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FAMILY SUPPORT SKILLS:

Creating an agenda for family workforce skills research development

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Acknowledgments

This proceedings book contains a collection of selected posters submitted to the EurofamNet Training School on FAMILY SUPPORT SKILLS: Creating an agenda for family workforce skills research development in 2023. The mission of this Training school is to contribute with high quality training of the future generations of European researchers in the field of family support from an evidence-based and pluralistic approach.

This training school has become an event for senior and young researchers to present their research, as well as exchange information and deepen their research problems, and develop sustainable cooperation.

There are 19 research posters submitted by early career researchers and 7 Lectures distributed in three days and thematic sessions: Conceptual Framework (by John Canavan and Nevenka Žegarac, Cristina Nunes, Anita Burgund Isakov and Catia Martins). Methodological Challenges in Family Support Skills Research (by Raquel Amaya Martínez González, Nina Mešl and Nevenka Žegarac and Agenda for Family Workforce Skills (by Andy Lloyds and Elona Bokshi). Readers can find, theoretical and empirical explorations, explorative and evaluative studies, quantitative and qualitative methods, descriptive and analytical approaches, and interesting implications worldwide.

The organizers would like to thank you sincerely to all parties involved.

Committee

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PROFESSIONAL COMPETENCES IN MINDFULNESS-BASED INTERVENTIONS FOR THE PROMOTION OF POSITIVE AND MINDFUL PARENTING

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Background/introduction

If being a parent is complicated in normal circumstances, where there is a great psychological impact, feelings and experiences of great intensity (Parent et al., 2010), this impact is even more in families in vulnerable situations. In recent years, there has been a proliferation of training and support initiatives for families, including Mindfulness-Based Interventions (MBI). One of the MBI that gathers the most evidence is Mindfulness-Based Stress Reduction (MBSR). With evidence of effectiveness in different populations and settings, research is still needed in the field of parenting, and specifically with caregivers of children and adolescents with mental health problems, to train parents to become aware of their parental role to be useful for the development of the necessary competences for a positive and satisfactory performance of their parenting (Santamaría et al., 2006). Most of the study of MBI and MBSR has focused on efficacy, effectiveness and efficiency but a gap remains in the professional competencies that influence the intervention process which are defined as “the power of doing things in collaborative ways supporting different aspects of family functioning in a competent manner using the knowledge effectively in the execution of serving families with holistic, strengths-based, and relationship-based practice approach” (Zegarac et al., 2021).

Objectives

Due to the particular approach of MBI, which works with meditative practices based on the mind-body interaction approach to promote internal resources in order to relate more positively with oneself, with others and with the context (Kabat-Zinn, 2003) and that try to focus attention on the present moment through a methodology of implicit and experiential learning, this research aims shedding light on the variables related to MBSR professional competences (knowledge, skills and attitudes) that are relevant to know which aspects influence and help to gain benefits of the MBI participation in different domains, such as health, social, relational and family.

Method

The methodological strategy was the qualitative. Considering the Mindfulness-Based-Stress Reduction Parenting (MBSR-P) intervention programme (Jiménez, P., 2021) the information

collected and provided by the participants, both in the open questionnaires and in the focus groups was analyzed looking for the most important elements of the programme for them, assuming that the professional should be skilled in them. For that, an inductive thematic analysis was conducted following the quality criteria recommended by Braun and Clarke (2006) using word processing software to process the data, grouping and labelling the data by content to find out the core professional competencies needed in the intervention. Furthermore, the contents and methodology of the MBSR-P were considered and the national and international best practice guidelines and ethical standards of quality were reviewed to list the professional competencies in the delivery of MBI.

(Expected) Results

Available data and information resulted in a list of 16 key professional competences in the field of MBI. Among them, 6 refer to the area of knowledge, 5 to the domain of skills and 5 to the domain of attitudes. In the field of knowledge-related competences, professional qualifications in mental/physical health care, education or social care and the knowledge acquired in Mindfulness (and parenting) stand out, as well as the instructor's embodiment of mindfulness; in the field of skills-related competences, two of the most specific in MBI are the implicit teaching of content and the mindful connection with the direct inner experience of the instructor during the sessions; and in the domain of attitudes, are particularly relevant the competences of working with the intention of alleviating suffering through kindness and compassion and non-directiveness, among others.

Conclusions/Implications

This research sheds light on the MBI professional competences as necessary requirements that can facilitate and improve processes in family care and intervention services, as well as their well-being fostering mindful parenting and applying the strategies in daily life to achieve benefits beyond the intervention context. Due to the lack of study of the role of the professional in the implementation/outcomes of MBSR, a specific assessment of professional competencies will be carried out incorporating it as a study variable in the MBSR-P protocol to find out how they are adjusted in the intervention and improve knowledge of this dimension in the field of MBI.

Key words

Professional competences, Mindfulness-Based Interventions; Positive parenting; Mindful parenting; programme evaluation.

Professional competences in Mindfulness-Based Interventions for the promotion of positive and mindful parenting

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INTRODUCTION

Mindful Parenting and Mindfulness-Based Interventions (MBI)

- If being a parent is complicated in normal circumstances, where there is a great psychological impact, feelings and experiences of great intensity, this impact is intensified even more in families that are in a situation of vulnerability due to various circumstances (Conner et al., 2014; Minor et al., 2006). In recent years, there has been a proliferation of family training and support initiatives aimed at helping and accompanying parents in developing the strategies and competences necessary for positive parenting. Some intervention approaches include Mindfulness-Based Interventions (MBI) (Kabat-Zinn, 2003).
- Mindfulness-Based Stress Reduction (MBSR) is one of the most evidence-based program within the MBI, but it has not been examined as much in the field of parenting, and more specifically with caregivers of children and adolescents with mental health problems. MBSR is designed as a psychoeducational, instructional, multimodal and structured programme, whose main objective is to provide strategies for stress management, coping and awareness. Participation in this programme has shown that benefits can be obtained in different areas, such as health, social and relational and family (Duncan et al., 2009).
- Most of the study of MBI and MBSR has focused on efficacy, effectiveness and efficiency but a gap remains in the professional competencies that influence the intervention process which are defined as the power of doing things in collaborative ways supporting different aspects of family functioning in a competent manner using the knowledge effectively in the execution of serving families with holistic, strengths-based, and relationship-based practice approach (Rodrigo et al., 2015; 2021; Zegarrac et al., 2021).
- Due to the peculiar approach of MBI, which works with meditative practices based on the mind-body interaction approach to promote internal resources in order to relate more positively with oneself, with others and with the context (Kabat-Zinn, 2003) and that try to focus attention on the present moment through a methodology of implicit and experiential learning, shedding light on the variables related to professional competencies is relevant to know which aspects influence and help to obtain benefits in different areas, such as health, social, relational and family (Kabat-Zinn, 2003; Minor et al., 2006; Parent et al., 2010; Vázquez, 2014).

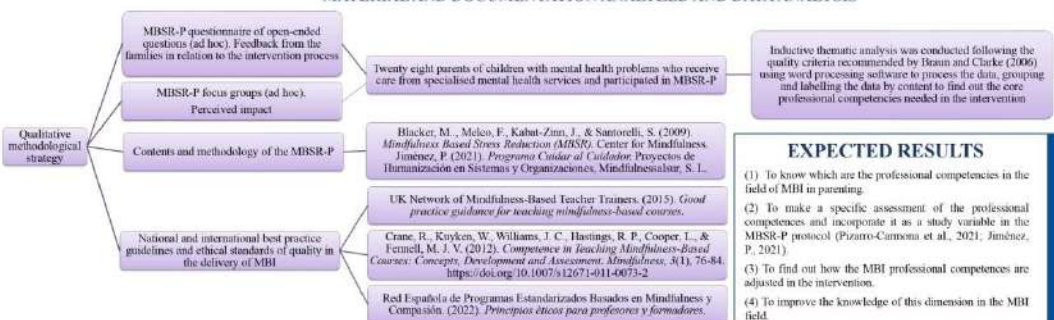
OBJECTIVE

This research aims shedding light on the variables related to MBSR professional competences (knowledge, skills and attitudes) that are relevant to know which aspects influence and help to gain benefits of the MBI participation in different domains, such as health, social, relational and family.



METHOD

MATERIAL AND DOCUMENTATION ANALYZED AND DATA ANALYSIS



EXPECTED RESULTS

- (1) To know which are the professional competencies in the field of MBI in parenting.
- (2) To make a specific assessment of the professional competencies and incorporate it as a study variable in the MBSR-P protocol (Pizarro-Carmona et al., 2021; Jiménez, P., 2021).
- (3) To find out how the MBI professional competencies are adjusted in the intervention.
- (4) To improve the knowledge of this dimension in the MBI field.

RESULTS

KNOWLEDGE			SKILLS			ATTITUDES	
COMPETENCE	DESCRIPTION	PARTICIPANTS' VOICES	COMPETENCE	DESCRIPTION	PARTICIPANTS' VOICES	COMPETENCE	DESCRIPTION
1. Professional qualification in mental health care, education or social care	The instructor has complementary background helps to have a broad perspective in Mindfulness		1. Conveying information	The instructor is able to reach out to the participants and motivate them to get the most of the sessions and practices as well as to achieve the intervention objectives	"There is still a lot to learn, so do it (the practices) all the time and it is already the way of my daily life."	1. Transparency and openness, integrity with the programme	The instructor informs to the participants of any question regarding the programme and about his/her professional training integrating into practice the characteristics of evidence-based programmes
2. Acquired knowledge in Mindfulness (and parenting)	The instructor reviews/updates theoretical and practical knowledge of Mindfulness and the Positive Parenting approach	"The topic of reflection of the patterns of behaviour has helped me a lot. It has helped me to see my son, to understand him, and to give him what he needs"	2. Implicit teaching	The instructor convey the contents of the consultation even without explicitly explaining them and encouraging "self-discovery" in the participants	"I must get swept up in the emotion of the moment and now, it's like, you just let it breathe and let it go." "The instructor has taught me how to breathe without complaining it to me"	2. Working with the intention of alleviating suffering through kindness and compassion	The instructor connects empathy for the stories or comments expressed by participants by making an effort to listen actively and consider their stories in the sessions
3. Projection of content and integration into everyday life	The instructor knows well the target areas of change in daily life in order to apply the learning in a practical way facilitating the implementation of informal practices	"I am changing my personal relationships, from a more automatic way to a more conscious and real way"	3. Management of group learning environment	The instructor knows how to establish a collaborative relationship between participants and make the group a safe space for sharing experiences	"To express something with the certainty and the confidence that it stays in this group. I have noticed that I have shown myself openly"	3. Non-directivity	The instructor does not tend to give advice or behavioural guidelines to the participants trusting in their own wisdom
4. Conveying content through interactive inquiry and dialogue teaching	The instructor has knowledge in group and experiential methodology and dynamics and mindfulness practice guidance		4. Relational skills	The instructor is able to establish a good partnership with participants by communicating in a clear and honest way and by showing the availability to assist them		4. Preserve programme ethics by valuing acceptance, integrity and commitment to these principles	The instructor takes into account the regulations in force and the code of ethics within the field of intervention and complies with them by adjusting in personal and professional actions
5. Coverage, posing and organization of sessions curriculum	The instructor knows the contents and practices of the programme, the timing and the general and specific planning of the sessions, and is able to make it flexible according to the participants' needs and demands	"There were sessions that somehow I left with too much information as if there had been too many things in too little time, it would be important to dose messages"	5. Mindful connection with their audience direct experience	The instructor, at the same time is teaching or guiding, through the process of inner contemplative exploration, is entering naturally to embody the qualities that are inherent within the exploration itself (e.g., non-judgmental focus of attention, engaged curiosity, openness, compassion)		5. Acknowledgement	The instructor shows the acknowledgement to the whole group and in particular to the people who share something personal in the session, appreciating the valuable opportunities to build knowledge and practices through each contribution
6. Embedding of mindfulness	The instructor is familiarized with Mindfulness practices and practical experience in it training on a regular basis and frequently participates in meditation and silence retreats						

CONCLUSIONS

- This research sheds light on the MBI professional competencies as necessary requirements that can facilitate and improve processes in family care and intervention services, as well as their well-being fostering mindful parenting and applying the strategies in daily life to achieve benefits beyond the intervention context.
- Due to the lack of study of the role of the professional in the implementation and outcomes of MBI, a specific assessment of professional competencies will be carried out incorporating it as a study variable in the MBSR-P protocol to find out how they are adjusted in the intervention and improve knowledge of this dimension in the field of MBI.

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SUPPORTING CAREGIVERS IN READING THE NEEDS OF NEGLECTED CHILDREN IN THE FIRST THREE YEARS OF LIFE. EXPERIMENTATION AND EVALUATION OF A TOOL FOR PARTICIPATORY ASSESSMENT IN THE P.I.P.P.I. PROGRAM.

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Background/introduction

The P.I.P.P.I. program aims to intervene in child neglect, which is defined as a lack of response to the developmental needs of children by their caregivers. The program targets families with children aged between 0 and 11 and provides an 18-month intervention conducted by a multi-professional team (MT) that includes the family. The program utilizes the multidimensional model of the Child's World as a framework to assess the child's needs, the parents' responses, and the context, and based on it personalized care plans are co-defined and implemented.

In recent years, in-depth research actions have been conducted within the program aimed at deepening and strengthening the intervention in the 0-3 age group with a preventive approach. Studies on human development have shown that the stimuli and socio-educational interactions that children experience in the first 1,000 days of life, primarily within their families, have a significant impact on their physical, cognitive, personal, and social development. Supporting parental function in the first years of a child's life is crucial in providing them with a good start in life and breaking the cycle of social disadvantage.

Data collected during the program's implementation (Milani, Santello, Bello, Ius, Serbati, Petrella, 2021) have confirmed the enormous potential for early intervention in this age group. However, practitioners and caregivers face challenges in identifying developmental needs and planning early and preventive interventions. Therefore, there is a need to develop more suitable tools and adapt the assessment framework to the specific developmental needs of children in this age group.

Objectives

This doctoral research is aimed at strengthening the preventive action of P.I.P.P.I. in the 0-3 age group, by introducing and experimenting a new tool aimed to help practitioners and families to better assess the specific needs of the children at an early age and co-design individual care plans. The main objective of the study is to evaluate this new assessment tool, complementary to the Child's World framework, both in terms of satisfaction/usefulness for participants and impact on the practices implemented with families and on the outcomes of these practices.

Method

By integrating different approaches to evaluation, a mixed methods approach is proposed in order to experiment the new tool and evaluate its effectiveness on the basis of empirical data, starting from co-construction of meaning with practitioners and families. The research is structured in four main phases:

1. Knowledge deepening and definition of needs. This is done through a quantitative analysis of the time series of P.I.P.P.I. addressed to provide an implementation evaluation focused on families with children aged 0 to 3.
2. Design of the instrument. A first proposal is developed by the research team and presented to a small group of practitioners in a focus group aimed to collect their suggestions and evaluations.
3. Experimentation. The instrument is experimented in the program by practitioners, who are involved in specific training and tutoring actions.
4. Data analysis / Evaluation. A quantitative pre-post design is proposed in two perspectives: a pre-post evaluation (T0-T2) considering participants who have experimented the new tool (intervention); a counterfactual analysis comparing these data with those of previous editions (counterfactual condition). In addition, the quantitative study will be accompanied by qualitative techniques (focus groups and/or in-depth interviews) aimed at collecting the opinions and experiences of participants.

(Expected) Results

At the present stage, the preliminary quantitative study (phase 1) and the design of the instrument (phase 2) have been completed, and the 18-month experimentation (phase 3) has begun with all practitioners and families participating. It is expected that the introduction of a specific assessment tool adapted to early childhood developmental needs, together with specific training for practitioners, will contribute to a greater understanding and a more adequate response to these needs from services and families, and therefore to better outcomes on the development of the child.

Conclusions/Implications

The main expected implications of this research is to provide sound evidence which can be useful to improve the proposed tool and consolidate its use within P.I.P.P.I., thus contributing to strengthening the preventive action of the program in the 0-3 age group, increasing the capacity of practitioners to support families in this age group and the effectiveness of the interventions.

Key words

Parenting support; Early child development; Child neglect; Child's needs assessment; Impact evaluation.

Supporting caregivers in reading the needs of neglected children in the first three years of life:

Experimentation and evaluation of a tool for participatory assessment in the P.I.P.P.I. program

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LabRIEF, Research and Intervention Laboratory in Family Education | UNIPD University of Padua



Background

Context: P.I.P.P.I. is a research-action-training program that intervenes in the area of **child neglect**, defined as the scarcity or lack of responses to the developmental needs of children by their caregivers. Targeted to families with children aged between 0 and 11, it provides an 18-month intervention conducted by a multi-professional team that includes the family as a crucial participant. The intervention is built on three stages (T0-T1-T2), for each of which a **participatory multidimensional needs assessment** is carried out and **personalized care plans** are co-defined and implemented through the activation of a set of actions. The **multidimensional model of the Child's World** ("triangle") constitutes the assessment framework which consists of 17 subdimensions referred to the child's needs, the parents' responses and the context.



Research problem: In-depth research actions have been conducted within the program aimed at deepening and strengthening the intervention in the 0-3 age group with a preventive approach.



The data collected confirm the enormous potential for early intervention but also indicate that the presence in the program of children aged 0 to 3 is still marginal, which confirms the difficulty for practitioners and caregivers to intercept development needs in this age group and therefore plan early interventions. This suggests that there is a **lack of**

specific skills and tools that favors a certain invisibility of children in the 0-3 age group and a need to provide the Program with increasingly adequate tools. Therefore, there is a need to adapt the Child's World assessment framework to better address the unique developmental needs of children in the 0-3 age group.

Theoretical Framework:

- The experiences that children have in the **first thousand days of life** ("the incredible years"), mainly within their family, determine their physical, cognitive, personal and social development.
- Neglected children experience poor relational and affective context, which negatively affects their brain and cognitive development, initiating the circle of social disadvantage.
- Supporting the parental function in the first years of life is the main way to reduce inequalities by **"breaking the circle of social disadvantage"**.
- Research indicates that **better tools for assessment lead to better outcomes**: using a comprehensive framework helps professionals and caregivers "see" the child's needs and co-define better responses.



Objectives

The general aim is to strengthen the preventive action of P.I.P.P.I. in the 0-3 age group, by **introducing and experimenting a tool aimed to help practitioners and families to better assess the specific needs of the children at an early age and co-design individual care plans**. After a preliminary study on practices and tools already in use in P.I.P.P.I. in the 0-3 age group, a new tool is designed and experimented and the impact of its introduction on professional practices and family outcomes is evaluated.

Methodology

By integrating different epistemological approaches to evaluation, a **mixed methods approach** is proposed in order to design and test the new tool and evaluate its effectiveness on the basis of empirical data, starting from co-construction of meaning with practitioners and families. The research is structured in **four main phases**, as described below:

Aim	Epistemological framework	Methodology
Account for the effectiveness and impact of the intervention	Post-positivism and critical realism to evaluation	Counterfactual Pre-post design
Understand the deep meaning that practices have for participants	Hermeneutic-constructivist approach	Qualitative in-depth analysis (ex-post)
Advancing the emancipation of practices	Pragmatism Research-action-training	Participatory use of the tool + training



Objective: Deepen the understanding of P.I.P.P.I. implementation in the 0-3; better define the need and design of research

Method: Quantitative analysis of the time series of P.I.P.P.I. with a focus on 0-3 age group

Objective: Elaborate and validate the tool "Maps to explore the 03"

Method:
 1. Development of the new tool by the research group
 2. Focus Group with practitioners
 3. Elaboration of the final instrument



Objective: Introduce and experiment the tool in P.I.P.P.I.

Method:
 • Specific training and tutoring for practitioners
 • Practitioners and families directly use the tool

Objective: Describe the process of introducing the new tool and evaluate it in terms of usefulness / usability for practitioners and families and impact on professional practices and family outcomes.

Method:
 • Pre-post (T2vsT0) impact evaluation within the implementation where the tool is in use (intervention)
 • Counterfactual analysis: comparing current implementation with previous one
 • Qualitative analysis (focus groups and in-depth interviews) to collect the opinion and the experience of practitioners and families.

Expected results and conclusion

At present, the preliminary quantitative study (phase 1) and the design of the instrument "Maps to explore the 03" (phase 2) have been completed, and the 18-month experimentation (phase 3) has begun. It is expected that the introduction of a specific assessment tool adapted to the developmental needs of early childhood, along with specific training for practitioners, will **contribute to a better understanding and a more appropriate response to these needs from services and families**, and thus lead to better outcomes for the child's development.

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AN INTEGRATED FRAMEWORK OF MIGRANT PARENTING

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University of Galway, Ireland

Background/ introduction

Recognising culture as an integral part of any society, parenting takes place within socio-cultural as well as individual family contexts and is comprised of different beliefs and value systems (Le et al., 2008). Furthermore, parenting practices vary cross-culturally with different interpretations of appropriate parenting (Azar and Cote, 2002). This results in a need for the cultural investigation of parenting, which includes the exploration of culture-specific beliefs and behaviors that guide how parents care for their children and enable the comparison of similarities and differences (Bornstein, 2012).

Objectives

The study gave voice to Polish migrant parents of primary school children residing in a culturally diverse neighbourhood in Ireland and examines the norms that shape their role as parents, their parental experiences, and their help-seeking behavior. In doing so, it fills a substantial gap in existing knowledge.

Research questions:

What cultural norms inform Polish Migrant parenting in a culturally diverse neighbourhood in Ireland; what are the experiences of Polish Migrant parents in a culturally diverse neighbourhood; how can services support?

Method

The study took a cultural approach to parenting research to improve our understanding of ethnic minority and migrant parenting. The findings of this study are based on narratives of both Polish migrant parents and support service providers elicited through qualitative methods and a framework approach to analysis. Based on the findings, an Integrated Model of Polish Migrant Parenting has been developed. It provides a useful tool for support service providers and policy makers to help better understand Polish parenting, and can be applied to other parenting scenarios, including but not restricted to other migrant parenting scenarios, as well as add to the theoretical knowledge base.

(Expected) Results

Own childhood experiences build the foundation for Polish parents' initial parenting ideas and behaviors which, as they become parents, are mediated by competing belief systems and

practices, resulting in their actual child rearing practices. Under ordinary circumstances, this parenting construct is embedded and interacts with the relatively stable micro, meso, exo and macrosystem in Poland. However, migration impacts this stability, which parents, because of the frequently transient nature of Polish migration as well as their migration status in the host country, try to mitigate. While previously positioned in the Polish context alone, the construct is now embedded and expected to interact with the ecological system of the host country. To consolidate the two contexts influencing the parenting construct, both partial adaptation as well as maintenance of previously held beliefs were evident.

Conclusions/Implications

Adding to body of knowledge, the integrated model, derived from the findings emphasizes the need for service provision to become familiar with other cultural contexts and belief systems to effectively support migrant parents. The model may be useful for policy, practice and academia as it not only highlights and demonstrates the complexity of the individual parent, but also that context and culture are not clear-cut or stable. As such it can be used as an investigative tool to better understand parenting practices by combination of the individual parent's belief system in addition to both the home and host country context.

Key words

Parenting in Ireland; cultural perspective on parenting; Polish migrants

An Integrated Framework of Migrant Parenting



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Introduction

Child-rearing practices and help-seeking behaviour are thought to vary in different cultures (e.g. Gidycz et al., 2014), yet Irish social science research arguably contributed little to explaining how cultural differences are confronted by Ireland's immigrant populations. To fill some of the knowledge gap, this research investigated the perspectives of Polish migrant parents on the norms that shape parenting as well as parental experiences and help-seeking while residing in a culturally diverse neighbourhood in Ireland.

The Study

- Qualitative study utilising interviews and focus groups
- Polish migrant parents and support services in the West of Ireland
- Framework approach to analysis (Ritchie and Spencer, 1994)

Proposed Framework

Drawing on findings derived from interview and focus group data, the following is suggested:

Universally, parents' initial ideas and subsequent behaviours stem from own childhood experiences, which lay the foundation for parenting by informing specifics. As one becomes a parent, these ideas and behaviours are then mediated by competing belief systems and practices of others, e.g. spouse/partner, resulting in parents' actual child rearing practices (see Model 1)

Parenting does not occur in isolation, so the construct of parenting should be situated in Bronfenbrenner's ecological model where it interacts, is interrelated and interdependent with all layers of the system. Additionally, any conceptualization needs to consider culture as more proximal to parenting, permeating all systems of the ecological model (see Model 2)

The model is now more detailed and comprehensive as it accounts for the complexity of the individual parent and context but also the importance of culture as proximal to the parenting experience. However, the current model assumes a relatively stable cultural context, ignoring social transformations such as migration.

Migrant parenting does not only take place in a host country's context but continues to be tied to the home country, making it necessary for parents to negotiate and interact with potentially competing contexts. The end result is a partial adaptation to their new environment while at the same time maintaining some of their previously held beliefs (see Model 3)

Theories on Parenting

- Bronfenbrenner's ecological model (1979;1986) is useful in the consideration of parenting in different contexts but lacks the acknowledgement of culture as more proximal to the parenting experience.
- Focusing specifically on the cultural context to understand parenting, Harkness et al's (2007) 'ethnotherories' form an indirectly linked hierarchy of beliefs but these focus on discreet and stable cultural contexts, ignoring how social transformations such as migration, impact parental belief systems. Also, no insight on the origin of implicit ideas, which form the top of the hierarchy.
- Belsky's model 'Determinants of Parenting' (2014) has three core factors, drawing attention to the role one's own childhood in shaping parenting.
- While individually, these theories fail to address the complexity of migrant parenting adequately, a proposed integrative model can provide a new conceptual lens and aid to understanding the phenomenon.

Model 1-Emergence of Parenting



Model 2- Parenting in context



Implications for family support workforce skills research and practice

Adding to body of knowledge, this model is applicable to other parenting scenarios, including but not restricted to other migrant parenting scenarios, emphasising the need for service provision to become familiar with other cultural contexts and belief systems in order to effectively support migrant parents.

The model is useful for policy, practice and academia as it not only highlights and demonstrates the complexity of the individual parent, but also that context and culture are not clear-cut or stable. As such it can be used as an investigative tool to better understand parenting practices by combination of the individual parent's belief system in addition to both the home and host country context.

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CARING FATHERS, WORKING MOTHERS? CHALLENGING IDEAL WORKER AND GENDER NORMS IN COUPLES DURING THE TRANSITION TO CO-PARENTHOOD

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Background/introduction

Fathers and fatherhood are in transition (Grau-Grau, 2020), meaning there is a progressive social movement from a breadwinner father conception to a more nurturing one (Lamb, 2000). Despite this transition, fathers experience multi-level barriers that constrain them from engaging in their parental role (Tanquerel & Grau-Grau, 2020). At a micro level, fathers' involvement is influenced by the internalization of an ideal worker image and of gender norms that may inhibit them from fulfilling their caring role (Tanquerel & Grau-Grau, 2020).

Despite the increasing number of fathers taking-up leaves, the issue of fathers' identity construction is highly relevant in the Portuguese context as most men and women still hold conservative views on the division of caring activities, believing that women are more inclined towards family life and caring roles (Matias et al., 2022; Wall et al., 2017).

Nonetheless, parenting interventions have been failing to engage fathers and end up reinforcing the mother's role as central and moving fathers to a secondary plan (Kotelchuck, 2021). A systematic review of parenting interventions (Panter-Brick et al., 2014) shows how biased parenting interventions have been conducted so far, with a focus on the mother-child dyad.

Objectives

- Goal 1 (study 1a/1b): To ground the adaptation of the content of a coparenting program using insights from couples during their transition to parenthood.
- Goal 2 (study 2): Identify fathers' perceived barriers to engaging in (co)parenting programs.
- Goal 3.1 (study 3a/3b/4a/4b): Assess the efficacy of a co-parenting intervention program regarding main and secondary outcomes on individual and dyadic levels.
- Goal 3.2 (study 3c) Assess participants' perceptions of the intervention utility.

Method

The studies described here aim to explore and improve coparenting relationships among couples expecting their first child. Study 1a/1b involved semi-structured interviews with couples before and after childbirth to explore their expectations and experiences of coparenting. Study 2 will use focus groups to discuss barriers to fathers' participation in parenting programs and to identify

strategies to motivate their engagement in these programs. Study 3a/3b and 4a/4b will recruit couples expecting their first child to participate in a pre- and postnatal class intervention. Self-report measures will be collected before and after the intervention to assess main outcomes (e.g., coparenting relationship) and secondary outcomes (e.g., dyadic adjustment). The intervention group will receive nine weekly classes, and data analysis will use Hierarchical Linear Modelling. Study 3c will conduct individual interviews with a subset of intervention group couples to assess the perceived utility of the intervention.

Expected Results

1. Study 1a/1b: Description of how ideal worker and traditional gender norms influence couples' decisions regarding work and family roles, and how these dynamics develop during the transition to coparenthood.
2. Study 2: Identification of contextual, individual and program-related (e.g., delivery, content) barriers associated with parenting programs that constraint fathers' participation.
3. Study 3a/3b/3c/4a/4b: Improvement of the coparenting relationship, parenting sense of competence (main outcomes), dyadic adjustment, mental health, and work-family enrichment (secondary outcomes) considering the individual and dyadic levels.

Conclusions/Implications

The development of theoretical knowledge about couples' dynamics during the transition to (co)parenthood is important for enhancing our understanding of family systems and promoting healthy family functioning. This research project can shed light on the idiosyncrasies of couples' experiences during the transition, including potential challenges and opportunities for growth. Moreover, it can bring attention to gender equality issues, such as the division of labor within the family. By identifying multi-level barriers to fathers' involvement in parenting programs, this project can inform practitioners on how to better engage and support fathers in their parenting role. Finally, evaluating the efficacy of a coparenting program can provide evidence-based knowledge to support the practice of coparenting promotion programs, potentially leading to improved outcomes for parents and children.

Keywords

Fatherhood; Co-parenting; Gender norms; Ideal worker norms; Randomized controlled trial

Caring Fathers, Working Mothers?

CHALLENGING IDEAL WORKER AND GENDER NORMS IN COUPLES DURING THE TRANSITION TO CO-PARENTHOOD

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Framework

- Fathers and fatherhood are in **transition** (Grau-Grau, 2020)
- Fathers face internalized barriers to how they balance their work and family life, such as the **internalization of ideal worker and gender norms** (Tanquerel & Grau-Grau, 2020)
- Parenting interventions have been **failing to engage fathers** (Kotelchuck, 2021) and are mainly conducted with a **focus on the mother-child dyad** (Panter-Brick et al., 2014)

Aims

Goal 1 (study 1a/1b): To ground the adaptation of the content of a coparenting program using insights from couples during their transition to parenthood.

Goal 2 (study 2): Identify fathers' perceived barriers to engaging in (co)parenting programs.

Goal 3.1 (study 3a/3b/4a/4b): Assess the efficacy of a co-parenting intervention program regarding main and secondary outcomes on individual and dyadic levels.

Goal 3.2 (study 3c) Assess participants' perceptions of the intervention utility.

Methodology

Study 1a/1b

-  Couples interviewed before (n = 82; 41 couples) and after childbirth (n = 62; 31 couples), using semi-structured interviews

- Data is being analysed with a dyadic-longitudinal approach, using the Framework method adapted to dyadic analyses by Collaço et al. (2021) and thematic analysis (Braun & Clarke, 2006).

Study 2

- 6-10 fathers will participate in Focus-Groups

- Data will be analysed using thematic analysis (Braun & Clarke (2006))

Study 3a/3b and 4a/4b

Implementation of a Randomized Control Trial

- ~51 couples for intervention group and 51 for control group, where both are expecting their first child, living together, and working

- A baseline assessment and, at least 1 posttest, will be conducted to determine the effects of the program on its main and secondary outcomes
Data will be analysed using Hierarchical Linear Modeling

Study 3c

- 6-10 couples who have participated in the coparenting program will be interviewed using semi-structured interviews

- 🔍 Data will be analysed using thematic analysis (Braun & Clarke (2006))

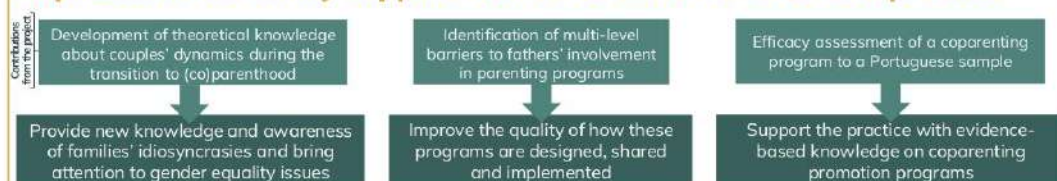
Expected Results

Study 1a/1b: Description of how ideal worker and traditional gender norms influence couples' decisions regarding work and family roles, and how these dynamics develop during the transition to coparenthood.

Study 2: Identification of contextual, individual and program-related (e.g., delivery, content) barriers associated with parenting programs that constraint fathers' participation.

Study 3a/3b/3c/4a/4b: Improvement of the coparenting relationship, parenting sense of competence (main outcomes), dyadic adjustment, mental health, and work-family enrichment (secondary outcomes) considering the individual and dyadic levels.

Implications for family support workforce skills research and practice



PARENTING SUPPORT AND DEVELOPMENT OF CHILDREN BETWEEN 0-3 YEARS IN THE ITALIAN CITIZENSHIP INCOME POLICY: CRITICAL BEST PRACTICES OF FAMILY PARTICIPATION

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Background/ introduction

Participation is widely recognized as a means and an end towards emancipation in various fields of social intervention, as well as a condition for service quality. However, the conceptualization of participation is not unambiguous, and its implementation is often challenging. The Italian anti-poverty policy, known as "Citizenship Income," provides operational guidelines for enhancing participatory processes in supporting families for social and labor inclusion, based on Participative and Transformative Evaluation (PTE; Serbati & Milani, 2013).

Within this policy framework, the LabRIEF (Laboratory of Research and Intervention in Family Education) at the University of Padua, in collaboration with the Italian Ministry of Welfare, has developed a research-training-intervention initiative called "RdC03: Citizenship Income 0-3: interrelationships between income, parenting, and the development of children between 0-3 years." This initiative aims to promote participatory professional practices when working with families with children aged 0-3 years who live in vulnerable conditions. Given the particular focus of this policy on families with young children, parenting support services are expected to be activated within social inclusion projects to support children's development and contribute to breaking the intergenerational transmission of disadvantage.

Participatory assessment tools have been proposed to practitioners to evaluate children's developmental needs, parenting practices, and to construct personalized care plans.

Objectives

The aim of the present study was twofold:

1. To provide a narrative reconstruction of the planning and intervention processes (casework) of the RdC03 initiative designed to support parenting and child development as part of the social inclusion project.
2. To identify and describe the practices that facilitated family/parent participation throughout these processes.

Method

From a pragmatic and critical approach to the definition of best practices (Cooper et al., 2009; Ferguson, 2003; Lawrence-Lightfoot & Hoffman, 1997), a multiple case study (Stake, 1995, 2006; Patton, 2015; Schwandt & Gates, 2018) was conducted. The 3 cases correspond to the multidisciplinary teams that carried out the experience of RdC03.

The phenomenon of study is family participation within the social inclusion projects; while the context considers organizational conditions and the history of the relationship between family and service. Participants were selected after a process of self-candidacy between those teams that – previously trained in the PTE methodology– stated to have realized good experiences of family participation within the RdC03 research. Research data comes from semi-structured interviews with practitioners and parents, document analysis and focus groups as a mean of member check and co-construction of results. Qualitative narrative content analysis was conducted to reconstruct the cases (Stake, 2003; Riessman, 2008).

Results

Practitioners and parents describe an homology between "participation", good personal relationships (friendliness, trust, respect) between families and practitioners, family satisfaction and the perception of the usefulness of the care intervention.

Practitioners stressed the chance to give voice to parents, oriented towards building a relationship and not primarily to produce specific contents (regarding the care planning itself), but enhancing, instead, emotional closeness.

Parent's protagonism in decision making emerged both as an act of trust and as an act of reframing the reasons for their own behavior and actions, and less as the authorship of those actions that regards the care plan; those were, indeed, proposed by the practitioner, if parents complied with the recommendations of professionals. What about the freedom of choice? The parent's reflective process underlying this moment, allowed them to build new reasons and new structures of meaning (Mezirow, 1991) for their actions with their children.

Conclusions/Implications

These insights led to the development of a new tool dedicated to the 0-3 called 'Maps to explore the 0-3', alongside the multidimensional model of the Child's World (Triangle).

Key words

Parenting support; Family participation; Early childhood development, Social disadvantage.

Parenting support and development of children between 0-3 years in the Italian Citizenship Income Policy:

Critical Best Practices of family participation

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 LabRIEF, Laboratory of Research and Intervention in Family Education | University of Padua



Background

- Participation is widely recognized as a means and an end towards emancipation in various fields of social intervention, as well as a condition for service quality. However, the conceptualization of participation is not unambiguous, and its implementation is often challenging.
- The Italian anti-poverty policy, known as "Citizenship Income," provides operational guidelines for enhancing participatory processes in supporting families for social and labor inclusion, based on Participative and Transformative Evaluation (PTE; Serbati & Milani, 2013).
- Within this policy framework, the LabRIEF in collaboration with the Italian Ministry of Welfare has developed a **research-training-intervention initiative**, called "RdC03: Citizenship Income 0-3: Interrelationships between income, parenting and development of children between 0-3 years", that aims to support participatory professional practices when working with families with children 0-3 y.o. that live in conditions of multidimensional needs.
- Given the special attention of the policy to this target group, parenting support services are expected to be activated within the social inclusion projects, to support children development and to contribute to stop the intergenerational transmission of disadvantage.
- Participatory assessment tools were proposed** to practitioners to evaluate developmental needs of children, parenting practices and to construct personalized care plans.

Participative and Transformative
 Evaluation through shared
 observation tasks for dialogue,
 given by the assessment tools



Objectives

- To narratively **reconstruct** planning and intervention **processes** (casework) of the RdC03 aimed at supporting parenting and child development as part of the social inclusion project.
- To **identify and describe the practices** that have created family/parents' participation throughout the former processes.

Methods and Participants

- Pragmatic and **critical approach to the definition of best practices** in socio-educational services (Cooper et al., 2009; Ferguson, 2003; Lawrence-Lightfoot & Hoffman, 1997)
- Multiple case study** (n = 3; Stake, 2006; Patton, 2015; Schwandt & Gates, 2018) for the exploration of processes and practices.
- Study the situation in context
- Self-candidacy between those multidisciplinary teams that stated to have realised good experiences of family participation within the RdC03 research (previously trained in the PTE methodology); involving vulnerable families with children between 0-3 y.o.
- Research data comes from semi-structured interviews with practitioners and parents, document analysis (created for RdC03) and focus groups realized with each case as a mean of member-check and co-construction of results.
- Qualitative narrative content analysis was conducted to reconstruct the cases (Stake, 2003; Riessman, 2008).

CONTEXT: Organizational conditions, history of the relationship between family and service

CASE: Multidisciplinary Team (including parents) that participated at the research RdC03

QUINTAIN: Family participation within the social inclusion projects

Results

- Practitioners and parents describe an homology between "participation", good personal relationships (friendliness, trust, respect, closeness) between families and practitioners, family satisfaction and the perception of the usefulness of the care intervention.
- The **dialogical dimension** of participation emerged during assessment, when practitioners stressed the chance to give a voice to the parent. They showed commitment to opening spaces of speech, oriented towards **building a relationship** and not primarily towards the content (regarding the care planning itself); enhancing, instead, emotional closeness, "being with" (social connectedness).
- The cases have in common having been a space where each parent has felt considered, where the social service was there **to listen and to think together about parenting experiences**.
- The multidimensionality of the intervention was fairly ensured, but not as a unitary plan and being most of the time articulated as an **intra-family** intervention.



Impact

- These insights led to the development of a new tool dedicated to the 0-3 called 'Maps to explore the 0-3', alongside the multidimensional model of the Child's World (Triangle).



- Parent's **protagonism in decision making** emerged both as an **act of trust** and as an **act of reframing the reasons** for their own behavior and actions.
- And less as an authorship regarding the actions itself that were defined to improve the family's situation, during assessment and goals setting; those were, indeed, **proposed by the practitioner**.
- If parents complied with the recommendations of professionals... what about the freedom of choice?
- Those were channelled through parent's **reflective processes**, allowing them to **build new reasons and new structures of meaning** (Mezirow, 1991) for their actions with their children: a learning experience occurred.

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NARRATIVAS – NARRATIVE FAMILY THERAPY IN AUTISM SPECTRUM: FROM CLINICAL NEUROSCIENCE TO INTERVENTION OUTCOMES

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Portugal*

Background/introduction

Autism Spectrum is a neurodevelopment disorder characterized by differences in social communication and interaction, paired with restricted, repetitive behaviors, interests, or activities. These behaviors have a large impact throughout the individual lifespan, on family functioning (e.g., higher stress levels), and societal.

Previous studies have focused on individualized therapies and/or parent's skills training efficacy by assessing the behavioral outcomes of the individual with autism. Hence, these studies lacked a proper evaluation of family factors, which can impact the immediate and long-term effects of therapy. Thus, there is clear evidence of a transactional and bidirectional relationship between the individuals' autistic characteristics, parent, and family distress, and the recognition of the importance of family involvement.

Narrative family therapy has proven effective in autism brain style allowing the members assume the authorship of their lives and create a sense of competence.

Since autism is a neurobiological disorder, the use of neuroimaging techniques to understand and explore therapeutic changes at neuronal pathways is crucial. Functional Magnetic Resonance Imaging (fMRI) combined with the measurement of biosignals reflects the autonomic nervous system responses triggered by social interactions and mental states during therapy to understand how and why it works.

Objectives

In the first phase, this project aims to provide a representative sampling and characterization of families with autism members. The second phase aims to evaluate the narrative family therapy in autism family's efficacy and feasibility. Therefore, we will 1) study the intervention efficacy with the Systemic Clinical Outcome Routine Evaluation (SCORE-15); 2) examine how the intervention affects neurobiological functioning in autism members; 3) study therapeutic effects on family dimensions; and 4) study the therapeutic effects on session level by combining the biosignals obtained during the therapeutic sessions with the Assessment System of Narrative Change (ASNC).

Method

This project will include families of 10-16 years old adolescents with a primary diagnosis of autism, verbally fluent, and without intellectual impairment. This families will be randomized to the intervention or to a placebo group with a Game theory approach. The intervention is a manualized brief narrative family therapy tailored to this population (6-8 sessions with 60 minutes of duration). A follow-up session 3 months after the last session will be done. Before the first, last and follow-up session, participants will answer to SCORE-15 and to Family Adaptability and Cohesion Evaluation Scale (FACES-IV). Sessions will be video recorded and biosignals of each family member will be measured. Before the therapeutic process and after the last session, a task-related fMRI appointment is made for elements with autism.

A mixed methodology will be deployed to deepen our understanding of therapeutic changes in theory-of-mind brain networks, narratives, and overall-wellbeing of family members.

(Expected) Results

Our primary hypothesis is that Narrative family therapy is feasible and efficacious in autism families. The secondary hypothesis is that Narrative family therapy influences the neuroplasticity and restores effective connectivity in individuals with autism brain style within the core circuitry comprising the amygdala ventromedial prefrontal-temporoparietal junction. In addition, we expect that narrative family therapy reduces the activation of the autonomic arousal level during therapy along sessions, as well as that this activation is correlated with key narrative dimensions identified by the ASNC. Additionally, we expect a reduction of mental health problems after intervention. These results will foster the scientific knowledge and clinical intervention, contributing to an innovative common language between Narrative Family Therapy and neurosciences.

Key words

Narrative Family Therapy, Autism Spectrum; Physiology; Neuroimaging; Therapeutic change.



CIBIT
Center for Biomedical Imaging and Translational Research

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NarraTivAS - Narrative family therapy in autism spectrum: From clinical neuroscience to intervention outcomes

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INTRODUCTION

- Autism Spectrum (AS) is a neurodevelopmental disorder characterised by differences in social communication and interaction, paired with restricted, repetitive behaviours, interests, or activities [1] with a prevalence rate of 1 child in 100 [2].
- Previous studies on the impact of this disorder have been focused on individualised therapies and behavioural outcomes of the individual with autism, hence lacking a proper evaluation of family factors [3].
- However, there is evidence of a transactional and bidirectional relationship between the individuals' autistic characteristics, parent, and family distress [4] (Figure 1).

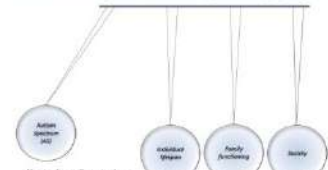


Figure 1 - Newton's cradle metaphor reflecting the bidirectional relationships between the individuals' characteristics and different levels of relationship as well as systems.

GOALS

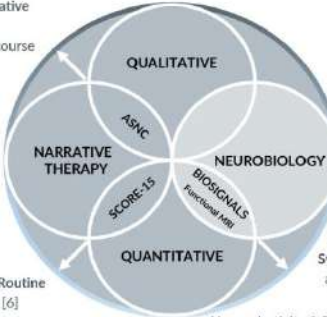
Our aims are:

- To obtain a representative characterization sample ...
- To provide qualitative and quantitative evidence of Narrative Family Therapy Feasibility and Efficacy ...
... in Portuguese families with members on the Autism Spectrum Brain Style.

Assessment System of Narrative Change (ASNC) [5]
tracing the change over the course therapy

Systemic Clinical Outcome Routine Evaluation (SCORE-15) [6]
Therapeutic Change on

1. Strengths & Adaptability
2. Overwhelmed by Difficulties
3. Disrupted Communication



Autonomic Nervous System response within and along therapeutic sessions

Neuroplasticity & Effective connectivity within the core circuitry comprising the amygdala ventromedial prefrontal-temporoparietal junction

METHODOLOGY

1st Phase: Online Study

Family and individual factors characterization



Database creation for the 2nd Phase

Contact to be enrolled in the Intervention

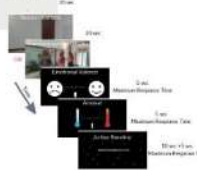
Informed Consents and 1st Session for Diagnostic and Intellectual Assessment

Exclusion criteria → 1 Counselling Session

2nd Phase: Intervention

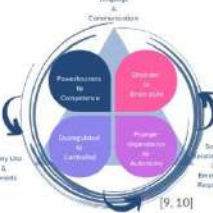
Pre fMRI Biosignals

Functional Magnetic Resonance Imaging (fMRI)



Intervention or Placebo (6 to 8 sessions) Biosignals & Video recording

Intervention (n = 20): Narrative Family Therapy



Placebo (n = 20): A Game Theory Approach

| Battle of the Sexes Dilemma Adaptation | | |
|--|--|---|
| Father | | |
| | Father 1 | Father 2 |
| Son 3 | Each one does the household work and goes with the dog | Father gives up his personal activity and goes with the dog |
| Son 2 | Son goes up to his preferred activity and goes with his father | They give up their preferred activity and do something else |

Post fMRI Biosignals

Follow-Up

Outcome Measures

CONCLUSIONS

This project intend to provide qualitative and quantitative evidence of Narrative Family Therapy feasibility and efficacy in families with members on the autism spectrum brain style. Therefore, we hypothesize that this intervention will:

- Impact on family and individual narratives and promote therapeutic change;
- Influence the neurobiology in theory-of-mind brain networks of individuals with autism brain style;
- Reduce the activation of the autonomic arousal during therapy along sessions and uncover correlates between this activation and key narrative dimensions.

Our research project main implications for the family support workforce skills research and clinical practice results from the implementation of:

- Innovative multimodal techniques in the family and systemic research area.
- A therapy organized to accommodate the autism spectrum brain style differences, using descriptive language to support the development of alternative narratives, and highlighting key narrative shifts taken from family therapy sessions [9, 10].




Funding: Fundação de Amparo à Pesquisa do Estado de São Paulo (FAPESP) 2021/01509-0 (DS) as well as by the EC (101032495)



AN INVESTIGATION OF THE EFFECTIVENESS OF THE PARENTAL SUPPORT PROGRAM DEVELOPED FOR PARENTS OF CHILDREN WITH DISABILITY

Duygu Eslek
Ege University, Turkey

Background/ introduction

According to studies, children who have experienced abuse and neglect are four times more likely to receive special education service. Researchers evolved to the conclusion that school staff thought the training they received on how to support children who have experienced abuse and neglect was of poor quality, frequently too brief in nature, and not a priority. As reported by some researchers, school staff members exhibit much more negative feelings toward parents who have abused or neglected their children. With this study, it was aimed at helping the school staff learn about child abuse and neglect, cope with abuse situations effectively, and support parents with activities developed on the basis of positive psychology and resilience instead of directing negative feelings toward the parents who abused and neglected their children.

Objectives

The aim of this study is to develop an intervention program to reduce child abuse potential of parents of children with disability in Turkey. In this study, based on the model of change, Social Learning Theory, Ecological Systems Theory, and Reformulated Learned Helplessness Theory as action theory, positive parenting, optimism, and social support as mechanisms of change, and child abuse potential, depression, well-being (children's and parent's), and family quality of life as conceptual theory will be examined.

Method

The study utilizes a quasi-experimental design with two parallel groups (the intervention and the wait list comparison group) and three evaluation moments (pre-test, post-test, and follow-up 6 months after the end of the intervention). Parents of children with developmental (Autism Spectrum Disorder, Down Syndrome, etc.) and intellectual disabilities aged 3-6 years will be studied. The content of the program was created on the basis of the model of change and group interviews with parents and experts to learn about the needs, problems and strengths of parents with disabled children. The person who will implement the program is expected to have graduated from psychology or psychological counselling departments, to have received training on CBT (Cognitive Behavioral Therapy) and mindfulness techniques, and to have experience working with parents of children with disabilities. It is planned to have an assistant implementer in the groups on similar features to the implementer.

(Expected) Results

Compared to comparison group, it is expected that parental depression in the intervention group will decrease from pre-test to post-test. It is expected that the parental child abuse potential in the intervention group will decrease from pre-test to post-test. It is expected that parental well-being will increase in the intervention group from pre-test to post-test. It is expected that the child's well-being will increase in the intervention group from pre-test to post-test. It is expected that the quality of family life will increase in the intervention group from pre-test to post-test. After the program, it is expected that participants will express high levels of satisfaction with the program based on both quantitative and qualitative assessments collected.

Conclusions / Implications

It is aimed to disseminate program's contents by instructing psychologists and psychological counsellors who work in special education institutions. If the program is applied regularly, it can meet the psychological support needs of parents. Therefore, the need for individual counselling is reduced. Thus, the workload of psychologists and psychological counsellors working in institutions may be reduced. The available studies investigating the needs of parents and experts are insufficient, thus highlighting the necessity for additional research in this field. Moreover, there is a need for programs to increase awareness in the society. Besides family support programs, the study also showed that these families need social policies.

Key words

Model of change, children with disability, parents, child abuse potential

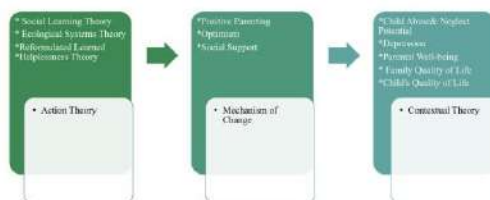
An Investigation of the Effectiveness of the Parental Support Program Developed for Parents of Children with Disability

¹Ege University; ²Pamukkale University; ³Universidad Lovola Andalucia; ⁴Universidad de Sevilla

INTRODUCTION

According to studies (Sullivan & Kruttschnitt, 2009; Waldman, Perlman, & Lederman, 2007; Zetlin, 2006), children who have experienced abuse and neglect are four times more likely to receive special education service. Researchers evolved to the conclusion that school staff thought the training they received on how to support children who have experienced abuse and neglect was of poor quality, frequently too brief in nature (Abrahamson et al., 1992), and not a priority (Abrahamson et al., 1992; Koenig, 2004). As reported by some researchers, school staff members exhibit much more negative feelings toward parents who have abused or neglected their children (Hazzard, 1984; Hazzard & Rupp, 1986). With this study, it was aimed at helping the school staff learn about child abuse and neglect, cope with abuse situations effectively, and support parents with activities developed on the basis of positive psychology and resilience instead of directing negative feelings toward the parents who abused and neglected their children.

Figure 1. Model of Change



Purpose of the Study

Purpose of the Study
The aim of this study is to develop an intervention program to reduce child abuse potential of parents of children with disability in Turkey. In this study, based on the model of change, Social Learning Theory, Ecological Systems Theory, and Reformulated Learned Helplessness Theory as action theory, positive parenting, optimism, and social support as mechanisms of change, and child abuse potential, depression, well-being (children's and parents'), and family quality of life as conceptual theory will be examined (See in Figure 1).

METHOD

Participants

Parents of children between 3-6 years old with developmental and intellectual disabilities, such as Autism Spectrum Disorder and Down Syndrome.

Procedure



Program Implementation

The program will comprise of 11 modules, and each group will include 12-14 participants. It's crucial to emphasize that effective group facilitation requires extensive knowledge of group dynamics, experience, and skills in planning, flexibility, and adaptation to group characteristics in every session. The individual in charge of implementing the program should have completed their degree in psychology or psychological counseling, undergone training in Cognitive Behavioral Therapy (CBT) and mindfulness techniques, and possess prior experience in working with parents of children with disabilities. Additionally, an assistant with similar qualifications will be present to support the primary implementer during group sessions.

Measures

Measures

Socio-Demographic Measures

Beck Depression Inventory (Beck et al., 1961)

Interview on Parenting Competencies
(B. L. Garcia et al., 2013)

Milner Child Abuse Potential Inventory (Milner, 1966)

MAP (Me as a Parent) Scale
(Hamilton et al., 2015)

Family Quality of Life Scale
(Poston et al., 2003)

Attribution Style Questionnaire
(ASQ; Peterson et al., 1982)

Pediatric Quality of Life Scale
(Varni et al., 1999)

The Aberrant Behavior Checklist
(ABC; Aman et al., 1985)

Client Satisfaction Questionnaire
(CSQ; Larsen et al., 1979)

General Health Questionnaire
(Goldberg & Hillier, 1979)

REFERENCES

Method

Expert Group: Three experts were involved in a group discussion, comprising two special education teachers and one counselor. The experts' ages ranged from 39 to 49.

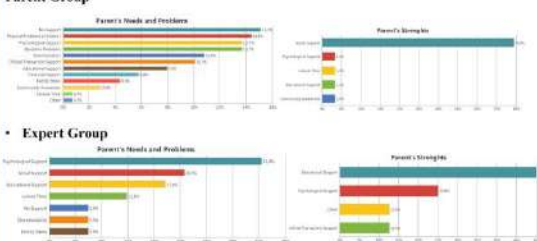
Parent's Group: A group discussion was also conducted with 10 parents of children with intellectual and developmental disabilities, ranging from 25 to 48 years old. The children's ages ranged from 5 to 10 years old.



Results

Data were coded by two authors. Consistency between coders was 93.96%. In the parent and expert group discussions, the answers were united in two themes: the needs and problems of the parents and the strengths of the parents.

Parent Group



IMPLICATIONS OF STUDY

Strengths

- It is aimed to disseminate program's contents by instructing psychologists and psychological counselors who work in special education institutions.
- If the program is applied regularly, it can meet the psychological support needs of parents. Therefore, the need for individual counseling is reduced. Thus, the workload of psychologists and psychological counselors working in institutions may be reduced.
- The available studies investigating the needs of parents and experts are insufficient, thus highlighting the necessity for additional research in this field. Moreover, there is a need for programs to increase awareness in the society.

Challenges

- Psychological counselors and psychologists working in these institutions are generally new graduates. Finding a qualified expert to implement this program can be difficult.
- The staff in these institutions are responsible for tasks related to lessons, individual counseling, and administration, which may limit their availability for conducting group sessions.

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THE VULNERABILITY OF THE MAFIA FAMILIES SUPPORTED BY PROGRAM OF INTERVENTION FOR THE PREVENTION OF INSTITUTIONALIZATION (P.I.P.P.I.).

Faustino Rizzo¹, Paola Milani²

LabRIEF, Research and Intervention Laboratory in Family Education

¹UNIMORE University of Modena and Reggio Emilia

²UNIPD University of Padua, Italy

Background/ introduction

The mafia phenomenon has a significant impact on family life and can result in specific vulnerable situations for children and families. Children born into mafia families are particularly at risk, as the culture of violence and criminal activity can undermine their psycho-physical development and compromise their fundamental rights (Schermi, 2010). Social intervention with a view to prevention is necessary in these contexts, and the P.I.P.P.I. program's innovative intervention practices can play a crucial role in addressing the needs of these children and families.

The P.I.P.P.I. program's focus on promoting personal and family resilience and community capacity is crucial in reducing educational poverty and family neglect. It is essential to involve all stakeholders, including parents and children, in constructing the analysis and response to their needs. The program's recognition as an Essential Level of Social Performance (LEPS) indicates its success in achieving the primary goal of increasing children's safety and improving the quality of their development.

Doctoral research on measures to protect the rights of children born into mafia families highlights the need for social interventions aimed at prevention ((Rizzo, Milani, 2022). These measures must be implemented with sensitivity and understanding of the specific cultural and social context of the families involved in the criminal organisation. The multi-professional and holistic approach of the P.I.P.P.I. programme can serve as a model for intervention practices in these contexts. Adopting an approach based on the affirmation of the intrinsic educability of the human person, the intervention is aimed at accompanying the family to the discovery of a different feeling from that of the mafia.

Objectives

The aim of the research is to understand: "How P.I.P.P.I. supports families living in vulnerable situations due to the influence of the mafia phenomenon on the territory and on family life?" The research aims to investigate how P.I.P.P.I. can be adapted to these specific situations and how practitioners work with these families.

Method

The research started by testing the hypothesis that some families supported by P.I.P.P.I. were involved with the mafia. The data for this research was collected through a review of the RPMonline database, which monitors the implementation of P.I.P.P.I., using keywords related to the mafia. Four families were identified through this process. The research also included a review of support actions for families living in vulnerable situations due to mafias. The results were analyzed to identify new intervention targets and to develop a framework of support for families affected by the mafia within P.I.P.P.I.

(Expected) Results

The research findings provide important insights into the challenges faced by families involved in mafia criminal organizations and the potential effectiveness of targeted interventions. The fact sheet developed based on these findings can support practitioners in providing appropriate support and guidance to these families.

However, it is essential to recognize that addressing the root causes of the mafia phenomenon and its impact on families is a complex and ongoing process that requires multidisciplinary efforts. Prevention and intervention strategies should focus not only on supporting families but also on addressing the structural and cultural factors that contribute to the existence and persistence of organized crime.

Furthermore, the study emphasizes the need for continued efforts to prevent and combat the mafia phenomenon, in order to promote the safety and well-being of children and families living in these contexts.

Conclusions / Implications

The P.I.P.P.I. program provides a promising approach to supporting families affected by the mafia phenomenon. The program's focus on promotion, prevention and protection of children rights can help families overcome the challenges they face and promote positive parenting practices. The findings suggest that more efforts are needed to address the root causes of the mafia phenomenon and its impact on families, but the P.I.P.P.I. program could be a positive step in the right direction.

Key words

Vulnerability; Mafia; Family education; Children rights; Parenting support.

The vulnerability of the mafia families supported by Program of Intervention for the Prevention of Institutionalization (P.I.P.P.I.).

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 Reggio Children Foundation | UNIMORE University of Modena and Reggio Emilia
 UNIPD University of Padua

Background

The mafia phenomenon has a significant impact on family life, often resulting in vulnerable situations for children and families. The Programme of Intervention for the Prevention of Institutionalisation (P.I.P.P.I.) aims to pursue the goal of innovating intervention practices towards negligent families, to reduce the risk of ill-treatment and the consequent removal of children from the family unit, may also include those affected by the mafia.

Furthermore, doctoral research on measures to protect the rights of children born into mafia families (Rizzo, Milani, 2022) has shown the need for social intervention with a view to prevention in those contexts where mafia culture and violence undermine the child's psycho-physical development.

How P.I.P.P.I. supports families living in vulnerable situations due to the influence of the mafia phenomenon on the territory and on family life?

Results

Research results show that families involved in the mafia criminal organization face specific challenges that require targeted interventions. The research enabled the development of a fact sheet, already distributed to practitioners, to support this specific vulnerability by adapting the P.I.P.P.I. activities and the steps of the **participatory and transformative evaluation** (VPT, Serbati, Milani, 2013; Serbati, 2020) on which the accompaniment of individuals, families, children in P.I.P.P.I. is based.

Participatory and transformative evaluation



Conclusion

The P.I.P.P.I. program provides a promising approach to supporting families affected by the mafia phenomenon. The program's focus on promotion, prevention and protection of children rights can help families overcome the challenges they face and promote positive parenting practices. The findings suggest that more efforts are needed to address the root causes of the mafia phenomenon and its impact on families, but the P.I.P.P.I. program could be a positive step in the right direction.

Methodology

The research started by testing the hypothesis that some P.I.P.P.I. families are involved with the mafia. Through data collected from the RPPonline database, used to monitor the implementation of P.I.P.P.I., five families were identified with keywords related to the mafia. The research also included a review of support actions for families living in vulnerable situations due to mafias. The results were analyzed to identify new intervention targets and to develop a framework of support for families affected by the mafia within P.I.P.P.I.

Discussion

The study highlights the importance of addressing the unique challenges faced by families affected by the mafia phenomenon. The findings suggest that the P.I.P.P.I. program can be an effective approach to supporting families and promoting positive parenting practices. However, the research also highlights the need for continued efforts to address the root causes of the mafia phenomenon and its impact on families.

P.I.P.P.I. activities

-  **Home and community-based education.**
-  **Parents' and children's groups.**
-  **Solidarity proximity.**
-  **School/nursery-family-services partnership.**

Source: Milani, 2022

References

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WHAT BIRTH AND FOSTER FAMILIES THINK ABOUT THE ROLE OF FOSTER CARE PROFESSIONALS?

Lucía González Passaic & Isabel M. Bernedo
Universidad de Málaga, Spain

Background/ introduction

Foster care professionals play a crucial and complex role. They must provide care, support and training to birth and foster families so that they learn how to properly manage both foster children visits with their relatives and the relationship established between both families. Research studies agree that how parents experience their time in the Child Protection System and foster families in their fostering process, as well as how they experience their relationship with professionals, influences their trust and attitude towards professionals, their collaboration, participation, and changes in the birth family (Austerberry et al., 2013; Balsells et al., 2019; Schreiber et al., 2013).

Objectives

The aim of his study is to find out what birth and foster families think about the role of foster care agency professionals and to examine what competences and skills of professionals are valued by these families.

Method

The sample consisted of 14 participants of the psychoeducational programme *Visits: a context for family development*. Of the total, 6 were mothers and fathers (4 mothers and one couple), and 8 were nonkinship foster carers (2 women and 3 couples) of 7 children in long-term foster placement with visits. Birth parents and foster carers group corresponded to 5 families respectively.

Semi structured interviews were administrated before and after the implementation of the programme. Content analysis with ATLAS.ti7 was carried out. In this study the question under analysis was: *What do you think of the work that the foster care agency professionals do in relation to visits? Do you think that what they do is important*

(Expected) Results

Birth and foster families are satisfied with professionals' role when they show calm, warmth and availability; when they are flexible and adapt to the needs of the families and the child with regard to visits; and when they have problem-solving skills. These qualities and technical skills promote the perception of professionals as an effective and supportive network, as well as facilitate collaborative relationships. By contrast, families are dissatisfied with professionals' roles when

they are cold, hostile and families feel unfairly treated, as well as when they show a lack of problem-solving skills. In addition, when there is an excessive of supervision during visits and little information about this contact is provided. These personal qualities and lack of technical skills generate in families feelings of a lack of support and effectiveness, as well as a lack of collaboration on the part of the birth families.

Conclusions / Implications

These findings are in line with previous ones (Austerberry et al., 2013; García-Martín et al., 2019; Schreiber et al., 2013), and some implications for the practice of foster care professional arise:

1. Make professionals aware of the effects of their attitudes and behaviour on the relationship with families, the quality of visits and the future of foster care.
2. Reflecting on one's own professional practice.
3. Train professionals in interpersonal skills to build collaborative relationships with families.
4. Be up-to-date of resources available to do their job properly.

Key words

Social work practice, Professionals skills, Foster care, Child protection, Family support

What birth and foster families think about the role of foster care professionals?



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 lucia.gonzalez.pasarin@uma.es

INTRODUCTION

Foster care professionals play a crucial and complex role. They must provide care, support and training to birth and foster families so that they learn how to properly manage both foster children visits with their relatives and the relationship established between both families. Research studies agree that how parents experience their time in the Child Protection System and foster families in their fostering process, as well as how they experience their relationship with professionals, influences their trust and attitude towards professionals, their collaboration, participation, and changes in the birth family (Austerberry et al., 2013; Balsells et al., 2019; Schreiber et al., 2013).

The aim of this study is to find out what birth and foster families think about the role of foster care agency professionals and to examine what competences and skills of professionals are valued by these families.

METHOD

PROCEDURE & DATA ANALYSIS

➤ Semistructure interviews was administrated before and after the implementation of the psychoeducational programme Visits: a context for family development (Bernedo et al., 2020).

➤ Content analysis with ATLAS.ti was carried out: What do you think of the work that the foster care agency professionals do in relation to visits? Do you think that what they do is important?

PARTICIPANTS

MOTHERS & FATHERS - 5 Birth families



FOSTER CARERS - 5 nonkinship families



➤ Long-term foster placements of children between 5-12 years old.

RESULTS

SATISFACTION WITH PROFESSIONALS' ROLE

• Calm and warmth

For me, Alejandra has been simply phenomenal with me and my family. I can't have any complaints about him (Mother 1)

Very good, very fluent, very close, very pleasant, "Do you have any problems, do you have any..." Well, we have been accompanied, supported. (Foster man 4)

• Flexibility and adaptability to families and children's needs

They haven't screwed up my visits or anything. On the contrary, they always make them a bit longer, they have always helped me. Alejandra is very good. I have no complaints about that (Mother 1)

Many times, Alejandra would try to put in hours that would benefit us. (Foster woman 2)

• Availability

Whenever I have needed help, they have always been there to help me. Any little problem that may have arisen, or big problem, they have always been there, and when I have needed help, they have always given it. (Foster woman 2)

• Problem-solving skills

"Whenever something was needed, it was the call, it was the quick answer, the quick solution." (Foster woman 3)



DISSATISFACTION WITH PROFESSIONALS' ROLE

• Cold, hostility and unfairly treated

Always in their position, think like them, do what they want (...) Last year, my partner could not talk about the fact that the child had a mother (...) Alejandra called our attention. We have already been through a lot of things (...) No, it is forbidden. (...) How does a person do such a thing? Knowing that I am his mother. (Mother 2)

• Excessive supervision during visits

Yes, he writes a lot and only with me, I don't know about other people. He is always writing in my room (Mother 2)

They are very strict (...) When it comes to reporting, he takes things out of context a lot. For a chocolate bar that we bring to the girls, he says that she has brought chocolate, that this is bad. Any little thing, they make a big deal out of it. (Father 5)

• Scarce information

She called us and, in the end, she told us what she wanted to tell us, because then things happen to children that we find out about later from the reports. And they were more important things than what she told us (...) That's how we found out that my daughter has tantrums [at foster home] (Mother and Father 5)

I think I should have a bit more control to know what is really going on inside the visit. Sometime trying to know more about it, it seems that... (...) they were not so controlled. (Foster carers 5)

• Lack of problem-solving skills

"For all his good intentions, I think he is beating around the bush, because he doesn't know how to tackle the problem." (Foster carers 5)



DISCUSSION

Our findings are in line with previous ones. Birth and foster families perceived as positive the role of professionals when they show availability, accessibility, good communication, provide information and respond effectively to their concerns, recognise their parental/caring role, treat the child and families appropriately, and make them feel comfortable and safe during the visit. This facilitates the creation of a positive relationship, based on trust, and enhances the quality of the visits. By contrast, they negatively value professionals' role when they are not available, do not respond to their requests or needs, do not feel valued or understood and, when regarding visits, are not sensitive to their needs and those of the child, communicate inappropriately and there is intrusive behaviour (Austerberry et al., 2013; García-Martín et al., 2019; Schreiber et al., 2013).

IMPLICATIONS FOR PRACTICE

- To make professionals aware of the effects of their attitudes and behaviour on the relationship with families, the quality of visits and the future of foster care.
- To reflect on one's own professional practice.
- To train professionals in interpersonal skills to build collaborative relationships with families.
- To be up-to-date of resources available to do their job properly.



GROUP LIFESTYLE TRIPLE P DELIVERY IN PORTUGAL: A PRACTITIONER'S VIEW

Marco Silva-Martins, Catarina Canário, & Orlanda Cruz

Faculty of Psychology and Education Sciences of the University of Porto; Center for Psychology at University of Porto (CPUP), Portugal

Background/ introduction

Childhood overweight and obesity (OW/OB) are highly prevalent conditions in developed countries. OW/OB in children are associated with poor well-being and increased risk for physical and psychological health problems at short- and long-term. Multiple factors contribute to children's weight gain, with parents playing an important role during childhood. For children under the age of 12, family-based interventions combining behavioral strategies with feeding and physical activity components are effective in managing childhood OW/OB. Group Lifestyle Triple P (GLTP) is a parent-focused cognitive-behavioral intervention based on the Social Learning Theory and active skills training strategies. GLTP is one of the interventions in the Triple P system, and includes 14 sessions covering positive parenting, nutrition, and physical activity topics to promote a healthy family lifestyle. Parents learn, practice, and are encouraged to apply multiple strategies with their children and families regarding the three topics.

Understanding the perspectives of practitioners on the strengths and limitations of interventions is crucial to enhance the effectiveness and acceptability of programs, and to inform practitioner training and practice, as well as guide future research. Nonetheless, to the best of our knowledge, no study has yet examined this topic in relation to Group Life Training Programs (GLTP).

Objectives

The main aims of the current study are: 1) to present the experience of delivery of GLTP by one practitioner in Portugal, in the context of a Randomized Controlled Trial (RCT); 2) to discuss the strengths and shortcomings of the online delivery in relation to the in-person delivery, as well as implementation challenges and implications for practice.

Method

One practitioner describes his experience of delivery GLTP to 5 groups of parents (47 families) of OW/OB children aged 5 to 10 who participated in the project LifeStyle (PTDC/SAU-NUT/30715/2017) in Portugal. GLTP includes ten 90 minutes of group sessions and four 20 minutes of individual remote sessions, over 17 weeks delivered.

(Expected) Results

According to the practitioner, several GLTP strategies were central to promoting family change (e.g., monitoring and learning about positive parenting). The first two deliveries were more demanding for the practitioner, who found a progressively better balance between ensuring program fidelity and flexibility with the experience of delivery. The delivering GLTP through videoconference was feasible and well accepted by families. In this way of delivery, families had more access, and was easier for the practitioners to manage time during the session. However, the videoconference delivery may not be the best fit for every family, the non-verbal communication is limited, promoting parents' active participation and small group activities are more demanding. The experience of delivery allows identifying few implications for practice, namely: it could be helpful to have a flexible approach in managing the session's activities, and use individual sessions to guide parents in identifying the most relevant strategies to meet their specific needs. Contents related to the motivational interview can help parents enroll in the intervention and contribute to higher retention rates throughout the delivery.

Conclusions / Implications

GLTP delivery through videoconference seems to be feasible. There is a high initial investment for practitioners when they start delivering GLTP, and an adequate balance between fidelity and flexibility is better achieved with increased delivery expertise. It is important to strengthen the support provided to the practitioners in their early implementations.

Practitioners should be aware that the families starting an intervention could be at different levels in their readiness for change, and addressing parents' motivation may be helpful in promoting retention. The use of motivational interview components could enhance GLTP retention and parents' engagement throughout the GLTP intervention.

More studies addressing practitioners' experience of delivery GLTP are needed.

Key words

Group Lifestyle Triple P/GLTP delivery; Group Lifestyle Triple P/GLTP implementation; Online delivery; Practitioner's view; Implementation

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Training school
Family Support Skills: Creating an agenda for family workforce skills research development
Belgrade (Serbia), 2023 May 9th to 11th

Group Lifestyle Triple P delivery in Portugal: A practitioner's view

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Objectives

- To present the experience of delivery of GLTP by one practitioner in Portugal, in the context of a Randomized Controlled Trial (RCT).
- To discuss the strengths and shortcomings of the online delivery in relation to the in-person delivery, as well as implementation challenges and implications for practice.

Intervention: Group Lifestyle Triple P (GLTP)

Objectives

- child's weight-related problem behaviour
- child's weight-related outcomes
- ineffective parenting
- parents' self-efficacy

Intensive family intervention – Level 5 (Indicated) Triple P System

Physical activity 10 group sessions
Nutrition 4 individual sessions

Delivery: 5 groups (47 families enrolled)

Participants' enrolment and retention per delivery

Number of participants per session

GLTP key strategies to promote change

- Parental monitoring.
- Parents' knowledge on food types and groups, and competence in reading food labels.
- Having children to try new foods and healthy food that they dislike.
- Changing recipes.
- Limiting screen time and providing active alternatives.
- Being a healthy example.
- Learning about core positive parenting strategies to promote healthy behaviors and to deal with non-compliance and misbehavior.
- Use of the GLTP checklist for promoting a healthy lifestyle.

Experience in delivering the program

- Learning curve:** The first two deliveries of the program are more demanding for the practitioner.
- Fidelity vs flexibility:** progressively better balance between ensuring program fidelity and flexibility in the delivery.
- Time-consuming:** assessment of the families' needs, completing the fidelity checklists, preparing the individual sessions, and parents' feedback.

Experience of delivering GLTP online vs in-person

Strengths

- Feasibility and acceptability study (Canário et al., 2021).
- Accessible to more families
- Lower costs and stress for families
- Higher flexibility and availability to attend GLTP sessions
- Easier for practitioners to manage time during the session.

Shortcomings

- Not the best fit for every family.
- Promote parents' participation is challenging.
- Non-verbal communication is limited.
- Participants' attention can be compromised.
- Performing small group activities is challenging.

The process of delivering GLTP: Lessons learned and suggestions for practice

- Deliver the sessions' structured contents and scheduled activities within the timeframe:**
 - Use a flexible approach to manage the session's activities in a way that ensures parents' participation and delivery fidelity in the session timeframe (within and between sessions).
- Address the families' characteristics and needs:**
 - The relevance of the strategies presented in the GLTP can be more useful for some parents than others
 - Parents of children with behavior problems seem to engage more easily in the final sessions
 - Make the assignments between sessions more flexible
 - Use the individual sessions to guide parents in identifying the most relevant strategies to meet their specific needs
- Parents' readiness for change varies across families:**
 - A motivational interview could be of help to identify which parents are (more/less) ready for GLTP enrollment
 - Enroll motivated parents can contribute to higher retention rates across the delivery.

Take-home message

- Higher initial investment in learning the contents of the program.
- Families at different starting points in terms of readiness for change - an aspect to be taken into account.
- Hybrid program - works well when delivered completely through video conference (feasible).
- Balance between fidelity and flexibility is better achieved with increased delivery expertise.

Implications for Practice and Research

- Practitioners' supervision/support:** specially relevant during the early implementations of GLTP.
- Recruitment:** the evaluation of the parents' readiness for change before enrollment may be helpful in promoting retention.
- Research:** more studies addressing practitioners' experience of delivery GLTP are needed.
- Research/practice:** As with other interventions, motivational interview components could be helpful in enhancing GLTP retention and parents' engagement through the intervention.

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PARENTAL PRACTICES OF ROMA FAMILIES IN THE REPUBLIC OF SERBIA

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Background/ introduction

Parenting as a concept is the area of many researchers, theoreticians and practitioners in the field of social sciences. In the Republic of Serbia, parentage is determined by legal acts, such as the Family Law in Article 7 (2005) and the Convention on the Rights of the Child (KPD, 1991). Also, national policies advocating population policy provide material allowances as a form of parenting support (Law on Financial Family Support, 2018). Recently, more and more campaigns advocate the importance of parenting that is characterized as positive. In parallel with the development of campaigns, a certain number of parenting support programs appear, which aim to strengthen the competences of parents for the positive parenting (Žegarac, Polić and Marić Ognjenović, 2020). On the other side, there are groups of families whose parenting practices we know little, because there is very little or no research in this area. One of such groups in Serbia are Roma families. The importance of understanding parenting practices in Roma families is reflected in the fact that the results of the research on multiple indicators of the position of women and children in Serbia (MICs5) (Statistical Office of the Republic of Serbia, 2014) show that in Roma families 65.9% of parents use violent methods of discipline (physical and psychological punishment), which is significantly higher compared to the general population where that percentage is 43.1%.

Objectives

This research will include an analysis of the characteristics of parenting practices and the ways in which they are implemented, as well as the factors that have an impact on parenting practices in Roma families, and the ways in which these families use available formal and informal parenting support.

Method

The research is a mixed, correlational, explanatory research method through three phases: In the first phase of the research, a quantitative approach will be used with the aim of investigating the characteristics of parenting practices. This phase will include 200 parents of children aged 0-8, who live in the regions (city or suburbs): Subotica, Novi Sad, Belgrade and Niš. In the second phase of the research, a qualitative approach will be used. Data will be collected through focus groups from families (32) belonging to the Roma national minority on the manner and content of formal parenting support for Roma families. In the third phase of the research, a qualitative approach will be used. Data will be collected through focus groups from employees in the social protection system, the education system and the health system, as well as non-governmental organizations.

(Expected) Results

Factors (socio-economic status, place of residence, age of parents, education of parents, gender of parents, number of children, age of children, gender of children) show a connection with parenting practices in Roma families.

Roma families use informal support systems to a greater extent than the formal support network, towards which they express distrust.

The formal support network is not equally available to all Roma families with children, but is primarily available to those families who are open to seeking such support.

The formal support network is not adjusted or harmonized with the needs of families with children of the Roma national minority.

Conclusions / Implications

Research on parenting practices and factors that have an impact on parenting practices in Roma families contributes to scientific knowledge important for humanistic disciplines. These data complement the existing research data and knowledge we have on this topic, based on the results from a sample from the multiple vulnerable groups in Serbia. In addition, the research of the existing network of support for parenting practices, both informal and formal, as well as the perception of need, represents a set of research data that enables the creation of support research evidence based programs for parenting practices. Also, triangulating qualitative data obtained from families about the perception of the necessary support for parenting practices, the current availability and way of implementing support for parenting practices, and data from professionals, we create continuity and a complete picture of the support network that these families need when it comes to support.

Key words

Parenting; Parental practice; Roma families; Mix method

phD candidate

Miljana Marić Ognjenović

Parenting practices of Roma families in Serbia

1 Background

Although there are many campaigns that highlight the importance of parenting, as well as programs aimed at developing parenting competencies, there are groups of families whose parenting practices we know little, because there is very little or no research in that area. These are often families that are marginalized, and therefore often invisible to the system, which consequently leads to difficult access to parenting support. One of such groups in Serbia are Roma families.

The importance of understanding parenting practices in Roma families is reflected in the fact that the results of the research about multiple indicators of the position of women and children in Serbia (MICs5, (Statistical Office of the Republic of Serbia, 2014) show that in Roma families 65.9% of parents use violent methods of discipline (physical and psychological punishment), which is significantly higher compared to the general population where that percentage is 43.1%. At the same time, physical punishment is most prevalent in children between the ages of two and four. Also, 37% of parents from Roma families have positive attitudes towards domestic violence. However, an interesting result of the aforementioned research is that three times less (11%) respondents from Roma families believe that it is necessary to use violent methods of discipline in order to adequately care for the child (Statistical Office of the Republic of Serbia, 2014).

2 Framework



Parental practices as a set of parental goals, values, educational styles and activities (Čudina-Obradović and Obradović, 2003)



Parenting practices operationalized by the concept of nurturing care (WHO, 2018)

3 Methodology

The research design is an mix, correlational, explanatory research design through three phases

1. The goal: describe characteristics of parenting practices (educational style, socio-emotional commitment, values and attitudes about parenting) in Roma families

demographic variables (SES, education of parents, age of parents, gender of parents, age of children, gender of children, number of children)

Sample: 200 families from Novi Sad, Subotica, Belgrade and Niš

Quantitative approach: questionnaire

Data processing technique: factor analysis, ANOVA/ t-test, Spearman coefficient of correlation

2. The goal: examine the availability and ways of implementing formal and informal support, the perception of families about the need for formal and informal support

Sample: 32 parents from Novi Sad, Subotica, Belgrade and Niš

Qualitative approach: focus group (4 focus groups with 8 participants)

Data processing technique: thematic analysis

3. The goal: examine availability and ways of implementing formal parenting support for Roma families

Sample: 64 professionals employed in different systems (social protection system, educational system, health system, non-governmental organizations)

Qualitative approach: focus group (8 focus groups with 8 participants)

Data processing technique: thematic analysis

4 Research goals:

- Cataloging the characteristics of parenting practices in Roma families
- Mapping of various factors that influence parental practices in Roma families
- Examine the ways in which Roma families use formal and informal parenting support systems.

LONGITUDINAL ANALYSIS OF RISK FACTORS FOR CHILD –TO –PARENT VIOLENCE

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University of Málaga, Spain

Background/ introduction

The phenomenon of child-to-parent violence (CPV) is gaining prominence due to the large increase in cases and the serious repercussions it causes. CPV is defined as: “The set of repeated behaviours of physical, psychological (verbal or non-verbal) or economic violence, towards mothers and fathers, or those who take their place” (Pereira et al., 2017, p.6).

Recent studies have analyzed the risk factors of CPV, finding a relationship between several variables such as parental ineffectiveness, emotional insecurity in the family system, peer-to-peer violence, impulsivity or substance abuse (del Hoyo-Bilbao et al., 2020; Junco-Guerrero et al., 2021; Rosado et al., 2017).

Authors establish that CPV is produced due to the interrelation between the variables belonging to the different subsystems in which the aggressor is involved: an ontogenic system (e.g. substance abuse); a microsystem (e.g. negative communication styles); an exosystem (e.g. negative social influence); and a macrosystem (e.g. gender roles) (del Hoyo-Bilbao et al., 2020).

Objectives

The main objective of the study is to evaluate through a longitudinal design the individual, family and social factors that could be predictors in the development of CPV. The specific objectives of the present study are: a) To study the relationship between CPV and individual factors (e.g. substance abuse); b) To investigate the relationship between CPV and family factors (e.g. security in the family system); c) To examine the relationship between CPV and social factors (e.g. intimate partner violence in teenagers).

Method

The sample will be composed of teenagers (between the age of 12 and 18) from educational centers. Moreover, a part of the sample will be from Filio Association that is a family therapy center in Málaga. Because the aim is to carry out a longitudinal design, the evaluation of the participants will be carried out at two times. A battery of different questionnaires will be used to evaluate the participants (e.g. Child-to-parent aggression questionnaire).

(Expected) Results

At this time, we have almost 560 participants from educational centers. The preliminary results of the study show that the most frequent child-to-parent violence's type is control and dominance violence and the most frequent victim is the mother in all cases. It is expected that the individual, family and social factors assessed will be related to CPV.

Conclusions / Implications

This research has implications for families, family therapists and educational agents. The sample of the study will be composed of participants from educational and clinical centers, which will provide us with information about the skills to be developed by family therapists and educational agents. If professionals that are working with families are aware of the factors that increase child-to-parent violence, they could intervene directly to reduce them. Therefore, this research will not only increase theoretical knowledge about child-to-parent violence, it will also increase knowledge about the support, prevention and intervention skills that we must implement in professionals and families so that violent contexts in family systems are reduced.

Key words

Violence; Teenagers; Family; Educational agents.

LONGITUDINAL ANALYSIS OF RISK FACTORS FOR CHILD-TO-PARENT VIOLENCE



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INTRODUCTION

Child-to-parent violence (CPV) is defined as "The set of repeated behaviours of physical, psychological (verbal or non-verbal) or economic violence, towards mothers and fathers, or those who take their place" (Pereira et al., 2017, p.6).

Authors establish that CPV is produced due to the interrelation between the variables belonging to the different subsystems in which the aggressor is involved: an ontogenic system (e.g. substance abuse), a microsystem (e.g. negative communication styles); an exosystem (e.g. negative social influence) and a macrosystem (e.g. gender roles) (Del Hoyo-Bilbao et al., 2020).



OBJECTIVES

The main objective of the study is to evaluate through a longitudinal design the individual, family and social factors that could be predictors in the development of CPV (e.g. temperament, emotional security in the family system)



METHODOLOGY

The sample will be composed of teenagers from educational centers and their parents. A part of the sample will be from a therapy center (Filio Association, Málaga).

A battery of different questionnaires will be used to evaluate the participants (e.g. Child-to-parent Violence Questionnaire: evaluates CPV through 14 parallel items concerning the father and the mother, describing psychological, physical, economic and control violence. The items are rated on a Likert-type scale ranging from 0 - never - to 4 - very often, six times or more)



PRELIMINARY RESULTS

Table 1.
Descriptive analysis of sociodemographic variables

| Variable | n | % |
|---------------|------------|------------|
| Sex | | |
| Boys | 291 | 49.9 |
| Girls | 278 | 47.7 |
| Age | | |
| 13-15 | 274 | 47 |
| 16-18 | 289 | 48.6 |
| 19-22 | 15 | 2.6 |
| Course | | |
| E.S.O | 328 | 56.3 |
| Bachiller | 171 | 29.4 |
| FBP | 82 | 14.1 |
| Total | 569 | 100 |

*Sex: - Gender (Masculine - feminine) E.S.O: (Educación Secundaria Obligatoria) Bachiller: FBP (Formación Básica Profesional)

Table 2.
Descriptive analysis of child-to-parent violence types

| Variable | M | DT | Min | Max |
|-------------------|-------------|-------------|----------|-----------|
| CPV Mother | | | | |
| Physical | 0.15 | 0.60 | 0 | 5 |
| Psychological | 1.92 | 2.58 | 0 | 16 |
| Economic | 0.66 | 1.11 | 0 | 6 |
| Control | 2.74 | 2.54 | 0 | 13 |
| Total | 5.49 | 4.99 | 0 | 22 |
| CPV Father | | | | |
| Physical | 0.15 | 0.64 | 0 | 6 |
| Psychological | 1.77 | 2.66 | 0 | 14 |
| Economic | 0.49 | 0.97 | 0 | 4 |
| Control | 2.25 | 2.43 | 0 | 13 |
| Total | 4.78 | 4.78 | 0 | 22 |

EXPECTED RESULTS

This research project aims to increase knowledge about the risk factors involved in the commission of CPV. It is expected that the individual, family and social variables assessed will be related to CPV.



IMPLICATIONS

This research has implications for families, family therapists and educational agents. The sample of the study will be composed of participants from educational and clinical centers, which will provide us with information about the skills to be developed by family therapists and educational agents. If professionals that are working with families are aware of the factors that increase child-to-parent violence, they could intervene directly to reduce them.

Therefore, this research will not only increase theoretical knowledge about child-to-parent violence, it will also increase knowledge about the support, prevention and intervention skills that we must implement in professionals and families so that violent contexts in family systems are reduced.

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PROJECT "INCREASING THE COMPETENCE OF SPECIALISTS FROM THE SOCIAL SPHERE THROUGH TRAINING AND INTRODUCTION OF GOOD PRACTICES"

Petya Yanachkova

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Background/ introduction

The contemporary interest of research work on the family is directed to the nature of its functioning and the quality of family functionality. We observe good and bad practices when dealing with difficult cases: parental conflicts, where in most cases the child is cared perfectly at the household level, but emotional abuse is a fact; the adoption reality in Bulgaria / complex process: administrative, legal, psychological, cultural, exceeding the boundaries of the family context; complex to understand in all its multifacetedness, unpredictability of external intervention, difficult to understand from the point of view of specialists/. In order to have good practices for quality work with the whole family context, it is necessary in addition to dedication to work and specialized training of employees. That is why trainings and sharing of good practices are of high importance.

Objectives

This is a project aimed at training primarily specialists from the social sphere working in the directorates of social assistance and state-delegated activities. The idea was provoked by the dynamic development of Bulgarian social policies, in support of the pressing need for a link between theory and practice. Training for professional work with difficult specific topics /adoption, parental conflicts and parental alienation/ is extremely important from the point of view of preventing errors in daily work with children and families. The project offers a new, improved educational approach, which will include adult-oriented training, interactive activities, modern, successful practices drawn from the experience of experts in the field of adoption and family conflicts.

The purpose is to provide support for joint actions of the social partners in the process of developing and introducing new practices and tools to achieve a functioning social dialogue. This will be achieved through the development and implementation of training campaigns for professionals working in this complex context. The purpose of this increased level of preparation, in addition to improving the quality of services provided to users, is also to care for workers at

risk of professional burnout, increase the level of job satisfaction, and prevent personnel turnover in the social sphere.

Method

1. Exploring the attitudes of social workers in the public sector with the question: what are the most difficult topics for them to work with families?
2. Analysis at the national level in the context of the two problematic topics; practical issues, solutions, trends.
3. Through various formats: working groups, information days, meetings, official and parent groups, to establish the need for specialized knowledge, refracted through Bulgarian cultural context.
4. Analysis of good global practices on both topics and preparation of proposal for their inclusion as part of good social practices.
5. Creation of training materials that will be useful for specialists from various fields: from magistrates and lawyers to psychologists, therapists, social workers and parents.

Expected results

1. Changing the organization and the way in which the needs of adoptive families and families with parental conflicts are served in Bulgaria
2. Increasing the competences and quality of work of the specialists serving the two difficult topic
3. Increasing the level of professional self-confidence and satisfaction among specialists from the social sphere; prevention of professional burnout; limiting staff turnover.
4. Increasing the level of user satisfaction
5. Possibility of overall increase in the efficiency of social institutions

Conclusions

The project proposal envisages activities for an in-depth study of the issues in the two specific areas; study of good national and world practices in solving problem cases; development of training manuals for direct work; practical training and certification and profiling of specialists. Preparation of teaching aids. The activities will be assigned to a team of proven professionals from non-governmental organizations working in the social sphere, under the leadership of the "For Our Children" Foundation. Each organization has independent expertise on the best practices available in the area of adoption and parental conflict. Consolidation of the available expertise within the current proposal, together with the wide network and public recognition of

each of the partners, will allow the materials developed to reach the ultimate goal, which is to be effective for the specific needs of users.

Key words

Training; Specialists; Competence; Good practices; Job satisfaction.

Training school Family support skills University of Belgrade May 9-11 2023 Belgrade, Serbia

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„INCREASING THE COMPETENCE OF SPECIALISTS FROM THE SOCIAL SPHERE THROUGH TRAINING AND INTRODUCTION OF GOOD PRACTICES“

Why trainings and sharing of good practices are of high importance:

- The family is a complex, purely human, relationally, emotional and social phenomenon
- In the context of social work with families, there are difficult and specific topics that cover the whole context / *such are for example the topics: Parental conflicts, Adoption/*
- Working with families conflict and adoptive families requires training for specialized knowledge for in more deeply understanding the complexity of the psychological side of the problem process

Objectives: 1. Training for primarily specialists working in the sociale sphere: sociale services, directorates of social assistance and state-delegated activities. 2. Training is focused for professional work with difficult specific topics /*adoption, parental conflicts and parental alienation*/ is extremely important from the point of view of preventing errors in daily work with children and families. 3. This will be achieved through the development and implementation of training campaigns for professionals working in this complex context.

Method: 1. Precisely because it is very difficult to work in these two topics, exploring the attitudes of social workers in the public sector is important. 2. Analysis at the national level in the context of the two problematic topics; practical issues, solutions, trends. 3. Through various formats: brain storming, focus groups, working groups, information days, formal and informal meetings and parental groups of support, to establish the need for specialized knowledge, refracted through Bulgarian cultural context. 4. Analysis of good global practices on both topics and preparation of proposal for their inclusion as part of good social practices. 5. Creation of training materials that will be useful for specialists from various fields: from magistrates and lawyers to psychologists, therapists, social workers and parents.

Expected results:

Increasing the competences and quality of work of the specialists serving the two difficult topic.

Increasing the level of professional self-confidence and satisfaction among specialists from the social sphere; prevention of professional burnout; possibility of limiting staff turnover

Increasing the level of users satisfaction.

Possibility of overall increase in the efficiency of social institutions.

Changing the way in which the needs of adoptive families and families with parental conflicts are served in Bulgaria.

Conclusions:

The project proposal envisages activities for an in-depth study of the issues in the two specific topics; study of good national and world practices in solving problem cases; development of training manuals for direct work; practical training and certification. Preparation of teaching aids.

The activities will be assigned to a team of proven professionals from NGO organizations working in the social sphere. Profiling of the specialists working in this complex context

In addition to improving the quality of services provided to users, is also to care for workers at risk of professional burnout, increase the level of their job satisfaction, and prevent personnel turnover in the social sphere.

DEVELOPMENT OF COMPETENCIES FOR FAMILY SUPPORT WITH PROFESSIONALS DURING THEIR INTERNSHIP IN SOCIAL PROTECTION SYSTEM IN REPUBLIC OF SERBIA

Sanja Polić Penavić

Faculty of Political Science, University of Belgrade, Serbia

Background/introduction

International and national documents often refer to significance and need for continuous development of human resources in helping professions, including professionals that provide support to families in the system of social protection.

In Republic of Serbia (further referred to RS) since 2013, there has been legal obligation of continuous professional development and licensing of professionals in social protection. After graduation from faculty, students of social work, psychology, pedagogy, and defectology, have legal obligation of attending internship for a period of 12 months in one of social protection institutions. After completing internship, they are also obliged to take the exam for license.

Since the legal obligation was introduced in RS, its effects and influence on improvement of professional competencies, including family support, have not been examined yet.

The main problem in RS is the fact there are no special standards for providing family support and also special competencies of family support professionals. Due to these circumstances, it is difficult to examine competencies for family support and measure them.

Objectives

General objective is identification of factors and mode of their impact on competencies development for family support and determination to what extent these competencies are being developed during internship with professionals in social protection. That way we can expand knowledge on development process, mode, and effects of use of professional development elements on the improvement of competencies for family support.

Specific objectives are:

1. To examine and analyze how basic factors of professional development (relation with mentor, internship program, individual development plan, supervision, motivation of professionals, supporting and reflective practice in institution) are impacting on development of competencies for family support with professionals during internship in social protection;
 2. To determine and analyze influence of personal empathy quality on development of competencies for family support with professionals during internship in social protection;
 3. To examine and analyze effect of internship in social protection on development of competencies for family support with professionals;
 4. To establish differences between professions in social protection.
-

Method

In the research mixed method and quasi-experimental design are being used. Research contains two phases.

- First phase includes quantitative research which will be realized with the professionals at the beginning of internship (control group) and with the professionals that successfully completed internship (experimental group). In this phase, a sample will be intentional and will be consisted of at least 60 professionals in control group and 60 professionals in experimental group.
- Second phase includes qualitative research for a better understanding and explanation of competencies development process and development factors during internship in social protection. The aim is to fill up data from phase one. In this phase, sample consists of 10 to 15 professionals from experimental group and their mentors and supervisors. In this phase, we will analyze 10 to 15 individual plans of development/working programs of interviewed professionals – trainees.

(Expected) Results

This research contributes to existing science fund and it deepens knowledge on competencies for family support, process, and factors of development. As one of the results, it is expected to be created the list of indicators for measuring competencies for family support by classification of these competencies will be developed in this project with the purpose to determine changes in development of competencies for family support with professionals after completion of internship in social protection.

Conclusions/Implications

This research is significant for overcoming terminological and conceptual ambiguities in defining and achieving consent on competencies and qualifications of professionals essential for family support, including challenges for overcoming measurement of family support skills. It can contribute for creating an agenda for family workforce skills research development.

Key words

Family support competencies; Social protection; Internship; Professional development.

Sanja Polić Penavić – Faculty of Political Science, University of Belgrade

TITLE: DEVELOPMENT OF COMPETENCIES FOR FAMILY SUPPORT WITH PROFESSIONALS DURING THEIR INTERNSHIP IN SOCIAL PROTECTION SYSTEM

Background

International and national documents often refer to significance and need for continuous development of human resources in helping professions, including professionals that provide support to families in the system of social protection.

In Republic of Serbia (further referred to RS) from 2013. legal obligation of continuous professional development and licensing of professionals in social protection exists. After graduation from faculty, students of social work, psychology, pedagogy, and defectology, have legal obligation of attending internship for a period of 12 months in one of social protection institutions and taking the exam for license after completing internship in order to be eligible to work in social protection system.

Since the legal obligation is introduced in RS, its effects and influence on improvement of competencies of experts are not examined at all, neither they are examined for family support.

The main problem presents fact that in RS special standards for providing support for family support do not exist neither there are defined special competencies of family support professionals. Due to these circumstances, it is difficult to examine competencies for family support and measure it.

Research questions

General research question

What are the key factors of professional development and on what way do they influence on development of competencies for family support at professionals during conduction of internship in social protection in RS?

Specific research questions

1. How does basic factors of professional development (relation with mentor, working program of trainee/individual development plan, supervision, motivation of expert for development of competencies, supporting and reflective practice in institutions) influence on professionals' development of competencies for family support during internship in social protection?
2. Does personal quality of empathy influence development of competencies for family support of professionals during internship?
3. What competencies for family support and in what extent are being developed by professionals during conducting internship in social protection?
4. What are the differences between professions in social protection regarding on development of competencies family support during internship in social protection?

Objectives of the research

General

Identification of factors and mode of their impact on competencies development for family support and determination, and assessment in what extent these competencies are being developed during internship at professionals in social protection, in order to expand knowledge on development process, mode and effects of use of professional development elements on improvement of competencies for family support.

Specific

1. To examine and analyze how basic factors of professional development (relation with mentor, internship program, individual development plan, supervision, motivation of experts, supporting and reflective practice in institution) are impacting on development of competencies for family support at professionals during internship in social protection;
2. To determine and analyze influence of personal empathy quality on development of competencies for family support on professionals during internship in social protection;
3. To examine and analyze effect of internship in social protection on development of competencies for family support at professionals;
4. To establish differences between professions in social protection.

Methodology

In the research mixed method and quasi-experimental design are being used. Research contains two phases – quantitative and qualitative.

Implications for research of family support workforce skills

Research contributes to existing science fond and it deepens knowledge on competencies for family support, process and factors of development. Effects professional development model elements on improvement of professionals' competencies in social protection in RS, especially during process of "initiation in system" through completion of internship in social protection will be researched as well. As one of the results, it is expected to be created a list of indicators for measuring competencies for family support in accordance with classification of these competencies that will be developed in this project with a purpose to determine changes in development of competencies for family support and professionals after completion of internship in social protection. Above mentioned has implicative significance for overcoming challenges in research and measurement of family support skills.

GROWING HEALTHY: A CHILD CARE CENTRE INTERVENTION PROGRAM FOR HEALTHY CHILD DEVELOPMENT

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Background/ introduction

Research indicates that promoting and stimulating children's development during early childhood is critical for ensuring their well-being and adopting healthy lifestyles (1). This period is characterized by rapid growth and significant developmental milestones due to changes in brain structure and function and the achievement of various evolutionary stages (1,2). Development occurs within a complex system of interrelated factors that influence children's intellectual, social, emotional, physical, and behavioural growth. Therefore, the provision of appropriate resources and stimulation is crucial to ensure that each child reaches their maximum potential.

Finding ways to provide children with the necessary resources and support to ensure their healthy development is important. Policies for children's care and education prioritize quality early child care and engaging primary and secondary caregivers, such as parents and childcare teachers. Childcare centres provide a secure, affectionate, and stimulating environment for children aged 0 to 3 years, supporting their skill development and healthy lifestyle. Teachers in childcare centres play a vital role in providing family support, assisting parents in their parenting roles, and promoting positive parenting practices. Access to structured and standardized programs, aligned with psycho education principles and evidence-based interventions, is crucial to ensure the quality of this support for both teachers and families. Different educator training programs have indeed revealed improvements in children's health status by training these professionals in healthy lifestyle content (3). The family should be a partner of the childcare centres where a bidirectional communication of sharing and reciprocity in relation to the child. This partnership should be guided by mutual trust and respect and valuing the skills of each one of the contexts. In this communication, the sharing of knowledge about the child's development, since, in the long run, it translates into benefit in the child's overall health (4).

Objectives

This research project has three objectives: 1) To improve family support and children's well-being in childcare years, through a psychoeducational intervention focused on family health

lifestyles; 2) to promote Childcare teacher's practices to support families and promote children's well-being; 3) to implement and evaluate the impact of a psychoeducation intervention in children, families, and professional skills.

Method

This project has three phases. Phase 1: Explore, describe, and interpret priority areas of intervention related to the promotion of healthy lifestyles in early childhood based on the perceptions of experts, practitioners, and family members - A qualitative, exploratory, and descriptive study is planned. Three focus groups will be conducted for data collection with health lifestyles experts, childcare teachers, and families. Phase 2: In the context of a randomized controlled trial, a tested and reliable intervention program will be implemented aiming at promoting the professional skills of preschool educators to support positive parenting and develop healthy practices of childcare, encompassing healthy nurturing in daily routines. Phase 3: Assessment and replication of the training to other groups of professionals to disseminate the study. The cognitive, socio-emotional, and motor development will be assessed with the Bayley development scale.

Family data will be gathered through a sociodemographic data questionnaire and four scales on Daily Routines, Co-parenting, socioemotional competencies, and social support network. Preschool educators will fill out different questionnaires on professional skills and family-centered approaches, besides other measures on the quality of group dynamics and program development. The teachers of the intervention group will be asked to report information related to the developed activities according to the session themes (e.g., child development and child education, family routines, parenting, nutrition, and socio-emotional competence).

The activities rehearsed during the program addressing family activities will be assessed and measures will also comprehend collaborative practices.

(Expected) Results

Cognitive, socioemotional, and motor development data will be considered developmental indicators. Most importantly, we expect changes in the adoption of healthier lifestyles between the control and experimental groups and an awareness of changes related to the program. Regarding the program implementation and changes in professional skills, we also expect positive outcomes. For childcare teachers, it is expected that they gain knowledge and competencies that will improve their practices. Rather optimistically, we care that this group of professionals will be able to enhance their skills and replicate the content worked on with parents and children throughout the program sessions.

Conclusions/Implications

Childcare centers are crucial for promoting healthy development and supporting families. Educators need training to respond to children's needs. Childcare centers can promote healthy lifestyles by providing information on nutrition, physical activity, and sleep. By providing a supportive environment, they help families establish and maintain healthy habits. Providing childcare teacher training can help make interventions more sustainable and long-lasting.

Key words

Childcare centre; Cognitive development; Socio-emotional development; Family lifestyles; Preschooler



Growing Healthy: A child care centre intervention program for healthy child development

Silvana Martins ^{1,2}

1. ProChild CoLAB Against Poverty and Social Exclusion – Association
2. The Health Sciences Research Unit: Nursing (UICISA: E)

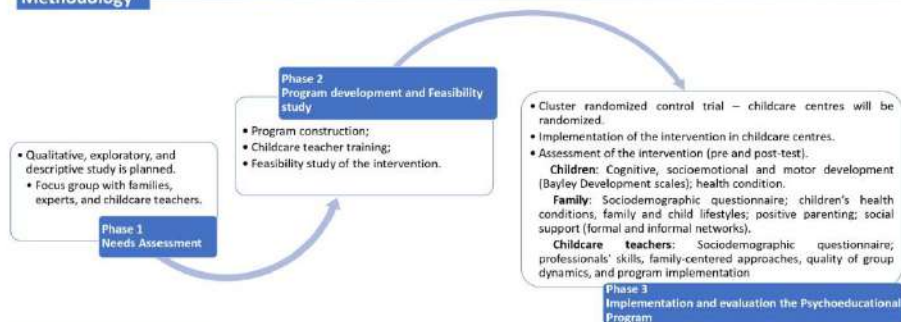
Background

- The first years of life represent a stage of development of intense rhythm and exponential growth with significant advances. These advances are the result of changes in brain structure and function and the achievement of different evolutionary stages (1,2). Children need help to meet their developmental needs, so it is important to provide resources and stimulation to support their development.
- Importance of promoting and stimulating children's development during the early years of life in order to ensure a child's well-being and the adoption of healthy lifestyles (2).
- Social and political crises and the resulting socioeconomic changes have affected and continue to tremendously impact the family structure and relationships. Globally, the need to create community-based responses has expanded and is seen as a necessary governmental compromise for the quality of child development and well-being.
- Child care centers, for children from 0 to 3 years old, are a community response to the need for a secure, affectionate, and stimulating space that allows children to develop their skills and adopt a healthy lifestyle. By ensuring that every child reaches their full developmental potential, these centers play a crucial role in promoting children's well-being.
- Childcare teachers have a fundamental role in supporting families. They can assist parents in their parenting role and encourage them to adopt positive parenting practices. To ensure the quality of this support, it is essential to provide access to structured and standardized programs that align with the principles of psychoeducation and evidence-based interventions.

Objectives

- 1) To improve family support and promote children's well-being in early childhood, through a psychoeducational intervention focused on healthy lifestyles;
- 2) To promote Childcare teachers' practices in supporting families;
- 3) To implement and evaluate the impact of psychoeducation intervention on children, families and Childcare teachers'.

Methodology



Expected results

- Data related to cognitive, socioemotional, and motor development will be considered as developmental indicators.
- we expect changes in the adoption of healthier lifestyles and more positive parenting practices between the control and experimental groups and an awareness of changes related to the program.
- it is expected that childcare teachers gain knowledge and competencies that will improve their practices.
- we care that this group of professionals will be able to enhance their skills and replicate the content worked on with parents and children all along the sessions of the program.

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COMPETENCES, SKILLS, AND NEEDS OF TEACHERS WORKING WITH CHILDREN ON THE AUTISM SPECTRUM AND THEIR FAMILIES FROM A MULTI-INFORMANT PERSPECTIVE

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Background/ introduction

According to data from the Spanish Ministry of Education around 50.000 students in the school system had a diagnosis of pervasive developmental disorder (in which ASD is included; Ministerio de Educación y Formación Profesional, 2020). Thus, the provision of adequate and quality inclusive education for these children and their families is a priority, as included in the sustainable development goals (SDGs; United Nations, n.d.). In a report from 2020, 83.48% of students with pervasive developmental disorders in Spain were in mainstream schooling (Vidriales et al., 2020). However, parents of children with ASD often perceive this period as stressful and frustrating, and present low levels of satisfaction with the coordination and relationship with the teachers (Renti & Roeyers, 2006). Mainstream teachers face difficulties in the inclusion and teaching of children with ASD, such as a lack of training, a lack of collaboration with specific centers, and insufficient school and national-level resources and support (Al Jaffal, 2022; Han & Cumming, 2022). Moreover, although generally, educators have a positive attitude toward the inclusion of children with ASD (Russell et al., 2022), these attitudes are more negative in comparison with other disabilities (Jury et al., 2021; Saloviita, 2020).

Objectives

Some of the objectives of the study are: 1) to identify the barriers and facilitators for the inclusion of children with ASD and their families in mainstream education settings; 2) to identify the competences, skills, attitudes, and strategies that are useful to facilitate a better inclusion process for children with ASD and their families and 3) to identify the needs, priorities and resources of the different agents (mainstream school, autism-specific resources, families, peers and individuals with ASD) involved in the inclusion process of children with ASD in the education system and for the future.

Method

This study uses a multi-informant, mixed methodology. We will use a convenient sampling method. We are using a participatory approach with the creation of a small group representing researchers,

practitioners from autism-specific resources, teachers in mainstream educational settings, parents, and peers of individuals with Training school

ASD and individuals with ASD. The role of this group is to guarantee that the voices of the different agents are being considered and to help to translate the results into practical guidelines and training. Participants will be the different agents involved in the education system, such as mainstream teachers, special education teachers, families of children with ASD in mainstream schooling, peers of children with ASD, adults with ASD that have been involved in mainstream schooling, etcetera. We will use different data collection techniques such as questionnaires, vignettes, focus groups, in-depth interviews, and diaries. Participants will be recruited through teachers' networks, autism networks, and associations.

(Expected) Results

Taking into account the existing literature, we expect teachers from mainstream schools to have medium levels of knowledge of ASD, with a variety of levels concerning the attitude toward their inclusion in mainstream schooling and low levels of perceived self-efficacy. We also expect to identify triangulating needs and expectations, with some of them being similar across agents, while others might be more specific to certain groups. We expect to identify barriers at different levels and of varied nature, such as the lack of coordination with the school, lack of resources, or the difficulty of adapting to each child. In addition, we expect to identify competences and skills expected in teachers in mainstream schooling to effectively engage with children with ASD and their families and that are promoters of a good partnership with the families. Finally, we expect to identify good practices, strategies, and competences that have been effective.

Conclusions / Implications

This study incorporates a multidimensional and multi-informant perspective, attempting to address the complexity of the inclusion of children with ASD and their families. We expect the results to serve as the basis for providing specific guidelines and good practices to improve the inclusion of children with ASD and their families in the education system. Also, results will help to improve the training, identifying important competences and skills to engage with students with ASD and their families, and promoting a good school-family partnership. Finally, we expect to have an impact on identifying ways of promoting networking and collaboration between different agents.

Key words

Autism; Inclusion; Competences; School; Families.

Competences, skills, and needs of teachers working with children on the autism spectrum and their families from a multi-informant perspective



Sofia Baena (msbaena@uloyola.es) & Araceli Corujo



INCLUSION

- Quality of education
- Guarantee rights

- Around **50.000** with PDD in Spain in the educational system
- They represent more than 20% of special educational needs in schools
- More than **80%** in mainstream schooling



- **Low** levels of satisfaction with mainstream school services and resources
- **Lack of coordination** with schools
- Frustration and high levels of distress in this period



- **Lower** levels of a **positive attitude** toward the inclusion of children with ASD
- **Lack of resources**
- **Lack of knowledge and training**



- Difficulties in **social participation** and sense of belonging
- Mixed experiences with supportive and unsupportive teachers
- **Bullying** and high levels of stress

Objectives

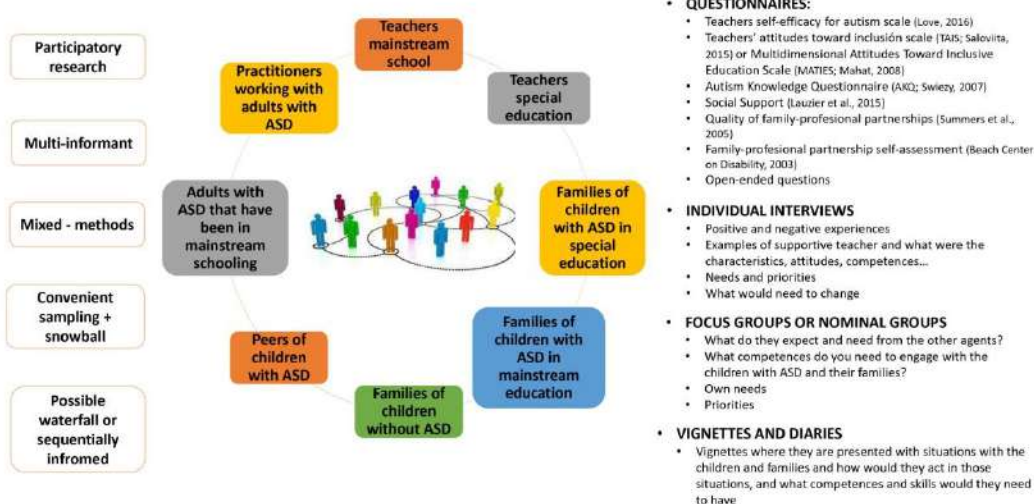


To identify the **competences, skills and attitudes** that are useful to facilitate a better inclusion process for children with ASD and their families

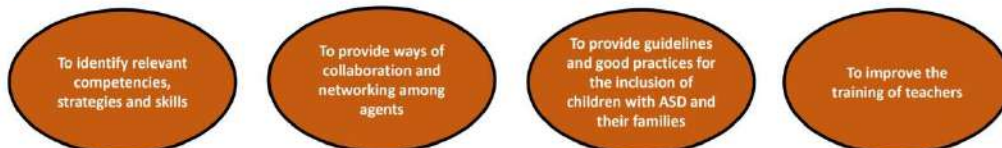
To identify the **needs, priorities, and resources** of the different agents involved in the inclusion process of children with ASD in the education system and for the future

To identify the **barriers and facilitators** for the inclusion of children with ASD and their families in mainstream education settings

Methodology



Expected results and Implications



EVALUATION OF TRAINING IN AN INTERVENTION PROGRAMME WITH FAMILIES IN VULNERABLE SITUATIONS. CREATION AND TEST OF A SET OF TOOLS FOR THE EVALUATION OF TRAINING ACTIONS ADDRESSED TO THE PROFESSIONALS IN CHARGE OF THE INTAKE IN P.I.P.P.I. PROGRAMME.

Verdiana Camilla Morandi
Università degli studi di Padua, Italy

Background/ introduction

The P.I.P.P.I. Programme (Programme of Intervention for the Prevention of Institutionalization) started its path in 2011 from a collaboration among the Italian Ministry of Labor and Social Policy and the FISPPA Department of the University of Padua. To date, it is present throughout the country. The programme aims to test new intervention practices in order to accompany families experiencing situations of vulnerability in responding to the growing needs of their children (Milani, 2015).

The P.I.P.P.I. programme considers two types of processes to support innovation in the research area:

- actions and practices in service intervention with families;
- training actions to strengthen awareness of the presented approach.

Over the years, P.I.P.P.I. has sought to respond to the need to support the professional retraining of the practitioners involved as well as to enhance and strengthen the skills already widely disseminated. The link between the implementations is represented by the dialogical approach with the participants, such as to support a reflection on what has been experienced in the different territories. Learning thus comes through dialogue, confrontation and, above all, sharing of experience.

Objectives

The research design looks at the evaluating process of the training activities of the 11th implementation of P.I.P.P.I. By designing and testing innovative tools within the programme, we aim to enhance sensitivity in capturing the variations arising from participation in the initiatives for the professionals in charge of families in vulnerability situations. The main research questions can be grouped into 3 categories, as follows:

- Tools: What tools are available to the organization to evaluate the training effectiveness of the activated pathways? How are they used? Are they useful and appropriate?
 - The viewpoint of the scientific coordination group: What information does the organization need to evaluate the progress of activities?
-

- The viewpoint of the field managers: Are the outcomes of the evaluation clear and explicit to the territorial and regional contact persons? And to the participants? What communication tools can be activated for this purpose? How is P.I.P.P.I. training engaging and motivating consistent with what the programme approach proposes?

Method

In a first step, there will be a cognitive deepening and analysis of the training evaluation tools in use during the previous implementations of the Programme.

The data collected will be explored within the working. A participatory process of co-assessment will be consistently activated with regard to the need to proceed with an expansion of the contexts of analysis. A mixed quantitative (analysis of process and outcome data obtained through the tools in use in the programme) and qualitative (through in-depth interviews and/or focus groups) methodology will be used.

In a second phase, an assessment tool will be constructed and validated, adapting what is already in use in P.I.P.P.I.

The instruments will be tested and validated during a pilot phase, involving a group of trainers and a group of operators participating in the programme.

(Expected) Results

The tools developed will be tested within the programme and their outcomes and processes can be evaluated, taking into account the different contexts, seeking to understand how much the introduction of them contributes to the improvement of training objectives.

Following the logic of participatory and transformative evaluation, the analysis will be accompanied and complemented by qualitative observational devices (focus groups and/or in-depth interviews), aimed at reflecting and discussing the results of the same with the operators. It is apparent how much the process (lived experience) is considered an indispensable element of the evaluation.

Conclusions/Implications

As the scientific group gains knowledge of the outputs the training with the practitioners activate, the relationship between participants and programme goals grows stronger, ensuring a longer and wider impact of the programme itself.

Key words

Evaluation; Assessment; Parenting support; Long life learning; Multidisciplinary teamwork.

Evaluation of training in an intervention programme with families in vulnerable situations.

Creation and test of a set of tools for the evaluation training actions addressed to the professionals in charge of the intake in P.I.P.P.I. Programme.

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LabRIEF, Research and Intervention Laboratory in Family Education
UNIPD University of Padua

Background

The P.I.P.P.I. Programme (Programme of Intervention for the Prevention of Institutionalization) started its path in 2011 from a collaboration among the Italian Ministry of Labor and Social Policy and the FISPPA Department of the University of Padua. To date, it is present throughout the country. The programme aims to test new intervention practices in order to accompany families experiencing situations of vulnerability in responding to the growing needs of their children.

The P.I.P.P.I. programme considers two types of processes to support innovation in the research area:

- actions and practices in service intervention with families;
- training actions to strengthen awareness of the presented approach.

Over the years, P.I.P.P.I. has sought to respond to the need to support the professional retraining of the practitioners involved as well as to enhance and strengthen the skills already widely disseminated.

The link between the implementations is represented by the dialogical approach with the participants, such as to support a reflection on what has been experienced in the different territories. Learning thus comes through dialogue, confrontation and, above all, sharing of experience.

Goal

We propose a research design aimed at strengthening the process of evaluating the training activities of the 11th implementation of P.I.P.P.I. By designing and testing innovative tools within the programme, we aim to enhance sensitivity in capturing the variations arising from participation in the initiatives aimed at professionals responsible for taking charge of families in a situation of vulnerability.

Methodology & Steps

In a first step, there will be a cognitive deepening and analysis of the training evaluation tools in use during the previous implementations of the Programme.

The data collected will be explored within the working group.

A participatory process of co-assessment will be consistently activated with regard to the need to proceed with an expansion of the contexts of analysis. A mixed quantitative (analysis of process and outcome data obtained through the tools in use in the programme) and qualitative (through in-depth interviews and/or focus groups) methodology will be used.

In a second phase, an assessment tool will be constructed and validated, adapting what is already in use in P.I.P.P.I.

The instruments will be tested and validated during a pilot phase, involving a group of trainers and a group of operators participating in the programme.

Research questions

- **tools:** What tools are available to the organization to evaluate the training effectiveness of the activated pathways? How are they used? Are they useful and appropriate?

- **the viewpoint of the scientific coordination group:** What information does the organization need to evaluate the progress of activities?

- **the viewpoint of the field managers:** Are the outcomes of the evaluation clear and explicit to the territorial and regional contact persons? And to the participants? What communication tools can be activated for this purpose? How is P.I.P.P.I. training engaging and motivating consistent with what the programme approach proposes?

Expected results & Conclusion

The tools developed will be tested within the programme and their outcomes and processes can be evaluated, taking into account the different contexts, seeking to understand how much the introduction of them contributes to the improvement of training objectives.

Following the logic of participatory and transformative evaluation, the analysis will be accompanied and complemented by qualitative observational devices (focus groups and/or in-depth interviews), aimed at reflecting and discussing the results of the same with the operators. It is apparent how much the process (lived experience) is considered an indispensable element of the evaluation.

As the scientific group gains knowledge of the outputs the training with the practitioners activate, the relationship between participants and programme goals grows stronger, ensuring a longer and wider impact of the programme itself.



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SUPPORTING FAMILIES THROUGH FAMILY SCHOOLS: SKILLS AND ABILITIES

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Universidade de Vigo, Spain

Background/ introduction

This research is based in the context of positive parenting. Specifically, in the actions which come from the European Council's Recommendation Rec (2006)19 on policies to support positive parenting. It calls for the establishment of policies aimed at supporting families.

Our intention is to go one step further and analyse the current situation of positive parenting in public schools. We're going to do this by creating our own School for Families so that we can implement positive parenting programmes

Locating the project in public schools is a way of making the help to families, effective and realistic. We must consider that all families, without distinction, need help at some point and that all these families have an educational reference center (where their children go to school).

The results of studies such as the one we are presenting are huge. They benefit society as a whole and all over the world. Moreover, they contribute to solving a wide range of real problems that are directly related to the well-being of families and, therefore, to adequate social development.

Objectives

- To analyse if good practices and interprofessional competences are implemented in our Family School.
- To verify if families are satisfied with the programme after the experience.
- To find out if there are differences in the characteristics of positive parenting at home, before and after the positive parenting programme at the Family School.

Method

Part of the first session of the Family School should be taken up completing the adaptation of the International Parenting Survey by the families. This survey should be compared with the one to be completed in the last session. The SPSS software platform will be used for data analysis, if necessary.

The practitioner of the School for Families will check the application of the different indicators of the Guidelines for Interprofessional Competence in Positive Parenting and Good Practice in Positive Parenting. These indicators concern the service, the professional work with families and the programme implemented.

At the end of the programme, families answer a satisfaction survey on several aspects of the programme: professional attention, timetable, contents treated, usefulness, etc.

(Expected) Results

This study aims to show how a positive parenting programme works and what skills are needed to implement it successfully. In this way it will be possible to learn about good practices, their implementation and appropriate evaluation tools that will permit their scientific dissemination.

Another goal is to promote the creation of family schools in public education institutions, so that all families who so wish can receive the help they need in a simple, effective and free way.

Conclusions / Implications

The results of studies such as the one we are presenting, are huge. They benefit society as a whole and all over the world. Moreover, they contribute to solving a wide range of real problems that are directly related to the well-being of families and, therefore, to adequate social development.

Key words

Family schools; Positive parenting; Family support.

FAMILY SUPPORT SKILLS: Creating an agenda for family workforce skills research development

Belgrade 2023, May 9-11th

SUPPORTING FAMILIES THROUGH FAMILY SCHOOLS.

SKILLS AND ABILITIES

UNESCO Chair:
Transformative Education:
Science, Communication and Society

Universidade de Vigo

VERÓNICA SÁNCHEZ SUÁREZ

FRANCISCA FARIÑA RIVERA



Background

Positive Parenting



This research is based in the context of positive parenting. Specifically, in the actions which come from the **European Council's Recommendation Rec (2006)19 on policies to support positive parenting**. The European proposal encourages state and local authorities to adapt the norm to their specific characteristics, using stable and continuous measures over time. It calls for the establishment of policies aimed at supporting families, for example through the **development and implementation of evidence-based positive parenting programmes**. This requires the involvement of social researchers from universities and an agreement with the social partners to put this research into practice.

Having established the context, where does our project stand?

Our intention is to go one step further and analyse the current situation of **POSITIVE PARENTING IN PUBLIC SCHOOLS**. We're going to do this by **creating our own School for Families** so that we can implement positive parenting programmes and use scientific evidence to evaluate their effectiveness in positive parenting and, also, their medium and long-term impact.

POSITIVE PARENTING

Positive parenting refers to parental behaviour that is based on the best interests of the child, is supportive, develops the child's skills, is non-violent, and provides recognition and guidance, including setting limits to allow the child's full development.

In Spain, this work is being carried out in an exceptional way. Many studies on positive parenting are being published and also family support programmes are being designed, implemented and evaluated according to the criteria of scientific evidence. In fact, Spain is the fourth place of provenance of scientific literature published on positive parenting, after the United States, Australia and China.



POSITIVE PARENTING PROGRAMS

Methodology



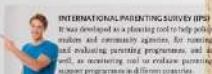
One of the main aspects of the self-evaluation of our School is the analysis of the good practices and interprofessional competencies in positive parenting that are carried out in it. This will be done through the **Guide of Interprofessional Competencies in Positive Parenting** and the **Guide of Good Practices in Positive Parenting** published in Spain, which are the result of an agreement between Spanish universities and the Spanish Federation of Municipalities and Provinces (FEMP). On the other hand, it is also important to ask the parents who take part directly about the different aspects of the School for Families. This will be done through a **satisfaction survey specifically designed for our research**. Finally, we are going to analyse the family situation of the participants before and after the experience. To do this, we are going to use an adaptation of the **International Parent Survey**.

Part of the first session of the Family School should be taken up completing the adaptation of the **International Parenting Survey** by the families. This survey should be compared with the one to be completed in the last session. The SPSS software platform will be used for data analysis, if necessary.

The practitioner of the School for Families will check the application of the different indicators of the Guidelines for Interprofessional Competence in Positive Parenting and Good Practice in Positive Parenting. These indicators concern the service, the professional work with families and the programme implemented.

At the end of the programme, families answer a satisfaction survey on several aspects of the programme: professional attention, timetable, contents treated, usefulness, etc.

POSITIVE PARENTING PROGRAMS



Questions



Are good interprofessional practices and competencies used in the Family School in service and organisation, working with families and evidence-based programmes?

Are parents participating in the Family School satisfied with different aspects of the programme?

Are there differences in indicators of positive parenting development at home, before and after the family school programme?



Objectives

To analyse if good practices and interprofessional competencies are implemented in our Family School.

To verify if families are satisfied with the programme after the experience.

To find out if there are differences in the characteristics of positive parenting at home, before and after the positive parenting programme at the Family School.



PARENTING AND FORCED DISPLACEMENT: INFLUENCE OF ADVERSE EXPERIENCES DURING JOURNEY ON PARENTING PRACTICES OF REFUGEES

Violeta Marković

University of Belgrade Faculty of Political Science, Serbia

Background/ introduction

A significant number of refugee families have been displaced in European countries in the period from 2015 onwards as a result of the civil war in Syria and civil turmoil in Afghanistan, Pakistan, Iraq etc. The “refugee crisis” has prompted a number of controversial policies across the countries, such as receiving systems, returns, border control and quotas for the reception of refugees. These policies, many of which aimed at reducing the number of refugees, cause people to move illegally through countries in search for safety (Rania, Pinna, Coppola, 2021). Families who have been forcefully displaced due to war, conflict and insecurities in their countries of origin, are faced with numerous traumatic experiences on their journey to European country such as: violent pushbacks, constant risks of violence and inability to satisfy basic needs such as food, water, shelter etc. These circumstances have a significant bearing on refugee parents who must parent through multiple adversities and transitions (Huntley et al., 2021) which pose a significant risk to parental functioning. On the other hand, children forcibly displaced with their parent endure multiple traumatic experiences and parenting capacity is highlighted as a protective factor for children’s wellbeing because other protective factors for children such as peers and schooling are lost (Bergset, Ulvik, 2019).

Objectives

Main objective of this research is to identify and analyse parental practices of refugees during displacement.

Specific objectives are:

- Identifying and analysing changes in parental functioning due to the adversities on their journey affects children’s wellbeing.
 - Analyse the parent’s perception of support they need for parenting during displacement.
 - Analyse the perceptions of both parents and professionals on cultural patterns regarding parental practices (language, beliefs, and values) and identify challenges and expectations in the acculturation process.
 - Analyse the perception of professionals on influence of migration experiences on parental practices.
-

- Analyse and identify existing support mechanisms and services in Serbia for parents in displacement.

Method

Literature defines parenting practices as a set of parental goals, values, upbringing styles and activities (Donath et al., 2014). Macoby and Martin (1983) have defined 4 parental styles defined in terms of two dimensions (warmth and control) that create an emotional climate in which parents communicate their attitudes and practices about childrearing to their child (Louis, 2022). These parental styles are: authoritarian (low warmth–high control), permissive (high warmth–low control), neglectful (low warmth–low control), authoritative (high warmth - high control). Based on this theoretical background, the parental styles of refugee families during displacement will be researched via questionnaire on characteristics of parental practices such as parents' social-emotional commitment, values and attitudes about parenting.

The questionnaire will also measure the number of adverse experiences parents had on their journey and their perception of the severity of those experiences.

Focus groups with refugee parents on their understanding of changes they experienced in parenting styles during journey as well as on the perceived need of support and type of support they would need.

Focus groups will be conducted with professionals providing family support services in Serbia in order to understand their perception on influences of migration experiences on parental practices.

(Expected) Results

Expected results of this research are a better understanding of parental practices of refugee parents and consequences that adverse experiences on the journey have on their parental style and in the end on their children's wellbeing. This research will look into how acculturation (the cultural and psychological changes that occur when two cultures come into contact with each other) affects family dynamics and parent-child relationship. It will propose recommendations in terms of support needed by the parents in transit countries and will identify existing and missing services for refugee parents in Serbia. Since most of the existing literature is on challenges in parenting once families arrive to their countries of destination, this research will add on the existing knowledge by adding a new dimension of parenting during transit which can usually take years.

Conclusions/Implications

This research is focusing on refugee parent's challenges in being the best parents possible to their children during forced displacement. Forced displacement in its definition has a notion of enforcement, and refugees who are escaping war and other insecurities face many adversities

on their journey to destination countries in Europe which are result of migration policies. Everyday life of refugee families is challenged by many situations they face while moving which on the other hand influence their communication styles and parent-child relationship. This can further help in developing family support skills for professionals working in transit countries on how to provide culturally adapted and trauma-informed care.

Key words

Parental practices; Refugees; Migration; Forced displacement.



Parenting and forced displacement: influence of adverse experiences during journey on parenting practices of refugees

Violeta Markovic

University of Belgrade Faculty of Political Science

Department for Social Policy and Social Work

INTRODUCTION

A significant number of refugee families have been displaced in European countries in the period from 2015 onwards as a result of the civil war in Syria and civil turmoil in Afghanistan, Pakistan, Iraq etc.

The "refugee crisis" has prompted a number of controversial policies across the countries, such as receiving systems, returns, border control and quotas for the reception of refugees. Families who have been forcefully displaced due to war, conflict and insecurities in their countries of origin, are faced with numerous traumatic experiences on their journey to European country such as: violent pushbacks, constant risks of violence and inability to satisfy basic needs such as food, water, shelter etc. (Zegarac et al., 2022).

These circumstances have a significant bearing on refugee parents who must parent through multiple adversities and transitions (Huntley et al., 2021). On the other hand, children forcibly displaced with their parent endure multiple traumatic experiences and parenting capacity is highlighted as a protective factor for children's wellbeing.



EXPECTED RESULTS

Better understanding of parental practices of refugee parents and consequences that adverse experiences on the journey have on their parental style and in the end on their children's wellbeing.

How acculturation (the cultural and psychological changes that occur when two cultures come into contact with each other) affects family dynamics and parent-child relationship.

Recommendations in terms of support needed by the parents in transit countries and will identify existing and missing services for refugee parents in Serbia.

Add on the existing knowledge by adding a new dimension of parenting during transit which can usually take years.

OBJECTIVES

Main objective of this research is to identify and analyse parental practices of refugees during displacement.

Specific objectives are:

- Identifying and analysing changes in parental functioning due to the adversities on their journey affects children's wellbeing.
- Analyse the parent's perception of support they need for parenting during displacement.
- Analyse the perceptions of both parents and professionals on cultural patterns regarding parental practices (language, beliefs, and values) and identify challenges and expectations in the acculturation process.
- Analyse the perception of professionals on influence of migration experiences on parental practices.
- Analyse and identify existing support mechanisms and services in Serbia for parents in displacement.

METHODS AND INSTRUMENTS

- Questionnaire on characteristics of parental practices such as parents' social-emotional commitment, values and attitudes about parenting.
- Focus groups with refugee parents on their understanding of changes they experienced in parenting styles during journey as well as on the perceived need of support and type of support they would need.
- Focus groups will be conducted with professionals providing family support services in Serbia.



CONCLUSIONS

This research is focusing on refugee parent's challenges in being the best parents possible to their children during forced displacement. Forced displacement in its definition has a notion of enforcement, and refugees who are escaping war and other insecurities face many adversities on their journey to destination countries in Europe which are result of migration policies. Everyday life of refugee families is challenged by many situations they face while moving which on the other hand influence their communication styles and parent-child relationship.

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