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Task-Persistence and Academic Skills Across Grade 1: The Role of Support and Affect from Parents and Teachers

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Interpersonal environment support may be one of the key components to the successful beginning of formal schooling, thus, the aim of the present study was to investigate how parental and teachers' instructional support in learning situations (homework and classwork), their affective responses in teaching situations and children's academic outcomes (task-persistence and academic performance) are interrelated. The study followed Lithuanian children, their parents, and teachers from the end of preschool to the end of Grade 1. Children completed academic performance tests in individual testing sessions three times (T1 $n = 229$, age $M = 6.83$ ($SD = 0.30$), T2 $n = 337$, and T3 $n = 341$). Testers provided information about children's task persistence by filling out observation sheets at the end of the testing sessions. Parents filled out questionnaires about their homework-related practices and affect in those situations two times (T2 $n = 347$, T3 $n = 323$). Teachers filled out questionnaires about their individualized instructional support to a particular child and their affect in those situations two times (T2 $n = 24$, T3 $n = 25$). The results showed that poorer children's task persistence and academic performance evoke higher parents' and teachers' instructional support at the beginning of Grade 1. Moreover, better children's task-persistence and academic performance trigger more positive affective responses among teachers at the beginning of Grade 1. Further, at the end of Grade 1 higher teachers individualized instructional support predicted poorer children's task persistence and academic performance. In contrast, more positive affective responses from teachers while assisting children with classwork predicted higher children's task-persistence. Finally, the interaction effect of parent support \times teacher support was significant for predicting children's task-persistence (but not academic performance), suggesting that higher support in both contexts predicted lower children's task-persistence.

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Pragmatic pluralism: taking multiple perspectives on discourses of welfare and experiences of chronic health conditions.

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UK welfare policies, such as ESA, PIP and Universal Credit, aim to provide financial support for those affected by illness or disability. Individuals navigating these 'austerity-informed' processes have experienced fear and trepidation; with media coverage of benefit "scroungers" leading to greater stigma and struggles with personal identifications of 'disability'. The effects of these stigmatising discourses more keenly felt by those living with chronic illnesses that lack a visual component: the 'gulf' between outward appearance and embodied experience leading to dismissive appraisals from friends, family or representatives of the state (e.g. "you don't look sick").

As part of a longitudinal PhD project, interviews were conducted with eight UK-based individuals aged 21-29; living with a range of 'unseen' chronic health conditions who had applied for welfare. Encouraged by the sense of opportunity, potentiality and bridge-building present in modern qualitative psychological research, we made use of analytical methodologies pluralistically. Data was first explored through a phenomenological lens, before a 'honing in' on narrative elements identified as discursive important.

Phenomenologically we found a prevailing sense of loss. Participants were haunted by lives that 'could have been' were they not unwell. These affective alternative ways of being always parallel to the present. Ontologically disputed symptoms, such as fatigue, left participants lacking the 'symbols' of illness, leading