BOOK OF ABSTRACTS

Hope and Resilience 2025
A multidisciplinary conference on social sustainability for children, youth, and diverse families

UNIVERSITY OF JYVÄSKYLÄ | 6-8.5.2025

Contents

FOREWORD

Dear Participants

Warm welcome to you all to the Hope and Resilience Conference at the University of Jyväskylä. We are delighted by the high quality of your contributions. The conference program includes four outstanding keynote presentations by internationally renowned scholars, seven symposia and five workshops focusing on specific themes as well as 62 oral presentations and five posters – all offering insightful and meaningful support for the theme of this conference. Over the course of three conference days, we will have an exquisite occasion to share and discuss excellent research from 19 different countries.

The conference theme highlights the diverse realities of families, children, and young people across the globe, inviting researchers from various fields and disciplines to explore ways to foster well-being, resilience, and hope for the future within families and communities. Today's societies face complex social challenges, including immigration due to wars and poverty, as well as increasing polarization and inequality in wellbeing. These challenges often have long-term consequences for children, youth, and their families, potentially undermining their faith in the future. Addressing these issues requires multidisciplinary scholarly collaboration and discussion.

The Hope and Resilience Conference serves as a forum for such collaboration and dialogue. We aim to encourage scholars from different disciplinary backgrounds to contribute to these discussions, providing fresh perspectives on childhood, youth, and the meaning of family life - past, present, and future.

Looking forward to critical reflection and dialogue,

The Organising Committee of the Hope and Resilience Conference
- *Maarit Alasuutari – Emerita, Faculty of Education and Psychology*
- *Essi Jouhki - Faculty of Education and Psychology*
- *Arto Laukkanen - Faculty of Sport and Health Sciences*
- *Marleena Mustola - Faculty of Education and Psychology*
- *Henna-Riikka Peltola - Faculty of Humanities and Social Sciences*
- *Eija Sevón (PI) - Faculty of Education and Psychology*
- *Heli Valtonen - Faculty of Humanities and Social Sciences*
- *Heidi Vanhanen - Faculty of Education and Psychology*

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1 KEYNOTES

Commoning childhood, care and the collective rights of children

Professor Tatek Abebe (Norwegian University of Science and Technology)

In this presentation, I explore multiple and overlapping epistemes of children's rights as cyclical/reciprocal, relational, and interdependent, to render intelligible the modes of existence of children outside modernity's framework. I do so by providing case studies that exemplify the socially distributed caregiving practices of families and communities experiencing poverty, and the ways in which child fostering (both purposeful and crisis-led) as a shared venture involves inter- and intra-generational care and the priming of young members to be socially responsible and resilient.

I map out children's roles in the social reproduction of families and communities, and discuss why practices of mutuality, affective forms of organizing care, and children's rights to collective well-being matter in childhood studies. I also examine how Afrocentric onto-epistemologies of collective existence and pluralistic relationality – such as Ubuntu – might be used as analytical lenses through which the moral and existential tensions of being part of the world can be reconceptualized.

What can we learn from the care ethics of families and communities that share resources, pool labor, and engage in a diverse portfolio of livelihood practices to reproduce life? In what ways do the living labor of children and the range of collective livelihood activities they participate in connect and create community-forming economies? How might practices of commoning childhood help us envision the care and protection of precarious children, and what kinds of ethical and political imaginaries do they open up? In grappling with these questions, I will further reflect on how commoning childhood might allow us to reimagine infrastructures of care

beyond the logic of capitalism, which views childcare as a site of profit extraction, or the liberal state's conception of the child as a separate subject of intervention and bearer of individual rights.

Resilience and Education: Lessons from Rousseau and Shelley

Professor Amy Shuffelton (Loyola University Chicago)

Progressive education can seem like a very lighthearted affair: When we think of Waldorf, Montessori, or Reggio-Emilia schools, we typically imagine children happily at play, surrounded by aesthetically pleasing objects, in a social situation structured to promote gentleness and kindness. Yet the philosophical roots of this model of progressive education lie in grief and loss. Jean-Jacques Rousseau's seminal theorization of childhood and education, *Emile*, portrays happy childhoods that end in marital bliss and the promise of future contentment, but in the less-familiar and unfinished sequel, *Emile and Sophie: Or, The Solitaries*, disaster ensues. Emile's resilience in the face of his devastating losses adds an important dimension to our understanding of *Emile* – and, perhaps most importantly, of progressive education.

Rousseau's Enlightenment-era insights are extended in the 19th century novels of Mary Shelley, which take up themes from *Emile*, particularly the educational relationships between parents/educators and children. Her gothic novels are rife with disaster, yet, invariably, hope wins out, thanks to the educability of the characters who live on. This presentation aims to provide philosophical and historical depth to our consideration of hope and resilience in the lives of adults and children.

Socially sustainable environment for children, young people and families

Professor Marketta Kyttä (Aalto University)

In an urbanizing world, it is essential to understand the characteristics of urban settings that promote socially sustainable living environment of children, young people and families and the related health outcomes. According to the "Bullerby"-model by Kyttä (2003), the two central criteria for child-friendly environment

include children's possibilities for independent mobility and their opportunities to actualize environmental affordances. These two criteria are not far from the definitions of socially sustainable environments where accessibility and perceived environmental quality has often been defined as core criteria for socially sustainable settings.

In a series of studies among children, young people and families, we have developed a place-based research strategy and investigated the contextual qualities that encourage children to move around independently and find intriguing possibilities for functional, social and emotional activities. An online public participation GIS (PPGIS) methodology, Maptionnaire, allows the study of large groups of children and families, who can produce localized experiential knowledge through user-friendly applications. Also socially sustainable, health promotive urban environments can be studied using the place-based research strategy.

Working in close collaboration with city officials has revealed that the place-sensitive research strategy helps achieving a more realistic understanding of environmental health promotion processes and helps to apply research findings in planning practice. Cities in 40 countries in over 14 000 projects have used PPGIS methodology as part of their public participation processes. For example, a Finnish city of Espoo collected data from over 6500 inhabitants – including 2500 children and young people - and was able to realize large-scale and influential public participation. The ultimate goal is to find solutions together with inhabitants that do not only promote the health and wellbeing of children and families but also promote planetary health.

Building communities and learning environments to support coparenting – towards a paradigm change in family services

Professor Anna Rönkä (University of Jyväskylä)

Coparenting, denoting shared parenting responsibilities and mutual support between parents (Feinberg, 2003), is an important resource for families, and a factor that can buffer against and mitigate distress caused by various stress factors (Durtschi et al., 2017). A coparental relationship in which there is active, positive collaboration between parents and mutual sharing of parenting tasks "radiates" to several positive outcomes, including parental and child wellbeing and parents' and

children's mental health. Well-functioning coparenting does not, however, evolve automatically, and various challenges such as conflicts, undermining behavior and a lack of involvement are common, especially in early parenthood. Parenting education and services for parents are, however, still very much concentrated on individual parents, especially on mothers and parent-child relationship, instead of coparenting. Even in Finland, where gender equality in parenting is almost a norm, the term coparenting is unfamiliar to many family professionals, nor do they have systematic tools to support it.

In this presentation I will ask how family services, parenting education programmes and policies can promote the construction of coparenting. Although coparenting is primarily a family issue, negotiated by parents, the forms and concrete arrangements of coparenting are socio-culturally embedded, affected by the institutional or informal support available, the level of individualistic vs collectivistic values, and gender regimes of the country (Bornstein, 2012; Kekkonen et al., 2023). To demonstrate the socio-cultural embeddedness of coparenting, I will present cross-national findings of coparenting among Finnish, Japanese and Portuguese new parents. I will ask, how varying family policies and services as well as ideals related to parenthood and ways of communicating, affect construction of coparenting. I will present findings from a cross-national "Learning to coparent"-study (CopaGloba), with interviews of Finnish, Japanese and Portuguese parents (N=90 parental couples). Then I will show how professionals in family services understand and promote coparenting, by utilizing focus-group interview data of Finnish family professionals (N =21 workers). Furthermore, I will present findings from a pilot study where principles of citizen science, e.g., building learning environments and involving parents to test research-based information, were utilized in supporting coparenting. Instead of only sharing information via social media, maternity clinics and family services, we aimed at activating parents to use our tips, discuss with a partner and give feedback. We also encouraged parents to supplement their parental teams with other caring adults. The new model was piloted in the Wellbeing County of Central Finland, in collaboration with family professionals working in local maternity clinics and family centers.

I argue that new parents are highly motivated to learn coparenting and have the capabilities to grow as coparents. My vision is that coparenting practices – sharing responsibilities, supporting each other, dealing with disagreements and agreeing on childrearing – are facilitated as part of services for parents, integrated into their daily lives and supported by family policies.

2   SYMPOSIA

ID 59 Tensions, trigger points and spaces of belonging in educational transitions

Can, Jasemin (University of Jyväskylä), **Lucas Revilla**, **Yaiza** (University of Jyväskylä), **Meireles Santos da Costa**, **Natalia** (Oslo Metropolitan University), **Olafsdottir**, **Sara** (University of Iceland), **Rutanen, Niina** (University of Jyväskylä), **Vuorisalo, Mari** (University of Jyväskylä), **Binfield-Skøie**, **Tina** (University of Agder), **Harju, Kaisa** (University of Jyväskylä)

Children go through diverse and multiple transitions during their years in early educational institutions. This symposium will focus on early years transitions in diverse cultural contexts (Norway, New Zealand, Iceland, Brazil, Finland). On the basis of our previous collaboration and joint writing, we will discuss the predicted, but also the unpredictable transitions that children experience in their years in early childhood education and care (ECEC) (paper 1 and 2), and also transition to school (paper 3). Transitions are constituted by organizational structures, framing children's transitional paths in educational institutions. Additionally, spatial-temporal schedules inform everyday transitions in ECEC institutions. In this symposium, we will address both the institutional constraints, but also children's experiences, agencies and belonging in how transitions are constituted and taking place in educational institutions. Post Doc Eija Salonen, Univ. of Jyväskylä is invited to act as a commentator in the symposia.

Keywords: ECEC transitions, young children in ECEC, incommensurable, tensions

Incommensurable tensions facing early childhood education transitions: A collective writing project

Lucas Revilla, **Yaiza** (University of Jyväskylä), **Binfield-Skøie, Tina** (University of Agder), **Can, Jasemin** (University of Jyväskylä), **Harju, Kaisa** (University of Jyväskylä), **Meireles Santos da Costa**, **Natalia** (Oslo Metropolitan University), **Olafsdottir, Sara** (University of Iceland), **Rutanen, Niina** (University of Jyväskylä), **Vuorisalo, Mari** (University of Jyväskylä), **White, Jayne** (University of Canterbury)

The aim of this collective writing paper is to bring forth to discussion incommensurable tensions that currently frame young children's transitions into, within, and out of Early Childhood Education and Care (ECEC). During their years in ECEC, one- to five/six-year-olds experience a multiplicity of transitions in ECEC. These transitions are overseen by multiple stakeholders and shaped by the characteristics of educational systems, sociopolitical landscapes and communities; thus, inevitably there arise conflicting interests that can be challenging to conciliate, i.e. incommensurable tensions. In this collective writing effort, we draw on our extensive expertise on transition research from Norwegian, New Zealand, Icelandic, Brazilian, and Finnish contexts. To analyze incommensurable tensions, we applied a dialogical methodology based on Bakhtinian notions of dialogism. We delve into four planes of tensions in ECEC transitions: 1. Policy into practice, addressing the influence of public policy on private worlds of children, families and teachers. 2. Equality versus equity in transitions, delving on transitions as challenging children's sense of belonging, demanding varied resources from them and thus exacerbating individual differences, 3. Transition for whom, discussing how family, economic, and societal drivers have a stronger influence in shaping transitions than (the ideal) children's best interest. Finaly, 4. Orienting age, exploring how transition orient practitioner gaze towards children becoming as they move forward, while children's past and present and their importance in shaping children's lived transitions is forgotten.

Keywords: ECEC transitions, young children in ECEC, incommensurable, tensions

Children constructing belonging during transition to school in Finland and in Iceland

Ólafsdóttir, Sara (University of Iceland), **Rutanen, Niina** (University of Jyväskylä), **Vuorisalo, Mari** (University of Jyväskylä)

Educational transitions from preschool or pre-primary education to compulsory school have raised much research interest both in international comparative contexts and within national contexts. The studies have underlined not only the challenges children face in terms of the discontinuities in social relations and other structural changes, but also the continuities that support them in these transitions. This study explores children's experiences during transitions to school focusing on how children construct their belonging, and particularly, on how they create the feeling of belonging as they move from preschool in Iceland and from pre-primary education in Finland to primary school. The analyses are based on narratives built on ethnographic interviews with children (Riessman & Quinney, 2005). Four interviews were selected, two from each country, each involving one or two children. These interviews were specifically selected because they highlighted events that the children identified as meaningful. Our analytical focus was on children's descriptions of their actions and emotions reflecting aspects of their belonging throughout the transition process. Preliminary findings suggest that children's construction of belonging are dynamic and fragile processes. Strategies of the school supported their belonging and created opportunities for learning and developing new relationships. However, sometimes the school's strategies also threatened children's belonging, provoking them to use tactics to maintain and strengthen their relationships, often through play and group activities.

Keywords: transition, belonging, preschool, primary school, ethnographic interviews

Institutionalised age: transitioning at three in Early Childhood Education and Care institutions

Harju, Kaisa (University of Jyväskylä), **Binfield-Skøie, Tina (**University of Agder)

Our point of inquiry highlights transitions occurring within ECEC institutions with an emphasis on transitions at the age of three. The aim of study is to address how transitions may be constituted by age in national legislations and guidelines, and staff's perceptions of transitions. The theoretical conceptualisation depicts age as a

form of organisational structuring of society (Calasanti and Slevin, 2006). Through a document analysis of Norwegian and Finnish ECEC legislations and guidelines and reflections with interview-data from ECEC staff in both countries, our analytical approach is inspired by institutional ethnography (DeVault and McCoy, 2006). The findings suggest changes in policies when children turn three years of age. These changes are related to child-staff-ratio and the group size. However, national differences occur related to when children are considered as three-years old. Tracing the relations between age and transitions through interview-date, suggests that two typologies of transition processes occur: an individual and a collective approach. The institutionalised age and consequential transitions at three, become intertwined in a political and practiced age where the former constitutes the other. Consequentially, age becomes a trigger point where the age of three is a demarcation point for when transitions occur in ECEC institutions. For children's institutional trajectories, the findings highlight transitions as an organisational structuring where children are placed in transitions based on age. The study contributes to explorations of how age makes a difference for children's institutional trajectories.

Keywords: transitions in ECEC, institutionalised age, age of three

ID 60 Understanding development of a physically active lifestyle in childhood – a geographically representative longitudinal study in Finland

Laukkanen, Arto (Faculty of Sport and Health Sciences, University of Jyväskylä), **Sääkslahti, Arja** (Faculty of Sport and Health Sciences, University of Jyväskylä), **Niemistö, Donna** (Faculty of Sport and Health Sciences, University of Jyväskylä)

Forming physical activity habits in childhood is important because it plays a positive role in health and development. Regularly achieving the level of recommended daily physical activity can help children and youth to maintain healthy body weight, enhance cardiovascular, musculoskeletal and brain health, and develop motor, cognitive and social skills. Therefore, there is a great need to identify determinants for the formation of physically active habits already in childhood. The symposium will present design and results of a geographically representative and cluster-randomized longitudinal study focusing on physical activity and related health

behaviours in families with children. The symposium aims to prompt discussion between researchers with an interest in health and well-being in families with children to stimulate ideas for future (intervention) research and collaboration. The symposium will be introduced by Arto Laukkanen. Two 20-minute presentations will follow: 1. Donna Niemistö "From Skilled Kids to skilful primary schoolers: the importance of early years to perceived competence and physically active lifestyle" and 2. Arto Laukkanen "Child, family, and environmental level predictors of physical activity parenting". To conclude, associate professor Arja Sääkslahti (University of Jyväskylä) will provide a summary of the session and facilitate discussion amongst presenters and the audience.

Keywords: family, children, early childhood, physical activity, motor competence

From Skilled Kids to skilful primary schoolers: the importance of early years to perceived competence and physically active lifestyle

Niemistö, Donna (Faculty of Sport and Health Sciences, University of Jyväskylä), **Laukkanen, Arto** (Faculty of Sport and Health Sciences, University of Jyväskylä), **Sääkslahti, Arja** (Faculty of Sport and Health Sciences, University of Jyväskylä)

Physical inactivity significantly contributes to rising global obesity rates and adversely impacts children's social and mental well-being. Research shows that children with higher motor competence (MC) are more likely to stay active throughout life. In RQ1, we investigated differences in MC and free time activities, such as outdoor time and participation in organized sports, based on residential density (metropolitan area, city, rural area, and countryside) of the living place. In RQ2, we tracked changes in perceived MC (PMC) and MC profiles over time. We followed children from early childhood education and care (ECEC) at T1 (5-7yrs; 2015-2016) to primary school at T2 (8-11yrs; 2018-2020) utilizing a geographically cluster-randomized design. Participants included 945 children (50.1% boys, mean age 5.4yrs) from 37 ECEC centers across Finland. MC was assessed using TGMD-3, and free time activities were assessed via parental questionnaires. PMC was evaluated using the pictorial scale of PMSC. In RQ2, Mplus software was employed to identify the PMC-MC profiles through latent profile analysis. Findings revealed that children from the countryside exhibited better MC (p=0.01) and spent more time outdoors (p=0.01) compared to their metropolitan peers, who engaged more in organized sports (p=0.03). In RQ2, gender-specific PMC-MC profiles indicated that

girls tended to underestimate their MC. Notably, early PMC-MC profiles strongly predicted later profiles, particularly for those with low PMC (92%). Results emphasize the need for early interventions to foster both MC and PMC, promoting lifelong physical activity. Addressing regional disparities in physical activity opportunities will enhance equality.

Keywords: perceived motor competence; children; physical activity; sustainability; equality

Child, family, and environmental level predictors of physical activity parenting: a three-year longitudinal study

Laukkanen, Arto (Faculty of Sport and Health Sciences, University of Jyväskylä), **Niemistö, Donna** (Faculty of Sport and Health Sciences, University of Jyväskylä), **Aunola, Kaisa** (Faculty of Education and Psychology, University of Jyväskylä), **Sääkslahti, Arja** (Faculty of Sport and Health Sciences, University of Jyväskylä)

Physical activity parenting (PAP), i.e., behavioural strategies employed by parents to socialise children into a physically active lifestyle, has been found to be a construct consistently correlating with children's physical activity (PA). We examined predictors of PAP. In early childhood (T1), child, family, and environmental level variables were assessed by parental questionnaires and measurements conducted for children. In middle childhood (T2), PAP was assessed using standardized questionnaires for parental structure, autonomy support, and involvement by children (N=675, mean age 8.76 years) and for parental structure by the parents. Structural equation modelling was used (Mplus statistical package) to examine longitudinal associations. Statistically non-significant predictor variables were removed one at a time from the models until only significant variables were left. Child-reported structure at T2 was significantly predicted by child's motor skills, temperament, and parental education at T1; autonomy support by motor skills, parental education, and type of residence; and involvement by parental education and PA. Parent-reported structure at T2 was predicted by child's use of sport facilities, age, PA, temperament, enjoyment of sport, birth order, nuclear family, and parental PA at T1. The models predicted 11% and 34% of the child- and parent-reported PAP, respectively. Becoming aware of the building blocks (determinants) of PAP is the first step enhancing PA in children. Interventions aiming at promoting PA through family context should target at the evidenced determinants of PAP.

Keywords: family, children, early childhood, parenting, physical activity

ID 81 Unveiling the Crucial Role of Parental Work as a Resource or Vulnerability in Shaping Health and Family Life

Han, **Wen-Jui** (New York University), **Li, Jianghong** (WZB Berlin Social Science Center), **Moilanen**, **Sanna** (University of Jyväskylä), **Lim, Misun** (WZB Berlin Social Science Center & University of Siegen), **Liu, Chia** (University of St Andrews), **Tammelin, Mia** (Perla, Faculty of Social Sciences. Tampere University)

Parents worldwide increasingly work long, nonstandard, unstable, or unpredictable hours. About half of the jobs created between 1995 and 2013 in 26 European countries were precarious. Labor market transformations due to digital advances and service economy dominance since the 1980s have subjected more families to precarious work, a global issue that might challenge family routines and demands, thus compromising family life and children's well-being. This symposium addresses a complex interplay between parental work and family life and how parental work can be both a resource and a vulnerability shaping the health and well-being of parents and children. Using large-scale national datasets with a long-term perspective and cross-country comparison, the presentations reveal the increasing vulnerability of parental work for some families but not all.

Longitudinal Work Trajectories and Health among Parents with Children with a Cross-Country Lens

Han, Wen-Jui (New York University), **Carrasco, Johanna (**WZB Berlin Social Science Center), **Doan, Tinh** (Australian National University), **Pollmann-Schult, Matthias** (Siegen University)

Study Aims: Using a cross-country lens, we investigate the links between longitudinal work trajectories and health among parents with children under 18. Background: Employment as a resource affords us a decent standard of living. The rising dominance of digital and technology, together with the service economy since the 1980s, has transformed the utility of employment from a resource to a vulnerability, subjecting more families to uncertain, unstable, and insecure work.

Nonstandard work schedules, as unstable and outside regular 9-5 daytime hours, are staples of precarious work. Methods: Using the longitudinal data from Australia (HILDA), Germany (SOEP), the UK (Millennium Cohort Study), and the US (NLSY79), we used sequence analysis to first chart parental work schedule patterns between three time periods, 25-34, 35-44, and 45-54, to show the changes and transitions in work patterns. We then used multivariate regression analysis to examine how variations in parental work arrangements may shape individual health (i.e., physical and mental health) at age 55 while controlling for rich sociodemographic characteristics. Results: Our sequence analyses uncovered roughly 4-6 work schedule trajectories during those three periods, demonstrating the heterogeneities of parental work trajectories that might correspond to childrearing demands and their sociodemographic backgrounds. We also found volatile work arrangements (e.g., changing between daytime and nondaytime hours) were associated with significantly poor physical and mental health; however, this association varies by country. Conclusions: This study advances our understanding of the critical role of employment on our health on a global scale, with implications for lasting cross-generational consequences.

Keywords: work trajectories; health; cross-country analysis

Work–Family Conflict Trajectories During the Transition to Parenthood and the Intention to Have a Second Child: Comparing Finnish Mothers and Fathers

Moilanen, Sanna (University of Jyväskylä), Räikkönen, Eija (University of Jyväskylä), Malinen, Kaisa (Jamk University of Applied Sciences), Rönkä, Anna (University of Jyväskylä)

Reconciling work with new family responsibilities after becoming a parent can be challenging, and intensifying work–family conflict during the transition to parenthood can discourage first-time parents from having another child. However, no study has previously examined whether and how work–family conflict trajectories during this transition are associated with the intention to have a second child. In this study, we examined the development of time- and strain-based work-to-family (WFC) and family-to-work conflict (FWC) across the transition to parenthood and how these work–family conflict trajectories are associated with parents' intention to have a second child. We also investigated whether these trajectories or associations differ according to the parent's gender. Longitudinal

survey data from Finnish employed first-time parents (N = 269) were collected in two waves (2020–2022), during pregnancy (Time 1) and 18 months postpartum (Time 2), and analyzed using latent growth curve modeling and linear regression analysis. The results showed an increase in time-based WFC and FWC, and strain-based FWC during the transition to parenthood for both genders. Moreover, strain-based WFC decreased for mothers but did not change for fathers. Surprisingly, a steeper increase in strain-based FWC during the transition was associated with more positive second-birth intentions among mothers. Among fathers, the work–family conflict trajectories were not associated with these intentions. Our findings highlight that work–family conflict principally intensifies after becoming a parent, but this intensification does not appear to discourage subsequent childbearing intentions for Finnish parents, possibly due to relatively generous work–family policies.

Keywords: fertility intentions, childbearing, work-family conflict, transition to parenthood

Non-standard work schedules and work-family conflict: the role of parenthood and child age

Resendez, Sarahi (WZB Berlin Social Science Center & Hertie School), **Li, Jianghong** (WZB Berlin Social Science Center, Curtin University, and Telethon KIDS Institute), **Pollmann-Schult, Matthias** (University of Siegen)

With the rise of the 24/7 economy and demand for flexible work, non-standard work schedules (NSWS) have become increasingly common. In the EU, about 17 percent of employees work evenings or nights, and 33 percent work weekends. Research has shown that NSWS negatively affect health, but its effects on family relationships remain less explored. NSWS often overlaps with family time, increasing work-family conflict (WFC). Dual-career families, especially those with children, face greater WFC as they juggle work, personal time, and childcare. This study examines how NSWS relates to WFC in Germany, focusing on whether NSWS worsens or mitigates WFC and how child age influences this relationship. Using data from the Family Research and Demographic Analysis (FReDA) survey, we analysed 6,031 partnered individuals working 15+ hours per week. We performed multiple regression analysis, focusing on an interaction model between NSWS and child age.

Results showed no significant differences in the WFC score between NSWS and standard schedules. However, mothers of children aged 0-5 working NSWS reported significantly lower WFC, suggesting NSWS may help them manage work and family demands. However, this effect was not observed in mothers with older children. Further analysis revealed that the benefit mainly stemmed from the reduction of work-to-family conflict, rather than family-to-work conflict. These findings highlight the need for support mechanisms and policies that address different work-family dynamics, especially during early childhood when NSWS is associated with reduced WFC.

Keywords: non-standard work schedules, work-family conflict, child age

Parents' Work-Family Conflict and Children's Emotional Well-being: Investigating the Mediating Role of Parenting Behaviors

Lim, Misun (WZB Berlin Social Science Center & University of Siegen), Pollmann-Schult, Matthias (University of Siegen), Li, Jianghong (WZB Berlin Social Science Center)

Parental Work As a Resource or Vulnerability? Implications for Health and Family Life

Despite a growing body of empirical evidence on the detrimental effects of parental work-family conflict (WFC) on children's well-being, limited research has explored the underlying pathways between parental WFC and children's emotional well-being. This study examines the association between parental WFC and children's emotional well-being in Germany, focusing on the potential mediating roles of parenting behaviors and differences by parent gender. Based on crossover theory and family systems theory, we investigate how parental WFC can "cross over" to impact their children's emotional well-being, and how parenting behaviors mediate this association. Using data from the German Family Panel (pairfam) between Wave 8 (2015/2016) and Wave 10 (2019/2020), we link children with their mothers and fathers, resulting in a total of 6,702 person-years for children (3,622 person-years for mothers and 3,080 person-years for fathers). We estimate random effects and multiple mediation models to analyze whether parental WFC influences parenting behaviors and children's emotional well-being and whether parenting behaviors mediate the association between parental WFC and children's emotional well-being.

Our findings show that parental WFC is associated with increased emotional problems among children, particularly when experienced by mothers. While mothers' WFC is associated with negative communication, conflict, and less parental warmth towards children, fathers' WFC is associated with negative communication only. Furthermore, parenting behaviors partially mediate the association between parental WFC and children's emotional well-being. These results underscore the importance of reducing work-family conflict among workers with young children to promote family and child well-being.

Keywords: work-family conflict, child well-being, parenting behaviors, mediation analyses, pairfam

Maternal nonstandard work schedules and children's social-emotional well-being: Evidence from the UK

Liu, Chia (University of St Andrews), Li, Jianghong (WZB), Kaiser, Till (Universität Osnabrück)

Aim: The aim of this study was to analyze the relationship between mothers' nonstandard work schedules (NSWS) and children's socio-emotional development (measured through the Strengths and difficulties Questionnaire, SDQ) between ages three and seven, and to examine the underlying mechanisms driving this relationship in the UK context. Background: The study is grounded in Bronfenbrenner's ecological model of child development, which posits that a child's development is influenced by multiple interacting systems, including the family environment. Prior research has linked maternal NSWS to negative child outcomes, but the specific mechanisms behind this association are not well understood. Methods: We use data from the UK-based Millennium Cohort Study (MCS) to investigate three potential mechanisms, linking maternal NSWS to children's developmental outcomes: (1) the stability of children's daily routine, (2) the types of daily activities children engage in, and (3) maternal depression. We employ panel random effects models and mediation analysis to examine these pathways. Results: Our findings suggest that maternal NSWS, particularly night work, is associated with increases in children's socio-emotional problems. The stability of children's daily routine and children's daily activities are important for their developmental outcomes but mediates little of the relationship between maternal NSWS and children's SDQ. Maternal depression also played a role in linking maternal NSWS to child outcomes.

Discussion: The study's findings the complexity of potential mechanisms behind maternal NSWS on child socio-emotional development. Future research should consider the broader family environment and when examining the consequences of maternal

Temporal Properties of Work and Family in Economic Hardship and Precarious Employment: Are Routines, Predictability and Autonomy Privileges?

Tammelin, Mia (Perla, Faculty of Social Sciences, Tampere University)

Precarious employment is on the rise and it is often associated with fluctuating, unpredictable schedules, income instability, and financial hardship. Such challenges directly impact family life. Research shows that economic hardship among parents contributes to heightened stress, emotional strain, and feelings of guilt over perceived inadequacies in providing for their families. This study examines theories on the concept of everyday life, traditionally defined by time, space, and habit, as outlined by Felski (1999). This framework emphasizes routine, familiarity, and continuity. For those on in precarious jobs and living in economic hardship, the predictability of schedules, routines, and autonomy might not be available. Instead, the daily life might involve a continuous struggle to manage family life with limited financial and temporal resources. The study investigates the experiences of employed parents in Finland who are living in economic hardship and precarious work, and it aims to 'reimagine' theory on everyday life to reflect these realities. Drawing on data from the Everyday Experiences of Poverty (2019) writing competition (Turunen & Isola, 2019) and interviews conducted as part of the Family's Everyday Life, Economy, and Livelihood Project (n=42), it explores the temporal properties of work and family. Additionally, it critically examines whether work-family research sufficiently captures the realities of workers in precarious positions, and discusses potential avenues for renewing research to better address these experiences.

ID 83 Coparenting in diverse families and cultures

Yabunaga, **Chino** (Toyo University), **Van Leeuwen, Karla** (KU Leuven), **Svenlin, Anu-Riina** (Kokkola University Consortium Chydenius), **Moilanen, Johanna** (University of Helsinki), **Malinen, Kaisa** (Jamk University of Applied Sciences) **Lehto-Lundén, Tiina** (Jamk University of Applied Sciences), **Kekkonen, Marjatta** (THL), **Rönkä, Anna** (University of Jyväskylä), **Böök, Marja Leena** (University of Jyväskylä), **Abela, Angela** (University of Malta)

The concept of coparenting is used to describe the ways in which parents or other adults responsible for the care and upbringing of the child work together in raising the child. Whereas parenting is seen as a dyadic phenomenon involving a child and a parent, coparenting refers to a triadic – or even polyadic – relationship between a child and multiple adults. The focus of coparenting is thus on the child and the collaborative efforts made in relation to matters pertaining to the child. Coparenting has often been studied among couples living together or divorced parents. However, virtually all children are "coparented", as parental duties can be shared, for example, between a single parent and a grandparent or biological parents, foster carers and social workers. Who are involved in coparenting can thus be defined according to biological, psycho-social and/or legal rationale. Coparenting is a highly culturally embedded phenomenon. Research shows significant discrepancies between countries in, for example, how coparenting is conceptualized, what kind of coparenting is valued and the manners in which it is supported in services. The symposium presentations address the topic of coparenting in a variety of familial and cultural contexts.

Keywords: coparenting, culture, diverse families, support

Coparenting practices and changing perceptions of partners' parenting: Japanese cases

Ito, **Daisuke** (Tokyo Metropolitan University), **Yabunaga, Chino (**Toyo University)

The aim of this study was to explore changes in perceptions of coparenting during the transition to parenthood. In this study, data from interviews with 10 Japanese couples who participated in both the antenatal and postnatal interview were used for analysis. The thematic analysis method was used with a focus on parents' learning and growth. Four points were identified. Firstly, there was a transfer of

knowledge and skills from one parent to the other. Secondly, it was observed that parents learned from their partner's thinking and behaviour, sometimes even using their partner as a negative example, and applied this to their own parenting. Thirdly, it was observed that individuals grew as they engaged in parenting while coming to terms with their partner. Finally, it was observed that the relationship between the parents grew stronger, especially through overcoming crises. It was also shown that these experiences of learning and growth were constructed through daily experiences, discussions and observations of each other. They positioned themselves in relation to others and their relationships.

Keywords: coparenting, transition to parenthood, learning and growth, Japan

Reevaluating Coparenting Dynamics: Insights from a Belgian Study on Ex- and Current Partner Coparenting Relationship

Van Leeuwen, Karla (KU Leuven)

Aim: This study investigated coparenting relationship quality with the current or ex-partner, taking into account parent, child, family, and SES characteristics. Background: Prior research shows that a positive coparenting relationship is linked to better parenting and well-being for parents and children. In divorced families, conflict is often assumed to typify the relationship. Methods: A cross-sectional Family Survey (Flemish community) included adult participants from randomly selected families with at least one child (aged 0-25). Two subsamples are analyzed: (1) 1852 parents completed the Coparenting Relationship Scale Short (Feinberg et al., 2012) regarding their current partner, and (2) 663 parents completed the Coparenting Scale (Ahrons, 1981) regarding their ex-partner. Results: Regression analysis showed that coparenting with a current partner is most strongly predicted by partner relationship satisfaction, family functioning, and child behavior, and to a smaller extent by parent gender, origin, and parenting perceptions. Not statistically significant variables were: parental mental health, family type, and child gender. For parents with both an ex-partner and a current partner, positive feelings and frequent contact with the ex-partner were associated with a more positive evaluation of the coparenting relationship. The coparenting relationship with the current partner was not significantly related to the quality of the relationship with the ex-partner or to feelings or contact with the ex-partner. Discussion: Findings challenge the assumption that all divorced parents experience difficulties in their coparenting

relationships with former partners. Significant associations with family and personal variables suggest the need for a nuanced view on both intact and divorced families.

Keywords: coparenting, ex-partner, current-partner, family

Understanding coparenting in foster care

Svenlin, Anu-Riina (Kokkola University Consortium Chydenius), **Moilanen, Johanna** (University of Helsinki), **Malinen, Kaisa** (JAMK University of Applied Sciences), **Lehto-Lundén, Tiina (**JAMK University of Applied Sciences)

The LYYPE research project examines coparenting relationships in the context of foster care. The placement of a child in foster family care has the effect of dividing parental responsibilities and rights between the birthparents, foster parents and social workers. The LYYPE research project is conducted as a collaborative co-research process involving researchers, professionals from public organizations and NGOs and experts-by-experience. The processes of co-parenting are approached from biological parents', foster parents' and social workers' perspectives. The study combines the concept of co-parenting with the relationship-based social work. The research data will be collected through the organisation of focus group discussions. In addition, a multi-case study data set will be collected from four co-parenting cases. The data collection methods (e.g. diaries, interviews, observations, photography) will be selected in collaboration with the participants. The objective of our presentation is 1) to provide a research overview of the key elements of co-parenting in foster care and 2) to present our co-research group's reflections on this overview. This approach allows us to illustrate both the multifaceted interpretation of the concept of coparenting and the first steps of the data collection process, which is scheduled to commence in 2025.

Keywords: biological parents, coparenting, foster family care, foster parents, relationship-based social work, child welfare professionals

Promotion of Coparenting in Preventive and Early Support Child and Family Services

Kekkonen, Marjatta (Finnish Institute for Health and Welfare), **Böök, Marja-Leena (**University of Jyväskylä), **Moilanen, Johanna** (University of Helsinki), **Malinen, Kaisa**

(JAMK University of Applied Sciences), **Abela**, **Angela** (University of Malta), **Rönkä, Anna (**University of Jyväskylä)

In the research of parenting and family relations, there has been a visible shift from focusing on dyadic family relations, like parent-child, to triadic ones, such as coparenting. Likewise, in the family support research, knowledge about supporting coparenting of all parents has been called for. In this study we focus on the work practices of professionals working in family centres in Finland. More specifically, we are interested in what kind of discourses professionals construct to support parents to cooperate as parents especially in early phases of parenthood. The data has been collected in five focus group interviews during Nov-Dec 2020 from professionals (n = 21) working in maternity and child health care, family social services and child welfare services and ECES-services. Interviews were audio-taped, transcribed verbatim and pseudonymized ending up to 139 pages. The study is part of the larger longitudinal, cross-national research project CopaGloba funded by the Research Council of Finland. By identifying professional positions of communicator, intervener and supervisor and parents' twofold agencies, we formed three distinctive discourses of coparenting support: coparenting involvement, coparenting capacities, and coparenting reconciliation. The promotion of coparenting takes place in routine clinical practice in preventive and early support services, including routine health checks, family work, home visits, child welfare and family counseling. Results are discussed in the light of existing research of coparenting assessment, and implications for child and family services are reflected.

Keywords: child, family, coparenting, parent, service, support, discourse

ID 96 Perinatal Period - The Window of Opportunity for Parenting Interventions

Pulliainen, Henrika (Department of Clinical Medicine, University of Turku), **Lindstedt, Johanna** (Department of Psychology and Speech-Language Pathology, University of Turku), **Ahlqvist-Björkroth**, **Sari** (Department of Psychology and Speech-Language Pathology, University of Turku)

The perinatal period is crucial for parents to form representations of their child, parenthood, and the parent–infant relationship. Prenatal parental representations

predict postnatal parent–infant relationships and the child's attachment security. However, depressive symptoms during pregnancy pose risks to these representations and the quality of postnatal interactions. In Finland, 7–13% of pregnant women experience clinical depressive symptoms, and 24% moderate symptoms. Neonatal intensive care unit (NICU) admissions further increase the risk of parental depressive mood. Early identification and intervention are essential to mitigate the long-term effects of depressive symptoms and promote resilience in parents and children. We developed two interventions integrated into the existing healthcare system to support perinatal parenting. The first, Interactive Ultrasound Intervention, fosters emotional connections between pregnant women with minor depressive symptoms and their unborn babies. The second, Close Collaboration with Parents, enhances NICU staff's skills to support parental involvement and parenting during the infant's hospitalization. After this intervention was implemented in nine Finnish NICUs, staff skills in family-centered care were improved and long-term maternal depressive symptoms were reduced. This symposium will present results from a randomized controlled trial testing the Interactive Ultrasound Intervention's effects on women's depressive symptoms and prenatal representations. We will also share findings from a pre- and post-implementation study of Close Collaboration with Parents in six Estonian NICUs, examining its impact on reducing parental depressive and anxiety symptoms and enhancing parenting self-efficacy. Finally, we will discuss the challenges and opportunities in implementing early parenting interventions.

Keywords: pregnancy, neonatal intensive care, parenting, early intervention

Effects of the interactive ultrasound intervention on prenatal representations of pregnant women with minor depression symptoms

Lindstedt, Johanna (University of Turku), Pulliainen, Henrika (University of Turku), Hilska, Iida (University of Turku), Ekholm, Eeva (University of Turku), Korja, Riikka (University of Turku), Ahlqvist-Björkroth, Sari (University of Turku)

The aim of this study is to examine the effects of an interactive ultrasound intervention on the representational process of women with minor symptoms of depression. Prospective parents develop an emotional bond and mental representations about their expected child and their relationship with the child during pregnancy. Depressive symptoms in pregnant women negatively affect the

quality of their prenatal representations. Both representations and symptoms of depression demonstrate continuity into the postnatal period and may affect the mother-infant relationship and interactions with the baby. Therefore, the identification of depressive symptoms and early intervention to minimize their negative effects are important. Participants in this randomized controlled trial (n = 108) were recruited after the routine screening for structural abnormalities between gestational weeks 19 and 21. The severity of depression was assessed using the EPDS questionnaire and a clinical interview. Representations were examined twice during pregnancy between gestational weeks 26 and 32 using the Working Model of the Child Interview (WMCI). Half of the participants were randomly selected to the intervention group and participated in three interactive ultrasound examinations following the intervention protocol, while the control group received a standard care. The intervention aimed to facilitate and support pregnant women's own observations about their fetuses. The presentation will introduce preliminary findings of the study.

Keywords: prenatal representations, prenatal depression, parent-infant relationship, intervention, interactive ultrasound

Does interactive ultrasound intervention relieve minor depressive symptoms and increase maternal attachment in pregnancy?

Pulliainen, Henrika (Turku University Hospital, Turku University), **Ekholm**, **Eeva** (Turku University Hospital), **Ahlqvist-Björkroth, Sari** (Turku University)

Our aim was to assess whether a four-dimensional (4D) based interactive ultrasound intervention would decrease prenatal depressive symptoms and improve maternal-fetal attachment. Depressive symptoms during pregnancy are common and can to continue into the postpartum period, possibly affecting the maternal health, the infant's neurodevelopment, and the mother-infant relationship. Ultrasound examination has been shown to improve maternal-fetal attachment during pregnancy. The randomized controlled trial included pregnant women scoring 10–15 on Edinburgh Pre-/Postnatal Depression Scale (EPDS), with half receiving three interactive ultrasound examinations. Depressive symptoms and maternal attachment were the primary outcomes. The depressive symptoms and attachment were measured with EPDS and MAAS (Maternal Antenatal Attachment Scale)/MPAS (Maternal Postnatal Attachment Scale) during pregnancy and

postpartum. Furthermore, we used a cohort study sample to compare the depression symptom trajectories of women who also scored 10-15 on EPDS from the FinnBrain Birth Cohort Study data. A total of 53 participated in intervention group and 52 in control group. In both groups, the EPDS scores decreased and the maternal attachment scores increased similarly over time. A corresponding decrease in EPDS score was also evident in the FinnBrain Birth Cohort Study sample that was used as a control for our study samples. Our result showed no intervention effect on maternal depressive symptoms and emotional attachment to the unborn infant. Interestingly, similar decrease in depressive symptoms was also found in matched cohort study sample.

Keywords: 4D ultrasound; Interactive ultrasound; Maternal-fetal attachment; Perinatal depression; Mother-infant relationship

Mental health and self-efficacy of parents of neonates after the Close Collaboration with Parents intervention in Estonian NICUs

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Parents of infants in neonatal intensive care units (NICU) often report that the greatest source of stress is the deterioration of their parental role and connection with their baby. This profound stress increases their risk of postpartum depression, anxiety, and diminished confidence in parenting skills. To address this, we developed the Close Collaboration with Parents intervention, an educational program for multiprofessional NICU staff designed to enhance communication skills and support parents in their caregiving role. This study evaluates the impact of the intervention on parental mental health and self-efficacy across six NICUs in Estonia and explores how the fidelity of intervention implementation moderates these outcomes. Using a before-and-after design, we included 185 mothers and 22 fathers pre-intervention and 208 mothers and 55 fathers post-intervention (March 2021–June 2023).

Mental health outcomes were assessed with the Edinburgh Postnatal Depression Scale (EPDS) and the State-Trait Anxiety Inventory (STAI), while parenting self-efficacy was measured with the Perceived Maternal Parenting Self-Efficacy Scale (PMP S-E). Preliminary analyses revealed no significant differences in EPDS, STAI, or PMP S-E scores between the pre- and post-intervention groups. However, final analyses will assess whether implementation fidelity influenced these outcomes, shedding light on the role of consistent intervention delivery. These findings provide critical insights into the challenges of supporting NICU parents and the importance of high-fidelity implementation for achieving meaningful changes in parental well-being.

Keywords: neonatal intensive care, parenting, staff education, staff-parent collaboration, support

ID 114 Music for Hope and Resilience

Swarbrick, Dana (University of Jyväskylä), **Siljamäki, Eeva** (University of Jyväskylä), **Peltola, Henna-Riikka** (University of Jyväskylä), **Kourilehto, Lotta** (University of Jyväskylä), **Bamford, Joshua S.** (University of Jyväskylä & University of Oxford), **Tan, Catherine** (University of Jyväskylä)

Supporting the development of emotional and social competencies among youth is important for building resilient individuals, families, and communities. Identifying interventions that can support hope and resilience and examining how they can be enhanced is crucial for sustainable social development. Music is a cultural intervention with much empirical evidence supporting its efficacy for developing social-emotional competencies among youth. Engaging with music supports social-emotional development by promoting understanding of one's own emotions and by providing a means of regulating emotions. Through a series of presentations by members of the Finnish Centre of Excellence in Music, Mind, Body, and Brain and the MUSICONNECT project, we aim to share ongoing research that highlights how music is a resource for fostering hope and resilience. This symposium has timely implications given the recent budget cuts to arts and culture in Finland and this research, funded in part by the research council of Finland, provides evidence that music is a resource for fostering wellbeing, belonging, and empowerment.

School music education and social sustainability

Siljamäki, Eeva (University of Jyväskylä)

It has been argued that the central role of education, beyond learning, is to build social sustainability by enabling social cohesion and providing experiences of justice, belonging and inclusion (Luoma-aho and Sulopuisto, 2017). Although these features are often associated with music-related practices, they are not self-evident in the everyday reality of school music education in Finland (Siljamäki et al., submitted). Furthermore, school communities are challenged by teacher fatigue and mistreatment (Melkko & Ilves, 2024), as well as students' high levels of social anxiety (THL, 2023). This paper discusses the state of music education in school communities in Finland in light of social sustainability, such as enabling learners' holistic well-being and meaningful lives by promoting inclusion, accessibility, equity, social integration, and empowerment (Alila et al. 2011; Pohjola 2014, 99). Case examples with ethnographic data are provided from general music education in primary and upper-secondary schools, drawing on the early findings of an ongoing research and development project titled "Improvisation as transformational momentum for equity and safety in the school community" funded by the Kone Foundation (2023-2026). Based on listening to both teacher and student voices concerning the challenges and possibilities of school music education learning environments, this paper suggests a shift in music teaching towards creating spaces for active listening, relief and improvisation to develop structures for social sustainability.

Doing, belonging, and becoming oneself: Upper secondary school students' experiences of the meaning of music for everyday wellbeing

Peltola, Henna-Riikka (Centre of excellence in Music, Mind, Body and Brain/University of Jyväskylä)

The past decade has been filled with global crises, which have decreased the sense of security, especially when it comes to young people. In Finland, there have been concerns about the wellbeing of youth, as more and more high school students seem to be stressed and struggling with their studies. For example, young people's commitment to studying seem to decrease when moving from basic education to upper secondary education (Kangasniemi & Rajala, 2021), and on the other hand, experiences of stress and anxiety in students on the upper secondary level have become more common (Wang, Chow, Hofkens & Salmela-Aro, 2015). There is ample evidence that musical engagement is a potential resource for resilience and wellbeing. In this study, we wanted to explore the personal meaning of music for Finnish upper secondary school students' everyday life. A qualitative analysis of autobiographical narratives from 16–19-year-old participants was conducted to identify the key features in the mechanisms supporting wellbeing. The analysis also revealed some negative aspects of music engagement, which may contribute to reduced wellbeing. Although music was generally viewed as a positive resource, several accounts highlighted the pressures of high school studies and modern life challenges. The results suggest it is important to strengthen wellbeing skills in music education contexts in high schools.

Keywords: music, wellbeing, everyday life, adolescents

"It is the soundtrack for my life" – Cinematic construction of self-identity through music listening

Kourilehto, Lotta (University of Jyväskylä), **Saarikallio, Suvi** (University of Jyväskylä), **Peltola, Henna-Riikka** (University of Jyväskylä), **Westinen, Elina** (University of Jyväskylä; Finnish Youth Research Society)

This abstract is part of a symposium titled "Music for Hope and Resilience". This study explores the construction of self-identity through music listening in Finnish young people's everyday lives within the framework of musical affordances. We conducted interviews with 15–25-year-old Finnish participants (N=64) utilizing

photo-elicitation methods to discuss their self-collected digi-ethnographical material related to their everyday music uses, which consisted of photos, videos and/or audio-recordings of one-week time period. The interview material was analysed using Braun and Clarke's (2006) reflexive approach to thematic analysis. In our results, music listening provided affordances for cinematic musical episodes, such as situating self within current time and space, creating fictional narratives of self and own life, and seeing self as a main-character of own life from a third-person perspective. Furthermore, these cinematic musical episodes were defined by processes relating to 1) self-awareness, and 2) self-enactment. The set of affordances within these two main themes provided means for a) self-exploration, b) self-enhancement, c) self-efficacy and agency, and d) self-regulation. We suggest that music provides affordances for self-constructive processes by increasing listener's self-awareness and abilities exercising self-enactment through a concept of cinematic musical episodes, which illustrates the rich and multimodal set of affordances that can be picked up for construction of self-identity. With this research, we are encouraging future research to investigate musical affordances from an empirical point of view in order to deepen our understanding of how music listening can support young people's psychological development and well-being in their everyday lives.

Keywords: music listening, youth, everyday life, self-identity, musical affordances

Conceptualizing and measuring young people's social-emotional development through music: Scoping Review

Swarbrick, Dana (University of Jyväskylä), **Koehler**, **Friederike** (University of Jyväskylä), **Lucendo-Noriega, Alicia** (University of Jyväskylä), **Saarikallio, Suvi** (University of Jyväskylä)

Music is used by young people as a daily resource for supporting social and emotional development. Understanding how researchers conceptualize and measure social and emotional developmental outcomes of musical engagement is important for identifying gaps in the research literature. Qualitative research on how music is used to affect self-connectedness suggests that youth use music for self-exploration, self-enhancement, self-efficacy and agency, and self-regulation (Kourilehto et al., under review). Youth also use everyday experiences with music including music listening, practice, and performing to connect with

others (Papinczak et al., 2015). In this PRISMA guided scoping review, we aim to examine conceptualizations and measures of youth social and emotional development in music research. We searched 5 databases for research on how musical engagement relates to social-emotional development in young people (aged 10-24). Both quantitative and qualitative research was included. 1410 articles were identified, and screening of titles and abstracts is ongoing. We expect conceptualizations of social-emotional development to be varied as has been found in related reviews in other extra-curricular contexts (e.g., Bruner et al., 2024). This review will contribute to research on how music relates to youth social and emotional development by offering a catalog of existing conceptualizations and measures and providing recommendations for further work in this field. This review will serve as the groundwork for developing a scale to measure social and emotional skills afforded by musical engagement in young people.

Keywords: scale development, music, social connectedness, self-connectedness

Developing resilience through relationship to culture: a theoretical framework

Bamford, Joshua S. (University of Jyväskylä & University of Oxford)

This paper expounds a novel theory of resilience and polarisation based upon relationship psychology. Attachment style theory proposes that our earliest relationships establish a model for subsequent relationships. A secure attachment with one's parents sets one up for secure attachments with others in adult life. Secure attachments also serve as social buffers that enable increased resilience in the face of adversity (Yirmiya et al. 2020). Although the origins of these theories are in interpersonal relationships, they can be expanded to include one's relationship with culture (Hong, 2013); a secure cultural attachment style may develop when one feels supported and included within their cultural context. Cultural products, such as music, may serve as cultural buffers, and provide the same benefits to resilience as social buffering (Cohen et al., in preparation). However, an insecure cultural attachment style may reduce this cultural buffering effect. Furthermore, different forms of insecure cultural attachment may lead to behaviours that parallel the forms of insecure social attachment. In particular, an anxious cultural attachment style may be associated with forms of right wing extremism that aim to cling to an insecure cultural identity, while someone with an avoidant cultural attachment style may be

drawn to identify with political movements that subvert the dominant culture, leading to left wing extremism. Combined, these theories may provide a useful framework to explain the emotional regulation effects of cultural products such as music, a new way to understand political extremism, and pathway for social-cultural interventions to promote a secure cultural attachment.

Keywords: relationship psychology, attachment style, cultural identity, social buffering

Tunes and technology: A lifespan comparison on uses and attitudes towards music technologies for mood regulation

Tan, Catherine (University of Jyväskylä), Saarikallio, Suvi (University of Jyväskylä)

Music listening commonly supports mood regulation; however, music consumption behaviours change in response to technological advancements. Research examining how music technologies act as an agent for mood regulation is sparse and little is known about how they adapt to meet the needs of individuals across life stages that each present their own challenges and emotional demands. This study aims to produce knowledge on how music technologies are used as a mood regulation tool across the lifespan and to identify future directions for developing such technologies. Participants from three life stages adolescence, first-time parenthood and ageing will be invited to complete an online questionnaire collecting demographic information and details on three profiles: psychological (i.e., life satisfaction, resilience), musical (i.e., past music mood regulation practices, music listening context and set-up, sensitivity to musical reward) and technological (i.e., competence, usage, willingness to use). Music selections and data on the role of technology in facilitating different music mood regulation strategies will also be collected. Data analysis will focus on identifying characteristics in the music selected for mood regulation across the life stages and how technology may support or hinder the experience. Furthermore, demographic details and measures from participant profiles will be assessed as predictive factors in relation to these themes. This research will provide evidence for the potential of music technologies to be a tool to support the development of both safe, healthy and resilient individuals and communities.

Keywords: music technologies, mood regulation, wellbeing, lifespan

ID 120 Parental Perspectives on School Attendance Problems

Vesuri, Petra (University of Jyväskylä), **Borgström, Annika** (University of Helsinki), **Laurén-Knuutila, Tiina** (Åbo Akademi University)

Research on parental perspectives regarding school attendance problems (SAPs) is limited, despite evidence that different stakeholders—teachers, guardians, and students—often have distinct understandings of the causes and impacts of absenteeism. This symposium aims to expand understanding of SAPs through insights from guardians in Finland. The first study, involving 789 youth (average age 12), found that 82% had SAPs, mostly before 7th grade, with higher rates among those with autism spectrum disorder (ASD) and multiple diagnoses. These youth frequently encountered anxiety, depression, and social challenges, and over half had experienced bullying, indicating a need for comprehensive support. The second study involved interviews with 16 guardians, revealing that positive relationships with trusted adults, a safe school environment, and personalized learning plans greatly aided students' return to school. Individual, family, and systemic support were essential for fostering resilience and coping skills among students after absences. The third study examined changes in parenting when a child refuses school, a phenomenon often linked to anxiety or social challenges rather than truancy. Narrative interviews with 12 parents underscored the emotional strain and efforts parents make over years to encourage school attendance. This symposium with these studies provides multidisciplinary insights across education, psychology, and social sciences to effectively support children, adolescents, and their families with school attendance problems.

Keywords: school attendance problems, parents, multidisciplinary

Parents' Narratives of Changes in Parenting When a Child Refuses School

Vesuri, Petra (University of Jyväskylä)

In Finland, thousands of parents are exhausted and feel powerless when their child refuses school. School absenteeism and school refusal among children and adolescents pose a significant and growing challenge not only for the students themselves but also for their families, the educational system, and society as a whole.

The aim of this study is to provide new insights into parents' experiences of parenting and how these experiences change when their child refuses school. Previous research on school absenteeism and refusal has not focused on parents' experiences of parenting. This study is significant both in Finland and internationally. The main concept in this study is school refusal. School refusal is a complex phenomenon often associated with the child's or adolescent's anxiety, depression, learning difficulties, and/or challenges in social situations. In school refusal parents are aware of the absences and try, in every possible way, to enable their child to attend school. This study also addresses related concepts such as Emotionally Based School Avoidance (EBSA) and School Can't. This research makes a valuable multidisciplinary contribution to the fields of education, special education, family studies, social sciences, and psychology. The study began in January 2024. Parents (n = 12) from three different cities in Finland participated in individual interviews. The data is used to create narrative story types and the results will be presented in 2025.

Keywords: school absenteeism, school refusal, parenting, narratives

Return to school after absenteeism -What really helped? Guardians´ perspective

Lauren-Knuutila, Tiina (Åbo Akademi)

Chronic absenteeism is a growing concern both in Finland and globally, with significant implications for students' academic success, social integration, and overall well-being. This absence can lead to social exclusion and disrupt family harmony, affecting not only the individual student but also their siblings. While there is considerable research on psychosocial interventions, medication, and pedagogical strategies to address absenteeism, there is limited understanding of the role students' resilience and coping mechanisms play in their return to school. This study investigates guardians' experiences regarding the factors that support their children's return to school following absenteeism. Data were gathered in southern Finland in 2023 through semi-structured interviews with 16 guardians of students who had been absent from school for various reasons. The data were analyzed using thematic analysis. The findings reveal that the journey to absenteeism is often prolonged, with students receiving support from multiple sectors, including schools, social services, and healthcare. Key factors identified in guardians' narratives include

the presence of trusted adults at school, positive relationships, a safe school environment, and tailored pedagogical solutions. The study will present the results from individual, family, and systemic perspectives, aiming to deepen our understanding of how students' resilience and coping mechanisms can be supported. The findings will contribute to the development of research-based pedagogical approaches and interprofessional child and family services designed to address the complex issue of absenteeism and foster students' successful reintegration into school

Keywords: school absenteeism, return, resilience, guardian´s perspective

Guardian-reported school attendance problems in students with neuropsychiatric difficulties

Borgström, Annika (University of Helsinki), **Ahtiainen, Raisa** (University of Helsinki), **Londén, Monica** (University of Helsinki), **Alanko, Katarina** (University of Turku)

Studies have shown that youth with neuropsychiatric (np) difficulties have a higher risk for school attendance problems (SAPs). Studies on guardians' point of view are though in school absence matters scarce. It is important that different stakeholder voices are heard, as we know that the view on the problem differs as a function of whom we ask. When it comes to students with neuropsychiatric difficulties, there is limited knowledge about their school circumstances and SAPs. The aim of this study is to increase our understanding about neuroatypical youth and their possible challenges attending school from a guardian's perspective. Guardians of 789 youth answered background questions, reported SAPs, and the reasons for this (School non-attendance checklist) through an online survey. Most respondents were guardians to youth having multiple diagnosis (45 %, N=356). During the 23-day measurement period the youth on average missed 4 school days. 82 % of the sample had current or prior SAPs and the onset of problems was before grade 7 for most young people. Persistent absence (over 10 % absence) occurred in 42.8 % of the sample. SAPs were most likely for youth with ASD and multiple np difficulties. These two groups, more often than other groups lacked friends and had been bullied. The situation for students with multiple np difficulties was most challenging, with the largest number of individuals suffering from anxiety and/or depression, sleeping difficulties, learning difficulties and behavioral difficulties. Findings indicated that the school situation for youth with np difficulties is often challenging.

3 ORAL PRESENTATIONS

Tuesday

ID 14 Relationship building in European culturally diverse classrooms – a scoping review

Ve Saskia Romey, Leandra (University of Jyväskylä), **Mankki, Ville** (University of Jyväskylä), **Pakarinen, Eija (**University of Jyväskylä), **Varis, Sotiria** (University of Jyväskylä)

Education systems have become meeting points of diverse social and cultural groups, but often face challenges adapting to changing realities, with school staff, students and parents struggling to connect with culturally 'others'. While relationships with teachers have been identified as a signifier of students' academic success and wellbeing (e.g., García-Moya, 2020; Gisewhite, Jeanfreau & Holden, 2019), there is no clear view on European research so far. This scoping review provides a structured overview of the methodology and objectives of published research on relationship building in culturally diverse school contexts. It identifies 32 relevant articles relating to relationship building between different stakeholders in culturally diverse classrooms through a comprehensive search strategy using three databases, a reference search, and a Google Scholar search, published in the last ten years. Findings suggest a general awareness of the importance of relationship building in research, but also highlight a lack of representation of stakeholders besides teachers and students and little focus on the development of pre- and in-service teachers' relationship building skills. Future research on relationship building in culturally

diverse school contexts should (1) broaden the scope of studied groups to include other stakeholders, (2) provide a more comprehensive and holistic view by using different research methods, (3) focus more on practical applications for teacher education, to help navigate the socially and culturally changing classroom environments.

Keywords: culturally diversity, classroom management, relationship building, scoping review

ID 15 "It's difficult, but if we offer them love" Balancing Social and Curriculum Challenges when meeting migrating children in Greek schools.

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The aim of the current paper was to explore how professionals working within the Greek school system with refugee and immigrant youth view and talk about the resilience and agency of these children. Based on the theoretical framework of resilience and child agency we conducted in-depth, semi-structured interviews with six teachers, principals, and school directors. The interviews were transcribed verbatim and analyzed using thematic analyses, resulting in three themes. In the first theme – Greece as a transit country – the participants expressed difficulties in their role as the immigrant and refugee youth saw Greece as a stop on their journey to other countries. This sense of temporality made it more difficult to uphold long term goals in education, language acquisition, and social relationships. The second theme included descriptions of the immigrant and refugee youth as highly resilient, motivated and competent. Despite being victims of circumstances out of their control the youth were described as showing agency in how they were navigating their daily lives. Finally, in the third theme the participants discussed how to relate to the school curriculum, as the needs for these students included secure social relationships, safety and structured days, rather than the goals expressed in the curriculum. The findings are discussed in relation to the importance for immigrant and refugee youth to be viewed and treated as competent, active agents by the professionals they meet withing the school system.

Keywords: migration, agency, resilience, education

ID 18 Guided emotion participation at the start of early childhood education and care

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This study aims to understand the phenomenon of guided emotion participation at the start of early childhood education and care (ECEC). Applying a cultural–historical approach, we view emotional guiding and learning as an interactional phenomenon that takes place alongside everyday activities in which more experienced community members support those with less experience. Specifically, we use Tanner Vea's concept of guided emotion participation. Our methods are inspired by focused ethnography and video ethnography, and the data consists of observations of three under-two-year-old ECEC starters, their educators, and peers. The analysis focuses on interactions around the ECEC starters' crying as this emotional display aroused the educator's responses and emotional guidance. Based on our findings, the educators cultivated in the ECEC starters new kinds of sense-making and emotional performances related to daily ECEC activities, educators, and peers. The ECEC starters regulated the pace of proceeding towards emotional performances new to them in the ECEC context. By exploring the cultural–historical phenomenon of guided emotion participation in the ECEC context, the study provides a new perspective on emotional guiding and learning in early childhood and fosters discussion on related pedagogical practices.

Keywords: early childhood education and care; guided emotion participation; emotional guiding and learning

ID 20 Risks, knowledge and skills for social work students to become vicariously resilient: what researchers are telling us?

Eidukeviciute, Julija (Vytautas Magnus University), **Pirskanen, Henna** (University of Lapland), **Daugeliene, Dovile** (Vytautas Magnus University)

Social workers routinely deal with service users who disclose traumatic experiences. In most cases, social workers are exposed to the same traumatising circumstances as their service users. This constitutes a shared traumatic reality, situations in which social workers help service users to cope. Self-care techniques and strategies are

defined as, for professionals, essential skills needed in daily practice. Because issues such as isolation, adversity, and burnout are all common risk factors in social work practice, it is important for future social work professionals to develop resiliency and self-care strategies. To date, there is relatively little research on promotion of social work student's vicarious resiliency. Our aim is to investigate existing international research literature on social workers' vicarious resiliency by using theory-driven, integrative meta-analysis. Our research questions for meta-analysis are: What skills and knowledge social workers need to become vicariously resilient professionals dealing with emphatic engagement with traumatic experiences and materials of a clients? What risks can be recognized dealing with emphatic engagement with traumatic experiences and materials of a clients? Four databases (ProQuest, Scopus, EBSCO host and Google scholar) will be utilized in collecting data. The data will consist of peer-reviewed articles, published in international journals and authored in English. Data will be analyzed using content analysis. In our presentation, we will present the preliminary results of our work in progress. We argue that to promote the well-being of social work students and social work professionals, knowledge on the best practices of promoting their resilience and self-care is vital.

Keywords: social work students, resiliency, vicarious traumatisation, meta-analysis

ID 24 Reconfiguring responsibility?: Building from the parenting "grind" to reimagine inclusion and care in the United States

Davidson, Elsa (Montclair State University), **Patico**, Jennifer (Georgia State University Atlanta)

This joint paper builds from two separate ethnographic studies on parenting in the United States: one focused on the parents of children with autism and their experiences of "inclusive" classrooms in New York City (Elsa Davidson) and the other on the class dimensions of parental food-provisioning practices and related anxieties in an Atlanta charter school community (Jennifer Patico). Across the two parts of the paper, we present ethnographic material from each context in turn and draw from theoretical perspectives in the anthropology of self, personhood, care, and relationality along with cross-disciplinary work on cultures of parenting and neoliberal responsibilization to build a joint analytical perspective that highlights everyday unsettlings of current institutional arrangements. We explore our comparative ethnographic findings to suggest how such arrangements might be

reimagined and reconfigured away from individual- and household-focused solutions and towards more collectively-oriented goals for provisioning, belonging and entitlement, particularly in the context of public education. (Please continue to Part 2 abstract.)

Keywords: parenting, class, inclusion, neoliberalism

ID 25 Reconfiguring responsibility?: Building from the parenting "grind" to reimagine inclusion and care in the United States

Patico, Jennifer (Georgia State University), **Davidson, Elsa** (Montclair State University, New Jersey, U.S.)

(Please read Part 1 abstract, then continue here:) In each ethnographic setting, we observed relatively affluent middle-class families taking on marked burdens of care in the context of public institutions. Parents devoted significant time and energy to the task of managing their "atypical" children – children who did not align easily with the temporal and behavioral rhythms of the schools – or they took pains to supplement institutional resources and practices in an effort to make schools safer, "healthier," or more inclusive spaces for their children. As such, parents were complicit with institutional arrangements that often did not serve their children needs as they perceived them very well, even as these structures also reinforced parents' own relative privilege, quietly entrenching others' lack of access. Parents' narratives voice critiques: sometimes of school administrators and teachers, sometimes of other parents. But their nagging frustrations and exhaustions – the daily grinds of parenting in these spaces – also point, often more implicitly, to alternative ways to imagine the collective project of educating and nurturing of children. We examine and theorize how, by calling attention to grinding forms of responsibilization in the neoliberal present, they also provoke imagined futures that depart from these existing and unsatisfying forms and point to the possibility of new forms of solidarity that might be integrated into the institutional contexts of everyday life.

Keywords: parenting, class, inclusion, neoliberalism

ID 3 Youth Climate Activism and the Politics of Possibility: Rethinking Utopias through Hannah Arendt

Orman, Turkan Firinci (Independent Researcher, Finland)

This paper explores how youth climate activism embodies Hannah Arendt's concepts of freedom and action, offering a reimagined approach to utopias as spaces of ongoing political engagement rather than static blueprints for a perfect society. Grounded in Arendt's critique of totalitarianism and her emphasis on spontaneity and plurality, the study examines how young activists' collective actions in response to the climate crisis align with her vision of political freedom as something practiced in the present. By focusing on youth-led movements, the paper highlights how activism in the face of environmental challenges offers a resilient alternative to rigid, top-down solutions, creating spaces where new possibilities for justice and environmental change can emerge. Arendt's notion of natality—the capacity for new beginnings—connects directly with the dynamic, hope-driven nature of youth climate movements, which continuously reimagine and reshape the future through collective action. This activism not only addresses environmental concerns but also promotes social sustainability by building inclusive, resilient communities that prioritize justice and long-term societal well-being. This perspective suggests that youth activism does not simply aim to achieve a distant utopia but actively cultivates conditions for freedom, experimentation, and transformation in the present.

Keywords: youth climate activism, political freedom, utopian possibilities, collective action, environmental justice, plurality

ID 4 Shared leave, shared nights? A qualitative study on Finnish, British and Spanish parents' accounts of sharing the parental leave and night-time care.

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Sufficient and uninterrupted night sleep is essential for well-being, but for many parents of young children, especially mothers, it is rare. According to research, the "parental night shift," which includes late evenings, early mornings, night awakenings, child feeding and care, as well as other responsibilities, falls mostly on mothers. This gendered division of night-time care follows a global pattern where

mothers take parental leave more often than fathers. However, the connections between parental leave and night-time care work have not been previously studied. This paper examines parents' perspectives on sharing parental leave and night-time care across three countries—Finland, the UK, and Spain—which differ in parental leave policies, as well as welfare models, and cultural views on gender and parenting. Theoretically, the study builds on earlier research from the fields of parental leave research, research of gendered parenting practices and the sociology of sleep. As empirical data, we utilize qualitative interviews conducted with parents of young children under three years old in Finland (n = 42), the UK (n=25), and Spain (n = 25). The data will be analysed using discursive methods. Based on initial readings of the Finnish and Spanish data, night-time care of young children appears to be a clearly gendered phenomenon in both countries. In some cases, fathers' take-up of individual parental leave seems to be associated with a more equal division of night-time care in the parents' accounts. The analysis of data from all three countries will be completed by the end of 2024.

Keywords: parental leave, equality, night-time care

ID 50 The complex interplay between changing gender role attitudes and family policies in Finland

Närvi, Johanna (Finnish Institute for Health and Welfare), **Mesiäislehto, Merita** (Finnish Institute for Health and Welfare), **Lammi-Taskula, Johanna** (Finnish Institute for Health and Welfare)

This presentation explores the evolving attitudes towards gender roles and different earner-carer models in Finland since the 2000s, focusing on the interplay between cultural norms, societal attitudes, and public care policies. Alongside other Nordic countries, Finland is often viewed as a forerunner in gender equality, with notable increases in paternal involvement in childcare; however, structural issues such as labour market segregation, wage disparities, and an unequal distribution of care responsibilities persist. Finland's comprehensive parental leave system, including several reforms throughout the 2000s and most recently in 2022 to extend leave entitlements for fathers and offer greater flexibility, exemplifies how policies adapt to promote gender equality and support diverse family structures. Drawing on data from the International Social Survey Programme (ISSP) for 2002, 2012, and 2022, we empirically investigate shifts in attitudes towards gender roles and different

earner-carer models and examine through quantitative multivariate analysis associations with sociodemographic factors, including gender, age, and education. Additionally, we review the parental leave schemes in 2000-2022 and evaluate how the developments in parental leave policies correspond with shifting social attitudes. Against the backdrop of Finland's historically low birth rate and evolving perspectives on family and life goals among younger generations, the analysis contributes to current debates regarding the role of care policy and societal norms in shaping gendered expectations and family life. The presentation also illuminates the complex interdependence between cultural gender norms and policy in challenging or reinforcing traditional family ideals.

Keywords: gender attitudes, earner-carer models, parental leave, policies, norms

ID 68 Affective dimensions of poverty in family life

Sihvonen, Ella (Tampere University), **Repo, Katja** (Tampere University), **Tammelin, Mia** (Tampere University)

This presentation examines how parents navigating poverty describe their daily family lives with children, particularly following the recent social security cuts. Using affect theory as outlined by Sara Ahmed, this research explores the ways in which emotions—such as shame, fear, and frustration—are not merely personal experiences but socially mediated responses shaped by cultural and political contexts. The aim is to understand what affective responses parents describe, and how these influence family life, potentially reinforcing social cohesion among marginalized groups while also exposing them to forms of exclusion and stigmatization. The dataset consists of qualitative writings (n=41) provided by parents, most of whom are single mothers, collected between August and October 2024. These writings reflect the challenges of poverty and the impact of recent policy changes on their family life. The data were analyzed using qualitative methods to identify key themes and patterns that emerged from the parents' experiences. Preliminary findings show that participants' emotions are deeply intertwined with the policies that structure their lives, manifesting as lasting affects that influence self-perception and social bonds. Feelings of frustration and fear embed themselves in daily interactions and the parental role, underscoring the intersection of class, family life, and social exclusion. The study concludes that poverty and austerity policies intensify emotional crises within family, highlights the political dimensions

of emotions in everyday life. Analyzing these narratives through affect theory emphasizes the need for policy approaches that address not only material but emotional well-being, recognizing the resilience and hope parents exhibit despite systemic adversity.

Keywords: poverty, affections, social security cuts, affects, qualitative methods

ID 51 Inequalities in work-family reconciliation

Lammi-Taskula, Johanna (Finnish Institute for Health and Welfare (THL)), **Närvi, Johanna** (Finnish Institute for Health and Welfare (THL))

While parenthood is a positive experience for most people, various dimensions of family life also create challenges for the wellbeing of parents. Having children brings along tensions for time use, family economy, and psychosocial resilience (Fawcett 1988; Nelson et al 2013; Collins & Glass 2018). These tensions are present in the reconciliation of paid employment and family life as having children means increased living costs, spending more time in childcare and housework and less in leasure activities, and being more stressed due to work-family conflicts as well as securing the wellbeing of children. Family policies in Finland support work-family reconciliation with several measures, the most important being parental leave rights with relatively generous benefits as well as universal, high-quality childcare services. According to previous studies, the majority of parents seem to cope relatively well with the challenges of work-family reconciliation. There are however disparities related to gender, family structure as well as work characteristics (Sorsa & Rotkirch 2020; Lammi-Taskula & Närvi 2022; Lammi-Taskula & Kinnunen 2024; Toivanen 2024). In this paper we examine parents' experiences of combining paid work and family life, and inequalities between diverse families more detail. We also discuss possible policy options to better support the work-family reconciliation of the more vulnerable families. We use the national FinLapset survey data collected in 2024 among parents with six-year-old children, focusing on a large number of socio-demographic factors.

Keywords: work-family reconciliation, inequalities, family policy

ID 119 Perspectives on social support on the pathways to working life: refugee women's experiences in Sweden

Garell, Cecilia (School of Health and Welfare, Halmstad University), **Lydell, Marie** (School of Health and Welfare, Halmstad University), **Nilsson, Marie-Helene Zimmerman** (Division of Educational Science and Languages, Department of Social and Behavior) **Lindgren, Eva-Carin** (School of Health and Welfare, Halmstad University), **Hertting, Krister** (School of Health and Welfare, Halmstad University)

This study aimed to explore pathways to working life experienced by refugee women in Sweden, focusing on their experiences of social support. Refugee women might experience several restraints on these pathways. The likelihood of "less successful" labor market integration pathways is higher for female refugees (Backman et al., 2021). Lack of, e.g., language proficiency makes immigrant women more susceptible. This can adversely affect multiple aspects, such as access to a well-paid job and participation in social groups. Scholars have observed a need to explore positive integration processes, facilitators supporting flourishing (Cobb et al., 2019), and what meaningful contacts, e.g., colleagues at work, imply for refugees. Eleven women originating from non-EU countries participated in the study. Semi-structured interviews lasted between 60 and 130 minutes and were analyzed using thematic analysis. Findings reveal that all the women had a strong driving force to learn the language fast and get a job. They wanted support and were eager to network at their internships to get jobs. In this way, they also gained a sense of belonging. The women experienced social support mostly from engaged Swedes who supported the refugees outside their professional roles in their free time. Teachers from Swedish for Immigrants and people from language cafés supported the women in finding internships, housing, writing CVs, and being friends. Even unknown people encouraged the women. In conclusion, this study has provided new insights into how various types of social support (instrumental, informational, and emotional) were experienced and made meaningful by the refugee women.

Keywords: refugee women, social support, working life

ID 28 Parental ideals in early childhood education and care: a sociomaterial approach

Järventausta, Eeva (Tampere University)

When individuals become parents, they engage with institutions such as child healthcare, and subsequently, Early Childhood Education and Care (ECEC). These institutions not only provide services and support but also shape the experiences and ideals of 'good parenting'. This study investigates how ideals of 'good parenting' are constituted within the everyday practices of Finnish ECEC. Using sociomateriality as a theoretical lens, the study explores how ideas of good parenthood are actualised in daily situations within ECEC centres. The education system is perceived as middle-class (Stefansen & Skogen, 2010) and can inadvertently exclude parents from diverse backgrounds (Norheim & Moser, 2020). Based on ethnographic fieldwork, this study contributes to the discussion by examining situations where parenting norms and ideals are challenged by parents. The findings reveal that ideals of ´good parenting´ are formed through a combination of the physical environment, such as the ECEC facilities where children and parents interact; material aspects, including children's belongings; technology, such as digital tools used for communication between educators and parents; ECEC practices, encompassing institutional policies; and educators' professional practices, which involve approaches used by educators. Parents challenge these ideals by confronting them or distancing themselves from cooperation. The study highlights how the values, norms, and cultural capital within the ECEC institution are middle-classed. It simultaneously makes the ideal of 'good parenting' more attainable for some parents than others. This research contributes to understanding the relationship between parents and ECEC institutions, offering insights into how social sustainability can be fostered for children and diverse families.

Keywords: parental ideals, early childhood education and care, sociomateriality

ID 29 Turning points and hope in the lives of young people in challenging life situations

Helfer, Alix (Finnish Youth Research Society), **Pitkänen, Tuuli**, (Finnish Youth Research Society),

Background: Between 2019 and 2021, there were around 9,500 deaths or near-miss cases of young people under 30 caused by drugs, suicide or violence in Finland. The aim of this study was to identify turning points and hope in the lives of young people with mental health or substance use challenges. What kind of support enabled them to find hope in challenging life situations? Methods: Ethnographic fieldwork and interviews were conducted between November 2023 and July 2024 in low threshold services directed for young people facing homelessness, mental health or substance use challenges. Furthermore, four interviewees took photographs of meaningful things that helped them cope during hard times. The data was supplemented in spring 2025 with interviews of young people receiving social rehabilitation services. Fatal turning points and hope were identified by using content analysis of 31 interviews of young people aged 19 to 32. Results: Young people identified diverse turning points, sometimes having its origins already in childhood or relationship adversities; experiences of thwarted belongingness, failed expectations, or death of a beloved one. Furthermore, significant others, faith, and service system support enabled young people to find hope in challenging life situations. Conclusion: The results give an understanding of turning points and hope found identified by the young people themselves. Awareness of adverse life situations and perceptions of hope enables providing solutions for the service system to support young people's needs.

Keywords: young people, challenging life situations, hope, despair

ID 6 Night-time care in Finnish families with young children

Grigorjew, Erika (University of Jyväskylä), **Eerola, Petteri** (University of Jyväskylä), **Böök, Marja Leena** (University of Jyväskylä)

The aim of this study is to examine Finnish parents' narratives on night-time care. Night-time care is a novel approach in care and family studies. This research produces new understanding of parenthood and the everyday life of families and theoretical knowledge on night-time care. The study is done as part of research

project The Parental Night Shift: Gendered Inequalities in Night-time Care. In earlier research night-time care in families with young children has been described as a 'parental night shift'. The night shift consists of caretaking responsibilities such as hands-on care, emotional labour, awakenings and intermittent sleep. Mothers typically have the responsibility for night-time care and their sleep is more interrupted than their spouses'. In this research both parenting and sleep are understood as practices that are connected to social, cultural and gendered structures. The empirical data were collected in Finland. The data consists of two data sets: parents' writings on night-time care (N = 52) and individual interviews (N = 50). The sample included parents from mixed-sex and same-sex parent families and single parents. The data are being analysed with a narrative approach. The analysis is still in process and more comprehensive results are under way. The night-time care was primarily presented as the mother's responsibility and only few fathers were main carers during night. Parents expressed diverse feelings about night-time care, such as the intimacy created in taking care of a child late at night, but also sadness when responsibilities were not perceived to be evenly divided.

Keywords: night-time care, sleep, narrative research

ID 7 Pre-service teachers' responses to children's literature on LGBTQ+ and diverse family structures.

Stergiou, Maria (McGill University)

Aim of the Study: This study investigates pre-service teachers' responses to children's literature on diverse family structures, specifically LGBTQ+ families. The research aims to examine these responses in the context of critical pedagogy and to inform teacher training programs in Quebec with recommendations for curriculum development. Background/Theoretical Framework: With increasing focus on diversity, inclusion, and equity, traditional notions of family are being redefined. Yet, limited pedagogical training exists for effectively integrating children's literature on LGBTQ+ families. Critical pedagogy (Giroux, 2024) forms the study's foundation, encouraging reflection on socio-cultural contexts and shaping inclusive educational spaces. Description of the Methods: This qualitative, arts-based study involves ten pre-service teachers from McGill University. Participants engage in two workshops: one to discuss experiences with LGBTQ+-themed children's literature and another where they create collages reflecting their engagement with a selected story.

Collage-making is used to elicit creative and personal expressions, revealing perspectives that may not emerge through conventional methods. Results/Preliminary Findings: Preliminary findings suggest mixed responses, with participants expressing both enthusiasm and hesitation. Concerns regarding parental reactions, administrative support, and personal comfort levels were highlighted. Initial analyses show themes of empathy, fear of backlash, and uncertainty about classroom applications. Discussion/Conclusion: This study sheds light on the complexities of introducing diverse family narratives into the classroom and the need for comprehensive teacher training in this area. Findings will contribute to curriculum development and policy recommendations in Quebec, emphasizing the importance of inclusivity in teacher education to prepare educators for a diversifying society.

Keywords: teacher education; children's literature on diverse family structures; LGBTQ+ or rainbow families

ID 27 Exploring the Complexity of Emotional Experiences in Parent-Child Interactions Using Intensive Longitudinal Data

Teuber, Ziwen (University of Luxembourg), Jordan, Gesine (University of Luxembourg), López-Pernas, Sonsoles (University of Eastern Finland)

This study aims to investigate the emotional experiences of parents and children during their daily interactions. Specifically, we explored the complex relationships between parents' emotions, children's emotions (happy, vigorous, proud, sad, angry, anxious, tired, and guilty), and parents' implementation of emotional co-regulation strategies (problem-solving, reappraisal, acceptance, comforting, perspective-taking, rumination, and expressive suppression). Data analysis included 7,580 responses from 121 U.S. parents of mid-adolescents, collected over a 28-day experience sampling period. We adopted an exploratory, data-driven approach using a between- and within-person psychological network analysis method to capture both stable, trait-like and dynamic, fluctuating components of emotions and emotional co-regulatory strategies. In the current conference contribution, we present preliminary findings that revealed substantial differences between the between-person and within-person networks, highlighting differing concurrent and cross-lagged associations between parents' and children's emotions and parental emotional co-regulation from both between- and within-person perspectives. Our

preliminary findings reveal notable distinctions between between-person and within-person networks, underscoring the complex interplay among parents' emotions, children's emotions, and parents' emotional co-regulation. Next, we will expand these networks by incorporating predictors and outcomes, such as sociodemographic variables, meta-emotional constructs, and the quality of the parent-child relationship from the panel data. We believe this novel study will significantly contribute to theory refinement, particularly regarding the role of parental emotional co-regulation in parent-child interactions, and offer valuable insights for family-centered programs addressing the emotional dynamics within these relationships.

Keywords: emotion regulation, co-regulation, parenting, parent-child interaction

ID 43 Family life and family time during the COVID-19 pandemic in Finnish families with financial difficulties

Repo, Katja (Tampere University), **Eerola, Petteri** (University of Jyväskylä)

Finnish families with children faced first waves of the COVID-19 pandemic in March 2020 when schools and most day-care centres closed, and most parents worked from home. The situation made parents to evaluate the foundations of family life from a new perspective. This study captures the meanings that the parents with school-aged children attach to family life and family time during the first months of the COVID-19 pandemic. The focus of the study is on parents facing financial difficulties. Analysis is based on an online survey conducted in May 2020 as part of a research project called 'Families and Everyday Life During the Pandemic'. The online survey form was sent to the parents of primary-school-aged children in a middle-sized Finnish town. The Survey contained open questions on daily life during the COVID-19 pandemic, which parents could answer by typing out answers. A total of 836 individuals responded to the survey. Qualitative thematic analysis was used as the method of analysis. The respondents portrayed a complex picture of family life. On one hand – as described by the themes of a talking family, a family that is together, a family that does things together, a calm family and a close-knit family – they emphasised the positive effects of the pandemic, especially in terms of family togetherness and interaction. On the other hand – as the themes of a concerned family and an isolated family describe – their accounts highlighted the anxiety caused by economic stress and isolation.

ID 71 School-aged children's views on parental divorce

Böök, Marja Leena (University of Jyväskylä), **Terävä, Johanna** (University of Jyväskylä)

The parental divorce process comprises a series of transitions over an extended period. These involve the modifying and restructuring of family relationships, including custodial arrangements, parental roles, and the dynamics of the whole family. Children live their daily lives under the conditions of decisions and choices made by their parents, which inevitably affect their growth, family relationships and well-being. However, there is little research-based information about children's perspectives. This research aims to describe the meanings children attach to divorce, post-divorce parenthood and daily life. The aim is also to find out how children talk about their feelings when discussing divorce and life after divorce. As this research is a joint effort with a Finnish national child welfare NGO, the data were being produced in "Children's separation groups" organized by the NGO during 2022-2023. Group interviews were conducted in 8 different peer support groups involving 4 to 7 volunteers aged 7 to 12 (n = 32 children) who had experienced parental divorce. Research ethical issues has been considered at all stages of the research process. Both the research data and results will be treated confidentially as required by Finland's data protection legislation. An ethical pre-assessment has been conducted. The research is constructionist, using qualitative content, discourse, and narrative analysis. In our presentation, we present preliminary findings on how children talk about the moment of divorce and what emotions can be identified in relation to this moment and close relationships. We also examine children's perceptions of the reasons for their parents' separation.

ID 82 Couple Resilience and Coping with Dyadic Adversity: A Cross-Cultural Study Across Three European Countries

Grané-Morcillo, (Jaume Ramon Llull University (URL), Blanquerna (FPCEE)), **Pérez-Testor, Carles** (Ramon Llull University (URL), Blanquerna (FPCEE)) **Vall, Berta** (Ramon Llull University (URL), Blanquerna (FPCEE))

Couple resilience is an emerging dyadic construct of growing interest in the scientific literature. Several studies have demonstrated that fostering resilience in couples when facing and coping adversities plays a key role in intimate relationships (Donato, 2014; (Einerson et al., 2023; Meyers et al., 2020; Roth et al., 2024). The main aim of this research was to assess the cross-cultural differences and similarities within the couple resilience and its primar related constructs (dyadic coping and dyadic adjustment). The sample was composed by 786 individuals (nSpain= 268, 34.1%; nItaly= 273, 34.7%; nPortugal= 245, 31.2%) from 18 to 45 years old (M= 27.52; DT= 7.45). The following psychometric measures were used: Couple Resilience Inventory (CRI; Sanford et al., 2016), Dyadic Coping Inventory (DCI; Bodenmann, 2007), Dyadic Adjustment Scale (DAS; Spanier, 1976) and the Scale of the Myths of Romantic Love (SMRL; Bonilla-Algovia i Rivas-Rivero, 2020). The variables dyadic adversity, socioeconomic status and view of love (as measured by the SMRL) were controlled to account for cross-cultural differences in dyadic resilience and coping with adversity. Multivariate Analysis of Variance (MANOVA) were performed to analyse differences across multiple dependent variables between cultural groups simultaneously. Cross-cultural differences derived from the different backgrounds of each culture's view of love are discussed. Social, clinical and policy implications of the differences and similarities obtained on couple relationship quality in the three countries are addressed.

Keywords: couple resilience, dyadic resilience, dyadic coping, myths of romantic love, cross-cultural design

ID 102 Exploring children's experiences of their local communities through photowalking

Peltola, Antonina (University of Helsinki), **Kangas, Jonna** (University of Helsinki), **Lastikka, Anna-Leena** (University of Helsinki)

Communities and sense of community have a major impact on our lives and well-being. Still, there is a lack of research of communities from the perspective of young children. The aim of this research is to explore children's experiences of their local communities by studying their narrations in their everyday environments. Moreover, the aim is to explore possibilities of photowalking as reaching children's experiences. The research data was collected in children's home environments in 2023. Ten children aged 2 to 9 participated in photowalking in their local environments. Narrative approach and the idea of community layers by Tjora & Scambler (2020) were used to analyse children's experiences. In this presentation, a community as locality is discussed. Preliminary results show that combining multiple research methods offer children complementary ways to communicate their experiences. Moreover, photowalking was found to be a useful method in exploring communities through the viewpoint of locality. The research is part of ongoing research of young children's experiences of local communities.

Keywords: local communities, narratives, photowalking, children's perspectives

ID 63 "There are all kinds of emotions during the day". Children's emotions in early childhood education and care from the perspective of early childhood education professionals

Koivula, Merja (University of Jyväskylä), **Sevón, Eija** (University of Jyväskylä)

The present study explores how early childhood education (ECE) professionals narrate children's emotions in early childhood education and care (ECEC) and how they perceive their role in relation to children's emotion regulation. Research has shown that emotions are expressed and experienced as deeply intertwined in interpersonal relationships (Denham, 2007). Therefore, this presentation considers ECE professionals' relationship with children as a key factor for children's learning to recognize, express, and regulate their emotions. The data consists of interviews with 12 ECE professionals. The data were analyzed using inductive thematic analysis (Braun & Clarke, 2019) as a basis for developing typologies. The study followed the

research ethics guidelines and adhered to voluntariness, confidentiality, and privacy throughout the data collection. Preliminary findings suggest that ECE professionals emphasized children's individuality in their emotion expression in ECEC. In particular, children's age and temperament were considered to explain children's emotional expressions. However, the professionals categorized children into three groups: 1) ordinary children 2) withdrawn and silent children, and 3) emotional and externalizing children. Ordinary children were considered to have 'ideal' emotional expressiveness, whereas the other two groups were labelled as problematic and challenging. ECE professionals considered their role as verbalizing children's emotions, helping them to regulate their emotions by being present, empathizing and offering comfort, trying to find the cause for children's emotions, and come up with solutions. The findings offer insights into the importance of ECE professionals' relationship with and assessment of different groups of children for children's emotional lives in ECEC.

Keywords: children's emotions; early childhood education professionals; emotion regulation; relationships

ID 87 Nature-based activities in encouraging youth's contacts with nature and its microbiota

Grönroos, Mira (University of Helsinki), **Puhakka, Riikka** (LAB University of Applied Sciences)

Well-being and health effects of nature are increasingly recognized. Growing evidence suggests that contact with environmental microbiota is necessary for human immune system development which is especially important in early life. Positive nature experiences are important for the development of nature connection and the desire to be in contact with nature also in adulthood. Thus, in the increasingly urban world, it is urgent to find ways to maintain and increase human contacts with nature. In the NATUREWELL-project, our aim was to study how different kind of nature-based activities can be used to increase nature contacts of urban youth. Four ninth grade classes from Finland participated in either hiking, geocaching, playing location-based mobile games, or, as a control treatment, a drama camp indoors. We analyzed bacterial composition from skin swab and saliva samples before and after activities and from collector samples during the activities. We also collected survey and interview data from participants. Results showed that

the bacterial exposure was significantly highest for hikers, next highest for geocachers and the lowest for drama campers. However, changes in human bacterial composition were more subtle. Survey and interview data showed that participating in the activities had positive effects on youth's perceived well-being and motivation to engage with nature. Results of this study and previous studies on this field have important implications, for instance, for planning healthy urban environments as well as daycare and school practices. However, more interdisciplinary research is needed to ensure children's equal and efficient contacts with nature and its microbiota.

Keywords: human health, microbial contact, well-being

ID 26 Microbes and mouths: Living in compromised ecologies

Millei, Zsuzsa (Tampere University), **Varpanen, Jan** (Tampere University), **Aalto, Erika** (Tampere University)

In our project, Restor(y)sing daycare ecologies, we seek to revive attention to biological processes in children's lives with the help of microbes. In this presentation, we particularly focus on children's mouths. The mouth teems with microbial life; it ingests and digests food; bites and licks (both metaphorically and factually); utters words as language; which are all foundational to social and biological life. Exploring mouths with microbes brings attention to the biological and social processes of children's lives (Lee, 2013). We share stories of the mouth as a site of multiple collaborations, as part of multispecies and socio-material events, as an organ of multi-sensorial experience, and as linked to global commodities, biodiversity loss and toxicities in air, water and soil. Our aim is to overcome binary thinking concerning childhood (social / biological; nature/culture) (Prout, 2000), binaries that extract the child from the biological or ecological environment as a human; or takes children's lives as positioned either in the immediate spaces of families, localities or pre/schools or in considerations with long-range environmental or economic concerns (Garbarino, 1992, p. 179). How else can we think of children's wellbeing and create resilience in their fast changing ecological environments than understanding children's lives in terms of biosocial processes?

Keywords: biosocial, microbes, children's lives, biodiversity loss, Anthropocene

ID 69 Parental Agency and Social Resilience in Families During Unexpected Societal Shocks: A Case Study from the Early Stage of the COVID-19 Pandemic

Saarikallio-Torp, Miia (The Social Insurance Institution of Finland), **Sihvonen, Ella** (Tampere University)

This presentation is based on the Finnish parents' writings during the first wave of the COVID-19. We examine the coping strategies adopted by Finnish parents during the lockdown orders and a strong recommendation for social distancing. In Nordic welfare societies, social institutions act as safety nets for families. However, this role was affected by an unexpected societal-level shock, i.e. the pandemic. The study draws on qualitative data containing free-form writings from 93 individual parents of underage children, supplemented with a brief survey providing context regarding the participants' family circumstance. In this study, we approached coping from the theoretical perspective of social resilience (Dagdeviren et al., 2020) in combination with the concept of agency (Emirbayer and Mische, 1998). We were interested to learn how the parents' resilience and agency were constructed in relation to intimate family relationships and/or wider society and whether leaning on family relationships or community and society was empowering or not. We studied how the parents' resilience and agency were constructed in relation to family relationships, community, and society and whether the dimension of time affected parental agency. Based on our analysis, families in vulnerable situations – for example, parents with children with disabilities – were overloaded and had little faith in the future or the social security system. However, families who were better off were empowered by social relationships, able to utilise the versatile societal safety net, and had faith in the future.

Keywords: resilience, family relationships, covid, lockdown, agency

ID 122 Beyond bullying: Children's and young people's accounts of peer conflicts

Lahtinen, Maria (University of Jyväskylä), **Notko, Marianne** (University of Jyväskylä), **Salonen, Eija** (University of Jyväskylä), **Sevon, Eija** (University of Jyväskylä)

This presentation reflects on how peer conflicts should be defined, discussed and contextualised. Earlier, mainly psychological research called the phenomenon

bullying, but social science research has called for new concepts and approaches to grab onto children's and young people's peer conflicts. It is claimed that how the phenomenon is named and defined, and whether we talk about bullying, peer violence or social and moral orders in peer culture influences how the conflicts within peer relationships are understood, interpreted, intervened and untangled. The data gathered in the VALTAKO project consists of children's and young people's narrated or written stories about peer conflicts, which can be rooted in real life or fictional. The ages of the participants ranged from ECEC-aged children to young people in their teenage years. The aim is to apply narrative analysis and explore how children and young people account for peer conflicts, how the conflicts are reasoned, contextualised, and what kinds of resolutions are foregrounded in the stories. The stories showed the diversity in types of conflict situations that were described, and the complexity of emotions and reasoning regarding these situations, yet suggested rather neat solutions to how to solve them. The presentation argues for the more nuanced, contextualized, multi-perspective and transdisciplinary conceptualisation of peer conflicts obviating labelling them as bullying. Furthermore, there is a need to offer space for discussing and reflecting emotions and morals concerning conflict situations with children and young people which may provide possibilities for learning to encounter and act constructively in these in these situations.

Keywords: bullying, peer conflicts, conceptualisation, reasoning

ID 30 Consequences of Developmental Trajectories of School Absences among Adolescents

Tunkkari, Mari (University of Jyväskylä), **Virtanen, Tuomo** (University of Jyväskylä), **Kiuru, Noona** (University of Jyväskylä), **Vasalampi, Kati** (University of Jyväskylä)

This study examined the consequences of the developmental trajectories of school absences from Grade 6 to Grade 9 for students' affective engagement and school absences after the transition to upper secondary education as well as educational and well-being outcomes at the end of upper secondary education and early adulthood (age 18-21). A total of 1,823 Finnish students (T1, mean age 12.76 years, 954 boys) reported their school absences due to sickness, truancy, and other reasons in Grades 6, 7, and 9. Four trajectories of low-stable school absences (92%), relatively high-stable school absences (4.3%), increasing school absences (2.4%), and early started school absences (1.2%) were detected. The results revealed that

students in the low stable school absences trajectory showed the highest affective engagement and well-being and were most likely to complete upper secondary education in normative time. Students whose school absences increased particularly after the transition to the lower secondary school were more likely to have police contacts later on, whereas high levels of school absences, low affective engagement in upper secondary education and higher likelihood of receiving social assistance in early adulthood were typical for the students in early started school absences trajectory. Parental and teacher social support were also important protective factors against dropout intentions in upper secondary education and adverse well-being consequences in early adulthood. These results suggest that identification of different subgroups of school absences is vital in order to reduce the risk for school dropout and poor subsequent well-being.

Keywords: school absences, developmental trajectories, adolescence, well-being, engagement

ID 31 Moral Agency and Emotions in Ethical Challenges of Leaders in Early Childhood Education and Care

Peltoperä, Kaisu (University of Jyväskylä), Heikkinen, Suvi (University of Jyväskylä)

As a field grounded in nurturing and developmental care ideals, ECEC is embedded with normative values concerning good childhood and strong pedagogical insight on how to educate the new generations. Leaders in this setting face ethical challenges arising from value conflicts and ambiguous moral standards, navigating an uncertain ethical terrain where multiple conflicting actions may seem justifiable. In such cases, no clear right or wrong solution exists, allowing for alternative approaches that impact colleagues, subordinates, parents, and children. Moral agency, or the practice of taking actions perceived as ethical, is deeply intertwined with emotional responses to these complexities, as professional care inherently involves empathy, relational sensitivity, and accountability. Ethical challenges are inherently complex, evoking various sentiments that influence how stressful these challenges are perceived. By placing the moral agency for understanding how sentiments—such as empathy, love, pride, guilt, and shame—not only arise in response to challenges but also as guides informing moral reflection and actions in specific situations. Drawing on data from 13 focus group interviews with 54 ECEC leaders conducted within the Finnish Education and Evaluation Centre's project which focused on leadership in

Early Childhood Education, this study utilizes discourse analysis to explore how leaders sense and act in morally complex ethical challenges. Our analysis shows these senses are not merely emotional byproducts of acts but function as ethical (mis)guides that shape leaders' moral agency within professional care.

Keywords: early childhood education and care leadership; moral agency

ID 65 Engagement with and use of ICT in PISA 2022: Differences between genders

Hristov, Mitcho (Finnish Institute for Educational Research, JYU), **Yada, Takumi** (Finnish Institute for Educational Research, JYU), **Häkkinen, Päivi** (Finnish Institute for Educational Research, JYU), **Fagerlund, Janne** (Faculty of Education and Psychology, JYU), **Näykki, Piia** (Faculty of Education and Psychology, JYU)

The aim of the study is to investigate the relationships between students' engagement in information and communication technologies (ICT) and their use by analyzing PISA 2022 data. Previous studies using PISA ICT data from 2009 to 2018 show inconsistent relationships between ICT engagement and ICT use (Lezhnina & Kismihók, 2022; Ma & Qin, 2021; Meng et al., 2019; Odell et al., 2020). For example, the relationship between ICT engagement and use varied between countries, gender, and socio-economic status (Palimo, 2024). Since the ICT questionnaire changed drastically in PISA 2022, new analyses are required to pinpoint background characteristics and behaviors that potentially increase variability in ICT use between students. In the current study, using structural equation modelling, we map out the relationships between two ICT engagement factors and two ICT use factors. Engagement measures students' interest in ICT and their perceived competence in computer and information literacy (CIL) and computational thinking (CT), while use of ICT measures the frequency of ICT use for leisure purposes (games, social interaction, practical tasks) and enquiry-based learning (school assignments, data collection and analysis, collaborative learning). The results showed that in Finland perceived competence in CIL has a negative relationship to use of ICT for both boys and girls. However, the relationship between perceived competence in basic ICT skills and use of ICT for enquiry-based learning is slightly positive for girls, while slightly negative for boys. In conclusion, gender remains a source of variance that leads to different behaviors.

Wednesday

ID 44 Listening to unheard voices: experiences of maltreatment in foster care and arts-based methods

Notko, Marianne (University of Jyväskylä), **Malinen, Antti** (Tampere University)

Experiences of maltreatment, neglect, and abuse in foster care are often hidden and marginalized in Finland, largely remaining private and unaddressed in the public sphere. This study, part of the project "Rejected, Silent, and Gaining a Voice: Children's Experiences of Abuse in Foster Care and the Barriers and Opportunities for Disclosure, 1950–2025" (KUULLUKSI), explores the reasons behind the silence surrounding these experiences and examines the cultural, social, and institutional mechanisms that influence both the disclosure and response to difficult experiences in foster care. Our data comprises two components: 1) Kuulluksi forums, where adults reflect on past experiences of maltreatment in foster care, utilizing Playback Theatre (Fox and Salas), an interactive method where personal stories are shared and enacted in real time; and 2) art workshops for children and youth currently in foster care. Our participants have experiences of both foster families and institutions. We hypothesize that artistic expression can serve as a protective and liberating process, fostering emotional distance that may facilitate reflection on challenging events and reshaping self-identity (Känkänen 2013, Rahmel 2021). This approach may contribute to enhanced self-concept, confidence, new meanings, social connection, and reduced stigma (Pavarini et al. 2021; Tumanyan & Huuki 2019). By utilizing experiential knowledge and arts-based methods, our research aims to create pathways for improving foster care practices and addressing past failures and their consequences. These insights support efforts to enhance safety and accountability in child protection, aligning with the National Child Strategy (2021).

Keywords: maltreatment, abuse, foster care, arts-based methods

ID 54 Resilience and Mental Health Among Immigrant Adolescents in Europe: A Scoping Review with a Focus on Second-Generation adolescents

Tangelder, Yonne (Oslo Metropolitan University), **Johansen, Jennifer Drummond** (Oslo Metropolitan University), **Abebe, Dawit Shawel** (Oslo Metropolitan University)

Study Aims: 1. To examine what the literature reveals about resilience and well-being among second-generation immigrant children and adolescents in Europe. 2. To explore how resilience is conceptualized and measured in studies involving this population. Background: A significant and growing proportion of European adolescents are second-generation immigrants, facing increased mental health risks. Resilience studies, which focus on promotive and protective factors that enable positive adaptation to stress, remain limited. Resilience is widely recognized as a dynamic process shaped by interacting individual, relational, and contextual factors, yet this complexity is not always reflected in study methodologies. Methods: A literature search across six databases identified studies published in peer-reviewed journals between 2012 and August 2023. Of 29,958 records screened, 16 studies met the inclusion criteria. We mapped how studies measured three resilience dimensions—risk exposure, promotive/protective processes, and outcomes—and categorized measured factors as individual, relational, or contextual. Results: Considerable variation exists in how resilience is conceptualized and measured across studies, often relying on proxy measures and cross-sectional designs. Most studies focus on one or two resilience factor categories rather than a comprehensive approach. Findings indicate limited knowledge about well-being and resilience in second-generation immigrant adolescents in Europe, with mixed results on resilience, well-being, acculturation, integration, and socio-economic factors. Discussion/Conclusion: Methodological challenges in resilience research on second-generation immigrant adolescents hinder understanding of resilience mechanisms. This review emphasizes the need for longitudinal studies with contextually adaptable standardized measures of resilience to better capture it and support strategies that promote well-being in this population.

Keywords: scoping review, second-generation immigrants, adolescents, psychological resilience, promotive and protective factors

ID 64 The Reorganisation of Finnish Food Aid - Expectations and Outcomes

Kauppinen, Vera (University of Jyväskylä)

Although charity- and voluntary-based food aid has been recognised as a violation of the fundamental pillars of the Nordic welfare state ethos of equality, strong democracy and universalism, in 2023 the new Finnish government consolidated state-based funding for food aid, for the first time. Simultaneously, social protection has been cut on an unprecedented scale. These ongoing changes in the political climate indicate the repositioning of welfare responsibilities and add pressure towards food aid. I explore the ongoing reorganization and structuration process of food aid by deepening the theoretical discussion of the critical realist research tradition (M. Archer 1995, 2000), particularly contributing to the debate on the dialectic of structure and action. The changing structure of food aid affects actors and practices, while the experiences of the actors themselves influence how structures ultimately take shape. Research is conducted through ethnographic fieldwork by participation, observation, and discussion. During the winter 2024-2025, I will collect the second part of the data at satellite sites around one centralized terminal. I will focus on the experiences of the staff at the satellite sites in reorganizing food aid and their goals and expectations towards it, the alternative donation networks perhaps established aside from the terminal, and the variety of food distributed from the satellite sites. The research contributes to the understanding of the impact of the reorganization of food aid on the field and its actors, and eventually how the outcomes meet the expectations set for it.

Keywords: deprivation, food insecurity, welfare responsibility

ID 116 Conflicts in the everyday lives of youth: Forum Theatre method in the search for solutions

Notko, Marianne (University of Jyväskylä), **Sevón, Eija** (University of Jyväskylä), **Lahtinen, Maria** (University of Jyväskylä), **Salonen, Eija** (University of Jyväskylä)

Creative and arts-based methods are considered functional when traditional means of research are insufficient, or when the topic concerns sensitive issues. In VALTAKO project, we utilized the Forum Theatre as a method to collect young people's perceptions of power and conflicts in their close relationships. In this presentation we ask 1) how the Forum Theatre method suits studying young

people's perceptions of power and conflicts in their close relationships, and 2) what knowledge and solutions for conflicts and power use the method produces. Our study participants were 14-15-year-olds (one group, 19 persons) and 15-16-year-olds (three groups, 29+18+17=64 persons total) from two secondary schools in Finland. The four Forum Theatre events were produced by researchers and a professional theatre group in 2021 and 2022. A short, rehearsed performance, played by the theatre group actors, was based on the compilation of themes in written narratives produced earlier by children and youth for our project. The aim of the Forum Theatre is to demonstrate social or political problems that will be dialogically with drama methods discussed with participants. The research data included videotaped (5,5 hours total) Forum Theatre performances and related participatory discussions led by the play director. The participants could take part by acting alternative solutions on stage with the actors. Based on interaction analysis of the video recordings, we introduce young people's views on possibilities and challenges to make a change in conflict situations and in different forms of power relations.

Keywords: arts-based methods, close relationships, conflicts, Forum Theatre, youth

ID 13 Strengthening the transformational potential of children's participation and activism: learning from Bourdieu and Marxist Social Movement theory

Kiili, Johanna (University of Jyväskylä), **Larkins, Cath** (University of Central Lancashire)

This presentation aims to provide theoretical insights that can support the practice of children and young people's participation in public decision-making, particularly the pursuit of impact. Child and youth inclusion in decision-making is a right, and a matter of social, environmental and generational justice. Research on children's participation has shown that structures and processes offered to children (e.g. forums, advisory groups, discussion events, and consultations) can act as an oppressive form of governance encouraging children to accept and adopt dominant forms of political practice and hegemonic notions of common sense. Equally, though, children learn that they have rights, and they can develop skills to act for change. Our theory informed case study research explores two composite examples of children's participation in national level decision-making in Europe developed through interviews with young people, adult facilitators and policy-makers in three

countries. Working iteratively between theoretical perspectives proposed in child participation literature and the cases, two strands of theory emerged as particularly relevant for understanding how progress towards change can be analysed – namely the work of Bourdieu and Wacquant (notions of resources, capitals, doxa), and Marxist social movement theory (notions of critical consciousness and conflict within movements, local particularities, militant particularism, campaigns, social movement projects and social movements from above). These conceptual tools provide a structure for analytical reflection and potential guide to transformational action by and with children and young people. We conclude that further theoretical work could also usefully explore children's political and everyday activism by engaging with Black Feminist.

Keywords: children's participation; activism, Bourdieu; social movement theory

ID 12 Creative Situations as a Method of Expanding the Field of Children's Participation in Museums.

Nessel Lukasik, Beata (The Maria Grzegorzewska University in Warsaw)

A museum boom has been going on in Poland since the beginning of the 21st century. However, despite the modernization of many institutions and the emergence of narrative museums, the implementation of the idea of children's participation still takes the form of individual exhibition or educational projects rather than everyday practices. Therefore, it can be assumed that neither the child's perspective nor the issue of their agency have really resonated in museums. The aim of the presentation will be to present, based on the results of research on the audience of museums and the evaluation of participatory projects that I co-implemented with the participation of children in front of and behind the museum's threshold, what factors have led to a reduction in the scale of dissemination of such practices. In this way, starting from the characteristics of the effects of popularizing the idea of a participatory museum and the effects of implementing the concept of a relational museum, I will outline the context of the (absence) of children's voices in museums. At the same time, I will describe why I see the use of creative situations as a method in such processes as an opportunity to expand the field of children's participation in these institutions as well. On this basis, I will discuss whether the creation of polyphonic collections in museums consisting of adult and children's

voices may actually prove crucial in the search for solutions enabling the inclusion of children in the co-creation of discourse in the public sphere

Keywords: museum education, participation, creative situations, children's voice, subjectivity

ID 11 Immigrant parents' views of home-school cooperation in Finnish schools.

Ahmed, Qazi Waqas (University of Jyväskylä), Ronkä, Anna (University of Jyväskylä), Petteri, Eerola (University of Jyväskylä)

Cooperation between home and school is a universally recognized critical factor of success (Vasiljević-Prodanović, 2023). However, in many developed countries, when it comes to the case of immigrant families, 'cooperation' can easily fail, whether in activities at home or school. According to the recent PISA results, many immigrant children in Finland have underperformed in schools (Pulkkinen et al., 2024). Immigrant families in Finland often face issues in children's school-related activities due to cultural differences, teachers' way of dealing with parents and parents' socioeconomic situation (Kuusilehto-Awale, 2024). Despite the growing body of research on home-school cooperation, knowledge about the role of immigrant parents in their children's education is scarce (e.g., Taylor et al., 2023). With this identified gap, the present study aims to investigate home-school cooperation from the perspective of immigrant parents in children's education. 1.How do culturally and linguistically diverse immigrant families perceive home-school cooperation in Finnish schools? This qualitative study focused on the experiences of immigrant parents, and 26 parents were interviewed. We employed a narrative approach, as outlined by Riessman (2008), to comprehend immigrant parents' experiences and understand how their cultural backgrounds and the context of Finnish education shape their perspectives of home-school cooperation. The data is being analysed using narrative-thematic analysis. Cautiously, I expect the present study to contribute to understanding Finnish education regarding the sociocultural factors involved in cooperating with immigrant families. It will help educational policymakers in Finland effectively address the needs of immigrant families and provide training for educators in multicultural school environments.

Keywords: immigrants, children, education, Finnish teachers

ID 16 Reimagining social change: How multilingual children challenge normative structures in Finnish basic education

Rantanen, Venla (University of Jyväskylä)

The educational system reaches most children in Finland, which is why changes in educational policy and pedagogical interventions are often offered as solutions to societal issues by politicians, the media and researchers alike. However, these approaches are almost always top-down solutions, making children the objects of change, not the subjects. In this presentation, I turn the setting upside down by asking how the multilingual children challenge and disrupt the distinct oppressive structures of society and thus act as agents for social change in Finnish basic education. The study is based on the preliminary findings of my doctoral dissertation, for which I collected ethnographic data over an 18-month period in two schools in the Helsinki metropolitan area. The results consist of two sub-studies. In Study 1, I examine how two immigrant children construct identities and find opportunities for empowerment in school. Study 2 focuses on a group of eight-year-olds negotiating the legitimacy of their knowledges during a citizen science project. In both studies, children use the resources they have acquired outside school to challenge normative practices and create new ways of doing school. Thus, I argue that if we adopt a decolonial perspective, we see that the children are already doing the social change in their own terms, despite school's restricting practices. Besides providing a new perspective for theory of social change and multilingual pedagogy, my dissertation takes a stand on how we talk about so-called "immigrant" youth and children, and what is left unsaid, unheard and unseen in mainstream narratives.

Keywords: education, social change, children

ID 32 Longing for the Concreteness of the Other: The Role of Materiality and Body-Memory in Children's Grief

Poulter, Saila (University of Helsinki), Pursi, Annukka (University of Helsinki) Lipponen, Lasse (University of Helsinki)

In this paper, we investigate death-related grief of young children (three-to four-year-olds) in the context of peer support-based grief camp for families who have lost one of their parents. Through observing activities and grief practices, we will examine how children create and maintain the bonds of continuity and how these

bonds are materialised and based on body-memory (Køster, 2019). Theoretically, we rely on cultural-historical theory of development and learning and enrich that with cultural psychology-oriented studies on grief. The role of body-memory and materiality has not been discussed much in the context of the continuing bonds paradigm that is a well-known conceptual approach in grief theories. Also, the perspective of children is very much lacking in this field of literature. Methodologically, we followed the principles of focused ethnography and used both audio and video-observation as research methods to investigate young children's participation in peer group activities during the camp. The preliminary findings indicate that for children in this study, grieving was based on bodily remembering, for example, relating to the felt sense of the beard of the deceased father, memories of painting together with dad, or thinking of the feeling of being in the arms of the lost loved one. Furthermore, grief was 'performed' with children through concrete things, objects, places, and activities. This research highlights the importance of material aspects in children's grieving.

Keywords: grief, death, materiality, body-memory

ID 38 The importance of psychosocial support for families in which a child is diagnosed with cancer

Näsi, Ella (Kela)

The aim of this study was to build a comprehensive understanding of the needs for psychosocial support in families in which a child has been diagnosed with cancer. Specialised medical care for cancer patients is very effective in Finland. However, medical care alone does not attend to the wide range of psychosocial needs, that the child and the parents face during serious illness. Therefore, families resorted also to their own networks for additional support. This study utilises Bourdieu's theory of social capital as its main theoretical background. Nineteen Finnish families, in which a child (aged 1–17 years) had been diagnosed with cancer, signed up for the study. We encouraged both parents to participate, either together or separately. Both parents participated from four families, only the mother participated from fourteen families and only the father participated from one family. Semi-structured face-to-face or telephone interviews were conducted in 2023. A narrative analysis method was utilised. Caring for the sick child was at the centre of parents' attention. The situation caused stress and demanded mental and other resources. Preliminary

findings show that families differed in how they coped and in how they were able to mobilise their social capital for psychosocial support such as help in daily chores and discussing difficult topics. This study provides a comprehensive picture of the needs for psychosocial support in families who face paediatric cancer. The results can be used in developing a more holistic support framework for families in which a child is seriously ill.

Keywords: families, cancer, psychosocial support

ID 40 Supportive discussions between young people and adult online counsellors in anonymous chat-services

Pitkänen, Tuuli (Finnish Youth Research Society), **Helfer, Alix** (Finnish Youth Research Society), **Takala, Janne** (A-Clinic Foundation)

Young people seek help online. Anonymous online chat counselling services (OCCS) can provide low-threshold support and strengthen well-being of young service users (YSU). We examined the needs that young people present during chat discussions with an adult online counsellor (AOC) and the role of anonymous OCCS in supporting well-being of YSU. The data consisted of text-based synchronous conversations held in a large Finnish OCCS that aims to support the mental well-being of youth (12 – 29). Our data included over 10,000 chat discussions (12/2022 - 11/2024) that both the YSU and AOC had given permission for research use. The maximum time for each discussion was 45 minutes. The aim of the current paper is to give an overall picture of the needs of young people and the support received from the adult counsellors. Our results show that young people seek help for various reasons and needs. Serious issues such as suicidal behavior are discussed in several discussions every day. We have identified eight elements of agency, the most frequent ones being the expertise of the young themselves, timing of getting help, and autonomy in entering the service. Our research indicated that many young people perceived the anonymous chat service as a place where they had the opportunity to discuss issues they did not want to talk about in face-to-face services. Discussions can build hope. However, professionalism and careful ethical consideration are needed when providing chat services. The current OCCS do valuable work and there is a lot of developmental potential.

Keywords: youth, online chat service, needs, support, well-being

ID 56 Fostering hopeful narratives for the futures of our care experienced youth: an exploration of successful adulthood from their own perspectives

Scott, Elle (University of Glasgow)

The dominant, global narrative surrounding the futures of children and young people who have experienced care is often infused with fatalism and bounded by the prevailing effort to improve outcomes and continuous endeavour for a more equal society. The long-standing evidence base tells us these young people take longer to reach conventional milestones like entering further education and/or the labour market and are more likely to have poorer outcomes in adulthood in comparison to others. This paper will share and discuss the methods and preliminary findings from a participatory action research project which aimed to explore and problematise the poor outcomes narrative by understanding ways in which this framing impacts and shapes care experienced people's sense of hope for their futures as well as their aspirations and sense of self. The study explains research activities with a group of young people in one Scottish local authority (Dumfries and Galloway) whereby traditional, adult-framed conceptualisations of success that can have long-lasting consequences have been interrogated and evaluated in line with their own lived experiences. By examining how complex multi-agency systems frame and measure success, there appears a need for a move beyond individualist considerations of young people's resilience and a shift towards the development of strategies for countering the dominant story. Reframing envisioned futures of these young people can be achieved by positioning them as agents of change and nurturing their care identities to promote and encourage adults and systems to adopt more hopeful narratives about their futures.

Keywords: care experience, participatory action research, success, multi-agency

ID 85 Hidden cries for help? Suicidal youths and family interactions

Kataja, Kati (Tampere University), **Nieminen, Veera** (Tampere University)

The study explores the interactions between Finnish youths who have either died by suicide or attempted suicide and their family members. Suicidal thoughts are often difficult to share with other people. Consequently, it becomes more difficult for families to support their youths, and suicidality as a crisis may occur unexpectedly. We conducted a total of 10 interviews with family members of youth

who died by suicide and 10 interviews with youths who attempted suicide. The interviews employed a retrospective approach to touch on the previous life events of the youths in question, focusing particularly on their social relationships of trust. We analyzed various verbal and nonverbal family encounters. Our presentation outlines the preliminary findings pertaining to the different gaps in family interactions described in our data. The interaction gaps were divided into three levels: 1) silent clues such as cryptic social media posts or black humor; 2) evasive conversations resulting from distrust, fear, or the protection of loved ones; and 3) the overall speechlessness regarding difficult topics that is quite common in Finnish communication culture. Suicide is the result of various cumulated and escalated background causes. Family members are often the closest individuals to suicidal youth; therefore, strengthening their support in terms of listening to these youth, building their hope, and encouraging them to seek help and recovery should be encouraged. Detecting challenges in family interactions and identifying indirect signals of suicidal thoughts help create the means to ask about and bring up the suicidal thoughts of youths.

Keywords: suicide, youth, family interaction

ID 90 Parenting ideals among Finnish mothers living in economic hardship

Otonkorpi-Lehtoranta, Katri (Tampere University), **Tammelin, Mia** (Tampere University), **Repo, Katja** (Tampere University)

Parenting ideals significantly influence parental behaviour and decision-making and are grounded in a shared cultural understanding of what constitutes 'good parenting'. As women continue to act as primary caregivers, motherhood is especially impacted by these ideals. Previous research has indicated that conceptualisations of parenting ideals are often based on middle-class, high-income perspectives and assumptions about everyday life. There remains a gap in the research regarding how parenting ideals are shaped by various contextual factors, including the economic conditions of the family. The aim of this study is to investigate parenting ideals and explore how mothers make sense of them. Furthermore, we explore how these relate to families' perceived economic situations. The study is based on 22 interviews with Finnish mothers conducted in 2023 across Finland. Through theory-informed content analysis, we explore the parenting ideals articulated by these mothers. The interviewed mothers characterised their families' economic situations as insecure

and difficult, or at least somewhat challenging. Two main themes identified from the analysis: (1) parenting as situational and flexible, yet deterministic, and (2) parenting benefitting children. These findings underscore the need to broaden our understanding of "good" parenting by incorporating the experiences of parents from varying socioeconomic backgrounds, particularly those navigating the realities of poverty. In conclusion, while mothers in economic hardship face significant challenges, they also express a strong desire to instill hope and optimism in their children.

Keywords: parenting ideals, mothers, economic hardship

ID 91 Families and Institutional Practices: Frictional Encounters

Pohjanvälke, Anu (University of Oulu)

Previous scholarship shows that families face discrimination when they resist normative ideology of heterosexual, white, middle-classed, nuclear family. According to the Diverse Families network, more than one third of Finnish families are diverse, which makes it crucial to understand better the discriminatory elements and processes these families encounter in institutional settings. This study aims to highlight the intersectional and material-discursive entanglements present in encounters with family services and educational institutions that non-normative families experience as othering. Methodologically and theoretically this post-qualitative study uses intersectional and new material feminist approaches combined with narrative inquiry. The data consists of written narratives about experiences of inequality in institutional encounters by 8 different families in Finland. It shows the multiplicity of material-discursive actors appearing in communication, documents, and practices, that intra-act with the families' intersectional factors of queer sexuality, immigrational background and special needs (to name a few) to produce the frictional encounters. This study suggests two main categories to describe the entanglements that cause the experiences of inequality in frictional encounters: normative assumptions and epistemic override. In the presentation I wish to break down these categories and elaborate on the intersectional and material-discursive entanglements that produce them, as they were presented in the narratives of the participant families. Simply said, normative assumptions are, for example, seen in terminology that questions LGBTQ+ and single parent families;

epistemic override depicts how intersectionally diverse families are othered by not being heard or taken seriously by professionals.

Keywords: diverse families, discriminatory practices, othering

ID 93 Disqualifying poverty in families suffering from gambling and substance use problems

Järvinen-Tassopoulos, Johanna (Finnish Institute for Health and Welfare)

Many Finnish families struggle with financial difficulties and indebtedness due to low income, higher consumer prices, and budget cuts (cf. child increment, housing benefit). Already in 2022, 730,800 Finnish individuals lived in low-income households with 118,900 children (Statistics Finland). Low income turns into poverty when income becomes scarce and living costs rise (e.g. housing expenses, residential segregation due to income) (Isola & Suominen, 2016). The aim of this study is to understand how poverty disqualifies families suffering from gambling and substance use problems. According to French sociologist Serge Paugam (2013) disqualifying poverty does not refer to continuous misery, but to a process with sudden variations in the organization of everyday life. Addiction to gambling and substance use creates these variations and forces family members to change their family practices (Morgan, 2011). Mental Health Finland organized a web survey on financial difficulties and mental health issues among Finnish families with children during fall 2022 (N=572). This study is based on the answers given by the respondents (N=66) who have or whose partner has a gambling or substance use problem. I used Goffman's (1974) frame analysis to study the answers concerning the respondents' financial situation. Two major frames called "The underlying factors of poverty" and "The sore points of poverty" emerged from the data. I will discuss the results within the theoretical framework of disqualifying poverty (Paugam, 2013).

Keywords: poverty; social disqualification; families with children; addiction

ID 75 Gender differences in physical activity in early childhood education and care

Mehtälä, Anette (Jamk University of Applied Sciences), **Sääkslahti, Arja** (University of Jyväskylä), **Kulmala, Janne** (Jamk University of Applied Sciences), **Hakonen, Harto** (Jamk University of Applied Sciences), **Kukko, Tuomas** (Jamk University of Applied Sciences), **Tammelin, Tuija** (Jamk University of Applied Sciences)

According to the United Nations Convention on the Rights of the Child, children have the right to physically active play (1989; UN Committee on the Rights of the Child, 2005; 2013). This study aims to investigate the factors contributing to a disparity in physical activity (PA) between girls and boys, mainly driven by moderate-to-vigorous PA (MVPA) (Kretschmer et al., 2023; Kulmala et al., 2024), focusing on early childhood education and care (ECEC).Methods: In 2023, PA in 4–6-year-olds in Finland were measured as part of the JOYPAM study (Mehtälä et al., 2024). Children's PA was measured using accelerometers, and parents' views on PA were collected using a questionnaire. Data from 1,399 children and their families were analyzed. Multilevel linear models examined the effects of individual, family and environmental variables on MVPA. Results: Children accumulated more PA in ECEC than in leisure, irrespective of gender. Boys had more PA than girls, with a more pronounced difference in ECEC than leisure. Boys had more MVPA than girls, even after adjusting for various individual, socio-cultural, behavioural, psychological, and environmental factors. No association was observed between children's MVPA in ECEC and their BMI, need for developmental support, avoidance of PA, or family background. Discussion: Both boys and girls have more PA in ECEC than during leisure. However, the gender differences in PA are more pronounced in ECEC. While ECEC appear to be equal in terms of children's support needs and social backgrounds, the reasons for the increased gender difference in PA remain unknown.

Keywords: early childhood education and care, children, physical activity, equality, gender

ID 76 Waiting for a Better Time Is a Waste of Time": Resilience in Learning Amid the Genocide in Gaza

Aldahdouh, Tahani (Tampere Institute for Advanced Study)

It may come as a surprise that some higher education students and academics continue to pursue their education and complete online courses despite the extreme hardships they face during the 2023/2024 genocide in Gaza. This study employs a social ecological framework and self-determination theory to explore the resilience strategies of learning among university students, graduates, and academics who autonomously enrolled in an initiative led by Dr. Imed Alromdani. The initiative offers free access to online courses through platforms such as Coursera, edX, and DataCamp. To date, over 6,631 Gazans have enrolled, with hundreds successfully completing courses. All participants in the initiative were invited to voluntarily complete a brief, open-ended online questionnaire, and informed consent was obtained for their participation. The questionnaire asked participants to describe what helped and what hindered their online learning. A total of 503 responses were received, with 138 reporting they had completed one or more courses, 78 indicating they are still studying, 92 did not complete any course and 195 not specifying their status. Data will be analyzed using thematic analysis through Atlas.ti. The anticipated findings willl shed light on the protective and risk factors influencing learners' resilience amid the genocide in Gaza. Implications for higher education in conflict zones and future research directions are also discussed.

Keywords: Resilience; Online Learning; Gaza; Genocide; Professional Development

ID 80 An inclusive pedagogic approach in Early Childhood Initial Teacher Education which offers welcome and visibility to refugee children.

Gaywood, Donna (University of Gloucestershire)

In recent years the British government has offered targeted refugee schemes (Home Office 2017) whilst pursing anti-immigration rhetoric and repressive policies towards asylum seekers (Gaywood, 2022). The Early Years Foundation Stage curriculum (Department for Education 2021a, b,) provides little support for educators to teach newly arrived children. Refugee children's lives are often rendered invisible, due to lack of training and awareness. Drawing on a doctoral contribution which investigated the post-migration lived experiences of refugee

children in ECEC in England (Gaywood, 2023), this paper intends to further develop aspects of a pedagogic approach which could be introduced into Early Childhood Initial Teacher Education (EC ITE) to promote a deeper sense of inclusion. Reporting on the research findings, which utilised a power sensitive complex methodology and multimodal methods (Gaywood et al, 2020), Gaywood et al (2024) introduced a Pedagogy of Welcome. This paper discusses how EC ITE should attend to the invisible experiences of refugee children, with a view to make them visible. This invisibility is often due to assumptions made by educators about what is important for refugee children to learn, unacknowledged practice norms and unseen ways of communication that are culturally specific. These aspects of the Pedagogy of Welcome will be discussed within a backdrop of self-reflection and a deep commitment to ongoing change which inform the values found in EC ITE. With the exponential increase in worldwide forced migration, this paper posits that EC ITE needs to address the negative impact of invisibility on very young refugee children.

Keyword: refugee children, Early Childhood Initial Teacher Education, Pedagogy of Welcome, invisibility, inclusion.

ID 123 Schools as Resilient Institutions

Kannisto, Tarna (University of Helsinki)

The aim of the study is to study the moral dimensions of resilience in schools and schooling. Resilience is a popular buzzword in our current world of polycrisis. Generally, the term refers to "the ability to be happy, successful etc. after something difficult or bad has happened". In relation with institutions or organizations, resilience first and foremost means "the ability to survive a crisis, and thrive in a world of uncertainty." Institutional or organizational resilience is often framed as the capability to survive a financial or reputational crisis – but these pragmatic and market-oriented aims are hardly what we think should be the main moral objectives of resilient schools. The school organization or schooling as a social institution could be described as already resilient in the sense that it has expanded, persisted and largely stayed the same over time. However, only stating this fact does not capture the normative and moral dimension of resilience in education and schooling. Therefore, this study asks what are the ethical conditions for resilience in education. The method of this study is philosophical, which means that the study builds on the work of previous philosophers and aims to clarify the main concepts and arguments

concerning resilience in education and schooling, but engages with an empirical case. It is argued that resilience in education should not primarily be understood as crisis-oriented but rather be defined through the good and justified aims of education.

Keywords: school, resilience, crisis, ethics, philosophy

ID 34 Hoping for better sleep – hoping for better society?

Chimirri, Niklas Alexander (Roskilde University), **Hilppö, Jaakko** (University of Helsinki)

Is sleeping merely about taking a break from daily productive activities, about resting and recovering from the hardships of wage labor, of societal pressures and social coordination? Or could it be itself thought of as a productive activity, in that it is co-constitutive of human sociality and not only relevant for human existence in terms of its organismic survival, but also for envisioning and bringing about more just and equitable societies, i.e., relevant for sustainably integrating hope for a better life into everyday practice? The paper departs from two empirical projects, one employing a cultural-historical approach and video-observations to study the interaction between daycare children aged 1 to 5 and pedagogical staff around institutional naptime, the other drawing on critical-psychological practice research to co-explore together with children and pedagogues the caring relations that emerge from being, resting and sleeping in the woods. It highlights how children's sleep and rest in these ECEC settings are both practiced and articulated as relevant, deeply social activities that invigorate visions of a slow pedagogy as hopeful antidote to an ever accelerating society. But this hope, we argue based on our preliminary analyses, not only regards the children's future society. The trust and solidarity needed to socially and societally ensure 'good sleep' promotes a transgenerational vision of a more just and caring society for all in the here and now.

Keywords: caring with, transgenerational wellbeing, slow pedagogy, early childhood education and care

ID 35 The Mothers' House of Language

Partanen, Petra (University of Jyväskylä)

Finnish parents are among the most exhausted in the world (Roskam et al. 2021; Aunola et al. 2020), and it's been suggested, that the reason in a large part lies in cultural expectations. In discourses of motherhood, definitions are established for what motherhood should be (Hays 1996, 21), often overlooking what it actually is (Rich 1995, 16). Martin Heidegger (2000, 51) has referred to language as the house of being, in which human beings dwell. According to psychoanalytic feminist theory, language is indeed a house, but it's not inhabited by human beings; rather, it's inhabited by men. Women, as mere building material, need their own symbolic expression in language and a place in cultural discourse — their own house of language. (Whitford 1991, 48–49; Irigaray 1985.) In my research, emphasis is placed not on sex or gender but on the gendered role of motherhood. With bibliotherapeutic methods, it is possible to explore various hegemonic narratives as well as individual ones, and the dialogue between them (Ihanus 2022, 47–48). Through the writings of my bibliotherapeutic group for mothers, I will be looking at whether and how bibliotherapy can help them build their own house of language. The societal aim of my research is to find art-based approaches that could be integrated into family services, supporting the social and cultural well-being of mothers and families. In my presentation, I will discuss narrative agency as an important resilience resource not yet fully recognised in the discussions of parental well-being.

Keywords: bibliotherapy, house of language, narrative agency, parental well-being

ID 107 Cocreating quantitative evaluation through Socratic dialogue: learning from research in diverse contexts to strengthen our methods

Larkins, Cath (UCLan), **Nowland, Rebecca** (UCLan)

Reflecting on a 10-year series of collaborative evaluative research this study aimed to identify key strategies for cocreating quantitative evaluative tools with children and young people related to social and welfare services and natural environments. The benefits of cocreating research and evaluation are well established, but children tend to be more involved in qualitative studies. Decisions about public services, however, are often based on quantitative studies, developed by adults and imposed

on children, potentially measuring the wrong outcomes. Whilst standard quantitative approaches may add robustness, there is need to bring intergenerational perspective into the generation of quantitative measures. In a multiple case study approach, this paper examines three evaluative research projects (with children in alternative care, children in contact with youth justice services, and children in schools reflecting on natural environments). The cases were analysed using a Socratic dialogue framework (a dialectical process of communication and reflection to generate new knowledge) to assess what enabled or limited promotion of children's agency, challenge to dominant notions of the causes of challenging circumstances and focus on issues children prioritized. We found five significant aspects of Socratic dialogue: recognising competence but acknowledging ignorance; identifying broad questions for curious inquiry into lived experience; focussing on justice and conditions of trust; bringing marginalised perspectives into new spaces; and facilitating playful and creative engagement. We conclude that quantitative research with children and young people can be strengthened by engaging in using elements of Socratic dialogue, where there is organisational commitment to being open to children's concerns.

Keywords: quantitative, cocreation, coproduction, evaluation

Thursday

ID 124 Fictional Diary Writing as a Mechanism to Support Preservice College Students' Psychosocial Skills to Foster Resilience in Children

Mayo, Lynn (Bridgewater State University), **Zhulamanova, Ilfa** (Wilmington College)

This mixed methods study aimed to explore how college students experience writing a one-week diary from the perspective of a fictional child who struggles with disabilities and behavior problems. Preservice college students are at a prime age to develop psychosocial skills necessary to develop empathy and understanding (Gotlieb et al., 2024), foundational skills for stimulating resilience in children (Brooks & Goldstein, 2008), yet there is a notable gap in research on developing empathy in higher education settings (Bialystok & Kukar, 2018). This assignment leveraged the power of stories to bridge classroom learning about disabilities and behavior problems and the lived experience of children to engage transcendent thinking.

Stories facilitate learning at the college level because students make connections by considering other perspectives (McNett, 2016). This study's participants wrote about a week of typical childhood scenarios (such as riding the bus) and imagined the experience from their fictional character's perspective. The quantitative and qualitative data analysis revealed the assignment's benefit was two-fold. By engaging with research and textbook content about disability and developing a story about fictional children's experiences, college students developed deeper insight and attached meaning to the classroom content for durable learning. Preliminary results indicated a significant shift in participants' thinking, with 96% agreeing or strongly agreeing that they experienced increased empathy, respect, and understanding of children's realities. Building empathy and understanding is the first step in creating the strong relationship necessary to balance discipline and structure to foster resilience in children (Gardner & Stephens-Pisecco, 2019).

Keywords: diary assignment, college student preparation, mixed methods, resilience

ID 125 At the crossroads of resilience and agency. Exploring migrant parents' engagement in Polish schools' lives.

Moritz-Leśniak, WIKTORIA (Adam Mickiewicz University in Poznan

In the past years, number of families migrating to Poland has increased significantly. It resulted in new contexts and dynamics within Polish educational system. While there is a lot of discussion regarding school curriculum and experiences of migrant children, there is less focus on perspective of parents – their roles and acts of engagement in the new school context. The issue of resilience and agency among migrant parents has been neglected in social science research. Within educational context, those two conditions begin to be understood as critical, impacting educational equity and social integration of children and parents themselves. Despite research acknowledging the potential and opportunities coming from reinforcing parental agency and resilience, there remains a significant gap in understanding these concepts within studies on education and migration. In this paper, I address this gap by combining emic and etic approaches. Drawing from an emic perspective, I explore the experiences of parents whose children attend schools in the Wielkopolska region in Poland. Based on ethnographic research – interviews and observations - I use etic perspective to explore social contexts in which migrant parents reinforce resilience and examine the dynamic relationship

between resilience and agency. This paper aims to shed light on the overlooked experiences of migrant parents, offering insights into how their resilience and agency may shape their children's education.

Keywords: migrant parents, education, resilience, agency

ID 126 "You never want to write a child off, but…": The accountability discourse in early years education in England and Finland.

Max, Anna (University of Suffolk, England)

This presentation presents the findings of a PhD that critically analysed the accountability discourse in early years education in England and Finland. This paper draws on the theoretical perspectives of Foucault's work on discourses, surveillance and power and Butler's performativity, to discuss the overt and hidden international and national discourses that shape the accountability discourses of the Early Years Foundation Stage (EYFS) and Early Childhood Education and Care (ECEC). Observation-participation and semi-structured interviews were used to gather data from three contrasting settings each in England and Finland. While the study underlined the differences between ideological and educational approaches in the two countries, similarities between the countries can be linked to international discourses and influences. These include a reliance on data to track and predict child development, the use of data as a means of surveillance of both children and practitioners and the impact of human capital theory on curricula and accountability processes. The impact of these factors on the early childhood education in England and Finland are discussed, concluding that in England, the inspection framework of Ofsted has become a curriculum with more power than the EYFS and in Finland there is a growing turn towards closer monitoring according to normalised development standards that conflicts with the tenets of the ECEC. Therefore, this study concludes that the invisible power of neoliberal discourses promoted by international organisations such as the Organisation for Economic Cooperation and Development (OECD) is felt at the level of practice in educational settings in England and Finland.

Keywords: accountability, discourses, surveillance, data, neoliberalism

ID 62 Peer work in labour market program targeting unemployed youth

Wiedel, Daniel Olof (University West), **Helsing, Bo** (University West)

A debate is ongoing about the best ways to engage users in welfare organization development, with peer work (PW) emerging asa promising approach. PW involves employing individuals with firsthand experience of specific life situations. This study explores the introduction of PW in a municipal labor market program targeting young people (ages 16–29) in a medium-sized municipality in southern Sweden. Here, approximately ten young people with experience of unemployment are hired to develop outreach methods for "hard-to-reach" youth. While PW is gaining traction in Nordic welfare work, most studies focus on healthcare, leaving the labor market context less explored. Studies in healthcare point to risks of unclear roles for PWs but an increased focus on recovery for patients. This study follows PW participants through daily activities and interviews (n = 20) over two years, examining how their experiences are valued and utilized within the project and the impact of working as peers. The findings reveal that age, rather than unemployment experience, is the primary as set of young PWs. Their shared age group fosters a natural motivation to support peers and encourages innovative problem-solving. However, the municipal expectations for PW roles often differ from the competencies the young people naturally possess. The study suggests that translating personal experiences and social positions into valuable skills within the daily functions of welfare organizations is challenging, highlighting a gap between the expected and actual skills young PWs bring to the role.

Keywords: peer work, participation, labor market program, young adult

ID 73 Multiple Dimensions of Child Poverty : Children's Perspectives on Material Resources, Social Relations, and Opportunities

Helenius, Jenni (Finnish Institute for Health and Welfare) **Tammelin, Mia** (Tampere University), **Lamberg, Hanne** (Tampere University), **Närvi, Johanna** (Finnish Institute for Health and Welfare)

This study explores the multidimensional and interconnected nature of poverty and well-being from the perspective of children. Although child poverty in Finland is relatively low in international comparison, more than one in ten children under 18 lived in low-income households in 2022. Previous research indicates that a family's

financial situation significantly impacts both parental and child well-being, with long-term consequences for children's future opportunities. Childhood poverty has been linked to an increased risk of social problems and exclusion in adulthood. Using Sharon Bessell's multidimensional framework of child poverty, which emphasizes a child-centered perspective on poverty, we examine how family financial circumstances relate to children's perceived well-being across various dimensions of material, relational, and opportunity poverty. Data is drawn from the 2023 School Health Promotion Study, including responses from 87,147 children in grades 8 and 9 (ages 14-16). With descriptive and multivariate analyses, we examine the relationship between family financial situation and children's experienced well-being, including dimensions such as life satisfaction, social relationships, social support, experiences of abuse, and participation in school, hobbies, and society. We expect to find that children from families with poor financial situation are more likely to report deficits of well-being also concerning social relations and participation opportunities. Findings will highlight the key dimensions of well-being that are most relevant in addressing child and family poverty, and its broader social consequences.

Keywords: child poverty, well-being, social relationships, inclusion

ID 109 The Meanings of Children's Finnish Language Skills Constructed in ECEC Plan Meetings Between Teachers and Language-Minority Parents

Alhajji, Yehya (University of Jyväskylä), **Sevon, Eija** (University of Jyväskylä), **Vehkakoski, Tanja** (University of Jyväskylä)

In early childhood education and care (ECEC) in Finland, construction of the child's individual ECEC plan is drafted/composed in collaboration between language minority (LM) parents and ECEC teachers through cooperation, which helps ECEC teachers understand more about the needs of children and home environment. However, participation of LM parents in the child's ECEC plan process discussions may cause tensions between different meanings given to language. This study aims to report different meanings given to "L2 language (Finnish language)" and discuss the possible tensions between different meanings given to language in ECEC context. The research data consisted of six voice-recorded child's ECEC plan meetings between ECEC teachers and LM parents. Discourse analysis was used to analyse the data. Four different meanings given to language has been constructed during the ECEC plan process discussions with LM parents: L2 development as a

natural process, L2 development as the second alternative, Insufficient L2 skills an excuse for undesirable behavior and L2 proficiency as a requirement for (social) inclusion. As an indication, it is precarious if we look at these meanings as obstacles in the path of the ECEC plan process. Rather, they can be seen pedagogically as new tools that construct a better ECEC plan process which serves children´s interests in the best way, as LM parents as well have the right to suggest what they experience as superior in the learning process of children.

Keywords: Language minority, Early Childhood Education Care

ID 105 Parental participation as part of the children's support process in early childhood education and care

Niemi, Jenna (University of Eastern Finland), **Heiskanen, Noora** (University of Eastern Finland) **Syrjämäki, Marja** (University of Eastern Finland) **Viljaranta, Jaana** (University of Eastern Finland)

In early childhood education and care (ECEC) family is the most important partner, especially when child needs support for learning, participation or well-being. Since August of 2022, in Finland it has been mandatory to make an administrative decision regarding the children's support in ECEC (Act on ECEC 540/2018, Section 15e) and the parents need to be heard for the administrative decision (Finnish National Agency for Education, 2022). I follow the support processes of five children from the perspective of parental participation. Previous research has shown that parents find the processes related to the planning of their child's services heavy, parents often play a minor role in processes (Zeitlin & Curcic, 2014; Kurth et al. 2020) and parents' views are usually not included in support-related written documents (Heiskanen et al. 2021). Hence, the focus of my study is to examine what meanings parents give to the processes and documents regarding the support for the child and what kind of experiences parents have of being heard. My research includes qualitative longitudinal data consisting of interviews with parents, documents related to support for the child, and recordings of meetings between ECEC professionals and parents and I'm using the methods of content analysis and narrative research in the analysis of the data. In the presentation, I will discuss my on-going research and preliminary results. My research contributes to the discussion

on parental participation and being heard, giving an indication of whether parents consider support processes and related documents to be meaningful.

Keywords: parental participation, hearing of parents, support in early childhood education, qualitative longitudinal research

ID 100 Resilience among youth with severe behavior problem and factors related to it

Ripatti, Kitta (TAU, THL), Manninen, Marko (THL), Heinonen-Tuomaala, Kati (TAU)

In this research on psychology, we study the resilience of youth with severe behavior problem (SBB) and its connection to other factors, and the potential for strengthening resilience. Youth with SBB often experience cumulative burden of challenges. Although the prognosis at the group level is poor, some cope well. It is reasonable to think that resilience plays a significant role in this trajectory. Prior studies indicates that resilience protects against the risks caused by difficult background and broadly promotes development. The resilience was assessed among prisoners (N=149, age 18-29), youth placed in reform school (RF) (N=88, age 13-17), and the general population (N=1860, age 15-19), using the CD-RISC10 -instrument (Davidson,2003). Resilience was analyzed together with other mental well-being factors and criminal register data. The resilience among RS youth (mean23.9, SD8.36) is at significantly lower level than those of prisoners (mean26.6, SD7.5, p<.05) and the general population (mean29.7, SD6.4, p<.001). In RS and prisoners, low resilience is common (60%/54%). In youth in RS, low resilience is connected to low positive mental health, pessimism, depression, and anxiety. Depressed prisoners with low resilience often have childhood experiences of violence. In the RS group, high resilience (8%) is associated with positive mental health, and the absence of loneliness, depression, and experiences of violence. In prisoners, high resilience (10%) is related with less depression and shorter sentences. Low resilience is common among youth with SBB. Good resilience is related to psychological well-being and better coping. Achieving robust resilience should be a key objective in rehabilitation.

Keywords: resilience, behavior problem, youth, reform school, prisoner

ID 101 Learning with hope: an evaluation of a trauma response service for families in Northern England

Farrelly, Nicola (University of Central Lancashire), **Larkins, Cath** (University of Central Lancashire)

We explore learning from an established support service located in North England, serving families with children aged up to 10 years experiencing challenges including domestic violence, mental health problems and substance misuse. With a strong focus on engagement with communities, collaborative working and therapeutic provision, this model offers an innovative, approach to families on the threshold of social services intervention. This mixed-method coproduced evaluation took place over a one-year period (2023-2024). We heard from 13 families at the beginning of their involvement, and eight families towards the end. Parents participated in semi-structured interviews and a questionnaire; children participated in narrative interviews. Key stakeholders (n=13) including education and welfare staff were also interviewed. Financial data and aggregate monitoring data was analysed anonymously. Data was analysed using a framework based on the co-created theory of change. The journey towards change for families focussed on feeling understood, developing a critical understanding of self, addressing needs through therapeutic conversations and self-reflection, understanding family relationships and the impact of past trauma, developing positive parenting and behaviours, and creating stronger links with communities. Preliminary findings demonstrate that families experienced improvements in all eight key areas: feeling happy and resolved; feeling safe and secure; living in a stable home; using effective coping strategies; improved relationships; being healthy; being engaged and achieving; feeling confident and hopeful. Overall, the model works consistently over relatively short time scales for families experiencing conflict and would be valuable to roll out and test in other areas across England

Keywords: family, therapeutic support, intervention, England

4 POSTERS

ID 67 The Parental Night Shift: Gendered Inequalities in Night-time Care in the Era of Intensive Parenting

Grigorjew, Erika (University of Jyväskylä), **Eerola, Petteri** (University of Jyväskylä), **Kuusiaho, Inka-Liisa** (University of Jyväskylä), **Twamley, Katherine** (University College London), **Romaro-Balsas, Pedro** (Universidad Autónoma de Madrid), **Pirskanen, Henna (**University of Lapland), **Mustosmäki, Armi** (University of Eastern Finland)

The Parental Night Shift project (2023-2027, funded by the Kone Foundation) examines gendered inequalities in parenting in families with young children from the novel perspective of night-time care and the intimate, 'forgotten hours' between late evenings and early mornings. This 'parental night shift' is studied in the era of intensive parenting, in which the expectations placed on parents – especially mothers – have shifted dramatically over recent decades and parenting has become more emotionally absorbing, labour intensive, and expert-guided. Theoretically the project is founded on and contributes to the fields of family and parenting studies, sociology of sleep, social policy, and intersectionality research. The main aim of the study is to produce much-needed, scientifically and societally significant knowledge and theorising on the entanglements of night-time care and parenting inequalities by studying parents' personal experiences of the 'night shift' in three European contexts: Finland, the UK and Spain. The three countries chosen for the study make for an interesting comparison, as they differ from each other in cultural and policy factors that can be expected to configure the night shift. the study focuses on parents of young children both in heteronormative and same-sex parent couple

families. Qualitative in-depth interviews with parents differing in gender, socioeconomic and educational background, working-life situation, cultural background, and family configuration were collected in Finland (n = 50), the UK (n = 26) and Spain (n = 25). To analyse the interviews, the project applies a wide variety of qualitative methods, including discursive, narrative, and intersectional analysis.

Keywords: night-time care, parenthood, sleep, qualitative comparative analysis

ID 70 Peer collaboration and basic psychological need satisfaction in linguistically and culturally diverse student groups

De Sanctis, Francesca (Faculty of Education and Psychology/University of Jyväskylä), **Lehtinen, Auli** (Faculty of Education and Psychology/University of Jyväskylä), **Häkkinen, Päivi** (Finnish Institute for Educational Research/University of Jyväskylä), **Näykki, Piia** (Faculty of Education and Psychology/University of Jyväskylä)

PISA 2022 results showed that students with a migration background lag behind their Finnish native peers in reading, math and science. A lack of proficiency in the language of instruction can not only undermine academic achievement, but also social inclusion. Collaborative learning has been proven to be beneficial for learning and inclusion. However, its successful implementation presents challenges, especially in multilingual and multicultural contexts. This study aims to investigate situated and longitudinal student experiences in mainstream education at Finnish schools, through the lenses of self-determination and collaborative learning theories, considering the aspect of cultural and linguistic diversity. Data will be collected from lower-secondary students during one semester. Peer interactions will be observed through video recordings of collaborative learning activities in authentic classroom settings. Student journals will be used to investigate individual learning experiences in relation to perceived satisfaction and frustration of the basic psychological needs of autonomy, competence and relatedness in school life. Content and interaction analysis of the video data will focus on socio-emotional dynamics that create cohesion and relatedness within the culturally and linguistically diverse groups. The study is expected to yield insights on how engagement, motivation, well-being and

learning of students with and without a migration background, as individual and group learners, could be better supported in mainstream education through peer collaboration and satisfaction of basic psychological needs.

Keywords: linguistic and cultural diversity, collaborative learning, peer interactions, student journals, self-determination theory

ID 97 Children's Social Competence in Early Childhood Education and Care: does it Depend on the Quality of Teacher-Child Interactions and Differ according to Child Emotional Regulation

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Previous studies showed that the quality of teacher-child interactions plays a vital role in children's experiences, well-being and development in early childhood education and care (ECEC, e.g., Soininen et al., 2023). However, less studies have been done on teacher's perceptions of their interactions with young children in ECEC in relation to children's social competence. Thus, this study investigates whether teacher-child interactions (measured with Student-Teacher Relationship, STRS-SF, Pianta, 2001) have any association with children's social competence (measured with Multisource Assessment of Children's Social Competence, MASCS, Junttila, 2006) among 3-6-year-old children from teachers' perspectives. It also examines whether the associations differ according to children's emotional regulation level (measured with adapted Emotional Regulation Checklist, ERC, Shields & Cicchetti, 1997), age and gender. The data were collected from an online survey (N = 249) before a universal prevention program (TUIKKU) aimed at promoting children's social-emotional competence and wellbeing through enhancing social-emotional understanding and practices. Expected findings from structural equation modelling (SEM) analyses may suggest that teacher-child close and warm interactions are positively related to children's more prosocial behaviors such as empathy and cooperation while teacher-child conflict interactions have positive association with children's more antisocial behaviors such as impulsiveness or disruptiveness. Furthermore, possible results from multisampling SEM analyses may indicate that the associations are affected by children's emotional regulation

levels, age and gender. The potential implication is to enhance the quality of teacher-child interactions (warmer, more harmonious and less conflict) with more sensitive pedagogical practices regarding children's different emotional regulation levels, age and gender.

Keywords: teacher-child interactions, social competence, emotional regulation

ID 104 The writing teacher (RESISTANCE) project

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This poster presentation illustrates the ongoing RESISTANCE project on teachers' work with documentation in the era of educational reforms. The increased writing and documentation obligations have aroused opposition among teachers and sparked a broad social debate about the excessive bureaucratization of teaching. The RESISTANCE project examines the work of teachers and explicates the consequences of documentalization in education. In the project, we utilize institutional ethnography to investigate and capture this phenomenon in education. To investigate the complexity of documentalization in education systems, the project includes three work packages: (1) complexity of increasing and constantly changing documentation, (2) decision-making on support as a socio-material and multidisciplinary process of knowing, and (3) interweaving of documentation and the legal protection of children and professionals. With our multidisciplinary investigation across education, social and health care sectors, and the supervisory authorities in the education sector, we create novel understanding of the documented work of teachers' and develop research methodology. The RESISTANCE project, based at the University of Eastern Finland, is funded by Research Council of Finland. The poster presentation illustrates the theoretical and methodological starting points of the project.

Keywords: documentation, documentalization, education system, teacher, institutional ethnography

ID 106 Professional Identity Construction Among Early Childhood Educators: Narratives of Emotion-laden Situations with Children

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Emotional situations are at the heart of the work of early childhood education and care (ECEC) practitioners' as they engage in intensive daily interactions with children (see Hargreaves, 1998). Additionally, emotions are fundamental in professional identity construction (Zembylas, 2003; Beauchamp & Thomas, 2009). However, research on the relationship between emotions and the professional identity of ECEC professionals remains scarce. This narrative study aimed to investigate ECEC practitioners' professional identity construction in emotion-laden situations with children. Professional identity is viewed as the practitioner's perception of themselves as a professional actor, formed by their professional goals, values, interests, ethical principles and commitments (Eteläpelto et al., 2014) and narratively constructed through interaction in small stories (Bamberg & Georgakopoulou, 2008). Emotions are approached as situational experiences that manifest as dynamic and changing in social situations in specific socio-cultural contexts (Zembylas, 2007). Narrative analysis was conducted with Greimas' (1983) actantial model on video-cued interviews with 15 educators. Two narratives were identified. In the narrative of coping with negative emotions, practitioners' emotions connected to challenging interactions with children shattered the identity of the competent and professional educator. In the narrative of praising positive emotions, the trust and affection expressed by the child evoked positive emotions, but the sense of inadequacy created by insufficient recourses challenged the warm, child-centred educator identity. In the study, the construction of professional identity displayed as emotion laden process. Trough emotional labour (Hochschild, 1983), practitioners commit to an ideal educator identity in close relationships with children.

Keywords: ECEC, emotions, narrative, professional identity

5 WORKSHOPS

ID 5 KINDness and Connection through Creativity

Wilson, Suzanne (University of Central Lancashire), **Whitehouse, Daniel** (Rosehill Arts Trust)

The geographic, social, and economic context of rural coastal areas can create conditions that leave communities vulnerable to physical, emotional and cultural isolation. This isolation can further exacerbate social exclusion, creating a vicious cycle. Moreover, families, mothers in particular, have been found to have increased vulnerability to loneliness and often feel removed from local supportive services (Wilson & Morris, 2023). The research being shared in this workshop proposes that relational wealth through creativity is a means to overcome loneliness and isolation and foster relationships on multiple levels, promoting social inclusion. Based on the scientific principles behind relational sociology (Crossley, 2012), we will demonstrate how meaningful interactions can promote the participatory dimension of social inclusion (Levitas et al., 2007). The workshop will provide a background and context to the session, followed by a brief video, sharing the KIND Families project in the UK. Creative exercises will follow an introduction to relational wealth building, and the session will end with reflective feedback. The session will combine verbal introduction and discussion with videos and interactive, hands-on creative sessions. The creative sessions will introduce several creative tools that are particularly effective in building connections and relationships within the family system, the community, and formal organisations. Through providing the space for researchers and practitioners to reflect on the role of relationships and creativity in their work,

this workshop is of great relevance in providing real-life, hands-on opportunities to practice creative tools with families experiencing social exclusion.

Keywords: relationships; social exclusion; creative practice; coastal communities

ID 39 Supporting Young Children's Narrative Identity Development to Build Innate Hope and Resilience

Mayo, Lynn (Bridgewater State University)

Personal stories, or "identity narratives," are building blocks of identity (Novac et al., 2019), and tensions surrounding establishing identity can impact how children develop resilience (Buzzanell, 2010). The age at which children typically enter childcare or school coincides with significant growth in their ability to produce narratives (Applebee, 1978), and children learn from the language models in these institutions. Language use is a profoundly habitual, tacit skill, and most caregivers are unaware of the cultural influences on their style (Dickinson et al., 2014). How educators and caregivers support narrative development can influence children's identity formation, sense of agency, and resilience.

In this workshop, the presenter will provide an overview of early narrative development and the lifelong implications of strong narrative skills for supporting academic, social, and critical thinking skills. These skills support "top-down" thinking that increases mental state talk (Tarchi et al., 2018) and problem-solving skills to increase children's agency. Workshop participants will analyze personal narratives to recognize patterns of communication style and how members of a cultural community share narrative schema (Bliss & McCabe, 2018). We will practice strategies to develop culturally inclusive strategies to build children's narrative skills and frame their experiences with what McAdams (2004) coined redemptive stories instead of contamination stories that imagine life progressing from good to bad. Ultimately, participants will witness the empowering experience of sharing personal narratives (Mayo, 2023). They will leave with strategies to change language use in institutional settings to empower children with strong narrative identities that support resilience.

Keywords: narrative identity, children's agency, critical thinking, culturally inclusive strategies, resilience

ID 37 Transforming Higher Education Through Critical Pedagogy: Redesigning a Childhood Studies Program for Equity and Social Change

Eliason, Susan (Bridgewater State University), **Mayo, Lynn** (Bridgewater State University)

Data indicates college students want preparation for a career they are passionate about, but report that institutions are failing (Flaherty, 2024). This interactive workshop invites you to engage with our journey to merge the theoretical foundations of Childhood Studies with students' demands to prepare for equity-minded careers working with children. Our students are passionate about working for social justice, and our program aims to prepare them by teaching them with frameworks and practical strategies. Drawing from critical pedagogy frameworks, we demonstrate the redesign of a program to address systemic oppression and enhance professional preparedness. Starting with an overview of our program's evolution that highlights tensions between theoretical and practical approaches, we will then focus on the changes to our introductory and capstone courses responding to students' goals. Participants will explore practical strategies for program redesign and examine how to implement similar transformations in their institutional contexts. Workshop activities include mapping of institutional barriers, analysis of successful implementation strategies, and development of action plans for transformation. The workshop emphasizes practical applications with theoretical integrity, focusing on how universities can prepare students to be effective agents of change in institutions that serve children. This session provides a opportunity for participants to contribute to the dialogue about transforming higher education to support the goals of democracy, equity, and social justice. Participants leave with concrete strategies for program redesign and engaging students to wrestle with theoretical models and emerge as critical thinkers prepared to work with and for children.

Keywords: critical pedagogy, program redesign, social justice

ID 22 Something in the air- artistic imaginations with microbes

Aalto, Erika (Tampere University), **Millei, Zsuzsa** (Tampere University), **Varpanen, Jan (**Tampere University)

Microbes are not only fundamental to life processes, our life and health as humans, they are also curious creatures. Despite being microscopic, smells, taste and colors reveal their presence. We relate with and through microbes but often we do not consciously know that. Microbes can act as powerful agents, think of Covid-19 restricting our moves and relations and changing our everyday practices. Most often we negatively approach them, killing them en masse while sanitizing our environment or taking antibiotics. Yet, healthy microbial communities, both around and within us, are key to human development and health. In this art workshop, we will be metaphorically moved by microbes to learn with microbes about our lives together. We are curious to know how microbes literally provoke and move us in particular ways and how we might pay attention to that. How might we rethink microbes not as objects of elimination but as lively participants in our bodies, in the environment and in everyday encounters? To make microbes visible and senseable, we create microbes from soft woolen strings and furry materials to represent those that are in the air as well as imaginary ones. These artworks will help us re-imagine the air around us and play with arising sensations. What would it be like if we actually sensed the microbes around us? Could we hear the sounds of microbes in the air if we had a different hearing? How could we dance with and around microbes or even be led or taught by microbes?

Keywords: art, imagination, microbes

ID 84 Microbial Futures Lab: Future Medicine workshop. Participatory Art Workshop with Eva Bubla

Bubla, Eva (Independent artist/Microbial Childhood Collaboratory at Tampere University)

In this workshop, the artist uses art & science tools together with participants to reconfigure health as the mutual wellbeing of symbiotically living human/child and more-than-human lifeforms. Microbial Futures Lab is a traveling laboratory, a growing collection of future medicines reflecting on and promoting the mutual wellbeing of human and more-than-human lifeforms. During the Future Medicine workshop, the Lab showcases the key elements of its collection (e.g. encapsulated landscapes, designated breathing zones, freshwater and urban body treatments), its patients and stories related to them. Then participants are invited to speculate together about the interdependencies of future environments and children's health by designing new remedies for the various lifeforms that co-inhabit our human/child and more-than-human bodies. The project builds on research that demonstrates that all bodies are interconnected microbial ecosystems, living and breathing habitats of tiny organisms: bodies of cities, bodies of water, air, soil, and our own human bodies. Health is inseparable from the wellbeing of these larger systems. At the core of this view is the understanding of the human/child body consisting of human cells which are tenfold outnumbered by microbial organisms. Therefore, instead of thinking of microbes as disease-causing, we must take the body's microbial constitution seriously. The workshop challenges simplistic notions of the child as a unitary and independent subject characterized by boundedness and finitude, exemplified in childhood studies through the image of the agentic child and in health by a separated body from its ecological environment.

More info: www.evabubla.art

Keywords: health, future, body, more-than-human communities, living environments