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Honkasilta, Juho. 2019. Othering special needs discourse – identity negotiations of young people living with ADHD diagnosis. *The Finnish Journal of Education* 50 (1), 6–19.

This discourse analytical research article critically addresses the issue of othering produced by special needs discourse in the context of the comprehensive school in Finland. It investigates how 13 young people with an Attention Deficit Hyperactivity Disorder (ADHD) diagnosis negotiate their identities in an interview setting while narrating their school experiences. The interviewees perceived both special needs education and the ADHD diagnosis as social categories that were basically labelling them negatively, and sought thus spontaneously to normalise their identities in relation to these. Hence, special education student and ADHD student were construed as imposed and internalised identity categories marked with otherness. The article discusses school's role in maintaining and dispelling of othering discourses by problematizing the concept, rhetoric and practices of special needs.

Descriptors: Attention Deficit Hyperactivity Disorder (ADHD), otherness, special needs, discourse analysis

Lantela, Lauri – Rajala, Raimo. 2019. The relationship between family environment and ninth-graders' self-assessed emotional intelligence skills. *The Finnish Journal of Education* 50 (1), 20–33.

This study investigated the connections between ninth-graders' self-reported emotional intelligence (EI) skills and family environment dimensions and also to what extent the youths' emotional skills could be explained by their family environment. The data (N=429) were collected from 17 southern Ostrobothnian schools. The participants filled in a questionnaire, evaluating their EI skills and family environment. An examination of correlations (Pearson) and a linear regression analysis revealed that the impact of social environment was stronger for boys than for girls. Highly cohesive, emotionally open, and trustful environments support the development of EI skills, while conflict, aggressive behaviour and an authoritarian conduct are threats to the development of EI skills. The study results can be useful at school when evaluating the meaning of the family environment as an underlying factor for the youths' EI skills and socio-emotional problems. The results can also be helpful in supporting the development of EI skills in different environments.

Descriptors: emotional skills, social skills, socio-emotional skills, emotional intelligence, family, adolescents

Hohti, Riikka – Paananen, Maiju. 2019. How long a time is 'soon'? The stream and entanglements of time at school and day care. *The Finnish Journal of Education* 50 (1), 34–46.

Time and temporality are diverse phenomena, which cannot be captured by any single correct interpretation. This article is based on two ethnographical studies conducted at a Finnish school and a day care centre with the aim of examining educational practices from the viewpoint of

diversity of time. In the joint analysis we ask how different temporal notions and practices are manifested and how they affect everyday situations at school and day care. We use the notion of linear time and the relational concept of *entanglement* to illustrate how conceptions of time have implications to the ways in which educational processes are perceived. The relational, 'evolving' notion of time helps embrace children's experiences and the material and nonlinear aspects of education. The tensions emerging in everyday life situations often indicate conflicting notions of time. Educational research and practice need concepts by which to grasp time as a diverse and situated notion, and to attend to temporal practices as lived and experienced in schools and day care.

Descriptors: time, space, matter, Barad, entanglement, day care, school, children's perspective

Lakkala, Suvi – Turunen, Tuija – Laitinen, Merja – Kauppi, Arto. 2019. School's potential to enhance children's learning and well-being – teachers and school social workers as needs identifiers and coordinators of school welfare work. *The Finnish Journal of Education* 50 (1), 47–59.

In this research, the issues of pupils' learning and well-being at school are considered as multidimensional phenomena including pedagogical, social and legal-administrative aspects. The data consist of a survey for teachers (N=326), of school social workers' (N=16) group interviews and of a survey for social services personnel (N=256), all with open-ended questions. In addition, data were collected from a reflective group process of school social work experts (n=14). At first, a thematic reading of the data was used, and on this basis a case description for a fictitious boy, Valtteri, was constructed. The conceptual framework for the interpretative reading of his case comprised the support system for learning and schooling, and the student welfare system. The conceptualised outcomes of these two support systems were analysed in terms of cohesive, integrative and deepening welfare work practices. The conceptualisation brought forth shortcomings: the current support systems are unconnected, and the means of early intervention and communal student welfare are used scarcely. Teachers and student welfare professionals need in-service training for developing a communal school culture and interprofessional teamwork.

Descriptors: interprofessional teamwork, school well-being, support for learning and schooling, student welfare