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Early child Intervention, fostering resliences and formative competence in vulnerability context

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Abstract

In this paper, we explain the different risk and vulnerability contexts in young children, while underlining the importance of the importance of training professionals involved in this context. It shows the need for reflection on the performance of different professionals and coordination between them. Our work considers the analysis performed on the professional skills based on the analysis in the project Kids Strengths (2009-2011) is necessary to reconsider these formative competences. We also show how resilience concept in this case will be of and help for professionals. Amongst them, early childhood intervention and fostering resilience are key strategies for working with families, schools and especially children who encounter in this context.

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1. Introduction

The Early intervention has from its origin a marked assistance, rehabilitative and compensatory character. At the beginning, one worked with children that presented deficiencies in the development and, later on, the situations of high risk were included, for biological factors or deprivation social ambiental. The Early intervention is understood as "the group of interventions directed to the population in the first childhood (0 -6), to the family and the environment that have for objective to give answer as soon as possible to the transitory or permanent necessities that the children present with disfunctions in their development or that they have risk of suffering them. These interventions are planned with global character and interdisciplinar" (White Book of the Early Attention2000:13). In the first years of life, the development can lose temper substantially, according to the nature of the physical and social environment (Sameroff and Chandler1975). The Early (AT) intervention, like a model from attention to the children from 0 to 6 years, it is an essential element for the prevention, detection and intervention in the alterations of the infantile development. He/she appears as social answer toward this population's necessities that it has grown significantly in the last years. The infantile school is a privileged place to carry out the prevention, and the intervention at the same time in the difficulties of the development that they allow to carry out a compensatory education in those children that live in a context of mental vulnerability and they can see committed its development for the difficulties / illnesses of its relatives or for not receiving the appropriate cares.

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2. The early intervention in vulnerable contexts.

The number of children that you/they live with parents' contexts with mental disfunctions increases (Schmid / Lisofsky2000) for diverse factors (socio-economic, changes lifestyles, etc.) This supposes a risk for the development and the boy's adaptation (Pretis & Dimova2004) and of perceived anguish (Bauer et to the one. 1998, Küchenhoff2001). The impact of the mental illness parental in the children, is manifested in different ways: Own bigger vulnerability (Mattejat / Lisofsky2001), behaviour (depending on the age) problems (Küchenhoff2001), school problems associated to delays in the development (Kaplan et to the one. 1999), emotional bigger uncertainty (Deneke & Lüders2003). In a same way, the adults that have lived in this context manifest to have felt disorientation, sensation of being alone or "forgotten" (Wagenblass2001), they have a blame feeling (Dunn o.J Williams1998), they demonstrate a sensation of fear, insecurity, they assume tasks and inadequate responsibilities for their age, high responsibility (Wagenblass2001). From an early intervention, it is about to guide and to support to the families with problems of mental (psychological and social) vulnerability so that they can assist and to take care of their children and they assist them in their specific necessities. It is essential to work with the family, with the information like key tool assisting to their capacities and to teach them to recognize their children's necessities. We consider essential that all the professionals that work in this environment, share the approaches what will allow to give an adjusted answer to their necessities. Peterander (1999). He affirmed that the analysis of the literature shows that almost all the initiatives of early intervention that go beyond the immediate therapy and the children's singular, have for objectives to exercise an influence on the family system, considered as an everything, and especially on their interaction / communication between the mother and her children, so the daily environment of this is favorable for its development. At the moment, the implication of the family and the children's nearest environment in the intervention of the Early Intervention, continues being an improvement, we highlight the early intervention based on routines that McWilliam (2010) proposes. The educational intervention supposes to plan actions with the purpose of achieving a change by means of the systematic control of the environmental circumstances, where the difficulty emerges in the control of the factors that impact in the educational process.

From the educational system, the Infantile education should diversify the initiatives to respond to the educational demands that not only the parents, but the society, in their groups should assume, contributing to the family the specialized support that supplements its action and that it guarantees for the children from 0 to 6 years the satisfaction of their necessities. This should contribute it resources, spaces for their attention and coordination among all of them, facilitating a full development and offering some proposals educational with their vital contexts.

2.1. The competence formative key in the professional development.

The effective different norms recognize the children's right to receive Early Intervention, which puts the relief on the necessity to form professional highly qualified couples to respond to the assistance and educational demands that outlines this activity from a focus interdisciplinary. It is necessary to form the professionals of this environment enabling them to plan and to execute evaluation programs, intervention and the children's pursuit from 0 to 6 years. The professionals should be able to give an answer to the demand of attention that the children present in this context, like those of their family and developing a reflexive-critic attitude for to offer a specific formation and quality in the different performances (doctors, educators, psychologists, etc.) the contexts implied in the educational, sanitary, family and social attention of children from 0 to 6 years. To prepare the professionals of the Early intervention from a vision interdisciplinary, so that you can approach the children’s integral developments, without losing the specialty of the role of each one of the professionals that will intervene with them, Also, to know the different services of Early intervention, each environment: heath, educational and social. The professors of infantile should put in practical education plans individualized for the children with vulnerability that you/they reinforce the capacity of the child’s recovery, avoiding or trying to diminish the feeling of shame and the child's stress for the illness relationship with their parents (Pretis & Dimova2004). They should work with these children basic dexterity of the social competence, of verbal and not verbal communication, to request help, for the cooperation and the resolution of conflicts and to respond to the stress. They stimulate the development actively from .tolerancia to the frustration, etc. The preschool education provides opportunities of activities ludicas and motive with the purpose to soften the level of the child's stress and to satisfy the necessities of the child linking with
emotional and social security. Also, the child's affective relationship improves. We highlight the analysis carried out on the competences and performance environments in the European project Kids Strengths:

<table>
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<th>Área de conocimiento</th>
<th>Conocimiento específico en este área</th>
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<tr>
<td>Aspects of regional and socio-cultural and states of mental vulnerability</td>
<td>• Knowledge on the environmental circumstances in which the family lives , Knowledge about the specific impact of mental vulnerability in the age group (preschool)</td>
</tr>
<tr>
<td>Methods of intervención</td>
<td>• Methods by which the previous damage to the children, can be reduced with the institutional education, and activities that enhance resilience, reduce stress, artistic and individualized teaching methods</td>
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Table obtain (Internal Modules): Project Kids Strengths: kids in the context of mental disorders. (2009-2011)
http://www.strong-kids.eu

The performance of professionals: a coordination proposal like I model of performance. The lists and the professors' of infantile education tasks in relation to the development and the children's invigoration with mental vulnerability, include the obtaining of the pertinent information on the children's family environment, their possible vulnerability to detect the factor of risk and to follow the boy's physical, mental and social development closely. The school education of the students with 1 special necessities in its stages of Infantile Education in our country, is governed by the normalization and inclusion principles. So that these are developed in the possible best way, they must have some appropriate conditions. For them the formation and information they required Early interventon, directed to the children and their families is essential. When the professors of infantile Education collaborate with the parents with mental vulnerability, they should be aware of the father's / mother vulnerability, to accept them with empathy and to assure with total discretion. Their role is in to understand and to accept that the families are the environments first and of more importance for the socialization. Regarding the children, the professor should provide models as regards acceptance, tolerance and social ability, to develop those social dexterity, to create and support environments that facilitate the development of this ability to adapt. In connection with the parents, to respect the ethical rules of their profession, confidentiality and to create an atmosphere that the trust increases, avoiding the stigmatización and discrimination linked to the vulnerability. Grotberg, (1996) a model proposes to know that attitudes are necessary to favour in a persons capacity to recover to the adversity. These attitudes are necessary for a social atmosphere, and personal resources and the social abilities. - Social: support, community groups, religious; extensive family, friends and school. - Personal resources that the childrens develops in his interaction with the world the self-esteem, autonomy, control of impulses, empathy, optimism, sense of humor, faith. - Social abilities: to be able to manage conflict situations, of tension or personal problems. As educators we can promote the resilience if we offer that the formal and not formal education, the situations that produces these verbalizations in each one of the children increase.

2.2. The resiliencia strategy for the improvement of vulnerable contexts.

The resilience contributes to an understanding of the factors that you/they protect to the subject of the noxious effects of the bad conditions of the social and human atmosphere in which live, and it allows the design of practical methods of promotion of these factors, to assure a development but favourable that allows to prevent the appearance of physical or mental disfunciones. The resilience can be considered a specific resource that one acquires through the interaction with the environment. It is the capacity to activate coping mechanisms learned before vital difficult situations (Petermann and Simonis2008). Authors like Rutter (1993) they demonstrated that the resilience is not acquired avoiding the risks, but controlling the exhibition to them. In this sense, the construction of the resilience is the basic instrument to make in front of the situations of risk, they cannot make a mistake with behaviours of risk that limit the possibilities of the individual's success. To favour the resilience, supposes to provide to the children’s abilities for life, to recognize the participation of the environment (school, family and society) and to endow each institution with enough resources to acquire new aptitudes. To develop self-esteem and self-efficiency by means of interpersonal relationships, the new experiences and the learning to know how to make in front of the new challenges and to create wide nets of resources and means that allow the individual to obtain the necessary support. The strategy consists on helping the children to
discover those resources that have inside themselves and to their surroundings and through their discovery to guide their personal realization and to overcome the difficulties when it is necessary and to improve their competences.

2.3. Conclusions

The formation, information and collaboration are the key of the performance in vulnerable contexts. From the perspective interdisciplinary the professionals that work in this mean should acquire a formative competition to respond to the same one, so that the early intervention he/she transforms into the key strategy for the improvement and superación of the vulnerability risk. For we love it we stand out the potential and the great recovery capacity that have the children when compensation factors exist or protective, like they are on time the systematic appropriate interventions and the attention. These interventions strengthen their resiliencia, expert this as the capacity of a person or system of approaching with success the challenges of the life before the presence of adverse significant risks (Rutter1985).

References.