



European Network for  
Social and Emotional Competence

# Newsletter

Issue 28  
June 2023

## SOCIAL AND EMOTIONAL LEARNING MATTERS

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

**WELCOME!**

It is a pleasure that on behalf of all of us as ENSEC chairs and chairs' assistants and our respectful and well-known founding chairs to welcome you to the 28<sup>th</sup> issue of the ENSEC newsletter.

In this issue you will find many news regarding ENSEC, European and worldwide activities in the field of socio-emotional learning. One part of these news is related with activities within ENSEC, such as organizing webinar on celebrating International SEL Day, co-organizing SEBDA conference which will be in September 2023, and organizing 9<sup>th</sup> ENSEC conference in September next year. Besides, this there are many other very interesting news in the field of new socio-emotional learning publications, projects, programs and activities from ENSEC members from different countries.

As you know, one of the main goals of ENSEC is to network and connect SEL-experts in Europe and from all other countries. So, please do continue send us your valuable research work, practice experiences and opinions on SEL and related topics. We invite you to share with us your project ideas, new publications and many other interesting features. Please send any contributions to [sanjatv@uniri.hr](mailto:sanjatv@uniri.hr) as a Word document so that it can be cut and pasted. We are looking forward for this new journey with all of you, proudly continuing with the ENSEC mission!



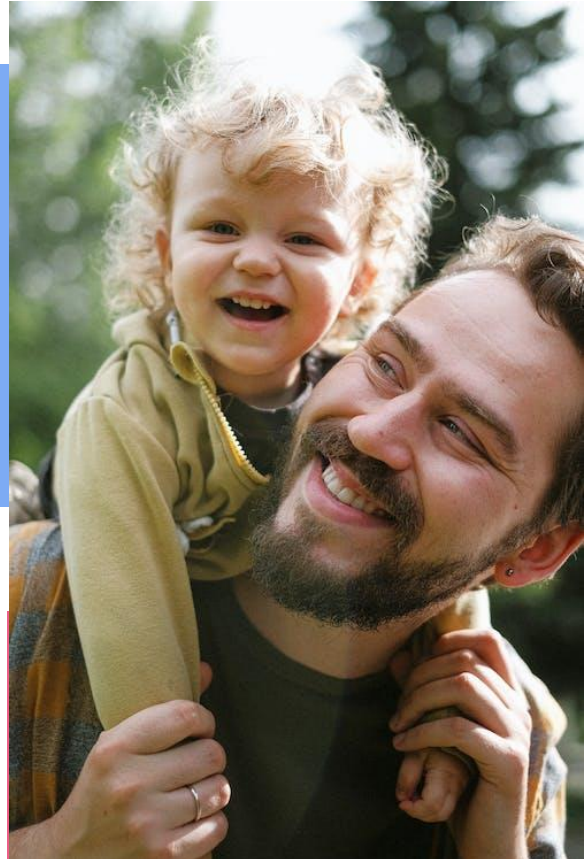
European Network for Social  
and Emotional Competence

*Established December 2007*

**NewsLetter editors:**

**Sanja Tatalović Vorkapić & Paula Lebre Melo**

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



## NEWS

- International SE
- SEBDA confere  
September 202
- 9<sup>th</sup> ENSEC conf  
in September 21

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- Projects
  - Publications
  - SEL initiatives &  
networking
-

# SEL & ASSESSMENT – WEBINAR HELD ON MARCH 21<sup>ST</sup> 2023. #SELday

European Network for Social and Emotional Competence

**FREE WEBINAR**  
**SEL AND ASSESSMENT**

On the occasion of International SEL Day ENSEC is organizing a free webinar

21st March, 2023  
16.00 -17.30 CET (central european time)

**Keynotes**

<p><b>Assessments for SEL Intervention Programs</b></p>  <p><b>Stephen N. Elliott, PhD</b> Mickelson Foundation Professor School of Family &amp; Social Dynamics Arizona State University</p>	<p><b>Translating SEL Assessments to Promote Social Emotional Health Across Europe</b></p>  <p><b>Christopher J. Anthony, PhD</b> B.O. Smith Assistant Professor of Education, College of Education University of Florida</p>
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**Register now:**  
<https://tinyurl.com/2fnmtwd3>

**Link to access the webinar:**  
<https://videoconf-colibri.zoom.us/j/92504525006>  
ID: 925 0452 5006

**For more information:**  
[ensec.europe@gmail.com](mailto:ensec.europe@gmail.com)

## Assessments for SEL Intervention Programs

Stephen N. Elliott, PhD, Mickelson Foundation Professor  
School of Family & Social Dynamics, Arizona State University

### Presentation Overview

Assessments, when well-designed, yield actionable results that can drive intervention programs. For assessment results to be actionable, they must be based on recent, representative, and reliable reports of children’s behaviors/skills that are highly aligned with the behaviors/skills taught in the intervention program. Many SEL intervention programs, however, function without the benefit of assessment information or with assessments whose content is poorly aligned with the skills taught in the program. Besides yielding actionable results, useful and valid SEL assessments must be time efficient to complete, repeatable and treatment sensitive, and facilitate input from multiple informants (students, teachers, and parents).

Recent research with European colleagues has demonstrated that the *SSIS SEL Brief Scales*, originally developed in the United States to align with the CASEL SEL Competence Framework, could be translated and used effectively to evaluate the PROMEHS, a school mental health program, in six countries. Meanwhile, several European researchers in other countries have initiated SEL intervention programs where the *SSIS SEL Brief + Mental Health Scales* are being used to guide and evaluate SEL program outcomes. In summary, this is an exciting time for SEL assessments that can inform interventionists and the public about the effects of intervention programs to improve children’s social emotional health!

## Translating SEL Assessments to Promote Social Emotional Health Across Europe

Christopher J. Anthony, PhD  
B.O. Smith Assistant Professor of Education  
College of Education, University of Florida

### Presentation Overview

Developing and maintaining an efficient and helpful SEL assessment system for wide use in Europe poses substantial challenges. Not only do languages differ across Europe, but the different cultures of the region also often mean that various SEL behaviors are better or worse indicators of SEL competence depending on the country in which assessment is occurring. Despite these challenges, cross-country comparison and collaboration require the use of standardized, linked, assessments. Further, the validation and use of standardized interventions to promote social emotional health also requires consistent assessment.

The purpose of this presentation is to introduce participants to the process of linguistic and cultural translation of SEL measures as well as the subsequent validation process. To frame this discussion, the *SSIS SEL Brief Scales* a prominent SEL measure that recently has been translated into several European languages will be featured. With specific examples from these scales, the presentation will cover translation standards, best practice validation recommendations, and future directions for research and development. Participants will gain a better understanding of how to evaluate translation and validation procedures as well as how to contribute to better translation and validation of the SEL assessments they use in their own research and practice.

**Stephen N. Elliott**, PhD, Professor, Arizona State University (Tempe, Arizona): prof. Elliot is an educational psychologist and the Mickelson Foundation Professor in the Sanford School of Social and Family Dynamics. Professor has collaborated with colleagues and students to author hundreds of research articles, books, and chapters focusing on ways to assess and improve the social and academic performance of all students. He also is the co-author of the Social Skill Improvement System (SSIS), the assessment upon which the series of SSIS SEL Brief Scales are based. His contributions to psychology and education have earned him recognition as a Fellow in the American Educational Research Association and Senior Scientist in the American Psychological Association. It is our honor to have you here with us today in this online event, so the floor is yours...

**Christopher J. Anthony**, PhD, Assistant Professor, University of Florida (Gainesville, Florida): Chris is a school psychologist in the School of Special Education, School Psychology, and Early Childhood Studies at the University of Florida. Chris's interests include developing and improving measurement of students' social, emotional, behavioral, and academic competencies. He has a particular focus on using advanced psychometric approaches such as Item Response Theory to improve the validity and utility of assessments for children.





Greece and the University of Patras welcomes the 9<sup>TH</sup> ENSEC conference! <https://ensec2024.gr/>  
Social and Emotional Learning promotes Mental Health and Well-being, Resilience, Intercultural Understanding, Sustainable Development and Lifetime Achievement through Education to children and adults. **Main conference theme:** Social Emotional Learning for lifetime achievement

The conference themes are:

1. SEL and Mental health in schools
2. Teacher training in SEL
3. SEL and intercultural understanding
4. SEL and technology-media
5. Resilience-Trauma
6. Well-being-Mindfulness
7. SEL and educational policy development-consultation
8. SEL and inclusive practices
9. SEL and assessment
10. SEL for sustainable development

**Dates of the conference:** 5-7 September 2024

**Venue of the conference:** Crete, Chania at the International Conference Centre of CIHEAM.

[https://www.iamc.ciheam.org/services/conference\\_centre](https://www.iamc.ciheam.org/services/conference_centre)

**Keynote speakers:**

1. **Eva Oberle**, The University of British Columbia, Canada
2. **Stephen Elliott**, Arizona State University, USA
- 3) **Helen Skouteris**, Monash University, Australia
- 4) **Kimberly Schonert-Reichl**, University of Illinois, USA
- 5) **Michael Teutsch**, European Commission Directorate-General for Education, Youth, Sport and Culture
- 6) **Stephanos Vassilopoulos**, University of Patras, Greece

Maria Poulou, [mpoulou@upatras.gr](mailto:mpoulou@upatras.gr)

**Sebda**

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



UNIVERSITY OF  
BIRMINGHAM

**Sebda**

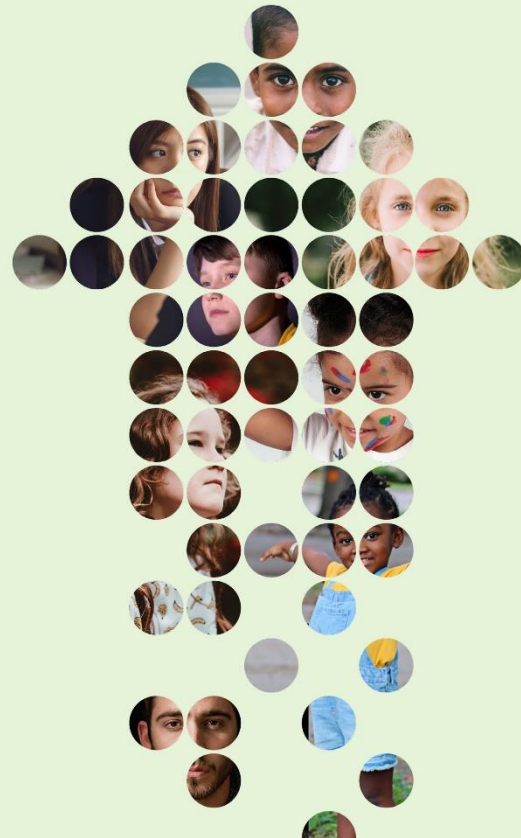
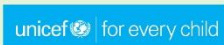
Promoting the social and emotional  
well being of children and young people

## Global Solutions to Working with Vulnerable Children and Young People

An **international conference** to be held  
on **7th, 8th & 9th September 2023** at  
The Alan Walters Building  
The University of Birmingham, UK

[sebda2023internationalconference.org](http://sebda2023internationalconference.org)

Supported by



### 'Global Solutions to Working with Vulnerable Children and Young People'

- Sharing international insights into the inclusion of socially and emotionally vulnerable children and young people.
- Celebrating their resilience in surviving trauma, loss and displacement.

#### Our Aims

At this conference we aim to bring together practitioners and academics from around the world to:

- share and explore the difficulties encountered by socially and emotionally vulnerable children and young people (CYP) in the current international context.
  - learn about research activities and evidenced based interventions from around the world that are informing our practice and improving or challenging the experiences of this vulnerable group.
  - celebrate the successes and resilience of vulnerable CYP and those who work with them in overcoming the challenges presented by the current context.
  - hear about, and learn from, the lived experience of the CYP themselves as well as those who care for them.
- Through keynote presentations by experts in the field, the sharing of academic papers by researchers, and practitioner workshops, we will explore such themes as mental health, displacement, the lived experience and inclusion in relation to children and young people of all ages.

#### Target Audience

The conference will be of interest to practitioners and academics working with this vulnerable group of children and young people of all ages in a wide variety of contexts such as education, health, social care and charitable organisations.

## Confirmed Keynotes

- ✓ *Reimagining post-covid education: a whole school approach to mental health*  
Professor Carmel Cefai, University of Malta
- ✓ *Excluded Lives: Understanding marginalization from multiple perspectives*  
Professor Harry Daniels and Associate Professor Ian Thompson, University of Oxford
- ✓ *What kind of refuge? Post-migration needs of displaced children*  
Professor Mina Fazel, University of Oxford
- ✓ *Implementing the principles of good autism practice in education: Inclusion in international contexts*  
Professor Karen Guldberg, University of Birmingham.
- ✓ *Trauma informed education: From the inside out*  
Dr Anne Southall, La Trobe University, Melbourne

**2 ½ Day Full delegate fee only £398 (SEBDA Member £328) Inc. Drinks Reception & Gala Dinner.**

Please go to the conference website for details of how to submit an abstract if you would like to present your work, or in order to book your place as a delegate. [www.sebda2023internationalconference.org](http://www.sebda2023internationalconference.org)

More information <https://www.sebda.org/>

Marguerite Watt, [mwatt@brookes.ac.uk](mailto:mwatt@brookes.ac.uk)

## NEW PUBLICATIONS

Volume 15 Issue 1 of the *International Journal of Emotional Education (IJEE)* has just been published by the Centre for Resilience and Socio-Emotional Health. Ten papers by various authors from around the world address issues related to initial teacher education in social and emotional learning, teacher wellbeing, the education of students with social, emotional and behavioural issues, emotional intelligence and gifted children, play and social and emotional learning, empathy in medical and health care students, and the social and emotional wellbeing of young athletes.

There is also a call for papers for a special edition on Assessing Children's Social Emotional Learning to Guide Improvement Programs to be published in April 2024. The IJEE is an indexed, international, electronic journal which is distributed free of charge and supported by an international board of reviewers with high level expertise in the field. It may be accessed at [www.um.edu.mt/ijee](http://www.um.edu.mt/ijee)

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A special issue of International Journal of Emotional Education: “Call for Papers Special Issue: Assessing Children's Social Emotional Learning to Guide Improvement Programs”,

A 2022 Erasmus+ report on *The Impact of the Covid-19 Pandemic on the Mental Health of Young People* noted the substantial mental health and social emotional wellbeing challenges faced by European young people. The authors of the report recommended a continuation of all policies put in place during the COVID-19 pandemic to promote youth social emotional wellbeing with a special focus on school-based SEL programming. One such SEL focused program is PROMEHS – the Promoting Mental Health at Schools – program (Cefai, et al., 2022). PROMEHS is an evidence-based program that emphasises improving the living conditions and environments that support mental health within the school context to allow children, school staff, families, and communities to adopt and maintain optimal emotional functioning. SEL programs, like PROMEHS, require high-quality, well aligned assessments to document its effectiveness and drive data-based improvements.

This special issue of IJEE was stimulated by an examination of how social emotional assessments are an essential component in evidence based SEL programs. Furthermore, well developed and validated measures are needed to promote a thriving research base for school-based prevention and intervention programs targeting children's social emotion behaviour. Yet, developing and validating SEL assessments is challenging in the European context considering the wide array of languages and cultures represented on the continent. Against this backdrop, it is not optimal to merely develop one version of a measure and translate it into different languages without attention to the varying cultural specifics that may affect the expression of SEL in culturally specific ways. Yet, translation and linkage of assessment across countries and cultures is necessary to promote cross-country comparisons and SEL-focused collaborations for promoting the wellbeing of all European children.

In this thematic issue, we examine the use of the SSIS SEL Brief Scales and how SEL assessment practices in European countries can guide the implementation and use of programs that support children's social emotional health. The PROMEHS project demonstrated the role the SSIS SEL Brief Scales can play in the implementation and evaluation of such programs, but like any good project, it presented new questions about assessment to drive both more research and future practices. Thus, with this special issue, we want to highlight avenues for future research and development as well as highlight exemplary promising measures for continued future research and development. Some of the major questions/themes we anticipate featuring are:

1. What is the status of SEL assessment in Europe? What measures exist, are translated and validated for use in multiple countries, and are widely used?
2. How are these measures used? Are they used exclusively for research? If not, what applications are they used to address in European schools?
3. What barriers exist for scientific SEL measurement development and usage in Europe and how can these challenges be met with future research and development?
4. Are any particular measures of great promise in meeting SEL assessment needs in Europe?

Papers (no longer than 7000 words) may be submitted until 15 October 2023 through the normal Journal's submission procedures [online](#). Guidelines for authors may be found [online](#). IJEE is an indexed open access journal with no charges for authors.

If authors wish, they may submit a 1-2 page letter of intent describing the content of proposed papers and fit with the themes of the special issue **by 15 July 2023**. Although letters of intent are not required, the guest editors will read all letters of intent and give feedback on fit with the themes of the special issue. To submit letters of intent, please send an [email](#) with the attached letter of intent.

For further information please contact [Ms Natalie Galea](#).

Guest Co-Editors: Christopher J. Anthony, Ilaria Grazzani, Stephen N. Elliott & Valeria Cavioni

Deadline for manuscript submissions: 15 July 2023

Manuscript Submission Information

[Call for Papers Special Issue: Assessing Children's Social Emotional Learning to Guide Improvement Programs - Newpoint - University of Malta \(um.edu.mt\)](#)



## Applications for Erasmus Mundus Joint Master Programme in Resilience in Educational Contexts

The University of Malta, University of Lisbon, University of Crete and University Stefan Cel Mare Suceava are offering the first Joint Master Programme in Resilience in Educational Contexts starting in October 2023. The Joint Master Degree is a two-year, full-time programme consisting of taught study-units, a practice placement, a dissertation, and a summer school, spread over four mobility moves. The first mobility will be at the University of Malta followed by mobilities at the three other universities respectively.

Applications for self funding students close in July 2023

For further information: <https://flourishproject.mt/>

Contact [natalie.haber@um.edu.mt](mailto:natalie.haber@um.edu.mt)







Co-funded by the  
Erasmus+ Programme  
of the European Union



## DISSEMINATION OF PROMEHS PROJECT RESULTS...

### Citation:

Cavioni, V., Grazzani, I., Ornaghi, V., Agliati, A., Gandellini, S., Cefai, C., Camilleri, L., Bartolo, P., Tatalović, Vorkapić, S., Golob, L., Poulou, M., Martinsone, B., Supe, I., Simões, C., Lebre, P., Colomeischi, A., Rusu, P., Acostoiaie, L., Vintur, T. & Conte, E. (2023). A multi-component curriculum to promote teachers' mental health: Findings from the PROMEHS program. *International Journal of Emotional Education*, 15(1), 34-52. <https://doi.org/10.56300/KFNZ2526>

Free download from this link:

[https://www.um.edu.mt/library/oar/bitstream/123456789/108605/3/A\\_multi\\_component\\_curriculum\\_to\\_promote\\_teachers\\_mental\\_health\\_findings\\_from\\_the PROMEH program 2023.pdf](https://www.um.edu.mt/library/oar/bitstream/123456789/108605/3/A_multi_component_curriculum_to_promote_teachers_mental_health_findings_from_the_PROMEH_program_2023.pdf)

### Abstract

In the last two years, a growing number of studies have focused on the promotion of students' mental health to address the negative effects of the COVID-19 pandemic.

However, less studies have been conducted on sustaining teachers' mental health which has been affected by the sudden changes in online teaching and the difficulties in keeping and building relationship with students. Even before the pandemic, teaching has long been recognised as one of the most challenging occupations characterized by high levels of stress.

Although the research highlighted the key role of mental health promotion among teachers, there is still a lack of programs enhancing teachers' wellbeing. This study examined the impact of the PROMEHS program, a school-based curriculum, on teachers' mental health. A total of 687 teachers participated in the study. Applying a pre and post training study design with experimental and waiting list groups, teachers were evaluated in social and emotional learning, resilience, and self-efficacy.

The results showed that there was a significant improvement in all competences of the teachers in the experimental group compared to those in the waiting list group. The paper discusses the implications of the findings with recommendations for further studies in the area.

**Dr Valeria Cavioni, PhD**

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Department of Humanities. Literature  
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# IMPLEMENTING PROMEHS – EDUCATING TEACHERS AT THE FACULTY OF TEACHER EDUCATION, UNIVERSITY OF RIJEKA, CROATIA



Croatia, like other partner countries within the recently completed Erasmus+ KA3 project PROMEHS (Promoting mental health in schools), tried to find a way to systematically implement the PROMEHS curriculum for the mental health of children and young people from 3.-18. years of age in kindergartens and schools in Croatia.

Therefore, as part of the Competition for the allocation of funds to support projects through the program line A1 Open Personalized Education, the Simple Microqualifications program announced by the University of Rijeka (Rijeka, Croatia) in February of this year, the Education Program for the acquisition of microqualifications in educational work for the improvement of mental health and well-being, because it represents a high-quality and up-to-date response to the needs of modern children and students, as well as the needs of modern educators and teachers, which relate to their well-being and mental health in the educational context.

The goal of this program is the acquisition of modern knowledge and skills in the field of well-being, mental health, social-emotional learning, resilience and coping with stress in children and students, and in the context of the professional development of early childhood educators and primary school teachers, in their own country and elsewhere, as well as the application of the PROMEHS curriculum for mental health within the initial education of teachers at the Faculty of Teacher Education.

The program was successfully evaluated in the competition and received its funding in the next academic year 2023/2024. In the first part of the year (Between September 2023 and January 2024), it will be elaborated in detail through the performance of classes, with an additional education of project team members. It will be accredited for the university study program (for students of Early and Preschool Education and Teacher Studies) as well as within the lifelong learning program (for teachers in practice). It is planned that the program will be carried out in the summer semester next year. in 2023/2024. at the Faculty of Teachers in Rijeka, within the framework of three courses: Mental health, well-being and professional development of teachers; Mental health and well-being of children in the educational context; and PROMEHS curriculum for mental health in education. All necessary information about the application options will be available on the website of the Faculty of Teachers in Rijeka (<https://www.ufri.uniri.hr/hr/>), at the end of this year.

PhD Full Prof. Sanja Tatalović Vorkapić, [sanjatv@uniri.hr](mailto:sanjatv@uniri.hr)



Are you looking to strengthen the research and vision of social and emotional learning (SEL)?

## Apply to join the 2023-2025 cohort of the CASEL Weissberg Scholars Program

The two-year program is for early career scholars working at the intersection of SEL research and implementation. Led by CASEL, it provides educational and professional development, offering individuals valuable exposure to the field, and creates a collaborative community to engage with senior leaders in SEL research, practice, and policy.

Applications for the 2023-2025 cohort are open until July 31, 2023, inspiring the next generation of innovators who are eager to make a difference with SEL.

"Being a Weissberg scholar has allowed me to connect with exceptional colleagues, peers and mentors who are tackling pressing SEL questions in different groups, contexts, and levels. Learning from and with them has been a tremendous gift and has pushed my thinking in meaningful ways." -  
*Inaugural cohort member*

<https://casel.org/about-us/our-mission-work/casel-weissberg-scholars/>

**What is an early career scholar?** Early career scholars are defined as individuals who have received their Ph.D., Ed.D., or equivalent research degree (January 2018-October 2023), and have demonstrated experience and a commitment to collaborative research approaches.

**What does the program entail?** Ten scholars will be selected and commit to:

- Participation in bi-monthly virtual seminars for a two-year period, beginning November 2023
- Mentorship with an SEL leader, matched by CASEL based on shared interests
- Development of a plan in pursuit of individual professional goals to advance SEL
- Optional: One in-person retreat, application for funding for a research grant, and/or contribution to CASEL's learning products

Questions: [cwscholars@casel.org](mailto:cwscholars@casel.org)

- ✓ Santos, A. C., Simões, C., Melo, M. H. S., Santos, M., Freitas, I., Branquinho, C., Cefai, C., Arriaga, P. (2023). A systematic review of the association between social and emotional competencies and student engagement in youth. *Educational Research Review*, 39, 100535. <https://doi.org/10.1016/j.edurev.2023.100535>
- ✓ Santos, A. C., Arriaga, P., Daniel, J. R., Cefai, C., Melo, M. H.S., Psyllou, A., Shieh, J-J, Schutte, N., Furtado, C., David, C.H., Azevedo, M. C., Andreou, E., Simões, C. (2022). Social and emotional competencies as predictors of student engagement in youth: a cross-cultural multilevel study. *Studies in Higher Education*. <https://doi.org/10.1080/03075079.2022.2099370>

#### Latest publications:

**Santos, A. C.**, Simões, C., Melo, M. H. S., Santos, M.F., Freitas, I., Branquinho, C., Cefai, C., Arriaga, P. (2023). A systematic review of the association between social and emotional competencies and student engagement in youth. *Educational Research Review*, 100535. <https://doi.org/10.1016/j.edurev.2023.100535>

**Santos, A. C.**, Simões, C., Branquinho, C., & Arriaga, P. (2022) Truancy: the relevance of resilience internal assets, student engagement, and perception of school success in youth living with parents and in residential care. *Child Abuse and Neglect*. <https://doi.org/10.1016/j.chiabu.2022.105819>

**Santos, A. C.**, Arriaga, P., Daniel, J. R., Cefai, C., Melo, M. H.S., Psyllou, A., Shieh, J-J, Schutte, N., Furtado, C., David, C.H., Azevedo, M. C., Andreou, E., Simões, C. (2022). Social and emotional competencies as predictors of student engagement in youth: a cross-cultural multilevel study. *Studies in Higher Education*. <https://doi.org/10.1080/03075079.2022.2099370>

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 Psychomotor therapist | Postdoc researcher at Le@d, Universidade Aberta  
[ResearchGate](#) | [ORCID](#) | [CiênciaVitae](#)  
 Current projects: [GIFTED](#) & WAY

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- ✓ A new article of mine deals with **verbal violence – teasing**, has been published in **European Journal of Psychology of Education** (2023). The uniqueness of the model presented is that it is designated to develop the social competence in teased students. I would be grateful to share it with Ensec members who are interested in developing SEL.

The link to the article is:

[https://link.springer.com/epdf/10.1007/s10212-023-00695-4?sharing\\_token=G8oxVtwQcbvmT6lLKiWszve4RwlQNchNByi7wbcMAY5fO9sgLKhSmS0hcP1O6iTK8\\_eVbYuqXYEI-XnW2-uK9i-KZwalm0aSVO-3J1MXyLALtoEaqXPKtaE6CX8hzsKMyc\\_s0eQ-7oWxj2Ge5y76woO\\_58\\_P\\_KtYW6paolMvuP0=](https://link.springer.com/epdf/10.1007/s10212-023-00695-4?sharing_token=G8oxVtwQcbvmT6lLKiWszve4RwlQNchNByi7wbcMAY5fO9sgLKhSmS0hcP1O6iTK8_eVbYuqXYEI-XnW2-uK9i-KZwalm0aSVO-3J1MXyLALtoEaqXPKtaE6CX8hzsKMyc_s0eQ-7oWxj2Ge5y76woO_58_P_KtYW6paolMvuP0=)

Korem, A. (2023). A three-stage model for developing social competence in teased students. *European Journal of Psychology of Education*.

Dr. Anat Korem  
[anat.korem@mail.huji.ac.il](mailto:anat.korem@mail.huji.ac.il)

### Why is this resource so needed?

At this current time, we are in a state of heightened anxiety due to the after effects of the Covid pandemic, and this has been further exacerbated by the war in Ukraine. So many children and young people and their parents, carers and teachers are feeling overwhelmed and in need of additional support in order to manage their levels of stress and trauma -related feelings and behaviours. There is an evident need for evidence-based, practical, and user-friendly resources which those seeking to support young people can access easily and make use of independently of specialist psychological or therapeutic input. This kind of publication can be extremely effective in providing the adults with the resources they need to understand trauma and anxiety, develop strategies and tools to manage this effectively and gain understanding as to how to support and integrate refugee children and young people in a nurturing and trauma informed way. There are a plethora of resources online, some of which are rather substandard and not emanating from evidence-based practice or the relevant research. This publication will aim to provide a resource that is embedded within the research and also limits the use of psychological jargon so as to ensure that parents and carers and school staff can make use of it without feeling overwhelmed.

The aim is to provide both parents and professionals with accessible resources to discuss war and conflict with children and young people in a safe way, alongside providing resources and information to ensure an understanding of trauma and how best to support refugee children and young people as they integrate into our schools. This is incredibly important at this current time given the fact that many parents and professionals are feeling overwhelmed by these tasks and professional therapeutic advice is thin on the ground both for adults and children alike. The book will also provide support for refugee parents and carers on understanding Trauma and how to support their children as they integrate into their new schools. This will cover a range of key issues alongside difficulties in sleeping, social relations, physical reactions, sadness and bereavement, post-traumatic stress, heightening anxiety, and intrusive memories etc.

<https://www.bing.com/ck/a?!&&p=05043ace92c22e2cJmltdHM9MTY4Mzg0OTYwMCZpZ3VpZD0yYjhkMzJmZi02MjA3LTZiYmMtMjc1MC0yMDk1NjNINzZhN2MmaW5zaWQ9NTE4NQ&ptn=3&hsh=3&fclid=2b8d32ff-6207-6bbc-2750-209563e76a7c&psq=swiss+conttage+tina+rae+conference&u=a1aHR0cHM6Ly93d3cuZXZpZGVuY2Vmb3JsZWYybmluZy5uZXQvc3VvcG9ydGluZ19yZWZ1Z2Vlc19jb25mZXJlbnNlLw&ntb=1>

The contents are as follows:

#### Introduction

1. Talking to children and young people about war and conflict
2. Understanding Trauma in children and young people
3. Supporting Refugee children and young people
4. Self-care for those supporting traumatized children and young people
5. The role of refugee parents/carers
6. Handouts and resources for children and young people
7. Handouts and resources for carers and professionals

The resource has been endorsed by Professor Barry Carpenter MBE and is already receiving a great deal of positive attention and usage in the UK, USA and Australia.

**Dr Tina Rae** has 40 years' experience working with children, adults, and families in clinical and educational contexts within local authorities and specialist services. She is currently working as a Consultant Educational and Child Psychologist in a range of SEMH and mainstream contexts and for fostering agencies as a Consultant Psychologist supporting foster carers, social workers and looked after children. She was an Academic and Professional tutor for the Doctorate in Educational and Child psychology (University of East London) from 2010-16. She is a registered member of the Health and Care Professions Council, a member of ENSEC (European Network for Social and Emotional Competence) and a former trustee of Nurture UK.

Tina is a member of the editorial board for the **International Journal of Nurture in Education**. She is also a member of the Advisory board for **Fresh Start in Education** and for **The Association for Child and Adolescent mental health (ACAMH)**. Tina is a prolific author and has over 100 publications to date. These reflect her ongoing passion for developing practical resources for schools which have an evidence base and enable practitioners to ethically deliver effective preventative mental health interventions in schools.

*Dr Tina Rae, BA (Hons) PGCE MA(Ed), Msc RSADipSpLD ALCM  
DipPsych Doc App Ch Ed Psy, HCPC registered Educational and Child Psychologist  
Author and Educational Consultant, [tinarae@hotmail.co.uk](mailto:tinarae@hotmail.co.uk)*

## Understanding and Supporting Refugee Children and Young People

A Practical Resource for Teachers, Parents and Carers of Those Exposed to the Trauma of War

Author  
TINA RAE



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TINA RAE

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## **SURFING THE WAVES – RESCUR**

In 2023, Teaching Institute for Public Health of Primorsko-goranska County is planning to implement "Surfing the Waves" - a resilience curriculum for kindergarten to foster emotional and social learning of children who may be at risk of early school leaving, absenteeism, social exclusion and mental health problems amongst others, by providing them with the key tools to overcome the disadvantages and obstacles in their development whilst making use of their strengths. The thrust of this curriculum is to equip young children with the skills they need to manage the 'tests of life' and overcome any obstacles they face on the way. As such it places the onus of responsibility on the individual in coping with, and continue to grow in the face of adversity. The curriculum also aims at empowering young vulnerable children to make use of their strengths in overcoming the challenges in their lives while continuing to grow and thrive.

More specifically, the curriculum has the following objectives:

1. To develop and enhance children's social and emotional learning and resilience skills;
2. To promote children's positive and prosocial behaviour and healthy relationships;
3. To promote children's mental health and wellbeing, particularly those at risk of mental health difficulties;
4. To improve children's academic engagement, motivation and learning.

The curriculum was developed and evaluated at European universities. The holder and co-author of the curriculum is the Faculty of Teacher Education at University of Zagreb. It is planned to hold a training for 26 educators from 13 educational groups of kindergartens in Rijeka, who will implement the program with children in their educational groups, and to include 260 children and 260 parents in the program. Also, the project includes cooperation with the Faculty of Philosophy of the University of Split where additional 10 educational groups will be included. In educational groups with children, the program will be carried out by their educators. Parents will have the opportunity to participate in additional workshops on enhancing their risk management skills related to the early use of digital technologies. It will be organized in two cycles of 13 workshops for parents on the risks of premature and excessive use of digital technologies. Workshops for parents will be conducted by mental health experts from Teaching Institute for Public Health of Primorsko-goranska County. The evaluation of the effects of the program is also planned. It will be carried out by carrying out a quasi-experimental research design, i.e. by comparing the results of children from the intervention group of kindergartens included in the program compared to the control group. Immediate outcomes of the level of socio-emotional competencies will be monitored, as well as social behaviors and behaviors related to the frequency and manner of using digital technology. Educators, children and parents will be involved in the evaluation. Data will be collected by observing children's behavior and self-assessments on checklists and questionnaires. Process evaluation will also be carried out continuously, i.e. indicators of the quality of implementation will be monitored. The results will be presented at the conference of the Teaching Institute For Public Health of Primorsko-goranska County "Youth of 2030" and other scientific events and public meetings. As part of the implementation of this curriculum, another research is planned. It is the research on parental behaviors regarding the control of exposure to digital technologies, parental mediation and the connection of these practices with the development of social-emotional skills, mental and behavioral problems of preschool children in Primorsko-goranska County and Splitsko-dalmatinska County. The results of this research will be used as an empirical basis for further advocacy and implementation of the implemented program in preschool institutions, appearances in the media and conferences, publication of scientific articles and preparation of a doctoral dissertation at the Faculty of Education and Rehabilitation in University of Zagreb.

The research will be carried out during October and November 2023 in 15 preschool groups in Rijeka County and in 10 preschool groups in Split, Croatia. The research consists of the application of a questionnaire for parents that includes general sociodemographic data, their assessment of children in the examined areas of socioemotional development, as well as an assessment of their own parental effectiveness and self-efficacy in setting up media practices and an environment that is conducive to the investigated phenomena which enables the monitoring of the phenomenon. Educators will assess children's socio-emotional development, as well as adaptive behaviors and elements of mental health.

**DARKO ROVIŠ, PhD Assist. Prof.**  
[darkorovis@yahoo.com](mailto:darkorovis@yahoo.com)

## Growing Your HEART Skills



### Course Description:

Educators need support developing their own SEL skills to effectively implement SEL programs, nurture their resilience and wellbeing, and authentically model these skills for students. The HEART in Mind® Model is a proven and highly effective framework that can help educators tap into the wisdom of their emotions, build strong SEL skills, and begin reclaiming their joy in teaching. Today, educators and school leaders can develop their adult SEL skills with Growing your HEART skills, an online program that can build educator resilience and self-care, helping teachers to respond to students with empathy, compassion, and joy.

This adult SEL program includes:

- 7 modules that teach the 5 HEART skills step-by-step
- 14 tools to help educators dig deeper into what they are learning in the course and implement it into their work and life
- A pre and post self-assessment of HEART skills
- An SEL goal planner
- A certificate of completion

### Creator Bio:

Dr. Lorea Martínez is the award-winning founder of HEART in Mind, a company dedicated to helping schools and organizations integrate Social Emotional Learning (SEL) in their practices, products, and learning communities. An educator who has worked with children and adults internationally, Dr. Martínez is a faculty member at Columbia University Teachers College, educating aspiring principals in Emotional Intelligence. Her new book for educators, *Teaching with the HEART in Mind*, is currently available in English and Spanish. Previously, she was a special education teacher and administrator. She frequently blogs about how to incorporate SEL in teaching practices and parenting at [loreamartinez.com](http://loreamartinez.com).

To learn more about the course:

<https://loreamartinez.com>

Lorea Martinez

[lorea@loreamartinez.com](mailto:lorea@loreamartinez.com)



**Honoring the Teacher's Heart: Well-Being Practices for School Change** is a series of four virtual sessions focused on educator well-being. Each session will delve into issues educators are facing today, explore related cutting-edge research in well-being, and help attendees build toolkits for positive well-being through experiential practices, breakout discussions, and takeaways. This is on zoom, gathering four times during the summer.

**Virtual, 3:30 - 5 pm (Pacific)**

**July 12, July 19, July 26, August 2**

We will explore:

- How our own well-being impacts our teaching and learning
- How to move from our pain points to healthy practices
- How to build and draw upon on our inner resources to make necessary changes
- How compassionate boundaries allow us to continue to “give heart” to others
- How valuing teacher well-being creates change in our school communities

#### **Who Should Join?**

- Classroom teachers
- School leaders
- School and district-level administrators
- Teacher educators
- After-school providers in Pre-K through High School

**Please share this with anyone who may be interested!**

Lauren Lee  
Education Marketing Specialist, Greater Good Science Center  
University of California, Berkeley, <https://ggie.berkeley.edu/lauren.k.lee@berkeley.edu>

## BOOK/EBOOK

# **NISSEM Global Briefs Volume 3: Educating for the social, the emotional, and the sustainable - SEL in Context**

The third volume of the NISSEM Global Briefs offers important contributions for how SEL might support contextual, social aims of education systems, including for human rights, support for marginalized learners, interculturality, and gender equality. It also articulates how education systems more broadly, from infrastructures to school leadership, can support SEL in return. As such, it offers a key contribution to the diverse ways that SEL can strengthen education and our capacity to care and cooperate.

Source: <https://inee.org/resources/nissem-global-briefs-volume-3-educating-social-emotional-and-sustainable-sel-context>

Published: **28 June 2022**

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Authored by: *Margaret Sinclair and Andy Smart, Eds*

**Andreea Diana Scoda,**  
[andreea.scoda@ise.ro](mailto:andreea.scoda@ise.ro)

Dear ENSEC members,

Please find here some details and posters and links regarding latest publications (including a translation of the latest book in German) and places where people can find out about our courses which combine SEL with practical mindful awareness training for educators. There is a [review of our latest book](#) in the International Journal of Emotional Education, Volume 13: Issue 2. And here readers can find a range of review comments.

Kevin Hawkins and Amy Burke  
Consultants, MindWell Education  
[kevinhawkins1@gmail.com](mailto:kevinhawkins1@gmail.com)



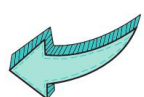
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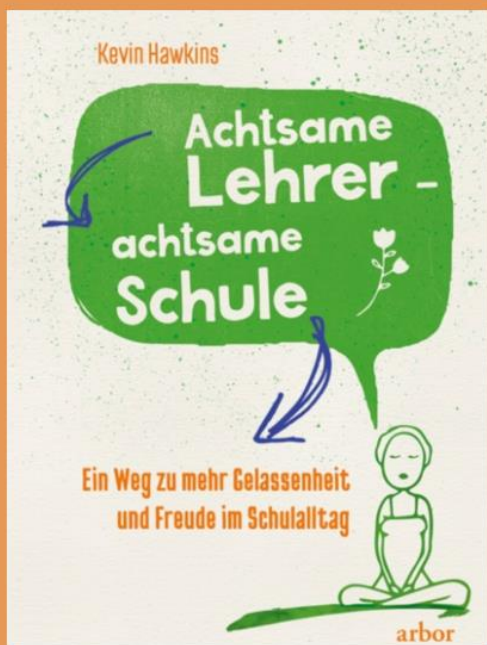
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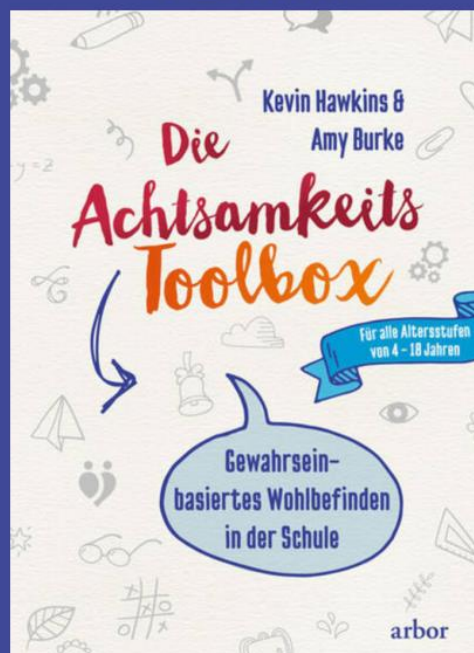
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## Mindful Teacher, Mindful School in German!



## The Mindful Teacher's Toolkit in German!



## ABOUT THE RESEARCH

Most of the mental disorders of children and young people begin before the age of 14, and the most common are: depression, anxiety, use of alcohol and intoxicants, eating disorders, panic attacks, self-harm and risky behaviors. Most disorders are not recognized and are therefore not treated in time. In order to help children and young people to strengthen their mental and emotional resilience on time and in safe conditions, with professional support, education and the development of the skills of educational workers who are in daily contact with them is necessary.

Health services for children and young people should be different from those for adults, primarily because quick and efficient interventions, quick flow of information, psychosocial support, preventive activities, as well as destigmatization when seeking help are needed. The mental health of children and young people requires a comprehensive and integrative approach, flexible and focused on basic life needs, education, relationships in the family and the environment, promoting safety and protection.

The main goal of the research done in the framework of "Let's Talk" project was to determine: the needs of young people (15-25 years old) of different genders who experience mental health difficulties, the needs of experts who work with them for gender-sensitive competences, and their awareness of the importance of a gender-sensitive approach in counseling work, as well as to investigate the approaches and methods that young people consider the most accessible in the process of seeking and receiving help.

The research was carried out through: (1) desk method of analysis of existing approaches, methods, examples and policies in strengthening the mental health of young people with special emphasis on the COVID-19 period in partner countries (Croatia, Greece, Italy, Serbia); (2) field method which included 45 interviews with experts in the field of mental health of young people (student counseling centers professionals, social workers, heads of counseling centers of civil society organizations, school professional services, youth workers, private psychotherapists and representatives of health institutions). In addition, eight focus groups were held with young people (aged 15 to 18 and aged 20 to 25), in order to gain insight into their needs and reflections on mental health from a gender-sensitive perspective.

Preliminary findings show that the COVID-19 pandemic to some extent intensified the symptomatology and pointed to the alarming need for continuous, comprehensive, preventive and efficient work with young people at all possible available levels (school system, health system, social care system, etc.). In addition, preliminary findings show the need for intersectoral cooperation, clear policies and continuous investment in education, employment and availability of experts in working with children and young people, as well as education and support of educational workers in prevention, recognition and initial support for young people. It also shows that to a certain extent experts need additional knowledge when it comes to approaching girls, boys and all especially non-binary young people and/or LGBTQI+ youth.

**Keywords:** gender sensitivity, mental health, educational workers, mental health experts, young people

**ABOUT:** Through the "Let's Talk" project, we investigate what the mental health of young people is like today, how they deal with the challenges of everyday life and general insecurity and changes in society, and how gender identity affects all of this. Likewise, our goal is to provide support to all those who work with young people in the field of formal and non-formal education and civil society so that they know and can better teach about mental health, recognize problems and provide first aid to all those young people who encounter difficulties in this area.

Project is implemented by the consortium of organizations: [Forum for freedom in Education](#) (Croatia), [Centro Sviluppo Creative "Danilo Dolci"](#) (Italy), [KMOP](#) (Greece) and [CZOR](#) (Serbia) and financed by the Erasmus+ programme. Currently we are developing publications (workbook for young people and handbook for youth workers) that will be published during summer. There is also a website currently developing where published short reports from the research implemented in partner countries can be found (in results section), as well as more information, news and resources: <https://letstalk-project.eu/>

## CONTACT(s):

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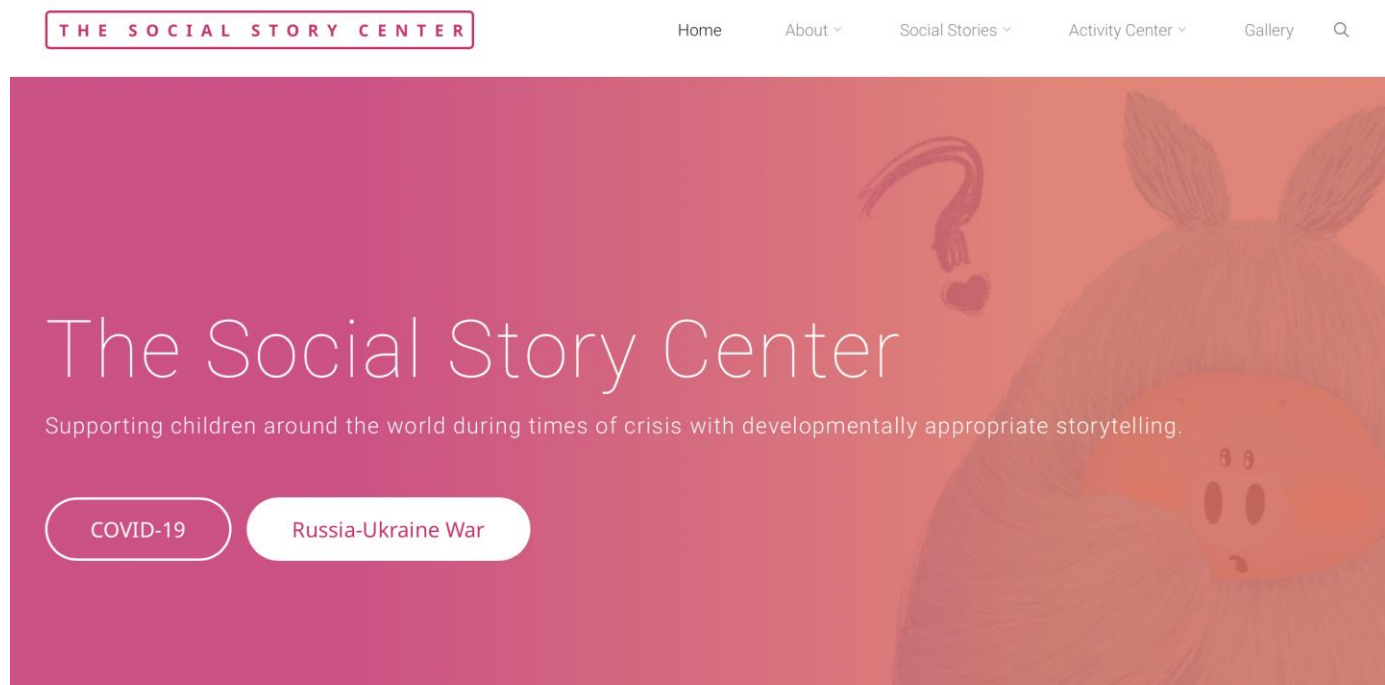
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## The Power of Social Story in Early Childhood Education

“What happened to the world, Mama?” “I am scared!” “Why are people crying?” During times of crisis, children need additional emotional support from their parents and educators to help them feel safe, secure, and connected. They need adults to reassure them about their safety, to help them understand the issue, and teach them concrete strategies to deal with their feelings. However, it can be challenging to explain distressing issues (e.g., natural disasters and pandemics) to young children. One of the best ways for caretakers and educators to help young children cope with difficult situations is to customize a Social Story for individual children and provide age and developmentally appropriate information for them.



Through storytelling, we share information, values, emotions, hopes, and much more, and with Social Story, we can reassure children about their safety, redirect their thinking to the positive aspect, and empower them to engage in kind acts. We can foster empathy and help children with self-regulation and promote children's social-emotional development in Social Stories.

I have been engaged in writing social stories for many years. All of my social stories are free and can be found at the [Social Story Center](https://www.socialstorycenter.com). I have created stories about hurricanes, typhoons, COVID-19, anti-Asian racism, and the Russia-Ukraine war. Please feel free to email me if you are interested in translating the stories into your language. You can reach me at syen@fullerton.edu. Thank you!

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**After a War\_Ukrainian**



**A Scary Trip to a Grocery Store**



# Greetings from ENSEC!



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