

## INTERNATIONAL SCIENTIFIC CONFERENCE

# Social Emotional Learning to Empower Students with Learning Disabilities and ADHD

Date  
April 27, 2022

# WELCOME

We are excited to welcome you to our joint conference of "Social Emotional Learning to Empower Students with Learning Disabilities and ADHD". This event is a result of a long-term collaboration and relationship between Nitzan - the Israeli Association for the Advancement of Children and Adults with Learning Disabilities and Vytautas Magnus University in Lithuania.

This will be a virtual conference and will be held on April 27, 2022.



**Dr. Maly Danino PhD**



**Prof. Dr. Lina Kaminskienė**



**Prof. Dr. Giedrė Kvieskienė**

## About Nitzan

Nitzan, the Israeli Association for the Advancement of Children and Adults with Learning, Adjustment and Functioning Disabilities, provides professional assessment, treatment, rehabilitation, and other services to people with learning, adaptive and functional disabilities. Nitzan was established in 1964, by parents and volunteers, now operating 40 branches, throughout the country. Nitzan is the leading NGO in Israel providing professional assessment and other services to people with learning disabilities.

For over a decade now, Nitzan Association is focusing on the social emotional world of parents, teachers and children, developing evidence-based intervention programs, and training professionals in Israel and abroad.

**Nitzan is also a Special Consultant to the United Nations Economic and Social Council since 2021.**

## About Vytautas Magnus University

Vytautas Magnus University (VMU) established in 1922 (re-established in 1989), is one of the most liberal and modern universities in Lithuania.

Its well-deserved reputation is built on pursuing policies of liberal studies and establishing successful international relations with other universities all over the world. It is an open university where traditions and innovations meet and complement each other.

It is an international and multilingual institution that continuously develops international networks and intercultural dialogues, participates in international scientific, academic and social projects, encourages lecturer and student mobility, and promotes dialogue and tolerance.

**VMU is ranked among the TOP 800 universities in the world.**

## We welcome:

Researchers from the fields of Education, Emotional Therapy, Parent's Guidance, Universities, professionals and service providers from the fields of, Education, Therapy, Learning Disabilities, NGO's, professionals from: Youth and Support Centers, Inclusive Education, and Safe Communities

For Registration please



# CONFERENCE COMMITTEES

## SCIENTIFIC COMMITTEE

### Chairpersons

**Prof. Dr. Lina Kaminskienė**

Chancellor, Education Academy, Vytautas Magnus University, Lithuania

**Dr. Maly Danino PhD**

CEO of Nitzan The Association for Advancing Children and Adults with Learning Disabilities and ADHD, Israel

### Members

**Prof. Dr. Alvyra Galkienė**

Education Academy, Vytautas Magnus University, Lithuania

**Dr. Charles S. White**

Social Science Education Consortium, Inc., USA

**Dr. Dan Kohen Vacs**

HIT (Holon Institute of Technology), Israel

**Dr. Eszter Salamon**

Director, Stichting IPA (Parents International), Netherlands, Education Consultant, European School Heads Association

**Prof. Dr. H. C. mult. Gerd-Bodo von Carlsburg**

Heidelberg University, Germany

**Assoc. Prof. Ilona Tandzegolskienė**

Education Academy, Vytautas Magnus University, Lithuania

**Prof. Dr. Ilze Ivanova**

University of Latvia

**Dr. Karmen Trasberg**

Tartu University, Estonia

**Prof. Dr. Leta Dromantienė**

Education Academy, Vytautas Magnus University, Lithuania

**Prof. Malka Margalit**

School of Behavior Sciences, Peres Academic Center; Professor Emeritus, Tel-Aviv University, Israel

**Prof. Michal Al-Yagon**

Tel Aviv University, Israel - School of Education

**Prof. Dr. Stefanija Ališauskienė**

Education Academy, Vytautas Magnus University, Lithuania

**Prof. Zippora Schechtman**

Prof. Emeritus Haifa University, Israel

## ORGANIZING COMMITTEE

### Chairpersons

**Prof. Dr. Giedrė Kvieskienė**

Head, Institute for Professional Development, Education Academy, Vytautas Magnus University, Lithuania

**Tova Gur Arie**

Resource Development and International Relations Director, Nitzan The Association for Advancing Children and Adults with Learning Disabilities and ADHD, Israel

### Members

**Alicija Romeiko**

Education Academy, Vytautas Magnus University, Lithuania

**Dr. Auksė Petruškevičiūtė**

Education Academy, Vytautas Magnus University, Lithuania

**Danguolė Bylaitė – Šalavėjienė**

Education Academy, Vytautas Magnus University, Lithuania

**Hadar Danon**

Educational Counsellor, Professional Advisor to CEO, Nitzan The Association for Advancing Children and Adults with Learning Disabilities and ADHD, Israel

**Juliya Grigėnaitė**

Education Academy, Vytautas Magnus University, Lithuania

**Jovita Matulaitienė**

Education Academy, Vytautas Magnus University, Lithuania

**Maayan Haim Litzman**

Professional Director Nitzan The Association for Advancing Children and Adults with Learning Disabilities and ADHD, Israel

**Povilas Urbšys**

Education Academy, Vytautas Magnus University, Lithuania

**Remigija Noreikaitė – Siadura**

Education Academy, Vytautas Magnus University, Lithuania



# CONFERENCE PROGRAMME

## GREETINGS

**10:00-10:20**

**Emanuelis Zingeris**

Parliament member of The Republic of Lithuania

**Prof. Artūras Žukauskas**

Chair of the Education and Science Committee of the Parliament of the Republic of Lithuania

**Ms. Dalit Stauber**

General Director, Ministry of Education, Israel

**Mr. Yossi Levi**

Israel's Ambassador to Lithuania

**Ms. Hagit Ben Ya'akov**

Israel's Ambassador to Finland and Estonia

**Prof. Dr. Juozas Augutis**

Vytautas Magnus University Rector

## LECTURES

**10:30-10:50**

### **Advances, Controversies, and Future Directions in the Study of Loneliness and Hope: The Learning Disabilities and ADHD Perspectives**



**Prof. Malka Margalit**, PhD - Dean and professor, School of Behavior Sciences, Peres Academic Center. Professor Emeritus, Tel-Aviv University. Educational and Rehabilitation Psychologist. Head of Hope Research Institute. Prof. Margalit

is the laureate of the Israel prize in education (2017), Research: learning disabilities, Hope, loneliness, social support, wellbeing and salutogenesis.

#### **Abstract**

Developmental and educational studies demonstrate the significance of social and emotional perspectives for in-depth understanding the well-being and adjustment among individuals with learning disabilities (LD) and ADHD, as well as their academic struggles and achievements.

The importance of loneliness and hope as indicators of coping with challenges were already demonstrated for these individuals at different age groups from young children to adults. These key constructs are gaining special significance during the outbreak of COVID-19, when everybody is struggling with the social distancing policy, distance learning and the periodical lockdown.

Resilience studies during this time focused special awareness to the coping of individuals with high prevalence disabilities (such as LD and ADHD) who are considered more vulnerable to challenges and distressful periods than their peers. The significance of awareness to their loneliness and the mediating role of hope has been demonstrated in recent research, and will be discussed in this presentation through a series of studies that focused attention on the development of risks, interpersonal and intrapersonal resources and coping within cultural perspectives. Controversies related to academic entitlement in terms of test accommodations and the significance of gratitude and social relations will be considered in research, while proposing forthcoming intervention directions.



# CONFERENCE PROGRAMME

**10:50-11:10**

## **Learning from the COVID19 Crisis for Educating Children with Special Educational Needs: Schools' Perspective on Challenges Children Face**

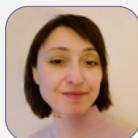
Stefanija Alisauskiene, Lina Milteniene, Rita Meliene, Vytautas Magnus University, Lithuania



**Stefanija Alisauskiene** is a professor in the Education Academy, Vytautas Magnus University, Lithuania. She specializes in educational support specialist education and teacher education for inclusion. Her research interest includes special needs and inclusive education, and early childhood intervention. She has an extensive expertise in special needs education and developments towards inclusive education acquired through national and international research projects.



**Lina Milteniene** is Associate Professor of Education in the Education Academy at the Vytautas Magnus University. She works in the field of special needs education, carry out research with a focus on creating an inclusive school culture and environment, development of support system for children having special educational needs. For three years she has been working as a national expert in the project of the European Agency for Special Needs and Inclusive Education „Teacher Education for Inclusion“.



**Rita Meliene** is an associate professor in the Education Academy, Vytautas Magnus University, Lithuania. Her research interest are inclusive teaching and learning, special needs education, literacy education. She has many years of experience both teaching future support teachers and working as a support teacher at an inclusive school.

### **Abstract**

The authors aim to share with school's perspective on challenges that children with special educational needs (SEN) face in the context of unforeseen urgent transition to remote education caused by COVID19 pandemic. The presented data is a part of a larger research project 'Emotional and educational difficulties and dealing with them in the inclusive education in the context of COVID19' conducted in Lithuania in 2021. The method of Focus group (FG) has been employed.

The FGs consist of teachers, educational support professionals, and representatives of administrations of 20 randomly selected schools. The representatives of each selected school formed their FG. In total, 159 participants took part in the FG discussions.

The following points sum up the main findings based on the perspective of the participating schools: in the COVID19 pandemic, when schools were obliged to urgently move to remote education, the impact of obstacles related to home and/or educational environment at school, vulnerability related to SEN, and psychological social emotional difficulties on the situation of a child with SEN were highlighted.

Lack of individual immediate support and/or lack of parents' abilities to provide relevant support to a child etc. causes loss of learning motivation, behaviour issues, and increases vulnerability of a child, and withdrawal from education process.

**11:10-11:30**

## **The Involvement of Executive Functions in Reading Acquisition and Remediation**



**Prof. Tzipi Horowitz-Kraus**, PhD is an Associate Professor in the Faculty of Education in Science and Technology and the Faculty of Biomedical Engineering, heading the Educational Neuroimaging Group (ENIG). Dr Horowitz-Kraus is also an Assistant Professor at Kennedy Krieger Institute and Johns Hopkins School of Medicine. In her research Dr Horowitz-Kraus leverages the research focusing on executive functions during reading, reading acquisition and language processing using cognitive and neuroimaging tools. Her research utilizes neuroimaging tools to characterize the effects of nature and nurture on the developing brain in children.

### **Abstract**

Traditional models aiming to explain the process of reading acquisition, and among the well-known one-the Simple View of Reading model-suggest that reading comprehension relies on both intact language and decoding abilities.

However, recent updates to the model pointed at the important contribution of executive functions to intact reading. In a series of studies, including neuroimaging and behavioral/cognitive measurements, we aimed to define the involvement of executive functions (EF) in reading and reading difficulties (RD, or dyslexia) and the utilization of these abilities to improve reading abilities. Results showed decreased event-related potentials evoked from an anatomical brain region related to EF and functional MRI data showed decreased connectivity between cognitive control networks related to error monitoring and visual attention during reading. Following an EF-based reading intervention, increased functional connectivity within brain networks related to cognitive control and reading (visual, auditory) were found in these readers.

Our results are in line with the suggestions to extend of the Simple View of Reading model to also include the EF component in word and fluency reading. The role of EF in reading in general and in RD in particular as a possible "synchronizer" of reading-related systems as well as the use of possible future executive-functions-based interventions in prereaders will be discussed.





# CONFERENCE PROGRAMME

**11:30-11:50**

## **Conceptualizations Social and Emotion Concepts**



### **Prof. Dr. Gerd-Bodo von Carlsburg,**

since March 1, 1975, professor at the Heidelberg University of Education. Research interest: History and systematics of education; history of schools, teaching profession; philosophical, anthropological foundations of education; research on the pedagogy and psychoanalysis; humanistic educational science.

### **Abstract**

The presentation will include a look at the past and disciplinary history, some reflections on the situation, insight into the psychological context, and the development of evidence-based programs to support children's emotional and social learning.

There is a need to think about how to systematically support social and emotional learning in digital environments. Especially for the youngest, the educational necessities of digitization in (pre-)schools are urgent in times of SARS-CoV-2 to reach children emotionally.

At the same time, the question naturally arises as to the significance of social emotional education and how it is to be understood as part of a holistic educational concept.

What programs are available for systematically promoting children's social and emotional competencies? How can these approaches be transferred into a digital teaching-learning setting to best promote children's healthy development, even in pandemic times?

This presentation will give an insight into different, selected projects and will show approaches of online learning innovations and prototypical interfaces.

## **BREAK**

**11:50-12:00**

**12:00-12:20**

## **Group Therapy for Children with Learning Disabilities (LD) and (ADHD)**



**Prof. Zipora Schechtman,** is Professor (emerita) from the University of Haifa. She is a clinician and a researcher in the area of group counselling and psychotherapy with children and adults. She published over 120 scientific papers and four books

(2 in English). She is the past associate editor of Group Dynamics and the recipient of the Distinguished fellow award from the American Group Psychotherapy Association, the Teichman Award for research from the American Psychological Association, and the Life Time Award from the Israeli Ministry of Education.

### **Abstract**

For many years children with LDs were assisted with their leaning difficulties by qualified special education teachers, but their socioemotional difficulties were often ignored.

Children with ADHD cannot hide their behavior problems, which were mostly addressed through pharmacology, special education settings, and parent guidance and consultation. When child treatment was offered, it was usually in an individual setting with a psychiatrist or psychologist.

This presentation suggests group treatment with the children themselves. Groups are helpful due to the unique therapeutic factors which characterizes small group therapy (e.g.), group cohesion and support, self-expressiveness, interpersonal learning, to name just a few. We have developed an emotion focused theory for groups (EFTG), and special techniques to engage children in the therapeutic process, such as, art therapy, bibliotherapy, therapeutic cards, and therapeutic games. Based on a wide range of research we showed that EFTG is effective with children with LD and ADHD.

It appeared as effective as individual therapy, more effective than no treatment or an educational type of treatment. Results indicated progress on many emotional and social variables (anxiety, aggression), including on academic achievement. The groups are cost-effective and effective with young children and adolescents.



# CONFERENCE PROGRAMME

**12:20-12:40**

## **Academic, Social and Emotional, Learning (CASEL) for Enabling Children's and Young People's Resilience (Lithuania, Estonia Estonia)**

Giedrė Kvieskienė, Ilzė Ivanova, Karmen Trasberg



**Prof. Dr. Giedrė Kvieskienė** is Professor of Education and Director of the Vilnius Professional Development Institute of Vytautas Magnus University. Research interest: smart education, social communication, and education policy, with a focus on positive socialization and children welfare.



**Ivanova, Ilze**, Dr. paed. , prof. Emeritus works within University of Latvia Faculty of Education Psychology and Art nearly 40 years. Her scientific interests are connected with adult education, inclusive education, development of educational environment.



**Trasberg, Karmen**, Dr. , Lecturer of Educational management, program director of vocational education teacher curricula at the University of Tartu, research interests: internationalization (virtual, physical and blended mobility), multicultural, entrepreneurship education in teacher training, inclusive education, VET teacher's identity and initial training.

### **Abstract**

The authors of this article will focus on solutions promoting personalization, socio-emotional intelligence, and universal prototypes, which teachers can easily apply in schools and other socio-educational institutions. We aim to make prototypes accessible to all, especially those experiencing particular social exclusion, children at social risk, NEET youth, or specific ethnic groups (e.g., the Roma).

The CASEL platform enriches social and emotional learning as "the process by which students and adults acquire and effectively apply the knowledge, attitudes, and skills needed to develop positive behaviors, understand and manage emotions, feel and empathize with others, and establish and maintain supportive relationships, and make responsible and caring decisions." This process includes competencies that encompass the knowledge, skills, and attitudes that affect students' quality of communication with students and their ability to adapt to and navigate the complexities of everyday life.

We argue that positive socialization is a policy of positive action (positive socialization scenario) under which teachers and educational professionals, or competent persons can correct the socialization behavior of entities seeking to identify components of positive socialization and prevent socially unacceptable cultural consequences.

**12:40-13:00**

## **Fostering Social and Emotional Skills within Children and Adolescents**



**Dr. Maly Danino** is the CEO of Nitzan. She holds a PhD degree in Education from Haifa University. She established the Learning Disabilities Department at the Ministry of Education, developed the E.C.C (Emotional Cognitive Coaching) method, conducted several studies, and published various articles and books focusing on parents of children with learning disabilities and ADHD.

### **Abstract**

Children and adolescents face a number of challenges. Some are due to the lack of social skills and the growing gap between the level of intelligence, thinking and creativity and the emotional and social components.

If in the past the children learned life skills on the street or in the neighborhood, where they also learned about the values of cooperation, leadership, compassion and empathy, then today the "playground" has mostly moved to the virtual arena, which often replaces human and face-to-face interaction.

This reality leads to a very fast-paced world where there is no time to think before one reacts. One has to respond instantly and in this reality, one has no ability to experience facial expressions or body language in order to better understand the friend's emotions, and respond to them in an adjusted way. This phenomena has only intensified as a result of the Corona Pandemic, saturated with isolation and social alienation, which has left children and teenagers in their homes and close to screens.

B-Friendly is a program designed to help children and adolescents cope with complex social situations and provide them with coping strategies that will allow them to distinguish between emotion and behavior, using a pause mechanism that will enable them to first stop and think about each situation from different perspectives and points of view and only then decide how to react, while experiencing the social processes within a safe and secure classroom.



# CONFERENCE PROGRAMME

**13:00-13:20**

## **Towards Design and Deployment of Technologies used for Enhancing Learning Experiences Adapted for Students with Learning Disabilities**

Dr. Dan Kohen Vacs, Dr. Meital Amzalag Holon Institute of Technology



**Dr. Dan Kohen-Vacs** holds a Ph.D. in Computer and Information Science from LNU, Sweden. He is the Head of the bachelor department in the Faculty of Instructional Technologies at HIT, Israel.

His research focus on development of Technologies used to Enhance Learning (TEL).



**Dr. Meital Amzalag** holds a Ph.D. in Education from the University of Haifa, Israel. She is a lecturer at the bachelor and master programs at the department in the Faculty of Instructional Technologies at HIT, Israel. Her research focus on the implementation of

Technologies used to Enhance Learning (TEL).

### **Abstract**

For the past several decades, researchers and practitioners show their avid interest in Technologies used for Enhancing Learning (TEL). TEL environments offer potential benefits for educational processes aimed at Social Emotional Learning exercised by the general public as well as by students with learning disabilities.

In this talk, we offer an overview of the design and development process of such environments as we address in our teaching and research efforts conducted in the Faculty of Instructional Technologies at HIT, Israel. Specifically, we will present the initial step of our efforts to deploy such innovations as we conceptualize things in terms of the model addressing Technological Pedagogical Content Knowledge (TPACK).

Next, we show how we transform these concepts into design efforts practiced iteratively. Specifically, we illustrate how we mature concepts into working designs ready to be developed and materialized into working environments ready for use in realistic settings. Such settings consisting educational challenges tackled by students with learning disabilities.

Last but not least, we will offer a demonstration of cases concerning the design and development of such environments already deployed for such conditions. There, we will emphasize on advantages of these innovations offering support for Social Emotional Learning for students with learning disabilities.

## **BREAK**

**13:40-13:50**

**14:00-14:20**

## **Strategic Planning of Social and Emotional skills development: Methodology and Research**

Ilona Tandzegolskienė, Nijolė Čiučiulkienė, Vytautas Magnus University, Lithuania.



**Ilona Tandzegolskienė** is an associated professor and a vice-chancellor at Education Academy of Vytautas Magnus University. Her research interests include autonomous learning, social emotional skills, outdoor learning, discourse analysis in the social media

and action research in the pedagogy.



**Nijolė Čiučiulkienė** Dr. Nijolė Čiučiulkienė is an associate professor at Educational Academy of Vytautas Magnus University. Research interests are: modern didactic, vocational didactic, phenomenon based learning, problem based learning, mentoring,

reverse mentoring, apprenticeship, action research.

### **Abstract**

During the first week of school closures due to the pandemic, a rapid "School Barometer" survey (in terms of response time, and dissemination time) was conducted in Germany, Austria, and Switzerland to assess the current school situation caused by COVID-19.

The School Barometer was later extended prior to the international investigation; some countries conducted the survey in their own languages. The purpose of the School Barometer is to monitor the current school situation at the national and international level by collecting the opinions of various actors (parents, students, school staff, school management, school authorities and school support systems). The aim of the study was to adapt School Barometer survey techniques for the Baltic states while striving to investigate school situation caused by COVID-19, the special attention being paid to the development of social emotional skills.

The School Barometer survey covers the following topics: information flow from school authorities, teachers; reactions to school closures caused by the COVID-19 crisis; the stress of the COVID-19 crisis; students' current situation at home; supervision and training of school staff during school closure; digital teaching and learning, resources, and practices; expectations and desires of students, school staff, school management, school administration and the school support system.





# CONFERENCE PROGRAMME

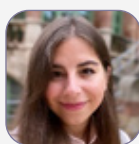
**14:20-14:40**

## **Empowering Parents of Children with Intellectual Disabilities for Home-School Partnership – the ELIPDA and PAT Projects**

Eszter Salamon, Luca László, ESHA, Netherlands



**Eszter Salamon** is the Director of Parents International and works for ESHA as a consultant. With a teaching and economy background, she has a PhD in education leadership. She has worked in the field of child rights since 1989 as well as inclusion, child and parent participation, leadership and related education innovation.



**Luca Janka Laszlo** is working on internationally funded projects around education, child rights, stakeholder engagement since 2016, with a background in social sciences, and minority policy education. She is currently working as a project manager for the Parent International, and as an educational consultant for the European School Heads Association (ESHA).

### **Abstract**

The European Pillar of Social Rights states that "Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market".

The main emphasis of all education policy efforts in the European Union have been along the axis of inclusion. The UN Convention on the Rights of People with Disabilities (CRPD) and the UN Convention on the Rights of the Child (UNCRC) together define the rights and duties of the parents of disabled children as well, while clearly define the duties of public actors.

The research outcomes of the ELPIDA and Parenting Together (PAT) projects – to be presented at the conference - have contributed to understanding the capacity building needs of parents of children with intellectual disabilities and that of professionals collaborating with them, also contributing to the definition of state actors' responsibilities.

The two projects focused on children of different age groups and thus different needs. The evidence based ELPIDA project, had been chosen for the Zero Award 2020.

**14:40-15:00**

## **Using Positive Reinforcement to Increase On-Task Behavior**



**Philip Nordness**, Ph.D. is the Peter Kiewit Distinguished Professor of Special Education at the University of Nebraska Omaha, USA. Dr. Nordness teaches courses in behaviour modification, research methodologies, and emotional and behavioural disorders. Dr. Nordness is a leader in online program development to train special education teachers and he is currently working on research to address the shortage of special education teachers.

### **Abstract**

Historically schools and classrooms have relied on punitive approaches to decrease problem behaviors and to increase student compliance. However, a punitive approach does not help students who are trying to avoid doing the work in the first place and it does not result in the teaching of expected pro-social behaviors. Positive reinforcement results in the increasing of a desired behavior through the presentation of a reinforcer.

The idea behind positive reinforcement is that if we recognize a child for performing the desired behaviors, we will see a decrease in the negative behaviors. We use positive reinforcement to help children acquire and perform skills that they may otherwise find difficult to learn or perform because of their disability.

Once they acquire and perform the skill in a way that they find beneficial, then we can fade the reinforcer as they find the skill to be reinforcing on its own. This presentation will describe a rationale for using positive reinforcement to increase pro-social behaviors in the classroom and for children who are learning online. In addition, this presentation will share a number of strategies to help children with ADHD increase their time on-task behaviors in the classroom and at home working online.



# CONFERENCE PROGRAMME

**15:00-15:20**

## **Ways of Developing Socio-Emotional Competence in Education: Problems, Solutions, Challenges (case of Latvia)**

Dr.Paed. Prof. Emeritus Ilze Ivanova, Faculty of Education, Psychology and Art, University of Latvia

Dr.Philol. Dr.oec. Ineta Kristovska, Project Coordinator, Riga Business School, Riga Technical University



**Ivanova, Ilze**, Dr. paed., prof. Emeritus works within University of Latvia Faculty of Education Psychology and Art nearly 40 years. Her scientific interests are connected with adult education, inclusive education, development of educational environment.



**Kristovska Ineta**, Dr.oec., Dr.philol. works in higher education more than 30 years. Her scientific interests: education management, development of learning environments, open and distance education, quality of education.

### **Abstract**

Social and Emotional Learning (SEL) strengthen children's self-esteem, self-awareness, and self-respect. SEL promotes the development of children's interaction skills and supports relationships with others.

It is important to start SEL already in families, kinder gardens going on in the whole life learning to understand themselves, to defend own boundaries and respect those of others.

SEL is a very acute topic in the work and life of teachers to know and understand themselves to guide the pedagogical process in schools. Contemporary educational institutions, non-governmental organizations, local communities pay special attention to social emotional education of children considering. Every country, following general guidelines, has its traditions, ways of developing SEL. The authors will discuss some ways of SEL through learning process, specially developed programmes, international projects, digital tool „EMU:Skola“(EMU School) for emotional support of children touching upon problems and solutions.

The authors will use the analysis of documents, the results of implementation of SEL programmes and projects. The first results of „EMU:Skola“ used as a digital tool to create a support for students and favourable learning environment will be demonstrated.

**15:20-16:20 | Keynote Speaker**

## **The Socially Isolated Child: How Parents and Teachers can Help**



**Richard Lavoie** holds four degrees in Special Education and has served as a teacher administrator, consultant, speaker and author since 1972. He is best known for his world-renowned video "How Difficult Can This Be? The F.A.T. City Workshop". He is also the author of "The Motivation Breakthrough: 6 Secrets to Turning on the Tuned-Out Child" and "It's So Much Work to Be Your Friend: Helping the Learning-Disabled Child Find Social Success".

### **Abstract**

It has been said that childhood is a laboratory where children learn loyalty, sharing, friendship and human interaction.

Unfortunately, many children with LD/ADHD are unable to establish and maintain peer friendships and are, therefore, deprived of this opportunity to develop social skills.

This seminar will discuss the reasons why these children are unable establish friendships and will provide specific strategies that parents and teachers can use to remedy this situation.





# CONFERENCE PROGRAMME OVERVIEW

April 27, 2022 | 10:00-17:20

## 10:00-10:20

### Greetings

**Emanuelis Zingeris**, Parliament member of The Republic of Lithuania  
**Prof. Artūras Žukauskas**, Chair of the Education and Science Committee of the Parliament of the Republic of Lithuania  
**Ms. Dalit Stauber**, General Director, Ministry of Education, Israel  
**Mr. Yossi Levi**, Israel's Ambassador to Lithuania  
**Ms. Hagit Ben Ya'akov**, Israel's Ambassador to Finland and Estonia  
**Prof. Dr. Juozas Augutis**, Vytautas Magnus University Rector

## 10:20-10:30

### Plenary Session I

#### Social-Emotional Learning Conceptions

##### Moderators

Dr. Maly Danino, Nitzan The Association for Advancing Children and Adults with Learning Disabilities and ADHD, Israel  
Dr. Nijolė Čiučiulienė, Vytautas Magnus University, Lithuania

## 10:30-10:50

### Advances, Controversies, and Future Directions in the Study of Loneliness and Hope: The Learning Disabilities and ADHD Perspectives

Prof. Malka Margalit – Tel-Aviv University, Peres Academic center, Israel

## 10:50-11:10

### Learning from the COVID19 Crisis for Educating Children with Special Educational Needs: Schools' Perspective on Challenges Children Face

Stefanija Alisauskienė, Lina Miltenienė, Rita Melienė, Vytautas Magnus University, Lithuania

## 11:10-11:30

### The Involvement of Executive Functions in Reading Acquisition and Remediation

Prof. Tzipi Horowitz Kraus - Technion - Israel Institute of Technology

## 11:30-11:50

### Conceptualizations Social and Emotion Concepts

Prof. Dr. Gerd-Bodo von Carlsburg, Germany

## 11:50-12:00

### Break

## 12:00-12:20

### Group Therapy for Children with Learning Disabilities (LD) and (ADHD)

Prof. Zipora Schechtman - Professor (emerita) the University of Haifa, Israel

## 12:20-12:40

### Academic, Social and Emotional, Learning (CASEL) for Enabling Children's and Young People's Resilience (Lithuania, Estonia Estonia)

Giedrė Kvieskienė, Ilzė Ivanova, Karmen Trasberg

## 12:40-13:00

### Fostering Social and Emotional Skills within Children and Adolescents

Dr. Maly Danino CEO, Nitzan The Association for Advancing Children and Adults with Learning Disabilities and ADHD, Israel

## 13:00-13:20

### Towards Design and Deployment of Technologies used for Enhancing Learning Experiences Adapted for Students with Learning Disabilities.

Dr. Dan Kohen Vacs, Dr. Meital Amzalag Holon Institute of Technology

## 13:20-13:40

### Discussions

all panelists and moderators

## 13:40-13:50

### Break

## 13:50-14:00

### Plenary Session II

#### SEL techniques for Empowering Students with Learning Disabilities and ADHD

##### Moderators

Prof. Stefanija Ališauskienė, Vytautas Magnus University, Lithuania  
Tova Gur Arie, Nitzan the Israeli Association for Children and Adults with Learning Disabilities, Israel

## 14:00-14:20

### Strategic Planning of Social and Emotional skills development: Methodology and Research

Ilona Tandzegolskienė, Nijolė Čiučiulienė, Vytautas Magnus University, Lithuania

## 14:20-14:40

### Empowering Parents of Children with Intellectual Disabilities for Home-School Partnership – the ELIPDA and PAT Projects

Eszter Salamon, Luca László, ESHA, Netherlands

## 14:40-15:00

### Using Positive Reinforcement to Increase On-Task Behavior

Prof. Philip Nordness, University of Nebraska at Omaha, USA

## 15:00-15:20

### Ways of Developing Socio-Emotional Competence in Education: Problems, Solutions, Challenges (Case of Latvia)

Dr.Paed. Prof. Emeritus Ilze Ivanova, Faculty of Education, Psychology and Art, University of Latvia

Dr.Philol. Dr.oec. Ineta Kristovska, Project Coordinator, Riga Business School, Riga Technical University

## 15:20-16:20 | Keynote Speaker

### The Socially Isolated Child: How Parents and Teachers can Help

Mr. Richard Lavoie

## 16:20-16:50

### Discussion

keynote speaker and moderators

## 16:50-17:20

### Closing Remarks