parents' restrictive control was related to higher negative affect, and lower life satisfaction and positive affect.

Nursing Emotional Competence Profile – exploratory study in Pre Hospital critical care

Maria Augusta Romão da Veiga-Branco¹, Tiago Nobre Dias², Joana Isabel Dias A. Fontes², André Filipe C Nogueira², José Fernando S. M. Magalhães²

¹Bragança Politecnic University, Portugal; ²National Institute of Medical Emergency (NIME/INEM), Portugal

Construct: In pre-hospital, critical care is an unique experience, leading to a broad spectrum of emotions. Managers should remedy work-related stressors and support stressfull contexts nurses' Emotional Competence (EC), because those factors predict mental health in nurses, (Barr, 2024). Objective: Analyze the EC Profile in a sample of nurses in portuguese pre-hospital care. Methodology: Exploratory and transversal cross-sectional, descriptive-correlational study, developed from the application of EC Veiga Scale (EVCEr33) (Veiga-Branco, et al, 2023), wich considers 3 EC levels: low (1-3.49), moderate (3.50-5.45), and high (5.46-7) level. Through an online questionnaire by snowball methodology 60 participants, who provided voluntary consent, were mostly male (51,7%), and 70% aged 31 to 45 years old, 52,7% married, 38,3% having more than 15 years in pre-hospital care, and 52,7% have a master's degree. Results: In this study EVCEr33 was very reliable ($\alpha=0.86$) and evaluates moderate-high the global EC sample profile ($\bar{x}=5.0$; $sd=0.58$). Related the 5 dimensions: "Empathy" achieved high level in the scale and also in effectiveness (min=3.4, max=7.0 ; $\bar{x}=5.46$; $sd=0.70$). Following, the other 4 dimensions corresponded to moderate level of EC, according to ECVS psychometrics: "Self-awareness" (max=6.75; $\bar{x}=5.18$; $sd=0.99$), "Emotional management" ($\bar{x}=4.99$;

sd=0.80), "Relationship management" (\bar{x} =4.54; sd=0.75) and "Self-motivation" (\bar{x} =4.87; sd=0.86). However, it is observed that last one, a part of the sample exhibits a low level of effectiveness regarding the minimum value of 1.86. Conclusion: Corroborating recent literature, Emotional Education is essential for caregivers in stressful work contexts, considering the quality of caring people in critical situations, namely out of hospital context.

ORAL_06

Social and Emotional Competencies and Student Engagement in Youth: A Systematic Review

Anabela Caetano Santos^{1,2,3}, Celeste Simões^{1,3}, Maria Margarida Frade dos Santos^{1,3}, Márcia Melo⁴, Iara Freitas⁴, Carmel Cefai⁵, Patrícia Arriaga²

¹Aventura Social and Instituto de Saúde Ambiental (ISAMB), Faculdade de Medicina, Universidade de Lisboa, Lisboa, Portugal; ²Instituto Universitário de Lisboa (Iscte-IUL), CIS-Iscte, Lisboa, Portugal; ³Departamento de Educação, Ciências Sociais e Humanidades, Faculdade de Motricidade Humana, Universidade de Lisboa, Portugal; ⁴Laboratório de Pesquisa e Prevenção em Educação e Saúde (LaPPES), Instituto de Psicologia, Universidade de São Paulo, Brasil; ⁵Centre for Resilience & Socio-Emotional Health, University of Malta, Msida, Malta

Social and emotional competencies (SECs) are widely acknowledged as essential skills for the healthy development of young individuals. Student engagement (SE) is a crucial predictor of academic success and completion and is considered a protective factor. This systematic review investigated the associations between SE and SECs in students aged 10–25 years. A comprehensive search across nine databases was conducted to identify peer-reviewed literature spanning from 2004 to 2020, following PRISMA guidelines. The review includes 91 studies involving 92,879 youth students. Among the dimensions of student engagement, emotional engagement emerges as the most extensively studied, overshadowing the exploration of the multidimensional SE concept. The distribution of studies across the five CASEL domains is uneven, with a noticeable focus on self-management, self-awareness, and relationship skills in conjunction with SE. In examining age and gender differences related to SE, the consensus among studies is the prevalence of higher SE values among girls and younger students. Also, there is a clear need for studies that use the multidimensional SE concept, including university students and applying cross-cultural analyses. Overall, most studies showed that SECs are positively associated with SE and negatively associated with disengagement, with similar results for middle, high school and university students from different backgrounds, suggesting that educational institutions should implement social and emotional learning programmes to increase SE.

Relations Among School Connectedness, Peer Acceptance, Cyberbullying, and School Adjustment: An Examination Between Native and Immigrant Elementary School Students

Thanos Touloupis¹, Eleni Andreou², Dimitrios Chasapis¹

¹University of the Aegean, Greece; ²University of Thessaly, Greece

Within the theoretical framework of Bronfenbrenner's theory, the present study investigated comparatively the relations among variables/experiences inside (school connectedness, peer acceptance) and outside school (cyberbullying involvement), which contribute to school adjustment of native and immigrant elementary school students. Overall, 819 students (50.2% boys, immigrants: N = 411), from randomly selected schools in economically diverse districts of Athens and Thessaloniki (Greece), completed self-reported scales regarding the variables involved. The results showed that both male and female immigrant students' school adjustment to issues related to school rules, relationships and instruction was lower than their native peers' corresponding school adjustment in

elementary education. Through a structural equation modelling, it was found that school connectedness and peer acceptance (as school context-related factors) predicted directly and positively different dimensions of school adjustment for native and immigrant students. Furthermore, for both native and immigrant students, cyberbullying involvement (as victims/bullies) proved a negative partial mediator between the school-context related factors, on the one hand, and school adjustment, on the other hand. The findings imply that students' context-related social-emotional psychological mechanisms should be strengthened, especially for students with immigrant cultural background, to enhance their adjustment at school and subsequently their learning. These psychoeducational efforts could be enriched with school prevention actions against online risk behaviors, to better enhance school adjustment of both native and immigrant elementary school students.

The Health and Well-Being of Migrant Children and Health Determinants - A Scoping Review

Daniela Reis¹, Sara Fernandes², Zélia Anastácio³, Paula Cristina Martins⁴, Graça S. Carvalho⁵

¹University of Minho, Portugal; ²University of Minho, Portugal; ³University of Minho, Portugal; ⁴University of Minho, Portugal; ⁵University of Minho, Portugal

This Scoping Review explores the health of migrant children, elucidating health determinants and their implications for children's health and well-being. In the face of increasing global mobility, millions of children experience the profound impacts of migration and displacement. This study aims to provide information for the formulation of effective interventions and public policies regarding the well-being of migrant children. This research employs a comprehensive methodology to find and synthesize evidence regarding the well-being of migrant children, based on several studies conducted in the last decade. The inclusion criteria encompassed articles published in Scopus, PubMed, and Web of Science from 2013 to 2023. The keywords used for searching in the referred databases were: ("migrant child*" and determinants and health) selected by (Article title, Abstract, Keywords). Articles were required to be in English, peer-reviewed, and focused on migrant children's health. The selection prioritized open-access and free full-text articles. Initially, 131 articles were identified. During the screening phase, 22 duplicates were removed, resulting in 109 articles. After reading titles and abstracts, 93 articles were excluded because they didn't meet the criteria related to the focus on migration themes. Exclusion criteria involved non-peer-reviewed sources, and those published outside the specified timeframe. By examining 16 qualified studies, the findings underscore disparities and challenges faced by migrant children, highlighting the importance of tailored interventions and policies to improve their health and well-being. With this study, it's hoped to provide relevant scientific information in the field of child migration and their health and well-being.

Social and Emotional Competencies as Mediators of Mental Health, Prosocial Behaviour and Academic Achievement: impact of a mental health programme in children and adolescents

Margarida Frade Santos^{1,2,4,7}, Diego Gomez-Baya^{3,7}, Celeste Simões^{1,2,7}, Paula Lebre^{1,5}, Ilaria Grazzani⁶

¹Faculdade de Motricidade Humana, Universidade de Lisboa, Lisboa, Portugal; ²Instituto de Saúde Ambiental, Faculdade de Medicina, Universidade de Lisboa, Lisboa, Portugal; ³Department of Social, Developmental and Educational Psychology, University of Huelva, Huelva, Spain; ⁴CeiED - Centro de Estudos Interdisciplinares em Educação e Desenvolvimento, Universidade Lusófona, Lisboa, Portugal; ⁵Instituto de Etnomusicologia INET-MD, Faculdade de Motricidade Humana, Universidade de Lisboa, Lisboa, Portugal; ⁶Department of Human Science for Education "R. Massa", University Milano-Bicocca, Milan, Italy; ⁷Aventura Social Associação, Lisboa, Portugal

Research has shown that socioemotional competencies have a positive impact on mental health, academic achievement and positive behaviours and its promotion through programme implementation has already been acknowledged. With COVID-19, children and adolescents were taken away from their daily activities, such as school, which was considered to have a big impact on academic development but also on their social and emotional development, and mental health. This study aims to assess the impact of PROMEHS, a mental health curriculum implemented at schools in two different academic years (2020/2021 and 2021/2022). It also assesses socioemotional competencies as mediators of mental health, academic achievement, and prosocial behaviours. A total of 1229 students from kindergarten to high school were evaluated in two measuring times: pre and post-test. The results showed that PROMEHS had significant effects in both academic years, with stronger effects among children. An increase in both academic achievement and prosocial behaviour, and a decrease in total difficulties, were found. As well, some improvements were observed in social and emotional competences, with more remarkable effects in children subsample. Furthermore, the results of a mediational analyses revealed that the relationships between adjustment outcomes (i.e., total difficulties, academic achievement and prosocial behaviour) in times 1 and 2 were partially mediated by the scores in social and emotional competences. Thus, these results underscore the importance of social and emotional learning to improve psychological, academic, and social adjustment in children and adolescents. Social and emotional learning programs should be further developed and promoted in Portuguese schools.

SYMP_08

Cyberbullying and Online Harms: Lifespan Experience and Perspectives from University

Chair(s): **Helen Cowie** (University of Surrey)

This panel draws on the consequences of educational lifespan experience and demonstrates the problems that are happening in University and beyond. This then has the potential to carry on into the workplace with dire consequences to career and lifetime achievement.

Misogyny in the Metaverse: How Virtual Spaces Breed Toxic Behaviours

Shaheen Shariff, Christopher Dietzel

McGill University, Canada

Over the past two decades, there have been growing concerns over the negative effects of the Internet and social media on users' mental health and safety, particularly regarding children (see e.g. Livingstone, 2003; Dretzin & Maggio, 2008; Zheng & Lee, 2016). While these concerns can sometimes give way to moral panic over technological advancements, they have largely been supported by a wealth of research and studies (see e.g. Kwan et al., 2020; Vogels, 2021; Cook, 2022). And yet, social media companies such as Meta (formerly Facebook) continue to develop and promote ways for people to connect online, prioritizing "growth and profits over combating hate speech, misinformation and other threats to the public" (Timberg, 2021). Some may support this quest of social innovation by dismissing online violence as a phenomenon with no impact on the real world, but recent events such as mass shootings and live-streamed suicides have demonstrated how unrestricted online spaces can provide encouragement for perpetrators of deadly violence (Stewart, 2019; Roose, 2019; Wakefield, 2020). Technological advances in virtual reality (VR) have only increased the immersion of these potentially toxic communities by giving users more freedom to express themselves and interact with others in virtual spaces. Given the history of sexual harassment and "avatar rape" on similar platforms such as SecondLife and Quivr (Bugeja, 2010; Belamire, 2016),

we are calling on social media companies such as Meta to implement more effective measures to make VR safe for all users.

Cyberbullying in Universities: Looking at the Growing Trends in Developing Countries

Joshua Rumo Arongo Ndiege, Leah Mutanu

United States International University, Kenya, Africa

The pervasive nature of cyberbullying is fueled by the widespread accessibility of the internet and modern technologies like smartphones, iPads, and computers. This phenomenon is increasingly infiltrating institutions of higher learning, posing significant challenges to student learning, mental well-being, and social growth. This paper focuses on cyberbullying in universities, with a specific emphasis on its impact in developing countries. Despite ample evidence indicating its presence in higher education settings, universities in developing nations often lack the necessary frameworks to effectively address cyberbullying. Examining the rising trend of cyberbullying in these contexts, this paper highlights the unique challenges faced by universities in developing countries, stemming from various contextual factors. It advocates for the development of tailored frameworks and policies that account for local dynamics, aiming to combat cyberbullying effectively. These frameworks should not only support victims but also offer deterrents against cyberbullying perpetration.

“It was Only a Bit of Fun” – When Bullying and Cyberbullying Becomes Harassment and Sexual Violence Among University Students - Findings From the Violence at University Project.

Carrie Anne Myers¹, Helen Cowie², Nathan Hudson³, Emma Short⁴, Holly Powell-Jones¹

¹City, University of London, ²University of Surrey, ³National Centre for Social Research, UK, ⁴London Metropolitan University

Bullying and cyberbullying among students in higher education takes many forms and comprises a range of behaviours including spreading nasty rumours on the grounds of race, disability, gender, religion and sexual orientation; ridiculing or demeaning a person; seeking revenge or deliberately embarrassing a person by posting intimate photos or videos about them without their consent online; accessing a person’s social networking site with malicious intent; socially excluding a person. The behaviour that has caused the most policy concern is the increasingly sexualised nature of the violence. Furthermore, when that behaviour becomes criminal it raises questions of responsibility and who should be ‘policing’. Examples include online abuse and image-based abuse, which are occurring on university campuses with increasing frequency. This paper discusses these incidences of violence at UK universities and considers what needs to be done to address the problem. Reporting findings from the Violence at University Project, a quantitative study that looks at the feasibility of measuring violence in all its forms in higher education, it is argued that students who are in higher education do not arrive at the system and suddenly engage in these behaviours. Advocating that such behaviours are a continuation throughout the education system, this research addresses the links with increasing sexual violence and dating violence in schools. Further research possibilities are discussed as well as the need to study cyberbullying, in all its forms, across the lifespan of education to foster positive relationships among university students.

Cyberbullying and Online Harassment: The Impact on Emotional Health and Well-Being in Higher Education

Sheri Bauman

University of Arizona, USA

Researchers and the public frequently express concern about cyberbullying and victimization among children and adolescents in primary and secondary schools, perhaps because these developmental periods are believed to increase vulnerability for engaging in these behaviours. However, college and university students are not immune to this phenomenon, nor are faculty members. Cyberbullying and online harassment are thought to be motivated in part by the desire to attain, increase, or maintain one's status among one's peer group. Given the competitive and hierarchical structure of higher education, the context is likely to provide a fertile environment for this form of aggression. In this paper, I summarize the literature on the prevalence of cyberbullying in institutions of high education, describe the various methods used by university students and faculty to perpetrate cyberbullying, discuss the correlates and predictors of involvement in cyberbullying, and review strategies used to cope with attacks at both the individual and institutional level.

SYMP_11

Social and Emotional Learning in Taiwan

Chair(s): **Huei-Tsyr Chen** (President, Taiwan Happiness Village Emotion Education Association, Taiwan)

Discussant(s): **Huei-Tsyr Chen** (President, Taiwan Happiness Village Emotion Education Association, Taiwan)

When social and emotional learning was not well-recognized in Taiwan in 2001, we started the SEL for the Grades 5-6 in response to calls from teachers of an elementary school in Beitou district, Taipei City, Taiwan in 2001. Even as of now, the Taiwan's curriculum guidelines do not explicitly include SEL. However, with the increasing awareness of importance of SEL in Taiwan, The Social Emotional Education & Development (SEED) Center was established recently which represents a collaborative effort among university, government, and society in Taiwan, dedicated to enhancing social-emotional learning (SEL) within the educational landscape. In this symposium a total of 4 presentations will be made. Two presentations: "An Authentic SEL Curriculum for Elementary Schools in Taiwan" and "A Unique Approach Involving Parents as Key Roles in Promoting Social and Emotional Learning in Elementary Schools in Taiwan" will be made to show the unique experience in promoting SEL in the elementary schools in Taiwan during the past 23 years. The other two presentations from SEED Center: "Revolutionizing Emotional Education: The Social Emotional Education & Development (SEED) Center's Journey in Transforming Taiwan's Educational Landscape" and "The Evolution of the BEST ME Program: Enhancing Teacher Well-being and Social-Emotional Learning Across Educational Settings in Taiwan" will be made to show the new efforts made to further promote SEL and teachers' well-being in Taiwan. Dr. Huei-Tsyr Chen will serve as Chair and will set the scene for the overall presentation; he will lead the discussion at the end.

An Authentic Social and Emotional Learning Curriculum for Elementary Schools in Taiwan

Li-Jung Yang¹, I-Ching Lee², Yi-Shan Huang³, Tai-Mei Chang⁴, Chun-Wei Huang⁵, Chia-Wen Chang⁵, Ya-Min Yang⁶, Rei-Ying Huang⁷, Li-An Lu⁸

¹Developmental Psychologists, Chief Knowledge Officer, Caremind Institute, Taipei City, Taiwan,

²Clinical Psychologist, NeoPsy Psychotherapy Clinic, Taoyuan City, Taiwan, ³Clinical Psychologist,

Psychotherapy Clinic, Taipei City, Taiwan, ⁴Clinical Psychologist, Sky Bright Clinic, Taipei City, Taiwan,

⁵Clinical Psychologist, Li Jen Psychological Clinic, Taipei City, Taiwan, ⁶Clinical Psychologist, Jie

Psychiatric Clinic, Taipei City, Taiwan, ⁷Clinical Psychologist, Taipei Veterans General Hospital, Taipei

City, Taiwan, ⁸Clinical Psychologist, Chen Guang Psychological Therapy Center, Taipei City, Taiwan

An important issue in social and emotional learning (SEL) is the development of curriculum. The challenges for developing such curriculum are that it must be (1) systematic, (2) consistent with children's cognitive development, (3) helpful in dealing with daily social and emotional life and (4) suitable for the cultural context. With this in mind, before we started the SEL implementation at elementary schools in Taiwan in 2001, a group of developmental and clinical psychologists were invited to create the curriculum for children aged 6-12. This curriculum is comprised of twelve conceptually and thematically linked courses and one course is taught each semester. Exquisitely designed PPTs are provided to facilitate teaching and learning. In addition, worksheets are also provided so that pupils can practice at home as well and parents who work with their children to complete the worksheets can also enhance social and emotional literacy. Both teachers and parents give the curriculum high praise because it is very attractive to children, and very easy to comprehend the related SEL concepts and skills. They also affirm by observations that the curriculum does promote children's emotional awareness, expression, regulation, self-esteem and social skills. The positive outcomes of a two-year (2016-2018) follow-up study of senior-grade courses were presented in 7th ENSCE Conference held in Budapest, Hungary, in 2019. In the presentation the background for developing this curriculum will be presented first, followed by describing the goals and contents of the curriculum of each grade and demonstrating sample contents of the curriculum.

A Unique Approach Involving Parents as Key Roles in Promoting Social and Emotional Learning in Elementary Schools in Taiwan

Huei-Tsy Chen¹, Li-Jung Yang², Sylvia Tai³, Mei-Chi Hsiao³, Wei-Kun Yeh³

¹President, Taiwan Happiness Village Emotion Education Association, Taiwan, ²Founding President, Taiwan Happiness Village Emotion Education Association, Taiwan, ³Executive Director, Taiwan Happiness Village Emotion Education Association, Taiwan

As of now, the social and emotional learning (SEL) has not been explicitly adopted in the curriculum guideline of Ministry of Education of Taiwan. However, in 2001, we started the SEL in response to calls from teachers at an elementary school in Beitou District of Taipei City, Taiwan. It has been pointed out that both schoolteachers and parents play important roles in promoting the students' social and emotional competence. Judging that the teaching load of teachers were heavy at that time, we adopted a unique approach in which the parents of each school receive training on the theoretical background and implementation of the curriculum for a period of 40 hours and, as key lecturers, deliver the SEL programs in the classroom through team teaching with the home-room teacher. This approach has been very successful in that (1) with obtained social and emotional competence, the trained parents not only apply it in their families but they, acting as school volunteers, also help promoting pupils' the social and emotional competence, and (2) from the team teaching structure, the home-room teachers have the opportunity to understand the contents of the curriculum and apply them in the daily school life to help deepen the students' learning. The highlights of this presentation are: (1) how we managed to have our program accepted by the school, (2) how the approach involving parents as key roles in promoting SEL is implemented and (3) the outcomes of such an approach.

Revolutionizing Emotional Education: The Social Emotional Education & Development (SEED) Center's Journey in Transforming Taiwan's Educational Landscape

Hsueh-Chih Chen¹, Meng-Ning Tsai², Chia-Chen Lee³, Marissa Yi-Hsuan Wu⁴, Yu-Lin Chang⁵

¹Professor, Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei City, Taiwan; ²Director, Social Emotional Education and Development Center,

National Taiwan Normal University, Taipei, Taiwan, National Taiwan Normal, ²Postdoctoral Fellow, Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei City, Taiwan, ³Project Staff, Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei City, Taiwan, ⁴Assistant Professor, Department of Child and Family Science, National Taiwan Normal University, Taipei City, Taiwan, ⁵Assistant Professor, Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei City, Taiwan

The Social Emotional Education and Development (SEED) Center, represents a collaborative effort among university, government, and society in Taiwan, dedicated to enhancing social-emotional learning (SEL) within the educational landscape. This center is a response to the increasing emotional stress among students and the evolving challenges faced by educators in Taiwan. This presentation highlights the SEED Center's significant impact both nationally and internationally, aligning with the conference theme by showcasing the practical influence of SEL research on educational practices and policies. The SEED Center employs a multifaceted strategy to integrate SEL into the Taiwanese education system, responding to the government's education reforms emphasizing competency-based learning. This approach includes developing resource-rich platforms for educators, implementing evidence-based SEL curricula, and establishing collaborative networks. The center's initiatives, grounded in contemporary research and best practices, focus on student social emotional development, teacher support, school system, and cultural integration. The center has innovatively developed culturally relevant SEL models, enhancing social-emotional competencies of both students and teachers, and effectively integrated SEL into educational policies and systems, significantly impacting emotional and educational development in Taiwan. This development represents a major step in advancing holistic education in Taiwan, enhancing understanding of SEL academically and practically, and contributing to a more empathetic and resilient society. It will provide insights on adapting the SEED Center's SEL model for collectivist cultures, emphasizing the importance of cultural context. The session aims to demonstrate the global applicability of the Taiwan SEL model, showcasing its potential to inspire similar initiatives in societies with collectivist values.

The Evolution of the BEST ME Program: Enhancing Teacher Well-being and Social-Emotional Learning Across Educational Settings in Taiwan

Marissa Yi-Hsuan Wu¹, Hsueh-Chih Chen², Meng-Ning Tsai³, Chia-Chen Lee⁴, Yu-Lin Chang⁵

¹Assistant Professor, Department of Child and Family Science, National Taiwan Normal University, Taipei City, Taiwan, ²Professor, Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei City, Taiwan; Director, Social Emotional Education and Development Center, National Taiwan Normal University, Taipei, Taiwan, National Taiwan Normal, ³Postdoctoral Fellow, Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei City, Taiwan, ⁴Project Staff, Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei City, Taiwan, ⁵Assistant Professor, Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei City, Taiwan

In the rapidly evolving educational landscape, the significance of Social and Emotional Learning (SEL) as a crucial component of holistic education has gained paramount importance (Darling-Hammond et al., 2019). This presentation focuses on the evolution of the BEST ME program, specifically designed to bolster the well-being and SEL competencies of teachers in Taiwan. The program's development is showcased through four comprehensive studies, each tailored to distinct educator demographics: general teachers, special educators, early childhood teachers, and a train-the-trainer model. Central to these studies is the recognition of the pivotal role of teacher mental health and well-being in

creating a positive and effective learning environment. The BEST ME program, anchored in the principles of SEL, positive psychology, and mindfulness encompasses six units conducted over 15-18 hours. The initial phase of the program involved participants across various formats, including in-person, online, and wait-list groups. This phase demonstrated notable improvements in teachers' well-being, mental health, classroom management, and self-compassion. The program was then customized for special education teachers, leading to marked enhancements in emotional literacy skills such as self-awareness, self-management, social awareness, and interpersonal skills. Further adaptations of the BEST ME program for early childhood educators and a train-the-trainer model underscore its versatility and effectiveness in diverse educational contexts. These studies collectively affirm the program's efficacy in elevating teacher well-being, reducing negative emotional states, and augmenting social-emotional skills. This evolution signifies a strategic effort in teacher competency development, essential for fostering a positive, adaptive educational environment in a changing society.

WORK_03

Positive Psychology and Social, Emotional and Mental Health (SEMH)

Robert Joseph Long

Education Works, UK

The tendency for those supporting troubled children and young people is to focus on deficits, what is wrong is understandable. However, children and young people who face SEMH challenges need more than 'fixing', They need support to achieve their potential. Positive Psychology offers practical suggestions for this. This workshop will show the relevance of Positive Psychology as a practical set of interventions for children and young people who face Social Emotional and Mental Health (SEMH) and neurodiverse challenges.

Friday, 06/Sept/2024

KEYNOTE_3

Social and Emotional Learning, Mindfulness, and the Promotion of Children's Empathy, Kindness, and Compassion: Emerging Research, Lingering Questions, and Directions for Future Research

Kimberly A. Schonert-Reichl

NoVo Foundation Endowed Chair in Social and Emotional Learning, Professor, Department of Psychology, University of Illinois Chicago

What are ways that we can decrease children's mental health problems and promote their well-being, including their happiness and optimism? How can we cultivate positive human qualities such as empathy, compassion, and kindness in the citizens of tomorrow? This presentation will focus on these questions and delineate recent research that has emerged that demonstrates the importance of promoting social and emotional competence and well-being in both educators and students in school through universal social and emotional learning (SEL) programs. Kim will share findings from her research on SEL programs that focus on the cultivation of children's empathy, compassion, and prosociality and describe her research done in collaboration with neuroscientists and psychobiologists examining biological processes, including stress physiology and social epigenetics, to children's social and emotional development in school settings.

ORAL_07

Individual Characteristics and Internet Addiction Among Adolescents: Implications for Social Emotional Learning

Eleni Andreou, Hionia Svoli

University of Thessaly, Greece

Studies report a significant association between Problematic Internet Use and Social and Emotional Learning (SEL) skills. Given the recent expansion and the expected increase in internet availability and usage in the coming years, it is important that educators and healthcare professionals be informed about this behavior and its associated problems. To get a better handle on this problem, we need to understand the background characteristics of youth who may be at risk for online addiction. This study examined how internet users' psychological characteristics, amount of internet use and demographic factors contribute to particular dimensions of internet addiction. The sample consisted of 384 adolescents, ranging in age from 15 to 18 years. Participants were asked to complete the Internet Addiction Test (IAT), measures of Locus of Control, Depression, Loneliness, Self-esteem, and Social Anxiety as well as an inventory that included demographic factors and questions about the amount of Internet use. Results revealed significant associations between variables and different sets of predictors across the four dimensions of Internet use behaviour identified in the study. However, locus of control, depression, and amount of internet use were significant predictors of all internet addiction dimensions. Recommendations are provided on how researchers can strengthen the field of research concerning how internet addiction is manifested and which adolescent internet users are more susceptible to different manifestations of addiction. Implications for intervention programs targeting at either overall or specific domain of SEL competencies with the aim of preventing high school students' problematic Internet use are also discussed.

Augmented Social Play (ASP): Smartphone-Enabled Group Psychotherapeutic Interventions that Boost Adolescent Mental Health by Supporting Real-World Connection and Sense of Belonging

Vítor Alexandre Coelho, Patrícia Brás, Marta Marchante, Patrícia Ribeiro Silva

Académico de Torres Vedras, Portugal

This presentation describes the first steps in the development of ASP-Belong, a smartphone intervention through Augmented Social Play (ASP), designed to foster sense of connectedness and reduce mental health issues. The presentation will describe the rationale for the intervention and for its implementation in Portugal /one of three countries where ASP-Belong will be tested). ASP will use smartphones to deliver real-world group psychotherapeutic interventions and create supportive communities by combining immersive storytelling, contemporary technology, and evidence-based psychology, delivering augmented reality-facilitated, face-to-face collaborative experiences which boost mental health by fostering a greater sense of belonging and connectedness. Ultimately, it is being designed to be to tackle head-on the dramatic increases in mental health problems experienced by young people in a fast-changing, post-pandemic Europe, in which social isolation plays a primary role. In the current presentation, other than a general presentation of the project—which will describe how the project will span multiple academic disciplines and both technology and creative industries, and how it will employ a stakeholder-collaborative approach, to develop ASP interventions with adolescents and adult stakeholders—we will also describe a scoping review of the use of augmented reality to improve social skills. Finally, this presentation will reflect upon the action needed to adapt a similar tool to the Portuguese context.

The Association between Peer attachment and Smartphone Use among Canadian Adolescents: A Latent Profile Analysis

Haoyu Zhao, Bowen Xiao, Michelle Dusko Biferie, Jennifer Shapka, Johanna Sam

The University of British Columbia, Canada

Although research has shown that poor peer attachment is a risk factor for problematic smartphone use, the complexity of this relationship has not been explored. In addition, much of the current research in this area uses a variable-centered approach, which fails to recognize unique patterns of smartphone use by individuals. The current study adopted a person-centered approach to answer the following question: How are sub-domains of peer attachment related to different profiles of smartphone use for adolescents? A total of 2388 Canadian high school students who completed an online questionnaire in 2022 were included in this study (Grades 8-12; Mage=14.98 years, SD=1.39 years; 46.1% females). Latent profile analysis was employed to classify three aspects of smartphone use: habitual use (7 items; mean 3.98; SD 1.12), problematic use (10 items; mean 2.70; SD, 0.82), and self-limitation on use (4 items; mean 3.04; SD 0.75). A multinomial logistic regression model was then utilized to investigate associations between peer attachment and the 3 aspects, controlling for age, gender, and ethnicity. Four classes of use (low, medium-low, medium-high, and high) were identified for all the 3 aspects, and results showed that increased communication and trust among peers were associated with being in the classes of lower habitual smartphone use and addiction, and higher self-limitation. While alienation from peers was associated with a higher likelihood of habitual smartphone use and addiction, no differences were observed for self-limitation. These findings highlight the importance of positive adolescent peer attachments for protecting against excessive smartphone engagement.

A Qualitative Study of Indigenous and Black Youth Resilience Strategies to Bias-based Cyberbullying

Michelle Dusko Biferie, Rachel Hussey, Jenna Shapka, Johanna Sam

Educational and Counselling Psychology, and Special Education, University of British Columbia, Canada

Introduction: The purpose of this study was to explore bias-based cyberbullying, which involves devaluing or harassing people based on specific characteristics of their identity (e.g., race or ethnicity) in online spaces. In this study racialized youth identified factors and processes that they used to promote their resilience when navigating hurtful online experiences such as bias-based cyberbullying. **Methods:** Researchers facilitated two online semi-structured participatory focus groups. Participants co-created a “typical youth” persona story, which was guided by an interactive digital empathy mapping technique about negative online experiences. Participants self-identified as Indigenous (n = 5) or Black (n = 12) and ranged in age from 13 to 25. The majority identified as heterosexual young men (n = 11), although several also identified as bisexual/pansexual young women (n = 4). Participants resided in Canada (n = 8), USA (n = 4), Kenya (n = 4), and South Africa (n = 1). Thematic analysis informed resilience processes used to recover from cyberbullying. **Results:** Participants indicated a dynamic resilience process that included minimizing the meaning of the online hate and seeking emotional closeness with trusted others (peers and family) to validate their experience. Participants also reported redirecting their psychological energies from internal preoccupations to purposeful social and cultural supports such as smudging or advocating against cyberbullying. **Conclusion:** For the racialized youth in this sample, resilience involved connectedness, whereby online and offline relationships were used to help make sense of negative online experiences, as well as to create a sense of agency around personal empowerment.

"Interactive Multimedia Environment Intervention with Learning Anxiety and Metacognition as Achievement Predictors"

Aristea Mavrogianni, Eleni Vasilaki, Michalis Linardakis

University of Crete, Greece

The current study explores how students' achievement in the History course is affected by factors such as anxiety, the use of the internet to solve questions, their attitude towards the History course, metacognitive awareness, and teaching through an interactive learning environment. The attitude towards History is examined by the EDIS scale and the metacognitive awareness by the MARSII-2fR scale. Achievement measurements included the broader historical knowledge and were assessed in 3 phases; pre-intervention where an interactive learning environment was used, post-intervention, and retest one month later. Comparisons were made between the control group, with traditional teaching (N=27), and the intervention group (N=27). Statistical analyses included correlation coefficients, repeated measures linear model, and Wilcoxon signed-rank tests. The results showed that in pre-intervention achievement, learning anxiety and the extratextual component of metacognition are statistically significant predictors but become non-significant when the parameter of study strategies is introduced into the statistical model. The text-oriented component of metacognition was removed as a non-statistically significant variable in the process of finding the optimal/parsimonious statistical model. On post-test scores, the effect of the interactive learning environment on students' achievement is strongly statistically significant, whereas the effect of all other predictors becomes nonsignificant. Retest demonstrated maintenance of achievement as assessed after the intervention. In conclusion, interactive learning environments are effective in improving students' achievement, weakening the initially negative influence of learning anxiety, while

text-oriented strategies do not seem to have a significant effect, contrary to the findings of other studies that examine traditional teaching methods.

ORAL_08

Intergenerational Transmission of Emotional Processing: Neurocognitive Mechanisms of Individual Differences in Childhood

Antonios I. Christou¹, Kostas Fanti², Ioannis Mavrommatis², Georgia Soursou²

¹University of Thessaly, Volos, Greece; ²University of Cyprus, Nicosia, Cyprus

It is now widely documented that individuals differ in the degree they are affected by their environmental context, with some individuals reported being more sensitive to positive and negative influences from their immediate environment. Although independent lines of research have suggested that early caring environmental (e.g., parenting style) and biological (i.e., cortisol levels) contingencies, may interact with individual-level characteristics (i.e., temperament, behavioral characteristics) to predict sensitivity to context, there is currently no comprehensive model available to account for the potential interactions between caring-environment, and interactive neurobiological mechanisms (biology x physiology) to predict affective development. To offer a comprehensive understanding of the complex environmental-neurobiological mechanisms associated with environmental sensitivity, especially in relation to emotional processing and development, the presentation will cover the highlights of our current multi-level investigation on the environmental, behavioral, and neurobiological constructs associated with the intergenerational transmission of affectivity. In particular, we will summarize key evidence that highlights the existence of shared neurocognitive mechanisms of affective processing between parents and offspring, by accounting for the same time for individual differences in behavioral risk factors, with a particular focus on antisocial behavior. The presentation will shed light in uncovering the neurobiological mechanisms associated with such behavioral constructs, which is expected to advance the identification of individuals at risk for later maladaptive behaviors. Tracing broader environmental contingencies of early mechanisms of emotional processing deficits, is anticipated to have significant translational, social, and clinical importance in relation to the development of tailored early interventions.

Meta-emotional Intelligence: Construct, Measurement And Application

Antonella D'Amico^{1,2}, Alessandro Geraci^{1,2}

¹Department of Psychology, Educational Science and Human Movement, University of Palermo, Palermo, Italy; ²MetalIntelligenze - Centro Studi Internazionale, Palermo - Italy

Metaemotional Intelligence (D'Amico, 2018; 2018a ; D'Amico & Geraci, 2023) is a multidimensional construct that arises from the combination of emotional skills and metaemotional factors, such as beliefs about emotions, emotional self-concept, and self-assessment of emotional performance. During the presentation, measurement tools and intervention methods resulting from the research activity on the subject will be illustrated, as well as the results of research conducted with adults, adolescents and children.

Among the tools, will be briefly illustrated: the MSCEIT test (Mayer, Salovey & Caruso Emotional Intelligence test, 2002, ad. It. D'Amico & Curci, 2010) for adults, now integrated into a new protocol for the measurement of metaemotional intelligence in collaboration with Giunti Psychometrics; the IE-ACCME TEST (D'Amico, 2013) for adolescents, an original multi-method scale that measures meta-

emotional intelligence; the IE-ACCME-B test for children (actually under standardization), which aims to replicate the IE-ACCME measurement model also in primary school children.

The second part of the talk will be dedicated to describe the SEL program MetaEmozioni (MetaEmotions, D'Amico, 2018; 2018a) developed in the framework of Metaemotional Intelligence construct. MetaEmozioni is an integrated path aimed at assessing and promoting emotional skills and awareness in children, adults and adolescents. The program MetaEmozioni has already been applied in the field of teacher's and student's training and the report of these experiences will be focused during the presentation.

The Nous Project: a Rigorously Founded SEL Program for Primary and Middle School

Luigina Mortari, Rosi Bombieri, Federica Valbusa

University of Verona, Italy

The contribution presents the SEL program The Nous Project, developed by the Center for Educational and Didactic Research (CRED) of the University of Verona and Melete - Center of philosophy for care. The program, addressed to primary and middle school children and aimed at promoting the understanding of their own and others' emotions, has been implemented in some schools in Northern Italy. In line with the need to promote educational programs that are rooted in a clear theoretical framework and whose effectiveness can be assessed through a rigorous research (National Practitioner Advisory Group, 2019; Jones & Doolittle, 2017), the theoretical bases of The Nous Project and some preliminary data emerging from a research aimed at investigating its effectiveness are presented. The program is based on the cognitive conception of emotions (Nussbaum, 2001; Ellis, 1993; Oatley, 1992), according to which emotions imply cognitive contents that influence the processes of meaning of the experience. This theoretical suggestion guided the creation of metaphorical teaching tools - "The garden of emotions" for primary school and "The geometry of emotions" for middle school - designed to help students analyze the thoughts underlying emotions. These metaphors were used in several implemented activities, such as reflective writing and Socratic conversations, and the data collected from this implementation were analyzed according to the empirical phenomenological method (Mortari, 2022; Mortari et al. 2023). Some results that have emerged so far are discussed, showing the potential of the teaching tools used and underlying the implications for educational and didactic practice.

SYMP_05

Play, Bodily Experiences And S.E.L.

Chair(s): **Paula Lebre** (Universidade de Lisboa)

Discussant(s): **Paula Lebre** (INET-MD, Instituto de Etnomusicologia - Centro de Estudos em Música e Dança, Faculdade de Motricidade Humana - Universidade de Lisboa), **Adriana Frazão** (INET-MD, Instituto de Etnomusicologia - Centro de Estudos em Música e Dança, Faculdade de Motricidade Humana - Universidade de Lisboa)

During childhood, the interconnectedness of physical, emotional, and cognitive development in children, advocate for holistic approaches that integrate play and bodily experiences to support healthy development despite adversities. Our symposium is organized into 4 presentations that focus on research being undertaken in two countries Portugal and Chile. The contributors will present original research data and results from studies, covering aspects of child development and intervention strategies, focusing on children with autism spectrum disorder (ASD), emotional management, psychomotor therapy and socioemotional learning (SEL), and the influence of adverse

childhood experiences (ACEs) on development. The first study examines the relationship between psychomotor functions and social skills in children with ASD, suggesting a potential avenue for promoting socioemotional learning through bodily experiences. The second presentation emphasizes the importance of bodily experiences and play for socioemotional development, highlighting psychomotricity as a practice that facilitates and understanding of the internal worlds, especially in post-pandemic contexts. The third proposal showcases methodological strategies derived from psychomotor therapy work with a child diagnosed with high abilities and social integration difficulties, emphasizing the incorporation of SEL planning to support emotional growth and positive relationships. Lastly, a systematic review focused on the impact of ACEs on healthy child development with preliminary findings suggesting a need for measures and intervention to mitigate ACEs.

Are Psychomotor Functions Related with Social Skills And Behavioural Problems In 4-6 Aged Children with autism spectrum disorder and typical development?

Adriana Frazão¹, Sofia Santos², Celeste Simões³, Paula Lebre¹

¹INET-MD, Instituto de Etnomusicologia - Centro de Estudos em Música e Dança, Faculdade de Motricidade Humana - Universidade de Lisboa, ²UIDEF – Instituto da Educação, Faculdade de Motricidade Humana - Universidade de Lisboa, ³ISAMB, Instituto de Saúde Ambiental, Faculdade de Motricidade Humana - Universidade de Lisboa

While social difficulties are the core deficit in children with autism spectrum disorder (ASD), a large proportion of these children have motor difficulties (approximately 80%). These limitations influence socioemotional learning in children with ASD. The goals of this study were 1) to compare psychomotor functions, social skills and behavioural problems between children with ASD and with typical development (TD), and 2) to investigate associations between the domains. This cross-sectional study includes 27 children with ASD aged from 4 to 6 years and 27 age-matched typically developing controls. Psychomotor functions, social skills and behavioural problems were assessed by Neuropsychomotor Function Evaluation Battery (NP-mot.pt), Preschool and Kindergarten Behavior Scales - Second Edition (PKBS-2) and Child Behavior Checklist 1.5-5 (CBCL), respectively. Data were analysed with SPSS IBM 28 by using Spearman correlation, and the significance level was set at $p < 0.05$.

The preliminary analysis of results shows there is a significant positive relationship ($r = .444$) between psychomotor functions and social skills in the TD group. Contrarily, In the ASD group, no significant relations ($r = .031$) were found. Behavioural problems are negatively and non-significantly related to psychomotor functions (TD $r = -.376$; ASD $r = -.183$) in both groups. Considering these results, some insights are presented on whether socioemotional learning should be promoted through bodily experiences in an inclusive context.

S.E.L., Body Experience and Play As A Key to Resilience: An Approach From Psychomotor Interventions at school

Mariangeles Gimenez¹, Tatiana Gurovich²

¹Universidad Finis Terrae, Santiago, Chile, ²Pontificia, Universidad Católica, Santiago, Chile

Emotional management related to metacognition and decision-making (Holian, 2006). As a result, it is essential to accompany children in order to promote emotional awareness through bodily experiences, and the development of competences that enable adaptive responses to the context. This proposal presents a qualitative analysis approach through a single case study, based on the criteria of framework and material selection (Serrabona, 2019) applied to the devices used in the

educational psychomotor sessions context. Focusing on integrating emotional and social competences into bodily experiences and play, where the possibility of emotional and motor expressions, exploration, and creativity emerges through ludic scenes. Literature shows that psychomotricity is a practice that witnesses the implantation of the symbolic in the body and its pleasurable effects throughout an invitation to understand our internal world through motricity. Its methodology considers the unity of body and mind, integrating the cognitive, emotional-affective, symbolic and physical interactions in the individual's capacity to be and to act in a psycho-socio-cultural context (Coler & Cols, 2010). The analysis of the post-pandemic context urges us to transform our support models, innovating on intervention strategies aimed at promoting resilience (Saint Cast, 2021). This involves revaluing play scenarios where cognitive and emotional flexibility (Lavanchy & Valverde, 2005), creativity (Behncke, 2017), and encounters with others occurs within a context of emotional security. The described approach aims to contribute to highlighting the virtues of psychomotor intervention as a discipline that, through bodily mediation and play, supports holistic development, strengthening self-esteem, (Arnaiz, 2008), increasing resilience.

Supporting SEL through Psychomotor Therapy: Building Relationships through Movement and Play

Tatiana Gurovich¹, Mariangeles Gimenez²

¹Pontificia, Universidad Católica, Santiago, Chile, ²Universidad Finis Terrae, Santiago, Chile

The proposal presented aims to showcase the methodological strategies derived from the systematization of psychomotor therapy work through a single case study: a child diagnosed with high abilities and exhibiting social integration difficulties in the school environment, in accordance with the original reason for parental consultation.

The process involved a systematic collection of information throughout the therapy sessions, transitioning from an individual to a group focus. This entailed a qualitative analysis based on the psycho-semiotic record of the sessions, which contributing to the understanding of the case and the development of strategies related to movement and bodily play, fundamental aspects of the psychomotor approach, as well as the incorporation of SEL (Social and Emotional Learning) planning. The developmental process, encompassing perceptual-motor, emotional, and affective growth of the patient, was accompanied from a flexible and harmonious psychomotor perspective. This facilitated the visualization of the journey undertaken to acquire critical skills and foster positive relationships, providing support in effectively (Zins et al., 2007) managing challenging situations both within the therapeutic context and in family and school dynamics.

This trajectory is understood as an opening or reflection on this space-time, integrating SEL strategies into the psychomotor therapeutic approach. These strategies aid children in recognizing and managing their emotions, reflecting on their feelings, and making decisions based on conscious reflection of their behaviour, interpersonal skills, resilience, and empathy; all of which are enhanced through playful interaction.

The Relation Between Adverse Childhood Experiences And Children's Development, Behavior And Learning: A Systematic Review

Ana Silvano¹, Celeste Simões², Margarida Frade Santos³, Sofia Santos⁴

¹Faculdade de Motricidade Humana, Universidade de Lisboa, ²Faculdade de Motricidade Humana, Universidade de Lisboa, ISAMB - Instituto de Saúde Ambiental, Faculdade de Medicina, Universidade de Lisboa, ³Faculdade de Motricidade Humana, Universidade de Lisboa, ISAMB - Instituto de Saúde Ambiental, Faculdade de Medicina, Universidade de Lisboa, Centro Interdisciplinas de Estudos em Educação e Desenvolvimento, Universidade Lusófona, Lisboa, Portugal, ⁴UIDEF – Instituto da Educação, Faculdade de Motricidade Humana - Universidade de Lisboa

Adverse Childhood Experiences (ACE) refers to abuse (physical, emotional and sexual), neglect (physical and emotional) and family environment (mental illness, domestic violence, substance abuse, divorce and arrest). This systematic review goal is two-fold: how do ACEs influence psychomotor development, and what is their relationship with behavior and learning? What is the relationship between the characteristics of ACEs (quantity/type/frequency) and the development (psychomotor, behavioral and learning) of children/adolescents? A survey is planned on electronic databases and journals from 2018 to 2023, published in English, Spain or Portuguese (PubMed, Scopus, Psychology and Behavioral Sciences Collection, Medline, APA Psycinfo, ERIC, Web of Science, Cochrane and While Online Library). The primary search strategy used was based on terms such as “adverse childhood experience” AND “childhood” AND “development” AND “behavior” AND “learning”. Two researchers will independently select all the articles to apply eligibility criteria and screen records according to inclusion/exclusion criteria. A third independent researcher will analyze doubtful articles (researchers agreement <80%) to solve possible disagreements. The methodological quality of the studies will be assessed using the STROBE checklist. Currently, we found 1944 articles in the databases mentioned above, that will be now thoroughly analysed. Is expected that ACEs have a negative influence on development and seem to be associated with neurodevelopment disorders, with an impact on learning. Reflecting on measures and strategies to mitigate ACEs is crucial.

SYMP_06

Social Bodies In Contact: Developmental Dialogues In A Diversity Of Contexts

Chair(s): Irene Valori (Technische Universität Dresden)

Discussant(s): Teresa Farroni (University of Padova)

The body is the first landscape in which, from the earliest stages of life, the sensory, psychophysiological, and social processes underlying learning take place. The sense of the bodily self and of the self-other boundaries are crucial for social-emotional development, which takes on different challenges and trajectories at different ages, in atypical development, and in different contexts. In this symposium, we discuss how the body serves as a means of meaningful social dialogues, where "one size does not fit all," and embracing diversity is key. The first talk underscores the significance of social affective touch in facilitating emotional self-regulation and executive functions from preschool-age, offering a valuable approach to enhance SEL and mental health in schools. In the following talks, we present findings on adolescence as a sensitive window for gender- and relationship-specific preferences for interpersonal touch, as well as the unique challenges posed by autism, highlighting the importance of personalised interactions in mitigating SEL difficulties. These insights provide essential guidance for promoting inclusive practices that recognise individual

differences in socio-emotional learning. Lastly, the symposium extends its impact by illuminating the potential of physical contact in fostering intercultural understanding, as evidenced by adolescents interacting with foreign peers through touch, showcasing a promising avenue to reduce prejudices and promote positive attitudes towards the outgroup. Overall, this symposium not only enhances our understanding of the intricate connections between interpersonal bodily experiences and socio-emotional development but also offers practical insights with broad implications for promoting inclusive and healthy learning environments.

Affective Touch Promotes Preschool-Age Children's Autonomic Self-Regulation

Letizia Della Longa, Teresa Farroni

University of Padova

Touch is the earliest sensory modality to develop serving as a sensory scaffold on which we come to perceive our own body and to interact with others. Affective touch, mediated by activation of C-tactile afferents, is at the core of the developing bodily self and it has been shown to foster autonomic self-regulation and modulate affective states in situations of distress in early infancy and across the lifespan. The present study aims to investigate whether affective touch modulates heart rate variability (HRV), which is considered an index of vagal activity associated with autonomic regulation, in preschool-age children after watching neutral and emotional cartoons. Participants (N=68, age range 3-6 years) were presented with a two-minute neutral video (first block) and a scene of child crying (second block) followed by 2min of touch, either affective (slow stroking with a brush) or non-affective (gentle tapping with the brush handle). Results revealed a larger increase of HRV during tactile stimulation in children perceiving affective touch compared to non-affective touch, suggesting the specific role of affective touch in enhancing vagal activity. Temperamental traits modulated this effect. Specifically, children with lower scores of effortful control, meaning the ability to manage attention, inhibit or activate behaviours as needed to adapt, showed more sensitivity to affective touch. Contributing to the discussion of SEL and mental health in schools, we discuss how affective touch may increase HRV in both neutral and emotionally salient conditions, possibly supporting autonomic and emotional self-regulation in young children.

Exploring Social Preferences Across Typical Development And Autism: Do Time Contingency And Engagement Matter?

Laura Carnevali¹, Irene Valori², Letizia Della Longa¹, Teresa Farroni¹

¹University of Padova, ²Technische Universität Dresden

In the complexity of social interactions, the rhythmic coordination of behaviour and physiology – interpersonal synchrony (IS) – fosters cooperation, enhances prosocial behaviours, and moulds lifelong social attitudes. At the core of synchronous interactions is the ability to detect and respond contingently to communicative signals, which is shown to emerge from the earliest moments of life. Atypicalities in these processes might contribute to socio-communicative impairments commonly observed in Autism Spectrum Disorder (ASD), where feelings of social disconnection are often reported. Our research delves into factors influencing IS in ASD and their neurotypical peers (TD), examining the impact of time contingency and social engagement on preferences for interactive partners. Using a tablet-based task comprising pre-test, interaction, and post-test phases, n=110 participants (n=55 ASD, n=55 TD) repeatedly chose amongst four closed windows revealing faces that transitioned from side to front. Those varied in time contingency (immediate or delayed response) and social engagement (smiley direct gaze vs neutral averted gaze). Before and after interaction participants ranked faces by preference. Preliminary findings indicate that both ASD and TD favour

contingent engaging faces, with TD also preferring non-contingent engaging stimuli. Changes in rating scores post interaction highlight the crucial role of temporal contingency in shaping social preferences. Differences in how ASD and TD individuals select interactive stimuli reveal unique pathways for social connections. Emphasising factors that differently shape social bonds across typical and atypical development, this study contributes to SEL discussions in inclusive practices and offers practical implications for mental health and well-being.

Unveiling Social Touch Preferences Across The Lifespan Using The Handson App: Adolescence As A Sensitive Period For The Development Of Gender- And Relationship-Specific Dialogues

Irene Valori, Wenhan Sun, Merle T. Fairhurst

Technische Universität Dresden

Bodily contact is a powerful means of affective communication, with its meaning varying based on the relationship between the person being touched and the toucher. Limited information is available on the preferences for social touch during adolescence, a sensitive period for social and emotional learning. Here we explore how social touch preferences transform across the lifecycle, potentially assuming diverse functions and meanings that contribute to the complexity of social bonds. Using the Virtual Touch Toolkit app, children, adolescents, and adults painted heatmaps of full-body avatars, indicating the body zones that they find soothing/unpleasant to be touched by family or friends, a female or male friend. While boys show a positive peak in their liking of social touch, girls report an increased dislike for social touch, especially to intimate body zones and from male friends. Increased liking of social touch is associated with higher body awareness and perceived support from one's social network. Contributing to the discussion on SEL and inclusive practices, we discuss how educational settings should recognize and leverage individual preferences for social touch, fostering more inclusive environments for socio-emotional learning. Interpersonal touch can serve as a catalyst for heightened self- and body awareness, as well as a tool for emotion recognition and management. In the realm of SEL and technology-media, we also highlight how mobile apps with self-reflection tools addressing socio-emotional topics can play a crucial role in initiating a sensitive and respectful dialogue with adolescents, providing a valuable platform for research and education.

Getting Closer: The Use Of Physical Contact Between Groups Increases Inclusion Of The Outgroup In The Self In Young Adolescents

Soraya Elizabeth Shamloo¹, Elena Trifiletti², Andrea Carnaghi³

¹University of Modena and Reggio Emilia, ²University of Verona, ³University of Trieste

Contributing to the discussion of SEL and intercultural understanding, this talk delves into the socio-emotional power of physical contact to facilitate inter-group interactions among adolescents. Initial evidence suggests that the use of physical contact (i.e., touch; a form of non-verbal communication) in intergroup interactions may help improve intergroup attitudes. Although limited, these results have been found both when considering direct physical contact as well as imagined physical contact but only among adults. In addition, some researchers have suggested that one possible explanation for these findings may rely on the fact that intergroup physical contact enhances the inclusion of the outgroup in the self (i.e., IOS), yet this assumption has not been investigated so far. Using data from a longitudinal study, we tested whether the use of physical contact (e.g., a touch on the shoulder, a handshake) between Italian and foreign young adolescents enhanced IOS for the majority group (i.e., Italians). Results showed that the use of physical contact with foreigners longitudinally predicted IOS among a sample of Italian adolescents (N = 550) even after controlling for quality and quantity of

direct contact. Results are discussed within the current debate on intergroup contact and prejudice reduction strategies.

WORK_05

EFT Tapping Boosting SEL and Mental Health in Schools

Eleni Vardaki

School Staff Trainer - Academic and EFT Coach

In this 90-minute workshop, participants will learn about the theoretical underpinnings and empirical evidence supporting clinical EFT Tapping's efficacy in educational settings. They will then get a first-hand experience of some of the ways that Eleni has introduced EFT Tapping to students, educators, and school psychologists in schools. Included will be a short EFT Tapping demonstration with a volunteer from the group. Finally, they will consider age-appropriate and context-appropriate principles and adaptations for tapping with Primary School and Secondary School students, as well as with teachers and school psychologists in school environments.

WORK_06

Inspiration Precedes Remediation: Restoring and Enhancing Student Mental Health and Resilience Through Humor and Positive Purpose

Maurice J. Elias¹, Ed Dunkelblau²

¹Rutgers University, United States of America; ²Academy for Social and Emotional Learning in Schools, International

There is a world-wide crisis of mental health among children, particularly adolescents. Almost all young people are affected directly or indirectly by traumatic events happening all over the globe, particularly in the Middle East, Eastern Europe, and the Global South. Interventions directed toward these youth have been less effective than hoped. Our work suggests this is because young people, especially adolescents, resent attempts to being “fixed.” Treatment-focused approaches reinforce negative self-perceptions, nurture suspicions that they really do have immutable shortcomings, and, ultimately, erode their sense of resilience. From the perspective of “inspiration precedes remediation,” we draw from work by Frankl and Damon on the importance of positive purpose and more recent work by Prilleltensky and Kruglanski on a universal motivation to matter. We intentionally use the term, “positive purpose” to illuminate the need to understand how students who cannot find a positive purpose will indeed seek out negative purpose, rather than feel as if they do not matter at all. We will share interventions for bringing humor and stress relief into the classroom, building a sense of positive purpose, creating a personal purpose statement, ecological goal setting, identifying sources of inspiration, and promoting youth voice and show how all connect to mattering and positive purpose. These interventions can be applied in classrooms and group and individual clinical and counseling context. Our focus is on practical methods that participants can bring into their work settings “on Monday morning.”

KEYNOTE_4

>SEL A Healthy Student Model to Expand Thinking & Stimulate Action

Stephen Elliott

Arizona State University, USA

Many of us have spent years assessing and teaching social emotional skills to improve children's well-being and academic engagement. We have had some success, but we can do more and

have a larger, more sustainable impact. Thus, this presentation focuses on the value of expanding SEL research and practice from a healthy student model perspective. This model is based on developmental science regarding stress management, responsive relationships, and core life skills and the interaction of these elements. Most of the SEL skills we assess and teach children are examples of core life skills. By expanding our efforts to directly teach children how to reduce stress and families how to cultivate reciprocal responsive relationships, it is likely many SEL interventions will result in healthier and happier children.

OPENFORMAT_01

What Would Wonder Woman Do? Exploring the Research on Using Fictional Characters and Narratives to Impact Cognitive Processes and Behavior Modification

Dr. Janina Scarlet¹, Carrie Goldman², Chase Masterson²

¹Superhero Therapy; ²The Heroic Journey SEL and Mental Health

We know that SEL works – but how can we get children and teens to willingly learn the core competencies they need to thrive in our stressful world? We use the power of stories! SEL goes epic in this interactive session by The Heroic Journey SEL & Mental Health, a program which turns struggles into strengths by engaging children and teens in heroic narratives in combination with evidence-based psychology. By viewing iconic, pop culture video and enacting light activities, participants will experience the cognitive processes that substantiate the extensive, published research on using psychologically evocative media characters and themes to inspire self-regard and transformation, as well as to mobilize prosocial behavior. Created by psychologists and veteran educators using the five CASEL Core Competencies in combination with Cognitive Behavioral Therapy, Dialectical Behavioral Therapy, and Acceptance and Commitment Therapy, The Heroic Journey's evidence-based approach teaches crucial skills in ways that are exciting and relatable. Featured in Forbes, CBS News, Fatherly Magazine, Thrive Global, Huffington Post, the Los Angeles Times, and CNN, The Heroic Journey SEL & Mental Health was created in Partnership with YMCA of the USA and is their solely endorsed SEL program for students, parents, and educators across the U.S.

ORAL_09

Self-esteem, Well-being, Motivation For Physical Activity Practice, And Emotional Intelligence Of Portuguese Adolescents During COVID-19 Lockdown

Zélia Anastácio, Maria Isabel Condessa, Sara Fernandes

Universidade do Minho, Portugal

Some of actual emotional and mental health conditions seem to have been caused or aggravated by the lockdown imposed by the COVID-19 pandemic. This study aimed to investigate the relationship between self-esteem, well-being perceived factors, motivation for the practice of physical activity (PPA), and emotional intelligence, as well as to establish the relation between these dependent variables and individual factors like sex, school level, family context. A cross-sectional study was carried out, following a quantitative methodology. A questionnaire was applied online to a sample of 601 adolescents from Portugal continental, Azores and Madeira, aged between 15 and 24 years, with an average of 19,8, and a great majority of females (75%). Data analysis used the software IBM-SPSS (version 28.0). Descriptive and inferential statistics analysis was done and correlations were tested. Results evidence good self-esteem (M=28.99) without significant differences between boys and girls. The well-being factors prioritized were body health (M=3.72), balanced daily rest (M=3.65), healthy and balanced diet (M=3.58), and the practice of regular physical activity (M=3.41). The main reasons for the practice of physical activity were the need to feel well in the PPA; the need to improve or maintain motor ability; when practicing physical activity, the exercises must be accessible; the need

and enjoy outdoor exercise, and others, with significant differences between sexes. For emotional intelligence, the highest levels were registered for empathy, while the lowest were found for emotional self-management, with girls revealing the worst values. Results help to understand adolescents' experiences and promote their socioemotional learning.

Exploring The Embodiment Of Transcultural Resilience: Dance Movement Therapy, Creativity, And Social-Emotional Wellbeing

Jung-Hsu Jacquelyn Wan

University of Auckland, New Zealand

This presentation delves into the intricate inquiry of reconciling dance movement therapy (DMT) with transcultural consciousness, focusing on embodied resilience and trauma, from the perspective of a Taiwanese-New Zealand practitioner. Employing a mixed method qualitative methodology, this work was ignited by Alchemical Hermeneutics, melting embodied inquiry and critical autoethnography to investigate the researcher-practitioner's experiences. As the work morphs, I find myself immersed in new materialism, posthumanism, and traditional Chinese philosophy. The process of data-ing, emerging and not all planned, embraces creativity, contemplation, and practice-led, maintaining a semi-structured approach. I explore the intersections between transcultural consciousness, adverse childhood lived experiences, and relational resilience through the means of memories, life encounters, dialogue, dreams, and imagination. The text, images, and movement sequences that emerged are constructed through a trauma-informed lens, addressing inter- and intra-personal, historical, cultural, and human-non-human perspectives. The research process critically engages with existing theories in Eastern and Western contexts while framing four Seasonal Dives as the thematic container. This presentation will share preliminary results/constructions, highlighting the researcher's becoming and transformative journeying, emphasizing resilience amidst trauma. The implications for practice involve (re)gazing and (re)experiencing wellbeing through the embodiment of transcultural resilience, offering insights into personal-societal-cultural-global interconnectedness. This research contributes significantly to the discourse on resilience, trauma, transcultural consciousness, and the potential therapeutic applications of dance movement therapy.

Enhancing Social and Emotional Learning through Authentic Movement: A Study with Dance Department Students in Taiwan

YuChi Lin

Chinese Culture University, Taiwan

This study explores the use of Authentic Movement (AM) as a tool for enhancing social and emotional awareness among college students in Taiwan's dance departments. Recognizing the interconnectedness of body and mind, and the role of movement in accessing the unconscious, this research posits that AM can facilitate an awareness of social and emotional development often overlooked in daily life. AM, rooted in dance movement psychotherapy and based on Carl Jung's theory of active imagination, encourages spontaneous movement to explore the unconscious. The practice typically involves a dyad: a mover and a witness, which creates a dynamic of observation and being observed. This dynamic is particularly relevant in the collective culture of Taiwan and in the competitive environment of dance departments, where the tension between observation and being observed is heightened. The study focuses on fourth-year college students in a dance department,

examining how AM aids in recognizing and understanding emotions and interpersonal relationships. It also provides a space for students to navigate the complexities of visibility and scrutiny. The findings indicate that AM is an effective approach for focusing on social and emotional aspects, helping students become more attuned to their emotions and the dynamics of their relationships.

"Empowering Teachers: Integrating Arts-Based Strategies for Cultivating Social-Emotional Learning Competences in the Classroom"

Natacha Pirotte

The Red Pencil (Europe), Belgium

This presentation looks at the work of The Red Pencil, a humanitarian organisation that works with art therapy and shares its experience in implementing an arts-based capacity building and e-learning programme for over 150 teachers based in Jammu & Cashmire, India, aimed at developing SEL skills in the classroom.

Firstly, the context, the stakeholders involved in the project and its general objectives are described. Next, the theoretical framework underpinning the intervention, the structure and detailed content of the programme, and the monitoring and evaluation procedures are presented. Then, aspects of implementation and the results achieved are explained. The comments are illustrated by testimonials from the teachers and art therapists who provided the training.

Finally, the lessons learned and best practices from this experience will be shared with the audience.

Engaging The School Community In The Educational Space Renovation

Gonçalo Canto Moniz^{1,2}, Carolina Coelho^{1,3}, António Rochette^{1,3}, Luis Alcoforado^{1,3}, Valentina Gutierrez¹

¹University of Coimbra, Portugal; ²Centre for Social Studies, University of Coimbra, Portugal; ³Centre of Interdisciplinary Studies CEIS20, University of Coimbra, Portugal

This paper seeks to present the renovation of a nearly nine-decade-old school, national heritage site, using participatory methods for full school community engagement. The participatory architectural design approach proposed by Jeremy Till is a catalyst for the transformation of the educational role of users. Based on the S3S tool, developed by the authors under CoReD Erasmus project, six workshops and ten walkthroughs conveyed representatives from diverse groups of the educational community, with workshop attendance ranging between 15-20 individuals and walkthroughs hosting around 5-10 participants. The online survey gathered 524 responses (80% students, 17% teachers and 3% staff), followed by four walkthroughs and one workshop, which were conducted for further data clarification. The school assembly, with 150 participants, facilitated the presentation of the project's initial conclusions and invited active participation in refining the programme proposal. In summary, the comprehensive engagement through all the activities fostered a collaborative environment, encouraging stakeholders to contribute to the refinement of the proposed educational program. With more than 500 participants, this was a rare time in Portugal when a participatory work was carried out in the context of the refurbishment of a school facility. Additionally, this project is taking place at a time when society expects schools to involve children and youngsters for longer, as an adaptable and sustainable learning environment that doesn't discriminate against anyone. Thus, the participation of the community, implies the educational spaces to be inclusive, to answer users'

functional and mobility requirements, and to enable the teaching-learning processes according to the current paradigm.

ORAL_10

Evaluating A Creative Writing Intervention For Students: Effects On Anxiety, Depression, And Self-esteem/Self-concept

Angeliki Giannopoulou, Stephanos Vassilopoulos

University of Patras, Greece

In recent years, more and more students are experiencing mental health difficulties such as depression, anxiety, low self-esteem, loneliness. This is the reason for designing and applying a group support intervention for students with mental health problems. The study aims to assist students in overcoming various psychological challenges. Specifically, an experiential program was conducted to help students with mental health problems using creative writing techniques. The program was applied to a group of students in order to reduce anxiety and depression, as well as to increase well-being and self-esteem. The sample consisted of 32 students from University of Patras, who were experiencing some psychological difficulties, of which 16 belonged to the intervention group and 16 to the control group. Writing can be therapeutic, as it helps people to express emotions or fears and relieve stress and anxiety. The participants completed two questionnaires (pre- post) which consisted of the following scales: generalized anxiety (GAD-7), depression (PHQ-9), well-being level (WEMWBS) and self-esteem (RSES-10). A total of eight weekly meetings were held. Participants wrote stories, tried to express their feelings, boosted their self-confidence, socialized, and tried to estimate their anxiety or depression. The results of the participants' evaluation were positive. The intervention helped participants to reduce anxiety and depression, as well as increase their self-esteem and well-being. Also, according to the participants, the action was satisfying in accomplishing its objectives. It helped them to manage stress, to overcome depression, to overcome loneliness, to increase their self-confidence.

Is Social and Emotional Learning Influencing the evolution of Social Anxiety and Social Withdrawal?

Patrícia Ribeiro Silva, Vítor Alexandre Coelho

Académico de Torres Vedras, Portugal

Social Emotional Learning (SEL) is a field in quick expansion, however there are increasing calls for the analysis of how interventions in this area may lead to reductions in internalizing problems. This study analyzes the influence of social emotional competencies, such as Self-Control, Social Awareness, Relationship Skills and Responsible Decision-Making, have in the trajectories of Social Anxiety and Social Withdrawal. Two-thousand-two-hundred-thirty-one upper middle school students (7th-8th grades), of which 1168 were boys (52.4%), were assessed three times during two school years. Out of this total, 1562 of these students participated in a SEL program. Results showed that students with higher Social Awareness displayed a more positive trajectory in Social Anxiety, whereas students with higher Relationship Skills displayed a more negative trajectory in Social Anxiety. Furthermore, higher levels of Self-Control and Relationship Skills were associated with an increase in Social Withdrawal during the analyzed period, which may be explained by the positive spin given to Social Withdrawal

during the COVID-19 pandemic. These results highlight the relevance of considering social and emotional competencies in efforts to reduce internalizing problems, especially during critical events such as the COVID-19 pandemics. Implications for practice will be drawn.

Texting in the Classroom By Adolescents Without and With Learning Disabilities: Do Psychological Connectedness and Boredom Matter?

Thanos Touloupis, Dimitrios Chasapis

University of the Aegean, Greece

Within the context of a broader research project on the under-investigated issue of the role of social-emotional contributors to students' texting in the classroom, the present study examined comparatively texting in the classroom between adolescents with and without Learning Disabilities (LD). Also, the role of students' psychological connectedness and sense of boredom in their texting behavior in the classroom was investigated via a structural equation modeling. Overall, 408 students (47% girls) with LD and 439 students (59% girls) without LD, who both attended junior high schools of Mainstream Education and used a mobile phone, completed self-reported scales about the variables involved regarding the Modern Greek language course, which covers most hours of the weekly school curriculum. School units were randomly selected from Thessaloniki and Katerini (Greece). The results showed that texting (via SMS or instant messages) during this course was significantly higher for second grade students and especially for students with LD, regardless of their gender. Additionally, psychological connectedness to the classroom predicted texting in the classroom both directly and indirectly through the sense of boredom, for students with LD, and only indirectly through the sense of boredom, for students without LD. The findings imply the need for teaching interventions in the context of specific courses, to strengthen positive emotional psychological mechanisms of students, and especially of those with LD, and therefore minimize their disruptive texting in the classroom.

School Engagement and Academic Achievement: The Role of Relationships with Parents and Peers

Pedro Dias¹, Pedro Dias², Lurdes Veríssimo¹, Alexandra Carneiro¹, Raquel Duarte¹, Rosário Serrão¹

¹Universidade Católica Portuguesa, Portugal; ²University of the Azores, Portugal

This presentation shares the results of a systematic literature review exploring the relationship between socio-emotional security (attachment, support, and secure relations with parents and peers) and academic achievement, school engagement, and early school dropout. This review followed the PRISMA guidelines, through a search conducted in the following databases: ERIC, Scopus, and Web of Science. The review includes 38 empirical quantitative studies, published between 2018 and 2022, in English. The results revealed that parent and peer relationships impact students' academic achievement and school engagement, as expected. However, no studies on early school dropout could be included in the review, attending to defined inclusion/exclusion criteria. This systematic review highlighted the relevance of the development of healthy relationships between children and adolescents with their peers and parents for school success.

Do Mindfulness, Life Satisfaction And Mental Distress Play A Role In Academic Self-efficacy?

Diana Vieira

ISCAP, Politécnico do Porto, Portugal

Students in higher education are faced with a number of demanding tasks, including academic performance. Self-efficacy, defined by Albert Bandura's social cognitive theory as people's beliefs about their ability to achieve certain levels of performance, has been identified as an important psychological resource. The contribution of academic self-efficacy to academic success is well documented. However, there has been little research on the relationship between physiological and emotional states and academic self-efficacy. Considering mindfulness, life satisfaction and psychological distress as indicators of physiological and emotional states, the present study aims to explore their relationship with academic self-efficacy. The sample for this study consisted of a total of 211 students from a public university in northern Portugal (64% female; 92% aged 18-22; mean age 20). As expected, the results indicate that higher academic self-efficacy is positively associated with mindfulness and life satisfaction, but negatively associated with psychological distress. The implications of this study for practice are straightforward. Self-efficacy is an assessment of personal ability that can be enhanced through intervention programmes based on sources of self-efficacy. As physiological and emotional states are considered as sources of self-efficacy, this study supports the implementation of psycho-educational programmes within universities that focus on mindfulness training. These initiatives can help to improve academic performance and benefit students, teachers and HEIs as a whole.

SYMP_07

Challenges and Advances in Evaluating and Treating Social Emotional and Cognitive Deficits Associated with Autism Spectrum Disorder

Chair(s): **Erifylli Tsirempolou** (National & Kapodistrian University of Athens, Athens, Greece)

Discussant(s): **Angeliki Gena** (National & Kapodistrian University of Athens, Athens, Greece/Institute of Systemic Analysis of Behavior, Athens, Greece)

From infancy through adulthood, people with Autism Spectrum Disorder (ASD) are confronted with complex challenges due to the pervasiveness and lifelong nature of this disorder. The present symposium encompasses three presentations aiming to demonstrate the complexity of assessing and of treating deficits that affect the overall development and coping of people with ASD across the life span. Starting with infancy, the first presentation demonstrated how parents can be trained, through individualized training protocols, to improve a host of response classes associated with the attachment that infants and young children with ASD establish with their parents. The second study is a pilot attempt aiming to demonstrate that executive functions (EFs) may be treated as operant response classes – responses that improve contingently upon the application of treatment. The third and final study addresses self-determination and independent living skills as key elements for the improvement of the quality of life of people with ASD and their families. This systematic literature review highlights the importance of providing family support to enhance the family's coping by improving along the lines of these two important elements.

Enhancing The Attachment Bond Between Children With ASD and Their Parents Through Individualized Parent-Training Practices

Areti Stefanaki¹, Angeliki Gena²

¹National & Kapodistrian University of Athens, Athens, Greece, ²National & Kapodistrian University of Athens, Athens, Greece/Institute of Systemic Analysis of Behavior, Athens, Greece

Attachment theory underlines the importance of early emotional experiences for the socioemotional development across the life span. Children with Autism Spectrum Disorder (ASD) are characterized

by atypical social communication repertoires which may affect the quality of attachment with their parents. In addition, several parental characteristics have been identified as relevant to the type of attachment that children with ASD develop with their parents. The purpose of the present study was binary: to investigate the attachment patterns of children with ASD with both their mothers and fathers and to assess the effectiveness of a parent training program based on behavior-analytic technology that focuses on improving attachment by strengthening the quality of parent-child-with-autism interactions. The sample of the present study included four families with children with ASD with an age of 2 to 5 years. The quality of the parent-child relationship was assessed using the Strange Situation Procedure (SSP) and the Disorganized Attachment classification. A multiple-baseline-across-response categories experimental design was used to assess the effectiveness of the intervention package in improving child-related, parent-related and child-parent interaction variables. Treatment benefits generalized to response categories to which training was not conducted and to new settings. The results highlight the importance of designing early and effective parent-training interventions that address the quality of attachment of children with ASD and their caregivers and the positive outcomes of a secure attachment for the wellbeing of the family system.

Keywords: ASD, attachment theory, parent training

Assessment and Training a School-aged Boy with ASD in Verbal and Visuospatial Working Memory and Cognitive Flexibility using Behavior-Analytic Techniques

Erifylli Tsirempolou¹, Dimitra Basdeki², Angeliki Gena¹

¹National & Kapodistrian University of Athens, Athens, Greece/ Institute of Systemic Analysis of Behavior, Athens, Greece, ²National & Kapodistrian University of Athens, Athens, Greece

People with Autism Spectrum Disorder (ASD) experience deficits in executive functioning, such as working memory and cognitive flexibility. Executive functions play a crucial role in one's adaptive behavior, school performance, and social interaction. The purpose of this study was to investigate the effectiveness of a behavioral-analytic intervention as a means of training a school-aged boy with ASD in verbal and visuospatial working memory and cognitive flexibility. Normative data were also collected in order to compare his performance with his neurotypical counterparts. A multiple-baseline-across-response-categories experimental design was used to assess the efficacy of prompting, modelling, and social reinforcement contingencies in improving executive functioning skills associated with the above three categories in a school-aged boy with ASD. It was demonstrated that the intervention resulted in significant improvement in the participant's performance on the target variables. In fact, the participant reached normative performance. Thus, we may conclude that executive functions may be treated as operant behavior – behavior that changes in accordance with teaching and reinforcement contingencies.

Keywords: ASD, Executive Functions, Working Memory, Cognitive Flexibility, Applied Behavior Analysis

A Systematic Review of Parents' Experiences, Perspectives, and Perceptions About Self-determination and Independent Living Skills of their Children with Autism Spectrum Disorder

Despina Papoudi, Konstantina Chatzoglou

Department of Special Education, University of Thessaly, Volos, Greece

The purpose of this systematic review is to examine the size and range of research studies regarding parents' experiences, perspectives, and perceptions about self-determination and independent living skills of their children with ASD in order to identify key findings and highlight potential gaps. The

development and acquisition of self-determination and independent living skills align with the principles of social emotional learning and individuals with ASD show significant difficulties in this domain. This review was conducted in line with PRISMA guidelines, 99 studies were reviewed, and 15 studies met the inclusion criteria. Most studies took place in the US between 2018 and 2022, seven studies were based on qualitative research methods, and eight studies on quantitative. Analysis of findings and characteristics was conducted and 6 themes were identified. This review highlights that additional support is needed to support parents in the development of self-determination and independent living skills of individuals with ASD at family level as well as at societal level in order to promote the social-emotional development and the quality of life of individuals with ASD.

Keywords: ASD, Self-determination, Independent Living Skills, Quality of Life

SYMP_13

PROMEHS Project Outcomes. Implications for Practice and Research

Chair(s): **Aurora Adina Colomeischi** (Stefan cel Mare University of Suceava, Romania)

Discussant(s): **Ilaria Grazzani** (Department of Human Sciences for Education 'R.Massa', University of Milano Bicocca, Milan, Italy), **Sanja Tatalović Vorkapić** (Department of Educational Sciences, Faculty of Teacher Education, University of Rijeka, Croatia)

This presentation proposes a brief introduction to the PROMEHS project (Promoting Mental Health in Schools) involving 7 EU countries. The project produced a variety of outcomes in terms of research and practical applications on different topics such as assessment, teaching and counselling.

The Validation of Social-Emotional Competence Teacher Rating Scale (SECTRS-14) in Italy, Latvia and Portugal

Ilaria Grazzani¹, Celeste Simoes², Baiba Martinsone³, Valeria Cavioni⁴, Alessandro Pepe¹

¹Department of Human Sciences for Education 'R.Massa', University of Milano Bicocca, Milan, Italy,

²Faculdade de Motricidade Humana, Instituto de Saúde Ambiental, University of Lisbon, Lisbon,

Portugal, ³University of Latvia, Department of Psychology, Latvia, ⁴University of Foggia, Department of Humanities. Literature, Cultural Heritage, Education Sciences, Foggia, Italy

Despite growing interest in evaluating the social and emotional learning of students and the development of standardized assessment tools for this purpose, there remains a dearth of validated instruments for evaluating teachers' social and emotional skills. In the context of the implementation of the Promehs program, we addressed this knowledge gap by investigating the psychometric characteristics of the Social-Emotional Competence Teacher Rating Scale (SECTRS, Tom, 2012), an instrument originally developed and validated in North America. We analyzed data obtained in three European countries, specifically Italy (n=324), Latvia (n=139), and Portugal (n=109), performing confirmatory factor analysis procedures to validate a four-factor model measuring, respectively, Teacher-student relationships, Emotion regulation, Social awareness, and Interpersonal relationships. The data supported this factorial structure, with a total of 14 items (SECTRS-14) included in the final model. The outcomes of a multi-group comparison indicated that the model exhibited partial invariance across the three cultural settings. We discuss these findings underling the importance of having appropriate and dependable instruments for assessing the socio-emotional skills of teachers in different European countries.

Evaluation of PROMEHS Implementation in Croatian Kindergartens and Schools

Sanja Tatalović Vorkapić¹, Lidija Vujičić¹, Akvilina Čamber Tambolaš¹, Ilaria Grazzani², Valeria Cavioni³, Carmel Cefai⁴, Liberato Camilleri⁵

¹Department of Educational Sciences, Faculty of Teacher Education, University of Rijeka, Croatia,

²Department of Human Sciences for Education 'R.Massa', University of Milano Bicocca, Milan, Italy,

³University of Foggia, Department of Humanities. Literature, Cultural Heritage, Education Sciences,

Foggia, Italy, ⁴University of Malta, ⁵University of Malta

Given the worrying data from the WHO regarding the mental health of students, it is extremely important to ensure quality programmes in society that support children and young people in strengthening their mental well-being. With this aim, the 3-years international Erasmus+ project PROMEHS: Promoting mental health in schools was designed. The project activities brought together various representatives from universities and education policy from seven European countries: Italy (project leader), Greece, Croatia, Latvia, Malta, Portugal and Romania. The main project activities were related to the creation of the PROMEHS curriculum based on three important variables: social-emotional learning, resilience and prevention of behavioural problems and its assessment. As in other countries, the PROMEHS curriculum was introduced in Croatia after the training of educational staff (N=88). It was applied in two groups of kindergartens and schools (N=32; 15 and 17), and 790 children participated. Using a quasi-experimental design, the data was collected at two measurement points in two groups (control and experimental). When testing the significance of the differences, the expected increased levels of social-emotional competence and resilience as well as the reduction of difficulties in the children's behaviour were found. These effects are most pronounced in the assessments of teachers, in contrast to the assessments of parents and self-assessments of students. In addition, a significantly higher level of psychological well-being was found among teachers. In view of the proven positive effects of the PROMEHS curriculum, a micro-qualification program has been developed to ensure its sustainability and systematic application in schools.

PROMEHS: An Evidence-based Program for Promoting Teachers' Emotional Competence and Resilience

Aurora Adina Colomeischi¹, Maria Poulou²

¹Faculty of Sciences of Education, Stefan cel Mare University of Suceava, Romania, ²Science of Education Department, University of Patras, Greece

While there is acknowledgement that teachers' social and emotional competences influence the quality of teacher-student relationships, the role of teachers' own mental health has been overlooked. The plethora of school-based programs developed have focused mainly on students' social and emotional competences, with no emphasis given to the implementors' social and emotional competences. Current study is part of a bigger research project that addresses the implementation of Promoting Mental Health at Schools (PROMEHS), a school-based program developed for both students and teachers' promotion of mental health at schools. The administration of the Social and Emotional Competence for Teachers (SECTRS) and the Connor Davidson Resilience Scale (CD-RISC, 10) to 104 primary and secondary teachers from Romania and 152 in-service primary and secondary teachers from Greece, revealed moderate changes on teachers' competences following PROMEHS program implementation through teleconference during COVID-19. The results of this study signify the need to promote teachers' mental health at schools.

Teachers and Students' Social and Emotional Competencies: Are They Related?

Celeste Simões¹, Margarida Santos¹, Paula Lebre¹, Anabela Caetano², Lucia Canha³

¹Faculty of Human Kinetics, University of Lisbon, Portugal, ²ISAMB, University of Lisbon, Portugal,

³UNOESTE, Brazil

Teachers significantly impact students' socio-emotional development, directly or indirectly, resulting in positive or negative outcomes. This study examined the association between teachers' and students' social and emotional competencies and how they relate to student behaviour. The study used data collected from the European project PROMEHS, which included two data collection periods, before (BP) and after (AP), the implementation of the PROMEHS curriculum in Portugal, with an experimental group (EG) and a waiting list group (WG). The mean data from teachers and students from the same school was paired, and a correlational analysis was conducted with the four groups [(EG-BP, n=20), (EG-AP, n=18), (WG-BP, n=17), (WG-AP, n=16)]. The results show only a few significant correlations between teachers' and students' competencies, but they were mostly negative for both the EG and WG in the initial data collection period (BP). However, after implementing PROMEHS, several positive and significant correlations emerged between teachers' and students' competencies, but only in the EG group (EG-AP). Regarding student behaviour, in all four groups, students' social and emotional competencies (self-evaluation and teachers' evaluation) were generally associated with positive outcomes, such as better academic performance and fewer internalized and externalized behaviours. However, teachers' social and emotional competencies were only significantly associated with better student outcomes in the EG-AP and WG-BP groups. These results will be aligned with qualitative data from the PROMEHS project and discussed, highlighting the importance of social and emotional learning and mental health promotion in schools.

WORK_08

Accessing the Voices of Children with SEMH Needs using Photo Elicitation Interviews

Amanda Barrie

SEBDA, United Kingdom

My workshop relates to the conference theme of SEL and inclusive practices. It links to my doctoral research, a case study which involved children with SEMH needs accessing LEGO® Based Play Therapy (LeGoff, 2014). This was followed by individual Photo Elicitation Interviews (PEI) (Collier and Collier, 1986; Epstein et al, 2006) to garner the children's views of the intervention. The child's voice (Cremin et al, 2001) was central to my research. Despite UN conventions and UK laws promoting child's voice, the voices of SEMH children are rarely heard or taken account of effectively in schools (Cremin et al, 2001). Children with SEMH needs often lack the language, confidence or skills to express themselves (Cross, 2004). Thus, a research method that got me beyond "dunno" (Thomas, 2013) was essential. PEI (Collier and Collier, 1986; Epstein et al, 2006) provided that method of evidence gathering. Photographs were taken by the children and researcher during the weekly LEGO® sessions. These were then used in interviews at the end of 8 weekly sessions. Thematic analysis of transcribed interviews produced themes of play, relationships, emotions and emotional literacy, skills and place and time.

My research involved 12 children, aged 8 – 10 years old, experiencing some form of SEMH. Ethical approval for my research was sought and considered children's right to consent to be involved in the research process and also regard of taking photographs of the children during the research.

The workshop would explore how this research method can be used with young people with SEMH needs in practice as well as research. Participants will experience first-hand a PEI activity as well as a basic form of thematic analysis of their own PEI responses. Throughout the workshop there will be opportunity for Q&A and discussion. References will be provided.

POSTER_2

P10 Preschool Children's Emotion Situation Knowledge And Its Impact On Their Peer Relations

Anastasia Tzouni, Constantinos Vouyoukas

Aristotle University of Thessaloniki, Greece

During preschool age children's emotion understanding serves as a means of communication in peer groups. Research on preschool children's emotion understanding has shown a relationship between emotion knowledge and social competence. The aim of this research was to investigate the relation of preschool children's social and achievement emotion situation knowledge to their peer relations. Forty preschool children (4–6 years old) and their preschool teachers participated in the study. Emotion knowledge was assessed with the use of vignettes and peer relations were assessed with the use of checklists completed by the preschool teachers. Findings indicated that: 1) the social emotion of surprise was positively related to friendship relations, conflict resolution and participation in academic and non-academic activities, 2) the social emotion of disgust was positively related to conflict resolution, and 3) the achievement emotion of fear was negatively related to conflict resolution. The improvement of preschool children's understanding of the normative emotion expectations may help them respond to their peers in a more predictable way. Accordingly, emotion situation knowledge may establish effective peer relations among preschool children and facilitate their social and emotional learning. Activities that engage preschool children in conversation, emotion talk and role-playing describing how emotions are experienced and understood in real classroom life situations may improve their emotion knowledge and their peer relations. The resulting impact of emotion understanding on peer relations highlights the need for developing educational policy that fosters early social-emotional learning.

P11 Intercultural Mediation: For a Positive Coexistence Between Cultures

Daniela Reis

University of Minho, Portugal

The project presented here was carried out within the scope of the Academic Internship of the 2nd year of the master's in education, an area of specialization in Educational Mediation, which aims to promote a positive coexistence between cultures using intercultural mediation. Through an action-research methodology, this project aimed to understand the need to work on intercultural mediation with migrant children/young people to promote interculturality; to analyze the potential of intercultural mediation strategies with children/young people from different cultures to promote positive coexistence between them and to understand the students' opinion about the project and the mediator. The general objective of the project was based on promoting a positive coexistence between the different cultures in the School Cluster. Methodologically, and to achieve these objectives, this project was divided into two phases: in the first phase, a needs survey, a semi-structured interview was carried out with 20 children/young migrants from the AE. In the second phase, a space for dialogue and reception was created for the migrant and native community, called Interculturality Club. In the IC, several activities were developed to meet the needs identified in the previous phase. The results obtained suggest that there was a personal and social transformation of

the students that, in the future, may be manifested at a collective level. In other words, through the sessions held at the IC, it is understood that there was a positive impact on the coexistence between cultures.

P12 Love: Preschool and School-Aged Children's Perspectives

Fotini Bonoti, Sofia Kelesidou

University of Thessaly, Greece

The sentiment of love is intrinsically related to the wellbeing of children, serving as a foundation for their emotional and social development. Despite the acknowledged importance of love in child development, the way in which children understand this concept has not been sufficiently explored to date. The purpose of the present research was to study the way in which preschool and school-aged children perceive the concept of love. The sample consisted of 245 children (107 boys, 138 girls) aged 4 to 12 years, who were divided into three groups with an average age of 5, 8 and 11 years, respectively. Children were first asked to define love and describe a corresponding emotional experience. Subsequently, they were requested to draw a picture of "a person who feels love/is loving". The children's responses and drawings were content analyzed, revealing five categories: (a) Positive emotional sign, (b) Expressions/ manifestations of love, (c) Shared activities with others, (d) Emotional engagement, and (e) Care/offering. The results showed that, regardless of age, children attribute a positive emotional sign to the concept of love. However, while younger children interpret love through its expressions/manifestations and shared activities with others, older children describe it as an emotional bond that develops between two individuals, as well as a disposition to care for and contribute to society. A deeper understanding of children's perspectives on love could inform educational practices, parenting strategies, and therapeutic approaches aimed at supporting healthy emotional growth and wellbeing in children.

P13 A School Culture Based on the Positive Criminology Approach and its Implications for Children at Risk

Limor Golan

Kinneret College on the Sea of Galilee, Israel

The article's purpose is to expand the educational knowledge that deals with models for dealing with Children at Risk through the research of school culture that is consistent with the principles of Positive Criminology. The research examined the perceptions, applications, and characteristics of the school culture, as well as the experience and consequences obtained from the perspective of the staff and students at risk. For this purpose, an elementary school was investigated as a case study in which 15 students defined as children at risk and 15 teaching staff were interviewed. The Secondary Research Tools were observations and document collection. The findings, which were analyzed according to the qualitative-phenomenological methodology, yielded two main themes that shed light on the culture that characterizes the school: the educational principles and the administrative principles that support it. Content analysis brought up two levels of reference: the organization's inputs, which include individual, social, and cultural ideology, adapted to the unique needs of the child at risk; and the outputs of the organization, which include feelings of achievement, freedom of choice and the acquisition of pro-social skills, which allow the student equal opportunities in the future. The contribution of the research allows for a unique theoretical and applied frame of reference: the integration between the field of knowledge of Positive Criminology, its perception and contribution

to the promotion of the population of children at risk, and the learning of educational and managerial principles of growth that can be learned and applied in other schools.

P14 Lifelong Learning and Health Promotion for Civil Servants

Ignatia Farmakopoulou, Maria-Georgia Gkoutsoula

University of Patras, Greece

Introduction: Lifelong learning is part of contemporary life as it includes both formal (postgraduate studies), non-formal (further education seminars) and informal education (parenting schools) and is related to all scientific disciplines, as well as to all aspects of individual development, especially health and professional advancement. It examines several lifelong learning theoretical approaches such as Kolb's, Mezirow's, Knowles' & Freire's and models of health promotion like Lewin's and Witte's. Aims: This paper focuses on exploring the relationship between Lifelong Learning and Health Promotion among public sector employees. It presents the conceptual framework of the terms lifelong learning, health promotion and human resources. The essay presents primary research and is related to the Conference Theme: well-being mindfulness. The main research questions were: What are the differences in participation in lifelong learning programs by gender, age, occupation and type of training? Methodology: Mix methodological design is used, where quantitative research leads on qualitative case studies, through semi-structured interviews with health and welfare professionals. The motivation of workers who choose to participate in Lifelong Learning programs is investigated as well as the extent of the influence on their health, comparing the two professional groups. Results: Ongoing research so far has shown that the type of training chosen by employees is mainly linked to their career advancement and less to their personal development and that lifelong training programmes not only protect their health but also help to cultivate critical thinking and social skills. Lastly, it is mainly middle-aged women who participate in these programmes.

P15 Sense of Belonging in Transition to School: the Perspectives of Children

Ida Skytte Jakobsen¹, Anne Marie Villumsen², Thomas Engsig³

¹UCL, Denmark; ²Vive, Denmark; ³UCN, Denmark

The majority of Danish pupils are experiencing a good school start and a good transition to school. However, some experience a low sense of school well-being. Primarily through the drawings of children, we set out to explore this from a child perspective with the following research question: What contributes to children's sense of belonging in school in relation to their transitioning from early childhood education especially for children at risk? Methods: Data consist of 32 drawings and eight observational video recordings. Results: Children connect to school in child-to-child relationships, communities, and play. Specific places and activities, such as the football field or the swings, are also key elements of belonging. This connection of child-to-child relationships, child communities, and play in specific places and with specific activities unfolds as children associate places, materials, and spaces with the feeling of belonging. Conclusion: When we ask children what it takes to belong, the school as a physical location, the classroom, or the cloakroom is not what first comes to mind for them. Nor do the school's adults or parents appear in the children's drawings. In fact, both the school's adults and parents are absent when we talk to children about belonging at school. There can, of course, be many interpretations of this, but one suggestion is that other children have a crucial impact on children's sense of belonging at school.

P16 Analysing Mothers' Sensitivity and Attachment Development During Children's Transitions from Home to Kindergarten

Sanja Tatalović Vorkapić

Faculty of Teacher Education, University of Rijeka, Croatia

The transition of children from the family to kindergarten, which involves separation from the primary caregiver, is a challenging process for children's well-being. It can be an extremely stressful experience that promotes the activation of the attachment system, with the mother's sensitivity to the child's needs being one of the key factors. Therefore, the main objective of this study is to analyze mothers' sensitivity and children's attachment development during the transition from family to kindergarten. A sample of 11 early childhood educators assessed the attachment and quality of transition in 129 children and the sensitivity of their mothers. Validated scales on children's attachment and mothers' sensitivity and three questions on the quality of children's transition were applied. As hypothesized, the research results showed the highest prevalence of secure attachment and appropriate adjustment in the children, higher levels of satisfaction during transition and adjustment, higher levels of quality of cooperation with parents, moderate levels of difficulties during transition, and the presence of higher levels of mothers' sensitivity. The correlation analyses revealed the expected significant correlations between secure attachment, mothers' sensitivity, and higher quality of transition and adjustment. The results of this study confirm previous research findings and point to the importance of the variables studied for the quality of children's transition and adjustment from family to kindergarten. Therefore, the contribution of this work is visible both in the field of scientific research and in useful implications for strengthening the quality of educational practice during the transition process in kindergarten.

P17 Social-Emotional Measurement in Europe: Initial Conclusions and Future Opportunities

Christopher James Anthony¹, Carmel Cefai², Stephen Nelson Elliott³

¹University of Florida, United States of America; ²University of Malta, Malta; ³Arizona State University, United States of America

Assessment of children's social and emotional learning (SEL) competencies in schools continues to pose challenges for educators throughout Europe. In addition to the panoply of linguistic translations necessary to facilitate international research, assessments must be validated for different cultures that share the same language, and decision systems (e.g., cut points; norms) need to be established to promote best practice. The purpose of this poster presentation is to summarize initial work being done with a brief measure of children's SEL and emotional behaviour concerns, the SSIS SEL Brief + Mental Health Scales. Through various research projects and international collaborations, these scales have been translated into several European languages including Greek, Croatian, Portuguese, Spanish, French, German, Swedish, and Dutch. Initial validation research has indicated the promise of these scales to contribute to both research and practice throughout Europe. The main goal of this poster is to summarize and synthesize this research. Additionally, the details and initial results of a new project will be discussed. This project entails translation and validation of these scales in Malta and planning for a nationwide study to a) evaluate the current SEL status of Maltese children; b) establish a comparison point for future research; c) generate national norms for norm-referenced interpretations; and d) create criterion-referenced cut points to promote meaningful decisions with

students in schools. The details of this project will be shared alongside opportunities for collaboration to conduct similar studies in other European countries and promote the science and practice of SEL measurement throughout the continent.

P18 Different Perspectives on the Role of Leisure and Recreation Centers for the Children

Maria Isabel Condessa^{1,2}, Zélia Anastácio^{1,3}, Paulo César Bulhões⁴

¹Research Center for Child Studies/ University of Minho, Portugal; ²Faculty of Social and Human Sciences / University of the Azores, Portugal; ³Institut of Education / University of Minho, Portugal; ⁴CHAM-A – Humanities Center of the New University of Lisbon and the University of the Azores, Portugal

In spaces such as leisure and recreation centers (LRC), activities are of a physical, playful and expressive nature and should be promoted in contexts of freedom and recreation, providing full development for children and their well-being. This case study aims to understand the representations of a group made up of professionals, parents and former pupils (n=6), about the contribution of this institution to the educational, recreational and cultural development of children while respecting their interests. We conducted a Focus Group interview and then analyzed its content. The results determine the respondents' conception of the importance of this LRC for children's education, due to the characteristics it offers: i) multi-activities (playfulness, sport, art and culture) to promote skills; ii) educational and socio-cultural potential in leisure time; iii) moments in nature, in free and spontaneous play practices; iv) valuing cultural heritage in traditional play. It was concluded that animation activities provide development, learning and personal and social training for children, enabling them to overcome inequalities and freely exploit resources. In conclusion, the main mission of leisure and educational activities is to provide the child with a free and full education, without barriers and constraints, while also enabling moments of rest, fun and well-being for children, which helps them to build dreams filled with creativity, adventure and good humor.

ORAL_11

Social and Emotional Learning (SEL) Content in Early Childhood Teacher Education Programs in Turkey

Hande Arslan Çiftçi

Istanbul Medeniyet University, Turkiye

There is no research addressing the degree to which early childhood teacher education programs in Turkey equip early childhood teacher candidates with the necessary knowledge base and skills for the promotion of SEL. Thus, the aim of this study was to conduct a scan of SEL in early childhood teacher education programs in Turkey. There are a total of 82 early childhood teacher education programs (68 public, 14 private) in faculties of education of universities in Turkey. Thirty percent of public programs were randomly selected. A total of 20 public early childhood teacher education programs were included in the final sample. The coding guide, adapted from Schonert-Reichl and colleagues' (2017) study of SEL in teacher preparation in the US, consists of three sections that address the following issues: (a) Teachers' SEL, (b) Students' SEL, and (c) the Learning Context. The website for each program was visited, and course descriptions were obtained. Only courses that were "required" by the program were coded. Many courses were common across all programs. Therefore, in total, course descriptions for 80 courses were coded for SEL content. It was found that the promotion of students' SEL was addressed in 27.5% of the courses, whereas the promotion of teachers' SEL was

addressed in 17.5% of the courses and the promotion of learning context was addressed in 10% of the courses. It can be said that early childhood teacher candidates need to learn more about SEL and its practical application, with specific attention to all domains of SEL.

Teacher Training in SEL: Suggestions from Plutarch's Philosophy for a Theoretically Grounded Educational Method

Luigina Mortari, Federica Valbusa, Rosi Bombieri

University of Verona, Italy

Literature about SEL highlights the importance of educational programs rooted in a clear theoretical framework (Jones & Doolittle, 2017). This indication should also be considered in designing educational proposals for teacher training in SEL, which is an area of growing interest (Schonert-Reichl, 2015, 2017). The presentation aims to discuss the Plutarch's conception of emotions as a theoretical framework on which to ground effective methods for training teachers in self-awareness and self-management, which are fundamental competences to be improved by SEL programs (Zins et al., 2004; Schonert-Reichl et al., 2015). In line with the modern cognitive conception of emotions (Nussbaum, 2001), the ancient philosophers thought that emotional and cognitive dimension were strictly connected. In particular, according to Plutarch, the way of feeling depends on the meaning that reasoning elaborates about events and thought has a transformative power, because through the reasoning it can provoke changes in the soul's disposition to the point of generating good feelings. Plutarch considers the cultivation of "healthy" thoughts as fundamental and suggests precise principles to be followed to this purpose. Some of them, such as accepting reality, having gratitude, and rethinking the experience, can also be recommended to teachers for the development of positive feelings in their practice. Other competences of a SEL framework to be developed in teacher training, can be linked to Plutarch's theory starting from the consideration that, according to his philosophy, care for the self should be interpreted under an ethical perspective, which requires to be virtuous and engage in good actions.

Social Interactions Of Teacher Students With Peers In The Introductory Study Phase – Results Of An Experience Sampling Study

Marlies Matischek-Jauk¹, Barbara Pail^{2,3}, Georg Krammer⁴, Claudia Stöckl¹, Hannelore Reicher⁵, Corinna Koschmieder¹, Elisabeth Amtmann¹

¹University College of Teacher Education Styria, Austria; ²Lernwerkstättenhochschule Oberwart, Austria; ³Europäische Mittelschule Oberwart, Austria; ⁴Johannes Kepler University Linz, Austria; ⁵University of Graz, Austria

Student engagement contains several links to social emotional learning (SEL). Simultaneously, student engagement is related to students' performance, critical thinking, satisfaction, and self-efficacy. Positive and supportive relationships are a key factor in fostering student engagement on the individual as well as institutional levels. This study focuses on perceived study-related peer interactions, which represent a sub-area of student engagement. For this purpose, students were surveyed about their social interactions with fellow students during their introductory phase, a critical phase for dropping out. Various aspects of these interactions as well as comparisons between student groups with different demographic characteristics were considered. The data were collected using the experience sampling method. Students (N = 33) were surveyed twice a day over a period of one week using the ESMira app on their smartphones regarding their study-related peer interactions

during the previous half-day. The questionnaire and the technical implementation were trialled in three test runs and comprised 10 items in the final version. The study-related peer interactions largely took place on weekdays as personal conversations between two people at the universities. They primarily lasted between two and 15 minutes and were mainly initiated by the students themselves. Students from underrepresented groups (e.g. working students, migrant backgrounds) had fewer peer interactions on average. Adequate spaces to promote study-related peer interactions seem necessary. Furthermore, there is still room to improve stimulating interactions through introductory study programmes and the design of (online) courses as well as support during the social transition to university.

Exploring the Relationship of Teacher Identity and Social Emotional Learning (SEL) in Early Childhood Educators

Zehra Kaplan¹, Mine Gol-Guven²

¹Bogazici University, Turkiye; ²Bogazici University, Turkiye

This study explores the relationship between early childhood teachers' teacher identities (i.e., motivation, self-efficacy, self-image and task perception) and their competence in various SEL domains (i.e., teacher-child relationship, emotion regulation, interpersonal relations and social awareness). The online survey was administered in the beginning of a professional development program in the summer of 2023, resulting in reaching out to 440 teachers. Findings showed that there is a positive high correlation between ECE teacher's identity and their SEL skill scores ($r = .62$). In addition, as a result of hierarchical multiple regression analysis, it was found that demographics such as teacher's age, experience and education level explain 2% of the variance in SEL. After the entry of the teacher's identity, total variance explained by the model as a whole was 40% ($F(4, 435)=73.237$; $p=.001<.050$). Teacher's identity explained an additional 38% of the variance in SEL, after controlling for teacher's age, experience and education level, R squared change = .38, F change (1, 435)= 279.092, $p < .001$. In the final model, only the two control measures were statistically significant, with the teacher's identity recording a higher beta value (beta = .62, $p < .001$) than the experience (beta = .12, $p < .011$). Thus, it could be concluded that teachers' identity is a better predictor than the demographics such as age, experience, and education to support SEL. The findings inform teachers' inservice and preservice training aiming to enhance teachers' professional identities to assist SEL skills in teachers.

Advancements in Emotional Education: Insights from the Research Group in Psycho-pedagogical Orientation (GROP)

Gemma Filella¹, Agnès Ros-Morente¹, Núria Garcia-Blanc¹, Raquel Gomis¹, Maria Priego¹, Núria Pérez-Escoda², Èlia López-Cassà², Josep Gustems², Salvador Oriola², Josefina Álvarez-Justel², Jon Berastegui³, Felicidad Barreiro⁴

¹University of Lleida, Spain; ²University of Barcelona, Spain; ³The Basque Country University, Spain;

⁴University of Santiago, Spain

The Research Group in Psycho-pedagogical Orientation (Grup de Recerca en Orientació Psicopedagògica, GROP) has dedicated over two decades to the study of emotional education. This field has greatly benefited from the development of both classical and gamified programs aimed at enhancing emotional competencies. These programs are designed to enhance emotional intelligence

across different samples, including adolescents aged 12 to 16, children aged 8 to 12, families of those children, and within domains such as sports and the business sector. Throughout the implementation of these programs, significant results have emerged. Specifically, it has been observed an important decrease in anxiety levels, at the same time that the levels of emotional competencies have improved. Furthermore, an intriguing correlation has been unveiled, showing a connection between the development of emotional competencies (EC) and academic performance. Explorations into the intricate interplay between emotional competencies and the classroom environment have also been undertaken. Remarkably, improvements in emotional competencies have been observed through both conventional and gamified educational approaches. These findings not only underscore the profound impact of emotional education programs, but also provide valuable insights which are applicable to educational methodologies and policy development. They seamlessly align with contemporary educational discourse and contribute to a nuanced comprehension of emotional competencies across diverse contexts. Grounded in a comprehensive approach to emotional education, the work of the GROPE Research Group offers valuable perspectives for the ongoing exploration of effective educational strategies within a broad spectrum of settings.

ORAL_12

Navigating Crisis: The Interplay of Emotional Intelligence, Values, and Resilience in the Wake of the October 7th Attack on Israel

Bat Katzman¹, Keren Shuh²

¹Kinneret Academic College, Israel; ²Ministry of education

Introduction

On October 7th, 2023, Israel experienced a brutal terrorist attack. The ensuing high threat levels have been found in previous studies to influence values. Values are behavioral motivations that affect how people perceive social situations and their subsequent reactions to them. Human values tend toward stability (Schuster et al., 2019). However, they were found to adapt following trauma events (Bardi, 2014). Values may be shaped by internal factors, such as emotional intelligence (EI). Yet only a few studies have examined the impact of EI on value adjustment (Sagiv & Schwartz, 2022). This study aims to examine whether value changes during crisis and whether EI is associated with value changes. In addition, the role of values in promoting resilience will be tested. Methods: The present retrospective self-report study examined value changes (Schwartz's Value Survey) over 3 time periods: a week before October 7th, one week after, and 3-4 months later. The links between value changes, EI (Petrides's Trait-Emotional-Intelligence-Questionnaire), and individual resilience (Kimchi et al, test), among 400 Israelis were tested. Results and Contribution: Preliminary results indicated that most individual values changed after October 7th. and some values haven't returned to the levels seen before the war. Before October 7th conformity was the most important value, while security and benevolence became the most important after. EI was found associated with self-direction (curiosity, creativity), which in turn influenced resilience. Further analysis is needed before conclusions can be drawn. The results are expected to contribute to resilience-building processes in times of trauma.

Exploring Concepts Of Agency And Voice With Young People Who Have Experienced Domestic Violence And Abuse

Rebecca Haycock

University of South Wales, United Kingdom

The aim of this presentation will be to share my developing PhD research project. Through this project I aim to explore how participatory research and creative methods can help to raise the voices of marginalized vulnerable young people. I am working alongside services in Wales to develop a project with young people who have experienced domestic violence and abuse (DVA) to explore how agency (having power and voice) is revealed through their narratives. Research has traditionally focused on the adverse effects of trauma from an adult perspective. This may mean that the unique ways in which children and young people take action and make sense of their experience has been overlooked (Callaghan et al. 2017 ; Houghton 2015, 2018; Katz, 2015). As part of a preliminary study I have worked with a group of young people to explore what participation means to them by creating a reflective space for discussion through focus group interviews. Participation in research and policy making can be a means for social justice and findings to date have identified important conditions for participation that inform the next stage of my research. I am interested in sharing more about my project and how it seeks to create opportunities for young people who have experienced DVA to share messages that can inform policy and strength-based approaches to practice in Wales.

Resilience, Loneliness During the Covid -19 Pandemic, and the Students' Perception of Relationship with the Teacher

Vasiliki Bertsia, Maria Poulou

University of Patras, Greece

Resilience has been a topic of interest for decades in the human and social sciences. The covid-19 pandemic created a new condition of threat and uncertainty that humanity had to manage. Within this context, children became a high-risk group, as changes in daily life and the shift away from the typical school environment seemed to impact them emotionally and socially. The aim of this specific research was to explore the correlation between resilience of students aged 10-12, the sense of loneliness experienced during the pandemic and remote learning, and their perception of their relationship with their teachers. The research sample included 576 students from schools in the Heraklion. The results of the analyses indicated that the sense of warmth received by students from their teachers is linked to levels of resilience and how much they felt loneliness during remote learning and separation from the school environment. These findings confirm the significance of the student-teacher relationship, as the latter appears to be a "secondary attachment bond." The school, as demonstrated, can serve as a framework to enhance resilience of children through the implementation of corresponding programs and the relationships developed within its context.

How Academic Students Deal with Crises. The Case of the Israeli Arab Students During the COVID-19

Eman Tarabia

Kinneret College on the sea of Galilee, Israel

The COVID-19 pandemic first arrived in Israel on 27th February, 2020. During the course of the pandemic, as of now, over 4.794M have been infected, and over 12,247 have died. The spreading virus caused not only health risks, but triggered economic and social difficulties, and unbearable

psychological and emotional stress among the population in general, and among academic students in particular. The present research aimed to assess the consequent anxiety level among Arab students in Israel, and to examine the correlation between anxiety level and other variables (such as steady income, financial support from the family, concerns about academic delays, day-to-day life). Questionnaires included the 7-item generalized anxiety disorder questionnaire (GAD-7) and demographic data. 437 questionnaires were analyzed. The results showed that 19% of the respondents experienced severe anxiety, 29.5% moderate anxiety, and 34.1% mild anxiety, without gender differences. It was also found that students with economic worries, i.e., no steady income and lack of financial support from the family, reported mild to moderate anxiety. Correlations analysis indicated that anxiety about academic delays and economic worries, intentions to drop out or freeze studies, and effects on daily life – were positively correlated with anxiety symptoms, whereas a steady income and financial support were negatively correlated with anxiety.

Keywords: COVID-19, anxiety level, Arab students

ORAL_13

Presence Of Meaning In Life Strengthens Teachers' Resilience Protective Factors

Maria Platsidou, Athina Daniilidou

University of Macedonia, Greece

Meaning in life is a significant resource in the resilience process, supporting the use of adaptive behaviors and enhancing the feeling of wellbeing. As such, it could be critical for teachers who encounter many stressors threatening their life quality and work productivity. This study aimed to investigate how teachers' levels of meaning in life relate to their resilience. Data were collected from 299 teachers using the Meaning in Life Questionnaire (assessing presence of and search for meaning) and the Multidimensional Teacher Resilience Scale (assessing protective factors related to motivational and professional, social, and emotional resilience).

As predicted, presence of meaning had medium-sized positive correlations with the resilience factors, whereas search for meaning had low correlations with social resilience and professional-motivational resilience and no correlation with emotional resilience. Using K-means cluster analysis, teachers were grouped into three clusters according to their scores in the two meaning dimensions. The cluster of teachers reporting both high presence of and high search for meaning showed the highest scores on the resilience factors, followed by the cluster including teachers with high presence and low search.

In conclusion, our results emphasized the important role of presence of meaning in strengthening resilient responses; also, searching for meaning, when combined with a high sense of meaning, relates to better use of the resilience protective factors and resources. As to the study implications, a meaning-centered approach to building resilience in teachers is suggested and discussed.

Developing Healthy Coexistence: Implementation and Evaluation of a Program for Primary School Students

Beatriz Couto, Regina Ferreira Alves

Research Centre on Child Studies (CIEC), University of Minho, Portugal

The development of students' socio-emotional skills is crucial to fostering positive relationships in schools. Understanding emotions enables effective communication and empathy, leading to peaceful conflict resolution and a culture of trust and respect. As a result, school conflict is reduced, and healthier and more harmonious student interactions are fostered. This quasi-experimental study examines the effectiveness of a healthy coexistence programme consisting of 8 sessions of 90 minutes each, delivered in the classroom during March and May 2024. The participants were 89 primary school children in second and third grade: 48 in the intervention group (2 classes); and 41 in the control group (2 classes). The programme was developed separately for each of the classes in the intervention group, and the classes were selected based on a diagnostic analysis. The Social Emotional Competence Questionnaire (SECQ) (Zhou & Ee, 2012) was used for pre-test (one week before the start of the programme) and post-test (one week after the end of the programme) assessments. The results showed a positive effect of the programme on socio-emotional competencies, as differences in the scores of the scale used were recorded from pre-test to post-test. By addressing competencies such as self-awareness, self-regulation, social awareness, positive communication and responsible decision-making, this programme aims to promote a healthier school environment that is conducive to the holistic development of students and contributes to their emotional and social well-being.

Empowering Children's Participation In Their City's Visioning For Climate Neutrality

Alexandra Tsigkou¹, Maria Dimopoulou¹, Eleni Niarchou¹, Antonia Dardioti¹, Evi Tzanakaki²

¹Ministry of Education, Religion Affairs & Sports, Athens, Greece; ²CRES-Centre for Renewable Energy Sources and Saving, Pikermi Attiki, Greece

This paper aims to highlight the practices utilized for personal and social empowerment, for the management of climate stress, and for the enhancement of mental resilience of 350 students aged 10 to 15 years from Greek and European schools during the preparation and implementation of a three-day Pupils' Conference entitled: "Transition to a climate-neutral future", held in the framework of the "2023 Eleusis European Capital of Culture" in May 2023 and funded primarily by the German Federal Ministry for Economic Affairs and Climate Action through the European Climate Initiative (EUKI). It presents the educational visioning techniques and participatory consultation methods on which teachers were trained in person and online and their implementation in class, as well as the networking and interaction among different schools from all countries. Following is the description of the methodology applied during the implementation of the three-day conference is then developed, which included planned routes in the city of Elefsina taken by the students in groups accompanied by young facilitators, consultation in round tables assisted by experts, participation in workshops animated by artists, as well as a student march and delivery of a resolution to the Mayor with proposals for the climate transition of Elefsina. Finally, the participants' views recorded through interviews are extracted, demonstrating the coping with climate stress and enhancement of mental resilience to it, as well as the wider empowerment of students for climate action through building a collective vision for the future.

Understanding The Effects Of Tree Planting On Displaced Children And Young People Amidst A Climate Crisis.

Lynn Gazal

SEBDA

I am researching the potential of tree planting as an intervention for displaced children and young people, who may be grappling with feelings of disconnection and trauma. Abundant evidence suggests that tree planting offers not only physical health benefits, such as fresh air and increased activity, but also psychological advantages, with trees emitting phytoncides, known to reduce cortisol levels. Moreover, immersion in nature has been shown to enhance concentration and to facilitate healing. Tree planting also plays a role in global health and stability. Climate Change is projected to displace a staggering 1.2 billion people from 31 countries globally by 2050 (Institute of Economics and Peace, IEP). Climate Anxiety is inevitably increasing in young people globally (Hickman et al. 2021). This calls for collective, global thinking. This presentation examines early longitudinal research findings, exploring the impact of tree planting initiatives amongst displaced young people, from the Ukraine, from countries in the Middle East and Africa. It is hypothesized that the enduring gift of tree planting could help individuals to establish roots and to forge meaningful connections within their new communities. As well as playing a crucial part in efforts to curtail Climate Change. I bring you children's voices, insights and experiences.

Project Positive Attitude: An Overview of the Participation in the Gulbenkian Academies of Knowledge

Patrícia Brás, Vítor Alexandre Coelho, Marta Marchante

Académico de Torres Vedras, Portugal

From 2018 to 2022, the Calouste Gulbenkian Foundation launched a national initiative, the Gulbenkian Academies of Knowledge, to promote social and emotional development. Half of the 100 sponsored Academies were supposed to replicate blueprint programs. Due to previous positive findings, the Positive Attitude Upper Middle School (PAUMS) program was chosen as a reference methodology and replicated in six sites nationwide. This presentation analyzes the process and the main results of the PAUMS SEL program in this initiative. A total of 2261 upper middle school students (7th – 9th graders; Mage = 13.29; 51.1% boys), participated in the studies, of which 893 composed the control group. The sample included 17 schools in 7 different sites in Portugal. Assessment was implemented in the beginning and end of the program, through self and teacher-reports (n=107). The roles of gender was also considered. Self-report questionnaires were administered pre- and post-intervention, and at a six-month follow-up, whereas teacher reports were collected pre- and post-intervention. Growth curve analysis showed that the PAUMS SEL program was effective in enhancing self-control, social awareness, relationship skills. However, the results for the Academies which were implementing the program for the first time were less positive than for the other schools. Boys benefited more than girls in self-control from participating in the program, whereas grade and classroom size were not associated with effectiveness for any of the social and emotional competencies. Furthermore, neither dosage nor fidelity also influenced program outcomes. This presentation will analyze and contrast the full results from the self- and teacher reports.

SYMP_03

An EU, American, and Taiwanese Perspective on Progress and Challenges in Bringing SEL into Schools

Chair(s): **Huei-Tsyr Chen** (Taiwan Happiness Village Emotion Education Association)

Discussant(s): **Ed Dunkelblau** (Academy for SEL in Schools, SEL4IL)

SEL has matured to become recognized as an essential aspect of education. Yet, it rarely is systematically and pervasively implemented in national education systems. This symposium will review areas in the EU, United States, and Taiwan in which the greatest progress has been made, and will delineate where the most significant challenges remain. Participants are representatives of organizations with significant influence on SEL in their respective regions: ENSEC; the Academy for SEL in Schools and the Social-Emotional Learning Alliance of the United States; and the Taiwan Happiness Village Emotional Education Association. Through this exchange, and an interactive discussion with attendees, the strengths and areas of progress in some localities can be used to help meet the challenges in those of other localities. Maurice Elias will serve as Chair and will set the scene for the overall presentation; he also will lead the discussion at the end. Carmel Cefai and Celeste Simoes will present the EU perspective. Ed Dunkelblau, International Coordinator of the Academy for SEL in Schools and SEL4IL leader, will present the US perspective. Huei-Tsyr Chen, catalyst and leader of the THVEEA, will cover the status of SEL in Taiwan.

A Systemic, Whole-School Approach to Mental Health and Well-Being in EU Schools

Carmel Cefai¹, Celeste Simoes²

¹University of Malta, ²University of Lisbon

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. This is reflected in the growing interest in SEL in schools worldwide. For the EU, the greatest challenge is to ensure SEL is part of a comprehensive, theoretically sound, and scalable approach that is integrated into both mental health and academics.

We will 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, including an update on the status of social-emotional learning within the framework and in the EU.

SEL in the USA: It's Time to Give Students the Skills They Need to Be Successful

Ed Dunkelblau¹, Maurice Elias²

¹Academy for SEL in Schools, SEL4IL, ²Rutgers University

In recent surveys, SEL has been found to have strong favorability and demand among employers, educators and parents. Of concern now is how SEL will be delivered and by whom. A focus on narrow empirical evidence for SEL has led to an emphasis on dedicated programs brought into schools, usually taught as a set of sequenced lessons. However, the continued stresses of COVID and concerns about students' and educators' mental health has limited the tolerance and resources for bringing in new programs. Additionally, there is growing evidence pointing to the importance of school climate as a precondition for successful program implementation. This has created a challenge in the SEL field: how to move from a class by class focus to a "whole-school" framework. A related challenge, with the increased demand for SEL, is that existing teachers typically do not have SEL as part of their professional preparation or credentialing. Stressed school administrators typically do not spend much focus on building a positive school culture and climate as part of their training. To meet the challenges of providing expert instruction for teachers and administrators in the implementation of SEL programming and the provision of SEL instruction, the Academy for SEL in Schools was created. The Academy provides an international online platform for cohort-based training of educators toward certificates in SEL Instruction or School Leadership in SEL and School Culture and Climate. The presentation will focus on the Academy and its potential to solve the teacher challenge in the U.S. and beyond.

Two Decades of Experience of Promoting SEL in Taiwan

Huei-Tsyrr Chen

Taiwan Happiness Village Emotion Education Association

Responding to calls from teachers at an elementary school in Beitou, Taipei City, we started the first in-class social emotional learning for grads 5-6, called EQ Education, in Taiwan in 2001. We developed our own curriculum by a group of clinical psychologists led by Ms. Li-Jung Yang, a founding president of this Association; by September 2023 twelve volumes of curriculum from grade 1 to grade 6 were completed, all supported by Chen Yuan Memorial Foundation, and involved parents and teachers as a team to deliver the curriculum. Parents who are volunteers at their children's schools receive free training for about 40-50 hours for each volume, followed by collaborative teaching with the homeroom teacher at designated class times, where the volunteers conduct the activities. Through observation, teachers become familiar with the contents and the parent SEL coaches. The curriculum is free for participating primary schools. A follow-up study of the curriculum for Grades 5 and 6 conducted between 2016 and 2018 showed the effectiveness of the curriculum and was presented at the 7th ENSEC Conference. Our progress is that, in 2022, about 200 schools with more than 87,000 pupils joined our program and more than 1800 parents received training. A challenge is that SEL is not yet a part of regular curriculum throughout Taiwan's elementary schools. An exciting development is that we may see the promotion of SEL in Taiwan at national level starting next year from the conclusion of recent meetings with a congresswoman and directors of Ministry of Education.

SYMP_04

Socio-emotional Development in Challenging Environments

Chair(s): **Céline Favre** (School of Education, University of Applied Sciences and Arts Northwestern Switzerland, Switzerland)

Discussant(s): **Dilan Aksoy** (School of Education, University of Applied Sciences and Arts Northwestern Switzerland, Switzerland)

The symposium will present four studies that focus on adolescents' resilience and socio-emotional development in challenging contexts and different countries. Resilience is a highly dynamic process characterized by various protective factors that refer either to intrapersonal factors such as individual competences and skills or to interpersonal factors such as relationships with family and school. Fostering protective factors is crucial to promoting students' socio-emotional development (SED). The postulated connection between resilience processes and SED is identified where challenging conditions for developing higher levels of SED apply. Developmental patterns supporting the odds of the system (not just the individual) to adapt successfully, especially under pressure, are at the core of the presented four studies. Analyzing adolescent students during COVID-19, we will present results from finite mixture models that examine 1) student predictors of resilience, examining how students show more self-determination than we would expect, 2) the impact of the COVID-19 pandemic on adolescents' depression and anxiety as well as their socio-emotional adjustment and school success, 3) how experiences of physical violence, peer aggression, and acceptance of violence are related to peer rejection in the school environment and 4) the resilience patterns and trajectories of adolescents exposed to parental psychological violence. Overall, the studies highlight the importance of promoting resilience and awareness of psychological and physical violence, as well as individual and social adjustment factors, for SED and school success.

Social and Individual Factors Predicting Students' Socio-Emotional Resilience: A Multigroup Structural Equation Model

Aikaterini Vasiou¹, Wassilis Kassis², Christos Govaris³, Céline Favre⁴, Dilan Aksoy², Ulrike Graf⁵

¹Department of Primary Education, University of Crete, 74100 Rethymno, Greece, ²School of Education, University of Applied Sciences and Arts Northwestern Switzerland, Switzerland,

³University of Thessaly, 38221 Volos, Greece, ⁴School of Education, University of Applied Sciences and Arts Northwestern Switzerland, ⁵Heidelberg University of Education, 69032 Heidelberg, Germany

In the present study, adopting a broader resilience definition, we consider that psychological need satisfaction as formulated by self-determination theory (SDT) can be called a positive outcome if developmental adjustment is successful in adolescence when confronted with threatening conditions. Conducting the study during the COVID-19 pandemic, we investigated students' resilience predictors, examining how students show more self-determination than we would expect. With a two-wave longitudinal sample (n = 713) of students from Greece, Germany, and Switzerland (eighth grade in autumn 2020 and ninth grade in autumn 2021), we determined which social and individual predictors longitudinally predicted resilience before and during the COVID-19 pandemic. We identified the high likelihood of individual factors (self-esteem, self-efficacy) fostering resilience by social factors (teacher, parents, and social resources). Multigroup structural equation modeling analyses demonstrated that the adolescents were best typified by two trajectory classes: a low-anxiety class characterized by a low initial level of depression/anxiety and a high-anxiety class characterized by a higher initial level of depression/anxiety. The model was gender-, migration-, and

country-invariant. Overall, the model showed that teachers overlook adolescents with high depression/anxiety levels, but parents support them more. These findings highlight the necessity to pay attention to students' depression or anxiety symptoms and to satisfy their basic psychological needs, as vital prerequisites for their meaningful, coherent engagement in modern societies despite the odds. Following a systemic approach to resilience, we established that individual supportive factors such as self-esteem and self-efficacy for students' SDT growth were highly dependent on parental and teacher support.

Longitudinal Negotiation, Navigation Processes, and School Success in High School: A Two-Wave Latent Transition Approach

Wassilis Kassis¹, Albert Dueggeli², Christos Govaris³, Maria Kassis⁴, Miriam Dittmar⁵, Dilan Aksoy¹, Céline Favre⁶

¹School of Education, University of Applied Sciences and Arts Northwestern Switzerland, Switzerland, ²Department of Research & Development, University of Teacher Education of the Grisons, 7000 Chur, Switzerland, ³University of Thessaly, 38221 Volos, Greece, ⁴School of Education, University of Applied Sciences and Arts Northwestern Switzerland, 4132 Muttenz, Switzerland, ⁵School of Education, University of Applied Sciences and Arts Northwestern Switzerland, 5210 Windisch, Switzerland, ⁶School of Education, University of Applied Sciences and Arts Northwestern Switzerland

By combining person-centered analysis with latent transition analysis (LTA) and adapting a navigation and negotiation perspective, we examined the effect of the COVID-19 pandemic on adolescents' depression and anxiety levels as well as their socio-emotional adaptation and success in high school. Focusing on the navigation (individual adaptation) and negotiation (social adaptation) factors that contribute to school success, our data from a longitudinal study in Switzerland (wave 1 in autumn 2020, grade eight [n = 315]; wave 2 in spring 2021, grade eight [n = 257]) revealed four patterns: students with high levels in both dimensions ("thriving"), students with low levels in both dimensions ("demanding"), students with low negotiation but moderate to high navigation ("unsupported bloomers"), and students with high negotiation but low navigation ("encouraged non-achievers"). The "thriving" pattern had about three times more students than the "encouraged non-achiever" pattern did and about five times more students with a lower depression/anxiety profile than the "demanding" pattern did. Parental involvement and reading comprehension were identified as crucial factors in students' academic achievement, with parental involvement being significantly associated with the "unsupported bloomers" pattern, suggesting that parents can compensate for the lack of teacher academic support and recognition and it can contribute to students' academic success. Adolescents with high navigation and negotiation resources had higher reading comprehension scores compared to those with lower navigation and negotiation resources. The study emphasized the importance of individual and social adaptation factors in promoting academic success and socio-emotional growth at school.

The Impact of Peer Rejection on Adolescent's Socio-Emotional Development in School Context

Céline Favre¹, Ariana Garrote¹, Wassilis Kassis², Janine Bacher², Andrea Wullschleger², Dilan Aksoy²

¹School of Education, University of Applied Sciences and Arts Northwestern Switzerland, ²School of Education, University of Applied Sciences and Arts Northwestern Switzerland, Switzerland

Current research on adolescent peer networks has predominantly focused on friendship networks and their association with violent behavior. However, there is a clear gap in research on negative

networks and their influence on adolescents' socio-emotional development. Building on the cycle of violence framework proposed by Widom, this study examines how experiences of physical abuse, peer aggression, and acceptance of violence are related to peer rejection networks in the school environment. Using social network analysis, longitudinal data from high school students were examined (wave 1, n = 620; wave 2, n = 590). The results show that adolescents who frequently show aggression towards their peers are more susceptible to rejection by their peers, especially in connection with a history of abuse. In addition, an increased likelihood of rejection is observed in adolescents who accept violence. From the perspective of resilience theory, the co-occurrence of peer rejection, peer aggression and acceptance of violence, particularly among female adolescents, emerges as a significant risk factor for socio-emotional development. The findings of this study highlight both the complex dynamics of adolescent peer rejection networks and their profound impact on socioemotional development, as well as the urgency of interventions targeting violent attitudes and behaviors to promote healthier and safe school environments. The results of the study are important both nationally and internationally in addressing the causes of peer rejection and violence and in contributing to a broader discourse on promoting positive social interactions among adolescents.

Developmental Consequences of Intimate Partner Violence on Socio-Emotional Functioning

Dilan Aksoy¹, Celeste Simões²

¹School of Education, University of Applied Sciences and Arts Northwestern Switzerland, Switzerland, ²Faculdade de Motricidade Humana, Universidade de Lisboa, Lisbon, Portugal

School is as an important context in adolescents' lives and plays a central role in recognizing and coping with psychological distress, especially in the context of domestic violence. Derived from the violence resilience concept, we apply Deci and Ryan's self-determination theory, which states that the fulfilment of basic psychological needs (autonomy, relatedness, competence) increases the individual's abilities and adaptability and reduces their susceptibility to psychopathology. In addition, social-cognitive learning theory is used to explain the behavior of adolescents exposed to psychological violence and the impact on their socio-emotional development and resilience. Using latent transition analysis, the presented study focuses on the impact of witnessing psychological intimate partner violence (IPV) on adolescent resilience trajectories. The research, conducted over two waves with a sample of 879 (t1, fall, 2020) and 770 (t2, spring, 2022) adolescent Swiss students with mean ages of 11.74 (SD = 0.64) and 13.77 (SD = 0.53), identifies four distinct time-invariant resilience classes: comorbid-frustrated, internalizing-frustrated, comorbid-satisfied, and resilient. It highlights the importance of increasing sensitivity to psychological IPV exposure and demonstrates the relevance of prevention in schools to promote protective factors (especially self-esteem). The research provides valuable insights into the socio-emotional development of adolescents exposed to psychological IPV and the factors that influence their resilience trajectories.

WORK_09

Efficacy Study of The START UP! Art Therapy™ School-Based Arts Intervention in American Indian Youth in U.S.

Carey MacCarthy. MA. ATR. LPCC

Start Up! Art Therapy To Rewire Your Brain, United States of America

The START UP! Art Therapy Whole Brain Healing System™, is a yearlong classroom therapeutic arts intervention, designed to heal historical and intergenerational trauma within American Indian Youth as prevention and early intervention, bringing mental health into the classroom as an integrated part of the educational curriculum. The START UP! Art Therapy Facilitators Manual, co-authored by Carey MacCarthy, MA, ATR, LPCC and Linda Chapman MA, ATR-BC, based on Chapman's Neurodevelopmental Art Therapy (NDAT), is an evidence-based, culturally relevant healing technique, which neurobiologically rewires the brain from: PTSD, depression, anxiety, ADD/ADHD, which may lead to violence, substance abuse and suicide. The START UP! Art Therapy Whole Brain Healing System™ improves: adaptive coping skills, identity, healthy boundaries/relationships. A Research study titled "Efficacy Study of a School-Based Arts Intervention (Start Up!) in American Indian Youth" was conducted through South Dakota State University. Pre-test//post-test demonstrated reduction of trauma symptoms, including anger, depression, anxiety, dissociation and sexual thoughts, and determined the START UP! Art Therapy System, school-based arts intervention as an evidence-based trauma treatment. START UP! Art Therapy™ develops the nervous system for optimal brain function and mental health in order to learn academia. START UP! Art Therapy™ can be used in the K-12 Classroom as prevention and early intervention, in private practice for mental health professionals/ coaches and at home for parents and children. START UP! Art Therapy™ is culturally competent/relevant and promotes preservation of Spiritual and Cultural Heritage in Native American and other underserved communities.

Saturday, 07/Sept/2024

ORAL_14

'EduSEL': A Tool for Assessing the Effectiveness of SEL Programs for Educators

Ronen Kasperski¹, Merav Esther Hemi²

¹Gordon Teacher College, Israel; ²Shaanan Academic Religious college, Israel

This research aims to enhance the ongoing development of social-emotional learning (SEL) assessment tools by addressing the limitations of the educators' SEL questionnaire (EduSEL) in a comprehensive multi-study design. Study 1 established convergent validity by comparing EduSEL with a validated SEL questionnaire. Study 2 focused on expanding the scope of the assessment, by adding new items. In Study 3, exploratory factor analysis yielded a four-factor structure comprising self-management, ethical problem solving, self and social awareness and relationship skills. In Study 4, the five most robust items from each subscale (20 items) were assessed in confirmatory factor analysis, yielding good model fit indices for the four-factor structure, high reliability ($\alpha = .92$) and adequate convergent validity. To summarize, the EduSEL-R questionnaire exhibits closer alignment with the CASEL framework and encompasses additional SEL competencies. Thus, the current study contributes to the advancement of a comprehensive SEL assessment.

Validation of a Questionnaire to Characterize the Socioemotional Skills Profile of Caregivers of Children and Young People in Residential Care

Sara Fernandes¹, Zélia Caçador²

¹Universidade do Minho, Portugal; ²Universidade do Minho, Portugal

Caregivers of children and young people in residential care are particularly vulnerable, due to the physical and emotional demands of their work. The socio-emotional skills of caregivers are fundamental to increasing the quality of the experience of institutionalization for children and young people. This study aimed to construct a questionnaire made up of several scales to characterize the socio-emotional skills profile of caregivers of children and young people in residential care. The Maslach Burnout Inventory - Human Services Survey (MBI-HSS) was translated, back-translated and harmonized. The other instruments (Questionnaire of Emotional Development for Adults (CDE-To); Resilience Scale-10 (RS-10); Occupational Stress Questionnaire -General Version (OSQ-GV) and The Rosenberg Self-Esteem Scale (EAR)) had already been validated for the Portuguese population. This questionnaire was first administered to a sample of 25 caregivers who work in residential care institutions for children and young people. Most were female (n=20; 80%), aged 50 or over (n=14; 53%). As for their role in the institution where they currently work, around 5 members (20%) are social educators and lead monitors (n=5, 20%). In this pilot step, the questionnaire was revealed appropriate to the population. Regarding the internal consistency of the scales that make up the questionnaire, the Cronbach alpha values varied between 0.621 and 0.952, which means that this questionnaire has good internal consistency. Better values are expected from the definite sample, which is running.

Authentic Assessment Of Social Emotional Learning For Teachers Of Children And Young People With Social, Emotional And Behavioural Difficulties And Or Mental Health Problems: A Case Study Of A Postgraduate Distance Education Programme

Neil Hall, Catherine Morgan

University of Birmingham, United Kingdom

There is growing awareness in the continuous professional development of special educational needs and disabilities (SEND) teachers about providing them with authentic, real-world assessments, whether formative or summative. Of particular interest, as educators of teachers who specialise in working with children and young people (CYP) presenting with SEND, specifically social, emotional and behavioural difficulties (SEBD) and or mental health problems, is the use of reflection to develop new knowledge about the social emotional learning (SEL) and behaviour of CYP. In a context of postgraduate distance education, we aim to teach self-reflection as an important tool to use in processes involved in self-examination and evaluation that foster continuous growth, refinement, and a deeper understanding of teaching practices. To this end, we are guided by the tripartite categorization of the conceptual dimensions of authentic assessment devised by Villarroel, et al. (2018) consisting of realism; cognitive challenge; and evaluative judgement. In this presentation we will explore how we attempt to manifest our aim by discussing: (a) findings from our scoping review of the research and professional discussion about the nature of authentic assessments relating to SEL, especially those which employ models of reflection for teachers of CYP with SEBD and or mental health problems; (b) initial data from an ongoing qualitative study into our postgraduate students' professional and personal reflections about aspects of SEL teaching and learning and authentic assessment; and (c) recommendations for effective authentic assessment strategies to foster improved teaching and understanding of SEL for teachers working with CYP with SEBD.

Does Online Implementation Make a Difference in the Effects of a Mental Health Curriculum at Schools

Margarida Frade Santos^{1,2,5,7}, Celeste Simões^{1,2,7}, Anabela Caetano Santos^{3,7}, Paula Lebre^{1,6}, Ilaria Grazzani⁴

¹Faculdade de Motricidade Humana, Universidade de Lisboa, Lisboa, Portugal; ²Instituto de Saúde Ambiental, Faculdade de Medicina, Universidade de Lisboa, Lisboa, Portugal; ³ISCTE - Instituto Universitário de Lisboa, CIS-Iscte, Lisboa, Portugal; ⁴Department of Human Science for Education "R. Massa", University of Milano-Bicocca; ⁵CeiED - Centro de Estudos Interdisciplinares em Educação e Desenvolvimento, Universidade Lusófona, Lisboa, Portugal; ⁶Instituto de Etnomusicologia INET-MD, Faculdade de Motricidade Humana, Universidade de Lisboa; ⁷Aventura Social Associação, Lisboa, Portugal

COVID-19 changed and challenged education, with schools obliged to adapt to online settings. This study aims to evaluate the impact of PROMEHS, a mental health curriculum implemented at schools, considering the implementation settings: online, onsite, and blended (online and onsite). From kindergarten to high school, 933 students were evaluated by teachers regarding their social and emotional learning, strengths and difficulties, and academic outcomes in two measuring times: pre and post-test. A qualitative analysis of teachers' adaptations to the online implementation was also conducted. Results revealed a positive impact with both blended and onsite implementation. However, the blended format demonstrated significant positive changes between the pre—and post-test, namely in relationship skills, responsible decision-making, internalized problems, and academic achievement. The blended format with few online activities appears to have a more positive impact on students. Nevertheless, implementing social and emotional skills (SES) activities exclusively online seems to positively affect some SES domains more than onsite and blended formats. Teachers used synchronous (e.g., digital platforms) and asynchronous (e.g., extra resources) adaptations for the

implementation. This study shows that implementing mental health programs at schools, in this case, PROMEHS, is beneficial for students, even amidst the pandemic, and regardless of the implementation settings.

ORAL_15

Exploring the Nature of Children's Conflicts and Decision Making in Free Play: Where Do Teachers Stand?

Gizem Alvan¹, Mine Göl Güven²

¹Phd Candidate, Learning Sciences, Boğaziçi University, İstanbul, Türkiye; ²Associate Professor, Department of Primary Education, Learning Sciences, Boğaziçi University, İstanbul, Türkiye

This exploratory study aims to investigate nature of conflicts and the strategies teachers use in conflicts among children during play. Conflict resolution is one of the prerequisites for learning responsible decision-making, which is a basic prosocial skill for young children (Ng & Bull, 2018). The guiding research questions are: (1) What is the nature of conflicts among children? (2) What are the strategies that teachers use in conflicts during play? The study employs a qualitative research design utilizing observations as a data collection method. The data was collected for six weeks, twice a week, in a preschool with thirty-six children and five teachers. The results revealed that conflicts occur due to (1) children's power struggles among peers, (2) teachers' expectations of rules that children need to follow, and (3) children's desire to make changes in the play process. In relation to the stated nature of conflicts in free play, the teachers are involved in children's conflict situations in the following ways: (a) teachers' interference to remind the rules or prevent injuries, (b) teachers' facilitation for conflict resolution, (c) children asking for teachers' help, and (d) teachers' purposeful noninvolvement. The nature of conflicts and the types of teachers' strategies seem to be connected. The teachers' judgement defines the interference strategies they embrace (Hamre, 2007). The results showed that children's decision-making in conflict situations is closely connected to the teachers' control and engagement in the free play process. The findings contribute to understanding children's perspectives on decision making in research and practice

Facial Emotion Recognition: Development and Approbation of the Children's Emotions Database

Nadia Hristova Koltcheva¹, Ivo Davidov Popivanov^{1,2}

¹New Bulgarian University, Department of Cognitive Science and Psychology, Sofia, Bulgaria; ²Clinic of Neurology, University hospital "Alexandrovska", Sofia, Bulgaria

Emotions are a crucial part of our human nature. The recognition of emotions is an essential component of our social and emotional skills. Facial expressions serve as a key element in discerning others' emotions. Different databases exist worldwide, however, most of them are made up only of six basic emotions (i.e., happiness, sadness, fear, anger, disgust, and surprise), as well as neutral faces and consist of stimuli mainly of adults (Fabricio et al., 2022). Our aim was to develop a database of preschool children's facial expressions that can be used further for research and applied purposes. Three 6-7-year-old children (1 female) were photographed while showing different facial emotional expressions. The photos were taken under standardized conditions (frontal view, standard light, uniform white background, controlled distance from the camera). The children were instructed to express each of the following basic emotions: happiness, pleasant surprise, sadness, fear, anger, disgust, a neutral face and 4 complex emotions: pride, guilt, compassion, and shame, resulting in a total of 11 expressions for each child. Two photos per child were reviewed and selected for

approbation. The sample consists of 113 adults (103 females), aged 19-70 (M=29.9, SD=11.40). The approbation consisted of two tasks – free emotion labelling and emotion recognition (with predefined labels). Recognition accuracy for each expression was calculated. Our analyses demonstrate that basic emotions and neutral expressions are substantially better recognized in comparison to complex emotions. The current work is a promising new database of preschoolers' facial expressions consisting of both basic and complex emotions.

Has The Explicit Teaching Of Emotions A Place In The Secondary School Curriculum? A Small-scale PE-based Study

Eleni Dimitrellou, George Koutsouris, Alison Pearson

University of Exeter, United Kingdom

Introduction: The benefit of socio-emotional learning (SEL) to student behaviour and academic attainment is widely known. Teachers are nowadays expected to deliver packaged programmes on socioemotional learning (SEL) interventions that they find hard to agree, seeing them be beyond the remit of their responsibilities and completely alienated from their subject knowledge. **Method:** This paper draws on the findings of a novel pilot project, the first of its kind, that employs a lesson study (LS) approach to actively involve teacher trainees in curriculum development and explicitly introduce socioemotional oriented teaching in the context of physical education (PE). LS is a collaborative professional development approach for teachers to assess, evaluate and plan a sequence of lessons with a specific focus. The project was conducted in partnership with one mainstream secondary school in the Southwest of England for a period of two months during the summer term 2021-2022. Two teacher trainees and one qualified PE teacher agreed to design, evaluate and plan a sequence of 4 research lessons focusing on integrating SEL instruction in PE. Data collection involved 4 focus groups and 6 in dept evaluation interviews. **Results:** Our findings provide insights into the tensions, challenges and significance of introducing explicitly socioemotional oriented teaching in the national secondary curriculum highlighting the effectiveness of a lesson study approach in empowering teachers' involvement in curriculum development. **Conclusion:** Evidence suggests that teacher trainees are motivated to teach SEL learning when it is integrated in their subject topic. Practical implications for teacher training and professional development are discussed.

Cognitive Appraisal of School Related Life Events, Autobiographical Memory and Emotion Production

Eleni Vasilaki¹, Marinos Anastasakis²

¹University of Crete (UoC); ²University of Crete (UoC)

Theories for emotions have emphasised the importance of critical life events due to their relation to a person's goals and appraisals. Given the increasing focus of policy makers and researchers on the role of academic settings in the mental health of young people, in the present study we explore the extent to which variations in the mental health of young people can be explained by a set of variables operating at the cognitive level. Data were collected by conducting in-depth interviews with 24 undergraduates who were asked to recall and describe mathematics-related life events (throughout their formal education years) as well as the generated negative emotions they experienced. We analyzed our sample's experiences (especially those related to anxiety-inducing events) with the help of a multi-representational cognitive model which highlights the important role of appraisals, goals and autobiographical memory. We created a coding frame that includes categories about the

appraisal of mathematics-related emotions, strategies for coping and perceptions of emotions. Our findings indicate that appraisal of (especially) early experiences had a profound impact on participants' emotions. Approximately half of the participants described mathematics-related experiences as negative both in childhood and young adulthood. Early experiences often had a profound impact upon participants' emotions and on how they believed that these experiences could shape their future emotional expression. We conclude by explaining how this study can increase our understanding of the interplay between emotion generation and teaching practices across all educational levels.

Do Teachers Promote Social-Emotional Skills? The Gap Between Statements and Actual Behavior

Noa Shapira¹, Meital Amzalag²

¹Kinneret Academic College, Israel; ²Holon Institute of Technology, Israel

Social-emotional skills are vital for personal and academic growth in a Volatile, Uncertain, Complex, Ambiguous (VUCA), and heterogenous world. Teachers play a key role in nurturing these skills in students. This study explores the alignment between self-reported social-emotional skills and actual behavior, focusing on the theory of "teachers as learners." Using a mixed-method approach, this research analyzed self-report questionnaires and synchronous online meetings within a TPD program called "Fostering social-emotional skills in a diverse society." Teachers were tasked with experiencing social-emotional skills by collaborating in heterogeneous groups to design programs for their students. Findings reveal a significant gap between self-reported and actual behavior. While teachers professed self-awareness, awareness of others, practical and emotional self-regulation, their reluctance to work in heterogeneous groups contradicted these claims. Most teachers preferred collaborating with familiar colleagues from the same school, exposing a lack of practical self-regulation and limited self-awareness. This study emphasizes the necessity for teachers to undergo an in-depth and ongoing process of personal development as "teachers as learners" before effectively cultivating social and emotional skills in the classroom. It underscores the complexity of integrating these skills, emphasizing knowledge and tools but mostly experiential learning. It also advocates a shift toward assessing teachers' behavior rather than relying solely on self-reports. Understanding the alignment between self-reported social-emotional skills and actual behavior is critical for effective teaching and fostering students' social and emotional development in a rapidly changing educational landscape. This research provides valuable insights and calls for a more comprehensive, experiential approach to teacher training.

SYMP_09

Cyberbullying and Online Harms: Social Movements and Legal Perspectives

Chair(s): **Carrie Anne Myers** (City, University of London, United Kingdom), **Helen Cowie** (University of Surrey)

This panel draws on research that discusses social movements that have arisen to confront cyberbullying and online harms. It also considers legal boundaries and perspectives that can enable positive social and emotional learning and lifetime achievement. Finally, it showcases the experiences of usually excluded populations and how integration is key.

The Rise of the Me-Too Movement in Croatia, Serbia, Bosnia and Herzegovina

Renata Miljević-Riđički

University of Zagreb, Croatia

This paper discusses movements against sexual harassment in three European countries; Serbia, Bosnia and Herzegovina and Croatia. NO MEANS NO or YOU ARE NOT ALONE are the Serbian movements, while in Bosnia and Herzegovina and Croatia it is I HAVE NOT ASKED FOR IT or YOU ARE NOT ALONE. With a more recent movement emerging: I HAVE NOT REPORTED IT.

The legal protection of victims is described as well as preventive measures, including education, awareness-raising and taking appropriate care of victims. In spring 2021, The Academy for Drama in Zagreb started education for both students and professors – online, live, accompanied by theatre performances, documentary movies and posters. The aim was not just to educate and inform, but also to prevent future cases of sexual harassment among students and professors. Several faculties in Croatia have recently made it easier to report the harassment. For instance, victims of sexual harassment can join a portal for victims (#nisamtražila – I have not asked for it) and get information about protection. Victims have sometimes been attacked through social media, but social media (for example, Facebook/Meta) can also help build a network of victims and supporters. This chapter concludes by advocating that used wisely and appropriately, networks can help victims of sexual harassment and the online world can be used to counter the experiences documented.

'Racism and its Subtleties via Campus'

Gella Richards

University of Roehampton

'No Irish, No Blacks, No Dogs' was a typical sign in local establishments that racialized-minority people reported being 'greeted' with when they arrived in the UK last century (pre-1970s). This did not equate with the welcome that the African-Caribbean Commonwealth diaspora were expecting after responding to an invitation from their (UK) Queen to come to the motherland to help rebuild post-war 'broken Britain'. Fast forward to the 21st century, regardless of modern national legislation and universities' local diversity, inclusion and widening participation policies, racialized-minority students like their migrant ancestors, are also subjected to racism. The difference between the generations is the advent of advanced technology. Commonly, university student cohorts set up their own online networks independent of their institution. Their shared aim is to provide opportunities and support each other during their learning yet reports from racialized-minority students reveal that they have faced cyberbullying because of their race. Due to the consequences for perpetrators if they are caught, communication may be more complex compared to the blatant unchallenged racist messages and acts faced by racialized-minority students' elders. Hence, although the racism aims remain the same in both eras, e.g., to hurt, exclude, alienate and vilify, different mediums have evolved. This paper presents ways in which racist cyberbullying, e.g., subtle microaggressions, appear to be crafted so that racialized-minority students' identification of racism can be doubted or minimised. The impact on racialized-minority students' mental wellbeing and implications for their academic success as well as their university's responsibility is debated.

Legal Perspectives: The Boundaries of Responsibility, Cyberstalking and Online Harassment

Emma Short¹, James Barnes²

¹London Metropolitan University, ²Fatima College of Health Sciences, UAE

Young people make up the largest proportion of university students and it is this group of people who are likely to be a most risk of sexual harassment and violent crime. The prevalence of stalking victimisation is also likely to be elevated. Indeed, an FOI request made to universities by the Unfollow me campaign, revealed that 381 students had made allegations of stalking or domestic abuse between 2015 and 2018. In 40% of those cases the person who was accused of stalking and the person making the allegation studied at the same university (Vice 2019).

This presentatoin introduces and describes the crime of stalking and the migration of many behaviours to online platforms. This context is necessary as recognising the escalation of harassment to stalking remains challenging despite frequent awareness campaigns. It will discuss the various legislation available to deal with stalking and harassment. The nature of stalking and the considerable risks it presents will be outlined and comparisons made between the reported experiences of university students and the general population. Given the pernicious nature of cyberstalking behaviours such as, surveillance, hacking, image based sexual attacks and threats of harm we focus on the responsibility of educational institutions to avoid unnecessary risks and harm to individuals, and the necessity of supporting access to skilled support and justice for individuals who have been victimised.

Accessible, Inclusive and Enabling Contexts for University Students from a Refugee and Migrant Background

Carmel Cefai

University of Malta

The pathway to higher education for students with a refugee or migrant background is not an easy one. Despite their potential, they face numerous challenges both in accessing higher education as well as completing their studies successfully. They remain an ‘underrepresented equity group’ necessitating specific policies and actions to facilitate their access to higher education which take into consideration their past experiences and the challenges they face, and that provide flexible and alternative entry pathways to higher education. They also require a safe, inclusive and enabling learning context with adequate academic, social and psychological supports tailored to their needs. This paper discusses these challenges, focusing on the University of Malta as a case study on how it is seeking to address this challenge. It proposes a policy proposal for broadening access and increasing participation for students from a refugee and migrant background. Considering the needs of this target group within an equity and social justice lens, will ensure that prospective students from such a background will have access to higher education within a safe, inclusive and empowering learning environment, and consequently become better integrated and in a better position to make a more meaningful contribution to society. The policy describes policy actions to attract and recruit students from refugee and migrant background so as to enhance their participation in higher education, including flexible and alternative entry pathways, and to improve the academic and psychosocial support systems so as to enhance their inclusion, wellbeing and learning experience.

SYMP_10

Early Childhood Development: The Foundation for a Peaceful and Sustainable World

Chair(s): **Nektarios Stellakis** (Patras, Greece)

ECD From A Child's Right Perspective

Ghassan Khalil

Childhood Education: Is Quality An Abstract And Undefinable Term?

Nektarios Stellakis, Thanasis Karalis

The Role Of A Stronger Child Rights Culture In Ensuring Universal Early Childhood Education.

Eteri Kirtskhalia

Child Rights Education Specialist

Literacy As A Fundamental Right In Early Childhood Education: Perspectives From The International Research And Connections With The New Curriculum Of Greece For Preschool Education

Chlapana Elissavet,

University of Crete

WORK_11

Let's Play! – Children's Psychodrama In Strengthening Children's Psychological Resilience In Kindergarten

Ljubica Duspara, Dina Darwish

Kindergarten Radost, Zagreb, Croatia

Lives of children with increased health risks are different from the lives of their peers. Frequent absence from their peer group can become challenging for the child. Psychologically more resilient people maintain their mental health more easily during a difficult life period and return to a state of balance more easily. Confidence and self-esteem are the key aspects of resilience. Belief that they possess the abilities necessary to perform a task gives them sense of competence adopted through feedback they receive from the environment. Play is an additional developmental resource because it fulfils important functions in children's development. It allows them to test and practice new roles in the play, which in the imagined world are not determined by reality in any way. This new behavioural experience leads to a profound change in the child's self-concept. The younger the child, the more likely his inner world will be revealed through play, action and dramatization. Child psychodrama is a method of group treatment that gives children the opportunity to express their inner conflicts and tensions through play and dramatization because in the world of imagination there is no bad solution or weak achievement. Play liberates their creativity, leads them to an intense feeling of satisfaction and has a positive effect on personality development. All of this strengthens children's psychological resilience and gives them the opportunity to successfully deal with life crises. In this workshop we will reveal the benefits of child psychodrama for children in kindergarten who have some form of increased health risk. The workshop also creates a space for participants to recognize their inner resources, experience spontaneity, creativity and the joy of play as prerequisites for strengthening resilience. Duration: 90 min

ORAL_16

Fear of Failure: A Systematic Review on Its Risks and Protective Factors

Rachel C Lin-Yang, Suna Eryigit-Madzwamuse

University of British Columbia, Canada

When attempting a task, there is always a possibility of failure. Thus, fear of failure (FoF) can be a barrier to taking action towards learning. FoF predicts students' procrastination, academic performance and honesty, and stress and anxiety resulting in avoidance of task. Holistically, it will be important to understand under what conditions FoF arises and what mechanisms could protect students against negative impact of FoF. With this goal, a systematic literature review was conducted to answer the questions: How is fear of failure defined and operationalized within the extant literature, and what are the a) risks and b) protective predictors of FoF for school-aged students? Using the PRISMA guidelines to conduct a systematic literature review, research from the past decade (2013-2023) was analysed. Out of the 113 studies that discussed fear of failure, the 22 articles that studied FoF as an outcome for school-aged students in educational contexts were included in this systematic review. Findings for risk predictors of FoF include individual predictors (n=9) such as anxiety levels and personal beliefs about intelligence; and external predictors (n=13) such as parental influence, teacher/coach instruction styles, gender, and system-based factors (e.g., assessment systems). Although more articles framed FoF as something developed through external predictors, only two interventions acted on external predictors as opposed to six intervention studies acting on individual predictors. These findings show that while the discussion on FoF has expanded to external risks and protectors, interventions that act on these external pathways still can be further developed and researched.

Mindfulness And Well-being In Adolescence: Links Between Mindfulness, Emotional Problems, And Academic Stress.

Kjersti Tharaldsen, Lene Vestad, Edvin Bru

Norwegian Centre for Learning Environment and Behavioural Research in Education

A strong link between academic stress and emotional problems has been found (e.g. Tharaldsen et al., 2022). The current cross-sectional quantitative study investigates how mindfulness is linked to stress and emotional problems, and how it may buffer the link between academic stress and emotional problems. This topic is especially relevant for the subject area 'Well-being-Mindfulness' of the ENSEC 2024 conference. Data was collected by self-report measures in a sample of lower secondary school students (N=1968) recruited from 87 classes in 25 lower secondary schools in one county in the Southwest of Norway. Structural equation modeling (SEM) was used to examine the associations between mindful awareness as independent variable, academic stress as an intermediate variable, emotional distress as the dependent variable. Gender was included as control variable and possible moderator of relationships. The latent variable SEM model had good fit and showed that mindfulness was negatively directly associated with emotional distress. Interestingly, this negative direct relationship was stronger for boys. Moreover, mindfulness was negative indirectly related to emotional distress via academic stress, and moderated the relationship between academic stress and emotional distress. Mindfulness and academic stress had a strong negative association. Results support the notion that mindfulness may protect against emotional problems, especially among boys. It also supports the idea that mindfulness could reduce academic stress and buffer the link between academic stress and emotional distress and promote well-being in young people. Findings support a role for mindfulness in SEL interventions to increase well-being among the target group.

ORAL_17

Socioemotional Skills of Caregivers of Children and Youth in Residential Care.

Sara Fernandes¹, Daniela Reis², Zélia Anastácio³

¹Universidade do Minho, Portugal; ²Universidade do Minho, Portugal; ³Universidade do Minho, Portugal

The host institutions have the function of caring for and maintaining the education, health and well-being of children and young people who for various reasons cannot stay with their families. Caregivers need to be properly trained to develop the role of educators in the life project of these children and young people. The present work aims to know the importance of the development of socio-emotional competencies of caregivers of children and young people living in residence care in the exercise of their function, based on a bibliographic survey of existing scientific productions. A scoping review protocol was developed following the methodology proposed by the Joanna Briggs Institute (JBI). Inclusion criteria were: articles published in journals between 2017 and 2020, written in Portuguese, English and Spanish and with access to the full text; and exclusion: "gray" literature: dissertations/theses, books, conference proceedings. The search was done using the SCIELO, Pub-Med and B-on databases. A total of 4251 studies were identified by searching the databases. After applying the inclusion and exclusion criteria and eliminating duplicate articles, 90 articles remained. After assessment for eligibility by the author, 9 studies were selected. It was observed that the development of socioemotional skills in caregivers of children and youth in residential care reduces the risk of burnout, and improves performance in care work, as well as child-caregiver interaction.

Self-Regulation Challenges in Early Childhood: Parent, Caregiver, and Service-Provider Perspectives

Charlotte Adrea Fox¹, Amy Finlay-Jones¹, Sally Brinkman², Jenny Downs¹, Jeneva Ohan³, Jaida Penny¹, Gabriella Wells¹

¹Telethon Kids Institute, Australia; ²University of South Australia, Australia; ³University of Western Australia, Australia

The capacity for young children to self-regulate is one of the most important developmental milestones of early childhood. Self-regulation skills are critical for children to succeed in both learning and social environments, and have been associated with academic success, productivity, and forming relationships with peers in school. Self-regulation difficulties in early childhood are associated with poorer academic performance, increased risk of violence, substance use and mental health disorders later in life. This presentation will encompass findings from a larger project whose goal is to explore parent and service provider perspectives on self-regulation difficulties in young children. The research questions regarded the components underpinning child self-regulation challenges, how these difficulties impact families, and the factors that improve child self-regulation. Given that self-regulation impacts social and emotional learning, as well as wellbeing, and influences the child across a lifetime, this presentation is closely aligned with the theme 'Social Emotional Learning for Lifetime Achievement'. Our project relates to parents, caregivers, service providers of young children, and educators. It spans an initial phase of qualitative interviews and focus groups with parents and service providers in Western Australia, and a second phase of co-design workshops exploring design and successful components for a self-regulation program for toddlers. This presentation will discuss the findings, conclusions and implications of these workshops which are currently being undertaken. The findings from this project will be beneficial for the education system and help inform parents and

educators about self-regulation, and factors that can support children and families when experiencing self-regulation concerns.

Exploring Parental Dynamics and Concordance in Family Resilience Assessments Over Time

Renata Miljević-Riđički¹, Andreja Brajša-Žganec², Maja Kućar², Ivana Hanzec Marković³, Marija Džida²

¹Faculty of Teacher Education, Croatia; ²Ivo Pilar Institute of Social Sciences, Zagreb, Croatia;

³Department of Social Sciences and Humanities, University of Slavonski Brod, Croatia

The first aim of this research was to compare mothers' and fathers' evaluations of family resilience across three time points. The second aim was to estimate the concordance between mother's and father's evaluations of different dimensions of family resilience. The study sample includes 784 mother-father dyads. This research is part of the CHILD-WELL project, funded by the Croatian Science Foundation. Mothers and fathers informed about the family's resilience in the Family Resilience Assessment Scale at three time points, each one year apart. The questionnaire yielded four factors called dealing with adversities and communication, utilizing social and economic resources, family spirituality, and family connectedness. In relation to the dynamic of resilience assessments, for mothers, no significant differences between time points were found. For fathers, significant, small differences were found for family connectedness and dealing with adversities. In both cases, the assessments were higher in second and third time point compared to first time point. The mother-father concordance analysis revealed that the concordance between spouses is, on average, highest for family spirituality, followed by family resources, dealing with adversities and communication, and family connectedness. The average assessments of mothers and fathers for dealing with adversities and family resources were very congruent, while mothers estimated family connectedness and spirituality to be higher, compared to fathers. In conclusion, this study sheds light on the dynamics of parental perspectives on family resilience, revealing stability in their assessments over time and overall, moderate concordance between spouses, highlighting the highest concordance in the dimension of family spirituality.

Envelop' Intervention for Assisting Pupils with Specific Learning Disorder

Eliezer Yariv¹, Ronen Kasperski^{2,3}

¹Givat Washington Academic College of Education, Israel; ²Gordon College of Education, Haifa, Israel; ³Shaanan Academic Religious Teachers' College, Haifa, Israel

Specific Learning Disorder (SLD) is a prevalent syndrome that challenges pupils' efforts to acquire fundamental academic skills, often accompanied by emotional distress. While the majority of studies focus on interventions that treat the academic difficulties, only a limited amount of research addresses social-emotional learning (SEL) skills. Envelop is a newly developed clinically oriented brief psycho-educational intervention being provided by a teacher who are guided by a school psychologist. During the last five years, 93 schoolteachers 'enveloped' pupils who experienced various social and emotional difficulties. Based on their detailed reports, it was found that 23 of these children manifested symptoms of SLD (though not necessarily being professionally diagnosed). The present study delves into 12 cases where teachers directed their interventions toward addressing social and interpersonal challenges. Despite tailoring each intervention to the unique characteristics of the child, a content analysis reveals a discernible consequential pattern of measures: a. establishing a safe and supportive environment; b. exploring feelings, motives, and behaviors; c. seeking solutions through

personal emotional experiences; d. imparting specific SEL skills to address difficulties; e. harnessing close friends or class to reinforce the acquired SEL competencies; f. troubleshooting and ongoing support. The discussion highlights the usefulness of a multidisciplinary team crafting interventions with specific tools that align with the individual needs and skills of the children. Envelop appears as a promising feasible, sustainable, and relatively low-cost alternative or complementary treatment for SLD in schools.

WORK_12

Embracing Your Body as a Social-Emotional Resource Practice

Jung-Hsu Jacquelyn Wan¹, Verity Larraman²

¹University of Auckland, New Zealand; ²Dance/Arts Therapy NZ

Embark on a transformative journey in our guided movement workshop, where we explore resourceful movement patterns and processes within a caring and respectful space. The overarching goal of Embracing Your Body (EYB) is to resource ourselves through embodied compassionate practices and to reclaim a sense of relative safety. Rooted in trauma-informed theory, dance movement therapy and yoga practice, this workshop unfolds in a collaborative group process, emphasizing social engagement for emotional well-being through principles of participation, pacing, and partnership. Through practising structural developmental patterns and geometrical shapes, group members explore how their bodies are unconditionally supporting wellbeing and build embodied resources for presence and calm inner states. Currently, the program is shaped for adults identifying as women with sexual and complex trauma. However, we believe its applicability extends to a broader audience, including practitioners, younger individuals, and those with diverse gender identities. EYB group values diversity, prioritizes inclusion, and is dedicated to responding to the unique needs of the individual in community. The theoretical foundation draws from Polyvagal-informed Body Psychotherapy (Porges, 2001, Gray, 2018, 2022), embracing a holistic and integrative creative arts approach, alongside elements of Posthumanism, transcending traditional boundaries to create a workshop that fosters profound connections between movement, trauma-informed practice, and emotional-relational well-being.

WORK_15

The ASPIRE Principles for Safe, Solution-Focused SEL

Sue Roffey

University College, London and Growing Great Schools Worldwide

For effective sustainable outcomes, how students learn 'how to be' and how to live together' is critical. The pedagogy for social and emotional learning matters as much as the content. SEL needs to take place in a strengths-based, solution-focused space that is safe for both students and teachers. ASPIRE is an acronym for Agency, Safety, Positivity, Inclusion, Respect and Equity. These principles have been developed over many years in several countries and evidence suggests that putting these into practice promotes positive relationships and wellbeing across both primary and secondary schools. They do not only address individual skills but perceptions, understanding and culture. Students are said to be engaged, enthusiastic and more likely to exhibit pro-social behaviour. This workshop, open to anyone, will clarify the rationale and purpose of each principle, and what it means in practice. There will be opportunities for participants to engage in SEL activities that demonstrate the difference ASPIRE makes.

ORAL_18

Examining the Influence of Law 4538/2018 on Foster Care and Child Mental Health Outcomes within the Greek Child Protection Framework

Ignatia Farmakopoulou¹, Vasiliki Baltsioti¹, Maria Theodoratou²

¹University of Patras, Department of Education and Social Work, Greece; ²Hellenic Open University, School of Social Sciences, Patras, Greece

Aim: This study examines the effectiveness of Greek Law 4538/2018 in promoting the deinstitutionalization of minors. It is based on a doctoral dissertation aimed at identifying best practices in childcare and consequently targets to the improvement of their mental health. The presentation presents primary research and is related to the Conference Theme: Resilience-Trauma. The main research questions were: What are the characteristics of Children's Placements that a) have already faithfully complied with the time limits set by law and b) result in successful foster placements. Methods: A mixed-methods approach was used, starting with a quantitative survey of child protection agency directors and foster parents across Greece, followed by qualitative case studies and semi-structured interviews with social workers from agencies that exemplify best practices. Findings: The research shows that long-term foster care for children between the ages of four and six is widespread, but family contact remains rare and often leads to adoption. Despite legislation, the implementation of foster care is suboptimal, and many young people remain in institutional care. The study highlights the need for specialized training for social workers, particularly in the Anynet system, and suggests that agencies with strategic case management approaches report fewer foster care placement failures. Conclusions: Overall, the research argues for a unified foster care protocol across Greece to ensure consistency and effectiveness in child welfare services and highlights the need for improved training and a holistic approach to foster care to better meet the needs of children and adolescents in the foster care system.

Global Leadership in the Face of Backlash: Integrating Social Emotional Learning for Intercultural Understanding in Stakeholder Management

George Panayiotou

University of Southern California, United States of America

This presentation, grounded in primary qualitative research, explores the decision-making experiences of global executives in managing international stakeholder demands during social backlash. It focuses on integrating SEL into effective leadership practices for intercultural understanding. The research question is: How do the decision-making experiences of global leaders inform SEL strategies for effective intercultural understanding in stakeholder management during social backlash? The study employed social cognitive theory and interpretative phenomenological analysis, delving into the lived experiences of 11 global executives from four countries across three continents, representing seven industries. Semi-structured interviews provided insights into stakeholder management in the face of backlash, highlighting SEL strategies for intercultural understanding. The findings reveal three key insights. Firstly, empathy, emotional intelligence and listening are vital for global executives in understanding intercultural stakeholder expectations. Secondly, a global mindset characterized by cultural awareness and curiosity is essential for navigating stakeholder interactions in various cultural settings. Lastly, continual learning is crucial in leadership for effectively handling stakeholders' societal expectations across different cultural landscapes. The relevance for the conference theme lies in its practical application of SEL in fostering intercultural understanding. Also, its international significance is underscored by the participants'

diverse cultural backgrounds and the global scope of their experiences. This research informs leadership strategies for intercultural understanding in stakeholder management during backlash by exploring the practical implications of SEL in global leadership dynamics.

Soul of Leadership—Acceptability and Effectiveness of Program with Leaders

Julia Mahfouz, Danny Yahya

University of Colorado Denver, United States of America

This proposal delves into the experiences of school leaders participating in the Soul of Leadership: Courage, Presence, & Integrity (SoL) program. Rooted in contemplative practices, neuroscience, mindfulness, and the arts, SoL aims to enhance social-emotional competencies, reduce stress, and promote effective leadership. We examine the effectiveness of SoL on participants' well-being and leadership. Importance and Relevance: Building on established links between leadership and positive educational change, our study emphasizes the significance of leaders' social-emotional competencies in student achievement and shaping school climates. Context, System, and Population: Our study involves 43 participants from Massachusetts school districts, comprising principals and assistant principals. The SoL program spans four 2-hour & 15-minute whole group sessions and three 90-minute small group sessions. Procedure and Methodology: Data collection includes participant surveys, post-program interviews, and pre/post self-report surveys. Quasi-experimental design and Moustakas' phenomenological analysis inform our approach. Findings, Conclusions, and Implications: Participants reported enhanced well-being and leadership skills, emphasizing the program's value during demanding times. Results indicate statistically significant improvements in hope, optimism, and exhaustion, suggesting the program's positive impact. Scientific or Scholarly Significance:

This study aligns with the conference's call for proposals by addressing social and emotional competencies of educational leaders. Our findings could inform the development of professional development programs that prioritize well-being, contributing to effective school leadership and positive educational change.

"Promoting Educator Well-being: The Relationship Between Political Skill, Community Empowerment, and Collective Leadership"

Angela Urick, Marshall Magnusen, Jonathan Eckert, Bradley Carpenter

Department of Educational Leadership, Baylor University, Waco, TX, USA

This empirical research study examines how educators' perceptions of their degree of agency predict individual well-being. The ability to navigate and contribute to relationships and leadership in a school setting are important for personal and professional outcomes. Further, the COVID-19 pandemic forced educators to prioritize their own emotional and physical well-being along with students. The purpose of this study is to understand the relationship between well-being for teachers and administrators and social mechanisms of influence, more specifically, political skill, community empowerment, and collective leadership. We surveyed N=314 teachers and administrators in a central region of Texas during Fall 2021 to understand their agency of influence and well-being. This sample represents a local region of educators, and how they viewed these concepts as they returned to a school building after quarantine. This survey data, which combined four instruments, was applied to a structural equation model to test the path of these concepts as they relate to well-being. This study provides evidence to validate relationships between an interdisciplinary set of measures. While

collective leadership was originally defined within educational settings, political skill, community empowerment and well-being have been applied across other fields such as health, public policy, and organizational behavior. Our findings reflect the importance of combining an interdisciplinary approach to positive psychology along with leadership frameworks to understand how to support educators through a crisis. We explain how collective leadership can provide educators with the agency necessary to promote their own well-being.

ORAL_19

Pursuing SEL via Deliberative Pedagogy: A Holistic Model for Teacher Education

Idit Manosevitch, Niva Dolev

Kinneret Academic College, Israel

Amid increasing attention to the civic role of educational institutions and the heightened need to equip students for 21st-century challenges, two distinct fields of research offer complementary perspectives and objectives. Social emotional learning (SEL), rooted in the study of emotional intelligence, underscore the crucial role of cultivating social emotional skills among students as a foundation for social, behavioral, and academic growth (CASEL, 2012; Shperling, 2018). Deliberative pedagogy (DP) focuses on the integration of deliberative democracy communication processes in education for the purpose of cultivating skills, behaviors, and values that support democratic practices of dealing with controversy and difference (Longo, 2013; McGregor, 2004; Shaffer, 2014).

This paper is focuses on teacher education as a foundation for education at large (Alfaro, 2008). We propose an innovative framework that integrates SEL within DP, responding to educators' call for holistic models of pursuing SEL effectively (Shperling, 2018). Our argument is twofold. We argue that DP can serve as a framework for integrating SEL organically in the education curricula. In the same spirit, we illustrate how the implementation of DP processes in teacher education programs, can enhance teachers' social emotional skills, while providing them with a pedagogical mindset and the necessary knowledge and skills

Exploring the Concept of Teacher Wellbeing: A Qualitative Investigation with Primary School Teachers in England

Mumine Ozturk, Michael Wigelsworth, Charlotte Bagnall

University of Manchester, United Kingdom

The issue of teacher wellbeing is underscored by the ongoing challenges within the profession, which have demonstrably impacted the mental health and wellbeing of teachers. There is a pressing need for a more comprehensive understanding of this issue. This research specifically aimed to explore how English primary school teachers define teacher wellbeing and the research question was guided by the need to understand the various factors that influence teacher wellbeing in England, which can ultimately have an impact on their performance and retention in the profession. The study utilized semi-structured interviews with eight primary school teachers from a diverse amount of teaching experience and different teaching levels. The data were analysed using Hybrid Thematic Analysis (HTA), combining both inductive, data-driven methods and deductive, theory-driven approaches to interpret raw data. This novel approach was vital for the current study, allowing for the identification

of consistencies and discrepancies with existing knowledge while generating new insights from the collected data. The findings revealed four main themes: perception of being a teacher, understanding of wellbeing by teachers, components of teacher wellbeing, and perceived contributors to teacher wellbeing. Findings confirm that teacher wellbeing comprises various dimensions, including commonly acknowledged aspects such as workload, as well as less highlighted factors such as teachers' personal lives. These findings enhance our grasp of teacher wellbeing, reflecting teachers' perspectives on this crucial topic and offering insights into their perceptions and understanding. This study can inform future research and policies aimed at enhancing teacher wellbeing and retention.

Injecting Social and Emotional Learning in Schools: Introducing a New Approach to Daily Teaching and Learning Practices

Alessia Signorelli¹, Annalisa Morganti¹, Stefano Pascoletti²

¹University of Perugia, Italy; ²University of Udine, Italy

With this contribution, we aim to offer an approach that can be used for the development of “injective” interventions capable of supporting teachers in creating their SEL educational paths and related materials. The word injective suggests the idea of rapid and decisive actions, which introduce something new into a pre-existing context; these are in fact teaching practices characterized by short but frequent insertions of SEL content and objectives “parallel” to the main subject, but at the same time convergent; inject also recalls the idea of an action that has a significant impact on the pre-existing context. This approach includes several key elements able to guide both teachers and students: first of all it should identify the underlying pedagogical approach in order to provide a basic track on which to place the design; define the strategies and methodologies that will be used adapting flexibly to specific needs and challenges that may arise during the teaching process; allow the clear definition of the intended SEL objectives to be achieved through the contents and resources deployed; foresee moments of feedback and metacognitive and “meta-emotional” reflection; support active involvement; offer guidance on how students’ learning will be assessed; integrate, when possible, the use of educational and assistive technologies; finally it should be subject to revision and improvement based on experience, learning results and changing needs over time.

Redefining Success

Sue Roffey

Growing Great Schools Worldwide and University College, London

There are many 'givens' in education, such as 'raising standards' and 'high grades'. One of the most pernicious is the definition of 'success' which is invariably defined as passing exams, usually in STEM subjects, getting into a 'good' university and eventually securing a highly paid, high status job. This is problematic in several ways. It relegates many students as 'failures' despite what they have learnt, it undermines the importance of other aspects of education such as SEL, may be contributing to the mental health crises for young people, does not foster the critical skill of collaboration and is not an inevitable pathway to a life well lived. This session will raise questions about what we might need to consider in redefining what we mean by success, both in education and in life.

Purrble: A Novel Digital Tool for In-Situ Emotion Regulation in Children and Adolescents

Petr Slovak^{1,3}, Dimitri Chubinidze¹, Kate Tchanturia¹, Mia Doces²

¹Kings College London, United Kingdom; ²Committee for Children, USA; ³Linacre College, University of Oxford, UK

Emotion regulation is a key component in building strong social and emotional competence, particularly in youth. While digital technology holds promise, research on technology-enabled interventions remains limited. This presentation introduces Purrble, a widely available and inexpensive socially assistive robot co-designed with children, families, teachers, and clinicians. We report on the development process of the Purrble intervention, and three recent feasibility trials examining Purrble's acceptability and impact on emotion regulation in a range of youth groups: minority youth struggling with self-harm (N = 40), young patients with eating disorders (N = 26), and university students with anxiety (N = 78). The intervention guides users to down-regulate unwanted emotions through sensors and haptic vibrations grounded in Gross' extended process model of emotion regulation, and without the need for prior training for the youth. Results indicate high acceptability across contexts, with results showing significant perceived benefits reported by youth. These findings are supported by statistically significant reductions in within-subject outcome measures. Purrble demonstrated sustained engagement and integration into daily emotion regulation practices. Common themes included ongoing availability and support for down-regulating difficult emotions in real-time, breaking rumination, and preventing self-harm. The conclusion highlights Purrble's potential as a first, in-situ emotion regulation tool, available to children and families without training or expert involvement. The consistent perceived impacts and sustained engagement suggest a new, language agnostic model for emotion regulation interventions. The presentation emphasizes the need for further research to explore Purrble's broader applications and implications for innovative youth-focused emotion regulation interventions in schools, families, communities.

WORK_13

Pathways To Change

Robert Joseph Long, Amanda Barrie

Social Emotional and Behavioural Difficulties Association (Sebda). UK
wellbeing and mental health

With Dr Amanda Barrie and Dr Rob Long

The landscape of mental health is changing dramatically. Models of yesteryear are being challenged on many fronts. These new approaches hold implications for classroom practitioners as well as the ethos of schools and colleges as to how children and young people with mental health challenges are to be supported. The established link between emotional wellbeing and mental health makes a fuller appreciation of this relationship all the more important. How mental health issues are conceptualised is in a process of change, neurodiversity is challenging how we see and respond to children with 'differences'. This workshop will explore interactively with participants the different paradigms that aim to explain mental health alongside the interventions they advocate. The rationale for a medical

approach will be detailed and evaluated alongside other models. The implications are profound and will be considered through participants actively developing new models of support for their professional context. Case studies will be presented for participants to critically explore the links between mental health assessments, interventions and theory. The workshop will conclude with a detailed account of a Online Postgraduate Diploma in Social, Emotional and Mental Health Difficulties. The course develops an understanding and the practical skills needed when working with children and young people who face a range of mental health challenges. The course offers a two year part-time Postgraduate Diploma in SEMH Difficulties for professionals working with this vulnerable group. Participants relate SEMH theory to their own professional context and consider the impact on their practice. Amanda and Rob are tutors on this course and combine their front line experiences with academic consideration.

WORK_14

Social Emotional Wellness: From Screening To Intervention And Progress Monitoring

Achilles N. Bardos

EduMetrisis, LLC, United States of America

Recognizing the connection between mental health and academic performance and the need to address students' behavior/social emotional health needs many schools in the United States are implementing comprehensive behavior health services. A model most frequently used in schools is known as the MTSS (Multi-Tier System of Supports). MTSS requires the accumulation of evidence-based data to inform the decision-making process across its tiers of support. Screening of students' social emotional skills offers this evidence. Teachers, parents, and students can participate in the screening process. School based mental health teams can evaluate this data across school buildings, grade levels, classrooms and at the individual student level and translate screening data to evidence-based interventions. This workshop will present the various steps and challenges one might encounter when integrating behavioral data available to identify at-risk students ages pre-K to 12th grade and how to proceed with the design of interventions. We will review various decision making points and how they inform our practices from the early universal screening efforts to the design and monitoring of prevention and intervention efforts. The workshop will allow participants to see how such a system is gradually built throughout each MTSS tier and for all grade levels and how to best engage families and mental health partners around tiered levels of intervention. Using a case study approach, screening data and plans for the progress monitoring of interventions generated by a web-based instrument, the Behavior Intervention Monitoring Assessment System-2 (BIMAS-2; McDougal, J., Bardos, A., & Meier, S. (2016) will be presented. Implementation steps, barriers (staff buy-in, technology resources) challenges and success stories from various schools in the United States, such as a large metropolitan school (Boston Public Schools) and a smaller, in a rural mid-size school (Canon City, Colorado) will be presented.

WORK_16

So You Think You Prioritize SEL?

Erika Allen

The Urban Assembly

How can school leaders intentionally set their school community up for successful SEL integration and implementation? Schools demonstrating this commitment prioritize comprehensive training for educators, equipping them with the skills to effectively incorporate social-emotional skills into academic learning. Indicators of high quality SEL implementation address collaborative teaming structures, incorporation of direct instruction and assessment of social-emotional skills into the

school day and calendar, and academic integration. Participants will review these key indicators and start goal-setting to build their phased SEL implementation plan, starting with Commitment, next leading the work through Execution of their goals, and reaching full Implementation. The goal for this workshop is to guide participants in developing a phased plan for implementing social-emotional learning (SEL) in their schools. Participants will work in small groups to identify proactive systems and structures that school leaders need to put in place, such as teaming, professional development, SEL assessment, curriculum, and family engagement. They will also review indicators of high quality SEL implementation and create a roadmap for integrating social-emotional skills with academics, while ensuring sustainability for educators, students, and families. Participants will be guided through a phased SEL implementation plan, considering in small groups what proactive, top-down systems and structures School Leaders need to put into practice, ranging from teaming, professional development, SEL assessment, curriculum, to family engagement. They will review indicators of high quality SEL implementation, their roadmap toward integration of social-emotional skills with academics and sustainability for educators, students, and families. Attendees will complete a rubric to self-reflect on their school's standing regarding these "look fors", prioritize up to 3 areas, set goals, and begin planning.

POSTER_3

P19 How Can Teachers be Supported in their Work with Multicultural Students in Schools of Athens? A Pilot Study

Kendra Sylvianna Macris, Despina Paizi

American College of Greece, Greece

Greece stands as the 'gateway to Europe', embracing waves of refugees and immigrants from diverse corners of the globe over the past three decades. Amidst this rich tapestry of people, there are students representing a kaleidoscope of backgrounds; therefore, the educational landscape is undergoing a profound transformation. Yet, the rigid structures and curriculum of the schooling system often lag behind, leaving teachers grappling with the challenge of adapting to this vibrant mosaic of diversity on their own. This pilot study aimed to investigate the experiences of teachers that attempt to navigate this multicultural milieu in three elementary schools in Kypseli, a highly concentrated, multicultural area of downtown Athens. A survey research with 26 teachers was employed to assess how teachers' awareness of the challenges that multicultural and multilingual students face influences their ability to develop and employ adept teaching strategies. The results indicate that the more teachers are aware of these challenges and language barriers, the more the teaching strategies they employ. However, the qualitative analysis of the survey indicates that they feel they are left unsupported as they try to bridge the cultural chasms between themselves and their students of varied backgrounds. Based on these findings this pilot study explores how teachers could be effectively supported by means of teacher training seminars targeting key areas of multicultural education, such as incorporating the native language and culture of the students in their teaching, supporting students emotionally, engaging the parents of the students in the learning process, etc.

P20 Enhancing Preschool Children's Emotional and Fine-motor Skills Through Object Manipulation Workshops

Hellen Vretudaki¹, Anna Athanasopoulou²

¹University of Crete, Greece, Greece; ²Directorate of Primary and Secondary Education

In recent years, it has been observed that a large number of children with reduced emotional and fine-motor skills enter preschool classes in Greece. In particular, children find it challenging—and some of them to a great extent—to play and work in the classrooms individually or collectively. Despite teachers' efforts to support them, children move to the next level (i. e. primary school) unprepared. In many countries in Europe preschool education involves object manipulation workshops that enhance children's emotional and fine motor skills. Based on these findings, a methodological design was created with the scope of investigating the effectiveness of object manipulation workshops in the Greek Kindergartens. Kindergarten teachers from Iraklion, Crete participated during this study. They were trained and instructed to create and apply object manipulation workshops in their classrooms. Each workshop was based on key material such as beads, pegs, cork, syringes, containers, threads, pipe wire, buttons, feather and other. The purpose of each workshop was to enhance children's emotional and fine-motor skills while appearing playful and intriguing children's interest and curiosity. Through an open-ended questionnaire that was given to the teachers, we noticed that the workshops, due to their playful and exploratory nature, motivated children's interest as they showed high level concentration skills. Children were also intrigued to work with the materials proposed as well as they produced new workshops.

P21 Unveiling Potential: A Holistic Exploration of Social and Emotional Dynamics in High-Ability Primary School Students for Lifelong Achievement

Christina-Ioanna Schoina, Olga Balampekou

Centre for Interdisciplinary Assessment, Counseling, and Support (KE.D.A.S.Y.) Larissa, Greece

This presentation delves into the learning profiles of two 8-year-old high-ability primary school students assessed at the Centre for Interdisciplinary Assessment, Counseling, and Support (KE.D.A.S.Y.) in Larissa, Greece. The focus is on unraveling the intricate interplay between emotional well-being and educational potential. The first student, despite evident intellectual prowess, struggles with low motivation for learning achievement, emphasizing the critical need for targeted interventions addressing social and emotional factors in both school and family contexts. Conversely, the second student, displaying a strong interest in education, highlights the positive impact of robust social and emotional support structures. The case study methodology involves a meticulous examination of social, family, and school history, integrating data from psychological, intelligence, educational, speech and occupational therapy assessments. This methodological approach is pivotal for a nuanced understanding beyond quantitative analysis, enabling a detailed exploration of multifaceted factors influencing the students' learning trajectories, with a special emphasis on the social and emotional aspects. Addressing challenges in learning assessment and promoting active school engagement among high-ability students in Greece, our findings provide internationally relevant insights within the realm of Social Emotional Learning. This study underscores an unwavering commitment to inclusivity and cultural sensitivity, emphasizing the imperative for robust social and emotional support structures within both educational institutions and families. By providing actionable strategies to inspire and support emotionally, the research highlights the pivotal role of social and emotional well-being in unlocking and nurturing the educational potential of children for a lifetime of achievement.

P22 A Trainee's Reflections on Children's Well-being: a Step Towards Integrative Pedagogical Action

Maria Isabel Condessa^{1,3}, **Ana Lima**², **Zélia Anastácio**^{1,4}

¹Research Center for Child Studies/ University of Minho, Portugal; ²Parochial Wellness and Social Center of St. Joseph, Portugal; ³Faculty of Social and Human Sciences / University of the Azores, Portugal; ⁴Institute of Education/ University of Minho, Portugal

Well-being should be seen as a facilitator of the teaching-learning process, a complementary factor in the analysis of child development and education. This perspective will allow us to appeal to a diversity of educational practices, with playful reinforcement and movement, which integrate relaxation, yoga, mindfulness, and useful tools for any pedagogical action. This study aimed to answer the question raised by an education trainee as to whether reflecting on the well-being of a group of children (n=17; 4-6 years old) would help in the subsequent use of a set of integrative teaching practices, i.e. adjusted to their needs - physical and motor, but also emotional and social. After collecting various parameters: a. Body Mass Index; b. Movement ABC - a test adapted to assess manual dexterity; c. Fitnessgram - tests adjusted to analyze physical fitness, d. observation of breathing techniques and static posture, the data obtained was treated statistically and each child was characterized. From the analysis of these values, most of which fell within normal parameters, we can see that there were still some extreme cases with some difficulties, namely: children with more weight; with less agility and speed in their movements and, also, with irregularities in the performance of the breathing and the posture tests. We can conclude that from this analysis, the trainee was able to characterize well and resort to more appropriate educational practices, integrating and balancing so that the children learn skills and competencies in the physical-motor, intellectual, emotional, self-confidence, and social domains.

P23 Supporting Social-Emotional Development: The Power of Routines in Early Childhood Education

Kallirroï Papadopoulou, **Lia Tsermidou**, **Lida Anagnostaki**

Department of Early Childhood Education, National and Kapodistrian University of Athens, Greece

Socio-Emotional Development (SED) in early childhood has been proven critical for lifetime achievements and wellbeing. Research has also established the crucial role of early childhood (ages 2-6) care and education settings for the learning and development of essential socio-emotional skills. The present study reports on the theoretical background and first results of an ongoing research which focuses on Socio-Emotional Learning and Development in the preschool environment. In this project, SEL is approached as a continual experience within the context of daily preschool activities and routines, influenced by social and cultural interactions in an environment of positive relationships. This ongoing research employs a methodological approach that includes interviews with educators, focus group discussions and the use of vignettes, with the aim to investigate their beliefs and reported practices on how daily routines such as arrival, departure, snack time, circle and playtime significantly impact children's socio-emotional learning and development. These everyday activities and routines are recognized as natural spaces for nurturing children's socio-emotional growth. Consequently, understanding educators' perceptions of socio-emotional development and its interconnection with preschool routines is vital in order to implement practices that integrate

socio-emotional learning into children's daily activities rather than viewing it as a separate subject. It is argued that such insight is crucial for the development and implementation of meaningful and sustainable SEL approaches, which impact both educators' professional growth as well as children's socio-emotional development.

P24 Individual, Social, and Academic Factors Associated with the Well-being and Positive Development of First-year University Students: a Protocol Study

Regina Ferreira Alves^{1,2}, Teresa Freire², Leandro Almeida²

¹Research Centre on Child Studies (CIEC), University of Minho, Portugal; ²Psychology Research Center (CIPsi), University of Minho, Portugal

University students are at a particularly challenging stage in their psychosocial development, which, combined with the inherent changes associated with the transition to higher education, may make them particularly vulnerable to experiencing a decline in well-being during the academic adjustment period. However, our understanding of the variability in well-being and the bidirectional influences of related factors remains limited. This highlights the need for longitudinal methodologies that provide insights into the trajectories of university students' well-being and its nuances at interpersonal and intrapersonal levels. This study aims to analyse the variation in subjective and psychological well-being of university students during their first year and to explore its interrelationship with various individual, social, and academic factors. This study will use an observational and longitudinal design with three data collection points during the first year of study using a questionnaire that will include measures of subjective and psychological well-being, persistence, resilience, perceived social support and loneliness, academic performance, and engagement. The results of this study will provide insights into the trajectories of students' well-being and enhance our understanding of the determinants of well-being in the academic context. Furthermore, by adopting a longitudinal framework, the study aims to provide a more comprehensive understanding of the causal relationships between the variables under investigation. In addition, the study aims to provide empirical evidence to inform the development of socio-educational interventions aimed at promoting positive development, with a particular focus on specific student profiles.

P25 Emotional Competence Veiga Scale - a structural equation analysis study validation

Maria Augusta Romão Veiga Branco

Bragança Politecnic University, Portugal

The measurement of Emotional Competence (EC) is essential, so we need to have a validated procedure for this. Aim: Validate the "Emotional Competence Veiga Scale (ECVsr33)", using structural equation analysis (SEA). Study developed from the application of EVCsr33, in a 455 nursing students sample, between 17 to 21 years old, mostly female. All the methodological requirements for carrying out the factor analysis of ECVsr33 were verified. All variables are metrics (Likert scale), all factors have at least 5 variables and there are more than 5 observations per variable (Hair et al, 2010). Results: Confirmatory analysis was carried out using SEA, which allows a qualitative leap from an exploratory model to a confirmatory model: SEA allows testing the global fit of models and individual significance of parameters in a theoretical framework including various types of linear models. The internal reliability of the scales was examined using Cronbach's alpha analysis. These items are constituted as ordinal variables, and each of them operationalized through a Likert-type temporal frequency scale (1 to

7: 1-"never", and 7- "always"). Concluding: The structural equation model obtained in the analysis confirmatory factorial, presents indices that refer to a model with a good fit, except RMSEA. The conditions for using EVCer33 in the sample were considered to be met. The ECVS Psychometry and from the point of view of descriptive statistical analysis, assumes 4, as the cut-off point. In EC profile, 3 levels are considered: the low level, (1 - 3.49); the moderate level (3.50 - 5.45), and high level (5.46 -7).

P26 From Emotional Intelligence to Socioemotional Competence: the validation of the WEILS for Portuguese adolescents

Zélia Anastácio¹, Maria Isabel Condessa¹, Sara Fernandes¹, Celeste Antão²

¹Universidade do Minho, Portugal; ²Instituto Politécnico de Bragança, Portugal

The concepts of emotional intelligence, emotional competence, and emotional education are interconnected and need to be clarified in light of the state of the art. Socioemotional learning models are being applied to empower young people to deal with the challenges they cope with through emotional education. Emotional intelligence is a mensurable dimension, and several scales can be found in the literature. This study aimed to validate the Wong and Law Emotional Intelligence Scale (WEILS) for the Portuguese adolescent population. A broader questionnaire, including WEILS, was applied online to a sample of adolescents aged between 15 and 24 (Mean=19,8), being 75% females and 25% males. For adolescents less than 18 years old the questionnaire was sent to their parents. The four dimensions of the scale are self-awareness, empathy, self-motivation, and emotion management. The Cronbach Alfa value was .92, which reveals good reliability. Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) will be also applied. Globally, the WEILS revealed a reliable and valid instrument for Portuguese adolescents. Given the results, WEILS seems a good tool to use in our research, namely in action research and intervention projects during the identification of needs and the evaluation steps.

P27 A Guiding Matrix for Integrating AI and Ed-Tech in SEL: Filling the Research Gaps

Ioulita Angelopoulou¹, Foteini Paraskeva²

¹University of Piraeus, Greece; ²University of Piraeus, Greece

While existing studies have highlighted the importance of social-emotional competencies in educational settings, there is a need for more research on how ed tech can effectively support the development of these skills. This poster, in relevance with the topic of educational technology and SEL, presents a strategic matrix designed to guide the effective integration of AI and ed-tech into SEL programs, addressing critical research gaps and paving the way for tailored, equitable, and ethically sound educational practices. Based on a literature review, the poster reflects a focused examination of the burgeoning yet limited research on AI and ed-tech's role in SEL, juxtaposed with their advanced applications in other fields, such as medicine and marketing, identifying key areas for exploration: the effectiveness of AI tools in SEL, ethical implications, pedagogical integration, and ensuring equitable access. The result is a comprehensive matrix that categorizes and evaluates AI and ed-tech tools based on their effectiveness in enhancing SEL, their alignment with ethical standards, their pedagogical

integration, and their accessibility. This tool aims to bridge the identified research gaps, offering educators and policymakers a practical framework for deploying technology in SEL with confidence and clarity. This poster not only highlights the urgent need for further research into the intersection of AI, ed-tech, and SEL but also offers a pioneering matrix that can direct the development, selection, and implementation of technological tools in educational settings.