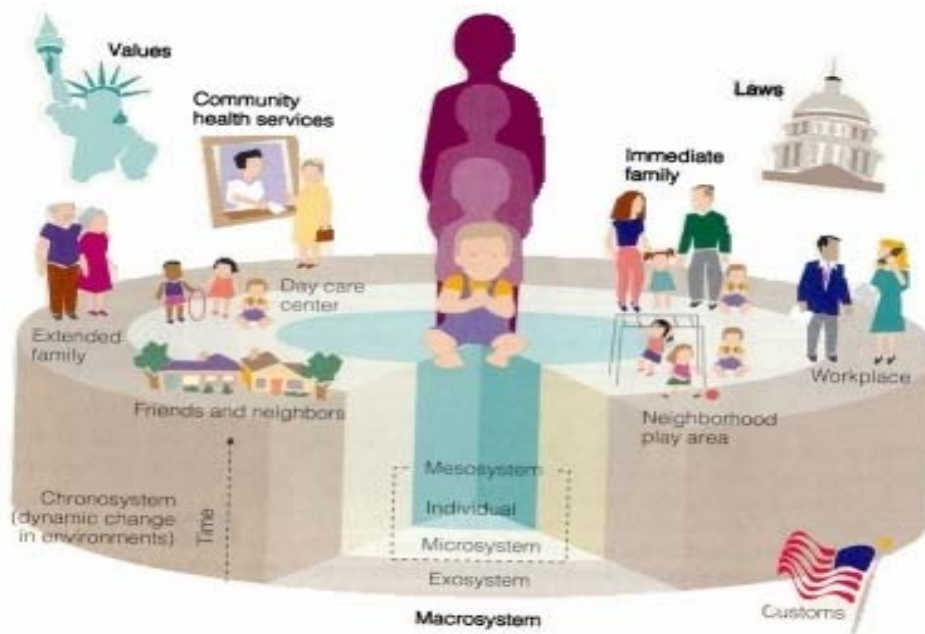


Servicing the Whole Child through Families, Schools, and Communities: A Comprehensive Model of Environmental Influences on Child Development
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Contents

- The Ecology of Development
- Normative Needs of Children
- Effects of Immigration: Case Example
- Effects of Trauma: Recapitulation

The Ecology of Human Development by Urie Bronfenbrenner (1979)



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The Child and Salient Contexts: Diverse Needs of the Child (Malekoff, 2004)

Conceptualizations of the Child:

1. Normative Needs
2. Specific Needs (circumstantial)
3. Contextual Needs (varied)

What kind of support do they need?

- Preventive?
- Remedial?
- Supportive?

A Healthy Person

- Social
- Emotional
- Spiritual
- Intellectual
- Physical
- Moral

Arrested Development caused by under-stimulation in one area

Overgrown Area of Development caused by over-stimulation in one area

Career Development Education (CDE)

- Exploration of careers vs. exploration of self
- Late adolescence vs. early childhood
- Life-long process vs. isolated stage
- Existential vs. circumstantial

CDE consists of explorations in:

- Personality
- Values
- Strengths
- Interests
- Motivations
- Talent

- Multiple intelligences

“How Early is too Early?”

“With our encouragement, children will develop the ability to consider alternatives, set goals, plan a course of action to meet goals. **We will help them become active participants in their own lives rather than passive reactors to life’s events.** Intentionally incorporating the concepts of career awareness, exploration, and planning into children’s early experiences, as they are making decisions about themselves and the world, will encourage the process of life career planning as a **habit of the mind. It is never too early...**” (Magnuson, 2000)

Flow and Talent (Whalen, 1998)

- ☉ Students who reported more flow in their talent area:
 - ☉ Took more advanced courses
 - ☉ Received higher grades in these courses
 - ☉ Rated as being more engaged by their teachers.
- ☉ Flow was a more powerful predictor of these outcomes than academic ability or achievement motivation.

Self Efficacy (Lapan, 2004)

- ☉ Individual’s belief in their own ability to execute specific behaviors and to persist when confronted by obstacles.
- ☉ The self efficacy construct has become one of the most important individual difference factors in the field of education.

Achieving Self-Efficacy

- ☉ **Mastery experiences:** Performance accomplishments provides a sense of capability.
- ☉ **Vicarious learning:** Observational learning.
- ☉ **Social influences:** Verbal persuasion that one possesses certain capabilities.
- ☉ Affective states or **emotional arousal.**

Why is Cultural Identity Important?

- People who suffer most in a bicultural environment are those who lack identification with any culture (Lee, 2006)
- Firm sense of group identification needed to develop a **sense of well-being** (Lewin, 1948)
- Identification with a social group adds to one's **positive self-concept** (Tajfel, 1981, 1982)
- A strong cultural identity offers a **sense of stability and continuity** during frequent migration

Recapitulation (Emerson, 2005): How emotional traumas are unconsciously recreated

- Ways of creating situations that allow a person to continue to deal with unresolved feelings, situations, energy, etc.

Common Styles of Recapitulation

- **Direct** - Directly recreating the dynamics of an earlier trauma.
- **Avoidant** - Creates events directly opposite the dynamics of the earlier experience.
- **Identified** - Takes on the role of the traumatizing person
- **Confrontive** - Seeks out and challenges people who are identical to the one who hurt them
- **Generative** - Taking an "educational" or "social activist" approach to help others avoid the trauma one knows so well