



*Promoting children's development
through the educational work*
A bioecological perspective

Michele Capurso,
Lecturer and Researcher in Educational Psychology
University of Perugia, Italy

keywords:
development
bioecological
school/develop

School and
development

**when a child
has a medical
condition:**
how do we help?

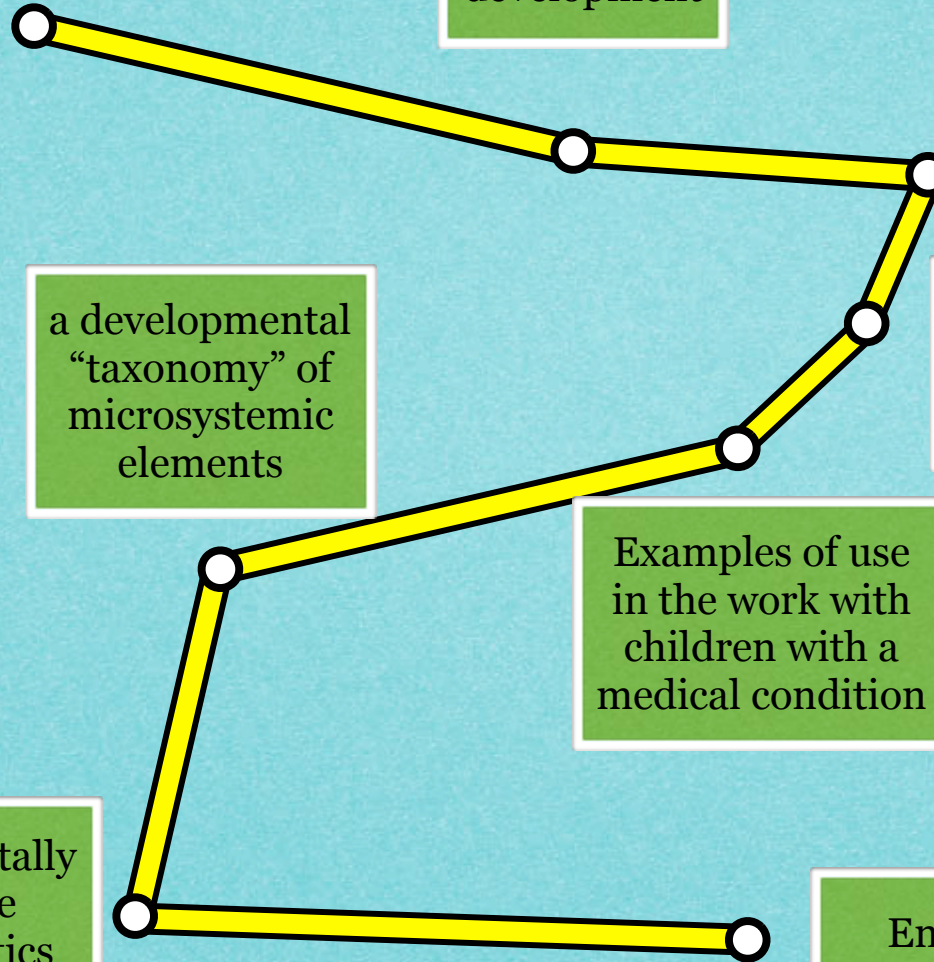
a developmental
“taxonomy” of
microsystemic
elements

Bronfenbrenner’s
microsystemic
elements

Examples of use
in the work with
children with a
medical condition

Developmentally
instigative
characteristics

End



Keyword

Development

3 processes

biological

cognitive

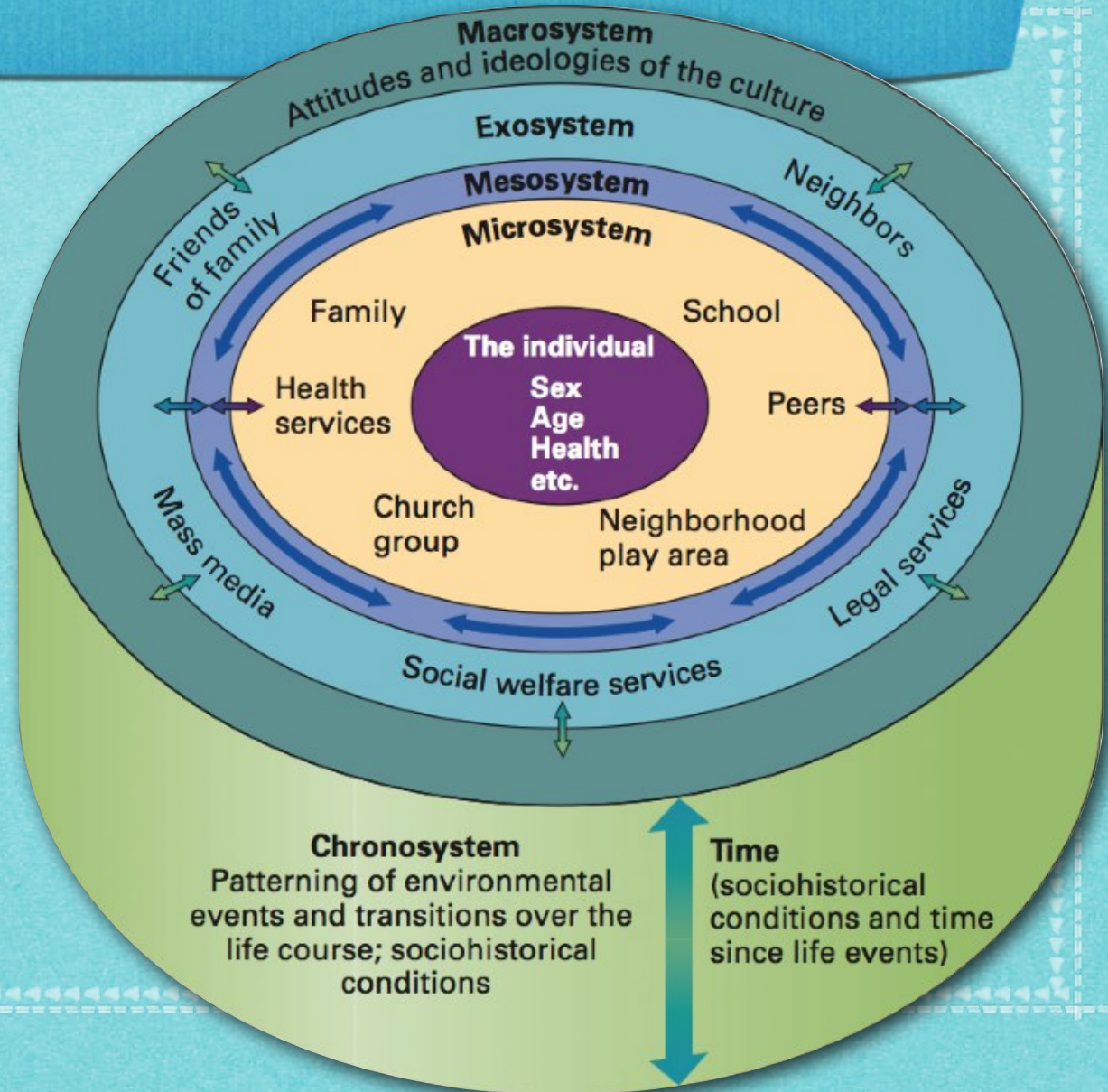
socio-
emotional



Keyword

bioecological

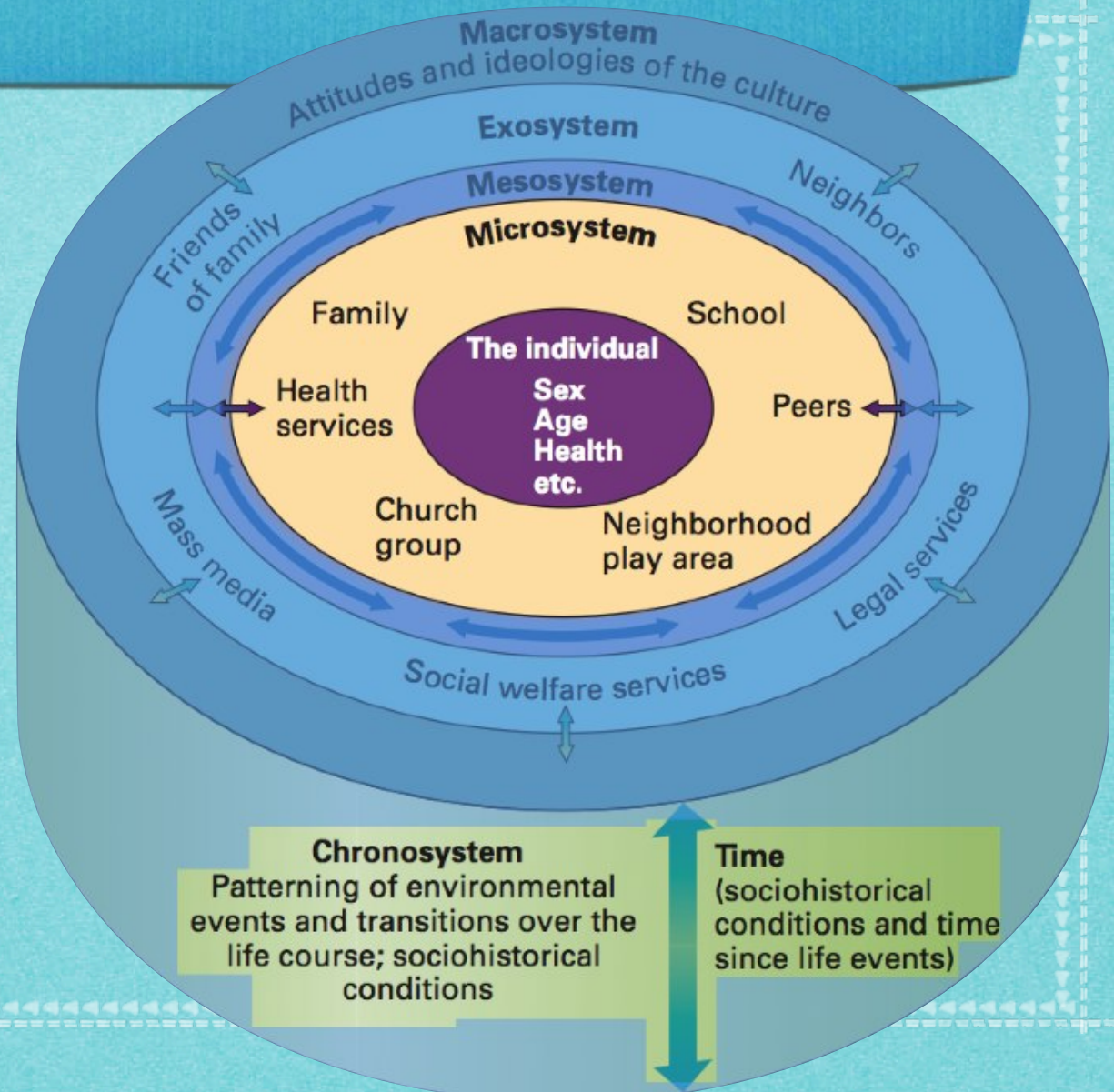
Bronfenbrenner's
bioecological system,
(Santrock, 2007)



Keyword

bioecological

Bronfenbrenner's
bioecological system,
(Santrock, 2007)



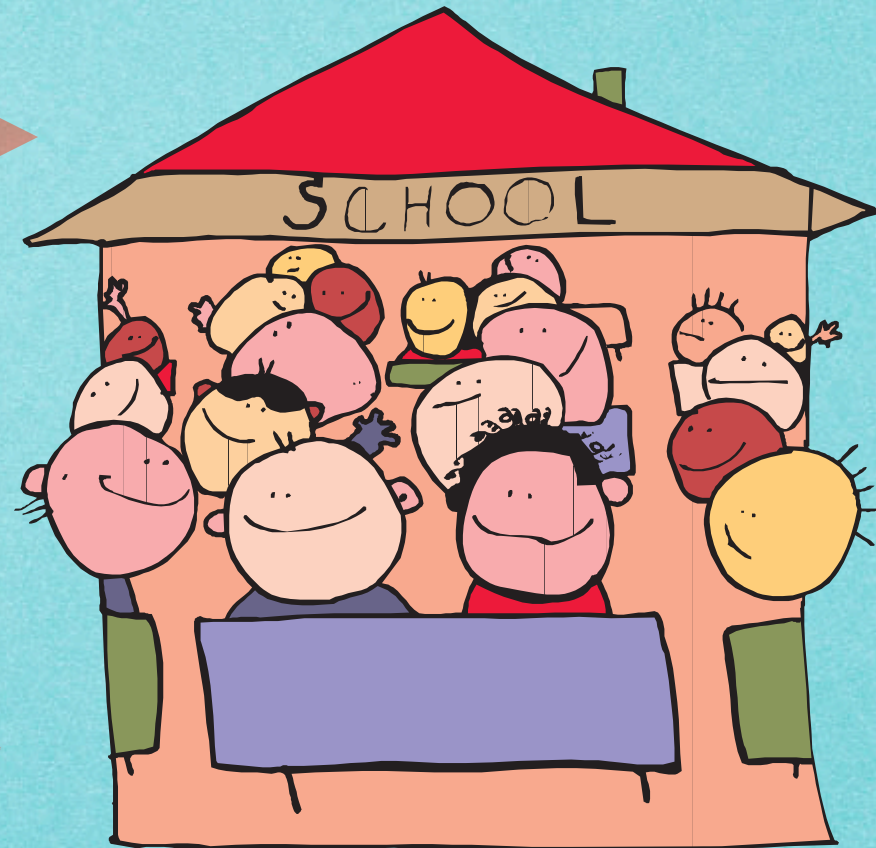
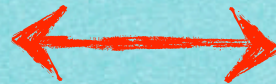
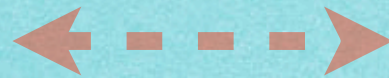
Keyword

School and development

biological

socio-
emotional

cognitive



School and development in a "normal" situation

biological

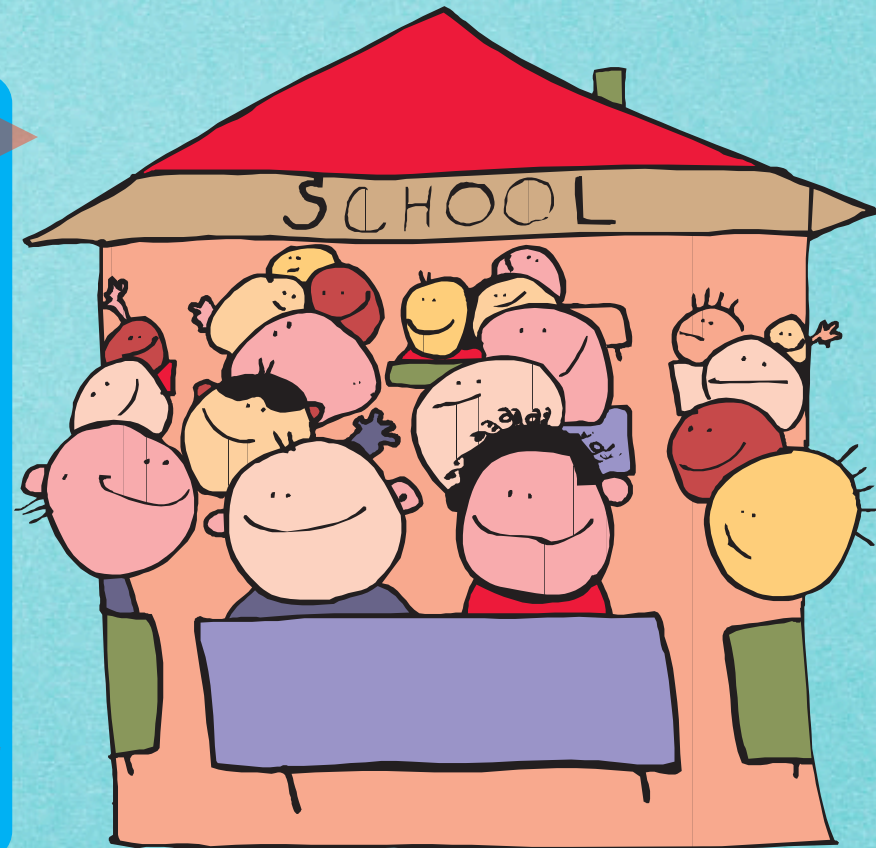
socio-
emotional

cognitive

Cultural

artefacts

(history)



School and development when a pupil has a medical condition

biological

socio-
emotional

cognitive

illness

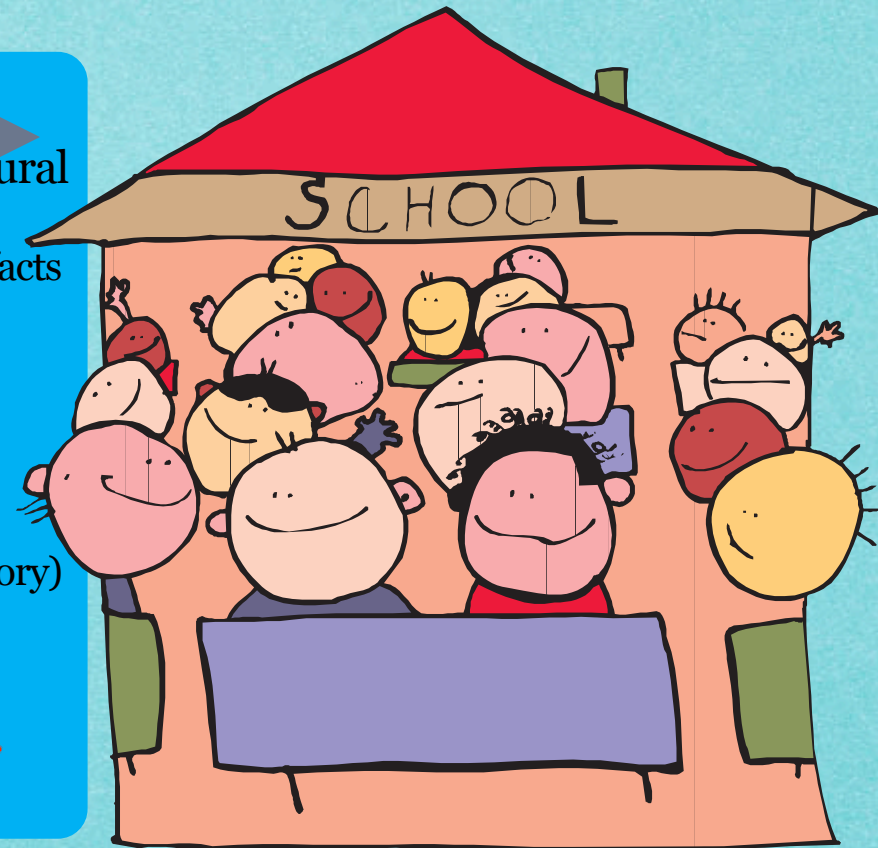
Hospital

forced
home stay

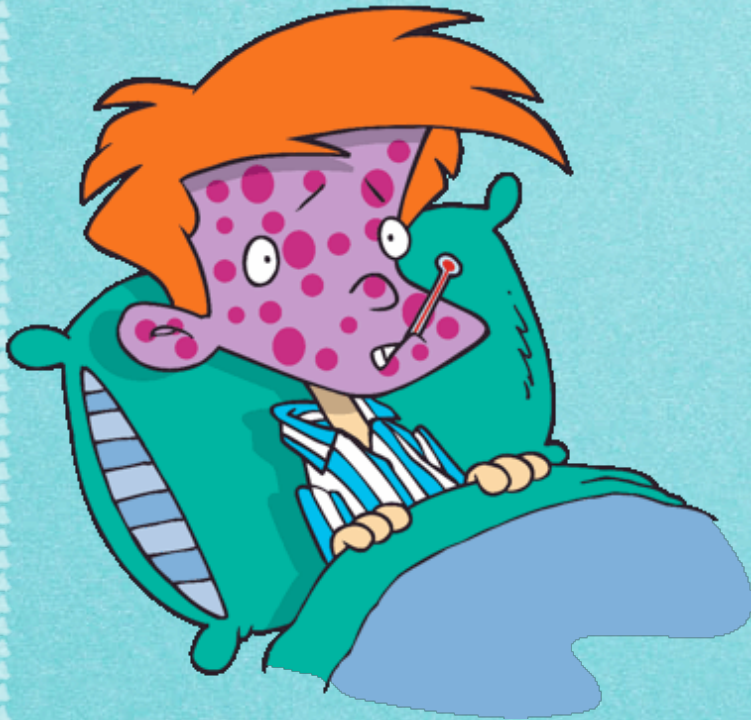
cognitive
and
emotional
isolation

Cultural
artefacts

(history)



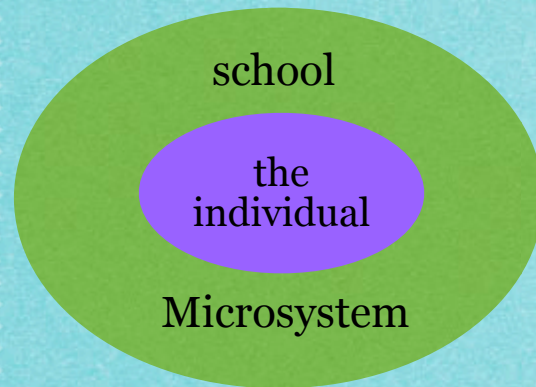
How do we effectively help a pupil with a medical condition...



... Re-connect with

- * his cultural background?
- * his peer group and school?
- * his healthy and vital
emotional, cognitive and
biological processes?

Bronfenbrenner's microsystem elements



A Microsystem is made of:

- * Molar activities
- * Relationships
- * Roles
- * (Other people)

Bronfenbrenner's molar activity

A molar activity is:

*an ongoing activity ... perceived as having meaning
or intent by the participants in the setting.*

[Bronfenbrenner 1979, p45]

A molecular act:

is perceived as instantaneous and with no meaning

A molar activity

an **ongoing** activity ... **perceived** as **having meaning** or intent by the participants in the setting.



in your work with children with a medical condition, can you:



list some examples of *molar* activities



list some educational *strategies* and *methods* that you **and the pupil** can use to think for new molar activities



A molar activity
an ongoing activity ...
perceived as having meaning or intent
by the participants in the setting.

examples of *molar* activities

strategies and methods to
come up with ideas for
molar activities

Bronfenbrenner's relationship

relationship:

*a dyad is formed whenever a minimum of two persons
pay attention to or participate in one another's
activities. [Bronfenbrenner 1979, p56]*



A good relationship:

- * occurs with “someone who cares”
- * is reciprocal
- * is progressively more complex
- * must occur on a fairly regular basis and
- * over extended periods of time



In your work with children with a medical condition:
Can you list some examples of good relationships?
How can you increase them?

Bronfenbrenner's roles

A role is
a set of activities and relations expected of a person
occupying **a particular position** in society, and of
others in relation to that person.

[Bronfenbrenner 1979, p85]



roles

a set of activities and relations expected of a person occupying a particular position in society, and of others in relation to that person.



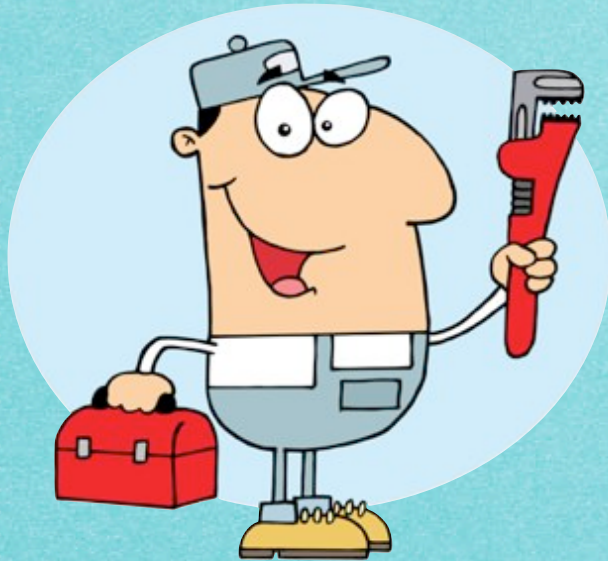
A child with a medical condition is just “a sick person”?

In your experience, what other roles can he/she play?

Where are we ...

- ▶ We have seen what development is;
- ▶ We have seen that normal school is usually linked to development through culture and history;
- ▶ Illness can disrupt such a connection;
- ▶ A microsystemic bioecological approach (molar activities, relationships, roles) gives us a way to re-establish such a link between individual and school and environment;

Now we need a tool ...



A bioecological taxonomy

- * Observe a child/group
- * Build an educational plan
- * Assess and verify

Evolutionary pattern for activities

Sbj. is
doing a
molecular
activity

0

occasion
ally
watches
Tv

Sbj is doing
alone a
molar
activity which
has been
planned by
s.o. else

1

Writes a
letter to
school
upon
teacher's
request

Sbj is doing
alone a
molar
activity which
he/she has
planned

2

creates
thank
you notes
for the
medical
staff

Sbj. is doing
with **others** a
molar activity
which has
been planned
by **s.o. else**

3

takes
part in a
group
school
project

Sbj **plans**
and **runs** a
molar
activity with
others

4

organises
and
involves
patients
and staff
in a
karaoke

Sbj. **plans**
complex
molar
activities and
carries them
on **over time**
with the help
of **others**

5

plans and
runs an
handcrafts
“shop” on
the ward;
involves
other
patients

Evolutionary pattern for roles

Sbj **watches**
the **same**
people
playing the
same role

0

Sbj **watches**
people
playing
different
roles

1

Sbj **plays**
himself
different
roles but
interaction is
poor

2

Sbj actively
interacts with
different
people and
roles

3

Sbj. plays
different roles
and interacts
with other
people who
acknowledge
and accept
them

4

Sbj, plans,
organises
and plays
different
roles for
himself and
other people
over time

5

Evolutionive pattern for roles

Sbj stays alone and does not interact with anybody

0

Sbj is the observer within an observational dyad

1

Sbj is observed by others within an observational dyad

2

Sbj takes part in a joint activity dyad

3

Sbj takes part in a joint activity dyad and shifts power toward others

4

Sbj takes part in an (N+2) relationship, shifts power toward others; Sbj engages in one or more primary dyads

5

Developmentally instigative characteristics

- ▶ Developmentally instigative **personal** characteristics: *the current aspects of the person most likely to produce powerful interactive effects on his/her future development;*
- ▶ Developmentally instigative **environmental** characteristics: *the current aspects of the environment most likely to produce powerful interactive effects on the person's future development;*

example

Developmentally instigative characteristics

PEDIATRICS

OFFICIAL JOURNAL OF THE AMERICAN ACADEMY OF PEDIATRICS

Psychological Outcomes in Long-Term Survivors of Childhood Leukemia, Hodgkin's Disease, and Non-Hodgkin's Lymphoma: A Report From the Childhood Cancer Survivor Study

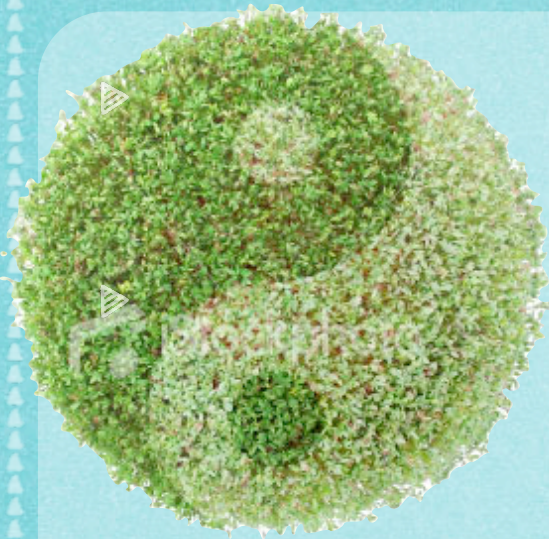
Brad J. Zebrack, PhD, MSW*; Lonnie K. Zeltzer, MD*; John Whitton, MS†; Ann C. Mertens, PhD§; Lorrie Odom, MD||; Roger Berkow, MD¶; and Leslie L. Robison, PhD§

- * survivors had significant increased risk for reporting symptoms of depression and somatic distress over siblings;
- * intensive chemotherapy added to this risk;

However...

The ability of SES, gender, and treatment-related variables to predict psychological symptoms ... calls for future research into **varied biological and psychosocial pathways** by which cancer influences future psychosocial functioning.

Person and environment



Today we have been talking mostly about personal activities with and for the people;

Another set of very efficient teachers activities are those addressed toward the educational context.

- ▶ A good teacher can maximise his/her educational outcome by combining these two levels of work.

Conclusions

- ▶ If teachers see the connection between education and development...
- ▶ By acting today, and by doing their job, they can increase the developmentally instigative characteristics of their pupils with a medical condition;
- ▶ A bioecological approach (role - relationships - molar activities) can help in this direction;
- ▶ A continuity over time (an educational plan!) is necessary to achieve good results.

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