



European Network for Social  
and Emotional Competence

## 6th ENSEC Conference

Theme: **DiVerSiTy**

7–9 June 2017 | Stockholm, Sweden

*Prepare yourself for an exciting pre-summer conference on developing youth social and emotional competences with a diversity perspective in the Swedish-Finnish archipelago.*



Programme & Information



City of  
Gothenburg



Dear Delegates,

It is our very great pleasure to welcome you to the 6th ENSEC Conference.

ENSEC was founded by Professor Paul Cooper and Professor Carmel Cefai in Malta in 2007. Since then we have held successful conferences in Turkey, England, Croatia and Portugal. However, this is our first conference on a ship. We hope you will have a very pleasant conference and will enjoy both the formal and informal opportunities for discussions and networking, as well as the social programme.

The theme of the conference is diversity. Perhaps there has never been a more important time to address the complex issues that we all face throughout the world in this time of tremendous change and mass flight of people. Children and young people are particularly vulnerable and they are the focus of our conference.

Our international speakers will provide us with their diverse perspectives and there will be many opportunities to exchange views with delegates from all over the world. We would encourage you to join ENSEC, if you have not done so already. Membership is without charge and offers regular newsletters and opportunities to network with professionals from across Europe and afar.

The network is managed by the members for the members. There will be a member's meeting on 9 June at 13.30. Afterwards, the ENSEC Board Members will be available to answer questions about the network during the conference.

Welcome  
*ENSEC Board*



Professor **Carmel Cefai**,  
Director, Centre for Resilience  
and Socio-Emotional Health,  
University of Malta.



**Carmen Huser**, PhD candidate,  
Charles Sturt University, Faculty  
of Arts and Education,  
Australia/ Germany.



Professor **Helen Cowie**, PhD,  
University of Surrey, Faculty of  
Health and Medical Sciences UK.  
Director of the UK Observatory for  
the Promotion of Non-Violence.



Professor **Renata Miljevic**  
Ridicki, Faculty of Teacher  
Education, University of  
Zagreb, Croatia.



**Kathy Evans**, Senior Lecturer,  
University of South Wales,  
Newport, UK.



Professor **Celeste Simões**,  
University of Lisbon, Faculty of  
Human Kinetics, Portugal.

**G14 | B32 | Seminar Groups****Violence. Child development. Parental intervention.**

Developing social emotional skills in early education – a kaleidoscope of methods.

Niva Dolev<sup>1</sup>

<sup>1</sup>Humanities And Social Studies, Kinneret Academic College, Zemach.

**Chair:** Professor Helen Cowie, PhD, University of Surrey, Faculty of Health and Medical Sciences UK. Director of the UK Observatory for the Promotion of Non-Violence.

The importance of developing social emotional skills from a young age has been stressed by Goleman already in 1995, and has been acknowledged and promoted since.

While early-years education systems increasingly integrate social emotional development programs, efforts encompass a wide range of approaches and rely on, at least in Israel, ‘ready-made’ curriculum with materials and activities which occupy only a segment of the overall curriculum.

Under the Experiment and Projects Division of the Israeli Ministry of Education five early education schools (4-6 years old) separately took upon themselves to put the development of social-emotional skills at the center of their work. Each of the schools caters for diverse populations (Jewish-Arabs, English and Hebrew speaking, religious and secular populations, new immigrants and special needs). Each school went through a long and thorough facilitated process to develop their own unique model.

While these efforts are in different stages of development and evaluation, this paper will present the approaches, methods and tools used and preliminary evaluations. It will also discuss similarities and differences between the contexts and the ways they addressed diverse populations.

**G14 | B32 | Seminar Groups****Violence. Child development. Parental intervention.**

Domestic Violence – a retrospective study with significant changes.

Maria Veiga-Branco<sup>1</sup>, Maria Ribeiro<sup>2</sup>, Celeste Antão<sup>3</sup>, Cristiana Rodrigues<sup>4</sup>, Zélia Anastácio<sup>5</sup>, Luis Frolen<sup>6</sup> and Ana Prada<sup>7</sup>

<sup>1</sup>Ciências Sociais E Gerontologia, Instituto Politécnico De Bragança, Bragança.

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<sup>5</sup>Ciências Da Educação, Universidade Do Minho, Braga.

<sup>6</sup>Engenharia, Instituto Politécnico De Bragança, Bragança.

<sup>7</sup>Educação, Psicologia, Instituto Politécnico De Bragança, Bragança.

**Chair:** Professor Helen Cowie, PhD, University of Surrey, Faculty of Health and Medical Sciences UK. Director of the UK Observatory for the Promotion of Non-Violence.

Exposition to domestic violence (VD) has repercussions on children’s emotional, cognitive and social development. Also, being a witnesses increases the intergenerational transmission of violent behaviours. This study aimed to characterize temporal trends related to notifications of VD in Portugal.

A retrospective study was developed based on secondary data on the number of VD cases in Portugal, reported and recorded, between 2002 and 2015, by the Ministry of Internal Administration. Likewise, population data were collected in the same time period, published by the United Nations Department of Economic and Social Affairs. To handle the data, the software Joinpoint, version 4.4.0.0 was used to estimate the regression for each trend.

The findings revealed significant changes in two moments during the period under analysis. From 2002 to 2010 there was a decrease in reported cases of VD. However, in the period from 2010 to 2015, there was a reversal of this trend, with a very signifi-

cant increase in reported cases. The annual growth rate was 5.8% for a 95% confidence interval (95% CI).

The management of VD requires a combined effort of law enforcement, health policies, social welfare and healthcare services. VD prevention can be brought through emotional education interventions for parents.

#### **G14 | B32 | Seminar Groups**

##### **Violence. Child development. Parental intervention.**

##### **Domestic Violence and Child Development – Systematic literature review.**

Cristiana Rodrigues<sup>1</sup>, Maria Veiga Branco<sup>2</sup>, Maria Ribeiro<sup>3</sup>, Celeste Antão<sup>4</sup> and Ana Prada<sup>5</sup>

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**Chair:** Professor Helen Cowie, PhD, University of Surrey, Faculty of Health and Medical Sciences UK. Director of the UK Observatory for the Promotion of Non-Violence.

Domestic violence is today a situation of great concern worldwide. The impact of violence on child development is an area of intervention that needs to be closely monitored. This study aims to know the relationship between domestic violence and child development. A qualitative study was carried out through a systematic review of the literature, from three databases, RCAAP, SCielo and Scopus. According to the analysis of the selected articles, it was verified that there is a relationship of great significance between domestic violence and child development. Domestic violence between parents, where the child is often a witness to acts of violence, has a greater risk of having problems in child development on a psychological, emotional and social level. Children subjected to interparental domestic violence are at

greater risk of having aggressive behaviors and greater school failure, as well as difficulties in social relations. According to statistics from Portugal, in a probabilistic view of data on domestic violence, confirmed cases of domestic violence tend to increase and as such, probabilistically, will also increase the risk of problems in child development.

#### **G15 | B41–42 | Seminar Groups**

##### **School transition and adjustment. Identity development.**

##### **Preschoolers' emotion and behavior responses to peer provocation and early school adjustment.**

Maria Poulou<sup>1</sup>

<sup>1</sup>Educational Science and Early Childhood Education, University of Patras, Patra.

**Chair:** Kathy Evans, Senior Lecturer, University of South Wales, Newport, UK.

Even very young children think about their own and others' behaviors, including emotions. Such cognitions and emotions about self and others convey information that is crucial to social interactions and relationships. Current research based on an integrated model of emotion processes and cognition in social information processing, aimed to explore preschoolers' both emotion and behavior in social information processing choices, and their association with teacher-reported early school adjustment. Two-hundred and forty preschoolers were interviewed with the Challenging Situations Task (CST). Children self-reported emotional and behavioural responses to 12 unambiguous hypothetical peer provocation situations on the CST were assessed. Preschool teachers rated children's early school adjustment, with the Social Competence and Behavior Evaluation (SCBE-30). A preliminary analysis of the results revealed that participants mainly chose sad and angry emotions, and socially competent and passive behaviors. Relations were found between sad emotion and socially competent behavior choices, as well as between angry emotion