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Developing Social-Emotional Competences: PS.smile framework across lifespan

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Socio-Emotional Competencies across the life span: children life



- ***Short- and medium-term benefits***

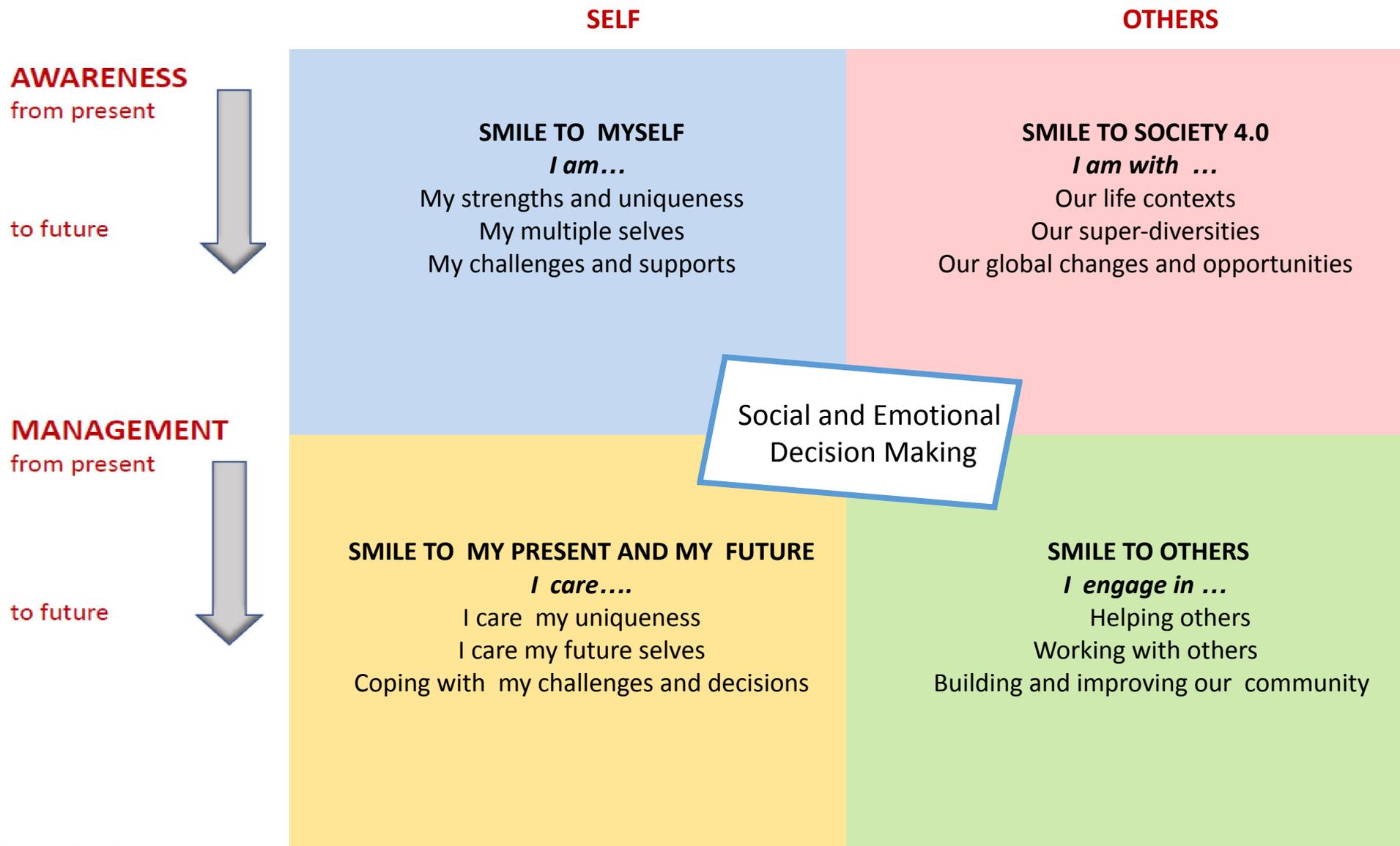
Academic achievement and well-being (Taylor, et al. 2017), decrease in non-adaptive behaviours (Bell, et al., 2015; Jones, Barnes, Bailey, & Doolittle, 2017).

- ***The long-term benefits***

Boys and girls who have developed emotional and social skills are more likely to be ready for higher education goals, successful in their careers and to become engaged citizens (Greenberg, Domitrovich, Weissberg, & Durlak, 2017).



Taking recent study findings into PSsmile conceptual framework



The conceptual framework

SMILE to myself

- Know and explore the nature of emotions and feelings and how they characterize myself in my daily life situations (at school, at home etc.)
- Explore and understand my positive personal resources
- Discover that the positive mindset plays a role in my flourishing

and the actions

SMILE TO MYSELF

- 1 Write about your feelings
- 2 “What’s the word?”/ “Tree of Emotions
- 3 Look at myself
- 4 “My strengths, my uniqueness”
- 5 Strengths chain
- 6 Let it out
- 7 Snap future me!
- 8 Feeling proud



The conceptual framework

and the actions

SMILE to my present and my future

- Explore how to manage emotions and feelings
- Discover and practice ways to foster my positive resources
- Explore and understand how to take care of my personal strengths (at school, at home etc.):
- Progress in building possible future Selves

SMILE TO MY PRESENT AND MY FUTURE

- 1 The emotion taxi
- 2 Tucker the turtle
- 3 Thought monsters
- 4 Treasure chest!
- 5 Snail, snake or shark?
- 6 Super solutions!
- 7 Go-goals
- 8 Super star rewards char



The conceptual framework

SMILE to Society 4.0

- Explore the nature of emotions and feelings as positive mindset in people I know in my life context
- Explore and understand personal resources as positive social mindset in my life context
- Discover changes and challenges occurring in small and large communities and understand the impact of positive mindset
- Progress in exploring positive future communities

and the actions

SMILE TO SOCIETY 4.0

- 1 **How others smile**
- 2 **Animal Theatre**
- 3 **Wheel of my life contexts**
- 4 **Where and with Who in the word....?**
- 5 **Helping me, helping you**
- 6 **Service**
- 7 **Escape room**
- 8 **Goals for all of us!**

The conceptual framework

and the actions

SMILE to others

- Explore and understand positive relationships with others in diverse situations
- Know pro-social behaviors and explore ways to work with others
Explore and understand how to take care of my social strengths (at school, at home etc.)
- Progress in building future positive communities

SMILE TO OTHERS

- 1 Walk the Talk:
- 2 In MY/YOUR shoes
- 3 Positive Relationships
- 4 Giving is Receiving
- 5 Blindfolded Leadership
- 6 Memory Challenge
- 7 What makes a GOOD friend
- 8 *Por quatro cantitos de nada!*

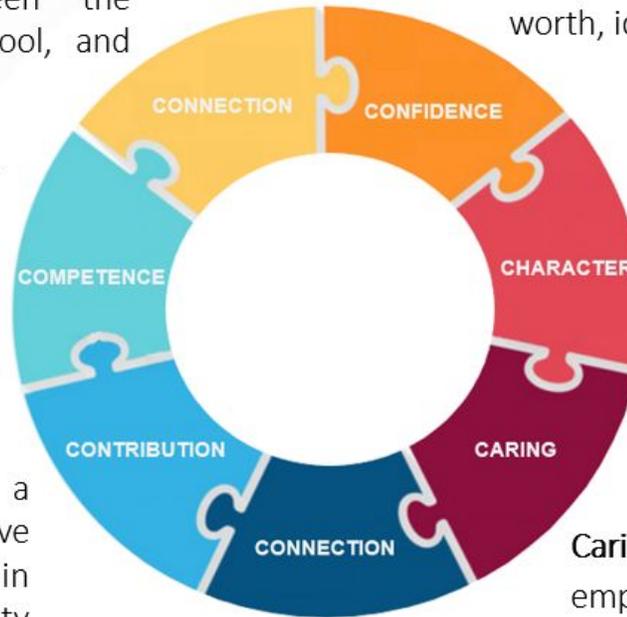


The PSsmile drivers of innovation and enlarged opportunities

Connection: positive bonds with people and institutions that are reflected in bidirectional and mutual exchanges between the individual and peers, family, school, and community, a sense of belonging.

Competence: the positive view of one's skills and abilities in domain-specific areas including social, academic, cognitive, and vocational and in the ability to effectively use them.

Contribution, is attained when a person has more fully realized the five C's and refers to active participation in family, school and community activities and issues, develop and use leadership skills



Confidence: an internal sense of overall positive self-worth and self-efficacy, overall positive self-worth, identity, and sense of the future.

Character, the recognition and respect for societal and cultural rules, having standards for correct behaviours, a sense of right and wrong (morality), a sense of responsibility for one's actions, personal values and principles, spirituality, and integrity.

Caring and Compassion, the sense of sympathy and empathy for others, tolerance, and acceptance- Caring and character) represent general socio-emotional functioning (Geldhof et al., 2014).

POSITIVE YOUTH DEVELOPMENT

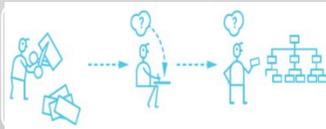
(Heck & Subramaniam, 2009; Lerner et al., 2013)



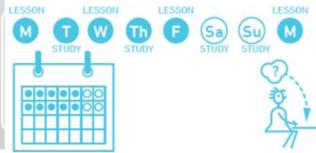
The PSsmile drivers of innovation and enlarged opportunities



ELABORATION: Describing and explaining ideas with detail, establishing relationships between different ideas and connecting them to own experiences and memories.



RETRIEVAL PRACTICE: Making the effort of bringing the ideas and content learnt to mind, evoking specific information and details, and checking accuracy afterwards



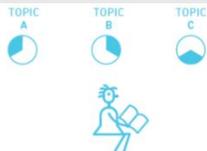
SPACED PRACTICE: Planning the work spread along the time; it is better to work on a topic for five hours throughout a week, than to study it for five hours in the same day.



CONCRETE EXAMPLES: Using specific and concrete examples to explain the more abstract and complex ideas, making connections between ideas and examples and asking for the learners to share their own examples.



DUAL CODING: Combining words (verbal information) with visuals, such as infographics, diagrams, graphic organizers or timelines. It can also be done in the reverse way; look at a visual and explain the content in own words



INTERLEAVING: Switching between topics while you explore contents, not studying the same idea for too long and going back over the ideas again to consolidate the learning and to make connections.



The PSsmile drivers of innovation and enlarged opportunities

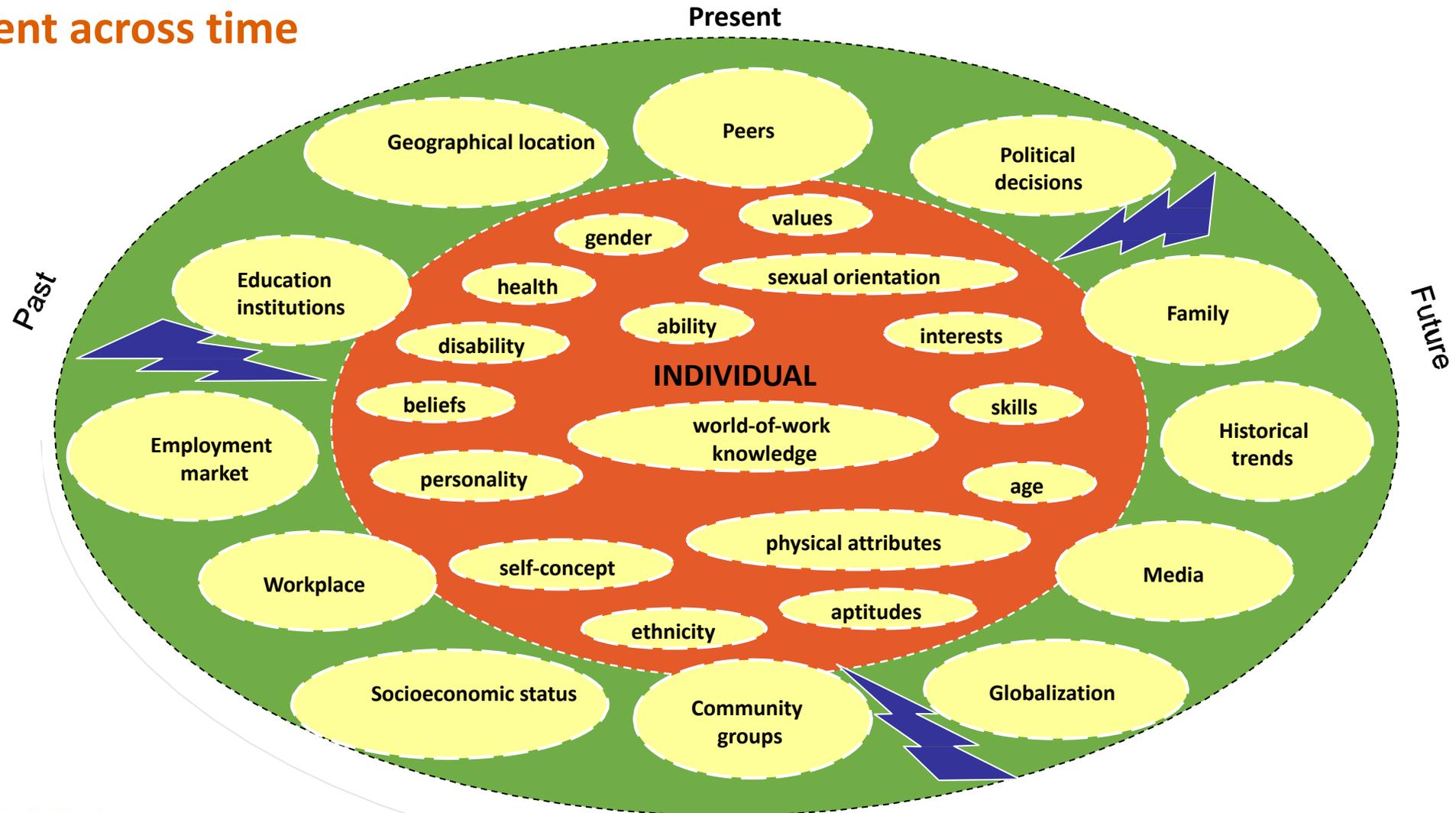
Universal Design for Learning: BRINGING DIVERSITY INTO THE SOCIAL-EMOTIONAL LEARNING CONTEXT



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The PSsmile drivers of innovation and enlarged opportunities

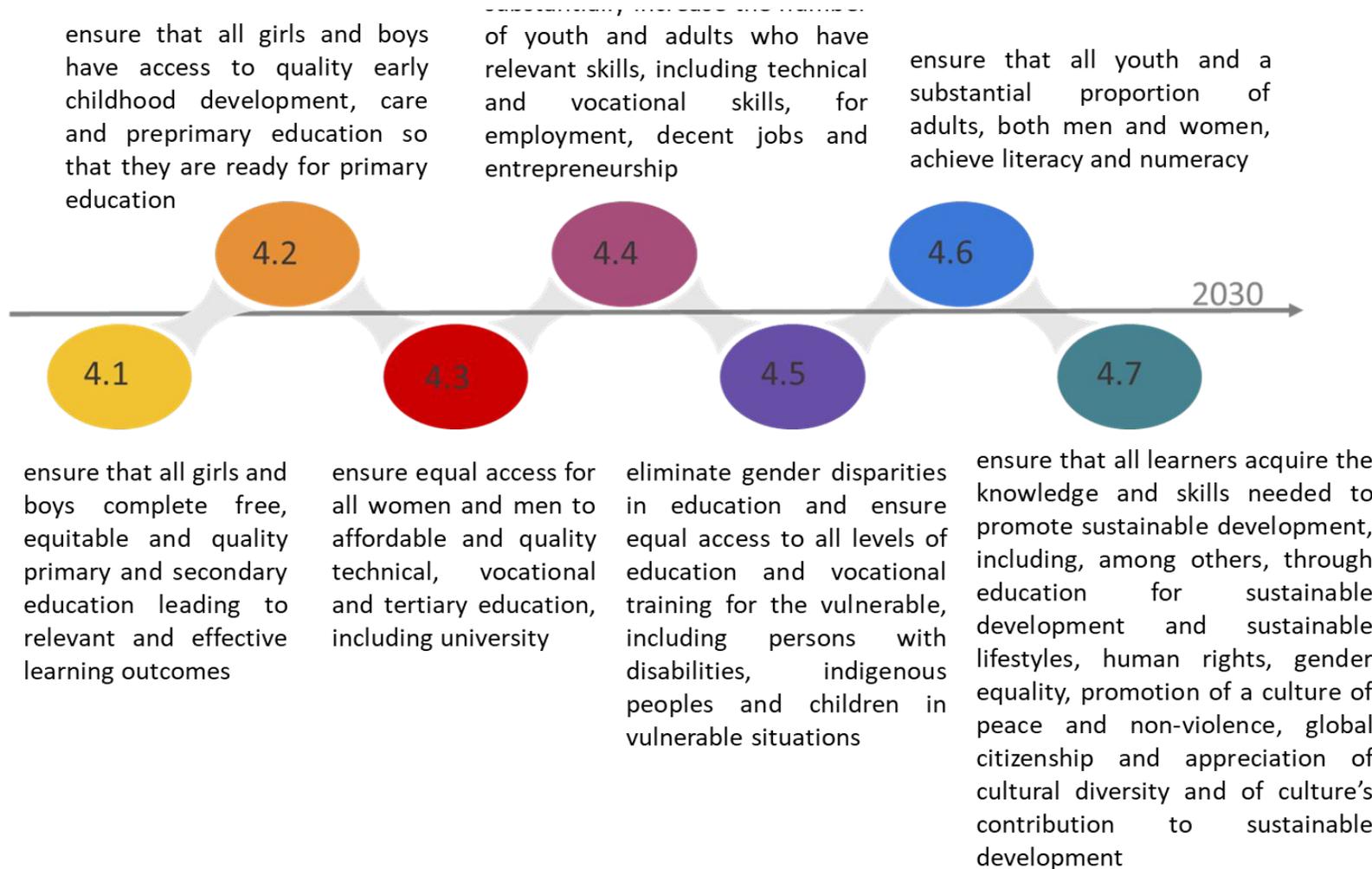
A systemic approach to development across time



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The PSsmile drivers of innovation and enlarged opportunities

SDG 4: *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*



Implementing the curriculum:

Some changes reported by teachers

*feedback from
teachers answers*

- **personal and professional growth**

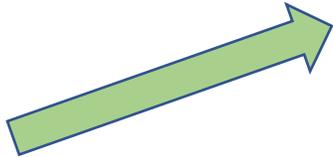
- **Students' learning**
- **A general sense of wellbeing**
- **Proactive attitude towards problems**



Implementing the curriculum: *preliminary results*

Some changes from students

*Participants with
Higher relational
competencies
also show*



Higher
**Positive attitudes toward
future
Gratitude
Persistence**

At the beginning

Higher
**Positive attitudes toward future
Gratitude
Persistence**
Enthusiasm

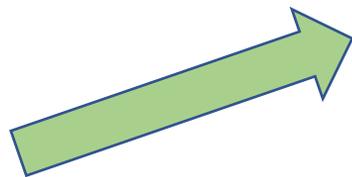
*At the end of the
curriculum*



Implementing the curriculum: *preliminary results*

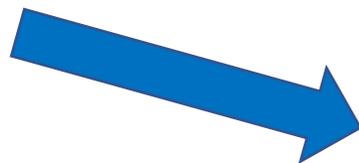
Some changes in young and older primary school pupils

*Participants with
more positive
attitudes
toward future*



***Higher levels of
Enthusiasm***

At the beginning



***Higher levels of
Enthusiasm
Gratitude
Optimism
Persistence
Prosocial behavior***

***At the end of the
curriculum***



Implementing the curriculum:

*Strengthening
the positive development of children
and
the link between resources and positive attitudes
towards unknown challenges and opportunities*



Socio-Emotional Competencies across the life span: the adult life

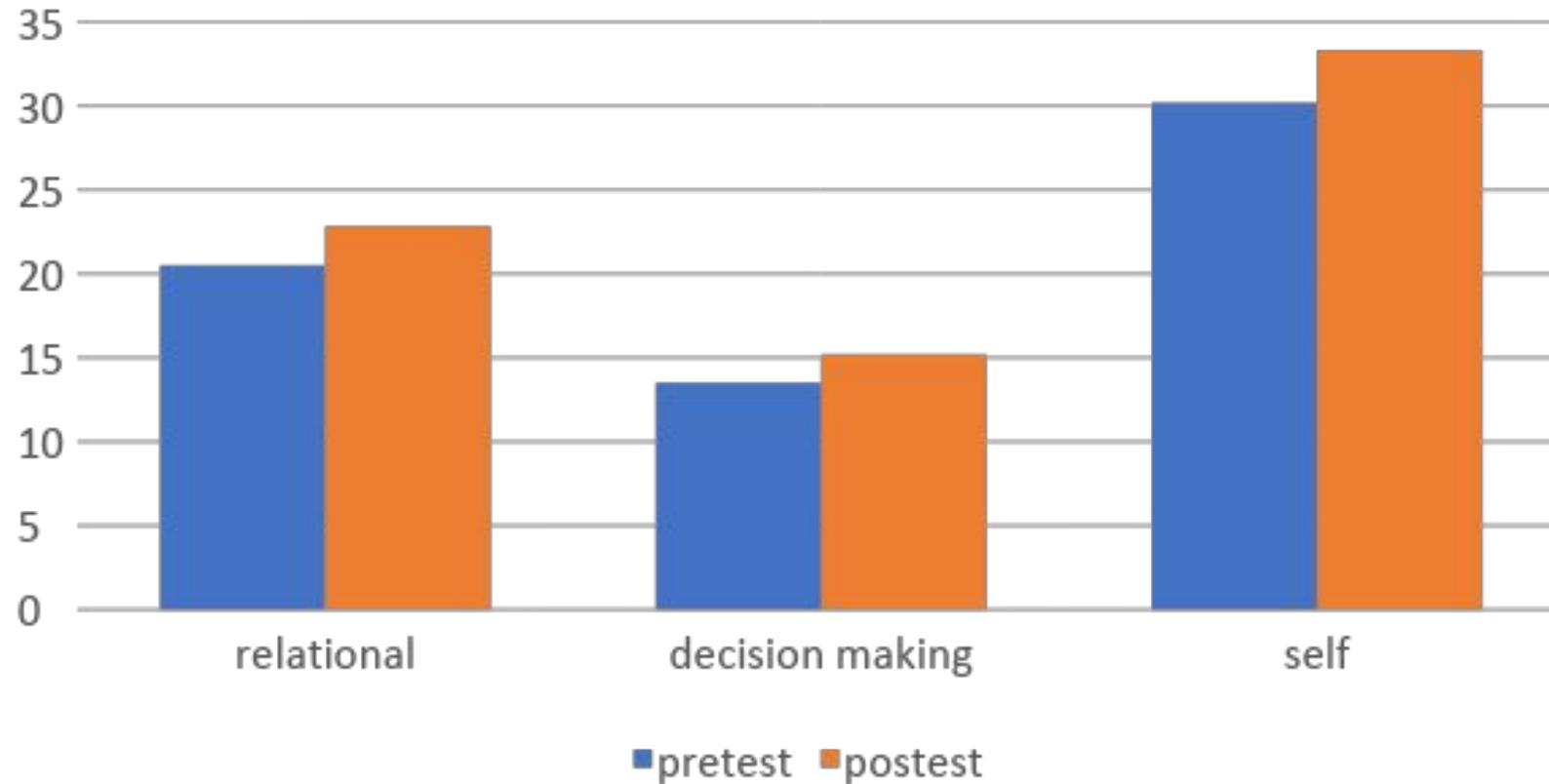
Good emotional management, greater motivation, and awareness of oneself and the people around us, impact the quality of life, contribute to satisfaction and participation in the work context (Kekäläinen, et al. 2022)

Socio-Emotional competencies are associated with job satisfaction in adults (Ramli & Murad, 2020; Choi et al., 2021).

But the challenges and the transition that adults face through their adult life are diverse, ranging from transition to adult identity to playing a constellation of roles from which derive many responsibilities as to the end of the working career.

A result from the training for teachers

self-efficacy beliefs about SEL skills



Messages from participants in the PSsmile project

We can all learn!

We can all be active agents of change and act for the development of SocioEmotional Competences



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