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Book of Abstracts



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ORAL PRESENTATIONS

[in alphabetical order of the corresponding authors]

Children with Negligence: a study of exploitation and abuse faced by the street children of Delhi

The issue of street children in Delhi is of serious concern in terms of the number of the children and their living conditions. An estimated 50,923 street children live on the streets of Delhi (Save the Children, 2011). Children from poor families belonging to different states, nearby suburbs and surrounding villages are attracted by mega cities in search of employment. These children do not have choice other than spending the whole day in the open street (Mathur M. and Rathore P., 2009).

The first objective of the paper is to study the nature and magnitude of child negligence, exploitation and abuse confronted by street children. The second objective is to examine how societal factors and social environment of street are responsible for the exploitation and abuse of street children. The samples size comprises 160 street children of both sexes from age group of 6-18 years. Self-structured questionnaires for children and NGOs have been used to study the nature of child negligence, abuse and exploitation faced by the street children. This paper is based on in-depth interviews, ethnographic studies and focus group discussions with children and NGOs. Random Snowball Sampling is used to collect the data from Traffic intersections, Railway and Metro Stations, Market Places, Religious Places and Shelter Homes. Analysis have been done through Frequency Tables, Cross Tabulations, Logistic Regression and Karl Pearson Correlation to study the nature and magnitude of child negligence, exploitation and abuse.

The salient findings reflect that, most of the street children are of the category of “children on the street” and “children of the street” while very few are unaccompanied. They come across physical and emotional negligence due to ignorance of the parents and family dysfunctions (divorce, separation, second marriage, cohabitation). Most of the street children are engaged in begging, rag picking, street vending which falls under the category of economic exploitation. Many children find it disrespectful and do not want to participate in such work but poverty leave them few options. Begging reduce their self-esteem while rag picking increases the risk to their life due to hazardous working environment. Street Children are at higher risk to get injured and often meet with road accidents because work as street vendors and beggars.

Child Abuse is defined as physical, verbal and sexual maltreatment which is detrimental for the dignity and development of a child. They are vulnerable to victimization because street life is very exploitative. In most cases, family members are involved in physical and verbal abuse which are in the form of strict punishment and using abusive language. Police are mostly engaged in verbal abuse to restraint them from sleeping and selling products in restricted areas which results into displacement of street children. In case of sexual abuse, members of the peer group, neighbours and unknown are most likely responsible. Substance abuse is commonly prevalent amongst almost all children to avoid the troubles of life and to enjoy life. They use different type of substances such as Whitener, Tyre Tube Glue, Naswaar (smokeless tobacco product), Bhang Goli (edible prepared from cannabis) and other such items.

Street children faced negligence, exploitation and abuse on daily basis. Most of the children are not aware of their various rights such as right to survival, right to development and right to protection. These children are in most need of care and protection (CNCP) and their requirements are different from other deprived sections of children. So, Government and NGOs has to understand their specific requirements and should formulate and implement policies accordingly.

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Indicators of Well-Being in Children with Adverse Childhood Experiences

This qualitative study explores the subjective wellbeing of children with adverse childhood experiences in the context of an ecological, relationship-based model of children's subjective well-being. Adverse childhood experiences include household dysfunction, abuse, or neglect prior to the age of 18 (Felitti et al, 1998). Household dysfunction is identified as living in a home where someone abuses substances, parents are separated or divorced, someone has a mental illness, domestic violence has occurred, or where the child is exposed to criminal behaviour. Neglect refers to either emotional or physical neglect, and abuse includes emotional abuse, physical abuse, and/or sexual abuse.

It is increasingly important to understand how children with adverse childhood experiences perceive their own well-being. Over two-thirds of Americans will contract preventable health issues due to trauma they experienced as a child (Felitti et al., 1998). The neurodevelopmental and epigenetic changes that occur due to childhood trauma predisposes the victim for disrupted social-emotional development, delayed cognitive development, and poor health (Cooper, 2000; Shankoff, Garner, & AAP, 2012). Additionally, their adaptive responses may be perceived as challenging and problematic, resulting in further marginalization. The meanings children attribute to their experiences in terms of their own well-being must be better understood to inform prevention efforts, educational programs, intervention approaches, and policy development. On these premises, this research project was designed to understand how children with trauma histories experience well-being in everyday contexts, and how environmental factors and activity participation influences a child's sense of well-being. A mixed methods approach using an explanatory multiple case study design and grounded theory methodology was employed. Quantitative data were obtained through the Children's Worlds Survey and qualitative data from a modified version of the Multinational Qualitative Interview Protocol.

The paper will discuss the methodological challenges of gaining access to this population in the Midwestern United States, specifically, those children who were living in protective custody or receiving intensive services. We will briefly outline the trauma-sensitive approach used for interviewing, and the strategies used to engage the children, such as sensory-based activities, drawing, games, and facilitated discussion. We will reflect on our progress to date, barriers and successes of the project, and implications for advocacy, prevention, intervention, and policy efforts based on our findings.

Cooper, R. (2000). The impact of child abuse on children's play: A conceptual model. Occupational Therapy International, 7(4), 259-276

Felitti, V., Anda, R., Nordenberg, D., Williamson, D., Spitz, A., Edwards, V., Koss, M., &

Marks, J. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: the adverse childhood experiences (ACE) study. American Journal of Preventive Medicine, 14(4), 245-258.

Shankoff, J., Garner, A., & American Academy of Pediatrics Committee on Psychosocial Aspects of Child and Family Health; Committee on Early Childhood, Adoption, and Dependent Care; Section on Developmental and Behavioral Pediatrics (2012). The lifelong effects of early childhood adversity and toxic stress. Pediatrics, 129(1): 232-246.

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Globalization as seen through a locked door. The impact of the Great Recession on the wellbeing of "Latchkey Children" in Spain 2008-2018

The effects of the Great Recession in Spain (2008-2018), analysed through daily life and people's life aspirations, expose the limits related to improving wellbeing in a Development model based on economic growth.

These limits can be perceived in the inconsistency between social policy arguments that focus on employability as a mechanism of social integration, and the cost that this has had for thousands of families. It is also evident in the challenges faced by organizations and local governments as a result of the increase in social problems and needs, and the lack of necessary resources for addressing them. The dilemma in both examples is to find individual or local solutions to structural and supranational problems.

Bearing in mind the characteristics of the period, this research on the lives of latchkey children, developed by Educo, shows the effects of the Great Recession on a vulnerable, diffuse, invisible group that has brought poverty and precariousness indoors.

These are children unwillingly living in social isolation, with parents who have little time, few resources for resisting the risk of poverty, and above all a lack of close family and social relationships. The scarcity in these three areas shows the relational impact of poverty and social exclusion on children and adolescent wellbeing. The research has also revealed the existence of a particular group that survives in extreme hardship, in densely populated urban environments, and most often in single mother families. The Other Latchkey Children reflects an apocalyptic version of globalization in the 21st century.

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Understanding children's well-being in broken Indian families through their own lenses

There is a growing body of research on child abuse and neglect within the decades, which focuses on various issues related to children's emotional and physical health and development. Literature on children's well-being has also underlined the importance of emotional and economic quality of their lives; how the material, social and cultural environments affect children's well-being; children's capacities to realize their potentials. In this body of literature, well-being of abused and neglected children has found an important place and however, parental child abuse that occurs within the boundaries of the family has failed to elicit an adequate response in research. Little is known about the magnitude of the problem, the causes of parental child abuse, or the short- and long-term effects of abusive behaviour on children. In this backdrop, the present study is an attempt to explore children's well-being in broken Indian families through their own lenses. In this paper three major challenges will be highlighted and discussed: Firstly, challenges regarding how to define well-being of abused and neglected children in family; secondly, challenges in engaging children's perspectives in understanding the well-being of abused and neglected child; and thirdly, challenges in the involvement of child protection agencies and other institutions in addressing various issues of emotional and physical health of abused children and neglected children. We then outline our qualitative study conducted during 2016 in Lucknow (India) on child abuse victims of broken families reported to Child Welfare Committee (a body constituted by Juvenile Justice Act 2015). Using the framework of the sociology of childhood that constructs children as agent, the paper stresses the importance of the involvement of children in the research process as active participants with their own narratives and authentic authorial voices and gathered data through in-depth interviews from children in different stages. By contextualizing the debate and discussion within the notions of abuse and neglect, this paper seeks to contribute to abused child's understandings of meaning and sense of well-being.

Disclosure of Child Sexual Abuse in school settings – the role of teachers and school social workers

Abstract:

Disclosure of child sexual abuse (CSA) is considered crucial for the initiation of any form of intervention. Victimized children have to deal with various barriers to disclosing their experience. Shame and fear e. g. represent major obstacles to talking about an abusive experience. Research also points to an overall lack of attentive and competent recipients who could help reducing those barriers. Especially school staff is challenged to answer the needs of victimized students by facilitating disclosure processes. Little is known though about how teachers and school social workers actually deal with disclosures of CSA. Exploring their perspective can be considered to be a prerequisite for developing a caring and protective school culture.

Outline:

Background: CSA is a traumatic experience with serious psychosocial consequences. It is therefore highly important to recognize an ongoing abuse as soon as possible, and to provide adequate care for the victims. Great expectations are placed on schools as teachers and school social workers are seen as eligible confidants for victimized children. But still the dynamics of disclosure of CSA are not fully understood. Above all, there is little empirical knowledge about how teachers and school social workers can actually facilitate disclosure, and what challenges they face by doing so.

Methods: The presented research is based on problem-centered expert interviews with a purposive sample of teachers and school social workers from various school forms. All interview partners have dealt with disclosures of different types and circumstances of CSA. Data were interpreted through qualitative content analysis and thematic comparisons.

Results: The narratives suggest that professionals face multiple struggles by facilitating and supporting disclosure of CSA. The emerging thematic categories show e. g. a lack of appropriate qualifications, missing collegial support, and overt opposition as professional and personal challenges. Getting involved in a disclosure process is therefore perceived as an exceptional responsibility that might deter professionals from proactively facilitating disclosure.

Conclusion: The research highlights that teachers and school social workers require substantial support when they are confronted with disclosure of CSA. The data emphasizes the need for comprehensive approaches to qualify schools in handling disclosure processes.

Female genital mutilation and criminal law interventions: Reflections on an Australian case

Criminalisation of human conduct is a strong statement of social disapproval. Female genital mutilation (FGM) is now a practice widely condemned, and whose prohibition, including criminalisation, is supported by international bodies.¹ Although many states have criminalised FGM², the record of successful prosecutions remains limited as numerous challenges exist to prosecution³. This makes it difficult to observe criminal law in action, and evaluate its positive and the negative impact in FGM cases. It also raises the risk of overzealous prosecutions aimed at general deterrence when evidence can be collected to secure a reasonable prospect of conviction, regardless of the gravity of the offences.

A recent Australian case creates an opportunity to engage closely with criminal law enforcement in an FGM context, and the challenges which may arise therein. In *R v A2; R v KM; R v Vaziri (No.2)* [2015] NSWSC 1221 three accused were successfully prosecuted in New South Wales for FGM offences in relation to two siblings aged 7 and 9. The intervention consisted of a small cut/incision of the clitoris, without removal of tissue. One accused was the girls' mother, and the others were a community nurse and a religious leader. In appeal, the accused were acquitted, with the appeal judges disagreeing that the intervention amounted to 'mutilation' as required by the legal definition (*A2 v R; Magennis v R; Vaziri v R* [2018] NSWCCA 174).

This was the first case which went to trial for FGM-related offences in Australia, and predictably, many contentious issues were raised. Interim, trial and appeal judgments are extremely comprehensive, making this a good candidate for a case study able to reveal positive and negative criminal law practices in relation to combating FGM. Multiple issues are raised by this case, but this proposed presentation takes a victim perspective, and focuses on the extent to which the criminal process was responsive to the needs and interests of the child victims. This is a legitimate focus, considering that the overall purpose of law enforcement interventions in relation to FGM is to protect the victims.

Two aspects of the case are focused on in this case-study: the victims' participation in the investigation and trial of parents/carers involved in their cutting; and their sentencing. Several reasons inform this focus. First, these are aspects well-represented in the case discussed, and on which this case study can yield useful information. Second, in most cases, parents or carers are involved in their children being subjected to the practice (i.e. they organise it, condone it, witness it, fail to prevent it, etc), likely being liable for prosecution. This creates a dynamic which criminal law cannot ignore. Third, should the prosecution of parents/carers be successful, courts will need to contemplate applying sanctions to parents, which may have further consequences on the child victim.

The factors considered in order to assess the victim-responsiveness of the criminal law intervention in this case are the choice of investigation techniques; the victims' participation in the trial; the victim/parent relationship during and post-trial; and sentencing considerations. As mentioned above, the comprehensiveness of the judgments permits these factors to be analysed with reference to the judgments.

Based on this study, it will be shown that there is a risk that child victims of FGM may be subject to a 'tertiary' victimisation in the criminal process, in addition to secondary victimisation through participation in the criminal process, if they are treated as means to achieve greater societal ends (i.e. retribution and deterrence). States must be mindful that criminal law interventions against FGM offenders may prioritise collective interests at the expense of the individual well-being of the victim, and take appropriate measures to address such risks.

- ¹ *The Committee for the Elimination of Discrimination Against Women and the Committee on the Rights of the Child (2014) Joint general recommendation/general comment No. 31 of the Committee on the Elimination of Discrimination against Women and No. 18 of the Committee on the Rights of the Child on harmful practices (CEDAW/C/GC/31-CRC/C/GC/18.*
- ² *The African Child Policy Forum (2013) Prohibition of female genital mutilation (FGM): International and regional framework; European Institute for Gender Equality (2013) Female genital mutilation in the European Union and Croatia.*
- ³ *UNICEF (2010) Legislative Reform to Support the Abandonment of Female Genital Mutilation/Cutting; Camilla Yusuf & Yonatan Fessha 'Female genital mutilation as a human rights issue: Examining the*

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Young people leaving care with intellectual disabilities: Evaluation of a pilot program

BACKGROUND OF THE STUDY:

For children who experience out-of-home care, reaching the majority of age means uncertainty, fear and risk to become socially excluded. This trajectory from care to adulthood is even harder if the young people have some intellectual disabilities or a mental health disorder, which could cause them a significant distress.

Services available for care leavers with these characteristics are totally scarce. The Catalan Government decided to invest in resources for this population in order to give the necessary support and resources to facilitate their social inclusion. At the moment, there are five homes for them and each one has some professionals working on them.

OBJECTIVES:

The aim is to evaluate these pilot programmes in Catalonia that assist young people leaving care with intellectual disabilities or a mental disorder in order to know how is the impact on their transitions to independent living.

METHODOLOGY:

In each house, there are 4 youngsters between 18- and 21-years old living there. That is a total of 20 participants. Focus groups have been conducted in each house, with the youngsters living there. The information has been transcribed and then a content analysis conducted to identify the main categories.

RESULTS AND CONCLUSIONS:

Preliminary findings will be presented in order to identify which factors are influencing their transitions, well-being and aspirations. The programme for youth with intellectual disabilities or mental disorders transitioning out of care is really necessary.

However, being this a first attempt to evaluate the programme, some changes and improvements have been proposed by the participants.

Very bad and very good wellbeing in the context of family and school. A contrasting comparison of German and Japanese adolescents

In late modernity, discourses of optimization and acceleration dominate. The current debate on wellbeing is directly linked to this, since good wellbeing is an essential prerequisite for education and learning in late modern societies and very bad wellbeing comes close to neglect, if not maltreatment. A very good or very bad wellbeing - so the thesis - is related to how mothers and fathers communicate with their children, are interested in their abilities and how they cope with the demands of school. This focuses on the socialization conditions of family and school, whereby cultural differences in Japan and Germany can be assumed. The question arises as to which patterns the subjective wellbeing of German and Japanese adolescents shows and to what extent neglect and discrimination are emerging for those adolescents for whom parents are not trusted persons and whose parents are not interested in them and who do not feel comfortable at school.

In this lecture descriptive results of two quantitative studies are presented: One with 5,250 10- to 18-year-olds in North Rhine-Westphalia, Germany (sampling along school statistics, 4th-12th/13th grade, 1st-2nd apprenticeship year, review of basic characteristics (gender, grade, region, SPSS evaluation, cluster analysis), and a survey based on this (SPSS evaluation, cluster analysis) with selected questions at a secondary school in Tokushima Prefecture with 80 13- to 14-year-olds and a secondary school with 74 pupils (16 to 18 years).

Similarities and differences between very bad and good wellbeing are presented contrastively along the items self-satisfaction (7 items), control over life and decisions (3 items), family (12 items) and school (7 items): The proportion of Japanese adolescents with a very bad wellbeing is more than twice as high as that of German adolescents. Nevertheless, the Japanese adolescents with a very bad Wellbeing rate the possibilities to 'co-decide' and 'speak their mind' in the family more positively. Also, Japanese adolescents with a very bad Wellbeing go in comparison to the German ones more frequently 'gladly into the school'. The results outline two different patterns of very bad wellbeing (Japan/Germany), which provide information about neglect, but at the same time also indicate culturally specific problems in the family and at school.

The grass won't grow faster by pulling it, grass grows faster by watering the roots.

This research project tries to critically assess the ways in which children with disabilities have been receiving education in rural Ireland. The way in which the international human rights have conceptualised 'inclusive education' will be debated. The author argues that the right to education for children with limited abilities is constitutive of hidden contradictions, especially when it comes to conceptualisations of inclusion and support (Byrne, 2013). She further claims that inclusion to mainstream education should not be based on individual impairment or deficit, rather on strength of the individual, and how progress can be made. The opportunity schools have to foster the student's ability to build effective relationships (Esquivel, Doll and Oades, 2011) and the powerful role that schools and teachers have to tip the scales from risk to resilience (Kiswardy, 2012) will be argued. A closer look at institutional and structural deficit to enhance the latter will be discussed.

'Inclusion' means different things in different countries; the researcher spoke with thirty young people with learning difficulties on the subject. A mixed methods approach was used combining observations, semi structured interviews, ad hoc conversations and narrative research. A thorough literature study preceded the research project.

Overall this research project has demonstrated that in contemporary rural Ireland schools have large parts to play in building resilience in young people with learning difficulties. However, a lot of work is still needed before the influence of this can be a more positive one for all participants involved. The subject of inclusion and allowing people to meaningful participate remains one of the barriers for young people with learning difficulties. At a time when there is big pressure from policymakers and others to close the exclusion gap, promoting young people with learning difficulties to grow up more resilient, it may be said, is more complex than some theories might imply.

The assumption that these young people placed in mainstream education should follow the curriculum as far as possible (MacGiolla Phadraig, 2007) and the condition that they were supposed to fit in is a perfect example of a missed interpretation of inclusion. The distinction between integration and inclusion is of enormous importance because inclusion means fundamental changes to the system. It means changing from being system- focused on becoming person- focused, and reconsidering the curriculum in order to meet the needs of all students and not the other way around, i.e. changing the individual to fit into the curriculum.

Well-being and participation of children in foster care in France

The recent French child welfare policies strongly encourage the participation of the children in child welfare with the perspective to enhance their well-being. in child welfare and to enhance their well-being. However, and despite the international literature (Burger, 2017; Havlicek & al., 2018; Weisz & al., 2011), it has been difficult to transform practice regarding these policies. How to explain this shift?

We conducted a research in the field of sciences of education which collected the point of view of both children in foster family on their well-being and professionals on the participation of the protected child. The main aim was to understand the issues, conceptions and representations on children's participation in foster care.

Using the French version of Multidimensional Students' Life Satisfaction Scale (Huebner, Zullig and Runa, 2012), life satisfaction of children in foster care was evaluated in a multidimensional way: family, school, self, friends, the living environment. 41 girls and 50 boys, with an average age of 13,5 years (SD: 2,6), who have been in foster care for 5,25 years (SD: 4,08) participated in this research. We noticed that the family dimension has the highest satisfaction and the school dimension the lowest satisfaction. The degree of life satisfaction is correlated with the number of placements, the duration of the placement and the type of school.

Furthermore, we conducted 28 semi-structured interviews with professionals. The textual analysis of their speech identified 3 degrees of conception ownership of the child's participation in both the daily life and the measure of protection. This research provides insights into the perceived sense of well-being of children and the degree of participation they receive from professionals. The representations of the child's skills and vulnerability play a major role.

Burger, K. (2017). The role of social and psychological resources in children's perception of their participation rights. Children and youth services review, 79, 139-147.

Havlicek, J., Curry, A., & Villalpando, F. (2018). Youth participation in foster youth advisory boards: perspectives of facilitators, Children and youth services review, 84, 255-270.

Huebner, S. E., Zullig, J. K., & Saha, R. (2012). Factor Structure and Reliability of an Abbreviated Version of the Multidimensional Students' Life Satisfaction Scale. Child Indicators Research, 5 (4), 651-657.

Weisz, V., Wingrove, T., Beal, S.J., & Faith-Slaker, A. (2011). Children's participation in foster care hearings. Child abuse and neglect, 35, 267-272.

Decision Making in Child Protection. Ethnographic findings on a fast and frugal heuristic for making accountable decisions in the German child welfare system

Objectives

International research on child protection draws a gloomy picture of the social work profession. It is controversial to what extent judgment practices are rational and serve the mission of child protection. The presented study opens the "black box" of decision making in child protection and provides information about the reality and accountability of professional judgment.

Method

Five social welfare agencies of large and medium-sized cities in Germany were investigated ethnographically. Within a period of nine months the professional practice of 41 social workers investigating child protection cases in 26 home visits was observed. The data was analysed using grounded theory.

Results

In the interpretation of the collected data, a complex assessment practice has been reconstructed, aiming to expose the family to various practical tests. Thus, the professionals act as "family-testers". Their test strategies are applied under specific conditions. The explication of these conditions resulted in a fast-and-frugal heuristic (Gigerenzer 2015), the professionals implicitly follow when investigating child protection cases. The heuristic explicates what is considered by the professionals involved in child protection as responsible treatment of child protection cases.

Conclusion

Under the given conditions, social workers have thus created a professional approach to assessing children at risk. They have implemented a system for making accountable decisions and keeping the mission of support and control in balance to protect children. The outlook raises the question of how compliance to this system contributes to social justice in the field of social work.

Gigerenzer, Gerd 2015. Simply Rational. Decision Making in the Real World: Oxford University Press.

Constructions of the Child in Child Protection - Trends and Patterns of the professional Focus on the Child in Need

Research Question, Context and Topic

Here we deal with the question in which manner children in child protection are socially constructed by professionals in child protection. I followed 4811 case records from 1985 to 2014. The obtained data originates from an institution which builds a bridge between medical child protection and child welfare services. The protection agency consists of different professionals like physicians, social workers or psychologists. I aim to outline certain construction logics and patterns used by those professionals to work out a diagnosis.

Methods and Procedures

Within the methodological framework of the grounded theory approach I mix quantitative and qualitative, non-reactive, methods for a retrospective data access. Firstly, I did descriptive statistics of all records in order to provide summary information about properties and features. Currently, qualitative analyses of some single cases is conducted to get a deeper view inside patterns and logics of the professional's perceptions and interpretations. Therefore, I am using different steps of data collection and refinement as well as integrating the outcomes of qualitative and quantitative analyses.

Results and Conclusions

The descriptive-statistical analyses over three decades shows, that child protection underlies conjunctures. Trends in registration numbers, children's age or reasons for registration depict respective professional discourses, public evolutions, incidents and social policy matters. That leads to the conclusion, that the child in need is a social construction, which is made in dependence of those connotations. The child appears as an object of contemporary perceptions, valuations and ideas. Result of the qualitative analyses is, that the key task of the professionals is to get the child to speak. To achieve the information they need, the diagnosticians apply different strategies to encourage and enable the child to make declarations. Children's needs and wants are subordinated to the purpose of information procurement. Strategies like games and tests clarify power imbalances based on generational and professional differences appear to be constitutive elements of the process. The child is attributed as a witness or an investigation item, which has to get cracked. That indicates rather an objectifying approach than ideas of the child as a capable agent.

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Child protection in Germany and Russia from a practitioner's point of view – Preliminary results from an inter-country comparison

The UNICEF (2017) report „A FAMILIAR FACE. Violence in the lives of children and adolescents“ has shown, that „Violence is both common and widespread – and no society is without some level of violence against its youngest members.“ (p. 7). But the OECD (2011) report „Doing Better for Families“ concluded: „Child maltreatment has received less attention than other aspects of child well-being in international comparisons.“ (p. 245). And little is known in the west about child protection in eastern countries (Kindler 2010). However comparative studies offer the chance to scrutinize own activities and principles and the possibility to learn from each other to improve the child protection work. A research project of the University of Applied Sciences Emden/Leer and the Moscow Region State University uses the methodology of the „Centre for Comparative Social Work Studies (CCSWS)“ at Brunel University London with the objective „... to learn about the child protection system of the other country in terms of how it worked for those directly involved in operating it; and to elicit the views of social workers in one country about the practice and system of another.“ (Hetherington et al.1997, p. 43). In both countries groups of social workers and other relevant professionals discussed the same case example and decided what would be most likely to happen and why. Later they heard about the discussion and decisions made by the group in the other country and identified similarities and differences (Hetherington 2006, p. 30). Four sets of data can be derived from this material: 1. A description of the functioning of the system made by experts, 2. information about the preoccupations and concerns of the workers who operate the system, 3. the practitioners' view of the differences and similarities between the systems and 4. reflections of the practitioners on these differences (Hetherington 2006, pp. 30-31). A special focus is on child protection in rural areas.

The presentation will show preliminary findings of the comparative study.

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LGBTI*Q Children and violence – Children's Participation – Children rights and children's inclusion

Approximately 5-10 % of all people regard themselves as being lesbians, gay, bisexuals or transidents, thereby opposing the concept of heteronormativity. Often, LGBT-youths don't receive much support from their social environment and are frequently discriminated as others bully them, make fun of them or even lay violent hands on them. Structural discrimination and maltreatment of young LGBT*IQ people is not systematically taken into account by professional practice in the child protection system and specific needs concerning their well-being are often not addressed. Furthermore: Because LGBT Youth are afraid of discrimination by professionals, they often remain invisible (Mesquita 2008) in institutions of Social Work. Therefore, Social Workers often assume that non-heteronormative sexual orientations and gender identities don't play do not play a role in their work (Höblich 2018).

The presentation will focus on the perspective of LGBT*IQ children and youth on violence and potential support to enhance the child protection system using a participatory approach of children right's and new childhood studies. This is part of a current EU funded research project, in which focus groups with vulnerable groups of children and adolescents (refugee children, children who experienced domestic violence and LGBT*IQ children) were led on the topic of participation in child protection. The transcripts of the audiorecordings of the focus groups are analysed using content analysis and a reconstructive approach. The talk will comprise the following questions: How do LGBT*IQ children and youth understand and perceive violence? What could make it easier for them to disclose experiences of violence? How could professional responses to disclosure of experience of violence by young LGBT*IQ people be more meaningful and adequate for them?

The results show the extent of discrimination and violence in the lives of young LGBT*IQ in institution of child and youth welfare as well as in educational institutions and the effects of social exclusion, structural discrimination, and maltreatment of young LGBTI*Q people. The findings indicate how prevention and disclosure of violence could be enhanced, how child protection in institutions could be improved, how professionals should respond to and deal with discrimination towards, maltreatment of and violence against LGBT*IQ people on the basis of their own perspective as users of the child protection system.

Höblich, Davina (2018): Sexuelle und geschlechtliche Vielfalt in der Beratung zwischen Mikroaggressionen und (Un)Sichtbarkeit. In: Schulze, H./Höblich, D./Mayer, M. (Hrsg.): Macht – Diversität – Ethik in der Beratung: Wie Beratung Gesellschaft macht. Budrich: Opladen, S. 187-205

Mesquita, Sushila (2008): Heteronormativität und Sichtbarkeit in: Bartel R./ Horwath I./ Kannonier-Finster W./ Mesner M./Pfefferkorn E./ Ziegler M. (Hg.): Heteronormativität und Homosexualitäten. Studien-Verlag: Innsbruck, S. 129 - 147

Collective orientations of pedagogical staff at schools for the protection of children and adolescents

The time children and adolescents spend at school has continuously expanded due to all-day schooling in Germany. Schools have become a centre in a young person's life as they spend a tremendous part of their everyday life at schools. Educational institutions represent one of the few places that every pupil is necessarily in touch with constantly and intensively.

That is why schools can be regarded as a key point for growing up in public care. A nationwide statistic shows that in the last years schools were important reporters in cases of supposed endangerment (Destatis 2018). As a result, pedagogical professionals have faced a change in terms of what they are expected to contribute in this context. As pointed out in recent debates on scandalous misbehaviour and severe damage done to children and young adults, there is a focus especially on the procedures and effectiveness of interventions in cases of endangerments for children and adolescents. As current research shows there is a large variety of publications either dealing with the legal framework or offering hands on recommendations (Bode et al. 2012: 2).

However empirical data in this matter has not been gathered and evaluated to an adequate extent at all. To improve this lack of findings this dissertation investigates the patterns and modalities that pedagogical staff at schools make use of in hazardous situations of children and adolescents. In this context pedagogical staff comprises teachers and school social workers.

The PhD project is based on a qualitative research design that conducts and analyses group discussions with pedagogical staff at schools. Using the documentary method, it investigates the conjunctive space of experience the participants have (Bohnsack 2010: 103). This method relies on the assumption that there is a knowledge of experience which is so much taken for granted by the participants that it does not need to – and often is impossible to – be made explicit by participants themselves. This means there is a *documentary meaning* that can be distinguished from immanent/literal meaning. It reveals itself in analysis of the process of discourse. In the final analysis, the 'documentary interpreter' tries to work out if there is any conjunctive space of experience the participants have in common. In short, he attempts to identify 'collective patterns of orientation' (ibid: 105).

The presentation will give first insights into the dissertation project and its first analyses and considerations.

Bode, Ingo; Marthaler, Thomas; Bastian, Pascal; Schrödter, Mark (2012): Rationalitäten Vielfalt im Kinderschutz – Eine Einführung. In: Marthaler, Thomas; Bastian, Pascal; Bode, Ingo; Schrödter, Mark (Hrsg.): Rationalitäten im Kinderschutz. Wiesbaden: VS Verlag, S. 1-16.

Destatis (2018): Statistiken der Kinder- und Jugendhilfe. Gefährdungseinschätzungen nach § 8a Absatz 1 SGB VIII. https://www.destatis.de/DE/Publikationen/Thematisch/Soziales/KinderJugendhilfe/Gefahrungseinschaetzungen5225123177004.pdf?__blob=publicationFile.

Bohnsack, Ralf (2010): Documentary method and group discussions. URL: https://www.ssoar.info/ssoar/bitstream/handle/document/31733/ssoar-2010-bohnsack-Documentary_method_an_group_discussions.pdf?sequence=1.

Experiences of Participation and Well-Being in Kindergarten

According to the UN Conventions on the Rights of the Child all children have the right to participate in all matters that affect their lives. This UN Convention has influenced professionals and policy-makers worldwide. Thereby participation in kindergarten refers to children's possibilities to exercise influence on a range of topics from the rules that are applied in the nursery's course of a day, the daily program, the interior design of the facility, etc. Which possibilities for participation children actually have in their everyday lives and how they perceive these possibilities has not been sufficiently answered in the international discourse so far (Bae 2010, Betz 2016, Harcourt/Einarsdottir 2011, Kangas et al. 2016, Nentwig-Gensemann et al. 2017, Quennerstedt 2015, Wood 2014). Our research project "Participation in Kindergarten" which is located at the Goethe- University of Frankfurt, Germany and funded by the local government tries to cover this research gap empirically. Based on a standardized, tablet-based survey with 546 4- and 5- year-old children on their experiences with various aspects of participation in pre-school institutions our presentation contributes to international childhood and participation research. At the center of the research thus lies the question of structurally institutionalized and realized forms of participation from a child's perspective, in order to gain knowledge on experiences and analyses of participatory practices of children in pre-school institutions. Comparable surveys on the participation of kindergarten children are currently only available to a very limited extent. Thus, the present study breaks new ground in many places. The empirical findings show that the children have very different as well as specific limited participation experiences in the kindergarten and at the same time feel very well in the majority there. The perceived caring behavior of the educators shows the highest influence. On a methodological level it can be summarized, that the standardized questioning of kindergarten children requires a concerted approach that ensures that children, parents and, institutions are able and willing to participate in the survey. These findings will be related to the democracy-theoretical inspired figures of early childhood institutions as "nurseries of democracy" as well as broader reflections on social inequalities in early childhood will be discussed.

Bae, B. (2010). *Realizing children's right to participation in early childhood settings: some critical issues in a Norwegian context*. *Early Years* 30 (3), 205-218

Betz, T. (2016). *Kinderbefragungen in der Kita. Ein Beitrag zu Partizipation und Qualitätsentwicklung. Betrifft Kinder*, 45 (4) 14-16

Hansen, R., Knauer, R., & Sturzenhecker, B. (2009). *Die Kinderstube der Demokratie. Partizipation von Kindern in Kindertageseinrichtungen*. *TPS - Theorie und Praxis der Sozialpädagogik*, 20 (2), 46-50

Harcourt, D. & Einarsdottir, J. (2011). *Introducing children's perspectives and participation in research*, *European Early Childhood Education Research Journal*, 19 (3), 301-307

Kangas, J., Venninen, T., & Ojala, M. (2016). *Educators' perceptions of facilitating children's participation in early childhood education*. *Australasian Journal of Early Childhood*, 41 (2), 85-94

Nentwig-Gesemann, I., Walther, B., & Thedinga, M. (2017). *Kita-Qualität aus Kindersicht..* www.qualitaet-vor-ort.org/wp-content/uploads/2017/07/2017_07_27_QuaKi_Abschlussbericht.pdf.

Quennerstedt, A. (2015). *Young children's enactments of human rights in early childhood education*. *International Journal of Early Years Education*, 24 (1), 5-18

Wood, E. A. (2014). *Free choice and free play in early childhood education: troubling the discourse*. *International Journal of Early Years Education*, 22 (1), 4-18

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Undetected Scars? self-criticism, attachment, and romantic relationships among otherwise well-functioning childhood maltreatment survivors

Background: Studies have amply demonstrated the negative impact of childhood maltreatment on intimate relationships. The majority of studies have focused on revictimization in at-risk or clinical samples, with very few addressing the impact of childhood maltreatment on otherwise well-functioning adults and even fewer investigating the psychological mechanisms involved. To fill this gap, we focused on the impact of emotional maltreatment and childhood sexual abuse (CSA) on “normative” romantic relationships in otherwise well-functioning young adults and the mediating role of personality and attachment in this regard. We test this model and investigate whether self-criticism and attachment-avoidance mediate the relationship between childhood maltreatment and romantic relationship satisfaction, while also examining the potential reciprocal associations between these variables.

Methods: The hypothesized double-mediation model was examined among otherwise well-functioning young adults in two independent studies, focusing on emotional maltreatment ($N=99$) or CSA ($N=59$, including women who had been either sexually abused by a familiar perpetrator or had no history of sexual trauma), using structural equation modelling.

Results: Consistent with expectations, self-criticism mediated the association between childhood maltreatment and romantic relationship satisfaction, cross-sectionally and longitudinally. In addition, a scarring effect of romantic relationship satisfaction on attachment avoidance was demonstrated.

Conclusions: Findings suggest that childhood maltreatment may lead to elevated levels of self-criticism, which in turn may be linked with reduced satisfaction in romantic relationships, setting in motion a vicious cycle involving relationship satisfaction and attachment-avoidance. Understanding the long-term psychological dynamics related to childhood maltreatment and identifying mediating vulnerability factors—self-criticism and attachment-avoidance—might have implications for both the assessment and treatment of individuals with a history of childhood maltreatment

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The Role of Parental Emotion Reactivity and Regulation in Child Maltreatment: A Meta-Analytic Review

The prevalence and impact of child maltreatment make the scientific investigation of this phenomenon a matter of vital importance. Prior research has examined the associations between problematic patterns of emotion reactivity and regulation and different forms of child maltreatment (e.g., Lesnik-Oberstein, Koers, & Cohen, 1995; Moretti & Craig, 2013). However, the strength and specificity of these relationships is not yet clear. To address this issue, we conducted a meta-analysis of substantiated maltreatment cases involving children aged up to 18. Eighteen studies were located and included (encompassing 1,508 families). We incorporated studies addressing families with welfare cases regarding child abuse, neglect and emotional maltreatment. Our focus was the magnitude of the link between parents' emotion reactivity / emotion regulation and maltreatment of their children. As expected, results indicated problems with reactivity and regulation in maltreating parents. In comparison to non-maltreating parents, maltreating parents experience more negative emotions, display more negative emotion behavior, and are more dysregulated and impulsive. Theoretical implications of these findings are discussed, presenting a model of emotion dysregulation as a core psychological factor, relating to both child maltreatment and to risk factors of child maltreatment (e.g., psychopathology, social relations). In addition, implications for prevention and treatment are presented.

Lesnik-Oberstein, M., Koers, A. J., & Cohen, L. (1995). Parental hostility and its sources in psychologically abusive mothers: A test of the three-factor theory. Child Abuse and Neglect, 19(1), 33-49. doi:10.1016/0145-2134(94)00107-6

Moretti, M. M., & Craig, S. G. (2013). Maternal versus paternal physical and emotional abuse, affect regulation and risk for depression from adolescence to early adulthood. Child Abuse and Neglect, 37(1), 4-13. doi:10.1016/j.chiabu.2012.09.015

Which risk factors in mothers and fathers contribute to family violence in early childhood? Results from German KiD 0-3 in-depth study

In Germany, where there is a paucity of population level data on risk factors and incidents of child abuse and neglect, a representative national prevalence study of psychosocial burdens and families use of early intervention programs was conducted (Eickhorst et al. 2015). The *Children in Germany – KiD 0-3* study consists of a pilot study (2013-2014), a longitudinal in-depth study (2014-2015), a national main study (2015) and a follow-up of the main study (2017). This presentation focuses on the in-depth study.

Background: Family violence in early childhood (e.g. child abuse or neglect, domestic violence) has strong impact on negative developmental outcomes. There is evidence of child, parental and family risk factors (Stith et al., 2009). Less is known about paternal than maternal risk factors. Objective of this study was to raise the knowledge about dynamics of family risk.

Method: This longitudinal in-depth study was conducted as a part of the *Children in Germany – KiD 0-3* prevalence studies on psychosocial family burdens. In 197 families both mothers and fathers (n=197/191) were investigated longitudinally across seven months. Families were stratified in low-, medium- and high-risk groups based on caregivers report in a larger pilot study used for screening purposes. Emotional and behavioral child problems, parental risk factors and family violence were assessed by self-report measures. Based on a systematic review on risk factors (Kuntz et al., 2013) parental psychopathology, stress, couple distress, parental role distribution and dissatisfaction, parenting problems (low parenting self-efficacy, insensitivity in recognition of the child's emotions, rigidity and anger) and parents adverse childhood experiences were examined. Family violence since childbirth was measured using 6-items adapted from Juvenile Victimization Questionnaire (Finkelhor et al., 2005).

Results: Violence rates at follow-up examination were 10,4% in low, 24,4% in medium and 27,5% in high risk group. Child emotional or behavioral problems were twice as high in families with violence report from any parent than in families without violence (31,3% vs. 15,3%). Differential predictors of violence were found in mothers and fathers at baseline. Data will be presented by multivariate analyses and Prediction Configural Frequency Analyses (Stemmler & Heine, 2017).

Conclusion: Analysis of both caregivers in a small population sample with oversampled at-risk families yielded new findings regarding maternal and paternal risk factors for family violence. Results that will be presented are highly relevant for early prevention in child maltreatment. Future studies should raise the sample size for PCFA and use observational measures of parent-child interaction including mothers and fathers.

Concealed Violence – Practices of Silence on Child Maltreatment in Residential Care for Children with Disabilities

Background of the Study

In the current decade there is an increasing international debate on staff violence against children in residential care. In that context the term of silence is used in various variations, like for example in the metaphor of 'breaking the silence' or by mentioning 'cultures of silence' in institutions. With a practice-theoretical approach the study shows the *practical realisation of silence on staff violence*. This is done by a case study on child maltreatment in residential care for children with disabilities. In that case the staff of two residential groups have been acting violently against children for more than three years. The attacks have been kept secret and were legitimized among the team members in reference to a behavioral therapy concept.

Methods

The sampling includes 16 narrative interviews and four expert-interviews with staff members of the organization and professionals from public authorities as well as an analysis of the teams' documentation. Data interpretation was done according to the paradigm of data coding from grounded theory methodology. In addition, the team documentation was analysed with a narrative approach to understand the communication about the violence among the team.

Results

Results include a description of social practices by which violence has been concealed in the daily routines of the organization over years. These practices are discussed and theorized in reference to Hannah Arendts reflections on the relation of power, silence and violence and Erving Goffmans analyses of institutions with a therapeutic mandatory. The study shows how the institutional conditions of residential care and professional terminology can be used as a legitimizing frame to conceal child maltreatment.

Conclusions

In order to conceal child maltreatment in residential care one does not need to elaborate a specific protection of the violent secret. Rather, silence on staff violence can be realized in the existing daily routines and structures. Hence, the study points out the importance of a *conformity of actions and words in talking and documenting about pedagogical practice* in residential care.

Goffman, Erving (1961): Asylums: Essays on the Condition of the Social Situation of Mental Patients and Other Inmates. Penguin Social Sciences.
Arendt, Hannah (1970): On Violence. Harvest Book.

Importance of intimacy for children's well-being in pedagogical relationships

Intimacy can be theoretically conceived as a crucial and dynamic phenomenon of subject constitution, as fundamental for the development of identity, for the formation of self-confidence and a confidence in the world as well as the acquirement and perpetuation of bonding ability (Honneth, 1994; Gerlach, 2008). Due to this central significance of intimacy for individuation and socialization, it represents a constitutive but also ambivalent part of pedagogical and social relationships (Dörr, 2018). The research project PISUM analyses practices and practice patterns of intimacy in schools, social work, children's homes as well as leisure activities for children (as non-professionally framed fields of action) considering the structural condition of each research field. Our research strategy can be described as a multi-sited ethnography in the sense proposed by Marcus (1995) added by interviews with educational staff, teachers and social workers and group discussions with children. The outlined oral presentation aims to discuss theoretical and empirical considerations as well as first interpretations of practices of intimacy in pedagogical relationships in terms of their importance for children's well-being and the prevention of child maltreatment.

Outline of the talk

The presentation starts with a brief introduction of the research project PISUM. The project is carried out as a cooperative project of the University of Kassel, represented by Prof. Dr. Alexandra Retkowski and Prof. Dr. Werner Thole, and the Frankfurt University of Applied Sciences, represented by Prof. Dr. Michael Behnisch, and runs from January 2018 to November 2020. The project is funded by the Federal Ministry of Education and Research (BMBF) within the funding "Research on sexualised violence against children and adolescents in educational contexts". PISUM aims to systematize the phenomenon of intimacy as a fundamental element of educational relations. For this purpose, a research design was chosen that is based on the premises of multi-sided ethnography based on Marcus (1995), while integrating three different material approaches and survey methods.

1. Analysis of the actors' practices through a participant observation in the field, which includes the collection of artifacts and written documents
2. Analysis of the individual attitudes and action-guiding orientations of the professionals through narrative interviews
3. Analysis of expectations, desires, needs and interpretations of the children and young people in the institutions through group discussions

The collected data and materials are reconstructed using the documentary method (Bohnsack, 1997, 2003a, 2003b; Nohl, 2006, 2013). Methodologically, reference is made to the concept of practice patterns as a combination of modes of interpretation and action (Retkowski, Schäuble & Thole, 2011).

In a second step, theoretical considerations of intimacy in pedagogical fields of action are presented with regard to subjectivity and recognition. From a social-theoretical point of view, the experience of intimacy is fundamental to the development of one's own identity, to the development of self and world trust and to the ability to bind (Honneth, 1994; Gerlach, 2008). The experience of how one's own body is perceived and responded to shapes the self-understanding as a subject and points to the importance of others in the development of individuality (Cooley, 1902; Mead, 1934; Krappmann, 1971). From a socialization theory perspective, the ability to create intimate spheres is first experienced and learned in the primary socialization instance of the family. Intimacy as a shared space refers to a "space of mutual recognition" (Lorenzer, 1989, p. 33). The basis for intimacy is thus a reciprocal recognition of the individuality and the needs of the other (Honneth, 1994; Helsper et al., 2005).

The presentation ends with short ethnographic scenes: Two excerpts from the ethnographic material are shown in which intimacy and closeness between adults and children manifest. The empirical material is used to discuss first findings on the action-based construction and realization of intimacy in social and educational contexts. Conclusions are drawn towards the importance of intimacy for children's well-being as well as its ambivalent position for the prevention of child maltreatment.

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Involving children with intellectual disability in child well-being research: an inclusive methodological approach

Despite the increasing body of research on children's perspectives on well-being, few studies have included children with disability (1). This lacuna in child well-being literature has significant theoretical, methodological and policy implications.

The importance of understanding what well-being means for children with disability can be underlined by certain factors in the contemporary social contexts of the lives of these children. Firstly, as a result of improved health care, more children are now surviving severe and chronic conditions, which in the past may have led to premature death (2). Secondly, the increasing delivery of services and education specific to children with disability embed experiences of well-being within complex social ecosystems (3). Many children live with health professionals as regular persons in their lives, while others never experience mainstream education or are socially isolated (4). While some children may prosper and manage these challenges, for others achieving a reasonable quality of life with disability can be difficult and problematic (2). There is a need to better understand these differences, and the immediate and longer-term limitations for children living with disability, in terms of 'usual' activities and experiences of childhood, associated with child well-being.

Children with disability are often not included in child population research because of perceptions that they are different from children generally, and/or are incapable of contributing their views (1). Involving children with cognitive and communication difficulties can present methodological challenges for researchers, because multiple methods may be needed to enable participation and engagement (5).

This paper presents the methodological approach to including 17 children with intellectual disability, aged 12–15 years, in qualitative child well-being research. This project was located in Australia and formed part of a multinational study on children's understandings of wellbeing. Methods included participant observations, group and/or individual interviews, and task-oriented craft activities. We describe how we adjusted research activities, processes and communication strategies to suit the abilities and preferences of individual children.

We discuss enablers for engagement and how we managed the challenges encountered in implementing this research approach at a school for children with disability. The paper concludes with a summary of lessons learned and next steps for this research.

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The official statistics on risk assessment in German children's services – Key results and methodology

Objectives: The purpose of this research is to show how and to what extent German local authorities deal with cases of suspected child endangerment and how children's departments are notified of these incidents by professionals or private persons. An additional objective is to evaluate the methodology of the official statistic on risk assessment procedures which was newly established in 2012.

Methods: Descriptive analyses of secondary data from this statistic form the basis of this study. It contains information from five census years since 2013 on altogether 650,000 cases of suspected child endangerment registered by all German local children's departments, on the notifying persons or institutions, the children and families concerned, the outcomes of the assessment procedures, and the measures taken.

Results: Although the prevalence of child maltreatment in Germany remains unknown, the analysis highlights that per year, up to 1% of minors in Germany are subject to a risk assessment procedure. Babies and toddlers are concerned more often than other age groups. Notifications of a potential endangerment most frequently came from persons within the children's private sphere. However, the proportion of cases reported by professionals like pediatricists or teachers is considerably high as well, depending on the age group of the children. In one third of the assessments, either an imminent or "latent" child endangerment is stated. In most of these cases, the children's departments establish supportive measures by mutual agreement with the family. By contrast, less than one third of the cases assessed as endangerments result in sovereign interventions against the wishes of parents.

Conclusions: These exemplary findings show that the official statistic on risk assessment provides information which are essential to understand how agencies of the German child and youth welfare system communicate and (co-)operate for the purpose of ensuring the protection of children, even though the study identifies the need for some improvements of the questionnaire.

Participation in Research - Participation in Child Protection

Violence against children affects about one billion children worldwide and it remains a hidden problem since approximately 90 % of the abuse goes undetected (UNICEF, 2014; WHO, 2013). Although children are social actors and subjects of their rights, they generally do not participate in matters that affect their lives and their environment, especially when they experience violence and search for help amongst professionals.

The right to be involved in decisions affecting their lives is one of the core principles of the UN Convention on the Rights of the Child (UNCRC). This principle (which can be found under Art. 12 UNCRC) emphasises children as subjects of their own rights (UN, Committee on the Rights of the Child, 2008). Currently, the involvement of children and young people in decisions that affect their lives is a highly controversial topic in Germany as there is discrepancy between what theoretically the German Law states and the reality of children's involvement in decisions affecting their lives. The UN Committee on the Rights of the Child pointed out in the Concluding Observations (CRC/C/DEU/CO/3-4) that there was an unsatisfactory access to information on the rights of children for adults and children, especially for children in vulnerable situations.

This abstract is based on an EU funded research project in which focus groups with children and adolescents were led on the topic of participation in child protection.

The research questions concerned children's understanding of violence and the support mechanisms children and adolescent need from those who work with them.

To reach the "voice of children", focus groups were conducted with children and adolescents who had experienced different forms of violence in their families. The methods varied from storytelling to collective drawing. A sample of 6 -to 12-year-old boys and girls (=n 12) was selected. The data analysis focused on the discussion of forms of violence and children's understanding of reporting mechanisms and support structures. The data gathered was examined and categorised to enhance children's understanding of their needs.

Finally, the results of the focus group showed that professionals are, in the perspective of children "hard to reach" and that the responses to their needs is not based on their "voices".

We could conclude children's responses to the focus groups showed how different forms of discrimination take place in institutions for child and youth welfare as well as in educational institutions.

Outline of the talk (incl. tackled question, description of the subject, summary of the results)

The presentation will focus on the question of child participation in the child protection system, based on a child-rights based participatory model which includes children in the research process (from the design until dissemination).

The results showed that children and young people wish for a greater involvement of their “voices” from professionals. Furthermore, the analysis of the results reveals a confrontation with discrimination in the day-to-day lives of children experiencing violence.

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Children and their Fathers, Fathers and their Children: Debating Child Maltreatment in the Context of Ongoing Political Violence

Childhood and fatherhood are usually studied separately. The proposed presentation will offer an interactive analysis of childhood and fatherhood. It is built on two separate, but interconnected studies. The first looks at fatherhood and the second at childhood in the context of systematic state/political violence in occupied East Jerusalem. The juxtaposition between the two sets of data aims at delving into new spaces of analyses, to allow scholars, and practitioners to in-depth understand and map the workings of power that affect, frame and re-construct fatherhood and childhood under an ongoing politically violent context. The presentation will be embedded in an actual debate between two researchers, one will present and bring to the forefront children's voices, and the other will share father's voices and narrations.

Following the debate on what is maltreatment according to children and fathers, and can severe modes of "dispossession of liberty as protection", "prevention", and "disciplining" be considered modes of maltreatment in the studied context; the debaters will uncover the complex and at times contested views of the two parties. Presenting the data while using a debate-style between the two researchers is hoped to reveal new understandings, meanings and contradictions when portraying fatherhood versus childhood in and under violence and dispossession.

The presentation suggests that in militarized violent contexts, examining maltreatment requires careful scrutiny. The paper will conclude by revisiting the study of maltreatment in the context of war, military occupation and systematic political violence, mainly in relation to our understanding of the prevention of harm and the preservation of children health, development and dignity.

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Aftercare support services and provisions for the child survivors of sex trafficking in India: Analysis of gaps in the current practices and service delivery

BACKGROUND

The Constitution of India criminalizes trafficking of children for the sex trade and has established extensive provisions for their rescue and rehabilitation (Pandey, 2015). The Juvenile Justice (Care and Protection) Act 2000 mandates for the obligatory rescue of the trafficked children from the brothels and has established provisions for their rehabilitation and reintegration.

METHODS

This exploratory study presents a critical overview of the aftercare support services and provisions available for the child survivors of sex trafficking in the country using qualitative design. The 30 survivors of the sex trafficking housed in the government shelter home and selected NGOs in Delhi were the primary research participants for the study. The part of the data was also collected using the anthropological tenet of “key informants.” The key informants for this study were the in-charges/ superintendent of the shelter houses, welfare officers, and police, advocates, and personnel from different NGOs from Delhi and West Bengal. The sampling was purposive and convenient. Semi-structured interview schedule and observation were the major tools of data collection. The data was thematically analysed using the interpretive paradigm.

RESULTS AND CONCLUSION

The results reveal that the age-old method of raid and rescue have not been found to be effective in the rehabilitation and reintegration of the trafficking survivors. The severe gaps have been identified in the current provisions and the needs of the victims. The rights perspectives have been severely undermined in the victim assistance measures. Besides, the current praxis of rescue and rehabilitation is dubious and fails to take into cognizance the impact of brothel experience on the process of rescue and rehabilitation of the victims. The findings suggest that the paternalistic framework guiding the rehabilitation and reintegration exercise must give way to “participatory approach” where the survivors are adequately involved in their rehabilitation to increase the effectiveness of the rehabilitation and reintegration measures.

**Roni Dotan
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The experience of intervention for youth involved in commercial sexual exploitation: Results of a qualitative evaluation study

Background and purpose: This study is part of a multi-method, process and outcome evaluation of *Halev 24/7*, a national Israeli Multi-module program for youth (aged 13-25) who experience commercial sexual exploitation (CSE). The program goals are to both reduce CSE-related harm of involved youth and help the youth exit CSE. Qualitative interviews were conducted with youths who participated in the program in order to learn about their perceptions of the program and their experiences in it.

Methods: A purposive sampling of 27 17-24 year old participants aimed at reaching heterogeneity in age, gender, ethnic origin, type of services received and length of connection with the program. Short semi-structured interviews were conducted and inductive content analysis was performed on the interview transcripts.

Results: The analysis yielded three central themes related to the relationships of participants with the programs' staff, their relationships with other youth in the program, and their perceptions of the way CSE was handled in the program. Participants regarded the relationships with staff members as central to their experience of the program and as overall positive. Emphasis was put on the provision of both material and emotional needs and positive connection with the staff was described as authentic, accepting, caring and unconditional. Regarding the relationships with other youth, the participants described various difficulties and problems such as lack of privacy, exploitation and violence, together with strategies adopted to deal with these challenges. Some positive aspects of the relationships with peers were also mentioned. The principle of a youngster's free choice regarding when and how to exit CSE was central in participants' description of the program. Some believed in the program's ability to help youth exit CSE while others were skeptical of it.

Implications: Our findings highlight the central positive role of relationships with staff members for participants in a program for youth involved in CSE. In addition, findings reveal the challenges they face in their relationships with other participants and vis-à-vis the programs' therapeutic framing of involvement in CSE. These could assist practitioners working with youth involved in CSE, particularly in facing challenges related to tensions between youth and professional decisions related to safety and ways of helping youth decrease involvement in CSE.

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Good relationships between educational professionals and young learners

Relationships between educational professionals and young learners are essential for the well-being of young learners, their learning process and their social development. However, there is a lack of empirical research analyzing the quality of relationships between educational professionals and young learners in schools and kindergarten in Germany. Therefore, while observing educational settings, we collected around 12 000 scenes which describe one-to-one interactions between educational professionals and learners. To analyze the scenes, we applied a qualitative-quantitative content analysis. We were interested in the quality of interactions, discovering certain patterns and types of humiliations. In this regard, we classified every scene as positive, neutral, harmful or ambivalent.

Our study shows that around 25% of pedagogical interactions were classified as (slightly) harmful. Nevertheless, the majority of interactions between educational professionals and young learners observed in the empirical study were respectfully and the young learners were treated with appreciation. Furthermore, humiliations took place at almost every school.

Following empirical results on child maltreatment researchers, practitioners and policy maker got together to think about guidelines which describe good educational relationships. In this regard, the “Reckahner Reflections on the ethics of Educational Relations” were developed. These ten guidelines describe what is ethically founded in educational settings. For example: “Learning achievements are recognized in order to discuss further steps and necessary support” (Guideline NO 3). Furthermore, the guidelines describe what is ethically impermissible: “It is impermissible for teachers and educational professionals to treat children and adolescents discriminatorily, disrespectfully, humiliatingly, intrusively or impolitely” (Guideline NO 7).

In our talk we present the study we conducted and the “Reckahner Reflections on the Ethics of Educational Relations”. In this regard, we show empirical evidence about maltreatment of children and adolescents in educational settings such as schools and kindergarten.

Testing the model of media coverage and presentation of child sexual abuse content

Background: Studies confirm that the public mostly obtains information about child sexual abuse (CSA) from the public media (Babatsikos, 2010; Goldman & Grimbeek, 2015). Therefore, public knowledge and attitudes towards CSA are shaped through media depictions. Child sexual abuse news have a lot of potential for positive impact (e.g., primary prevention, development of public policy, alarming public, and encouraging victims to disclose sexual abuse). Unfortunately, they might also support CSA myths (incorrect beliefs about CSA, victims, and perpetrators), violate children's right to privacy and dignity, victimize survivors, create a moral panic, become a sort of guide to abusers or even sexually explicit material.

Objectives: The study tests the theoretical and conceptual model of media coverage and presentation of CSA content in order to propose evidence-based guidelines for media reporting and communication with journalists about CSA. The model is grounded in five theories (*agenda-setting theory, framing theory, newsworthiness theory, theory of stigmatization and moral panic theory*) and it is developed to predict the use of protective and threatening practices while reporting on CSA in media.

Methods: The proposed model is tested using longitudinal (quantitative and qualitative) content analysis of printed Croatian daily newspapers. Original analytical matrix for assessing CSA media content was developed after conducting multiple reliability tests with independent coders. After relevancy coding of CSA news retrieved in the archive using keywords, the content analysis was conducted on random cluster sample of 1.159 CSA news published during ten years of media coverage (2007 – 2016). Binary logistic regression was conducted in order to detect predictors of CSA media coverage.

Results: Dominant CSA topics, newsworthiness factors, CSA myths, stereotypes about victims, perpetrators, and associated individuals, predictors of protective and threatening media practices, and predictors of framing CSA stories, causes and solutions are presented.

Conclusions: Recommendations for future studies and evidence-based guidelines for media reporting and communication with journalists about CSA are proposed.

“No one knows, sees or listen to me” – the unheard voices of young girls at-risk

The presentation will discuss the main findings from my Ph.D. research, regarding the right to participation of adolescent girls at-risk.

My Ph.D. study examines the gap between the 'law in books' and 'law in action' regarding the right to participation of adolescent girls at-risk in the framework of care and supervision proceedings. The methodology combines theoretical and qualitative research using two research tools: a meta-analysis of interviews I conducted with 13 adolescent girls staying in a locked residence under care order, and auto-ethnography, where the perspective is a reflective analysis based on my professional experience.

The main objectives of the presentation are: Examine the compatibility between the right to participation as guaranteed in the Convention on the Rights of the Child - 1989 and care and supervision proceedings of adolescent girls in the youth court; to raise the unheard voices of adolescent girls at-risk about their care and supervision proceedings and how they experience them. I will also discuss the importance and the need of a gender perspective regarding representation and treatment of adolescent girls at-risk.

I will represent the main research findings: First, there is considerable incompatibility between the right to participate and the practice of care and supervision proceedings. Second, there are considerable limitations in the legal representation in care and supervision proceedings. Third, there is urgent need to promote representation that reflects the gender of the minor.

I will also present the main qualitative research conclusions: The intersection of the marginal location of adolescent girls resulting from staying in a locked residence, and that the right to participation should be regarded as a '*life skill*'. Due to the adolescent girls' social margins, they were not given the opportunity to learn how to participate in legal proceedings, among other things, as a life skill. Therefore, these skills must be taught so that they can participate in a way that will allow the legal representatives to understand and comprehend their needs, feelings and experiences.

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Navigation of new life circumstances: Experiences of early school leavers

Early school leaving represents risk experience in lives of young people, reducing their future opportunities and increasing probabilities of social exclusion. Previous studies have explored multifactorial and complex nature of individual, family, school and community factors that contribute to early school leaving, emphasizing policy implications for prevention of this social risk. There are literature gaps on understanding how young people adjust to new life circumstances after early school leaving and which factors promote their well-being and positive development.

The aims of the study were to explore how young people cope with the process of leaving school and to single out resources that are involved in adaptive behaviour of young people after early school leaving.

Data were collected through semi-structured interview with 26 young people who have experienced permanent or temporary dropping out from high school. The participants were between 16 and 20 years old, including ten females and sixteen males.

The results illustrate diversity of strategies that young people use in navigation through their life circumstances after leaving high school. Some of young people used active coping strategies that are manifested through their re-enrolling into alternative educational programs, finding or seeking job, seeking support from close family members, and planning their future. On the other hand, part of the young people expressed their avoiding to deal with new life situation; they mostly spend time alone at home, lack of interests, and have no clear plans for the future. Results suggest that parenting inclusion, quality of close relationships with family members, planning, motivation for success and self-efficacy present important resources for young people's general well-being. Results also emphasize some gender specificities, where girls are more prone to active coping strategies with their new life circumstances, but at the same time, they are somewhat more often expressing feelings of failure and regret over leaving school.

The findings emphasize the need for supportive services that will encourage young people re-engagement and strength their individual resources. Implications for upstream interventions points for promoting high school graduation as well as for maintaining young people's well-being will be discussed.

Bullied by the science: advocating well-being of the children of incarcerated parents in the educational settings and the scientific approaches relating to the issue

According to EU data, nearly one million children under age of 18 have one or both parents in the prison. Although there are continuous attempts to improve the quality of life of children affected by parental imprisonment, especially in the prison system, there are still many challenges. Some researchers suggested that children of incarcerated parents more often have lower grades than their peers, and often are absent from classes, implying that parental incarceration is causing these behaviors. However, little is known about contextual issues such as poverty, family support and peer support when it comes to scientific approach. Rather, researchers are oriented towards pseudo-causal effects of parental incarceration without systematic approach, which generates a canon of biological determinism, a theory in which one's behavior is interpreted as a result of inherited traits. In the biological determinism children of incarcerated parents are presented as potential drug addicts, bullies, abusers, and future prisoners, only due the variable of parental imprisonment, without taking into account social environment and quality of support, if any present. The methodologies behind these researches are large sampling and quantitative statistics. As main contribution authors often quote prevention of incarceration and prevention of misconducts. Fortunately, within the last 10 years a new research paradigm emerged, emphasizing the influence of social context on children behavior. The researchers devoted to scrutinizing social/environmental issues i.e. contextual issues, are oriented towards qualitative methodologies, such as interviews and focus groups, advocating the need for quality in education and prevention of peer rejection. In the contextual issues approach, researchers question social conditions of child's life, including attitudes of peers and teachers. They are trying to advocate the need for change towards these children in various social contexts, such as schools, sports clubs and local communities. However, large samples and quantitative statistics are preferred in scientific communities, and often are given priority when it comes to publishing in high-impact international journals. The final outcome is usage of these articles in syllabi of teachers' education, generating and retaining the biological determinism and retaining negative attitudes towards children if incarcerated parents in the practice. Therefore, it is important that scientific communities think about the power science have on attitudes and social practices. In that context, scientific communities should reconsider methodologies, scrutinize explicit and implicit messages and priorities when it comes to advocating well-being of children of incarcerated parents in educational settings.

Gender Aspects concerning child adoption processes in Israel

Description of the subject: Adoption of children without parental consent, due to the lack of "parental capacity"¹, is a governmental practice that enables intervention in the family unit for the purpose of child protection in cases where their parents cannot function properly.² Adoption laws enable the welfare authorities to file a claim asking the court to declare one of the parents or both to be incapable for raising their child and to terminate the natural and legal relations between the child and their parents.

The common assumption is that forced adoption of children takes place in circumstances of complete child neglect, severe violence by the parents, and extreme maltreatment situations only. In these situations the welfare authorities intervene in the family unit, remove the children from home and place them in out-of-home arrangements.³ From that moment, any contact between the child and his family depends on the willingness of the welfare authorities and courts. The decision whether the child is declared for adoption depends on the Judges' interpretation of "The child best interest" principle and the causes and circumstances of neglect. The court hearing and the judicial decisions are based on the recommendations of professionals in psychology and psychiatry. They provide their interpretation of the principle of "the best interests of the child" and the "parents' capacity".⁴

The research paradigms are qualitative and quantitative. Court rulings are analysed narratively to sort out how main cultural and gender categories are being structured and reflected in it. Few categories as gender, ethnic origin and age are coded to examine their association with a tendency to give children for adoption. Initial findings show the gender differentiations made by the judges and professionals regarding mothers and fathers, or even to absent fathers in many cases and the motivations of searching them. When fathers are mentioned in those court rulings, however, they are usually being criticized only for their lack of support of their wives or partners.⁵ Mothers are considered to be more salient and therefore more responsible for the neglect of children and are often to be blamed for that.⁶

Based on the court rulings analyzation I assert that gender aspects shape and form the legal proceedings of child adoption in Israel. I will show the existing gender biases that are related to the parental role of mothers and fathers in the legal rulings. I further demonstrate how professionals and the courts see differently the role of the mother and the father, and these perceptions affects the support given to the parents from the welfare authorities.

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² Clare Huntington, *Missing Parents*, 42(1) *FAMILY LAW QUARTERLY*, 131 (2008).

³ Bilhah Arad- Davidzon & Rami Benbenishty, *The Role of Workers' Attitudes and Parent and Child Wishes in Child Protection Workers' Assessments and Recommendation Regarding Removal and Reunification*, 30 *CHILDREN AND YOUTH SERVICES REVIEW* 107 (2008).

⁴ Abraham Sagi & Rachel Dvir, *Value Biases of Social Workers Custody Disputes*, 15 *CHILDREN AND YOUTH SERVICES REVIEW* 27, 32-33 (1993), Orna Cohen & Dorit Segal-Engelchin, *Suzi and Mr. S: Gender Role Stereotyping in Social Workers' Court Reports in Custody and Access Cases*, 70(3) *SMITH COLLEGE STUDIES IN SOCIAL WORK* 475 (2000).

⁵ Laura Oren, *Thwarted Fathers or Pop-Up Pops?: How to Determine When Putative Fathers Can Block the Adoption of Their Newborn Children*, 40(2) *FAMILY LAW QUARTERLY* 153 (2006).

⁶ Phyllis Chesler, *Mothers on Trial: The Custodial Vulnerability of Women*, 1(3) *FEMINISM & PSYCHOLOGY* 409, 411 (1991), Mary Raines, *Defending Motherhood: Battered Women Losing Their Children to Our Child Protection System*, 21 *CHILDREN'S LEGAL RIGHTS JOURNAL* 17(2001-2002), Phyllis Chesler, *Mothers on Trial: The Custodial Vulnerability of Women*, *FEMINISM & PSYCHOLOGY* 1(3) 409 (1991)

Against the talk of victim and perpetrator in child protection Systemic perspectives on children affected by domestic violence

Research findings on assessments of the well-being of the child in the case of (suspected) domestic violence show that couple and family conflicts appear to be taboo topics of the caseworkers. Moreover, caseworkers tend not to involve the fathers identified as perpetrators (Wolff et al. 2013; unpublished findings of the study «process manual for the dialogicalsystemic assessment of the wellbeing of the child» (2013-2016; Biesel/Fellmann/Müller/Schär/Schnurr)). Kavemann (2005) concludes that the paternity of violent men is underexposed and the relationship of the children to the fathers remains unresolved. Further results show that the children are also threatening to get out of the caseworkers' view. They are rarely interviewed (Healy/Darlington 2009). Greber and Kranich (2013) point out that in interventions it is often the adult, heterosexual relationship constellation (male perpetrator vs. female victim) that is reacted to.

On the basis of empirical research, the presentation puts into perspective that domestic violence not only emanates from men, but also from women, and it can also manifest itself in mutual violence (e.g. GiG-net 2008; Gloor/Meier 2003; Hester 2013; Johnson 2006). Numerous findings have also been presented on the fact that children as witnesses of couple violence are endangered in their well-being (in summary Schär 2015). The concepts of victim and perpetrator prove to be very static and simplistic. But what understanding of domestic violence is appropriate to promote a child protection practice that leads to a comprehensive understanding of relationships and affectedness and, at best, contributes to a long-term safeguarding of the child's well-being?

To answer this question, theoretical considerations are presented that make a systemic perspective on families in the context of domestic violence fruitful (Biesel/Fellmann/Müller/Schär/Schnurr 2017). This perspective follows a constructivist understanding of social reality, which focuses on the subjective perceptions of all persons involved. Furthermore, it focuses on the complexities and interactions within the family system and thus also the patterns of relationships, conflicts and communication (multi-generational and biographical perspective). They lead to questions about the parental role - the mother and father roles - and thus to questions of responsibility, which are indispensable for securing the well-being of the child.

**Einat Peled
Heidi Preis**

The efficacy of intervention with youth involved in commercial sexual exploitation

Background and purpose: The damages of commercial sexual exploitation (CSE) for youth are well documented, yet little is known regarding the efficacy of intervention with this population. *Halev 24/7* is a national Israeli program for youth aged 13-25, who experience CSE. The program provides services such as: tracing and reaching out, street work, harm reduction center, shelter, therapeutic interventions and mentoring. Based on a logic model of the program, a quantitative outcome evaluation measured the achievement of program goals and their association with intervention variables.

Methods: Longitudinal monthly data was collected on 122 youth who received services over a period of 15 months (2016-2017). Their mean age was 20.9; 59% women, 26% men, 15% transgender; 39% self-identified as LGBs; 73% Jews, 26% Arab. The questionnaires included demographics, measures of short, medium- and long-term outcomes and intervention variables (e.g., type of relationship with program, participation in programs, duration of contact). Changes in outcomes over time were analyzed using Growth Curve Models and Unconditional Latent Class Growth (using Mplus 7.31). Further, outcomes were correlated with Intervention variables.

Results: Positive changes over time were observed among a third of participants in short term outcomes. An improvement in being victims to violence, risky sexual behavior, and physical health was reported for half of the youth. Improvement was detected on some of the medium-term outcomes: occupational integration (44.4%), personal resilience (42.9%), and level of normative income (19%). During the study period, 52.9% of youth reduced their involvement in CSE, while 13.5% increased CSE involvement. Good relationships with staff was associated with reduction in CSE involvement. Participants that increased or had no change in CSE involvement were those who entered CSE in younger ages and were involved in more CSE settings.

Implications: Our findings suggest that intensive and comprehensive services for CSE youth can improve the physical and emotional damages related to CSE and reduce involvement in CSE. The relationships with staff and occupational rehabilitation are key components in programs for CSE youth. Given the cyclical nature of CSE involvement, longer studies are needed in order to assess whether these results are steady over time.

Children of divorce who feel "caught in the middle": Their subjective quality of life and ways to enhance it

Parental conflict has been found to be a key stressor associated with developmental difficulties experienced by children of divorced parents. Yet not all children whose parents are in conflict are affected to the same extent. Studies have shown that children who feel "caught in the middle" are at the highest risk of developing severe developmental difficulties over time.

Over the past decades, a wealth of knowledge has accumulated about the effects of divorce on children's lives. However, the focus has been on outcomes of the children's wellbeing based on reports by adults or by the children using tools designed for adults. Only a few studies have examined the way in which children of divorce perceive the quality of their lives in the context of their parents' separation. The research, which will be presented, sought to fill in this gap. The overarching goal was to examine the association between characteristics and factors associated with divorce, and the children's perception of their quality of life. A total of 122 children aged 7-17 completed quantitative online questionnaires, which were based on tools designed specifically for children.

The findings show that the stronger the children's perception of the resilience factors –i.e., a higher level of active coping with parental conflict; higher quality of relationships with each parent separately – the higher their wellbeing. The stronger the children's perception of the resilience factors – i.e., higher perceived intensity of the parental conflict; the greater their sense of self-blame for the divorce and the parental conflict - the lower their subjective wellbeing. The findings also show factors that mediate the negative association between the children's sense of being "caught in the middle" and the perceived quality of life: using effective coping strategies and the sense of closeness to grandparents.

The findings indicate the importance of strengthening the resilience factors and minimizing the risk factors of a child's subjective wellbeing. For example, it is desirable to train children in the use of effective strategies to cope with the difficulties accompanying divorce, and it is vital to adopt measures to reduce parental conflict, especially the children's involvement in it.

“Neglected moms” – from childhood emotional neglect to adjustment to motherhood

The transition to motherhood involves many challenges that require adjustment; included among them are adapting to body changes (Bailey, 2001; Stern & Bruschweiler-Stern, 1998), forging a maternal identity (Leerkes & Crockenberg, 2002), and attaching to the baby (Cranley, 1981; Siddiqui & Hägglöf, 2000). Although these tasks may not be easy for any women, those who experienced emotional neglect during childhood may find them especially difficult (Christie et al., 2017; Li, Long, Cao, & Cao, 2017; Muzik et al., 2013).

Three hundred and ninety four women filled out a battery of questionnaires during their pregnancy (Time 1) and two months postpartum (Time 2), assessing their history of childhood emotional neglect, body experience, maternal self-efficacy, attachment to the fetus/baby, and depression. Results from Structural Equation Modeling (SEM) indicated that childhood emotional neglect was associated with depression at both Time 1 and Time 2. These associations were mediated by the body experience during pregnancy (Time 1) and motherhood (Time 2) as well as by anticipated maternal self-efficacy (Time 1) and maternal self-efficacy (Time 2). The model explained 56% of the variance of postpartum depression (Time 2).

The findings of this longitudinal study suggest that childhood emotional neglect may significantly colour women's experiences during the transition to motherhood. More specifically, they demonstrate that exposure to childhood emotional neglect is implicated in women's experiences of their bodies, their attachment to their babies, and their sense of maternal self-efficacy, during the transition to motherhood. These psychological processes, which reflect a woman's forging of a new identity as a mother (Raphael-Leff, 2001; Stern & Bruschweiler-Stern, 1998) were found to predict postpartum depression. The findings of the current study are in line with previous studies, demonstrating that childhood emotional neglect is associated with emotional and physical dysfunction in adulthood in general (Spertus, Yehuda, Wong, Halligan, & Seremetis, 2003), and in the transition to motherhood in particular (Christie et al., 2017). Therefore, identifying these women's vulnerability during pregnancy might enable professionals to provide them with the support they need; such identification might also be useful in the therapeutic field in general and in the development of preventative interventions.

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Measuring the “friendliness” of states towards children in OECD countries

Purpose: The UN convention on the rights of the child (UNCRC) has been regarded as the single most important milestone in setting countries commitment towards children. Unlike previous declarations which only addressed rights of nurturance and care, it also included children's rights of self-determination. However, comparative research efforts to measure children's living conditions and country investment in children are still solely focused on rights of nurturance and care. This study seeks to utilize the framework of the UNCRC and the theoretical school of the ‘new’ sociology of childhood as a tool to create a child friendliness index for OECD countries, one that addresses both rights of nurturance and care and rights of self-determination.

Method: Existing indicators were gleaned from multi-national datasets (eg., OECD, UNICEF, ISCIweb, KnowViolence, ICCS) and were used to compile an index of "child friendliness" that included two sub-indices: Nurturance and care; and self-determination. The construction of an index followed a standard quantitative procedure that includes the standardization of indicator values, weighting, and aggregation.

Results: Results show that Nordic countries (Norway, Finland, Sweden and Denmark) are the most child friendly, scoring high on both nurturance and care and self-determination. However, other countries perform well only on one sub- index, mostly in nurturance and care (eg. United Kingdom, Ireland). Moreover, Gini index and GDP per capita for the different countries were found correlated with nurturance and care, but not with self-determination.

Conclusions: In past decades western countries have become quite successful in addressing children's nurturance and care rights, which are passive and the consequences of adult decisions aimed to create a better present or future for children. Self-determination however, has been neglected by countries; it is an active right and an understanding of the child as a citizen in the present, a partnership more than a hierarchy. Country standings in the "child friendliness index" and sub-indices could indicate that in order to create "child friendly policy", there is a need to focus efforts on creating a more holistic policy that addresses both nurturance and care and self-determination.

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Predictors for child maltreatment in early childhood – Results from German KiD 0-3 national main study

In Germany, where there is a paucity of population level data on risk factors and incidents of child abuse and neglect, a representative national prevalence study of psychosocial burdens and families use of early intervention programs was conducted (Eickhorst et al. 2015). The *Children in Germany – KiD 0-3* study consists of a pilot study (2013-2014), a longitudinal in-depth study (2014-2015), a national main study (2015) and a follow-up of the main study (2017). This presentation focuses on the main study.

Background: Child abuse or neglect has a strong negative impact on child development and long-term health consequences (Felitti et al. 1998; Afifi et al. 2014; Li et al. 2016; Stith et al. 2009). Similar effects were shown for violent relationships between parents or caregivers (Ruiz-Casares et al. 2012; Slack et al. 2011; Dixon et al. 2005). Many risk factors for child maltreatment are known, but there is limited representative data for Germany. The objective of the presentation are results from the KiD 0-3 main study concerning (1) risk factors for child abuse and neglect and (2) the increase of child maltreatment probability with the accumulation of risk factors.

Method: We collected data from 8.063 participants through a self-report risk inventory including child maltreatment since childbirth. The written questionnaire was distributed by pediatricians from a regional clustered sample at well-child visits. In order to examine different risk factors for abuse and neglect, we calculated a logistic regression model for each outcome. The relevant risk factors were cumulated in order to examine the occurrence of risk factors in dependence of the remaining risk factors.

Results: The prevalence rate for abuse was 2.9% and for neglect 0.8%. There were more significant proximal risk factors in abuse (e.g. parental competence, negative attribution of the child) than in neglect and there were more significant distal risk factors in neglect (e.g. young mother) than in abuse.

The cumulative risk model showed an increased number of risk factors for families with abuse and/or neglect compared to families without abuse and/or neglect.

Conclusion: The findings of the study emphasizes that different forms of child maltreatment must be specified as they have different risk factors. Families with child maltreatment suffer from higher burden through a higher number of risk factors. Therefore, child maltreatment is one of the most important issues for social work practice and prevention policies.

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Parenting and Disability - Perspectives from Children, Parents with Disabilities and Professional Experts

This paper presents the results of qualitative research with parents who are persons with disability, their children and experts from social welfare system, education system and civil sector organizations. The objective of this research was to present all three perspectives: the perspective of children and parents in view of the specific experiences as related to the parents' disability, as well as the perspective of experts in order to get better understanding in their experience of direct work with parents with disabilities and their children. Theoretical framework for the research was ecological multisystem perspective.

Seven children in the age of 14-17 were interviewed, as well as their parents (six mothers and one father – persons with disabilities), while five experts have participated in the focus group. Framework analysis was used in data processing (Lacey i Luff 2009).

The analysis showed the presence of specific difficulties in every day life of children and their parents concerning the lack of substantial support and inefficiency of social care system. All three groups of participants have recognised the need for more effective support for families from different systems (health, social, educational) such as higher financial support for families, practical assistance for everyday activities for parents, specially immediate after childbirth and later during childhood, as well as special help in some specific situations (eg after surgery, rehabilitation, hospitalization, etc). From children' perspective it was important to get school teachers and classmates better informed and prepared them to deal with differences in order to prevent stigmatization of children whose parents are people with disabilities.

The findings were discussed in several points related to the (1) rights of the children, (2) the promotion of child and families well-being and (3) advocating an integrated, empowering instead of fragmented and often residual approach to families by social care and social policy.

Susanna Niehaus

Welfare practice in response of child neglect: Reconstruction and analysis of the discourses on family, childrearing, and motherhood

Child neglect is not a new social phenomenon. Even as social work first became established, forms of neglect were already being described as a necessary work field under the term *Verwahrlosung*. The term neglect describes a behaviour that deviates from an ideal norm. However, both the form of this ideal norm and the definition of deviation depend on contemporary discourses and scientific positions. Historically, it has been more frequently poor families and (single) mothers who have been disciplined for child neglect by the state. Nonetheless, their economic situation was marginalized, and the state took their childrearing behaviour as an important criterion for legitimizing its actions. The situation today reveals parallels to these findings. Therefore, our project, beginning on 1st October 2018, aims to reconstruct and analyse current discourses on the family, childrearing, and motherhood in the context of child neglect. This raises questions regarding how these discourses form, how they influence decision-making processes, and whether a continuity can be ascertained in measures of social disciplining. Taking a multi-method approach, it will analyse and compare the expert discourse, the political/public discourse, and the perspective of the mothers concerned across two different time periods in five selected cantons of Switzerland.

Background: This research project is implemented within the framework of the Swiss National Science Foundation's Research programme 76 'Welfare and Coercion – Past, Present and Future' and carried out between October 2018 and September 2021. Even in the early days of the profession, child neglect was already described as a social problem and as a domain of social work under the heading of *Verwahrlosung*. How this term was defined depended on contemporary discourses and scientific positions. Historically, it was poor families and (single) mothers who were more frequently affected by state interventions. Childrearing was an important criterion here for legitimizing the state's intervention, whereas the economic situation of families and (single) mothers was marginalized. Parallels can be seen to the current situation: poor families are over-represented in child neglect (Drake/Jonson-Reid 2014, p. 133) and according to a statistical survey by the Fachverband Sozialpädagogische Familienbegleitung Schweiz (SPF), 'childrearing difficulties' is the most frequently named problem diagnosis. Moreover, women are represented far more frequently among the offenders. Although the statistics name female offenders as being over-represented, they do not go on to address this fact in any detail (Schweizerische Gesellschaft für Pädiatrie SGP 2018). McCoy/Keen (2014) point out that women are more frequently the primary reference persons (p. 113). If responsibilities are systematized according to gender categories, it is necessary to ask how this relationship is shaped in reality, how does social work respond to this, and how far fathers are excluded or simply not seen in relation to care (see Turney 2000, pp. 51 ff). This project aims therefore to pursue the following goals. It will analyse the characteristics, mechanisms, and effects of Swiss welfare practice in the context of child neglect and identify potential causes of welfare practices that either violate or protect integrity. This will make it possible to gather knowledge on how to approach and deal with those who are vulnerable and in need of protection, and deliver data that will make decision makers more aware of new forms

of exclusion in the context of child protection. In doing this, the current discourse on the family, childrearing, and motherhood will be examined in the context of child neglect and related to the historical discourse.

Methods: The study has a multi-method approach, combining qualitative and quantitative data collection and data analysis methods. Data will be collected in five Swiss cantons and focus on two time periods (2009/10 and current research period). Public and political discourse will be analysed by qualitative and quantitative methods. The qualitative analysis of the expert discourse is based on the research perspective of discourse analysis (Keller 2011). To analyse decision-making processes in the current research period, cases will be selected based on the method of theoretical sampling and the decision-making sessions will be assessed with non-participant observation. After each of these sessions, the case-related perspective of the decision makers will be determined through an expert interview. Observation protocols and other data will be analysed on the method of grounded theory (Strauss/Corbin 1996). The perspective of the mother affected will be assessed with problem-centred interviews (Witzel/Reiter 2002). Further there will be in-depth historical and sociological analyses of two selected Swiss cantons. Within these analyses, the expert discourse will be examined against the background of the political/ public discourse both in depth and for a broader time period (1981 to 2019). This will draw published and unpublished sources.

Results and conclusions: Since the project will start on 1st October 2018, we are currently unable to point to any initial results. The aim is to present the first results at the conference. The project will contribute to gaining knowledge about the interactions between discourses in the decision-making processes, to determining which norms and values are decisive for decision makers, and to contrasting these with the subjective outlook of the affected mothers. Finally, the project will generate knowledge about the significance of the gender order in child neglect and clarify how this relates to the socio-structural situation of those affected.

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Disclosure process of children after sexual abuse - guidelines for intercultural sensitive measures in the child welfare system

Over the past few years, child welfare services who address effected children of sexual abuse are constantly expanding. However, today's support measures for children primarily focus on "German" children. The Independent Commissioner for Child Sexual Abuse (2012) in Germany argues that there is an urgent need to develop migration-sensitive intervention measures. Despite the attempt to introduce more and more migration-sensitive prevention and intervention measures, as well as migrants working in child welfare institutions, there is still a need for an intercultural opening of child welfare services. As a consequence, it is not only necessary to induce new measures on a superordinate level (e.g. on multilingual counselling services) but also on the micro level (the intercultural sensitivity of professionals), so that children are willing to disclose sexual abuse experiences. The necessity for a stronger intercultural sensitization of professionals can be further supported by the findings of a study of Fegert et. al. (2001). The moment of disclosure is connected to the quality of the contact between the effected children and the involved professionals, as these results of this study show. Moreover, approaches that highlight a connection between intercultural competence of professionals and the disclosure process can be found by Elliott and Urquiza (2006) or Hunter (2011).

To examine how professionals of the child welfare system deal with children with migration or refugee background, data from a qualitative survey of 18 problem-focused interviews with professionals from different fields working with affected children with migration and refugee background will be presented and illustrate their experiences with disclosure processes of the stated target group. The qualitative data was content-analyzed according to Mayring (2010). The findings of this study show, which factors professionals consider as important so that children with migration background disclose a sexual abuse. Furthermore, the results matched to different levels (micro-, meso-, exo-, macro-level), which are visible in an intervention process. So the presentation will highlight needs and opportunities in the disclosure process of children with migration and refugee background.

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POSTERS

[in alphabetical order of the corresponding authors]

The well-being and the familial media practices from children's perspectives

The Childrens well-being concept facilitates the holistic view of the aspects that promote children's development in the different areas of life of children's lives (Fauth et al., 2009). The subjective approach focusses on the subjective evaluation of life situations and circumstances (White, 2015, Casas & González-Carrasco, 2018). The subjective well-being refers to the affective and cognitive components. These involve positive and negative effects, as well as the evaluation of the overall quality of life or the satisfaction of a specific area of life. Digital media, especially smartphones and tablets, have become a substantial part of children's everyday life and also a norm in the family context (Wieseman & Fürtig, 2018, Wenzel 2016). In present discourses of digitalization and well-being in the family context, objectified aspects, especially health promoting components and risks, are mostly addressed. The social aspects in this case are not being involved (Nansen et al., 2012). To identify the relevant well-being dimensions regarding digitalization, a child-focused approach, in which the child's perspective is involved, is needed.

Within the framework of the Childs well-being concept the subjective view of the family media use from the child's perspective is planned to be explored. The aim of the research project is the presentation of relations and possible effects on the subjective well-being of children in the family context from the child's point of view. The findings about possible relationship patterns between the smartphone and tablet usage and the child's well-being is ought to be collected. On the basis of the participatory observation and semi-structured interviews 10 children in the age of 5-7 years in the family setting are supposed to be questioned and observed.

Children's participation – a theoretical implication or a practical implementation?

Children have a right to participate and decide upon issues they are directly concerned with. The right to participate is undoubtedly fixed by law: the UN Convention on the Rights of the Child states in Article 12 for instance that children have the right to express their thoughts and opinions on ongoing decisions that are concerned to themselves (Convention on the Rights of the Child, Article 12). On this basis, it should be assured that they can fully enjoy their right to self-determination in everyday-life.

However, in relationships between adults and children there is an ambivalence that goes along with an unlike power relation (Knauer/Hansen 2010). It is necessary that adults who work with children are aware of this imbalance because attitudes and assessments are going to affect the practical behavior (Wertfein et. al 2015) and therefore might prevent participative processes in the context of professional work. Hence, it's important to know how preschool teachers are assessing participative interactions in a professional context.

The intended study is planned to investigate how participative interactions in the setting of Early Childhood Education are seen from a perspective of professionals working in this field. A special interest rests on the question whether there is a discrepancy between theoretical knowledge and practical implementations. To this end, teachers' theoretical knowledge about participative processes and attitudes towards integrating children's opinions in the context of everyday work will be correlated with the degree of participation of their practical interactions with children. A standardized questionnaire is aiming to identify the attitudes and the theoretical knowledge. An Implicit Association Test and videography of 15 minutes of in-class interaction is used to measure the level of participative interactions with children.

Linking theory and practice is a challenging task, hence the planned study intends to provide more information about the interrelation of both fields. Results are aiming to identify possible links or specific needs for professional development in the field of Early Childhood Educational Care. Also results should contribute to implement the right of participation and self-determination in the professional context of Early Childhood Education and make sure that they are not only of a theoretical nature.

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Inclusion in child and youth welfare in Germany

Objective(s) or background of the study

In a general understanding, inclusion is based on the idea that all people get the same right to equal, full and effective participation in all areas of society. Against this background, general conditions must be organized in such a way, that all human beings are able to receive unrestricted participation and get full access.

The main focus of the German discussion on inclusion in child and youth welfare is to figure out ways to overcome the current system, which controls the help and support for children and young people with and without disabilities in different laws.

Starting point of the study are the following considerations.

- Inclusion can be understood as a complex concept which is used in various theoretical contexts, scientific discourses and approaches to action. Accordingly, different meanings of inclusion can be described.
- Disability is understood in the sense of Disability Studies. From this perspective disability is a changeable social and cultural construction, embedded in political, social und historical contexts.

Methods

The phd-project would like to examine the current debate on inclusion in the German child and youth welfare by a discourse analysis. The aim of the study is to question

- on which meanings of disability (and non-disability) the debate is based,
- in what ways the category of disability is negotiated and constructed,
- which consequences can be identified for the understanding of inclusion.

Results and conclusions

Currently, the phd-project is still being concretized with regard to the objectives and research method. Therefore, it is just possible to formulate general statements based on current literature.

The discourse focuses socio political and structural questions. The current debate seems to continue the traditional way of thinking in several categories like disability / non-disability from the viewpoint of non-disabled professionals.

On the other hand, an inclusive child and youth welfare offers the opportunity to spotlight childhood, youth and needs of young people as well as their families, more than impairments and resulting disability.

The Israeli child protection system

The poster is based on a recent book chapter [1] which provides a first time description in English of Israel's child protection system (CPS) within the framework of a comparative survey of such systems worldwide. The chapter describes the historical development of social services and child protection in Israel, relevant governmental commissions, the prevention-oriented '360 Degrees - Israeli National Program for Children and Youth at Risk', the 'Youth (Care and Supervision) Law', the 'Mandatory Reporting Law', 'Planning, Intervention and Evaluation Committees', out-of-home placements and adoption. A schematic flowchart of the Israeli CPS is likewise included, outlining the different stages a child maltreatment report goes through after being received by a social service department in Israel. The poster focuses on the current pressing challenges facing the system, as well as on the recommendations for improvement highlighted in the chapter.

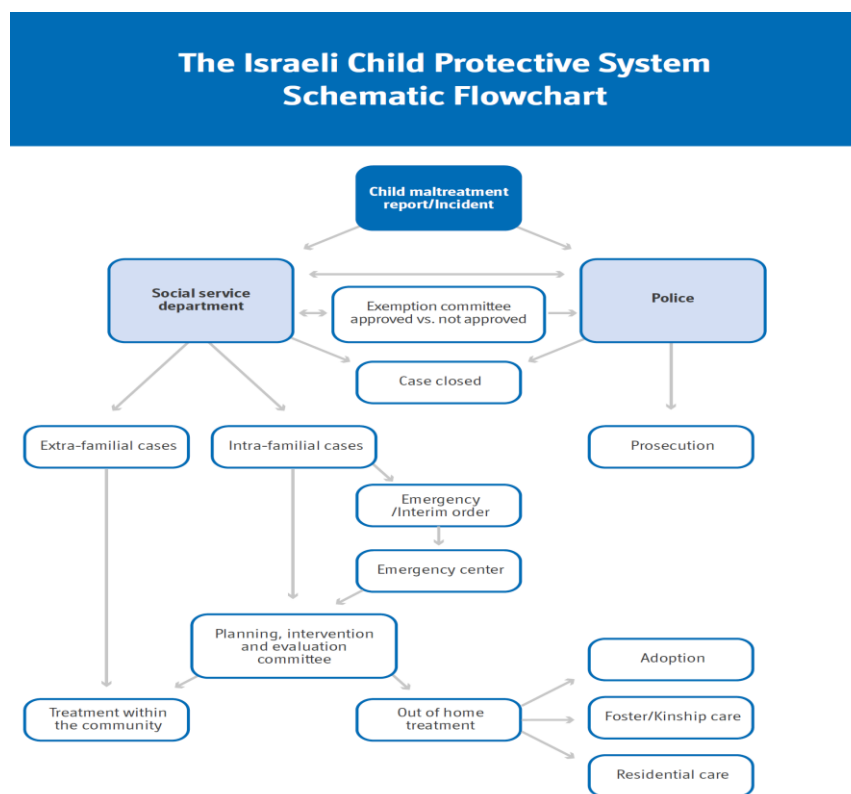


Figure1: Schematic flowchart describing the Israeli child protective system.

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Child protection in Germany and Russia from a practitioner's point of view – A comparative action research project

The UNICEF (2017) report „A FAMILIAR FACE. Violence in the lives of children and adolescents“ has shown, that „Violence is both common and widespread – and no society is without some level of violence against its youngest members.“ (p. 7). But the OECD (2011) report „Doing Better for Families“ concluded: „Child maltreatment has received less attention than other aspects of child well-being in international comparisons.“ (p. 245). And little is known in the west about child protection in eastern countries (Kindler 2010). However comparative studies offer the chance to scrutinize own activities and principles and the possibility to learn from each other to improve the child protection work. The project of the University of Applied Sciences Emden/Leer and the Moscow Region State University uses the methodology of the „Centre for Comparative Social Work Studies (CCSWS)“ at Brunel University London with the objective „... to learn about the child protection system of the other country in terms of how it worked for those directly involved in operating it; and to elicit the views of social workers in one country about the practice and system of another.“ (Hetherington et al.1997, p. 43). In both countries groups of social workers and other relevant professionals discussed the same case example and decided what would be most likely to happen and why. Later they heard about the discussion and decisions made by the group in the other country and identified similarities and differences (Hetherington 2006, p. 30). Four sets of data can be derived from this material: 1. A description of the functioning of the system made by experts, 2. information about the preoccupations and concerns of the workers who operate the system, 3. the practitioners' view of the differences and similarities between the systems and 4. reflections of the practitioners on these differences (Hetherington 2006, pp. 30-31). A special focus is on child protection in rural areas.

The poster will describe the background, objectives and the methodology of the project.

Peers as Recipients of Disclosure and Bridges to Formal Help Systems

The submitted poster proposal presents our project on disclosure of sexual violence experience. Research's objectives are to investigate premises and consequences of disclosure and furthermore to develop and evaluate preventive trainings focusing decidedly on peers as recipients of disclosure. The aims of these peer-disclosure focused trainings are twofold. Firstly, to facilitate the victims' access to further support services and secondly the support of both the victims of violence and their adolescent peer recipients of disclosure.

The study has two phases. In phase one the researchers collect data on, challenges, insecurities, and problems that might arise from peer disclosure. To do so we will conduct interviews with (1) experts from different counselling settings concerning child sexual abuse, (2) young adults with histories of sexualized violence who first disclosed them to their peers, and (3) adolescent recipients of disclosure. In addition to the interviews, there will be group-discussions with target groups of preventive trainings (4), where adolescents will be asked about expectations, questions, and needs that arise from situations in which a friend discloses experiences of sexual violence. Phase two involves cooperation with specialized counselling centers that work in the field of the prevention of sexual abuse. Based on the researcher's findings of the qualitative interviews and group discussions, preventive approaches and trainings will be developed in cooperation with the counselling centers. The researches will evaluate the trainings via standardized questionnaires in order to revise the trainings and increase their effectiveness.

As one important initial finding of the first line of research on child sexual abuse in pedagogical contexts funded by the German Federal Ministry of Education and Research (BMBF) is that adolescents prefer to disclose experiences of sexual violence to their peers rather than trusted adults (Derr/Hartl 2017), our results will also advance the protection of adolescent recipients of disclosure against emotional overload and enhance peer recipients' abilities to cope with the descriptions of their peer's experiences of sexualized violence. This is consistent with the findings of Rau et.al. 2016 and Maschke/Stecher 2018. Even though counselling centers do consider disclosure to peers in their preventive trainings, these considerations based on hands-on knowledge which is not yet systematized as well as empirical knowledge regarding relevant implications is lacking (AMYNA 2016). Up to the time of the conference in March 2019 the interviews of the group (1) will have been conducted and analyzed which is a decisive milestone for the project and thus an important point in time to discuss our project.

Background: Research on child sexual abuse in pedagogical contexts funded by the German Federal Ministry of Education and Research (BMBF)

Methods: Qualitative Interview Research, Group Discussions, Content Analysis, Sequential Analysis

Results: forthcoming

Conclusion: forthcoming

Title: Child Protection and Participation in Catholic Pastoral Contexts

The poster presents research questions and projects of the PhD thesis dealing with the protection and participation of children in parish pastoral work.

The thesis deals with the following question: How can participation of children be provided in the context of their protection in parish pastoral work?

Therefor the project incorporates current attempts and challenges in the compilation of 'Institutional Protection Concepts' (Institutionelle Schutzkonzepte) in catholic parishes as a starting point. It thereby raises the question of opportunities and limits with regard to the participation of children and inquires the impact of the children's perspectives.

The project is grounded theory based and designed for qualitative empirical research in the field of four catholic parishes in two dioceses of the catholic church in Germany. It aims to collect multiple perspectives of different agents within these parishes by means of three methodical approaches: group discussions with children, 'expert interviews' with full-time employees and volunteers (adults and adolescents) and participant observation by the researcher. The different agents are asked about the question of participation of children – concerning the implementation of the 'Institutional Protection Concepts' and in general with regard to their experiences within the parish.

As the project is set up within research of catholic religious education, one of the theological backgrounds of the study also concerns the reflection of the attitude towards children. As for magisterial documents, unfortunately the children's status as 'subjects' does not come to view quite often. In the majority of cases, they are rather more perceived as 'objects' of the parishes' welfare.

Therefor the project likes to point at opportunities for the participation of children with regard to the implantation of 'Institutional Protection Concepts'. The project investigates and reflects different perspectives of agents involved with parish work and the compilation of 'Institutional Protection Concepts'. It thereby considers protection and participation as two core demands for the involved agents, who interact with children. In general, the project aims to contribute to the development of a comprehensive child protecting practice in parishes.

Concept of Participatory and Child-Inclusive Education Environments: Turkey Case

The meaning of the concept of participation and its adoption in social life is directly related to the future of social life and the education of children who are tomorrow's individuals. In order to develop collaboration, democracy and participation in society, it is necessary for these concepts to be absorbed by individuals throughout their lives. Child-centered democratic education models that are increasingly widespread in recent years are seen in pre-school and primary education. Educational institutions or volunteers improve new educational programs which is used child-centered educational approach principles as independent individuals, and contemporary, democratic innovative schools are created under the title of alternative education, unlike the classical schools. In this study, the characteristics of participatory and collaborative school environments based on the alternative education paradigm have been put forward and some evaluations have been made through observations. For this purpose, some comparisons have been made between an elementary school that was designed and built with the participation of "BBOM (Another School is Possible)" is a voluntary cooperative in Turkey and a traditional school from Turkey. As methodology, the observations and semi-structured interviews made in the school environment revealed the knowledge about the current status of the first democratic school experiment in Turkey, and it has been evaluated with a multidisciplinary approach and a designer perspective on the educational effect of the education spaces. In the findings of the study, specific spatial values in that primary schools with different and alternative education model from the traditional primary schools in Turkey determined and the effects can be observed on their students, it has tried to determine compared with conventional public elementary schools in the acquired observations. As a result, an attention has been drawn to the necessity of closer relationship between education and space and especially nowadays, the importance of multidisciplinary point of view and design research in establishing this relationship, is emphasized. It has been clearly stated that the potential of space can be used in education positively and in general it has a positive effect of child welfare and well-being by means of observations and evaluations made in this study and that the quality of education can be supported by the space factor.

Stolen Childhoods: Child arrests in East Jerusalem

The research examines the effects of this political violence on Palestinian children from East Jerusalem: the trauma of the arrest by the Israeli security forces, the effect of the arrest and detention on the children's psyche and lives, and their ways of coping with these effects. The research was conducted in 2015/16 and based on the voices of ten youths from East Jerusalem who were arrested when under the age of 18 by using the semi-structured in-depth interviews. Participants ranged in age from 18 to 22 and were selected from four East Jerusalem neighbourhoods where, according to human rights organizations, rates of child arrests are the highest: The Old City, Silwan, Sawana (al-Tur), and Isawiya.

The research assumes that arrest and detention are part of the political violence that the Palestinians in East Jerusalem are subjected to in the context of the Israeli-Palestinian conflict. This violence has many effects on the lives of Palestinians, particularly psychological and personal. An analysis of the findings shows that arrest and detention are part of the difficult socio-political reality faced by Palestinians in Jerusalem. The interviewees reveal that their lives are intertwined with social and political events. The constant persecution and surveillance by the Israeli authorities, manifested in various methods such as checkpoints, detentions, and more, constitutes an ongoing trauma for the children. It is apparent that this difficult reality has rendered these Palestinian youths' childhood a painful and hurtful one entailing high levels of exposure to traumatic events. On the one hand, the findings show that these events increase the extent and severity of post-traumatic stress among the children, but on the other hand they create positive ways of coping and symptoms of post-traumatic growth. Thus, the research shows that life in the shadow of the trauma of detention has left these children with a sense of hopelessness and despair, but on the other hand, their stolen childhood has instilled in them the determination to live and the feeling of belonging to the collective resistance of the Palestinian population in East Jerusalem has instilled in their hearts, in some cases, hope for a better future.

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Well-being and early education” as the central goals of Childcare-necessary tasks, knowledge and skills of early childhood practitioners Project WiFF

WiFF is one of Germany’s largest projects in the sector of Early Childhood Education and Care, aiming to advance the further education of Early Childhood Professionals. Duration: 15.08.2008 - 31.12.2018 (to be continued)

- WiFF is a cooperation between the Federal Ministry of Education and Research, the Robert Bosch Foundation and the German Youth Institute (www.dji.de/wiff)
- The German Youth Institute in Munich develops the conceptual design for the project and is mainly responsible for its realization
- This project is part of the Ministry’s “Lifelong learning” program
- www.weiterbildungsinitiative.de.

Aim: Main objective of the project is to study, initiate, and promote innovations in the sector of education and further education of early childhood professionals.

Background: Qualified professionals are facing many new challenges due to the enacted curricula of all federal states, the expansion of daycare facilities for children under three years of age or the high percentage of children with an immigrant background. To manage this range of responsibilities qualified childhood-education staff need additional qualification, which build upon their already acquired degree and connect with their everyday life at work.

Questions: How can early childhood practitioners achieve the goals “Well-being” and “early education” (in everyday life)? How can the goals be operationalized? Which knowledge and skills are required?

Methods: In a qualitative research process in form of thematic working groups, members from practice, research and further trainings along with members of the project developed guidelines for the central goals “well-being” and “early education” (published in August 2018, an English version is planned for autumn 2018). In addition, the results were peer reviewed by Prof. Dr. Jörg Ramseger (FU Berlin).

Results:

- The guidelines provide ‘state of the art’ theoretical and practical information about how to secure the central goals “well-being” and “early education” in practice (Deci and Ryan 1993/2000, König 2010, Laevers 2009, Prenzel 2013/2016).
- Therefore the guidelines define differentiated desired competencies of early childhood professionals on these specific topics. These are based on the German Qualifications Framework for Lifelong Learning (DQR: www.dqr.de).

- The aims of “well-being” and “early education” are in close relation and effect each other. Both are part of essential human needs. These are mainly autonomy, competence and social integration (Deci and Ryan 1993/2000). From a children’s perspective these were approved by the study by Nentwig-Gesemann/Walther/Thedinga 2017.
- The guidelines present an visionary professional approach how to successfully secure the aims “wellbeing” and “early education” in all its complexity (knowledge, skills, social competences and self- competences).
- Besides well-being, early education and essential needs, main topics among others are: children’s rights, resilience, participation, cooperation with families, reflection, settings, learning culture, ressources.
- The guidelines are part of a publication called ‘Wegweiser Weiterbildung’ and can be used as an instrument for quality development processes in different professionalization contexts for example to reflect the quality of in-service trainings for early childhood professionals.

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Psychosocial functioning of adolescents with different types of behavioural problems

Behavioural problems include internalizing and externalizing problems in children and adolescents. Internalizing problems are emotional responses that are directed inward, such as anxiety, depression and psychosomatic problems, whereas externalizing problems represent disruptive behaviours that are directed toward the environment, like aggression and disobeying rules. Although studies often differentiate between these two types of problems, they are interrelated and some adolescents show signs of both internalizing and externalizing symptoms, which calls for more attention of research and practice on identifying and providing specific interventions for these different groups of adolescents. The aim of this study was to explore similarities and differences in various aspects of well-being between adolescents who show no severe behavioural problems, only one type of problems or both types of behavioural problems.

The study was conducted using a two-stage stratified cluster sample of 1st grade pupils from 29 secondary schools in Croatia. Data were collected within the project "Family economic hardship, psychosocial problems and educational outcomes of adolescents in the time of economic crisis", financed by the Croatian Science Foundation. The sample included 1 099 pupils. The questionnaire used in this study consisted of instruments examining socio-demographic data, attachment to parents and parental monitoring, experienced violence in the family, peer pressure, school bonding and subjective well-being.

Analyses of variance showed that four groups of adolescents differ in a great number of variables. Comparing to adolescents who show no severe problems or only one type of behavioural problems, results showed that adolescents with both types of symptoms experience the highest level of problems in overall functioning, individual, family, peer and school context. Adolescents with no behaviour problems show the best overall functioning, as expected. Specifics of adolescents who show only internalizing or externalizing problems, as well as those who show multiple problem behaviours, will be discussed in the context of practical implications and development of prevention and intervention programs.

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An explorative study on sexualized violence through social media in Germany – how can we prevent children from sexual abuse and cyber grooming?

Sexual abuse of children is not a new form of violence. However as digital technologies and Internet usage are reshaping day-to-day communications, the sexual approach to minors and young adults has become much easier for offenders (Mathiesen, 2014). This holds especially true, since more and more children have access to portable digital devices, such as smartphones and tablets. Such devices allow them to interact “on-the-go” and independently of place and time (Bitkom, 2017; mpfs, 2017). So far there are only a few studies in Germany, which provide information on the prevalence of cyber grooming, the methods of perpetrators and the consequences of cyber grooming for the victims (Vogelsang, 2017; Maschke & Stecher, 2018). It can be assumed that any contact from unknown adults with children through social media, which includes the intention of rapprochement, constitutes abuse. However, the same circumstance has to be considered differently for peers who use digital communication e.g. through social media, to make new friends, flirt or get new information from their peers (Livingstone, 2008). Unwanted sexual acts can also occur in the communication and interaction between peers or young adults. Such acts have seldom been looked at by researcher so far (Mitchell et. al., 2012). In an exploratory study, we examined the role of cyber grooming experiences from young adults via questionnaire. The study includes a sample of 300 persons aged between 18-25 years ($n_f=208$, $n_m=90$, $n_{other\ gender}=2$) who were asked about their Internet behavior, their understanding of and retrospectively about their experiences with cyber grooming and sexual violence in social media. Especially gender is a predictor for experiencing cyber grooming. The results show that a high educational level is not a decisive factor for victimization ($\chi^2=.916$), neither for using the privacy settings ($\chi^2=.215$). Looking at the subjective perception of sexualized violence in social media, only one half of the participants perceive a question about sexual preferences as an act of sexualized violence. However, there are also participants who did not agree with the fact that forcing someone to undress in front of a webcam should be interpreted as sexualized violence (12.2%). Looking at gender differences it can be determined that significantly more male (35.6%) than female participants (18.8%) agree with the statement that experiencing verbal sexual harassment is no encroaching behavior. Overall, cyber grooming is experienced not only once, but several times (e.g. verbal sexual assaults: youth: 57.9%; adult: 73.7%) and is experienced more often in adolescence. The poster discusses results of the study in connection with further research requirements and needs for preventive measures in educational fields.

Family-like residential care and its institutional risks for sexual violence against children

In the last decades there has been increasing public attention for disclosure of sexual violence in pedagogic institutions as schools, boarding schools, sports and children's homes in many countries all over the world (e.g. Timmerman und Schreuder 2014). Already in 1999 Hobbs, Hobbs and Wynne (Hobbs et al. 1999) showed in their retro perspective study on care leavers in a city in England an increased risk for children places in out-of-home care to become victims of physical and sexual abuse. This paper tackles the question in how far institutional settings of residential care for youth can be a risk or protection for sexual violence committed by staff members.

The research this paper is based on is a qualitative study which analyses group discussions between teams of six residential care groups. The professional were asked to discuss whether and how sexual violence against children had been an issue in their work. The data was analysed with the documentary method (Bohnsack 2010).

The deep analysis of the data shows, that the professionals describe various institutional settings as risky for the children and themselves. First, they point to settings of residential care in general. One example here for is staff and children sharing big parts of everyday life which leads to the need of defining borders of intimacy and privacy.

Besides the general institutional settings, specific conceptual settings can be identified which also hold a specific risk for children and professional. The talk will focus here especially on the conceptual attached to adopted family to residential care and the risks that this encloses. The main risks that comes up when residential care is conceptualised as familial is the child's need for emotional and physical closeness. The concept opens the opportunity to fulfil the needs of the children of being close to adults. On the other hand, it encloses the risk that this closeness can be abused.

The conclusion of the paper states, that to generate an effective prevention against sexual violence in residential care it is important to know about the risks which are enclosed in the settings themselves and which are side-effects of pedagogical concepts. The knowledge about this risk does not necessary question the concept itself but is needed to carry it out professionally.

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