

Abstracts

Sara Serbati, *Vulnerable families: an experience of home care intervention*

This article reports the results of a participative research-training-intervention project that involved 12 educators and 18 vulnerable families over an intervention period of 12 months. Some families face great vulnerability due to various factors such as personal and familiar history, poverty, social isolation, etc. In such situations, the ability of parents to take care of their children can be rather limited and leads to situations of child-neglect. In Italy, in order to support vulnerable families, home care interventions are widespread. The research aim was to understand if and how the home care intervention is effective to answer the needs of these families. The use of assessment tools at different times of the intervention (T0, T1, T2) allowed the use of before-after comparison of measures that enabled us to evaluate the results, confirming the effectiveness of the intervention itself. At the same time, research used a variety of methods, using interviews, focus group, case-files analysis. All data collected were analyzed in relation to each other in a reflective process with research participants, considering not only outcomes of interventions, but rather also the procedural aspects and content of the interventions themselves, with the aim to try to identify the key factors fostering the adaptation of these families.

Andrea Traverso, Lucia Azzari, Ilaria Frulli, *From family to family home: forms of plural thought and educational planning*

The paper aims to present a reflection in regards to the movements that a family or a couple can do to “turn” in a family-home. The exercises of singularity and plurality that lead to the new family structure force adults and children to call into question relationships, communication styles and the management of affections. The common goal of “making a new family” engages everyone in a pluralism of expressions that in the various forms of thought and project defines the educational intervention.

Luciane Pandini Simiano, *From to see to "see beyond": A look about the course of space in a day care center to the place for families*

There is consensus among theorists and researchers from different areas, the importance of dialogue and complementarity between day care center and family in the education and care of young children. However, in the Brazilian context, recent research shows that while the legal guidelines link to the open spaces and practices that respect and enrich the presence of families in childcare, these indications are not sufficient and are still struggling to support the plurality of this meeting. So, this article aims to reflect about the process of configuration of the daycare center space in a better place to/for families. It argues the importance of spaces for families in daycare centers. Your organization enhances or limits participation. It must, however, go beyond materiality. It is crucial to look, identify and valorize the forms of occupation and the senses established between teachers, children and their families. The right of quality education in early childhood involves understanding the diversity of families as something enriching. Believes in recognition of plurality, in valorize of condition of otherness and belonging as the possibility of sustaining the meeting and provide the space of daycare somewhere to/for families. In dimension of experience in the pause time and meetings, places are constituted and constitutive. This is another opportunity to be and be in daycare center.

Tommaso Fratini, *Bullying and familial relationships: a pedagogical overview*

Adopting a mixed and integrated pedagogical model, this paper examines the roots of bullying in fraternal relationships in the family. Starting with some clinical considerations on the origins and causes of bullying, the paper argues and highlights the role of parental projections in determining the principles conflicts among children within the family. The argument is extended then to the analysis of some of the dynamics of bullying between siblings and to the link between these types of vicissitudes and bullying in the social context outside of the family. The paper concludes with some pedagogical considerations on the educational role of the family in the prevention of bullying.

Marina Bellanti, *Knowing the same-sex parenting families: a survey in the Tiscan services*

The article displays a research investigating how much educational services for early childhood educators know about same-sex parenting families. This research involved 94 educators working in nursery schools in the Lucca area. The results highlight how prejudices and a general lack of information still persist on this issue. The article aims to offer a reflection on a mostly unknown reality, starting with the many data available. From the early Seventies up to today there are about 60 scientific surveys available on this issue. The opinion that kids need a mother and a father to be properly brought up doesn't match with the results of the international report on family relations and psycho-social development of people.

María José Mayorga Fernández, Dolores Madrid Vivar, *One is not born reader, it becomes: implications of family*

This study aims to highlight the significance of the family in education and, more specifically, in the reading process. If we consider the family's influence in the creation and consolidation of their children's reading habits, educational action should transcend beyond merely school-related activities and actions should be taken to promote reading for leisure, family and society in which it resides. After all, the foundations of education are consolidated through reading.

