

Second ENSEC Conference

9-12th September, 2009

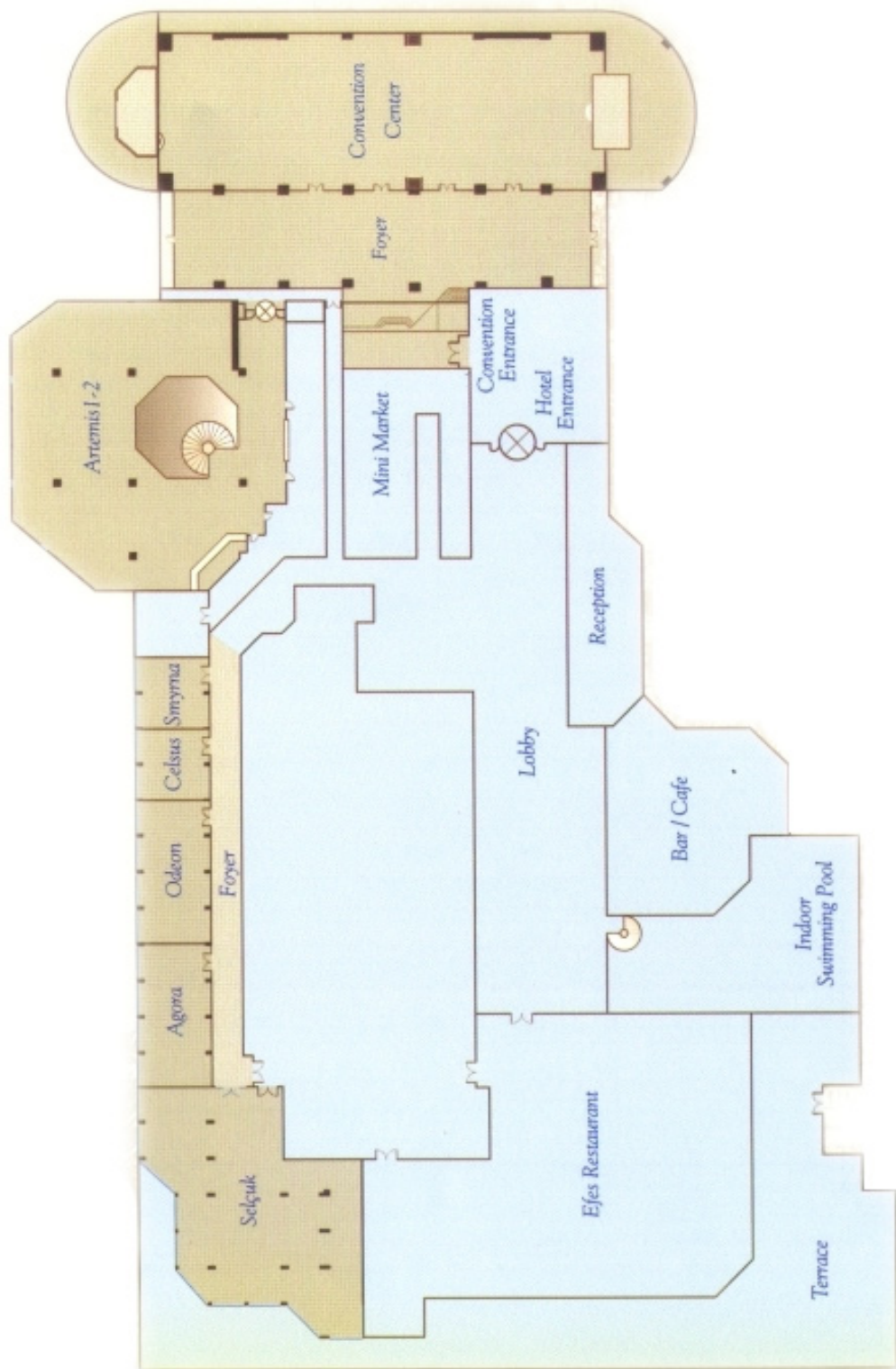
Izmir, Turkey

Promoting Social-Emotional Education:
Practitioners and Researchers Exploring
Evidence Based Practice

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SÜRMEĻI CONFERENCE & BANQUET HALL SETUPS



CONFERENCE PROGRAMME

DAY 1

Wednesday, September 9th, 2009

08:00-17:30	Registration
09:00-12:00	Preconference Workshop I
09:00-12:00	Preconference Workshop II
12:00-13:00	Lunch
13:00-16:00	Preconference Workshop III
13:00-16:00	Preconference Workshop IV
16:00-18:00	ENSEC General Meeting
19:00-21:00	Opening Reception
	Welcome by the Local Committee and ENSEC Chairs

DAY 2

Thursday, September 10th, 2009

08:00-17:30	Registration
09:00-09:30	Opening Ceremony
09:30-10:30	Keynote I Professor Paul Cooper Social, Emotional and Behavioural Difficulties: The Challenge for Policymakers
10:30-11:00	Coffee Break
11:00-12:30	Parallel Sessions I
12:30-13:30	Lunch
13:30-15:00	Parallel Sessions II
15:00-15:30	Coffee Break/Poster Presentations
15:30-16:30	Keynote II Professor Maurice J. Elias Teaching Participatory Competencies for Success in School and Life: How to Bring Social-Emotional and Character Development into Every Classroom and Subject Area
16:30-17:30	ENSEC SIG Meetings (optional)
18:00-22:00	Optional Evening Program Dinner at Artemis Restaurant & Wine House in Sirince

DAY 3

Friday, September 11th, 2009

09:00-10:00	Keynote III Professor Michael Fielding The Radical Potential of Student Voice: Creating Spaces for Restless Encounter
10:00-11:00	Parallel Sessions III
11:00-11:30	Coffee Break
11:30-13:00	Parallel Sessions IV
13:00-14:00	Lunch
14:00-15:30	Parallel Sessions V
15:30-16:00	Coffee Break/Poster Presentations
16:00-17:00	Keynote IV Professor Valerie Sollars Are Preventive Programs Necessary in Early Childhood Education and Care?
18:00-23:00	Conference Dinner (Optional) Dinner at "Kervansaray" built in 1618

DAY 4

Saturday, September 12th, 2009

09:00-10:00	Keynote V Professor Cigdem Kagitcibasi Family, Child Rearing and Development of the Self in Cultural Context
10:00-10:30	Coffee Break
10:30-12:00	Parallel Sessions VI
12:00-13:00	Closing Ceremony
13:00-14:00	Lunch
15:00-19:00	Optional Sightseeing Tours Ancient city of Ephesus, House of Virgin Mary Tour

DAY 5 (Optional)

Sunday, September 13th 2009

08:30-17:00	Day Cruise/Tour (Kusadasi)
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WELCOME MESSAGE FROM THE ENSEC CHAIRS

Dear Conference Participant

Second European Network for Socio-Emotional Competence in Children (ENSEC) Conference on 9-12 September, 2009, Izmir - Turkey.

It is our pleasure to welcome you to our 2009 conference. This is the second time we have been able to draw together scholars and practitioners to explore issues in the development of socio-emotional competence among people of school age. This is a unique opportunity for researchers and practitioners to join together to explore issues of major importance relating to the social and emotional dimensions of young people's development, and we hope for a lively and stimulating event in which everyone will participate as fully as possible. The quality of interaction among participants will be a key measure of the success of the conference, so we hope that you will arrive at the conference full of ideas that you want to share, and leave the conference with yet more of the same.

We would also like you to consider becoming a member of ENSEC, if you have not done so already, and join our diverse and growing international body of committed practitioners and researchers. We also welcome any comments you may have on how we can develop further our network and make it more useful to our members.

Every effort has been made to make the conference an academic and social success. If, however, at any time you feel that there is anything that can be reasonably done to make your participation in the conference more rewarding, please let the organizers know. This may also help us in the planning and organisation of the third ENSEC conference in two years time.

We wish you a very enjoyable and successful conference.

With very best wishes,

Paul & Carmel

Prof Paul Cooper and Dr Carmel Cefai, Joint-Chairs of ENSEC

WELCOME MESSAGE FROM THE LOCAL CHAIR

It is indeed a great pleasure to be able to host the Second ENSEC Conference in Izmir-Turkey, which is organized in partnership with Bogazici University.

We, the conference organizers, are proud and happy that a conference on social-emotional education has been able to attract so many participants from all around the globe. This is an indicator of how we all are deeply interested in sharing our research, knowledge and experience. Researchers and practitioners have come together to participate in an international dialogue and to address the many important issues of social-emotional education in formal and informal contexts.

With this year's theme, Promoting Social-Emotional Education: Practitioners and Researchers Exploring Evidence Based Practice, participants will take part in discussions about the social and emotional developmental needs of children and youth, the provision of healthy relationships and environments by adults and governmental policies to promote quality education. We believe that such discussions will instigate the advance of good pedagogical practice and policies that are supported by evidence based research in the area of social-emotional education.

We are deeply honored to welcome our distinguished keynote speakers: Professor Paul Cooper, Professor Maurice J. Elias, Professor Michael Fielding, Professor Cigdem Kagitcibasi and Professor Valerie Sollars. We firmly believe that our understanding of social-emotional competence and its acquisition in children through education will be significantly enhanced by their invaluable knowledge and insights.

On behalf of the Scientific and Organizing Committees, I truly hope all of you will have an enjoyable stay in Selcuk-Izmir and return to your home countries with plenty of new ideas, to continue to work with great enthusiasm and energy for the well-being of children and young persons.

While wishing the conference a fruitful outcome, I would like to also extend my warmest welcome to the presenters and participants of the Second ENSEC Conference.

Mine Gol-Guven, Ph.D.

The Second ENSEC Local Conference Chair

THE CONFERENCE COMMITTEES

Local Organizing Committee

Mine Gol-Guven, Chair

Nalan Babur

Aysegul Metindogan Wise

Maggie Pinar

International and Scientific Committee

Paul Cooper, University of Leicester, UK

Carmel Cefai, University of Malta, Malta

Kathy Evans, Corsham School, UK

Mine Gol-Guven, Bogazici University, Turkey

Knut K. Gundersen, Diakonhjemmet University College, Norway

Brian DeLord, Pupil Parent Partnership, UK

Lesley Hughes, University of Hull, UK

Ton Mooij, Radboud University, Netherlands

Joe Lynch, National Behaviour Support Service, Ireland

Martyn Weeds, Pupil Parent Partnership, UK

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KEYNOTE PRESENTATIONS

Keynote 1

**Thursday, September 10th, 2009
9:30-10:30**

SELCUK ROOM

**Social, Emotional and Behavioural Difficulties: The Challenge for
Policy Makers**

Professor Paul Cooper

Co-Chair of ENSEC
University of Leicester, UK

Young people with Social, Emotional and Behavioural Difficulties (SEBD) are the subject of increasing concern to societies and governments throughout the world. This presentation explores the social policy challenges posed by this growing phenomenon. It is argued that SEBD often challenges deep seated cultural norms in ways which policy makers find difficult to accommodate within supposedly progressive social policy frameworks. Of particular concern is the way in which aspirations towards social inclusion are often hampered by primitive perspective on the 'undeserving' nature of individuals with SEBD, which reflect a predominance of the view that such individuals should be punished or excluded rather than dealt with as acting in response to unmet needs. This presentation seeks to highlight ideals SEBD phenomenon. Particular emphasis is placed on the roles of school and schooling in relation to SEBD.

Keynote II

**Thursday, September 10th, 2009
15:30-16:30**

SELCUK ROOM

Teaching Participatory Competencies for Success in School and Life: How to Bring Social-Emotional and Character Development into Every Classroom and Subject Area

Professor Maurice J. Elias
Rutgers University, USA

Forces in many societies that are eroding learning can no longer be kept out of the schoolhouse doors. The chaos we see in the world today, locally and globally, financially and otherwise, creates excessive and ongoing emotional burdens for our youth and for the communities in which they live. Too often, these burdens are carried into our schools, and children are witnesses to uncivil speech, acts of physical aggression and bullying, academic cheating, and exclusion of “unwanted” students from lunch tables and various school groups.

Social-emotional and character development (SECD) refers to the skills, classroom and organizational structure, and curricular and program content that is important for optimizing students’ potential to be caring, competent and committed individuals. A focus on SECD is critical because it promotes success behaviors, reduces safety and health concerns, positively impacts academics, builds caring communities, prepares students to be ethical leaders, and provides resources and political capital in the community. There can be no effective learning environment without SECD.

Many schools have SECD-related efforts, including character education, bullying and violence prevention, substance abuse prevention, counseling and related services, social-emotional learning curriculum programs, positive behavior supports, efforts toward school-wide positive recognition of students, and service learning. Though these are all important programs, in many cases, these efforts are not coordinated within schools, across schools, or across the school district. This lack of coordination is the most profound challenge schools- and societies- face if students are to be prepared to participate actively

in the institutions that allow for a free, informed, truly participatory and just and humane democratic society. This keynote will articulate the nature of this challenge and what one state in the US has done over the past four years to address it through the Developing Safe and Civic Schools project.

Keynote III

**Friday, September 11th, 2009
9:00-10:00**

SELCUK ROOM

**The Radical Potential of Student Voice: Creating Spaces for
Restless Encounter**

Professor Michael Fielding
University of London, UK

This keynote starts by sketching out some of the developments in research partnerships between adults and young people within the context of formal schooling in the last twenty years and then briefly touches on some of the critiques of such work by reminding us that much hangs on the values base and political perspectives from which it is undertaken. The third section argues for a particular - person-centred - standpoint resting on a relational, communal view of the self that puts certain kinds of relationships at the heart of education and schooling in general and student voice partnerships in particular. Finally, an argument is made for the importance of creating spaces for restless encounters between adults and young people in which they are able to re-see and re-engage with each other in creative, holistic and potentially transformational ways. In taking this forward, the much neglected and derided radical traditions of state education offer us an important resource.

Keynote IV

**Friday, September 11th, 2009
16:00-17:00**

SELCUK ROOM

**Are Preventive Programs Necessary In Early Childhood Education
And Care?**

Professor Valerie Sollars
University of Malta, MALTA

One of the sub-themes of the conference refers to building social and emotional competence from the early years through preventive programmes. As a researcher and academic in the field of early childhood education and care, I must admit to feeling some discomfort with the notion of 'preventive programmes'.

Although something which is 'preventive' can be considered favourably as it disallows something bad from developing, in this presentation, I would like to argue for the natural development of emotional and social competence in early years, assuming positive and appropriate approaches to early childhood education and care are promoted within homes as well as within formal early years settings.

The word 'programme' suggests something which is scripted and therefore, whoever is enrolled must go through a series of activities in a sequential manner, playing to the tune which has been composed. This raises issues about what is considered appropriate in early childhood education and care and challenges what we know about how young children learn. When, where and how are children active participants if required to follow a 'programme'? To what extent do preventive programmes address the needs of young children in meaningful contexts?

There appears to be general agreement in the field of early childhood education and beyond that the early years are critical for every individual's growth and development. Following the OECD publications on Starting Strong (2001, 2006), the early years have attracted much attention and governments are investing heavily in the sector. Solid, strong foundations in early years which

can be promoted through quality early years provision are worth the investment as this initial outlay should minimise the need for remedial programmes and retraining in later years. However, what constitutes quality early years provision is the cause of much debate. What is appreciated, expected and embraced as quality indicators in one culture or society may be frowned upon by another culture.

This presentation will reflect upon the way by which quality education and care in the early years can promote social and emotional competence within a universal perspective, thus greatly reducing the need for formal, preventive programmes.

Keynote V
Saturday, September 12th, 2009
9:00-10:00

SELCUK ROOM

Family, Child Rearing and Development of the Self in Cultural Context

Professor Cigdem Kagitcibasi

Turkish Academy of Sciences
Koc University, Turkey

Social change and migration are global human phenomena. Population projections for the Majority World point to vastly increasing numbers of urban youth in the coming decades. Rural to urban shifts, as well as international migration, bring about changing life styles which make new demands on young people regarding the development of self and competence. Specifically, 'Autonomous-Related Self' and 'Social-Cognitive Competence' are highly adaptive to urban technological society. These are new integrative syntheses required for optimal adaptation to global socio-economic change and development.

The family and parenting play a key role mediating between the changing life styles and the socialization of children and youth. In particular, parenting that combines warmth, order-keeping control, and autonomy-granting is shown by research to promote both autonomy and relatedness in children and youth. Since autonomy and relatedness are two basic human needs, the 'autonomous-related self', which combines and integrates them, is a healthy human model. Responsive parenting which involves direct verbal interaction with the child further contributes to the early development of the social-cognitive competence of the child. Interventions and other supports can help enhance these developmental processes and contribute to more optimal parenting and correspondingly to the well-being of children and youth. The 22-year Turkish Early Enrichment Project and wide scale applications deriving from it are examined as a case in point.

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PRECONFERENCE WORKSHOPS

DAY 1

Wednesday, September 9th, 2009

08:00-17:30	Registration	
09:00-12:00	Preconference Workshop I	Agora Room
09:00-12:00	Preconference Workshop II	Odeon Room
12:00-13:00	Lunch	
13:00-16:00	Preconference Workshop III	Agora Room
13:00-16:00	Preconference Workshop IV	Odeon Room
16:00-18:00	ENSEC General Meeting	Selcuk Room
19:00-21:00	Opening Reception	
	Welcome by the Local Committee and ENSEC Chairs	

09:00-12:00 Preconference Workshop I

AGORA ROOM

Mine Gol-Guven and Nalan Babur
Bogazici University, Turkey

Promoting social and emotional competence in children: CSEFEL Model

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) has developed a model (i.e., pyramid model) and materials for teachers in early childhood education area to promote social and emotional competencies in children. CSEFEL training set consists of five modules, namely, Building Relationships and Creating Supportive Environments, Social-Emotional Teaching Strategies, Individualized Intensive Interventions: Determining the Meaning of Challenging Behaviour, Individualized Intensive Interventions: Developing a Behaviour Support Plan, and Leadership Strategies for Supporting Children's Social and Emotional Development and Addressing Challenging Behaviour. The aim of this workshop is to demonstrate the first two modules that are related to each other in content. The two modules are focusing on preventative strategies to promote desired behaviours in classroom. In the first module on Building Relationships and Creating Supportive Environments, different types of intervention strategies (i.e., universal, targeted, and intensive strategies) in the classroom will be overviewed, while the need and importance of nurturing and supportive environment to build relationships among staff and children will be discussed. Examples of good practice of positive atmosphere in classrooms will be shared with the colleagues who are in the field of early childhood education. In the second module, social-emotional teaching strategies for young children will be discussed, followed by an overview of teaching strategies for children who need special accommodations to gain skills related to social-emotional development. Finally, some strategies to handle challenging behaviours in the classroom will be shared with the audience. While having a discussion about the model, materials created for and examples from Turkish preschools will be presented. This will provide an opportunity for the audience to appreciate the application of the model in a different context.

9:00-12:00 Preconference Workshop II

ODEON ROOM

Knut K. Gundersen

Diakonhjemmet University College, Norway

ART (Aggression Replacement Training). What it is and how it developed in Norway

Aggression Replacement Training (Goldstein, Glick & Gibbs, (1998) (ART) is a program for training in social competence recommended by Norwegian authorities to be used in both schools and residential institutions for children and youth with behaviour problems. The program comprises three components: prosocial skills training, anger control and moral reasoning, and is among the best validated programs in its field (Barnoski & Aos, 2004; Gundersen & Svartdal, 2006; Nugent, Bruley, & Winimaki, 1999). The ART centre at Diakonhjemmet University College, Sandnes in Norway, offers a postgraduate course in social competence, with ART and associated programs forming the main components. In addition, the college also offers 8 days trainer seminar in ART, 3 days training in Family ART and has also developed a junior ART training seminar for adolescents who has completed the program. The centre has been responsible for training over 2000 trainers and staff members in schools and institutions both in Norway, Island, Russia and now also Lithuanian, and the program has been successfully implemented in kindergarten, with young people with Aspergers' Syndrome and mental disability, with children and adolescents with behavior problems, and with adolescents with drug problems. ART, Family ART and the concept of Junior ART Training will be described in the session, combined with a brief overview of current research in Norway and Russia.

13:00-16:00 Preconference Workshop III

AGORA ROOM

Joan Duffell and Andreas Schick
Committee for Children, USA
Prevention Center Heidelberg, Germany

The Second Step social-emotional learning program: One universal approach, many languages

Second Step is an evidence-based SEL curriculum for ages 4-14, that has been validated by numerous outcome studies in countries around the world. Committee for Children, the US based, international nonprofit organization that developed this user-friendly curriculum and teacher training programme has been working with various partners in different countries to bring these best practices in social-emotional learning to children, families and educators around the world. This workshop is presented by Second Step's US founding organization and one of its European country partners. Presenters will describe the research underpinnings and practical teaching tools employed in Second Step, as well as share stories from partners who have brought this evidence-based practice to countries across Europe and around the world. SEL connections with cultural and academic learning will be discussed. Results from programme evaluation studies conducted in the US, Germany and Norway will also be shared with workshop participants.

13:00-16:00 Preconference Workshops IV

ODEON ROOM

Maggie Pinar and Marianne Jansson

Bogazici University Peace Education Application and Research Centre
(BUPERC)

Applying an evidence-based LS/peace education programme for social and emotional competence in younger learners

This is a practical workshop based on a Life Skills Education Programme aiming to enhance resiliency in children and help them to build skills for the 21st century. This programme was adapted from the Swedish version of the U.S.-based Lions Quest K-12 programme under the supervision of the Bogazici University Peace Education Application and Research Centre (BUPERC). The workshop aims to involve teachers in participatory approaches developing social and emotional skills in younger children; to explore the conceptual framework underpinning this resiliency and asset-enhancement based programme model; and to provide strategies for the empowering use of enquiry in the classroom, tying these elements in with program-related findings. The workshop will introduce participants to strategies designed to build a relationship-centred learning environment and skills for peaceful co-existence in children and adults, through activities based on LQ programme material. The participants will be involved in collaborative group activities such as brainstorming and discussion, modeling participatory learning and building coping skills in children. Participants will engage in 'reflective circles' as a strategy for enhancing understanding, self-awareness and empathy in children and teachers alike, reinforcing reflective classroom practices and impacting personal skills and teamwork among teachers participating in the programme. Finally, participants will be challenged to identify collective teaching methods for younger learners which may foster peaceful discourse, sustaining the acquisition of key skills needed to negotiate, create and maintain peace; particularly to explore constructive participation, enhance effective communication skills, aggression-free conflict management and healthy decision making.

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PARALLEL SESSIONS

DAY 2

Thursday, September 10th, 2009

08:00-17:30	Registration
09:00-09:30	Opening Ceremony
09:30-10:30	Keynote I Professor Paul Cooper Social, Emotional and Behavioural Difficulties: The Challenge for Policymakers
10:30-11:00	Coffee Break
11:00-12:30	Parallel Sessions I
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15:00-15:30	Coffee Break/Poster Presentations
15:30-16:30	Keynote II Professor Maurice J. Elias Teaching Participatory Competencies for Success in School and Life: How to Bring Social-Emotional and Character Development into Every Classroom and Subject Area
16:30-17:30	ENSEC SIG Meetings (optional)
18:00-22:00	Optional Evening Program Dinner at Artemis Restaurant & Wine House in Sirince

Parallel Session I: 11:00-12:30

1.1 Symposium: Social and Emotional Aspects of Learning (AGORA ROOM)

Part 1: Evaluation of the primary social and emotional aspects of learning (SEAL) small group work element

- Neil Humphrey and Michael Wigelsworth: New Beginnings: Evaluation of a short social-emotional intervention for primary-aged children
- Neil Humphrey and Ann Lendrum: Implementing primary social and emotional aspects of learning (SEAL) small group interventions: a qualitative study
- Neil Humphrey and Afroditi Kalambouka: The role of Local Authority support in the implementation of primary social and emotional aspects of learning (SEAL) small group work

1.2 Listening to Children's and Young People's Voices (1) (ODEON ROOM)

- Deborah Harcourt and Jonathon Sargeant: Cross constructions of childhood
- Ozhan Oztug and Helen Cowie: Making school a better place: What the children say?
- Carmel Cefai and Paul Cooper: The narratives of secondary school students with social, emotional and behaviour difficulties

1.3 Social-Emotional Education in School (CELSUS ROOM)

- Maurice J. Elias: Strategies for infusing social-emotional and character development into school culture and climate
- Vahid Motamedi: Designing instruction for emotional intelligence
- Margaret Egan: An examination of a whole school approach to emotional literacy

Parallel Session II: 13:30-15:00

2.1 Symposium: Social and Emotional Aspects of Learning (AGORA ROOM)

Part 2: Key issues in social and emotional learning

- Michael Wigelsworth: A multilevel investigation of the relationship of emotional intelligence and mental health in secondary school children
- Neil Humphrey: A review of key issues relating to the measurement of children's social and emotional skills
- Ann Lendrum: Social and emotional learning across the world: Convergences and divergences in cultural perspectives

2.2 Listening to Children's and Young Persons Voices (2) (ODEON ROOM)

- Carmen Huser: Children's voices on play in a mosaic study
- Hanna-Majja Sinkkonen and Minna Kyttala: The supportive housing in foster care – the viewpoint of the adolescent
- Brian De Lord: Building social and emotional competence in potential juvenile gang members

2.3 Social-Emotional Education and Academic Learning (CELSUS ROOM)

- Helena I. Meneses and Marina Serra de Lemos: A model of social and academic school adjustment
- Giray Berberoglu, Nukhet Demirtas, Cigdem Guzel & Serkan Arikan: Affective characteristics related to student cognitive development in the Turkish Pupil Monitoring System (PMS)

- Anastasia Karagiannakis, Ingrid Sladeczek & Damian Spiteri: Classwide peer tutoring: Socio-behavioural benefits

2.4 Workshop: “But babies don’t do anything, do they?” – The Northamptonshire Baby Room Project (SELCUK ROOM)

Veronica Lawrence, Claire Stevenson & Donna Luck

DAY 3

Friday, September 11th, 2009

09:00-10:00	Keynote III Professor Michael Fielding The Radical Potential of Student Voice: Creating Spaces for Restless Encounter
10:00-11:00	Parallel Sessions III
11:00-11:30	Coffee Break
11:30-13:00	Parallel Sessions IV
13:00-14:00	Lunch
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15:30-16:00	Coffee Break/Poster Presentations
16:00-17:00	Keynote IV Professor Valerie Sollars Are Preventive Programs Necessary in Early Childhood Education and Care?
18:00-23:00	Conference Dinner (Optional) Dinner at “Kervansaray” built in 1618

Parallel Session III: 10:00-11:00

3.1 Symposium: The Education of Students with Social, Emotional, and Behavioural Difficulties (AGORA ROOM)

- Carmel Cefai, Paul Cooper & Liberato Camilleri: The education of students with Social, Emotional, and Behavioural Difficulties in Malta
- Paul Cooper: Educational interventions for students with Social, Emotional and Behaviour Difficulties: A review of the evidence

3.2 Values Education and Social and Emotional Development (ODEON ROOM)

- Zahra Tabibi: Moral development and its relation to inhibition

- Muzeyyen Sevinc and Sibel Yoleri: The effects of values education in early childhood on the aggressive behaviors of 9-10 year olds

3.3 Social-Emotional Education and Diversity Issues (CELSUS ROOM)

- Anne Lillvist: Observations of social competence
- Kathy Evans: Having comparative conversations about pupils with social, emotional and behavioural difficulties: Exploring connections between labelling and provision

3.4 Workshop: Situational Perception Training: A promising program for training Social Competence

Knut K. Gundersen

Parallel Session IV:11:30-13:00

4.1 Workshop: Promoting healthy sexuality in young children (AGORA ROOM)

Aysegul Metindogan Wise, Ryan Wise & Bruce Carter

4.2 Social-Emotional education and early years (ODEON ROOM)

- Emine Eratay: Study on behavioral problems of preschool children
- Sehnaz Ceylan and Esra Omeroglu: Study of social-emotional behavior of 5-Year old children
- Sakire Anliak and Derya Sahin: A descriptive study observing behavioral patterns of preschool children in Turkey and Belgium
- Esra Omeroglu, Sener Buyukozturk, Yasemin Aydogan & Arzu Ozyurek: A study into the status of knowledge, behaviors and evaluation of preschool teachers over problem solving skills

4.3 Parents, Children and Social-Emotional Education (CELSUS ROOM)

- Liat Kulik: Explaining the sense of family coherence among adolescents
- Usa Srijindarat and Ngamta Vanindananda: The effect of psychological characteristics and child-rearing skill development on appropriate parental child-rearing practices and children's perception of academic support
- Paul Cooper and Carmel Cefai: Culture Against Children? Some reflections on popular views of childhood and child rearing

Parallel Session V:14:00-15:30

5.1 Workshop:Teaching emotional intelligence to students aged 11-16 (AGORA ROOM)

Janet Grant

5.2 Social-Emotional Education: Early Years Interventions (ODEON ROOM)

- David Huggins and Jill Sewell: Building the bridge between health and education: Provision of care and education in the early years
- Theodora Papatheodorou: Story playing and its pedagogy
- Ibrahim Diken, Atilla Cavkaytar, Sema Batu, Funda Bozkurt & Yildiz Kurtyilmaz: First step to success early intervention program: Supporting young children with emotional and behavioral challenges in Turkey

5.3 Interventions for Emotional Difficulties (CELSUS ROOM)

- Anne Graham and Robyn Fitzgerald: Supporting children's social and emotional wellbeing: Does 'Having a Say' matter?
- Annemieke Mol Lous and J. Marianne Riksen-Walraven: Depression markers in young children's play: A play questionnaire for teachers of young children
- Sibel Sonmez, Nilay Dereobali & Sevinc Cirak Karadag: An investigation of preschool teachers' recognition of child abuse and neglect

DAY 4

Saturday, September 12th, 2009

09:00-10:00	Keynote V Professor Cigdem Kagitcibasi Family, Child Rearing and Development of the Self in Cultural Context
10:00-10:30	Coffee Break
10:30-12:00	Parallel Sessions VI
12:00-13:00	Closing Ceremony
13:00-14:00	Lunch
15:00-19:00	Optional Sightseeing Tours Ancient city of Ephesus, House of Virgin Mary Tour

Parallel Session VI: 10:30-12:00

6.1 Teacher Training in Social-Emotional Education (AGORA ROOM)

- Wendy Turner and Tania Morris: Embedding knowledge: Emotional/mental health
- Nina Raud and Anna Dzalalova: Multicultural competences in teachers who work with children in multilingual educational contexts: A teacher training model in Estonia
- Murat Akpinar: The role of social and emotional education in ending conflicts between native and immigrant students

6.2 Social-Emotional Education across Cultures (ODEON ROOM)

- Christopher Clouder: Social and Emotional Education in Europe
- Mehnaz Aziz: Modifying global teaching best practices to build social-emotional competence amongst children in developing country contexts
- Johannes Langeveld, Frode Svartdal & Knut K. Gundersen: ART(Aggression Replacement Training) in Norway: Pathways to behavioural improvement

6.3 Predictors of Social-Emotional Education (CELSUS ROOM)

- Maria Poulou: Predictors of adjustment at schools
- Omer Faruk Kabakci: Relationships between academic success, social emotional learning skills and self-concept of Turkish students
- Derya Sahin and Sakire Anliak: The effects of child-teacher relationships on interpersonal problem solving skills of children



ABSTRACTS

11:00-12:30 Parallel Sessions I

AGORA ROOM

1.1 Symposium: Social and Emotional Aspects of Learning

Part 1: Evaluation of the primary social and emotional aspects of learning (SEAL) small group work element

Neil Humphrey (Chair), Afroditi Kalambouka, Michael Wigelsworth & Ann Lendum

University of Manchester, UK

Neil Humphrey and Michael Wigelsworth

New Beginnings: Evaluation of a short social-emotional intervention for primary-aged children

Statement of the problem: Targeted social-emotional interventions for children have demonstrable efficacy, but their effectiveness remains largely unknown. We report on an effectiveness trial of 'New Beginnings', a short intervention for primary-aged children developed as part of the Social and Emotional Aspects of Learning (SEAL) programme. The study aimed to investigate the impact of New Beginnings on children's social-emotional skills, behaviour and emotional wellbeing. Methodology: The sample comprised 253 children (aged 6-11) attending 37 primary schools across England. Data were collected using child self-report, and parent- and teacher-informant report questionnaires in a pretest-posttest control group design at the beginning of the intervention, at the end of the intervention, and at seven week follow-up. 159 children took part in the intervention, and 94 children acted as a comparison group. Those children in the intervention group attended weekly 45 minute small group sessions for seven weeks. Findings: Child self-report data indicated that the intervention was successful in promoting social-emotional skills, and that, despite a slight decline, improvements were sustained at seven week follow-up. However, this finding was not replicated in either the teacher or parental data. Conclusions: The findings suggest that, at least from the perspective of the children taking part in the intervention, New Beginnings can have a positive impact upon their social-emotional skills. However, future iterations may need to be more intensive and lengthy in order to produce changes in behaviour that are salient to teachers and parents.

Neil Humphrey and Ann Lendrum

Implementing primary social and emotional aspects of learning (SEAL) small group interventions: a qualitative study

Statement of the problem: Experimental research pertaining to the impact of social-emotional interventions on children and young people is well established in the literature, but very little is known about the complex processes that underpin successful implementation. The aim of this study was to fill this gap in the knowledge base by building an implementation process model. Methodology: In-depth case studies of five primary schools in England were conducted. Each were nominated as a 'lead practice' school by their Local Authority in relation to the social and emotional aspects of learning (SEAL) small group work element. Data collection comprised interviews and/or focus groups with school staff, children, and parents, observations of small group sessions and other settings, and document analysis. Findings: A process model of SEAL small group work will be presented. In brief, successful implementation was seen as being dependent upon a range of factors, ranging from the skills and experience of the group facilitator to the availability of an appropriate physical space to conduct the sessions. Key aspects of the delivery of small group interventions included setting achievable targets for children, providing constant reinforcement of desirable behaviour, providing opportunities for pupils to verbalise their emotional experiences, and engendering a sense of fun. Conclusions: It is evident that a range of factors underpin the successful implementation of social-emotional interventions. It is crucial that such factors are acknowledged in order to support changes in children's behaviour.

Neil Humphrey and Afroditi Kalambouka

The role of Local Authority support in the implementation of primary social and emotional aspects of learning (SEAL) small group work

Statement of the problem: Relatively little attention has been paid to the role of Local Authorities in supporting schools that decide to implement targeted social-emotional interventions. The aim of this study was to explore how staff in LAs across England help schools in this regard. Methodology: Interviews were conducted with staff in 12 LAs. These staff included behaviour and attendance consultants, educational psychologists, and designated SEAL co-ordinators. Questions focused on the nature and intensity of support made available to schools, barriers to success, and the process of implementation at school level. Findings: Support is typically made available in the form of training events, school networks, and the development of additional materials. Staff attitudes, misconceptions about social and emotional learning, and 'initiative overload' are considered to be the key barriers to success in this area. The skills of the small group facilitator, the level of readiness within the school and the overall profile of SEAL are considered to be the most crucial implementation issues. Conclusions: LAs can play a crucial role in supporting the implementation of targeted social-emotional interventions, but we observed a great deal of variation in this area.

ODEON ROOM

1.2 Listening to Children's and Young People's Voices (1)

Cross constructions of childhood

Deborah Harcourt and Jonathon Sargeant

Bond University, Australia

This research paper seeks to continue research conversations that both researchers have begun (Harcourt, 2005; 2008; Sargeant, 2007, 2008) in relation to young children's standpoints on matters that they may have an opinion about. These studies established children's competence in articulating their views and opinions, and their ability to report on important issues in their lived experiences of childhood. The studies also established that it is highly possible that the way children experience childhood, and how adults perceive it to be experienced, may result in a disjunction between the actual and the expected. A central philosophy underpinning this work seeks an acknowledgment of the presence of children and their accounts of life, as an essential element to understanding their social worlds. This challenges traditional notions of developmental psychology that children become someone (i.e., an adolescent or an adult). In reference to the sociology of childhood, Mayall (2002) suggested that by studying some children's lives, we may be able to develop a greater understanding of children's lives more generally. Parallel to this philosophical position, is a genuine attempt to respond to the mandates offered under the United Nations Convention on the Rights of the Child (1989). We examine current understandings of children and childhood, with the view to a commitment to involve children in the decision-making and policy environment on matters that concern them. We support the notion that a school community can provide the structure and procedures that enable children's participation, should it view the child as a competent and capable contributor. It is this commitment that shapes the ideas the community has about children. The wish to listen to, and involve children, originates within this context and leads to structures and procedures that can support the involvement of children (Langstead, 1994). Education professionals are in a position to play a proactive role towards the recognition of rights for all children, and respond by attempting to change the status quo through policy and practice. By examining and analysing the expressed views of children regarding adults' conceptions of childhood and comparing those

with adults views of childhood this research will identify the extent to which there is alignment or disjunction with contemporary adult assumptions. This research addresses an ongoing challenge and contributes to expanding the wider community's thinking about and providing for children.

Making school a better place: What the children say?

Ozhan Oztug and Helen Cowie

Near East University, Northern Cyprus
University of Surrey, UK

In line with current view that children should be consulted about issues that concern them in their daily life and that their ideas must play a significant role in finding solutions, in the present study, children were asked to give their views on what would make school a better place to be. The research was carried out in four secondary schools in a small rural town, each with a well-organised pastoral care system and an active anti-bullying policy; two of the schools had established systems of peer support. The study involved 931 pupils aged between 11 and 14 years of age. Although a sizable minority of the sample chose not to offer any suggestions for improving their schools, of those who did respond, only a small number were negative (for example, suggesting that certain groups, such as 'chavs' be banned from the school). Most of the suggestions were positive and ones that schools could easily implement. The results of the present study indicate that students are concerned about issues, such as the problem of school violence, but that they also have constructive ideas for dealing with the problem.

The narratives of secondary school students with social, emotional and behaviour difficulties

Carmel Cefai and Paul Cooper

Malta University, Malta

Leicester University, UK

Despite the current rhetoric of student voice, the voices of students with social, emotional and behaviour difficulties are usually the least heard, with relatively few studies which sought to capture the voices of these students in an authentic and emancipatory way. This paper reviews a number of small-scale qualitative studies which sought the views of Maltese secondary school students with social, emotional and behaviour difficulties on their education. Five main themes were identified, namely poor relationships with teachers, victimisation, a sense of oppression and powerlessness, unconnected learning experiences, and exclusion and stigmatisation. The paper concludes with various suggestions on how the voice of these students may become more powerful and authentic and serve as an emancipatory experience.

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CELSUS ROOM

1.3 Social-Emotional Education in School

Strategies for infusing social-emotional and character development into school culture and climate

Maurice J. Elias

Rutgers University, USA

CASEL (Collaborative for Academic, Social, and Emotional Learning (www.CASEL.org), an international consortium of educators, researchers, practitioners, philanthropists, and social policy makers) has identified this essential element for successful education in the 21st Century: A school climate articulating specific themes, character elements, and/or values such as respect, responsibility, fairness, honesty, and systematic opportunities for positive, contributory service in which all students can participate.

Schools culture should send messages about character, about how students should conduct themselves as learners in the classroom and hallways, about the respectful ways that staff should conduct themselves when interacting with students, colleagues, and parents, and about how all who work in the school, as well as parents, should conduct themselves as supporters of learning. Many of the schools with such climates have incorporated social-emotional learning, character education, or life skills into their overall mission statements or Board policies. They have ongoing, coordinated, high-quality, empirically supported programs to teach skills for social and emotional learning and to infuse character into various aspects of the school routine and environment. These schools also devote specific time toward preventing problems such as bullying and other forms of violence, alcohol, tobacco, and other drug use, and pregnancy. In over 200 schools in New Jersey, USA, we are systematically assessing school climate and culture so we can know what interventions are effective and where we must modify and improve our intervention procedures. This presentation will illustrate climate assessment, data review, feedback, and planning procedures that any school can use.

Designing instruction for emotional intelligence

Vahid Motamedi

Tarbiat Moallem University, Iran

The importance of helping both children and adults grow socially and emotionally has received heightened attention in the past few years. In the worlds of our children, violence, conflict, and aggression are receiving increased attention in homes and schools. There exists a long history of researchers trying to understand the roots of conflict, particularly aggressive and violent behavior, and to create prevention and isolated intervention programs that reduce levels of conflict and aggressive behavior in schools. As a result of the heightened recognition of the social aspects of learning in educational worlds, the instructional design (ID) field faces the challenge of creating effective instruction that goes beyond using socially significant interaction in service to cognitive goals. In addition to recognizing the importance of social activities in traditionally cognitive instructional goals, we must go further and develop educational activities that directly focus on supporting our learners in developing social competence. This research paper provides a framework for systematically addressing key areas of social competence in development efforts. This framework is drawn from theoretical and practical research and development efforts on emotional intelligence and related efforts from cognitive and development psychologists. First, a few sources of information regarding the ID field's treatment of socioemotional learning is briefly addressed. Then, I will introduce the Emotional Intelligence Framework and draw upon several past and ongoing technology-based efforts to illuminate avenues of development. This paper closes with a call for future development efforts.

An examination of a whole school approach to emotional literacy

Margaret Egan

University of Limerick, Ireland

This paper examines the effects of a Whole School Emotional Literacy Programme on students in an all boys' Primary School in Ireland. The focus of the project was to develop children's overall emotional competencies as a proactive approach to behaviour management. A continuum of support was offered to the pupils depending on the severity of need. There was a particular emphasis on meeting the needs of pupils with emotional and behavioural difficulties (EBD). The approach was rooted in the concept of Emotional Intelligence (Solovey & Mayer, 1990; Goleman, 1995). Teaching children the skills to be emotionally intelligent is referred to in the field of education as Emotional Literacy (Sharp, 2003). The paper presents the research project which was conducted over a twenty-week period. Pre-intervention data were gathered over three months. The research methodology was action research, employing a judicious balance between qualitative and quantitative data. The validity of the quantitative methodologies was enhanced by the insights revealed through the qualitative approach. Data evidence indicated significant improvements in key emotional competencies for all pupils. Overall school behaviour improved, resulting in fewer referrals to the principal. It can be concluded that the findings of this research study reinforce the educational value of promoting, implementing and evaluating social and emotional education in schools.

13:30-15:00 Parallel Sessions II

AGORA ROOM

2.1 Symposium: Social and emotional aspects of Learning

Part 2: Key issues in social and emotional learning

Neil Humphrey (Chair), Michael Wigelsworth & Ann Lendrum
University of Manchester, UK

Michael Wigelsworth: A multilevel investigation of the relationship of emotional intelligence and mental health in secondary school children

Statement of the problem: Despite a significant investment into the practical application and promotion of Emotional Intelligence (EI), there is some argument as to precise outcomes of its practical benefits (Qualter, Gardner et al., 2007). Only recently has research begun to emerge in relation to the role of EI and psychological wellbeing, and findings that have emerged have focused predominantly on adult samples (Mavroveli et al, 2007) and studies that have been conducted with children have subject to a range of methodological criticisms (Zeidner, Roberts et al., 2002). Methodology: The present study attempts to address the identified gaps in the literature through the use of a multilevel analysis of a nationally representative sample of school children (n = 6,894, mean age = 11 years, 5 months). Socio-Demographic factors (including income deprivation indices, ethnicity and special educational needs) and Emotional Intelligence, as measured by the Emotional Literacy: Assessment and Intervention battery (Southampton Psychology Service, 2003) are used to construct a multi-level model (by accounting for variance at a school and Local Authority level) in attempt to explain variations in mental health scores, as measured by the Strengths and Difficulties Questionnaire (Goodman, 1997). Findings: Initial analysis suggests that a significant proportion of variance in mental health scores is attributable to emotional intelligence accounted for at the pupil level (47%), irrespective of socio-demographic data. Conclusions: The findings provide a basis for further research aimed at determining an inverse relationship between emotional intelligence and mental wellbeing in school aged populations.

Neil Humphrey: A review of key issues relating to the measurement of children's social and emotional skills

Recent policy developments (such as the 2020 Children's Plan) and the introduction of a new national strategy (the Social and Emotional Aspects of Learning Programme) in England have re-emphasized the importance of social and emotional skills in educational contexts. These developments have also been reflected at an international level. As such, educational professionals are increasingly likely to be involved in the measurement of social and emotional skills, either as part of their practice or through research. Some may also be asked to provide advice to schools looking to evaluate certain aspects of their practice in this area. The aim of this proposed paper is to explore the range of issues surrounding the measurement of social and emotional skills in children and adolescents. This includes difficulties with the underlying theory and frameworks for social and emotional skills, inconsistent terminology, the scope and distinctiveness of available measures, and more practical issues such as the type of respondent, location and purpose of measurement. The paper concludes with a call for more research in theory and the further development of appropriate measures.

Ann Lendrum: Social and emotional learning across the world: Convergences and divergences in cultural perspectives

The rapidly increasing interest in social and emotional learning and the introduction of national initiatives in countries across the globe indicates the importance attached to the development of social and emotional skills in many different cultures. However, the range of approaches taken and the varying emphases on the promotion of specific or more general skills, raises the questions: What do we mean when we talk about social and emotional learning? Who should be taught? How should we teach them? This paper begins by considering whether there is a shared conceptual understanding of social and emotional learning. It then reviews a range of national initiatives from around the world including the Social and Emotional Aspects of Learning (SEAL) programme recently introduced in England and Wales, MindMatters from Australia and various US initiatives. The emphasis of this paper is on the commonalities and differences between the various programmes and the opportunities this may present for cross-cultural learning. The paper concludes that despite some promising similarities between aspects of the various programmes, there remains a series of fragmented approaches to the teaching of social and emotional skills. The author calls for further research into examples of best practice and the extent to which existing programmes are culturally transferable.

2.2 Listening to Children's and Young Persons Voices (2)

ODEON ROOM

Children's voices on play in a mosaic study

Carmen Huser

Martin-Luther University, Germany

While traditional research on play showed perspectives from different disciplines, this research study firstly attempts to listen to children's voices on play. Secondly, children became conscious participants by reviewing their play, giving them opportunities to reflect on it. So, the research question was: How do 4-5 year old children themselves perceive their self-initiated social pretend play with peers in kindergarten? The underlying post-modern perspective perceives the children as holder of rights and experts of their life. Children actively share meaning in play with peers. In this case study a group of children in one kindergarten participated in a range of methods taken from the Mosaic Approach. Within a fluid, qualitative multi-method approach to data, children's play episodes were video-recorded and reviewed with them. In pair interviews children reflected on the play episodes. Participatory techniques such as photographs or drawings, facilitated children's ability to express their reflections in a creative, non-verbal way. The data from each child was pieced together into little mosaics. Simultaneously, the whole data set became a collective entity which created one mosaic of children's voices on play centred around the emerging themes of flexible resources, self-control, sharing meanings, joy and friendship. Within a trusting atmosphere, children feel emotionally secure and consciously take control over their participation in research. Putting participatory techniques into practice and reflecting on children's play with them offer new insight for children and practitioners.

The supportive housing in foster care – the viewpoint of the adolescent

Hanna-Maija Sinkkonen and Minna Kyttala

University of Helsinki, Finland

The aim of the research was to examine adolescents' experiences and opinions of the child welfare service in the city of Helsinki between 2005–2007. The service is directed mainly to adolescents who have been taken in custody by social welfare officials. They have been earlier living in residential foster care units but were not yet mature enough to live alone, so supported housing was provided. The social workers provide supervision and guide the adolescents to reach the skills they should have later when they are living independently. The research questions addressed in the study included the lived in experience of adolescents in supported housing, whether the service met their individual needs and what suggestions they had for improving the service. 37 adolescents (22 male and 15 female) who lived in supported housing units after finishing their compulsory education participated in the study. The data was collected with an open-ended questionnaire and interview with a small number of participants. The findings of the study will be given during the presentation.

Building social and emotional competence in potential juvenile gang members

Brian De Lord

Pupil Parent Partnership Ltd., UK

This paper presents a project which sought to find out the reasons why young people become involved in gang violence and to devise a way of intervening using the theories of attachment and attunement (Bowlby, Hosking etc,) so as to prevent the choice of violence as a 'career'. The objective was to concentrate on methods of building social and emotional competence, rather than on models of distraction, to creating interventions for juvenile gang members in order to ascertain what is effective. Methodology involved conducting community research initiatives funded by the UK Home Office, along with an extensive literature review and comparison of effective intervention models funded by the European Commission DG for Justice and Social Affairs. The findings of the study suggest that these young people live in a near-constant state of terror and that their violence is about self-preservation. They cannot afford to display vulnerability, and their independence & inter-dependence skills are very fragile, with difficulty in reconciling conflicting feelings. They are both Perpetrator AND Victim. This project underlines the Importance of developing and sustaining trusting relationships and encouraging an initially dependant relationship. Facilitating the development of strategies for dealing with frustration and teaching young people how to deal with conflicting emotions and to manage emotions rather than reward/punishment are key strategies in effective intervention.

2.3 Social-emotional education and academic learning

CELSUS ROOM

A model of social and academic school adjustment

Helena I. Meneses and Marina Serra de Lemos

University of Porto, Portugal

As noted throughout the educational psychology literature, theoretical models of school adjustment are not well developed. Typically, the school privileges academic accomplishment, although school is more than a learning and cognitive development context; it is also, largely, a social world, where the student lives a social routine. Therefore, being well-adjusted to school requires students to perform both academic and social competencies. The main aim of this study was to test empirically a delineated model of school adjustment. This model incorporates associations between social competence and academic competence. It is a dynamic model, integrating several conceptual perspectives -developmental, ecological, social-cognitive and motivational- and a multilevel approach. Specifically, it includes five interrelated social and academic dimensions: social motivation, perceived competence, behavioral competence, interpersonal competence with peers and academic competence. The model was double-tested in two samples of fifth and sixth-grade students' one calibration sample (N=399) and one validation sample (N=398)- using structural equation analysis. Results for the two samples indicated a good overall fit and the cross validity of the model. The findings suggest that the profile of a well adjusted middle school student could be defined by the high pursuit of social goals, positive perceived competence, adequate social behavior in the classroom, peer acceptance, and one or two close friends, besides academic success. Overall, these findings support the importance of constructing and testing theoretical models of school adjustment, to a better understanding of its social, motivational and academic underpinnings.

Affective characteristics related to student cognitive development in the Turkish Pupil Monitoring System (PMS)

Giray Berberoglu, Nukhet Demirtas, Cigdem Guzel & Serkan Arikan

Middle East Technical University, Turkey

The Turkish Pupil Monitoring System (PMS) is a criterion-referenced assessment program for monitoring and developing student learning in line with higher order cognitive processes covered in the primary school curricula in different subject matter areas. Based on interactive computerized assessment materials, student strengths and weaknesses are determined and information provided for teachers and parents to promote learning with respect to cognitive processes. So far, data were collected over 30.000 students between grade levels 1 and 7. The preliminary results indicated that Turkish students have difficulties in developing higher order cognitive processes across the grade levels. Among various cognitive skills, students ability to relate ideas and concepts; evaluate written materials; and make inference based on information provided were the ones needed to be considered and scrutinized by the teachers. PMS also considers student social and emotional development. Thus, in the present study the student development with respect to cognitive processes will be evaluated in line with their academic self concept, study habits, peer relations, relations with teachers and attitudes toward school variables in a selected group of primary school students. These variables are assessed by the Student Questionnaire developed by Cito Türkiye, The linear structural model with LISREL will be used to relate social-emotional characteristics of students with their cognitive development. The results are expected to provide evidence for policy-makers about affective characteristics of primary school students for promoting their cognitive development.

Classwide peer tutoring: Socio-behavioural benefits

Anastasia Karagiannakis, Ingrid Sladeczek & Damian Spiteri

McGill University, Canada

Children with behaviour problems (BP) are increasingly included in regular education classrooms. Teachers are exploring strategies to include these children in daily classroom activities. Children with BP often lack the social skills to interact positively with their peers and have difficulty forming and maintaining peer relationships. Consequently, they are often socially rejected. One programme, Classwide Peer Tutoring, (CWPT; Greenwood, Delquadri & Carta, 1997) has been widely employed to enhance children's academic performance. Researchers have recently investigated secondary effects of CWPT, such as the social status and socio-behavioural functioning of children. However, the socio-behavioural functioning of boys with BP has rarely been investigated, and no researchers have explored the effects of CWPT on the social-behavioural functioning and social status of Canadian school-aged boys with BP, a population at-risk for ongoing social-behavioural difficulties. Briefly, CWPT is an educational programme with behavioural components that provides all students the opportunity to actively participate in their learning. During CWPT, a class is divided in two teams (tutor-tutee dyads). Teams are given weekly pre-tests, engage in CWPT, and are given a post-test to assess the content learned during CWPT. The current study investigated the boys' social status (work, play) and social-behavioural functioning (social skills, problem behaviours) following a 12-week participation in CWPT. Results are very encouraging as significant gains in the social-behavioural and social status domains of boys with BP were found, as reported by their peers, teachers, and parents. Implications regarding the use of CWPT with special learners in inclusive educational settings are discussed.

SELCUK ROOM

2.4 Workshop: “But babies don’t do anything, do they?” – The Northamptonshire Baby Room Project

Veronica Lawrence, Claire Stevenson & Donna Luck

The Northamptonshire Baby Room Project, UK

The focus of the project was to enhance the knowledge base of practitioners working with babies in full day care settings in Northamptonshire, UK. The effect on practice was remarkable with immediate changes to the ways in which practitioners interacted with babies, the type of experiences they offered them and in some settings, an increase in the status of people working in “Baby Rooms”. The main message to practitioners was to be amazed by the baby’s brain. Begin to understand that their interactions have direct effects on the neurological connections made in the baby’s brain. Three sessions focussed on:

- Babies brain development from birth.
- Babies’ emotional well-being and the effect of practitioner’s emotional states on babies’ development.
- Babies’ play – the importance of laughter and quality interactions on neurology.

This was combined with opportunities to make practical resources to take back to settings and to further enhance their knowledge by focussing on one baby as an infant study for a period of one year as a way of attuning to the baby’s needs. The outcomes for infants and practitioners were noticeable. The project was led by a specialist senior educational psychologist and a birth to three adviser. We are excited that attention in research and policy nationally and internationally is beginning to focus on the emotional needs of babies and toddlers. The project is supported by a facilitator’s manual that enables professionals to deliver training in the Northamptonshire Baby Room Project and adapt it to their own locality.

10:00-11:00 Parallel Sessions III

AGORA ROOM

3.1: Symposium: The Education of Students with Social, Emotional, and Behavioural Difficulties

Paul Cooper and Carmel Cefai

Leicester University, UK

Malta University, Malta

Carmel Cefai, Paul Cooper & Liberato Camilleri

The education of students with Social, Emotional, and Behavioural Difficulties in Malta

This paper presents the result of a national study on social, emotional and behaviour difficulties (SEBD) in Maltese schools, the first one of the kind in Malta. The study made use of ten percent of the school population in over one hundred state and non-state primary and secondary schools in Malta and Gozo, with seven thousand students, their parents and teachers selected to participate in the study. It sought to explore the nature and distribution of SEBD in Maltese schools, examine the relationships between SEBD and socio-cultural factors as reflected in the school, family and community contexts, and identify the risk and protective factors for SEBD. This paper presents the key findings of the study, and makes various recommendations in the prevention and management of SEBD and the promotion of socio-emotional literacy in schools. A key message is the complexity and multifacetedness of this phenomenon, and the need for multilevel, multisystemic interventions.

Paul Cooper

Education interventions for students with Social, Emotional and Behaviour Difficulties: A review of the evidence

Students with SEBD are usually the least liked and understood students (Baker 2005; Kalamouka et al. 2007), the only group for whom punitive, exclusionary responses are still permitted by law (Cooper 2001), the students most likely to end up as school failures and leave school prematurely (Farrell, Critchley and Mills 2000; Groom and Rose 2004) and to be at risk of social exclusion and mental health difficulties in childhood and later life (Maes and Lievens 2003; Fergusson, Horwood and Ridder 2005; Colman et al. 2009). Clearly, the prevention of, and intervention with, SEBD in schools is of utmost importance. This symposium discusses the challenges faced in the education of students, and discusses effective interventions for SEBD. In the first part of the symposium, Dr Carmel Cefai (University of Malta) and Professor Paul Cooper (University of Leicester) present the findings of a national study on the prevalence and nature of SEBD in Maltese schools, and describes various initiatives being currently undertaken in Maltese schools to support the inclusive education of these students. In the second part, Professor Paul Cooper discusses effective interventions for SEBD in an international context, making specific reference to Nurture Groups and their effectiveness as a preventative, early intervention for young children with SEBD.

3.2 Values Education and Social and Emotional Development

ODEON ROOM

Moral development and its relation to inhibition

Zahra Tabibi

Ferdowsi University of Mashhad, Iran

Development of moral reasoning requires understanding the values of society and regulating behavior accordingly. Piaget (1932) and Kohlberg (1969) stated that the development of moral reasoning depends on the development of cognition; being able to think abstractly and to make inferences about social relationships. Also, moral behavior depends on the ability to inhibit actions that are disapproved by society. According to Bjorklund and Harnishfeger (1990) inhibition - the ability to prevent the processing of irrelevant information- is a significant element for the development of cognition. The aim of this paper is to examine the relationship between the development of moral reasoning and moral behaviour and inhibition. Fifty-four children at age 9, and 30 adolescences at age 15 participated in this study. Moral reasoning was assessed through Kohlberg's moral dilemma related to cheating, moral behaviour through the Theodore-Simon-test and inhibition through the Stroop-test. The results of t-tests indicated that adolescences outperformed children in all three tests. The results indicated that for children the relationship between the scores gained in the Theodore-Simon-test and in the Stroop-test was marginally significant ($r = -.23, P = 0.045$). This means that those with higher scores in the Theodore-Simon test (more cheating) had also higher errors in part three of the Stroop-test. The study showed that inhibition is related to moral behaviour amongst children.

The effects of values education in early childhood on the aggressive behaviors of 9-10 year olds

Muzeyyen Sevinc and Sibel Yoleri

Marmara University, Turkey

The first years of primary education are critical in controlling aggressive behavior which is perceived as a way of communication and a problem solving strategy developed in early years. As such, it is important to include the education of these skills in the early childhood education program. The primary objective of this descriptive study is to determine whether honesty, altruism, self-discipline, forgiveness which are all part of values education, are internalized by children, and to study the effect of this education on children's manifested aggressive behavior. This research has been conducted with 90 children of ages 9-10 who have received values education within pre-school education in order to investigate the nature of their aggressive behavior. The Buss-Durkee aggression scale, translated and adapted to Turkish population by Askin (1981), was used to investigate the nature of aggressive behavior together with a personal questionnaire. Results indicate that in terms of gender there is a significant difference for boys in aggressiveness and impulsivity. There is not any significant difference between indirect and verbal aggressiveness in terms of the variant of receiving values education. Attack aggressiveness, nervous aggressiveness and negative aggressiveness are more commonly observed in the public school where values education was not provided. These findings suggest that values education creates differences in the level of aggressive behaviour.

3.3 Social-Emotional Education and Diversity Issues

CELSUS ROOM

Observations of social competence

Anne Lillvist

Malardalen University, Sweden

Traditional disability categories may reveal little of the functional characteristics and social competence of a child. This study sought to compare the social competence of typically developing children, children with established disabilities and undiagnosed children identified by a functional approach to be in need of special support. Observations were conducted during free play using the Child Observation in Preschools (COP) The variables positive emotion, social emotional warmth, teacher rated engagement and verbal interactions with other children significantly discriminated the three groups. In a discriminant analysis based on group membership only 68% of all cases were correctly classified. Difficulties in classifying undiagnosed children in need of special support and children with established disabilities, lead us to question the usefulness of traditional categories in the assessment of social competence. Instead a functional approach sensitive to the individual profile of each child is recommended.

Having comparative conversations about pupils with social, emotional and behavioural difficulties: Exploring connections between labelling and provision

Kathy Evans

Bristol University, UK

It is widely accepted that one of the most immediate difficulties of comparative research is that of comparing 'like with like' across national and linguistic boundaries; "language is not simply a medium for conveying concepts, but part of the conceptual system, reflecting institutions, thought processes, values and ideologies" (Hantrais 1995). This is particularly so in relation to social, emotional and behavioural difficulties where there are also often 'national' inconsistencies in describing and responding to pupils. In the United Kingdom writers in the field have drawn attention to the "fluctuating working definition and differing practical application of the terms" (Visser and Stokes 2003). It has also been argued that importantly the language used to describe social emotional and behavioural difficulties shapes perceptions of what can be done about the difficulty, and where that responsibility lies, (Tobbell and Lawthorn 2005). A number of writers have critiqued what they see as an increasing over-reliance on labels and questioned the usefulness of labels in terms of outcomes, (Corbett and Norwich 1997; Hjörne and Säljö 2005). The paper aims to set the scene by exploring the process of labelling and the connections between labelling and provision in a United Kingdom setting; and then through the use of vignettes to encourage dialogue between inter-national delegates about similarities and differences in their own perceptions and experiences. It is hoped that the outcomes of the paper will usefully contribute to comparative conversations about pupils with social, emotional and behavioural difficulties.

SELCUK ROOM

3.4 Workshop: Situational Perception Training. A promising program for training social competence

Knut K. Gundersen

Diakonhjemmet University College, Norway

Aggression Replacement Training (ART) is one of the most promising methods for achieving social competences and thereby reduce deviant behavior. The program consists of three components, social skills training, anger control training and moral reasoning training. The program will be presented in the pre conference and there will also be a presentation of current research in ART. However, the founder of ART, Dr Arnold Goldstein recommended that programs directed towards young people with behavior problems also should include situational perception training. He meant that the ability to recognize, understand and interpret interpersonal cues is a key skill of social performance. In the workshop I will suggest 3 methods for working with situational perception training. The first method, group discussion, refers to Goldstein`s program in PREPARE where participants discuss / analyses a selection of 182 situations. The second method, role-play and group discussion refers to a method where the groups are divided into two and where one of the groups analyzes the other groups performance. The third method, creation of positive interactions between networks members involves a method where group members forms a proper interaction between two or more persons using techniques like the remote control and train systematically on the new script using the technique "triple dance". This method is very useful for persons with persons with retardation but has also proved to be helpful also for adolescent without cognitive handicaps. This program is adopted to Norwegian conditions as a supplement to the originally ART-programs.

11:30-13:00 Parallel Sessions IV

AGORA ROOM

4.1 Workshop: Promoting healthy sexuality in young children

Aysegul Metindogan Wise, Ryan Wise & Bruce Carter

Bogazici University, Turkey

Istanbul Bilgi University, Turkey

Syracuse University, USA

Although children's development and expression of healthy sexuality is an important part of their social and emotional competence, and has important consequences for later adult sexuality (American Academy of Pediatrics, 2001), little attention is paid to how adults, especially parents and teachers, can promote it. Considering that children explore and express their sexuality as early as infancy, children's attitudes toward and perceptions about sexuality is mostly formed prior to adolescence even if they do not necessarily learn about adult expressions of sexuality. This workshop is aimed at providing policymakers, educators, and researchers with essential information concerning children's sexual development, and methods to promote the positive sexual development in young children. In the first part of the proposed workshop we will focus on the developmental course of sexuality across infancy and early childhood, including physical development in infancy and early childhood, a description of ways in which children express and explore their sexuality, the behaviors associated with normal sexual development, including masturbation, and gender development. The first part of the workshop will conclude with a discussion of how to distinguish healthy from unhealthy development of children's sexuality, with a focus on both behavioral and verbal expressions of children's sexuality. Possible causes and correlates of unhealthy sexuality in children will also be explored. The second part of the workshop will address many of the issues surrounding the development of children's sexuality, and how adults, especially parents and teachers, can promote healthy sexual development. Included among the topics will be: how parents and teachers can respond positively to children's developing sexuality, the importance of using appropriate language when labelling body parts and discussing sexuality issues, the importance of using non-sexist language, how to interact with children in developmentally appropriate ways, and approaching and dealing with unhealthy expressions of sexuality.

4.2 Social-Emotional Education and Early Years

ODEON ROOM

Study on behavioral problems of preschool children

Emine Eratay

Abant Izzet Baysal University, Turkey

This research aims to study the relationship between the behavioral problems of preschool children attending official institutions in city center of Bolu and variables such as child's age, gender, birth order, age of parents, their profession, their education level, income status of the family, number of siblings and presence of other adults in the family. For this purpose, a total of 638 children, consisting of 322 were girls and 316 boys attending official institutions in city center of Bolu in spring semester of 2007-2008 have been reached in the study conducted with survey model. "Behavior Problem Checklist" developed by Hacettepe University, Department of Child Development and Education has been applied to the whole population and Pearson Chi-square analyses have been used to analyze the data. According to the findings of the study; a relationship has been identified between the behavioral problems and gender of the child, income status of family, education level and profession of mother, number of siblings in the family and presence of other adults in the family. Adaptation, behavioral and habit disorders have been observed more in children of housewife mothers and in families with high number of siblings and low income status. The study is considered to offer an insight to those working in the preschool area.

Study of social-emotional behavior of 5-year old children

Sehnaz Ceylan and Esra Omeroglu

Gazi University, Turkey

This paper presents a study on social-emotional behaviors of 5-year old children who take and do not take creative drama education. Social skills encompass a child's adjustment of his behaviors towards other individuals to fit in the immediate context and the environment. Children who have social skills are successful at building relationships with the people in their surroundings, sharing, acting according to the rules, showing sensitivity towards others, and controlling their negative feelings when necessary. The development of social skills in children may be affected by factors such as gender, parents' age, educational level, and profession. This study aims to examine the social-emotional behaviors of five year old children by comparing those who take and those who do not take creative drama education in relation to their gender, birth order, number of siblings, their mother's age and education level. The sample was composed of 90 children, 45 of whom were in the experimental group and 45 were in the control group. A "Personal Information Form" was used to collect information about the children and their families, the "Vineland Social-Emotional Early Childhood Scale" developed by Sparrow et al. (1998) and adapted to Turkish by Ceylan and Omeroglu (2008) was used to measure the children's social-emotional behaviors. The children in the experimental group were provided with creative drama education addressing social-emotional behaviors twice a week in 45 minute periods each over a period of 12 weeks. In the analysis of the data, t-test and one way analysis of variance (ANOVA) test were used. No significant difference was found in the social-emotional behaviors in children who participated in the creative drama education and those who did not with respect to gender, birth order, number of siblings, mother's age and education.

A descriptive study observing behavioral patterns of preschool children in Turkey and Belgium

Sakire Anliak and Derya Sahin

Ege University, Turkey

Children should have flexible and adaptable repertoire of skills to accomplish key tasks in their social development. In order to achieve this, teachers have a responsibility to propose crucial opportunities to children during classroom activities to develop such skills. Cultural issues in social problem solving skills have an important effect on the behavioral patterns of children. This study investigated whether there are any differences in the behaviour patterns of Turkish and Flemish preschool children. It was found that there was only a significant difference in prosocial dimension of DECB Rating Scale; in aggression and introversion dimensions, no significant difference between the two groups was reported. However the mean scores of Flemish preschoolers on the aggression dimension were found to be lower than those amongst the Turkish preschoolers.

A study into the status of knowledge, behaviors and evaluation of preschool teachers over problem solving skills

Esra Omeroglu, Sener Buyukozturk, Yasemin Aydogan & Arzu Ozyurek

Gazi University, Turkey

Baskent University, Turkey

Abant Izzet Baysal University, Turkey

Ministry of National Education, Turkey

A focus group meeting was carried out with a group of pre-schoolers as part of the project entitled "Development of a Problem Solving Scale for Children Attending Preschool Institutions and Grades 1-5 in Elementary Schools and Norm Study for Turkey". The data obtained was evaluated and a needs analysis form which covering the knowledge, behavior and assessments of the teachers on problem solving skills, was prepared. It was completed by 170 teachers working in kindergarden centres. Independent Samples t-Test and One-Way Anova analysis were used in the analysis of the data. In conclusion, no meaningful differences were found between the personal characteristics of pre-school teachers and their knowledge, behavior and evaluation scores.

4.3 Parents, Children and Social-Emotional Education

CELSUS ROOM

Explaining the sense of family coherence among adolescents

Liat Kulik

Bar-Ilan University, Israel

The study examined the impact of three dimensions of family life on the sense of family coherence among Israeli adolescents (n=133). The structural dimension was expressed in power relations between the adolescents' parents (as measured in equality in division of household tasks and equality in decision making). The parental dimension was expressed in parenting style; and the interpersonal dimension was expressed in perceived family conflict. Parenting style contributed most significantly to explaining the adolescents' sense of family coherence, followed by perceived family conflict. Equality in division of household tasks and in decision making were also found to be related moderately to the adolescents' sense of family coherence. In general, the adolescents' sense of family coherence was high. Parenting styles were perceived as moderately controlling, the level of perceived family conflict was low, and the division of household tasks and decision making were assessed as egalitarian.

The effect of psychological characteristics and child-rearing skill development on appropriate parental child-rearing practices and children's perception of academic support

Usa Srijindarat and Ngamta Vanindananda
Srinakharinwirot University, Thailand

This present study consisted of 38 participants, the parents of grade 4-5 students in at-risk families in Bangkok. The mean age was 38.6 years. The objectives of the study was to investigate the psychological characteristics (internal locus of control and the understanding of child psychological development) and child-rearing skill development (love orientation and reasoning orientation approach) that might influence child-rearing practices and the children's perception of academic support from parents. The experimental group received a parent education programme. The results indicate that both the basic understanding of child psychological development and the intention of appropriate child rearing practices in the experimental group were significantly higher than in the control group; the experimental group parents were more focused on love and reasoning-based rearing practices toward their children than the control parents. Children of parents in the experimental group perceived more academic support from parents, reporting a change in parents' behaviour one month following the parent education programme. The findings provide tentative support for the conclusion that internal locus of control alone could not explain such behavioural change. The implications of the programme are that positive change in parental behaviour may be achieved by increasing provision for more intensive activities to develop parental psychological characteristics and child- rearing skills.

Culture Against Children? Some reflections on popular views of childhood and child rearing

Paul Cooper and Carmel Cefai

Leicester University, UK

Malta University, Malta

In this presentation, the authors highlight features of the social and cultural context which surrounds services to children. Emphasis is given to the point that those who work with children exist within the same cultural landscape occupied by the children, parents and other parents. Whilst this landscape is diverse, it contains certain dominant, historically rooted features which influence government policy and professional practice in subtle ways, as well as influencing the values and orientations of individuals. It is argued that there is a need for greater awareness of these influences, as well as a strong commitment among policymakers and professionals to help limit the negative effects that certain cultural trends have on the social context in which young people develop.

14:00-15:30 Parallel Sessions V

AGORA ROOM

5.1 Workshop: Teaching Emotional Intelligence to Students Aged 11-16

Janet Grant

The Corsham School

“There are widespread exceptions to the rule that IQ predicts success...At best IQ contributes about 20% to the factors that determine life success, which leaves 80% to other forces “ (Goleman, 1996). So what are the other forces? Luck, certainly, plays its part. However Goleman believes that emotional intelligence is a vital part of the remaining “80%”. Moreover, he goes on to say, “...crucial emotional competencies can indeed be learned and improved upon by children – if we bother to teach them.” This workshop is an opportunity for delegates to look at the experience of a cohort of 11-16 year old students who were targeted to trial an emotional intelligence programme. This programme was written to be taught explicitly to adolescent students and was a work in progress. Over five years, practitioners and students collaborated, in order to edit and evaluate the programme. The workshop will enable delegates to consider the principles behind the course. The pros and cons of a whole school initiative for teaching emotional intelligence with a staff which has little or no training in EI will be explored. The ongoing monitoring and evaluation, as practitioners and students worked together, will be considered. Delegates will be able to see pupil perception of the process, as well as that of practitioners, on a DVD. Delegates can also experience some of the varied activities used by the students. Outcomes in terms of social and emotional competence will be presented as well as consideration of academic improvement. There will also be an opportunity to consider questions such as how to ensure support and training for practitioners and whether the teaching of EI supports other initiatives in education.

5.2 Social-Emotional Education: Early Years Interventions

ODEON ROOM

Building the bridge between health and education: Provision of care and education in the early years

David Huggins and Jill Sewell
Catholic Education Office, Australia
University of Melbourne, Australia

The authors are partners in a project seeking to enhance the health and education outcomes of children aged 0-8 particularly regarding the interrelationship between social/emotional development, language development and cognitive development. The authors have been engaged in trials of the Australian Early Development Index (AEDI) from 2005 – 8, leading to national implementation of the AEDI across all Australian States and Territories in 2009. In Australia, school entry provides an opportunity for a universal collection of data about the development of children as they finish their preschool years. Teachers complete the AEDI checklist for each child in their class and enter information into a secure web based data entry system. The initial findings of the AEDI will be presented, as well as the context of the early years (preschool) from a health and development perspective and the early years (first 3 years of schooling) from an educational perspective. The authors will present findings in relation to the three sub themes identified with particular focus upon implications for national policy related to early intervention and workplace capacity building for both health and education sectors.

Story playing and its pedagogy

Theodora Papatheodorou
Anglia Ruskin University, UK

The facilitation of young children's emotional development is at the heart of the work of early years practitioners. Yet, this aspect of children's development tends to have a marginal place in their education and training. It is usually addressed as part of child development, mainly in theoretical rather than applied terms. The study discussed in this paper was conducted to address this gap. It involved undergraduate students who volunteered to work in early years settings and used Story-Playing to facilitate children's emotional awareness and development. The study took the form of a small action research project, where the students discussed and identified the underlying principles of literature related to (i) children's emotional development, (ii) stories, and (iii) developmentally and contextually appropriate practice and then interpreted such principles into Story-Playing activities which were used with young children. The project was run for one academic year and data collected included students' discussions and reflections recorded in regular meetings and email communications, and their self-evaluation of their experience on completion of the project. Thematic analysis was used to identify the emerging issues regarding students' own learning from this project. The key findings of the project revealed students' awareness of (i) the role of kinaesthetic activities and language in children's emotional awareness; (ii) their ability and skills to listen to children; (iii) their confidence (or lack of it) to confront uneasy and unpredictable situations and revelations and (iv) their personal emotional investment required in order to address the needs of all and every child.

First step to success early intervention program: Supporting young children with emotional and behavioral challenges in Turkey

**Ibrahim Diken, Atilla Cavkaytar, Sema Batu,
Funda Bozkurt & Yildiz Kurtyilmaz**
Anadolu University, Turkey

Intense antisocial behaviors and aggression seen early in a child's life has been perceived as the best predictors of delinquent and violent behavior years later. The issues regarding young children with antisocial behavior have been a growing concern for educators over the past decade with the alarming increase of the number of students with antisocial or destructive behaviors in the public schools in Turkey. A TUBITAK supported project (Project ADYEP) is currently being carried out to adapt the First Step to Success (FSS) program to be used in Turkey. The current study presents the results of the pilot and main studies of this project. The studies examined the effectiveness of FSS program on problem behaviors and social and academic skills of students. Changes on teacher behaviors were also explored. Social validity of the program was also evaluated. In the pilot study, participants included 24 students, their teachers, and their mothers from four elementary schools whereas 106 students, their teachers, and their parents from eighteen elementary schools in Eskisehir, Turkey participated in the study. A pre-posttest experimental design was employed. The results of the pilot study indicated that there was a significant decrease in problem behaviors and significant increase in social skills of targeted students after the program. In addition, teachers and parents reported significant positive changes in problem behaviors and social skills of their children. Most were highly satisfied with the program and rated it as easy to use. Data gathered for large experimental study are currently being evaluated. Results, limitations of these studies and directions for future research will be discussed.

5.3 Interventions for Emotional Difficulties

CELSUS ROOM

Supporting children's social and emotional wellbeing: Does 'Having a Say' matter?

Anne Graham and Robyn Fitzgerald

Southern Cross University, Australia

This presentation explores the potential of emerging understandings of childhood, and of children's participation, for promoting children's social and emotional wellbeing. Firstly, we discuss how recent developments in conceptualizing and acting upon children's social and emotional wellbeing have now generally positioned this field for incorporating a more participatory approach. Secondly, we analyse the growing body of theoretical and empirical literature linking participation with children's wellbeing and we posit that the 'recognition' of children lies central to this. Here we also signal the critically important role of dialogue in facilitating such recognition. Thirdly, we examine these links between participation, recognition and social and emotional wellbeing through the lens of experience with one particular program initiative, 'Seasons for Growth', which aims to support children and young people to understand and manage issues of change, loss and grief. We draw on our learning over the past 12 years in developing and implementing this program, together with related research we've since undertaken, to reflect on the ways in which a dialogic approach to children's participation opens up possibilities for further promoting the social and emotional wellbeing of children. Finally, we signal a number of issues that will require ongoing attention if, as researchers and practitioners, we are to pursue the development of programs and interventions that move beyond merely 'listening to children's voices' to instead inviting and holding their rich and sometimes complex understandings as they make sense of the issues that shape their identities.

Depression markers in young children's play: A play questionnaire for teachers of young children

Annemieke Mol Lous and J. Marianne Riksen-Walraven

UNESCO

Johan Cruyff University

Play observation procedures have shown clear differences in play behaviour between depressed and nondepressed young children from 3- to -6 years old (Mol Lous, De Wit, De Bruyn, & Riksen-Walraven, 2002). Depressed children show significantly less play, particularly less symbolic play, than nondepressed children. This research focused on videotaped (play) behaviour during standardized play situations especially designed for this purpose while the coding was executed using a computerized observation system and trained observers. The current study focuses on the question whether teachers can observe these kind of differences in play behaviour between children during regular school activities, without using such an extensive standardized procedure and an advanced computerized observation system. For this purpose a questionnaire has been designed in which the play categories of the former study are used for observation by teachers. Teachers of eight schools for Primary Education have completed the first edition of the Questionnaire and the results have been compared with the results of the Preschool Feelings Checklist designed by the Washington University in St. Louis (Luby, J., Heffelfinger, A., Mrakotsky, C., & Hildebrand, T. (1999). The effectiveness of using the Questionnaire for differentiating between play behaviour of children will be discussed in this presentation and the first preliminary results will be presented, omparing teacher's Play Behaviour observations with emotional problems in children as indicated by the Preschool Feelings Checklist.

An investigation of preschool teachers' recognition of child abuse and neglect

Sibel Sonmez, Nilay Dereobali & Sevinc Cirak Karadag
Ege University, Turkey

Child abuse and neglect have potentially deleterious impact on children's physical, social and psychological development. Preschool teachers may play crucial role in the protection, early detection and the intervention of child abuse and neglect, since they have the opportunity to establish a close contact with the families and to observe day to day changes in pupils' behaviour. The main purpose of this study is to investigate preschool teacher's experiences and knowledge about child abuse and neglect in the Izmir province. A questionnaire survey was designed and conducted with 197 preschool teachers who work for public preschools in the Izmir region, Turkey. In addition to questionnaire items, a 34 item Likert type scale measuring level of familiarity with the signs of child abuse and neglect was developed. This scale had an internal consistency of 0.94. The preliminary results indicated that 10.7% of preschool teachers had training in violence on children, and 12.7% had training in child abuse and neglect. Thirty five per cent of all teachers reported that they had experience with pupils who were exposed to violence, 22.3% of which was physical violence. The teachers also reported that 14.7 % of child exposure to violence was carried out by their parents. Moreover, statistical analyses indicated that being a parent and having training in child abuse and neglect were significant in identifying the signs of child abuse and neglect. Our results confirm that teacher training in child abuse and neglect has an important impact on the identification of signs of child abuse and neglect.

10:30-12:00 Parallel Sessions VI

6.1 Teacher Training in Social-Emotional Education

AGORA ROOM

Embedding knowledge: emotional / mental health

Wendy Turner and Tania Morris
The University of Northampton, UK

In the UK 1 in 10 school children are experiencing emotional distress (Green et al 2005), and key global reports, such as from WHO, suggest that this figure will rise globally. Learning from the undergraduate student experience, it is apparent that undergraduate students require a strong underpinning knowledge of children's emotional wellbeing, and evidence from placements suggest students further need to develop their ability to recognise emotional /mental health problems as students (and their mentors) find that they support many children/young people who are experiencing mental / emotional distress. This project is a collaborative project to provide provision for educating child / youth professionals in understanding emotional and mental health for children and young people Underpinning this project is the notion that many professionals do not have a health based background but still require sufficient knowledge to recognise and support child and young people in developing and promoting emotional / mental health. This project has developed an innovative e learning/ blended learning package which focuses on children's emotional wellbeing and aims to educate and empower undergraduate students with knowledge and skills that will enable them to better help this group of children and young people. This paper will provide an overview of our experiences as an education provider, detailing the student experience and also introducing our blended / e-learning package, which is being introduced in September 2009.

Multicultural competences in teachers who work with children in multilingual educational contexts: A teacher training model in Estonia

Nina Raud and Anna Dzalalova

University of Tartu, Estonia

The multicultural component of teacher training and its impact on preschool and primary school education has become an issue that actively influences educational and teaching processes in modern education systems. Narva College of the University of Tartu, Estonia has been implementing the ideas of multicultural/multilingual education of primary school teachers for ten years since the very moment of its foundation. The topicality of these ideas and their practical implementation is grounded in the peculiarities of the College's location in a border city of Narva which has been a melting pot of various languages and cultures for many centuries. The social and emotional well-being of children in Estonia and in its Northern-eastern part – Ida-Viru County –, in particular, is predetermined by the fact of belonging to a different from the National language/culture environment, i.e. the region is populated mostly by Russian speaking people (about 70%) whose children become bilingual in early childhood by attending kindergartens and later schools with Estonian language as the language of instruction. Placement in a different language and cultural environment has a profound effect on the formation of child's identity and his/her social, emotional and general education. This paper discusses the role of teacher training to assist children and enable them to cope with the challenges of such a multifaceted educational environment, and the multicultural strategies employed by the teaching staff of the college to develop corresponding competences in teachers. A comparative analysis of the language immersion method in Estonian primary schools and its impact on social-emotional education of children is carried out, taking Narva College of the University of Tartu model of primary school teacher training and its system of professional development as a case study. The implications of developing multicultural competences in teachers who work with children in multicultural/multilingual educational contexts are discussed.

The role of social and emotional education in ending conflicts between native and immigrant students

Murat Akpınar

Ministry for Education in North Cyprus, Cyprus

During the past five years, immigration to North Cyprus has reached its highest levels ever in the country's recorded history. According to the State Planning Organization Institute more than 141,000 people have immigrated to North Cyprus to live and work in the last 15 year period. This high number of immigration brings with various problems, including economic, social, health care and educational problems. The arrival of newcomers has obviously had a great impact on the community and educational system. In this paper we will try look at the effects of high immigration on the Turkish Cypriot primary schools and look at issues such as immigration related effects on the classrooms, reasons of conflicts between native and non native students, promoting social and emotional education in ending conflicts between native and non native students and why is it important to solve these conflicts. We have tried to answer the question of "how can social and emotional training/education help classroom teachers in primary schools to over come problems between native and immigrant students and why is it essential to overcome these problems?"

6.2 Social-Emotional Education across Cultures

ODEON ROOM

Social and emotional education in Europe

Christopher Clouder

University of Plymouth, UK

International Platform for Innovation in Education, Spain

This paper presents the results of the research on Social and Emotional Education carried out within the Foundation Marcellino Botin in Spain. The author assembled an international team of academics (Sweden, USA, Spain, Germany, the Netherlands and the UK) who were well experienced in this area and the team worked for two years on producing an international analysis on the practice and results of SEE. It was completed in November 2008 and the Foundation is repeating the exercise with experts from six new countries, extending and developing the research and further collaboration in this area on a global scale. The objective of the presentation is to outline the process including the differing approaches and methodologies employed in the six countries, highlighting aspects that had proved to be successful in the settings observed, the evaluation process that was meta- analysis of 76 controlled studies of SEE programmes from 1997-2007, the implications of the findings for practitioners and policy makers and recommendations for future activity.

Modifying global teaching best practices to build social-emotional competence amongst children in developing country contexts

Mehnaz Aziz

Children's Global Network-Pakistan (Guarantee) Limited, Pakistan

Based on the premise that the social-emotional growth of children in developing countries like Pakistan is stalled by circumstances such as absence of ECE policies at the national level, reduced budget spending, use of outdated teaching methods and corporal punishment leading to high drop-out rates, highly gender bias and class bifurcated society and poverty stricken child labourers vulnerable to physical/sexual abuse. Therefore, over a period of 8 years Children's Global Network (CGN-P) has adapted global Interactive teaching and Learning methodologies to accommodate the challenges to social emotional education of marginalized children and professional development of teachers in Pakistan. The paper evaluates the impact of implementing a modified version of global interactive teaching and learning methodologies on the social and emotional development of children in the challenging environment of developing countries. The methodology was based on the use of questionnaires, surveys, interviews and participant observation administrated in 40 CGN-P partner schools from 40 heads, 172 teachers and 400 parents by CGN-P monitoring and evaluation team. As a result of this programme teachers showed tolerance and respect for diversity, were more sensitive to the way their interaction can influence children, and understand and encouraged family participation and individualization. Children on the other hand became more tolerant and adhered to democratic practices in classroom, more confident, social and treated each other with respect, and developed critical thinking and analytical skills. Global teaching best practices can be successfully modified to accommodate the social emotional needs of marginalized children in developing countries.

ART (Aggression Replacement Training) in Norway: Pathways to behavioural improvement

Johannes Langeveld, Frode Svartdal & Knut K. Gundersen
Diakonhjemmet University College, Norway

At Diakonhjemmet University College, Sandnes, Norway, students participate in research projects examining the effects of ART on behavioral problems. Our initial studies showed that ART does have significant effects on behaviour problems in youngsters, this study investigated how ART effects on behavior problems. In an attempt to test some of the theoretical assumptions regarding the effects of ART, the focus of research in this study was on factors mediating the effects of ART on problematic behavior in young individuals. More specifically, our attention was on social skills and affect regulation as possible mediating factors between ART and behavioral changes. 59 male and 50 female youngsters between 9 and 28 years of age in 16 ART 12 weeks training groups all over Norway participated in the study. A quasi-experimental design with a pre-waiting list and a follow-up evaluation was followed. We found significant improvements in the participants' social skills, including empathy cooperation, assertion and affect regulation before and after ART-training. No such changes were found between pre and post waiting list period or during the follow-up period. Participants and teachers agreed more on these changes than participants and parents did. A model on the relations between improvement in behavioral problems as a result of ART on the one hand and changes in affect regulation skills and social skills will be presented. Results of this study may contribute to the further development of multi-modal programmes aimed at youths with behavioural problems.

6.3 Predictors of Social-Emotional Education

CELSUS ROOM

Predictors of adjustment at schools

Maria Poulou

Democritus University of Thrace, Greece

This paper examines the predictors of prosocial behaviour and emotional and behavioural difficulties at school amongst Greek adolescents. Research on Trait Intelligence (T.E.I) emphasized the exploration of global personality traits and their relationship with students' educationally relevant behaviours. Advocates of Social and Emotional Learning (S.E.L) assert that the possession of social and emotional skills is an important determinant of adequate psychosocial adjustment. The study aimed to map the process with which global personality traits and social and emotional skills are related to strengths and difficulties in behaviour, and develop a heuristic model of the prediction of adjustment at schools. Five hundred and fifty-nine students, aged 12-14 years old, from high schools in Greece, participated in the study. The students completed a) the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF), designed to measure global trait-emotional intelligence, b) the Matson Evaluation of Social Skills with Youngsters (MESSY), designed to measure social and emotional skills, and c) the Strengths and Difficulties Questionnaire (SDQ), generating scores for both behaviour problems and prosocial behaviour. In conjunction with social and emotional skills, personality traits had a stronger influence on antisocial and prosocial behaviour in school. High personality traits were negatively related to students' emotional and behavioural difficulties and positively related to prosocial behaviour. Acknowledgment of students' perceptions of personality characteristics and behavioural capacities provide educators with means to enhance students' interpersonal relationships, in the critical period of adolescence.

Relationships between academic success, social emotional learning skills and self-concept of Turkish students

Omer Faruk Kabakci

Educational Technology Department, Turkey

Social-Emotional Learning (SEL) is the process through which children, teens and adults acquire the knowledge, attitudes, and skills related with social emotional competency. Students who have SEL capacity demonstrate more positive attitudes toward self and others and better academic performance. The purpose of this research is to examine the relationship between middle school students' self-concept and their SEL skills and to examine whether their levels of SEL skills differ according to academic success. The research group consisted of 355 6th-7th-8th graders. The participants comprised of 182 (51.3%) females and 173 (48.7%) males. Their ages ranged between 11 and 15 with a mean of 12.58 (Sd=.97). The Social-Emotional Learning Skills Scale (Kabakci, 2006), the Piers-Harris Children's Self-Concept Scale that was adapted to Turkish by Aker (2005), and a demographic data sheet were used to collect data. Data were analyzed by Pearson correlation coefficient, One-Way ANOVA and Scheffe's test. A positive significant ($p < .001$) relation was found between self-concept and SEL skills ($r = .48$), communication ($r = .25$), problem solving ($r = .41$), stress coping ($r = .25$) and self-esteem enhancing skills ($r = .52$). When SEL skills increased, students' level of positive self-concept increased. Students who perceived their academic performance as very successful have a better level of SEL skills than students who perceived their academic performance as successful, average and unsuccessful. SEL skills level increases with the increase in academic success. The results are discussed and suggestions proposed.

The effects of child-teacher relationships on interpersonal problem solving skills of children

Derya Sahin and Sakire Anliak

Ege University, Turkey

Early positive, close and supportive relationships formed between children and adults are critical for children in dealing with problem situations and the acquisition of problem solving skills. The child-teacher relationship has an important role in learning how to cope with conflicts and manage relationships. The goal of this study was to evaluate the relationship of child-teacher relationship and children interpersonal problem. Five and six years old 102 preschool children participated in this study. A student-teacher relationship scale was used to figure out relationship perception of teachers about children and a preschool interpersonal problem solving test was utilized to evaluate alternative problem solving thinking skills of children. The results showed that teachers perceived less conflict when children exhibited moderate level of problem solving but teachers reported more conflict when children generated minimum and maximum levels of solutions to problems presented. It was also found that the teachers' perception of a conflictual relationship with the student was significantly related to aggressive problem solving.

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POSTERS

10th of September, Thursday

P1: Predicting responses to volunteering among adolescents in Israel: The contribution of personal and situational variables

Liat Kulik

Bar-Ilan University, Israel

The study examined positive responses (satisfaction with volunteering, and perceived contribution to beneficiaries) and negative responses to volunteering (burnout) among 102 adolescents in Israel. We attempted to explain those responses on the basis of the ecological approach to the study of human development. The combined contribution of two ecological systems was examined – the ontogenic system and the microsystem. The ontogenic system included sociodemographic variables (gender and religiosity), as well as empowerment resources. The microsystem included variables related to family context (parental volunteer activity and family support for volunteering), as well as to the context of volunteer activity (perceived rewards, difficulties with volunteering, and professional supervision). Sociodemographic variables and difficulties in relations with the provider organization predicted burnout, whereas rewards and professional supervision predicted satisfaction with volunteering. Empowerment, contributed most to explaining volunteers' perceived contribution to the beneficiaries of services.

P2: Students from the former SFRY and attachment

Tatjana Stefanovic Stanojevic and Jasmina Nedeljkovic

The University of Nis, Serbia

The objective of this research was to explore cross-cultural differences between the young people in the towns of present day different countries (Republic of Srpska, FYR of Macedonia and Serbia), but which was once one collective, namely the SFRY. Having assumed that the transitional occurrences during the nineties had left a marked influence on the generations which grew up at the time, we decided to check the existence of possible differences in the quality of attachment in three towns of the former SFRY. The sample consisted of male and female students (N=247) from Banja Luka, Skopje and Nis. Measures included the quality of attachment (UPIPAV-R, Hanak, 2004) and basic socio-demographic variables. The results corroborate the expectation that there are differences between domestic and foreign distributions, warning of the increasing percentage of the subjects with fearful attachment. Furthermore, the results confirm the expectation that there are also differences between the samples in the tested towns. We have tried to interpret the acquired differences in relation to the diversity of the contexts in which the young people grew up.

P3: An evaluation of a mentoring program

Zuleyha Aydin

Istanbul Bilgi University, Turkey

This study evaluates the impact of Sharing the Acquirement (Bipap), a one-to-one mentoring program involving 24 children living under government protection in Istanbul, Turkey and 24 college student mentors. We will examine the effect of participation in the Bipap program on children's self-esteem, academic achievement, and peer connectedness using a pretest-posttest experimental design. Based on previous research, it is expected that children participating in the Bipap program will demonstrate improvement in each domain of functioning compared to the matched control group. This research project will be completed in June 2009.

P4: The effects of Forest School experiences in the Foundation Stage in UK school settings

Sarah Knight and Christine Such

Anglia Ruskin University, UK

There is interest in the UK in Forest School and it's relevance to social and emotional development in the Early Years Foundation Stage. Research undertaken has been qualitative in nature, indicating that Forest School offers opportunities for children to develop skills and strengths in this area of development. Anecdotal accounts indicate that the impact of Forest School is measurable in the Foundation Stage Profile (FSP) outcomes. Evidence based practice has importance for education, with quantitative data perceived as influential for strategic planning. The pilot investigation aims to report on regional trends and to consider how these may be used to review national data. The poster presents findings from the pilot to discover if there is a positive relationship between children's scores on the FSP and their experiences of Forest School during their early childhood education. This pilot uses FSP data from Essex schools from 2007/08, now in the public domain. We compare results from the Foundation Stage Profile from settings participating in Forest School with those who are not. The research questions we explore include whether there is a positive relationship between participation in Forest School and FSP outcomes, how is the effect of Forest School shown across the six areas of the FSP, whether the duration of the Forest School experience affect the results, and whether there is an association between the size of any positive effect and the socio-economic characteristics of the school.

P5: The development and implementation of a peer counselling training programme and its effects on students' self-esteem, social and communication skills

Selda Koydemir-Ozden and Tanya Adman-Akay

Yeditepe University, Turkey

As a means of increasing counselling options and services provided to students, peer support programs, aimed at assisting students' academic, social, and emotional development, are successfully administered in educational settings. Based on the results of a large-scale student needs analysis conducted at a Turkish urban university, counselling services available to students were reported as insufficient. Based on these results, a structured peer counselling training program was developed to train students to become peer counsellors, thus increasing available counselling alternatives on campus. The candidates were selected based on a formal application process including a written application, and a one-on-one interview with programme trainers. The experimental group consisted of 11 students who had successfully completed the application process. 9 students who also successfully completed the application process were put on a waiting list and used as the control group. The experimental group received a 45-hour training programme targeted at helping peer counsellors develop self-awareness, interpersonal skills, multicultural awareness, referral techniques, crisis intervention, ethical decision-making, and problem solving. The training was developed and implemented by two counselling experts. The effect of the program on the students' social and communication skills, and self-esteem were measured using structured scales which were administered to the experimental and control groups both before and after the training. Qualitative data was also obtained from the experimental group through open ended questions prepared by the trainers. The development of the peer counselling programme and the effects of this programme on several aspects of student development will be reported.

P6: Early intervention and policy in Canada

Anastasia Karagiannakis, Ingrid Sladeczek & Daniel Amar

McGill University, Canada

Over 29 thousand young Canadian children and their families are profoundly affected by developmental delays (DD), characterised by severe impairment in multiple domains (e.g., social interactions, communication skills, adaptive behaviour). Without effective interventions, many children require lifelong specialised educational, family and daily living supports at an increasingly higher cost. Current delivery systems are often ineffective or inappropriate with inaccessible interventions. The investigation of treatments that offer insight into the development of more effective interventions merits our attention. Early Intervention (EI) can impact positively on the development and educational gains of children and improve family functioning. To be effective, EI must be comprehensive, intensive, extended over time, individualised and delivered directly to the child. In the current innovative study, 150 families and children with DD are followed over a three-year period. The goal is to develop a dynamic assessment process to inform public policy as it relates to EI and practice. Policy makers, decision-makers, and researchers are participating in the project from conceptualisation of the assessment protocol, data collection activities in EI centres, and dissemination of findings to affected individuals on a national level. The longitudinal design will enable us to ascertain the impact of EI, and identify which type of families with children who have DD are best matched to a particular intervention approach to optimise positive outcomes. Being able to provide valid and reliable data will impact children and families directly, and provide provincial and national policy makers a sound basis on which to implement changes in current policy.

P7: The impact of self-esteem in academic achievement

Lurdes Vera-Ássimo, Marina Lemos & Joa Lopes

Catholic University of Portugal, Portugal

The self-concept and self-esteem had been extensively studied in relation to academic achievement. However, there are few studies focusing on younger students and designed within a developmental perspective (Guay, Boivin & Marsh, 2003). The present study tries to fill that gap, examining the impact of self-concept/self-esteem on academic achievement. Data were collected from 240 Portuguese elementary school students in a longitudinal study (repeated measures) with four data collection periods: beginning of 3rd grade, end of 3rd grade, beginning of 4th grade and end of 4th grade. Academic achievement was assessed through the Portuguese adaptation of Academic achievement sub-scale of the Social Skills Rating System -teachers form- (Gresham & Elliott, 1990) The self-concept/self-esteem was assessed through the Portuguese adaptation of Self-Perception Profile for Children (Harter, 1985). Data analysis is still ongoing. Descriptive statistics as well as correlational analyses will be performed. However, the main analyses will be performed using Multilevel Models with HLM program (HLM 6.0, Raudenbush, Bryk, Cheong & Congdon, 2004) - a method that enables the analysis of longitudinal data.

P8: Emotional health, stigma and identity

Maia Mestvirishvili and Natia Mestvirishvili

Tbilisi State University, Georgia

A social stigma has been associated with poor emotional health and with discredited identity, although it remains unclear how emotional health and functions of identity are related to vividness of stigma. A correlation study was carried out to explore and compare identity functions and level of emotional health among stigmatized individuals. Two target groups were chosen by stigma visibility, namely ex-convicted individuals representing concealed stigma, and individuals with physical disability (PDs) as the vivid stigma group. 68 ex-convicted individuals (51 male, 17 female) and 31 individuals (17 male, 14 female) with PDs completed a self-reported Likert style questionnaire measuring their perceived emotional health and identity. Ex-convicted individuals revealed low level of emotional health than Individuals with PDs ($Mdn=43.35$, $Mdn=65.69$, $Z = -3.61$, $p = .001$), but no difference was found between the identity of the two groups.

P9: Attachment patterns and propensity for sensation seeking among adolescents

Snezana Vidanovic, Vesna Andjelkovic & Tatjana Stefanovic-Stanojevic

The University of Nis, Serbia

According to the theory of affective attachment in early childhood (Bowlby 1968), the child creates an internal working model of both itself and of others. When the mother does not respond to the signals by the child or reacts to them only selectively, the child deals with this behavior by creating either a negative model of itself or of others, thus adopting an ambivalent, avoidant or disorganized attachment pattern. We thought that it might be pertinent to investigate whether there is a connection between different patterns of familial affective attachment and the propensity for seeking stimuli in adolescence. We used the scale devised by Zuckerman (1994) to measure individual differences in sensation seeking along four dimensions: thrill and adventure seeking, experience seeking, disinhibition, and susceptibility to boredom. Self-report measurement of adult attachment (Brennan, Clark and Shaver) and Sensations Seeking Scale – Form V (Zuckerman) were used. Our research was based on a sample of 220 adolescents aged 14 to 16. The distribution of the affective pattern exhibits a tendency of increase of the number of avoidant attachment patterns of adolescents, as well as a notable decrease of secure attachment patterns when compared to the recent national research. The scores on the Sensations Scale – Form V were on the average range; there was no significant difference between the two genders except in the disinhibition variable that was more pronounced in young boys. Particularly interesting are the results that indicate a statistically significant negative relationship between having a secure attachment pattern and propensity for sensation seeking, as these suggest that the early quality of attachment protects adolescents from many hazards. On the other hand, the findings about a statistically significant relationship between having an ambivalent attachment pattern and a pronounced disinhibition pattern indicate the need for an at least temporary stimulus so as to change a negative model.

11th of September, Friday

P10: Children with specific learning disabilities who have high IQ's

Ferda Aysan

Dokuz Eylul University, Turkey

It has been reported that learning disability symptoms in children with Specific Learning Disabilities are lower in children with high IQ as compared to children of average IQ. This can be explained by the strategies used by children with dyslexia in terms of compensating for their dyslexic problems. Interestingly enough, children with Specific Learning Disabilities who have high IQ's are not diagnosed right away. In time, academic success and adaptation problems become a major concern for these children. In the case study presented here, a group of primary school children who were referred to the University Mental Health Center for Children for academic problems were administered the WISC-R. The children were found to have above average IQ's. But their academic performance was found to be below what their IQ scores would predict. However, dyslexic children with high IQ showed fewer symptoms of dyslexia such as poor reading, writing, and reversal in reading and writing letters of the alphabet, as compared to the dyslexic children with normal IQ. Having high levels of cognitive skills, children with high IQ have a higher level of awareness regarding their disability which can cause low levels of self-esteem. Dual diagnosis of these children would provide effective intervention strategies in terms of solving some of their social and emotional problems.

P11: Working hands

Ayşe Bakırcı

Bogazici University, Turkey

Nezahat Gokyigit Botanic Garden (NGBB) started a children's gardening project in 2006 that targets primary school students. The project was started as a part of a Darwin Initiative Project named Horticulture and Education for Conservation in Nezahat Gokyigit Botanic Garden, Istanbul, Turkey partnered with Royal Botanic Garden in Edinburgh. In the academic terms of 2008 and 2009, after a research process, the education department of NGBB decided to work with children diagnosed as 'mild mental retardation' as a sub-program. NGBB and IZEV (Istanbul Foundation of Education and Support for Mentally Challenged People) work collaboratively to adapt the program to children with mental retardation. The author of this paper is the educator working with children at the garden in this project. The children with mild mental retardation come to the garden every Friday for two hours. The aim of the project is to develop gardener skills of children who have been diagnosed with mental retardation and to support their knowledge about plants. At the same time, it aims to provide a safe environment to support the social and emotional development of the children, providing an environment in which they could express themselves through the means of the artistic and aesthetic artifacts that they produce. The data has been collected by observing special education teachers working with this group and filling out a form of skill analysis. The connection between the social and emotional skill development and the program will be made by providing samples of the work of the children and reporting the analysis of the observations. Examples of the works of children will be represented in the poster presentation.

P12: Emotional competence in Korean young children

KyungJa Cho and Sohyun Nam
Chungbuk National University, Korea

This research examined the relationship between emotional competence, social competence and emotional intelligence amongst 38 Korean young children (mean age: 5.2 years). Emotional competence was assessed through tasks involving reading of facial expression. Participants were presented one emotional vocabulary with four facial expressions, and their task was to select one facial expression which was strongly linked to the presented vocabulary. 32 emotional vocabulary and facial expressions were used. Emotional intelligence was measured through a test consisting of the following sub-scales: perceiving emotions, facilitating thought, understanding emotions, and managing emotions. Teachers completed a questionnaire tapping the social competence of the children. Firstly, among the four factors of emotional intelligence, facilitating thought, understanding emotions, and managing emotions were positively correlated with social competence. Secondly, emotional reading ability through facial expression was significantly correlated with social competence. These results suggest that Korean young children's emotional competence is related with their social competence and sub-components of emotional intelligence are linked with social competence.

P13: Relationship between teachers' and students' emotional intelligence in 4th and 5th classes in primary school

Soner Polat and Yıldız Öztan-Ulusoy

Kocaeli University, Turkey

Students gain many skills by observing, following and imitating others. Today one of the skills which students need most is managing emotions. The models who the elementary students imitate most are the teachers in their learning process. Therefore, teachers have an important role for students to gain the skill of emotion management. From this point of view, teachers should exemplify the skill of emotion management well. Hence, this survey aims to reveal the relationship between fourth and fifth class students and teachers' emotional intelligence perception. The data of the survey was gathered from the fourth and fifth classes' students and teachers in the schools in central district of İzmit chosen by chance with the emotional intelligence perception scale of Wong and Law (2002). At the end of the survey, a meaningful and positive connection was found out between the students and teachers' emotional intelligence perception. It is seen that teachers' emotional intelligence management skill affects the emotional intelligence skill which students use positively and is an important explanatory variable. Accordingly, enhancing teachers' skilful use of emotional management has an effect on the improvement of students' own emotional management.

P14: Effects of outdoor play on children's social development

Zubeyde Dogan

Bogazici University, Turkey

Today children's lives are isolated by lots of school assignments and in-door activities. Adults practically limit children's lives by having them live in small apartments. Beside this, they have tense, tired, and overworked parents. As a result, they have fewer opportunities to be children in comparison to the past when free outdoor play was considered as indispensable. Nonetheless, outdoor environments provide children with opportunities for freedom, adventure, experimentation, risk-taking amongst others. Outdoor play has a very crucial role in children's cognitive, physical and socio-emotional development. This study investigates how outdoor play effects children's socio-emotional development and how outdoor play area is designed by using experiments and articles derived from previous research.

P15: Responsive teaching early intervention program: Supporting young children with developmental delays and their parents

Ibrahim Diken and Ozcan Karaaslan

Anadolu University, Turkey

Responsive Teaching (RT), as an early intervention, relationship-based program, focuses on cognition, communication and social-emotional functioning of young children with developmental delays. RT focuses on helping parents of young children with developmental delays to improve the quality of their interactions with their children during daily routines. This study presents the results of the pilot study conducted with Turkish Version of RT (TV-RT). This pilot study examines the effectiveness of the TV-RT on developmental domains and interactional (pivotal) behaviors of targeted children. Mothers' interactional behaviors were also investigated. Participants included two young children with developmental delays. Participant A is 4:9 month and has a diagnosis of autistic disorder while participant B is 4: 8 month and has a diagnosis of Down's Syndrome. Only mothers participated.

P16: Effective interventions for school refusal: Creating a secure base for children's development

Atsushi Tajima

Kochi University of Technology, Japan

According to Bowlby (1988), children's optimal development is facilitated by positive attachments to parents and/or teachers, attachments that provide a so-called "secure base". In addition, children's resilience (Gilligan, 2000) is fostered by the ability to seek their own secure bases (Maclean, 2004). Thus, even in school counselling, it is hypothesized that advising parents and teachers to establish secure bases with the children would be an effective strategy. This study examines the effectiveness of consultations based on the idea of providing a secure base. The author worked for a year as a school counsellor in 12 primary schools in Japan, primarily advising adults with regard to children's school refusal. The contents of consultations and their effects were recorded in field notes. Data from 10 consultation cases were analyzed to examine the consultant's efforts to create secure bases for the targeted children, and to identify effective strategies that would help adults confront difficulties in such a way that would promote children's development. Results from the statistical and case analyses suggested that children's healthy development depended on the breadth and cohesiveness of the social networks that these adults strived to establish around them, with the guidance of the author. The relationship between emotional support for adults and the development of children is also discussed, suggesting the application of the concept of the "zone of proximal development" (Vygotsky, 1986) to the creation of a secure base between adults and children.

P17: Children's ability to recognize facial expressions

Sohyun Nam and KyungJa Cho
Chungbuk National University, Korea

This study seeks to investigate the relationship between parent's emotional expressiveness, attitude toward children's emotional expressiveness and children's ability to recognize facial expressions. The participants in this study were 36 preschool children (mean age 5.1) and their fathers and mothers. A total of 32 types of facial expressions (eye area, mouth area, whole face area) strongly linked to the emotional vocabulary were presented. In each trial, an emotional vocabulary and four facial expressions were shown to the subjects. They were told to choose one suitable facial expression which matched the emotional vocabulary. Parent's emotional expressiveness was assessed by a self-report scale developed by Halberstadt (1995). Parent's attitude toward children's emotional expressiveness was assessed by PACES (Parent Attitude toward Children's Expressiveness Scale), a self-report scale developed by Saarni (1990). The results showed that mothers' emotional expressiveness was positively related to the eyes area only. The fathers' emotional expressiveness and attitude toward children's emotional expressiveness were positively related to the whole face, eye, and mouth areas. This study showed that there were significant positive correlations between father's emotional expressiveness, attitude toward children's emotional expressiveness and children's facial expression reading.

P18: Social emotional learning levels of adolescents

Bahtiyar Eraslan Capan

Anadolu University

Present study investigated whether social emotional learning skills of 6th, 7th and 8th grade students according to gender, number of siblings, birth order, educational level of parents, and academic achievement. This research carried out at primary schools at Eskisehir. In this study data gathered 163 girls, 131 boys, total 294 students. Data about problem solving skills, communication skills, self enhancing skills and stress coping skills collected with the Social Emotional Learning Skills Scale developed by Kabakci (2006). Personal information form constructed by the researcher was used to collect demographic information of participants. Data are analyzed by means of ANOVA. When the main effect was found significant, Tukey HSD test was used to indicate the source of difference among groups. Since data is being collected, findings will be presented later.

SOCIAL PROGRAMME

September 9th 2009, Wednesday

18:00-21:00 Opening Reception at Surmeli Hotel - Welcome by the Local Committee and ENSEC Chairs

The Opening Reception will be in the garden of the Conference Hotel. The dinner will be served as cocktail prolonge with live music. All registered participants are welcome.

September 10th 2009, Thursday

18:00-22:00 Optional Evening Programme at Artemis Restaurant & Wine House in Sirince – 40 Euro

Sirince is an ancient Greek village, establishment went back to the 5th century A.D., with its tiny houses arm in arm, which is 8 km far from the Selcuk, and maintains all of the memories of its own history in its streets and lanes under the shadow of olive and fig trees. The stone houses are spread to the both hillsides and faced to the vineyards, gardens and fig trees giving sweet fruits.

It is estimated that the building of Sirince Artemis Restaurant and Wine House had been established in the year of 1849. The furniture and decoration of this two-storied building, which was initially built as a primary school, had been completed very recently. Sirince Artemis Restaurant and Wine House keeps its garden under shadow of 196 years old giant pine trees.

The departure for Sirince tour will be at 18:00 from the Conference Hotel by bus. The trip to Sirince would take 30 minutes from the hotel. We will walk on the tiny streets of the town, chit chat with the villagers who sell souvenirs, and taste the vines of Sirince that are offered by the vine sellers. We will end up our walk at Artemis. The dinner at the restaurant will be served at sunset with the view of Sirince.

September 11th 2009, Friday

18:00-23:00 Conference Dinner - Dinner at Kervansaray (Optional) – 40 Euro

The Caravanserail of Okuz Mehmet Pacha, which has been constructed by the Grand Vizier in 1618, is situated at the center of Kusadasi. Kusadasi and Okuz Mehmet Pacha

Caravanserais have been mentioned together since 3 centuries. Being restored in 1966, Caravanserais still carry the highlights of its Seljuk and Ottoman origins and today, it serves as the main accommodation and recreation centre in town.

The departure for Kervansaray will be at 18:00 from the Conference Hotel by bus. After having a 15 minutes trip from the hotel, we will get off and have a walk in the open Grand bazaar. In the end of our tour, we will stop at the Kervansaray Restaurant to start our magnificent Turkish night with a taste of special Turkish cuisines. Special Turkish 1001 Nights show presents a selection of traditional Turkish Folklore music and dance, oriental belly dancing and more...

The participants who want to join to the dinner at Kervansaray need to make their reservation at the registration desk by 10th of September.

September 12th 2009, Saturday

15:00-19:00 Optional Sightseeing Tours - Ancient City of Ephesus, House of Virgin Mary Tour - 40 Euro

World famous ancient city of Ephesus and The House of Virgin Mary near Kusadasi, within the town limits of Seljuk, are the two must see places. Test the acoustics of the famous Theater of Ephesus, admire the craftsmanship in Celsius Library. Walk on 2000 years old Marble Street and be a guest to the Houses on the Slope. Visit the cave of Seven Sleepers. Live the mystical atmosphere of history.

Ephesus was one of the most famous cities of Neolithic Age on the delta of the Small Menderes River (Caister River). The fact, that its sheltered seaport was the point, where the King Road, which started from the Susa in Iran, met with the sea, and this fact increased the importance of the city significantly. The Ephesus Hillside Houses are an independent theme in the archeological literature. The "Celsius Library" is situated at the end of the street and it is one of the most beautiful buildings of the Rome Empire's Age. At the end of the "Marble Street", there is the largest theater of the world and had a capacity of 24.000 persons.

The house of Mary dated to 6th-7th century had been found in a partly ruined onto its fundament and then, restored and brought to its today's appearance. The statue of Virgin Mary at the abscissa had been brought here hundred years ago. The coal remainders and some parts of the house fundaments found during the excavations had been dated as per the 1st century.

The meeting point for this tour is the conference registration desk. The bus will take us from the Conference Hotel at 15:00.

September 13th 2009, Sunday

8:30-17:00 Kusadasi Day - Full Day Cruise/Tour (optional) - 60 Euro

The Kusadasi Gulf offers all visitors a great opportunity for sailing, swimming and relaxation. This gulf can provide a whole vacation in itself with many large natural bays and numerous coves and inlets.

We will meet at the conference registration desk at 8:30. The bus will take us to the Kusadasi Harbour around 9:00. Barbeque lunch will be served on the boat with unlimited soft drinks. We will sail along the Northern shores to the Claros Bays. The boat will anchor off the bays for swimming and diving. Do not forget to bring your swimsuits with you! The boat will sail back to the Kusadasi Harbour by around 16:30. The bus will get us back to the Conference Hotel.

Details about the social programme can be obtained and the tickets can be purchased at the conference registration desk.

GENERAL INFORMATION

Conference Venue: Surmeli Efes Hotel, Selcuk – Izmir

Phone: +90 232 893 10 96

Fax: +90 232 893 10 95

e-mail: salesefes@surmelihotels.com

Language: The official language of the conference is English and no simultaneous translation is provided.

Hotel Facilities: Turkish Hamam, sauna, covered swimming pool with Jacuzzi, massage, hairdresser, beauty center, gymnastics salon, 2 open-air swimming pools, animation pool, sports areas (e.g., tennis, basketball, volleyball, ping pong, pool)

Internet: Wireless Network is provided in the rooms.

Registration and Conference Desk: The desk is located in the lobby area. The staff at the desk is in charge of the registration, accommodation of bookings, social arrangements and excursions.

Meeting Point: Registration Desk

Name Tag: Please wear your name tags throughout the conference.

Registration Details: The conference fee for participants includes: participation to all sessions, conference bag including name tag, conference book, coffee breaks, opening reception.

Voucher: A bracelet is given to the participants who stay at the conference hotel. This bracelet will give you access to the all inclusive services: breakfast, lunch and dinner, snacks and refreshments, alcoholic and non-alcoholic beverages. The participants who stay somewhere else may purchase the all inclusive package at the conference desk.

Cash Facilities: The Turkish currency is the Turkish Liras (TL). There are ATM machines and an exchange office at the conference site. Banks are open from 9:00 to 17:00.

Staff Assistance: Students of the Program of Early Childhood Education-Bogazici University provide assistance with practical matters during the conference. They will be easily identified in special T-shirts.

Certificate of Attendance: The certificates may be collected at the registration desk.

Clothing: Although September is still warm in Izmir, it is advised to have sweatshirts and jackets for cooler evenings and nights.

The Dress Code: Causal

Liability and Insurance: The organizers of the conference are not able to any responsibility, whatsoever, for injury or damage to persons or property during the conference.