**Workshop for the analysis of typical and atypical development**

## Prof. Claudia Turconi

***WORKSHOP AIMS AND INTENDED LEARNING OUTCOMES***

The workshop aims to offer students the opportunity to apply theoretical knowledge of the psychology of typical and atypical development acquired during the course of study, in order to implement their skills of observation and analysis of the different situations with which an indicator can get in touch. At the end of the workshop, students will be able to:

- Apply a competent and aware look at children and their developmental processes

- Use their knowledge in the field of developmental psychology to support the different educational strategies that can be applied in the different contexts of the child's life

- Recognise any signs of discomfort or criticality in the development of children, with particular reference to the 0-3-year old age group

- Consciously reflect on themselves as future educators in multiple contexts

***DESCRIPTION OF THE ACTIVITIES***

The workshop activities will allow students to enter the observational and understanding process that characterises the educational relationship.

In the **first meeting**, the concept of development will be problematised in light of theories and field experiences, and students will explore the difference between developmental and pathological regression. Finally, they will focus on the Brazelton approach and the concept of temperament, increasingly used in early childhood services work.

In the **second meeting,** students will work together on the question: when does difficulty become pathology? Blockages, maladjustments, and rigidities in development will be addressed and possible empowerment interventions will be explored with children aged 0-3 years.

In the **third meeting**, students will practice observing the relational and emotional development of the child, supported by the systemic construct of family games and of emotional availability elaborated within the attachment theory.

In the **fourth meeting**, the workshop participants will be asked to reflect on their own way of observing. They will deal with the distortions of observation and with the experiences of imperfection and impotence that can be experienced in the relationship with the children and the group.

In the **fifth meeting**, students will become the protagonists of observing and reflecting on growing up. Each small group will be invited to encourage the thoughts and emotions of their companions through the presentation of the authentic task.

***TEACHING METHOD***

The workshop is characterised by the use of active and participatory methodologies. Each meeting includes an initial and a final ritual, the use of practical exercises, videos and reflection through narratives and picture books. Work and discussion in small groups are considered valuable tools for mutual enrichment among attending students.

***ASSESSMENT METHOD AND CRITERIA***

The final assessment includes an in-depth study of one of the topics dealt with in the workshop within small working groups. The method to be used for this in-depth study will be specified in class by the lecturer, as it is closely linked to the different contents covered. The task will have to be presented and discussed in plenary during the last meeting. The methods of participation in the workshop, in the proposed activities and in the group work will provide further elements to verify the intended learning outcomes and therefore pass the workshop requirements. The workshop can be validated after checking the student's attendance at classroom activities for the entire number of hours provided.

***NOTES AND PREREQUISITES***

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.