

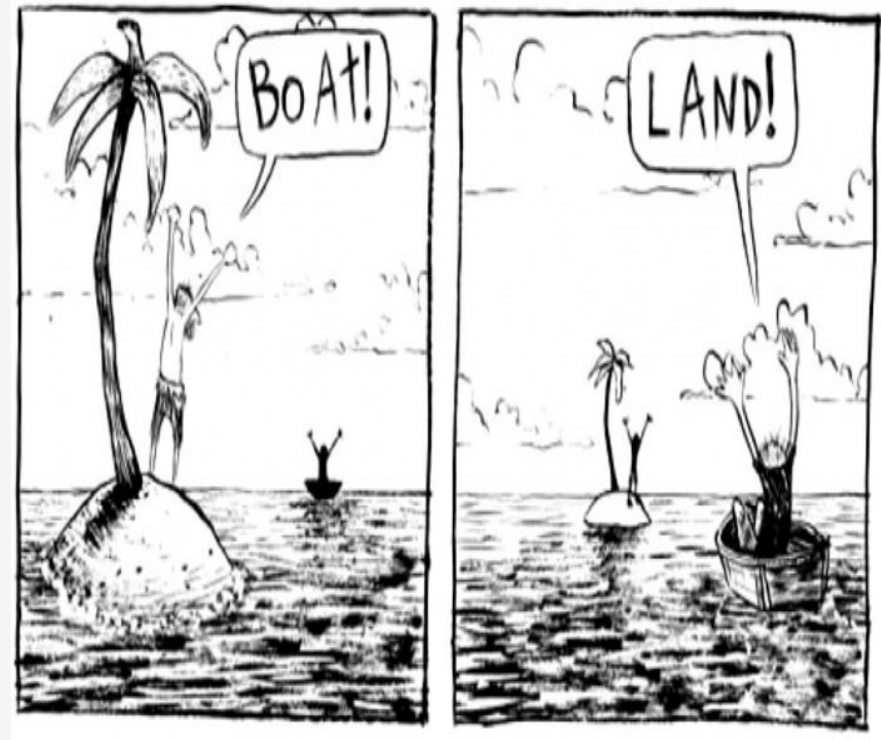
*HOLDING ONTO THE BIG
AND THE SMALL: A
DEVELOPMENTAL
ORIENTATION IN THE
EVERYDAY*

Ruth Emond, University of Stirling

Laura Steckley, University of Strathclyde

Hope for the session

- Who should a developmental orientation be for?
 - Holding the micro and macro in tandem
 - Developmental orientation in the everyday
-



Developmental orientation in the here and now

- sweaty hands
- racing heart
- shaky voice
- self doubt
- imposter syndrome



- Emotional Regulation
- Speech and Language
- Self efficacy
- Internal working model
- Generativity Vs Stagnation
- Cortisol levels
- Social Relationships

Developmental Orientation: A developing definition

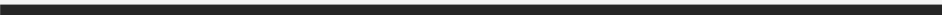
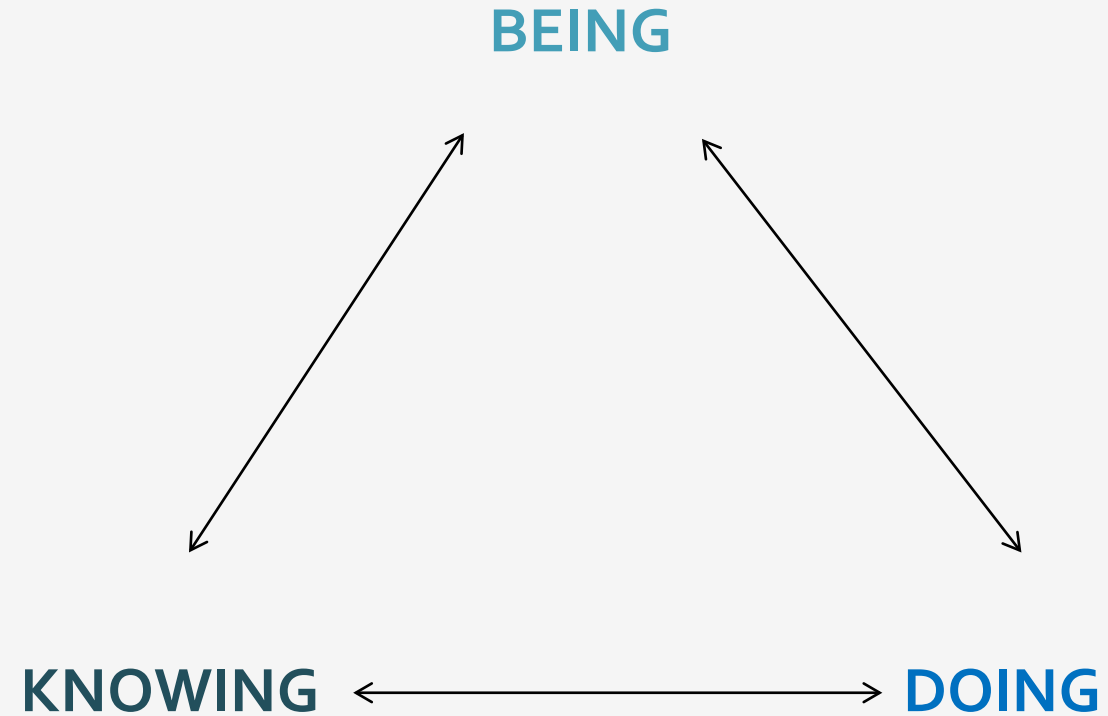
A developmental orientation involves a desire to promote growth and flourishing in others; a commitment to one's own ongoing growth and flourishing; and an appetite for continually integrating multiple ways of understanding how human beings develop.

It is not a technique, method or framework, though it may incorporate all of these.



Knowing, Being and Doing

(Lefevre 2015)



*Past,
present and
future*



What might this offer a developmental orientation?

Recognition of the relational dynamic – developmental orientation is as much to do with us as practitioners, managers or organisations as the children we serve

Attention to who we are in the work - our own past and impact on present

Appreciation of knowledge as external and tacit, contested and ever growing

Robust resistance to deficit-based or pathologising approaches

Meaningful integration of theory and practice, keeping 'the doing' from becoming purely instrumental

Need all three to be acting in synergy to be effective as practitioners, managers or organisations

A developmental orientation doesn't really mean anything if it doesn't manifest in who and how we are as people.

*Being hurt and
let down age
three*

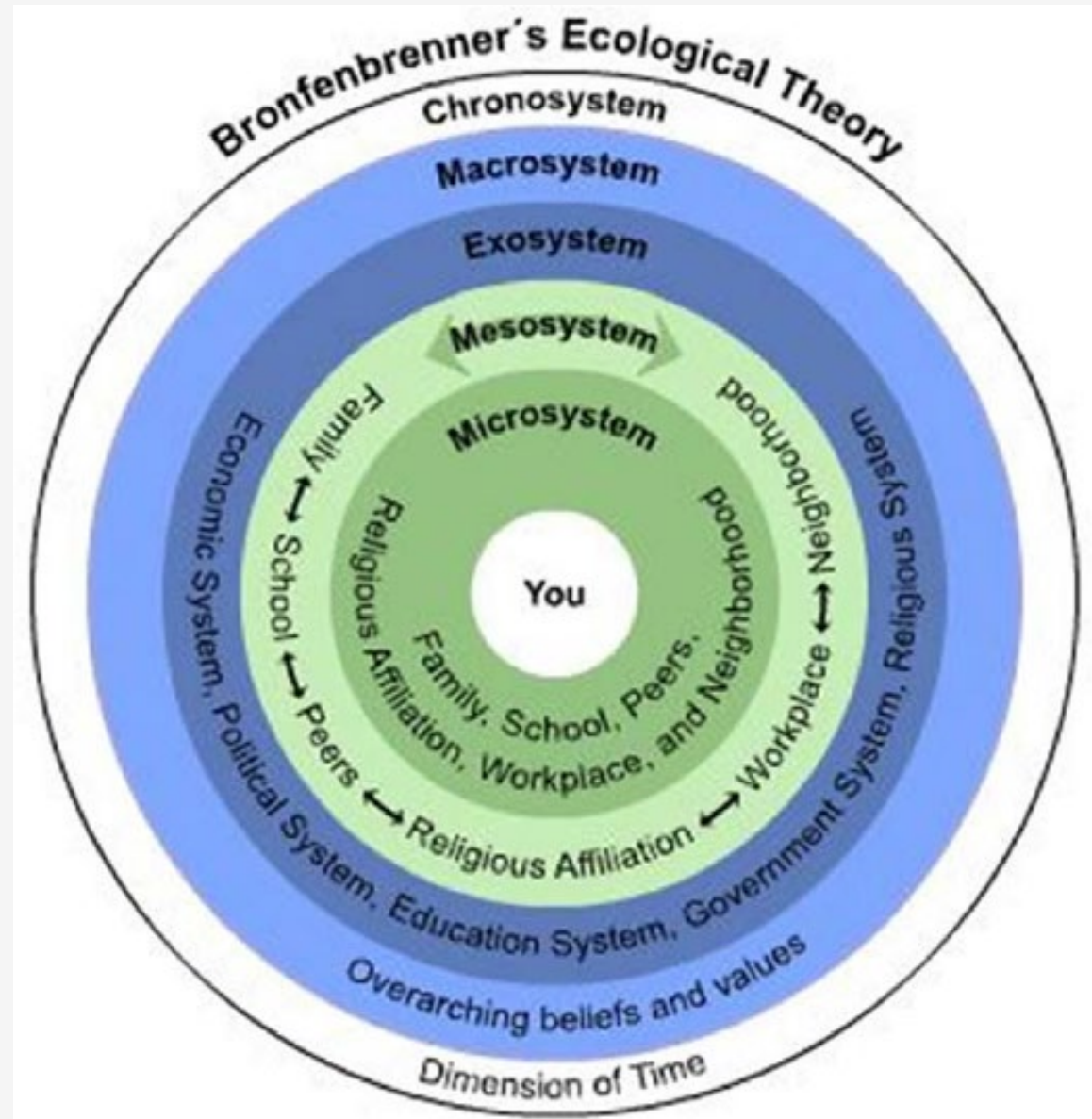


*Understanding
it age fourteen*



A familiar model

Development does not occur in a vacuum



Holding in mind the interplay between systems



- Systemic models are a way of making sense of experiences
- The importance of the chronosystem
- Where is our attention drawn?
- Who or what is our target for change?

Holding the micro and macro in tandem

- Children in most deprived areas of Scotland 20 times more likely to be looked after than those in most affluent areas (Daniel 2017)
 - Developmental orientation - e.g. align child welfare services with anti-poverty policies
 - Challenging the wider systems not just the families
-



Prizing the everyday



Developmentally orientated every day environments


Drip drip of daily life as key to understanding and intervention (what are the drip drip drips and what ought they to be?)

Making up developmental ground

Developmentally flexible and aware

Having some sense of the child's experience in every part of their everyday

*Child at the
centre --
are we
serious
about this?*

- 'We would remind the reader that many of the children requiring the help of the therapist will have undergone the most shattering life experiences Much of the work ... is concerned with helping them understand how things really were' (Redgrave 2000:10)
 - More care taken with language, especially diagnostic and labelling language
 - Moving on from 'recovery' or safety to lived experience
- 

*A
Developmental
orientation
recognises and
relies on the
role of others*



References

- Bronfenbrenner, U. (2005). *Making human beings human: Bioecological perspectives on human development*. Thousand Oaks, CA: Sage.
 - Lefevre, M. (2015) Integrating the teaching, learning and assessment of communication with children within the qualifying social work curriculum. *Child & Family Social Work*, 20 (2), pp.211-222.
 - Redgrave, K. (2000) *Care-Therapy for Children: Direct work in counselling and psychotherapy*, London: Continuum
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Contact

References

Ruth Emond
hre1@stir.ac.uk

Laura Steckley
Laura.L.Steckley@strath.ac.uk
