

Everyday Life as a Strength

You are welcome to discuss your family's everyday life together with a professional.

In the discussion, the family and the professional reflect openly and respectfully on themes related to the everyday life of a child or young person, such as friendships, family life, early childhood education, school, work, and leisure time.

Participation in the discussion is voluntary, and there does not need to be any particular concern in the family to take part. The aim is to strengthen how everyday life functions and to identify the family's own resources. The discussion is always conducted from the perspective of one child or young person at a time, and it is also suitable for families expecting a baby.

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Instructions

The discussion consists of seven themes that include different discussion topics related to everyday life. For each topic, it is considered whether it strengthens everyday life or challenges everyday life. The most important topics are selected for the plan in the **Discussion Summary** section. During the discussion, particularly important topics can also be highlighted.

It is not necessary to go through all themes or all discussion topics.

When discussing with parents who are expecting a baby and in service settings, the **Parenting and Family** theme is also included. By agreement, this theme can also be discussed in early childhood education and schools.

In the **Planning** section, it is recorded what will be done regarding the topics selected, who will do it and when. It is also considered whether support is needed from close ones or services, and whether a network meeting should be arranged. Documentation practices are discussed together.



Strengthens everyday life = something that is going well in everyday life



Challenges everyday life = something that needs improvement or makes everyday life more difficult

Goal of the Discussion

Events at home, in early childhood education, school, work, and leisure time influence the well-being of a child or young person. Research shows that changes in life situations—such as illness of a family member, changes in family relationships, financial circumstances, or changes in daycare or school—can affect the everyday life of a child or young person.

The goals of the discussion are to:

- increase shared understanding of factors that strengthen and challenge everyday life
- consider how the well-being and resilience of the child or young person can be strengthened
- reflect on the emotions different themes evoke and whether changes have occurred recently
- plan what can be done to support everyday life and to strengthen protective factors

Protective factors that support children and young people

- A regular daily rhythm and routines
- Time spent together as a family
- Good relationships with family members and friends
- Open communication within the family
- Age-appropriate understanding of the family's situation
- Understanding adults in early childhood education, school, and leisure activities
- A sense of belonging to a group
- An environment that accepts emotions
- Joy and play
- Asking for and receiving help

Every child and young person is worth a conversation!

Discussion Themes



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Starting the Discussion

What wishes or expectations do the participants have for the discussion?
If the child or young person participates in the discussion, their wishes are also considered.

Expecting a Baby

This theme can be discussed with adults whose family is expecting a baby. The purpose is to explore which aspects strengthen everyday life and which aspects challenge everyday life during pregnancy.

	 Strengthens everyday life	 Challenges everyday life
How the pregnancy period is going	<input type="checkbox"/>	<input type="checkbox"/>
Thoughts and images related to the unborn baby	<input type="checkbox"/>	<input type="checkbox"/>
Thoughts about becoming a parent	<input type="checkbox"/>	<input type="checkbox"/>
Thoughts about the changes brought by a new family member	<input type="checkbox"/>	<input type="checkbox"/>
Other children's reactions to the change	<input type="checkbox"/>	<input type="checkbox"/>

When expecting a baby, the **Parenting and Family** theme is also discussed. (page 8)



Daily Routines

Daily routines support well-being and mental health. The discussion explores how routines function and the atmosphere surrounding them.

	 Strengthens everyday life	 Challenges everyday life
Waking up and morning routines	<input type="checkbox"/>	<input type="checkbox"/>
Dressing at home	<input type="checkbox"/>	<input type="checkbox"/>
Dressing for early childhood education, school, or work	<input type="checkbox"/>	<input type="checkbox"/>
Transitions at home	<input type="checkbox"/>	<input type="checkbox"/>
Transitions related to early childhood education, school, or work	<input type="checkbox"/>	<input type="checkbox"/>
Transitions during leisure time	<input type="checkbox"/>	<input type="checkbox"/>
Eating and meals at home	<input type="checkbox"/>	<input type="checkbox"/>
Eating and meals in early childhood education, school, or at work	<input type="checkbox"/>	<input type="checkbox"/>
Hygiene and restroom routines at home	<input type="checkbox"/>	<input type="checkbox"/>
Hygiene and restroom routines in early childhood education, school, or work	<input type="checkbox"/>	<input type="checkbox"/>
Recovery, sleep, and daytime rest at home	<input type="checkbox"/>	<input type="checkbox"/>
Recovery, sleep, and daytime rest in early childhood education, school, or work	<input type="checkbox"/>	<input type="checkbox"/>
Evening routines and going to bed	<input type="checkbox"/>	<input type="checkbox"/>
Physical activity and outdoor time	<input type="checkbox"/>	<input type="checkbox"/>
Internet use, gaming, and social media	<input type="checkbox"/>	<input type="checkbox"/>
Household chores and homework	<input type="checkbox"/>	<input type="checkbox"/>



Friends and Important Adults

It is important that, in addition to family members, a child or young person has important adults and peers in their everyday life. Important adults may include relatives, acquaintances, or adults connected to hobbies, education, or work.

	 Strengthens everyday life	 Challenges everyday life
Relationships with important adults	<input type="checkbox"/>	<input type="checkbox"/>
Friendships	<input type="checkbox"/>	<input type="checkbox"/>
Sense of belonging to a group	<input type="checkbox"/>	<input type="checkbox"/>
Relationship with adults in early childhood education or school	<input type="checkbox"/>	<input type="checkbox"/>
Interaction at the workplace or in work placements	<input type="checkbox"/>	<input type="checkbox"/>


Feelings and Mood

Feelings are part of everyday life. The purpose is to discuss emotional expression, mood, and age-appropriate reactions. Recognising and expressing emotions supports resilience. Mood affects the atmosphere of the whole family.

	 Strengthens everyday life	 Challenges everyday life
Mood and expression of emotions	<input type="checkbox"/>	<input type="checkbox"/>
Curiosity, creativity, and joy of learning	<input type="checkbox"/>	<input type="checkbox"/>
Interaction and play	<input type="checkbox"/>	<input type="checkbox"/>
Disagreements and conflicts	<input type="checkbox"/>	<input type="checkbox"/>
Bullying, being bullied, and handling the situation	<input type="checkbox"/>	<input type="checkbox"/>
Changes and worries	<input type="checkbox"/>	<input type="checkbox"/>



Learning, Work, and Well-being

Learning and work can support or challenge well-being and mental health. Learning takes place wherever people grow and develop. Enjoyment in early childhood education, school, and work supports learning. Learning support is especially helpful when a learner faces challenges or needs additional help.

	 Strengthens everyday life	 Challenges everyday life
Future hopes (school-age children and young people)	<input type="checkbox"/>	<input type="checkbox"/>
Enjoyment of early childhood education, school, or work	<input type="checkbox"/>	<input type="checkbox"/>
Cooperation between parents and early childhood education or school	<input type="checkbox"/>	<input type="checkbox"/>
Following schedules, attendance and absence	<input type="checkbox"/>	<input type="checkbox"/>
Structured activities or lessons	<input type="checkbox"/>	<input type="checkbox"/>
Breaks or pauses	<input type="checkbox"/>	<input type="checkbox"/>
Learning and learning support	<input type="checkbox"/>	<input type="checkbox"/>

Leisure Time



Leisure time is time outside education, work, and other obligations. It can be used for rest, hobbies, social relationships, or anything that brings joy and well-being.

	 Strengthens everyday life	 Challenges everyday life
Time spent together as a family	<input type="checkbox"/>	<input type="checkbox"/>
Leisure time and weekends	<input type="checkbox"/>	<input type="checkbox"/>
Hobbies	<input type="checkbox"/>	<input type="checkbox"/>
Holiday periods	<input type="checkbox"/>	<input type="checkbox"/>
Agreeing on going out and returning home	<input type="checkbox"/>	<input type="checkbox"/>

Parenting and Family

The well-being, coping, and possible difficulties of close family members affect the whole family. Understanding and discussing life situations within the family is important. The aim is that family members understand the life situation and the emotions and reactions related to it.

The section also includes discussion about substance use and experiences of violence that affect the whole family.

	 Strengthens everyday life	 Challenges everyday life
How it feels to be this child's parent	<input type="checkbox"/>	<input type="checkbox"/>
How it feels to be the child of this parent	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with the child or young person	<input type="checkbox"/>	<input type="checkbox"/>
Cooperation and support between parents	<input type="checkbox"/>	<input type="checkbox"/>
Sharing household and parenting responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
Financial situation	<input type="checkbox"/>	<input type="checkbox"/>
Couple relationship and time together	<input type="checkbox"/>	<input type="checkbox"/>
Parents' well-being, coping, and difficulties	<input type="checkbox"/>	<input type="checkbox"/>
Other parents' well-being, coping, and difficulties	<input type="checkbox"/>	<input type="checkbox"/>
Substance use among close ones	<input type="checkbox"/>	<input type="checkbox"/>
Experiences of violence among close ones	<input type="checkbox"/>	<input type="checkbox"/>
Support for the family from close ones, networks, and services	<input type="checkbox"/>	<input type="checkbox"/>







Is there anything else you would like to talk about?

Is there something that is still on your mind or that you would like to return to?

Creating a plan

The plan records what will be done regarding the selected topics, who will take responsibility, and when actions will take place. It is also considered whether support is needed from close ones or services, and if so, a group meeting will be arranged together. It is agreed with the family who will be invited to the group meeting and what issues will be discussed.

Plan

	 Challenges everyday life – topic 1	 Challenges everyday life – topic 2	 Challenges everyday life – topic 3
Who will act:			
What will be done:			
When:			
Is support needed from close ones or services?			
	 Strengthens everyday life – topic 1	 Strengthens everyday life – topic 2	 Strengthens everyday life – topic 3
Who will act:			
What will be done:			
When:			
Is support needed from close ones or services?			

Group Meeting Minutes

If a group meeting is arranged, close family members and professionals from services who may be helpful will be invited. The family chooses the most important aspects that strengthen everyday life and that they wish to maintain, as well as the factors that challenge everyday life and that they would like to improve.

Topic:			
Who will act:			
What will be done:			
When:			