Abstract for presentations at

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Presentations by researchers, PhD-students and lecturers at

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Innehåll

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To make oneself heard - children’s perceptions of empowerment in the Swedish preschool context

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Recently, there has been a developing interest concerning children’s voices in for example decision-making and planning within different educational contexts, such as the preschool. Although children’s rights are emphasized, it is not clear how these rights are expressed in children’s everyday life. Further, children from a minority ethnic group risk marginalization in relation to other children as well as to significant adults and the society as a whole. The aim of this study was to analyze children’s perceptions of empowerment in a preschool context in a gender and ethnicity perspective. Data, collected in 2010, comprised of 25 children at 4 different preschools (aged 4-6, 13 girls, 7 children with other ethnicity than Swedish). Two different methods were used: (1) a group interview with 5-8 children at a time, using a puppet interview technique, playing different scenarios involving the children as co-actors, and (2) a photo walk where children took photos of their indoor and outdoor environment. The photos were used as stimulated recall in individual interviews with the children to let them express their empowerment in the everyday life at preschool. Children’s perceptions were in part related to environmental prerequisites such as the social and physical context of the preschool as well as more distal factors such as resources and values on the macro level. Therefore, to highlight the preschool as an influential micro environment in children’s exercising of empowerment, the interview analysis was based on an ecological systems perspective. The intersectional perspective was used to emphasize possible differences in the children’s perceptions of empowerment due to gender and ethnicity. The results indicate that children perceive the preschool teacher as an uncontested authority. In the preschool environment with least resources and most ethnic diversity among the children, there seem to be a tendency that children perceive the teachers as even stronger authorities, than in the more affluent preschool environments. The peer relations are, however, more complex and questioned by the children. If children have internalized parts of the social context, like rules, seem to vary due to their own experience of consequences of such rules. A salient prerequisite for empowerment is to increase children’s opportunities to understand and be understood. Therefore, preschool teachers need to elaborate on children’s experiences.
Ciro Aparicio
ES WS 06 Migracion: desafíos y posibilidades
(3:3)
ESWS06:1
“Panel metodológico de relatos” en el trabajo salutogenetico con refugiados políticos
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El refugio politico es un fenomeno social que en los ultimos tres decenios ha caracterizado la politica de inmigracion sueca. La comprension de este fenomeno, la recepcion de refugiados y el tratamiento necesario de las consecuencias represivas son aspectos importantes que deben tomarse en cuenta si hablamos de una sociedad democratica. El proceso de integracion en el pais de asilo requiere fundamentalmente de dos procesos diferentes; uno de integracion al pais de asilo y el otro de readaptacion al sistema democratico. Estos dos procesos pueden ir simultaneos, yuxtapuestos o el segundo inmediatamente o mucho despues del primero como un efecto del trauma adquirido en el proceso represivo. La violencia represiva invierte los valores democraticos y el terror genera una sociedad enferma y traumatizante. El proceso de readaptacion se orienta a responder las necesidades humanas de reconstruccion, integracion e internalizacion de los valores democraticos que fueron danados, destruidos o trastrocados por el ambito represivo. Este proceso esta sujeto a un tiempo historico el cual genera una memoria no solo individual sino sobre todo social y colectiva. El fenomeno de readaptacion no es un concepto establecido en Suecia, y sin embargo la urgencia de su compresion es de vital importancia para el proceso salutogenetico de integracion de los refugiados. Es necesario el analisis y la teoretizacion del significado de la violencia represiva, asi como sus negativas consecuencias que pueden o no prolongarse en el tiempo. El Panel metodologico de relatos, es una forma de trabajo en grupo cuyo objetivo esta orientado a retomar la fuerza existente en la memoria colectiva. El objetivo de los relatos esta dirigido a restablecer el sentido de coherencia y salud de quienes sufrieron la violencia represiva de la dictadura. El objetivo de mi presentacion, partiendo de la comprension de que la violencia represiva se genera en una sociedad anormal, tiene dos propostos: el puntualizar el valor de la memoria colectiva en el trabajo con refugiados politicos y el describir practicamente el contenido del Panel metodologico de relatos y sus preliminares resultados en el proceso de recobrar la coherencia salutogenetica en los afectados por la violencia represiva.
Presentacion realizada por Ciro Aparicio Catedratico, trabajo social universidad de Malardalen, Suecia.

Translated to English
Work with refugees, with the support of the collective memory-Panel story method
Ciro Aparicio
Refugee's Cape is a social phenomenon that has characterized the Swedish society immigration over the past three decades. Understanding, good response, and support for people who comes from socially repressive conditions are important aspects that must be in a democratic society. For refugees to feel good in life goes through two decisive phases in its
integration process. These two phases is integration and reintegration. Reintegration points to human needs to recreate integrate and internalize the democratic values that were damaged or destroyed in a repressive environment. Reintegration is not an established concept in social work practice. There is a need to find forms, develop methods and approaches in order to answer the questions that arises in these integration phases. The questions are many and it is important that they get answered. Panel story method, is a work in group - form which concentrate on highlighting the collective memories the group has. The aim is to restore balance of individuals who have undergone social reprisals. The purpose of my presentation is to argue for the importance of the collective memory in work with refugees and to describe the panel's report method results in a recovery process of the refugees and their families. Presentation made by Ciro Aparicio, lecturer in social work at Mälardalen University, with my own experience of refugee and integration.
Elinor Brunnberg & Osman Aytar
SW03
Flying to a foreign horizon on your own - About unaccompanied children’s everyday life in Sweden
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Sweden is the country in Europe which in 2010 received the highest number of unaccompanied children. They came mainly from Afghanistan (1153) and Somalia (533) but also from several other countries. The aim of this study is to review and describe the situation for unaccompanied children in a city in Sweden. In the current study mixed methods were used - documents, statistical information, interviews, assessments. The study is a longitudinal study. The results from interviews with 10 unaccompanied children show that more than half of the children had been travelling to a country where they already had a relative. Statistics from the local authority show that 27% of the unaccompanied children have a kinship-placement. For the other children flying to a foreign horizon seem to be away from a situation than to something. Just one of the children has another reason than migration from a violent or threatening situation. Migration to education is the perspective of this child. Another important result of our interviews is that as many as eight out of ten young people have contact with one parent. A parent may be dead, but they have found and are in contact with at least one parent. How their contact with the family looks like, with whom and how often vary considerably for individual young people. It has also varied the time and manner in which they been able to find any parent. Young people’s mental well-being is not entirely satisfactory, according our study results. Many feel alone, sleep poorly and are stressed. At the same time they see themselves as happy and the view of the future seems bright. It can be interpreted as contradictory, but it need not be, because of it can be a sign of the complexity of the unaccompanied children’s life. As the study results show there is a varied background to escape the situation in their home country. The unaccompanied children are fleeing from threats to life and seem to have been sent to Europe to protect them. Parental contact on-line or phone is also thus a central part of many of the youngsters. It can be contact on a daily or less often, but has great importance for young people to get together his life, for young people’s wellbeing and their ability to emotionally put together their difficult life puzzles and for young people’s educational achievement and motivation for school work, as parent/s at home encourages studies.

WS059:4
Flying to a foreign horizon on your own - About unaccompanied children’s everyday life in Sweden
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A presentation of the same study was made by Elinor Brunnberg and Osman Aytar at a workshop – Youth and participation. In this presentation the focus was in the unaccompanied children’s participation in decisions and their relationships with biological parents, foster parents and personnel at the local authority and Solitario.
Health and social care needs are expected to increase in Europe and the rest of the world after 2020 (http://ec.europa.eu). The numbers of people older than 80 and young persons with various disabilities will increase. Strategic development of skills in organizations is a key issue in ensuring continued quality in social care and services. Learning stops at individual level, rather than progressing into transformative and organizational learning that would help organizations develop. In a local area with 100,000 inhabitants in Sweden, a total of 339 employees in elderly care completed a questionnaire examining instrumental, communicative and transformative learning at individual and organizational level, and how the knowledge was applied in practice. The study was based on Mezirow’s (2000) Transformation theory. The results showed that individual learning was more effective than organizational. Instrumental learning was more effective than transformative. Most knowledge was applied at individual level rather organizational. Employees want more space for critical reflection at work, and there is a need for systematic and more standard methods of working with skills enhancement in management. The discussion concerned the relationship between instrumental, communicative and transformative learning, practical application of knowledge, and critical points/mechanisms that would smooth this transition. Proposals were given for further research into learning/application and approaches for developing skills in organizations.

See p. 17
Mehrdad Darvishpour  
WS065:5  
Honour related violence: Power Conflicts among immigrant family in Sweden  
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Honour related violence could be caused by a collision between tradition and modernity and a power displacement in the family. New research indicates that many girls in families with foreign background can feel that they are living with two different cultures, which are not compatible with each other. My earlier research points out how the changes of power relationship between Iranian parents in Sweden, intensifies gender conflicts after emigration. Moreover, another change in power relationships is between immigrant parents and their children. While the first immigrant generation often has difficulties adapting to the new culture, the children are more easily influenced by new norms. Moreover, tension can arise when the children in certain cases contribute to the socialization of their parents. These conflicts are more intense between fathers and daughters, that is, when both the generation conflict and the gender conflict collide within immigrant families. All this changes the balance of power in the family, which in turn means that when control of important resources changes, the relationships also takes another form. To sum up it can be said that among many immigrant families the men tend to live in the past, women in the present and children in the future. The conflict can in other words be deeper between parents and daughters in families where the parents are living after more traditional and severe norms than society’s modern rules and norms. But, unfortunately, many daughters to immigrants are four-fold oppressed. First of all, many of them belong to the lower class. They often live with their unemployed or low paid parents in segregated suburbs. These immigrant families have on average worse health and less opportunity to education and a qualified job in comparison to Swedes. Many of them are exposed to ethnical discrimination. They feel depreciated in the meeting with the ethnical majority and experience segregation. They are women oppressed by the patriarchy that exist in the whole society. Unfortunately they often experience a more severe patriarchal environment because of their parents’ cultural luggage, which in its own turn weakens their position and resources of power. Many immigrant girls do, as children and as a part of the new generation, suffer by the parents’ authority. When some of them despite this oppression, dare to challenge the traditional patriarchal culture, the people around them respond with sanctions.
Collaboration is not a new phenomenon. What is new is that collaboration has come to stay and we can no longer choose whether or not we want to work together. Collaboration between health professionals and/or organizations is a public health issue that is growing in importance because of increasing healthcare costs and specialization that has led to fragmentation of the welfare services. While collaboration has increased and become an important organizational strategy in delivering services, there is now a greater need to evaluate collaboration, which is neither a small nor an easy task. Collaboration is managed in many different ways, all of which are unique. Integration of social services also presents a particular challenge for evaluators, as integration involves, by nature, complex approaches to service provision. Evaluation methods are useful tools, and help to ensure that collaboration functions optimally.

The aim of the study is to present a framework used in an evaluation of intersectoral collaboration at municipal level. The framework is called the Five Key Components (FiKC). The method used is a case study involving evaluation of intersectoral collaboration in the work of the Addiction Centre in Sweden. The collaboration is between three municipalities and the county health authority. The evaluation design was a mixed-method approach. Program theory was used as an evaluation tool. The evaluation was both goal and process oriented. Critical Discourse Analysis was used in the analysis of the focus group interviews. Observations took place at the workplace meetings and referral meetings. The seven focus group interviews were held with the respective professions in the Addiction Centre and three with the social workers in the municipalities outside the Addiction Centre. Vignette survey was also conducted. Statistics about Addiction Centre were collected. The results have shown that the FiKC framework is useful in evaluation of intersectoral collaboration at local and municipal level. It provides an evaluator at local and municipal levels with a tool for mapping the five key components in the collaboration. It helps the collaboration partners identify and understand the presence or lack of cooperation in different areas and between different players. The framework has not been tested in a larger (national) collaboration project. The conclusion is that the FiKC framework can be used in evaluating the effectiveness of collaboration.

See p.18
Social work is constantly changing. New graduates social workers encounter a reality they are not properly prepared for and have little experience with it. It is important to educate social workers who can connect theoretical knowledge and practical reality together and simultaneously see themselves as part of the work. Professional development is dependent on the personal development and requires constant reflection. Based on these thoughts have the Social Work program at Malardalen University developed a model based on reflection and self-knowledge. The aim is to train social workers who are well prepared on the various challenges they face in their professional and can reflect on their actions and their skills in different situations. The model contains both educational and psychosocial components. It is intended that students, continuously throughout the training, participating in various activities to develop their understanding of the social work different dimensions. At the same time coached their ability to understand his role and his own person’s importance in social work. The model contains something we call learning journals, similar to today’s notes, where the student himself, reflecting on their own development. The model also means that the student is participating in the so-called reflection groups, and in a short course in self-knowledge. These parts are mandatory and included in the examination. There is an ongoing evaluation is done with the help of student questionnaires. There are interesting results to discuss which shows which uncertainty and ambivalence students feel about what social work is and what social work as profession contains. There is also a fear of what they as individuals will be able to cope and how they as professionals will be able to meet all the expectations they will face in the field.

Presentation made by the research team for PPD: Martha Kesthely PhD, senior lecturer in social work, Andrejs Ozolins, lecturer in social work, Kristina Tedsjo, lecturer in social work and coordinator for the social work program, Ciro Aparicio, lecturer in social work.
The aim in the current study is to describe, analyze and understand psycho-social aspects of living with an innate hearing impairment. In the study, issues come around near relationships and the feeling of group property and identity and participation in social environments. Issues around the communication’s importance become also a central part. The existing study is one longitudinally study where materials earlier been collected in 1994 and 1996 with all hearing-impaired children that went in hearing impairment class. The study was a child study with empirical materials only from children/young people. The children went in hearing impairment class when the study started integrated on a school where it also went hearing children. The special-need school’s students were moved the autumn 1994 to the special-need school. The students became then placed in one sign language school environment and got deaf schoolmates instead for hearing. They changed therefore from hearing schoolmates to deaf. The current children are today young adult in the age 24 - 30 years old, both women and men. They have implemented or their started establishment in the society like adults and twenty depth interviews were conducted with them in the fall of 2011.

See p. 19
A social work perspective on transatlantic collaboration to prepare students for leadership and enhance service delivery

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The Transatlantic Consortium on Early Childhood Intervention was established in 2002 to address practice and policy pertaining to children with disabilities and their families. The goals of the Consortium were to contribute to the preparation of practitioners for leadership roles, to enhance service delivery in participating countries, and to enhance international understanding about early childhood intervention. The Consortium, which is now called, Global Education and Disability Studies (GEDS), involves universities in Europe (Jonkoping University and Stockholm University in Sweden; University of Porto in Portugal; Ludwig Maximilians University in Germany) and in the U.S. (University of North Carolina at Chapel Hill, Vanderbilt University, and the University of Colorado). It was initially established with funding from the European Union and the US Department of Education. The project has had three rounds of funding, and has facilitated study by hundreds of students from participating universities, who have spent Summer Institutes, extended stays, and whole semesters in partner countries taking courses; meeting with local practitioners, with consumers, and with family members; and examining their assumptions about disability. They have studied early childhood programs and policies, and carried out research on disability and early childhood intervention. The activities of the Consortium have involved faculty and students from the fields of Social Work, Education, and Psychology. The Consortium is especially important for social work as it focuses on policies and practice of relevance to vulnerable populations across the globe, and has engaged students and faculty members in close, direct interaction with clients, as well as social work practitioners, students, and faculty members. The presentation will address the activities and structure of the Consortium and its impact on students and their practice. Discussion will focus on how such a project can facilitate collaboration and give birth to new ideas.

The presenters are two Social Work faculty members: Irene Nathan Zipper, PhD, MSW, Consortium faculty member at the School of Social Work at the University of North Carolina at Chapel Hill in the U.S.; and Martha Kesthely, PhD, faculty member at the Social Work Department at Malardalen University in Sweden, who was a Consortium student when she attended Stockholm University.
Collaborative problem-solving in the context of early Childhood Intervention

According to The Convention on the Rights of the Child (UNICEF) children with disabilities do have the right to enjoy a full and decent life. The parents are responsible for the child’s development, to facilitate active participation, and have the best for the child in main focus. In supporting children with disabilities parents may need support and services from professionals. Swedish habilitation services to children with disabilities and their families’ builds on a structure of regular family centered planning and goal setting meetings involving the family and professionals, as well as a series of appointments and interventions implemented between planning meetings. Aim The aim of the study is to explore the content of issues discussed at planning meetings, and the relation between this content and the activities implemented in everyday interventions for children and families who receive services from the Child and Youth Habilitation Services (C-YHS) in Sweden. Method This is an exploratory study using longitudinal data (videotaped planning meetings, interviews, memory notes, and “corridor-chats”) from five families enrolled in intervention programs, and their C-YHS-teams were used. Data were analyzed using conventional content analysis. Result The results illustrate a process with a high degree of correspondence between families’ concerns, experienced problems, the formal decisions and the activities they generated. Concerns were focused on the future, and problems were focused on the present situation. Concerns were related to actions focused on supporting adults in the environment, mostly the parents, rather than the child. Problems to a larger extent concerned actions focused on the child. Actions focused on adults not be well documented in a record designed to document child specific information, and may lead to under-reporting of interventions focused on the proximal environment. Thus, services may look less family centered than what they really are. Conclusion Family centered practices may fit problems related to everyday life better than problems related solely to child impairment. See p. 20
Jeanette Åkerström & Elinor Brunnberg

PTU092

Young people as partners in a research circle A presentation of an interactive model between academic researchers and youth

Akerström, Jeanette1; Brunnberg, Elinor2

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In this poster we present an interactive research methodology for young people’s participation in research. A model of the research circle, based on the Scandinavian study-circle tradition with democratic ideals, was created. This was constructed in Sweden. The aim of the study was to develop research methodology that included young people in the knowledge construction of central aspects of youth participation. It is in line with the UN Convention on the Rights of the Child to facilitate child participation in matters that concerns their life circumstances. This makes it important to construct a general methodology that accounts for young people’s perspectives and that can be used in research about different subjects. A fundamental part of the study was also to define young people’s perspectives on participation.

Academic researchers invited young people to be research partners in a research circle. The youth came from both special schools and mainstream schools. They came from different contexts and had different ethnicity, but they were only girls. The interactive process in the research circle concerns research fundamentals. The young research partners participated in designing and implementing a study, analyzing results and writing a report. In this poster the research model will be presented as well as the report written by the youth.

See p. 21
Jeanette Åkerström, Elinor Brunnberg & Osman Aytar
PTU031
Young people’s perceptions and experiences of participation and discrimination in school – an intra generational perspective
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This paper presents a study in which two groups of young people were actors, one group as research partners and another group as respondents. The study was about experiences of participation in school from an intra-generational perspective. An interactive research methodology was used in the study. Young research partners were involved in formulating research questions and implementing a ‘Youth survey’ among other students in secondary or upper secondary schools. Respondents in the survey were 100 students (15-18y) in both special and mainstream schools. Mixed methods were used and the qualitative empery described youth’s perceptions of participation. Quantitative empery described youth’s experiences of participation. Perceived barriers to participation were both peer and adult mediated. There were also structural barriers as discrimination and communicative exclusion. Youth’s perceptions of participation included social relations with peers, educational relation with teachers and democratic values in school policy. Conditions for participation were related to young people’s agency. Experiences of ill treatment from peers and from adults were correlated. The lack of adult support made one group of students doubly exposed. The intergenerational perspective showed lack of adult responsibility for youth’s participation. The intra generational perspective showed that the act of taking responsibility was important for youth’s participation. Adults need to take responsibility for facilitating young people’s participation and youth’s need to be empowered as part in participatory processes.
See p. 22
The learning and application of knowledge
An evaluation of skills in elderly care

Health and social care needs are expected to rise in Europe and the rest of the world after 2030. The number of people older than 60 and young persons with various disabilities is expected to increase (Centre for European Social and Economic Policy, 2005). In order to meet this challenge, the Swedish government allocated a million SEK to the municipalities in Sweden for the training program Kompetensprogram (Skills for Skills), which ran from 2006-2008. Supported by quality and professional development in health and elderly care in the municipalities.

Aim
The aim of the evaluation was to examine instrumental, communicative and transformative learning at the individual and organizational level, and how the knowledge acquired was applied in practice.

Method
In a local area with 180,000 inhabitants in central Sweden, a total of 335 employees in elderly care completed a questionnaire after finishing the “Skills for Skills” training program. Case studies within elderly care were also included in four focus group interviews.

The evaluation was based on Mezirow’s transformation theory (2005), according to which the transformation of the way one perceives the level of transformative and organizational learning that can promote professional and organizational development.

Research problem
Strategic development of skills is a key issue for social welfare organizations to ensure the continued quality of social care and services. The problem faced by organizations is that after training, employees often stay at an individual level rather than progressing to the level of transformative and organizational learning that can promote professional and organizational development.

Results
The evaluation showed that individual learning was inferior to greater extent than organizational. Learning and that instrumental learning was more common than transformative learning. Knowledge was mostly applied at an individual rather than an organizational level. Furthermore, employees want more time for critical reflection at work, and there is a need for more systematic and standardized methods of working with skills enhancement management.

Discussion
It appears that in this case as well, the learning and professional knowledge imparted by the training program stops at the level of the personnel, rather than changing into the kind of transformative and organizational learning that can help organizations develop.

The issue here concerns the relationship between instrumental, communicative and transformative learning and the practical application of knowledge. Critical points/resolutions that would smooth this transition are discussed.
Are we successful or not?
An evaluation of an intersectoral collaboration.

In Sweden, collaboration between professionals within the welfare system has increased. For example, the new ANICT-policy—a comprehensive approach to alcohol, narcotics, doping, and tobacco, presented in April 2011 by the Swedish government—emphasizes collaboration between different authorities and between authorities and organizations (Prep. 2010/11:47). We need knowledge about how to promote and evaluate intersectoral collaborations. This study is a contribution to such knowledge.

**Aim**
The aim of this study is to review a completed evaluation to find success factors in the development of intersectoral collaboration and develop a framework and a tool for evaluating the interaction between professionals from different service organizations.

The research questions raised in the study are:
- How can collaboration between welfare professionals from different sectors be evaluated?
- Which success factors can be identified in intersectoral collaborations?
- What could a tool for evaluating intersectoral collaborations look like?

**Method**
The method used is a case study involving the evaluation of an intersectoral collaboration at an addiction centre. At this centre, three municipalities and one health authority collaborated. The evaluation had a mixed-method design and was both goal and process oriented.

**Results**
- Sharing the same workplace was important for a successful collaboration.
- The ability to collaborate and to understand each other decreased with the distance between the parties.
- The willingness to collaborate decreased over time.
- The participation was not on equal terms. There was a medical preference in interpretations.
- All participants expressed a high sense of responsibility for their own work, but not a collective responsibility for the collaboration.
- Participation, power, and responsibility are connected to each other.
- Participation provides an opportunity to take collective responsibility.
Childhood to Adult Life. A longitudinal study about psycho-social aspects of living with a hearing disability

Background
There is a lack of comprehensive knowledge today about how children with disabilities feel and what their living conditions and lifestyles look like. This is despite the fact that children and young people with disabilities are a priority group in both public health policy and disability policy (Public Health, 2011). How an individual feels during childhood and adolescence, both in terms of mental and physical health, is very important, because studies have shown that it affects the individual for life.

The main focus of this longitudinal study is to follow hard-of-hearing (HH) young people on their path through school and into working life.

The children were 7–14 years old when the study began, and 9–16 years old when interviewed the second time. Today, the children from the study are young adults 24–30 years of age, both women and men.

Aim
The aim of the current study is to describe, analyse, and understand psycho-social aspects of growing up and living with a hearing disability and determine if there are any differences between male and female young adults in this study.

Another aim of the current study is to see how inclusion or active exclusion processes during childhood play a role in how they shape their adult lives and their construction of identity and social establishment.

Result
The initial analysis indicates that the HH young adults have difficulty functioning socially in large groups. They also to a greater extent choose to give up studying at university because of their hearing loss and also choose partners and friends who also have a hearing impairment, compared to the general population.

The results also indicate that women feel better than men both physically and emotionally. They have a larger network of contacts outside the family than men, as well as more friends.

Method
The present study is a longitudinal study using materials from twenty-nine children who attended special classes. During this longitudinal study, all the classes were moved from the mainstream school to a special school for deaf students in 1994. The change of school context gave the HH children a unique experience of what it means to be part of differing realities, and they (n29) were interviewed before (1994) and after (1996) this change of school context. Nine new students were interviewed in 1998 as they were attending the same classes. The language environment changed from spoken Swedish to Swedish Sign Language (SSL). They have now accomplished or at least begun their establishment in society as adults, and twenty in-depth interviews were conducted with them in fall 2011 and fall 2012.
Collaborative problem-solving in the context of early Childhood Intervention

According to The Convention on the Rights of the Child (UNCRC, 1989) and The Convention on the Rights of Persons with Disabilities (UN CRPD), children with disabilities do have the right to enjoy a full and decent life. The parents are responsible for the child’s development, to facilitate active participation, and have the best for the child in main focus. In supporting children with disabilities parents may need support and services from professionals. Swedish habilitation services to children with disabilities and their families builds on a structure of regular family centered planning and goal setting meetings involving the family and professionals, as well as a series of appointments and interventions implemented between planning meetings.

Aim
The aim of the study is to explore the content of issues discussed at planning meetings, and the relation between this content and the activities implemented in everyday interventions for children and families who receive services from the Child and Youth Habilitation Services (C-YHS) in Sweden.

Method
This is an exploratory study and longitudinal data (videotaped planning meetings, interviews, memory notes, and “corridor-chats”) from five families enrolled in intervention programs, and their C-YHS teams were used. Data were analyzed using conventional content analysis.

Result
The results illustrate a process with a high degree of correspondence between families’ concerns, experienced problems, the formal decisions and the activities they generated. Concerns were focused on the future, and problems were focused on the present situation. Concerns were related to actions focused on supporting adults in the environment, mostly the parents, rather than the child. Problems to a larger extent concerned actions focused on the child. Actions focused on adults not be well-documented in a record designed to document child specific information, and may lead to under-reporting of interventions focused on the proximal environment. Thus, services may look less family centered than what they really are.

Conclusion
Family centered practices may fit problems related to everyday life better than problems related solely to child impairment.
Youth as Research Partners
Interactive Research with Adolescent Girls

Background
Eight adolescent girls participated in an interactive research circle about participation in school. Two academic researchers worked as facilitators and codirectors. Research partners and researchers created, implemented, analyzed, and reported a Youth survey among 100 students.

The Research Circle
is based on the democratic ideals of the Swedish study circle tradition. It aims at knowledge formation in an equal setting.

In Interactive Research, those whose life are being researched are actively involved in the research process.

Results
The research circle lasted for 6 months and included 15 meetings.

Research partners analyzed the survey from their generational perspective and identified important dimensions of young people’s participation.

Research partners’ participation was restricted by adults’ long-term planning strategies and young people’s lack of control over their own time.

Implications
Social learning processes, capacity building, and respectful intergenerational relations need to be integrated in the methodology when doing research with young people.
Youth participation in Sweden
an intra-generational and inter-generational perspective in the school context

Young people play an active part in the study, both as research partners in an interactive research circle and as participants in a survey.

The aim of the study is to explore young people’s perceptions and experiences of participation in school.

The study is unconventional since it is designed to combine research partners’ intra-generational perspective with academic researchers’ inter-generational perspective.

The participants are youth 15-19 years. Eight girls were research partners that created and implemented a survey about participation. A group of 100 students participated in the survey. Two academic researchers were adult partners in the study.

The study is ethically vetted (Dnr: 2009/262).

Methodology
The study is guided by contemporary social childhood studies (Qvortrup et al. 2006, Hrud 2011) and children’s rights (United Nations, 1989, 2006).

The research circle is based on democratic ideals of equality and respect for various forms of experiences (Lundberg and Stann 1990).

The survey has a mixed-method design (Fizzo et al. 2005).

Results
Intra-generational analysis:
- having friends
- being able to exert influence
- understanding what is taught
- taking responsibility

are important aspects of student’s participation. Gender and disability are related to the experience of participation.

Inter-generational analysis:
- supportive relations
- conditions for participation,
- barriers to participation,
and general characteristics of participation in school. Peer-and adult mediated exclusion are related.

Discussion
The research partners’ participation in the study enabled a multi-dimensional understanding of participation in school.

The research partners’ analysis is close to the empirical reality of the students. It highlights responsibility and control as key aspects of participation. The academic researchers’ analysis suggests an interpretation of participation that acknowledge young people’s competency.

Participation is involvement in a life situation with a sense of being recognized, and recognizing oneself as having the agency to contribute to the mutual experience.

Implications
Adults need to take responsibility for helping young people act as agents in participatory processes in inter-generational relations.

A methodology that combines an intra-generational and an inter-generational perspective has the potential to add new knowledge about young people’s life circumstances.