

### **d3. Joint responsibility among family and school in early childhood. The experience of some adoptive families**

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In Italy, the guidelines for the right to study of pupils in adoption (Ministry of Education, 2014/2023) draw attention to the need to foster processes of reception within the school context from early childhood (creche, integrative services, nursery schools).

The establishment of the Integrated System of Education and Training for children from birth to six years (D.Leg. 65/2017) aims to ensure that all children have equal opportunities to develop their potential in relation, autonomy, creativity, and learning, to prevent the potential for inequality on a territorial, economic, ethnic, and cultural basis (Ferritti & Tabacchi, 2022).

In the case of children in adoption, targeted pathways for early childhood integration should be provided, promoting a constant dialogue between parents and educators or teachers (Tabacchi, 2021), to promote the welfare of children in educational services and to develop children's capabilities and wellbeing.

The paper examines research conducted with the involvement of some adoptive parents within a family association called Afaiv, active in the territory of Varese. Through an online questionnaire,

parents' perception of the experience lived by children in the nursery and/or kindergarten was collected, focusing on the dimensions of school-family partnerships and collaboration and the educators' preparation on adoption issues.

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### **d4. Exploring the Relationship Between Emotional Intelligence, Usage, and Trust in AI Among Adolescents: The Impact of Parenting Style, Perceived Social Support, and Parental Engagement in Digital Devices Usage**

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The widespread diffusion of Artificial Intelligence (AI)-based technologies in the last years is transforming adolescents' learning, social interactions, and identity formation. Establishing and strengthening collaborative networks among schools, parent associations, families, and communities is essential to promote responsible AI use and support the socio-emotional development of youth. This study examines how parenting style, parental engagement in internet use, emotional intelligence (EI), and perceived social support influence adolescents' digital literacy and responsible AI use.

We recruited over 150 adolescents (aged 13–17) and 100 parents through a network of educational institutions and parent associations. Participants completed a series of standardized questionnaires through an online survey using QUALTRICS. With this research we aim to establish robust school-family-community alliances to promote good practices in AI usage in adolescence.

Preliminary findings indicate that higher EI positively correlates with an authoritative parenting style and greater perceived social support and trust in AI, while negatively correlated with authoritarian parenting and excessive online time. This suggests that emotional competencies and supportive parenting practices could promote healthier, more responsible AI usage in adolescents.

These results underscore the importance of integrated school-family-community strategies to reinforce bonds between adolescents and their families, thereby promoting socio-emotional development and guiding responsible AI technology use.

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### **d5. Adolescent's identity and well-being in a cohesive and inclusive community**

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The concept of well-being in adolescence is constantly evolving and represents an element of interest because it refers to a developmental phase that provides the basis for future cognitive, emotional and social well-being (Mohamed et al., 2018; Gómez-López, 2019). There are six life domains that play a key role in shaping an adolescent's identity and well-being: friends, family, school and life as a whole (Booker et al., 2018). A cohesive and inclusive community (Eccles & Gootman, 2002) allows an adolescent to develop social and leadership skills and a sense of responsibility (Martel et al., 2021). To do this, it is necessary to create a support network composed of family members, educators and community