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SOCIAL AND EMOTIONAL LEARNING MATTERS

Newsletter of ENSEC (European Network on
Social and Emotional Competence)
Issue 5: October 2013

Co-chairs

- **Conference:** Kathy Evans Senior Lecturer University of Wales: Newport
kathy.evans@newport.ac.uk
- **Membership, Website and Newsletter:** Carmen Huser, Research Assistant,
Nifbe – Lower Saxony Institute for Early Childhood Education & Care,
Osnabrueck, Germany. carmen_huser@web.de
- **Research and Fund Raising,** Helen Cowie Professor Emeritus, University of
Surrey, Division of Health and Social care, Faculty of Health and Medical
Sciences; also Director of the UK Observatory for the Promotion of Non-
Violence www.ukobservatory.com H.Cowie@surrey.ac.uk and Renata
Miljevic-Ridicki Associate Professor, Faculty of Teacher Education, Zagreb,
Croatia renata.miljevic@gmail.com
- **Networking and Fund Raising,** Katherine Weare Emeritus Professor,
University of Southampton and Exeter skw@soton.ac.uk

Founding chairs

- Paul Cooper Professor of Special Education, Hong Kong Institute of
Education cooper@ied.edu.hk
- Carmel Cefai, Director, Euro Centre for Educational Resilience, University of
Malta carmel.cefai@um.edu.mt

Welcome!

On behalf of myself, my four co-chairs and our two founding chairs, I would like to welcome you to the 5th ENSEC newsletter.

2013 was dominated by the exciting and very successful ENSEC conference in Zagreb, Croatia where we had five days of opportunities to listen to colleagues' research and practice on social and emotional competences in a changing world, to exchange ideas, to chat informally and to build new and strengthen existing networks within the European Network for Social and Emotional Competence. It was also wonderful for many of us to enjoy the Croatian summer and the tasty food and to have time to make friends. Let us keep the spirit from these days alive!

We would like to thank everyone who contributed to this newsletter. We would appreciate comments on it, please bearing in mind that the work of ENSEC is being done by chairs who are all volunteers, and on top of busy jobs.

We would love some interesting features for the next edition. Please send any offerings to me (carmen_huser@web.de). Sending the information in Word so that it can be cut and pasted would be appreciated – no logos please. And please stick to about 500 words max!

Best regards,
Carmen Huser, co-chair of ENSEC

REVIEW OF THE ENSEC CONFERENCE



Many thanks to our volunteer students who helped participants in any matter!

Evaluation of the ENSEC Conference 2013

At this year's ENSEC conference in Zagreb, Croatia we asked participants to evaluate the conference. Here you can find conference participants' satisfaction with the organization, the academic programme, the social programme and the overall impression of the conference.

- **How satisfied were you with the organization of the conference?**

* Venue:

Very well, sometimes room temperature was too hot/cold; good; good; good; very satisfied; good; perfect; great; great; great; very good; hotels were close to faculty, small area which was good for informal socializing with others; very

good; very nice, all in one place nice and very gentle conference organizer; very much; very good; very good; good; very good; excellent; excellent; excellent.

* Conference facilities, including breaks and lunches:

Very good; very satisfied; excellent; excellent; very good; very good; excellent, very good; great; very much; perfect; good; nice coffee and delicious cookies, thank you for the ice cream on Friday, room 330 was a bit isolated though; very good; great; great; very good; perfect; lunch outside was fine; excellent; excellent; good but after lunch little coffee break would be great; very good organised, breaks/lunches really well organised; more vegetarian; very well, more fruits and vegetables for lunch.

* Registration:

Great; helpful; efficient; very good; very good; fantastic; impressive welcoming and friendly students at registration; good; very good; great; great; excellent – smooth and efficient; friendly, helpful students, thank you and many many thanks to Marijana; good; good; everything ok; very much; ok, maybe registration a bit cheaper; very good; good; excellent; excellent; very satisfied; excellent, but little expensive; excellent.

* Accommodation:

Excellent; everything was just fine; great conference, possibly could have been one day shorter; very good; average; some issues in hotel but some of them solve during our staying and other we recommend to come into near future; Laguna hotel-not great rooms/facilities very basic; the best stay; very; bad-Movie hotel; great Westin; great; Movie hotel not good; ok; good; excellent-Westin; good; perfect.

* Overall comments:

Really great, effective organization, very welcoming; I like to be near, thank you for your hard work; this has been an enjoyable experience and a very comprehensive programme; well-planned and well-organized, great job; conference was very well prepared; well organized, educational and international, great combination; great conference; a very friendly and collegial conference, excellent programme; I loved the conference atmosphere and very much enjoyed the conference; congratulations to Renata and her team for this wonderful event; conference very well organized, registration staff very friendly, helpful, they made it nice for everybody; great

conference, possibly could have been one day shorter; everything was just fine; well organised, very good selected papers, nice people; I've enjoyed all presentation from the day one on, lots of wonderful experiences was leaved which helps in understanding this universal problem of social/emotional development, teaching strategies and maintenance of positive outcomes; excellent work, the team of volunteers so helpful.

- **How satisfied were you with the academic programme of the conference?**

Yes, very interesting presentation on high academic level; J; good variation; 4/5; a wide range of talks with a number of interesting topics covered; good; great presentations; very integrative; very satisfied, would have loved more presentations on middle years children; well; J; very satisfied; very enriching and interesting themes, very interactive, lively reflective discussions; great; very good, the problem is always the same-lot's of good things going on at the same time, but there is no other way to do it; very satisfied; very good programme, high quality and varied paper-a strength of the conference; very; excellent; it was really good but some really good sessions were at the same time so I missed some of the lectures; very satisfied; very satisfied; excellent; very satisfied, great sessions and presentations, organisation of themes were considered to cover a free spectrum of current research and projects from across the world; it has been really interesting and diversified, very nice.

- **How satisfied were you with the social programme?**

Very, didn't participate; 4/5; I didn't take part in many of the social events apart from the walk and conference dinner but they were excellent; didn't do; very; very; J, excellent; great; very good; very good, people were kind and available, nice and interesting peaces; very satisfied; very good, maybe a trip to some historical places; very; very much; great; very satisfied; it was great; very good; very satisfied indeed, I could not attend; J good varieties.

- **What are your overall impressions of the conference?**

Nice people, nice place; very well arranged; 4/5; overall a nice, informal, information sharing network; good; excellent; challenging material; good; very very satisfied; very friendly and open people; an excellent meeting, I will come again, well done!; only positive, well organised, enriching; wonderful; the best possible; very good organisation; very well organised; a great experience; I loved it very much and I will participate also on the next conference; excellent; thank you for your effort, it was amazing!; I really enjoy it; great conference; excellent; you've done a wonderful job connecting all of the presenters' ideas

and work into one broad, yet simple avenue where all communications were on a high level of competency and understanding; very well organised, nice do start at 9:30.

- **Is there anything else you would like to add?**

Thank you J; perhaps it was a little too long, maybe end after conference dinner on Saturday and have pre-conference workshops on first day of conference, so no more than 4 days max, lunches could be better; thank you for great experience; great to meet colleague; thank you; the orange young were the pride of the conference; more workshops on creative therapies; the spirit of ENSEC, the way people are involved and how richer we feel after these intense days, congratulations again; maybe the parallel sessions could have been in less number (ten minutes per presentation), some rooms had very few attendants; interest graphs, workshops in the parallel sessions; volim Hrvatsku!! I sviđa mi se ovdje!!!; Keep up with the good work; Congratulations!; thank you and special thanks for the education students for their smiles; great work, keep it up.

ENSEC membership meeting 2013

Date: 5.7.2013, 15.30-16.30

Attendant: Carmen Huser, Kathy Evans, Helen Cowie, Katherine Weare, Paul Cooper, Renata Miljevic-Ridicki, Carmel Cefai, Christopher Clouder, Johannes Finne, Carrie-Anne Myers, Linda Lantieri, Anamarija Ralic, Marija Saric, Knut Gundersen, Claas, Saborg Pedersen, Dejana Bouillet, Tea Pahic, Sonja Jovancevic, Tea Pavin Ivanec, William Nicll, Monica Nicoll

Contents:

- **Chairs:**
By the next conference, new chairs should be elected, so the period for the current board of chairs will be extended two years more until 2015. During the next two years, members can show their interest in chairing ENSEC in the future.
The board of chairs does not need to be completely exchanged, rather chairs can be re-elected.

Except conference, research and relationships, chairs could have other responsibilities, e.g. funding. The newsletter will be part of the membership chair. The current chair structure does not have to remain as it is, when a new board of chairs will be elected.

- Conference

At least 1,5 year in advance we need to know where the next conference will be held (so, in the next couple of months it should be known)

Future conference coordinators could be given advice

- Webpage

Web page should be upgraded and improved

Information from the newsletter could be on the web page as a link where you can immediately reach it

We are looking for your suggestions for the web page

A database could be made and put on the web page

- Member's expectations

Special interest groups – on the web

Newsletter will still be sent via email (but also online on the web page)

ENSEC shall remain as it is (network), but should have a higher focus on gathering information about SEL around Europe and over the world

Questions for thinking: in what all aspects could ENSEC inform you about, help you?

Building up committees for projects

Suggestions: ENSEC could connect people who are conducting similar surveys

Setting up country coordinators

- Post-conference papers

There will be three journals: Croatian Journal of Education with a special issue on this ENSEC conference (Renata will be editing); „ENSEC journal“ International Journal of Emotional Education (Paul and Carmel), and Health Education Journal (Katherine); the calls for papers will be in October.

More information follows in this newsletter and on the conference web page

Only those who have presented their work on conference can publish their paper in these journals



The ENSEC chairs thank all the participants for making this conference such a huge success!

Strengthening Self-worth and Sense of Belonging in Early Childhood: A Setting Approach

A team of researchers at the Braunschweig University of Technology led by ENSEC member Professor Dr. Christina Krause and Professor Dr. Katja Koch has started a project supported by Grant FP 04.12 from the Institute for Early Childhood Education and Care (Nifbe) of Lower Saxony, Germany. The project aims to show how the findings of a salutogenetic concept can be applied to mental health promotion.

As reported, children as young as five are being referred for treatment for depression and anxiety. Researchers claim that children are coming under increasing stress because of unemployment, financial problems and substance abuse among their parents. Studies shows also that the children whose parents suffered from depression and anxiety disorders are up to seven times more likely than others affected by depression and anxiety. The UNICEF-report "Towards a situation with the children of Germany" states that chronicle diseases, obesity and behavioral disorders have increased during the past years.

Comprehensive programs on mental health promotion in educational institutions and families could create opportunities to focus attention on the well-being of children, their parents, and teachers before the mental ill-health problems arise.

To protect a child emotional health from the onset, the program "Health Promoting through Self-worth Strengthening" for 6-10 year-olds was developed, implemented and evaluated between 1995 and 2004. The program turned out to be very effective. But it was shown that health promotion should start as early as possible, already in pre-schools. Adapted for pre-schoolers and published in 2009, the "I am Me" program was recently integrated in pre-school settings.

To evaluate the program, the setting based promotion project has been started since April 2012 involving selected kindergartens (experimental and control groups) all over North Germany.

The project goal is to examine the sustainability of the curricula: "I am Me" program for 5-7 aged, complemented by the newly developed parents course and an in-service teachers training. These programs are based on the theoretical concept of salutogenesis by Aaron Antonovsky. Supported by innovative ideas, the training "Nurturing Health Resources in Educational Context" (10 modules) raises the quality of teacher staff competences, the curriculum "I am Me" (28 units, 8 modules) maintains and enhances a sense of belonging and self-worth in preschool children, and the course "It doesn't work without parents" (8 modules) contributes to a collaboration with the parents in the field of mental health promotion. Consequently,

German teachers get competences to launch the “I am Me” program in order to provide for the children friendly and supportive environments.

The aim of this study is to check whether the self-worth and the sense of belonging of children will keep up strengthening during a year of participation in the “I am Me” program. The experimentally built questionnaire “Well-being Scale for Children aged 5-7” is applied to conduct the measurement which is carried out twice: autumn 2012, before the program starts, and summer 2013, after the program ends. Furthermore, within the sample (N=300) a risk group has been identified. The question, then, is to what extent the risk group will benefit from the program. The project is to be concluded in autumn 2013.

For further information please email ENSEC members Dr. Marina Fidelman: m.fidelman@tu-braunschweig.de or Prof. Dr. Christina Krause: ckrause@uni-goettingen.de

New collaboration: Joint Masters in Social Emotional Learning

During the conference in Zagreb some of us discussed the possibility to have some collaboration regarding a common or joint Masters programme in the field of social emotional learning. The idea is very good, but to turn it into reality we need to define it clearer.

Paul Cooper, Carmel Cefai and Knut Gundersen have decided to meet in Malta from the 18th till 20th of November 2013 to discuss ways of collaboration in developing this Masters. This includes discussions on the purpose of eventual collaboration, models for the common master (joint masters - fellowship of partners that offers postgraduate education in social and emotional competence), broad guidelines on how the various institutions would be expected to work together (for example: who would award the degree?). We also need to discuss possibilities for applying for funding for such a project.

Knut Gundersen has conducted a 60 credit postgraduate education course for teachers and social workers for 10 years. This programme has 9 gatherings over 2 years. Knut will give information of this course, and we may discuss how this might be a good starting point towards a master.

We also invite others with an interest in this idea to join us in Malta. There are pre-application funds that interested members may make use of for travelling and subsistence, each one would have to ask his or her EU office about this; the programme is Erasmus Mundi (now becoming Erasmus for All). If you are interested in participating, please contact

Paul (cooper@ied.edu.k),

Carmel (carmel.cefai@um.edu.mt) or

Knut (knut.gundersen@diakonhjemmet.no).

By Your Hand : An Italian Social and Emotional Learning Program for Preschool Children

Kindergarten school entry represents the child's first environment to socialize outside of the family context and is characterized by particular developmental tasks that the child must acquire. The preschooler is expected to be able to understand and interpret his/her own and others' emotions, that he/she practices emotional coping strategies, and that he/she manages to build and maintain positive social relationships with peers. Transition from kindergarten to primary school also represents a critical stage in the social and emotional development of young children. Children who start primary school with higher social and emotional skills are also the most likely to be preferred by peers, to have more friends, to easily establish and maintain new friendships, and to build positive relationships with their teachers, showing a positive school adjustment (Denham, 2006). In contrast, children who show low levels of socio-emotional competence, are more likely to be at risk for early onset conduct problems (Eisenberg et al., 2005).

"By Your Hand" is an Italian evidence-based intervention for preschoolers to enhance social and emotional competence during the transition from kindergarten to primary school. The main goals are to promote children's social and emotional competence and to prevent behavior problems. It runs over a three-months-period with a 45 minute session once a week. Classroom teachers will be trained to conduct the sessions themselves.

The sessions initially focus on the recognition of emotional signals (facial expression, posture, gestures, and physiological arousal) and basic emotions (joy, sadness, fear and anger) in order to enrich the emotional vocabulary of children. Afterwards, strategies for emotional regulation and behavioral management of emotions are addressed through role-play activities. The following sessions then aim to promote social skills and cooperative and prosocial behavior. Teachers' training includes theoretical content on the social and emotional development during preschool period, strategies to manage behavioral problems, and materials for the sessions of the program. A series of extension activities for teachers and parents are provided to help pupils to generalize the social-emotional skills and to further involve families in the intervention.

The programme was evaluated comparing an experimental group Vs control group over four waves within a six months period during the last year of kindergarten and the first year of primary school. Data was collected via direct assessment and from parent's and teachers' questionnaires. The results indicate that the program had a positive impact on the experimental group mainly in the long term during primary school. Significant improvements were observed in the emotional and social competence, while there was a decrease in behavioral problems and emotional distress.

For further information contact Dr Valeria Cavioni, PhD, Dept. of Brain and Behavioral Sciences, University of Pavia, Italy. Email: valeria.cavioni@unipv.it

“European Assessment Protocol for Children’s SEL skills” (EAP_SEL)

Dear Colleagues,

We are launching the newsletter for the “European Assessment Protocol for Children’s SEL skills” (EAP_SEL). This is a Comenius project funded by European Commission in the field of LifeLong Learning programme (LLP) for children in primary schools who will be the subjects of educational activities aimed at the acquisition of social and emotional skills and their evaluation.

The newsletter will be issued every six months and, it will inform you about the progression of the project's activities through the voices of the schools and institutions involved, about past and future events, books reviews, articles and all that concerns the universe of social and emotional learning, both inside and outside the scholastic and academic world.

In this first issue you will find a first overview of the project and the state of the art, information about those events that in the past months have seen, as the main protagonist, the introduction of the project to an audience made of teachers, parents and institutions, on future events around Europe in the educational and training field, interviews and books reviews.

The next EAP_SEL Newsletter will be issued in November, in the meantime we hope you enjoy the reading.

<http://eapsel.iimdo.com>

The European Assessment Protocol for Children’s SEL Skills (EAP_SEL) project is included in the European Funding Programme in the Field of Education and Learning, known as Lifelong Learning Programme 2007-2013 (LLP), a lifelong learning program that allows people to pursue learning opportunities of European dimensions, at every stage of their lives.

The project is coordinated from Italy, by the University of Perugia, Department of Human Sciences and Education, and envisages the contribution of a partnership composed of different countries:

Croatia: University of Zagreb, Faculty of Education and Rehabilitation Sciences.

Slovenia: University of Ljubljana, Faculty of Education

Sweden: Örebro University, Department of Health Sciences and Medicine

Switzerland: University of Applied Sciences and Arts of Southern Switzerland, Department of Education and Learning

Italy: University of Udine, Department of Human Sciences

The main purpose of this project is the creation of a standardized evaluation tool that will be able to offer precise evaluation guide-lines for SEL skills in children, and will guarantee the high quality of SEL intervention on an European dimension.

Amongst the various objectives of the project, it stands out the one who aims to improve, promote, assess and spread an innovative European dimension of teacher training in the field of Social Emotional Learning, and to create an integrated approach to the teaching-learning practices, in order to support the “cross” key competencies with the goal of reinforcing social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment.

The keystone of the project is made up of the introduction, in the curricular teaching programmes, of the Social Emotional Learning (SEL), as it is internationally known, and the creation of a protocol that will evaluate the emotional and social maturity of the children in primary school.

Thanks to the collaboration of 36 other partners from all over Europe, the project aims to induce an actual changing in the daily practice of teaching-learning.

The project’s expectations are:

- to develop and validate a European Assessment Protocol to measure the children’s social and emotional maturity referred to SEL core skills;
- to create an integrated approach to teaching and learning in order to support “transversal key competences”;
- to create and implement strategies to support the development of a new generation of SEL European network of research and practices and monitoring the SEL state of the art in Europe, thanks to the SEL European Board;
- to enable teachers to achieve social and emotional competences, so that they are able to effectively teach and develop a positive classroom climate where learning and socialisation can take place.

Social and emotional learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2012).

Research shows that social and emotional skills can be taught and hold a key place in improving learning in children at school, preventing the appearing of potentially problematic behaviour. By acknowledging its importance, not just for the students but for teachers as well, the research aims to develop skills of cognitive, emotional and social nature that would allow identifying, expressing and managing emotions, developing assertive and pro-social skills, taking responsible decisions and establishing positive interpersonal relationships.

A recent meta-analysis (Durlak et. al., 2011) has shown that explicit instruction in social and emotional skills does more than improve behavior and reduce bullying. It can also help students make significant gains in academic achievement — on average, a gain of 11 percentile points, according to a recent review of more than 200 (two hundred) studies.

When students learn how to control their impulse and manage their frustrations, they are more likely to stay focused and engaged.

The EAP_ SEL team looks at this project as a good opportunity of involving their teachers and students in an action potentially increasing their emotional and social competence, uniting the world of research with the world of the school, often divided. An important part of the EAP_SEL project added value is indeed realized through the participation of teachers from different European countries in the same practice carried out in at least 5 other European countries. In most of partner countries there are not good quality materials (in some of them no materials at all) to be used by teachers with their students, hence the decision of cooperating on this topic and submit a proposal.

In every country will be selected 10 first year classes at primary school (school year 2013/2014) to start the intervention of social emotional learning (experimental classes) and 10 first year classes where no intervention will be carried out (control classes). The classes will be selected on the basis of specific criteria, with the involvement of a total of 1,000 student of elementary school all over the European area.

Teacher assessment and direct children assessment will be collected relatively to SEL competencies and behavioural outcomes; these assessments will help evaluate the effectiveness of the experimental intervention carried out in class.

The experimental activities will last 24 months and will take children and teachers through first to second class of elementary school, with continuous solutions.

Currently, those Universities whose courses focus on teachers' professionalism, seem not yet fully aware of the importance of the implementation of the social and emotional competencies both for teachers and pupils.

We think that those who have such a strategic task like educating the new generation, at a European level, should not lack in “Emotional Intelligence”, following the definition given by Donald Goleman.

EAP_SEL project intends to carry out dissemination activities considered as appropriate to reach the target groups, from the immediate environment to the large public. In detail: schools, universities and research institutions, Ministries of Educations, local authorities national and European associations in the education fields, education providers and practitioners in Europe teachers, students, students’ parents and all possible interested people in the social emotional learning field.

"Campus of Peace"

"Campus of Peace" was created as a multidisciplinary project that aims to help victims of terrorism by using emotional intelligence tools in order to heal emotional wounds. These victims, are people of all ages, sex and condition, who have been close to death right in their own experience or by the loss of a loved one. They try every day to rebuild the uncertainty of their lives, the collapse of their worlds and to give meaning to their own existence without the presence of the beloved. This is our main target and the reason for our project.

But we go further as we are using this program to help SEK Schools students deal with their day – by- day emotional matters and prevent violence from very small ages.

Our intention is to create synergies with other institutions in order to improve the aid given to these victims. We look forward to create contact with other networks.

Dra. Victoria García Gómez de Agüero

COIE

Universidad Camilo José Cela

Avda. Castillo de Alarcón, 49

Urb. Villafranca del Castillo

Villanueva de la Cañada

28692 Madrid.

Tef. 91 8153131 ext. 1872

CALL FOR PAPERS

**Call for papers for the special issue of the
International Journal of Emotional Education
for participants of the 4th ENSEC Conference in Zagreb, July 2014**

Participants who presented during the Fourth ENSEC conference in Zagreb, July 2013, who would like their paper to be considered for publication in a special issue of the International Journal of Emotional Education in July 2014, may submit their paper by 31st December 2013. Further information, including Instructions for Authors, may be found at www.um.edu.mt/cres/ijee

Regards,
Carmel and Paul

**Call for papers for the special issue of the
Croatian Journal of Education
– only for participants of the 4th ENSEC Conference**

If you wish to submit the paper for the Croatian Journal of Education, please, read the instruction on the following page: <http://cje.ufzg.hr>
Please, add the COMMENT TO THE EDITOR: ENSEC Conference.
There is no need to translate the whole article in Croatian, just the abstract.

Special issue will be published in April 2014.
Final date for Submission of complete papers: October 31st 2013.

**Call for papers for the special issue of the
Journal "Health Education"
for participants of the 4th ENSEC Conference**

'Health Education' is an international peer reviewed journal, published by Emerald, with a wide global reach and high reputation. It is indexed and abstracted in 20 databases, including SCOPUS, PsycINFO and ERIC. It is edited by Katherine Weare, one of the chairs of ENSEC. We pride ourselves on a rapid turn around of papers,

giving support to new authors as well as delighted to publish our well established ones, and clear and immediate communication between authors and the editorial team. Once your paper is accepted by the journal it will appear on line so can be downloaded and cited, well before paper publication.

We are actively seeking good quality papers on any aspect of social and emotional learning, wellbeing, mental health, resilience – basically all the areas familiar to ENSEC members, and areas Katherine is particularly keen to promote, given this is her background. If we have enough interest we will mount a special edition. The papers can be research based, or reviews of the literature, or conceptual pieces. If you want more information go to the journal website, below, or contact Katherine direct if you want to discuss ideas skw@soton.ac.uk

For more information please have a look at:

<http://www.emeraldinsight.com/products/journals/journals.htm?id=he>

NEW BOOKS BY ENSEC MEMBERS

Cefai, C. and Cavioni, V. (2013) *Social and Emotional Education in Primary School. Integrating Theory and Research into Practice*. New York, USA: Springer Publications

Social and Emotional Education in Primary School synthesizes concepts, findings, and best practices for a complete guide to planning, implementing, and evaluating social and emotional education (SEE) programs. Emphasizing "caught" as well as taught lessons, the book offers a whole-school framework for SEE, with content, rationales, assessment tools, and age-appropriate strategies. Interventions are also included for use across subjects, to engage learners and assist students with behavioral and emotional difficulties. And the lessons travel beyond the classroom, involving the whole school, families and communities. Key areas of coverage include:

- Description of how social and emotional learning can be taught and assessed as a core competence.
- Classroom and whole school frameworks to enhance SEE.
- Guidelines for integrating SEE into major subject areas.
- Examples of targeted interventions for at-risk students.
- Techniques for enlisting parents and communities in supporting SEE.
- A framework for staff and parents' own health and well-being
- A story illustrating a specific SEE skill at the end of each chapter.
- A complete online set of SEE class and homework activities.

As a guide to hands-on classroom work, curriculum development, and professional development, *Social and Emotional Education in Primary School* is an essential resource for scientist-practitioners, educators, and other professionals as well as researchers and graduate students in special and general education, child and school psychology, educational psychology, social work, positive psychology, and family-related fields.

Information from:

<http://www.springer.com/psychology/child+%26+school+psychology/book/978-1-4614-8751-7>

Gundersen, K., Stromgren, B. & Moynahan, L. (2014) *Social Perception Training*. Research Press

and

Parker, K. Calame, R., Gundersen, K., Simon, A., Choi, J. & Amendola, M. (2014). *Problem Solving Training*. Research Press

Knut Gundersen, member of ENSEC has been involved in the development of 2 books in the area of social emotional competence just published by Research Press. He presented the first one on Social Perception Training at the conference in Zagreb this year. The other one is on Problem-Solving Training. The books are the first in a series that also will include Anger Control Training, Empathy Training, Anger Regulation Training and Family Relationships.

The Social Perception Training program has already been tested out in Norway with promising results. As the title indicates, the program's main aim is to increase the participants ability to identify and interpret social cues and from these chose the right way of responding. Among others the program addresses the fact that children with behavioural problems have a tendency of interpreting others' intent as hostile in unclear situations

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Problem-Solving Training also seems to be a very useful and interesting program. For more information on the programs and how to order, visit Research Press <https://www.researchpress.com/books/all/all/all/featured-title> . They give a discount in the first month.