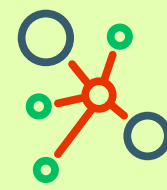


# Cooperative Work Among Families, School and Therapists



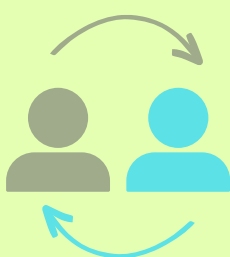
## The Therapeutic Environment

Even if crucial, the therapeutic environment represents just an intersection point in the process of improving the strategies to face everyday challenges. We need to widen our perspective.



## The Need of a Network

In this perspective, we need to build a network to sustain the treatment and to empower the relationship between family and school. The therapeutic environment is an artificial situation in which the challenges of everyday life are reproduced. But it's not enough.



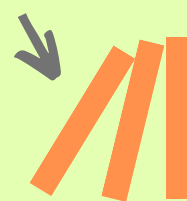
## The Relationship with Families

Families need to be engaged in the therapeutic process in order to strengthen the outcomes of the rehabilitation. Throughout the sharing of the treatment's experience it is possible to foster the development of what Feuerstein called "the bridging process".



## School and Family: a Critical Relationship

The alliance between Families and Schools represents an important point to reach in order to improve the child's wellness and cognitive enrichment.



## The Therapist as a Trigger

In a world where everything seems to be erratic and chaotic, the role of the therapist is crucial to trigger the relationship between the needs of families and schools (each one characterized by its own rules, beliefs and perspectives).



## The Bridging Process: the key for long lasting results

In the Feuerstein perspective, the bringing process means creating a link between the therapeutic activity and everyday's life, in a way to make cognitive functions functional to the child and to his or her caregivers. There is no effective bridging without a significant relation based on mutual understanding and the sharing of meanings.

# Towards a Dynamic Transfer of Learning Perspective

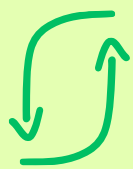
## The Role of Transfer of Learning (TOL)



Transfer of Learning (TOL) is the degree to which trainees apply the knowledge, skills, and attitudes learned in training when they return to the job, and the degree to which the new learning is maintained over time.

This notion could be also applied to therapists who want to make the contents of their sessions long lasting, enduring, and reusable in different kinds of environments.

## The Modifying Environment



Reuven Feuerstein describes the key characteristics of a modifying environment as a high degree of access and openness to society's opportunities, conditions of positive stress, a planned and controlled encounter with new tasks, and individualised instruction and mediation.

In our perspective, the role of the therapist is to foster the alliance between caregivers and schools to strengthen the cognitive functions lying under the ability to face single tasks.

## Helping Families to Understand the Learning Process



The role of a therapist is to make clear the sense of its activity to the family and care givers in order to carry on the principles that underlie the therapeutic process and make them able to reproduce them in a more natural environment.

## Therapist, Family, and School: a Complex Dynamic System



The interaction leads to:

**Self-organization:** Processes through which coherence develops out of apparent random interaction between individual units.

**Emergence:** Radical transformation in a system due to interaction between its constituent components (Goldstein, 1999).

**Self-organized criticality or the edge of chaos:** Critical states in systems due to repeated exposure to certain input conditions, creating a tension that results in a sudden transformation. (Waldrop, 1992).

**Autopoiesis:** The ongoing self-realization of a system through interaction predisposes systems toward self-preservation (Maturana & Varela, 1973).