EUROPEAN CONFERENCE ON RESILIENCE IN EDUCATION

12 -13 July 2018

University of Malta
Valletta Campus
Malta
This conference is organised by the Centre for Resilience and Socio-Emotional Health, University of Malta in collaboration with the University of Rijeka, University of Crete, University of Pavia, University of Lisbon and University of Stefan cel Mare, Suceava as part of the Erasmus + Project Enhancing Resilience Through Teacher Education (ENRETE) (2016-1-MT01-KA203-015222, 2016-2018)

This conference is supported by the Commissioner for Children, Malta

This conference is endorsed by Valletta 18 European Capital of Culture
Enhancing Resilience Through Teacher Education (ENRETE) is an EU-funded programme forming part of the strategic partnership for university education ERASMUS + KA2 (2016-2018). The ENRETE consortium consists of six European universities, coordinated by the University of Malta, and including University of Rijeka (Croatia), the University of Crete (Greece), the University of Pavia (Italy) the University of Lisbon (Portugal) and the University Stefan cel Mare, Suceava (Romania). The ENRETE partnership has developed a European Masters in Resilience in Education which provides educators and other professionals with the requisite competences to support the education and wellbeing of marginalised children and young people. The Masters programme consists of ten study units which include taught courses, a practicum and dissertation. The study units have been piloted in each of the six partner countries and reviewed by external reviewers. The ten study units have been developed to be offered both face to face and by distance learning. More information may be found at [www.enrete.eu](http://www.enrete.eu)

2016-1-MT01-KA203-015222, 2016-2018
Programme

Day 1: 12th July 2018

08:00 Registration

09:00 Opening of Conference
- Presentation by students of St Ignatius College
- Presentation of resilience award to St Ignatius’ College
- Address by Conference Chair
- Address by Dean, Faculty of Education
- Address by Dean, Faculty for Social Wellbeing
- Address by Rector, University of Malta
- Address by Commissioner for Children
- Address by Hon Minister of Education, Malta

09:30 Nurturing Resilience Among Children, Youth and Families with Complex Needs Michael Ungar (Canada)

10:30 Coffee Break

11:00 European Masters in Resilience Project ENRETE (University of Malta, University of Rijeka - Croatia, University of Crete - Greece, University of Pavia - Italy, University of Lisbon - Portugal, University Stefan cel Mare, Suceava - Romania)

13:00 Lunch Break

14:00 Parallel Session 1

1.1. Symposium: Social and Emotional Learning and Resilience in Schools: Projects from Europe Valeria Cavioni (Italy), Elisabetta Conte (Italy), Carmel Cefai (Malta), Aurora Adina Colomeischi (Romania)
1.2. Teacher Education in Resilience

Pay it Forward – Service Learning as a Tool for Developing Social-Emotional Skills and Resilience in Students *Niva Dolev* (Israel)

Using the Staff Sharing Scheme within the Targeted Mental Health in Schools (TaMHS) Pathfinder *Stacy Moore* (UK)

Social-Emotional Consultation to Teachers *Chad Kordt-Thomas* (USA)

1.3. Resilience and Trauma 1

Resilience in Syrian Children in Transit to Milan: Good Practices in Educational Interventions *Alessandra Cipolla* (Italy)

Applying assisted resilience approach therapy (ARAT) with children victims of violence *Francesca Giordano* (Italy)

Rescuing People is Good; Going to Pieces Afterwards is Not. Rescuers of Human Tragedies’ Experience of Trauma *Marianna Micallef Grimaud* (Malta)

1.4. Children’s Resilience Across Systems

Rights and Resilience Building *Commissioner for Children* (Malta)

CARE: A Community-based Resilience Training Programme *Moira Chiodini* (Italy)

Resilience: A whole school approach *(Anne Rathbone & Angie Hart)*
15:30 Parallel Session 2

2.1. Symposium 2

Resilience Promotion in Portugal Celeste Simoes, Alexandra Simoes, Paula Lebre, Ana Marta Fonseca & Anabela Santos (Portugal)

2.2. Migrant Children and Resilience

The Mental Health and Wellbeing of Migrant Children in Malta Carmel Cefai & Noemi Tari-Keresztes (Malta)

The Need for Resilience-Enhancing Techniques for Forced Migrant Children Nicole Dubus (USA)

The Challenges and Experiences of Students from an Asylum-Seeking Background in Malta Damian Spiteri (Malta)

2.3. Resilience Programmes

Importance of planning, implementing and evaluating resilience programmes and interventions in the classroom Darko Rovis (Croatia)

HØK – a Danish RE-toolbox (Resilience and Equity) for Schools Ida Skytte Jakobsen (Denmark)

“RESCUR-Surfing the Waves /Ena Embdio, Mia Efkeria!”: Empirical Results of the Effectiveness of the first implementation study in Greek Schools Anastassios Matsopoulos & Mariza Gavogiannaki (Greece)
2.4. Resilience and Trauma 2

Tutor of Resilience (ToR) School-Based Program in Schools affected by the 2016 Italian Earthquake Francesca Giordano (Italy)

Enhancing Systemic Resilience through Journalism; The Macerata’s District Case Federica Nardi & Paola Nicolini (Italy)

Fostering resilience through emotion regulation: A study with two at risk populations Beatriz Lucas-Molina (Spain)

2.5 Teacher Practices in Resilience

Experiential Learning: An essential tool in resilience education Paul Bartolo (Malta)

Resilience and Empowerment in Teachers: A Constructivist-Strategic Approach Claudette Portelli & Matteo Papantuono (Malta/Italy)

Resilience Practices of Teachers in a Middle School Ela Ayse Köksal (Turkey)

Personality, Resilience, Intelligence and Dexterity Denis Flores (Malta)

17:00 End of Day 1

Social Programme:
Vittoriosa tour and dinner (optional)
Exile Voices exhibition, Grand Master’s Palace (information only)
Day 2: 13th July 2018

09:00 Promoting Social and Emotional Competence in Early Years Education: The Impact on Young Children’s Social Cognition and Prosocial Behaviour - Ilaria Grazzani (University of Milano Bicocca, Italy)

10:00 Parallel Session 3

3.1. Workshop: Restorative Justice in Schools 1 Jeanette Holtham (USA), Andre Zarb Cousin (USA)

3.2. Workshop: Interpreting Children's Drawings 1 Ani Zlateva (Bulgaria)

3.3. Workshop: Building Resilient Skills through Journal Writing and Drawing Maria Pace (Malta)

3.4. Workshop: How to Promote Resilience in Adolescence Gianluca Gualdi (Italy)

3.5 Workshop: Mindfulness for Resilience Paula Lebre (Portugal)

11:00 Coffee Break

11:30 Parallel Session 4

4.1. Workshop: Restorative Justice in Schools 2 Jeanette Holtham (USA), Andre Zarb-Cousin (USA)

4.2. Workshop: Interpreting Children's Drawings 2 Ani Zlateva (Bulgaria)
4.3. Teacher Resilience

**Romanian Teachers' Resilience** *Aurora Adina Colomeischi (Romania)*

**Teacher Eco-Systems: An analysis of three Maltese teacher social contexts** *Michelle Attard Tonna & James Calleja (Malta)*

**Improving Teacher Motivation – A “what if” insight** *Maria Doina Schipor (Romania) – Presented by Aurora Adina Colomeischi (Romania)*

4.4. Resilience Interventions

**Teacher Empathy: Its nature and influence on the development of a resilience enhancing classroom climate** *Kimberly Agius & Paul Bartolo (Malta)*

**Financial Literacy: An educational programme to foster resilience in the Southern Harbour Region of the Maltese Islands** *Katya Degiovanni (Malta), Josette Barbara Cardona (Malta)*

**Residential foster care and executive functioning in children: The moderating role of resilience and gender** *Beatriz Lucas-Molina (Spain)*

13:00 **Conclusion of conference**

**Social Programme:**
Mellieha Open Concert (optional)
Exile Voices exhibition, Grand Master’s Palace (information only)
Choir of Clare’s College, St Paul’s Cathedral, Valletta (information only)

**POSTER PRESENTATIONS**
Poster presentations will take place during the coffee and lunch breaks on 12th and 13th July 2018.
When working with children, youth and families who experience the multiple challenges of mental health problems and social marginalization such as poverty, family violence and racism, educators, therapists and other helping professionals can be very effective when they focus less on problems and more on the factors that promote resilience. This presentation will show that resilience is a process that is nurtured through collaboration between educators, families, communities and service providers who make their supports and services both available and accessible in ways that young people experience as culturally relevant. It will propose a social ecological approach to nurturing resilience that emphasizes a strengths-focused and resistance-proof way of building the capacity of a child and the child’s support system at school and at home. Nine factors associated with resilience will be highlighted: structure; consequences; strong attachment to a care provider; a network of supportive relationships; a powerful identity; a sense of personal control, agency and power; a sense of belonging; fair treatment by others; and psychological and physical safety. The presentation makes use of own research and stories from clinical practice that illustrate what effective, ecologically complex services look like.
Keynote Presentation

Promoting Social and Emotional Competence in Early Years Education: The Impact on Young Children’s Social Cognition and Prosocial Behaviour - Prof. Ilaria Grazzani (with Elisa Brazzelli) (Università degli Studi di Milano-Bicocca, Italy)

Friday 13th July 09:00

Past research on early childhood has underscored the impact of the first years of children’s life on their social cognition (e.g., theory of mind and emotion understanding) and their socio-emotional competence. In this presentation, we review recent research regarding interventions aimed at fostering social cognition and socio-emotional competence in early years education. In relation to the work of our research group, we will focus on two training studies. In the first study, during a two-month period of intervention, preschool children were read stories enriched with mental state lexicon. After listening to a story, the intervention group took part in language games and conversations aimed at stimulating children’s use of mental terms. We found significant effects on children’s theory of mind and emotion understanding. In the second study, we adopted observational and experimental paradigms to examine the efficacy of an intervention carried out by trained teachers and based on conversing about emotions with small groups of toddlers. The training group significantly outperformed the control group not only in their social cognition but also in their prosocial behavior towards peers. Educational implications of these findings and other studies will be discussed.
Plenary symposium

Project ENRETE: Enhancing Resilience Through Teacher Education - Carmel Cefai, Paul Bartolo (University of Malta), Darko Rovis (University of Rijeka), Anastassios Matsopoulos (University of Crete), Maria Assunta Zanetti (University of Pavia), Celeste Simoes, Ana Fonseca (University of Lisbon), Adina Colomeischi (University Stefan cel Mare, Suceava).

Thursday 12th July 11.00

Enhancing Resilience Through Teacher Education (ENRETE) is an EU-funded programme forming part of the strategic partnership for university education (2016-2018). The consortium consists of six European universities namely the University of Malta (coordinator), the University of Rijeka (Croatia), the University of Crete (Greece), the University of Pavia (Italy) the University of Lisbon (Portugal) and the University Stefan cel Mare, Suceava (Romania). The ENRETE partnership has developed a European Masters in Resilience in Education which provides educators and other professionals with the requisite competences to support the education and wellbeing of marginalised children and young people. The Masters programme consists of ten study units which include taught courses, a practicum and dissertation; all study units have been developed in face to face and online modes. This symposium will present the Masters programme, including the framework, an overview of the ten study units, and how to use the online platform.
Parallel Session 1.1 Social and emotional learning and resilience

Symposium: Social and Emotional Learning and Resilience in Schools: Projects from Europe

Valeria Cavioni (Italy), Elisabetta Conte (Italy), Carmel Cefai (Malta), Aurora Adina Colomeischi (Romania)

Thursday 12th July – Parallel Session 1.1

During the past years, the European Commission has funded a number of projects aimed at promoting children’s and adults’ social, emotional, and resilience skills. These actions attest a growing attention towards the development of personal and interpersonal competences required to face the new challenges of the current world. This symposium, by presents some projects implemented in Europe, illustrating the attempts made so far to foster the development of these competences in different education systems across Europe. The symposium consists of contributions that explore social and emotional learning, resilience, and school inclusion at both universal level and targeted levels.

Learning to Be: Development of practices and methodologies for assessing social, emotional, and health skills within education systems. Elisabetta Conte, Valeria Cavioni, Ilaria Grazzani, Veronica Ornaghi and Alessia Agliati (Italy)

School, as educational systems, are more and more asked to teach students the social and emotional competences that will facilitate their social and academic success and wellbeing. Although school principals and teachers are becoming increasingly aware of the importance of social and emotional learning, they are not provided with appropriate methods to assess the achievement of these non-cognitive skills. Therefore, the main purpose of the EU funded Erasmus + project
“Learning to Be” project is to evaluate the efficacy of a Toolkit that would help teachers recognize and assess their own and pupils’ social, emotional, and health-related skills. In particular, the assessment concerns the five key competences of Social and Emotional Learning, namely self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

**RESCUR Surfing the Waves. Carmel Cefai (Malta)**

*RESCUR Surfing the Waves* is a recent resilience curriculum for early years and elementary schools in Europe. The curriculum has been developed on the basis of the current social, economic and technological needs and challenges, and seeks to develop in learners the requisite competences needed to overcome such challenges to achieve academic success and social and emotional wellbeing. It takes a developmental, inclusive and culturally-responsive perspective, with activities reflecting the diversity of learners, particularly vulnerable children coming from disadvantaged backgrounds. The key competencies promoted in the curriculum include developing a growth mindset, developing one’s strengths, developing self-determination, developing effective communication skills, building and sustaining healthy relationships, and overcoming and dealing with challenges and obstacles, such as bullying, loss, failure, and rejection. The curriculum was developed through an EU funded Lifelong Learning Comenius project A Resilience Curriculum for Primary Schools in Europe (RESCUR). The presentation discusses the conceptual framework underpinning the curriculum, followed by a presentation on the six major themes, illustrating how these may be implemented by the classroom teacher through multi-level activities, with the collaboration of the parents/caregivers. It also presents the findings of an evaluation of the curriculum in the early years in Malta.
Aurora Adina Colomeischi and Petruta Rusu (Romania)

The project proposes an innovative approach to facilitate social inclusion and wellbeing for families with disabled children through adult education for parents. The project (ERASMUS+ Strategic partnership in adult education) addresses the specific needs of families in parenting children with special needs and is designed to help parents to improve their coping strategies and enhance their parenting skills in order to foster their children’s social inclusion and wellbeing. The general aim of the project is to promote social inclusion, equity, and wellbeing for risk families in Europe through an intervention program for parents of children with SEN. The first aim of the project is to assess the wellbeing, stress-related factors and couple relationship of parents of children with SEN. The second aim is to enhance personal resources (such as individual coping, emotion regulation), family resources (such as dyadic coping) and social support for parents of children with SEN through the development, implementation and validation of a psycho-educational and social intervention program.
Social-emotional skills have been noted to contribute to well-being, resilience and pro-social behaviors, as well as to academic success. Furthermore, the integration of social and emotional learning-programs into higher education curricula provides students with important skills in today's constantly changing and increasingly challenging work environment. Social and emotional skills are particularly important to teachers who cultivate those skills in their students and act as their role models. There are different ways to enhance SE skills among future teachers. The Service Learning model combines academic studies with practical engagement in community work. Besides contributing to the community, teaching others has been argued to improve learning and internalization processes. As part of an SE development program in Israel, a group of education students participated in workshops that provided methods, tools, and resources for teaching SE in schools. Following these workshops, the students engaged in SE education activities with children of different ages, including many from disadvantaged socio-economic backgrounds or from communities where SE education is rare. Preliminary outcomes show high engagement in the program, impact at both individual and group levels, and a continued commitment to SE education beyond the scope of the program.
Using the Staff Sharing Scheme within the Targeted Mental Health in Schools (TaMHS) Pathfinder - Stacy Moore (UK)

Thursday 12th July – Parallel Session 1.2

This paper describes the application of Staff Sharing (Gill & Monsen, 1995, 1996), a problem solving approach aimed at helping teaching and support staff become more effective in managing a range of challenging behaviours in school. The intervention was one of a number delivered as part of the Targeted Mental Health in Schools (TaMHS) Pathfinder Project in Hackney, UK between 2008 and 2011. The application of this approach in a number of schools attempted to address aspects of teachers’ well-being, allowing them to reflect with colleagues on an identified problem, consider the range of contributory factors including class and school ones, and then devise an action plan. The trend towards targeting teacher well-being and how current developments within education influence the context in which interventions such as Staff Sharing are delivered, will be explored in this presentation. In addition how the Staff Sharing model was adapted will be outlined in the light of literature on reflective teamwork and consultative groups in schools, and as a result of the experiences of the authors. Changes to the intervention, the rationale behind them, and how a revised model was applied in primary, secondary and specialist provision will be described. Finally the revised model will be critiqued in light of outcome data and in terms of adherence to the original model before next steps and the development of a further revision of the model based on our experiences and findings is identified.
Social-Emotional Consultation to Teachers - Chad Kordt-Thomas (USA)

Thursday 12th July – Parallel Session 1.2

Social-emotional consultation to teachers has the potential to make a significant impact on children’s experience at school. Such consultation can provide much needed reflective opportunities for teachers, even those who may not initially see its value. Psychotherapists, school counselors, school principals and other professionals interested in social-emotional development are in a unique position to help teachers understand the complex underlying dynamics of a child’s disruptive, challenging, and worrisome behaviors. This presentation will describe a relationship-based consultation approach that supports teachers in better understanding the range of children and behaviors they encounter in their classrooms, and to use that deeper understanding to help children become more socially and emotionally resilient at school. The principles of this technique will be illustrated with lively vignettes.
Resilience in Syrian Children in Transit to Milan: Good Practices in Educational Interventions - Alessandra Cipolla (Italy)

Thursday 12th July – Parallel Session 1.3

Resilience is a process shaped by the interaction of risk and protective factors operating across the different layers of child’s social ecology. This paper examines the overall adjustment of 271 Syrian refugee children, aged 6-14 hosted in two reception centres in Milan, Italy, by investigating the variety of multi-layered factors impacting their mental health, from individual to environmental characteristics. The methodology employed combines qualitative and quantitative measures. Symptoms of child post-traumatic stress disorder and psycho-social functioning, are collected through self-report scales for children and parents, validated in Arabic language. Specific drawing workshops are employed in order to take into account the children’s own perceptions of their past and future and the risks and protective factors in their life. Results show that exposure to war impacts directly children mental health. In particular, relational experiences linked to war and migration affect more children well-being. On the contrary, the presence of significant relationships and the children’s capacity to invest in them, play a fundamental protective role as they provide young refugees with individual and social skills that may help them in dealing with the new context. Finally, the child’s capacity in conceptualising traumatic experiences has been found out to be an important protective factor. These results have been turned into educational good practices in resilience building in orienting and optimising NGO educational interventions in the Milan Reception Centers with refugee children.
Violence against children is considered as one of the most serious human rights issues in Lithuania. Several studies affirmed that child maltreatment is one of the main predictors of PTSD symptoms. This paper presents a study of specific interventions aimed at promoting wellbeing and fostering resilience in children victims of violence. The study, related to an international child protection program run by BICE and OAK Foundation, is aimed at exploring the impact of a one year “assisted resilience approach therapy” (ARAT), developed in Lithuanian, with 87 children (mean age = 11.63; range = 7-17) victims of different type of violence. The study tools consist of the Trauma Symptom Checklist for Children (TSCC; Briere, 1996) and the Child and Youth Resilience Measure-28 items (CYRM-28; Ungar, 2013). The measures have been administered with children before (To), in the middle (T1) and at the end (T2) of the ARAT. The results show a significant decrease in each problem scale of TSCC and a significant increase in each resilience dimension of CYRM between To and T2. These findings suggest that ARAT may be considered an appropriate intervention approach with children victims of violence.
Rescuing People is Good; Going to Pieces Afterwards is Not. Rescuers of Human Tragedies’ Experience of Trauma - Marianna Micallef-Grimaud (Malta)

Thursday 12th July – Parallel Session 1.3

How do the effects of trauma impact the lives of rescuers of human tragedies? This study has sought to understand the role that resilience plays as an active component in keeping rescuers free from psychological disorders such as posttraumatic stress disorder. Research was carried out with the participation of personnel from the Armed Forces of Malta rescue units. The participants come face to face with trauma, on a regular basis, due to the nature of their work. It was hypothesised that psychological support is needed for rescuers to be able to carry out their stress-laden work and lead meaningful and functional lives. The research findings showed that trait resilience and self-efficacy help to support rescuers, and there is also a strong element of posttraumatic growth existent in this cohort. Psychological support, before, during and after attending rescue missions, helps to ensure better mental health well being for rescuers of human tragedies. Providing counselling would support individuals, help increase their resilience and the possibility of posttraumatic growth, whilst helping to decrease and minimise posttraumatic stress related to work-related trauma.
Parallel Session 1.4  Children’s Resilience Across Systems

Children’s Rights and Resilience Building - Commissioner for Children (Malta)

Thursday 12th July – Parallel Session 1.4

This presentation departs from the premise that children are vulnerable human beings dependent on their guardians to access their rights and offer them protection. Instead we prefer to focus on the fact that children are naturally equipped with inner strength and ability to cope with the challenges that childhood brings with it. This is what we mean by resilience. However, resilience in children depends as much on their individual psyche and personality as it does on a supportive network of structures, services and people. These should stand supportively behind children, not protectively in front of them, and actively guide and encourage children to learn and explore the world while being mindful of situations that could harm them. On a philosophical and practical level, this is none other than the standpoint of the Rights of the Child, as enshrined in the United Nations Convention by the same name. The Convention is far more than a set of lofty principles of how children ought to be. It is a tool that, if carefully harnessed, can help give children the resilience they need to realise their human potential. The congruence between rights and resilience is here illustrated through an analysis of the design and outcome of the work undertaken by a children’s rights institution, the Office of the Commissioner for Children, Malta.
CARE: A Community-based Resilience Training Programme - Moira Chiodini (Italy)

Thursday 12\textsuperscript{th} July – Parallel Session 1.4

CARE (Community Actions to Resilience and Empowerment) is a community-based approach aimed to the promotion of resilience among individuals, groups and communities. It is an original training and intervention programme developed by LabCom (Academia for the promotion of psychosocial well-being) under the supervision of University of Florence. The model, based on the results of recent studies on resilience, combines an action research approach and participatory methods in order to promote the development of three fundamental skills: relationship capabilities (close and caring relationships), social support systems and perceived social support, and creative problem solving. The presentation intends to discuss the application of the training and intervention programme CARE in 56 high schools in Italy. The results of the first steps of the intervention will be presented and discussed.
Resilience: A whole school approach (Anne Rathbone & Angie Hart)

Thursday 12th July – Parallel Session 1.4

Based on Resilient Therapy (Hart & Blincow, 2007), the Academic Resilience Approach (ARA) is a systems-based, whole school resilience approach, underpinned by principles of pupil engagement. It advocates a focus on supporting the most disadvantaged pupils whilst benefiting all pupils. The Guide “Supporting Young People’s Mental Health in Schools: a resilience-based, whole school approach”, originally developed in partnership with East Sussex County Council, UK, was co-produced by a team with wide-ranging expertise, including teaching, mental health practice, community development and pupils with lived experience of mental health issues. Warning against unnecessary “labelling” of pupils, it provides a holistic framework for taking an embedded therapy approach to specific mental health needs. It has been widely acclaimed, in UK testing, for its practicality and effectiveness. Together, the ARA and Guide provide a shared framework and language for schools to promote resilience and positive mental health, maximising positive outcomes for pupils.
Parallel Session 2.1

Symposium: Resilience Promotion in Portugal - Celeste Simoes, Alexandra Simoes, Paula Lebre, Ana Marta Fonseca, Anabela Santos (Portugal)

Thursday 12th July – Parallel Session 2.1

This symposium presents a set of studies developed in Portugal under the framework of resilience promotion, more specifically within RESCUR Surfing the Waves, a resilience curriculum for early and primary education in Europe, developed as part a EU funded Lifelong Learning Comenius project (2012-2015). The project aimed at developing a resilience curriculum for early and primary education, as a universal program to be implemented at schools, with a particular focus on the needs of specific groups of children facing higher challenges or higher vulnerability such as children with disabilities or with special educational needs, children from minorities and refugees. The curriculum targets children from four to twelve years old, as well as the school community and families. The symposium comprises five presentations on the implementation and evaluation of RESCUR Surfing the Waves programmes in various contexts in Portugal.

Resilience Promotion through RESCUR Programme - Celeste Simões, Paula Lebre (Portugal) Anabela Santos, & RESCUR Team (Portugal)

This presentation presents the Resilience Curriculum for Early Years and Primary Schools – RESCUR Surfing the Waves- and the results of its pilot implementation in Portugal. The principles, structure, and themes of the curriculum will be presented as well as the results of the Portuguese pilot project that included a total of 9 schools/kindergartens, 25 classrooms and 407 students. The results of the teachers’ and the children’s evaluations were highly positive. The curriculum, its activities and resources, were highlighted by the teachers as interesting, useful and easy to use. Competences acquisition, changes in behaviour and classroom climate were also mentioned by teachers and students as a positive outcome of the
implementation. By providing children with key tools to overcome life challenges and adversities, RESCUR can be an important resource that school can adopt to help its community to flourish.

RESCUR into Action: What are we talking about? - Ana Marta Fonseca, Celeste Simões, Paula Lebre, Anabela Santos, Cátia Branquinho, Tânia Gaspar, Margarida Gaspar de Matos (Portugal)

RESCUR in Action (RIA) (2017-2018) is a research-action project, which aims to promote the development of resilience-related competences in schools with migrant and/or refugee students, through the implementation of the European Resilience Curriculum (RESCUR Surfing the Waves). RESCUR into Action is funded by Ciência Viva – a national agency for scientific and technologic culture - and is being held in three local councils whose number of migrant and/or refugee children and youth has increased substantially in the last years. This presentation presents in detail the design of the project, namely the recruitment phase, the training and supervision of teachers, parents’ awareness-raising sessions and parent’s training, and the preparation of a festival based on resilience. The assessment protocol will also be presented and discussed.

RESCUR into Action: Minorities integration through resilience promotion - Anabela Santos, Celeste Simões, Paula Lebre, Cátia Branquinho, Tânia Gaspar, Margarida Gaspar de Matos (Portugal)

RESCUR into Action (2017-2018) is national project that aims to promote the development of resilience-related competences in schools with migrant and/or refugee students, through the implementation of RESCUR Surfing the Waves programme. 64 teachers and specialized technicians received a 25 hours accredited training and are now implementing the RESCUR programme with 1665 children from three to 17 years old. This trial consists of a one full-year implementation group (IG) with 675 children and a waiting group (WG) with 417 children aged 3 to 17 years old (53.2% males,
7% migrants/refugees, plus 5.3% with migrants/refugees parents). Results show decreases in emotional problems, conduct problems, peer problems and hyperactivity and increases in prosocial behaviour for the IG group, with WG maintaining scores, except for emotional problems and peers problems, which got worse. The qualitative assessment, after nearly 12 to 15 sessions of RESCUR, showed that teachers perceived a decrease in disruptive behaviour and an increase of prosocial behaviours in the IG group. Most of the teachers, regardless of the school year, said that IG children had greater autonomy and competence to solve problems.

Building resilience in teachers in the Resilience Curriculum (RESCUR) training in Portugal - Paula Lebre, Celeste Simões, Anabela Santos, Cátia Branquinho, Tânia Gaspa, Margarida Gaspar de Matos (Portugal)

The area of teacher resilience is a relatively emerging one, and particularly in Portugal only a limited number of studies have directly examined teachers’ resilience. In this paper we investigate teachers’ resilience and emotional competence, exploring the relationship between sense of mastery, relatedness, emotional reactivity, self-awareness, emotion regulation, self-motivation, empathy and group relations management, and the impact of an accredited training course. The training consisting of a three hours module on teachers’ resilience. It has been carried out in eight different groups, in several Portuguese schools in Lisbon, Almada, Coimbra, Amadora and Loures. The Portuguese version (Filipe & Simões, 2013) of the Resiliency Scales (Prince-Embury, 2006), and the Emotional Competence Scale (EVCE, Branco, 2010) were used in a pre-post-test design, gathering data from teachers in kindergarten, primary, 2nd and 3rd cycle (N=212). Main findings show high values in emotional competence and resilience and strong correlations among them, but results demonstrate that the improvement on teachers’ resilience and emotional competences after the training was not significant. The study underlines the need for research on specific approaches that
build teachers’ capacity for resilience.

**RESCUR implementation in Gymboree – Building resilience from an early age - Alexandra Simões, Celeste Simões & RESCUR Team (Portugal):**

This paper discusses a study on the implementation of RESCUR Surfing the Waves in early years at a Gymboree Center, within the School Skills Program (SSP). SSP targets children between the ages of 18 months and 4 years old who are not attending kindergarten. The children attend the SSP 3 to 5 mornings a week, with psychomotor activities, plastic arts, music, yoga and relaxation and focus on the development of social and emotional competences and pre-academic skills. RESCUR is being developed through weekly sessions on a day when all children are enrolled. The implementation included 5 children, between 2 and 3 years old, from February to June. The sessions follow the themes proposed in the pre-school manual but with the adaptations deemed necessary. This presentation presents the adaptation in the resilience programme for the population concerned, like session’s length, strategies adopted, and evaluation, as well as the participation of the family. In general, both children and parents were very engaged in the programme and RESCUR appears to be a useful tool in the development of young children, given the importance of social and emotional competences in the early years.
Parallel Session 2.2 - Migrant Children and Resilience

The Mental Health and Wellbeing of Migrant Children in Malta - Carmel Cefai & Noemi Tari-Keresztes (Malta)

Thursday 12th July – Parallel Session 2.2

This paper presents the first findings of a current national study investigating the health, education and wellbeing of overseas children living in Malta. The past decade has seen a considerable increase in the number of such children arriving in Malta. Children living in a different country may face a number of challenges in their education, wellbeing and mental health, including linguistic and cultural barriers, lack of access to educational, psychological, social and medical services, and difficulties in social inclusion amongst others. This is a relatively large scale, comprehensive study examining the wellbeing, resilience, inclusion and education of such children, with data collected from children, teachers and parents/carers. It makes use of both quantitative and qualitative measures. Besides examining children’s education, mental health, wellbeing and inclusion, this study focuses also on two key aspects related to children’s wellbeing. First it takes a resilience perspective, seeking to identify the assets and strengths overseas children may bring with them and how these may serve as protective factors from potential risk and promote their positive development and wellbeing. Secondly the study will also examine children’s subjective wellbeing, seeking to listen to children’s own voices about their wellbeing, mental health, inclusion and resilience, and what they think constitutes a good and pleasant life as overseas children living in Malta. This paper presents the preliminary findings of phase 1 of the study which focused on school age children aged 3-16 years.
Forced migrant children are placed in classrooms to learn, adapt, and perhaps integrate with a new culture. Many of the children arrive with a history of trauma, some with traumatic brain injuries. Teachers are faced with: trying to meet the needs of the classroom, aiding individual students, and incorporating the additional needs of forced migrant children. Countries and localities differ in their approaches and expectations for the resettlement process of forced migrants. This presentation discusses the findings and implication of a study that examined the challenges in addressing the needs of this population. Interviews (N= 55) were conducted with educators, program managers, parents, and students in four countries (USA, Iceland, Germany, Switzerland) regarding the experiences and perceived needs of forced migrant children. Content theme analysis was used to analyse the data. The study found that forced migrant children experience challenges that far-exceed the capacity of classrooms to address. Strong themes included: educators felt policies were not aligned with student needs; parents felt schools were “holding their children back” or not respecting the child’s culture; students felt rushed to “fit in” and lost between cultures; program managers felt responsible to aid professionals in integrating the new-arrival families but lacked greater resources to be effective. The implications of the study for policy and practice will be discussed.
The Challenges and Experiences of Students from an Asylum-Seeking Background in Malta - Damian Spiteri (Malta)

Thursday 12th July – Parallel Session 2.2

The purpose of this qualitative research was to investigate the challenges and experiences of adult refugee students at the Malta College of Arts Science and Technology as they integrate into Maltese society. The method of data collection was one-on-one interviews. A total of six students from an asylum-seeking background were interviewed. The exploration into the participants’ experiences revealed that on an emotional level, they faced many pre-migration challenges and these triggered considerable distress; and how on a day-to-day basis, they faced different post-migration challenges. Having used Bronfenbrenner's ecosystems model, the study shows how the challenges they face are influenced by governmental decisions, policies and also the people they are interact with, and recommends how their integration can be facilitated better.
Parallel Session 2.3 - Resilience Programmes

Importance of planning, implementing and evaluating resilience programmes and interventions in the classroom - Darko Rovis (Croatia)

Thursday 12th July – Parallel Session 2.3

A worldwide recognition of the need for investing in the development of policies and programs to promote mental health and prevent mental and behaviour disorders in educational contexts has led to the development of a wide range of programs and interventions. Their implementation and evaluations has shown serious limitations in current prevention practice ranging from uneven quality of implementation, lack of evidence of program effectiveness or lack of effect at all, problems with sustainability etc. As the result there is a lack of population effect that further strengthens the idea that “Nothing works”, and that public spending on prevention should be downgraded. In order to assure more effective prevention, practitioners need specific knowledge and skills regarding program planning, implementation and evaluation that will strengthen their capacity to implement resilience interventions with particular attention to implementation quality. Furthermore skills on assessing and assuring program feasibility and sustainability in the educational system are necessary to improve overall coverage and long term sustainability of resilience programs.
Children in Denmark all have the opportunity to go to school, but not all children have the opportunity to enter and benefit from the social and educational spaces that the school offers for well-being and learning. The vision of the HØK project is to create a school where all children are doing well and thrive in spite of the stresses at home. Based on the internationally recognized knowledge on equity and resilience (HØK is deeply inspired by Boingboing in the UK), the aim of HØK is to develop and implement practice-oriented approaches which increase the capacity of children, parents and teachers to identify the stresses that the children experience and find effective strategies to counteract and handle these challenges. The HØK project is a whole school project, where the whole school ie students, parents, management, teachers and educators participate in development and research activities. Based on systematic and continuous use of knowledge from research combined with data from practice, development work will be conducted as a dialogue and interaction between researchers, children, parents and schools.
This paper will present an implementation study of the RESCUR: Surfing the Waves (Greek version) resilience program in 28 elementary school classrooms (approximately 600 students) in Crete, Greece in 2017-2018. The intervention plan included 24 hours of initial training of 28 teachers in RESCUR materials and philosophy, two 8-hour face to face supervision and consultation sessions along with phone and electronic feedback and consultations, and finally evaluation of RESCUR based on both quantitative and qualitative data focusing on the implementation and effectiveness of the program. Preliminary results will be presented regarding the implementation integrity and effectiveness of RESCUR including data both from teachers (reflection notes, checklists and observations) and parent’s perspectives (parental satisfaction questionnaire and family resilience assessment scale). The results from both teachers and parents are encouraging, indicating that the resilience philosophy is helpful and practical for children, teachers and parents and that RESCUR has the potential to bring systemic changes in the Greek schools. Finally, implications for future research in the area of implementation of prevention programs and the practice of educators, school psychologists will be discussed.
Parallel Session 2.4 - Resilience and Trauma 2

Tutor of Resilience (ToR) School-Based Program in Schools affected by the 2016 Italian Earthquake - Francesca Giordano (Italy)

Thursday 12th July – Parallel Session 2.4

From 21 to 70% of children survivors of earthquakes develop PTSD. The high prevalence of post-disaster psychopathology requires specific interventions, such as psychoeducational programs for students, parents, and teachers, which help to prevent PTSD and enhance resilience in children. Few studies have evaluated the impact of school-based resilience programs focused on natural disasters. This study explored the effect of a six months’ implementation of ToR program with 42 parents and 48 teachers living close to the earthquake epicenter (CE) and 42 parents and 52 teachers living approximately 100 Km far away from it (FAE). It examined pre and post intervention PTSD symptomatology (Child Report of Post-traumatic Symptoms-CROPS) and resilience (Child and Youth Resilience Measure -CYRM) in a sample of 399 students (187 girls, 155 CE) aged 6-14 years. A significant interaction was found between sites and time on both measures: LSD post-hocs (p<0.05) showed that CE had higher levels of PTSD symptomatology and lower CYRM measures (Individual personal skills; Individual social skills) at both pre and post intervention when compared to FAE. Only in CE did TOR lead to an amelioration of CROPS and CYRM. In CE children, who presented a worse clinical outcome, ToR was accompanied by symptoms reduction and an increase of resilience.
Enhancing Systemic Resilience through Journalism: The Macerata’s District Case - Federica Nardi (Italy), Paola Nicolini (Italy)

Thursday 12th July – Parallel Session 2.4

This work presents the way the University of Macerata and the online newspaper Cronache Maceratesi Junior dealt with the sense of fear, resignation, and loss which hit the Macerata district’s population after the earthquakes in 2016 and 2017. While the mainstream news had to stress the damages, losses, and problems which occurred after the earthquakes, our work focused on rehabilitating a sense of community and strength, underlining positive examples, stories and articles in order to help families, educators and children to deal with their momentary state of fragility. Another similar focus was made in February 2018, after Macerata found itself in the international eye due to the assassination of Pamela Mastropietro and the racist gunfire of Luca Traini. A total of 9 articles were written specifically about social resilience by Paola Nicolini. This paper will present the articles and how they impacted the public during that frame of time. In particular, we will tackle the theory behind the writing style, the audience analysis, and the lexicon analysis.
In recent years resilience is considered more a state than a personality trait. In this respect, resilience interventions could be considered as a tool to enhance resilience in individuals. An aspect closely related to resilience is emotion regulation. This presentation presents two interventions carried out with children belonging to ethnic minorities at risk of social exclusion to try to improve their emotion regulation and consequently their resilience. The first study was carried out with a group of 43 Roma pre-schoolers aged 4-5 years. The second study was carried out with a group of 14 migrant children aged 9 and 10 years, living in poverty and at risk of social exclusion. We implemented the intervention program *Thinking Emotions* (Giménez-Dasí et al., 2013, 2016). The program is based on Philosophy for Children (Lipman, Sharp & Oscanyan, 1980) and aims to promote emotional awareness, regulation strategies and social competencies through peer-to-peer dialogue. Pre and post-test measures were taken. Results show a clear pattern of improvement in emotional regulation following the intervention in both age groups. Implications regarding potential benefits in well-being and resilience will be discussed.
Parallel Session 2.5 – Teacher Practices in Resilience

Experiential Learning: An essential tool in resilience education-
Paul Bartolo (Malta)

Thursday 12th July – Parallel Session 2.5

Social, emotional and resilience education aim to enable learners to develop positive attitudes and skills for thriving in their developmental and daily personal, social and practical challenges. These cannot be acquired through mere knowledge about them but through experiential learning based on self-reflection and relevant practice. This presentation raises the challenge of experiential learning for teachers. Experiential learning is contrasted with didactic teaching of facts and with exercises aimed at helping learners to memorise knowledge. Experiential learning calls for the development of curricula and lesson plans that include opportunities for students to engage in self-reflection and interpersonal interaction as well as active experimentation of the attitudes and skills that they are expected to learn. This learning needs to also extend beyond school. Moreover, experiential learning needs to be facilitated through a safe and appropriate climate for student active participation. Teachers need preparation to develop relevant attitudes and skills such as an unconditional positive regard towards each and every student, empathy or sensitivity to student emotionality, understanding of and skills in the management of group dynamics, and reflective practice.
Resilience and Empowerment in Teachers: A Constructivist-Strategic Approach - Claudette Portelli & Matteo Papantuono (Malta/Italy)

Thursday 12th July – Parallel Session 2.5

Research demonstrates that managing to deal effectively with social, emotional, behaviour difficulties (SEBD) helps students to become more resilient in facing everyday life. But this is just one side of the coin. Managing effectively SEBD promotes the resilience and sense of empowerment in teachers as well. Teachers who feel that they hold operative tools to manage effectively SEBD feel empowered and are less prone to stress and burn out. Our action research with teachers in three 3 countries (Italy, Malta and Ireland) brings to light how children’s difficulties may turn into problems and eventually more serious difficulties if not handled well. On the other hand it shows that if significant others such as teachers handle these difficulties well, a resilience climate is created in the classroom, impacting both students and teachers. The aim of this presentation is to show how using a rigorous but flexible approach such a Constructivist-Strategic Model in dealing with SEBD, helps teachers to feel more equipped, confident, effective and thus more satisfied in their work. This model does not offer a one-size fits all approach but operative tools that can be tailored made to the specific context and challenging situation. Teachers become action researchers in their own classrooms.
Resilience Practices of Teachers in a Middle School- Ela Ayse Köksal (Turkey)

Thursday 12th July – Parallel Session 2.5

This paper aims to give an overview of student profiles in a public middle school in Nigde, Turkey and teachers’ practices in resilience building with these students. The school is located in an area where socio-economic status and education level of parents’ are low and where there are other social and family problems. The school has also migrant children and children with other difficulties, such as learning difficulties. The teachers implement different activities to improve the resilience of the students in general such as science fairs and fieldtrips to Science Centres, etc. The school is also involved in a number of EU projects and projects by the Ministry of National Education in order to promote socio-cultural values of the students. The language teacher also designs plays for students with the theatre group performing on the social saloon at the school. This presentation describes these activities and also makes recommendations what can be done further at the school to promote the resilience of the students.
Personality, Resilience, Intelligence and Dexterity - Denis Flores (Malta)

Thursday 12th July – Parallel Session 2.5

Research suggests that resilient people adapt more successfully to major life events and traumatic experiences. A previous study (Flores & Shin, 2009) discussed the development of a psychometrically sound scale with dimensions of Threat Perception, Adjustment, Decision Making, Coping and Recovery. The current study investigated the relationship between the resilience scale, personality, intelligence and dexterity among 150 applicants for operational roles. Participants completed the New Resilience Scale, the NEO Personality Scale and tests of Quantitative Reasoning, Verbal Reasoning, Mechanical Reasoning and Manual Dexterity. Results supported previous findings regarding the relationship of resilience to personality, with a significant negative correlation with neuroticism and a significant positive correlation with extraversion and conscientiousness. Openness to experience was not significantly correlated with resilience, while agreeableness was. Results also supported previous findings regarding intelligence as there was no correlation with overall resilience and only one small correlation with the resilience subscales. Overall these findings show convergent and discriminant validity for the New Resilience Scale, adding to the growing body of evidence of links between personality and resilience as well as to research into personality and intelligence. The significance of the results for the development of resilient individuals is discussed.
**Parallel Session 3.1**

**Workshop: Workshop: Restorative Justice in Schools 1 - Jeanette Holtham (USA), Andre Zarb Cousin (USA)**

Friday 13\textsuperscript{th} July – Parallel Session 3.1

American restorative justice practitioners Andre Zarb-Cousin and Jeannette Holtham who have 12 years’ experience working with incarcerated and high-risk youth in American schools, will provide this two-part workshop that views student wrongdoing from a restorative and trauma-informed lens. Recognizing that behavior is a form of communication, they will share insights and practical tools that have dramatically reduced the need for school exclusion and law enforcement referrals in American schools. Part 1 will distinguish between the prevention model and the discipline intervention model of restorative justice practices; provide a critical step-by-step overview of how the two models complement and integrate with one another; show empirical evidence of results; and lay the groundwork for Part 2 which offers an experiential, participatory demonstration of each of the models. Participants will walk away with practical tools that will be immediately usable in schools and beyond.
Parallel Session 3.2

**Workshop: Interpreting Children’s Drawings 1 - Ani Zlateva (Bulgaria)**

Friday 13th July – Parallel Session 3.2

During this workshop Professor Ani Zlateva will describe the main characteristics of children's drawings, introduce the basic principles of diagnostic methods in interpreting children’s drawings and discuss three tests used in children’s drawings, namely the Draw-a-Person test (Goodenough), Draw-a-Person test (Machover) methodology, and Kinetic-Family-Drawing tests. Participants will have the opportunity to engage in practical activities in the interpretation of children’s drawings.
Parallel Session 3.3

Workshop: Building Resilient Skills Through Journal Writing and Drawing - Maria Pace (Malta)

Friday 13th July – Parallel Session 3.3

This workshop discusses a study which explored a support service, a nurture group, and a strategy, journaling, which were used to support students who exhibit social, emotional and behaviour difficulties (SEBD). Through the use of specific diary entries, this research sheds light on the importance of listening to the child’s voice through journaling. It explored how the participant children made sense of the experiences that they encountered through journal writing and drawing and how they were resilient in specific situations and instances in their lives. This study analysed and discussed the journal entries and conversations between the child and educator drawing on four theoretical frameworks (Bronfenbrenner’s Systems Theory, Maslow’s Hierarchy of Needs, Bowlby’s Attachment Theory and Fonagy’s Mentalisation). The workshop presents ways how journal writing and drawing may be used as a tool to facilitate voice in children who present with SEBD.
Parallel Session 3.4

Workshop: How to Promote Resilience in Adolescence - Gianluca Gualdi (Italy)

Friday 13th July – Parallel Session 3.4

Resilience is a fundamental construct to face difficulties and overcome obstacles. A major challenge of development is the entry into adolescence, with physical, behavioral, emotional and psychological changes. Therefore providing specific tools to adolescents is essential to promote their well-being. The activities in this workshop involve the use of drawing and story as tools for expressing needs and one's own history. Participants learn how to solve problems, identify objectives, resolve and manage conflicts, face developmental challenges, and plan for the future. In each activity the personal and group resources of the participants are promoted through exchanges of ideas, comparisons and other activities. The workshop aims to present the group psycho-educational activities, which can be used in both educational and clinical settings. Participants will also have the opportunity to engage in practical activities during the workshop.
Parallel Session 3.5

Workshop: Mindfulness for Resilience Paula Lebre (Portugal)

Friday 13th July – Parallel Session 3.5

This workshop intended for school, social service and health care professionals aims at presenting the theoretical understanding supporting the inclusion of mindfulness based interventions in school settings, and in particular describing the set of activities included in Rescur Surfing the Waves Resilience Curriculum for Early Years and Primary Schools. In this curriculum teachers are introduced to how mindfulness activities can be taught to children and how principles of mindfulness can be added in the learning environment. Rescur reinforces the importance of a mindful attitude of teachers since this cultivates specific professional skills critical to effective teaching, such as attention, empathy, emotion regulation, affect and tolerance. First, an introduction to mindfulness and resilience will be presented, followed by the rationale, and examples of mindfulness-based interventions in educational settings. This is then followed by practical mindfulness activities such as focused mindful breathing; body scan, mindful listening, mindful walk, self and emotional awareness, and social awareness.
Parallel Session 4.1

Workshop: Restorative Justice in Schools 2 - Jeanette Holtham (USA), Andre Zarb Cousin (USA)

Friday 13th July – Parallel Session 4.1

American restorative justice practitioners Andre Zarb-Cousin and Jeannette Holtham who have 12 years’ experience working with incarcerated and high-risk youth in American schools, will provide this two-part workshop that views student wrongdoing from a restorative and trauma-informed lens. Recognizing that behavior is a form of communication, they will share insights and practical tools that have dramatically reduced the need for school exclusion and law enforcement referrals in American schools. Part 1 will distinguish between the prevention model and the discipline intervention model of restorative justice practices; provide a critical step-by-step overview of how the two models complement and integrate with one another; show empirical evidence of results; and lay the groundwork for Part 2 which offers an experiential, participatory demonstration of each of the models. Participants will walk away with practical tools that will be immediately usable in schools and beyond.
Parallel Session 4.2 - Workshop: Interpreting Children’s Drawings 2 - Ani Zlateva (Bulgaria)

Friday 13th July – Parallel Session 4.2

During this workshop Professor Ani Zlateva will describe the main characteristics of children’s drawings, introduce the basic principles of diagnostic methods in interpreting children’s drawings and discuss three tests used in children’s drawings, namely the Draw-a-Person test (Goodenough), Draw-a-Person test (Machover) methodology, and Kinetic-Family-Drawing tests. Participants will have the opportunity to engage in practical activities in the interpretation of children's drawings.
Parallel Session 4.3 - Teacher Resilience

Romanian Teachers’ Resilience - Aurora Adina Colomeischi (Romania)

Friday 13th July – Parallel Session 4.3

The educational field in Romania shows a high level of uncertainty due to frequent changes in reforms and policies. Moreover there is a strong tendency to judge school and teachers and blame them for the school failure of children and the low quality of education. This social and political landscape creates a context for disappointment with and negative feelings toward teachers and teaching. Our study investigates the psychological wellbeing and resilience of Romanian teachers in this educational context. The sample consisted of 250 teachers from different levels of the Romanian educational system. The main hypothesis tried to figure out the relationship between teacher resilience and teacher burnout and to identify the role of the positive emotions in promoting life satisfaction and resilience. The instruments used were the Connor Davidson Resilience Scale, Satisfaction with Life Scale, PANAS, Gratitude Questionnaire and Maslach Burnout Scale. The results should provide a valuable insight on supporting Romanian teachers' wellbeing and resilience.
Teacher Eco-Systems: An analysis of three Maltese teacher social contexts - Michelle Attard Tonna & James Calleja (Malta)

Parallel Session 4.3 – Friday 13th July

The main objective in this research study is to explore how a social context (Malta) may provide tools and opportunities for professional growth for different groups of teachers, and how eco-systems are developed in these contexts. It presents an analysis of how different eco-systems in teacher education may be experienced differently by members with different individual learning dispositions. The focus in this presentation will be on the way three different groups of teachers, based in three different schools, learn and grow professionally through interacting with their peers and with their own social context. The different career phases, professional learning communities which these teachers form part of, and previous professional learning experiences will influence the way these teachers participate in this eco-system of teacher learning. This analysis will lead to an understanding of the complexity of the work of teachers and of teacher education, and the importance of the social context in affording or constraining teachers in their professional learning. As a theoretical framework, Gibson’s notion of ‘affordances’ is used to understand how learning for teachers takes place through perception of, and interaction with, an environment.
Autonomous motivation is known as being positively related to individuals’ resilience and well-being. More than an intrapersonal factor, teacher motivation is considered a crucial determinant for education because of its relation to student’s motivation. Despite this evidences, numerous research results highlight that teachers show lower levels of motivation than other professions. This presentation investigates the self-perceived teacher motivation in relation to manager-perceived teacher motivation. A comparative study was conducted using the Multidimensional Work Motivation Scale (Gagne et al, 2015). The scale was completed in five main areas of teachers’ performance: class preparation, teaching, evaluation of students, classroom management, administrative tasks, and complementary tasks (Freinet et al, 2008). The participants included 40 elementary and secondary school teachers and 25 school managers from Romania. We found that teachers and school managers have different ways to experience or perceive teacher motivation on the five investigated dimensions. The obtained results are correlated with the outcomes of a “What if” inquiry on motivation in order to determine optimal intervention strategies. The research results are analysed in order to suggest two levels of intervention for enhancing teacher motivation: 1. Teacher motivational development aiming at determining teachers’ motivational self-knowledge and transforming motivation; 2. Developing managerial strategies to enhancing teacher motivation and resilience.
Parallel Session 4.4 - Resilience Interventions

Teacher Empathy: Its nature and influence on the development of a resilience enhancing classroom climate - Kimberly Agius & Paul Bartolo (Malta)

Friday 13th July – Parallel Session 4.4

This presentation reports the findings of a study on the different ways in which teachers can make use of empathy in the classroom and how their empathy influences student belongingness and participation as well as how it creates a warm and supportive climate in the classroom which can also promote student empathy. Five teachers from different primary schools were selected on the basis as particularly successful in managing the varying needs of their students. Each participant responded to a semi-structured interview on empathy in teaching and was observed for around two hours in the classroom. Qualitative thematic analysis of data identified four main themes: (1) Firstly, the teachers had an empathic stance shown through reflective sensitivity to student experiences, a continuous search for understanding student perspectives, motivation and aspirations, as well as keeping the best interest of the students in mind as they empathically responded to their needs; (2) Secondly, they sought to establish positive interpersonal relationships with their students through response to their emotional experiences; (3) Thirdly, they exercised academic empathy by seeking to understand how students learned, creating lessons that were meaningful to their students, and (4) Fourthly, the teacher’s empathy created an inclusive classroom atmosphere where students too showed sensitivity and support for each other. It is suggested that enhancing teacher empathy can be a very effective way in which to empower students to participate actively in learning as well as to develop empathic attitudes and skills in their relationships with fellow students.
Financial Literacy: An educational programme to foster resilience in the Southern Harbour Region of the Maltese Islands - Katya Degiovanri (Malta), Josette Barbara Cardona (Malta)

Friday 13th July – Parallel Session 4.4

There are two main objectives of this paper. The first is to explore resilience education through the creation of awareness and practical application of Economic Psychology to university students. The second is to apply the knowledge gained from the course to actual experience. Economic Psychology is a 4ECTS module which is available as an optional study unit to University of Malta students reading for an Honours degree in Psychology. It has now reached over 70 students in the past three years. As part of their assessments, students had to work on a pack of 10 activity plans for 10-11 year old children focusing mainly on budgeting and monetary education. These shall be carried out as part of the six-week summer school with 60 children organised by the Cottonera Resource Centre also part of the University of Malta. This paper aims to present action research findings on the basis of observations during the summer school and presents a plan of action for a programme aiming at economic education and financial literacy in Maltese primary schools.
Residential foster care and executive functioning in children: The moderating role of resilience and gender - Angie Jiménez (Spain), Beatriz Lucas-Molina (Spain) & Marta Giménez-Dasí (Spain)

Friday 13\textsuperscript{th} July – Parallel Session 4.4

Children in residential foster care often experience adversity, such as lack of stability in early caregiving relationships. As a result, they are at risk of a range of problems, including deficits in executive functioning. This study aims to examine whether the effect of the time spent in residential foster care on executive functioning, was moderated by children’s resilience, and whether this moderation was gender dependent. Participants were 142 children (52.8% girls), aged between 6 and 14 years (M = 10.08, SD = 2.09) from two residential foster care centers in Santo Domingo (Dominican Republic). Children’s executive functioning was assessed with the BRIEF-2 (Gioia, Isquith, Guy & Kenworthy, 2015) while the Resilience Questionnaire (González Arratia, 2011) was used to assess children’s resilience. In order to assess the potential moderator role of gender and resilience in the relationship between time spent in foster care and executive functioning, the PROCESS Macro for SPSS (Hayes, 2013) was used. Age was used as a covariate. Results showed that the effect of the total time spent in residential foster care on executive functioning was moderated by resilience in seven of the nine BRIEF-2 scales. In addition, the effect of the total time spent in residential care on the Task-Monitor, Organization and Shift subscales was moderated by resilience only in girls. These findings are discussed in terms of their implication for interventions designed to prevent deficits in executive functioning and promote resilience in residential foster care, taking gender into account.
Nurture groups and resilience: An evaluation of RESCUR resilience programme in a nurture class for students with social, emotional and behaviour difficulties- Valeria Cavioni (Italy), Carmel Cefai (Malta), Madeline Duca (Malta), Catriona Zammit (Malta), Natalie Galea (Malta)

POSTER

School children who show early difficulties in the development of the key emotional and social skills that are necessary to learn and cooperate with others, may display low levels of school adjustment and achievement (Hastings et al., 2000). It is thus necessary to set up supportive programs at school to help such students to foster their social and emotional skills. Nurture groups (NG) are founded on evidence-based practices and offer an inclusive and focused intervention aimed at strengthening social and emotional competence for students with social, emotional and mental health difficulties. The activities within the NG are coordinated by trained teachers to promote the students’ socio-emotional and academic learning and autonomy. This poster presents the results of a pilot study on the implementation of the RESCUR Surfing the Waves Resilience program in a NG in Malta. RESCUR seeks to develop in vulnerable young learners the requisite competences needed to overcome the various challenges in their lives to achieve academic success and social and emotional wellbeing. The study made use of an experimental research design measuring pupil’s wellbeing and classroom engagement at pre and post intervention levels. The paper discusses the findings of the study in the light of its limitations, with implications for further research.
Research shows that the relationship between students and teachers is central to promote mental health at school (Pianta, 2001). Establishing positive and supportive relationships with teachers helps students to develop self-efficacy and self-esteem and. Students who create and maintain close relationships with teachers are also more attached and motivated to school, less likely to drop out of school, and get along better with peers (Hamre & Pianta, 2006). Although various studies analyzed student-teacher relationships across the school age stages (Crosnoe, Johnson, & Elder, 2004), little is known on memories and emotions of adults related to past school relationships with teachers and how these memories affected their achievements and lives in adulthood. This study analyzed the memories of school experiences in 92 adults (32 males and 60 females) ranging from 19 to 80 years old (mean age=33 years). Individual interviews were conducted exploring interpersonal relationships with teachers and their emotional experiences during schooling years. Participants also reported the various ways in which these memories affected achievements in their life. Results show that positive and negative school experiences with teachers were still strong in adults’ memories. Positive and negative impacts were not limited to achievements during the school years but also impacted their self-efficacy, motivation and decisions in many areas of their lives as adults.
Embedding resilience in ICT teaching and learning: Evidence from works-in-progress project STAR KIDS Reaching Out - Maria Brown & Ann-Marie Cutajar (Malta)

POSTER

The poster presents works-in-progress findings obtained as part of the research project Star Kids - Reaching Out: Improving the life chances of vulnerable children2. Star Kids is an action research project comprising the development and delivery of Information and Communication Technology (ICT) courses that target enhanced inclusion and future employability of children aged 5-17 years, who are in residential care and/or benefitting from LEAP! community centres in the Maltese Islands. The poster presentation highlights research evidence related to manifestations and engagement with ‘resilience’ in the context of Star Kids. Quantitative and qualitative data show that participating children and respective families / carers and professionals manifest resilience, primarily in terms of access, competence, purpose and responsiveness. Limitations to these also emerged - albeit not necessarily related to the children’s residential care status or necessity of services provided by LEAP! centres. Indeed, limitations include experiences common to many living in 21st century societies, such as stress, difficulties with time-management, worklife balance and the need to stay updated with ever-changing ICT developments. The on-going development of Star Kids ICT courses seeks to capitalize on the identified resilience and enhance it by targeting vulnerabilities as opportunities: in the short-term for teaching and learning; and in the medium-term and long-term, for inclusion and employability.
The assessment process is a source of stress for teachers. This paper investigates the perceptions of teachers on the assessment process in-service teacher training. Eighty teachers from the Soucheva region in Romania completed the Professional Stress Perception Questionnaire (PSPQ) (Kyriacou & Chien, 2004) and Assessment Questionnaire (2010, Padova University). The findings indicate that most teachers associate professional stress to the demands of the profession, followed by pressure about assessment and others duties. The major sources of stress mentioned by teachers include rapid reforms, assessment, salaries, inservice training after school hours, extra administrative work and inspections for promotions. Various interventions are recommended to prevent, reduce or eliminate these sources of stress for teachers.
The association between social and emotional competences in toddlers and pre-schoolers- Elisabetta Conte & Ilaria Grazzani (Italy)

POSTER

The acquisition of social and emotional competences in early childhood benefits children at multiple levels, such as social adjustment, psychological and social wellbeing, and school achievement (Denham et al., 2016). Prosocial behavior, emotion knowledge, and theory of mind are foundational skills of social and emotional competence (Rose-Krasnor & Denham, 2009). A body of research has suggested that prosocial behaviors are associated to both emotion knowledge and theory of mind (Ensor & Hughes, 2005; Imuta et al., 2016), but it is unclear what is the specific pattern of associations between distinct types of prosocial behaviors and social cognition skills, even controlling for language, age, and gender. In this study, we investigated this relationship with 140 children aged 2-3-years old (M = 35.6 months; SD = 6.77), who were administered direct measures of emotion knowledge, theory of mind, and language. Furthermore, they were observed during free play with peers to observe prosocial behaviors. Results of ordinal logistic regression analyses showed that helping behaviors were especially accounted for by emotion knowledge and gender in favour of girls, while sharing behaviors were mostly accounted for by theory of mind understanding and language abilities. These findings both contribute to the current literature and may help early childhood practitioners design and implement preventive intervention programs aimed at enhancing prosocial behaviors.
Teacher training to promote activities on risk and protective factors- Gianluca Gualdi, Elena Carelli, Alice Lizzori & Maria Assunta Zanetti (Italy)

POSTER

Teachers must manage different problems in their classrooms. In relation to this need, a teacher training programme has been designed in four phases to enhance teachers’ effectiveness in solving classroom problems and thus become more resilient: theoretical training (2 hours), experiential training (6 hours), application in the classroom (4 hours), and final supervision (2 hours). 35 teachers (from kindergarten and primary schools) participated in the training aimed at creating activities to be implemented in the classroom to promote resilience. Specifically, the teachers, divided into small groups, participated in activities on risk factors (eg abuse and death of a loved one) and protective factors (eg inclusion, self-confidence). The teachers had about a month and a half to implement the activities in the classroom. Subsequently they compiled an observation sheet of the activities, and presented the results in subsequent training sessions. The participants created 12 activities on different themes (eg children in community, parents with psychological problems, cooperation skills). Teachers reported greater ease in implementing protective factor activities, while declaring personal difficulty in handling complex issues such as death and poverty. The results show also the satisfaction of the students during the activities presented by teachers. The results highlight the possibility of tackling complex and difficult issues already in kindergarten, effectively promoting the well-being of students and providing useful tools to teachers at different school levels.
RESCUR: Resilience and prosocial behaviour Italian training-
Maria Assunta Zanetti, Elena Carelli, & Alice Lizzori (Italy)

POSTER

Schools are ideal places to build social and emotional competences such as resilience skills for all children. The present study analyzes the effects of a training programme for the promotion of resilience and prosocial behavior using a set of activities from the curriculum RESCUR Surfing the Waves, A Resilience Curriculum for Early and Primary School in Europe” with a sample of Italian primary school students aged 7 to 11 years. The project, lasting three months, involved 154 children who were divided into experimental and control groups. Each child was monitored before the start of the implementation and at the end of the programme through a self-administered questionnaire and a questionnaire completed by teachers and parents on students’ behaviour. Results suggest that the training has led to a significant improvement in the prosocial behavior and an increase in levels of resilience in relation to individual, familiar and social skills in the experimental group children when compared to the control group.
Can we build resilience against maladaptive food craving? A meta-analysis on cognitive bias modification interventions for attention to appetitive food stimuli- Ioana Podina (Romania)

POSTER

Cognitive bias modification (CBM) interventions have received considerable attention lately as interventions that can build resilience against maladaptive food craving and consumption. However, the effect of these interventions has not been investigated so far by means of a quantitative meta-analysis. We included randomized controlled trials (RCTs) on two main types of CBM interventions, namely approach-avoidance task (AAT) and attention bias modification (ABM). A random-effects model was used for pooling the effect sizes, which were calculated for bias scores and food consumption/craving (FC/C) outcomes at post-intervention. We also examined the risk of bias, publication bias, and possible other moderators. We included 15 RCTs, of which 7 employed an AAT intervention and 8 an ABM intervention. At post-intervention, there were significant effects sizes favoring CBM in terms of bias scores (g = 0.57; 95% CI: 0.35 to 0.79) and FC/C outcomes (g = 0.25; 95% CI: 0.12 to 0.38). The type of bias intervention and the type of control group were significant moderators of the effect size for the bias scores outcome. The risk of bias was uncertain in most of the trials and we found no evidence of publication bias. Overall, the results indicate that CBM interventions show promise in addressing bias towards appetitive food stimuli and food craving/consumption. However, the quality of the RCTs entails a more cautious interpretation of these effect sizes.
"TROCA A DAR" – "CHANGE TO GIVE" – An Intervention and active rehabilitation community project in mental health- Alice Sousa (Portugal)

POSTER

Wellbeing and resilience potentially lessen the severity of existing mental health problems, since they are vital to develop problem solving skills, interpersonal relationships, realistic goal setting, and ability to perform and contribute meaningfully in daily life. Taken from a resilience approach, the WHO conceptualization of mental health as a positive state of psychological well-being goes beyond the absence of disease (WHO, 2005). It includes the combination of positive feelings of subjective well-being together with positive functioning in daily life, including mechanisms determining protection against adversities, and health promotion and harm-reduction processes in aversive conditions, at individual as well as group levels (e.g., community and cultural). Within this framework, "Troca a Dar Change to give" is a priority intervention project in Lisbon by the Lisbon City Council (2017-2018). The project seeks to create and maintain social support networks, using community intervention strategies that include a tutoring system between university students and individuals with mental health problems, exchange of small services for business and elderly in isolation by individuals with mental health problems and their tutors, as well as engagement in theatre and dance sessions. Results show that after 6 months of implementation, the intervention contributed to the development of social and emotional skills, well-being, a sense of belonging and reduced prejudice towards individuals with mental health problems.
SOCIAL PROGRAMME

Visit to Medieval Vittoriosa
12th July 17.00
Ferry from Valletta to Vittoriosa (Birgu), where a guided tour of the old Medieval city will take place, followed by dinner. Transport will then be provided back to the hotel. Price €40 (inc. dinner). Those who wish to participate, please contact Ms Shirley Gilson on shirley.gilson@um.edu.mt

Burhan Öçal’s Bosphorus Quartet, Musical Melange
Mellieha, 13th July 19.00
A colourful musical melange delivered by Burhan Öçal’s Bosphorus Quartet. Öçal is a multi-instrumentalist of international repute – a regular guest at leading jazz festivals who has given numerous concerts around the world. Together with the Bosphorus Quartet, Öçal delivers music with a distinctly Mediterranean flavour. For Valletta 2018, Burhan Öçal’s Bosphorus Quartet brings contemporary Turkish compositions and a mix of international pieces specially adapted for the occasion to the scenic village of Mellieha. Those who would like to attend, please contact Shirley Gilson at shirley.gilson@um.edu.mt – Price is €10 inc. concert and transport

Exile Voices (recommended)
Photographic Exhibition by Reza Daghati
Grand Master’s Palace, Valletta
1st-15th July 2018
09.00 -16.30
Entrance free
Choir of Clare College
St Paul’s Anglican Cathedral, Valletta
12th July 20.00
Entrance ticket: 20euros
More information at:
http://maltaartsfestival.org/events/choir-of-clare-college/

Other Valletta 18 events:
https://valletta2018.org/events/

Malta International Arts Festival:
http://maltaartsfestival.org/
Scientific Committee

Prof Carmel Cefai, University of Malta
Prof Paul Bartolo, University of Malta
Prof Josipa Bašić, University of Rijeka
Dr. Adina Colomeischi, University Stefan cel Mare, Suceava
Prof Paula Lebre, University of Lisbon
Prof Anastassios Matsopoulos, University of Crete
Dr. Darko Rovis, University of Rijeka
Prof Celeste Simões, University of Lisbon
Prof Maria Assunta Zanetti, University of Pavia

Local Organising Committee

Carmel Cefai (Chair)
Paul Bartolo
Rachel Spiteri
Shirley Gilson
Denise Mizzi
Links

- University of Malta: [www.um.edu.mt](http://www.um.edu.mt)
- Valletta University Campus: [https://www.um.edu.mt/conferenceunit](https://www.um.edu.mt/conferenceunit)
- Centre for Resilience and Socio-Emotional Health, University of Malta: [www.um.edu.mt/cres](http://www.um.edu.mt/cres)
- Commissioner for Children, Malta: [https://tfal.org.mt/en/Pages/default.aspx](https://tfal.org.mt/en/Pages/default.aspx)
- Valletta 18 European Capital of Culture: [https://valletta2018.org/](https://valletta2018.org/)
- University of Rijeka, Croatia: [http://iuri.uniri.hr/about-uniri/](http://iuri.uniri.hr/about-uniri/)
- University of Crete, Greece: [www.en.uoc.gr/](http://www.en.uoc.gr/)
- University of Pavia, Italy: [www.unipv.eu/site/en/home.html](http://www.unipv.eu/site/en/home.html)
- University of Lisbon, Portugal: [www.ulisboa.pt/en](http://www.ulisboa.pt/en)
The *International Journal of Emotional Education* (IJEE) is the journal of the Centre for Resilience and Socio-Emotional Health (CRES) at the University of Malta. It is a peer-reviewed, international, electronic journal providing space for high quality, empirically based papers on effective intervention and evaluation in the area of emotional education. It is published twice a year. Some of the areas related covered by the journal include amongst others emotional intelligence, social and emotional development, educational resilience, social and emotional health, social and emotional literacy, social and emotional competence, social, emotional and behaviour difficulties, health promotion in schools, mental health in children and young people, mental health in schools, behaviour management and behaviour modification, teaching and learning.

Now in its tenth volume, the IJEE is indexed in SCOPUS, PsycINFO, ERIC, ERIH PLUS, the Directory of Open Access Journals (DOAJ), the Directory of Research Journals Indexing (DRJI), Google Scholar, ProQuest, Open Academic Journals Index (OAJI), Open Access Repository (OAR), the Australian Education Index (AEI), the Directory of Abstract Indexing of Journals (DAIJ), Emerging Sources Citation Index (ESCI), Web of Science and Google Scholar.

IJEE is published free of charge for both readers and authors. For more information please visit

www.um.edu.mt/ijee