

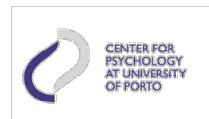
17th
CONFERENCE

2 - 5 September

*Adolescence in a rapidly
changing world*

ONLINE

BOOK OF ABSTRACTS



attention to how academic institutions have responded to immigrant youth's diverse contexts and needs. To achieve this, this research was developed in two phases. First, looking critically at educational laws and practices influencing immigrant adolescents. Secondly, reporting on the findings from qualitative research developed with key informants, teachers and immigrant students pertaining to their learning and teaching experiences in the Spanish context of migration; and finally, this research proposes some solutions to enhance immigrant students' academic success and overall flourishing. Results from this study reveal how educational laws continue to lag behind the socio-educational needs of immigrant students in that inequity disproportionately shapes their schooling across systems (Maunter, 2012; González Pérez, 2010; Carrasco, 2009). In addition, it became evident that immigrant students' academic success and social integration was far from a straightforward manner, and, instead, it was deeply shaped by intersections of meritocracy, discrimination, and socioeconomic capital. Results likewise revealed some of the school staff, including teachers' successes and limitations to integrate immigrant students, reflecting on their professional training and resources. Based on these data, this paper advances multicultural legal and pedagogical initiatives to create humanizing school environments for young people, while challenging deficit views about their cultures, agency, communities, and capabilities.

17552 | Towards an inclusive school

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School environment plays a crucial role in individual education, development and socialization that surpasses its curricula-related pedagogic condition. This second home has an increased social responsibility that stems from the far more numerous and, most importantly, pluralistic family it hosts, as well as to its persistence in time. But is the school environment prepared to attend to groups or individuals that, even though fewer in numbers, require more commitment and dedication? Disparities, its awareness and acceptance assure a more universal society. Public school equipment should provide a diversity of solutions that guarantee equal opportunities and a dignified integration of diversity. In this context, it's important to bring forth the disciplinary field of architecture and analyze the causes of insufficient inclusion and, foremost, those that could be solved with organization, structuring, adjusting and equipping of the defining spaces of school architecture. Taking as reference the most recently rehabilitated schools in Portugal, it is important to measure architecture's ability to promote a more inclusive society. Accordingly, it would be interesting to find the underlying reasons behind failure factors and explore options, as well as to provide answers that involve the community, foster complicities and help build a greater sense of social sensitivity to the complex but unacceptable condition of exclusion.

Integrated on an investigation project that debates national schools architecture's transformation, the present article will be guided by a qualitative research method with an exploratory origin, following a bibliography of several theoretical and practical references, namely the architectonic case studies along with educational and psychological convictions. The results aim to influence and incentive inclusiveness and contribute to the realization of new school projects' solutions. Collective consciousness should not be exhausted merely within the acknowledgement that the school is for everyone but should also extend to the understanding that everyone is different.

THEMATIC SESSION 9: Parenting, emotions, and empathy

17770 | Adolescents’ quality of life during final school year and parents understanding of their child’s problems in Latvia

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Background. In last decades in Latvia the number of adolescents with different disturbances increases, many parents don't understand them.

Purpose: The study investigated the parents' understanding of adolescent mental health problems and willingness to participate in mental health study in 9th grade adolescents at the beginning and at the end of the final school year.

Material and Methods: Screening survey was conducted in seven Riga schools. Medical psychotherapist explained aims and importance of the study to parents and adolescents. Informed consents were collected, descriptive statistics was calculated for invited and agreed parents-adolescent pairs. Adolescents who agreed to participate in the study filled SF-36 survey twice: at the beginning and at the end of the final school year. Mean scores were calculated according to questionnaire recommendations in eight QOL domains. Differences between points of follow up were calculated using Wilcoxon test. Differences between genders were examined using Mann-Whitney test. Statistical difference of $p < 0.05$ was considered as significant.

Results: The total amount of parents-children was 474 pares, 208 parents (43.9%) refused to participate. 286 adolescents (mean age 15.0, Standard deviation (SD) 0.34 years; 50.5% boys) were enrolled in the longitudinal prospective study. We observed significant differences between two time-points in following domains of QOL: mean energy (55.8, SD 20.5 and 54.2, SD 20.0, respectively; $p < 0.01$), mean emotional well-being (63.5, SD 18.0 and 60.8, SD 19.9, respectively; $p < 0.01$), and mean general health (59.7, SD 13.0 and 58.5, SD 13, respectively; $p = 0.02$). Girls displayed lower QOL at all investigated domains (from $p < 0.01$ to $p = 0.02$, according to domain).