



Online Conference

# Quality Education and Welfare for Children in Vulnerable Life Situations



**Programme and Abstracts**

21 May 2026

**With programme updates on p. 65**

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## Organising universities

- Örebro University, Örebro, Sweden
- Kryvyi Rih State Pedagogical University, Kryvyi Rih, Ukraine
- Melitopol State Pedagogical University, Melitopol, Ukraine
- Maria Curie-Skłodowska University, Lublin, Poland

The conference is organised within the project:

Quality Education and Welfare for Children in Vulnerable Life Situations: Developing and Assuring Staff Competences for Holistic Support Systems in Ukraine, Poland, and Sweden (QEW-CVLS)

Project information: [TIEd | Trauma-informed Education](#)

Editor: Thomas Barow

Technical guidance (Zoom, simultaneous translations): Yevhen Topalov

Cover photo: Yasmin Habaal, Paula Scholz & Martin Vetter, University of Education Ludwigburg, Germany ©

# Welcome

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Dear colleagues,

It is my great pleasure to welcome you to the online conference *Quality Education and Welfare for Children in Vulnerable Life Situations*. This conference has emerged from a shared conviction: that every child – regardless of their life circumstances – has a right to high-quality education and comprehensive support.



In recent years, we have witnessed with increasing clarity the profound impact of global crises on children and young people. War, displacement, and social insecurity shape their lived realities and present significant challenges to education systems worldwide. These developments have also affected me personally and underscore the importance of understanding education as a space of stability, relationality, and hope.

The contributions to this conference demonstrate the diversity of approaches to addressing these challenges. Central themes include trauma-informed pedagogy, inclusion, professional competencies, and institutional responsibility. Of particular value is the openness of exchange among participants and the willingness to learn from one another.

At the heart of this endeavour lies international collaboration. The dialogue between partners from Ukraine, Poland, and Sweden highlights the importance of shared perspectives and collective commitment in developing sustainable solutions. It is especially encouraging that colleagues from several other countries are also contributing to this conference.

My sincere thanks go to all contributors whose dedication and expertise have enriched this event. I hope that our collegial exchange will generate new insights and inspiration.

A warm welcome to you all!


*Thomas Barow*

Professor of Education, Chair of the Organising Committee

# Zoom, Simultaneous Translation, and Time Zones

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The conference will take place exclusively online via Zoom. Please note that simultaneous interpretation will be provided during the conference. To enable simultaneous interpretation:

- In your meeting/webinar controls, click **Interpretation** .
- Click the language that you would like to hear.
- (Optional) To hear the interpreted language only, click **Mute Original Audio**.

## Time Zones

Please note that all times listed in this programme are given in Central European Time (CET). In Ukraine, Eastern European Time (EET) is used, which is one hour ahead.

## Zoom links

Link for the main session and keynotes 08.30–09.45, 14.00–14.45, and 16.15–16.30

<https://us02web.zoom.us/j/88594546882?pwd=SU8f3ayfjbHpbEUPjzkfV9ndlRgs6v.1>

Passcode: 919328; Simultaneous translation: Yevhen Topalov

Link for the sessions 1A, 2A, and 3A

<https://us02web.zoom.us/j/85809081264?pwd=COU7P359XodaCuxAXCaoJAcZ3c2xr4.1>

Passcode: 208533; Simultaneous translation: Anna Makarchuk

Link for the sessions 1B, 2B, and 3B

<https://us02web.zoom.us/j/85101422155?pwd=HCNmPcjr9v4ZzP3RIYgoRvl8HYad4a.1>

Passcode: 408445; Simultaneous translation: Olha Bilozir

Link for the sessions 1C and 2C

<https://us02web.zoom.us/j/88594546882?pwd=SU8f3ayfjbHpbEUPjzkfV9ndlRgs6v.1>

Passcode: 919328; Simultaneous translation: Yevhen Topalov

# Conference Programme

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**8:30–8:40 Opening of the Conference and Organisational Information**

*Professor Thomas Barow, Örebro University, Örebro, Sweden*

**8:40–8:55 Welcome by the Dean of the Faculty of Humanities and Social Sciences**

*Professor Susanne Strand, Örebro University, Örebro, Sweden*

**9:00–9:30 Keynote 1**

**Invisible Labour and Fragile Belonging: Children with Disabilities, Displacement, and Relational Resilience in Wartime Ukraine**

*Associate Professor Kateryna Bondar, Kryvyi Rih State Pedagogical University, Ukraine; Södertörn University, Stockholm, Sweden; Örebro University, Örebro, Sweden*

**9:30–9:45 Break**

**9:45–11:15 Parallel Session 1**

**11:15–12:15 Lunch Break**

**12:15–13:45 Parallel Session 2**

**14:00–14:30 Keynote 2**

**Vulnerability, Trauma, and Children at Risk in Inclusive Schooling**

*Professor Pierre-Carl Link, University of Teacher Education in Special Needs, Zurich, Switzerland; Università Roma Tre, Italy; Eötvös Loránd University, Budapest, Hungary*

**14:30–14:45 Break**

**14:45–16:15 Parallel Session 3**

**16:15–16:30 Summarising and Closing the Conference**

*Professor Thomas Barow, Örebro University, Örebro, Sweden*

Link for the main session:

<https://us02web.zoom.us/j/88594546882?pwd=SU8f3ayfjbHpbEUPjzkgV9ndIRgs6v.1>

## Keynote speakers

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**Kateryna Bondar** is an Associate Professor of Psychology at Kryvyi Rih State Pedagogical University in Ukraine. She earned her PhD in general psychology in 2013, specialising in anticipation and human behaviour. Her research integrates psychotherapy, art therapy, and youth citizenship in contexts of social change and war. In 2024–2025, she was an SCAS-VUIAS Fellow at the Swedish Collegium for Advanced Study. Bondar contributes as a project researcher to international collaborations, including the projects *Quality Education and Welfare for Children in Vulnerable Life Situations* and *EPERE*, both of which are supported by the Swedish Institute. She has also engaged in academic exchange in Berlin, including Freie Universität Berlin and the International Psychoanalytic University Berlin. Currently, she leads the project *School and Education in Times of War (2026–2029)*, funded by the Baltic Sea Foundation, focusing on online and shelter-based education in Kryvyi Rih. A certified EuroPsy psychologist, she promotes resilience, inclusion, and mental health.



**Pierre-Carl Link** is Professor of Special Education with a focus on Emotional and Behavioural Disorders at the Zurich University of Teacher Education for Special Needs, Switzerland. He is pursuing a PhD in Special Education at Ludwigsburg University of Education, specialising in power in special education and analysing the “New Authority” approach. His research emphasises the interdisciplinarity of special education, engaging with the humanities and cultural studies while focusing on children with emotional and behavioural disorders and questions of professionalisation. He worked as a research associate at the German universities of Würzburg, Regensburg, Munich, and Erfurt, and taught at Humboldt University Berlin and the University of Vienna. He held visiting professorships in Salzburg, Budapest, and Rome, and was a visiting scholar in Leipzig and Klagenfurt. At University College London, he is a Visiting Fellow. Link leads a project on education in illness, funded by Movetia. He is trained in theology, education, psychology, philosophy, and is a psychoanalyst and Gestalt therapist.

# Keynote 1

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## **Invisible Labour and Fragile Belonging: Children with Disabilities, Displacement, and Relational Resilience in Wartime Ukraine**

*Associate Professor Kateryna Bondar<sup>1,2,3</sup>*

<sup>1</sup> Kryvyi Rih State Pedagogical University, Kryvyi Rih, Ukraine

<sup>2</sup> Södertörn University, Stockholm, Sweden

<sup>3</sup> Örebro University, Örebro, Sweden

Armed conflicts fundamentally reshape the conditions under which children grow, learn, and experience belonging. Among the most affected are children with disabilities, whose well-being depends on stable educational, social, and care infrastructures – systems that are often among the first to collapse in wartime contexts.

This keynote examines the situation of children with disabilities displaced from the de-occupied territories of southern Ukraine, drawing on qualitative research with parents navigating the intersecting challenges of war, forced displacement, and intensive caregiving. The uniqueness of this study lies in its focus on families forcibly displaced because of the ecocidal consequences following the destruction of the Kakhovka Dam. While these families are formally able to return to their places of origin, in practice, return remains impossible due to the severe degradation of infrastructure, ongoing environmental damage, proximity to active combat zones, and persistent missile attacks.

Based on 35 semi-structured interviews with parents, the study explores how families interpret children's socialisation, emotional adaptation, and developmental trajectories in disrupted environments. The analysis is guided by three complementary frameworks: group socialisation theory, trauma-informed psychology, and the concept of solastalgia, understood as the distress associated with the loss of place and familiar social worlds. Together, these perspectives illuminate how children's development unfolds within a relational ecology shaped by fractured peer networks, parental mediation, and ongoing exposure to trauma.

The findings reveal six interconnected domains: loss of safety, heightened sensitivity and regression, behavioural dysregulation, digital refuge, barriers to socialisation,

and the pervasive influence of parental trauma. Across these domains, a central theme emerges – the often-invisible labour of parents, who must simultaneously regulate their children’s emotional states, reconstruct opportunities for peer interaction, and cope with their own psychological distress. Parents’ accounts highlight how children oscillate between withdrawal and hyperarousal, while digital technologies serve as both stabilising anchors and potential sources of isolation.

Importantly, the keynote foregrounds the voices of parents, whose narratives reveal the lived realities behind abstract concepts of resilience. These accounts demonstrate that resilience is not an individual attribute but a relational process that emerges from the dynamic interplay among children, caregivers, peer environments, and institutional supports. In contexts where peer ecologies are disrupted and support systems are fragile; families become the primary sites of adaptation – yet their capacity to sustain this role is uneven and often strained.

The keynote concludes by arguing for a shift in both research and practice. First, educational responses in conflict settings must move beyond access to schooling towards the active reconstruction of inclusive, trauma-sensitive peer environments. Second, digital technologies should be recognised as hybrid spaces of both resilience and risk. Third, and most critically, interventions must adopt a dual-focus approach that simultaneously supports children and their caregivers. Without addressing the invisible labour and psychosocial needs of families, cycles of exclusion, regression, and vulnerability are likely to persist.

This contribution offers both empirical insights and conceptual advances for scholars, educators, and policymakers working at the intersection of disability, education, and conflict.

## Reference

Bondar, K., Shestopalova, O., & Barow, T. (2026). The situation of children with disabilities from the de-occupied territories of southern Ukraine: Coping strategies and perspectives of families affected. *Scandinavian Journal of Disability Research*, 28(1), 130–145. <https://doi.org/10.16993/sjdr.1385>.

## Keynote 2

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### **Vulnerability, Trauma, and “Children at Risk” in Inclusive Schooling: A Psychoanalytic–Special Educational Perspective on Subject Logic and Institutional Logic**

*Professor Pierre-Carl Link*<sup>1, 2, 3</sup>

<sup>1</sup> University of Teacher Education in Special Needs, Zurich, Switzerland

<sup>2</sup> Università Roma Tre, Italy

<sup>3</sup> Eötvös Loránd University, Budapest, Hungary

Children and young people labelled “at risk” due to emotional and behavioural difficulties (EBD) are disproportionately affected by exclusionary educational practices despite international inclusion mandates. In many educational systems, particularly in German-speaking contexts, these students remain a persistent challenge for inclusive schooling and are still frequently channelled into segregated settings or managed through disciplinary responses (Ahrbeck & Felder, 2021). At the same time, recent research emphasises that vulnerability is not simply an individual attribute but is co-constructed within relational and institutional contexts of schooling (Jopling & Zimmermann, 2023). This presentation situates special educational perspectives on EBD within trauma-informed and psychoanalytic educational frameworks and argues that institutional responses may unintentionally reproduce the very distress they attempt to regulate.

The presentation addresses two guiding questions:

1. How can trauma-informed and psychoanalytic perspectives deepen our understanding of “challenging behaviour” as meaningful communication shaped by experiences of vulnerability and trauma rather than as mere deviance?
2. Which institutional conditions and professional competencies enable schools to respond to such behaviour without reinforcing exclusion or pathologisation?

The theoretical framework combines current approaches to trauma-sensitive schooling (Casale & Linderkamp, 2025) with psychoanalytic pedagogy and structural psychoanalysis, including Maud Mannoni’s concept of the *institution éclatée*. Central to the analysis is the distinction between subject logic and institutional logic (Link, Becker & Langnickel, 2026), which enables an examination of how children’s inner

experiences intersect with organisational norms, expectations, and disciplinary practices within educational institutions.

Methodologically, the contribution is conceptual and practice-oriented. It draws on psychoanalytically informed case reflections and short vignettes from school contexts, complemented by institutional perspectives inspired by Becker's Transition approach to challenging behaviour in schools (Becker, 2025). An additional illustrative impulse stems from an archival text encountered during a research visit to Adler University in Chicago: a 1932 essay written by a 14-year-old incarcerated youth titled *If I could perform miracles*. While initially appearing angry and rebellious, the text reveals a profound longing for recognition, justice, autonomy, and safety.

The presentation argues that understanding the inner meaning of behaviour is crucial for educational practice: only when educators begin to recognise what children suffer from and struggle to cope with can new possibilities for action emerge (Herzog, 2016). The talk concludes by outlining institutional practices such as supervision, interdisciplinary case reflection and relational diagnostics as key competencies for trauma-informed and inclusive schooling.

## References

- Ahrbeck, B., & Felder, M. (2021). Analysis of barriers to inclusive schools in Germany: Why special education is necessary and not evil. In G. Hornby & J. M. Kauffman (Eds.), *Special and inclusive education: Perspectives, challenges and prospects* (pp. 163–176). MDPI.
- Becker, U. (2025). *Managing challenging behaviour in schools: Educational insights and interventions*. Budrich.
- Casale, G., & Linderkamp, F. (2025). Global perspectives on trauma-sensitive schools: Context, challenges, and a heuristic model for future directions. *International Journal of School & Educational Psychology*, 13(1), 1–7.  
<https://doi.org/10.1080/21683603.2024.2444462>.
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- Jopling, M., & Zimmermann, D. (2023). Exploring vulnerability from teachers' and young people's perspectives in school contexts in England and Germany. *Research Papers in Education*. Advance online publication.  
<https://doi.org/10.1080/02671522.2023.2179656>.
- Link, P.-C., Becker, U., & Langnickel, R. (2026, in print). The institution éclatée: A structural-psychoanalytical approach to transforming educational institutions. In M. Jopling, S. Marques da Silva, & D. Zimmermann (Eds.), *Handbook of children and youth at risk and education*. Bloomsbury.

# Session overview

## Session Block 1 (9:45–11:15)

<b>Session 1A – Trauma, War &amp; Psychological Impact</b>	<b>Session 1B – Special Needs, Family &amp; Intervention</b>	<b>Session 1C – Critical, Theoretical &amp; Social Perspectives</b>
Zoom: <a href="https://us02web.zoom.us/j/85809081264?pwd=COU7P359Xo-daCuxAXCaoJAcZ3c2xr4.1">https://us02web.zoom.us/j/85809081264?pwd=COU7P359Xo-daCuxAXCaoJAcZ3c2xr4.1</a>	Zoom: <a href="https://us02web.zoom.us/j/85101422155?pwd=HCNmPcjr9v4ZzP3RIYgoRvl8HYad4a.1">https://us02web.zoom.us/j/85101422155?pwd=HCNmPcjr9v4ZzP3RIYgoRvl8HYad4a.1</a>	Zoom: <a href="https://us02web.zoom.us/j/88594546882?pwd=SU8f3ayfJbHp-bEUPjzkfV9ndlRgs6v.1">https://us02web.zoom.us/j/88594546882?pwd=SU8f3ayfJbHp-bEUPjzkfV9ndlRgs6v.1</a>
Chair: <i>Małgorzata Brodacka</i>	Chair: <i>Dorota Chemicz</i>	Chair: <i>Alicja Lisiecka</i>
<p><b>War Displacement and School Well-Being: Trauma-Informed Inter-professional Practices for Ukrainian Children in the Polish Context</b> <i>Urszula Markowska-Manista &amp; Olha Ovcharenko</i></p> <p><b>Trauma and Violence as Boundary Experiences: Psychological Mechanisms and Implications for Psychosocial Functioning in Children</b> <i>Marlena Stradomska</i></p> <p><b>Research on Adolescents' Resilience in Conditions of Uncertainty</b> <i>Olesia Prokofieva &amp; Olha Prokofieva</i></p>	<p><b>Conscious Self-Preservation of Parents Raising Children with Special Needs</b> <i>Svitlana Horobets &amp; Olesia Prokofieva</i></p> <p><b>Early Addiction Prevention for Children with Learning Difficulties</b> <i>Birgit H. Spohn</i></p> <p><b>Pedagogical Therapy in Conditions of Mediated Presence: Principles of Therapeutic Practice in Video Communication Environments and Dimensions of Student Well-Being in Difficult Life Situations</b> <i>Agnieszka Żejmo</i></p>	<p><b>Vulnerability Beyond Individualisation: Reframing Trauma-Informed Pedagogy through Critical Global Citizenship and Power-Critical Self-Reflection</b> <i>Susanne Leitner</i></p> <p><b>Quality Education in Ethnified School Contexts: A Meta-Theoretical Analysis of Identity, Belonging, and Social Pedagogical Control among Newly Arrived Students</b> <i>Goran Basic</i></p> <p><b>Restorative Practices as a tool for encouraging recovery in times of crisis: The perspective of management training students</b> <i>Mirit Sharon</i></p>

## Session Block 2 (12:15–13:45)

<b>Session 2A – War, Systems &amp; Educational Contexts</b>	<b>Session 2B – Teacher Professionalism &amp; Well-Being</b>	<b>Session 2C – Inclusion &amp; Special Education</b>
Zoom: <a href="https://us02web.zoom.us/j/85809081264?pwd=COU7P359Xo-daCuxAXCaoJAcZ3c2xr4.1">https://us02web.zoom.us/j/85809081264?pwd=COU7P359Xo-daCuxAXCaoJAcZ3c2xr4.1</a>	Zoom: <a href="https://us02web.zoom.us/j/85101422155?pwd=HCNmPcjr9v4ZzP3RlYgoRvl8HYad4a.1">https://us02web.zoom.us/j/85101422155?pwd=HCNmPcjr9v4ZzP3RlYgoRvl8HYad4a.1</a>	Zoom: <a href="https://us02web.zoom.us/j/88594546882?pwd=SU8f3ayflbHp-bEUPjzkfV9ndlRgs6v.1">https://us02web.zoom.us/j/88594546882?pwd=SU8f3ayflbHp-bEUPjzkfV9ndlRgs6v.1</a>
Chair: <i>Kai Felkendorff</i>	Chair: <i>Sevgi Bayram Özdemir</i>	Chair: <i>Josefine Karlsson</i>
<p><b>Ukrainian Education Under Attack: Securitisation and Education Change in Ukraine</b> <i>Helen Dwyer</i></p> <p><b>Radical Hope in Ukrainian War-Affected Schools</b> <i>Kateryna Bondar et al.</i></p> <p><b>Digital Inclusion as a Pillar of Educational Resilience: Overcoming Energy and Infrastructure Challenges in Ukraine</b> <i>Stanislav Dushkin</i></p>	<p><b>Well-being, Passion and Self-efficacy: Exploring Their Interrelations Among Teachers Working with Pupils with Individual Educational Needs</b> <i>Dorota Chomicz &amp; Stanisława Byra</i></p> <p><b>Risk and Protective Factors in the Teaching Profession: Interrelations Between Teacher Passion, Stress, Resilience, and Occupational Burnout</b> <i>Stanisława Byra et al.</i></p> <p><b>ResilMinds – peer support programme for future primary school teachers</b> <i>Urszula Oszwa</i></p>	<p><b>The Ukrainian-Swedish TUL Model: An Inclusive Special Pedagogical Approach to Multilingual Classrooms</b> <i>Anna Tokmilenko</i></p> <p><b>Special Educational Support in Independent Swedish Preschools Before Additional Funding for Extraordinary Support Measures: Inclusion, Exclusion, and Ethics</b> <i>Linda Palla &amp; Jessica Eng</i></p> <p><b>Supporting Children with Disabilities and Special Educational Needs at the Community Level in Ukraine</b> <i>Nadia Horishna &amp; Hanna Slozanska</i></p>

## Session Block 3 (14:45–16:15)

<b>Session 3A – Teachers in War Contexts</b>	<b>Session 3B – Pedagogical Practices &amp; Learning Approaches</b>
<p><i>Zoom:</i>  <a href="https://us02web.zoom.us/j/85809081264?pwd=COU7P359Xo-daCuxAXCaoJAcZ3c2xr4.1">https://us02web.zoom.us/j/85809081264?pwd=COU7P359Xo-daCuxAXCaoJAcZ3c2xr4.1</a></p>	<p><i>Zoom:</i>  <a href="https://us02web.zoom.us/j/85101422155?pwd=HCNmPcjr9v4ZzP3RIYgoRvl8HYad4a.1">https://us02web.zoom.us/j/85101422155?pwd=HCNmPcjr9v4ZzP3RIYgoRvl8HYad4a.1</a></p>
<p><i>Chair:</i>            Magdalena Wójcik</p>	<p><i>Chair:</i>            Hanna Slozanska</p>
<p><b>Coping with Life in Times of Crisis: A Theoretical and Practical Perspective on School Social Work</b>  <i>Kathrin Beck</i></p> <p><b>Trauma-Informed Competence of Teachers in Frontline Educational Settings in Ukraine</b>  <i>Hanna Varina et al.</i></p> <p><b>Challenges and Positive Experiences: Teachers’ Reflections on Ukrainian Students’ Lives in Swedish School Settings</b>  <i>Sevgi Bayram Özdemir et al.</i></p>	<p><b>S.A.F.E.R – A Set of Humanitarian Principles to support and empower persons with Intellectual and Developmental Disabilities</b>  <i>David Treanor</i></p> <p><b>Embodied Approaches in Peace Education for Children in Challenging Situations – Bridging Borders Through Shadow Play</b>  <i>Martin Vetter &amp; Sinja Trotter</i></p> <p><b>Countering the Matthew Effect: Interactive Groups and Task-Essential Interaction in Multilingual Primary EFL Classrooms</b>  <i>Jordi Prieto Borràs, Carme García-Yeste &amp; Edward A. Lockhart Domeño</i></p>

## Sessions and Abstracts

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Session 1A, 9:45–11:15

### **Trauma, War & Psychological Impact**

Zoom:

<https://us02web.zoom.us/j/85809081264?pwd=COU7P359XodaCuxAXCaoJAcZ3c2xr4.1>

*Chair:* Małgorzata Brodacka, Maria Curie-Skłodowska University, Lublin, Poland

### **War Displacement and School Well-Being: Trauma-Informed Interprofessional Practices for Ukrainian Children in the Polish Context**

*Urszula Markowska-Manista<sup>1</sup> & Olha Ovcharenko<sup>2</sup>*

<sup>1</sup> University of Warsaw, Warsaw, Poland

<sup>2</sup> Centrum zdrowia psychicznego SALUS, Długołęka, Poland

This paper examines the implications of war-induced displacement for Ukrainian children's schooling and well-being in Polish educational settings, highlighting how trauma-informed interprofessional practices foster psychosocial support. The key research questions are:

1. How does forced migration from war-affected Ukraine impact children's educational engagement and emotional well-being in schools?
2. What competences do teachers, psychologists, and intercultural assistants need to create language-safe, inclusive learning environments for all children?

Theoretically, our study integrates trauma-informed education (Maynard et al., 2019) with the concept of interclusion (Markowska-Manista & Ovcharenko, 2024), emphasising cultural-linguistic safety and holistic support through collaboration between host-country educators and professionals with migration experience. Methodologically, it employs a humanising research approach with qualitative case studies of school-based crisis interventions, drawing on practitioner narratives from Ukrainian psychologists and joint reflections with educators and intercultural assistants.

Empirical findings show that war displacement appears in schooling through aggression, withdrawal, school avoidance and disrupted peer relations, linked to unprocessed trauma, grief and “dual-world” tensions (Markowska-Manista et al., 2025). Case vignettes depict Ukrainian psychologists working with teachers and school staff, using dialogical methods, art-based techniques (e.g., drawing, sand play), and language-safe spaces to rebuild children’s agency and trust. This interprofessional approach strengthens educators’ capacity to recognise war-related needs, support emotional regulation, and foster inclusive socialisation, thereby enhancing children’s well-being and learning. The presentation demonstrates that holistic, trauma-informed, collaborative practices – such as reflexive team debriefs and child-adult-centred interventions (with focus on context) – transform schools into protective spaces, mitigating displacement’s long-term effects. It offers practical guidance for professional development, including intercultural empathy, multilingual tools and hybrid team competencies. By linking empirical cases to broader themes of war, displacement, and schooling, our contribution provides actionable strategies for educators working with traumatised, displaced children, aligning with diverse needs for quality education and welfare in vulnerable contexts.

## References

- Maynard, B. R., Farina, A., Dell, N. A., & Kelly, M. S. (2019). Effects of trauma-informed approaches in schools: A systematic review. *Campbell Systematic Reviews*, 15(1–2), Article e1018. <https://doi.org/10.1002/cl2.1018>.
- Markowska-Manista, U., & Ovcharenko, O. (2024). “W mojej głowie wojna” – Interwencje kryzysowe w zakresie wsparcia psychologicznego kierowane do dzieci z doświadczeniem migracji z Ukrainy, w sytuacji zagrożenia [“War in my head” – Psychological support crisis interventions targeting Ukrainian children with migration background in at-risk situations]. *Dziecko Krzywdzone. Teoria, Badania, Praktyka*, 23(2), 108–147.
- Markowska-Manista, U., Ovcharenko, O., & Żelazowska-Sobczyk, M. (2025). Students with migration backgrounds and special needs: Rights to and in education in the Polish context (pp. 156–173). In M. Bačáková, W. Veck, & J. Wharton (Eds.), *Forced migration, disability and education: Inclusion and exclusion at the intersection of displacement and disablement*. Routledge. <https://doi.org/10.4324/9781003590422-14>.

# Trauma and Violence as Boundary Experiences: Psychological Mechanisms and Implications for Psychosocial Functioning in Children

*Marlena Stradomska*<sup>1</sup>

<sup>1</sup> Maria Curie-Skłodowska University, Lublin, Poland

The aim of the study is to examine trauma and violence as boundary experiences and to analyse their psychological consequences for children's emotional, cognitive, and social functioning. The study addresses the following questions:

1. What psychological mechanisms are most frequently observed in children exposed to traumatic experiences and violence?
2. How do these mechanisms affect psychosocial functioning and adaptation processes?
3. What diagnostic challenges emerge in differentiating trauma-related symptoms from other developmental or behavioural difficulties?

The study is grounded in contemporary trauma psychology, integrating perspectives from developmental psychopathology, emotion regulation models, and cognitive-behavioural conceptualisations of trauma-related functioning.

The research adopts a qualitative-clinical approach based on case analysis. The study includes an in-depth examination of a clinical case involving a child with a history of traumatic exposure. The analysis focuses on symptom dynamics, regulatory patterns, cognitive processing, and relational functioning.

The findings indicate that trauma and violence contribute to complex patterns of emotional dysregulation, altered threat perception, attentional disturbances, and difficulties in social adaptation. The study highlights significant diagnostic ambiguities, particularly in distinguishing trauma-related manifestations from neurodevelopmental or behavioural disorders.

The results underscore the necessity of trauma-informed assessment and intervention frameworks in educational and clinical settings. Emphasis is placed on the role of psychological safety, relational stability, and regulatory support in promoting children's recovery and adaptive functioning.

## Research on Adolescents' Resilience Under Conditions of Uncertainty

Olesia Prokofieva<sup>1</sup> & Olha Prokofieva<sup>1</sup>

<sup>1</sup> Bogdan Khmelnytsky Melitopol State Pedagogical University, Melitopol, Ukraine

When coping with stressful situations, personal resilience plays a key role as an integrative characteristic of a person's internal resources (Marchenko, 2021). It determines the ability to adapt effectively to adverse life circumstances and to withstand stress while maintaining psychological stability, inner balance, and productive activity (Davydov et al., 2010).

The empirical study of adolescents' hardiness under conditions of uncertainty is based on contemporary scientific concepts of stress resistance, stress resistance, and the development of internal resources (Marchenko et al., 2016). This period is sensitive to the formation of coping strategies, which determine the effectiveness of stress for understanding psychological stability under conditions of social instability.

The methodological approach used in the study is based on the following approaches: the study of the specific features of hardiness under conditions of uncertainty. The pilot study involved 50% girls / 50% boys) and was conducted in a laboratory setting, ensuring confidentiality and anonymity, with the informed consent of the participants. The study used the Multiple Stimulus Types Ambiguity Tolerance Scale (MSTAT-T, Marchenko et al., 2010), the Short Hardiness Test (V. Olefir), and the Connor-Davidson Resilience Scale (CD-RISC-10, validated by Z. Kireeva) (Connor & Davidson, 2003; Kireeva et al., 2020) were used. Data were processed using Spearman's correlation analysis.

The results indicated that adolescents' tolerance for uncertainty is predominantly low or medium, as evidenced by a preference for stability, difficulty accepting ambiguity, and limited cognitive flexibility. Among girls, this indicator was somewhat higher, suggesting better emotional self-regulation.

The analysis of hardiness components showed that levels of commitment and control were mostly medium or low, indicating an insufficiently formed active life position and an inadequate belief in one's ability to influence events, which may also reflect a normative stage of development. The lowest scores were observed for risk

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acceptance, particularly among boys, indicating caution and insufficient readiness to act in uncertain situations.

Most adolescents demonstrated a medium or above-average level of resilience, indicating adaptive potential, the ability to recover from difficulties. Higher levels of psychological flexibility, emotional stability, and proactivity were observed among girls.

Correlation analysis revealed the strongest associations between tolerance for uncertainty and resilience with the risk acceptance component, confirming its key role in the formation of hardiness. Adolescents who perceive difficulties as opportunities for development adapt more easily and demonstrate greater psychological stability. A negative correlation between commitment and adaptation indicates the need to develop emotional self-regulation skills while maintaining the position.

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Session 1B, 9:45–11:15

## **Special Needs, Family & Intervention**

Zoom:

<https://us02web.zoom.us/j/85101422155?pwd=HCNmPcjr9v4ZzP3RIYgoRvl8HYad4a.1>

*Chair:* Dorota Chimicz, Maria Curie-Skłodowska University, Lublin, Poland

### **Conscious Self-Preservation of Parents Raising Children with Special Needs**

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In contemporary social conditions, increasing attention is being directed toward families raising children with special educational needs. This is driven by the implementation of inclusive educational practices, the transformation of the educational environment, and Ukraine's orientation toward European standards for supporting vulnerable populations. The prolonged state of martial law has significantly depleted the psycho-emotional resources of families, intensifying stress and uncertainty. Parents of children with special needs experience heightened responsibility and chronic psychological strain. Their emotional state, psychological resilience, and capacity for self-regulation directly influence parent-child interaction, affecting children's well-being, educational inclusion, and adaptation in vulnerable life situations.

The aim of the study is to conduct a theoretical analysis of conscious self-preservation among parents of children with special needs and to identify approaches to its development, supported by preliminary empirical data.

The empirical component involved mothers raising children with special educational needs. Standardised measures were applied, including the Perceived Stress Scale (PSS) and instruments assessing emotional regulation and self-compassion. The findings indicate elevated levels of perceived stress, emotional exhaustion, and difficulties in emotional self-regulation among participants.

The concept of conscious self-preservation encompasses the ability to regulate emotional responses and maintain psychological resilience. A recent meta-analysis highlights self-compassion as a key mechanism for reducing stress and enhancing

psychological well-being among parents of children with neurodevelopmental disorders (Ozturk & Guzel, 2025). Empirical findings demonstrate a negative association between self-compassion and parental stress: higher levels of self-compassion correlate with lower stress among parents of children with autism spectrum disorders (Ni'matuzahroh & Farda, 2024).

Parents raising children with special needs are characterised by increased sensitivity to stressors, emotional burden, and a higher risk of burnout. Contributing factors include the need to adapt to the child's specific needs, social isolation, limited opportunities for rest, and insufficient psychological support. These factors lead to emotional exhaustion, reduced adaptability, depersonalization, and decreased personal accomplishment, negatively affecting both parental well-being and family functioning (Kushnir, 2024; Prokofieva et al., 2024).

The development of conscious self-preservation is viewed as part of psychological support aimed at strengthening parental resources at individual, behavioural, and systemic levels. Effective approaches include psychoeducation, development of self-awareness, emotional regulation training, social support, and systemic interventions (Kykhtiuk et al., 2025).

Conscious self-preservation, incorporating self-compassion and emotional regulation, is a key resource for supporting parental resilience and enhancing the well-being and educational outcomes of children in vulnerable life situations. Interventions fostering mindful parenting and self-compassion can strengthen the psychological well-being of parents raising children with special needs.

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## Early addiction prevention for children attending special schools for children with learning difficulties

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Children and adolescents with learning difficulties attending special schools for children with learning difficulties (Sonderpädagogische Schulen für Kinder mit LD) in Germany often experience high levels of stress and are at a higher risk of being traumatized (Spohn, 2023). This is particularly true for children attending special schools for children with learning difficulties (Spohn, 2023). Ringle (2019) emphasizes the importance of a holistic approach to the education of this group of children, which includes addressing their emotional and social needs. The combination of risk and protective factors can lead to substance use and other behavioral problems (Spohn, 2023). Findings on the consumption behaviour of children and adolescents with learning difficulties are limited to alcohol, nicotine, and illegal drugs, as well as internet use (e.g., Orth, Spille-Merkel & Nitzsche, 2023). The high prevalence of substance use and internet use (e.g., Orth, Spille-Merkel & Nitzsche, 2023) highlights the high relevance of early addiction prevention. Prevention in schools plays a particularly significant role in this context (e.g., Tobler et al., 2000).

The effectiveness of various school-based prevention approaches has been relatively well studied (e.g., Weichold et al., 2023). However, only a few empirical studies examine whether, and if so, how addiction prevention content is addressed in this context

(*addiction prevention practice*). This applies in particular to special schools for children with LD. This paper presents a research project that aims to assess the current state of addiction prevention practice in special schools for children with LD in Baden-Württemberg (Germany) (aspects: frequency of addiction prevention activities and their characteristics, i.e., type, methodological and didactic approach, etc.) and to compare these findings with research on effective addiction prevention. In addition, potential teacher-related factors influencing school-based practice (teacher characteristics, type of work, and the assessment of the relevance and effectiveness of addiction prevention) will be examined. In the first phase of the study, all teachers at the state-run special schools for children with LD within the jurisdiction of a single state school authority in Baden-Württemberg were surveyed using a questionnaire with both closed- and open-ended questions. The study examined addiction prevention practices and potential influencing factors in the aspects outlined above. The results are presented and discussed against the backdrop of evidence-based desiderata for addiction prevention. The findings show that, with regard to the aspects examined, there are significant deviations from the recommendations for effective addiction prevention practice. Further research and implementation are recommended.

**Withdrawn**

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## **Pedagogical Therapy in Conditions of Mediated Presence: Principles of Therapeutic Practice in Video Communication Environments and Dimensions of Student Well-Being in Difficult Life Situations**

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This study provides a theoretical analysis of the relationship between pedagogical therapy principles and synchronous video communication platforms used in formal education, such as Microsoft Teams, Google Meet, and Zoom, in the context of students' well-being across dimensions in difficult life situations. Contemporary schooling increasingly operates within a model of mediated presence, in which the teacher–student relationship occurs through screens, interfaces, and digital infrastructure. This shift is not neutral regarding the core assumptions of pedagogical therapy.

The central research question is: to what extent does the video communication environment support the core principles of pedagogical therapy, and what tensions require reinterpretation? Subsidiary questions consider how platform architecture affects (1) the quality of the therapeutic relationship, (2) possibilities for individualisation, and (3) students' subjective sense of safety and control.

The theoretical framework draws on classical pedagogical therapy principles: individualisation of interventions, gradual progression of difficulty, systematicity and predictability, compensation and correction of developmental difficulties, reinforcement of students' strengths, and the primacy of a secure therapeutic relationship (Bandura, 1997; Grzegorzewska, 1964; Rogers, 1957; Vygotsky, 1978). These are examined through mediated communication theory and digital learning research, with a focus on the relational, cognitive, and spatial dimensions of online interaction (Bach & Thiel, 2024; Näykki et al., 2023; Wu, 2023).

Methodologically, the study uses a conceptual and critical-analytical approach. The procedure involves: (1) systematic reconstruction of core therapy principles from literature; (2) analytical examination of structural and functional affordances of video communication platforms; and (3) critical confrontation of these domains to identify tensions, limitations, and potential reinterpretations of practice. Analysis addresses limited nonverbal cues and their effect on relational attunement, multi-stimulus online environments as a potential source of cognitive overload, technological standardisation constraining individualisation, and blurred boundaries between private and school spaces, which may undermine students' safety in crisis situations (e.g., bereavement, migration, violence, or chronic illness).

Findings indicate that video communication platforms neither simply hinder nor automatically enhance therapy; they reveal boundary conditions and introduce new ethical and methodological demands. As a conceptual outcome, the study proposes the category of "students' safe communicative presence in video communication environments", understood as a factor supporting students' well-being online. This concept refers to aspects of online interaction that foster relational safety, a sense of control over self-exposure (e.g., camera and microphone use), predictable session structure, and reduced sensory and cognitive overload. Effective online pedagogical therapy requires consciously designed, ethically grounded, and methodologically reflective use of digital tools.

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Session 1C, 9:45–11:15

## **Critical, Theoretical & Social Perspectives**

Zoom:

<https://us02web.zoom.us/j/88594546882?pwd=SU8f3ayfJbHpbEUPjzkfV9ndlRgs6v.1>

*Chair:* Alicja Lisiecka, Maria Curie-Skłodowska University, Lublin, Poland

### **Vulnerability Beyond Individualisation: Reframing Trauma-Informed Pedagogy through Critical Global Citizenship and Power-Critical Self-Reflection**

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Children living in vulnerable life situations – particularly in contexts shaped by war, displacement, and forced migration – depend on educational and welfare systems that can offer protection, psychosocial support, and meaningful participation. However, prevailing educational responses often risk framing vulnerability primarily as an individual attribute or deficit (Fuchs, 2017). This conceptual paper argues that such individualising approaches (including influential trauma-pedagogical discourses) can obscure structural and global conditions through which vulnerability is produced, distributed, and normalised.

The paper’s aim is to reconceptualise vulnerability as a political and structural phenomenon (Leitner, 2025) and to outline what this implies for professional competencies in schools and welfare-related educational settings. Guiding questions are:

1. How can vulnerability be understood without essentialising groups or reducing social suffering to individual pathology?
2. How do individualising pedagogical logics –especially within special educational discourses – reproduce depoliticisation, “saviourist” orientations, and neoliberal responsabilisation?
3. Which competence horizons become visible when vulnerability is analysed through a critical global lens?

The theoretical framework draws on Judith Butler’s (2020a; 2020b) understanding of vulnerability as entangled with intersecting power relations and unequal

conditions of recognisability, protection, and grievability, and connects this to Critical Pedagogy and Critical Global Citizenship Education (CGCE; Pashby et al., 2020; Waghid & Meda, 2023). The methodology is a theory-driven, argumentative analysis that (a) explicates vulnerability as globally and structurally mediated, (b) critically interrogates pedagogical tendencies to individualise vulnerability and suffering (including therapeutic/trauma-oriented framings), and (c) proposes CGCE – supported by Critical Diversity Literacy (Steyn & Vanyoro, 2023) – as a power-critical educational perspective.

Key arguments (“findings”) are threefold: First, vulnerability cannot be adequately addressed if it is detached from (colonial) global inequality, bordering regimes, and institutionalised distributions of safety and precarity (Butler, 2020b). Second, pedagogies that centre individual regulation and adaptation may inadvertently stabilise structural violence by translating social problems into personal troubles (Fuchs, 2027; Zembylas, 2023). Third, CGCE-oriented professional competence requires power-critical self-reflection, the ability to connect individual distress with structural and transnational conditions, and an ethics of solidarity that recognises agency, protest, and resistance as meaningful responses to injustice – rather than treating them as merely symptoms in need of correction (Waghid & Meda, 2023; Zembylas, 2023).

These implications speak directly to holistic support systems: they suggest that “trauma-informed” practice must be complemented by an explicit structural and global analysis to avoid depoliticising the lived realities of war-affected and displaced children.

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## **Quality Education in Ethnified School Contexts: A Meta-Theoretical Analysis of Identity, Belonging, and Social Pedagogical Control among Newly Arrived Students**

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Interculturalism, ethnicity, and multilingualism constitute key theoretical points of departure for analysing identity formation processes among newly arrived students in school contexts marked by forced migration, displacement, and social vulnerability. This paper examines how pedagogical activities in compulsory schooling function as arenas for both inclusion and exclusion, and how institutional norms and everyday interactions shape students' opportunities for participation, recognition, and well-being.

Building on previous empirical research, the study employs a social pedagogical framework and develops a set of analytical concepts, including ethnic social pedagogical normative order, ethnic social pedagogical control and monitoring, successful and humiliated student identities, ethnified victim identity, and processes of exclusion and moral weariness. These concepts are used to analyse qualitative material

consisting of classroom observations and interviews with newly arrived students in Swedish schools.

The findings demonstrate that students' identities – such as ethnic identity, successful student identity, or humiliated and victimised identities – are continuously constructed and reconstructed through pedagogical interactions. In these processes, ethnified “we” and “they” positionings are produced, reflecting broader societal power relations and institutional expectations. Ethnicity emerges as a contested and situationally activated marker that may function as a symbolic resource but also as a rhetorical weapon in interpersonal relations.

Language practices, multilingualism, religion, nation, perceived “immigrantness,” and skin colour contribute to an ethnified school context, where social pedagogical monitoring and control play a significant role. When such monitoring is articulated through institutional documentation, verbal interactions, and students' own narratives, it tends to generate distance rather than trust between the school and newly arrived students.

The paper argues that quality education for children in vulnerable life situations requires more than academic or linguistic support. It calls for enhanced professional competencies among educators and welfare professionals to critically address the relational, normative, and power-laden dimensions of schooling. Such competencies are essential for developing inclusive, trauma-informed, and holistic support systems that promote both educational success and social well-being for newly arrived and displaced children.

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# Restorative Practices as a tool for encouraging recovery in times of crisis: The perspective of management training students

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The aim of this study was to understand management training students' perspective about coping during an ongoing crisis. An 'emergency routine management' is needed, especially in vulnerable life situations, especially for at-risk youth who need emotional support. Reconciliation practices within the educational framework may facilitate effective coping. The research question was: How can "restorative practices" be implemented as a management tool during a crisis?

**Theoretical framework:** In a war situation, education systems must adapt to rapid changes and instability (Archdall & Kilderry, 2016), deal effectively with distress, and demonstrate resilience and resistance (Hajovsky et al., 2020; Kaplan, 2022; Kurapov, 2023). Using skills such as calmness and setting a personal example may support emotional regulation and social functioning (Gameiro et al., 2023) and the maintenance of school routine (Varela et al., 2013; Weiner et al., 2021). Based on the restorative justice approach skills, known from the world of criminology, which underlie repairing antagonistic relations through dialogue and agreement (Chapman & Torez, 2018; Weitekamp, 2017), we may strengthen feelings, needs and core values such as justice, solidarity and responsibility, respect for human dignity and truth. Thus, community care, safe settings, and reconciliation are created to support participants' well-being (Chapman, 2016; Chapman & Torez, 2018; Van Camp, 2017), especially for children during a crisis or ongoing war.

**Methodology:** The study was conducted in Israel during 2025–2026 using a qualitative method. 55 students in "Interpersonal Communication" master's degree courses experimented with restorative management practices as part of their course syllabi. Teaching experience ranged from 4 to 25 years across diverse educational levels within formal and informal educational frameworks. The average age was 35, and most of the participants lived in the northern part of the country. Research tools were reflective writings, transcripts of group discussions, and a graphic "restoration map" about crisis management. Written responses were analysed using thematic analysis involving data familiarisation, initial coding (inductive and deductive), and theme

development. All participants provided informed consent for participating. It was explained that the data would be collected anonymously as part of course assignments.

Key findings: Leadership was perceived by participants as fostering healing and recovery by creating an infrastructure of resilience during routine operations and not only in crisis; providing emotional support and an anchor during crisis; and observing, learning, and preparing for the next crisis. Experiencing restorative practices as a management tool helped participants understand the origins and implications of crises and helped management training students understand their roles as leaders during vulnerable life situations. Fostering resilience and emotional support as part of the educational framework's routine is crucial for individual and common growth.

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Session 2A, 12:15–13:45

## War, Systems & Educational Contexts

Zoom:

<https://us02web.zoom.us/j/85809081264?pwd=COU7P359XodaCuxAXCaoJAcZ3c2xr4.1>

*Chair:* Kai Felkendorff, Zurich University of Teacher Education, Zurich, Switzerland

### Ukrainian Education Under Attack: Securitisation and Education Change in Ukraine

*Helen Dwyer*<sup>1</sup>

<sup>1</sup> Värmdö Municipality/Uppsala University

The ongoing Ukrainian crisis drastically escalated on the 24<sup>th</sup> of February 2022 when Russian military forces crossed the border into Ukrainian territory. Clashes between the two states have also shown that civil society is to a high degree exposed to violence and military forces. The Russia-Ukrainian conflict and its background causes were initially scrutinised to lay the foundation for further examination of military presence and armed conflict near educational facilities and educational infrastructure in Eastern Ukraine, and their impact on educational barriers.

The overall aim was to explore how societal instability and armed conflict come to influence the education sector during times of crisis. Applying the Copenhagen School's securitisation theory as an analytical tool, it was possible to investigate how a threat is defined, its components, and the diverse approaches to addressing it. (Buzan, Waever & de Wilde, 1998). More specifically, the objectives were to:

- identify, examine and interpret perceived military threats and other types of societal threats as securitisation processes;
- explore how societal instability and armed conflict at the regional, national and local levels perpetuate the educational sphere
- argue that securitisation theory can gain more understanding of educational policies and their impact on education reform and the daily lives of children and youths.

The securitisation outlook informed the examination of security contexts, the impact of conflict on Ukrainian children's education, and arguments against the introduction

of military and defence education into the curriculum. It also contributed to exploring how children are targeted through nationalist extracurricular activities that prepare them for armed conflict.

The methodological outline is built on the interpretation of definitions of ideas and ideology in connection to descriptive text analysis and sociological securitisation. The content analysis of texts included stakeholder argumentation, policy content and context in relation to perceived types of threats, including the securitisation move.

The results showed that in several areas near the conflict zone, military installations near schools pose a security concern. The study also focused on how children and young people play a significant role in conflicts. In their vulnerable position, they are subjected to various socialisation processes aimed at preserving the defence interests of the Ukrainian state, while regional and global actors seek to reduce conflict by promoting democracy and peace education. The study also highlighted nationalistic tendencies on both sides of the conflict and the role that patriotic training and education play in fostering active citizenship through identity construction.

## Radical Hope in Ukrainian War-affected Schools

*Kateryna Bondar<sup>1,3,4</sup>, Olena Shestopalova<sup>1</sup>, Hanna Varina<sup>2</sup>, Yevhen Topalov<sup>2</sup> & Thomas Barow<sup>4</sup>*

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<sup>4</sup> Örebro University, Örebro, Sweden

The full-scale war in Ukraine has profoundly disrupted the educational system, particularly in frontline regions where schools operate under constant security threats, mass displacement, and infrastructural destruction. Despite these conditions, educational institutions continue to function, often in underground shelters, combining offline, hybrid, and distance learning formats (Budnyk et al., 2023; Chepak et al., 2022; Velykodna et al., 2022). This study aims to explore how Ukrainian teachers

conceptualise and enact education as a stabilising and meaning-making practice in prolonged wartime conditions. The central research questions are:

1. How do teachers perceive their professional role and the educational environment during a sustained military threat?
2. What resources and constraints shape their capacity to support students, particularly displaced children and learners with special educational needs?
3. How is the notion of radical hope manifested in everyday educational practices?

The theoretical framework integrates Jonathan Lear's concept of radical hope (Lear, 2006), understood as a future-oriented ethical stance that sustains meaning and agency in situations where established social and institutional frameworks are profoundly disrupted. Applied to education, radical hope allows analysis of schooling not merely as continuity of instruction, but as a collective psychosocial resource in contexts of mass trauma and uncertainty.

Methodologically, the study employs a qualitative design based on semi-structured interviews conducted in 2025 with 28 educational professionals from Kryvyi Rih and Zaporizhzhia – cities located near the frontline. The sample included school principals, teachers, teaching assistants, psychologists, speech therapists, and occupational therapists. Interviews (40–60 minutes) were conducted in Ukrainian, both online and face-to-face, and were analysed thematically. Ethical approval was obtained from the Kryvyi Rih State Pedagogical University, and all participants provided informed consent.

The findings demonstrate that teachers actively transform the educational environment into a space of psychological stability by establishing predictable routines, adaptive pedagogical strategies, and collaborative support practices, particularly during transitions to school shelters. Education acquires a therapeutic dimension, supporting both students and staff through restored professional roles and meaningful interaction. Radical hope is reflected in collective professional solidarity, innovation under constraint, and a redefinition of educational goals—from mere safety and survival toward professional developmental continuity. At the same time, persistent barriers remain, including chronic stress, fear responses in students, limited technical infrastructure, and insufficient psychosocial spaces in shelters.

The study concludes that while war threatens educational continuity, hope-driven, trauma-informed adaptations enable schools to function as resilient ecosystems. These findings contribute to understanding education as a psychosocial and ethical resource in protracted crisis contexts and highlight implications for teacher training and inclusive educational policy in wartime settings.

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# Digital Inclusion as a Pillar of Educational Resilience: Overcoming Energy and Infrastructure Challenges in Ukraine

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In the current context of armed conflict in Ukraine, access to education for children in vulnerable circumstances depends directly on the stability of the digital infrastructure. However, regular damage to the power grid and communication disruptions create new barriers, turning standard distance learning into a factor of exclusion for those without access to autonomous power sources. In this study, digital inclusion is viewed not merely as the possession of a device, but as a comprehensive 'resilience architecture'. This architecture encompasses non-volatile communication technologies (GPON), asynchronous learning platforms and physical 'digital hubs'. Ensuring such inclusion is a prerequisite for minimising psychological trauma and restoring a sense of stability among learners (Dushkin, 2025; Bozkurt, & Sharma, 2020; Linkov, & Kott, 2019; Hrastinski, 2008; Hollnagel, Woods, & Leveson, 2006; Sterbenz et al., 2010; Laprie, 2008).

The aim of this study is to analyse the effectiveness of hybrid and asynchronous learning models as tools to ensure digital inclusion during critical power outages. Effectiveness in this study is assessed using indicators of academic engagement (engagement rate), attention retention rate and the level of curriculum completion during periods of connectivity loss. The focus is on identifying technological solutions (offline networks, offline content, microlearning) that contribute most significantly to maintaining educational continuity and supporting students' psychological resilience (defined as the ability to maintain control over one's learning in crisis situations).

The study is based on a comprehensive approach and was carried out between October 2024 and February 2025. It includes an infrastructure analysis of the implementation of GPON technologies and Starlink systems in the educational environment, as well as the author's empirical observations of how participants in the process interact with content (sample size n=100). The case study method was applied to analyse the functioning of three digital educational hubs as physical points of inclusion, guaranteeing equal access to resources regardless of a child's living conditions. A comparative technological analysis of the effectiveness of asynchronous platforms and

synchronous formats was also conducted in crisis situations, based on quantitative data (log file analysis and user activity statistics).

The study confirms that implementing non-volatile solutions and asynchronous learning methods helps bridge the 'digital divide' caused by the energy crisis. Based on the data collected, the author identifies key benefits: a reduction in stress levels (measured on a self-assessment scale of psycho-emotional state) due to stable network access and process flexibility, a 30% increase in the volume of completed tasks, and the maintenance of social connections. It is concluded that digital inclusion must be based on the principles of technological redundancy and multimodality. The development of digital resilience in the educational environment is a prerequisite for supporting children in vulnerable life situations within a cross-border context.

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Session 2B, 12:15–13:45

## Teacher Professionalism & Well-being

Zoom:

<https://us02web.zoom.us/j/85101422155?pwd=HCNmPcjr9v4ZzP3RIYgoRvl8HYad4a.1>

*Chair:* Sevgi Bayram Özdemir, Örebro University, Örebro, Sweden

### Well-being, Passion and Self-efficacy: Exploring Their Interrelations Among Teachers Working with Pupils with Individual Educational Needs

*Dorota Chimicz<sup>1</sup> & Stanisława Byra<sup>1</sup>*

<sup>1</sup> Maria Curie-Skłodowska University, Lublin, Poland

Teachers working with pupils with individual educational needs (IEN) function in highly demanding educational contexts that require sustained emotional engagement, continuous pedagogical flexibility and the capacity to respond to diverse and often unpredictable challenges. Such conditions increase the importance of psychological resources that support teachers' well-being and protect them from strain.

The aim of this study was to examine the levels of well-being and harmonious and obsessive passion among mainstream schoolteachers working with pupils with IEN, and to analyse how these variables are associated with teachers' sense of self-efficacy. The following research questions were formulated:

1. What are the levels of well-being and passion (harmonious and obsessive) in the group of teachers surveyed?
2. What is the relationship between well-being and passion and teachers' self-efficacy in the group of teachers surveyed?
3. Does self-efficacy moderate the relationship between well-being and passion among these teachers?

The study is grounded in two theoretical frameworks: Ryff's model of psychological (eudaimonic) well-being (Ryff, 1989; 2014) and Vallerand's (2015) Dualistic Model of Passion. Ryff conceptualises well-being in eudaimonic terms, emphasising optimal psychological functioning and the realisation of human potential rather than the pursuit of pleasure or positive affect. Vallerand's Dualistic Model of Passion distinguishes

between harmonious passion, which reflects an autonomous and balanced engagement in an activity, and obsessive passion, which arises from internal pressures and may lead to rigid persistence. Both frameworks highlight the role of internal psychological resources in shaping individuals' functioning, providing a conceptual basis for examining teachers' sense of self-efficacy as a factor that may influence and interact with their well-being and forms of passion. The research was conducted among 345 teachers employed in mainstream primary schools who work with pupils requiring individualised educational support. Standardised questionnaires were used to measure well-being, passion and self-efficacy. Data were analysed using correlational analyses, regression models and moderation testing.

The findings indicate that the surveyed teachers exhibited considerable variation in their levels of well-being, harmonious passion, and obsessive passion. Self-efficacy accounted for a significant proportion of the variance in both well-being and passion. Moreover, self-efficacy significantly moderated the relationship between both forms of passion and well-being; high self-efficacy strengthened the positive association between harmonious passion and well-being, while buffering the negative effects associated with obsessive passion.

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# Risk and Protective Factors in the Teaching Profession: Interrelations Between Teacher Passion, Stress, Resilience, and Occupational Burnout

*Stanisława Byra<sup>1</sup>, Agnieszka Buczak<sup>1</sup>, Urszula Olejnik<sup>1</sup>, Passion Research Group<sup>1</sup>*

<sup>1</sup> Maria Curie-Skłodowska University, Lublin, Poland

Occupational burnout is a critical issue in the teaching profession, where educators face persistent emotional demands, increasing workloads, and complex organisational expectations (Bodenheimer & Shuster, 2020). The primary aim of the study is to determine how teacher passion, stress, and resilience are associated with occupational burnout among Polish teachers. The following research questions were formulated:

1. What are the levels of occupational burnout, teacher passion, stress, and resilience among Polish teachers?
2. What are the relationships between occupational burnout and teacher passion, stress, and resilience among Polish teachers?
3. What is the structural model describing the interrelations between teacher passion, stress, and resilience in explaining the variability of occupational burnout among Polish teachers?

The theoretical foundation of the study is the Job Demands–Resources (JD-R) model, which conceptualises stress as a job demand that contributes to strain, and teacher passion and resilience as personal resources that enhance motivation and protect against burnout (Granziera et al., 2022). The inclusion of the Dualistic Model of Passion further refines the conceptualisation of teacher passion as a personal resource (Carbonneau et al., 2008; Vallerand et al., 2023). Within this model, passion may take a harmonious form that supports well-being and flexible engagement, or an obsessive form that heightens vulnerability to stress and burnout (Fernet et al., 2014; Paquette et al., 2023).

A quantitative research design was employed, using validated instruments to measure teacher passion, perceived stress, resilience, and occupational burnout. The study was conducted on a large sample of 805 in-service teachers representing various educational levels and school types. To examine the complex relationships among variables, the analysis employed Structural Equation Modelling, allowing for simultaneous testing of direct, indirect, and moderating effects.

The model estimated through structural equation modelling captured the greatest proportion of variance in occupational burnout, underscoring the central role of stress alongside the protective contributions of teacher passion and resilience. Stress emerged as the strongest risk factor, exerting a substantial positive effect on burnout and contributing most significantly to the explained variance. Both forms of teacher passion (harmonious and obsessive) functioned as protective factors, each demonstrating significant negative associations with burnout. Although obsessive passion is often conceptualised as potentially maladaptive, in the present study, it was nonetheless associated with lower levels of occupational burnout when considered alongside resilience. Resilience played a crucial moderating role, significantly weakening the impact of stress on burnout. Overall, the model highlights that while stress is the dominant predictor of burnout, the protective influence of teacher passion and the buffering effect of resilience substantially reduce its detrimental consequences.

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## ResilMinds – peer support programme for future primary school teachers

Urszula Oszwa<sup>1</sup>

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In contemporary times of threat and uncertainty, mental well-being is becoming the object of special attention, research and practical interest. The aim of the presentation is to introduce the main assumptions of *the ResilMinds Project* for a peer-based emotional and social support to the future primary school teachers. The support program has been designed to engage early childhood education students in the practical aspects of peer tutoring and to provide realistic support to future teachers, who are increasingly exposed to unpredictable working conditions, especially as they begin to shape their career paths. Ex-ante research among a group of future teachers indicates a significant need for techniques and strategies to foster their resilience and well-being. The program has been designed with strong methodological care as a pedagogical experiment. It will last 12 weeks and comprise 12 sessions. The first six sessions focus on supporting resilience and its various dimensions, while the next six sessions focus on supporting well-being in its different types. During each session, future teachers learn simple, useful strategies to develop resilience and well-being. They can incorporate them into their own behavioural repertoire and pass them on to children during their future careers. The project is currently being implemented as a pedagogical experiment, with baseline and final measurements to assess its effectiveness, usefulness, and relevance to the teaching profession, and to identify opportunities for modification and improvement. Equipping future teachers with emotional and social self-help tools at the beginning of their professional careers during times of uncertainty and instability will enable them to maintain their mental health and respond to early symptoms of mental deterioration in both themselves and their students. The presented programme for strengthening resilience and well-being can serve as a proposal for regular use by teachers, both preventively and therapeutically.

Session 2C, 12:15–13:45

## Inclusion & Special Education

Zoom:

<https://us02web.zoom.us/j/88594546882?pwd=SU8f3ayfJbHpbEUPjzkfV9ndlRgs6v.1>

*Chair:* Josefine Karlsson, Örebro University, Örebro, Sweden

### The Ukrainian-Swedish TUL Model: An Inclusive Special Pedagogical Approach to Multilingual Classrooms

*Anna Tokmilenko*<sup>1</sup>

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In Sweden, children with a foreign language background have the right to study their first language through *mother tongue instruction (modersmålsundervisning)* as part of the public school system. For many Ukrainian children who arrived after 2022, this subject has become an important part of their adjustment to school. Many of these pupils have experienced interruptions in schooling, migration-related stress, and a sudden shift between languages and school systems. At the same time, Ukrainian mother tongue groups in Sweden include both newly arrived pupils and children born in Sweden whose dominant language is Swedish. This makes the groups highly heterogeneous and creates real challenges for teachers.

The aim of this presentation is to demonstrate how the TUL model facilitates inclusive education and formative assessment in such heterogeneous classrooms, aligning with the Swedish national curriculum (Skolverket, 2022).

This presentation introduces my author-developed methodology, the Ukrainian-Swedish TUL model (Bilingual Instructional Cycle for Reading), designed for mother tongue instruction in Ukrainian in grades 1–4. The method grew directly out of classroom practice, as existing teaching materials and assessment approaches did not work well for such diverse groups of learners. The theoretical framework of the model is rooted in Vygotsky's (1987) ideas on language and thought, as well as Cummins' (2000) research on bilingual pedagogy.

The TUL model is built around short, recurring teaching cycles of 12–15 minutes. All pupils work with the same thematic text in Ukrainian and Swedish, while the level of

support and task complexity varies. Three levels (A–B–C) allow every pupil to engage with the same content at an appropriate level. The method makes deliberate use of translanguaging strategies (García & Wei, 2014), encourages comparisons between language structures, and supports oral and written language production through continuous teacher feedback grounded in the principles of formative assessment (Black & Wiliam, 1998; 2009).

The model serves two main purposes. First, it provides a clear and manageable structure for lesson planning and classroom work. Second, it functions as a practical tool for observing how pupils read, understand texts, use vocabulary, and develop cross-linguistic awareness across Ukrainian and Swedish.

The TUL model is currently being studied through classroom observations, analysis of pupils' work, and interviews with pupils and teachers, with a focus on its impact on learning outcomes. Early findings indicate clearer learning progress, higher engagement, and improved conditions for assessing language development across heterogeneous mother-tongue groups.

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# Special Educational Support in Independent Swedish Preschools Before Additional Funding for Extraordinary Support Measures: Inclusion, Exclusion, and Ethics

Linda Palla<sup>1</sup> & Jessica Eng<sup>1</sup>

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This study aims to identify and examine the types of special educational support reported to be used for children in independent Swedish preschools, within the framework of existing resources, before applying for additional funding for extraordinary support measures. The aim is specified in the following research questions:

1. What levels of special educational support are reported in the descriptions within the application forms?
2. How, when, where, with whom, and why is this special educational support described as being used?
3. What aspects of inclusion, exclusion, and ethics can be discerned in these descriptions?

The study was conducted using qualitative text analysis of forms from 2020 to 2024 concerning 20 children in a large Swedish municipality. Through the theoretical lens of special educational didactics, the analysis focuses on modelling the descriptions according to three didactical levels and didactical questions. The analysis also takes into account didactical aspects of inclusion, exclusion, and ethics discerned in these reports. The results highlight that support described at the individual level tends to focus on increasing adult presence and creating smaller groups, but the child can also be removed from the group, increasing the risk of exclusion. Tools such as Augmentative and Alternative Communication (ACC) and visual support are also emphasised. At the organisational level, funding applications emphasise the need for accessible materials and staff scheduling, often in general terms. Applying the didactical questions of *how*, *when*, *where*, *with whom*, and *why* to the support described in the documents, the focus lies on *what* is being done. In terms of the didactical aspects of inclusion, exclusion, and ethics, some applications mention inclusive goals; however, several support measures risk isolating the child or undermining their autonomy and sense of belonging. This result highlights the need for further ethical reflection. To continue advancing the values of inclusion, which have guided policy and practice, there is a pressing need to raise awareness about mechanisms of exclusion and their consequences, regardless of whether the preschool is publicly or privately operated.

# Supporting Children with Disabilities and Special Educational Needs at the Community Level in Ukraine

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During the war in Ukraine, the number of persons with disabilities has been increasing, with children among the most vulnerable groups (Cabinet of Ministers of Ukraine, 2024; UNICEF, 2024). Although this trend is recognised as a major demographic and social challenge (Cabinet of Ministers of Ukraine, 2024), services for children with disabilities and special educational needs (SEN) remain fragmented and poorly coordinated across the education, social, and health sectors (European Commission, 2023). Integrated community-based services offer a practical way to address this fragmentation.

The aim of this study was to analyse how integrated services respond to the needs of children with disabilities and SEN under wartime conditions in local communities. The study addressed two research questions:

1. To what extent were integrated services available across local communities, and
2. What constraints limited their implementation?

A repeated cross-sectional mixed-methods study compared service development in 16 communities in western Ukraine in 2024 and 2025. Communities were purposively selected if a population needs assessment for social services had been completed by early 2024, based on official municipal websites. Quantitative data were obtained through a structured review of administrative records on available services. Qualitative data were collected through focus groups with parents and semi-structured online interviews with municipal officials.

The study was guided by a rights-based, inclusive approach and the biopsychosocial model of disability, with community-based and family-centred frameworks used to analyse service coordination and continuity.

The analysis focused on three community-level services: day care for children with disabilities, early intervention (0-4), and support during inclusive education. In 2024, a substantial gap was identified between needs and service availability. Findings indicated low parental satisfaction, associated with long distances, lack of adapted transport, physical inaccessibility, shortages of specialised professionals, and fragmented information.

Between 2024 and 2025, service provision expanded and became more aligned with identified needs, driven by local decisions informed by needs assessments, the reallocation of municipal resources, and the introduction of new service models.

The most notable changes in service development were observed in communities participating in international technical assistance projects, where project funding combined with municipal co-financing accelerated service launch and early-stage scaling. At the same time, organisational capacity, limited municipal budgets, and inconsistent cross-sector coordination constrained service integration across all communities. Staff shortages emerged as the key limiting factor. Integration was most effective where services were organised as a continuous pathway of support rather than as isolated interventions.

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Session 3A, 14:45–16:15

## Teachers in War Contexts

Zoom:

<https://us02web.zoom.us/j/85809081264?pwd=COU7P359XodaCuxAXCaoJAcZ3c2xr4.1>

*Chair:* Magdalena Wójcik, Maria Curie-Skłodowska University, Lublin, Poland

### Coping with Life in Times of Crisis: A Theoretical and Practical Perspective on School Social Work

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Children and young people in today's society face a multitude of difficult challenges. The situation becomes even more complex in contexts shaped by crises and armed conflicts, which can significantly affect children's everyday lives and their emotional well-being. These broader strains are also reflected in national data.

The 2025/2026 School Barometer, surveying 1,507 students aged 8–17 and one parent each, shows continued high levels of psychosocial strain in Germany, with around 15% experiencing mental health issues and a further 10% at risk, slightly higher than in 2024 (Robert Bosch Stiftung, 2024; 2026). Various factors contribute, with the earlier study linking them to loneliness, academic pressure, worries about the future, financial concerns, and ongoing crises, including the war in Ukraine and conflicts in the Middle East.

In such circumstances, educational and social support systems play an important role in providing support. Against this backdrop, this presentation explores the role of school social work within the realms of child welfare and education. Since schools are central environments in the everyday lives of children and young people, school social work can strengthen well-being. By providing counselling and collaborating with teachers and families, school social workers can help create supportive environments that promote children's development and resilience.

To better understand certain behavioural patterns that may emerge in challenging life situations, the presentation then draws on the theoretical framework developed by Lothar Böhnisch (2016). His concept of coping with life (*Lebensbewältigung*)

emphasises that children and adolescents actively attempt to manage tensions between personal needs and structural conditions. According to Böhnisch, a person is capable of acting if they feel socially accepted, have self-efficacy and, as a result, have a stronger sense of self-worth; these are factors known in resilience research as protective factors. From this perspective, behaviours such as antisocial or self-destructive actions can be interpreted as forms of regressive coping that emerge when opportunities for recognition, participation and support are limited.

Building on these theoretical considerations, the final part of the presentation discusses possible implications for professional practice in school social work. It outlines how a better understanding of coping processes can support professionals in interpreting challenging behaviour, responding appropriately to children's needs, and developing interventions that strengthen constructive coping strategies. In this way, school social work can contribute to improving well-being and support for children in vulnerable life situations.

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# Trauma-Informed Competence of Teachers in Frontline Educational Settings in Ukraine

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The full-scale war in Ukraine has transformed schooling into a context of chronic stress, particularly in frontline regions where teachers must deliver instruction while supporting students' emotional regulation. Despite the growing emphasis on trauma-informed education, there is limited empirical clarity about how teachers' trauma-informed competence is structured and how it shapes pedagogical decision-making, as existing research often fails to clearly distinguish between these constructs.

The study conceptualises trauma-informed competence as a multidimensional professional construct and examines trauma-informed competence as a predictor of teachers' interpretations and instructional responses. It addresses three research questions:

1. What is the internal structure of trauma-informed competence in frontline educational settings?
2. Which components are differentially developed?
3. To what extent do these components predict teachers' trauma-sensitive interpretations and pedagogical actions?

The theoretical framework integrates trauma-informed education, developmental psychopathology, and ecological resilience models. Trauma is conceptualised as a chronic developmental stressor altering neurobiological regulation and shifting behaviour from learning-oriented to survival-oriented functioning (Shonkoff & Garner, 2012; Perry, 2006). To avoid deficit-based framings, trauma-informed competence is operationalised through four components: cognitive (knowledge of trauma and learning processes), attitudinal (beliefs about children and rejection of deficit interpretations), regulatory-emotional (self-regulation under stress), and behavioural-practical (selection and implementation of supportive instructional strategies).

A convergent mixed-method design with parallel data collection and explicit cross-method integration was employed. Data were collected in 2025 from 80 teachers in general secondary schools in Zaporizhzhia (Ukraine). Quantitative data from the Trauma-Informed Competence of Pedagogues questionnaire (Cronbach's  $\alpha = .89$ ) were analysed using descriptive statistics and Pearson correlation analysis to identify relationships between competence components. Qualitative data from Trauma-Informed Vignettes were analysed using thematic coding to examine patterns of interpretation and pedagogical action. Integration was conducted through joint display analysis, linking quantitative competence profiles with qualitative response patterns and explaining how competence informs decision-making.

Findings indicate a moderately high overall competence level ( $M = 3.62$ ) with structural imbalance. Cognitive and attitudinal components were most developed, whereas regulatory-emotional competence was weakest. Higher cognitive competence significantly predicted trauma-sensitive interpretations, but limited regulatory capacity constrained consistent behavioural implementation. Trauma-informed competence thus functions as a predictor of teachers' professional responses.

The study provides empirical evidence on the structure and functional mechanisms of trauma-informed competence in wartime education. It clarifies how competence components translate into practice and supports a shift toward resilience-oriented frameworks (Miller & Flint-Stipp, 2024). Practically, the findings highlight the need for institutional coaching, structured supervision, and emotion regulation training to ensure sustainable implementation (Santiago et al., 2026).

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## Challenges and Positive Experiences: Teachers' Reflections on Ukrainian Students' Lives in Swedish School Settings

*Sevgi Bayram Özdemir<sup>1</sup>, Kateryna Bondar<sup>1,2,4</sup>, Hanna Varina<sup>3</sup>, Olena Shestopalova<sup>2</sup>, Yevhen Topalov<sup>3</sup> & Thomas Barow<sup>1</sup>*

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Due to the ongoing war in Ukraine, a significant number of children have been forced to leave their country, and many of these children face significant psychological challenges due to war-related trauma and the difficulties of adjusting to new cultural and educational environments (Badanta et al., 2024). For example, a study focusing on Ukrainian refugee adolescents in Germany found that 45% of participants reported clinically significant levels of posttraumatic stress disorder (PTSD), 33% showed anxiety symptoms above clinical thresholds, and 23.8% exhibited depressive symptoms at clinical levels (Catani et al., 2023). Research also highlights that Ukrainian students face significant school challenges, particularly in building social connections with peers from the host society, mainly due to language barriers (Chaburksy et al., 2024). Taken together, these findings highlight the need for identifying ways to support and facilitate their adjustment in general, and particularly in school settings, where they spend most of their time.

To address this need, the primary aim of the present study was to explore teachers' perspectives and observations on the challenges faced by Ukrainian students, their reflections on strategies for effectively supporting them, and their own professional needs when working with this population. Twelve structured interviews were conducted with Ukrainian language teachers working with students in Grades 1–6 in Sweden; all interviews were audio-recorded. The initial analysis of the interviews indicates that teachers' observations focus on language barriers, difficulties in social integration, and the emotional vulnerability of children shaped by war-related traumatic experiences. They also report a lack of synchronised, curriculum-aligned materials for transitioning students and express a need for greater support when working with this group. Further, an in-depth examination of these interviews will deepen our understanding of the challenges faced by war-exposed students in host-country educational settings and enable us to identify effective practices and areas for

improvement within schools by drawing on insights from those who work directly with these children in these contexts.

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Session 3B, 14:45–16:15

## **Pedagogical Practices & Learning Approaches**

Zoom:

<https://us02web.zoom.us/j/85101422155?pwd=HCNmPcjr9v4ZzP3RIYgoRvl8HYad4a.1>

*Chair:* Anna Slozanska, Ternopil Volodymyr Hnatiuk National Pedagogical University, Ternopil, Ukraine

### **S.A.F.E.R – A Set of Humanitarian Principles to support and empower persons with Intellectual and Developmental Disabilities**

*David Treanor*<sup>1</sup>

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War and/or armed conflict situations are an existential threat to human persons regardless of ability, chronological age, gender or social-economic circumstances. Persons including children, living with Intellectual and Developmental Disabilities whilst are at heightened risk of death, typically have their normative routines significantly negatively altered during periods of conflict. Accordingly educational, humanitarian aid, social, sporting, recreational and welfare systems if they operate, do so in contested spaces and shape human lives.

The four Geneva Conventions of 1949 form the centrepiece of international humanitarian law and Convention IV emphasises that civilians are always to be treated humanly during situations of armed conflict (International Committee of the Red Cross, 1949). The Conventions have been ratified by 196 States, or all States that are members of the international community. In addition, Article 11 of the United Nations Convention on the Rights of Persons with Disabilities requires State Parties to protect such persons in times of armed conflict (United Nations, 2006). Yet, whilst humanitarian programs might aspire to implement targeted protection and inclusive programs for persons with IDD, the reality is that humanitarian programs fail to reach such persons.

This paper suggests a set of principles – that is, a set of fundamental ethical guidelines that serve as a foundation for humanitarian relief decision-making and action.

S.A.F.E.R is an acronym for **S**afeguarding, **A**ffirming, **F**acilitating, **E**mpowering and **R**einforcing, which as a set of principles can be used to structure, explain, and provide action for humanitarian relief for all persons. The paper describes the principles and how they can be implemented in armed conflict situations.

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## Embodied Approaches in Peace Education for Children in Challenging Situations – Bridging Borders Through Shadow Play

Martin Vetter<sup>1</sup> & Sinja Trotter<sup>1</sup>

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“Participation and confidence” to improve educational contexts and promote equal opportunities, integration, and social participation, as well as the acceptance of diversity and variety – within this framework, our pilot projects of psychomotor shadow play originally deal with previously unexplored possibilities for both social and research participation by socially disadvantaged children. Psychomotricity is a developing professional field worldwide, organised in Europe by the EFP and its journal, EPJ.

Building on our pilot project “Move to Express“, we want to deepen our work with children in vulnerable life circumstances. Guided by our programs, which focus on an embodied psychomotor approach of movement and play, children engage in sports halls or theatre spaces. The key elements are movement landscapes, including shadow play, that encourage the use of the body, materials, and music within a safe

space to express oneself nonverbally – regardless of language skills. Our resource- and action-oriented activities incorporate an aesthetic and artistic component that can help promote self-concept, interaction, and communication in a trauma-sensitive manner (Blessing & Vetter, 2020). Initial results from our pilot projects with students in preparatory classes and with disabilities show an increase in social interaction and integration through nonverbal forms of communication, of self-perception, self-efficacy, psychomotor learning and developmental processes (Vetter, 2026).

Building on this, our first goal is to establish support for children of diverse learning groups in challenging situations with psychomotor play- and movement-based shadow theatre. Secondly, we strive for participation and want to evaluate whether our embodied approaches can bring about changes in democratic outlooks and peace education attitudes and mindsets. In addition to social interaction, communication skills, self-awareness, and self-efficacy, we aim to foster empathy and relationship skills, emotional processing, and resilience. Thirdly, the shadow play approach requires exploring, expanding, and combining existing qualitative research methods with a new, creative body-phenomenological methodology for vulnerable target groups (e.g., movement-based interviews that build on the preceding movement lessons; video analysis of shadow play scenes incorporating body-phenomenological approaches) to map and evaluate the processes taking place.

Our project focuses directly on educational research and includes special education students. In doing so, we facilitate networking between our university of education, participating educational institutions, local authorities, civil society, and institutions involved in education policy and healthcare. To conclude, shadow play appears to be particularly suitable for children in vulnerable situations, bridging language, psychological, physical and personal boundaries. Experiencing a new scope for action enables transfer into everyday life.

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# Countering the Matthew Effect: Interactive Groups and Task-Essential Interaction in Multilingual Primary EFL Classrooms

*Jordi Prieto Borràs<sup>1</sup>, Carme García-Yeste<sup>1</sup> & Edward A. Lockhart Domeño<sup>1</sup>*

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Classrooms serving socioeconomically vulnerable populations are frequently characterised by unequal access to academic capital and educational discontinuity. In such contexts, the introduction of English as a Foreign Language (EFL) constitutes an additional layer of complexity that may exacerbate the Matthew Effect, whereby initial differences accumulate over time. Addressing this phenomenon requires more than inclusive rhetoric; it demands a coherent alignment of pedagogical stance, classroom structure, and task design, creating conditions for equitable access to meaningful participation.

This study aims to construct a theoretical and methodological framework for multilingual primary EFL classrooms that addresses participation asymmetries and cumulative disadvantage. It adopts a conceptual synthesis of SLA and TBLT research and asks:

1. How can classroom interaction be structurally organised to redistribute participation?
2. What does research in second language acquisition (SLA) and task-based language teaching (TBLT) suggest about the role of interaction in promoting language development, and how can this inform task design in primary classrooms?
3. Under what conditions do tasks generate task-essential interaction that broadens equitable access to meaningful communicative opportunities? What role can translanguaging play in mediating participation and co-construction of meaning within such interactional structures?

Drawing on dialogic learning theory (Aubert et al., 2009), Interactive Groups (IGs) are defined as an interactional architecture capable of transforming linguistic diversity into a resource for instrumental learning (Santiago-Garabieta et al., 2023). Grounded in the principles of egalitarian dialogue and solidarity, IGs can create conditions for high-challenge, high-support environments in which heterogeneous groups engage in collaborative knowledge construction, with community volunteers moderating participation and promoting equitable engagement. Translanguaging can serve as a

mediational resource that enables learners to mobilize their full linguistic repertoires for clarification, scaffolding, and metalinguistic reflection while maintaining a clear focus on the target language (East & Wang, 2025; García Mayo, 2022; Vraciu & Pladevall-Ballester, 2022), and tasks, in the context of TBLT, can be designed to foster interaction and focus on form.

The review identifies a gap in current TBLT research regarding the structural distribution of interactional opportunities in multilingual primary classrooms. Findings suggest that task-essential interaction can create conditions for incorporating a focus on form within meaning-oriented activity. However, task design alone is insufficient to ensure equitable participation. Interactive Groups can create conditions that redistribute interactional opportunities and support more inclusive engagement. They have the potential to generate a collective scaffolding, supported by volunteers that neutralises disruptive behaviours, activates peer solidarity and provides access to language-related episodes and high-quality interactions. (Santiago-Garabieta et al., 2023; Ugalde et al., 2023; Zubiri-Esnaola et al., 2020). By integrating task design, participation structures, and classroom context, the paper proposes an analytical model in which interaction emerges from the relationship between these dimensions.

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**Vetter, Martin**, University of Education Ludwigsburg, Ludwigsburg, Germany

**Wójcik, Magdalena**, Maria Curie-Skłodowska University, Lublin, Poland

**Żejmo, Agnieszka**, University of Warmia and Mazury in Olsztyn, Poland

**Zielińska, Patrycja**, Maria Curie-Skłodowska University, Lublin, Poland

# Changes to the programme

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Compared with the previous programme, the following changes have been made:

**Now in Session 1C (before in Session 3B)**

**Restorative Practices as a tool for encouraging recovery in times of crisis: The perspective of management training students**

*Mirit Sharon*

**Now in Session 3B (before in Session 1C)**

**S.A.F.E.R – A Set of Humanitarian Principles to support and empower persons with Intellectual and Developmental Disabilities**

*David Treanor*

**In Session 3A, the order of presentations has changed. The revised order is now as follows:**

**Coping with Life in Times of Crisis: A Theoretical and Practical Perspective on School Social Work**

*Kathrin Beck*

**Trauma-Informed Competence of Teachers in Frontline Educational Settings in Ukraine**

*Hanna Varina et al.*

**Challenges and Positive Experiences: Teachers' Reflections on Ukrainian Students' Lives in Swedish School Settings**

*Sevgi Bayram Özdemir et al.*

