

THE VII CONFERENCE ON CHILDHOOD STUDIES

Childhood in everyday life

6–8 JUNE 2016 • TURKU, FINLAND

ABSTRACT BOOK



Turun Lapsi- ja nuorisotutkimuskeskus
CYRI:n julkaisu 9/2016
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Research Institute CYRI 9/2016

Abstract book

The VII Conference on Childhood Studies:
Childhood in everyday life
June 6th–8th 2016 | Turku, Finland

Turun Lapsi- ja nuorisotutkimuskeskus CYRI:n julkaisu 9/2016, Turun yliopisto
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PREFACE

Everyday life is often neglected as a self-evident and ordinary part of human life. Yet, it is comprised of numerous practices and structures which influence people's well-being, determine their status in the society and guide their choices even till the future generations. Children are particularly dependent on the frameworks of everyday life, at the same time as children themselves influence everyday life in a fundamental way.

Everyday life is built on and shaped by a number of informal and formal institutions, which not only help one to adapt to everyday life, but also are adaptable themselves. At the same time as everyday routines are necessary for children's growth and development, children influence the course of the daily life by creating their own customs and spaces in it. Since everyday practices are not free from values, they evoke a lively and passionate discussion within and between various childhood institutions. Customs and habits associated with everyday practices have been proven to be bound to class and culture, but also to be changing and historic. Everyday routines have an obvious link to children's health and well-being, but they also have a strong cultural system of codes and history.

By offering a multidisciplinary forum for researchers across disciplinary boundaries, the VII Conference on Childhood Studies, 'Childhood in everyday life - everyday life in childhood' aims at opening up diverse approaches to childhood studies and to generate new openings in the interpretations concerning it.

The Conference on Childhood Studies has established itself as a leading multidisciplinary forum for research on children and childhood in Finland. The Finnish Society for Childhood Studies has been organizing the event since 2008, each time together with the local organizers. The Finnish Society for Childhood Studies is a scientific, non-profit organization that aims to promote multi- and interdisciplinary research on childhood and children, and enhance collaboration between researchers working in the area. To pursue its aims, the Society arranges conferences, seminars and other events for researchers, policy-makers, professionals and for wider audience. The VII Conference on Childhood Studies is organized jointly with the University of Turku, Child and Youth Research Institute.

On behalf of the organizers we wish you warmly welcome to Turku!

Hanna Lagström

Chair of the Scientific Committee

Elina Pekkarinen

Chair of the Finnish Society
for Childhood Studies

ORGANIZERS

The Conference is organized jointly by the Finnish Society for Childhood Studies and the University of Turku, the Child and Youth Research Institute CYRI.

Members of the Scientific Committee:

Chair: Adjunct professor Hanna Lagström, University of Turku, Child and Youth Research Institute

Secretary: Research coordinator Piia af Ursin, University of Turku, Child and Youth Research Institute

Senior researcher Leena Haanpää, University of Turku, Child and Youth Research Institute

Professor Mia Hakovirta, University of Turku, Department of Social Research

Adjunct professor Niina Junntila, University of Turku, Department of Teacher Education

Professor Leena Koivusilta, University of Tampere, School of Health Sciences, University Consortium of Seinäjoki

Professor Pasi Koski, University of Turku, Department of Education

PhD, MD Helena Lapinleimu, University and University Hospital of Turku Department of Pediatrics

University researcher Marita Neitola, University of Turku, Department of Teacher Education

PhD candidate Johanna Olli, University of Turku, Department of Nursing Science

Adjunct professor Päivi Pihlaja, University of Turku, Department of Education,

Adjunct professor Kirsi Tuohela, University of Turku, Department of Cultural History

Members of the Organizing Committee:

Project planner Hanna Launokorpi, University of Turku, Child and Youth Research Institute

Adjunct professor Hanna Lagström, University of Turku, Child and Youth Research Institute

Research coordinator Piia af Ursin, University of Turku, Child and Youth Research Institute

Senior researcher Leena Haanpää, University of Turku, Child and Youth Research Institute

Conference Secretary Hanna Launokorpi, University of Turku, e-mail: child2016@utu.fi

VENUE

On 6th–7th June the conference is held in the premises of the University of Turku, at Publicum (later: Pub) and Educarium (later: Edu) buildings.

Street addresses:

Publicum, University of Turku: Assistentinkatu 7

Educarium, University of Turku: Assistentinkatu 5

On 8th June the conference continues in Åbo Akademi University, at Arken building.

Street address:

Arken, Åbo Akademi University: Tehtaankatu 2

Opening ceremony: Edu1, Educarium

Plenary session I: Edu1, Educarium

Plenary session II: Pub1, Publicum

Plenary session III: Armfelt, Arken

PROGRAMME AT A GLANCE

DAY 1: Monday 6th June		Location
9.00	Registration opens	Pub
13.00–13.30	Opening Ceremony <i>Adjunct Professor Hanna Lagström</i> (University of Turku, Finland) <i>Member of Parliament Annika Saarikko</i> (the Parliament of Finland) Pro Childhood Award 2016 <i>Chair of the Finnish Society for Childhood Studies Elina Pekkarinen</i>	Edu1
13.30–15.15	Plenary session I: Inequity in Everyday Life <i>Professor emeritus Jonathan Bradshaw</i> (University of York, UK): "Inequity in everyday life" Commentators: <i>Professor Mia Hakovirta</i> (University of Turku, Finland) and <i>Adjunct Professor Riikka Korja</i> (University of Turku, Finland) Chair: <i>Senior researcher Leena Haanpää</i> (University of Turku, Finland)	Edu1
15.15–15.45	Coffee	Pub
15.45–17.15	Parallel sessions 1	Pub
17.15	Annual General Meeting of the Finnish Society for Childhood Studies / Time for social programme	Pub2
19.00	Get-together, Aula Cafe	
DAY 2: Tuesday 7th June		
8.30–10.00	Plenary session II: Special Everyday Life <i>Professor Simo Vehmas</i> (University of Helsinki, Finland): " (Dis)solving the disability puzzle" <i>Professor Anja Huizink</i> (VU University Amsterdam, the Netherlands): "Developmental psychopathology and early (prenatal) interventions for everyday life" Chair: <i>Adjunct Professor Päivi Pihlaja</i> (University of Turku, Finland)	Pub1
10.00–10.30	Coffee	Pub
10.30–12.00	Parallel sessions 2	Pub
12.00–13.00	Lunch	
13.00–14.30	Parallel sessions 3	Pub
14.30–15.30	Coffee and poster presentation	Pub
15.30–17.00	Parallel sessions 4	Pub
18.30	Conference buffet, Turku City Hall	
DAY 3: Wednesday 8th June		
8.30–10.00	Parallel sessions 5	Arken
10.00–10.20	Coffee	Arken
10.20–11.20	Short presentation sessions and workshops	Arken
11.20–12.45	Plenary session III: Change of Ordinary Life <i>Associate Professor Patrick Ryan</i> (King's College at Western University, Canada): "On the Importance of Reading Childhood Historically" Commentator: <i>Ombudsman for children Tuomas Kurttila</i> Children's views on future, pupils from Wäinö Aaltonen school Chair: <i>Adjunct Professor Kirsi Tuohela</i> (University of Turku, Finland)	Armfelt
12.45–13.00	Closing ceremony	Armfelt
13.00–14.00	Lunch	
14.00–16.00	Time for extra meetings Meeting: Lapsinäkökulmainen tutkimus (Studies of child perspective). Participants only from research groups Lapsinäkökulma & Lapset kertovat ja toimivat.	Arken L104

PARALLEL SESSION PROGRAMME AT A GLANCE

Parallel session 1: MONDAY, 6th June 2016 at 15.45 – 17.15

EQUALITY AND INEQUALITY IN CHILDREN'S LIVES

Chair: Mia Hakovirta

Room: sh269

Aurélie Mary	The current debates on in/equalities in childcare provision.
<u>Carola Ray</u> , Suvi Määttä, Reetta Lehto, Riikka Kaukonen, Maijaliisa Erkkola, Nina Sajaniemi & Eva Roos	Development of a randomized controlled intervention diminishing socioeconomic inequalities in energy balance-related behaviors at a preschool setting
Laura Stark	Child marriage in a Tanzanian slum
Anne Harju & Erica Ingemansson	Children's perspective on inclusion and segregation in the city

PROTECTION AND SAFETY

Chair: Anu Alanko

Room: Pub4

Emma Holkeri	Mapping legislative efforts to control youth after the emerged discourse of school shooting threats
Anna Fomina	Between the State and parents: everyday parental practices of child securitization in Russian metropolis.
Tytti Poikolainen	Child protection research and moral language
Anne-Lie Vainik	Swedish principals attitudes on school related police reports when children are below the age of criminal responsibility
Maria Roth	Ethnocentricity and prejudice surrounding child welfare and safety
Vasiliki Koniakou	i- childhood: Discussing the EU Kids Online findings regarding children's participation to the Internet and the EU policies to protect children online

PEER RELATIONS AND PARTICIPATION

Chair: Marita Neitola

Room: sh209

<u>Elli Oksman</u> , Tom Rosenström, Mirka Hintsanen, Nina Hutri-Kähönen, Jorma Viikari, Olli Raitakari & Liisa Keltikangas-Järvinen	Peer Group Based Day Care in Childhood Predicts Sociability and Perceived Social Support in Adulthood in the 27-Year Prospective Young Finns Study.
Marita Neitola & Päivi Pihlaja	Parents' own social networks and the child's emerging peer relations
<u>Johanna Kiili</u> & Cath Larkins	Children's invited participation and intra- and intergenerational dynamics
Jaana Juutinen	The ray of relations - the politics of belonging in day care centers
Karin Forsling	What makes a difference? Implications from a preschool development project concerning digital literacy

CHILDREN, WELL-BEING AND SPORTS

Chair: Leena Koivusilta

Room: Pub5

Tanja Matarma, Pasi Koski & Hanna Lagström	Objectively measured physical activity, sedentary time and motor skills associations in 5-6-year-old children – the STEPS Study
Tanja Joelsson	Children on the move: Children's everyday mobility and access to public space in Sweden
<u>Pipsa Tuominen</u> , Pauliina Husu, Jani Raitanen & Riitta Luoto	A movement-to-music video program for decreasing sedentary time among mother-child pairs: a pilot study
<u>Reetta Lehto</u> , Päivi Mäki, Carola Ray, Tiina Laatikainen & Eva Roos	Childcare use and overweight in Finland – cross-sectional and retrospective associations among 3- and 5-year-old children
Kaija Appelqvist-Schmidlechner, Jenni Wessman & Marjatta Kekkonen	Icehearts: Sport-based early support program for children at risk –Study protocol of a longitudinal study

VISUAL DATA IN QUALITATIVE RESEARCH ON CHILDHOOD - METHODOLOGICAL AND OTHER CONSIDERATIONS

Chair: Andrea Kleeberg-Niepage

Self-organised symposium

Room: sh309

Andrea Kleeberg-Niepage	Analysing drawings: A way of understanding children's and young people's images of the future?
Maja S. Maier & Sandra Rademacher	Analysing photographs taken by children: The future in the face of everyday life
Sieglinde Jornitz	Analysing photographs taken by artists: Considerations about photographic artwork as source for pedagogical and developmental insights
Cora Friedrich	Analysing videos: Challenges and rewards in using videography in research with preschool children

PLACES AND SPACES IN CHILDHOOD

Chair: Mari Vuorisalo

Room: sh299

<u>Tun Mohd Irfan Mohd Suria Affandi</u> & Ismail Said	Place-making a Sustainable Child-Friendly Environment
Katie Cagney & Danielle Douglas	Children's use of space at home in everyday life
Iuliia Skubytska	Asserting Good Habits, Creating New Man: Soviet Summer Camps' Educational Approach
Katri Gadd	Childhood in the streets
Hannele Forsberg, Aino Kääriäinen & Aino Ritala-Koskinen	Social workers' accounts of post-divorce residential conditions of children

SHOPPING AND COOKING AS COMPONENTS OF ECOLOGICALLY-VALID ASSESSMENTS FOR CHILDREN AND ADOLESCENTS WITH NEURO- DEVELOPMENTAL DISABILITIES

Chair: Yael Fogel

Self-organised symposium

Room: sh150

Naomi Josman, Carmit Frisch, Ayelet Goffer, Tsofia Deutsh-Castel & Sara Rosenblum	Development of the 'Do-Eat' tool and performance outcome evaluation among children with neurodevelopmental disorders and controls
Yael Fogel, Sara Rosenblum & Naomi Josman	The Children's Cooking Task (CCT), a performance-based assessment to evaluate executive functions among adolescents with neurodevelopment disorders
Liron Lamash & Naomi Josman	Using the test of Grocery Shopping Skills to evaluate executive functions among adolescents with autism

Parallel session 2: TUESDAY, 7th June 2016 at 10.30-12.00

CHILDREN AND WELL-BEING

Chair: Leena Koivusilta

Room: sh309

<u>Leena Koivusilta</u> & Niina Junttila	Psychosocial well-being, perceived loneliness and self-esteem among Finnish children
<u>Mirka Kuula</u> , Mia Hakovirta & Leena Haanpää	Children's experience of poverty and their subjective well-being
<u>Deirdre Horgan</u> , Shirley Martin and Margaret Scanlon	Children and young people's perspectives of healthy lifestyles
<u>Pauliina Rautio</u> , Riikka Hohti, Riitta Leinonen & Tuure Tammi	Non-human animals in children's everyday life – a review of research
Catriona O'Toole	Mindfulness in the Mundane? Exploring the promise and perils of mindfulness practices with children
<u>Satu Lehtola</u> , Jetro Tuulari, Harri Merisaari, Riitta Parkkola, Linnea Karlsson, Hasse Karlsson & Noora Scheinin	Prenatal Stress Associates with Volume Changes of the Amygdala and Hippocampus in Infants

IMAGINED AND INVESTIGATED CHILDHOODS. HISTORICAL AND CULTURAL APPROACH

Chair: Kirsi Tuohela

Self-organised symposium

Room: sh269

Jutta Ahlbeck	The Birth of the Modern Child. Child Sciences in Finland, 1880–1930
Kati Launis	Darkening Shades of Childhood. The Figure of the Mistreated Child in Finnish Literature
Kirsi Tuohela	Childhood Autobiographies. Finnish Cases from the 1950s and 1960s
Teemu Jokilaakso	Figuring the Literary Child and the Communal Conventions in Finnish Contemporary Novel

SPECIAL NEEDS AND SPECIAL EDUCATION

Chair: Johanna Olli

Room: Pub4

Noora Heiskanen, Tanja Vehkakoski & Maarit Alasuutari	Independence and dependency in children's early childhood education documentation
Juho Honkasilta	Reconstructing 'special' child with 'special' needs – Case ADHD
Marikki Arnkil & Pilvi Hämeenaho	Inclusion as recognition in special needs education
Sirkka Komulainen	Disabled children, social research and (minority) rights: changes in approaches
Jaana Kivinummi, Gaurav Naithani, Tuomas Virtanen, Outi Tammela, Mikko Peltola & Jukka Leppänen	Detecting early markers of neurocognitive disabilities with cry analysis and eye-tracking

CHILDREN'S (UN)EQUAL POSITIONS IN EDUCATION

Chair: Mari Vuorisalo

Self-organised symposium

Room: sh299

Nicoletta Eunicke	The rise of "educational partnership" in German primary schools: Are children positioned as partners or simply outcomes?
Anna Siippainen	Age, governmentality and children's positions
Mari Vuorisalo	Children's positions and participation in daily practices of preschool
Laura B. Kayser	Unequally positioned: generational aspects of children's everyday life in family life and primary school

ART AND LANGUAGE

Chair: Marleena Mustola

Room: sh209

Azadeh Okhovat, Geoff Luck & Reza Johari Fard	Children's Perception of Emotion in Music (A Cross-Cultural Study)
Maija Surakka	Cognition and time: Development of temporal expressions of children aged 5–8 years
Ali Kemal Tekin	Bilingual Children of Oman: A Case Study
Åsa Palviainen, Anu Palojärvi & Karita Mård-Miettinen	Bilingual team teaching in a Finnish ECEC classroom
Mari-Jatta Rissanen	Preschoolers Interpreting Contemporary Photographic Art: Promoting Children's Aesthetic Agency and Cultural Participation

CHILDREN AND LEISURE TIME

Chair: Hanna Lagström

Room: sh150

Mira Dobutowitsch & Catriona O'Toole	Indoors and safe?: Exploring the pastime activities of 9 year olds in Ireland.
Kristiina Eskelinen	Children photographing their afternoons
Catherine Forde	'My friends listen to me': Children and Young People's Experiences of Participation in Play, Sports and Leisure Activities in Urban and Rural Ireland.
Gwyther Rees	A comparison of children's daily lives and activities across 16 countries
Sissel H. Eriksen & Emebet Mulugeta	They are still kids: Leisure time of working children in Addis Ababa

EVERYDAY ETHICS IN CHILDHOOD RESEARCH IN DIVERSE CONTEXTS

Chair: Tatek Abebe & Marit Ursin

Self-organised symposium

Room: Pub5

Ida Marie Lyså	Everyday ethics and participant observation in two urban Chinese kindergartens
Kjersti Grinde	Researcher – participant relations in research on sensitive topics connected to interracial adoption in Norway
Marit Ursin	The temporalities of ethics in everyday encounters with street youth in Brazil
Tatek Abebe	Ethics in participatory research with orphans and working children in Ethiopia

Parallel session 3: TUESDAY, 7th June 2016 at 13.00-14.30

CHILDREN'S RIGHTS AND SAFETY

Chair: Pasi Koski

Room: sh309

<u>Eunice Magalhães</u> & Maria Manuela Calheiros	Young people's rights in residential care: direct and indirect effects on psychological adjustment through group identification
Laura Goodfellow	I'm getting the child's voice. Do I get their rights?
Milka Sormunen	What does it mean to take the best interests of the child as a primary consideration?
Marit Ursin	Young people's relational and spatial strategies for safety in a violent urban community in Brazil
Minna Niemi	From victims to perpetrators: The representation of youth violence in Sindiwe Magona's Mother to Mother

CHALLENGING SITUATIONS IN CHILDREN'S LIVES

Chair: Päivi Pihlaja

Room: sh269

Helene Oldrup	Falling out of time – the challenges of creating family time for children with a father in prison
Mirka Smolej	Everyday life benefits and challenges in implementing long-term support for children at risk. A process evaluation of Icehearts, a sport-based life skills program for adolescent boys.
Anita Franklin	The voices of young people with learning disabilities who have been sexually exploited in the UK - Unprotected, over protected.
<u>Henrik Elonheimo</u> , David Gyllenberg, Lauri Sillanmäki, & Andre Sourander	Crime in the Continuum of Problems from Childhood to Adulthood: Results from the Finn-Crime Study
Lisa Trujillo	Unaccompanied Asylum Seeking Children: Passive Victims or Agentic Social Actors? A Focus on Flight Experiences and the Circumstances Around Flight to Europe

STUDIES OF CHILD PERSPECTIVE - CONNECTING TRENDS AND OPEN QUESTIONS

Chair: Riikka Hohti

Self-organised symposium

Room: sh299

Minna Lähtenmäki & Liisa Karlsson	Where is my home? Well-being aspects in asylum-seeking children's stories
Kati Honkanen & Jaana Poikolainen	Subjective residential experiences and well-being environments from the perspective of a child and young
Johanna Olli	Nonverbal children and child perspective studies
Riikka Hohti, Minna Ruckenstein & Katariina Stenberg	'Put your mobile phones away, please' – a nomadic study on child-digital device-assemblages in classroom
Tuure Tammi	Are there politics in hybrid childhoods? Experimenting with children's entanglements in mold school.

LEARNING AND SCHOOL

Chair: Jaana Juutinen

Room: Pub5

Anu Alanko	"If someone doesn't know how to do it, then we learn together to do it" - Learning experiences in regional youth councils
Kirsti Salo	Learning by gardening – during past and present in Finnish Primary School
Albina Granberg, G. Brante, V. Olsson & Y. Mattsson Sydner	Learning how to cook in Home Economics Education – the role of recipes as learning tools
Fernando Ilídio Ferreira, Maria Assunção Flores & Joana Lúcio	Child poverty and education in times of austerity in Portugal: student teachers' perspectives of practicum experiences
Adriano Souza Senkevics	'What would you like to be when you grow up?' Gender and schooling among working-class children in Brazil

PARENTING

Chair: Aino Ritala-Koskinen

Room: sh209

Katy Smart	The impact on children when parents attend a parenting programme
Kateryna Savelieva, Päivi Merjonen, Markus Jokela, Laura Pulkki-Råback, Mirka Hintanen, Nina Hutri-Kähönen, Markus Juonala, Jorma Viikari, Olli T. Raitakari & Liisa Keltikangas-Järvinen	Does Personality of Offspring Mediate the Intergenerational Transmission of Parenting Quality?
Angel Chan & Jenny Ritchie	Parents, participation, partnership: Problematising New Zealand early childhood care and education
Erna Törmälehto	The Identification of Children's Emotional state

SESSION ON METHODS

Chair: Sanna Talvia

Room: sh469

Zsuzsa Millei & Paulina Rautio	'Slow research' for broadening details of children's everyday life in research
Iiris Kivioja	Combining art-based and narrative methods when exploring children's everyday lives at school
Helen Lomax & Janet Fink	Picture this? Locating children's voices in participatory visual research
Anna Pauliina Rainio & Jaakko Hilppö	Developing dialectical ethnography for a multidisciplinary study on children's agency in educational settings
Jo Moran-Ellis	Embracing interdisciplinarity whilst holding together 'the social': the challenge for childhood studies

CHILDREN'S EVERYDAY ACTIVITIES AND INTERACTIONS AS SITES OF SOCIALIZATION

Chair: Tiina Keisanen & Mirka Rauniomaa

Self-organised symposium

Room: sh150

Mats Andrén & Asta Cekaite	Laughter and smiling as trouble in pre-school and school settings
Tiina Keisanen, Mirka Rauniomaa & Pauliina Siitonen	Transitions as sites of socialization in family interaction outdoors
Fritjof Sahlström, Olivia Maury, Martina Uotinen & Anna Slotte	Talking nature in two languages – naming, attending to and modifying understandings of natural concepts at summer camp

Parallel session 4: TUESDAY, 7th June 2016 at 15.30-17.00

RESEARCHING CHILDREN'S SUBJECTIVE WELL-BEING

Chair: Shazly Savahl & Habib Tiliouine

Self-organised symposium

Room: Pub4

Ferran Casas	Children's Worlds. Children's activities and children's subjective well-being in 15 countries
Carme Montserrat, Ferran Casas & Joan Llosada-Gistau	What do we know about the subjective well-being of children in out-of-home care?
Shazly Savahl, Habib Tiliouine, Carme Montserrat, Sabirah Adams & Elizabeth Benninger	Children's experiences of bullying and the impact on their subjective well-being
Habib Tiliouine	The realization of children's rights, perceptions of these rights and self-reported personal and contextual experiences: A multi-national study
Ferran Casas & Mònica González	The decreasing-with-age subjective well-being tendency in adolescence: New data from a longitudinal study
Habib Tiliouine, Gwyther Rees & Mokadem Sahil	Stability and change in child well-being two years later: A follow up study in Algeria

EARLY CHILDHOOD EDUCATION

Chair: Päivi Pihlaja

Room: sh209

<u>Duriye Esra Angin</u> , Gözde Inal Kiziltepe & Ayşe Öztürk Samur	Examining quantitative reasoning skills of 61-72 month children with different cognitive tempo
Mirja Kõngäs	Features of children's emotional intelligence in Finnish kindergarten
Saara Salmi & Kristiina Kumpulainen	Children's experiencing of their transition from preschool to first grade: The interaction between children's motives and institutional demands
<u>Tuula Dahlblom</u> , Raija Raittila & Maarit Alasuutari	Exploring Parents' Views about the Function of the Child's Individual Education Plan and Discussions
Zsuzsa Millei & Maarit Alasuutari	Binds of professionalism: Attachment in Australian and Finnish early years policy

CHILDREN'S PARTICIPATION

Chair: Johanna Kiili

Room: sh299

Anu Alanko	Making sense of participation - narrative inquiry on children's everyday life experiences
Patricio Cuevas-Parra	All voices matter: Child-led research to understand the lives of Syrian refugee children in Lebanon and Jordan
<u>Jane Brown</u> & Linda Croxford	Negotiating the primary-secondary transition: what children say about opportunities for participation and responsibility at school
Anne Harju	Children as reproducers and transformers of power positions
Astrid Podsiadlowski	Child-friendly justice: Children's experiences and perspectives in nine countries of the European Union

HISTORICAL PERSPECTIVE ON CHILDHOOD

Chair: Kaisa Vehkalahti

Room: sh150

Luiz Lima Vailati	Representations of child death in nineteenth century's Brazil and England: a comparative sketch
Heini Hakosalo	Being a child patient in a Finnish tuberculosis sanatorium, 1900-1960
<u>Ville Vuolanto</u> & April Pudsey	Agency and the Children in the Past: the Case of Roman Egypt
Samira Saramo	Growing Up with the Revolution: Finnish Childhood in North America and Soviet Karelia

MEDIA

Chair: Marleena Mustola

Room: sh309

Aku Kallio	Parental mediation in interaction
<u>Satu Valkonen</u> , <u>Sanna Raudaskoski</u> & Eerik Mantere	Parental Smartphone Use and "Bystander Ignorance": Insights from Social Interaction Studies
Steingerdur Olafsdottir	Food appearances in children's television programmes in Iceland and Sweden
Marleena Mustola	"One should wear make-up so that one does not end up living alone" Children's thoughts on looks
Niklas Alexander Chimirri	Digitalization of daycare institutions: Possibilities and limitations for intergenerational practice

NEW APPROACHES FOR SUPPORTING YOUNG CHILDREN'S SOCIAL-EMOTIONAL SKILLS

Chair: Marja-Leena Laakso

Self-organised symposium

Room: sh469

Koivula, M. & Laakso, M.-L.	Promoting young children's social-emotional competence in Finnish day care centres through Papilio-programme
Kosonen, J., Laakso, M.-L., & Huttunen, K.	Socio-emotional skills of children with communication disorders: effects of the use of the Emotion Detectives computer game
Lipponen, S., Koivula, M., Huttunen, K., Turja, L., & Laakso, M.-L.	The digital game Emotion Detectives as a learning environment for children's social-emotional competences
Turja, L., Laakso, M.-L., & Koivula, M.	Hearing Children in the Context of a Intervention for Social and Emotional Difficulties

WORKSHOP 1

Chair: Louise Gazeley

Room: sh269

Louise Gazeley, Gillean McCluskey, Matti Rautiainen, Emma Kostiaainen & Anne Sliwka	Promoting cross-national understandings of exclusion in order to improve outcomes for socially and educationally vulnerable groups
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Parallel session 5: WEDNESDAY, 8th June 2016 at 8.30-10.00

CHILDREN AS OBJECTS OF IDEOLOGICAL EDUCATION IN FINLAND AND ESTONIA DURING THE INTERWAR PERIOD

Chair: Ulla Aatsinki

Self-organised symposium

Room: L103

Seija-Leena Nevala	Generations and gender in the voluntary defence movement in Finland 1928-1944
Eli Pilve	Estonian government's plan of state control over youth organisations
Mervi Kaarninen	Educating the Red Orphans to Decent Citizens
Ulla Aatsinki	The Future Revolutionaries Learning Socialist Culture and Values in the 1920's and the 1930's.

PERSPECTIVES ON PLAY

Chair: Niina Junttila

Room: A202

Emily R. Aguiló-Pérez	A Girl's Everyday Life: Examining Literacies Produced in Doll Play
Phil Jones & Yaspia Shakreen Salema	Schools' approach towards the transition of young children's free play cultures and practices between home and nurseries.
Anna Pauliina Rainio & Beth Ferholt	Embracing ambivalence through playworlds
Eva Skogman	Children with severe and multiple disabilities at play
Anu Warinowski & Päivi Pihlaja	Three-Year-Old Children's Gendered Playing Activities in the Home Context

THE WELL-BEING OF ADOPTED CHILDREN IN EVERYDAY CIRCUMSTANCES

Chair: Taina Tuhkunen

Self-organised symposium

Room: L104

Aubeline Vinay	Everyday caretaking of the adopted child in a nursery
Claudine Combier	Daily parent-child links within international adoption
Taina Tuhkunen	Creating the everyday life of the adopted child on screen

SPACE, CULTURE AND PRACTICE –RELATIONAL CONDITIONS IN YOUNG CHILDREN'S EVERYDAY LIFE

Chair: Niina Rutanen & Berit Overå Johannesen

Self-organised symposium

Room: A203

Raija Raittila	Relational approach to the early childhood pedagogic environment
<u>Julienne Madureira Ferreira</u> , Marita Mäkinen & Kátia de Souza Amorim	Space, pedagogy and peer interaction in Early Childhood contexts in Brazil and Finland: considerations on inclusive processes
<u>Berit Overå Johannesen</u> & Supra Wimbarti	Language use and the production of social space during episodes of outdoor free play among kindergarten children in Norway and Indonesia
Niina Rutanen	Spatial perspective on everyday transitions in early childhood education

FOOD AND EATING IN CHILDREN'S EVERYDAY LIFE

Chair: Hanna Lagström

Room: M127

Henna Vepsäläinen, Liisa Korkalo, Vera Mikkilä, Kaija Nissinen, Essi Skaffari, Reetta Lehto, Carola Ray, Eva Roos & Maijalissa Erkkola	Dietary patterns among Finnish preschool children and their parents
<u>Kristiina Janhonen</u> , Päivi Palojoiki & Johanna Mäkelä	Adolescents' school lunch practices as an educational resource
<u>Christine Persson Osowski</u> , Anna Karin Lindroos, Heléne Enghardt Barbieri & Wulf Becker	Swedish children's school lunch habits and contribution to energy and nutrient intake
<u>Carola Ray</u> , Suvi Määttä, Gun Roos & Eva Roos	Food intake among preschool children; focus group interviews with parents of children in preschools situated in low socioeconomic neighborhoods
<u>Linda Berggren</u> , Sanna Talvia, Eldbjørg Fossgard & Unnur Björk Arnfjörð	Healthy eating as an unquestionable norm in the school lunch context – Nordic children's perspective
<u>Sanna Talvia</u> & Tiina Tuijula	Children's diverse discussions about the school lunch context

WORKSHOPS AND SHORT PRESENTATION SESSION AT A GLANCE

Session: Wednesday 8th June 2016 at 10.20–11.20

(exception: workshop 1 on Tuesday at parallel session 3)

WORKSHOP 1

Chair: Louise Gazeley

Room: sh269

Louise Gazeley, Gillean McCluskey, Matti Rautiainen, Emma Kostiaainen & Anne Sliwka	Promoting cross-national understandings of exclusion in order to improve outcomes for socially and educationally vulnerable groups
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WORKSHOP 2

Room: L103

Päivi Venäläinen & Raisa Laurila-Hakulinen	Children's and Young People's Visual Art as Data of Childhood Studies
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WORKSHOP 3

Room: A203

Katja Joronen & Hanna-Kaisa Niela-Vilén	New data gathering methods in child and adolescent health and well-being research
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PECHA KUCHA -GROUP 1

Chair: Päivi Pihlaja

Room: A202

Paul Richard, M. Dinomais, T. Yamaguchi, C. Lancelot, A. Roy, N. Verrier	Virtual Reality for Evaluation and Rehabilitation of Children
Anu Kippola-Pääkkönen, Kristiina Härkäpää, Aila Järvikoski & Ilona Autti-Rämö	Parents of children with disabilities - needs and expectations for psychosocial rehabilitation
Anton Perzy	Increasing cross-cultural awareness in children by expanding ambiguity tolerance and acceptance of the cultural other
Annette Nylund, Ville Peltola, Pirjo Korpilahti, Pirkko Rautakoski	Does poor health in early childhood have an effect on speech and language development?
Denise Ollas, Saara Nolvi, Linnea Karlsson & Pirkko Rautakoski	The effects of temperament on language development in infants
Henna-Maria Uusitupa, Anna Aatsinki, Niko Nousiainen, Heikki Lukkarinen, Linnea Karlsson & Hasse Karlsson	The potential of breast milk to protect infant from maternal prenatal stress

PECHA KUCHA -GROUP 2

Chair: Leena Haanpää

Room: M127

Christine Kelly	Legal, Social and Political Aspects of Corporal Punishment for Young Offenders in early twentieth century Scotland
Fanni Muranyi	Interdisciplinarity in parental child abduction cases
<u>Johanna Mykkänen</u> , Marleena Mustola & Marja Leena Böök	"My father is the most magnificent man" - Children's representations of the 'important man'
Kia Aarnio	The well-being of children living in a rainbow family
Beatriz Lindqvist & Eva Schwarz	Exploring the Phenomenology of whiteness in a Swedish preschool

PECHA KUCHA -GROUP 3

Chair: Niina Junttila

Room: L104

Eija Salonen, Marja-Leena Laakso & Eija Sevón	Young children's belonging in the context of day and night care
Jutta Baldin & Caroline Ljungberg	At the table - A problematized story of preschool meals
Katriina Heljakka & Aliisa Sinkkonen	Co-creating Comicubes: Designing a creative platform for play with preschool-aged children
Ann Östman & Mirella Forsberg Ahlcrona	Mathematic in preschool and teacher education
Susanna Iivonen, D. Niemistö, J. Iitkonen & A. Sääkslahti	Kindergarten children's physical activity types during free play in outdoors

POSTER PRESENTATIONS AT A GLANCE

Poster presentations: Tuesday 7th June 2016 at 14.30–15.30 in Publicum

	AUTHORS	TITLE
PO1	Ewa Maciejewska-Mroczek	"We are spoken about, but we are not spoken with". Responses of children to discourses on IVF in Poland
PO2	<u>Ana María Osorio Mejía</u> , Luis Fernando Aguado, Katharina Rathmann & <u>Gustavo A. Romero</u>	The influence of socioeconomic context on social exclusion in early childhood: A multilevel analysis for Colombia.
PO3	<u>Maarit Alasuutari</u> , Kirsti Karila, Johanna Lammi-Taskula & <u>Katja Repo</u>	Finnish childcare policies and the issues of inequality
PO4	Anna Siippainen	Governmentality, subjectification and intergenerational relations - Ethnographical research about child-adult relations in a daycare with extended opening hours
PO5	Merja Tiisanen	Learning The Skills To Grow Up Into An Active Citizen
PO6	Mari Vuorisalo	Children, families and (un)equal practices in early childhood education
PO7	<u>Heidi Jussila</u> , Marjukka Pajulo & Eeva Ekholm	Maternal-fetal attachment and parental mentalization among substance-abusing pregnant women at hospital maternity outpatient clinic.
PO8	Tanja Matarma, Pasi Koski & Hanna Lagström	Objectively measured physical activity and sedentary time of 5-6-year-old children – the STEPS Study

	AUTHORS	TITLE
PO9	<u>Ana Maria Osorio Mejia</u> , <u>Gustavo A. Romero</u> , Harold Bonilla & Luis Fernando Aguado	Community socioeconomic influences on early childhood stunting in Colombia: a multilevel analysis for 2005 and 2010.
PO10	<u>Anni Pakarinen</u> , Heidi Parisod, Minna Aromaa, Jouni Smed, Ville Leppänen & Sanna Salanterä	Promoting families' wellbeing -developing new kind of technology for family-centered child health clinic work
PO11	Kaisu Peltoperä	Educators' accounts of the Finnish early childhood education and care on nonstandard hours
PO12	Magdalena Radkowska-Walkowicz	What makes people healthy? Places and practices of everydaylife
PO13	Maria Roth, Anna Bernath & Sergiu Raiu	Youth wellbeing in the light of childhood violence experiences
PO14	Eija Salonen, Marja-Leena Laakso & Eija Sevón	Young children in day and night care: negotiating and constructing belonging during daily arrivals
PO15	Tomasz Strózik, Dorota Strózik & Dagmar Kutsar	Can school make children happy? A comparative study with schoolchildren in Estonia and Poland
PO16	Krzysztof Szwarz & Tomasz Strózik	School bullying and its influence on children's subjective well-being across European countries
PO17	<u>Supra Wimbari</u> , Ira Paramastri, Atik Triratnawati, Dian N. Marissa, & Moya Martiningtyas	Breaking from daily-routines: problems, risk and protective factors of sexual health among children and adolescents in Indonesia
PO18	Anna Fornalczyk-Lipska	Food and eating in children's literature – challenges for translation
PO19	<u>Riikka Kaukonen</u> , Carola Ray, Ester Sleddens, Henna Vepsäläinen, Majjaliisa Erkkola, Mona Bjelland, Nanna Lien & Eva Roos	Does general parenting influence in 3–6 -year-old children's food intake?
PO20	<u>Liisa Korkalo</u> , Kaija Nissinen, Henna Vepsäläinen, Essi Skaffari, Reetta Lehto, Eva Roos & Majjaliisa Erkkola	Food consumption in Finnish preschool children – preliminary results from the DAGIS project
PO21	<u>Kaisa Kähkönen</u> , Anna Rönkä, Arja Lyytikäinen & Outi Nuutinen	Sensory food educations (sapere-method) impact on children's vegetable, berry and fruit choices from snack buffet at kindergarten
PO22	<u>Carola Ray</u> , Suvi Määttä, Gun Roos & Eva Roos	Early education professionals' perceptions of barriers and promoters for healthy eating in preschools - a focus group study
PO23	Piret Vermilä	Play and Children with Autism Spectrum Disorder
PO24	<u>Giulia Cortellesi</u> & Margaret Kernan	Young children and older people together in age- and child-friendly communities
PO25	Juana María Méndez Guerrero	Literacy practices of the children and their mothers in specific vulnerable social context in San Luis Potosi, Mexico
PO26	Alan Pomfret	Playing With Childhoods: Life World, Capabilities, Bricolages, and Other Liminal Emergent Multibrids
PO27	Sibel Sönmez & Gamze Bilir Seyhan	Who is do that: Fat or Thin?
PO28	<u>Elina Turjanmaa</u> , Anne Alitolppa-Niitamo & Inga Jasinskaja-Lahti	Intergenerational relation and autonomy negotiation of 1.5 generation immigrant adolescents
PO29	Kristiina Välimäki	"Can you take a photo of my little things?"
PO30	Basanta Adhikari	Gender discrimination in childhood education in Nepal
PO31	<u>Marie Lange</u> , Helen Göransson & Ingela Marklinder	Food safety knowledge, behavior and trust among students in Home and consumer studies in the Swedish Compulsory School
PO32	Hasse Karlsson, Linnea Karlsson, Annarilla Ahtola, <u>Katja Tervahartiala</u> , Jonna Kesäläinen & Emilia Loula	Day care and the development of stress regulation systems in toddlers - the FinnBrain Birth Cohort Study

	AUTHORS	TITLE
PO33	<u>Ulla Korpilahti</u> & Brita Somerkoski	Preventing little children's accidental injuries at home
PO34	Ian Ndlovu	Marginal Identities and Heterotopic Spaces: Life Experiences of Street Children in Bulawayo, Zimbabwe
PO35	Maria von Bredow	Children migrating alone – an everyday life outside the system
PO36	Outi Arvola	Multicultural children in Finnish Early Education
PO37	Nhi Hoang, Leena Holopainen & Martti Siekkinen	Teacher's Emotional Support and Children's Classroom Engagement and Disaffection in Vietnamese Kindergartens.
PO38	Natalia Lapkina	The crisis of identity in the primary and secondary school: the national component
PO39	irem Öztürk	Cultural dimensions, personal values and objection to unethical practices
PO40	Lisa Trujillo	An Exploration of Unaccompanied Asylum Seeking Minors' Digital Media Usage and its Impact on Their Rights: A Case Study in Germany
PO41	Larissa Franz-Koivisto	Integration and social service utilization by immigrant families with disabled children in Finnish municipalities
PO42	Eeva Timonen-Kallio & Mari Lahti	ACUCARE - interprofessional training supporting Child Protection and Psychiatric Services
PO43	Eleonora Del Gaudio & Stephen Phillips	Between borders, behind fences: detention of children asylum seekers in Australia and the European Union
PO44	Laakso, M-L., Koivula, M., Turja, L., Viitala, R. & <u>Neitola, M.</u>	Papilio-program in promoting social-emotional competence and preventing self-regulation problems in preschool children
PO45	Elina Stenvall	Children's everyday life as a place for sociation
PO46	Helena Törölä, Salla Heikkinen, Merja Luukinen & Sami Turunen	Play picnic at Oulu University Hospital
PO47	Raisa Laurila-Hakulinen & Päivi Venäläinen	Children's and Young People's Visual Art as Data of Childhood Studies
PO48	Lucyna Tumanowicz	Rape? "It is normal". The normalisation of forced sexual behaviour among street children in Dar es Salaam, Tanzania.

KEYNOTE ABSTRACTS

Professor emeritus Jonathan Bradshaw, University of York, United Kingdom:
Inequity in everyday life

This lecture will be mainly comparative and focused on the material well-being of children in mainly European countries. It will start with a discussion about the meaning of equity in this context. UNICEF Office for Research has launched its second Report Card 13 on Inequity. (Child) poverty and deprivation remain a focus of the EU 2020 strategy despite a very poor performance since the crisis. The first of the UN SDGs is 'To end poverty in all its forms everywhere'. There is growing anxiety about generational equity with most welfare states shifting resources in favour of the elderly. There is also growing inequality in many countries. Some of the recent comparative research at country level and micro level enables us to observe the association between material well-being and outcomes for children in other domains. Some of this evidence will be presented with a particular focus on two contrasting findings - subjective well-being and bullying. Bullying and subjective well-being are strongly associated. But although lack of material resources increases the odds of being bullied it seems to have only a very weak association with subjective well-being. The lecture

will end with a comparative review of state efforts to enhance child equity through taxes and benefits. It will end with a question - what responsibility does the state have to mitigate market driven inequity in childhood?

Professor Simo Vehmas, University of Helsinki, Finland:
(Dis)solving the disability puzzle

In this presentation, I will focus on analyzing the ontology of disability and impairment. In this conceptual distinction typically used in disability studies, 'impairment' refers to medically defined physical or mental conditions, whereas 'disability' is the social state of affairs that excludes people with impairments from equal chance to participate in social activities. I will first introduce the disability studies perspective that conceptualizes disability as a social, political, economic and cultural phenomenon. I will point out the lack of engagement in disability studies with impairment and the effects it has on people's well-being. I will then move on to discuss the ontological formation of disability and impairment, meaning, what are these conceptual categories all about and what dimensions of reality they represent. I will do this by analyzing briefly the following questions: (1) Are impairments self-referential concepts; are they impairments only because we believe them to be impairments? (2) What is the role of language in the constitution of social reality of disability? (3) Can impairments exist without some verbal or symbolic signifiers (the problem of performatives)? (4) To what extent is the institutional reality of impairment a matter of power? (5) To what extent are impairments matters of either institutional or physical reality?

Professor, doctor Anja C. Huizink, Vrije Universiteit Amsterdam, The Netherlands:
Developmental psychopathology and early (prenatal) interventions for everyday life

From various fields of research, there is converging and accumulating evidence that the prenatal period lays an important fundament under the future prospective of a child. For prenatal maternal stress or anxiety exposure, the evidence showing adverse offspring outcomes seems robust, with an increasing number of studies pointing to the most consistent link with (pregnancy specific) anxiety. Anxiety during pregnancy is relatively common for many women and often, levels decrease during the course of pregnancy. For some women, however, high levels of anxiety and stress during pregnancy may continue after birth and give rise to hampered mother-child interaction. This makes it difficult to disentangle between prenatal and (early) postnatal influences on child development. To adequately test for causality of prenatal risk factors specifically, longitudinal studies do not give enough evidence. Intervention studies promise more insight into mechanisms of causality, by tackling and changing a potential prenatal cause of adverse offspring outcomes – such as high levels of maternal anxiety - under well-controlled conditions, and examining these outcomes in great detail as well. In this presentation, Professor Huizink will introduce the ongoing PAIRS project of her study group, which is embedded in the Amsterdam Stress Lab (www.amsterdamstresslab.nl).

The PAIRS project is support by Philips, Technology Foundation STW, and Nationaal Initiatief Hersenen & Cognitie NIHC under the Partnership programme Healthy Lifestyle Solutions. The main aim of this study is to test whether Heart rate variability (HRV) biofeedback methods are able to reduce maternal stress and anxiety in pregnancy and thereby positively affecting child outcomes.

In the PAIRS project, a trained midwife led a group-based intervention of 9 sessions to pregnant women and their spouses. Levels of perceived stress and anxiety and of physiological stress reactivity were assessed prior to and shortly after the intervention. Also, birth outcomes and child development in the first year of life will be assessed. The first findings of this project and future ideas on web-based tools for the intervention, to be used in everyday life, will be presented.

Associate Professor Patrick J. Ryan, Kings University College at Western University, Canada:

On the Importance of Reading Childhood Historically

This talk will bring together arguments from the historical studies I have published over the last decade. I will outline a model for visualizing and historically situating the emergence of the discursive structure of modern childhood. This will enable us to better recognize the historical contingencies of contemporary generational relations, and encourage us to take seriously the work of reading childhood historically.

The discursive space of childhood is currently organized around four dominant bodies of thought and practice: socialization, romanticism, scientific developmentalism (or the medical model), and social subject approaches (sometimes called the 'new' paradigm). Only on the surface do these four perspectives exist as alternatives to each other. Try as they might to escape, they all stand upon the same modern dualisms, are embedded within disciplinary techniques, and circulate through similar rituals of inscription.

These distinctions, representations, and techniques emerged through the vicissitudes of history; contemporary childhood might have become something different. As it was, shifts in the late medieval/early modern sense of 'being human in time' (or age) gave birth to modern discourses of human socialization. As many have noted, printing, catechism, housefather books, primers, and the disciplinary arrangements of new grammar schools (etc) were some of the leading accoutrements of the early-modern revolution in childhood and generational relationships. You might say that the idea and practices of creating a well-conditioned child established a threshold for the passage of ancient/medieval forms of master-servant childhood onto the landscape of modern childhood.

Almost as soon as the well-conditioned child became an indispensable figure for religious dissent and Enlightenment rationalism, its anti-thesis appeared. We find the emergence of the romantic child within the expansion of 18th-century advice literature, along with new practices and instruments of childcare - particularly those things organized around bourgeois motherhood. The search for the conditions of authenticity through childhood was a death knell for master-servant relations and the harbinger of liberal governmentality.

The generative tension between childhood conditioning and authenticity, and the government of childhood it produced opened a space for thought and practice that neither discourse could completely encompass or patrol. New problems, questions, and terrain opened before us - which we recognize today as the rise to a positive child science in the 19th-century. The professionalization of paediatrics, developmental psychology, and psychiatric social work has medicalized childhood on a global scale. Yet, the medical model of childhood has never escaped doing what every other discourse does: create the terms of its own critique.

Throughout the 20th-century, the politics of developmental science raged - stoked by writers, scholars, activists drawing upon the resources of childhood socialization and romanticism. Their protean attacks on deterministic models of human development have not simply reiterated earlier discursive threads, they created new intellectual tools. Some have called the results a 'new paradigm' of childhood. I prefer more cautious, less zealous terms. Yet, I do think that a century of conflict between developmentalism, socialization, and romanticism has fortified the grounds for children and youth to be social subjects (or to be understood as social actors, or explored through actor-network theories).

To summarize, my talk will argue that modern childhood emerged with a late-medieval turn toward more subtle, internal techniques of socialization within the terms of master-servant childhood. This provided the grounds for a romantic critique of rationalist control and an attempt to preserve human authenticity within childhood nature. The romantic naturalist and poet would be challenged in time by developments in child science. Disciplinary institutions organized around medical and sociological determinism provided the necessary foil for renewed demands for seeing children as competent agents with a part to play in their own representation. Thus, the landscape of modern childhood is held together by a set of generative tensions which have placed the self-observing subject at the center of modernity. Perhaps, this figure will become irrelevant in a post-human (post-modern) future - I will leave predictions and emancipations to others. My project is less ambitious and merely encourages us to read contemporary childhood historically.

ABSTRACTS FOR PARALLEL SESSIONS

Parallel session 1: Monday 6th June 2016 at 15.45–17.15

EQUALITY AND INEQUALITY IN CHILDREN'S LIVES

Chair: Mia Hakovirta

Aurélie Mary

The current debates on in/equalities in childcare provision

Childcare systems are implemented in every western society. However, variety in the services provided and childcare arrangements are clearly visible between the countries. The policies designing childcare systems and practices fluctuate, in accordance with the operating welfare regimes in each country. The current economic fluctuations place social welfare – including childcare systems – in jeopardy. Childcare provision has been at the heart of many debates for several decades. In particular, the question of in/equality in a variety of sectors connected to childcare is prominent.

This paper is part of the Strategic Research Council (SRC) at the Academy of Finland project *“Finnish Childcare Policies: In/Equality in Focus”* started in 2015, involving a consortium of scholars from the fields of sociology, education, health and welfare, and social policy. This presentation is based on a systematic literature review, composed of a compilation of over 120 international papers from the past 15 years, with the purpose of understanding and scrutinising the main contemporary issues connected to the question of in/equality in the numerous areas linked to childcare in advanced societies.

The current discussions around in/equalities linked to childcare touch upon former issues but also ongoing debates. A number of papers examine family and work reconciliation, policy implication and developments, formal and informal childcare, childcare options for different social classes, health and nutrition in day care, or divergence in childcare services in countries where welfare regimes vary. Newer debates are

more concerned with the perspectives, experiences and expectations of childcare services from children, parents and child carers; sexual abuse in childcare; or the wellbeing of children of same-sex parents.

The paper presents debates connected to different levels of in/equality where childcare is concerned, from micro to macro dimensions, from aspects connected to the socio-economic and political spheres to the family structure and the individual level.

Carola Ray, Suvi Määttä, Reetta Lehto, Riikka Kaukonen, Maijaliisa Erkkola, Nina Sajaniemi & Eva Roos
Development of a randomized controlled intervention diminishing socioeconomic inequalities in energy balance-related behaviors at a preschool setting

Effective interventions are needed to diminish socioeconomic inequalities in health and health behaviors. Sedentary behaviors, physical activity (PA) and dietary behaviors, jointly called energy balance-related behaviors (EBRBs), are established in childhood. Therefore preschool-aged children are a valuable intervention target and the preschool as a setting can be useful, when diminishing SES inequalities in EBRBs. The intervention can be delivered similar to the whole target population, with the intensity adjusted according to the needs of children from low SES backgrounds.

The ongoing DAGIS project aims to develop a multi-component setting-based intervention which will diminish SES inequalities in preschool children's EBRBs.

Before implementation of a six-month intervention (years 2017-2018), a comprehensive needs assessment including several phases is conducted between years 2014 and 2017. The needs assessment includes following stages: a) focus group interviews for parents and preschool personnel in 2014 to recognize the influential factors of EBRBs, b) several pilot tests in years 2014-2015, c) a comprehensive cross-sectional study in years 2015-2016 (N=800 children in about 70 preschools) recognizing the SES differences in EBRBs and factors associated with these differences, d) co-operation with a non-profit organization in development of practical methods throughout the stages, e) workshops for target groups arranged in years 2016-2017, and testing the practical implementation of the intervention.

The first two phases of needs assessment have confirmed that the combination of multiple levels of analysis and diverse methodologies (e.g. surveys, observations) is necessary in the cross-sectional study. The survey enables to identify factors that promote healthy EBRB's in children at home and at preschool, which will lead to an evidence-based developed intervention focusing on modifiable factors.

The several phases of the needs assessment in the DAGIS study will give the best abilities to be able to plan an effective intervention diminishing inequalities in EBRBs.

Laura Stark

Child marriage in a Tanzanian slum

The UN and other international agencies define child marriage as involving spouses under 18 years of age. In many African societies, marriage before age 18 is still common, despite decades of national and international campaigns to eradicate it.

Using over 250 in-depth interviews with residents of a chronically poor neighborhood in Dar es Salaam, this paper asks: (1) *what are the norms, values and expectations that give rise to child marriage practices in the context of chronic poverty?* (2) *How are child marriage practices grounded in local concepts of childhood and adulthood?*

This study used semi-structured interviews with slum residents carried out in their neighborhood during seven visits between 2010 and 2015. Interviews were conducted in Swahili and interpreters were from the same socio-economic level as the interviewees.

According to older cultural norms still prevalent in Tanzania, girls and boys become adult men and women capable of 'depending on themselves' soon after puberty, at roughly age 15–16. A girl who quits school or whose parents are not able to invest in her education moves quickly from the status of 'child' to that of adult woman at this age. It would be wrong to conclude that Tanzanian parents who push or force girls into early marriage do not recognize the dangers or risks in such marriages, or consider their daughters to be worth less than sons. On the contrary, most parents would prefer their daughters to be in school, but for the chronically poor, schooling at all levels is expensive. High unemployment and fierce competition for income has meant that even secondary school education – for which whole families make sacrifices – does not guarantee girls a job or a better means of making an income. In this case, marriage is seen as providing more security for girls.

Age 18 as the upper limit of childhood represents an arbitrary cut-off point with historical roots in Western society, one which does not reflect the norms and conditions of African societies. Policy discourses and campaigns against early marriage implicitly assume that, if not for the burden of having to marry early, girls would automatically have other routes to agency and self-fulfillment. Yet due to chronic poverty, parents

and girls themselves often do not experience it in this way. Moreover, in a context of widespread premarital sexual behavior, marriage is the only way to ensure that the man's family will recognize any resulting pregnancies as belonging to his kin group, thereby providing more security for the baby. In some contexts, therefore, so-called child marriage should be seen not as a 'traditional' solution but as an aspiration emerging from the current economic crisis in African societies.

Anne Harju & Erica Ingemansson

Children's perspective on inclusion and segregation in the city

The paper is based on a study that aims to investigate children and young people's perceptions and experiences of inclusion and segregation in everyday life. It is a study conducted in Malmö, a city in south of Sweden which in recent years has experienced drastic demographic changes. It has therefore been in focus for discussions and debates about increasing residential segregation due to schools, neighborhoods, population health, and socio economic development (The Malmö commission 2014, Save the Children 2015). In the study, we focus children and young people's perspectives because their voices are seldom heard regarding research on and debates of segregation and inclusion in cities.

The study has been conducted in two phases. In the first phase, children and young people with different socio-economic and ethnic background, living in different neighborhoods, has been interviewed. The results show that inclusion and segregation, from their point of view, is related to everyday areas such as school, neighborhood, leisure time and the media. The definition of segregation involves themes such as 'living in different worlds', 'not recognizing oneself in the other' and 'having different living conditions'. The definition of inclusion includes such as, 'striving towards the same goal', 'having common interests and experiences', 'mixing with others', 'joining together and talking to each other', 'recognition', 'loyalty', and 'to be listen to by adults who they trust'. The results from the interviews has led to a number of hypotheses that in January-Mars 2016 will be explored with a larger group of children and young people, by a questionnaire.

PROTECTION AND SAFETY

Chair: Anu Alanko

Emma Holkeri

Mapping legislative efforts to control youth after the emerged discourse of school shooting threats

After the first multi-victim school shooting in Finland in 2007, media adopted a new term, "school shooting threat". It is still used to refer to young students threatening schools with similar destruction. However, police data (2010, n=40) reveals that "school shooting threats" are also committed by adults and include vague threats, gestures, scribbles, and rumors. Teacher-victim surveys from the 90's show that similar threats have been made in Finland prior to 2007. What has changed is the control. For instance, disciplinary measures within school are now replaced by teachers' obligation to report and police's obligation to investigate every threat.

What hasn't changed is the concentration on youth, both as the potential perpetrators and victims of school shootings. Youth have become targets of control measures that aim to added security at schools but might in the process result in reduced fundamental rights. What is lacking is research that would critically analyze this configuration and the changing control climate. In my upcoming article, I aim to contribute by mapping legislative efforts to control threatening youth behavior at schools. I ask how the efforts are justified, what kind of discourse is made of youth, and whether the suggested measures are applicable to youth in general.

I analyze government bills from 2007 to 2015 using discourse analysis. I will present the preliminary analysis at the conference. I connect my analysis to prior work on securitization, fear of crime and rise of risk.

Anna Fomina

Between the State and parents: everyday parental practices of child securitization in Russian metropolis

In the beginning of 2010s the Russian state initiated intervention into the field of childhood policy, employing the rhetoric of 'traditional values' and 'child protection'. The state introduced legislations aiming to protect minors from the danger of the 'non-traditional values', 'harmful information' and 'propaganda of non-normative sexual relations'. At the same time scholars argued that in the middle of the 2000s the middle class family experienced certain structural changes in their parenting strategies. New regimes of parental care

imply particular interest and active participation in child's quotidian life, regulating spheres like healthcare, upbringing, and education. I believe that one of the most important components of this childcare is protection of children against different menaces, particularly in the urban space. Thus in my research I investigate how parents narrate danger, and how do they securitize their children in the metropolis. My research is theoretically informed by the concepts of securitization by B. Buzan, O. Wever, J. de Wilde and ontological security by A. Giddens.

Relying on ethnographic data (30 semi-structured interviews with representatives of middle class parents) collected in St. Petersburg, Russia, my research argues that there is a gap between State and parental understandings of children's security. While the state restricts child's access to 'harmful' information, parents focus on organizing physical ontological security. Consequently, one of the most important mechanisms of understanding risks and menaces by parents is biographization. They produce the idea of 'world-then' (times when the respondents were children) and analyze the 'world-now' from the perspective of their past experiences. The 'world - now' is considered being dangerous for children and thus needs to be securitized. Moreover, parents establish rules of security and patterns of safe behaviors for their children. They mark certain places and agents as dangerous and apply various strategies to minimize the menaces for children.

Tytti Poikolainen

Child protection research and moral language

At the moment I am contributing a research of moral philosophies in child protection. The aim is to make philosophical analysis which attentions moral language in research about child death cases. My research has analyzed 24 scientific journal articles that adhere either to death case of Victoria Climbié or Peter Connelly. The data consist of scientific texts, because the idea is to ask for how moral is discussed and understood in research.

The relation research takes to moral questions is complicated, which typically effects on language in research. Moral is in scientific research typically understood as a social and psychological fact, but as something that is much challenging to make statements of. (Korsgaard 1996.) Recently even in philosophical research, metaethical studies have been rare and normative studies are not often basing on metaethics or moral realism from the forms of it. (Lacey 1982.)

I have contributed an analysis of moral language in which the data articles have been coded by the possible moral rhetoric, moral keywords and moral stances in them (Lee & Ungar 1989). I have compared the findings to theories from normative moral philosophy. Normative ethics accounts of how things should be in effort of them to be good or bad or right or wrong. Well known approaches of normative ethics are moral consequentialism, virtue ethics and deontology. (Hughman 2010.)

The articles did not explicitly represent the schools of moral philosophical thinking but language in them expressed apprehensions that connect to certain stances. Common moral evaluation about the cases often is the death cases sign of that child protection has not been working out in morally sustainable senses. Deontology speaks of imperatives, duties and obligations. Argumentation connecting to consequence ethics may for example adhere to favoring the consequences or outcomes as a measure of the goodness of moral action. (Munro 2005.) Also other examples of the connections between moral language and philosophical moral stances can be given.

Anne-Lie Vainik

Swedish principals attitudes on school related police reports when children are below the age of criminal responsibility

Violence and threatening behaviour that occur among children in Swedish compulsory schools are reported to the police to a greater extent than thirty years ago (Vainik, 2013; Estrada, 1999). The increase also includes police reports on crime suspected children who has not reached the age of criminal responsibility. Criminological research in Finland suggests a similar change in Finnish schools (Kivivuori, Salmi & Jouhki, 2013). Schools in Sweden are obligated to report concerns about children's well-being to the Social Service, and according to Swedish penal law, a child under the age of fifteen years old cannot be punished for a crime. Since there is no law against making police reports, it is up to each principal who is ultimately responsible for its school's activities, to choose to make a police report or not. The purpose of this study is to analyse the attitudes of seventeen principals in Swedish compulsory schools regarding making police reports when children, 7-14 years old, threat, physical attacks or insult other children in school. The theoretical starting point is taken in the percep-

tion of children as social risks and in need of correction or as victims in need of protection, and how the law “thinks” about children.

The result shows that in several cases, principals are using police reports among minors to highlight their concern about crime suspected children’s welfare. The police reports is then not to be understood as means of communication between the school and the police but between the school, social services and sometimes the family of the crime suspected child. It is interesting to note that school-related police reports are made by principals even if they don’t believe that the reports will have any effects and that it all ends up in an administrative circle.

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Maria Roth

Ethnocentricity and prejudice surrounding child welfare and safety

The scope of the analysis is to reveal that societal obstacles to professionalism in child protection might arise from a traditionalist ethnocentric and prejudice-biased perspective. The presentation is based on child protection cases presented in Romanian mass-media and discussed by students enrolled in a in children’s rights master program and professionals. The cases under scrutiny were: 1. a poor Roma family in Romania, where the mother abandoned her little children with their aggressive father, due to domestic violence and children had nearly perished due to neglect and 2. a high social-economic status, mixed origin Norwegian family (Romanian father and Norwegian mother, of Pentecostal religion) having their five children, including a baby 5 month old being placed in foster care, as school reported that the 7 and 9 year old children disclosed physical punishment by parents and seemed religiously indoctrinated. Students and professionals were asked: What principles of child protection are at stake in the two cases; What is common and what is different in the functioning of the Romanian and Norwegian child protection systems; what are their own experiences as for the availability and responsivity of the Romanian child protection system; what political declarations were appropriate in these two cases according to their opinion; and what further steps should be taken in these cases. Responses varied along the sample, but the dominant attitude was to blame parents in case the Roma family and to blame the Norwegian child protection system for the Norwegian case. Universal principles as *ensuring safety as the best interest of the child* and *cultural sensitive case investigation* were interpreted very different by students and professionals in both cases. Patriotic and nationalistic feelings dominated most of the discourses on TV, social-media, the classroom and the focus groups.

Vasiliki Koniakou

i- childhood: Discussing the EU Kids Online findings regarding children’s participation to the Internet and the EU policies to protect children online

As nowadays the Internet pervades nearly every aspect of socioeconomic life, it has gradually become an indispensable part of children’s lives. Recent studies indicate a noticeable increase in Internet participation rate of children, and a remarkable decrease in the age of first usage. Apart from personal computers the widespread of mobile phones and the proliferation of a variety of Internet-connectable devices amplifies the accessibility to the Internet simultaneously undermining the efforts for adequate parental mediation and the efficiency of filtering and blocking tools. Admittedly, the Internet provides children with considerable benefits; nonetheless, it also carries a broad spectrum of threats arising from illegal and harmful content, harmful interactions, extreme commercial tactics, inappropriate data disclosure, data misuse as well as a number of security risks due to malware. Regulating those risks can be particularly problematic, since – apart from the chaotic structure of the Internet and the plethora of such material – it is predominantly difficult to define and distinguish illegal from harmful content, while the circumscription of age-inappropriate content may differ significantly, reflecting national culture and societal values. Yet, restraining the distribution of illegal and harmful content to protect minors has always been a central objective in the media regulation for the EU.

This paper – based on extensive literature review, empirical data (EU Kids Online findings) and research conducted according to legal dogmatics methodology – aims at presenting and discussing the recent findings regarding children's participation to the Internet in Europe and particularly in Finland, as well as the risks they are exposed to along with the latest EU initiatives to protect minors from online dangers – mainly illegal and harmful content – and promote a safer Internet for children. It primarily wishes to raise awareness, and inform on the EU instruments and policies.

PEER RELATIONS AND PARTICIPATION

Chair: Marita Neitola

Elli Oksman, Tom Rosenström, Mirka Hintsanen, Nina Hutri-Kähönen, Jorma Viikari, Olli Raitakari & Liisa Keltikangas-Järvinen

Peer Group Based Day Care in Childhood Predicts Sociability and Perceived Social Support in Adulthood in the 27-Year Prospective Young Finns Study

While associations between day care and individual development have been reported, there is a lack of longitudinal studies on how this early social environment may have an effect in adulthood.

We investigated whether the peer group size to which a child was exposed in toddlerhood (ages 2–3) and/or in middle childhood (ages 5–6) within child care predicts differences in self-reported sociability and perceived social support in adulthood (ages 20–30) in a population-based sample (N=577).

We used multilevel regression modelling which takes into account repeated outcome measurements in adulthood. The measurement year in adulthood was analyzed as a fixed effect, both independently and in interaction with care contexts, in order to control cultural and age-related changes in the reports of sociability. The indicators of sociability were derived from Temperament and Character Inventory, Emotionality-Activity-Sociability model, and Multidimensional Scale of Perceived Social Support-Revised. The associations were adjusted for home environment in childhood, child's characteristics, and maternal child-rearing styles.

Our results showed that exposure to large peer groups (center-based day care) in middle childhood predicted higher adulthood sociability compared to those who were in home care. When the analysis was controlled for the care context in toddlerhood, group-based care in middle childhood also increased perceived social support. In addition to the group-based day care, child's individual characteristics and maternal child-rearing attitudes predicted some of the adulthood outcomes.

The findings are discussed in respect of developmental preparedness for peer interactions in childhood and by looking the long-term effects of this exposure.

Marita Neitola & Päivi Pihlaja

Parents' own social networks and the child's emerging peer relations

Young children's and their parents' social networks are often intertwined. Parents tend to seek playmates for their children from among their familiar adult networks, partly in order to control their children's peer relations (Ross & Howe, 2011). With time children's expanding networks often mesh with parents' networks, which can be very beneficial for children's social competence and social relations. Parents' own social networks create opportunities for children to meet peers and make friendship and peer relations. It has also been noticed that parents' recollections of their own childhood peer relationships are linked to their parenting and their children's social competence with peers (Putallaz et al., 1991). Additionally, parents' social network supports parents' parenting and feelings of parenting efficacy, which still influence on children's social competence (Cowan & Cowan, 2004). Parents of the children with no peer problems usually have many different adult networks which they mention as meaningful to their parenthood (Neitola, 2011).

We explore 1) what kind of social networks one and four year old children have, 2) what kind of ideas their parents have about their own social relationships and networks and 3) what kind of connections parents' social networks and children's social networks have?

The data gathered in the Finnish Steps Study -research project consists of the questionnaires focused separately to parents and children of 13 months and four years (N=1827).

Preliminary results give evidence that mothers' and fathers' social networks interrelate with each other. Furthermore, as this early some of the children have no or only seldom contacts with other children. In relation to children's social relations the nature of mothers' social network seems to be in significant role.

Johanna Kili & Cath Larkins

Children's invited participation and intra- and intergenerational dynamics

Although there is a growing body of research on children's public (formal) participation, studies involving comprehensive and detailed empirical analysis of different contexts and actors remain missing, as does understanding of their intersectionality and the exercise of power between and among generations. Relational approaches have long been advocated as appropriate for understanding the ambiguities of children's participation, but theorization in this field is in its infancy. As children's formal participation is intertwined with governance and policy making processes for adults, links between criticisms of invited adult and child participation structures need to be made (Tisdall 2013, Wyness 2013). The growth of children's invited participation structures and not everyday spaces of youthful political agency (Kallio and Häkli 2013) parallels adults' increasing involvement in new forms of governance (Jessop 2002; Newman and Clark 2009). But like invited formal structures for children, adult governance structures have been described as ineffectual, focused on the governance of conduct and diversions from political decision making (ibid., Coelho & Cornwall 2007). For children as a social group, who are excluded from traditional governance and policy making spaces as they are not deemed competent (Wall 2011, Rawls 1993) or structurally positioned in spaces outside of paid employment environments, formal structures may however provide what Gale (2003) describes as permission to speak in educational policy contexts.

The presentation explores invited participation structures (school councils, children's parliament, resident groups and associations) for children and adults in one Finnish municipality. The data includes interviews, observations and documentary data. The presentation discusses the implications for understanding the complex intra- and intergenerational dynamics, how influence through invited participation might be enhanced and the potential of theoretical developments in relational approaches to analyzing children's participation.

Jaana Juutinen

The ray of relations - the politics of belonging in day care centers

This presentation summarizes the PhD study about the politics of belonging in day care center context. Children's exclusion creates inequality and marginalization, which are regarded as scientifically and societally significant topics both in Finland and globally (Macartney, 2012; OECD, 2013; Puroila et al. 2012). The politics of belonging refers to those mechanisms and processes by which children's belonging and exclusion are constructed in the everyday life of the day care centers (Stratigos et. al, 2014; Yuval-Davies, 2011). The politics of belonging challenge to focus on belonging and exclusion as a relational rather than individual phenomenon; the relations significant for belonging and exclusion are not just social, but also material, cultural, economic, historical and political. The research question of the study is: *How are belonging and exclusion produced in young children's daily lives in a day care center context?* The methodological frame of the study is based on the narrative ethnography (Gubrium & Holstein, 2008). The main research material consists of participatory observations and video recordings in four Finnish day care centers where one to five-year-old children were involved. In addition to this, the reflective discussions were organized with the practitioners from these four day care centers in order to analyze video material together and reflect the values of education. The preliminary findings reveal that belonging and exclusion is in constant movement and children use multiple ways to construct belonging with peers, the community of the day care center and the society around them. The study highlights the meaning of the material elements (artefacts, furniture, architecture) as a part of the politics of belonging. The study contributes understanding how the multiple relations operate in the production of belonging and exclusion. The implications for pedagogical practices are also discussed.

Karin Forsling

What makes a difference? Implications from a preschool development project concerning digital literacy

A Swedish preschool development project was started in autumn 2015. The aim was to expand the preschool teachers' and the children's digital literacy. Six preschools with children in the ages of four to six years old, attended the project. A media-pedagogue was engaged to educate and inspire the preschool teachers to work with cameras, iPads and computers in preschool every-day work. A pilot study, with focus on two of the preschools, was arranged with the aim to explore if, and in that case in what way, the design for learning and the orchestration of the learning settings and learning situations changed in the preschools.

Research question: In what way becomes the design for learning in the preschool an affordance, a challenge or a hindrance for the children's development of digital literacy?

The technological changes in the 21st Century have had a significant impact on young people's lives. This first generation born into a world of Internet, cell phones, and iPads- are now pupils in preschools and schools. Anyone who does not possess digital literacy, that is, the communicative, ethic and technological competences linked to digital devices, runs the risk of impending social exclusion. In terms of education, it is important to study how the implementation of both thinking and acting in relation to issues of digital literacy is managed in preschoolers' daily lives.

The pilot study was performed from a design-orientated theoretical perspective. Designs for learning include several actors, which allow teachers as well as children to be designers of learning settings and learning situations. The data was collected by observations and interviews.

The finding indicates that despite that the two studied preschools had a similar situation and starting point, one of the preschools succeeded very fast to reach the development projects aim to develop digital literacy, as well regarding the teachers as the children, while the other preschool gave up in an early phase.

CHILDREN, WELL-BEING AND SPORTS

Chair: Leena Koivusilta

Tanja Matarma, Pasi Koski & Hanna Lagström

Objectively measured physical activity, sedentary time and motor skills associations in 5-6-year-old children – the STEPS Study

The relationship between physical activity (PA) and motor skills is a widely studied subject. However, not many studies have included the sedentary time in the research frame. In addition, the studies on the gender differences in motor skills are diverse.

The first aim was to examine the association between motor skills and PA, sedentary time, daycare attendance and body mass index (BMI, kg/m²). The second aim of this study was to compare the proficiency in motor skills by gender. We hypothesized that motor skills is positively associated with the PA, and motor skills is negatively associated with sedentary time. Also, we hypothesized that motor skills is significantly associated with daycare attendance.

The data came from the longitudinal STEPS Study, carried out in Turku in Southwest Finland (n=1797 families). The study participants were 5-6-year-old children who attended the sub study of Physical Activity and Motor Skills (n=158). The PA was measured objectively with the Actigraph GT3X accelerometers for seven consecutive days, and motor skills with the complete form of BOT-2. We used linear models to examine the associations between motor skills, PA, sedentary time, gender, BMI and daycare attendance.

The overall motor skills and manual coordination were both associated with the interaction of sedentary time and daycare attendance (p=0.037, p=0.004, respectively), adjusted for gender and age. No association between motor skills and PA was found. Girls were significantly better in their fine motor skills, in manual dexterity, in body coordination and in strength (p<0.05). Boys were better than girls in upper-limb coordination but the difference was statistically non-significant (p=0.067).

We found few associations between the motor skills and sedentary time. These results indicate that motor skills are associated more significantly with other things than with PA.

Tanja Joelsson

Children on the move: Children's everyday mobility and access to public space in Sweden

Existing research on children's mobility assumes that children's independent mobility is important for children's development, health and wellbeing. A decline in children's movement has occurred in the last thirty years (Björklid & Gummesson 2013, cf. Hillman, Adams & Whitelegg 1990, Van der Spek & Noyon, 1995; Tranter 1993). The amount of cycling children has halved since the 1980s (Larsson 2012). This trend can be attributed to an increased institutionalization of childhood (James, Jenks and Prout 1998) and research has shown that children's decreased mobility largely depends on parents risk compensation (SKL 2013, Valentine 2004, Adams 1993, Thomsen 2005). Children's activities in general are governed by adults, and parents rather drive their children by car than let them walk or bike to school or leisure activities. Another consequence of the car hegemony is that children's areas for informal play in public space are disappearing, at least in the urban areas.

Set against this background, the presentation will discuss the preliminary and tentative findings of an ongoing research project on children's mobility and children's places in the community. The research project is focused on how children perceive their physical environment, how they apprehend their everyday mobility and mobility-related factors such as freedom, independence, safety, security and risk.

The material is comprised of ethnographic material with children aged 7-13 from five city districts (ranging from white middle-class to ethnically diverse working class areas) and one peri-urban locality in Uppsala county in Sweden. The children have participated in walks to school and in their residential area with me, carried out a photography mission, filled in a week long diary of their movement and been interviewed. I have also interviewed the children's parents or custodians, and carried out observations of the physical environment in the children's communities.

Pipsa Tuominen, Pauliina Husu, Jani Raitanen & Riitta Luoto

A movement-to-music video program for decreasing sedentary time among mother-child pairs: a pilot study

Measured objectively, less than a quarter of adults and under half of preschool children in Finland meet the physical activity recommendations. Moreover, higher sedentary time among parents (such as watching television) is associated with higher sedentary time of their children.

The study introduces an intervention based on reducing sedentary behavior among mothers and their children. It utilizes a combination of music and exercise via a motivation-targeting movement-to-music video program in the home environment.

Mother-child pairs ($n=24$, child age: 4-7 years) were assigned to the intervention and control groups. Both groups used an accelerometer and completed physical activity diaries for two consecutive weeks during waking hours. In addition, the intervention group was instructed to use the movement-to-music video program during the second week. Differences between groups were expected in sedentary time (i.e., lying down or sitting), standing still, and time spent in physical activity between weeks 1 and 2.

Less sedentary time was revealed in week 2 than in week 1 among intervention group mothers and children. The opposite was true for control groups. Within-group differences in mothers' sedentary time correlated moderately with the children's sedentary time (Spearman's $r = 0.56$). All groups exhibited slightly more standing time in the second week. Intervention participants also engaged in more light physical activity in week 2, with the opposite evident for the control sets. In all groups, except the control children, the proportion of moderate-to-vigorous physical activity was higher in the second week than the first.

The use of music and video content together may yield added benefits in efforts to reduce sedentary behavior and increase physical activity among mothers and their children in the home environment.

Reetta Lehto, Päivi Mäki, Carola Ray, Tiina Laatikainen & Eva Roos

Childcare use and overweight in Finland – cross-sectional and retrospective associations among 3- and 5-year-old children

Different types of non-parental childcare have been found to associate with childhood overweight in several, but not all studies. Studies on the matter are mainly North American.

The objective of our study was to examine associations between childcare use and overweight in Finland. The cross-sectional and partly retrospective data consists of 1683 3- and 5-year-old children partici-

pating in the Child Health Monitoring Development project (LATE-project), conducted in 2007–2009 in Finland. Children were measured at health check-ups and information on child's age when entering childcare, the number of childcare places the child has had, current type of childcare (parental, informal, (group) family childcare, childcare centre) and the current amount of childcare (hours) was gathered. Parents' BMIs, family educational level, family structure, maternal smoking during pregnancy, and child's birth weight were treated as covariates.

Beginning childcare before age 1 (adjusted model: OR 2.53, 95% CI 1.41–4.52) and, for girls only, number of childcare places (adjusted model: OR 1.33, 95 % CI 1.11–1.60), were associated with an increased risk of overweight. The current type of childcare nor the time currently spent in childcare were not associated with overweight. Beginning childcare before age 1, which is quite rare in Finland, and having attended several childcare places were associated with overweight even when adjusting for family socioeconomic status and other family background variables. The significance of these findings needs to be further studied.

Kajja Appelqvist-Schmidlechner, Jenni Wessman & Marjatta Kekkonen

Icehearts: Sport-based early support program for children at risk –Study protocol of a longitudinal study

Icehearts (established in 1996 in Finland) is a non-profit organization providing children at risk team sports as a tool for social integration. Icehearts program aims to prevent social exclusion, to promote social skills and to provide a secure, long-term adult commitment throughout the child's life. The program is facilitated by an Icehearts-mentor providing sport activities as well as support at school and home for a period of 12 years. Currently, the program is reaching about 500 children in 29 Icehearts teams.

The longitudinal study aims at investigating the life course of participating children as well as perceived impact, benefits and challenges of the program. The target group of the study is children of five starting Icehearts teams as well as two different control groups: 1) children at same age in the same school not attending the program and 2) children at same age in three other schools without Icehearts program. The baseline data will be gathered in 2015-2016 by questionnaires, interviews and registers among participating children, parents, school professionals and Icehearts-mentors. The follow-up period of 13 years includes baseline and altogether 9 follow-up measures.

Besides presentation of the study design, findings based on the questionnaires collected from the children at baseline are presented in the congress. The study enhances knowledge on vulnerable children and their families over long period of time. Further, the study provides valuable information about the role of a NGO organisation offering long-term support with the help of sport-based intervention program targeted at vulnerable children. Although a viable public service is of great importance for equal opportunity in health and well-being among children, youth and families, also the NGO organisations can play an active and constructive role in this mission.

VISUAL DATA IN QUALITATIVE RESEARCH ON CHILDHOOD - METHODOLOGICAL AND OTHER CONSIDERATIONS

Chair: Andrea Kleeberg-Niepage

Self-organised symposium

Overall symposium abstract

Verbal narratives by children are hard to obtain, difficult to interpret and have many shortcomings as to the representation of children's thoughts and feelings. Given those, a better insight into children's everyday life, development and behaviour might be gained from visual data such as video films, photographs or drawings. However, taking a qualitative approach to this complex type of data brings about its own difficulties which might explain why such qualitative methods occupy only a side table in the realm of standard social research methods. When it comes to the qualitative analysis and interpretation of visual data various questions arise, for instance: What do children actually portray when asked to draw a picture or take a photograph that depicts something of their fund of experience? Does interpretation of such material reveal more about the researcher or about the child? Can young children's imaginary productions be compared to older children's? How can we distinguish between a photo taken by a child and one taken by an artist? In this symposium these methodical and methodological questions are addressed across different data sources (drawings, photo-

graphs, videos); they also provide the common ground for an interdisciplinary discussion from an educational science's, a psychological and a sociological point of view.

Andrea Kleeberg-Niepage

Analysing drawings: A way of understanding children's and young people's images of the future?

To think and talk about one's future life and to consider one's future prospects can be claimed to be an anthropological constant. By projecting oneself into the future people are said to gain powerful incentives for their activity and motivation. This conception of people's images of the future as action-guiding mainly applies to adults because according to developmental psychology it is only in adolescence that people acquire the cognitive ability to draft "possible (future) selves".

Does that mean that children are not able to imagine their future? Certainly not, given the fact that in many societies and cultures asking children about their ideas of the future (e.g. What do you want to become?) is part of everyday life conversation. Nevertheless, research concerned with images of the future mainly focusses on adolescents and adults and thereby is usually based on texts (essays, interviews) as data. As such material can hardly be collected from younger children the question arises what kind of data would be appropriate to reveal their images of the future and how this could be compared to e.g. adolescents' or adults ideas?

In the context of our ongoing cross-cultural study on children's and young people's images of the future in Ghana and Germany we inter alia asked children (5-9 yrs.) and adolescents (12-14 yrs.) to draw sketches according to the question "How do you picture your life as an adult?".

In this presentation I am going to discuss to what extend the analysis of drawings is suitable for generating knowledge about the children's view on "future" and in this regard for developing an understanding of the differences between different age groups and in a cross-cultural perspective. Relating to the latter the challenges of applying a western (German) perspective on Ghanaian drawings will also be discussed.

Maja S. Maier & Sandra Rademacher

Analysing photographs taken by children: The future in the face of everyday life

What children and young people imagine their future life to be like is the focus of our ongoing comparative research project. We asked children and young people from Ghana and Germany: "How do you picture your live as an adult?" The collected data comprise of different kinds of documents: essays, drawings, photographs and interviews with children and young people from age 4 to 23 years.

In our presentation, we focus on the analysis of photo images. Our first objective when analysing photographs is to elaborate the specifics of data generated by children themselves. The presentation also aims at pointing out similarities as well as differences between Ghanaian and German perspectives.

The methodological idea is that the analysis of photographs taken by the children and adolescents themselves best suits a culturally comparative research approach, because the different photographers' perspectives on their subjects reflect their specific conditions of growing up in different socio-cultural environments. We are going to work with two sets of photographs, each consisting of 27 pictures, one taken by a Ghanaian child, the other taken by a German child. We will perform a detailed analysis of one individual picture from each set. The main focus of our analysis is how children picture the future by taking photographs seeking subjects in their everyday surroundings.

Our preliminary results show that as part of growing up children seek 'something of relevance', i.e. they search their everyday surroundings for things that have personal meaning to them. The process of taking pictures and especially the search for a subject to take pictures of expresses and shapes this quest for meaning.

These preliminary findings shall stimulate further academic discussion and shall promote the potential of analysing photographs within comparative research on childhood and adolescence.

Sieglinde Jornitz

Analysing photographs taken by artists: Considerations about photographic artwork as source for pedagogical and developmental insights

To be considered or considering oneself a child is related to the educational and developmental task of becoming an adult. But if the adult looks back, he or she will be astonished about how this transformation actually happened, how much of the former child is still existent within the adult and how much of the adult has already been present in the child. The adult has to make sense of the different stages of development, from being a child, to becoming an adolescent and then an adult. To explain this transformation, e.g. developmental psychology provides several models of developmental stages or tasks every human being has to pass. Biographical research enlightens how these phases of life are experienced and interpreted by the person her- or himself.

Contemporary artists of photography in a way reverse human development by taking photographs of adults in the same style photos of the former children have been taken.

By juxtaposing both photographs, the visual presentation of manners and physical appearances comes into sight and the observer is confused by realising how we usually differentiate between child-like and adult-like expressions. By analysing the aesthetical structure of these photographs questions of continuity and transformation arise which lead to reflections on concepts of being and becoming within childhood studies.

In my presentation I am going to focus on the following two aspects. First, I will explain and show how photographic art deals with human development. Second, I will discuss what kind of insights the analyses of such works of art offer for childhood studies in general and how they differ from those that arise from analysing children's photographs.

Cora Friedrich

Analysing videos: Challenges and rewards in using videography in research with preschool children

Video recording in general is not a naturalistic observation but the conjoint production of a particular set of (performative) data, i.e. the film, by the researcher and the researched. What is eventually displayed in this co-created production is bound to be subtly yet strongly influenced by the relationship between those two parties. The relation between young children as research subjects and adult researchers is an asymmetrical one in terms of age, social status, and role as well as in terms of psychological development. While both parties contribute to the making of the film, the researcher behind the scenes operating the camera understands the process in a "mature", rational way, whereas the children being filmed understand it to a certain extent depending on their stage of emotional and cognitive development, especially on their symbolic (representational) thinking abilities. The appreciation of the entire situation is fundamentally different in young children (less than three years), older children and adults in a way which goes beyond greater or lesser familiarity with various media. This understanding in turn effects how children interact with the camera and/or the researcher other than just changing what behaviour they show. Therefore, what is centrally a methodological problem also needs to be looked at from a developmental psychological point of view when working with young children.

In this presentation I will briefly discuss some possible practical pitfalls and general considerations with regard to different video-analytical methods before presenting preliminary findings from a videographical study with one to six year old children in a German day-care centre. This study examines the development of interest and exploratory behaviour, and as part of this focused on the children's exploration of the researcher and the video camera itself.

PLACES AND SPACES IN CHILDHOOD

Chair: Mari Vuorisalo

Tun Mohd Irfan Mohd Suria Affandi & Ismail Said

Place-making a Sustainable Child-Friendly Environment

UNICEF thoughtful concept of child-friendly environment advice governments to make decisions in the best interest of children and to value their rights to play. As the urban population in Malaysia reaches 71%, it is important for the government to ensure that the cities and their urban spaces are designed to be sustainable especially to the welfare of children. Therefore, views and rights of children should be taken into consideration in the planning and design of sustainable cities that foster children's growth and development. Realistically, in most developing nations including Malaysia, children voices are ignored by adults in the development of city public spaces such as streets, squares, parks and playfields. This paper addresses the role of place-making children's artworks to create a sustainable child friendly environment in cities. From a review of more than 50 journal articles in disciplines of Children Geographies, Environmental Psychology, Childhood Cognitive Functioning, Art Education and Urban Sociology, it is found that children participation on artwork in public urban spaces contributed to positive emotional connection to a locale and within than, these spaces for young children display their sense of attachment. Additionally, continuous participatory by children to create artwork in public space could nurture community ties and build-up their social skills.

Katie Cagney & Danielle Douglas

Children's use of space at home in everyday life

Interest in children's use of space is a relatively new and exciting field of social research. To date there has been very little research into children's views of their homes and environments with the exception of Valentine (2001, 2004). Much of the literature that relates to children and space use focuses on architecture such as schools (Daniel and Gustafsson 2010; Loxley et al. 2011) and on areas designed especially for children such as playgrounds (Aitken 1994). This paper will emphasise the importance of children's own agency in telling their stories about their use of domestic space, in their homes and gardens. It will discuss a qualitative piece of research was carried out in Ireland with twelve families. One of the aims of the study was to explore with children the meanings attached to particular spaces in their home. In addition to this there was a focus on how these spaces were used as shared social spaces, where space use is frequently negotiated with other family members. Focus group interviews were carried out with families in their own homes which allowed for a naturalistic setting in which children could feel 'at home' during the research process. Children from three to seventeen years old took part in the research. Many of the younger children provided rich and articulate accounts of their favourite home spaces. Narrative analysis was used to uncover the rich meanings inherent in the childrens' accounts of their play spaces, shared spaces like bedrooms and social spaces like living rooms. One of the key findings that emerged was the dynamic contestation of shared family spaces by even the youngest children who wished to assert their identity within the family by holding onto their own personal spaces with great tenacity.

Iuliia Skubytska

Asserting Good Habits, Creating New Man: Soviet Summer Camps' Educational Approach

My presentation focuses on educational methods applied in Soviet summer camps in the 1960s-1970s and their effect on children. Soviet educators perceived the summer camps as an important tool in upbringing future Communists. In this respect, summer camps were more important than schools due to the fact that all the time children spend in a summer camp could be devoted to achieving a single goal: shaping their behavior and way of thinking. Soviet educators believed that practice was the key to developing an ideal Communist. It was through everyday activities that they expected to transform children's personalities. For example, practicing their hobbies children were expected to develop love for diligent work, playing military games they had to develop an understanding of their duty to the Soviet Motherland. In my presentation, using methodological literature, summer camp reports, and oral history, I address the application of Soviet educational theories in the summer camps and their effect on children who went there. I claim that children did not always connect different aspects of educational practices applied to them, specifically did not always understand the political

context of the practices they participated in. Because of this, Soviet educational methods applied in the summer camps led to unexpected results as they developed desirable character features in Soviet children without necessarily enhancing their loyalty to the USSR as a political project.

Katri Gadd

Childhood in the streets

Childhood on the streets is a constellation formed by multiple encounters of myriad actors affecting street children's lives. These actors can be human and non-human such as physical qualities of places, drugs and time to mention but a few. The ordinary building blocks of everyday life, such as food, hygiene and sleep, are central for children's wellbeing also in the streets, but their safety and wellbeing in this rather harsh environment require some special knowledge.

I acquired qualitative data about the lives of 19 street children in the city of Pelotas in Southern Brazil over 7 years. I utilised manifold methods, such as observation, interviews, poems and songs, walkabouts and drawings to explore the lives in the streets.

By occupying the urban space over time, street children establish a unique and exceptional spatial knowledge which have a significant importance for children's survival in the streets. In this presentation I want to illustrate the everyday life on the streets of Pelotas highlighting especially a significant element or building block of the everyday life on the streets – 'the street knowledge'. With examples from the streets I show how the study participants' their street knowledge developed in space and time.

Hannele Forsberg, Aino Kääriäinen & Aino Ritala-Koskinen

Social workers' accounts of post-divorce residential conditions of children

Divorcing parents usually agree on the child's custody, visiting rights, and residential arrangements. If parents disagree (in the Finnish context) the district court makes a decision on the matter. In support of its decision the court requests a condition report from the municipal social services. Accounts of home visits mapping both parents' conditions, and the meetings of the child and the parents, are typically included in this report. The aim is to map what kind of everyday life living together with each parent would offer for the child.

Our aim is to examine: (1) How social workers in their reports describe the child's residential conditions and their connectedness to the welfare of the child? (2) How these notions pass on to the conclusions of the condition reports, and to the decision making of the court?

The data consists of 58 child's condition reports written in 2011 (from 5 district courts and originally from 33 municipalities). Qualitative content analysis was used as the research method.

We found that the physical features of the dwelling and its surroundings are used to provide clues of the suitable everyday life environment for the child. Human relations at home are assessed as potential resources for the child's daily life: geography of the people at home, stability or instability of the family relations, and the atmosphere of the home are used as signs of quality. Despite the descriptions covered diversely the everyday life of the child and parents the social workers' conclusions in their reports based only on the quality of parent's relationship and aimed to keep both parents in the child's life.

Our results challenge us to reflect especially the role and implications of the cultural knowledge on home in the professional assessment and decision making of children's place of residence.

SHOPPING AND COOKING AS COMPONENTS OF ECOLOGICALLY-VALID ASSESSMENTS FOR CHILDREN AND ADOLESCENTS WITH NEURO- DEVELOPMENTAL DISABILITIES

Chair: Yael Fogel

Self-organised symposium

Overall symposium abstract

Neurodevelopmental disabilities such as Developmental Coordination Disorders (DCD), Attention Deficit Hyperactive Disorders (ADHD) and Autism Spectrum Disorders (ASD) are complex 'hidden' disabilities. The negative effects of such disabilities on children's or adolescents' functioning and well-being underline the need to

address them according to current recommendations. Literature and the ICF-CY model, proposed by the World Health Organization, emphasize the necessity to examine the link and interaction between body functions, activity and participation among populations with these disabilities. Executive Functions (EF) are 'body functions' which are goal-oriented, complex behaviors, including skills such as planning, cognitive flexibility, initiation, insight, judgment and decision-making. EF are essential for efficient performance in everyday life tasks. There is an ongoing debate about how to address and measure EF in real-world activities; which are the appropriate measures for each evaluation stage, and what are the optimal methods for interpreting intervention programs outcomes.

Many cognitive or neuropsychological assessments evaluate EF in terms of attention, memory, and information processing. However, it is unclear whether the level of EF ability in real daily-life activities can be accurately determined according to children's or adolescents' performance on tests that are based upon scores obtained from a table-top test. These limitations call for development of ecologically-valid tools to evaluate EF deficits through performance-based activities in real-life environments. The outcomes of enhanced, valid evaluation processes may serve to facilitate definition of intervention goals and objectives to improving children's' and adolescents' performance abilities and their quality of life.

The purpose of this symposium is to present three newly developed performance-based, standardized assessments, designed to capture EF abilities among children and adolescents with neuro-developmental disorders. A critical analysis of these three tools, as well as results from three different studies conducted among populations with neuro-developmental disorders will be presented.

Naomi Josman, Carmit Frisch, Ayelet Goffer, Tsofia Deutsh-Castel & Sara Rosenblum

Development of the 'Do-Eat' tool and performance outcome evaluation among children with neurodevelopmental disorders and controls

Impairment in Instrumental Activities of Daily Living (IADL) performance is associated with Executive Functions (EF) deficits among children with neurodevelopmental disorders (ND). However, ecologically valid assessment tools to evaluate both IADL and EF are rare.

The aim of this presentation is to demonstrate the advantages of "Do-Eat": a performance-based assessment tool, and portray unique performance profiles for children with Developmental Coordination Disorders (DCD), Attention Deficit Hyperactivity Disorders (ADHD) and controls.

Three groups of children were included in this study: 30 diagnosed with DCD (mean age 68.2 months \pm 5.19) 24 with ADHD (mean age 85.83 months \pm 8.14) and 88 Typically Developed (TD) children (mean age 89.51 months \pm 27.15). Children were asked to perform the three "Do-Eat" tasks: making a sandwich, preparing chocolate milk, and completing a certificate. Task performance was graded according to three outcome measures: performance level, sensorimotor skills, and EF.

Significant performance differences between the 3 groups were obtained on the three tasks and for all three outcome measures. A MANOVA test, with age as a covariant, revealed significant between-group performance differences, $F(6, 50)=18.69$, $p=.000$, $ES-\eta^2=.29$, with ADHD children having the best performance profile and the DCD the poorest. The unique profile performance of each group will be discussed as well as the importance of evaluating EF in children with ND. The advantages of using a performance-based assessment in the clinic and for research will be highlighted.

Yael Fogel, Sara Rosenblum & Naomi Josman

The Children's Cooking Task (CCT), a performance-based assessment to evaluate executive functions among adolescents with neurodevelopment disorders

Background: Adolescents with neurodevelopment disorders (ND) display functional difficulties in multiple performance areas including: daily functions, learning, playing/leisure, and social participation. Recent literature provides evidence for the centrality of Executive Functions (EF) as the cognitive mechanism underlying these areas.

EF deficits demonstrate poor performance and decreased activity and participation since they hinder the ability to perform and participate effectively in everyday life. However, there is a shortage in standardized assessment tools suitable for investigating EF, activity and participation. Performance-based assessments are the best way to evaluate EF since they require self-management and are open to conflicting stimuli. The

Children's Cooking Task (CCT) (Chevignard, et al, 2009) was developed to assess executive dysfunction among adolescents in a real life open-ended setting.

Objective: To describe adolescents daily functions through a complex task, assessing executive functions in a natural environment.

Method: Forty four adolescents aged 10@18 with ND deficits (M=11.8 ± 1.06) and Forty four matched (age and gender) typically developed (TD) adolescents (M=12.2 ± 1.33) participated in this study, where the participant had to prepare two foods: A chocolate cake and a fruit juice.

Results: Significant differences between the two groups were found for the duration of the cooking task (z=2.31; p=0.02) and for the total number of errors (z=7.67; p<0.000).

Conclusions: EF deficits are more frequent in adolescents with ND and have significant impact across complex real life open-ended tasks. Investigating EF during everyday activities is important for selecting an intervention program to emphasize personal strengths and weaknesses in daily functions.

Liron Lamash & Naomi Josman

Using the test of Grocery Shopping Skills to evaluate executive functions among adolescents with autism

Autism Spectrum Disorder (ASD) is a neuro- developmental disorder that is manifested in social deficits and stereotypical behavior. According to the DSM-V (2013), the level of daily functioning in children and adolescents is a critical index in their diagnosis. Executive Functions (EF) are associated with daily functioning, and although the literature documents difficulties in various domains of EF among adolescents diagnosed with ASD, the vast majority of these studies used standard neuropsychological assessments whose low ecological validity are well known.

The purpose of this presentation is to demonstrate the correlations obtained between performance of ASD clients on standard neuropsychological tests, a self-report questionnaire and a shopping task in a real supermarket; all these tests evaluate EF.

Fifty eight adolescents with ASD (mean age 14.6 ± 1.6 years) were included in this study. Instruments: (1) WebNeuro (Silverstein et al., 2007), is a web-based cognitive assessment tool that consists of several known neuro-psychological assessments. (2) The Test of Grocery Shopping Skills (TOGSS) (Hamera & Brown, 2000) is a performance-based assessment designed to assess a subject's operational ability to carry out a shopping task in a real supermarket.

Significant correlations were found between the TOGSS accuracy variable and the WebNeuro subtests of information processing efficiency (rs=.32, p<.05); attention and concentration (rs=.32, p<.05); and emotion recognition (rs=.27, p<.05). Significant correlations were also obtained between the TOGSS efficiency (time and redundancy combined) to the WebNeuro subtests: attention and concentration (rs=.46, p<.001); impulsivity (rs=-.39, p<.01); emotional bias (rs=-.35, p<.01); and memory recognition (rs=.30, p<.05).

Adolescence is a critical stage in preparing for independent living among individuals diagnosed with ASD. It is therefore vital to assess executive performance skills in the context of complex daily activities in the community environment.

Parallel session 2: Tuesday 7th June 2016 at 10.30–12.00

CHILDREN AND WELL-BEING

Chair: Leena Koivusilta

Leena Koivusilta & Niina Junttila

Psychosocial well-being, perceived loneliness and self-esteem among Finnish children

Psychosocial well-being in youth constitutes resources for later life careers. Of particular importance is self-esteem, partly developing in peer contacts. Recent emphasis on connections between perceived loneliness, social skills, and self-esteem further led to studying loneliness as a link between social competence and self-esteem.

To study a hypothesized path starting from a child's ability to identify his/her feelings and going through social competence to self-esteem.

In total, 399 10-11-year-olds (rr 49%) and 863 13-16-year-olds (rr 64%) took part in a survey using a modified Toronto Alexithymia Scale (TAS), Multisource Assessment of Children's Social Competence (MASK), a modified Peer Network and Dyadic Loneliness (PNDL) scale, and Rosenberg Self-Esteem Scale (RSES). Summary variables were total TAS; MASK: co-operation skills, empathy, impulsiveness, disruptiveness; PNDL: social and emotional loneliness; total RSES (α : .666-.884). In SEM, RSEA was .037.

TAS was associated with co-operation, empathy, impulsiveness, social loneliness, and RSES. Empathy was associated with both types of loneliness, and impulsiveness and disruptiveness with social loneliness. Co-operation, impulsiveness, and both types of loneliness were associated with RSES. The strongest indirect pathway mediated by loneliness involved TAS, social loneliness and RSES. Also, a path from TAS via empathy and social loneliness to RSES was frequent. Pathways slightly differed in models by gender and grade.

Based on a plausible hypothesis, poor recognition of feelings may start a path reducing chances for positive peer interaction and adding to social loneliness (no network), which adds to a probability of low self-esteem. Emotional loneliness (no close attachment) was of minor importance for self-esteem. The path directions should be debated, but activities are needed to promote recognition of feelings and participation in peer groups.

Mirka Kuula, Mia Hakovirta & Leena Haanpää

Children's experience of poverty and their subjective well-being

It is well established that childhood poverty is a hugely damaging experience for children and it has negative impacts on well-being of the child. However, some studies have shown minimal or no association between child poverty and child well-being. One possible reason for that is that many parents try to protect their children from material impacts on poverty and income poverty measured on household level is not able to capture how poverty affects on children. Socio-demographic factors and social relationships also affect children's well-being. Therefore, to be able to analyse what effects poverty has on children's well-being we need to distinguish between household level and child level poverty.

In this study we examine the relationship between childhood poverty, socio-demographic factors, family dynamics, peer relations and children's subjective well-being from children's own perspective.

Child poverty is measured using the child derived index of material deprivation and children's own experience of the making their ends meet. The data is drawn from a survey called Youth under Focus which targets adolescents at school grades 5, 7, and 9 (N = 1793). The survey is part of a wider survey that aims at gaining understanding about the living conditions of youth in Finland. The survey was carried out in November 2014 by Webropol, the web-based data collection method.

The research shows that most children report high level of life satisfaction. Older children and girls were more likely to be dissatisfied with their lives than younger children and boys. The results also show that children's experience of family income and lack of money have a strong impact on children's life satisfaction. Lack of money was the strongest explanant on life satisfaction. Socio-demographic factors, time spent with mother, peer relations, and measures of material deprivation explained for 31 % of the variance of subjective well-being.

Deirdre Horgan, Shirley Martin and Margaret Scanlon

Children and young people's perspectives of healthy lifestyles

Reflecting international trends, child obesity levels in Ireland are of concern. Recent figures indicate that 1 in 4 Irish children were either obese or overweight (COSI, 2014).

This paper presents the literature on children's attitudes to healthy lifestyles, as well as the findings from consultations with children and young people aged 7 to 17 years on healthy lifestyles which formed part of the national consultation process for the Irish National Obesity Policy.

Two consultations were held – one with young people from 12 to 17 years and one with children from 8 to 12 years from all over Ireland. In total 82 children and young people were involved in consultations. Child-centred participatory methods employed in these consultations included group interviews and activities with an emphasis on fun and mixed methods such as Lifelines, Body mapping, Floor Mats, Consensus Work-

shops and Voting. The consultations were all subject to standard ethical guidance and procedures for research with children.

Findings relate to children's understanding of the causes of healthy and unhealthy lifestyles including their perspectives on food, on physical exercise, on body image and media influences, and well-being, and on the question of 'obesity'. Similar to research findings elsewhere, children's understanding of health was not limited to physical aspects but included mental and emotional well-being.

Children and young people who were involved in the consultation appear to be well informed as to the general factors which contribute to healthy and unhealthy lifestyles. They highlighted key influencing factors which encourage an obesogenic environment including access to high energy foods, reduced opportunities for physical activities and increase in screen-based and sedentary activities. Children and young people tended to see the broader obesogenic environment as comprising of not just themselves and their parents, but importantly the school, the media and broader society.

Pauliina Rautio, Riikka Hohti, Riitta Leinonen & Tuure Tammi

Non-human animals in children's everyday life – a review of research

There is growing concern in urbanising societies of the diminishing of direct contact between children and animals (Malone 2015, Cole & Stewart 2014). It is virtually uncontested that animal contacts in children's lives have diverse positive effects (e.g., McCardle et.al., 2011, Myers 2013, Prokop and Tunnicliffe, 2010). Systematic in-depth studies on how significant child–animal relations form and evolve on children's own terms are still missing however. The review presented in this paper thus identifies a clear need for post-developmental approaches in research of child–animal relations.

Majority of research on child–animal relations focus on children's development from an adult point of view. These studies assess the psychological usefulness of animal contact (e.g. McCardle et.al. 2011, Friesen 2010). Of intense interest is the effect of companion animals, or 'pets' in increasing children's responsibility, caring, companionship, security, comfort, amusement and an outlet for affection (Myers 2013, Alach, 2003; Thompson & Gullone, 2003, Prokop and Tunnicliffe, 2010). Studies within educational sciences mostly explore the usefulness of animals in formal education: animals as didactic or pedagogic partners or motivational 'gimmicks' (e.g., Duhn 2012, Burke & Copenhaver 2004).

The review presented in this paper locates an emerging 'new wave' research mainly in the fields of sociology and children's geographies (Philo 2015, Taylor & Renold 2015, Cole & Stewart 2014) with budding discussions also in educational research (Pedersen 2010, Snaza et.al 2014). In these studies children have accounted other animals as significant others that matter to them as part of their daily communities (Tipper 2011, Mason & Tipper 2008, Charles & Davies 2008). The theoretical-methodological approaches utilised in 'new wave' research on childhood situate within the emerging approaches under 'posthumanism' (covering or converging with 'post-anthropocentrism', 'new materialism' or 'new empiricism').

Catriona O'Toole

Mindfulness in the Mundane? Exploring the promise and perils of mindfulness practices with children

Mental health difficulties appear to be on the rise with estimates that up to 20% of children/youth experience difficulties severe enough to impact their everyday functioning (Amnesty International, 2011). Many authors have attributed these increases to features of contemporary culture including, the commercialisation and sexualisation of childhood (APA, 2007; (Palmer, 2007; Lamb & Mykel-Brown, 2006.), an increased emphasis on test performance in schools (Torrance, 2004), and reduced time and space for unstructured play (Hart, 2011; Gray, 2013).

The past two decade has also seen a surge of interest in mindfulness practices for children. Mindfulness is suggested as a way to support children to cope with and navigate their way through their increasingly complex lives (Burke, 2009).

This paper explores types of mindfulness activities that have been introduced with children particularly in school settings. It offers theoretical frameworks for considering both the promise and perils of mindfulness interventions.

This is a conceptual review, which draws on the extant literature on mindfulness and children's wellbeing, including ongoing work led by the author. This work is explored by through a child participatory

lens and perspectives from bio-ecological/dynamic systems theory (Bronfenbrenner, 2006, Thelen & Smith, 1994).

Mindfulness interventions give children valuable “tools” to support their emotional regulation and attention processes. Yet, the solution to childhood distress does not merely lie in altering children’s emotions and thoughts. A broader perspective is necessary, which takes account of children’s socio-cultural and political contexts, and which is sensitive to the marginalised position that children frequently occupy in society.

Conclusions will be linked to the conference theme. In particular, it will be argued that mindfulness needs to be understood not just in terms of formal, prescriptive interventions; it also needs to be embodied in the ordinary, everyday and otherwise mundane interactions that children experience in their social worlds.

Satu Lehtola, Jetro Tuulari, Harri Merisaari, Riitta Parkkola, Linnea Karlsson, Hasse Karlsson & Noora Scheinin
Prenatal Stress Associates with Volume Changes of the Amygdala and Hippocampus in Infants

Amygdala and hippocampus are essential to emotions and memory functions. (1) Greater amygdalar and smaller hippocampal volumes have been associated with anxiety disorders and exposure to pre- and postnatal stress. (2-5) However, the existing studies on prenatal stress and gender-specific features of these brain structures are scarce. The developmental trajectories of these key brain structures are likely major determinants of future mental health during childhood. We used magnetic resonance imaging (MRI) to investigate the associations between prenatal stress and the volumes of infant amygdalae and hippocampi.

The subjects were 41 infants from the FinnBrain Birth Cohort at 2-5 weeks of age. Questionnaire data: EPDS (Edinburgh Postnatal Depression Scale), SCL-90 (Symptom Checklist-90 anxiety subscale) and PRAQ-R (pregnancy-specific anxiety) were filled by the mothers in each trimester of pregnancy (gestational weeks [gw] 14, 24 and 32). Anatomical T2-images of 1 mm³ resolution were acquired with Siemens Verio 3T scanner. Images were analyzed with iBEAT software. Regional volumes were extracted from labelled images for bilateral hippocampus and amygdala.

In boys, SCL-90 scores at 24 gw were negatively correlated with the left and right hippocampal and also with the and right amygdalar volume, whereas EPDS score at 24 gw correlated negatively only with the right hippocampal volume. In girls, there was a positive correlation between SCL-90 score at 32 gw and the volume of the right hippocampus. No significant correlations were found between the prenatal stress measures when both sexes were included in the analysis.

Prenatal stress in mid-pregnancy (anxiety and depressive symptoms) was associated with smaller hippocampal and amygdalar volumes in boys. In girls, prenatal stress in late pregnancy was associated with a greater volume of the right hippocampus. Our results support the thesis that prenatal sex exposure effects to brain development are gender-specific.

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IMAGINED AND INVESTIGATED CHILDHOODS. HISTORICAL AND CULTURAL APPROACH

Chair: Kirsi Tuohela

Self-organised symposium

Overall symposium abstract

This session focuses on constructions of childhood in scientific and literary discourses in the twentieth century Finland. It looks especially at the child sciences that got interested in the mind of the child, child psychology and pedagogy, and literature focusing on child figures. When scientists started to investigate the mind of the child, its development and capacity, artists and writers felt intense fascination for the child, too. They were enchanted by childhood innocence but also by the thrilling aspects of wildness and unknown associated with the child. The session aims to discuss the discursive constructions of childhood in literature (fiction and autobiographies) and put them in dialogue with investigations and new theories of childhood done within child sciences. The session consists of the following three papers:

Jutta Ahlbeck

The Birth of the Modern Child. Child Sciences in Finland, 1880-1930

The paper traces the rise of psychological notions of childhood at the turn of the 20th century in Finland. It introduces the most influential child scientist of early twentieth century Finland, Albert Lilius (e.g. 1916, 1917), who combined evolutionist psychology and experimental pedagogy in his research. Lilius' books on childhood were probably the first systematic efforts in the nascent discipline of Finnish child psychology to depict childhood as a distinct life stage, characterized by a particular set of biological imperatives, a corresponding psychological constitution, and a consequent pattern of predictable social behaviors. The paper analyzes the early writings of Lilius in the context of international research on child psychology done mostly in England and USA, and looks at how the child is conceptualized, how the specific category of 'childhood' is constructed. How was the child's mind to be understood, how should a 'normal' child develop and how should it be guided?

Kati Launis

Darkening Shades of Childhood. The Figure of the Mistreated Child in Finnish Literature

In contemporary Finnish literature children's malaise has been a recurrent theme. The figure of the child has often been placed in the midst of the anxiety and chaos of adult life. From the 1990s onwards themes such as incest, alcoholism and abandonment feature in several novels by writers like Kreetta Onkeli, Peter Franzen, Leena Lander, Mari Mörö, Markus Nummi and Heidi Jaatinen. This paper asks what kind of constructions of childhood there are in the contemporary Finnish literature. Borrowing the expression of Roni Natov I ask what kind poetics of childhood can be found. How is misery narrated in these child centered texts and who survives? The aim of the paper is to point to the darkening shades of childhood in Finnish contemporary novels and ask how literature participates in the debate on social issues such as child's wellbeing.

Kirsi Tuohela

Childhood Autobiographies. Finnish Cases from the 1950s and 1960s

This paper explores the 'inner child' of the childhood autobiographies in Finland. The paper introduces two Finnish childhood autobiographies and asks what kind child is narrated there as a part of personal life story. I ask how historical and/or psychological subject is constructed and how it relates to childhood. In modern autobiographies from the late eighteenth century onwards childhood years usually begin the life story, the biography. Sometimes childhood is passed quickly, sometimes elaborated in more length. The importance of childhood years seem to increase towards the end of the nineteenth and early twentieth century, and the autobiographies analyzed in this paper, Oscar Parland's *Den förtrollade vägen*, (1956) [The enchanted road] and Tove Jansson's *Bildhuggarens dotter* (1968, Sculptor's Daughter, 2015) seem to be among the very first ones focusing only to the years of childhood. What is the childhood like in these fictive memoirs of two modern Finnish writers?

In addition, this symposium includes one individual paper presentation:

Teemu Jokilaakso

Figuring the Literary Child and the Communal Conventions in Finnish Contemporary Novel

In the field of childhood studies the childhood is often seen and approached as an elaborate and powerful adult myth, basically a wide range of stories and depictions of children that maintain communal borderlines and keep the child more or less separated from or subordinate within the order. In my paper I ponder the representations of children in Finnish contemporary novel and show how they reflect these deep-rooted segregations.

My presentation is based on my soon accomplished licentiate study on the field of Finnish literature titled "Pyhää kokiessa - Kasvuikäiset henkilöahmot osana yhteisöään myöhäismodernissa suomalaisessa romaanissa." ("Meshing the Sacred - Children and Adolescent Characters as Parts of their Societies in Contemporary Finnish Novel.") From my case study corpus I will here discuss about Monika Fagerholm's novel *Den amerikanska flickan* (2005).

In my presentation I will propose ways to use the concept of *cultural sacred* as interpretative tool to point out how distinctions between individual and territory and individual and community are represented in fictional child characters' action and their mediated experience in Finnish contemporary novel. The novel I discuss has protagonists whose I interpret as being marginal or *set apart* from the normal, conventional and "adult" every day social life due to their young age. Children and adolescents are the groups of characters through which I here predict to be possible to outline the borderlines of the culturally sacred marked categories.

In my approach I apply tools of George Lakoff's and Mark Johnson's *embodied realism*-based Cognitive Metaphor Theory to find unconventionally used *conceptual metaphors* or *image schemata* represented in child characters action and perception.

My conclusion is that cultural sacred can be considered as manifestation of the relations between *normal* and *unconventional* or *child* and *adult*. By isolating and interpreting unconventionally used metaphors from child characters' action or thinking, it's thus possible to tell how fiction reflects the norms and values of community or society it's depicting.

SPECIAL NEEDS AND SPECIAL EDUCATION

Chair: Johanna Olli

Noora Heiskanen, Tanja Vehkakoski & Maarit Alasuutari

Independence and dependency in children's early childhood education documentation

The aim of this paper is to present how independence and dependency are described in pedagogical documentation in connection to support need descriptions in early childhood education (ECE). Support needs can be considered to be founded on institutional values and practices rather than simply being the straight result of child's characteristics or behavior (see Sandberg et al., 2010). Documentation is an established way to govern children's support needs by describing the needs and planning the support measures (see Ferraris, 2013). Children's independence again is one of the most representative values of modern childhood (see Jans, 2004; Morelli & Rothbaum, 2007). As a result, the independent child becomes defined as the ideal and the child's dependency as undesirable (see Frank, 2013). According the previous research, powerful expectations of independence are expressed also in ECE documentation practices (see Alasuutari & Markström, 2011). However, the role of the independence in support needs definition process and documentation needs to be studied further so the deeper understanding could be achieved.

The research data consists of fifty (50) children's personal and special educational needs documentation. The gathered documentation covers children's educational history from the entering to the daycare services to the end of the preschool year. The discourse analysis will be used as a method in order to analyze descriptions of independence as retrospection. The preliminary observations of the data show that descriptions of child's failures to act independently in daily routine are a common argumentation technique to prove the existence of the child's support needs. Descriptions of expected independence, in some cases, also inten-

sify child's other support needs. In ECE documentation, the ideal of the independent child seems to be firmly present in support need definition process.

Juho Honkasilta

Reconstructing 'special' child with 'special' needs – Case ADHD

The master narrative of attention deficit hyperactivity disorder (ADHD) is that of diagnosed children 'suffering' from neurodevelopmental condition owing to which they are prone to develop adverse life trajectories – the diagnosed child is special with special needs. This commonly accepted explanation model has been integrated into the daily activities of homes and schools. As for ADHD, school institution plays a key role as regards development of trajectories of childhoods characterized as being special. This paper aims at re-conceptualizing the concept of educational needs and argues for the redundancy of maintaining them as special.

This paper compiles three different interview studies. The first, critical discourse analysis study examined the agentive possibilities of mothers (n=18) of children diagnosed with ADHD to influence and be involved in their child's schooling. The second, discursive psychology study analyzed how thirteen young participants diagnosed with ADHD constructed ADHD and self in relation to a socioculturally shared understanding of moral norms. The third study focused on the narratives of the young participants (n=13) regarding teacher reactive classroom management strategies by conducting narrative analysis.

This paper finds that for mothers, viewing their child as having 'special needs' owing to ADHD was expected to promote the match between the child and school, and translate as a mediator between parents and teachers. In contrast, young participants constructed such discursive practice as potentially impeding the process of identity building; neither ADHD label nor its psychomedical explanations were constructed to promote their human needs, such as needs for acceptance, physical and social integrity, respect, affinity, and caring.

The results question the uncritical use of a psychomedical interpretation frame in considering so called 'special' needs of 'special' children and emphasize the importance of recognizing and becoming conscious of basic human needs that cry out to be acknowledged and fulfilled in everyday interactions.

Marikki Arnkil & Pilvi Hämeenaho

Inclusion as recognition in special needs education

People with physical and/or emotional and behavioral disabilities encounter discrimination and stigmatization that weaken their possibilities to participate as equal members of the society. Discrimination stems from prejudices, which become visible in both individual and institutional practices. Institutional categories – standards and classifications – are tools for making sense of complex reality and for regulating social norms. Mistreatment occurs when these categorizations are used for value judgements, thus rendering differences into deviance in a negative sense. Such categories also lose sight of the individual behind the disability diagnoses. When human capabilities are evaluated within the neo-liberal discourse, with emphasis on individual productivity, disabilities present themselves as problems.

The idea of inclusion interprets disabilities as differences, and may thus be used as a tool for supporting recognition of the disabled as individuals with equal human rights. The goal for inclusion in special needs education is in giving all pupils the possibility to learn among and from all others in regular schools.

This paper discusses possibilities and challenges in striving for full inclusion in special needs education. The research is based on participant observation conducted in an Italian elementary school (Istituto comprensivo di Brescia, Centro Tre) in 2012-2015. In Italy, full inclusion is realized in all schools since the 1970's. In Centro Tre, every child is encountered as a unique personality and accepted without conditions. This calls for developing and fostering genuine dialogical practices – the core in the inclusive process. Our study focuses on the multidirectional nature of learning: how diversity within a classroom teaches children to understand and accept difference, and how it enables meaningful and profound learning – also for the teachers. Accordingly, we want to underline the value of inclusive education in creating a more tolerant society where people are recognized and heard as individuals regardless of their disabilities.

Sirkka Komulainen

Disabled children, social research and (minority) rights: changes in approaches

This paper reflects on certain changes in policy and sociological interests in the last twenty years or so regarding disabled people and children as research subjects and/or receivers of care. In the late 1990s (in the UK), in social research the adopting of the Social model of disability instead of the Medical model, as well as agency- and voice-approaches gained increased currency as research approaches. The Medical model, as well as approaches treating disabled children as 'vulnerable victims' were very much criticised at the time. More recently, moves have been made away from sharp juxtapositions between different Models. Today there are indeed a range of approaches to disability and childhood studies. What remains however – it is argued here – is the need for defining and reiterating the 'social' and the 'sociological'. The emphasis is on what is practically achievable in research particularly with children who have multiple and profound disabilities, and on problematizing certain (minority) rights -based arguments in this context.

Jaana Kivinummi, Gaurav Naithani, Tuomas Virtanen, Outi Tammela, Mikko Peltola & Jukka Leppänen

Detecting early markers of neurocognitive disabilities with cry analysis and eye-tracking

An important part of pediatric practice is to identify neurocognitive disabilities at an early age to arrange appropriate support and special care. Early interventions benefit from the plasticity of developing brain to support healthy development and strengthen cognitive skills. Moreover, early well allocated interventions assist preventing cumulative negative causation in interaction of infants with abnormal behavioral patterns.

Measuring neurocognitive status at early age is challenging. Established psychometric methods are time-consuming and can be performed only by highly trained professionals. An increasing interest has arisen to find lighter assessment tools for testing wider populations and to be used in addition to more comprehensive methods. We represent two highly automated alternative technologies: analysis of cry acoustics and tracking of eye-movements as novel indicators of infant brain and cognitive development. In addition, we describe the process and results of a preliminary study using cry analysis and eye-tracking in two groups; one from Tampere (N= 54) with cry recordings at 0-5 days and eye-tracking at 8 months, and another from South-Africa group (N=48) with both measurements at 6 weeks. The South-African infants were without known health problems, while the Tampere group was heterogeneous, including also infants with known health problems and risk factors.

The first result of our research project is the development of an automatic hidden Markov model (HMM) -based audio segmentation tool to identify the relevant acoustic regions in the cry recordings collected in various hospital settings. Secondly, in a preliminary study we highlight the potential of using cry analysis to predict later cognitive outcome as measured by eye-tracking. This integrates previously separated research lines, which have shown cry acoustics to be associated with CNS malfunction, and divergent eye movement metrics to be associated with disabilities in basic cognitive functions.

CHILDREN'S (UN)EQUAL POSITIONS IN EDUCATION

Chair: Mari Vuorisalo

Self-organised symposium

Overall symposium abstract

In Finland as well as in Germany one of the main goals in education is to create equal chances and to reduce existing social inequalities between children coming from different social backgrounds. However, studies reveal that a gap may exist between ideal and intentions, and the daily practices in educational settings like kindergarten or primary school. Practices of equality and inequality both seem to be present in the micro level of education. The goal of the symposium is to map young children's positions in education and show how socially structured practices may rather re-produce unequal power positions, and finally inequality. The symposium will look at this overall theme through four presentations, which discuss children's positions in their everyday life by drawing on different research settings and research methods: from early education and care to the context of primary school, using ethnographic data as well as interviews and document analysis from current research in Germany and Finland. Bringing together these different projects and perspectives from

two countries helps to better understand the 'hidden' and often invisible ways in which social inequality (generational as well as class related) becomes re-produced within educational settings.

Nicoletta Eunicke

The rise of "educational partnership" in German primary schools: Are children positioned as partners or simply outcomes?

In Germany, a lively debate is taking place about increased cooperation between families and professionals in primary school contexts and early childhood education and care. It is assumed that the cooperation is happening between equal partners – which is marked by the term "educational partnership". Stated aim of this partnership is to reduce social inequality in education. It is also supposed to be good for children's well-being and for their later success.

It is striking that this partnership is seen positive almost exclusively – although the empirical evidence for more cooperation is remarkable weak. Critical voices questioning the motives underlying possible side effects resulting from such a cooperation are rare (e.g. Betz 2015). This presentation aims to point out critical questions about the "rise of educational partnership". Moreover, it starts filling the empirical gap from a childhood perspective, with its interest in agency and generational order, in exploring how children are positioned in the debate.

The presented results are based on a content analysis of the educational curricula of the 16 federal states of Germany which was implemented in the context of the ongoing project "Educational partnership between family and primary school: positions and perspectives of children" (Goethe-University Frankfurt, Germany/Bertelsmann Foundation).

Central results of the analysis show that children are not conceptualized as social actors that have an agency of their own. The educational plans reveal the dominant generational order with unequal and powerless positions of children. Based on these results we will argue that it is necessary to question the unchallenged ideal of "educational partnership" and to bring in children's perspectives and wishes in this debate.

Betz, T. 2015. The ideal of educational partnerships. A critique of the current debate on cooperation between ECEC centers, primary schools and families. Gütersloh: Bertelsmann Foundation.

For more information about the project see: www.uni-frankfurt.de/Perspektiven_Positionen_Kinder

Anna Siippainen

Age, governmentality and children's positions

Sociologist Paula Rantamaa argues that age is one of the most collected but less used variable. Also in childhood studies age and analysis of its meanings has been largely overshadowed. Age is understood as a natural part of everyday life and we hardly ever question age related norms and routines. Nevertheless, age structures children's lives in many ways. Especially some child institutions like school, daycare and leisure activities are strictly age normed. In this presentation I examine how children's age structures the everyday life and the relations between children and educators in a daycare center.

The data is comprised of ethnographic and interview material in a Finnish daycare group for 3–5-year-olds. Theoretical ideas are adopted from childhood studies and governmentality research. The research reveal that age defines what kind of positions children have and take in a daycare. Especially the five years olds had a special status as the oldest ones. They had special program and they got some extra tasks and freedom more than the other children. Because of the constant glorification of children's growth and development, the image of a young child had negative connotations. There prevailed a strict hierarchy which based positions of "young" and "old" children. Also the modes of power varied based on the children's age. Educators relationship with the youngest children based typically on care, control and disciplinary modes of power. On the other hand, the older children were encouraged more towards self-governance. Interpreted this way, age also constructs inequalities between children. It is still notable that defining children as a young or older was not always refundable to age and the definitions were above all situational.

Paper bases on my ongoing dissertation "Intergenerational relations, governance and subjectification".

Mari Vuorisalo

Children's positions and participation in daily practices of preschool

Recently participation has been one of 'the hot topics' in early childhood education. There is a large body of research describing children participation in preschool institutions. However, do we know how children's different positions in a peer group direct their participation, or how ways to take part in daily action indicate children's positions. It is important to notice that certain position in a peer group always embraces particular possibilities to take part in the everyday life. Therefore both participation as well as positions should be explored as relational issues in children's everyday life.

In this presentation the focus is on how children's ways to participate in preschool differ from each other and how these ways are related to children's positions in a preschool group. The daily life of preschool is analysed as a social field, where children's different ways to participate are connected also to their resources. By adopting Bourdieu's theory of action the presentation aims to give an insight into children's everyday interaction in preschool: how the everyday practice in preschool is both structured and structuring.

The study is based on extensive ethnographic fieldwork in one Finnish preschool. The presentation analyses children's participation in the guided morning circle assemblies. The analysis describes children's positions, as well as practices where both children and teachers are involved in. The paper will display how an analysis of preschool interaction in terms of Bourdieu's conceptualization enables the identification of everyday struggles involving children in the preschool field, and how such struggles are constitutive of social and cultural practices that produce inequalities between children.

Laura B. Kayser

Unequally positioned: generational aspects of children's everyday life in family life and primary school

Educational opportunities in childhood are not equally distributed, as already apparent in primary school. This has been discussed in regard to children's class specific family life that brings about not only different, but 'unequal' childhoods and their specific 'fit' to school (Lareau 2011; on the latter: Kramer 2011). Despite a growing interest in questions of social inequality and its reproduction in childhood studies (e.g. Bühler-Niederberger 2011), little is known about the generational aspects of these unequal childhoods and their relation to the primary school context in children's daily life from children's own perspectives. In my presentation I address this empirically by linking the generational perspective of childhood sociology with inequality theory following Bourdieu. Passages referring to adults in family life and the primary school context from two interviews with German primary school children from differing social backgrounds will be analysed (part of my ongoing Ph.D. project at Goethe-University in Frankfurt, Germany). Drawing on the documentary method (Bohnsack 2008) and habitus hermeneutics (Bremer/Teiwes-Kügler 2013) I reconstruct the practical sense underlying the children's everyday practices with adults in both settings and elaborate on their relationship. The results make visible two quite differing positions in relation to adults which span across both contexts of children's life and differ systematically in relation to children's social class. They illustrate how children's socially embedded family life and respective childhoods become meaningful in the primary school context at the level of habitus. Showing the interplay of generational and class order and how children hereby become actors of social reproduction in their everyday life school, sheds new light on the micro processes of the reproduction of inequality in the context of childhood.

ART AND LANGUAGE

Chair: Marleena Mustola

Azadeh Okhovat, Geoff Luck & Reza Johari Fard

Children's Perception of Emotion in Music (A Cross-Cultural Study)

Birth and growth in diverse cultures develop people with different preferences and feelings. Here, the focus is on cross-cultural effects of music exposure and subsequent perception. Work by Kastner (1990) and Nawrot (2003) revealed that most Western lullabies and children's songs are in major mode, and that even very young

children – as young as four – demonstrate a positive-major/negative-minor connotation that conforms to the conventional stereotype.

The aim here is to analyze the same topic in Finland and Iran where most lullabies are in minor mode. The overarching question addressed is whether or not cultural background, and, more specifically, the mode of the music, a child tends to be exposed to early in life affects later emotional responses to music characterized by different modes.

Quantitative data was obtained from 5-8-year old children and their mothers in mentioned countries. Respondents completed a background questionnaire and then answered four questions about twelve Finnish and Iranian music excerpts representing two modes and three genres.

Results show that Iranian children feel more positive (happy or relaxed) in response to minor music than Finnish children, while Iranian and Finnish mothers both feel contentment in response to minor mode. In addition, unlike the Finns, Iranian children prefer to listen to minor mode. These results demonstrate important effects of early music exposure on later emotional responses to music.

In conclusion, this study has demonstrated differences in Eastern and Western perceptions of emotion in music mode. Unlike Western music listeners (both children and adults), Eastern listeners in both groups feel positive by listening to minor music and they tend to favour this mode to the major mode to a considerable degree.

Maija Surakka

Cognition and time: Development of temporal expressions of children aged 5–8 years

This presentation is based on an ongoing dissertation study. The study examines how the developing expressions of time (of children aged 5–8 years) reflect the developing temporal cognition. The main theoretical framework of the study is Cognitive Linguistics, emphasizing the Usage-based theory of language acquisition and Cognitive Grammar.

Research material consists of 200 temporal utterances produced by 9 Finnish-speaking children. The basic amount of material has been collected as diary samples during years 2013–2016. The utterances have been collected at the experimenter's house, where three of the children live and the others are visiting. All of the children have been observed in a presence of at least one parent.

The aim of the study is to learn to understand, how children develop in conceptualizing the abstract phenomenon of time. The verbal utterances are considered the indicators of conceptual understanding of temporality. The utterances are observed as a part of the children's overall behavior in the usage-event, by means of linguistic figure/ground organization: The verb in utterance formulates a process (figure), for which a temporal construction formulates a time-frame (ground). Expression of time can be any grammatical construction referring to temporal aspect. However, the tenses as such are not studied.

According to the material, a child typically uses multiple body-language or figurative expressions for making gestalts about the relationship between a process and a time-frame. The development proceeds from concrete to more abstract: A child counts days, for instance, first with a calendar in hand, later with a picture of the calendar in mind. The basic trigger for the development at the challenging abstract area seems to be a self-centered motivation of archiving a control over a question when something nice is going to happen.

Ali Kemal Tekin

Bilingual Children of Oman: A Case Study

Although there have been many debates about the bilingual education and bilingualism in the Gulf family, there is too little research conducted on the issue. Hence, these debates do not go beyond speculations and there is a great need to conduct scientific research to understand the phenomenon of bilingualism movement in the Gulf society. Particularly, the issues of first, "why and how bilingualism is being promoted by parents" and second, "how bilingualism is impacting on the inter-generational relationships in the Gulf family" remain unknown as there is not enough empirical evidence in the existing literature. Children are expected to assimilate and accommodate the knowledge and skills they have learned at school and transfer them into their daily lives. Hence "how bilingualism is impacting Gulf children's everyday lives" remains as the third critical topic in need to be investigated. The information to address these research questions were obtained through case study research methods employed in the current study through the interviews conducted with ten Omani parents who have children being raised as bilinguals as qualitative study methods are more efficient to gather

in-depth information and data and provide detailed descriptions of participants' perspectives about a specific issue within a bounded system. Findings showed that (1) parents have several common major reasons to support their children's early bilingualism such as integration to the world, (2) bilingualism has impact on inter-generational relationships to some extent, most of them being positive, and (3) it has positive impacts on children's everyday lives, especially in their daily social interactions. Further implications for practice, policy, and research will be shared and discussed.

Åsa Palviainen, Anu Palojärvi & Karita Mård-Miettinen
Bilingual team teaching in a Finnish ECEC classroom

In a team teaching approach two teachers jointly instruct the students (Dafouz & Hibler 2013). Although team teaching is a common aspect of many Early Childhood Education and Care (ECEC) classrooms, research on how it is implemented in the classroom is scarce. This is particularly true for bilingual classrooms where teachers are assigned different language roles (Dillon 2015). The current study aims to fill this gap by exploring teacher collaboration as manifested in bilingual interactional patterns in an ECEC classroom and to demonstrate how two teachers with varying language backgrounds and language roles successfully manage their language resources.

The research was carried out in a Finnish ECEC classroom where a bilingual pedagogy in Finnish and Swedish was implemented with about 20 monolingual Finnish-speaking children (1 to 6 years of age). A native bilingual teacher had been appointed by the preschool superior to have a bilingual role toward the children whereas the native monolingual teacher was predefined to mainly use Finnish. Two circle times where both teachers were present were video-recorded (total time 59 minutes) and transcribed. Following Park (2014), episodes of three-party (leading teacher–non-leading teacher–children) and two-party (teacher–teacher) interactions were selected and analyzed for languages used in them and coordinated between the teachers.

For most of the interactions the predefined language roles were preserved: The monolingual teacher used mainly – but not only – Finnish whereas the bilingual teacher used both languages. For three-party interactions, examples of floor alternation were found, where the leading role was smoothly transformed from the monolingual teacher to the bilingual teacher and intriguing patterns of language use could be traced.

The study illustrates the dynamic use of two languages in a team taught ECEC classroom and the findings can have important implications for how team teaching involving two languages can be implemented in practice.

Mari-Jatta Rissanen

Preschoolers Interpreting Contemporary Photographic Art: Promoting Children's Aesthetic Agency and Cultural Participation

Today photographs are taken and shared more than ever. In western societies children from very early age on take part in new digital photographic practices by shooting, gazing and sharing framed images. New digital devices embody children's social life and open up possibilities to join in, explore or to watch as a bystander. Photographs taken by children have been studied in diverse disciplines e.g. educational, social science and psychological research. Research which is exclusively concentrated on children's way to interpret photographs haven't received the attention one could assume it to have in the current childhood studies, art education's research or in visual cultural studies.

In my paper I concentrate on the encounter of primary schoolers (6-years old) and contemporary photographic art in a workshop realized in Finnish day care centre, autumn 2014. I explicate the meaning making that happens during the interpretation of the photographs. Children's interpretations are scrutinized in relation to aesthetic agency and cultural participation (e.g. Rusanen, Malinen & Rintakorpi 2012). I consider the concept of agency both as a special way of experiencing and expressing oneself (von Bonsdorff 2009, 2015) and as a relational and shared activity with peers (Edwards 2007, Corsaro 1997). In this databased case study preschoolers' interpretations are treated as discourses, culturally constructed representations producing and reproducing social reality (Wetherell, Taylor & Yates 2001).

Deviating from earlier studies (e.g. Liben 2003, Szechter & Liben & 2007) the results elucidate a variety and a flexible use of accounts; verbal, gestural and embodied. Instead of only naming the denotational preschoolers described their impressions, created motives and payed attention to both photograph's overall atmosphere and its formal details. While producing individual accounts preschoolers also negotiated with

each other and created a joint storyline, thus constructing aesthetic agency both as an individual expression and as a shared activity.

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CHILDREN AND LEISURE TIME

Chair: Hanna Lagström

Mira Dobutowitsch & Catriona O'Toole

Indoors and safe?: Exploring the pastime activities of 9 year olds in Ireland

Recent years have seen a shift in children's pastime activities, with outdoor, physically active, unstructured and unsupervised play often replaced by indoor, relatively inactive, structured and organised activities. This change is attributable in part to the rise in technology and the decrease in perceived 'safe' play spaces. Many authors have raised concerns about the potential impacts of these changes on children's health and wellbeing (Gray, 2011; Tremblay et al., 2011, 2015). This study is based on analysis of Growing Up in Ireland (GUI) data. GUI is a national longitudinal study, which gathered data on children at age 9 (n=8,568) and again at age 13 (n=7,423).

The aim of the current study was to explore what children do in their free-time and if the pattern echoes the qualitative shift highlighted in the literature. Furthermore, we examined if and how outcomes for children differ depending on their pastime activities.

Cross-sectional and longitudinal relationships between children's pastime activities and health and socio-emotional outcomes at age 9 and 13 were investigated using bivariate and regression analyses. Differences and mediating effects are explored using individual child, parent, family and community variables.

Results show that on a typical school day, 9 year olds spend an average of just under 2 hours with physical and general play, hobbies and playing board games, and approximately 1 ¼ hours using technology. About 90% of children are enrolled in a structured activity. When asked about their favourite thing to do, the most common responses are being with family or friends and sports.

Results will be contextualised and interpreted using bio-ecological theory and attention will be drawn to discrepancies/consistencies between children's self-reported preferences for free-time activities and what they actually report doing.

(Research funded by DCYA Growing Up in Ireland Postgraduate Scholarship in conjunction with the Irish Research Council)

Kristiina Eskelinen

Children photographing their afternoons

This paper develops from the notion that visual methods, such as photography, offer children and young people ways to address issues relevant to themselves. Simultaneously these methods offer adults valuable insight into children's and young people's worlds of experience and meaning making, especially when the images they have photographed are narrated by themselves. The aim of the paper is to bring forward how the

children photograph their institutional surroundings in after-school activities and how a visual instrument, in this case the digital camera, gives children the freedom to decide for themselves how they wish to record their daily life and how they want to be seen. During the research process the children (aged 7–9-years) were asked to photograph their ordinary afternoons. Afterwards images were viewed with each photographer in turn, and the children talked about the images and what it was like to attend the after-school activities in general. The images captured by children typically seem to feature intensive activity. Children are posing and performing. They are photographing things they do, places they have been to, actions, occasions and moments they deem important. Photographs appear to capture even the impossible: a person gone; an event past. Photographs can be understood not solely as a visual phenomenon, but as an object which mobilizes and engages with the full range of human senses. Photography as a research method can communicate the photographer's thoughts and emotions as well as permit the non-sayable to become seeable. By producing an image, the photographer has control over selecting the image, its production and consequent message.

Catherine Forde

'My friends listen to me': Children and Young People's Experiences of Participation in Play, Sports and Leisure Activities in Urban and Rural Ireland

This article is based on the findings of a year-long study (2012-2013) which focused on children and young people's everyday experiences of participating in decision-making in the contexts of home, school and community in Ireland. The study was funded by the Irish Research Council and conducted for the Department of Children and Youth Affairs.

This paper explores children and young people's participation in play, sport and leisure, as follows: (i) the types of play, sport and leisure in which children and young people engage and their experiences of these (ii) Adult and community attitudes towards, and the nature of their support and encouragement for these activities and (iii) how these activities compare and contrast between urban and rural settings and between younger and older children.

Drawing on an understanding of participation as the practice of citizenship in the informal and formal spaces of everyday life (Percy-Smith, 2010), and Lundy's (2007) model of conditions for meaningful participation, the study undertook child-centred qualitative research with 100 children and young people aged between 7 and 17 years, and 36 parents, teachers and community stakeholders. The research was conducted in three distinct geographical locations in Ireland: urban mixed-income, urban low-income and rural mixed-income.

Children and young people:

- are involved in a wide range of informal and formal leisure and sports activities both at home and in their communities.
- have greater autonomy in the home than in school or the community, particularly with age.
- are interested in their communities but are ambivalent or dissatisfied with their input into local decision making processes; those involved in youth clubs/projects were extremely positive about their experiences of 'voice'.

Children and young people are active and engaged citizens who shape social relations in rich and diverse ways (Clark and Percy-Smith, 2006; Lundy, 2007; Weller, S., 2007; Percy-Smith, 2010).

References: Clark, A. and Percy-Smith, B. (2006) 'Beyond Consultation: Participatory Practices in Everyday Spaces', *Children, Youth and Environments*, 16(2), pp. 1-9.

Gwyther Rees

A comparison of children's daily lives and activities across 16 countries

Relatively little is known, from an international comparative perspective, about the nature of children's daily lives and activities, based on data gathered from children themselves.

This paper will present new evidence on children's own accounts of their lives from the second wave of the Children's Worlds study. This is an international study of children's lives and well-being. The second wave has already involved over 50,000 children aged 8 to 12 from 16 countries across four continents. The aim of the paper will be to explore similarities and differences in children's daily lives and activities between countries.

The paper will present a comparative analysis of children's responses to a set of 16 questions about the time they spend on leisure, educational, social and family-related activities. It will compare overall findings between countries and will examine evidence of variations by gender within and between countries.

Full results are not yet available but initial analysis indicates that the data shows different patterns of activities in different countries and contexts around the world, and that there is evidence of both similarities and differences between countries in the extent to which there are gender differences in these patterns. The analysis also raises methodological questions about how and what questions to ask children about their daily lives in such a diverse set of contexts.

The research on which this paper is based is the most extensive and diverse international comparative study so far conducted on the lives and well-being of children aged 8 to 12. The findings will substantially enhance our understanding of the differences and similarities in children's everyday lives around the world.

Sissel H. Eriksen & Emebet Mulugeta

They are still kids: Leisure time of working children in Addis Ababa

The point of departure for this paper is the provision in the UN Convention on the Rights of the Child (CRC), specifically, article 31: The rights of the child to rest and leisure. In light of this, we will discuss how working children in Addis Ababa spend their leisure time and how they fulfil their need for rest and leisure.

Most of the children work to earn money to sustain themselves and their families. We explore about their everyday life and how they use their earnings. Do they manage to spend money on leisure or is the money only for basic necessities?

Our theoretical approach is the sociology of childhood to view the child as an active agent, who creates opportunities for leisure in a circumstance where there is almost none.

The material is qualitative data from interviews with 45 children (8-16 years old), interviewed while they were engaged in work.

Our analysis shows that there are different categories of working children whose notion of leisure activities are different from each other. We have children who spend all their time for necessary activities such as a bath, laundry and domestic work. On the other hand, we found children who work during their leisure time to get extra for fun activities. In between these two extremes, we identified others categories of children who place leisure at different points on the continuum.

We discuss what leisure time mean for the different categories of children. For some it having time for the basics, while others view it as not having to work, still others take it as getting consumptions not available at home.

We conclude that even though the opportunity for leisure is slim, children always find a way to have some time for rest and other activities they consider leisure.

EVERYDAY ETHICS IN CHILDHOOD RESEARCH IN DIVERSE CONTEXTS

Chair: Tatek Abebe & Marit Ursin

Self-organised symposium

Overall symposium abstract

This symposium focuses on how ethical dilemmas unfold in daily encounters between the researcher and the "researched". It brings together papers that discuss the complex ways in which researchers relate to the world they study, exploring the more subtle and often intangible ethical dilemmas that emerge in the everyday life of fieldwork, what we have termed "living ethics". Living ethics is embedded in the idea that ethical research is a spatial practice, where researchers' presence does not only impinge upon the spaces and times of research participants but also where our everyday lives merge to some extent, both in the field and post-fieldwork contexts. The aim of the symposium is two-fold. First, it provides a forum to discuss how the presence of researchers in the field disturbs everyday routines and practices of research participants, and the consequences that follow. Second, it opens up a space to reflect how researchers' fieldworks "spill over" into everyday lives in diverse ways, often creating profound implications to our epistemological positions and strictures of institutional ethics.

The papers presented in the symposium draw on research from four different fieldwork and socio-cultural contexts: Everyday ethics and participant observation in two urban Chinese kindergartens; The ethics of participatory research with working children in Ethiopia; Ethical implications of a longitudinal study with street youth in urban Brazil; Research relations during interviews with young people in the context of interracial adoption in Norway. All papers will map out diverse understandings of everyday ethics, and explore the intersection between methodology, methods and the field, the ethical challenges which arise, and how they are dealt with. Collectively the presentations will contribute insights into ongoing debates in childhood studies about how axes of gender, material power, personal sensibility, positionality etc. play out in fieldwork, as well as how they shape knowledge production about the field and research subjects.

Ida Marie Lyså

Everyday ethics and participant observation in two urban Chinese kindergartens

My PhD-project on disciplinarian practices in Chinese kindergartens is based on 11 months of ethnographic fieldwork among children (5-6 year olds) in two urban kindergartens in Shanghai, China (2011-2012). The oxymoronic method of participant observation and interviews were the methodical approaches to the field. Long-term participant observation enabled a close presence in everyday lives and practices of informants, but it also brought with it challenges and constraints, both on method(ological) and ethical levels. Conducting research in an institutional setting among children in one particular class(room) greatly facilitated access to the field and to informants, but it could be straining for all actors in the fieldwork setting (both children, teachers, the researcher and the interpreter), because there was nowhere "to escape". In addition, researching (and being surrounded by) disciplinarian practices was challenging for the researcher (and interpreter), which further intensified the situation. This presentation will address "living ethics" in this context; "disturbing" aspects of fieldwork, researching disciplinarian practices, and working with an interpreter. I will give examples of situations where ethical questions arose and what consequences this may have had for the fieldwork process, the relationship between actors in the fieldwork setting and the generating of empirical data. Such situations include examples of everyday practices in the kindergarten as well as from the interview setting. As will be exemplified, despite efforts to minimize my disturbance on everyday routines and practices, my presence in the classroom served both as entertainment (particularly for the children) and, at times, as nuisance (particularly for the teachers) for my informants. Ethical challenges and "disturbances" in the field also made a strong impact on me. Such matters are seen in relation to the method of participant observation, the methodical starting point of cultural relativism, and reflexivity in and outside the field.

Kjersti Grinde

Researcher – participant relations in research on sensitive topics connected to interracial adoption in Norway

The paper draws on examples from my ongoing PhD-research into childhood experiences of transracial adoption in contemporary Norway. It discusses the implication that researching sensitive topics may have on the interviewee as a consequences of the interview process. The paper further explores the dilemmas of conducting research into sensitive topics that involve obtaining data through individuals whose life experiences are being sought through understanding phenomena that potentially may lead to the revealing of private, stressful and sacred information that may generate an emotional response from the interviewee (McCosker et al, 2001). A challenging issue I came across when conducting interviews was that questions and conversations often generated emotional responses from the interviewees. This in itself was not problematic, as I greatly appreciated insight into the real life experiences of my informants. As a researcher, however, generating emotional responses made me reflect upon how this situation affect the people involved in the study. Did they tap into areas of their emotional selves that they were regularly visiting, or does such research create new issues and potential emotional distress for the interviewee, thus running the risk of posing a psychological threat to the interviewee also beyond the interview setting? In addition, reflecting upon my role, posing questions such as, how to find the balance between taking the role of an active and emphatic listener while simultaneously avoiding the counsellor trap, and maintaining my role as a professional researcher was equally important. Thus, the focus of this paper will revolve around issues concerning the role of the researcher during and after the interviews, including what one regards as a respectful stance to take with regards to the interviewees' ability to manage anxiety-provoking inquiries during and post interviews (Fontes, 2004).

Marit Ursin

The temporalities of ethics in everyday encounters with street youth in Brazil

The last decade has provided valuable contributions to the ethical discussion among researchers in childhood studies and sharpened the attention on the governance of child research by ethical boards. There has been a particular (and standardizing) focus on obtaining access to and consent from children, contextualized issues of privacy and confidentiality, and (dichotomizing) reflections on power imbalances (child/adult). This paper seeks to broaden our understanding of what ethical dilemmas in research with young people entail, challenging the idea of fieldworks as predefined in space and delimited in time. It draws on longitudinal research among young people on the street in urban Brazil where my engagement in the field involved “walking alongside” the participants as they grow up. This lapse in time changes the character of the field in profound ways. In this paper I wish to invert the “researcher’s gaze” into retrospective, reflexive introspection, bearing in mind that my participants have also “walked alongside” me as my personal and academic life has unfolded. The paper explores how my participants’ and my everyday lives have been periodically intersected over a decade, revealing my changing positions and relations in the different phases of the study, from personal encounters prior to academic endeavors to ethnographic fieldworks as unexperienced MA student, then bringing my newborn son into the field as a PhD student and eventually returning to the field with my doctorate title secured. I map out the diverse ethical dilemmas evoked by the changing roles in each of these phases. The paper concludes that although my analytical sophistication, level of theorization and ethical consciousness have steadily increased along the way, it was always there, embedded in the human encounters between me as an outsider from Europe and the participants as insiders yet marginalized by their own.

Tatek Abebe

Ethics in participatory research with orphans and working children in Ethiopia

Participatory approaches have been useful to overcome methodological challenges that researchers encounter in fieldwork with children. Drawing on research with orphans and working children in contrasting geographical settings in Ethiopia, this paper develops insights into some of the ethical dimensions of participatory approaches in childhood studies. It discusses the disjuncture between institutional ethics and “lived ethics” revealing the everyday, “inevitably messy, real world experience” (Robson et al., 2009) and multiplicity of local “ethos” embedded in research encounters. I contest social dilemmas I had confronted during fieldwork with children in economically poor rural and urban communities: can children inform us regarding, for example, the definition and application of informed consent and confidentiality? Can ethical standards be translated into respectful research encounters and, if so, how? How can we strike a balance between empowering “vulnerable” research subjects – parentless children and those involved in livelihood practices that may transgress formal legal boundaries – to tell us about their lives, yet protecting them from disclosing information that they may not wish or be prepared to share? In what ways do material deprivations endured by children shape fieldwork and its outcome? These questions beg discussion on ethical research to move away from one predicated in “doing no harm” to instead develop the wider agenda of achieving social justice for and with children. The paper concludes by calling for ethical spatiality in order to “remember that which has been unknown, excluded or forgotten” (Fine and Torre, 2004) and bring to light place-specific and situated ethos in working with disadvantaged children.

Parallel session 3: Tuesday 7th June 2016 at 13.00–14.30

CHILDREN'S RIGHTS AND SAFETY

Chair: Pasi Koski

Eunice Magalhães & Maria Manuela Calheiros

Young people's rights in residential care: direct and indirect effects on psychological adjustment through group identification

Background: the recognition of young people's rights has risen in empirical and practical interest mostly since the approval of the Convention on the Rights of the Child. Specifically in residential care, the Council of Europe provided specific recommendations for guaranteeing young people's rights, namely, their participation, family contacts, privacy and equal opportunities. Despite these recommendations, the rights perceptions of young people in care have been narrowly explored in the literature and the relationship between these perceptions and their psychological adjustment also remains unmapped.

Aim: to analyze rights' perceptions of youth in residential care and the relationship with their psychological adjustment, through the role of group identification.

Methods: data from self-reported measures of young people in Portuguese residential care settings (N=374; aged 11-18 years) was collected and analyzed (i.e., rights perceptions, group identification, and psychological difficulties). A path analysis was performed and a bootstrap approach was used to test the significance of indirect effects in the mediation model.

Findings: a set of mediation and indirect effects was found on the relationship between young people's rights (e.g., respectful practices and behaviors in the protection system, participation and normalization) and psychological adjustment (i.e., internalizing and externalizing difficulties), through the effect of group identification.

Conclusions: the importance of promoting practices in residential care that assure the young people's rights emerge from our findings, particularly their participation and freedom of expression, the promotion of professional practices based on the respect for young people and their families, non-discriminatory behaviours, as well as equal opportunities. A rights-based approach is crucial to analyze young people's adjustment in care, integrating also social processes in that analysis. This approach allows us to understand young people's well-being and health in care as influenced by social identity processes together with rights fulfillment in their everyday life.

Laura Goodfellow

I'm getting the child's voice. Do I get their rights?

Children's rights is an established and frequently researched area focused on protecting and establishing the rights of children and young people. Within this 'getting' the child's voice has become an increasingly dominant discourse that focuses on representing the child's views and 'giving' a child the right to having voice and to being listened to. Yet do we 'get' children's rights? Or has understanding rights based practice and promoting the rights of children become conflated with 'getting' the child's voice?

This research has begun to explore these discourses through an action research, ethnographic approach using a local authority service as a case study to develop the understanding and enactment of children's rights in a local context. The initial phase of this action research explores discourses of how children's rights are represented in practitioner narratives and local policy to gain a better understanding of how children's rights are known, understood and implemented in practice. This will allow further consideration of the discourse of children's rights versus children's voice and how this is represented. This research and discussions of the emerging discourses will provide new insights in moving beyond rights as voice.

Milka Sormunen

What does it mean to take the best interests of the child as a primary consideration?

According to Article 3(1) of the UN Convention on the Rights of the Child (CRC), the best interests of the child shall be a primary consideration in all cases concerning children. The best interests of the child is not a new

concept, but the CRC changed it in two significant ways. Firstly, best interests are now relevant in all cases concerning children. Secondly, the Committee on the Rights of the Child, monitoring body of the CRC, has underlined the connection between best interests and human rights.

Since best interests have to be considered in all cases concerning children, the concept is highly relevant for children's everyday life; even though guidelines for interpreting the concept stem from an international convention, assessing and determining best interests happens on a case-by-case basis. Yet how can decision-makers reach solutions that respect children's rights based on an indeterminate concept? How can conflicts between children's best interests and other interests and rights be solved? The tension between the scarce wording and binding nature of Article 3(1) CRC makes the concept troubling. Clarifying the concept is therefore essential.

This paper analyses an integral part of Article 3(1), the expression "a primary consideration", and examines what taking best interests as a primary consideration means. The paper distinguishes two ways of understanding "a primary consideration". Firstly, the expression can be interpreted as describing the weight of best interests considerations in balancing different interests. The paper proposes that, alternatively, the expression can be interpreted as referring to the order in which different elements are considered when making decisions concerning children. According to this interpretation, "a primary consideration" would simply mean that best interests of the child have to be considered first, before other considerations. Finally, the paper discusses the implications of these two interpretations for children's rights.

Marit Ursin

Young people's relational and spatial strategies for safety in a violent urban community in Brazil

Focusing on marginalised youth in a deprived community in Brazil, this paper explores how the presence of drug trafficking and drug-related violence transforms young people's everyday lives. The explosion of the drug trade in urban Brazil has attacked along the prevalent class lines, causing problems for poor marginalised families residing in deprived communities. This paper argues that the drug trade has severe consequences not only in the lives of young people who are directly involved in it as consumers and/or distributors, but also to millions of marginalised young people who are indirectly involved, because of reasons they cannot control, such as relational or geographical proximity. It draws on qualitative fieldwork from one particular community in Salvador, interviewing 30 young people aged 12 to 25 to frame and understand the multidimensional impact of the drug trade from their point of view, unravelling the phenomenon's manifold and multi-layered character.

The everyday lives of the young people shows how they continuously negotiate their peer relations and friendships according to degree of involvement in crime and drugs. It suggests that young people also adapt their social behavior based on moral codes to not provoke the drug dealers or become associated with criminals by rival drug gangs or death squads. Youths' mobility is severely restricted, both in a spatial and temporal sense. This is evidenced in four overlapping examples on how the increase in drug trade has altered the use of public space and social relations: parents' growing fear of not letting children to use public spaces, especially at night; rivalries between drug gangs restricting young people's access to nearby neighborhoods; drug traffickers closing streets or harassing passers-by; and residents closing streets for passers-by in order to increase safety. Finally, the paper discusses the implications of the empirical material against the backdrop of continuous negotiations between different users of public space in urban Brazil.

Minna Niemi

From victims to perpetrators: The representation of youth violence in Sindiwe Magona's *Mother to Mother*

This paper addresses the topic of children acting as perpetrators of violent crimes in compromised political situations and asks the question of whether children who commit crimes in violent circumstances and under volatile external pressure are to be pardoned and considered not guilty of such acts. This talk focuses on Sindiwe Magona's novel *Mother to Mother* (1998), based on a true story from 1993, when a group of young black men killed a white American student, Amy Biehl, in Cape Town. The narrator Mandisa is the mother of Amy's killer, Mxolisi, and she tells the story of her son's life—rife with violence and subordination—to Amy's white, American mother. One notable aspect of the text is Mandisa's insistence on the fact that her son has been pre-programmed to act in such a violent manner due to the exterior propaganda, and to the violent circumstances in which he has lived his whole life. His individual agency is reduced to a bare minimum as his

mother speaks for him, and as she insists upon the fact that her “son was only an agent, executing the long-simmering dark desires of his race” (210). However, this narrative tendency to minimize Mxolisi’s personal responsibility might inadvertently contribute to a stereotypical view of third-world people as victims of their circumstances, a view that postcolonial trauma theory has tried to challenge recently. Without sharply addressing the questions of Mxolisi’s complicity and agency in the situation, Magona’s narrative risks reproducing a fatalistic worldview: the child victim of the brutal apartheid society becomes a perpetrator without a possibility of choosing otherwise.

CHALLENGING SITUATIONS IN CHILDREN'S LIVES

Chair: Päivi Pihlaja

Helene Oldrup

Falling out of time – the challenges of creating family time for children with a father in prison

This article examines one aspect of parental imprisonment, namely how the lack of physical co-presence between imprisoned fathers and their children influence their emotional relations. It examines the forms of togetherness possible and highlights the role of space and time in such family living. This is a perspective on parental imprisonment, which has not been fully explored in current research on children of prisoners, but taken up in other types of families living separately. The paper draws on sociological theories of children and family, of spatiality and temporality.

The article analyzes data from qualitative interviews with 35 children and young people who have a father or stepfather in prison, and with their 20 mothers during 2014-15. The families are distributed in terms of income and family type, as well as cause of father’s imprisonment and length of sentence. At the same time, there is more families represented with working mothers, where there is regular contact with the father and where the father has a long sentence.

Initial analysis shows, that some children see their father regularly and have cozy time with him. For other children, the time regimes of prison and everyday life make it difficult to have family time with their father, as other activities clash with visiting times. In addition, while family is a life-long relation, long term imprisonment creates insecurity about the future relation to him – what will the relation be when he is released.

Mirka Smolej

Everyday life benefits and challenges in implementing long-term support for children at risk. A process evaluation of Icehearts, a sport-based life skills program for adolescent boys.

Icehearts is a Finnish third sector preventive child welfare model utilizing team sports as a tool for social integration. The core aim of the program is to provide long-term support for boys who, at age six, have been recognized by social work and education professionals as being at high risk of social marginalization. The program is led by a mentor who commits himself to work with a group of boys for a period of 12 years. Currently the model is reaching some 500 children in 29 Icehearts teams.

This paper is based on an ongoing process evaluation study and describes the observed benefits as well as the risks and challenges that a long-term social intervention faces in its everyday actions at the grass-root level.

The data consists of ethnographic fieldwork done in one Finnish elementary school where Icehearts is operating. The activities have been observed within the school environment in both class rooms and in after-school sport activities led by an Icehearts mentor. In addition, unstructured interviews and field dialogues with various stakeholders as well as data from eight group interviews with 17 Icehearts mentors is utilized.

At its best, the twelve-year time-frame enables the construction of close, confidential relationships between the mentor and individual children that can rarely be established within the state-provided social services. The model promotes a holistic, positive and empowering approach on individual challenges and its role as a third-sector operator enables a low threshold to intervene when problems occur. However, the study also recog-

nizes a set of internal and external risks that can jeopardize the implementation and social implications of the model.

Icehearts is a promising early intervention model but needs to develop standardized measures and tools in order to be able to provide a transparent and internally consistent program for the target group. Implementation should also be more thoroughly monitored and assessed on a regular basis to ensure quality of the actions and to enable scientific exploration of potential long-term effects of the model for the children involved.

Anita Franklin

The voices of young people with learning disabilities who have been sexually exploited in the UK - Unprotected, over protected

In the UK child sexual exploitation has received considerable attention in the last few years, with a growing body of evidence being developed. This literature points to an increased risk of sexual exploitation for children and young people with learning disabilities, yet no study has specifically focused on this group. Little is known about how best to: protect, identify or support those who are recognised as being at risk of, or experiencing, sexual exploitation.

This UK study aimed to:

- Examine current support services,
- Explore the views of practitioners, service managers, local and national policymakers as to the enablers and barriers to good practice,
- Understand the needs of children and young people with learning disabilities and gather their views on current support,
- Identify gaps in current provision, policy and evidence.

As part of a wider UK study, 27 young people with a learning disability aged 12 – 23 who had experienced, or were at risk of, sexual exploitation were interviewed face-to-face using an accessible interview schedule. The interviews explored the support and help the young people had received. Although the young people were not asked about their experiences of exploitation, many chose to talk about this which has increased our understanding of how disabled young people come to be exploited and how they understand their exploitation.

The paper will focus on the findings from the young people which highlight how we can better protect, identify and support young people with learning disabilities from this form of abuse. The young people highlighted how they were either too overprotected, or not protected at all by the processes and structures which dominated their lives. They also shared how the need for friendships, relationships, inclusion and a sense of self-worth created vulnerabilities.

Henrik Elonheimo, David Gyllenberg, Lauri Sillanmäki, & Andre Sourander

Crime in the Continuum of Problems from Childhood to Adulthood: Results from the FinnCrime Study

Criminal behavior is known to be associated with various psychosocial, mental, and somatic health problems. The context of the study is developmental, life-course, and epidemiological criminology.

We investigate the occurrence of offending along the life-course, and the associations between offending and psychosocial factors.

The FinnCrime Study is a longitudinal study of over 5,400 females and males born in Finland in 1981. The population-based sample represents the whole country. Information on psychosocial risk factors was first gathered at age 8 via questionnaires to the children, parents, and teachers. The instruments relied on CDI and Rutter questionnaires. Upon entering the military call-up at age 18, the males filled questionnaires again (Young Adult Self-Report). Information on psychiatric disorders of the males was obtained from the military for ages 18-23. Data on crime between ages 15 and 30 were received from the Police Register. Information on mortality up to age 30 was received from Statistics Finland.

Crime is widespread: of males, 60% and of females, 25% were registered for other than minor traffic offending up to age 30. The prevalence of crime peaks for adolescent males. Crime concentrates heavily: just 1% committed 42% of all crimes. The individual level of crime was directly associated with various adversities. A wide range of psychosocial problems in childhood, adolescence, and early adulthood were related particularly to active offenders. The problems encountered by this group culminated in high mortality.

The findings support the view of crime as a part of problem gravitation and accumulation along the life-course. Crime may result from stress or frustration caused by the accumulation of negative life events. Rather than punishment, the strong associations between psychosocial problems and crime emphasize the need for rehabilitative efforts. The fact that risk factors could be observed already in childhood supports early prevention.

Lisa Trujillo

Unaccompanied Asylum Seeking Children: Passive Victims or Agentic Social Actors? A Focus on Flight Experiences and the Circumstances Around Flight to Europe

Much of current research about unaccompanied asylum seeking children focuses mostly on their experiences of loss and on adversities faced in host country reception. This focus has them perceived as passive trauma victims who are in need of care. Far less research has been done and less emphasis has been placed on their agency and roles as social actors throughout their migration journey.

In examining the circumstances around flight that unaccompanied asylum seeking children face and their daily experiences during long stays in transit countries and during flight to Europe, this paper attempts to counter the ways that they are perceived in current research as passive victims in need.

By analyzing literature and existing studies about the various ways in which their agency is expressed during this period and by listening to their voices, this paper reveals the highly active part they play in the decisions affecting them, and how they contribute regularly to their own personal development and migrant communities they encounter along the way.

We discover that while they face many challenging and unfavorable situations, we do a disservice by simply categorizing them as either victim or social agent, and that both categories are highly contextual.

Through this we gain a deeper understanding about them and their unique experiences, that can ultimately have favorable outcomes for the future policies affecting them and within the future communities they engage with.

STUDIES OF CHILD PERSPECTIVE - CONNECTING TRENDS AND OPEN QUESTIONS

Chair: Riikka Hohti

Self-organised symposium

Overall symposium abstract

This thematic symposium presents studies located in a range of contexts including urban environment, the school classroom, early childhood education, digital media, disability studies, political action in a mold-infected school and more. The common nominator is a commitment to taking the viewpoint or perspective of children into the subject at hand. In highlighting and foregrounding children's everyday life experiences, children's narratives and children's knowing, this symposium engages with methodological questions: How is an emphasis on 'child perspective' affecting different phases of the research? At the same time we wish to raise questions about the justification for distinctive 'studies of child perspective'. Do we need such research? Do we need it today perhaps even more than before? What are the underlying ontological and epistemological assumptions?

Minna Lähteenmäki & Liisa Karlsson

Where is my home? Well-being aspects in asylum-seeking children's stories

Our presentation explores the knowledge of objective and subjective welfare created by asylum-seeking children. Various reports reveal how challenging it can be to obtain reliable information on the experiences and feelings of children who live in the difficult environments associated with refugee reception centres. The asylum-seeking children's well-being is extremely current in the whole of Europe. Children and parents who have lived through terrible experiences may systematically refuse to discuss such experiences, creating a culture of silence. The children engaged in this study were encouraged to communicate through the Storycrafting method. By using this method to create tales, the children found an opportunity to process issues on which they may otherwise have remained silent. (Karlsson & Lähteenmäki in press.)

The aim of the presentation is to show how asylum-seeking children bring out the factors of the quality of life. With these factors, it is possible to examine welfare occurring in children's stories. We used the classification of UNICEF during the analysis phase. The findings of our study comprise qualitative research findings: in the fifty-five stories, the asylum-seeking children tell about the issues of safety, family relations, satisfaction and dissatisfaction and behavior that maintains, improves or impairs welfare. Children were not talking about the welfare related to material and educational issues. It was not necessary or interesting for them to tell about these topics. In their stories, asylum seeking children also discussed about the social relations. They talked about friends less than relatives. The relatives did not appear only in the roles where they increased or maintained welfare. They also had negative effects on the lives of others.

Our presentation demonstrates that Storycrafting is a valid method of encouraging people to communicate on difficult experiences, particularly in the case of children living in hard conditions.

Kati Honkanen & Jaana Poikolainen

Subjective residential experiences and well-being environments from the perspective of a child and young

Children learn and experience well-being in various sociocultural contexts like homes and schools, but also in other learning places such as neighbourhoods and streets. The children are seen in this research as active citizens, subjects and information providers. In this presentation we focus on: 1) How does the research on subjective residential experiences and well-being environments succeed when using both visual and narrative data? and 2) Which aspects of well-being are important for children and young people?

The research contexts are a suburb, the city centre and a fringe area of a city of Lahti. We present how we have explored the visual multi-method approach by using photo elicitation (N=16) and drawing interviews (N=49) for discovering the subjective residential experiences and well-being views of 2-16-year-olds. We analyzed the data using inductive content analysis and adapting the compositional interpretation analysis method.

According to the analysis, the well-being places of children and young people occurred on the one hand in strictly private spaces and on the other hand in open public spaces where social networks are emphasized. Children emphasize family and social relations, affordances in the living environment and independent mobility. Children and young people examine and experience well-being and the local environment through their action. Play is almost always present in the child's life. Home was defined most important place and space for well-being. The school was described as a nice place to hang around. Unbuilt places between blocks of flats offer children an interesting natural park to explore. Also playgrounds with several possibilities to play were appreciated. Neighbourhood is defined as a comfortable place to live in irrespective of where they live. The views and experiences of children and young should be widely utilized for example when developing residential areas and services for families.

Johanna Olli

Nonverbal children and child perspective studies

In childhood studies, disabled children have often been left out from research, and in disability studies, children have also often been left out – especially the ones who do not use speech as communication means. The aim of this presentation is to examine the child perspective studies from the perspective of disabled children by discussing the epistemological, ontological and ethical questions behind studying nonverbal children. Is it possible, or even useful, to try to find the perception of these children? If it is, what are the assumptions behind the approach and what are the possible consequences of different assumptions?

As a material for discussion I use previous studies (especially Komulainen 2007) and my own study, in which I used videotaping and conversation analysis to examine the realization of agency of the small disabled child in play situations with a nurse, in a children's neurological ward. Conversation analysis was a useful tool for analysing also the nonverbal communication.

One way of examining the child perspective is to use the concept of 'voice'. Komulainen (2007) notes that when speaking of 'giving voice' to somebody, there is a danger of concentrating only on verbal communication, even though actions and noises might be far more important communication means for disabled children. Komulainen also considers problematic, that some version of children's 'voice' assumes child as a rational, autonomous 'agent' and intentional subject. I will discuss these concepts in the light of my study's findings and epistemological, ontological and ethical considerations.

References: Komulainen, S. 2007. The Ambiguity of the Child's 'Voice' in Social Research. *Childhood* 14 (1), 11-28. Olli, Salanterä & Vehkakoski. Forthcoming article.

Riikka Hohti, Minna Ruckenstein & Katariina Stenberg

'Put your mobile phones away, please' – a nomadic study on child-digital device-assemblages in classroom

Taylor et al. (2013, 48-49) define that children now live in a complex, mixed-up world 'characterised by high mobility and diversity, digital technologies and divides, blurring boundaries and an increasing awareness of the interdependence of our lives'. This study departs from the finding that digital devices today are children's constant companions from early age on. Mobile phones offer children free and for a big part uncontrolled spaces for free-flowing narration and connecting with things and issues that matter to them. However, in school, we find controversial and often dichotomous ways of reacting to digitality as part of children's everyday life.

The study focuses on children and mobile phones in a classroom of 5th graders in an urban elementary school. The combinations of children and their digital devices are approached as more-than-human assemblages, which are constantly shifting and open to change. These assemblages, or children seen as 'hybrids', can be thought of as having different mobilities, accesses, restrictions and vulnerabilities as mere children in the conventional human-centred view. Methodologically, a nomadic (Deleuze and Guattari 1987) approach allows joining child-digital device assemblages and the related connections, movements, and intensities.

Along with the emergence of ever new effortless and playful ways for children to engage with World Wide Web and its multiple flows of communication, we are facing a need to rethink basic assumptions related to childhood and educational practice. Nomadic thinking helps in unpacking normative educational conceptions of childhood and to open space for alternative ways for perceiving what it means to be a child in an educational environment in the digital era. The presentation will further discuss the practical challenges and ethical issues related to tackling the kinds of digital resources that interest children and that cannot be fully anticipated at the moment.

Tuure Tammi

Are there politics in hybrid childhoods? Experimenting with children's entanglements in mold school.

In the recent years, there have been some discussion on children's politics in everyday contexts. These studies, often drawing from sociocultural theorization and socio-constructivist childhood studies, have drawn attention to the ways in which children participate and exert agency in political forums, struggles, housework and practices of caring, and physical spaces, for example. This way they have attempted to show, that childhood is not a stage separate from political life, but instead politics is foundational to social life in general. There are politics in childhood.

At the same time, some scholars have begun to demand more attention to role of matter in social life. The arena, often cited as 'new materialism,' has brought together different approaches that seek to call in question the prevalent 'anthropocentrism' that sets the environment as mere background for human endeavors and thus, agency. Instead, the 'social' is thought to arise from the practices of heterogeneous materials, in which both human and non-human play part. In this vein, childhood has been re-conceptualized as hybrid. In this presentation, I thus ask: Are there politics in such hybrid childhoods? In order to begin to answer this question, I will trace some gatherings of humans and non-humans in the case of mold school.

My analysis suggests that pupils are becoming engaged in various situated gatherings in which social discourses, study artefacts, school building, symptoms, fears, political decisions and spatio-temporal orderings, become gathered together in acts of mold hunting, eating and protest, for example. I suggests, that while politics may refer to 'something being at stake for someone' (Häkli & Kallio 2013), concept of politicization might better capture the entangled nature of children's political becoming at school and elsewhere. In this sense, politicization is the affectual capacity of such assemblage to produce effects, such as problems.

LEARNING AND SCHOOL

Chair: Jaana Juutinen

Anu Alanko

"If someone doesn't know how to do it, then we learn together to do it" - Learning experiences in regional youth councils

Children's participation arenas, e.g. student bodies, children's parliaments and youth councils, are being developed worldwide. These arenas are to promote children's rights to be heard and recognized as active citizens. Children's participation is also discussed through educational perspective as political socialization of children is considered important if we are to keep the system of representative democracy vital. However learning experiences are seldom explicitly discussed in research.

What kind of learning takes place in regional youth councils and in what kind of relations does this learning occur? Council members aged 9 to 16 took part in thematic interviews during which they discussed their learning experiences. Interview data is analysed with thematic content analysis. Koorsgaard's (2001) didactic triangle of citizenship education, consisting three interrelated elements - knowledge, skills and attitudes - is utilized to interpret children's learning experiences in regional youth councils.

Children consider regional youth councils as places where they can fulfil their participation rights. Furthermore councils are seen as important learning environments. Children - and adults - need knowledge, for example, about how society works in general and what kind of decision making structures exists. Furthermore they need practical skills to promote their ideas, for example, through technological applications. Even the council meeting procedures has to be learned in order to take part in them.

Based on children's experiences participation in regional youth councils appears as profoundly a relational issue. Therefore also learning is regarded as an interpersonal and -generational activity. Adults are considered essential in their role as pedagogically tactful persons who assist children in their activities. Furthermore peer relations form a central context for learning as members of different ages help each other in everyday practices of regional youth councils. Finally, participatory attitude of children and adults is considered as a basis for participation in general.

Kirsti Salo

Learning by gardening – during past and present in Finnish Primary School

The history of Finnish school system has mutual interest with agricultural club established in USA in the beginning of 1900. Learning by doing was the motto for 4H-work and experiential learning was valued at school as well. During the Second World War home front needed everybody to work and be active, including children and women. At present time new national curricula (POPS2016) has foundation on phenomenon based learning, new learning environments (mostly digital-) and active learning (life skills, persistence, compassion, social skills, self-esteem...)

In this presentation the use of the outdoors is described as an expanded learning environment. The formal and informal learning was coincided at schools. The model was initiated by a local 4H-association in collaboration with the local municipality and the schools. The intention according to the schools' curricula and learning goals was to fulfill experiential learning out of doors and to realize a holistic vision of a sustainable learning environment. The development of the model started in 2003 with four pilot schools and was expanded till 16 schools by 2010. School gardens were built, active learning in nearby farms was conducted, and learning sessions were organized in the nearby forests during project period.

Research questions were: What were the reasons to start the collaboration to develop new methods and places for learning outdoors? How did the teachers experience garden activities and learning outdoors? What were hindrances and promoting factors for learning outdoors and gardening in school every day? What were the feelings of children about garden activities at school?

Schools possess limited resources and teachers need to feel learning outdoors to be easy. Collaboration with specialists like farmers or gardeners is important while establishing outdoor education in addition to everyday school work. The size of a school was not a hindrance for outdoor learning but larger groups did require extra adults and more complex organizing efforts to have successful sessions. The feelings of children are described mainly by teachers' observations.

Albina Granberg, G. Brante, V. Olsson & Y. Mattsson Sydner

Learning how to cook in Home Economics Education – the role of recipes as learning tools

The school subject Home Economics is a potential context for children to learn how to cook and to master artefacts in the cooking practice. Recipes, used as leaning tools, are part of the Swedish syllabus of Home Economics and an integral part of today's cooking culture. Despite being a central artefact during cooking lessons, it is known that children have various difficulties using recipes.

The aim of this study is to investigate what kind of barriers that occur when children with mild intellectual disabilities (ID) use recipes in order to learn how to cook in Home Economics.

With an ethnographic inspired design, sixteen accompanying observations were used at lessons in Home Economics. The observations were carried out in kitchen classroom settings where teaching and learning about cooking took place. The field notes were thematically analyzed.

The findings reveal that there were many barriers in the children's use of recipes. Foremost, attention was drawn to the complex set of knowledge needed to be able to use and understand a recipe in order to learn how to cook. The design and the purport of the recipe has to be comprehended, and in addition, it's interpretation requires arithmetical knowledge. We therefore suggest that the knowledge needed to make use of a recipe can be conceptualized in the novel concept of recipe literacy.

Recipes turned out to be difficult for the children to use and this must be taken in consideration by the teachers. The concept of recipe literacy can be useable when discussing the use of recipes as learning tools in cooking in Home Economics.

Fernando Ilídio Ferreira, Maria Assunção Flores & Joana Lúcio

Child poverty and education in times of austerity in Portugal: student teachers' perspectives of practicum experiences

Over the last years Portugal has gone through a severe financial and economic crisis and the recession has hit children and young people extremely hard. High rate of unemployment, salary cuts, high taxation, reduction of the state budget for education and social welfare are some examples. This paper aims to look at the macro level of the national picture as well as the micro level focusing upon the ways teachers and student teachers deal with these challenging circumstances. In addition to the document analysis related to international and national reports, statistics and policy initiatives, empirical data were collected within the context of a broader ongoing piece of research on the effects of child poverty on education. Student teachers enrolled in ITE programmes (Master Degree in Pre-school and Primary School), at the University of Minho, Portugal, were asked to do a written narrative about their field experiences during the practicum at school. The research questions were: How do student teachers doing their practicum at school perceive issues related to poverty, children's rights and pupils' voices at schools? What do they learn from their practicum experiences particularly with regard to strategies to deal with poverty and diversity? What are their perceptions of the initial teacher education curriculum in terms of their preparedness to deal with social, cultural and economic challenges at school? Findings highlighted their perceptions and experiences regarding social support and help to children and their families; strategies to avoid school dropout and absenteeism and to promote student achievement; and in general the implications of the recession on children's upbringing and education. Conclusions suggest the need to democratize teacher education and children's daily lives at school, promoting its social and cultural dimensions in opposition to the managerialist agenda which has been dominating educational policy making.

Adriano Souza Senkevics

'What would you like to be when you grow up?' Gender and schooling among working-class children in Brazil

Since the second half of the twentieth century, gender inequalities in Brazilian education have been reversed in favor of the girls, who now show higher education indicators than boys throughout their school trajectories. Departing from this point, this paper aims to understand how gender differences in the family socialization of girls and boys – and, in particular, their perspectives of future – may be related to the academic success of the former. Therefore, the author followed a group of 25 children (aged eight to nine years old) enrolled in the third grade of an elementary public school in the city of São Paulo, through observations and interviews. The

results suggest that, on one hand, girls have a restricted range of leisure activities and more supervised access to the street and their home surroundings, places the girls themselves perceive as dangerous and risky. On the other hand, girls tend to be overwhelmed by household chores that are part of their busy and controlled schedules in a way that reflects the sexual division of labor among adults. Moreover, in most cases, girls have more ambitious professional aspirations for careers that require higher qualification or extended education, whereas many boys show certain ignorance or immaturity about their future prospects. Finally, it concludes that the sexist scenario of family socialization seems to stimulate higher school performance of girls in two ways: first, by encouraging the construction of femininity based on responsibility, organization and initiative – which is consistent with school's expectations; and, secondly, girls' positive significance of school as a space of entertainment, sociability and personal achievement. More than boys, girls find opportunities to broaden their horizon of practices and perspectives in school.

PARENTING

Chair: Aino Ritala-Koskinen

Katy Smart

The impact on children when parents attend a parenting programme

In the UK, government commissioned reports have suggested that parental input has an impact on children's lifelong learning, behaviour and development. This has contributed to initiatives aimed at promoting children's attainment through parental interaction with their children and their school, with particular emphasis being placed on parenting programmes. My mixed-methods research explored parents' and trainers' perceptions of the impact of parenting programmes by following 136 families through a total of 20 courses [Triple-P, Incredible Years and PEEP]. The research questions investigated their views on the parenting programme process, parental behaviour changes taking place post-intervention and subsequent behavioural, developmental and/or educational impact this had on their children. Parents completed questionnaires before, immediately after and one year after the programme. Semi-structured interviews with a sub-sample of eight parents and five trainers provided richer supporting data which was subjected to a thematic analysis. Since attending a programme, parents of pre-school children recognised and supported developmental improvements in the areas of their child's speech and language, social skills, behaviour and confidence, critically leading to an associated increase in their school readiness. Another noted positive impact, which applied to both parents of teenagers as well as those of pre-school children, was that they felt more confident in their parenting resulting in a calmer atmosphere at home and a better relationship with their child. In conclusion parenting programmes offered a successful approach to increasing parental knowledge on child development as well as introducing strategies and techniques to support and promote the child's behaviour, development and education. This increase in parental knowledge and subsequent change in parental behaviour often resulted in a more harmonious home atmosphere, an improved parent-child relationship and a more supportive home learning environment.

Kateryna Savelieva, Päivi Merjonen, Markus Jokela, Laura Pulkki-Räback, Mirka Hintsanen, Nina Hutri-Kähönen, Markus Juonala, Jorma Viikari, Olli T. Raitakari & Liisa Keltikangas-Järvinen

Does Personality of Offspring Mediate the Intergenerational Transmission of Parenting Quality?

The intergenerational transmission of parenting quality has been well documented. However, little is known about the parameters that may explain why some parents repeat the child rearing of their parents, whereas others do not.

The aim of this study was to examine whether the personality of offspring mediates the intergenerational transmission of qualities of parent-child relationship across generations.

The sample comprised 1194 participants and their parents from the prospective, population-based Young Finns Study. The parents self-rated their qualities of parent-child relationship (emotional warmth and acceptance) towards 3-, 6-, 9-, 12-, 15-, and 18-years old participants at the baseline (1980), and participants self-rated their own parenting qualities 32 years later, once they had become parents themselves (mean age 39). Personality of participants was measured using the Temperament and Character Inventory in 2001 (mean

age 32). Moreover, family structure, socioeconomic status, the age and gender of children and parents when parenting qualities were assessed, were controlled in both generations.

The personality of offspring in terms of Self-directedness and Cooperativeness mediated the transmission of emotional warmth, but not acceptance. The character traits together explained 18% of the relation between parents and participants' emotional significance when adjusted to demographic and family characteristics. No mediating effect of the temperament of offspring was found.

Offspring who perceived warm and supportive child rearing may develop a more mature personality, which would then predict their own supportive child rearing towards their children.

Angel Chan & Jenny Ritchie

Parents, participation, partnership: Problematising New Zealand early childhood care and education

Due to global migration, Aotearoa (New Zealand) is now home to more than 200 ethnic groups and categorised as a 'superdiverse' country (Royal Society of New Zealand, 2013; Statistics New Zealand, 2013). This presentation interrogates notions of teacher 'partnership with parents' within early childhood care and education (ECCE) settings in the context of a 'superdiverse' Aotearoa. The aspiration of involving families in New Zealand ECCE is strongly evident in Te Whāriki, the New Zealand early childhood curriculum. Special mention is made with regard to the need for "two-way communication that strengthens the partnership between the early childhood setting and families" (Ministry of Education, 1996, p. 30). Te Whāriki also clearly positions children's learning and development as being "fostered if the well-being of their family and community is supported" and "their family, culture, knowledge and community are respected" (p. 42). The importance of partnership is further highlighted in a range of national literature (see for example: Billman, Geddes & Hedges, 2005; Grey & Horgan, 2003) and institutional documents (see for example: Children's Commissioner, 2013; ECE Taskforce, 2011; ERO, 2013a, 2013b, 2013c).

This presentation will report qualitative findings collected from a process of documentary analysis and participant narratives that involved both Māori (the indigenous people of Aotearoa) and Chinese immigrant families (one of the largest immigrant groups in Aotearoa). Findings from both national evaluative reports and our recent studies indicate that in many instances, members of the non-dominant cultural group do not experience the synergy of parent-teacher partnership, impacting children's everyday life and well-being. Hybridity theory (Bhabha, 1994) and the notion of funds of knowledge (González, 2005) will be drawn upon to reinforce the need for teachers to proactively move beyond the hegemonic and traditional teacher-dominated practices, towards opening spaces of dialogic, fluid engagement with families whose backgrounds differ from their own.

Erna Törmälehto

The Identification of Children's Emotional state

Assessment of children's social and psychological well-being is not so clearly defined and uniform compared physical illnesses. Teachers and also health professionals need measuring techniques for assessing children's distress. Teachers have valuable information about the behaviour of a child. For this reason school is a significant environment in the follow-up of children's growth and development.

The purpose of my study is to describe to what extent teachers and parents notice children's emotional needs. My study focused on a municipality in western Finland, more specifically on 11-12-year-old pupils (N=129) in nine different classes and six different schools and on a municipalities in middle Finland on 12-year old pupils (N=888) in 43 different classes. The pupils and their teachers and parents filled in a Strengths and Difficulties Questionnaire (SDQ). In the analysis of the SDQ Questionnaire the pupils' self-reports were compared with the Teachers' and Parents' Questionnaire using a non-parametric sign test. The analysis indicated a significant discrepancy between the assessments of pupils and those of teachers/parents as far as emotional symptoms were concerned ($0.000 < p < 0.05$).

My study points out that adults cannot notice children's emotional needs well enough. The children's self-reports are vital in the recognition of emotional problems. Children are the most reliable informants as far as their own emotions and thoughts are concerned.

SESSION ON METHODS

Chair: Sanna Talvia

Zsuzsa Millei & Pauliina Rautio

'Slow research' for broadening details of children's everyday life in research

This paper engages with aspects of children's lives that do not fit the a priori point of research. We take on the challenge posed by Horton & Kraftl (2006, p. 71) that research be 'slowed down' through methodological and theoretical routes to acknowledge seemingly trivial details in children's lives. The paper is based on an ethnographic study in an Australian preschool focusing on children's place-making in a globalizing world. An event in a home corner is used to show how we engaged in 'slow research': theoretically through layers of 'thinking with theory' (Jackson & Mazzei 2012), such as Massey's (2005) notion of a 'global sense of place'; and methodologically by utilizing the 'overspills' (Michael 2012) of not letting go but holding on to elements of research which at first seem to be irrelevant. This paper contributes to arguments about broadening of what we include in the studies of children's everyday lives.

References: Jackson, A., & Mazzei, L. (2012). *Thinking with Theory in Qualitative Research: Viewing Data Across Multiple Perspectives*. Hoboken: Taylor & Francis.; Horton, J. & Kraftl, P. (2006) *What else? some more ways of thinking and doing 'Children's Geographies'*, *Children's Geographies*, 4(1), 69-95.; Massey, D. (2005) *For Space*. London, UK: Sage.; Michael, M. (2012) 'What Are We Busy Doing?': *Engaging the Idiot*. *Science, Technology, & Human Values*, 37(5) 528-554.

Iiris Kivioja

Combining art-based and narrative methods when exploring children's everyday lives at school

The aim of this presentation is to examine the potentials and challenges when combining art-based and narrative methodologies in research with school-aged children. The presentation is based on my on-going PhD study on children's narratives of their school environment. The main objective is to explore children's accounts of this in their self-made movies and puppet shows. The data is created in co-operation between children and a teacher-researcher in an elementary school class. It includes videotaped recordings and children's written reflections. The data covers the whole process, including the planning, rehearsal and performing the movies and puppet shows created by children. As the teacher is the researcher, the study has auto-ethnographical features.

In the presentation, I will reflect on the methodological, ethical and practical possibilities of using art-based and narrative methods to study children's everyday lives at school. I will discuss how to interpret the children's art-based narratives. I will also raise ethical issues that emerged when I explored children's narratives, such a tension between adult's control and children's freedom in the performances children made and during the research process. Preliminary results indicate that this method encourages children to tell about their everyday life at school and to express themselves in a versatile manner. The untapped potential of art-based methods of field of childhood research is discussed.

Helen Lomax & Janet Fink

Picture this? Locating children's voices in participatory visual research

Our paper considers the analytical challenges engendered by participatory research with children. Drawing on images created by and of children as part of research undertaken with them, the paper reflects on the dual challenges in making sense of children's everyday experiences as captured in children's visual research and the ethical and representational challenges that emerge in making these experiences visible.

The visual material considered in this paper originates from a series of creative participatory research projects undertaken in disadvantaged neighbourhoods in England during 2010-2013 involving 24 children as co-researchers. These studies, which produced over 1,000 digital photographs and two participatory films, capture the young peoples' experiences about what constitutes a good place to live (friendship and belonging, parks and green spaces) and what threatens this.

A key objective of each project was to enable young people to give voice to their everyday experiences whilst recognising and being transparent about the challenges that this presents. This paper focuses on these challenges as we experienced them in the interpretation and dissemination of the visual outputs from

the research and, more particularly, how we reconciled the different 'voices' which seek to give voice to images. As we explore, images of children generate strong reactions in audiences which may obscure the children's intentions. Here we suggest that an analytic approach which recognises, and makes visible, children as both agentic in creating a visual landscape of childhood and "knowing" in their engagement with the research and its audiences can help resolve these tensions.

In reading children's images as performative and their engagement as agentic it is possible to navigate the different interpretations on offer and, in so doing ensure that their voices remain at the heart of the research process and make visible their everyday lives, friendships and relationships.

Anna Pauliina Rainio & Jaakko Hilppö

Developing dialectical ethnography for a multidisciplinary study on children's agency in educational settings

A key aim of ethnographic research is to capture phenomena in all their fullness and complexity (O'Reilly 2012; Hammersley and Atkinson 2007). However, conceptualizing this empirical complexity without reverting to a singular reading of the studied phenomena remains a challenging task. This challenge is further accentuated by the fact that the central research concerns and phenomena studied by educational ethnographers require them to espouse a multidisciplinary stance, and working with multiple paradigms is often the starting point. In this article we discuss this challenge in our ethnographic work with children's agency in educational settings. The phenomenon of agency is especially intriguing in this regard given its position as a boundary concept between historically dissenting disciplines such as sociology, psychology, and education (see Prout 2005).

In order to use these multiple but sometimes conflicting, even contradictory theories of agency in an empirical analysis, we will need a framework that conceptualizes the complex and contradictory nature of phenomena. To this end, we have been informed by the dialectical tradition within which facing and resolving contradictions is at the core of human development. Instead of looking for a compromising "included middle" between the approaches, as Prout (2005) has suggested, our approach suggests that these apparently oppositional theoretical stances actually constitute each other within the concept of agency and therefore form a dialectical unity. In our article we critically examine the possibilities and limits of this dialectical method in an ethnographic study of children and adults in institutional settings.

Jo Moran-Ellis

Embracing interdisciplinarity whilst holding together 'the social': the challenge for childhood studies

The new sociology (or new social studies) of childhood established its ground largely through a rupture with conventions of developmentalism, socialisation and futurity. At various times over the last 20 years or so, this rupture has been questioned with regards to whether or not it is sustainable theoretically and empirically. Specifically, questions have been raised from time to time as to whether the emphasis on positioning children as social actors and focusing on their agency has neglected the aspects of being a child and of childhood which are concerned with growing up, developing, and the 'becoming' part of the being- becoming equation. The apparent answer to the question of how the actor/agency approach can or should be reconciled with the developing/becoming approach has often been formulated as a need to use interdisciplinary approaches. However, doing so poses particular challenges for the sociological understandings of children's lives and of childhood as a social phenomenon. In addition, many studies are at best multi-disciplinary. In this paper I consider the differences between multi-disciplinarity and inter-disciplinarity in general and what these differences mean for sociological engagements with children's lives. Taking early childhood as an example, I show that the core challenge for the social studies/sociology of childhood in interdisciplinary work relating to children's everyday lives is to hold 'the social' and the child both in view.

CHILDREN'S EVERYDAY ACTIVITIES AND INTERACTIONS AS SITES OF SOCIALIZATION

Chair: Tiina Keisanen & Mirka Rauniomaa

Self-organised symposium

Overall symposium abstract

Participation in everyday interactions and activities provides the basis for children's socialization, for their development into increasingly competent members of their immediate communities of practice. Conversation analysis and ethnomethodology provide here the framework for the presentations of the symposium to examine the mundane building blocks out of which the practices, routines and resources of everyday life emerge. The symposium focuses on social interactions involving children as they participate in different sequentially organized, embodied and situated activities that unfold moment-to-moment. The activities take place in contexts ranging from casual family settings to more formal and organized settings. The symposium presentations understand social interaction as an interplay of various linguistic and embodied means through which children and their caretakers or other participants construct their actions as meaningful for themselves and others. Individual papers explore the practices of socialization through interaction with reference to a) how positive emotions are socialized, b) how families accomplish transitions in outdoor activities and c) how situated understandings of natural concepts are produced and attended to. The participants of the symposium represent different research fields including language studies, education and child studies. Our data come from interactions in different Nordic and North-American contexts and in different languages, including Finnish, Swedish and English.

Mats Andrén & Asta Cekaitė

Laughter and smiling as trouble in pre-school and school settings

Socializing children into morally and emotionally appropriate and normatively valued conduct is a significant part of teachers' institutional responsibilities, reflecting the wider societal notions of sociality and personhood. Peer groups are also important agents of socialization. How are children socialized into becoming competent in laughing and smiling in the institutional context of preschools and schools?

While there is lots of research available on negative emotions (e.g. problems, conflicts and the like), relatively little is available on positive emotions — but "positive" emotions have a "dark side" as well. That is, even if laughter and smiling is generally thought of as "positive", almost by definition, laughter and smiling are (also) sometimes treated as troubles in interaction. Using detailed multimodal interaction analysis, we have looked closer at precisely that sort of situations, taken from a material of about 50 hours of Swedish preschool and school interaction. Children's ages range from 5 to 7 years.

In what ways can laughter and smiling show up as trouble in the interaction? In what ways are children held accountable for their laughing and smiling? To what extent is socialization explicit? The analysis reveals (a) that the explicitness of the affective norms involved vary substantially, (b) that the socialization is not simply a matter of transmission of pre-existing cultural norms, as the process is open to mutual (re)interpretation and resistance, and (c) that the communicative effect of the emotional expressions depends strongly on the contextual configurations of which they are part (gaze, posture, speech, as well as situational factors). Taken together, these findings form a contribution to current knowledge and theorizing about how positive emotions are socialized in institutional settings.

Tiina Keisanen, Mirka Rauniomaa & Pauliina Siitonen

Transitions as sites of socialization in family interaction outdoors

The presentation examines how parents socialize their children into nature-related activities. It draws on video-recorded data in which Finnish or North-American families pick berries or mushrooms. In these foraging activities, two main phases alternate: during the searching phase the participants move around looking for appropriate produce, while during the picking phase they collect and stow the produce that they have found. The presentation focuses on how families accomplish transitions from one phase to another and on how children are guided to orient to the transitions as relevant. The method used is conversation analysis, which makes possible a close examination of interaction as it unfolds moment by moment and action by action.

The presentation discusses practices through which children's participation in foraging is enabled and made observable in transitions between the different phases of the foraging activity. Transitions between phases are managed both through linguistic means, such as when a father praises the child's find and thus closes the picking phase, and through embodied means, such as when a mother orients her own and the child's body towards a new location in order to initiate another searching phase. Through using – or expressly not using – such means, parents may encourage the child's active participation in the ongoing activity and the child's development as an increasingly competent member of the social unit. That is, the situated design and accomplishment of transitions in interaction are important in establishing an appropriate orientation to the ongoing activity, in making the social order of the activity visible and, thus, in socializing children to meaningful family interaction and activity.

Fritjof Sahlström, Olivia Maury, Martina Uotinen & Anna Slotte

Talking nature in two languages – naming, attending to and modifying understandings of natural concepts at summer camp

The presentation examines the interaction of bilingual children and instructors at nature and language oriented summer camps in Finland. In particular, the paper studies the bilingual and embodied processes of naming, attending to and modifying situated understandings of immediately present natural phenomena, such as evaporation and solution. The empirical material consists of video and audio recordings from summer camps for 8-13-year old children in Finland in 2015. The camps have been organized by the research and development project Nature and Language, jointly run by the Finnish Society for Nature and Environment, the University of Helsinki and The Finnish Nature League. The empirical analysis relies on conversation analysis (CA) and social interaction learning theory, and focuses on instances where epistemic stance and status in relation to language, surrounding nature and scientific concepts are explicitly oriented to in the interaction. The results show how the simultaneous and situated demand for epistemic access to both language and conceptual resources for naming and attending to natural features present considerable challenges for both instructors and children. The participants rely on and manage to carry on the interaction also with limited linguistic and conceptual understandings. However, as has been shown in much prior research on the relationship between exemplars and concepts in teaching and instruction in natural science, the instruction focuses on abstract concepts rather than exemplars, and ends up being led by the adult instructor.

Parallel session 4: Tuesday 7th June 2016 at 15.30–17.00

RESEARCHING CHILDREN'S SUBJECTIVE WELL-BEING

Chair: Shazly Savahl & Habib Tiliouine

Self-organised symposium

Overall symposium abstract

The interest in studying children subjective well-being has proliferated over the past decade largely driven by the near universal ratification of the United Nations Convention on the Rights of the Child and the theoretical and methodological assertions of the 'new sociology of childhood'. At an epistemological level what followed was a reconceptualization of childhood as a valid structural feature of society, with children subsequently regarded as key constructors of valid knowledge. Methodologically, this advanced child centred research, a focus on children as the unit of analysis and the foregrounding of subjective well-being. It is now well established in the literature that children's subjective perceptions and understandings of their lives are critical in assessing children's overall quality of life. In this symposium five papers are presented that capture some of the current trends in researching children's subjective well-being. In the first presentation Ferran Casas presents data from the Children's Worlds: International Survey on Children's Subjective Well-Being where he provides an overview of children's perceptions and evaluations of various aspects of their lives across 15 countries. Thereafter, the experiences of marginalised children are given a voice through the presentation of

Carne Montserrat, who presents findings from her study on the subjective experiences of children in care. The role of personal safety is elucidated in the next presentation, as Shazly Savahl explores the relationship between bullying on children's perceptions and experiences of well-being. In the next presentation, Habib Tiliouine uses data from the Children's Worlds study to explore the extent to which the realization of children's rights presents with positive outcomes for child well-being. The symposium is concluded by two presentations (Ferran Casas & Habib Tiliouine) that make huge methodological strides in their advancement of the use of longitudinal data for investigating the decreasing-with-age phenomenon and the stability of subjective well-being over time.

Ferran Casas

Children's Worlds. Children's activities and children's subjective well-being in 15 countries

Results from the recent Children's Worlds international project, including representative samples of 15 countries, will be presented, using data from N= 54,051 children aged 8 to 13. This is a period in life that has been relatively neglected by existing cross-cultural studies research into children and young people, which has tended to concentrate either on early childhood or on adolescence. The project focuses on: (a) childhood as an important life stage in its own right, rather than as a preparation for adulthood; (b) children as social actors; (c) gathering information directly from children about their views, evaluations and experiences; (d) ensuring that it includes topics that children themselves feel are important; and (e) exploring children's subjective well-being.

The survey asked children about key aspects of their lives including their family and home life, friendships, money and possessions, school life, local area, time use, personal well-being, views on children's rights, and their overall happiness. The findings highlight aspects of life where children in each country have relatively high and low well-being. The questionnaires included diverse psychometric scales to assess subjective well-being, due to the previous evidence suggesting scales do not equally capture the decreasing-with-age phenomenon. Analysis of the different advantages and disadvantages of each scale will be discussed in the context of cross-cultural comparisons. Children's well-being decreased between the ages of 10 and 12 in many European countries and in South Korea, while there was no age pattern in Israel and Ethiopia. Overall happiness did not vary between girls and boys, but there were significant gender differences in satisfaction with oneself (body, appearance and self-confidence) in Europe and South Korea, but not in the other countries in the survey in Asia, Africa and South America. New challenges for international research with children of this age-group will also be discussed.

Carne Montserrat, Ferran Casas & Joan Llosada-Gistau

What do we know about the subjective well-being of children in out-of-home care?

In 2014, 57% of children were in family foster care (of which 71% were kinship care and 29% non-kinship foster care), while the remaining 43% were in residential centres in Catalonia (North of Spain). However, what do we actually know about their subjective wellbeing? What is it known regarding their perceptions and satisfaction with life? Are there any differences between those in residential care, kinship care and family foster care (no relatives)? This paper is focused on the SWB of children in public care for a better understanding of children placed out of home in order to improve practice and political decisions. The questionnaire of the International Survey of Children's Well-Being (ISCWeB) was adapted for adolescents in care aged 12-14 years old (N=669). It includes a psychometric scale on SWB, the Personal Well-Being Index—School Children (PWI-SC7). Multiple regressions have been used to explore which factors are related to children's subjective well-being according to type of placement. Results pointed out that children in kinship care and non-kinship-care reported better SWB in all life domains than those in residential care. Variables as type of placement, the agreement with their placement, the relationship with mothers, satisfaction with the school, with their friends, with the use of time and the internet, may have an influence on their SWB, as well as gender and age. The importance of the participation of children in any decision that affects their lives is highlighted and implications for policies practice and research are proposed.

We use the data from the second wave of the Children's Worlds International Survey on Well-Being to explore the relationship between children's experiences of bullying (active and passive) and their subjective well-being. The study further aimed to provide an account of the extent to which the relationship between the bullying and subjective well-being differs across three age groups (8, 10 & 12). The sample consists of 47 029 children randomly selected from 15 countries that participated in the Children's Worlds Survey. The Student Life Satisfaction Scale was used to assess subjective well-being, whilst bullying was assessed by means of two items that asked about the incidence of being hit (active bullying) or excluded (passive bullying) at school. The study is located within Minkkinen's (2014) structural model of child well-being, with a specific focus on the physical and mental domains espoused by the theory. Structural equation modelling will be used to test the overall relationship between the variables, whilst multi-group analysis using metric and scalar factor invariance was used to test the differences between the age groups and geographical regions. The results show appropriate fit structure for the overall model, with metric and scalar factor invariance tenable across the 3 age groups. Whilst, the combined influence of active and passive did not significantly contribute to subjective well-being; there was a significant contribution by active bullying for the 8-year old cohort, and passive bullying for the 10 and 12 year old cohort.

Habib Tiliouine & Shazly Savahl

The realization of children's rights, perceptions of these rights and self-reported personal and contextual experiences: A multi-national study

Since its adoption by the United Nations General Assembly in 1989, the UN Convention on the Rights of the Child (CRC) has been ratified by 193 of the world countries. Despite this, the implementation of these rights in real terms remains a different story. A mainstream research has been developing in order to meet the need for robust measures towards the implementation and monitoring of children's rights (e.g., European Union Agency for Fundamental Rights; OECD). This rather normative and evaluative approach has been expanding in parallel to a huge bulge of research addressing child well-being internationally. However, these two approaches disagree on many grounds.

The present research aims to compare 16 countries, ranked on the basis of their realization of children's rights level, in their children's own perspectives on these rights along with children's evaluations of a diverse number of personal and contextual factors related to the wide notion of 'well-being'. The main research questions are: Do schooled children from countries which differ in the 'Realization of Children's Rights Index' (RCRI) score, differ in: Knowledge of children's rights, in having heard of CRC and in judging adults respect of these rights? Do children from countries with high RCRI have equally high well-being indicators? And, to what extent satisfaction with life and happiness can be predicted by children's rights answers and other personal and contextual factors?

Data are drawn from the 'humanium.org' Realization of Children's Rights Index (RCRI) and the International Survey of Child Wellbeing, wave 2. This latter database includes well-being questionnaire responses of 19,212 children, aged 12 years (SD .61) drawn from 16 countries: Algeria, Colombia, Estonia, Ethiopia, Germany, Israel, Malta, Nepal, Norway, Poland, Romania, Spain, S. Africa, S. Korea, Turkey and England. The results have the potential to clarify many issues related to divergences between a well-being and a child rights approaches and their implications on childhood studies.

Ferran Casas & Mònica González

The decreasing-with-age subjective well-being tendency in adolescence: New data from a longitudinal study

During the last decade a number of scientific publications have provided data from different countries pointing out that subjective well-being (SWB) constantly decreases along adolescence. Different theoretical explanations have already been proposed, although no agreement seems to have been reached (Holte et al., 2013). The age-interval of this decrease is still unclear. No longitudinal study seems to have been developed up to now intending to contribute with more specific information of this decreasing-with-age tendency. This paper will present the results of a four-year longitudinal study including 4 cohorts of primary and secondary Spanish students aged 9 to 16 (N=354) using several psychometric scales on children's subjective well-being. In this

sample the decrease seems to be significant from 10 years of age on. The shape of the decreasing tendency does not appear to be uniform for all the studied population and suggests different decreasing-profiles, some of them gender-related. However, at the population level, the mean is significantly decreasing along the studied period, both taking as indicator the overall life satisfaction, or different sets of life domains as proposed in diverse psychometric scales. These findings pose important challenges to the most frequently used theoretical models to explain life satisfaction along the life-span, demonstrating once again that taking children and adolescents as informants on their own lives is repeatedly offering unexpected research results (Casas, 2011) and challenging adults' stereotypes and beliefs on children's evaluations of their well-being.

Habib Tiliouine, Gwyther Rees & Mokadem Sahil

Stability and change in child well-being two years later: A follow up study in Algeria

A team of researchers have explored the well-being of Algerian children as part of the main study of the IS-CWEB (Children's Worlds). Children who accepted to give their names in two of the three studied Algeria counties in 2013 were administered the study questionnaires two years later (in 2015). One of the main objectives has been to explore stability/change in children's ratings of their well-being and the other studied domains. Our presentation will be based on these data as collected from 445 children (35% of the original Algerian sample of the 2013 study). Initial analyses of this follow-up study have been highly revealing. For example satisfaction with school decreases more for males than females, but there are patterns in the other direction for satisfaction with family and time use. In-depth analyses and comparisons will be presented in the Conference and results will be interpreted on the light of international research and the specificities of the local Algerian context.

EARLY CHILDHOOD EDUCATION

Chair: Päivi Pihlaja

Duriye Esra Angin, Gözde Inal Kiziltepe & Ayşe Öztürk Samur

Examining quantitative reasoning skills of 61-72 month children with different cognitive tempo

Quantitative reasoning forms the basis for Mathematics. There are a lot of factors affecting children's quantitative reasoning skills. When these factors are considered, we face with the concept of "cognitive styles". Conducted studies have identified various cognitive styles. Cognitive Tempo is one of the most researched cognitive styles. Cognitive tempo can be defined as children's choices to respond fast or slow while solving a problem.

This study is conducted in order to examine quantitative reasoning skills of 61-72 month children with different cognitive tempo. A study group of the research is composed of 225 (119 female, 106 male) children. In the study two data collection instruments were utilized; Kansas Reflection-Impulsivity Scale for Preschoolers Form A (KRISP) was used to identify children's cognitive tempo, and Cognitive Abilities Test Form-6 Quantitative Reasoning dimension (Relational Concepts and Quantitative Concepts sub-tests) to reveal their quantitative reasoning skills. Children were classified in four different groups (fast-accurate, impulsive, reflective and slow-inaccurate) and discrimination analysis was utilized to find out how accurately they were classified. Homogeneity of the variance was tested with Levene Test and as there was homogeneity among the groups, the assumption that the equal distribution of the variances was met, and there were four groups while analyzing the data ANOVA was used. Concerning children's Quantitative Reasoning Skills (Relational Concepts and Quantitative Concepts) to examine the effect size of having different cognitive styles eta-square value was calculated.

At the end of the study; it was found out that fast-accurate children's mean scores were significantly higher than impulsive and slow-inaccurate children's mean scores for Quantitative Reasoning Test Relational and Quantitative Concepts sub-tests ($p < .05$).

Mirja Köngäs

Features of children's emotional intelligence in Finnish kindergarten

This presentation is about an ethnographic research that concentrated on (1.) children's emotional intelligence in peer culture with restrictions of teachers working culture and Finnish education culture in kindergarten's everyday life and on (2.) the possibilities of supporting the development of children's emotional intelligence.

Emotional intelligence is inborn ability to monitor one's own and others' feelings, to discriminate among them, and to use this information to guide one's thinking and actions. Like other neurobiological abilities also emotional intelligence develops mainly in early childhood. Supporting children's emotional intelligence is defined by a model called Preschool RULER. RULER stands for; Recognizing emotions, Understanding the causes and consequences of emotions, Labeling emotions accurately, Expressing emotions appropriately and Regulating emotions effectively.

Aim of this study was to describe the symbol-meaning relations in children's peer culture that can be reliably determined as emotional intelligence. From the point of view of supporting emotional intelligence in kindergarten study explores the use of emotional based language, non-verbal communication and the emotional corresponds teachers give to children.

Data consist of 53 pages of observation sheets and over 100 hours of filming and was collected from three Finnish kindergartens.

As preliminary results the analysis tells a story of children using play as an interpreter of emotions. In children's actions and conversations teachers don't hold a very strong supporting position but adults and the rules of kindergarten are visible all the time and rather seen as a threat in conflict solving situations. Children worry to show negative and sad feelings to teachers but show and explain them to the peers more trustfully.

Children would benefit greatly of more emotion-free climate and planned emotional intelligence corresponds. Children cannot teach themselves what they do not know. Results hopefully raise discussion and are highly topical due to new restrictions of early education in kindergartens.

Saara Salmi & Kristiina Kumpulainen

Children's experiencing of their transition from preschool to first grade: The interaction between children's motives and institutional demands

No permission to publish the abstract.

Tuula Dahlblom, Raija Raittila & Maarit Alasuutari

Exploring Parents' Views about the Function of the Child's Individual Education Plan and Discussions

According to the National Curriculum Guidelines on ECEC (Stakes 2005) and the Act on Early Childhood Education and Care (7 a § 8.5.2015/580) ECEC should be based on the IEP (Individual Education Plan of the Child) and on the discussion with the child's parent(s) and drafted jointly with them. Previous research shows that both educators and parents emphasize this encounter. The importance of the IEP is underlined as well. Still, the concrete guidance, how the IEP should be used, has been missing and there is a real risk to interpret the guidance in many ways. According to Alasuutari and Karila (2009) the IEP has not reached the expected position as a pedagogical tool in the Finnish ECEC environment. The study examined parents' views of the ECEC, especially the function of the discussion and the IEP from their viewpoint. The research question: How do parents conceive of the function of the document and the discussion of the IEP? The data is collected from the questions of a survey addressed to the parents with a child over 3-year old in a municipal day care centre in a middle-sized Finnish town. The analysis draws on content and discourse analysis. Following the framework of social constructionism, the meaning and function of the documents like IEP and the discussions linked to the IEP are contextual and produced in particular discursive, interactional and material practices where the language has an essential role. According to the study, parents primarily considered the IEP from the viewpoint of discussion with the educator. The function of the IEP was interpreted mainly from two points of views: a tool for noticing the child and a tool for the educational partnership. There is a need for the more thorough consideration of the appliance of the IEP and discussion linked to it.

Zsuzsa Millei & Maarit Alasuutari

Binds of professionalism: Attachment in Australian and Finnish early years policy

Attachment theory is often referenced in psychology, social work and early childhood care and education, and is ubiquitous in popular publications directed to parents, carers and educators of young children. It is considered as a 'grand theory' that explains "the growth of social relationships from infants' experiences with their caregivers and the consequent social preference called attachment" (Mercer, 2011, p. 26). In this paper, we understand attachment theory as a discourse and as part of the 'psy-complex', "the sprawling speculative and regulative network of theories and practices that constitute psychology" (Parker, 2002, p. 199). We focus on the operation of 'attachment discourses' in early childhood policy and practice prescriptions in two contexts: Finland and Australia. We show how attachment theory is being translated (or undergoes change) as it travels across boundaries and fits in within policies, existing practices and economic and ideological agendas of governments in its new settings. As it is being translated to fit the particular policy problem, attachment produces various understandings of 'the child', 'the caregiver' and their relations. We outline in a comparative manner 'the child', 'the caregiver' and the relations, feelings, duties and responsibilities these discourses produce and with what effects. Our conclusions meet with others who discussed the economic and ideological biases of psychological theories and how they enter into the material structure of major institutions – including the preschool and the family - and govern actors' everyday experiences and actions.

References: Mercer, J. (2011) Attachment theory and its vicissitudes: Toward an updated theory. *Theory & Psychology*, 21(1) 25-45; Parker, I. (2002). *Critical Discursive Psychology*. London: Palgrave.

CHILDREN'S PARTICIPATION

Chair: Johanna Kiili

Anu Alanko

Making sense of participation - narrative inquiry on children's everyday life experiences

Children's participation has been under critical reflection for some decades now. Globally its' importance is declared in human rights treaties (Convention on the Rights of the Child 1989) and national governments and policy makers have promoted children's participation through legislation and policy programs. This has resulted in establishing arenas for children's participation; e.g. student bodies at schools, children's parliaments and youth councils. Research on children's participation is vast and its' challenges and possibilities are well acknowledged nowadays. It is also noted that participation is a multifaceted phenomenon and it should be viewed as a group activity based on formal participation structures and as an individual meaning making process (see e.g. Kiilakoski et al. 2012).

In this presentation participation is viewed through children's everyday life experiences: what kind of meanings children give to participation? Data is collected through thematic interviews among children from regional youth councils. They discuss participation in relation to free time activities, school and finally as a member of a regional youth council. Data is analyzed through narrative analysis by reconstructing children's stories and finding meanings children assign to participation in different contexts. Based on four individual stories some general perspectives on children's participation are sketched.

Based on children's stories participation appears as a manifold phenomenon in their everyday lives. Sense of being part of something is constructed through interpersonal relationships, first between the child and his/her family. Free time activities form an important context for participation, in which peer relations are mentioned as important. Schools offer an important context for participation in which both peer and inter-generational relations are negotiated in order to find opportunities for participation. Regional youth councils offer a wider context for participation and also promote children's sense of being part of wider society in which they can act as active citizens.

Patricio Cuevas-Parra

All voices matter: Child-led research to understand the lives of Syrian refugee children in Lebanon and Jordan

Over the past decade, academics and practitioners have studied the engagement of children and young people in participatory research processes. However, scant attention has been paid in the literature to research led directly by children. The norm is for most research on children's issues to be led by adults, and children and young people are unlikely to be involved as lead researchers.

I have been looking at innovative experiences from research conducted by children and young people as an effective way to influence decision-making, based on the premise that engaging them in their own research in fact facilitates this process. In this paper, I argue that child-led research enhances the opportunities for children and young people to influence decision-making and their participation makes a positive impact on their everyday life.

This research project uses a case study approach to examine two sites where children and young people claim that they have conducted child-led research. This first case study is a group of Syrian refugee children who led their own research on issues affecting their refugee situation in the host countries of Lebanon. The second site is in Jordan where refugee children conduct similar process.

Emerging findings demonstrate that child-led research poses opportunities to increase children's agency in shaping their environment, but also reflects the tension between process versus outcomes, homogenization of children versus diversity, and children's findings versus decision-makers' skepticism.

This paper shares lessons about the challenges that children and young people face while researching issues relevant to their everyday life. It also critically explores issues related to ethics, methodology and gatekeepers' roles, along with an analysis of how research conducted by children can be translated into practice as part of an activist agenda.

Jane Brown & Linda Croxford

Negotiating the primary-secondary transition: what children say about opportunities for participation and responsibility at school

It is established that negotiating school transitions is a critical and challenging point for most children across European schools. While previous research has focused on the impact of school transitions on issues such as children's achievement and learner identities, little is known about opportunities for participation and responsibility at the end of primary school, as compared with the beginning of secondary schooling. This gap is particularly marked in terms of knowledge about children's experiences of participation and civic engagement across this key transition. This omission is perhaps surprising given the present European-wide policy emphasis on promoting "active citizenship" and supporting young people's participation in decision-making forums (Schild et al., 2009).

In Scotland, as elsewhere in Europe, the primary-secondary transition marks a critical point in childhood where children (aged 11/12 years of age in this national setting) move from a small, primary school environment to a secondary school with a much larger school site and building, inhabited by many more teachers and peers. This paper focuses on children and young people's accounts of their participatory experiences across this significant transition. Based on a study involving over 700 children and young people (740 children completed a self-report questionnaire while 124 children took part in seventeen focus group discussions), it examines the extent to which participatory opportunities experienced by children at school was mediated by school type, including school sector (primary/secondary), school size (large/small) and its geographical location (rural/urban). As a result it identifies the contrasting perspectives of children in two very different institutional and relational environments. In conclusion, the paper addresses the extent to which findings fit with the policy position taken in Scotland which asserts that children should be viewed as "citizens now" rather than as a status to be aspired to in future.

Anne Harju

Children as reproducers and transformers of power positions

Children as reproducers and transformers of power positions

The paper explores children's role as reproducers and transformers of residential power positions in the city, by investigating how children relate to, use and rework positions and identities offered to them and others. The paper argues that children are engaged in various kinds of politics in which they have their own positions and roles. Politics is understood as children practicing politics in their seemingly apolitical everyday environments (Kallio and Häkli, 2011), and the politics is located to their efforts to negotiate structures, relations and identifications through spatial practices, contestation, critical perceptions and judgements about inequality and difference (Elwood and Mitchell, 2012).

The results are based on two studies, one mapping children's understanding of social relations through their experiences and perceptions of places in the city, and another based on interviews with parents and children. Both studies are part of a larger study aimed to explore social relations in a city, which during the past decade has undergone major demographic changes. Based on the results, it is argued that children play a key role in the reproduction of difference, and therefore in the reproduction of uneven power positions in the residential figuration in the city. It is also argued that there is a need to recognize, as Valentine (2003) points out, that childhoods are bound up with wider geographies and structures such as class, race, gender, and sexuality. Structures that children use for differentiation and positioning.

Astrid Podsiadlowski

Child-friendly justice: Children's experiences and perspectives in nine countries of the European Union

Children's everyday lives change significantly if they have become a victim of violence, witnessed a crime or are party to severe custody conflicts. International standards, such as the Council of Europe Guidelines on Child-Friendly Justice, provide guidance on how children should be treated when they are involved in judicial proceedings to avoid any potential re-traumatisation and re-victimisation.

The individual paper will present cross-national research conducted by the EU Agency for Fundamental Rights through qualitative research involving semi-structured interviews with 346 children in nine EU countries who have been victims, witness or party to judicial proceedings, primarily in cases of sexual abuse, domestic violence, neglect and custody conflicts. The objective of the research was to allow children themselves to share their experiences of how they were actually treated in judicial proceedings and what would be important for them in order to feel protected and safe to participate effectively in such hearings. The analysis identifies patterns across different national contexts, areas of improvements and promising practices.

The presentation will focus on challenges in respect to the complexities of cross-national research methods. The research included an extensive preparatory phase involving systematic consultation with children and persons of trust, such as parents, support persons, legal guardians, etc. This improved the methodological rigour and ensured researchers capacity to identify appropriate channels to reach and contact children, careful selection and sound preparation and training of interviewers, the protection measures to implement, methodologies to apply, and instruments to be used when interviewing children who are in particular vulnerable situations.

The measures and methods used to ensure a child-sensitive participation in this research will be presented and lessons learned will be discussed. Learning from children themselves about their experiences and perspectives when involved in judicial proceedings is in line with an ongoing repositioning of the child from 'research subject' to competent informant and participant.

HISTORICAL PERSPECTIVE ON CHILDHOOD

Chair: Kaisa Vehkalahti

Luiz Lima Vailati

Representations of child death in nineteenth century's Brazil and England: a comparative sketch

Britain explorers, businessmen and missionaries who visited Brazil during the nineteenth century gave, in their travelogues, special attention to funeral rites observed there, ranging from admiration to outrage. Therefore, I thought it would be of great interest, in addition to the investigation I conducted in my doctorate thesis on the representations of child death in the Nineteenth Century Brazil, to perform a comparative analysis with the case of England, which is the main objective of this presentation proposal as England has also been the backdrop of a series of researches, especially in the field of literary studies, on the representations of infant death during the nineteenth century. The method adopted here is, therefore, to compare the data obtained in my research on Brazil with those offered by the above mentioned studies regarding England. One goal of this comparison is to explicit, by comparison, the particularity of the two cases analyzed. The main conclusion here was: we are not, in fact, before attitudes towards infant death absolutely antagonistic, though significantly different, as suggested by the reactions of the XIXth Century English travelers. The other goal, which result is to be presented here, was to define better, through this expanded scope, some general hypotheses about the changing on perception of infancy and the child's social place. My conclusion, in this particular, is that the assumption that the history of childhood in the West from the late Middle Ages to our days basically consist in a growing sensitivity for the childhood's specificity it is not completely correct.

Heini Hakosalo

Being a child patient in a Finnish tuberculosis sanatorium, 1900-1960

Tuberculosis was common in children until the 1950s, after which TB mortality and morbidity among children rapidly decreased, thanks above all to the post-war introduction of mass BCG vaccination and effective medication. The most common forms of tuberculosis between infancy and puberty were cervical lymphadenitis (tuberculosis of the lymph nodes), bone and joint tuberculosis. For the duration of the period, the treatment of these forms of tuberculosis was inadequate and poorly coordinated. While the majority of the affected children remained at home, others ended up in the sick wards of poor houses (kunnalliskoti) or among the adult sanatorium patients. More specialised in-patient care was offered by a handful of pediatric wards and sanatoriums. The treatment time there tended to be long or even very long, ranging from one year to ten or more years. Some of the children spend all of their childhood in an institution. Since bed-rest was the main form of treatment for bone tuberculosis, it was not uncommon for them to be constrained in bed for years.

After a short review of the most common forms of pediatric tuberculosis and its treatment and the most important specialised institutions, the paper will focus on the experience of children in sanatoriums. The primary source material consists of a collection of written reminiscences produced by former sanatorium patients in the early 1970s. While the majority of the c. 350 informants had been treated as adults, the collection also includes tens of childhood reminiscences. They differ in some interesting respects from adult experiences. For instance, while adult narrators often focus on the drama of falling ill and recovering, those treated as children tend to write more about their everyday existence in this very specific, highly regulated environment. The paper asks how they dealt with the severe restrictions of movement that were key part of the treatment; with the prolonged separation from family that the treatment typically entailed; with the tedium that was an inevitable part of their lives; and with the fear they often seem to have felt towards the staff, the medical operations and the punishments (the latter two were often indistinguishable in their eyes). The more general conclusions pertain to the way "an institutional childhood" is and can be remembered and recounted.

Ville Vuolanto & April Pudsey

Agency and the Children in the Past: the Case of Roman Egypt

Agency has become one of the most central concepts in the study of children by social scientists in modern childhood studies. As childhood historians of the Roman world, it has become necessary to reflect on its meaningfulness in ancient contexts. The first part of this paper sets to define the concept of agency, and consider its usefulness in writing pre-modern history. Scholars of past cultures have often neglected children's

agency, and have typically paid attention to it happened in rather uncritical ways, for instance failing to ask what is actually means to claim a certain phenomenon reflects – or does not reflect – the agency of a child.

The second part of the paper illustrates the methodological challenges of studying childhood agency with two cases taken from our on-going study on children in Roman Egypt. The first example is a letter by a boy Theon, in his early teens, to his homonymous father, as a very rare case of a text written by a child; the second case is a private document, a woman apprenticing her son to a weaver master. This, in turn, is a typical case in our material, in many ways.

The present paper starts from the idea of performative childhood, and theoretically it draws especially from the works of Hitlin and Elder (2006, 2007); Oswell (2013) and Blumer (1969). The paper as such is part of our project *Children in Oxyrhynchos: Everyday Life in an Ancient Metropolis*, based on a systematic reading of the all sources pertaining to the local community of Oxyrhynchos – some 7,500 edited papyri, hundreds of material objects, nearly 100 inscriptions and literary texts – from 0 – 500 CE. The paper demonstrates how theoretical concepts drawn from modern sociology can shed new light on the lives of children in the distant past.

Samira Saramo

Growing Up with the Revolution: Finnish Childhood in North America and Soviet Karelia

In the first years of the 1930s, 6500 Finnish Canadians and Finnish Americans moved to Soviet Karelia with the hope of building a Finnish language workers' utopia. Though over 30% of these migrants were under the age of 16, very little is known about their role and experiences in the building of socialism. By examining Finnish immigrant childhood in both North America and the Soviet Union, it is possible to see how actual children's everyday lives were at the center of a clash of Finnish, North American, and socialist ideals, and occurring at a significant moment of change in Soviet 'cultural upbringing' practices and conceptions. The paper offers a comparative analysis of the ideals, values, practices, and gendered constructions of socialist upbringing among the North American Left and during the Soviet Revolutionary and Stalinist eras. By looking at children's letters, this analysis reveals that children were also at the center of Soviet Karelian language politics and felt these tensions at school and at play. The paper, then, turns to the oral histories and autobiographies of Finnish North Americans who moved to Karelia as children to examine ways that adult-centered discourses on childhood played out in the lived experiences of children.

"Growing Up with the Revolution" is an excellent fit with the 2016 conference theme of "Children and Everyday Life" and aligns my primary scholarly pursuit of the History of Everyday Life. The paper is well-suited to several of the abstract topics, including: #7 "Upbringing and Education," #10 "Class, Ethnicity and Culture," and #11 "Change and Continuity."

MEDIA

Chair: Marleena Mustola

Aku Kallio

Parental mediation in interaction

Watching TV together can constitute a place for socialization in families. Afterall, in these situations the child is in contact with two pivotal socialization agents, namely media and parents. Earlier research has demonstrated that parents use different mediation strategies in order to help their children to understand media contents and diminish the negative effects media is believed to have on children. It has been suggested that actively talking with the child about media contents is the most effective strategy in preventing the unwanted effects. However, the research on parental mediation has largely been conducted via surveys. A new methodology to study this phenomenon is needed.

By utilizing conversation analysis, this paper examines parent-child-interaction in television viewing situations, and demonstrates, how parental mediation is manifested in naturally occurring interaction. The data are drawn from a larger corpus of video recorded family inteaction, and consist of ca. 5 hours of parent-child-interaction while watching TV. A total ten viewing episodes in seven families with a 5-year-old child were included.

The focus of the study is on moments in interaction in which parents and children display their understanding of the media contents and assess the events on the screen. This paper demonstrates how

cultural moral codes are negotiated and renewed in interaction. These findings are discussed in the light of moment-to-moment socialization process and parental mediation theory.

Satu Valkonen, Sanna Raudaskoski & Eerik Mantere

Parental Smartphone Use and "Bystander Ignorance": Insights from Social Interaction Studies

Digital media technologies create new interactional contexts within family life. Despite the influx of digital media in the home, research about the transformation of the conditions of face-to-face interaction is still scarce. Media related family interactions and parenting practices as well as parents' media use and its potential effects on child development have largely remained vague.

This paper discusses the central mechanisms of smartphone use that, from the point of view of small children, set the parental use of smartphone significantly apart from the use of many other possible objects of engagement in the home. The use of smartphones to a large extent stops giving hints of the goal of a caregiver's action to a child. This results in what we call the "Bystander Ignorance" of a child: the exceptional level and quality of unawareness that a person interested in pursuing face-to-face interaction with a smartphone-user has about the aspects of the activity that the other is currently engaged in. In the situation of "Bystander Ignorance" child cannot infer from the posture and gestures of the caregiver, or the shape and state of the smartphone, what action the caregiver is currently performing.

There are yet uninspected elements of mobile screen media use which are crucial for understanding what the spread of smartphones into everyday lives of families can mean for a developing child. We argue that producing the relevant eye contact with children as well as timely correct interactional turns are at risk. This in connection with "Bystander Ignorance", caused by the invisible procedures of other person's smartphone use, can hamper the cognitive, linguistic, emotional and social development of a child. We will illustrate these arguments by using examples from everyday life.

Steingerdur Olafsdottir

Food appearances in children's television programmes in Iceland and Sweden

Television viewing has been proposed to contribute to increased energy intake. Studying other television content than advertisements is necessary to better understand the relation between children's TV viewing and dietary habits.

The aim of the study is to examine the nature and extent of verbal and visual appearance of food and beverages in children's programmes in Swedish and Icelandic public service television.

The study objects are popular TV programmes (domestic and international) in Swedish and Icelandic television, watched by children up to at least 10 years of age. The analysed material will consist of approximately 50 hours total, broadcast during wintertime (the most popular TV viewing months) in the two countries. All appearances and type of food and beverages are coded as well as the context in which the foods are discussed or appeared.

Data collection is in the final phase in Iceland but a paper on the study from Sweden is in press (International Journal of Consumer Studies). Among the Swedish results are that high-calorie and low-nutrient foods (HCLN) constituted 19% of all food appearances in the programmes in Swedish television, and fruits and vegetables constituted 39%. More than half of the HCLN foods appearances were with children characters, while only one third of the fruits and vegetables were shown with children.

HCLN foods seem to be represented as more attractive than other foods in the programmes aired in Sweden, by to a greater extent appearing with children and being consumed or actively handled. The material from Icelandic television is still being coded and analysed, and will be ready for presentation in June. The comparison of the results from the two countries will be of interest and might indicate the potential to improve the way food and eating are depicted on children's television.

Marleena Mustola

"One should wear make-up so that one does not end up living alone" Children's thoughts on looks

Media shapes increasingly our conceptions on beauty and looks while children do not live in a separate, innocent reality - they are affected of media imagery as well. This was apparent when in the spring 2014 I collected

a research data from a Finnish day care center. A group of 6-year-olds participated in a research project in which they played digital dress up and make over games and discussed the related issues with the researcher.

The data, analyzed with qualitative content analysis and discourse analysis, indicated that children are affected of global imagery produced by these games. However, children can also produce counter-narratives and resist the global conceptions on beauty. The importance of taking care of oneself, dressing up correctly, and wearing make-up were present in children's comments. Children thought that by looking good enough one does not have to play alone or end up living alone when one is older. But beauty is not everything: children also wanted to point out that one does not have to be beautiful all the time.

Digital game environments reflect current ideas of beauty and taste. By analyzing the media imagery produced by these games and children's opinion on the games increases the comprehension of not just digitalized practices but also the issues related to digital games such as consumerism, gender, age, and aesthetics.

Niklas Alexander Chimirri

Digitalization of daycare institutions: Possibilities and limitations for intergenerational practice

The digitalization of Danish daycare institutions is not only affecting the ways staff is documenting and reporting on its pedagogical work. It also appears to be redefining what pedagogical work itself is about, given the drastic increase in deployment of digital (mobile) media devices in the intergenerational interaction with as well as the intragenerational interaction among daycare children. To some extent, digital media usage, foremost of tablet computers, has seen a discursive and material normalization across a number Danish daycare institutions before at all clarifying how it could be rendered meaningful for the respective pedagogical practice.

Against this background, the presentation will in particular explore what this digitalization process may entail for the aim of promoting reciprocal intergenerational communication and practice. It draws on recent work in childhood geography as well as on situated sociomaterial approaches to critical psychological practice research in order to inquire into possible specificities of digital media device usage: How is this usage similar to and different from interacting via other material-communicative devices in a pedagogical practice? How do digital media devices affect the relational spatiality of situated intergenerational communication and practice? The presentation will build on preliminary findings from an ethnographically inspired empirical pilot study in a daycare institution. It aims at prototyping a conceptual framework which assists in purposefully tackling the above questions through implementing reciprocal intergenerational communication and practice as a tool of collaborative inquiry and analysis.

NEW APPROACHES FOR SUPPORTING YOUNG CHILDREN'S SOCIAL-EMOTIONAL SKILLS

Chair: Marja-Leena Laakso

Self-organised symposium

Overall symposium abstract

Social-emotional competence is shaped by the interactions between constitutionally based temperamental dispositions (e.g. impulsivity, inhibition), neurobiological features (e.g., language and cognitive skills) and environmental qualities (e.g., parenting style, learning opportunities) (Andersson, 2005; Bates et al., 2010). Already at a young age children experience social-emotional difficulties that impair their daily activities and affect their well-being. The prevalence rates of these difficulties fall between 10–15% up to 25-30% among under school-age children (Prinz & Sanders, 2007). In addition, it has been recognized that children with specific language difficulties (Cuperus et al, 2014) ADHD (Fujiki et al, 2008) or hearing impairment (Ludlow et al., 2010) have more difficulties in emotional skills and related social communication than typically developing children. Early social-emotional difficulties have long lasting consequences for children's later development (e.g., Shonkoff & Phillips, 2000), but even more importantly they affect young children's everyday experiences and wellbeing as they expose children with continual conflicts and make them unpopular, less liked and even discriminated in their peer groups.

Due to the detrimental consequences and multifaceted nature of social-emotional difficulties, various types of interventions have been developed to foster prosocial behaviors, to prevent early-onset of be-

havioural disorders and to support the children with additional difficulties. In this symposia we present two intervention tools based on scientific knowledge on social-emotional development (Stefan & Miclea, 2014). The first one, "Papilio-program" (Scheithauer et al., 2008) is a curriculum-based prevention program first developed in Germany. The other one, "Emotion Detectives", represents a more recent trend of using digital games as media for delivering interventions for young children with various developmental needs. In the presentations we describe the central elements of the intervention tools, present the first observations of their implementations, and discuss the ways these tools both meet and tackle the realities of the children's daily living.

Koivula, M. & Laakso, M.-L.

Promoting young children's social-emotional competence in Finnish day care centres through Papilio-programme

Papilio-program is a developmentally focused, research based intervention program developed in Germany. The effectiveness of the program has been proven in Germany by a large-scale, controlled longitudinal study, ALEPP. In this present study we explore the piloting, implementation and the effectiveness of Papilio-programme in the Finnish ECEC. Difficulties in children's social-emotional competence, and emotional and behavioural regulation are relatively common already in children under the age of 7. The ability to recognize emotions, regulate emotionally-grounded behaviors, and behave prosocially are challenging skills, in the learning of which the child needs adult's support. Papilio uses child-centered ways in enhancing and supporting children's social-emotional skills.

This pilot study explores the implementation of Papilio programme in Finnish day care centres from the perspective of teacher's and children. We present preliminary results concerning Papilio measure: "Toys-go-on-holiday day". Once in a week all the toys in the day care centre have a day off. The purpose is to encourage children in thinking alternative ways of playing together without regularly used toys, to support children's social interactions, inclusion in the group, help them to resolve conflicts, and build new relationships.

The data consists of teachers' narrative diaries, interviews of both teachers and children, observations and photographs. We analyzed the data using content analysis and discourse analysis.

Our preliminary results suggest "toys-go-on-holiday day" has influenced the activities in the day care centres many ways: it has altered teachers' and children's roles, organization of the learning environment, and children's play activities. In addition, this procedure has required new ways of acting and thinking from both the children and the teachers. The challenges and new meaningful learning opportunities will be discussed.

Kosonen, J., Laakso, M.-L. & Huttunen, K.

Socio-emotional skills of children with communication disorders: effects of the use of the Emotion Detectives computer game

Language, cognitive and socio-emotional skills are intertwined in children's development. Many children with communication disorders have problems in emotion recognition and understanding as co-morbid problems. Difficulties in language, Theory of Mind and emotion recognition skills hamper interpretation of social situations and building and maintaining of peer relations. Many conventional intervention programmes seek to help in emotion recognition problems, but computer-assisted training is cost-effective, provides an endless number of repetitions and attracts children, keeping their training motivation high. Emotion Detectives (Tunne-etsivät) is a web-based freeware computer programme conceived in Finland. With it one can train emotion recognition and understanding of behaviour related to emotions. Features of the game will be introduced in the presentation.

The aim of this study was to explore how various linguistic and cognitive factors are associated with difficulties in emotion recognition in children with communication disorders (specific language impairment, autism spectrum disorders, hearing impairment). Additionally, the efficacy of the Emotion Detectives game in helping children recognize facial and speech emotions was explored.

The intervention group (N = 30), comprising children aged 6 to 12 years, played the game at least one hour a week for two months. The children's skills were tested three times: before and right after the

intervention and one month after the end of the intervention. Parents, therapists and teachers were surveyed regarding the children's socio-emotional skills in everyday life.

Associations between various linguistic and cognitive factors and difficulties in emotion recognition will be shown. The first results will also be presented on the game's effectiveness in training emotion recognition and possible influences of the computer-assisted training on emotion recognition at home and at school.

By finding associations between linguistic, cognitive and socio-emotional skills it is possible to focus intervention on areas where children have underlying difficulties.

Lipponen, S. Koivula, M., Huttunen, K., Turja, L., & Laakso, M.-L.

The digital game Emotion Detectives as a learning environment for children's social-emotional competences

There exists uncertainty over the effects of digital games on young children. In addition, there is concern about the social-emotional difficulties experienced by this same age group. The interest for effective, low cost, easily accessible and motivating intervention tools for supporting children's social-emotional competence has increased enthusiasm towards the potential of digital games. The new digital game Emotion Detectives has been developed in Finland. Unlike the few existing, which concentrate on only some dimension of social-emotional competences, the Emotion Detectives focuses on both social and emotional competence. Furthermore, there is a noticeable lack of research on educational games, especially targeting on social-emotional competence.

The aim of this study was to explore what kind of learning environment does a digital gameplay enable for children; how they interact with each other during gameplay and how they describe their gameplay experiences.

The participating children aged 5 to 6 years old, played the game in daycare centers for 8 weeks, at least one hour a week. Children's gameplay occurred alone, together with a friend or with an adult. Children's social-emotional competence was measured with child assessments and parent and teacher ratings before and after the intervention period. In addition, children's gameplay with peers was observed and video-recorded and children were interviewed to reach their gameplay experiences.

In the presentation we will describe the player experiences and the interaction between children while they play the game together.

It is important to gain the player experiences and gameplay interactions in order to increase the knowledge of the possibilities of digital learning environment and further develop them as optimal learning environments for young children.

Turja, L., Laakso, M.-L., & Koivula, M.

Hearing Children in the Context of a Intervention for Social and Emotional Difficulties

A significant number of under school-aged children exhibit social-emotional difficulties, the prevalence falling between 10% and 15%. The need to assess children's interpersonal reasoning and emotional understanding in relation to these problems has long been acknowledged. It is suggested that learning about the quality of children's social-emotional reasoning and their feelings about themselves and their relationships may have two important implications: it might help both to understand a child's difficulties and to select developmentally appropriate intervention strategies and goals. Also, the experience of being heard and fully involved, as well as the process of telling, might be important in supporting a child's thinking, self-awareness and self-esteem.

The aim of this study is to explore the subjective experience of young children with difficulties in emotional regulation and social relationships by using communicational means that are familiar to children. To investigate how SMPT-sessions function as a mean for the child to express his/her social-emotional reasoning and practice his/her skills?

A narrative method called "Story Magician's Play Time" (SMPT) including vignette pictures, emotion cards, wooden dolls and scenery was used to elicit story telling. Altogether 11 children aged 4 to 6 participated in the SMPT, narrating a total of 31 stories.

Three main themes were identified in children's story telling relating to social-emotional reasoning and skills: 1) Emotional knowledge, 2) Social problem solving and 3) Positive and negative social behaviors. The children appeared to be skillful and creative in inventing solutions and 'good endings'.

The SMPT-sessions provided the children with opportunities to express their emotions and reflect upon their behaviors, and to practice and strengthen their performance skills in relation to their social-emotional competency.

WORKSHOP 1

Louise Gazeley, Gillean McCluskey, Matti Rautiainen, Emma Kostainen & Anne Sliwka

Promoting cross-national understandings of exclusion in order to improve outcomes for socially and educationally vulnerable groups

There is considerable interest internationally in improving the life chances of children and young people from socially and educationally vulnerable groups. How this can be achieved across national contexts that face similar challenges but operate quite different education systems is far less clear. The workshop provides a supportive space in which to open up a wide range of questions about the relationship between the past, present and future lives of some of the most vulnerable children and young people internationally. An interest in fostering the development of a cross-national perspective has been embedded in the workshop design. It will be facilitated by Dr Louise Gazeley (University of Sussex), Dr Gillean McCluskey (University of Edinburgh), Dr Matti Rautiainen and Dr Emma Kostainen (University of Jyväskylä) and Dr Anne Sliwka (University of Heidelberg). It will adopt an active, participatory and collaborative approach throughout, including such things as mind mapping and card sorting activities to maximise reflection and debate. It will begin with a discussion of what exclusion actually is - a process, a point on a continuum or something else? It will consider a definition of inclusion provided in the *Index of Inclusion* that highlights this as '*Increasing the participation of students and reducing their exclusion from the cultures, curricula and communities of local schools.*' (Booth and Ainscow, 2002), questioning whether more focus on exclusion is needed to stimulate change. The workshop will move on to consider which groups of young of children and young people are most affected by exclusion as this is a key equity issue but also how their specific needs are recognised and addressed. The workshop facilitators will draw on knowledge of their own national contexts to illustrate how concerns about exclusion and equity are shaping research and practice in England, Scotland Finland and Germany. Questions to be opened up include the relationship between practices and values within education systems but also where and how these values are developed. The workshop will finish with a drawing together of key ideas, focussing on commonalities, differences and priorities and opportunities for the future.

Parallel session 5: Wednesday 8th June 2016 at 8.30–10.00

CHILDREN AS OBJECTS OF IDEOLOGICAL EDUCATION IN FINLAND AND ESTONIA DURING THE INTERWAR PERIOD

Chair: Ulla Aatsinki

Self-organised symposium

Overall symposium abstract

The panel discusses about ideological education in Finland and Estonia in the 1920's and the 1930's. After the collapse of the imperial Russia in 1917 both countries reached independence and fell to civil war. These occasions and experiences influenced the unity of nations; understanding on one nation with common culture and values splintered into winners' patriotic and losers' socialist values. The panel focuses on formal and informal nation-building strategies, which were directed toward younger generations and were put into operation in the fields of civic education and culture in both countries. These ways of education formed basic values, which can be seen in both countries eve - or could it better say again - today. Researcher Seija-Leena Nevala discusses about the boy and girl organisations of the Finnish voluntary defence movement. Professor Mervi Kaarina's paper is about the Red orphans and their upbringing according to White values in Finland. Univer-

sity lecturer Ulla Aatsinki focuses on Finnish socialist education, and PhD Student Eli Pilve talks on Estonian government's plan of state control over youth organisations.

Seija-Leena Nevala

Generations and gender in the voluntary defence movement in Finland 1928-1944

The popularity and influence of the voluntary defence organisations, men's Civil Guards and women's Lotta Svärd, was high during the inter-war period in Finland. Especially in the 1920's they were representatives of the winners of the Civil War and defined the cultural atmosphere. One of their main arguments was the crucial role of home and nuclear family at the heart of society, where individuals would be socialised and educated as patriotic and upstanding citizens. The defence organisations sought to represent a nation in miniature.

The future was considered especially important, which is why the "parent organisation" established the youth units for boys and girls. Initially the younger generation was thought to be miniature versions of the adult organisations, but soon it was realised that new attractive forms of activity were needed in order to continue the defence movement's patriotic ideals. In the 1930's Finnish society was changing and the defence movement wanted to include majority of the citizens within their ranks. However, it was not possible with the old ideology and the youth were taught to be the representatives of the new values. This paper discusses how the 'old' and the 'new' were taken into consideration in intergenerational dialogue inside the organisation. In addition to this, the defence family was strongly gendered. This paper examines also if the gender order changed, when there were two generations involved in the defence movement.

Eli Pilve

Estonian government's plan of state control over youth organisations

On the plan of establishing state control over youth organisations in the Republic of Estonia

Converging the youth into a unitary organisation was considered in authoritarian Estonia in the 1930's. Examples of youth organisations subordinated to centralised supervision by the state include All-Union Leninist Young Communist League in the Soviet Union, Hitlerjugend in Germany, Mocidade Portuguesa in Portugal, Ethniki Orgánosis Neoléase in Greece, Opera Nazionale Balilla in Italy. In Estonia, the spectrum of young people's independently organised activities was diverse and lively, but gradually the role of the state grew. It started immediately after the proclamation of independence in 1918 by concentrating mostly on regulation of students' spare time activities in schools. It consisted legal and educational elements and aimed to influence young people's life and spare time through educational institutions and practices. The idea of state-controlled youth organisation actualized after the coup of 1934 when the authoritarian regime was established. Different acts and instructions compiled in 1938 already clearly envisaged the unification of youth organisations into a single state-controlled organisation called Estonian Youth. It also meant disbanding of other youth organisations. The paper exam ideological and cultural values of the planned Estonian Youth.

Mervi Kaarninen

Educating the Red Orphans to Decent Citizens

The Finnish civil war in 1918 was also children's war and it touched the life of children and young people in several ways. During the war, many children died. Young people and even children participated in the war on both sides. They fought on the white and red troops. Hundreds of children died due to the lack of food and care. Children were also taken to prison camps with their parents and conditions at these camps were miserable. About 15 000-20 000 orphaned as a result of the war. Most of the orphaned children were so called "red orphans" whose father or mother or both parents had participated in war on the red side. I analyse how childhood was defined and divided in the upbringing and salvation projects of orphans. The key concepts in my presentation are education, upbringing and values. The aim of the official school policy was to educate the red orphans to be the good citizens. I shall interpret what the concept of the good citizen meant in the newly independent Finland. Before the war the fathers were seen as fighters for a better society and living conditions for the working class and the Finnish proletariat. After the war, when the white Finland had achieved their victory, both fathers and mothers were condemned as betrayers. What did it mean for the orphans that the family values were contradictory to the values of the Finnish nation state? My aim is to interpret the upbringing and education of the orphans as a conflict and a question of values.

Ulla Aatsinki

The Future Revolutionaries Learning Socialist Culture and Values in the 1920's and the 1930's

The paper examines socialist education and socialist culture in proletarian communities in Finland in the 1920's and 1930's. The labor movement aimed to maintain and strengthen socialist worldview by transferring its cultural heritage, ethical and political values and behavior patterns to children and youth in special educational organisations. Especially after the lost civil war (1918), it was crucial for the Reds to socialize younger generation politically and produce models of socialist citizenship and culture, because Finnish authorities and semi-official youth organisations represented winners' values and narrowed the citizenship into religious, conservative, and military moulds. I study socialist educational organisations for children and youth, their aims and activity, and success and failures in creating, maintaining and redefining socialist values and identity and passing them to younger generation. Socialist education was spread in all over the country, from the North to the South, and from the West coast to the Eastern provinces of Finland. Authorities saw it as unpatriotic activity and tried to weed it out by legislation and control. The paper basis on primary written data and photos of socialist educational organization.

PERSPECTIVES ON PLAY

Chair: Niina Junttila

Emily R. Aguiló-Pérez

A Girl's Everyday Life: Examining Literacies Produced in Doll Play

Research suggests that many girls who played with Barbie created narratives that depicted lived experiences (Chin, 1999; Hohmann, 1985) and which demonstrated knowledge from the player about how different interactions take place according to the setting and the people involved in them. The different scenarios that exhibit knowledge of social situations and the social cues necessary to deal with and address them point to Barbie play as a space where literacy occurs.

Rooted in children's everyday play practices and examined through a new literacies framework (Pahl and Rowsell, 2012; Street, 1998), this paper analyzes the levels of literacies occurring in a girl's play with Barbie.

Through interpretive analysis of video documentation, this study offers an analytic discussion of socially situated practices employed by a 13-year old girl named Rachel and her cultivation of a multi-faceted literacy event. Pahl and Rowsell (2012) identify several themes that are integral aspects of new literacies. These themes were used to analyze and identify Rachel's use and production of various levels of literacies.

Four levels of literacies were found in Rachel's play. The first level demonstrates Rachel's literacy practices as socially situated. In the second level Rachel demonstrates her knowledge of technology, which gives life to the physical text. In the third level Rachel demonstrates her knowledge of social nuances through the stories she created with Barbie. Finally in the fourth level Rachel creates conversations and interactions to perform identity centered on particular perceptions of feminine voice and lived experience.

Through an everyday practice such as doll play we are able to witness how and for what purposes children employ their literacies. In the sample provided by this case study, the different levels of Rachel's literacy practices evident in her play with Barbie make this literacy event a key artifact of a literate life, flourishing outside-of-school.

Phil Jones & Yaspia Shakreen Salema

Schools' approach towards the transition of young children's free play cultures and practices between home and nurseries

This study examines how schools approach the transition of children's (ages 3-4) free play cultures and practices between home and nursery settings. The research is informed by Wood's (2014) work who challenges the notion that free play can be equally beneficial experience for all. This argument is linked to Brooker's (2002) work who developed the concept, that children's learning is diverse because it is primarily shaped by parents' cultural norms and practices, within Bourdieu's habitus. Such a link asserts that similar to learning

dispositions, children's free play cultures and practices are also diverse. With growing concern that free play is being marginalised by formal education policies in the U.K., this study aims to research schools' approaches towards the relationship between children's unique free play dispositions and experiences at home and their experiences of play in the nursery. It aims to study teachers' understandings of free play and how they provide play opportunities, whilst responding to accountability measures and fulfilling assessment requirements. Data collection includes interviews and questionnaires with parents, teachers and head teachers; and the Mosaic approach (Clark and Moss, 2008) with sixteen children of diverse ethnicity, race and gender, from two nurseries in state-maintained London primary schools. The Mosaic approach enables children to use multiple participatory tools such as photography, pretend play and drawing, to reflect on their free play experiences. The data from each child and their collaborative meaning-making with their parents and teachers; and the researcher's observations; are all pieced together to form individual mosaics for the children. The analysis will reveal how particular differences between children, are experienced within free play; and how factors such as school ethos, policies and practices, teachers' understanding, provision and relationships with parents, impact how children's diverse discourses of free play are understood and responded to, in the two nurseries.

Anna Paulina Rainio & Beth Ferholt

Embracing ambivalence through playworlds

Many early childhood classes have one or two easily identifiable children who are routinely excluded from classroom practices. Moreover, this phenomenon tends to become more prevalent in early years settings, when subject matter learning is increasing as the focus of the curriculum, in place of play, in many early years classrooms internationally (Brooker and Woodhead, 2013). These routinely excluded children are often characterized by their teachers as disengaged and also disruptive. There is little research concerning early childhood engagement but such research, particularly if it could show effective ways to support teachers as they work to increase engagement, and thus include all of the children in their classes, is clearly needed.

We present an ethnographic case study in which a teacher of a kindergarten-first grade classroom works with an activity called playworld to engage, and thus include, one child who had been often excluded from classroom practices. Playworlds are defined as adult-child joint play activities inspired by Vygotsky's (1987) theories of play, art and imagination. We argue that when the teacher embraced this child's ambivalent participation, ambivalence itself appeared to be an important component of an evolving process of personally meaningful engagement. We showcase those elements of the playworld activity that may help early childhood teachers to embrace ambivalence.

Eva Skogman

Children with severe and multiple disabilities at play

Play and leisure as well as social relations with peers, assistants and teachers are important parts of everyday life in childhood (Mayall, 2002, Cavet, 1999). Children with severe and multiple disabilities are often seen from a "deficit model", as not being able to play (Imray & Orr, 2015).

The children in this presentation have been observed in special classrooms, sometimes in an ordinary school. Inclusion can be seen in different ways and a placement in any kind of school or classroom can lead to both being included and excluded (Goodley, 2011). Inclusion is a multi-layered phenomenon and depends on school organisation, accessibility and norms as well as the activities that schools provide.

The aim of this presentation is to describe and reflect on three examples of how play and leisure can be made accessible and inclusive for children with severe and multiple disabilities.

The material was collected through participant observation at school and is part of a more extensive material. Informal conversations with the child's close network was also conducted. Tone and Kim communicate with sounds and gestures only.

1. Tone with her teacher in a multi-sensory room
2. Tim and his assistant playing and doing mischief during art lesson at school
3. Kim plays during break in the schoolyard with his assistant and classmates

To adopt a norm critical approach (Martinsson & Reimers, 2008, Skogman, 2010) is crucial to be able to recognise and appreciate play as a possibility for children with severe multiple disabilities. For an adult to be involved and to sometimes represent the child in play is necessary for making play accessible and inclusive for these children.

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Anu Warinowski & Päivi Pihlaja

Three-Year-Old Children's Gendered Playing Activities in the Home Context

Children's play influences their development widely. Play also affects gender role socialization. While gender differences in play behavior are well documented (e.g. Green et al. 2004), little recent attention has been paid to study thoroughly those differences (Francis 2010). Gender-typed play can be seen as problematic. The play research has especially been focused on the kindergarten context overlooking the home context. Yet, parents affect gender roles greatly (Bronstein 2006).

This study focuses on playing activities in the home environment. The aim of this research is to reveal whether Finnish children's playing activities at the age of three are gendered in the home context. In playing activities, quality and forms of play are in focus.

The study is a part of the vast longitudinal, multidisciplinary STEPS Study (see Lagstrom et al 2012). This particular sub study of the STEPS study has been done by the EduSteps research group. The survey questionnaire data were gathered from the parents of three-year-olds (n = 947). In the questionnaire, a four-point Likert scale was used. For SPSS-analyses, especially independent samples T-tests were used.

According to the preliminary findings, gender differences were found. Many forms of play were more common for boys or girls and were defined as gendered play. Like in previous studies (e.g. Wood et al 2002), boys had smaller flexibility in their play compared with girls. While many forms of play were gendered, the quality of play had no gender differences.

In the home context, gender-typed forms of play were already dominated for three-year-olds (see e.g. Green et al. 2004). Implications of this study can confirm the meaning in adult support of crossing gender borders in play. There should be diverse affordances for the children's playing activities in the home context (see Martin 2011). This would be especially important for the boys.

THE WELL-BEING OF ADOPTED CHILDREN IN EVERYDAY CIRCUMSTANCES

Chair: Taina Tuhkunen

Self-organised symposium

Overall symposium abstract

Child adoption has become a complex, collective reality of everyday life, both nationally and internationally. But as adopted children grow up, to what extent does their everyday living milieu impact and help them construct their identities and re/shape their self-image through the new daily routines, culture-bound customs and habits?

To interrogate this question, three scholars working at the University of Angers (France) propose a three-fold, transdisciplinary approach and reading of the adopted child's family and social environment. Professors of psychology, Aubeline Vinay and Claudine Combier, and Taina Tuhkunen, professor of American literature and cinema studies — all actively involved in a transdisciplinary, 5-year regional research project on child studies headed by the University of Angers — propose a self-organised symposium on filiation and family-related questions.

During this symposium, we intend to focus on the adopted child's (1) caretaking in a nursery ("crèche"), before moving on to examine (2) his/her relationships and bonding with the adoptive parents and family, before the final focus on (3) contemporary "adoption films" which often seek to complete the depic-

tion of the adopted child's everyday, ordinary life by taking into account the child's frequently non-recorded, and thus somewhat "extra-ordinary" and fanciful pre-adoption experiences.

It is to be underlined that the present proposal reflects the innovative interdisciplinary research currently conducted within the framework of the project "EnJeuX": <http://enjeux.hypotheses.org/>. This 5-year long, ground-breaking regional project (the first one in France) began in 2014, and involves 130 teaching researchers and 17 research centers. Working within the second axis of the project (<http://enjeux.hypotheses.org/axe-2-filiations-familles>), professors Vinay, Combier and Tuhkunen research, more particularly, the issues of "Filiation and Family" with the aim of producing improved and extended knowledge regarding the psychic development and well-being of children and youth.

Aubeline Vinay

Everyday caretaking of the adopted child in a nursery

The adopted child generates immediate representations, distress, fears, and idealized images. Today's media representations on adoption often convey stereotypical ideas which end up complicating the social integration of adopted children. On the other hand, adoption both problematizes and recalls the fact that we are all, in a sense, "adopted children". Although all life stories are unique, adoption leads too frequently to the stigmatization of the child and the family, and it is when we consider the child not as an adopted child, but first and foremost as a child that our practices best respond to everybody's needs.

When informed of the family context of the adopted child, or when this is visible due to international and/or interracial adoption, the nursing staff's personal representations may hinder the creation of a building up and promoting of a genuine relationship with the child. It is possible to observe, for instance, that a professional caregiver's attitude can be affected by his/her imagination regarding the child's early life marked by abandonment, rejection, or loss of biological parents. The caretaker may, indeed, bring the conduct of the child down to the issue of adoption, as the behavior of the child is observed and described.

In order to better determine the professional everyday practices in a nursery in contact with the adopted child, we shall start by outlining the common key stages of the adoption trajectory, before dealing with the question of separation (arriving and leaving the day care/nursery, absence of the caregiver the child is used to, etc.) from the viewpoint of the child's well-being. This presentation will close on remarks resulting from our research on educative attitudes to the everyday situations of the adapted child in a nursery.

Claudine Combier

Daily parent-child links within international adoption

Adoption is an atypical situation of filiation which is not rooted in kinship based on biology, and thus requires other ways to determine a family. It is chiefly through the shared daily life that the elaboration of bonds between the adopted child and his/her new parents will be organized.

The aim of this paper is to present how the child adopted abroad undergoes different stages marking his/her inclusion in the family and social structure.

My method is that of clinical observation within the framework of a psychodynamic approach based on case studies associated with my professional practice as a psychologist. The presented research relies on the experience of psychological consultations with children and their adoptive families. It will be dealt with and illustrated in the light of a clinical situation.

I wish to demonstrate how for a child adopted abroad, all his/her previous landmarks have been disturbed, both in terms social and geographic guidelines, as well as in terms of the child's integration into the new family and affective environment. This concerns the various customs and patterns of everyday life: food, sleep, language and educational habits, as well as the different faces around him, his links of filiation, and the representations of the family.

As a conclusion, we shall see how within the framework of international adoption, the adopted child is ultimately faced with psychological issues which have to do just as much with the question of neglect as that of uprootedness. This has as a consequence a necessary day-to-day process of familiarization in the form of "taming" of the environment, to ensure the setting up of a "double transplant" which is, both at the same time, genealogical and socio-cultural.

Taina Tuhkunen

Creating the everyday life of the adopted child on screen

Until the 1960s and 1970s, the "family film" was a successful form of mass entertainment promoted by Hollywood where parentless and homeless children tended to be depicted as brave orphans whose daily struggle against harsh everyday circumstances finally led to a perfect "home" thanks to the child hero's perseverance and moral integrity. Since then, this metanarrative has gone through a number of changes, as the generic "family film" has broken down into a series of sub-categories. One of them is, this paper will argue, "adoption films": a category which frequently focuses on international and/or interracial adoptions, as well as on other forms of social, cultural and ethnic otherness.

To what extent contemporary adoption films, such as *Approved for Adoption* (Laurent Boileau, Jung, 2012) distance themselves from earlier film scripts that pivot upon melodramatic child heroes inspired by 19th century romantic novels is the main question we shall raise, when examining how recent adoption films reimagine the figure of an orphan or an adoptee in Peter Hedges's *The Odd Life of Timothy Green* (2012), or in such far less sentimental and distressing adoption movies as *Esther* (Jaume Collet-Serra, 2009) and *A Deadly Adoption* (Rachel Goldenberg, 2015) which represent the adoptee as an intruder rather than an "adoptable" human being, capable of integrating into the everyday life of the foster family.

We shall argue that when seeking to overcome archetypal polarities, Boileau's deliberately hybrid film *Approved for Adoption* — which relies on documentary as well as fantasy elements (family photographs, home movies, official documents, interviews, animation sequences, etc.) —improves our knowledge of the adopted child's daily experience, and allows to view in a different light some of the questions raised by the two other contributions to this symposium.

SPACE, CULTURE AND PRACTICE –RELATIONAL CONDITIONS IN YOUNG CHILDREN'S EVERYDAY LIFE

Chair: Niina Rutanen & Berit Overå Johannesen

Self-organised symposium

Overall symposium abstract

In recent years, there has been an increasing interest towards the concept of space both in social studies of childhood and research in early childhood education. This symposium will bring together four papers that will investigate the questions of space, culture and social practices all drawing on diverse relational perspectives on early childhood education. The papers are inspired by developmentally, relationally and/or cultural psychologically oriented approaches to young children's interactions and social/pedagogic practices. In addition to theoretical and methodological insights and questions, the papers will bring forth a comparative discussion of daily social/pedagogic practices and interactions in early childhood education contexts in Indonesia, Brazil, Norway and Finland. All four papers are based on empirical cases and qualitative studies conducted in early childhood education institutions. Raittila builds her analysis on data that include interviews with Finnish teachers. Madureira Ferreira and colleagues, Johannesen and colleague, and Rutanen have applied ethnographic methods, video recordings and/or observations to study young children's everyday life in educational institutions in Brazil and Finland (Madureira Ferreira et al.), in Indonesia and Norway (Johannesen et al.) and in Finland (Rutanen).

Rajja Raittila

Relational approach to the early childhood pedagogic environment

The theoretical approach in this presentation is based on the relational interpretation of the spaces and places. I will focus to analyze the pedagogic environment of early childhood education and care (ECEC). The pedagogic environment is considered to be defined in relational processes where the multilevel interpretations intertwine to each other. I will apply Edward Soja's theoretical approach in which environment is examined as a process that intertwine 1) the physical environment and concrete objects, 2) the personal interpretations of physical and cultural space as well as 3) the cultural, collective and ideological views.

The focus in the presentation is to reflect on the possibilities the relational theory gives to open up to the macro level analysis of spaces of ECEC. The pedagogic spaces/environments of ECEC are in a major change in Finland. New way to organize children's day produces a new kind of childhood spatiality and pedagogic environment. The concrete subject matter discussed is the organization of the child group and especially the small group action in ECEC. The discussion is based on a study where Finnish kindergarten teachers were interviewed about the premises they use as they organize the small groups.

Julienne Madureira Ferreira, Marita Mäkinen & Kátia de Souza Amorim

Space, pedagogy and peer interaction in Early Childhood contexts in Brazil and Finland: considerations on inclusive processes

In this study, we explored differences in how space and pedagogical strategies constraint the interactions between peers in Inclusive Early Childhood Education context in Brazil and Finland. The aim is to investigate the relations among space, pedagogy, and peer interactions after the curriculum reform applying inclusive practices in both countries. This work didn't seek for a comparison between both countries' policies and practices, but it aimed through the analysis of diverse conditions highlight how the aforementioned relations can be deeper understood within a psycho-educational perspective. A qualitative research design based on the Network of Meanings theoretical framework was applied. Video-recording were used as the central data collection resource, which were carried out during 2014 and 2015 in three Early Childhood Institutions of the public system (age groups of 3-4) in both countries. The video-analysis was conducted through a micro-genetic approach, focusing on: (a) space's structural characteristics and its' relation to educational climate and interaction; (b) pedagogical strategy applied and its' influence on promotion of interactions; and, (c) children's dynamics or resources to engage in joint activities. The results indicate that: 1) despite the similarities in curriculum's guidelines, the composition of spaces and pedagogical practices differ significantly among the institutions analyzed, leading to different processes of inclusion; 2) there is a prominent difference regarding the amount of physical contact and the appropriation of different materials to support the interactions between peers among Finnish and Brazilians participants, which can be understood as distinct paths to establish interactions related to cultural elements constituted and constitutive of the living space; and 3) scenarios that combine the utilization of multiple spaces for different activities with large groups and partial time assistance for children with educational special needs, appear to offer more opportunity for peer interaction in an inclusive context. Funding from CAPES/FAPESP/CIMO.

Berit Overå Johannesen & Supra Wimbarti

Language use and the production of social space during episodes of outdoor free play among kindergarten children in Norway and Indonesia

Language socialization and identity development are at the core of situated learning processes in everyday routines and sociocultural practices. William Corsaro notes that children as a generational category are collectively oriented towards the adult world and interpretatively reproduce social space from their situated perspectives. The manner in which children participate in everyday communicative practices is thus a gateway to child development and part of social space as described by Lefebvre.

Children's everyday participation is varied across the globe. The aim of this study is to shed light on how some 4-6 year old children in a Norwegian and an Indonesian rural kindergarten interact and how they interpret and reproduce relational logics of their everyday space. We collected data during three weeks of participant observation in each of the two locations. Observations were recorded by field notes and video. Interaction analysis of activities during outdoor free play shows that the Norwegian children switched easily and frequently between pretend roles and their "real" social identities. Roles were often portraying different generational groups such as adults or babies. The children also used pretend play as a technique to indirectly negotiate relational positions relative to their peers. Among the Indonesian children pretend roles were rare. Rather the roles which were collectively evoked were part of the children's repertoire of actual experiences and embedded in conversations about real events. The children were explicitly concerned about generational roles and about their own communal participation outside of kindergarten. These results support the notion that child populations develop different communities of communication and different practices of positioning as well as draw on different linguistic and social resources relative to their everyday experiences. This insight

challenges normative conceptualizations of child development and highlights the importance of addressing children's everyday life at a sociocultural level.

Niina Rutanen

Spatial perspective on everyday transitions in early childhood education

In early childhood education, various studies have addressed children's vertical, formal transitions from one educational institution to another or from home care to out-of-home care. In this presentation, instead of vertical transitions, I will focus on small-scale, horizontal transitions that occur on a daily or weekly basis for children. The interest is on small-scale transitions that don't necessarily require a spatial transition from one location (or institution) to another nor a long time span to occur. Here transitions refer to the symbolic transformation of particular setting into something new and transitions that are constructed actively by the educators and children themselves. A specific case, the lunch hour, will be analyzed by applying Henri Lefebvre's theoretical approach to social production of space. In Lefebvre's thinking, social production of space is based on a dynamic 'spatial triad' of conceived (representations of space), perceived (socio-spatial practices) and lived space (representational space). The discussion is based on a project where one Finnish day care group for 1 to 3-year-olds was observed and video recorded. In addition, the data includes video-elicited interviews and audio recordings from the educators' meetings. Even the lunch hour is framed by the ideals and values expressed in the written guidelines and plans for practices (conceived space), it is only the analysis of social action that show how these are 'translated' into practices. For example, the lunch hour brings forth particular hierarchical constraints for children's actions, such as particular seating order that is subject to negotiations (perceived space). From the perspective of lived space, children are active agents redefining the space: with imagination and play they transcend the physical boundaries of the setting. The analysis shows how Lefebvre's three moments or layers of conceived, perceived and lived space are interlinked with the transitory events.

FOOD AND EATING IN CHILDREN'S EVERYDAY LIFE

Chair: Hanna Lagström

Henna Vepsäläinen, Liisa Korkalo, Vera Mikkilä, Kaija Nissinen, Essi Skaffari, Reetta Lehto, Carola Ray, Eva Roos & Majjaliisa Erkkola

Dietary patterns among Finnish preschool children and their parents

Since nutrients are usually consumed in foods and combinations of foods and drinks, dietary pattern approach has become popular in nutrition science. Although dietary patterns have been increasingly studied among adults, there is only limited information concerning dietary patterns among preschool-aged children and their parents.

Aims: Our aim is to study dietary patterns among preschool-aged Finnish children and their parents. In addition, we will investigate the associations between socio-economic (SES) factors and the dietary patterns.

The participants are 3–6-year-old children (n=800) from 57 preschools in Southern and Western Finland. We measured food consumption among the children and their parents with a food frequency questionnaire (FFQ) filled in by the parents. In the children's FFQ, we only measured foods eaten at home or in places other than the nursery, whereas the parents reported all the foods eaten during the past week. The FFQs consisted of 47 (children) and 49 (adults) food groups. To identify dietary patterns, principal components analyses will be carried out using the FFQ food groups as input variables. Socio-economic factors were assessed using self-reported questionnaires.

We will present preliminary results on dietary patterns among the participating children and their parents. Possible familial dependence on dietary patterns in mother–child and father–child pairs will be assessed and reported. In addition, we will investigate if the dietary patterns differ by family SES-factors.

The study will provide new information regarding dietary patterns among preschool-children and their parents. The results may serve as a basis for the design of the DAGIS intervention study.

Kristiina Janhonen, Päivi Palojoki & Johanna Mäkelä

Adolescents' school lunch practices as an educational resource

The study examines Finnish 9th grade pupils' (15–16 years) perspectives on hot school lunches and considers the potential of these perspectives as a resource for food and health education. The research design is based on a social constructivist stance and methodological influences from the sociology of childhood. Data include observations, essays, and visually elicited focus group discussions from a larger qualitative case study. Data were collected during the term 2012-2013 in one secondary school.

The results show that pupils considered the lunch break as their free time and valued discussions with friends. The taste of school food was important for them. Pupils solved contradicting expectations connected to school lunches through constructing social hierarchies, making compromises, and conforming to peers' or general opinions. Desire for social belonging and independence were important justifications for breaking food-related rules. However, due to the focus on one school, further research needs to address contextual variation in different schools and age groups, as well as the viewpoint of teachers.

In sum, the article describes how pupils' perspectives to school lunch practices are in tension with the educational aims of school lunches, thus contributing to developing adolescent-centered food and health education in secondary schools. The core argument is that, to genuinely engage pupils, potential contradictions between adults' and adolescents' perspectives need attention. Specifically, understanding food related social determinants and justifications for food practices from pupils' perspective are valuable pedagogical assets for teachers. The article concludes that pupils' speech and activities that counteract formal aims can be seen also as possibilities for dialogue, rather than merely problems to be changed by adults.

Christine Persson Osowski, Anna Karin Lindroos, Heléne Enghardt Barbieri & Wulf Becker
Swedish children's school lunch habits and contribution to energy and nutrient intake

Sweden is one of three countries in the world where school lunches are served free of charge to children in compulsory school. According to law, school lunches should be nutritious. Thus, school lunches are expected to contribute to the health and well-being of children and constitute an important part of children's everyday life.

The aim of the present study was to analyze Swedish children's energy and nutrient intake during weekdays in relation to school lunch and to assess factors associated with school lunch habits. 1905 children attending grade 2 (usually aged 8 y) and grade 5 (usually aged 11 y) filled out a food diary and food consumption questionnaire. The results were compared to the Nordic Nutrition Recommendations (NNR). Moreover, differences between groups and determinants for school lunch habits were assessed.

The children's energy and nutrient intake from school lunches was close to or above 30% of their daily intake, but there is room for improvement, especially regarding quality of fat, dietary fiber, sodium and vitamin D. Children in grade 5 were less likely to reach the NNR reference values. Boys had a significantly higher energy and nutrient intake from school lunches than girls. Children in grade 2 and likers of school lunches had higher odds of having school lunch every day. Children in grade 5, children of foreign background and dis-likers of school lunches had higher odds of only having additional components of the meal as salad, bread and milk instead of the main meal when having school lunch. Regular school lunch consumption was associated with a better diet quality in general.

The study adds to our knowledge about school lunch intake and habits and may be used in future interventions aiming at improving child nutrition and health.

Carola Ray, Suvi Määttä, Gun Roos & Eva Roos

Food intake among preschool children; focus group interviews with parents of children in preschools situated in low socioeconomic neighborhoods

Already at preschool age there are socioeconomic differences in the food intake in Finland. In order to get more knowledge about factors that influence the food intake it is important to have perceptions from those families that live in lower socio economic neighborhoods.

Parents of preschool children in low socioeconomic neighborhoods were interviewed about their perceptions of factors that influence their children's intake of fruit and vegetables (FV) and sugar-rich foods.

Five focus group interviews (n=17 parents of children aged 3-6 years) were conducted in October 2014 in low socioeconomic neighborhoods in the Helsinki region. The recruitment was done in preschools.

Two researchers independently conducted deductive content analysis (software Nvivo 10). The data was coded using the socio-ecological model as a framework. The researchers individually listed factors that the parents considered influence children's FV and sugar-rich food intake.

Children's food intake was influenced by different levels of the socioecological model. A barrier for serving FV was the price. Many parents mentioned preschool serving vegetables daily, so serving at home was perceived as less important. Parents reported not having time and energy for planning the FV servings, and additionally they mentioned a picky child. Many children had sweetened yoghurts and cereals daily, but the parents were not worried about their children's total daily sugar intake. In many families sweets were allowed only once a week, a barrier to keep this practice was having older children in the family.

Parents recognized themselves as the most important factor influencing their children's food intake. Still, many seemed to lack knowledge about how much FV is enough for young children, and what is an appropriate amount of sugar rich foods per day. Preschools were seen as a good arena for children to daily have their daily vegetables.

Linda Berggren, Sanna Talvia, Eldbjørg Fossgard & Unnur Björk Arnfjörð

Healthy eating as an unquestionable norm in the school lunch context – Nordic children's perspective

In the Nordic primary schools school lunches are organized in different ways, ranging from a hot meal served daily to every pupil free of charge to lunch boxes taken from home. Yet, the importance of the lunch for health and nutrition has been emphasized in all countries in dietary recommendations or in curricula. Little is known, however, how children themselves reflect on healthy eating in the school lunch context.

The aim of the present study was to explore 10-year-old Nordic children's perspectives on healthy eating in the school lunch context.

The results are based on 72 focus groups with altogether 423 Swedish, Finnish, Norwegian and Icelandic participants of the Nordic ProMeal study. Stimulated by preselected photos taken in different global school lunch situations children were autonomously able to select interesting topics and perspectives for discussions. The data was analyzed by using thematic analysis and focusing on both semantic and latent meanings.

Two main themes were found in the data: First, a semantic theme of categorizing related to the ways how healthy and unhealthy eating were distinguished from each other, and second, a more latent theme of the acceptability of healthy and unhealthy eating. Clear dichotomy of the entities of healthy and unhealthy eating dominated the discussion. Healthy eating was constructed as a rational, normative and acceptable way to eat in the school context, even with some moralistic tones. Yet, children also negotiated the borders of these two entities, which made the principally unacceptable unhealthy eating more acceptable also in the school context.

Nordic children seem to share the adult-set aim of healthy eating in the school context as a socio-cultural norm. Teachers dealing with healthy eating should be aware of and reflect the normative, even moral nature of healthy eating.

Sanna Talvia & Tiina Tuijula

Children's diverse discussions about the school lunch context

School lunch is a mundane event regularly occurring at school. Globally there are different ways to organize the context for meal but often lunch is supposed to play important nutritional and educational roles for children. Little is known, however, about children's own perspective to school lunches.

As part of the Nordic ProMeal study, this paper focuses on 10-year-old Finnish children's perspectives to school lunch context.

Results are based on 13 focus groups with altogether 77 participants. Preselected photos taken in different school lunch situations globally were used to stimulate discussions. The main interest was to listen to the children with an open mind, and to observe which themes they chose to talk about, which concepts and wordings they used and how they talked about things. The data was analyzed by using tools from thematic and discourse analysis. The main questions of what and how pupils are talking guided the analysis.

By enabling comparisons between the familiar and unfamiliar lunch contexts and by making easily taken-for-granted everyday situations more visible, photos supported children to use multiple perspectives in discussions. Two main levels of discourses were found in the data: First, semantic/explicit thematic discourses

answering to the question of what and related to Food, Social roles and interaction, Physical environment, Rules and practices and Resources and organization, and second, more latent/interpretative discourses answering to the question of how by Respectful, Critical, Empathetic and Normalizing ways of talking about school lunch.

School lunch is an everyday phenomenon children like to talk about lively from diverse perspectives. Therefore it offers a rich area for pedagogic discussions in school education. Further, it is important to acknowledge children's ways of constructing understanding of and relationship with school lunch context when developing aims and practices in school lunch contexts.

ABSTRACTS FOR WORKSHOPS

Workshops: Wednesday 8th June 2016 at 10.20–11.20

WORKSHOP 1

Louise Gazeley et al.

Promoting cross-national understandings of exclusion in order to improve outcomes for socially and educationally vulnerable group

(This workshop takes place in parallel session 4 on Tuesday 7th June 2016 at 15.30–17.00)

There is considerable interest internationally in improving the life chances of children and young people from socially and educationally vulnerable groups. How this can be achieved across national contexts that face similar challenges but operate quite different education systems is far less clear. The workshop provides a supportive space in which to open up a wide range of questions about the relationship between the past, present and future lives of some of the most vulnerable children and young people internationally.

An interest in fostering the development of a cross-national perspective has been embedded in the workshop design. It will be facilitated by Dr Louise Gazeley (University of Sussex), Dr Gillean McCluskey (University of Edinburgh), Dr Matti Rautiainen and Dr Emma Kostiaainen (University of Jyväskylä) and Dr Anne Sliwka (University of Heidelberg). It will adopt an active, participatory and collaborative approach throughout, including such things as mind mapping and card sorting activities to maximise reflection and debate. It will begin with a discussion of what exclusion actually is - a process, a point on a continuum or something else? It will consider a definition of inclusion provided in the *Index of Inclusion* that highlights this as '*Increasing the participation of students and reducing their exclusion from the cultures, curricula and communities of local schools.*' (Booth and Ainscow, 2002), questioning whether more focus on exclusion is needed to stimulate change.

The workshop will move on to consider which groups of young of children and young people are most affected by exclusion as this is a key equity issue but also how their specific needs are recognised and addressed. The workshop facilitators will draw on knowledge of their own national contexts to illustrate how concerns about exclusion and equity are shaping research and practice in England, Scotland Finland and Germany. Questions to be opened up include the relationship between practices and values within education systems but also where and how these values are developed. The workshop will finish with a drawing together of key ideas, focussing on commonalities, differences and priorities and opportunities for the future.

WORKSHOP 2

Päivi Venäläinen & Raisa Laurila-Hakulinen

Children's and Young People's Visual Art as Data of Childhood Studies

The workshop aims at arousing interest in the use of images produced by children as research data in Childhood Studies. Participants ponder what kinds of viewpoints these images offer researchers and how else they can be used in Childhood Studies. The visions of the participants are drawn up during the workshop. The

international archive of children's and young people's art in the Art Centre for Children and Young People in Hyvinkää is the core of the workshop.

Art Centre for Children and Young People promotes the art education of children and young people in Finland and its activities include art, art education and research. The centre organises exhibitions, education and training, and workshops. The emphasis is on visual arts. The Art Centre for Children and Young People collaborates with various expert bodies in the fields of youth work, art and culture.

The heart of the art centre is the international collection and archive of children's and young people's art. The seeds of the archive were sown when Eino Vesalainen, a Hyvinkää artist and art teacher, organised an international exhibition of children's and young people's art in 1971. The archive has further accumulated thanks to subsequent exhibitions, held every 3 or 4 years, and comprises approximately 100 000 artworks from some 130 countries. The artworks in the archive are mainly drawings, paintings and prints on paper. The age of the artists in the archive ranges from 3 to 20 years.

The archive is being digitised and catalogued. About 80 000 artworks is now in digital format and indexed, and at the disposal of researchers at the Art Centre for Children and Young People. Digitised artworks are displayed at web and virtual exhibitions.

During the workshop the archive's material is examined and the use of the digital archive is demonstrated. Discussion and viewpoints are stirred up by interpretation of pictures. Depending on the amount of the participants, they work individually or in small groups. Each group or a person is given a thematic viewpoint according to which they work. The aim of the workshop is to grow awareness of the archives of children's and young people's art as well in Hyvinkää as elsewhere. The researchers also inquired whether they are interested in publishing a work on the role of children-made images in Childhood Studies.

WORKSHOP 3

Katja Joronen & Hanna-Kaisa Niela-Vilén

New data gathering methods in child and adolescent health and well-being research

This workshop brings together child researchers, health care professionals, social workers and any other professionals to explore new data gathering methods in child health and well-being research. Feasible, reliable and user-friendly data collection tools are needed to develop child and family centered research measures. The tools should be adapted to the daily routines of children, adolescents and their families. The use of smartphones and tablets is constantly increasing, and this everyday technology could be utilized much more as data collection methods as well.

Two moderators of the workshop will shortly present two ideas of data gathering methods, i.e. HAPPY application in an Android smart phone, and data gathering through mobile health game. The HAPPY application has been used in a delivery ward by midwives and auxiliary nurses, and in a neonatal intensive care unit (NICU) by parents of preterm infants and NICU nurses. The user of HAPPY can mark certain moments and dictate her/his thoughts into the application. The mobile health game for 1st grade pupils and their parents is still in the development phase. The game log data will be put to better use for research and development purposes, e.g. by using network analysis and gesture detection.

Workshop participants are asked to share new data gathering methods they have used or heard about, and to discuss and create ideas in small-groups. Participants will be encouraged to innovate something totally new and to forget all the traditional methods such as a survey, interview or observation. The moderators support the small-groups during the workshop for example asking questions about their ideas or experiences. The workshop will approach the topic especially from the perspective of a study participant, but the researcher's perspective is also taken into consideration. The groups are asked to present their experiences and innovations for all participants. A short summary will be created by the moderators.

ABSTRACTS FOR SHORT PRESENTATIONS

PECHA KUCHA -GROUP 1

Chair: Päivi Pihlaja

Paul Richard, M. Dinomais, T. Yamaguchi, C. Lancelot, A. Roy & N. Verrier
Virtual Reality for Evaluation and Rehabilitation of Children

Virtual Reality (VR) or Virtual Environments (VEs) may be described as multi-sensory, immersive 3D environments that allow individuals to interact with virtual objects through their senses, including vision, touch and/or hearing. Rehabilitation is the process of helping to improve motor or cognitive functions. These functions include abilities like running, dressing oneself, planning the sequence of steps needed to play a game, paying attention in a school-room, and social abilities like managing one's anger or cooperating with others. VR is now recognized as a powerful tool for the assessment and rehabilitation of both motor and cognitive impairments and provides a unique medium for the achievement of several requirements of effective rehabilitation: controlled conditions, repetitive practice and feedback about performance.

The advantage of using VR for rehabilitation or evaluation is that environments can be created in which the type of activity, practice and feedback can be tailored to the needs and abilities of the user, resulting in more effective outcomes. For children, VR provide opportunities for play that can be enjoyable, challenging and non-threatening. Thus, VEs are thought to increase children motivation and control over their actions over a sustained period of time. These factors facilitate the brain's ability to form new connections and for the child's sense of self-control and self-satisfaction.

In the context of the ENJEU[X] project (<http://enfance-jeunesse.fr>), we are developing VR applications for the evaluation and rehabilitation of children. Some applications, being used in routine in the Hospital in Angers (France) are well accepted by the children and revealed very efficient. Others are being under development in collaboration with colleagues from the Psychology Laboratory of the Pays de la Loire. One of our objectives is to verify if children in a VE are more susceptible to immediate suggestibility (interrogative suggestibility) and to delayed suggestibility (false memories) than in more usual experimental conditions (i.e. narratives).

Anu Kippola-Pääkkönen, Kristiina Härkäpää, Aila Järvikoski & Ilona Autti-Rämö
Parents of children with disabilities - needs and expectations for psychosocial rehabilitation

Psychosocial rehabilitation aims to provide information and guidance for living with an illness or disability as well as promoting coping skills. Children with chronic illness or developmental disorders participate rehabilitation mostly with their family members. The study includes rehabilitation courses organized in 2014-15 by three rehabilitation centres for children with diabetes, learning or psychological development disorders or multiple disabilities. 357 parents (response rate 59 %) answered a questionnaire prior to the course. The paper focuses on the parents' expressed needs and expectations from the rehabilitation and factors connected with the expectations. The study is funded by the Social Insurance Institution of Finland.

Strongest rehabilitation needs and expectations were related to peer support and recreation as well as to information about illness or disability and its treatment. The child's disability and well-being of the parents and children were associated with the expectations. The level of family empowerment had a significant independent connection with expressed rehabilitation needs. Compared to more empowered families, the less empowered ones expressed more needs especially for professional information and support. In contrast, more strongly empowered families expressed more expectations for peer support and recreation. In the development of psychosocial rehabilitation for children and their families, special attention should be paid to the individual needs of the families.

Anton Perzy

Increasing cross-cultural awareness in children by expanding ambiguity tolerance and acceptance of the cultural other

Developmental processes are increasingly based on social and cultural processes (e.g. French 2007). Research shows that cross-cultural awareness helps reduce social prejudices and inequalities, at least to some degree (e.g. Paluck and Green 2009; Abrams 2010; Pope, Price, and Wolfers 2014). Furthermore, it indicates that ambiguity tolerance and culture correlate (Furnham and Marks 2013). Contemplating on how to enhance ambiguity tolerance and acceptance of the cultural other, it sometimes, though, seems as if cross-cultural curricula, training programs, or the like promote the idea of an easy to acquire general competence that suits all individuals, children and adults alike, of all cultures, and in all situations. As a consequence, we might lose sight of the fact that learning about the cultural other requires, at least to a certain extent, time and space for real interactions with a "specific" other, since no "general" other exists. Dean (2001), who titles her article "The Myth of Cross-Cultural Competence", doubts that we are capable of fully acquiring cultural competence of another; instead, she argues for a more modest approach and to first accept one's lack of cross-cultural competence; in addition, she stresses the necessity to connect to the cultural other on an individual and continuous ("day-to-day") basis. Building on the idea of the importance of face-to-face interactions (see also Richter 2004) in enhancing cross-cultural awareness, especially in educational settings, I want to show that it is paramount to support and assist these interactions by drawing on the concepts of ambiguity tolerance (e.g. Frenkel-Brunswick 1949; Furnham and Marks 2013) and acceptance of the other (resp. unconditional positive regard, e.g. Rogers 1957) as critical factors in helping children explore and reflect cultural differences, and, as a result, increase their cultural awareness.

Annette Nylund

Does poor health in early childhood have an effect on speech and language development?

There is evidence that children's speech and language problems are increasing. We know that some genetic, environmental and social factors have an impact on speech and language development.

One environmental factor influencing very often children's life during early years is infections. Recent studies on causes of deviant development of the brain often focus on environmental factors, like infections, which possibly affect brain development. In spite of children having many respiratory infections during the early years, a very important time also for speech and language development, there has been little research concerning possible correlations between infections and difficulties in speech and language development.

The aim of the present study is to look if there are associations between early respiratory infections and delayed speech and language development in children.

The research is a part of a cohort study, STEPS Study. Data from 923 children with detailed information concerning respiratory infections during the first two years will be used and compared with results from the MacArthur Communicative Developmental Inventory (CDI). Later on the findings will be compared to language abilities at five years of age measured by Viivi questionnaire (Five to fifteen, FTF).

The first results are expected during the autumn of 2016.

Denise Ollas, Saara Nolvi, Linnea Karlsson & Pirkko Rautakoski

The effects of temperament on language development in infants

Early language development has been found to be a predictor of later educational outcome, and is influenced by many factors not yet fully understood. Child temperament is thought to be one of these factors, but results of previous research are inconsistent and have rarely focused on infants.

The aim of the study is to investigate the relationship between temperament and language development in Finnish children during the first year of life using both parent reports and objective observation methods.

The study will be carried out within the multidisciplinary FinnBrain Birth Cohort Study involving nearly 4000 families. The temperament will be assessed using parent reports (the Infant Behavior Questionnaire, IBQ) when the children are 6 and 12 months old, and objective assessment of a subsample of children in a laboratory setting (LAB-TAB assessment) when the children are 8 months old. Language skills will be as-

essed using parent reports (MacArthur-Bates Communicative Development Inventories, CDI) at age 14 months.

Results of the study will improve the understanding of the relationship between temperament and language development during the first year of life and provide knowledge on how to support language development.

Henna-Maria Uusitupa, Anna Aatsinki, Niko Nousiainen, Heikki Lukkarinen, Linnea Karlsson & Hasse Karlsson
The potential of breast milk to protect infant from maternal prenatal stress

Transmission of maternal stress to offspring begins during prenatal period, and continues after birth, having negative impact on both somatic and psychological health. Epidemiological data suggest that 32% of all psychiatric disorders and 44% of childhood-onset disorders are explained by the effects of early life stress. It has been proposed that prenatal exposure to stress hormones and other maternal transmitters could program fetal stress regulation system. Human breast milk is a complex and unique immunonutritional secretion that is not a mere passive reflection of maternal levels of bioactive substances. Thus breast milk has potential to modulate prenatal stress transmission after birth.

Aim: To study 1) how maternal prenatal stress affects the postnatal proinflammatory maternal serum cytokine levels, and 2) how the maternal profile is reflected in a) breast milk and b) infant serum samples.

Methods: A subgroup (n=25) from FinnBrain birth cohort study was drawn including mothers who had experienced prenatal stress (cases) and mothers who had not reported prenatal stress symptoms (controls) measured by self-report questionnaires. On a study visit performed when baby was 2,5 months, maternal serum samples, infant serum samples as well as breast milk samples were analyzed in a single assay run using Luminex-based Assay kits.

Results: Standardized levels of proinflammatory cytokines from case mothers were higher than those of controls mothers. However, the same cytokines in breast milk were lower in case mothers, and there was no difference between the serum levels of the infants.

Conclusions: Results indicate that breast milk could in fact protect the infant from the proinflammatory maternal cytokine profile as maternal prenatal stress seems to shift the composition of breast milk to the direction that would protect the infant from the effects of ie. possibly poorer mother-infant interaction.

PECHA KUCHA -GROUP 2

Chair: Leena Haanpää

Christine Kelly

Legal, Social and Political Aspects of Corporal Punishment for Young Offenders in early twentieth century Scotland

This paper examines the legal, social and political issues surrounding the use of corporal punishment for juvenile offenders in early twentieth century Scotland. Of particular interest here is the Report of the Departmental Committee on Corporal Punishment 1937 (Cadogen Committee) which reported that the Scottish courts resorted to corporal punishment for juvenile offenders 'more freely' than in England. The Report recommended an end to corporal punishment throughout the UK although the practice was not finally abolished until the Criminal Justice Act 1948. Drawing on a wide range of primary sources, the paper takes a fresh look at this controversial issue, examining the reasons for the adherence to this form of punishment in Scotland in the context of the wider debates taking place about appropriate responses to children appearing before the courts.

Fanni Muranyi

Interdisciplinarity in parental child abduction cases

According to the Eurostat statistics from 2013, more than 14 million EU citizen live in another Member State. With the growing trend of mobility, the relations between different nationalities or couples living in different

countries have been also increased. As a consequence, the family law cases are not discussed within the limits set by the national borders: where will the child grow up if his/her mother moves back to her home country after the divorce?

Child abduction research cannot be undertaken without interdisciplinary dialogue, because there are many disciplines which have a few words to say in this discussion: What are the risk factors? How can we establish a prevention system against child abduction? How can we eliminate the damages? However, I must emphasize the legal background of the child abduction cases. Next to the Hague Convention and the Brussels II Regulation, different fields of the law are also presented: civil law, penal law, family law, international and European law.

Finally, I could not forget to mention the role of the mediator. The ideal mediator should have multi-tasking skills: he/she is highly qualified in law and psychology, speaks languages and does not afraid to meet with different cultures.

Johanna Mykkänen, Marleena Mustola & Marja Leena Böök

"My father is the most magnificent man" - Children's representations of the 'important man'

Within social science and family studies the interest in fatherhood has increased in recent years with more and more research on father's perspectives. But how do children see their fathers and if not a father, who is the important man in children's life?

This is what we asked from a Finnish preschool group (n= 36) and the first graders (n=82). The age of informants varies between 5 to 8 years. The children participating in the study draw a picture about their important man and also told a story about him. As a result we do have a research data including 118 children's drawings and the same amount of stories. We have analyzed the data using qualitative and visual content analysis.

The obvious majority of drawings and stories included a father. Other important man figures were, for instance, brothers and grandfathers. The data produces mostly positive image of fathers. Children love to spend time with them but can be frustrated if fathers are too busy or yell too much for them. It seems to be important that fathers are not only physically but also emotionally close to their children. Some interesting elements that haven't been reported elsewhere were present in children's stories; children cooked or wanted to cook with their fathers, which is a chore typically associated with mothering. Some fathers of preschoolers have also superhero like qualities while others are appreciated as the realistic heroes of everyday life.

It seems that the children's views of their fathers respond to the image of current 'good' fatherhood (e.g. Mykkänen & Eerola 2014; Pleck 2012). In majority of cases fathers are the important men of young children's lives, though there are exceptions. The gender role offered for fathers is not overly narrow. Representations of important men elucidates that there are various ways one can be important in children's life.

Kia Aarnio

The well-being of children living in a rainbow family

The central aim of the study is to add knowledge of the well-being and challenges of children living in a rainbow family and using this knowledge in advancing their well-being. Well-being is charted from the standpoint of family and peer relationships and school experiences. Children who live in a rainbow family may experience pressure to keep the sexual orientation, gender, or transitioning of his or her parent as a secret and consequently suffer from the secretion. On the other hand, children who are open about their family may encounter defensive comments and bullying. Children who live in a rainbow family may have special strengths that children in other families do not have in such amount, such as an ability to understand diversity and tolerate differences. To lay the ground for the study, a literature review of the international research on the topic has been published. We have conducted a survey study in the autumn of 2015 targeting the experiences of 10- to 18-year-old children living in a rainbow family and their parents. The upcoming interview study is aimed at children aged 7 to 10 who were not able to participate in the earlier survey because of their age.

Beatriz Lindqvist & Eva Schwarz

Exploring the Phenomenology of whiteness in a Swedish preschool

This presentation is inspired by phenomenological theories on embodiment and critical whiteness and aims to explore how social constructions of race and difference permeates and are challenged in a Swedish preschool. The empirical data was collected through ethnographic fieldwork and comprises interviews and participant observation during 1,5 year. Whilst critical whiteness has been used as a framework to understand institutional discourses and practices in a number of educational settings, there is a lack of knowledge about how young children understand and experience race, racism and diversity in early year's contexts like the preschool in this way. Presuming from the example of a little boy's drawings, the presentation, explores the multiple ways that whiteness was performed, constructed and interrogated by young children and staff in the preschool. Our study puts special attention to developing child-centred methods that capture the perspectives of four- to five-year-olds on the body in ethnic diverse preschool through talking about drawings and interviews.

PECHA KUCHA -GROUP 3

Chair: Niina Junttila

Eija Salonen, Marja-Leena Laakso & Eija Sevón

Young children's belonging in the context of day and night care

Day and night care is commonly attended by Finnish children whose parents work nonstandard hours: evenings, night, and/or weekends. Even so, very little is known about children's daily lives in the context of day and night care.

The aim of this study is to contribute to this knowledge by enhancing understanding on young children's belonging – in terms of membership and sense of belonging – in the context of day and night care. Three domains of belonging are considered: cultural, social and material.

Data were gathered by ethnographic observation of eight children, aged from 20 to 36 months, attending day and night care. The observations were complemented by interviews of parents and educators. In the qualitative analysis, aspects relevant for young children's belonging are identified.

The results based on several data sources present a multidimensional view of young children's belonging and not-belonging. As such, the results help to recognise practices that enhance young children's belonging in the context of day and night care.

Jutta Balldin & Caroline Ljungberg

At the table - A problematized story of preschool meals

Meals and eating habits is in this project seen as a starting point to understand children's everyday conditions in institutional rooms. The aim of the presentation is to problematize meal practices in preschool, and to present how discourses of good care are struggling with other discourses, e.g. effectivity, economy, morality and civilization. Inspired by Norbert Elias' theory of civilization, and Annemarie Mol's anthropological stories of how care and meals are created in 'care practices', the presentation deal with questions as: What is put on the table? Which sociocultural values and positions are reproduced and/or realized during preschool meals? What is made important concerning food, eating and social relations? Values reproduced and emphasised in meal practices are described and discussed, not least from an intercultural perspective. The preschool meal practice is organized with influence from bourgeoisie family life, and rooted in western ideas of civilization, and a 'healthy way of living'. Which implications do this have on various children's positioning and educational possibilities? The project start out from and is a further development of previous studies of governmentality and care at preschool meals (Balldin & Ljungberg, 2014; Balldin & Ljungberg, 2016, coming).

Katriina Heljakka & Aliisa Sinkkonen

Co-creating Comicubes: Designing a creative platform for play with preschool-aged children

One of the most effective ways of designing child-centered technology is to involve children in the design process (Sylla et al 2015). This presentation highlights a study on the design and implications of a playful co-creation tool – *Comicubes* combining the two-dimensional blank cardboard canvas with a three-dimensional, open-ended toy medium – the cube. The cube format has longstanding roots in the history of play: it has been used successfully in pedagogy and in playthings such as alphabet and puzzle blocks, construction toys and brain teasers. In terms of games, the format is often associated with dice. Recently, the popularity of games like Minecraft has proven the sustainable attraction of the cube.

In our study, we have tested the potential of the concept to function as an experimental plaything: as a creative platform that develops designerly thinking and allows playful manipulation. In the workshops for preschool-aged children the participants were asked to create a plaything of their choice by using various art supplies on the blank cardboard cubes. Initial findings point to that in a digitalizing age, children are still drawn to the co-creation of physical three-dimensional play media and are able to communicate about various play patterns in association with it.

Ann Östman & Mirella Forsberg Ahlcrona

Mathematic in preschool and teacher education

Preschool task in Sweden include the teaching of mathematics as a subject and as a way to develop children's skills and ability to apply mathematical thinking in different situations. This through an approach that, according to curriculum, should include different aesthetic activities and creative methods. In all training institutions for teachers, mathematics in preschool are taught in different ways - which means that the teaching about the aesthetic possibilities and mathematics in preschool varies. Our experience shows that many students express a negative self-image when it comes to being interested in mathematics, which in some way, even affect their conception of mathematics in preschool education and personal adjustment to accept "unusual" ways of learning mathematic.

The study explore students' attitudes and beliefs about mathematics as a subject and how they use different aesthetic potentials in their own mathematics teaching in preschool, more specifically with puppet play as a method. What kind of attitudes do they express before their activities with the children? What kind of expression and conclusion presents when they describe their communication with children through aesthetic experiences? The study includes 70 students.

Students will receive lessons on several aesthetic dimensions and the puppet as a mediating tool. They will choose a specific learning object to develop children's mathematical knowledge and experience, and they will make their own robot, a rod puppet. They will plan their teaching before two-week practice in preschool. During and afterwards they will document, analyze and discuss their mathematical activities.

The study will be conduct in February 2016 and analysis of collected data in March - April. The study results can help to develop and create teaching methods and content in how teachers can work with mathematics in a more inspiring and creative way. That means better approaches and conditions for children's mathematical education and development in preschool.

Susanna Iivonen, D. Niemistö, J. Itkonen & A. Sääkslahti

Kindergarten children's physical activity types during free play in outdoors

This study examines how much time (s) children spend on different Physical Activity (PA) types during free play in the outdoors.

Twelve children were individually videotaped for 60 minutes in a kindergarten yard, during a morning free play session. A duration coding software was used to code each child's behavior into eight PA types involving fundamental motor skills. A mean inter-observer agreement rate of 89% across the eight observation categories ensured the observation's reliability.

The preliminary results indicated that individual children spent different times on the eight PA types when playing freely with other children in the yard. The ranges of time (seconds) that children spent on the PA categories were: (1) lying down (0-215), (2) sitting (28-1,334), (3) standing with only slight movement of limbs or torso, including any object manipulation (141-922), (4) continuous walking (0-208), (5) continuous running

(0-106), (6) light activities and games (e.g., throwing, kicking, and pushing wheeled toys) (1457-3126), (7) moderate-to-vigorous activities and games (e.g., jumping, playing football, and riding scooters) (7-352), and (8) continuous swinging on a seater swing (0-620).

This study suggests that children's free play varies among individuals and may be physically versatile, including the use of different motor skills.

ABSTRACTS FOR POSTER PRESENTATIONS

PO1

Ewa Maciejewska-Mroczek

"We are spoken about, but we are not spoken with". Responses of children to discourses on IVF in Poland

In vitro fertilization is currently the subject of a very heated debate in Poland. Due to the strong position of the Catholic Church, an opponent of assisted reproduction, "IVF children" are often stigmatized and made out to be a problem, which affects them and their families. Proponents of IVF present this technology on the one hand as "miraculous", and on the other hand, as neutral and not even worth mentioning.

In this paper, I present children's responses towards various discourses on IVF. I am interested in if and how those who are discussed, i.e. children themselves, relate to the complex image of assisted reproduction. This paper is a result of a multi-sited ethnographic project, and the main material comes from individual and group interviews with children and young people who come from families with a history of fertility treatment.

My research shows that children are aware of some elements of public debate in Poland that pertains to IVF. They also actively produce their own meanings and understanding of the situation. I argue that children form a very important group of actors, whose opinions, however, are hardly heard in the public debate over IVF. My research is aimed at opening the discussion and including their voices.

PO2

Ana María Osorio Mejía, Luis Fernando Aguado, Katharina Rathmann & Gustavo A. Romero

The influence of socioeconomic context on social exclusion in early childhood: A multilevel analysis for Colombia.

The exclusion of the use and access to social goods and services denies the children's right of well-being. Even though early childhood is a priority issue in the economic and social agenda of Colombia, the country has not succeeded in closing the great territorial inequities.

We examined the influence of the level of economic and social development, as well as programmes aimed to improving child well-being, on a composite Index of early Childhood Social Exclusion (IECSE) in 32 Colombian departments (administrative subdivisions) and the capital city, Bogotá.

We used data from the 2010 Colombian Demographic and Health Survey (DHS) and the Colombian National Planning Department (DNP). The IECSE seeks to present, from a broad perspective, a quantitative image that reflects the minimum elements which are changeable by public policy in the short-term, but with long-term effects in the context of the mother-infant dyad. Including variables not frequently used in empirical literature for developing countries, the index takes into account aspects such as education and autonomy of the mother; preventive factors such as antenatal care, breastfeeding and child immunization; characteristics of family context, as well as, learning opportunities through playing activities and the legal visibility of children (birth certificate). In order to generate the weight of the variables and take into account the discrete nature of the data, we employed a Principal Component Analysis (PCA) using polychoric correlations. The role played by the socioeconomic context of departments on the IECSE is examined using multilevel models.

Preliminary results show that there is significant evidence of a clustering effect at the departmental level, even after controlling for individual and household characteristics. We hoped that the findings allow

making recommendations for a differential policy addressed to early childhood, which take into account the different social and economic dynamics of the departments.

PO3

Maarit Alasuutari, Kirsti Karila, Johanna Lammi-Taskula & Katja Repo

Finnish childcare policies and the issues of inequality

Finnish childcare policies can be labelled complex. They encourage children's participation in early childhood education, but they also support home and informal care, and private childcare production by different kinds of cash-for-care benefits (by child home care allowance, private day care allowance, and by municipal supplements and vouchers). The Finnish model is often considered as securing equality between families, but municipal childcare systems and cash-for-care benefits vary increasingly. The government's new policies to limit families' right to municipal day care intensify these complexities.

The municipal variations can be considered as a potential source of inequalities. The presentation will discuss how Finnish childcare policies may condition parental childcare decisions, and consequently, contribute to children's early education trajectories. The presentation will also introduce the new consortium research project "Finnish childcare policies: In/Equality in Focus" funded by the Strategic Research Council (SRC) at the Academy of Finland that studies possible inequalities in childcare between regions and families. The project will be carried out in collaboration with 10 municipalities that provide different combinations of childcare services and cash benefits. The study applies a multi-method and longitudinal approach. The data consist of documents, expert interviews, survey, parent and child interviews as well as recordings of institutional interaction. The aim of the project is to develop models and ideas about how to support equality in Finnish childcare locally and nationally.

PO4

Anna Siippainen

Governmentality, subjectification and intergenerational relations - Ethnographical research about child-adult relations in a daycare with extended opening hours

In this qualitative case study intergenerational relations are researched in a daycare with extended opening hours from the point of view of governance. The data is comprised of ethnographic and interview material collected in Finland in a daycare group that offers daycare with evening service for 3–5-year-olds. The daycare center was open from 5.30 a.m. to 22.30 p.m. and children were present based on their parents working hours. Most of the data consist of handwritten field notes but it also includes interviews of children and personnel.

Theoretical ideas are adopted from childhood studies (Alanen 2009) and governmentality research (Foucault 1991, Rose 1999). Power lies in relations and operates through freedom and autonomy (Dean 1999, 12–20). This as a starting point, the study focuses on following questions: 1) how do the spatial organization of activities and child-educator proximity function in the government of children in daycare? 2) what kind of diversity does children's gender and age produce in the everyday life of daycare center? 3) what kind of subject positions are given for both children and adults?

Relations between children and adults in a daycare setting can be seen as representing different modes of power. Five discourses were identified in the analysis. They offer different subject positions for both children and adults. The positions are situational, albeit there were some stable logics. Some children and adults had very equal relations that based for example on a shared sense of humor or a familiarity from other parts of life. In the research the concept "*generationalized habituality*" is developed to interpret the intergenerational positioning.

PO5

Merja Tiisanen

Learning The Skills To Grow Up Into An Active Citizen

School has a big influence on the wellbeing of primary school aged children as an influential development environment. It reaches the whole age group, thus school has possible impact on long-term and target-oriented development work on school welfare, involvement and democracy education. This dissertation seeks to reinforce the significance of children's participation in learning and promoting democratic skills as well as in activating community participation from the educational point of view of analyzing primary school aged chil-

dren's own experiences. The democratic education of children in everyday school life consists of innovating, planning, doing, and diversely assessing things interactively together.

Children's participation and possibility to influence matters related to themselves promotes the child's growth into an active citizen and gives preparedness to act in the democratic and equal society of the future.

The theoretical framework is based on socio constructivism. The dissertation material will consist of both quantitative (n=471) and qualitative (n=58) review done among the fifth grade boys and girls.

This dissertation seeks to reinforce the significance of children's participation in learning and promoting democratic skills as well as in activating community participation. In what way are involvement and equality carried out in the school culture? How do children learn skills of an active citizen? How the young themselves see their possibilities of participating? What is the level of confidence in the value of children's participation? How do the participatory mechanisms currently existing in schools meet the individual desires?

On the basis of the research material concerning children's involvement as well as its analysis, it will be possible to develop the involvement culture of children in a goal-oriented way equally emphasizing the point of view of everyone – including the quiet children.

PO6

Mari Vuorisalo

Children, families and (un)equal practices in early childhood education

International studies show extensive evidence of inequalities prevailing among young children. Despite an intense focus on inequalities in early years in both political debate and social research, very little has been done to explore how inequality is actually produced in and through the practices in which children are daily involved. While evidence is slowly gathering on how ECEC services may benefit young children (e.g. Sylva et al. 2010), considerable less attention has been put on the ways in which the services handle the social diversity and individual differences of children, and on the contribution of the services to the (re)production of inequalities between children.

The poster will present an ongoing research project in its early stage. The aim of this study is to produce knowledge of the social and cultural processes within the preschool. In particular, the aim is to examine whether the diversities and individual differences with which young children daily enter the preschool are transformed into advantages and disadvantages – and finally inequalities between children. The research explores what happens in the micro level of preschool. To understand more thoroughly the daily-life of the preschool also children's resources afforded by their family background will be investigated.

The theoretical ideas and methodological tools adopted in the project are derived from early childhood education, Childhood Studies, and relational sociology, particularly Pierre Bourdieu's theory of fields. Bourdieu's field theory is utilized particularly as a methodological frame to understand the micro-level interaction in the preschool. The data for this study will be derived from an ethnographic involvement with the children and professionals of one municipal preschool group in a Finnish ECEC institution and with the children's families.

PO7

Heidi Jussila, Marjukka Pajulo & Eeva Ekholm

Maternal-fetal attachment and parental mentalization among substance-abusing pregnant women at hospital maternity outpatient clinic

Prenatal substance abuse constitutes severe biological and psychosocial risks for the mother, the baby and their developing relationship. Early interventions focusing on mentalization can mitigate the negative effects of these risks. Prenatal parental mentalization refers to parent's capacity to reflect her/his own mental states and fetus-baby's developing personality, and it is considered an important factor for parental-fetal emotional connectedness and early relationship with the baby.

The new prenatal intervention focusing on mentalization was designated for public health care. The intervention includes two elements to enhance prenatal mentalization and maternal-fetal attachment: interactive use of ultrasound imaging and mentalization-focused pregnancy diary. Three 4D ultrasound sessions take place at the maternity outpatient clinic at 24, 30 and 34 gestational weeks, and three sessions are offered around the pregnancy diary. The main interest of the current sub-study was to explore the level of parental

mentalization and maternal-fetal attachment and their change during pregnancy among substance abusing mothers, both in intervention and control groups.

The participants were 90 pregnant women referred to the hospital maternity clinic from primary health care centers due to substance abuse. The inclusion criteria were the pregnancy duration less than 22 gestational weeks at referral and singleton pregnancy. The study design was randomized and controlled.

The data is currently under statistical analyses. In the poster presentation, the following results will be presented: 1) level and range of maternal-fetal attachment and prenatal parental mentalization among this high-risk group 2) differences between intervention and control groups 3) factors associated with the level or change in maternal-fetal attachment and prenatal mentalization 4) the effect of maternal-fetal attachment and parental mentalization on pregnancy and perinatal outcome.

The strengths and limitations of the intervention and study are presented, and the clinical implications of the findings discussed.

PO8

Tanja Matarma, Pasi Koski & Hanna Lagström

Objectively measured physical activity and sedentary time of 5-6-year-old children – the STEPS Study

Physically active childhood predicts physically active adulthood. It has not been examined thoroughly, which factors are the most significantly associated with the PA of preschool-aged children. To add, there are controversial results on how active and sedentary they actually are.

The aim of this cross-sectional study was to examine how gender, age, body mass index (BMI, kg/m²), season, having siblings, attendance in daycare, attendance in organized physical activity (PA), parents' education or parents' PA are associated with preschool-age children's PA and sedentary time.

The study population consisted of 5-6-year-old children (n=140) and their parents (n=138) from the STEPS Study (Steps to the healthy development and well-being of children), in Turku in Southwest Finland in 2013-2014. We used Actigraph accelerometers (GT3X+) during seven consecutive days and analyzed the data with pre-defined cut-off points. PA and sedentary time were measured objectively by hip-worn Actigraph accelerometers (GT3X) from children and parents. BMI was measured with Tanita scale and background information was collected by questionnaires. Linear models were used to examine factors associated with children's PA and sedentary time.

The mean percentage of children's moderate-to-vigorous PA (MVPA) was 8.2% and mean sedentary time was 50%, from total wearing time of the device. Child's moderate-to-vigorous PA (MVPA) was associated with mother's MVPA, father's MVPA within highly educated fathers, daycare attendance, and BMI within children who attended organized PA regularly.

Parental example of PA is essential in developing a physically active lifestyle. Children at the age of five and six years are not sufficiently physically active compared to recommendations. Moreover, they spend half of their waking hours being sedentary.

PO9

Ana María Osorio Mejía, Gustavo A. Romero, Harold Bonilla & Luis Fernando Aguado

Community socioeconomic influences on early childhood stunting in Colombia: a multilevel analysis for 2005 and 2010

Communities have become relevant contexts to the analysis of determinants of health, in as much as these share physical and social attributes that may affect the health of people. Previous studies have analyzed individual factors associated with child malnutrition in Colombia. However, few have considered the role that the closest context where the children and their families live, may have on stunting.

We examined the association between community socioeconomic characteristics and early childhood stunting (height-for-age <-2SD) in Colombia.

Using data from 2005 and 2010 Colombian Demographic and Health Survey (DHS), multilevel logistic models were fitted. Additionally, Principal Component Analysis (PCA) using polychoric correlations was employed in the construction of two composite indicators: an index of socioeconomic status and an index of use and access to health system, both at community and individual level.

We found that 6% and 9% of the variability in the odds of childhood stunting can be attributed to community-level factors in 2005 and 2010, respectively, even after controlling for individual, household and

community characteristics. Preceding birth interval, maternal education, maternal body mass index, household socioeconomic status and the number of under-five children in the household were found to be associated with childhood stunting in both periods. Children living in communities with better educated mothers, higher levels of socioeconomic status and better access to health system are less likely to be stunted.

Our findings highlight the role played by communities on reducing childhood stunting. For instance, along with protective role of the mother's own education, mothers and therefore children can benefit from education of other women in the community. Policies and programmes targeted to improve child nutrition in Colombia should take into account not only individuals but also the socioeconomic context of the community.

PO10

Anni Pakarinen, Heidi Parisod, Minna Aromaa, Jouni Smed, Ville Leppänen & Sanna Salanterä

Promoting families' wellbeing -developing new kind of technology for family-centered child health clinic work

There is a need for new family-oriented, evidence-based health counseling methods in child health clinics that support child's active participation and meet the needs of families and health care personnel.

The aim is to describe the development process (2013-2015) of a web-based application to be utilized as a tool to promote wellbeing of families with children.

The development process was iterative including four phases. First, the paper prototype of the application was developed based on previous information within an inter-disciplinary research team. Secondly, the first technical version of the application was tested and interviews conducted with nursing science students (n=26). Thirdly, the content and practicality of the further developed version of the application was tested and open group discussions were carried out with 3 to 6 year-old children (n=4) and child health clinic personnel (n=6). Fourthly, usability testing of the application was conducted in child health clinic settings. Public health nurses (n=5) and families with children aged 1,5 and 4 years (n=10) were asked to evaluate the usability and feasibility of the application using semi- structured questionnaires and interviews.

As a result, a web-based WellWe-application was developed. The application has amusement park theme and it includes four sections: physical activity, nutrition, family resources, and daily activity. With the application, families can assess their health and wellbeing as well as factors affecting it. This information may be utilized in child health clinics during health counseling. The analysis of the data concerning the usability and feasibility of the application is still ongoing.

Development of these kinds of new technology based solutions is resource consuming. Still, development work carried out together with an inter-disciplinary development team and target groups has turned out to be fruitful and illuminative learning process.

PO11

Kaisu Peltoperä

Educators' accounts of the Finnish early childhood education and care on nonstandard hours

This presentation aims to introduce the accounts educators (n=31) used in semi-structured interviews to make Finnish early childhood education and care (ECEC) on nonstandard hours culturally intelligible. Studying accounts is applied in this study since the ECEC on nonstandard hours is a sensitive topic and contradictory related to morality and action and supposedly, is subjected to evaluative inquiry (Scott and Lyman 1968). The contradictory arises from the educators accounts which they use in the interviews to make their daily practices acceptable.

As results we found four types of accounts that each construct a different position to educators and children. The excusive and the compensative accounts shared the worry about children's well-being in ECEC on nonstandard hours. In excusive accounts on one hand the responsibility of the ECEC on nonstandard hours was externalized, typically to the 24/7 society, while the educators as well as the children were positioned as forceless. In the compensative accounts on the other hand the educators were constructed as counterbalance to the 24/7 society and the children were constructed as the receiver of this protection.

Common to the normalization and the justification accounts then was that the challenges of ECEC on nonstandard hours were not expressed. In the normalization accounts the service was constructed as a normal part of the child's daily life, educators were positioned as "business as usual" and children as "like any other children". In the justification accounts the educators bring fourth the superiority of ECEC on nonstand-

ard hours. The children were positioned as privileged and the educators as advocates of ECEC on nonstandard hours. Together the accounts and positions indicate the challenges and possibilities of institutional ECEC on nonstandard hours. Studying educators' accounts is important, since talk has consequences on action (Phillips & Hardy 2002).

PO12

Magdalena Radkowska-Walkowicz

What makes people healthy? Places and practices of everydaylife

Childhood studies is a newly developing research approach in Poland. As such, children's perspectives on health and illness have not been the subject of much scholarly exploration. This paper is based on the research project, "Health in the opinion of children - a perspective of childhood studies", conducted among "healthy" children between 8 and 11 years old, living in Warsaw, Poland. At the center of our project's interest lie children's knowledge and opinions on health, body, medical staff and medical practices. Employing childhood studies' methodologies like participatory approaches with elements of artistic expression and play, as well as observation and in-depth interviews, our project aims to understand the cultural role of the child as a patient and a subject of the health discourses of late modernity. In this paper, I focus on "places of health", basing on the drawings, photos, maps and narrations that children produced about "healthy places" at home and at school. In examining these, I suggest that the dominate discourse on health and fitness leaves traces not only on bodies, but also on kids' everyday routines and moreover, that it impacts the way in which kids conceptualize space. Basing on preliminary results, I can conclude that children see health as a holistic phenomenon that comprises the physical body, the mind and most interestingly, the moral dimension of life.

PO13

Maria Roth, Anna Bernath & Sergiu Raiu

Youth wellbeing in the light of childhood violence experiences

History of violence in childhood is known to have long term costs affecting mental health and well-being in later life.

Longitudinal analyses examined the extent to which physical, verbal or sexual abuse suffered in childhood lead to lower sense of well-being in young adulthood, and whether social support modifies this impact.

Data were drawn from a 2 wave longitudinal study on transitioning to adulthood of 1459 Romanian youth. Data were collected from a nationally representative sample of adolescents in their last grade in school, and 3 years after graduation. Among many other psychological and social factors, history of abuse was assessed with an online survey. Well-being was measured by subjective happiness and satisfaction with life as well as lower level of negative emotions (depression and anxiety) in young adulthood (data collected in the second wave). Linear and logistic regression were performed to estimate the independent association of family violence experience with well-being.

Occasional physical abuse in childhood had no significant effect on life satisfaction and happiness, nor on depression and anxiety. Instead, psychological violence and feeling neglected were associated with lower levels of life satisfaction and happiness, as well as higher levels of depression and anxiety in adulthood. Social support played an important explaining and protective role.

PO14

Eija Salonen, Marja-Leena Laakso & Eija Sevón

Young children in day and night care: negotiating and constructing belonging during daily arrivals

When arriving at day care, children need to negotiate and construct their belonging in the day care context. This process concerns children's membership as well as their sense of belonging – an experience essential for wellbeing. In Finnish day and night care, children's arrival times vary from early morning to evening. Arrivals therefore take place in diverse social and material surroundings. This makes arrivals at day and night care particularly interesting with respect to young children's belonging.

In the present study, we aimed at understanding the processes related to young children's belonging during their arrivals at day and night care. Children's ways of negotiating and constructing their belonging

by interacting with their social and material surroundings were explored, as were the influences of educators' responses on children's belonging.

Data were gathered by ethnographic observation of eight children aged from 20 to 36 months in two Finnish day care centres offering day and night care. Arrival episodes taking place at different times of day were analysed qualitatively based on the children's actions and expressions.

During the episodes, the children actively contributed to interaction with familiar adults, familiar peers and inspiring material objects. These interactions supported their membership in the day care context and enhanced their sense of belonging. Sometimes the children's belonging encountered challenges that were associated with the social surroundings or the ongoing activity at the centre. In the challenging situations, the educators were in a crucial position to support the children's belonging.

The findings highlight the importance of the presence of familiar people for children's belonging. They also point to the potential challenge to young children's belonging posed by unstable social contacts in day care. Furthermore, they reveal the many resources that educators have for sensitively responding to children's initiatives and thereby supporting their belonging.

PO15

Tomasz Strózik, Dorota Strózik & Dagmar Kutsar

Can school make children happy? A comparative study with schoolchildren in Estonia and Poland

During the compulsory years of schooling, children actually spend most of their days in school or participate in school-related activities. School not only prepares the children academically but also affects many aspects of their development (e.g. social skills or self-perception). That is why school, peer-child or teacher-child relationships should be considered as one of the key aspects of children's lives and play a crucial role in understanding children's well-being.

The paper will present the comparative findings of the school children's subjective well-being of Estonia and Poland. The analysis will be based on the data from the study conducted among representative sample of pupils aged 8, 10 and 12 years in 2014 as a part of *International Survey of Children's Well-being (ISCWeB) – Children's Worlds*.

Therefore, a particular attention in the paper will be paid to the children's evaluation of school satisfaction and its influence on their subjective well-being. The study will embrace several aspects of children's school lives (e.g. relations with peers and teachers, school marks, perception of safety, bullying) and their impact on children's satisfaction of life measured with use of the single item scale on Overall Life Satisfaction (OLS) and the five-item Students Life Satisfaction Scale (SLSS).

The findings demonstrate that children in Estonia and Poland are similar in their assessments about school: compared to the rest of the ISCWeB countries they are more critical concerning the wellbeing resources in school. One could ask, whether being critical towards school also impacts their overall satisfaction with life as the school-day occupies a big part of children's time. In other terms: are more critical children also less happy and which aspects of school have major impacts here. Last and not least, by exploring the findings what could be the message from children in Estonia and Poland to those responsible for children being happier in school.

PO16

Krzysztof Szwarz & Tomasz Strózik

School bullying and its influence on children's subjective well-being across European countries

The presentation will show the findings of the school children's subjective well-being survey, which was conducted among almost 25 000 pupils aged from 8 to 12 from eight European countries (Estonia, Germany, Norway, Poland, Romania, Spain, Turkey and UK) as a part of International Survey of Children's Well-being (ISCWeB) – Children's Worlds.

The main aim of the presentation is to evaluate subjective well-being of the children which experience social exclusion and bullying at school and to confront the results with the life satisfaction of their peers.

All the children have the right to be protected from violence, to feel safe and connected to their family or school environment, which is considered to be very important factor for their development. Children's exposure to violence influences their self-esteem, their behaviour or school performance. It is also seen that the quality of the peer relations plays a crucial role in understanding children's well-being.

Therefore, a particular attention in the paper will be paid to the relational and physical aggression at school and its influence on subjective well-being of children in three age groups: 8, 10, 12 years old. In our study we will use three well known psychometric scales: a single-item scale on Overall Life Satisfaction (OLS), a reduced version of the Students' Life Satisfaction Scale (SLSS-5), and an adapted version of the Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS).

According to survey about 33% of 8-year-old children from selected European countries was regularly hit or left out. Among 10-year-old and 12-year-old it was about 21% and 17% respectively. The main conclusion is that children experiencing violence report significantly lower levels of life satisfaction.

PO17

Supra Wimbarti, Ira Paramastri, Atik Triratnawati, Dian N. Marissa & Moya Martiningtyas

Breaking from daily-routines: problems, risk and protective factors of sexual health among children and adolescents in Indonesia

Introduction: Children are the future of a nation. They are supposed to live in a healthy and happy life. Unfortunately their daily-routines are sometimes break by the fact that they live in an unprotected environment that endanger their healthy sexual and reproductive health.

Aim: to seek understanding on risk and protective factors of child" sexual and reproductive health.

Methods: participants were 96 primary and secondary students, teachers, staffs, and parents who participated in 12 focus group sessions. It also involved 9 secondary participants including five religious leaders, congressman, doctor, psychologist, and child and women protective service worker who participated in in-depth interview sessions.

Results: it reveals four problem areas that may have negative repercussion on young people's sexual and reproductive health (SRH): (1) youth's SRH knowledge and behavior, (2) peer influence, (3) use of technology, and (4) family structure and communication. Youth's sexual exploration, cognitively and behaviorally, through peer and digital media, was not coupled with proper support from their primary caregivers. It also found religiosity serves as a protective factor that was unique to the Indonesian context. Unlike the current trend of abstinence among youth in the West, abstinence from risky sexual behaviors among the participants was rooted in religious belief.. In addition, cultural stigma of promiscuity functioned as external reinforcement, as it provoked a sense of shame for those who engaged in risky sexual behaviors. However, this study found that cultural stigma also posed as a risk factor due to its role in preventing youth's access SRH information or service.

Conclusion: The results serves as a foundation for developing a more robust analysis that quantitatively measures Indonesian youth's. This study highlights the possible affordance of community-based, multi-level approach in developing an intervention model that is sensible to the unique context of Indonesia.

PO18

Anna Fornalczyk-Lipska

Food and eating in children's literature – challenges for translation

The function of food goes far beyond merely satisfying the physical hunger. For example, food may be associated with values such as family life, friendship, hospitality, and concern for others. In literature, culture-specific food and eating behaviours are an important component in the construction of national identity. As such, they pose a challenge for translators. Rendering the meaning and possible connotations of food designations may be a difficult task especially when children's literature is concerned. The aim of this paper is to determine what translation techniques are used to render the names of food items in selected works of English-language children's literature translated into Polish, as well as specify if and how the translators' choices affect the narrative and the readers' understanding and reception of the source language culture. The analysis is based on translation studies methodologies, including Hejwowski's (2004), Newmark's (1981) and Vinay and Darbelnet's (1977) theories, and accounts for both synchronic and diachronic perspectives. It seems that the predominant strategy of translation is domestication, when the translators use recognized or functional equivalent techniques. In conclusion, one can state that possible reasons underlying the translators' choices may be the traditional views on representing the 'cultural other' in children's literature of the target language, the child readers' assumed limited world-knowledge, as well as giving precedence to understandability at the cost of broadening children's worldview and extending their familiarity with other cultures.

PO19

Riikka Kaukonen, Carola Ray, Ester Sleddens, Henna Vepsäläinen, Maijaliisa Erkkola, Mona Bjelland, Nanna Lien & Eva Roos

Does general parenting influence in 3–6 -year-old children's food intake?

Eating habits established in childhood may persist in adulthood and parents play an important role in shaping the food intake patterns of their children. Research on parenting behaviour and children's food intake has mainly focused on styles and practices specifically in food-related situations while the parent-child interaction in wider context i.e. general parenting and its relations to food intake has been less studied.

The aim was to examine associations between parenting behaviour and consumption of fruits, berries, vegetables and sugar-enriched foods and drinks in 3–6 -year-old children.

A cross-sectional study was conducted as a web-based questionnaire in Finland in autumn 2014. In total, 173 parents of 3–6 -year-old children completed the Comprehensive General Parenting Questionnaire including the five key constructs of general parenting: nurturance, structure, behavioural control, coercive control, and overprotection. Additionally, parents reported the food intake of their child by food frequency questionnaire. Participants were recruited through selected non-governmental organizations' social media channels and a few day care centers. The mean age of the participants was 36 years and 75 percent of them had completed at least a bachelor's degree. Logistic regression analysis was used to study the associations between parenting behaviour and children's food intake.

Children whose parent scored higher on structure were less likely to consume sugar-enriched foods and drinks frequently. In addition, likelihood for frequent intake of vegetables was reduced if parent's scored higher on overprotection and coercive control when adjusted for parent's education level and parent's gender. Associations between parenting constructs and fruit and berry intake were not found.

Our findings suggest that positive parenting behaviour i.e. more structure and less overprotection and coercive control may encourage children to adapt more favorable eating habits. Parents should be encouraged to provide more structure, which could support children's healthy food intake.

PO20

Liisa Korkalo, Kaija Nissinen, Henna Vepsäläinen, Essi Skaffari, Reetta Lehto, Eva Roos & Maijaliisa Erkkola
Food consumption in Finnish preschool children – preliminary results from the DAGIS project

Food consumption of Finnish children is not regularly monitored, and there is an urgent need for up-to date information on the dietary habits of preschoolers. This information can be used to develop new interventions targeting dietary behavior in order to decrease the risk of obesity as well as to diminish socioeconomic differences in children's diet.

Our aim is to study the food consumption and dietary intake in Finnish preschool children with a special focus on vegetables, fruit, berries and foods containing added sugar. Additionally, we aim to assess the most important socioeconomic determinants of diet in preschoolers.

Between September 2015 and March 2016, a comprehensive cross-sectional study on the diet, sedentary behaviors, and physical activity in Finnish 3-6-year-old preschool children is carried out. Children are recruited in communal preschools in five municipalities in Southern Finland and three municipalities in the Southern Ostrobothnia Region (n=800). Diet is assessed by two methods: a 3-day food record filled in by parents and preschool caretakers and a short food frequency questionnaire assessing the previous week. To aid portion size estimation while filling in the food record, we developed and pretested a Children's Food Picture Book. The validity of this photographic atlas of portion sizes will be assessed in a future study. The food frequency questionnaire is filled in by parents and they are advised not to include foods eaten at preschool.

We will present preliminary results on food consumption and dietary intake from the ongoing DAGIS cross-sectional study. The DAGIS project will provide up-to date information of food consumption patterns in Finnish preschool children. The data will be used as a basis for the development of the DAGIS intervention study. It will also be used for statistical food safety risk assessment.

PO21

Kaisa Kähkönen, Anna Rönkä, Arja Lyytikäinen & Outi Nuutinen

Sensory food educations (sapere-method) impact on children's vegetable, berry and fruit choices from snack buffet at kindergarten

Finnish children eat less vegetables, berries and fruit than would be beneficial for their health and well-being. Children create their taste preferences and food habits during the early childhood years. Taste preferences are easily favourable to sweet and salty foods whereas foods having sour and bitter characteristics (e.g. vegetables) need more exposure to be accepted. During the last years increasing amount of kindergartens have implemented sensory (sapere) food education method to diversify children's food choices and awake their interest to food and eating.

The data was collected as a part of study investigating factors affecting 3-5-year-old day care children learning to eat vegetables, berries and fruit. Two kinds of kindergartens were recruited. Ones (n=6) that had implemented sapere food education for several years and others (n=3) unfamiliar to sapere methods. Parents filled in questionnaires about their family sociodemographics and food management manners. In the data were included children (n=122) who had been in these kindergartens for 10 months or more.

At kindergarten children were served at regular snack time a buffet consisting of 11 vegetables, berries and fruit. Buffet selection represented different basic taste characteristics (sweet, salty, umami, sour and bitter). Children's helpings and leftovers were photographed. Photographs were analysed item by item what children chose and ate.

Results and conclusions remain yet not completed but would be gladly presented on a poster at Childhood2016 conference.

PO22

Carola Ray, Suvi Määttä, Gun Roos & Eva Roos

Early education professionals' perceptions of barriers and promoters for healthy eating in preschools - a focus group study

A majority of the Finnish children aged 3-6 years are at preschool. Preschools serve three fixed meals daily; breakfast, warm lunch, and an afternoon snack. Using the socioecological model, one can say that preschools are as important as the family for the eating habits of preschool children.

The aim was to study early education professionals' perceptions of important promoters and barriers for a healthy eating among children in the preschool.

The early education professionals were recruited for the four focus group interviews, conducted in October 2014, through the preschools (n=14, mean age 45.6). The interviews were semi-structured with four main themes. Two researchers independently conducted deductive content analysis (software Nvivo 10). The data was coded using the socio-ecological model as a framework. The researchers individually listed factors that were perceived to influence children's fruit and vegetable (FV) and sugar-rich food intake.

Several factors in the preschool environment were perceived as barriers for encouraging children to eat FV such as fruits were not available daily, vegetables were mixed into salads that children did not like, and there were no possibilities for children to serve themselves salad at lunch. Overall, the perception was that the served food contained little sugar, and most of the sugar rich foods were served as the afternoon snack. Especially those early education professionals who had long working experience, perceived themselves as important role models, and as having enough skills to encourage children to taste and eat the served food.

Early education professionals perceive themselves, and their role as important in the development of children's eating habits. Many of the barriers for a healthy eating were seen at the physical level; such as no daily fruit, salads not suitable for preschool children, and several restrictions in how and when the food is to be served.

PO23

Piret Vermilä

Play and Children with Autism Spectrum Disorder

Play is an integral part of early childhood experiences and development. It has been said to effect language skills, social interaction and increase cognitive skills. Children with Autism Spectrum Disorder have difficulties

socializing and communicating. Development of play skills proves challenging for children with Autism Spectrum Disorder.

This research describes the play of children with autism spectrum disorder. It also measures children's initiations and involvement to play and the interaction between children and a child and an adult. The researcher thinks ASD children's play differs from regular children's play and play theories.

Play was added to 7-9 years old ASD-children's schedule 5 times a week for 1½ years. Play was videotaped 6 times during this time period. Videotapes were analysed with applied conversation analysis. The results were compared to current play theories. The involvement of play and interaction between child and adult will be measured by The Leuven Involvement Scale for Young Children (LIS-YC).

Preliminary Results: During play sessions the children played mainly same ways: red blocks, built blocks, rocked with an adult. There was no symbolic or role play. ASD-children needed the help of an adult to play developmentally higher level. Conclusions: The child's developmental age needs to be noticed when play is being developed. Play theories need some additions to be able to describe ASD children's play right. Future research is needed.

PO24

Giulia Cortellesi & Margaret Kernan

Young children and older people together in age- and child-friendly communities

Social changes in Europe are affecting the lives, relationships and learning opportunities of both older people and young children. The growing separation of generations into same age institutions and spaces means that young children and older adults may miss out on opportunities for interaction, understanding and learning from each other. This presentation discusses the processes and outcomes when space and time are created for young children and older people to be together, to have fun together and learn from each other in the contexts of both non-formal and formal education.

The presentation will draw on the findings of the ongoing European 'project' called *Together Old and Young or TOY* (www.toyproject.net), which was designed to put the focus on the youngest and oldest groups in European society and the possibilities for learning and transforming culture together. It will be framed around the following question: what kind of spaces support solidarity between young children and older people to create child- and age-friendly communities?

A key finding of the research is that intergenerational learning can contribute to the development of relationships and solidarity between generations in public spaces and in daily life. The analysis will draw on concepts from cultural anthropology, socio-cultural psychology and human geography also discussing the concepts of *child-friendly cities* (UNICEF) and *age-friendly communities* (WHO 2007).

Evidence from the TOY Project, based on observations and interviews with children, parents, older people and practitioners will be presented to demonstrate that intergenerational learning between young children and older people can create resources that add value to the lives of individuals and create better communities (Beth Johnson Foundation, 2011; Butts, 2007; Pinazo et al, 2007; Springate et al, 2008; The TOY Consortium, 2013a, b).

PO25

Juana María Méndez Guerrero

Literacy practices of the children and their mothers in specific vulnerable social context in San Luis Potosi, Mexico

I present the abstract of qualitative research, the approximation of elements that I consider are relevant in this analysis and reflecting moment.

The main problem is the disconnection between the aims of the school and the literacy practices outside schooled (Lerner, 2004), frequently don't know the uses of literacy in specific contexts (Street, 1984; Kalman, 2004). The children spoke about their different experiences with their mothers around the literacy practices in everyday life. Accordingly the purpose is to know and understand the literacy practices in the vulnerable social context and know the uses of literacy and generate new social practices. The main question is: how to transform the teaching and learning process take into consideration the children and their mothers in their context to generate new social practices?

The research is qualitative with ethnographic perspective and comprehensive epistemological positioning. Collection techniques were participant observation in the classroom, households and social context of the subject; informal talks and in-depth interviews. I used field diary, video and audio recorder. The theoretic

categories are literacy like a social practice, the experience of the mothers and cultural context and empirical categories emerging. Unit of analysis is the social subject and his practices.

I identified points of separation between school and everyday life. We build communication events where teacher, children and mothers participated. They were points of articulation accordingly generated new social practices. The inclusion of knowledge (Freire, 2004) of mothers in school, also committed to the educational community (Vygotsky, 1979) and the symmetrical relationship of the actors in the educational community (Schmelkes, 2003) served to the aim.

Transform teaching and learning processes considering the literacy practices of the child and his mother in vulnerable context to provoke the creation of new social practices as a possibility of social movement.

PO26

Alan Pomfret

Playing With Childhoods: Life World, Capabilities, Bricolages, and Other Liminal Emergent Multibrids

This paper assesses the possibility and desirability of rescuing 'childhood' from the representations visited upon it by the extant multi modal meanings of 'children' and 'child.' Similarly with the notions of 'voice', 'agency', and its surrogate, 'competency'. Inevitably, such notions evoke decontextualized, individualist, essentialist, static, behaviouralist, and 'authentic' social imaginaries of various kinds. Signifying such imaginaries as traits or properties of individuals hinders the search for a more comprehensive and reflexive contextually centered comprehension of childhood. Rectifying this state of affairs requires a sensitizing framework that decenters without completely discarding such imagery. Minimally, among other tasks, a framework should force us to acknowledge the sheer dynamic complexity of the childhood space, its regularities as well as its fluidities and its potentials as well as its realizations. It should facilitate empirical investigation of childhoods as multifaceted, contextually mediated emergent accomplishments of voice and agency among other multibrids. Additionally, it should enable grounded normative discussions of possible and desirable future alternatives as well as descriptive and analytical depictions of past and present configurations. Childhood needs a conceptual playground. By way of contributing to this project this paper draws upon existing research as well as an ongoing study of involving children in the planning of a new children's museum. It explores the value of understanding childhood by as a conceptually modified capability space embedded in life worlds and systems confluences. Although wellbeing and agency capabilities are considered, the emphasis is upon the latter. Finally, consideration is given to the use of bricolages as emergent accomplishments pointing simultaneously to both present manifestations as well as future possibilities for childhood.

PO27

Sibel Sönmez & Gamze Bilir Seyhan

Who is do that: Fat or Thin?

The increasing concern about body size, dieting and eating disorders is widespread. There is a great deal of evidence that our society holds a negative attitude toward overweight individuals. Body size stigmatism is based on the belief that fat children are different, in terms of personality and behavior, from other children. Cognitive-developmental theory observes that young children focus on the external attributes of people. Preschool children believe that children who are overweight possess more negative personality and behavioral characteristics than do other children. Even children who are overweight themselves hold negative attitudes toward overweight individuals.

The principal aim of the study is to examine preschool children's perceptions of overweight children. Research questions are: 1) Will preschool children identify overweight children as being 'bad' more often than non-overweight children? 2) Will more negative characteristics be attributed to overweight children as preschool children's age increases? 3) Will male and female children have different perceptions of overweight children?

An exploratory research examined preschool children's perceptions of others based on weight. Children who participated in the study completed an activity, which included four short stories where in each story, one child acts in a prosocial manner, while the other child behaves in a non-prosocial manner (Cramer and Steinwert, 1998). At the end of each story, children viewed pictures of target figures and answered questions related to their perceptions of the target figures.

Children from 41 to 73 months old (N = 92) listened to four stories about an interaction between two children, in which one child demonstrated socially unacceptable behaviour and one child demonstrated pro-social behaviour. Their BMI (Body mass index) %57,4 normal, % 31,5 are overweight or obese. Results showed that children perceived overweight target figures mostly as 'bad' more often than 'good' in for stories.

The findings can inform that we have to development programs to prevent or decrease body stigmatization in order to create inclusive learning and social environments.

PO28

Elina Turjanmaa, Anne Alitolppa-Niitamo & Inga Jasinskaja-Lahti

Intergenerational relation and autonomy negotiation of 1.5 generation immigrant adolescents

Intergenerational relations are widely studied among family researchers from different fields. Conflicts in these often everyday social relations between children and their parents are seen as hindering the development, wellbeing and success of children.

The reason for intergenerational discrepancies lies often on parents' and children's differing views on children's autonomy. Adolescence is an age phase when adolescents' seeking for autonomy becomes particularly important. As immigrant children face this development phase simultaneously with the integration process, their strategies in balancing the need for autonomy and relatedness are especially crucial.

In our study, we ask how adolescents negotiate their autonomy after migration. Research on adolescents' autonomy in immigrant families has been mainly quantitative measuring adolescents' and their parents' autonomy expectations in hypothetical situations and neglecting culturally different meanings of autonomy. Instead of taking as a given prevalent assumptions about the behaviour and strategies of adolescents from collectivistic or individualistic cultures, we seek to understand how the studied adolescents perceive and negotiate intergenerational relations in complex ways that cannot be fit into binaries.

Our study participants are immigrant adolescents (aged 13 to 18) who have migrated to Finland in early adolescence forming the so called 1.5 generation. This particularly transnational immigrant group has experienced living in the country of origin as well as entered the general socialization institutions (i.e., school) in the receiving societies.

In our analysis, we compare autonomy negotiations of adolescents in three different groups: adolescents with African, Middle Eastern/Southern Asian, and EU/USSR backgrounds. The analysis is built on data collected from 80 semi-structured interviews with immigrant adolescents. The interviews are analysed with qualitative and quantitative content analysis revealing three types of autonomy negotiation strategies: *emphasizing cultural maintenance*, *building trust* and *parents' authority*. Differences and commonalities of autonomy negotiations in three ethnocultural group are identified and discussed.

PO29

Kristiina Välimäki

"Can you take a photo of my little things?"

Children spend a large part of their daily lives at school. However, to be a schoolchild is easily determined merely as being a learner or being educated. Children's everyday life at school is much more than what the school's adults are able to see. Guardians do not see the child's daily life at school. Messages got from school are primarily textual form. In my doctoral research I look at the daily life of the school as socio-material phenomenon. Children live not only in social relationships, but also in relation to the material world, such as places and objects. To communicate about children's lives as social and material thus requires more than just text based documentation. Children's daily lives at school should be seen.

I am interested in how photographing can be used to support positive interaction between the everyday school life of children and adults. The positive interaction includes both human activity as the material world of agency.

The aim of the study is to find out the ways how to support everyday life community structures of school. The fieldwork has started in a southern Finnish primary school classroom. Methods are summarized in participatory action research, ethnography and visual approaches.

The camera is in the hands of the researcher, but photographing happens in active interaction among the participants. The data is thus not only photographs but also what happens around photographing: recorded discussions and action. The research involves three main groups of participants at school's everyday life: children, adults at school and children's guardians.

The aim of this research is to produce a common, shared "voice" and to bring children visible in their social and material relations in everyday life of school. My preliminary observation is that viewing photos and discussing about them increase positive interaction between the viewers.

PO30

Basanta Adhikari

Gender discrimination in childhood education in Nepal

Education is the foundation of development so that all countries around the world have to emphasize this sector for equipping their citizen with knowledge and skills. Both developed and developing countries have been spending a substantial amount of their annual budget for the development of education (Theobald and Ailwood, 2011). Nepal has been spending a large amount of money on the education sector, i.e. 17% of the total budget in education. Unfortunately, the outcomes of a large amount of national budget on the educational sectors seem very poor and debatable in Nepal (The United Nations Educational, Scientific, and Cultural Organization, 2008). The empirical literature reveals that the female children are deprived to admit in private schools because there is still gender discrimination to educate children in Nepal. This study will examine the views of parents why the children from the same family go to the two different schools (Private and Public Schools). More significantly, this study will examine the preference of parents to admit their sons to private schools and daughters to public schools. The public schools are free and the private schools are payable. This study will compare the ratio of enrollment of male and female children at five private and five public schools from the same family at Ratnanagar Municipality Chitwan Nepal. This study will apply the case study research to find out the number of male and female children' enrollment in the academic year 2015-2016 at ten sampled schools. The qualitative interviews will be applied as a research tool to collect the data on why parents send their daughters at public schools and sons at private schools for their pre-school education in Ratnanagar Municipality Chitwan. This study will also summarize the ratio of enrollment of the male and female children at ten sampled schools from the same family. This study will face the challenge of the generalization of research finding because of the limited sample population.

PO31

Marie Lange, Helen Göranson & Ingela Marklinder

Food safety knowledge, behavior and trust among students in Home and consumer studies in the Swedish Compulsory School

Introduction: By having knowledge related to food safety i.e. how to handle, prepare and store different food items the individual consumer can make health benefits in absent of severe diseases and secondary diseases linked to foodborne infections. Home and consumer studies in the Swedish Compulsory School should be a suitable place for food safety education as it includes a large part of practical cooking and is mandatory for all students.

The aim was to investigate food safety among students in school Year 9 in relation to their knowledge, behavior and trust for information.

A new method was used to collect questionnaire data. A Student Response System was introduced at the students own schools and they were to answer the survey with a small handheld wireless control, a clicker. The questions were shown at PowerPoint slides and the students answers were collected by the response program Turning point 2008. The questionnaire included 26 questions which were all read out loud and some trivial demographic questions were used in the beginning of the survey to ensure the method. A total of 529 students from 18 different schools in different parts of Sweden participated in the survey conducted between September 2013 and January 2014.

This study reveals that the students' food safety knowledge and behavior are inadequate and that important risk areas needs to be highlighted in Home and consumer studies teaching. Boys reported to be significant more at risk in terms of food safety and particularly those who reported to seldom cook at home. They also reported to have trust for more untrustworthy information sources. Girls answered more favorable and to have mother as their most credible information source.

The outcome of this study is that students might leave school without having learnt even basic food safety skills, which might lead to unnecessary future health impacts.

PO32

Hasse Karlsson, Linnea Karlsson, Annarilla Ahtola, Katja Tervahartiala, Jonna Kesäläinen & Emilia Loula

Day care and the development of stress regulation systems in toddlers - the FinnBrain Birth Cohort Study

Children vary in their vulnerability to stress due to genetic, temperamental, developmental, and family environmental issues. Entering day care confronts children with stress related to changing caregiving environment and the characteristics of daycare itself such as being without parents, complex relationships with peers, loud noises, and novel daily routines. More research is important, because there is notable lack of research in this field of small children.

This study compares saliva cortisol secretion profiles between toddlers in outside-home day care setting and those at home care. We expect that the daytime cortisol secretion profiles differ between the home and day care samples. We also suggest that child's social competence, verbal skills, temperament, and age influence the cortisol profiles during the day. We further expect that both physical environment and training of the day care personnel modify the effects.

We will collect the group (n=100) of the children who are in the day care and the group (n=100) of the children who are at home care. The saliva cortisol samples are collected over two days per child. First day is at weekend when children are at home and second day is during a week day. Cortisol samples are collected when children are 30 months, 42 months and 60 months old. We link these data to the larger FinnBrain Birth Cohort data, which includes information about child's social competence, verbal skills and temperament.

Research project has started in the spring 2014. We have now collected saliva cortisol samples from n=53 children and 12 day care centers have participated in the project. Baseline samples will be collected by the end of 2016 and follow-up measurements during 2017-2018.

PO33

Ulla Korpilahti & Brita Somerkoski

Preventing little children's accidental injuries at home

Background: Every child has right to have protection and safe childhood. Finland's National Action Plan for injury prevention among children and youth includes objectives and proposed measures to promote and prevent accidental injuries of children. Every year approximately 5 children under the age of seven die and about 1600 children are hospitalized as a result of accidental injury at home. Accidental injuries at home caused 53 % of all hospitalization of children under 7 years, and children under 3 years the rate was even 70 % (2012-2014). Drowning or choking is the most common causes of the fatal accidental injuries at home. Respectively tumbling, falling or collisions are leading causes of hospitalization.

In Finland's National Action Plan for injury prevention among children and youth the overall objective is to reduce children's accidents and injuries by increasing the awareness and prevention.

Finnish maternity and child health clinics staff meet almost every pregnant women and families with a child. Based on research home visits and discussion with families at clinic's appointment are good opportunities to prevent accidental injuries at home. The experts of injury prevention in the National Institute for Health and Welfare (THL) provided a written guidance of accidental injury prevention for the staff. Also Home Accident Prevention Project in collaboration with THL has published injury prevention checklists to maternity and child clinics personnel. THL has also done good co-operation with Finnish Safety and Chemicals Agency (Tukes) promoting children's safety at home, for example the guidebook for parents of little children (Safe Home for a Child, Turvallinen koti lapselle).

Findings: Multidisciplinary collaboration and supporting professionals with providing tools is essential in preventing accidental injuries at home.

Conclusions: Prevention of accidental injuries at home requires a sustainable work with many partners, good coordination as well as enough resources.

PO34

Ian Ndlovu

Marginal Identities and Heterotopic Spaces: Life Experiences of Street Children in Bulawayo, Zimbabwe

This paper explores the conceptual terrain necessary for understanding the life experiences of street children in Bulawayo (Zimbabwe's second largest city) in the context of their day-to-day activities, their claims for space and places. The paper draws from the author's ethnographic research experience with children living on the streets of Bulawayo between 2011 and 2013. The broad aim of the research was to capture their perspective of life in the streets presented in their own words. The concept 'street children' suggests a 'slippery label' used by the powerful upon the powerless and marginal identities ascribed to the 'other'. Street children are one of the powerless groups for a variety of reasons but among them is that they are young and vulnerable and, therefore, assumed to need protection by and nurturing from adults. Identities, space and place are seen as markers for street children's negotiation of space and strategies that they employ to protect and keep themselves safe in a hostile street environment. The paper seeks to demonstrate that street children represent 'childhood of the other' in that they are a 'new community' that we have to live with. Furthermore, they are autonomous and competent social actors capable of telling their own stories about life on the streets. Finally, the paper examines safety and child protection issues arising from their experiences on the streets.

PO35

Maria von Bredow

Children migrating alone – an everyday life outside the system

In the mid-90s children travelling alone from Morocco started to reach Spain, the Authorities were at a beginning confused and not very well prepared receiving a group of quite independent children travelling alone or in peer groups. Some of them wanted to work, others study, but all of them with the objective of getting a better life somewhere else outside their country of origin. In 2007/08 the economic crisis stroked Spain and for children searching for a future this meant they had to go further up Europe searching for opportunities. There are reports of abuse and trafficking, of children living in the streets, travelling back and forth in Europe, not wanting any regular contact with the social services nor the police etc. But at the same time they do live their everyday lives, coping with the reality they live in. Since about springtime 2013 children from Morocco and other Northern African countries is also seen in Sweden and these children, having travelled far on their own are the subject of the study. The aim of the study is to make the voice of these children heard, pay respect to their everyday life, study their coping strategies and maybe find answers to how Authorities could work with this group. The main method used was semi-structured interviews with the help of additional material (such as maps). The child's route is possible to follow albeit some language difficulties. Some of the results point at a normalisation of the situation they live in, the importance of peer groups and communication via social media, a wish for a normal life, working, studying etc., but they also highlight the fact of wanting to be treated as "adults", giving them more responsibility (somehow difficult for the European Social Systems). Children migrating alone also live everyday lives.

PO36

Outi Arvola

Multicultural children in Finnish Early Education

There is a lack of research on multicultural children in Finnish Early Education and development requires more research data and practical tools for multicultural work. The immigration policy situation challenges Finland and the EU countries to focus on these issues, most significantly by observing the formal learning contexts of young children to better understand the children and to develop the competence of professionals to work with multicultural children and families.

Orientation project (2015-2018) is a large research and development project concerning Early Childhood Education. The leader partner is University of Helsinki. The project includes comparative research and learning environment development based on the research results. My research data consists of children with an immigrant background in Finland. The main purpose is to establish what really happens in early childhood education, to study how children's orientations, skills and peer relations impact their activities and study how educators actions and the learning environment are related to unfolding activities.

The research methods are systematic observation, the evaluation of more than 400 learning environments and children evaluations. The research instruments are independent from each other, which means that any connections identified reflect some real connections between phenomena.

This presentation is based on research results from child evaluation data (N=348) collected from early educators. Childrens' self-regulation skills, social skills and learning skills in the formal early education context are analyzed. Based on the results, the skills of multicultural children are basically the same as children with a Finnish background. The most significant findings concerned the children's learning skills, especially language skills. The area needs more support and actions from the field of formal education. The next step of the research is to identify answers to these questions.

PO37

Nhi Hoang, Leena Holopainen & Martti Siekkinen

Teacher's Emotional Support and Children's Classroom Engagement and Disaffection in Vietnamese Kindergartens

Introduction: During the last decades, many studies have been studied the effect of teacher's emotional support (ES) on children's classroom engagement, however the findings have been contradictory (Klem & Connell, 2004; Pianta, La Paro. & Hamre, 2008; Reyes, Brackett, Rivers, White & Salovey, 2012). Moreover, there is little knowledge on teacher's ES and its effects on children's development in Asian countries, especially in Vietnam.

In this study we extend prior works on examination the effects of ES on children's classroom engagement (CN) and disaffection (CD) in Vietnamese kindergartens. The research also examined the effects of class size, student gender and student age on ES, CN and CD.

ES was measured by the Classroom Assessment Scoring System- CLASS (Pianta, La Paro, & Hamre, 2008). CN and CD were measured by using teacher reports of student engagement versus disaffection – EvsD (Skinner, Kindermann, & Furrer, 2009). There were 1474 children and 60 teachers from 54 classrooms of 12 kindergartens in three cities of Vietnam participating in the study. To answer the research questions, structural equation modelling and multilevel regression analyses were applied.

ES was found to affect both CN and CD. Between-class differences in CD were larger than those of CN. Class size and student gender predicted CN. Student age predicted CD. With respect to ES's dimensions, positive climate was predicted by class size, student gender and student age. Negative climate was predicted by class size and student age. Teacher sensitivity was predicted by only class size whereas regard for student perspectives was only predicted by student age.

The study contributes to the literature by broadening the knowledge about the ES, CN and CD to new educational, Asian context, using the observation instrument (CLASS) used in many western countries before.

PO38

Natalia Lapkina

The crisis of identity in the primary and secondary school: the national component

In Russia while discussing educational strategies one more often speaks about multiculturalism (although in Europe, the term is partially devalued because of failures of management in complex cultural communities), as of the only possibility of preserving the cultural diversity of our country and the preservation of civic identity. In major metropolitan areas such as Moscow is now rapidly changing picture of the ethnic composition of students. The school children come from very different regions of Russia, and the main problem for them is the possibility of a constructive dialogue between cultures and preserve their ethnic identity, without xenophobia in relation to others. In the children's micro-groups, kindergarten groups, in school class it is very important to create conditions for joint activity for children from families of different cultural backgrounds. Activities should be the format of the festival, when everyone introduces himself and tells about himself but specific joint activities for the common goal - be it preparation for the holiday, the overall game, the overall project. During the joint venture a mutual "cross-cultural" understanding is forming and the "borders" are erasing, not setting. The report will be presented to the development of a technique which can reduce the level of domestic nationalism in the groups of children and form their own cultural identity, without prejudice to other nationalities. With the hold of Russian Foundation for Humanities project № 14-06-00836

PO39

İrem Öztürk

Cultural dimensions, personal values and objection to unethical practices

Cultural dimensions are known as important predictors of human behavior and they construct the base of our personal values. These arguments suggest that cultural dimensions and personal values may shape our attitude towards unethical practices. In addition raising objection to unethical situations is very crucial in early childhood education settings as having an important impact on children's daily experiences. In this respect the present study aims to shed a light on early childhood practitioners' experiences of unethical practices and their personal values that may shape their reactions. In the first part of data collection, 33 cases of unethical practice has been collected from early childhood education practitioners that are reached by both social media tools and personal contacts. In the second part 20 female participants studying child development in a private vocational school were given Schwartz's 21-item portrait values questionnaire. This procedure was followed by a group interview that has been carried out by an unstructured discussion of unethical practice cases. Results provide quantitative examples of the relation between personal values and attitudes toward objection and will be discussed in the context of cultural dimensions and their impact on children's educational experiences.

PO40

Lisa Trujillo

An Exploration of Unaccompanied Asylum Seeking Minors' Digital Media Usage and its Impact on Their Rights: A Case Study in Germany

In our modern age, digital communication facilitates asylum seekers across geopolitical and cultural borders every day in their attempt to find refuge and protection. In particular, high numbers of unaccompanied asylum seekers minors (UASM) are on a steady rise in Europe and Germany with their age group being considered as the main group at the front of the 'digital revolution'. Little empirical research has been done in uncovering the digital media behaviors amongst refugees, let alone UASM. Additionally, research regarding their competencies and potential vulnerabilities as they settle in their host countries is even further at the forefront of exploration.

This paper aims to reveal the findings of an exploratory empirical study being conducted in order to uncover digital media uses by UASM, and better examine the impact that these activities (or lack thereof) have on their rights. The study aims to portray the voices and perspectives of UASM in Germany, regarding their everyday digital media access, usage habits, competencies and potential vulnerabilities.

This unique study is currently being conducted at a special home for UASM in Germany and will act as a case study in this paper. Individual qualitative interviews are being conducted with specialists working at the home and unaccompanied teenagers living there, in order to gain a range of perspectives on the realities and challenges facing them. While the teenagers come from a range of refugee backgrounds, this paper is likely to include a deeper look into those coming from Syria. In addition, an examination of related research and literature on the usage of digital technology by young refugees, and EU recommendations and legislative documents regarding the rights of children and youth in the digital arena will be included.

As this research and study is currently being conducted as a Master Thesis, results and conclusions are yet to be revealed and will be made fully available after 21 April 2016.

PO41

Larissa Franz-Koivisto

Integration and social service utilization by immigrant families with disabled children in Finnish municipalities

Immigrant families with disabled children face many challenges and marginalization in society. The legislation in Finland supports and guides the integration services for immigrants and there are many services available to these families. Nevertheless, characteristics of the service system may create barriers to service utilization.

The Etu-project acts as a facilitator between immigrant families with disabled children and different service providers. An integration advisor working for the Etu-project follows and guides the families in service and integration processes. The project aims at achieving a comprehensive view of the service paths and inves-

tigates how existing services are experienced, and how services could be further developed in the light of new knowledge. The Etu-project (2013-2016) is funded by the Finnish Slot Machine Association (RAY) and administered by the Supporting Foundation for Children and Youth with Disabilities (Vamlas).

Quantitative data consists of a survey about services provided for immigrant families with disabled children. The survey was aimed at municipal integration and disability services in Finland (N=67). Qualitative data consists of the integration advisor's reports about the client families' experiences from the service user's point of view.

It seems that inflexibility, complexity and unequal availability characterize the services and may make their use problematic for immigrant families with disabled children. The survey findings suggest that language difficulties, cultural differences and divergent perceptions of disability are seen to form barriers to service utilization. Nevertheless, it seems that services provided in Finnish municipalities meet the needs of the families fairly well.

PO42

Eeva Timonen-Kallio & Mari Lahti

ACUCARE - interprofessional training supporting Child Protection and Psychiatric Services

Many of the children living in residential child care settings tend to be in need of psychiatric treatment as well as child protection services, and thus the professional expertise of both sectors must be coordinated in their care. However, there are serious challenges across Europe to put this interprofessional collaboration into practice. It is widely known that collaboration between child protection services and mental health services is not working well and the outcomes for vulnerable children are poor. It is a regrettable fact that child protection services, particularly residential care, suffer the lack of mental health services and paradoxically, children taken into care don't always receive the out-patient psychiatric help they are entitled to.

The common problem is that the professional expertise stays in silos; professionals act in separate sectors and thus effective interprofessional networking is difficult to establish. Each care profession has a different working culture, values and behaviors. One promising way in helping children and adolescents is an interprofessional acute team work model. It is still fairly new approach in youth psychiatric services in Finland and not existing at all in Estonia. Within this framework CB project ACUCARE's (2016-2018) objective is to develop a vocational training e-course for nursing, social work and social educator training in order to create the more aligned joint vocational education training. The e-course concerns interprofessional psychiatric acute team work and includes two parts: family work in open care (5 ECTS) and residential child care in foster care (5 ECTS). Project develops new professional skills and innovative ways of working. The e-course increases collaboration between students and practitioners working on the borders of the different systems and different countries.

PO43

Eleonora Del Gaudio & Stephen Phillips

Between borders, behind fences: detention of children asylum seekers in Australia and the European Union

The widespread use of detention of asylum seekers as a form of border control is an acknowledged reality which carries a particular significance in cases where children are involved. Deprivation of liberty in the legal framework concerning asylum is a permitted measure which applies indistinctively to adults as well as children. If children are not accompanied by a family member or an adult relative a higher level of protection does apply, but detention remains possible nonetheless. Numerous studies provide evidence of the detrimental impact of detention, especially when those measures affect particularly vulnerable persons. The present study is a comparative inquiry on the detention of children asylum seekers in two geographic areas: Australia and the European Union (EU). The two realities examined display significant differences, yet many commonalities can also be traced in the growingly restrictive approach to migration favoured by many states. The right to liberty in the asylum context and the special protection needs of children are addressed from both a legal and practical perspective. The practice of detaining asylum seeker children deserves adequate scrutiny owing to their particularly vulnerable position. States have shown an increased willingness to pursue coercive, punitive policies in efforts to control access to their borders and to send a strong message of deterrence to those who would seek to cross them in an irregular manner, including measures which directly affect children. States have an undisputed right to control entry to their territories, but they are also under legally

binding obligations to ensure that all border control measures, including the detention of children asylum seekers, are in full compliance with international human rights law. This analysis questions the logic lying behind the capacity of states to detain children due to their migration status and identifies relevant protection gaps within the Australian and EU spheres.

PO44

Laakso, M-L., Koivula, M., Turja, L., Viitala, R. & Neitola, M.

Papilio-program in promoting social-emotional competence and preventing self-regulation problems in preschool children

The study investigates the effectiveness of Papilio-program in promoting young children's social-emotional skills and in preventing problems in self-regulation. Papilio is a developmentally focused research-based intervention program developed in Germany. The methods of Papilio are based on previously developed social-emotional learning programs, and scientific evidence. The effectiveness of the program has been proven in Germany by a large-scale, controlled longitudinal study, ALEPP.

The aim of this research project is to explore the implementation and the effectiveness of Papilio in the Finnish ECEC. In this presentation we describe the research design of the Papilio project in Finland.

The target group of Papilio consists of children aged 3–7-years. The program is designed for the primary prevention of social-emotional difficulties and for fostering prosocial behaviors for all children with and without risks. At the same time, Papilio supports the whole day care centre unit in enhancing positive interactions and relationships. Papilio uses child-centered ways of learning (e.g. puppets, stories, songs). Since Papilio is implemented for all the children, the program can be regarded as preventive, as well as rehabilitative. Papilio includes three methods for the children that are regularly used in the day care centre: 1) "Paula and the pixies in the box, 2) "Toys-go-on-holiday day", and 3) "Mine-yoursyours-ours game".

Papilio has taken its initial steps in Finland during the last year: the first teachers have been trained and the data collection in the participating day care centres is currently undergoing. Research evidence on the effects of Papilio is valuable, since Papilio is among the first, comprehensive intervention programs for the primary prevention in the context of the Finnish ECEC.

PO45

Elina Stenvall

Children's everyday life as a place for sociation

It has been said that in studying children's relation to societies there is a need for a concept that exceeds more conventional ways to understand this relation (Philo and Smith 2003). In my thesis *Children and Society – everyday life as a place for sociation* I explore children's understandings and experiences around these conventional concepts such as participation, citizenship or politics. I do that by studying how children give meaning to their everyday spaces and perform as political actors, participants or citizens in their everyday lives. Yet, in order to exceed these conventional ways to think about children's relation to the society I lean on Georg Simmel's concept of sociation. With that concept I try to create new understanding about participation, citizenship and/or politics in children's lived environments. In my study I ask what children's sociation is as conventions of everyday life. How children are part of their mundane environments and society more broadly. What kind of relations can be seen if children's own experiences are taken as a starting point?

In my presentation I will focus on my preliminary findings. I will first introduce the context of my work and my research questions. I then portray on children's experiences about their own everyday life and the ways in which they are active parts of society. To conclude, I discuss on how all this said above can be seen as and understood in terms of sociation.

PO46

Helena Törölä, Salla Heikkinen, Merja Luukinen & Sami Turunen

Play picnic at Oulu University Hospital

A modified application of the play picnic idea, used in Graz by Marguerite Dunitz-Scheer and her team, has been successfully implemented at Oulu University Hospital. The model is based on joint work between pediat-

rics and child psychiatry. The team consists of gastroenterologist, speech-language therapist, psychiatric nurse and rehabilitation counsellor.

Play picnic has been used to treat feeding problems developed due to various somatic, sensory or emotional problems. Children and their parents attend daily picnics for three weeks. The children acquaint themselves on food and eating together with peers in positive atmosphere and weaning from tube feeding is accomplished. Check-up by the gastroenterologist is performed daily. In addition, parents gather together twice a week with the team discussing their experiences and feelings. Follow-up meeting of the children and the team is held one month after the three weeks' picnic including check-up with the gastroenterologist and a dietitian. Feed-back from the parents concerning the method is collected after the treatment period. Emotional symptoms of the children are collected by a CBCL questionnaire during the treatment and a second time after 6 months.

During the treatment, the children have either started eating orally and the gastrostomy tube has been removed or the children have increased their oral feeding. Psychologically the children have become subjects of their lives instead of being objects of their lives. The parents have learned to trust their children's spontaneous feeding ability. Families have got more freedom and possibilities for everyday life. Parents' experiences and feed-back of the play picnic treatment have been encouraging since the results have been lasting and positive.

Play picnic treatment has proven to be an effective intervention in weaning from tube feeding and treating various kinds of feeding problems in children. Furthermore, it brings remarkable savings in health care due to cessation of tube feeding.

PO47

Raisa Laurila-Hakulinen & Päivi Venäläinen

Children's and Young People's Visual Art as Data of Childhood Studies

Art Centre for Children and Young People promotes the art education of children and young people in Finland and its activities include art, art education and research. The centre organises exhibitions, education and training, and workshops. The emphasis is on visual arts. The Art Centre for Children and Young People collaborates with various expert bodies in the fields of youth work, art and culture.

The heart of the art centre is the international collection and archive of children's and young people's art. The seeds of the archive were sown when Eino Vesalainen, a Hyvinkää artist and art teacher, organised an international exhibition of children's and young people's art in 1971. The archive has further accumulated thanks to subsequent exhibitions, held every 3 or 4 years, and comprises approximately 100 000 artworks from some 130 countries. The artworks in the archive are mainly drawings, paintings and prints on paper. The age of the artists in the archive ranges from 3 to 20 years.

The archive is being digitised and catalogued. About 80 000 artworks is now in digital format and indexed, and at the disposal of researchers at the Art Centre for Children and Young People. Digitised artworks are displayed at web and virtual exhibitions.

The Art Centre for Children and Young People aims at popularising its archive in the field of Childhood Studies as well as arousing researchers' interest in children-made images more widely. The Art Centre wishes to offer researchers data for studies, and on the other hand through research deepen its archive's content and substance. The idea is to discuss, together with the researchers, the relevance of cultural heritage produced by children in the Childhood Studies. The collaboration could result for example in a publication.

PO48

Lucyna Tumanowicz

Rape? "It is normal". The normalisation of forced sexual behaviour among street children in Dar es Salaam, Tanzania

A quote in the title of the paper is a piece of the conversation that I held with a 16-year-old ex-street child in 2013. It was his expression of surprise at my feelings of pity and empathy for his fellow, a teenage street girl, who, as he just informed me, had been raped by a group of men. I was hardly able to whisper: "I feel so sorry for her" what, I suppose, surprised him to the same extent to which I was surprised by his reaction and comment afterwards. He smiled and asked me: "Why? It is normal." This view on sexual assault expressed by a single boy is not unfamiliar to many other street children. Among cases of sexual abuse that took place

throughout my fieldwork, I have never seen any child with so called Post Traumatic Stress Disorder symptoms that are obvious signs of the traumatic experiences that the individual is passing through. This paper is a reference to the differentiation by Nancy Scheper-Hughes between trauma experienced sporadically over a longer period of time and trauma that becomes an everyday reality in human lives from a young age to adulthood. This leads to the conclusion not only on different kinds of trauma in a span of time and space, but first of all on different processes of socialisation that are fundamental to the young people's expressions of what trauma is and is not. Socialization into street life from a very young age, where sexual abuse is a norm of a human conduct, and not rarely becomes a collective experience, has different implications for the child protection policies in comparison with the environment in which sexual assault on a child is highly condemned and recognized on the basis of isolated cases.

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