

PLENARY LECTURES

Margrét Sigmarsdóttir, Ph.D., Associate Professor of University of Iceland

Children's externalizing Problems: Evidence-based Programs for Parents and Schools

Annotation of the lecture:

It is widely recognized that it is important to prevent and treat children's externalizing problems by using evidence-based programs and to work with both parents and schools. The externalizing problems of children have shown to be the principal source for referrals to specialist services in municipalities and that has been shown in Iceland as well as internationally. That indicates a special need to deal with those problems systematically and effectively. In this presentation I will shortly look at the development of children's externalizing problems and what research shows as the main reason for its maintenance. The focus will then be on telling and showing participants about a couple of evidence-based programs, meant to strengthen the school system as well as parents to deal with those problems. Those programs are of importance to prevent and reduce children's externalizing problems.

Lecturer's medallion:



Margrét Sigmarsdóttir (margr@hi.is) is a psychologist and a certified clinical child psychology specialist, and associate professor at the University of Iceland, School of Education. Spending about 20 years nationally and internationally as a Scientific Psychological and Clinical Director and implementor of Evidence Based Practice gave me relevant expertise and skills to carry out different research and implementation projects. Those projects are now influencing in the field, especially when it comes to systematic work with parents and schools in a way to influence the well-being of children, parents, and teacher. My most influencing work is being a pioneer in Iceland in implementing the evidence-based intervention Parent Management Training – Oregon model/PMTO and the Positive Behavioral Interventions and Supports (PBIS), an evidence-based three-tiered intervention for schools.

Bergljót Gyða Guðmundsdóttir, Ph.D., Associate Professor of University of Iceland

Children's internalizing concerns: Social and emotional learning in schools

Annotation of the lecture:

In the past few decades, social-emotional learning (SEL) has attracted increasing interest among researchers, practitioners, and education policymakers worldwide. In fact, UNESCO argues that SEL is critical to achieving the United Nations' sustainable development goals. The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five core social and emotional competencies: namely, self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, each of which encompasses several interrelated skills that work together to support children's academic success, health, and well-being. Thus, as part of comprehensive multi-tiered support systems in schools, effective implementation of evidence-based SEL curricula may facilitate positive youth development. This presentation will provide an overview of recent SEL research and the state of SEL implementation in Iceland, along with their implications and directions for future research and practice.



Lecturer's medallion:

Bergljót Gyða Guðmundsdóttir (bgg@hi.is) is a psychologist, a certified school psychology specialist, and an associate professor at the University of Iceland, School of Education. She served as a school psychologist in a diverse community within Reykjavík, Iceland prior to joining the University of Iceland. Her research interests include school-based prevention and intervention, especially multi-tiered systems of support, data-based decision making, and social and emotional learning (SEL).



PhDr. Martin Dolejš, Ph.D., Filozofická fakulta UP v Olomouci



Depresivita a SDDSS (Škála depresivity Dolejš, Skopal a Suchá)

Annotation of the lecture:

The lecture will present the topic of depression and depressivity in children and adolescents. The presence of depression in the population is high, and symptoms of depression are not avoided even by children and adolescents. When it comes to adolescent girls and boys, it is very important to approach this serious issue actively and professionally, because these problems can also have fatal consequences in the form of suicides. Early detection of depression, as well as subsequent professional help, can reduce negative effects in various areas of an individual's life. The contribution will include a) theoretical anchoring of the observed phenomenon (clinical picture, phases, epidemiology, etc.), b) presentation of the Dolejš, Skopal and Suchá Depression Scale (clinical and research method, 20 items, adolescents and adults, simple administration and evaluation, language mutations) and c) familiarizing the listeners with the results of research studies using the SDDSS (Czech and Slovak population, clinical and healthy population).

Lecturer's medallion:



Dr. Martin Dolejš, since 2010, he has been working as an assistant professor at the Department of Psychology of the Faculty of Arts, Palacký University Olomouc, and since 2019 he has been its head. In his professional life, he focuses on quantitative and qualitative methodology, the implementation of questionnaire surveys, the creation and standardization of psychodiagnostic tools and the organization of professional conferences. He was and is the head of several educational projects (OPVK) and research projects (IGA). He is the co-author of several scientific monographs (e.g. Kdo a co řídí české adolescenty?; Hraní digitálních her českými adolescenty; Stravování a vztah k jídlu u českých adolescentů ve 21. století; Hodnoty českých a slovenských adolescentů pod vplyvom kyberpriestoru), articles and psychodiagnostic methods (e.g. Škála depresivity; Dotazník hraní digitálních her; Dotazník sebepojetí; Škála agresivity, Škála mapování hodnot).

