

Corvinus University of Budapest

“APPLIED BRIDGE MODEL”

A framework to contribute to the professional
development of child and youth care

Ph.D. Thesis

Supervisor: Domschitz, Mátyás, PhD

Major, Zsolt Balázs

Budapest, 2021

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(Minden jog fenntartva. A disszertáció részleteinek vagy egészének sokszorosítása, bármely adathordozón - elektronikus vagy mechanikus, ideértve a fénymásolást is – történő tárolása, vagy bármely sajtóorgánumban vagy más fórumon történő közzétevése, illetve a részek vagy az egész fordítása kizárólag a szerző írásbeli engedélyével lehetséges.)

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PREAMBLE

Recently, one of my colleagues asked me “why are you involved in child and youth care (CYC)?” When George Herbert Leigh Mallory, the English mountaineer who was part of the first Mount Everest expeditions in the early 1900s, was asked “why do you want to climb the Mt. Everest?” by a journalist, he answered: “Because it is there.” (Green, 2005)

My answer was the same: “Because it exists”.

This is supplemented by the fact that it has existed from the beginning of time, yet, has always been a marginalized, often “shameful” area to be connected with. Additionally, its existence was often seen as a source of shame for society itself; people wished to conceal the perceived failings of society, which this area highlighted. However, we can say a society’s state of development is best measured by the efforts and resources expended for the downtrodden, indigent people (Kálmán and Könczei, 2002). Every society will have those who are in need of assistance. A society’s responsibility is perceptible through the emphasis it puts on helping its members; I believe it is a never-ending struggle to increase it.

I was raised with these values espoused by both my family and teachers. As such, when I became acquainted with residential child and youth care, I realized its importance, worthiness of attention, and its neglect. I had no dilemma, nor even a choice, but to do my utmost to serve and help this area.

My personal motivation, in addition, comes from the opportunity to create something new to satisfy the needs and interests of this field’s actors at every level. I received an excellent academic training during my university studies, which included preparation for practical use of the knowledge I gained. With this background, I began my work in a residential children’s home, and I realized by the end of my first day that there is a need for professional support. Based on my own personal skill set, this support would need to create pathways to bridge academic and practical considerations in a useful way.

After almost two decades, I am still struggling to construct these pathways. My Ph.D. studies gave me the opportunity to broaden my horizon and link the “newly

discovered” knowledge with my previous experience, and to inform my future activities. My aim for this thesis is to be able to supply a wider range of social aid by making this knowledge available by developing insights at the academic level and, in a closely linked way, bridging it directly into practice.

The most important aspect of this study is to serve the interests of those who must live temporarily, or permanently, placed out of their biological families. None of them is responsible for their situation; it is our responsibility to help them. If we, as a society, claim that we are highly developed, it is our responsibility to struggle to increase the quality of social help, including developing new academic frames and implementing them.

In short, this thesis deals with this issue because the task “is there”.

1 INTRODUCTION – THE TOPIC OF THE THESIS

The first chapter of this thesis presents the structure of its content and the logic connecting its various aspects. It summarizes the main elements of its conceptual theory, drawing up a brief overview of how the work presented in this paper is planned to be useful.

The first subsection summarizes the reasons behind the applied approach from an academic point of view. It is followed by a brief outline of two original theories whose main concepts were the inspiration of this thesis. These two theories are “Niklas Luhmann’s System Theory” (NLST) and the “Participation Theory of Communication” (PTC) from Özséb Horányi. Later in the thesis, some of the relevant main concepts of these theories will be presented in more detail. Here, only the most important aspects are introduced to depict their inspirational dynamic. This explanation paves the way for the link between these concepts and the field of Child and Youth Care (CYC). Although, as it will be clear later, many of the original concepts were transferred into the discussed framework, it is with an understanding that the thesis does not implement the whole of the theories, but rather that they have served as inspiration for the ideas included here.

The second subsection contains a short representation of the Child and Youth Care field. The CYC serves as a “target surface” upon which it is hoped the model discussed here could be applied. To recognize the link between the model and the challenges within CYC which it hopes to overcome, this subsection summarizes briefly the historical background and the current specialties of the field and describes, briefly, some recently developed professional methods to tackle these challenges. This section also has a short introduction of a Hungarian model, aligning similarities to international models with a focus on the applied holistic, system-oriented approach.

The third subsection draws up the logical method of implementing the approach, as illustrated by a more detailed description of an international CYC practical model. It also expands on the CYC’s “rank” in society. Following on from

this, some practical anomalies are analyzed, along with the connections between the applied approach's main concepts and the CYC's practical methodology. In short, it summarizes the anticipated validity of the developed model.

Finally, the last subsection of this chapter presents the theoretical technique of how the discussed framework shall be able to serve the development of the CYC profession. It summarizes the empirical research's main aspects, including the introduction of the focus for the research in accordance with the presented logical dynamic, and links the theoretical background with the practical level of CYC.

The closing part of the chapter presents the anticipated social benefits from the future application of the presented framework, and from developments based on the results and findings of its implementation into professional development.

1.1 THE APPLIED APPROACH – THE “GLOBE SYMBOL”

All forms of science are preoccupied with the world in which we live. The only difference is the viewpoint from which their observations of a subject are made; as such, each describes the subject from a slightly different perspective, each seeing a different thing, but all speaking about the same topic. It is as if they were placed at different points on the surface of the same globe, looking inside to the center. The question is not who has the “right” observation. Each of them is “right”, at least from their own position. The key is in the application of the findings as every statement, observation, or deduction holds useful information, though perhaps not for every field or situation.

This is the “Art” of science: being able to repurpose existing information for a new situation, whether it be for practical problem solving, a new framework's creation, or to bridge the gap between theory and practice.

This thesis campaigns for the creation of a new framework which follows this approach; one which can provide effective possibilities to the development of Child and Youth Care. The CYC, as will be presented later, is a complex practical field, with several elements and components dynamically connected with each other.

This thesis' topic is a conceptual framework whose concepts and logical dynamic describes more precisely the elements of the reality of CYC practice, helping form a more effective understanding of the process that CYC professionals face, and contribute to the development of the area. This subsection presents and describes the logical background behind the applied approach of this construction process.

Prominent theorists have already recognized a similar logic. Norbert Elias must be mentioned for his positioning of a symbol when describing the relations between different systems, extrapolating it with the entities of the world as observed from different points of that imaginary globe. He has compared it to a spider-web: touching the web at any given point will move the whole.¹ It also works when thinking of abstract theories in relation to operative systems. As with the social aid system of modern society, every assistance given is connected to the web of surrounding systems: the system of family, education, judgment, legal, economic, or political to name a few. Elias pointed out that the web's elements are mutually dependent, which means not only the passive suffering of the affected, but the mutual re-affecting through help and development of opportunity.

A practical example would be any assistance given to a deprived family: the quality and quantity of the help depends on the financial conditions of the society or on political decisions. On a more practical level, institutions and services around the families are usually independent of each other in terms of economy and leadership, but connected in professional actions, or in depending upon political support. Often, when they are interacting, they have conflicting interests which impacts upon their cooperation. This illustrates the challenges faced when dealing with the complexity of these processes and trying to describe its dynamic in an accurate manner.

Elias' illustration summarizes the approach in an apt way. He calls attention to the need to not waste time focusing on the individual pieces, because the whole is always more than just the summary of its elements (Elias et al., 1999).

The development of the discussed framework attempts to refer to this challenge, especially focusing on the CYC area. The next sections present the theoretical background which has enforced the desire to undertake this development.

¹ cited from Hadas: HADAS, M. 2003. *A modern férfi születése*, Budapest, Helikon. (p. 319.)

1.1.1 Synthetizing approaches

Following on from Elias, the picture becomes more complex as the cognitive horizon is broadened. Additional abstract concepts shall be needed to give a holistic depiction when looking on the whole's dynamic.

Following this logic, Domonkos Sik's work has provided real inspiration. Few scientists and thinkers try to synthetize apparently contradictory approaches for their work. Instead of applying a generalized perspective when making statements, in most cases theorists usually try to "defend" their point of view and affirm that their statement is the "right" one. The most dangerous thing a person can believe is that they alone are right (Mihancsik and Popper, 2008), foregoing future developments by obstructing the chance to find newer, in some cases "better", solutions for a wider issue.

Sik has avoided this pitfall, and he has synthetized recent sociologist's approaches (Sik, 2011; Sik, 2012), seeking mutual points in their work which can provide insights to explain recently experienced changes in the world (Sik, 2014; Sik, 2015b).

To discuss in detail Sik's work exceeds this paper's limit, and it is not relevant to the topic it covers. From his extensive work, the most important message might be that to reject old or different approaches is not necessary, as in their time or "place" they had validity, and they will never disappear from the culture. Earlier beliefs live through and affect newer beliefs, though sometimes in subtle ways. The task is to understand what they can say, and how it is possible to synthetize them in a harmonic fashion to build newer approaches. This is especially true when building a connection between theory and practice. It needs to have a complex and dynamic approach.

At this point, the emphasis is on the "dynamic" attribute. The thesis' target topic is a dynamic field. It needs this to be reflected in the synthesis of the related theories and models to increase the developed model's accuracy in terms of practical applicability. The two theories which have inspired the development of the discussed framework reflect this need for dynamic logic in accordance with the target area's complexity. The next section summarizes the main traits which have served as inspiration, reveals the main conceptual elements, and how they have provided inspiration.

1.1.1.1 Discovering the approach behind Luhmann and the PTC

The desire to create a framework upon which to map out human, and conversely society's, behaviour stems from attempts to rationalise and predict people's behaviour; much as morals would guide a person's actions, allowing others to understand and evaluate them (Karácsony and Bognár, 2013).

Niklas Luhmann, a theorist who has had a remarkable impact on the field of sociology in the Twentieth Century, sought for an alternative theoretical basis. Karácsony and Bognár outline how Luhmann found the approach laid out above for discovering and understanding human action inaccurate, and this thesis concurs. Luhmann's approach offers a flexible and dynamic alternative.

Although Luhmann was criticized by his colleagues who claimed his theory dehumanized people, his theory revealed that an increasing level of abstraction in thinking actually maintained hope in humanity. His critics attacked his statements about human's alienability from society. But Luhmann does not want to separate humans from society, but rather seeks for a structure at a higher abstract level which is able to explain, or describe more precisely, the actions in society and between people. He stated that humans, and the "system" of society, "interpenetrate" each other; Luhmann takes this to mean that both mutually presuppose each other's existence (Luhmann, 1995). They are separate but not independent of each other, like every system. In addition, they may affect each other. The task, which his theory discusses, is to map the structure and dynamic of this relationship using new concepts.

This logic is the basis of the newly developed framework's derivation, which re-structures the concepts used during observation in a way that allows more flexibility when analyzing and describing human-related phenomenon.

Perhaps the illusion of predictability appears to be lost, but the researcher gains a more realistic frame for understanding a process related to the subject of interest. This flexibility, the potential which is hidden in it, has led to the examination of the possibility that Luhmann's frame (and the PTC's one – see later) could offer a basis for a more applicable theoretical structure as a framework to look beyond the surface.²

²There is a simple exercise used in staff training to simulate the importance of "looking behind the surface". The trainer asks the participants, after closing their fists, to put them "in front of their face", and simultaneously the trainer puts their fists "below" their face. In a majority of cases, the participants

In the modern and post-modern ages, the most determinative thinkers began their analytical thinking with the actions of people. Starting from this point, the above-cited Sik tries to synthesize common points of the apparently oppositional theories. He tries to describe and dissolve the conceptual difficulties when describing, using these concepts, the world around us. Resembling a “matryoshka problem”, he defines communication as a means of coordinating the process of social actions, while being a social action itself which needs coordination, so the problem is the coordination of the coordinating action (Sik, 2015a). The task is to create a structure where this phenomenon can be explained, and the recursive pitfalls in thinking can be dissolved.

Through the “sender-noise-receiver” model of Shannon and Weaver (Griffin, 2001) it can be illustrated where the focus of further analysis should be. According to this thesis’ approach, the focus should be moved from the actions of the actors of the model (sender or receiver) into the nature of the “noise” and its specialties, while keeping in mind the aim to better understand the actions as well. This kind of thinking, according to Sik’s logic, which is in harmony with the presented “globe symbol’s” dynamic, could serve efficiently in the efforts of social scientists in every field. The logic is parallel to Khaneman and Tversky’s Nobel prize awarded results about non-rational human choices as actions under different framing circumstances (Tversky and Kahneman, 2007). Their work acts as a strong confirmation for this method of analysis and proves that it can be researched in a systematic empirical way. Meaning the non-visible factors hold their own structure, their own systems, which may influence visible actions.

The task is to prepare a process that can develop a special map of these factors, especially with focus on the parameters of their influencing mechanism and to describe them in a more detailed way to help implement findings into practice. The price which must be paid for this is the lack of emphasis on the visible contradictions, which attracts attention like a magnet, and moves the focus of the analysis into more abstract structures. The two theories which have inspired the work behind this thesis open up new perspectives to enlarge the analytical horizon and are able to prepare practical implementation.

do what the trainer is doing, and not the verbal instructions of the task. This is a practical illustration of the phenomenon that visuality usually dominates human perception. It is useful to demonstrate the importance of deeper thinking and analyzing perceived actions in life. In other words, its revelations are true for the development of approaches in social sciences also, especially when trying to frame and explain (make understandable) people and societies’ specialties.

In Luhmann's Theory, the basic dynamic of its structure was the attitude that has proven inspirational for the discussed work.³ Firstly, it was the description of the potential relationships within and between systems. The position of taking every existing "systems as each other's environment", which may influence each other's actions. In Luhmann's work, every change in a given system's environment may mean "irritation" to any other given system, but whether this other system will detect the change in its environment, and whether it can decode that change as "meaningful information", depends on some other factors.

The Participation Theory of Communication (from Özséb Horányi) comes in focus at this point. It has a similar attitude to Luhmann, taking the "communication as a state" from which every actor involved in the communication may "partake" in new information to enlarge its available resources. In the PTC's opinion (in the shortest possible summary) whether an agent is able to detect any given change in its environment preceded from an uncomfortable state, and then is able to act towards a future state where this distance from the comfort zone decreases will depend on the agents "preparedness".

The discussed frame's development has started at this point by creating a synthesized mixture of some concepts from the two original theories. In its simplest form: the potential of any given system for future development will depend on its preparedness to detect the changes in its environment, in relation to the task, to incorporate the change with new information to increase preparedness, which could in turn improve problem solving for future challenges.

The usefulness of this approach, in contradiction to the focus on action, is in its potential to enlarge the conceptual horizon of observation, creating a more dynamic framework to utilize. This point of view focuses on the concepts that could explain an action's background, helping to increase understanding of the actions. Using these and further concepts to describe the dynamic relations within them requires a researcher to think on a more abstract level. But when utilizing the concepts, and their relationship to real content by adding further parameters, namely describing the process' concepts by attaching it to a dynamic logic, will result in a more precise description of the real world.

³ The next two chapters will describe in detail the original theories' concepts used in the new frame's development. Here the paper only illustrates, as briefly as possible, the logic behind the inspiration.

The thesis does this by deriving a newly developed framework, inspired by the two original theories; the aim is to be able to provide a more precise understanding of some experienced anomalies in the development of Child and Youth Care.

This paper's approach is in tandem with recent trends in the operational level system's development. Before presenting the CYC as a target surface for the implementation of the developed framework, the next section prepares the understanding of the implementation's logic by providing a short summary of these trends' logical development.

1.1.1.2 New trends in organizational development – focus on the invisible, abstract factors

Vilmos Csányi cites Mesarovic's definition of models in defining them as "simpler systems which act 'as mirrors' for the more complex one's components, its relations with each other, in one word the behavior of the more complex system" (Csányi, 1988, p. 11)⁴.

The aim when creating models is to better understand the modeled "system's" working method, its behavior, or actions to be able to describe and predict it more precisely. This effort was hardly enforced by the industrial revolution in the 1700s and 1800s, though has recently been supplemented by the development of biology and physics. Theorist's attention has turned increasingly towards systems and modeling of the system's behavior and actions. The image of humans, in tandem with the new inventions, aligned to the new products' specialties and a mechanical approach has been regnant for several decades.

In the Twentieth Century, in line with the purely mechanical, reflex focused models of human behavior, some oppositional, or at least supplementary, points of view have appeared. The most famous theory was Sigmund Freud's psychoanalysis, which had a significant impact on human culture and thinking, as is shown by the ongoing re-publishing of his most famous book (Freud, 2003). Although it campaigns

⁴ Translation by the author of the thesis.

for a focus on the hidden, mechanical factors, it is still conducted with the aim to achieve calculability, as Freud states that everything is rooted in earlier experiences; memories hidden in the unconscious mind, which if discovered and acknowledged, could solve all the patients issues.

The above-cited Péter Popper [also](#) states that “without doubts, there is no belief, without doubts it is fanaticism, and it is always the most dangerous approach in the world.” This is also true in sciences as well (Laki, 2006).

According to the above-mentioned theory about the predictability of action’s, it is not completely against our instincts that actions can be predictable in a pure manner. But first, those factors which have an influence on people or a communities’ behavior must be highlighted for orienting the attention when discovering deeper levels of societies’ working processes.

One of the best examples of these endeavors is Arthur Koestler’s book titled “The ghost in the machine”. In his text, he summarizes the issues of the mechanical picture of people and the models based on it, offering a potential direction to dissolve these factors by stating that there must be something behind the mechanical model (Koestler, 1990).

At the operative level, the best example for this expanded approach’s necessity is in the failures within the industries whose norms of production were based only on numerical values of productivity’s limits. Factors beyond the normative possibilities of the human body had to be taken into account; there is a soul in each body who has, in mathematic terms, several incalculable factors such as physical condition, fatigue, motivation, etc., which can be influenced by other elements such as the organization itself (Klein et al., 2000).

In harmony with Koestler’s statements, several professionals and developers turned their focus to observing, discovering and describing these, sometimes abstract, factors. Klein and Klein gave the title “The soul of the organization” to their book (Klein and Klein, 2012). Domshitz emphasizes the importance of knowledge in the organization and its working dynamic when facing new changes around them as ongoing “learning organizations” (Domschitz, 2013). At the international level, a trend has started to focus on larger (more abstract) levels of “soft” factors such as communication within organizations (Jablin and Putnam, 2001).

As these factors were brought into focus, wider structures and relations were modeled, and these models were implemented into the operative level of

organizational development. For instance, by listing a network's elements which can influence the individual's personal motivation as a base of their empowerment, an approach focusing on utilizing personal resources for maximization of an organization's productivity with attention on harmonizing the staff and the company's values, including intra-organizational, inter-organizational and extra-organizational factors (Peterson and Zimmerman, 2004).

This process's complexity leads directly to the system-oriented point of view. Evidence for it is proved by recent texts focusing on organizational development. For instance, Harris in his book about possible future applications of organizational communication principles specifically talks about "systems' and subsystems' network dynamic" when describing an organization's structure, as frames under whose affects the dynamics are working (Harris, 2014). He considers the culture of an organization as a subsystem within it, and gives it this definition: "The type of culture operating is dependent on the organization's environment and the interactions of the subsystems within the organization." (Harris, 2014, p. 35)

In the area of social welfare, organizations activities analytical research utilizes this dynamic approach too. Claiborne and colleagues implement a dynamic link between these factors when researching the role of organizational climate in the perception of readiness for change within CYC workers (Claiborne et al., 2013). This is similar to the presented approach of Luhmann, such as with the derived framework's dynamic structure, whose implementation example is found in this thesis.

Before explicating in detail the elements of this implementation process, there is one more crucial question that must be examined in brief, as the result of this examination is one of the main aspects of the approach of the thesis.

1.1.2 Theory or practice...?

The polemic of theory or practice is supposedly as old as human thought. Presumably, so too are the attempts to achieve its dissolution. Wartofsky made an observation about the theoretical sciences' historical evolution; in the past, to be a theoretical scientist was a privilege of the wealthy (Wartofsky Marx et al., 1977). They were given donations from the rich Maecenas as they had time to consider things which were not

necessary for everyday survival, or which did not result in concrete benefits in the short term.

However, this polemic should not exist at all. Professionals should evaluate both aspects equally as they form a holistic approach. Plausibly, every theory can be applied in practice as each has been borne from human thought, and as humans are part of the real world, so too their thoughts are focused on it. The only task is to find out “how” any given theory can be useful for practical implementation; not to judge between theory and practice but to build a bridge between them.

One of the most famous statements about this polemic comes from Kurt Lewin. He pointed out in 1939 that “Nothing is more practical than a good theory.” (Lewin, 1939) Recently, Greenwald refurbished the statement by phrasing it as “There is nothing so theoretical as a good method.” (Greenwald, 2012) It seems to be similar to the question of whether the chicken or the egg was first? (Ayre and Barrett, 2003) There is no sense in seeking this answer; the only action which makes sense is creating pathways to create bridges of understanding for others.

1.2 CHILD AND YOUTH CARE (CYC) – AS ”TARGET SURFACE”

For an extended period children, in contradiction to the biological fact that human youngsters cannot stay alive alone for the first years of their life, were viewed as little adults. The children did not receive the rights and special attention, approach and care that they would need; especially those who were unwanted and seen as problematic. The human civilization had to wait until the end of the last century to declare officially that children have special rights. The Convention on the Rights of the Child was accepted by the United Nations on 20th November (1989) and came into effect on 2nd September 1990. Except for the United States of America and Somalia, every country of the world has ratified it; in Hungary in (1991) the Act No. LXIV. has proclaimed it.

There is a consensus between professional and academic researchers of child and youth care that this field is as old as our civilization (Henry Zodinliana and

Kalpana, 2015; Thomas, 1972). The abuse and neglect of children has always been present, unwanted or disabled children will continue to be born.

In the past, some institutions, usually religious ones (e.g. monasteries in Christian societies), had taken care of unwanted children, and naturally there are institutions currently undertaking this task. This fact leads us to the thesis' target area, namely the residential⁵ care of children, especially as the Convention of the Rights of Child revealed several theoretical and practical tasks and challenges. It is no different in Hungary.

Before examining the thesis' empirical target area, the next section situates the current tasks and challenges in a short historical overview of the field's evolution.

1.2.1 Brief historical overview

As Veczkó summarizes (Veczkó, 1990), humanitarian values were present all the time, but their operative manifestations were rare and often the transition of them into reality was not successful. From the Old Ages, there are stories about prelates and some laymen who tried to care for orphans and children without parental care, like Bishop Gellért or Saint Özséb in Hungary who created residential homes for these children. The first Orphanage was founded by Bishop Gateo in Milano in 785 and the more famous was founded by Filippo Neri, involving volunteers to network the caring process of the downtrodden, including street-children. The Age of the Renaissance resuscitated the humanitarian picture of humans, so more humane approaches into the care of lost children could make their voices heard.

The number of "Shelters" increased, but the goal of humanitarian care was rarely achieved; many of the children placed in these institutions did not survive to adulthood. Some pedagogues, like Pestalozzi, tried to adapt to the social changes and involved them in the process, like work as a pedagogical tool for children, but with little success. At the same time, the need to care for these children increased, and so did the actions which both the civil part of society and the state itself undertook. More and more orphanages or shelter houses were founded by both public subscription and

⁵ The "institution/service" of family care exists for when a child became an orphan, but in this paper, we focus on the residential solutions.

by the state. From the mid- 1800s, the formal legislature had paid increasing attention to the question as well, while in 1901 the first formal child protection law came into effect in Hungary. After the First World War, the Hungarian official opinion shifted towards the state's responsibility in this task. Many large children's homes were founded, and this trend was maintained until the late 1900s.

The changing of the system in Hungary in 1989 led to the enforcement of new approaches in child welfare as well. Scientists and professionals have sought for internationally recognized practices (Csókay et al., 1994) formulated to deal with the dilemmas and tasks faced by the modern child care process (Herczog, 1997).

Through these efforts, in (1997) the most modern and up-to-date child protection law was produced by the legislature of Hungary. In accordance with "The Convention of the Rights of Child", it put emphasis on the satisfaction of children's interests and needs, requiring a structural remodeling also. The existing children's homes , with occupancy of 30-40 children placed in a large room, were replaced under this law by smaller, more familiar ones, called "group homes", for children who were placed out of their biological families. In some places, this began in the middle of the 1980s, but this type of structural change became obligatory by the coming into effect of this law. Every big children's home was replaced by small familiar houses, or at least the buildings were transformed in a way that they could provide small "group places". This provided intimacy and a more familiar climate to the residents in accordance with the more sensitive acknowledgement of their interest. The nearby "post-communist" countries, with varying differences, are on a similar path and face similar challenges (Anghel et al., 2013; Burgund and RÁCZ, 2015).

As the professional and academic horizon has broadened, several questions around the structural and procedural changes were pointed out. The changes lead to many new challenges for the professionals, and the changes created new situations to consider, especially from a long-term point of view (RÁCZ, 2013; RÁCZ and Korintus, 2013). RÁCZ points out that there are few studies on the effect of these new changes, and we do not know the long-term effect of them. Due to the many further transformations made in the system of childcare in Hungary in the recent years, the effect of the changes undertaken in the late 1990s, and especially the effects on professionals, has not yet been examined. There is, according to RÁCZ's findings, zero longitudinal research on the effectiveness and results of the newly designed childcare system in Hungary.

However, this long-term aspect gives the essential basis of the professionalism and theoretical base of this worthy social task, and its complexity challenges what childcare professionals and scientists expected.

1.2.2 Residential CYC's tasks and challenges nowadays in Hungary

In Hungary, foster parenting and institutional solutions such as group-homes in children home centers, and a mixture of each, like SOS Children's Village, co-exist as solutions for children being placed out of their biological families. This thesis' topic focuses on the institutional solutions. However, the presented theory, both in the practical model and in the developed frame, is applicable for the whole CYC area. The decision about the target area of the thesis' focus is made in accordance to the mentioned need for a dynamic, abstract, conceptual frame. The institutional area of CYC can best illustrate its applicability and usefulness.

The profession of CYC needs a holistic approach, with a focus on the children and their environments' dynamic. The state's role as an abstractly constructed system, the institution around the children as an operative system, to name a few, must be considered. During the implementation of the developed framework, the thesis follows this logic. In preparation for this, a short description is necessary about the main concepts of the professionalism of the CYC.

1.2.2.1 Short overview of prior available literature of CYC in Hungarian

In the reality of residential CYC, the following phrases are often heard from staff members: "I have no idea what to do with these children, it is beyond our depth how they behave, they should respect our efforts and not bite the hand which gives them food, we have no tools..., we are alone in our daily practice, etc." The problem of inappropriate behavior from children has always existed, however there were attempts, though seldom in occurrence until 2000, to understand and describe it (Veczkó, 1965;

Popper, 1970) Only one single university department was founded which was dedicated to preparing and training students for a position in children's homes. Termed "Psychopedagogy", their most acclaimed and committed leader, who led the department for 40 years until her death, published a book focusing on issues with the modern attitude (Volentics, 1999). As such, the attempts to solve these issues can be traced back decades.

Although the situation is always the same when a new law comes into effect, there was a lack of available literature about CYC in the Hungarian language (nor was it easy to access international examples). One of the best ways to see this phenomena is how the changes in the approach resulted in the upgrading of the same author's books (Veczkó, 1965; Veczkó, 1990; Veczkó, 2000; Veczkó, 2002; Veczkó, 2007).

Later some writings came out on the topic (Domszky, 2004; Kothencz, 2009; Herczog, 2011); while some were based on practical experiences or research, like Kothenz's or Herczog's, they did not cater for all professionals in the area, and did lack practical solutions to everyday issues. On the other hand, in relation to the situation's generated by the structural changes', texts like Domszky's were available for educated members of the staff, which was created as part of the curriculum for a higher qualifying exam in the social field. As it will be presented later, it does not react to the operative reality of the children's homes, as 80% of the staff around the children have no higher education diploma on CYC; which may suppose a lower level of "Preparedness" from their part facing the problems in the everyday, by respect to the exceptions. Recent texts are about mapping the current situation and making statements about the challenges, but naturally could not offer ready to use solutions or knowledge into the practice level (Rakó, 2011; Rácz, 2015).

1.2.2.2 The essence of professional approach of social aid, especially CYC

The task and its challenges have not changed during the past two decades. During the everyday professional life in residential CYC practice, professionals have to understand that at first sight, the behavior of the children is incomprehensible. The difficulty of this task is illustrated by this kind of question from staff: "May a child

behave in this way...?” The simplest answer is “of course not...” yet they have just done so. The professional developers’ responsibility is to find ways to understand and describe the dynamic of the problem in an understandable way and figure out how to transfer success into real practical implementation.

For this, a possible solution could be to evolve and expand the skill for empathy. Béla Buda, the internationally renowned Hungarian psychiatrist and social scientist, pointed out the usefulness of empathy in his book, signaling the importance and long-term relevance of the concept as we cite the 6th edition, reflecting the challenges arising from the previously stated point:

“The spirit of post-modernism serves the individualized frame of mind, as all possible new values and behaviors must be welcomed with open-minded interest, and as such this new spirituality will open up a way that was known by mankind for thousands of years through religion, but now in some manner, some aspect of rationality appears as well, like a method, an available tool which can be obtained by practicing it like a conscious job in our soul (like a transubstantiation).

The modern people require all these kinds of meaning in the concept of ‘empathy’ for themselves and for their loved ones: accentuated attention, acceptance, patient help, individual and unique understanding, treatment and dealings.

(...) So, empathy wakes up a strong resonance in the popular mind and is desired in all fields of life. (...)

(The empathy) is a Humanitarian conception about understanding other people’s moods via trying to *really feel through their situation* from inside of them by reconstructing their state of mind. During this process, the empathic people try to forget about themselves and focus only on the other person. (...)

Empathy’s peculiarity is that the understanding process does not happen via usual, ordinary or traditional human interactions, acting and cooperation, but through an original *communicational process where the aim is the understanding itself* (...). Its *frame* and working method must be created (...). That person who wants to understand the other must prepare themselves for a mood of feeling inside of the other, numerous components in their attitude must be materialized and implemented in.” (Buda, 2012, pp. 32-33)⁶

⁶ Translation by the author of the thesis. Italics by the original author.

The developed framework follows this cited “open-minded readiness” for understanding new challenges and problems, as does the practical model developed by the author of this thesis in Hungary. The next section presents its main logical structures which can be defined as the “antecedent” of the thesis’ topic, as during the implementation of the model many anomalies were perceived, for which solutions were sought, the need for a more abstract conceptual model was faced, leading to the birth of the idea to create and implement it.

1.2.2.3 A practical model’s approach as antecedent of the thesis’ topic

Children living in children’s homes usually define themselves by such idioms which hold a negative stigma due to society’s approach and attitude towards them. They describe themselves as “resi children”, “child from ‘MÁGYÓ’” (this is impossible to translate; “Magyar Állami Gyermekotthon” translated is “Hungarian State’s Children’s Home”, the initials of which the expression comes from), “pawnshop’s child”, “child livin’ in the ghetto”, and so on.

These markers express that they are aware of the fact that they live in an institution. The colleagues who are caring for them during the day go home in the evening, and new people come. Five to six different people are working around them in a shifting rote. This is a group, a community, or an organization which has its own rules of communication and interactions. They are, in some ways, a system of their own. This is the children’s reality.

Professionals must start with empathy when reflecting on it. They are faced with challenges that neither pedagogy nor psychology, as the “mother sciences” of the area, are able to solve it entirely by only using their own concepts and knowledge. CYC must have its own methodological knowledge, including theoretical background and practical tools for description which is in accordance with the field’s operative specialty.

In the sense of serving to develop this unique knowledge, the author of the thesis – as antecedent of this paper –, struggled to contribute to it by developing a practical model of CYC’s practice. The first step was to observe the examples of good practice existing in the area as several professionals, even without a relevant formal

education, deal with difficult situations. Collecting and analyzing stories about such situations created the first “bridge between theory and practice”. It highlighted the theoretical background of the events, the re-sharing of knowledge as illustrated through experiences, and positive case management in a way the staff was familiar with; all appeared to be an efficient choice for contributing to the professional development of CYC (Major et al., 2007). The aim was to adapt this as closely as possible to the specialty and requirements of the area.

The earlier cited Béla Buda gave a kind of qualitative validation to this working method when he wrote and published a recommendation for the author’s next, similarly structured, book on good practices for struggling family’s care in social work. He stated that “I have never met similar work within the Hungarian nor the international professional literature of the social work. (...) The authors have created a new genre upon the style, not illustrating the theories with some example, but presenting the real working practice illustrated with as little as possible necessary theoretical background.” (Major et al., 2015, p. 13)

As the assistant of the helpers, seeing at the same time both the children’s reaction and the staff’s reactions to the children’s reaction while detecting the missing common language, it was logical to try to illustrate what was behind the children’s apparently incomprehensible reaction, and explain it to the adult members of the staff. Based on the definition of empathy cited above, a logical triumvirate structure of “why-what-how” was used in answering this challenge. This refers to the task of increasing the preparation, see later, despite its failures.

The next step, using this logical triumvirate of “why-what-how”, was also unintendedly similar to Luhmann’s or the PTC’s logical dynamic. The method was to look beyond the obvious and understand “why” children sometimes have such serious behavioral problems, beginning from the point that every child can only react to their environment.

After identifying the most crucial dynamic, the next task was to explain it in simplified language, building up staff training around the core concepts and emotions behind the children’s behavior. Following from this, it was possible to formalize “what” professionals should do to efficiently help the concerned children. Moreover, the model is structured to illustrate “how” the advice can be applied as it is based on the collection of experiences coming from the same cultural, economic background,

in the same country. This logical structure was completed, only briefly summarized here, inter alia with the following (Major and Mészáros, 2017).

- Explain, in lay terms, the formation of trust for a child in their environment,
- the dynamic of its failings to process, in early childhood, what happened without exception to all these children,
- what results in a negative self-image
- supplementing, with the description of how the self-image defends itself, how it results in aggressive manifestations at an oral or behavioral level.
- Trying to make understandable, based on the description of aggression's background dynamic, that when a child's outbursts are directed towards a specific staff member, it is about reducing their stress as they do not possess the skills required in that specific situation.
- It is highlighted that despite all appearances, apparently aggressive children with many other behavioral problems are victims as well, the root of the emotion is that of being a victim, and the aggression's emotional background is powerlessness.
- Finally, it was possible to define and list what basic needs are absent in the children's development. They miss the feeling of
 - safety,
 - control,
 - competence,
 - joy.

Naturally, none of the professional helpers can give back what was absent during their early childhood. But across this logic, their environment may be able to provide them with several types of stimuli that are able to satisfy their main needs and connect to their core interest (according to the Child's rights).

This is a long-term process.⁷ It is usually the case that the changes will be stable only after many years, perhaps even decades. This is confirmed anecdotally when

⁷ It appears the staff had to re-ground a house without the possibility of re-building the whole from the start. It is possible, even within the metaphor concrete frame. Solving this problem, the house must be armored around and the ground must be changed brick by brick. Such as in the profession of CYC, every single action taken by staff in relation to the environment of the children can become a changed brick if done properly, yet it can be impossible to know if it will achieve the final aim, a stable ground in their personality.

meeting resi-child after an extended period and hearing that they are married, have children, a regular job, a house, and appear prepared to face future challenges as well.

Following the cognitive logic of the “why-what-how” triumvirate, it is not enough to only state that children need to feel safe and experience control, competence, and joy. It is necessary to figure out how it is possible to provide these stimuli. To do this, the developer must look beyond the surface and find out what it means in a detailed way. For instance,

- To be “safe” means “not have to defend myself”
- To practice “control” means “I have the right and possibility to make choices and decisions (within specific frames)”
- To experience “competence” means “getting feed-backs and experience the I am able to solve different situations”
- And “joy” is when “I do enjoy what I do only for the moment’s happiness’ sake”

As such, it becomes possible to link concrete behavioral or verbal actions into these descriptions which provide the specified feeling when experiencing it.⁸

It is possible to broaden this practical model-structure onto a wider, organizational level and put the focus on the next element(s) of the children’s environment.

1.2.2.4 See the whole from children’s perspective: living inside of an organization – the relevance of resource-focused organizational development

The title of the cited book “Armchair or armrest” (Major et al., 2007) came from the recognition of the fact that children perceive their environment as a whole and they respond to its maneuvers.

⁸ It is possible – only for illustration – for instance via simple listening to the children. But attention, “simple listening” means without any reaction of giving advice or evaluation, even if with the best intention.

The above-presented method of benchmarking (collecting good practices) was implicitly similar to one of the newest approaches in organizational development, namely “Appreciative Inquiry’s” (AI). AI turns the focus of a developmental process from analyzing only the problems into those factors which work well (Whitney and Trosten-Bloom, 2010). It connects well with the saluted trend in CYC of considering children the experts of their own life, focusing on their strengths instead of their problems during the treatment and care process (unacceptable behavior is not without consequences, but rather the focus is on enforcing what they can do well) (Zaharieva and Anglin, 2019).

During the development of the practical model, this approach was followed. The collected solutions, supplemented with the explanatory theoretical knowledge, was shared with many of the staff members in several children’s homes in Hungary, mostly via training (besides the books). The improvement of the model was supported by an ongoing and continuous methodological development, including, for instance, the creation of a specified feedback (evaluation) system implementing behavioral psychology concepts adapted especially for residential CYC.

Over the years, some of the children’s home leadership has recognized the significance of organizational development in residential CYC and supported its application due to the inherent potentials in it. In the name of sustainable development, a complex quality management system has also been developed. It includes all the previous findings and results of methodological development and benchmarking, structuring them into a dynamic system which can guarantee the increase of the level of quality. In addition, the developments have included an IT-supported online system to administrate and summarize the working hours from the staff’s agenda with the aim to save time for them to spend more with the children, or decrease the task generated stress’ level in the quotidian (Major, 2018).

The achievement of all these innovations, however, often failed as it was introduced over an extended period. Finally, it has led to the motivation of formulating the abstract framework discussed in this thesis. Its aim is to better understand these failures in the implementation process.

But before coming to this point, a short look at international similarities and parallel developments can serve as qualitative evidence of the innovation’s necessity and confirmation of its accurate execution.

1.2.3 International similarities

Whittaker pointed out several questions which needed to be answered in the year 2000 about the future of residential care in the United States (Whittaker, 2000). His remarks are still valid in several points of the world and are accordant with the Hungarian position of CYC, as pointed out in the same period by the previously cited Volentics in 1999.

The goal is to find a place for residential care within the treatment services in line with a humanistic approach. This can be achieved by focusing on the therapeutic effect and the manifestations of residential care which reflects children's interest and satisfies their basic needs which were neglected in their early childhood.

For this, the residential CYC must find solutions to transform its structure while preparing staff members to complete the task effectively. It means developing education methods through training and professional models, implementing them, measuring effectiveness and effects, emphasizing the long-term effect's dynamic and the specialties of the area. The question, in summary, is not whether a society needs residential care, but how its quality can be increased through focused development?

Many professional models were created in the child welfare area in the past decades. All of them focus, with varying emphasis, on the interests and unmet needs of children as James summarizes in his overview report on the topic (James, 2011). His statements connect with Whittaker's, although with the existence of models, the worrying lack of long-term research focusing on evidence is also acknowledged.

Some attempt to increase the available evidence on the care process, with a deeper look at previous findings, with attempts to show the remarkable equalities within the structure are worthy of note (Major, 2018). The desire to discover the experiences of children utilizing empathy resulted in several harmonic compositions about the needs and interests of children which can be interconnected like pieces from the same puzzle.

Holden and her colleagues at Cornell University in the United States created the "CARE®" model (Holden, 2009). The model's core principles are: Developmentally Focused, Family Involved, Relationship-Based, Competence-Centered, Trauma-Informed, and Ecologically Oriented. James P. Anglin has organized his approach around the pain these children had to feel many times in their

life, so the core point in his model is to understand “pain based behavior’s” (Anglin, 2013), and based on this understanding, how it can be extrapolated in a structured way into the system-level (Anglin, 2004). The similarity is striking with the previously mentioned Hungarian practical model, as one of the recommended practical tools to reflect children’s needs is the “emotion-focused verballity” (Major and Mészáros, 2017).⁹

All the listed examples show that professionals around the world listen to the voice of children directly. One example is Tim Moore and Lisa McCabe. Moore researched the children’s cognitive manifestation about feeling safe instead of being abused, and found phrases such as “safe is when I don’t have to defend myself”, or, the title of his presentation: “we (the children) are dragged into a world we shouldn’t have been in” (Moore, 2018). In harmony with the presented findings, McCabe researched the importance of adult-youth relationships when trying to prove the environment in residential care could be a place where children feel they are safe (Sellers and McCabe, 2018). It is becoming clear that without children’s inner motivation, their situation in life will not be changed. They need to recognize their self-resources and accept themselves as worthy people to become able to mobilize their energies to struggle with their own challenges in life (Richard and Edward, 2015).

As such, the above-presented complex structure to facilitate children in this way is possible only if helpers attend to their perspective and try to form the whole environment around them, including their family and the wider social community as well.

The similarity with Luhmann’s and the PTC’s approach is clearly visible as well. Here, the thesis focuses on the organizational and institutional environment as found in the “resi” situation, experiencing the most concrete maneuvers from the residential care where they have been placed temporarily. Accordingly, the elaboration of the presented abstract framework is valid and applicable for widening the horizon of CYC.

In accordance with this point of view, some research has focused on this point and tried to discover what organizational factors can facilitate this from the

⁹ For instance, to state what the children feel to illustrate that we really understand them; this technique is illustrated by a situation where a suicidal child was asked, “what hurts you so painfully”? Meaning: „I know, you feel pain. If you would like to talk about, I am here to listen.”

organization's side. Glisson and his colleagues delivered multiple research on the topic (Glisson and Green, 2011; Glisson et al., 2012; Glisson and Hemmelgarn, 1998; Williams and Glisson, 2014) and have found that the most effective therapeutic results depend on the climate of a residential children's home. The linked approach with the abstract theories' logic is clearly noticeable again.

This recognition is observable behind Whittaker and his international team's recent activity (Whittaker, 2017; Whittaker et al., 2016). They emphasize the need for a parallel and mutually enhanced model developing and delivering ongoing research to seek for evidence from the implemented models' efficiency. The advancement of education and development of CYC actors, such as staff members, occurs at an organizational level via bridging theory and practice along training and organizational development, such as was pointed out more than two decades ago (VanderVen, 1993).

The similarities in professional developments on an international level, in accordance with the newest Hungarian professional voices (Herczog, 2017; Svevo-Cianci et al., 2011) serve as qualitative evidence for the antecedent practical model's validity. The difficulties are also similar, which directs attention to develop further applicable concepts to be used in the name of better understanding reality.

1.3 THE "TASK": CONTRIBUTE TO THE PROFESSIONAL DEVELOPMENT OF CYC – THE APPLIED ABSTRACT APPROACH'S NECESSITY

CYC, including its residential field, is a complex area. This thesis is not made to serve as a solution for its whole structure, it would exceed its limits. It campaigns to contribute to the ongoing developmental process by creating a new conceptual frame, the application of which can highlight the experienced anomalies during practical activities which hinder the achievement of the goals of the social services. This can help achieve a better understanding of this anomaly with the aim of decreasing their occurrences.

It can be stated that this approach, summarizing the above text, to CYC is describable along the concepts of the two original theories which inspired the creation of the new framework. This thesis paraphrases the details of the new framework's implementation.

To illustrate the implementation's dynamic, as a prelude of the detailed description, it is pointed out that

- a) the CYC's methodology can be interpreted as a dynamic relation of interlocked "systems", including the community of professionals, institutions, families, economy, politics, and abstract systems, like methodological-practical models or the structuring of knowledge, who may affect each other. This makes it necessary to induct the concept of differentiation between an "irritation" (as any kind of change in a given system's environment) and "meaningful information" for a system.
- b) the crucial trait which dictates if an irritation becomes information, is the "preparedness" of a given system; more precisely, the factors which may influence the given preparedness. (See later: e.g. the motivation of a person or organization to accept and incorporate new information or knowledge, what may have been influenced inter alia by the social rank or by the financial conditions of the work.)

Later both concepts will be discussed in detail. Here the core dynamic of the applied approach is confirmed, by some examples of the approach's applicability.

1.3.1 "CYC is not rocket science, far more complex" – dynamical relations within systems as their own environments

The best verification of this thesis comes from Anglin's model, whose approach shows many similarities to the presented antecedent Hungarian model and to the model set out here. As such, for the illustration of the thesis, Anglin's model is used because of its imagery.

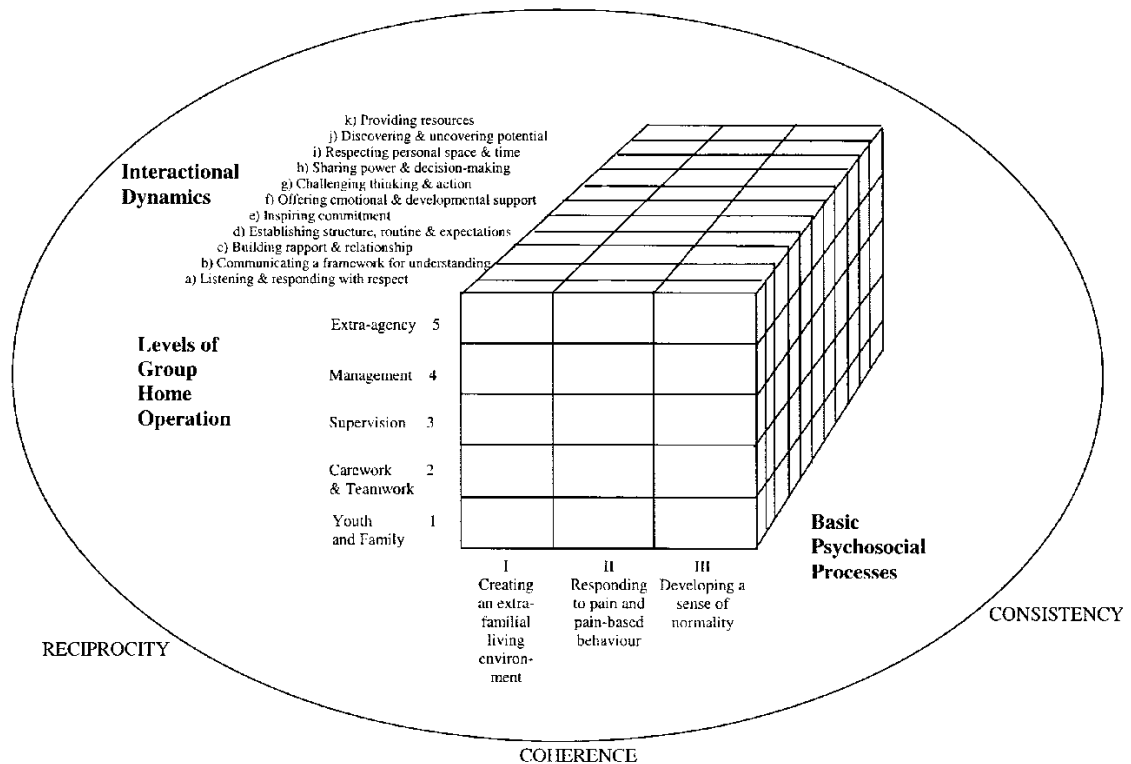
Although James P. Anglin made this statement about CYC in a published form only in 2014 (Anglin, 2014), he taught his students using this symbol for decades. The

complex structure of residential group homes is confirmed by his model, which was published in 2004, with the aim to improve the working process in practice (Anglin, 2004).

He has developed his model with the aim of increasing the congruence in the practical services to better serve in the children's best interest. Informed by empirical research and experiences, he built a three-dimensioned matrix classifying the main factors related to the purpose of the three dimensions:

- Basic Psychosocial Processes
 - Creating an extra-familiar living environment
 - Responding to pain and pain-based behavior
 - Developing a sense of normality
- Interactional Dynamics
 - Listening and responding with respect
 - Communicating a framework for understanding
 - Building rapport and a relationship
 - Establishing structure, routine, and expectations
 - Inspiring commitment
 - Offering emotional and developmental support
 - Challenging thinking and action
 - Sharing power and decision making
 - Respecting personal space and time
 - Discovering and uncovering potential
 - Providing resources
- Levels of Group Home Operation
 - Youth and Family
 - Care work and Teamwork
 - Supervision
 - Management
 - Extra-agency factor's effect

In his imagery:



Core Theme: CONGRUENCE IN SERVICE OF THE CHILDREN'S BEST INTERESTS

(Anglin, 2004, p. 182)

This three-dimensional image of the matrix reveals the complexity of residential CYC's task. Every single box needs to be developed and cared for during the ongoing professional development.

On the one hand, it is an invaluable endorsement for serving CYC's improvement, as it provides a kind of map of what to focus on during development. And on the other, it can show the points of potential failure which would be projected on to the whole system's functionality as any factor can affect the others both on positive and negative vectors. Every single box in the picture holds both opportunity and risk, and the risks are increased by the fact each of them connects at least to three other factors. This does not even account for the effects oozing from unconnected boxes, as effects do not come only from directly connected factors.

It is easy to foresee how complex this system is. Note the similar elements appearing in it with the presented Hungarian (independently developed) practical model, such as the pain-based behavior, the team-work, the communication, and the holistic point of view as mentioned earlier, and the extra-agency factors' significance discussed later in this thesis.

The three-axis model is readable in a way that “the basis psychosocial needs” is rooted in the previous injuries to the personality development of the children. These needs provide the base of professional activity in the models, “the interactional dynamic” (to provide these needs in the present – see above), whose success will depend on the specialties of the working dynamic at operative levels, in Anglin’s model named “level of group home operations”.

In the thesis’ statement, the operative level’s ‘actors’ and the abstract level, such as the professional caring process’ elements descriptions, can be taken as systems whose relational dynamic is described better by using the developed framework.

This complexity is in accordance with several researcher’s opinions who draw attention to the usefulness of a system-oriented point of view. For instance, the child protection’s issue of recurrence, meaning the problem-structures’ recreation even when a child returns several times into the CYC system, or even when a previous “resi child’s” children come into the system (Jenkins et al., 2017), or when facing into the whole system’s challenges (Munro, 2005).

The presented framework in the thesis contributes to increasing the CYC’s development quality following this approach.

1.3.2 Need for high qualified staff – CYC’s rank within the society

From the brief description of CYC to this point in the text, it is clear that the tasks and challenges are so complex that the area would need as many highly qualified professionals as possible. The opposite is true, even though there are several colleagues undertaking professional actions based on good instinctive insight.

After the structural change to the residential CYC institutions under the Child Protection Law of 1997 and its ordinances, the specific requirements for the residential group-homes were released. One such requirement was that there must be five staff for ten to twelve children, but only one is required to have a higher degree diploma. The others can care for children with a high school bachelorette or with a primary school degree, supplemented by special education. Unfortunately, the expected level

continues to be low, e.g. by not making it obligatory for every staff member to have a university diploma.

Along with this, there is no special department for child and youth care in university level education other than the one mentioned earlier. At an international level the situation is the same, except that there are some countries where the expected education to become a CYC professional is much higher. Without wishing to draw up an entire panorama in this topic, at the Victoria University in Canada there is Ba, MA, and Ph.D. program dedicated in Child and Youth Care, in Zürich at the University of Applied Science there is individual department for CYC, and in Serbia no one could be employed in a children's home without a university diploma.

The social rank of the profession of CYC, in accordance with this, is quite low, and is in line with the whole social aid field, but here the paper focuses on CYC, both internationally and in Hungary. A sad image can be found in Leigh's research on CYC workers self-esteem in the USA in 2014 (Leigh, 2014). Leigh has found in her research that social workers who have a job in residential children's home are not proud of their job, often it is the opposite; they are ashamed of it so they keep what they do a secret from their relatives or loved ones. Her findings reveal that for most, the negative media coverage are responsible for this, and it is supplemented by the low social rank, low salaries, etc.

The above mentioned impacts are different factors and can be taken as system irritation to other systems, namely to the professionals approach, including their attitude towards increasing their knowledge (see later: attitude can influence the preparedness for growing the preparedness). This may result in a lack of "preparedness" within staff members, with respect to the exceptions. The thesis focuses on the majority under the described circumstances – with a dynamic approach emphasizing the importance of special attention on the mentioned circumstance as well.

This approach could serve as a possible answer to the anomalies professional developers face during developmental activity in the field.

1.3.3 Practical anomalies: failure in increasing the preparedness of the children’s environment – seeking for potential influencer factors of it

Pierre Bourdieu states: “The (scientific) fact is produced once by its creator, proposer, and on the other hand by its receiver.” (Bourdieu, 2004, p. 35)¹⁰ It suggests that along with the desire of a communicator or developer to have what they share with others (in the thesis’ focus with the staff members) become meaningful information depends on both the actors within the process and on the concerned systems’ influencing effects on those around them. In other words, it depends on the capability of the targeted receiver to be influenced by other factors too.

It is easy to recognize the usefulness of the derived concepts when seeking explanations for anomalies during the developmental activities. Even if a professional model were based on deep empathy for the needs of the children and if it was presented in the simplest language possible, many times the process could result in failure. Often, the developing process produced success, but not in all of cases. Naturally it is impossible in a practical manner to achieve 100% success, but the application of the presented framework in the thesis could increase the rate.

Clear illustration and verification is when training participants who have participated on several training occasions say: ”I do understand that children are angry with the whole World and do not really want to hurt my mother, BUT a child had just said to me an indescribably nasty thing about my mother... Just do not say to me it was not addressed to me, I heard what was said about my mom, it was said directly to me...”

It happens too often that the trainer faces similar comments about training content, showing something contaminated the education process, or that the desired development still did not occur. Certainly, the development process is a never-ending story, but the process should be able to contribute to the practitioners’ skills, knowledge, some may say their “preparedness”. What is happening then? The above example shows what appears to be the opposite, or at least stagnation of the process.

¹⁰ Parenthesis by the author of the thesis.

With the best intentions, it can still be the case that the receiver will not internalize the new information, it continues to be a floating irritation, without becoming “meaningful information”.

It is not enough to focus only on the development of professional knowledge and models, but to increase its effectiveness it must pay scientific attention to the targeted group’s specialties, and to the internalization process’s specialties, including environmental factors. For this, it is indispensable to broaden the professional developers’ horizon and map out these environmental factors’ nature.

The CYC does need a frame where the anomalies and contradictions are describable, liaisons are understandable and, by using the frame, these inhibitor’s restricting effect on the aimed progress can be avoided.

This thesis aims to create the base of this newly designed abstract conceptual framework.

1.4 EMPIRICAL DEMONSTRATION OF THE APPLIED BRIDGE MODEL’S APPLICABILITY

In accordance with the presented specialties of the CYC professionalism, the following practical description illustrates, in a transparent way, how the developed framework is applicable to the field of CYC.

Many times, staff members react to what is happening on the surface. At that moment, children get feedback about their misbehavior which will only deepen their negative self-evaluation, which is the opposite to the aim of professional help. As a matter of fact, the whole social work system is pervaded by this symptom. When a child is placed out of their biological family, the social workers reactions show, often implicitly, that at least one member of the family is evaluated in a negative manner: the child is “taken out” from their family.

But the professional aim would be the opposite: the children’s placement out of the biological family aims to help the family towards a reunion as soon as possible

or, if it is not possible, the purpose is to plan their future in a safe way (secondly by adoption, and finally by preparation for an individual life). The proper verbal manifestation would be: “the CYC professionals help in the sense that they care about the child while the family become able to live its own life”, or something similar. According to this thesis author’s knowledge, in Hungary there was no research in mapping the verbal manifestation’s connotation in this sense, but rather in the daily practice, how the mentioned statements can be experienced day by day.

Similarly, other inexplicable reactions are observable within the organizational developments. When lack of communication and dissension is a problem within a group home’s staff, the simplest solution is, as confirmed by the benchmarking process’ collection, to deliver team meetings as often as possible to develop a strong micro-culture which will help the integration of new members. But this often does not work, even if it is described in official recommendations (e.g. quality management system) or commanded by the leadership of a given institute. Those types of reactions from staff members negate the need for further education or learning: “I grew up somehow.” “What is good for my own children, must be good for the resident ones as well.”

It can be looked at as a mutual “interpenetrating” system matrix around the children placed out of their families in which every system may affect each other:

- Human values, as an abstract system, contains the value of people’s help without negative evaluation but with positive belief in their own resources
- Institutions around struggling people, including staff members,
- Staff members’ own personal beliefs’ systems in their mind, and
- CYC professional methodology as an abstract system of information
- And not for last, the system of politics, economy around the whole CYC (including social rank or financial conditions of the job also).

The practical task of professional development would be transferring the professional information into the organizations through staff members’ internalization process, in other words to achieve the increasing progress of their ”preparedness”. It is a highly complex process influenced by many factors.

The task of the implementation of the discussed framework is to support this process by enforcing the avoidance of its failing factors. For this, there is a need for a

conceptual structure, which can serve as a special “map”, and along with it these factors and their nature can be discovered, described and understood better.

1.4.1 The focus of the empirical part of the thesis

The developed framework, later termed the “Applied Bridge Model” (ABM) according to the assumption of the thesis, is able to be implemented in the whole CYC area, but to examine properly this assumption exceeds this thesis’ limits. However, when phrasing in detail the framework, it will be proved along the applied concepts.

Although there is a need for developing the frame, it must be examined under an empirical approach. Namely the empirical part focuses on the effect on staff trainings in two children’s homes in Hungary. It focuses on the analysis of cognitive representation’s verbal manifestation in staff members’ evaluation on regularly experienced internal professional training.

The ambition of the training was to provide as many opportunities as possible for the staff to increase their professional “preparedness” via developing professional and team-working skills and improving their morale. The elements of the “irritations” were:

- to meet those people who are working at the same organization, but do not meet on a daily basis, share prior experiences in similar topics of interest and share good examples on how the situations were resolved; and
- due to the conducted training games, focusing on simulating the background of the children’s interests and needs, as well as on problem solving and teambuilding, having mutual experiences which can serve as the basis of a shared knowledge bank as facilitator of the organizational development.

In accordance with the presented logical approach, the research purpose was proving whether the applied concepts can link directly to the mentioned anomalies elements, and whether it could help to improve the development process.

A specially designed interview, scenarios were developed to provide analyzable verbal content related to it. As part of the method of analyzation, a special

concept of “clues” versus “classical evidence” was initiated. This concept proved more convenient to serve the special research aim; namely, to verify the applicability of the developed frame in the mentioned purpose. In the classical content analysis of the collected verbal corpus, the research has been focused on the identification of the presence of clues to the ABM framework’s concepts.

1.4.2 Main research question

As the main research question (RQ), the following was formulated.

- ⇒ How the anomalies perceived during the professional development of CYC can be understood, explained and avoided better by using the derived logical frame?

By paraphrasing a main research question the thesis expresses its main focus on the abstract conceptual frame, and at the same time, by paraphrasing two more concretized RQ (see the empirical part) aims to contribute directly to bridge theory and practice, by applying the abstract concepts in a specific area of the practice.

1.4.3 Future practical benefits - potential answers to the practical anomalies

The first results show that the developed conceptual framework (ABM) is able to serve the thesis’ aim.

- ⇒ Several “clues” of the presence of the applied frame’s concepts were identified in the research. The identification of these clues, and the structural dynamic behind them, can turn back the findings directly into practice’s service:
 - ✓ The failure of detection of preparedness’ expansion, which has happened several times, shows that there is increased need for experience with the

AI's positive approach by the staff members to be able to re-share with the children and their family members.

- ✓ In relation to this, or based on these experiences, e.g. the over-practice of using First Person Singular, may re-enforce their feeling of competency and readiness to undertake everyday situations.
 - ✓ At the same time, the effect of extra-system factors (including, for example, the organizational culture in relation with the unique group homes and its staff's community, or in relation with the CYC as system, the effect of politics, economics) must be emphasized, both in terms of efficacy of professional developments and in the strategic decision making process.
- ⇒ The findings provide stable ground for further research with expanded targets to discover, for example how to identify what really matters to the residents children during being placed in children's homes. In addition, to compare it with the related cognitive representations' content in the staff member's mind, and reuse these results directly into the future staff trainings' draft.

The next chapters of the thesis discuss in detail what was presented in summarized form in this chapter:

- *Short description of the two original theories that have served as inspiration to the developed frame.*
- *Reflection on some related attempts to implement the theories' concepts and dynamic into the social aid field, as preparation in qualitative terms the validation of the ABM model.*
- *The detailed description of the Applied Bridge Model, with special emphasis on its implementation into the CYC field, fulfilled with concrete content the applied concepts, as illustration of its verifiability at a theoretical level.*
- *Presentation of the empirical research and its findings, as validation of the developed ABM model's applicability.*

2 THEORETICAL BACKGROUND – THE APPLIED CONCEPTS OF THEORIES WHICH THE DEVELOPED FRAMEWORK HAS BEEN DERIVED FROM

This chapter presents the main dynamic of the two original theories which, as discussed, the framework was derived from.

As the thesis does not focus on the implementation of the two original theories, this section presents the elements which relate to the discussed framework's aim. It represents those main points, including concepts or conceptual elements, which have had a determinative effect on the development of the discussed framework. It focuses on the logic of the original theories which have contributed to the developed framework's building process, with emphasis on the preparation of their synthesis and on the implementation of the synthesized framework.

Here the text gives a description for the aspects of the two theories which are used in this piece. However, where it is possible, the text implies the points of their synthesis, paraphrasing it in detail in the next chapters.

2.1 THE METHOD OF DERIVING

Mesarovic's definition cited earlier by Csányi of the purpose for models points out that models are simpler systems which attempt to describe something more complex (Csányi, 1988).

It is assumed that things have always existed in relation to each other (Luhmann, 1995, p. 12). The need to discover cognitive structures capable of describing and explaining complex phenomenon has multiplied with the increase in perceived complexity. The key points in the previous sentences are that things are "related" to each other, "cognitive" structures, and "new" ones. For as long as there are written memories in history, there are cognitive frames created to describe the

world's phenomenon; religions, philosophy, and natural sciences are such examples, and things have always existed around us in some relation with each other. Human thinking has "only" created concepts to be able to name the newly discovered and understood dynamics, usually seeking the smallest possible units to be used for it (von Bertalanffy, 2008). The general aim has not changed recently either. In the latest centuries, people have only started to use the concept of "systems" to nominate the summary of complex relations which are coming into focus. But systems, as set out by their definition, have always existed; system theories "only" started to use the expression "system" as an abstract concept to create new understanding; they replace the analysis of pieces and units of a whole with the examination of systems, their environment and their relations, as set out by leading author, Ludwig von Bertalanffy (Luhmann, 1995, p. 6).

When discussing system theories, this thesis takes the concept of systems as an abstract construction created to be able to serve and gain better understanding of real existing phenomena. It is in accordance with Luhmann's definition: "...the concept of system refers to something that is in reality a system and thereby incurs the responsibility of testing its statements against reality. ... Thus we must first work out a systems theory that has a real reference to the world" (Luhmann, 1995, p. 12). This paper follows this dynamic in its own logic and focuses on the nature of relations between the systems and their environment. The thesis uses abstract concepts to better describe the reality, with the aim of problem solving more efficiently in real situations.

By seeking possible frames to serve the dissolution of the above-mentioned anomalies and contradictions, following the presented logic, it had to be realized that the focus should not be on the anomalies themselves, as supposedly there are invisible factors within the previously used frames. The focus must be put on the "nature of relations" between systems. It requires increasing the abstraction with further levels, which should create a kind of "map" which can describe this "nature", including the elements of its structure and the potential dynamic of their relations. In other words, the elements of the map should be drawn up and formulated with its working mechanism of abstract concepts. The purpose unfolds further factors which can explain practical anomalies and, using this new understanding, further practical techniques can be formulated as well to serve their dissolution.

To achieve this, the thesis is based on two theories dynamic logic, especially the synthesis of some elements of their contents. Namely, the two theories are Niklas

Luhmann's System Theory (NLST) and the Participation Theory of Communication (PTC) developed by Özséb Horányi.

This chapter briefly presents those elements from the theories which have inspired the development of the thesis' topic framework.

It should be emphasized that the developed framework does not implement the two theories word for word. This work is a practice-oriented framework built up using the derived dynamic of the two theories. It uses the original nominations of the concepts, but in a synthesized structure. Nonetheless, the next two subsections discuss the two original theories' main logic and concepts in separate sections.

2.2 ELEMENTS FROM NIKLAS LUHMANN'S SYSTEM THEORY

The insights that the developed framework attempts to utilize from NLST is its abstraction level, which is at the same time its disadvantage. Luhmann himself confessed that it is not easy to follow his train of thought at first. He has published the main pillars of his theory in numerous papers, articles and books, with many translated into English and Hungarian.

In the interpretation of the main elements of the Theory, the thesis relies upon two voluminous books' in the English language edition, "Social Systems", "Introduction to system theory" (Luhmann, 1995; Luhmann, 2013), the Hungarian edition of this second one, "Bevezetés a Rendszerelméletbe" (Luhmann, 2006a), upon a summarized article "System as difference" (Luhmann, 2006b); and in the implementation of the derived framework of the book's English edition of "Organization and decision" (Luhmann and Barrett, 2018), supplemented by several previous attempts to implement his theory into the social field (citations see below).

Luhmann himself emphasizes that his theory is not the only correct option, in addition, he encourages his readers and audience to use it and think further on the topic (Luhmann, 2006a, p. 181). He offers a detailed description of the advantages coming from the theory's dynamic. This paper follows his encouragement. His latest publication ("Introduction to system theory") is the most useful summary of the theory,

according to his desire to continue his commitment by writing. Where it is necessary, the thesis uses citations first from the Hungarian edition of this book (titled in translation: “Bevezetés a rendszerelméletbe”) indicating the exact page numbers (Luhmann, 2006a), supplemented with the English edition (Luhmann, 2013), and the text cite sources from other relevant English language texts too: “Social systems” (Luhmann, 1995), “Theory of society [Vol. 1&2.]” (Luhmann and Barrett, 2012a; Luhmann and Barrett, 2012b).

The thesis has already referred to some aspects of Luhmann’s logical dynamic which is an inherent illustration of the NLST’s characteristic. Namely, that the NLST has a cyclical structure and dynamic. As such, the single elements are not understandable without knowledge of the rest of the elements. The thesis’s structure also illustrates this. It was unavoidable to refer to Luhmann’s dynamic logic earlier when the aim was to justify the need for the use of further abstract levels in analytic thinking. Luhmann devotes an individual chapter in his “Introduction” specifically to the brief overview of some previous system approaches’ limits (Luhmann, 2013, p. 25) as an explanation for further development of the abstract concepts (Luhmann, 2006a, p. 43).

This part of the thesis will follow the mentioned cyclical specialty as its positioning in the thesis’ corpus itself holds the NLST’s logical dynamic’s illustration. The presented elements of the theory and the dynamic relationship between them will be presented in a kind of “narrative description”, to help the internalization of them.

In summary, this paper follows Luhmann’s approach to “analytic system theory”. It looks at the used concepts of theoretic constructions (Luhmann, 2006a, p. 60) as not necessarily physical objects, yet are able to describe and explain the physical or experienced phenomena and their relations (Luhmann, 1995, p. 21).

The following concepts must be discussed under this approach:

- “System” – “Interdependency” and “Interpenetration”
- “Difference”
- “Operation” – “Operationally closed system”
- “Self-organization” and “Autopoiesis”
- “Observation” and “Observer”
- “Irritation” vs. “Information”
- “Symbolically generalized (communication) media”

- “Complexity-reduction”
- “Communication itself”

2.2.1 Systems - interdependency and interpenetration

Using lay terms, these dynamic “things” in the world could be defined as those working mechanisms people would like to understand better. Especially for the aim of this understanding, stepping beyond the “lay” way of thinking, the above-justified logic has to be followed to use abstract theoretical constructions for the target of examination.

Luhmann mentions similar problems that can be experienced during the practical activity in CYC, which the thesis seeks dissolution for. Namely, he points out a need for further specification on previous system theories used in the social field because of the unusable characteristic of their mechanical-mathematical approach (Luhmann, 1995, pp. 21-22). Early critics in this area agreed with the approach if system theories were only used for examining closed mechanical systems, or if they would follow only this mechanical-technical approach. In this case, it would mean that from the same input, by use of the same mathematical function, in every single case the system results in exactly the same output (Luhmann, 2006a, p. 49).

However, in the social field, the opposite happens. This is the core problem, or anomaly, for instance in organizational development (e.g. by offering a quality management process supported by a manual, containing necessary steps and documents which must be used, as a formally exact description) or during staff training (meaning e.g. thematic occasions similar to formal education) the environment provides the same input, and the outputs (results in terms of satisfaction, level of interiorization, use of the quality management process, further application of the content of the training) differ widely. Naturally, it is impossible to describe with a mechanical model what happens.

Luhmann’s logic offers an elegant way to dissolve the contradictions. He emphasizes that no system is impermeable in the social field (according to the thermodynamic’s concepts). Such a system would be able to describe, using the mechanical system-model, where there is no dynamic relation between the system and

its environment. That is not possible in the case of social constructs. But how is it possible to identify those systems that are assumed to exist? He states that it is a must to pass the distinction between open and closed systems (Luhmann, 1995, p. 29).

Luhmann talks about open systems that are operationally closed (Luhmann and Barrett, 2012a, p. 49) and points out the following definition: “Systems differentiate themselves from their environment, and the system is the difference itself.” (Luhmann, 2006a, p. 66) To understand it further, concepts introduced by Luhmann must be used in the frame of the cyclical style of the theory even if they must be explicated individually as well.

Systems which are operationally closed give no direct access into its operation from itself, only the result of its operation is observable (Luhmann, 2006a, p. 50). This observed result shows that there must be a mechanism, in Luhmannian terms an “operation”, that results in what the observer was able to observe, like indirect evidence of the system’s existence. But who observes it, and what further questions allow it to be observed? (Luhmann and Barrett, 2012a, p. 50) If “we” do observe, there must be something which exists outside of the system.

The system cannot exist without its environment (Luhmann, 1995, p. 176). Luhmann claims the system would not come into being as it would disintegrate immediately into a difference free equilibrium (Luhmann, 2006a, p. 65). It is easy to see, that this is not entirely true.

The most useful concepts at this point are the “interdependency” and “interpenetration”. Systems are mutually dependent; one system can be the environment of other systems. Furthermore, systems “interpenetrate” with their environment systems, meaning there is no direct connection between them, but they co-exist (Luhmann, 1995, p. 212), identifying this existence via the difference between them, and having an effect through this relation on their behavior also.

Luhmann explicates his whole theory in a more detailed fashion along epistemological concepts, as it can be read in his voluminous oeuvre. As the thesis’ aim is to prove the applicability of the derived frame in practical development, it concentrates on presenting the logical dynamic of the inspiration. Regarding, for example, the concept of interdependence and interpenetration, the thesis will take on the assumption that a systems existence mutually supposes the other’s existence as each other’s environment, and that they may influence each other’s’ actions or behavior. The developed framework focuses on unfolding the answers to the question

of “how” they may have an effect on each other, or perhaps answer the question of what factors and dynamic depends on this possible effect. More precisely, it needs to identify these factors too.

The thesis will follow this logic and continue the presentation of Luhmann’s main concepts regarding the contribution to this method. The dynamic approach gives a unique usefulness to the theory through the cognition of further related concepts.

2.2.2 Difference

Systems may also exist in reality, but the concept of difference leads the focus irrevocably into the authority of the abstract.

Luhmann uses George Spencer Brown’s work to give as exact as possible the pure definition of “difference”. Spencer Brown works with symbols and Luhmann, inspired by his work, supplemented it with Luis Kauffman’s logic (Luhmann, 2006b, pp. 41-42) to create an inherited conceptual frame as a core point of his own theory. He points out that, built upon the synthesis of the two derived logics by him, when a symbol is used as a sign to identify something, the symbol has two components: “distinction” and “indication”. When we refer to a distinct component, we indicate an identification. The distinction to an indication is something’s termination (Luhmann, 2006a, p. 72).

This was supplemented by Kaufmann’s statement that before defining any difference, the logical process starts by self-reference. “I do have to be in some kind of relationship with myself to be able to differentiate myself from others.” There is no difference between self-reference and difference. For being able to observe something “I” have to be able to differentiate myself from it (Luhmann, 2006a, p. 71).

That is how systems, or more precisely how their concepts, are born, at least at the abstraction level. “Difference” between system and its environment is a kind of distinction, it points to or indicates that on the one side of the distinction is the system itself, while on the other side there is its environment. In other words, systems are each other’s environment, including the observer itself (Luhmann and Barrett, 2012a, p. 28).

The thesis will refer to its importance later when implementing the derived framework into the practice (of CYC) via identifying the actor “items” of CYC as systems that can be observed using the conceptual frame developed in this thesis (based on the citation from Luhmann’s theory’s dynamic in regard to the concepts of system and difference).

2.2.3 Operations – operationally closed system

In relation to society, mechanical systems do not exist. “If we describe society as a system, it follows from the general theory of autopoietic systems that it must be an operationally closed one.” (Luhmann and Barrett, 2012a, p. 49)

However, previous concepts of open systems need further refinement. Luhmann, by his own statement, does not want to cancel the concept of open systems, only modify it (Luhmann, 2006a, p. 47). For this, Luhmann put the core question as; who makes the difference? He answers: the system itself. The system creates its own demarcation line from its environment using its own “operation” (Luhmann, 2006a, pp. 88-89). It can be observed as a system, but only after it has created itself. In other words, only after it has been defined with an identity of the system. The system makes this process via its own operation.

To define the concept of “operation”, Luhmann points out the difference between operation and causality (Luhmann, 2006a, p. 90). To understand it, Luhmann again borrows a new concept from Heinz von Foerster to serve as the explanation and, at the same time, to help the understanding. This is the concept of a “trivial” and “non-trivial” machine (Luhmann, 2006a, p. 93). Trivial machines always have the same result: from one given input, they always have, according to their pre-declared formulas, the same output. Only in this case is it permitted to suppose equality between operation and causality; in this case, it is certain that the operation will “cause” the result or output.

In contrast to this is a non-trivial machine, and at this point Luhmann allows for similarity and analogy between the machine and system concepts, or a “non-trivial system” which always inserts its own status. There is a built-in “self-referential cycle”,

so the non-trivial systems, in a mathematical manner, are not calculable exactly. (C.f. the above-mentioned thoughts from critics on the predictability of human actions.)

This is true for every system owning a consciousness (Luhmann, 2006a, p. 94) and for the observer as well. Observers can perceive what the system's operation resulted in for its environment's status (Luhmann and Barrett, 2012a, p. 52). If they are able to detect the resulted difference from a previous status; if the change refers to its own "structures" (Luhmann, 1995, p. 350) (see and c.f. later at the discussion of the Participation Theory of Communication's concepts'), the causality will be born only in the system of the observer's mind, which itself is a non-trivial system, so holds its own self-referential cycle. The observed system's operation does not hold itself in conceptual meaning to the causality. As it already has differentiated itself from its environment, it has no operational connection with the "out of itself" systems; otherwise, the causality will be "born" only within the observer's system itself (Luhmann, 1995, p. 41).

In summary, a system's operation "works" only within the border of the system. According to Luhmann, the operation has to have a specific character which determines, at the same time, the type of system we are talking about (Luhmann, 1995, p. 30). Systems may notice their environment, but not in an operational manner, only on the platform of consciousness (if they are able for it, see later, as mentioned above), and especially not on the platform of the causality; causality will exist only in the environment if it has worked out what the system's operation has resulted in (if it is able for it – see PTC).

Luhmann's illustration of its importance was about demonstrating, in pedagogues, the danger of treating students as trivial machines; they want the same "output" from single individuals as the expected "result" of the educational process. A focused voluminous paper was dedicated to phrasing this field of the application of the NLST by Baraldi and Corsi (Baraldi and Corsi, 2016).

This thesis's approach follows Luhmann's theory about implementation of the NLST in the educational field. In regards to the presented concepts of the NLST in this subsection, it can be phrased in terms of its aims which are mapped out, described and understood by the nature of the lack of causality within a systems operations. These result in a change in each other's environment.

Luhmann was not awarded from the pedagogues, but the example can prepare fluent conduction to the discussion of the concept of "autopoiesis".

2.2.4 Self-organization and autopoiesis

In the name of cyclical-style, the presentation method of the text must “run a bit forward” and advance content from the derived implementation’s results.

Luhmann declares that in the social system, the system’s only operation is communication (Luhmann and Barrett, 2012a, p. 42). A possible implementation or further derivation can be the following: *If the social system’s only operation is communication, then the communication’s topic may provide its sub-system’s determination, or in other words, categorization and identification (Luhmann, 1995, p. 138). For instance, child and youth care, the residential field, family-aid services, homeless-help, and so on.* It fits also into the complexity-reduction concept that the thesis will discuss below.

Here the discussion uses this example of posing to illustrate how the difference between “self-organization” and “autopoiesis” can be declared by using this difference, while also defining the two concepts. Luhmann declares that an operationally closed system’s structure has to be created by its own operations, without any “import of structure”, termed “self-organization” (Luhmann, 2013, p. 70). In the example mentioned above, the communication’s topic declares and determines the structure of the social aid operative system.

At the same time, it becomes autopoietic as well. The thesis does agree with Luhmann’s dissatisfaction when considering that there must be something more than self-organization which holds deeper meaning for understanding the dynamic of the theory. Taking the operations as constant, and not the structure, he already has added a useful innovation instead of the classical approach, where the structures was taken as constant. This altered approach fits more appropriately into the world of reality; just think of recent structural transformations, for instance in the social field in Hungary (but it seems to be true in every field). The concept of autopoiesis contains some additional content which is also able to serve the derived framework’s application. The system must execute its operations while being able to use its structure (Luhmann, 2013, p. 71). But there is something more.

The concept of “autopoiesis” was created by Humberto Maturana (Luhmann, 2013, p. 76), stating: a system’s operation can be created only by its own operation’s

network, and the network of its own operations is created by its own operation. From the point of view of the thesis, the emphasis must be on the expression of “creation”.

Luhmann cites Maturana’s own story about the birth of the concept. He told Luhmann that he once had a conversation with a philosopher who explained to him the difference between Aristotle’s “praxis” and “poiesis” concepts. Praxis, for Aristotle, refers to actions existing for their own existence’s sake; “poiesis” is an action that creates something new besides its own existence. One example is smoking, which illustrates the “praxis”, as it does not result in anything new, while we do see “poiesis” when we intend to create something new, that did not exist before (Luhmann, 2013, p. 77). By applying the dynamic of the concept to the “self”, adding the supplementation “auto”, we get a concept able to describe how a system can originate itself, its own operations, and via its own operations’ network, “re-originate” itself.

It seems to be quite abstract. Luhmann confesses that it is not possible to explain anything by the concept of “autopoiesis” itself, but it is possible to earn a new base point to build up further explanations, using and creating more complex concepts (Luhmann, 2013, p. 80). The thesis agrees with this statement and takes the concept of “autopoiesis” as a dynamic auxiliary concept to explain the existence’s dynamic or background of a narrower topic such as our framework’s application, namely in this case the system of child and youth care. Similar to what Luhmann has illustrated of the usefulness of the concept, he mentioned that it can open up previously closed doors to define such things which were “apriori” accepted as existing beings, in his example, the soul in psychology, or the sociality in the sociology (Luhmann, 2013, p. 81). This thesis states that this logic is applicable to CYC. The developed framework presented in the thesis takes the theory as a dynamic root and will build up the implementation’s logic to its core meaning.

Luhmann does not allow for the distinction of a scale when using the concept of autopoiesis, he points out strictly, that a system cannot be “semi-“ or “a little” autopoietic, meaning this concept has only two end-points, and there is no liminality (Luhmann, 2013, p. 82). However, the presentation of the discussed framework examines whether it could validate the use of semi-, partially- or pseudo-autopoiesis’ concepts. It does this by holding the original core meaning of its existence, meaning to focus on the process to “originate” something new. If a system is only perceived, even if only subjectively, (see observer’s system’s structure) as autopoietic, the dynamic logic of NLST can be useful for understanding, describing, and explaining

its working mechanisms in reality by supporting new perspectives or factors, enlarging the horizon of the observational process. At the abstraction level, the theoretical construct allows for providing new opportunities in discovering the social environment.

It leads the attention to the concept of “observer” and “observation” in the Luhmannian theory.

2.2.5 Observation and observer

The expression of “observation” or “observer” has already appeared several times in the discussion of the theories’ concepts. The summary of these concepts’ dynamic meaning and significance holds the theory’s application’s opportunity as well.

An operationally closed system cannot be observed from inside. If the observer is in anyway part of the system, the observation is possible only if the observer defines itself as an independent, but interdependent and interpenetrating, system, at least temporarily part of the observed system. In conceptual terms, it has to be distinguished from the autopoiesis e.g. when a new subsystem is founded (Luhmann, 1995, p. 35).

In regards to the deriving logic of the theory into the newly developed framework, it seems to be enough to use this part of the theory: as the observer is, according to this logic, separated from the system which is operationally closed; it is not possible to observe directly the system’s working mechanism. It is only by detection and analysis of its operation which results in as a new status in the observer’s environment, here namely in the status of the observed system (Luhmann and Barrett, 2012a, pp. 34-35).

If, and only if (see later as well), the observer’s system can detect the change, any detected causality will depend on the observer’s system. In other words, what meaning it will connect to the detected change will depend on its operations and its structure. Any given system can be taken as the ‘observer’ in this terminology.

Observation of a given system cannot be more than a deduction. Any conclusion, in Luhmannian terms, any causality, will only imply what resulted from the presented dynamic of the system’s working processes. Its importance will be emphasized in the practical implementation of the derived framework. For instance,

implementing the logic of the impossibility of self-observation by applying its logical dynamic to the examined target group of the empirical part: this logic can be the background of a “clue” (see later – as implementation of this presented logic in the use of the concept of “clue” itself) when staff members were unable to recognize the enlargement of their preparedness (see in section about PTC). Or it is applicable even to this thesis itself: meaning any paraphrased deduction as supposed causality links and depends on the author’s own inner structure (see later too).

In this way, the dynamic of observation draws attention to the next concept.

2.2.6 Irritation vs. information

Luhmann himself used the concept of “irritation” in conjunction with the concept of (“meaningful”) “information”. As mentioned several times earlier in this text, the main dynamical logic of the NLST refers to the relationship between system and environment (Luhmann, 1995, p. 176). In summary of this thesis, any change in the environment may serve as an irritation to a given system, but the endless irritations may not become meaningful information; the system has to select between them somehow (Luhmann and Barrett, 2012a, p. 19).

The more easily followed explanation of the separation of “irritation” and “information” can be found in the “Introduction”. Although in an earlier chapter he refers to Gregory Bateson’s statement about information, citing that “(information) is a difference, that makes a difference”, (Luhmann, 2006a, p. 68), it needed further explanation. He differentiates “irritation” from “information” in the chapter about the “structural connections”.

This thesis uses the two concepts for the meaning held in their difference’s dynamic, which is the point that will facilitate the developing of the logic of the framework to link the NLST with the PTC (see later) and acts as a basis for the newly developed framework. Namely the “working process” can be described as follows, using Bateson’s statement supplemented by the preparation of the link to the Participation Theory of Communication.

The significance of highlighting the difference between irritation and information lurks in the dynamic’s core meaning, which allows for the utilizing of the

advantages of abstraction. It must be clarified here, as Luhmann did in his work, at what point would any change in a system's environment be detectable for the system and whether it becomes meaningful information for it. The question of detectability will link with the thesis' train of thought into the PTC a bit later, as well as the detected stimuli's transformation into meaningful information, but this last case appears in Luhmann's logic also, conceptualized through a different language. He links it to the complexity-reduction and to questions of available selected patterns in the system for working up the stimuli. He mentions that a stimuli's transformation is possible only if the proper pattern is available in the system's structure (Luhmann, 2006a, p. 115); this is interpretable in the concept of "preparedness" coming from the PTC, as we will see below.

The ideal-typic working dynamic of these concepts shows this mechanism: a systems operations results in a change in its status, which means change in the environment of other systems, whose environment the given system is itself. This new status may, as it will be explicated in the section about PTC's concepts and dynamic, irritate the other system which can be an observer in this position as well. Irritation means in this way that, if able for it, the other system detects that there is a new situation, different from the previous one. That system which detected the change has the possibility to react somehow to the new situation. But whether it will or not, or more simply if it is able to react or not, depends on if it could transform the changes in stimuli into meaningful information for itself using its proper pattern; meaning if the stimuli fits into its structures' pattern and can hold or recognize meaning beyond the pure fact something has changed.

In Luhmann's words: "...communication presupposes endogenously restless environmental systems that inevitably and repeatedly change their state. This means that communication has to be prepared to cope with continual irritation by its environment without its vocabulary and rules of grammar being allowed to change from moment to moment. Indeed, language has the peculiar ability to convey irritations to communication without breaking down." (Luhmann and Barrett, 2012a, p. 58) It can be supplemented by the fact that appropriate patterns were used to select from the available structures "can the system react to irritations and ... understand them as information and adjust its structures accordingly or use its operations accordingly in order to transform its structures." (Luhmann, 2013, p. 86) Information is only

possible within the system, thanks only to self-reference and schemas of interpretation (Luhmann, 1995, p. 68).

The process often fails, for instance when the superiors within agencies know that there are operative problems in a given social area, but if it is not “translated” into their “language”, they will not understand what the issue is. If the agency’s key factor when it evaluates situations is the “money”, it will be unable to construe meaningful information for itself from the notes about professional difficulties or lack of pedagogical tools. It must be “translated” to its “language”. In Luhmannian terms, they have a different “symbolically generalized communication media” as a determining factor in their available structures for reacting to stimuli coming from the environment as irritations, along which they are evaluating the situations. These dictate what they select between the patterns of their structure when seeking for meaning when detecting an irritation (change) in their environment.

A future purpose of the thesis’ implementation can be formulated as the task is to “teach” systems for each other’s language, by being clear what “medium/media” to use in a given situation, and to be clear what the binary code of it means both to ego and alter (Luhmann and Barrett, 2012a, p. 216), finding or creating practical pathways to achieve it. For example, via mentioning in the training process to every actor of the (CYC) field (see later in empirical part of the thesis).

It is inevitable to get familiar with the logic behind the concept of “symbolic general medium” when using a conceptual frame based on or originating in the Luhmannian theory’s logical approach.

2.2.7 Symbolically generalized communication media of a given system

Luhmann uses a concept that appears earlier in his mentor Talcott Parsons's thoughts (Parsons, 1959; Parsons and Némédi, 1985; Karácsony and Bognár, 2013), which is able to provide a “frame of meaning’s creation”. Luhmann added the concept of

“symbolically generalized communication media¹¹” into his theory (Luhmann and Barrett, 2012a, p. 190).

The media holds the pattern of its structure that can provide and hold that code, along which a system may recognize a stimuli’s meaning for itself. In other words, the system can select from the “reduced complexity’s” pieces, following a specific evaluation (true-false, legal-illegal, correct-incorrect, strong-weak etc.) using this structure (Karácsony and Bognár, 2013, pp. 241-244).

Luhmann points out that a social systems’ symbolically generalized communication media have only one specific binary code, typical only for that given system (Luhmann and Barrett, 2012a, p. 215) which holds the abstract content of the meaningfulness (Luhmann, 1995, pp. 444-445). Practically, it appears that the system examines the new situation, in comparison to its medium, as to whether it fits or not (structure), and if yes, how does it fit into the media; taking a position of “yes”, or “no”, creates the meaning of the new situation for the system, and allows it to work with the information by its operation.

Luhmann’s examples are easy to understand, especially using Karácsony’s and Bognár’s interpretation (Karácsony and Bognár, 2013, pp. 245-250). The symbolic generalization and the binary schematization is applicable, for instance, to the system of law/legacy, science, economics, or even into the relationships. In the system of law/legacy, the medium is the “legality”, and the code is “legal/illegal”. In science, the medium is the “truth”, the code is “true/false”. In the system of economy, the medium is “money”, and the code is “enough/not enough” (have or not have).

The “evolution” of the institution of marriage recently resulted in the use of code “he/she and nobody else”, which is crucially important in regards to this thesis’ topic, as the developed framework adapts the dynamic of Luhmann’s logic, and states that the actors of the CYC, taking them as systems (using this logic), may have their own media. Furthermore, it points out the assumption that they may have several, and what they use as the “dominant” one (along with what the given situation which is being evaluated) may differ from situation to situation (see later). This thesis applies this concept as which organizes the structures and patterns of the consciousness of a system (Luhmann, 2006a, p. 213)(pp. 213.).

¹¹ The thesis follows Luhmann’s nomenclature, but supplements it with its own one, and uses the shortened version of the concept to parallel as equal to: „media” and „medium”.

In summary, the thesis supposes and proves the assumption that if further sub-systems are defined, each of them will have its own (“dominant”) media/medium with which it interprets the stimuli/irritations and construes the actual meaning by working out the given irritation/change in its environment.

2.2.8 Complexity-reduction

By this logic, this chain of thought arrives back to the starting point of its logic: the phenomenon of expanding complexity. Luhmann has arrived at this point by necessity. He found possible dissolution for the seemingly insoluble paradox of expanding complexity through paraphrasing the “complexity-reduction” concept.

He declares that any system is not able to react (along with the presented dynamic) for every change in its environment, so has to select from the “irritations” (Luhmann, 1995, p. 25). In other words, none of the systems will be able to use all the patterns of its available structure with its media and fit them exactly to the given status. It has to select from them in any given situation (Luhmann, 2013, p. 121) and focus by using the selected one as an observer. The reduction of complexity means that the system will narrow its “attention’s horizon” into a smaller part of the change, using a selected pattern, and will operate (act or behave) by focusing on this part (Luhmann, 1995, p. 166), and examining it in more detail.

The paradox is observable at this point. If a system wants to reduce the complexity with the aim of being able to “care” for the chosen part, it will result in more known detail, which will increase the available complexity. Reading Luhmann’s theory, it could have seemed that the systems were increasing their complexity through the complexity reduction-process. From some points of view, this can be true. But the exact interpretation of this statement places further connotations onto the words and highlights the statements deepen meaning. The world holds endless complexity, or at least the possibility of endless complexity, so the complexity reduction will result in the discovery of further details, which makes them visible or recognizable so a system can select what to detect and how to process it. In the terminology of the ABM framework, what must be examined is the nature of inadequate selection in these cases.

The mentioned interpretations and readings of the reduction of complexity may exist together, and it continues in paraphrasing, in a more detailed way than found in the communication itself.

2.2.9 Communication itself

Luhmann summarizes the working mechanism of the above presented concepts, stating that the social system's only "operation" is "communication":

"Self-referential systems are 'operationally closed systems' in the sense that they produce their own elements and thus their own structural changes. There is no direct, causal intervention of the environment on the system without the system's cooperation. That is why the system endows its own structure (although it is no event) with causality. This is the form and condition of all adaptation. Structure can work only in combination with sporadically occurring events in the system and/or environment, just as, conversely, events in the system work only in combination with structurally prepared causes. (...) All structural change, whether adaptation to the environment or not, is self-change. In social systems it is possible only by communication. This does not mean that the structural change must be a theme of communication or even planned in any sophisticated sense. But it requires situations in the system in which a change in expectations can be observed, understood, and believed. Such situations are possible only when the system and its elements are temporalized. The environment remains a stimulus to structural change. Communication within the system must convey information and maintain an ongoing reference to the environment. Changes in expectations are interpreted with a view to the difference between system and environment; perhaps this is the only way they can be comprehended." (Luhmann, 1995, pp. 350-351)

He also points out: "Communication is the processing of selection. (...) The selection that is actualized in communication constitutes its own horizon; communication constitutes what it chooses, by virtue of that choice, as a selection, namely, as information. (...) It is not just a matter of sending and receiving with selective attention on both sides; instead, the selectivity of the information is itself an aspect of the communication process, because selective attention is actualized only in

reference to the very selectivity of information. Selectivity as such attracts further communication: it recruits communications that direct themselves to aspects that selectivity has excluded. ." (Luhmann, 1995, p. 140)

In the "Introduction" he paraphrases¹² these statements about seeking to identify the social system's operation, making it possible to make allowances only for those which fulfill a precondition of the "system-creator effect"; the operation has to be able to create new structures in the system. Luhmann continues by stating that to achieve this, a system can own only one piece of the operation, which is constant, is able to link with the whole structure, and which terminates or continues with the same operation.(Luhmann, 2006a, p. 76).

It fits to the thesis' above statement that Luhmann's theory's dynamic can have a reading in which a communication's topic can become a new sub-system, resulting in a new structure, as a reaction by its own operation to the selected change of where to focus.

Another important argument by Luhmann for defining the social system's only operation as communication is that, in the logic of NLST, the actions can exist alone while communication cannot. Action can happen alone, but communication comes into existence only if it is observed; fitting exactly to the main argument of theory that it is about the difference between system and environment, it presupposes that there are at least two "items/elements" (Luhmann, 2006a, p. 77). Communication needs an observer to exist and an understanding or a misunderstanding might generate further communication along the above discussed concepts and their dynamic.

Luhmann examines, in a more detailed way, how he offers his theory as an alternative to the 'action theories" (Luhmann, 2006a, p. 235), and this thesis' focus follows this approach and refers to its distinguishing between identifying communication as an "event" or "state" regarding the PTC's nomenclature and logic (what only happens sometimes) instead of an "action".

This statement, and the related concepts presented in this subsection, are able to link and synthesize with the aim of serving as the basis of the derived framework with some concepts of the Participation Theory of Communication (PTC), designed by Özséb Horányi in Hungary. The common point between the two theories is their

¹² In these paragraphs the text contains adapting, explanatory citations of Luhmann's thoughts – illustrating his inspiration's for his theory's logic, and preparing the conduction both to the synthesis with the PTC and to the presentation of derived framework.

opposition and syzygy with the action-based approach of communication. Horányi takes the communication as a “state”, where those who “participate” in it can “partake” from it. In Luhmannian terms, it can instigate further “structure” inside of itself as a system and thus increase its potential. The related concepts and the dynamic behind them can add a useful approach to solve tasks, which this thesis attempts to contribute to.

Before coming to the discussion of the synthesized framework’s possibilities in terms of implementation and application, the next subsection takes a brief overview on PTC’s main conceptual elements about communication. Where it is possible or necessary, the text underlines the points where the synthesis can be done, in the sense of the earlier presented “globe symbol”.

2.3 ELEMENTS FROM ÖZSÉB HORÁNYI’S PARTICIPATION THEORY OF COMMUNICATION

The classical approaches usually take communication as a kind of action or process (Griffin, 2001). Özséb Horányi has recognized, similarly to Luhmann, that there needs to be a broadening of thought about the phenomenon of communication. He has created a well-developed theory in Hungary, the appropriately termed “Participation Theory of Communication” (PTC).

It has been in development for more than two decades now, but despite this extended period, there is still a lack of related international publications available. Major publications related to the theory amount to an English language summary of the theory from 2003 in which Horányi himself has contributed as an author (Bátori et al., 2003, May 19-20.), a Hungarian language book edited by Horányi similarly titled to the theory itself “A kommunikáció, mint participáció” (Horányi, 2007), a recently published English language article by one of Horányi’s pupils, whose paper’s aim is to definitively introduce the PTC in an international field (Demeter, 2018). The next step to achieve this aim – the so called ‘internalization’ of the PTC – will be taken in the year 2021, when there will be a book published by Routledge titled “Handbook of

Global Interventions in Communication Theory“ which will have an individual chapter dedicated to present the Participation Theory of Communication, written by Demeter Márton (Demeter, 2021).

The quintessential part of the theory is the “synopsis”. During the past two decades, several versions were published in Hungarian, inter alia v7.1. (Horányi, 2007). This thesis uses the latest version, “Synopsis v7.3.”, as the main source (Horányi, 2009). It was published in a selection of essays and memoirs dedicated to celebrate the earlier cited Béla Buda on his 70th birthday anniversary (Bagdy et al., 2009) for presenting the main thoughts and concepts of the PTC, which have inspired the development of the discussed framework in the thesis.

The theory and the “synopsis v7.3” of PTC declares at the beginning of its presentation that it regards the communication as a “state” (Bátori et al., 2003, May 19-20., p. 9) (or a bit “lighter/tender” as a “state” as well), and not exclusively as a “process” or “action” (Horányi, 2009, p. 201).

In this statement, there seems to be a similar discrepancy with the NLST, which talks about communication as an “operation”. But a deeper look at the NLST, as it was presented above, reveals a similarity between the theories’ logical dynamic as both take communication as an abstract concept, which has several components and a complex dynamic behind its implementation to reality.

This is to their advantage as well. In terms of the earlier presented ‘globe symbol’, the thesis’ eloquence is found in the fact that it is not impossible to link the two theories and synthesize their logic’s dynamic, creating a new framework derived from them which aims to serve for practical problem solving and development. The new framework can provide analytical “language” or “conceptual structure” which can efficiently help the understanding of anomalies facing the everyday.

The PTC’s conceptual content is prepared for this as its self-definition continues by declaring that communication and to be communicative is a condition, in other words a place (in abstract meaning) of problem solving (Horányi, 2009, p. 202). In addition, its concept serves as an abstract structure to understand and better describe communication, especially based on the phenomenon of problem solving (Bátori et al., 2003, May 19-20., p. 7) as not exclusively an action but also an “occurrence”, a “case” (Horányi, 2009, p. 203).

This thesis states that in this sense the PTC, the conceptual re-constitution of communication, is not only able to be linked with the NLST but, in the derived framework, can be a supplementation, serving in this way the derived framework's purpose.

For this, the following pages present briefly those concepts embedded in its dynamic which were invoked in the newly developed framework's derivation process and which are able to prove the assumption of the two theories' connectivity. Points which underpin this connectivity are alluded to in this section, and later in the chapters about the implementation of the derived framework, including the empirical part of the thesis.

The discussed concepts of the PTC are the following:

- “Agent”
- “Problem” – “Problematic” – “Preparedness”
- “Significative” – “Signification” of “Significant”, and “Significatum”
- “Communicative” – “Communication”

2.3.1 Agent

An “agent” is a “being” who participates in communication as the “agent of the communication”, positioning the terminus of the “agent” into both human, subhuman, and transhuman agents (Demeter, 2018, p. 248)

This allows for the attempt to draw a parallel with Luhmann's “system” concept, stating that the meaning of the two theories' elementary components can be taken as equal entities, at least in the sense of their dynamic's meaning. When drawing up the derived framework, the thesis does this using the logic, in accordance with Horányi's statement (Horányi, 2009, p. 205), that a given agent at any time can be seen as a system in Luhmannian terms. Examples which support this statement will be presented in the section of the framework's implementation.

The communication itself, according to the PTC's basic statement, is a possible (abstract) place to find both problem-recognition and the preparedness necessary to solve it, thus according to PTC, both communicative and communication (as a given

condition) can be considered as a potential source of knowledge that is needed for either the problem identification or the problem solving of an agent . In the next stage, the text will examine what it means in more detailed terms.

But first, an important passage of the PTC must be cited. The “synopsis” of the theory considers the agent only from the participator’s perspective and not from the “observer’s” (“spectator’s”) (Horányi, 2009, p. 201). It appears it would lead the reader into a second discrepancy to the aimed synthetized link with the NLST. As the observation (the position of observer) is a crucial point in the NLST, the occurrence of observing a given system is a core condition of its identification as just that; a system.

In opposition, it is not an unsolvable contradiction, but a confirmation of why the synthesis is possible and necessary, showing how it is feasible. The PTC examines the agent from the participator’s perspective, while the NLST supports observing a system as possible only from a position outside of the system as it is operationally closed, and direct observation is not possible from within. The two statements do not contradict each other but supplement each other in the sense of describing the reality’s dynamism; in other words, in the sense of using their concepts to deepen their understanding of the reality.

By linking and synthetizing their concepts, the new framework comes closer to its mentioned aim, namely, to describe better the world around us by using the structure of abstract concepts. Demeter’s summary of the theory gives the best example: “The Participation Theory of Communication originates in the recognition that in spite of many possible functions of communicative acts, communication (that is, any instance of the phenomenon of communication) is to be understood as an often necessary and sometimes sufficient condition of problem solving. (...) Since the theory presupposes that most agents (including human, subhuman and transhuman agents) continuously face problems during their lifetimes to increase or maintain their comfort, or just in order to survive, they also have to permanently communicate, so, they are in the condition or state of communication.” (Demeter, 2018, p. 248)

The parallelism with Luhmann’s logic and the applicability of the derived framework is more understandable by taking a look at the detailed explanation of how an agent can look, with special emphasis on its potential “active (causing an effect) and reactive” existence:

- “An agent should cause some effect.

- An agent should be autonomous; it can operate independently in order to accomplish a specified task.
- An agent should be proactive; it should be capable of operating in a way that leads toward a specific goal.
- An agent should be reactive; it is capable of responding to environmental stimuli.
- An agent should be responsive to the actual context; it exists in its environment (its reactivity in some manner presupposes it), it is able to detect the environment and embed itself into it.
- An agent should be rational and intentional.
- An agent should have a relatively stable identity.
- An agent could be either actual or potential. It means that an agent should not necessarily act here and now in order to be considered as an agent. It is enough to know that it is capable of operating in an agent-like way under appropriate conditions.
- An agent can be either individual (like a thermostat or a human being) or collective (like a research group or a political party).
- An agent can manifest itself in different individual and collective roles such as the observer, the participant, the sender, the taker, the audience, the voters and so on.” (Horányi, 2007, p. 197)

C.f. this description with the main concept of the NLST about detection of change in a given system’s environment in the next subsection shows the similarity and the linkable points in more detailed fashion.

2.3.2 Problem – Problematic – Preparedness

When describing problem-solving, it must be defined what is considered a problem and how it can be described within the theory’s conceptual framework.

In this way, one cannot speak about a “problem”, but about the “problematic”. Problematic is a “state “namely existing only “in vivo” (Horányi, 2009, p. 203). It means it is possible only to speak about the “identification” and “elimination”

(solvation) of a given problem, which, crucially, a given agent can identify as a problem for itself (Demeter, 2018, p. 249). This state's existence needs to hold the agent's specialties as well. The identification of the problem is strictly bound to that special situation. If the situation changed, it would be another problem to be identified if it would also be a problem in the changed situation (Horányi, 2009, p. 212).

The problem, in this approach, is a difference between the agent's given and desired future "case"¹³, or "state" if the present one is uncomfortable, and the difference rate exceeds that critic threshold that the agent could tolerate in that situation (Horányi, 2009, p. 206). In other words, according to PTC, a problem can be described as a measurable difference between and agent's two conditions e_1 and e_2 , where e_1 refers to the current condition while e_2 refers to a desirable (optimal) condition. Both conditions should have logical descriptions that refer to one and only one individual case, where the description of the agent is a necessary part of each descriptions.

It is easy to notice the next link between the PTC and NLST. In the terminology of NLST, a system may generate a difference for its environment as its environment's environment, which the other system/agent may identify as an uncomfortable new status. The dynamic of the two logics is similar to each other and supplements each other in a harmonic way.

The "critic" marker at the rate of threshold is important as well because it may happen that an agent identifies the difference, but at that point it is not so big that the agent would not tolerate it. A simple example would be when we detect that the summer evening's temperature becomes lower, but it is not so cold that we should do something about it (Horányi, 2009, pp. 203-204). What an agent can do when the difference threshold is exceeded is the critical point of the second question. It can transform the new, uncomfortable "case/state" (as input) into a comfortable one or constitute a totally new "case/status" (both is the output of the problematic situation) (Horányi, 2009, p. 204). This structure of the potential problem elimination will appear when the thesis discusses the empirical research's topic which helps to focus the

¹³ The expression of "case" is used by the PTC regarding and in accordance with the tradition of the Anglo-Saxon philosophy; as a description of a given special situation identified both regarding time and geographical circumstances, where the agent is part of the case, so long as it can be defined as precondition of the description of the case.

attention when a new situation is not substitutable, to which agents may decide subjectively, like for the extra-organizational factor's negative effects.

Altogether, the identification and elimination of a given problem can be termed "problem-management", whose elements are both actions as part of the communication (Horányi, 2009, p. 204). And the elements, both the identification and the elimination of the problem, suppose "a priori" that the agent is able to identify and eliminate (Demeter, 2018, p. 249), namely, that it has enough "preparedness"¹⁴ to be able to even identify, and later to eliminate it in the mentioned way (Bátori et al., 2003, May 19-20., p. 8).

The PTC differentiates two different perspectives which we can look at the agent from. From an external perspective, we can see the agent as an "actor". Other important aspects to this are when an agent is not in an actor role, but as a "spectator", meaning an observer, (see further similarities with NLST) the situation's "identification" (and/or "elimination") can differ from the actor's perspective, and to manage this difference is another problematic situation which requires identification and elimination itself (Horányi, 2009, p. 205).

From an internal perspective, looking at an agent, one can "see" it's their "own world" (Bátori et al., 2003, May 19-20., p. 11). The relevance of this separation increases in the flexible dynamic of the conceptual structure. The use of two further markers, like "categoric" and "factual", helps to get closer to the substance of this logic. An agent can identify and eliminate a problem if they have the required "preparedness"; firstly, to recognize that a situation has changed, and that the new situation differs from a "comfortable" status, and second, if it has the preparedness to decrease the difference under the critical threshold, or make it disappear completely. The "categorical" and "factual" markers must be used to be able to describe reality. It can happen that a given agent has preparedness in "categoric" terms; in their "own-world", they have the necessary preparedness, but in the specific situation, in "factual" meaning, it is not present (Horányi, 2009, p. 206).

The agent is competent, able to identify and eliminate problems, within the limits of its factual latitude. It contains further "attitude related" components around

¹⁴ The text of Bátori et al. uses the expression of „ability”, while the recent paper of Demeter votes on use of „capacity”, here, the thesis consequently uses the expression of „preparedness” as it represents a wider range for understanding, and holds more precisely the meaning of the Hungarian original expression which, in the original language of the theory, is „felkészültség”; not irrelevant it separates the concept from psychological connotations.

the psychological description of attitudes. In psychology, the attitudes are described as factors that have cognitive, emotional and behavioral components; meaning a person has some information or knowledge about something, they have emotions attached to this event, and may behave in relation to it.¹⁵ In the PTC, it means that a given agent's preparedness contains its attitude which will also influence whether it will have the categorical content of its preparedness.¹⁶ (Horányi, 2009, p. 207)

Practically, this means that if an agent is not “prepared”, has not got enough “preparedness” categorically, including the listed components both up till now and later, they will not even identify the problem, nor eliminate it. In the practical implementation, as an implication, this will be found.

Problem elimination is always an individual, categorical, act: that specific agent identifies (if able) that a specific situation has changed and may use its available preparedness at that specific moment. In short “Agents can be marked by their “categorical description’.” (Horányi, 2009, p. 208) This is nonetheless a further link-point and can be paralleled with the NLST: c.f. “available structures inside of a given system” (presented and cited in the subsection above).

Taking the conceptual elements of this description of the “problematic elements” as categories that are indexable and parametrizable, managing the individual cases – “in vivo” – becomes possible (Horányi, 2009, p. 213) during implementation and application as well.

The “Applied Bridge Model” (ABM), as the derived framework discussed in the thesis, looks at this approach’s advantages as it will be presented below in the text.

¹⁵ It has to be noticed that this description is not useful completely in reality as various research has proved, by evidence, that real behavior can differ from what people think about how they will behave (as behavioral component of attitude). NOLEN-HOEKSEMA, S., FREDRICKSON, B. L., LOFTUS, G. R. & WAGENAAR, W. A. 2009. *Atkinson & Hilgard's introduction to psychology*, Hampshire, UK, Wadsworth/Cengage Learning Andover.

¹⁶ Important note, that agent can be a mechanical machine as well who has no “own-world”. But as the thesis will focus on kind social and human based systems, we concentrate on related concepts to the focused topic.

2.3.3 Significant – signification of significant and significatum

The preparedness's categorical content must be factored in, along with further abstract concepts.

The PTC uses it for the concept of “significant”, in detail “significant”, “significatum” and “signification”. “In the Participation Theory of Communication, we have a structural definition of the form of any signification. Accordingly, a signification consists of a significant, a significatum, a significative principle or the constitutive base of the signification and the agent of the signification.” (Demeter, 2018, p. 250).

The ‘significant’ is the physically existent being which can become ‘significatum’ under certain circumstances for an agent – e.g. a paraphrased logical description of a child’s behavior –, but whether it becomes ‘significatum’ or not, needs the action of ‘signification’, when the ‘significant’ is linked to the ‘significatum’; meaning in the example that the child’s environment a given agent (a staff member for example) is able to link them in a given situation.

The “significative” is a possible (abstract) place of problem-management that exists only under given circumstances, and the two components of it, namely the “significant” and the “significatum”, are not able to interpret out of the “significative” (Horányi, 2009, p. 213). In other words, its concepts are extremely flexible, which provides and confirms at the same time its applicability for its proposed use in the derived framework. The singularity of the “significatum” and “significant” provides an all-time constitutive base for the “significative” (Horányi, 2009, p. 213).

The “significant” may mean the “preparedness”, as “significatum” is available in each situation to serve problem-identification and -elimination. It is extremely flexible, becoming “significatum” in different situations. Here, it is possible to point out another link to NLST; as we will see later in the derived ABM framework, we take individual agents as systems which can have their own symbolic mediums along which they evaluate the given situation as constant components (significatum) of their significative.

That immanent peculiarity that can create potential “significatum” is termed intelligibly. It is important to note, that things can have a bounded intelligibly that determines its existence's unchangeable substance, such as what makes a dog a dog,

and not a cat, is not changeable (Horányi, 2009, p. 214). In the PTC, what could be considered intelligibly potential “significatum” is not bounded, it can be changed by the situation (Horányi, 2009, p. 215).

“The preparedness’ categorical contents as significatum can be

- ‘Brute’ – when its relevant description can be done in the adequate form in the terminus of physics, biology, and chemistry, without further possibility of a reduction in other perspectives’ terminus. They can be detected without any consciousness. (...)
- ‘Symbolic’ – when it is described in the terminus of social sciences, and there is no possibility of reduction into other perspectives’ (like physics’, biology’s or chemistry’s). The symbolic significatum, unlike pure ones, is always constituted: the symbolic links into an already existing thing (even on an abstract level of meaning). (...)
- ‘Transcendent’ – if its description is only possible in theology’s terminus. (...)
- ‘Psychological’ – if its description is possible only in the psychology’s terminus. (...)
- ‘Sacral’ – if its description’s logical form equates with the symbolic one and its description is possible in the theology’s terminus” (Horányi, 2009, pp. 215-216).

The presented Applied Bridge Model in this thesis, as a derived framework, takes “brute significatums” as existing factors and focuses on the symbolic and their availability’s factors. It means, with a simple example, that ABM takes as a precondition that staff members who participates in training are able in physical terms (as significant) to hear and see what is happening in the training. And the analysis focuses on its contents, taking them as symbolic significatums.

The agent, according to the PTC, needs an input, a difference in the situation from the previous one, and according to its potential preparedness will construe its significatum in the given specific situation (via signification). This constructional acts as an “output” in the situation and can result in a new situation (Horányi, 2009, p. 218) which can be taken as “irritation” (a new difference in a Luhmannian word) into another system. The new irritation can be a potential significant for the other system

as potential content, potential significatum to increase its preparedness (Horányi, 2009, p. 220).

The thesis will link into this point the CYC professional model development, organizational development, staff training as potential significatums, so-called parts of that preparedness which requires exact professional problem identification and elimination.

2.3.4 Communicative – Communication

The “communicative”, in this conceptual-terminological frame, is a potentially available, publicized significative for a given agent in each situation (Horányi, 2009, p. 222), while the communication means the actually reached significative by a given agent in a situation.

The importance of taking the “problematic”, the “significative” and “communicative” as an abstract “place” becomes clear at this point. Linking it by the NLST’s concept about irritation which may transform into meaningful information, it is easy to see why this logic is useful to look at the interactional situations as a status/state (Horányi, 2009, p. 222). Instead of those theoretical approaches which look into communication as transactional or interactional (Horányi, 2009, p. 223), the PTC enlarges the analytical horizon and frees up new perspectives. When a significative becomes available for a given agent, it can potentially enlarge its preparedness to be able to manage future problems as well. This is a direct link to the practical application of the derived framework, a living bridge between theory and practice itself.

An agent may partake in the mentioned situation, and every difference or output happening around them may serve as a resource to increase their preparedness. They will hopefully partake from these daily situations, whatever it will be what the communication itself is. C.f. with the Luhmannian description about change in the system’s structures (see above). This is theoretical evidence for the possible synthesis of PTC and NLST.

The communicative has its own dynamic with its own further supplementary concepts. This thesis nominates some of them here in the name of relational confirmation with the practical application.

The “communicative” may facilitate the increase of “preparedness”, but this is not a certainty, or rather some events must occur to serve the facilitation. These acts are the “presentation” and “legitimization” (Horányi, 2009, pp. 225-226). For achieving the availability of the “significative”, the “significants”, which are potentially able to become “significatum” for an individual or a collective agent, must be presented for signification. This act can happen in an endless variability of form, like book publishing, file sharing (Horányi, 2009, p. 225) or oral presentation (in case of symbolic significatums), and as this thesis’s empirical aspect focuses on, in the professional and organizational development processes. For instance, practical model developing, publishing, and implementing its results into staff training. In the PTC’s terminology, the act of “presentation” functions so that the participator could partake from the “significative” by keeping in view that every kind of action, namely every situation, can be a presentation for someone and in turn, someone can partake in or from it (Bátori et al., 2003, May 19-20., pp. 4-5).

Agents, situations, or systems need “legitimization” when the presentation is non-coherent, non-evident, not evidently linked into existing “significative”, or when the presentation’s act is legitimized in a non-conscious way. When this is not the fact, it is necessary to decrease the incoherency. It has the following possible cases:

- “It can be fixed or repaired somehow, for instance via further constitutions (constitutions of further significative and via further presentations), with the aim of decreasing the incoherency, getting closer to the agents’ preparedness. It can result in success, partial one or failure. (...)
- There is a case when it is not possible to decrease the incoherency, because of the innovative value and being of the significative. In this case, we talk about the need to incorporate the new significative. (...)
- And there are cases when it is not possible to decrease the incoherency.” (Horányi, 2009, p. 226)

The next chapter presents the details of the derived framework regarding to the presented concepts from the original theories.

3 “APPLIED BRIDGE MODEL (ABM)” – THE NEWLY DEVELOPED FRAMEWORK

For achieving the purpose of creating an overview of ABM, this thesis continues in the first two subsections of this chapter with a partial overlook of previous attempts to implement the two theories in practice, especially in the field of social aid. The presentation of the ABM will follow these sections.

3.1 PRIOR EXAMPLES OF IMPLEMENTING PTC INTO THE SOCIAL FIELD

According to previous literature research on this topic on international platforms, there is no published paper on implementation of PTC in any field, nor in social aid (Demeter, 2018).

Some Hungarian communication scientists have added to the theory by paraphrasing some monography on the disciplinary reconstruction of its applicability as related to the social work field (Bordás et al., 2012), or to other disciplines, like literature, special pedagogy or organizational development etc. (Demeter, 2014). Within the doctoral school which the theory’s creator worked in for decades, there are only a few texts applying and referring to the Participation Theory of Communication which relate to social aid. One author uses the findings for conceptualizing “the experience-based social help” (Haász, 2011), while the second takes a therapeutic community as a “collective agent” in a psychotherapeutic institution, and examines its dynamic along with the PTC’s main concepts (Zalka, 2018).

These cited examples confirm the theory’s applicability to real world practice. Both take the situation where the clients are actually in a problematic state, meaning the situation is uncomfortable for them, and they would need to move into a future which is more comfortable and more appropriate. Embedding the practical task into

the conceptual frame, they can describe and interpret the circumstances which are necessary for successful help along the dynamic of the PTC: every action can be taken as part of the process of increasing the targeted person's "preparedness" and can be taken as part of enlarging the available "significant" field for them. Let's talk about a client's recognition of their present situation and nascent motivation due to this, or about organizing a whole institution's working mechanisms and processes for becoming such a community whose existence can serve as a "communicative" field in the manner of communication as "participatory state" for its participants.

One PhD thesis referred to the similarity between Luhmann's and the PTC's logic, and campaigned – successfully – to prove their applicability in the world's phenomena's reconstruction and gave an explanation for the implementing of the two theories' logic into the examination of human online social communication (Bokor, 2011).

This thesis follows this example. The discussed framework in the thesis follows and continues the presented dynamic, supplemented by some applied elements from Luhmann's theory as well.

Before getting familiar with the synthesized framework, let's take a short look at previous attempts at implementing the NLST into the territory of social aid.

3.2 A CRITICAL REVIEW ON PRIOR PAPERS OF IMPLEMENTING NIKLAS LUHMANN'S THEORY INTO THE SOCIAL FIELD

It may be said that the NLST is under-researched and under-published in relation to practical social work, although some papers are concerned with attempts in relation to this (Ahmed-Mohamed, 2011; Kihlström, 2011; Little, 1997; Schirmer and Michailakis, 2015; Villadsen, 2008; Wirth, 2009). A brief overview of them is necessary to better understand the structure and dynamic of the derived ABM framework, as the thesis does agree with some conclusions, but not with others, while applying the logic of a few.

As this paper denoted earlier, it cannot accept those statements which exclude Luhmann's approach from the applicability to the field of social work, claiming that it dehumanizes the people involved. This is exactly how Ahmed-Mohamed concludes his train of thought (Ahmed-Mohamed, 2011). He speaks about the "improbability of communication between social work and sociology", but as this thesis has demonstrated in above sections, the opposite is true. Applying it in a proper way, with an increased level of abstraction, will not dehumanize people but rather create a logical structure which works as a frame, in which the phenomena of the social world become more understandable.

It is closely related to Kihlström's objections to applying Luhmann's theoretical concept in social work. She missed the concept of morally conducted behavior as a basic and immanent part of Luhmann's approach (Kihlström, 2011). However, in this case again the opposite exists, and in this sense the NLST serves as a more useful frame for describing human action and behavior.

Morality exists, "only" to be taken as an abstract system which interpenetrates with human systems, including the system of community as well. Below, the thesis demonstrates that it is possible to take human beings as systems in the sense of Luhmann's theory's logic, despite Luhmann's opposing statement, at least in the derived logic, and that the NLST's dynamic traits are applicable in this way.

Wirth's and Little's approach is suitable when trying to describe the function of social work and the governmental administration along with the concepts of "self-referentiality" and "autopoiesis" (Little, 1997; Wirth, 2009). Their approaches are harmonically parallel with the thesis' description of the supposed mechanism, continuing from Luhmann, about how the communication of the social system results in the birth of sub-systems, as topics of its communication.

In regards to this latest assumption, the text refers, with some added refinement, to a further approach that supports the NLST's applicability in the social work's practical level. Schirmer and Michailakis argued that the Luhmannian concept of inclusion/exclusion has high relevance which can be applied in social work (Schirmer and Michailakis, 2015). They pointed out that "Inclusion and exclusion are operations of social systems", which has to be thought through and refined.

Luhmann himself declares that the social system's only operation is communication (see above). Logically it looks like an unsolvable discrepancy; if something is the only operation, it is impossible to define another concept as an

“operation” also. Unless creating a pathway between the two identification processes, using Luhmann’s own logic, supplemented by the thesis’s logic when deriving from the Luhmannian one.

The thesis has mentioned earlier the assumption that the topics of a given system’s communication may define the difference that creates a new subsystem. It appears possible to break it up even further into conceptual elements. The inclusion/exclusion pair of concepts may be taken as a concept which provides the “parameters” along which communication can be defined; in other words, the parameters along which the (new) subsystem differentiates itself from its environment. It can be the information along which it is declared that a given being, item, or element (see later derived definition of system/agent) may differentiate itself from its environment, and can take itself as “belonging” to that specific system (and not to its environment) or is excluded from it and belongs in its environment.

This statement refers only to the abstract level. Luhmann himself declares, by citing David Lockwood, that it is necessary to distinguish between a system’s integration and social integration (Luhmann and Barrett, 2012b, p. 16). In the reading of this thesis, it proves as a validation for the mentioned logic of derivation. Using this distinction, it may be said that in the sense of the practice of social work, inclusion and exclusion can be taken as a consequences of a given (functional or operative) system’s operation.

Another possible refinement of the application of Luhmann’s logic and concepts into the social field, illustrating the deriving logic’s validity, may relate to the concept of “mediums”. Although Kihlström opposes the NLST’s application, she works with the concept of the “help/not help” pair of code as a potential “symbolically generalized communication media” of social work. It appears to be an acceptable concept, but the thesis discloses some further arguments which expand on this point of view.

If one accepts “help” without doubt as “the” medium (of social work), one ignores the potential failure hidden in it. If it was the only medium, it would mean that every participant agent (system) in the social work processes understand the same meaning under the expression of “help”. In turn, many times, what the professionals believe will help clients differs from the clients’ perceptions of what they need. In terms of PTC, their “significative” do not match each other, while in terms of NLST their “inner structures” do not match; their “significants”, whether their

“preparedness” contains enough content, does not become “significatum” for them. Further research based on the thesis’ statements should be designed to map this out in detail as the thesis will mention in the “Conclusions” chapter. As a preliminary summary, it can be pointed out that it is more sufficient if the “help” is taken as a “meta-medium” which may contain further “sub-mediums” related to it.

This logic is observable in Villadsen’s thinking when he describes the social aid field’s practical aspects as a state where several numbers of “mediums” from different (social sub-)systems may be used or applied at the same time (Villadsen, 2008). This approach is closely related to the derived frame’s logic when seeking extra-organizational effects, or the effect of outside factors, on the success of a given agent’s (system’s) operations when detecting and working on irritations from its environment. As Villadsen stated, many mediums can influence the communicational process or can have effect in the “communicative state”. In Villadsen’s description, as an example, the social aid’s potential actions are often determined by the medium of economy, politics, or legal system: what social workers would like to do depends on if there is enough money available for it, which is affected by political issues, or permitted under the legal regulation.

The presented framework in this thesis follows this flexible logic when implementing the derived concepts into the field of child and youth care, paraphrasing the existence of different mediums in different, abstract and operational, levels of the field. The next sections present in detail its implementation’s structure and dynamic.

3.3 ABM’S DERIVED ELEMENTS IN RESIDENTIAL CYC

From this point, the thesis uses the concepts of the two original theories, as has been seen in the previous sections, keeping their original denomination but taking them as unique parts of the ABM framework. Citations were made in the section which present in detail the concerned parts of the two original theories; here, the paper focuses on the newly developed framework’s dynamic illustration via its implementation’s examples, and citations are made only if it is unavoidable.

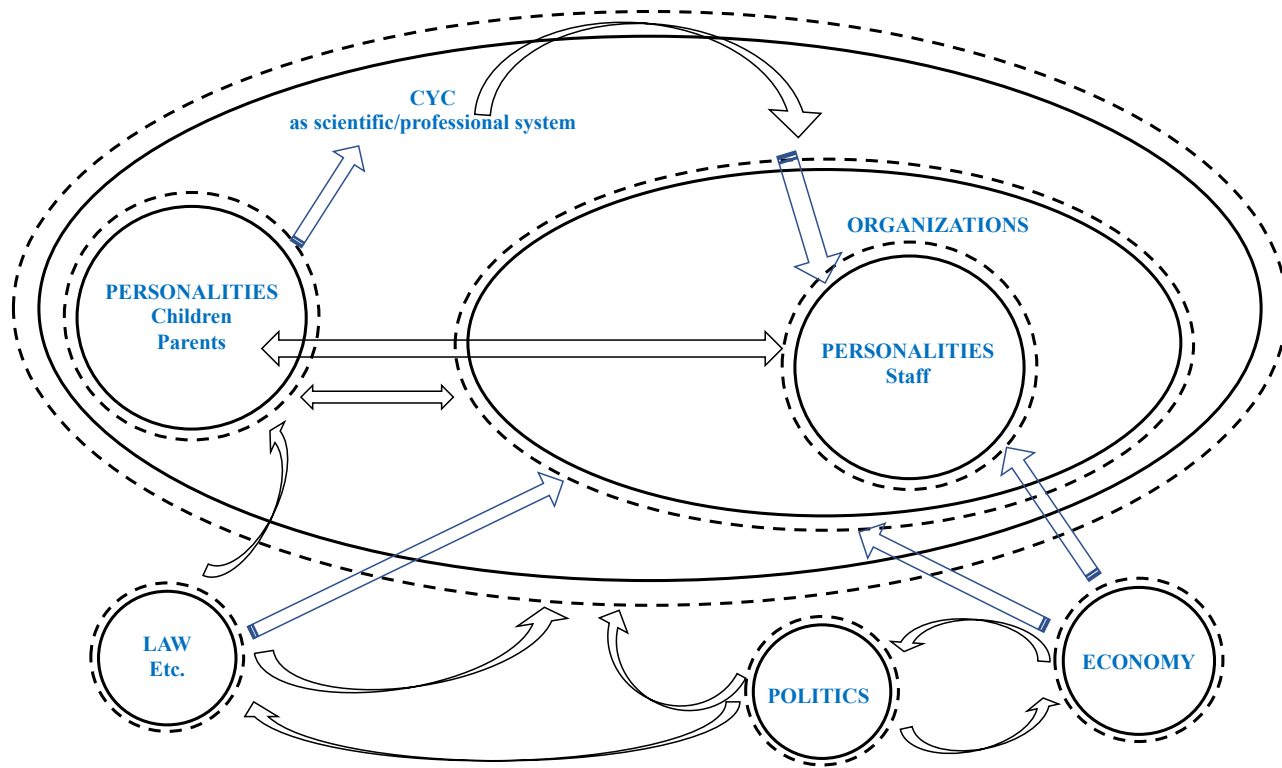
As stated earlier, the two theories' concepts can be suited to each other in a dynamic logical structure. The basic elements of this structure can be grouped as follows:

- ✓ *“System” – “agent”*
- ✓ *“Problematic” – “irritation”*
- ✓ *“Significative state”, including “preparedness” – “information”*
- ✓ *“Medium”*
- ✓ *“Complexity-reduction”, as “sub-frame” of focusing during practical implementation*
- ✓ *“Communicative state”, where the “bridge” itself between theory and practice exists*

The next sections set this out in detail.

3.3.1 Systems and agents in (residential) CYC and their interpenetration – subjects and their environment

Luhmann's theory begins from the standpoint that systems exist everywhere, as does Horányi's PTC, taking agents as “apriori” elements of the communication. Accepting and projecting this to the field of child and youth care, we can see a “structure” like this:



1. Figure – the web of systems in Child and Youth Care (CYC)

The circles in the figure are the ‘system/agent’ entities, showing that they are operationally closed, while the permeable second circles imply that they are open, at least for possible irritations from their environment.

Regarding the field of CYC, the nominated system’s existence confirms how the applied system concept is appropriate. Every nominated system differs from its environment, and at the same time they are each other’s environment as well:

- The CYC as a profession and an abstract formation
- The institutions which do the task of CYC at an operational level
- The further social sub-systems surrounding them, like politics, economy, legality
- And the human individuals, referred to as the “subjects” of the CYC system, like children, or members of their family, or about the staff members who do the caring process themselves personally.

At this point, some additional explanations referring to Luhmann’s work is necessary. Luhmann himself declares that “no system unity can exist between mechanical and conscious operations, between chemical operations and those that communicate meaning. There are machines, chemical systems, living systems, conscious systems, and (social) systems that communicate via meaning; but no system unities encompass all these at once. A human being may appear to himself or to an observer as a unity, but he is not a system” (Luhmann, 1995, pp. 39-40). Furthermore, Luhmann takes the consciousness of a given personality as a “closed” system (Luhmann, 2006a, p. 83), but it should be added to this statement his own, earlier presented, specification of “openness”, in terms of possible mutual influence between “operationally closed” systems.

The ABM model takes human beings as (operationally closed) systems in this sense, paradoxically using Luhmann’s own conceptual definitions to refine them. ABM views human beings as formations which differ from the environment via the presence of their mind’s dynamic, conscious and non-conscious, contents. Let’s use this to identify the expression of personality; it has long been observed that, from at least the age of three, a human child’s ego becomes distinguishable from others. Regarding the derived logical dynamic of the presented ABM model, they may be able to detect irritations (changes) coming from their environment and, under given

circumstances, may be able to “translate” it to meaningful information; see derived logic from PTC.

Firstly, it appears to be the case, even if it is not at first clear, that a person’s system cannot create a structure, or at least a “temporary environment”, to observe itself. The ABM’s logic states that in a dynamic sense, to serve the purpose of its implementation, they can be taken as systems following the presented description.

Secondly, even from the perspective of the operational level, children and their family members would be taken as “subjects” of the working process of the CYC system. This framing will be confirmed later when the thesis discusses the medium of the CYC system at an abstract level. But, to be as exact as possible, as the text has emphasized above already, if Luhmann’s definition’s about systems are applied, it is easy to recognize that the listed entities are definitely each other’s environment, as they separate themselves from each other. In this manner, without a doubt, they can be taken as systems as they may provide “irritations” to each other.¹⁷

The ABM model uses and applies this approach rather than Luhmann’s own (Luhmann, 2006a, p. 61), which emphasizes the limits of the system theory and the idea of taking the individual humans (men, women, children) as individual systems. This thesis states that, in the ABM’s logic, it is applicable to take human personalities as systems, including their thoughts as cognitive representation and its verbal manifestations as observable products, where it is possible to deduct deeper meaning. (See below in chapter about research based on the use of the ABM model). It is especially important, as it closely harmonizes with Horányi’s approach when taking agents as basic elementary concepts of the PTC.

The similarities and common points of the approaches lead directly into their synthesis and authorize the ABM model to compete for its own right to exist. The next elements of derivation and the implementation process reveals what is presented on the figure above as arrows illustrating the possible relations between them; in conceptual identification, these arrows show the potential “irritations” and evolvable “problematic states”.

¹⁷ Additionally, practical social services, like child and youth care, should be defined as subjects, for example the whole social system, as it has to care about the problem concerned to solve it (nominated care about children being placed out of their biological family for some reason). See later and above when talking about the target/topic of communication of any system, in this case communication of the social system.

3.3.2 Problematic as irritation

The conceptual contraction of these two original notes shows more clearly how it works in the ABM and why it is practical to utilize them.

Luhmann describes a web of systems' as working and existing separately from its environment, and when something changes in its environment, it may detect it as an "irritation" which a given system should somehow adjust to. It is similar to Horányi's description when defining the communication's core task. The PTC talks about the "problematic" state, when a given agent detects (if able) a change in its environment and the new status exceeds that threshold of the agent, creating discomfort. If they possess enough preparedness in ability, skill or knowledge to decrease the distance between the uncomfortable position and a desired new (comfortable) one, it will eliminate the problem. The above-mentioned arrows on the figure reveal its possible dynamic "places". Focusing the attention on the CYC, it is easy to imagine how it works in reality.

The most obvious point to begin drawing up this structure appears to be the core tasks of CYC, namely the caring process of the children. It only "looks to be" the most obvious starting point for this, as it is, in accordance with the cycling approach of the original theories, a constant moving matrix web, and it is possible to describe linearly only "in vitro" for the ABM model's description's perspective. However, it seems to be a practical decision to choose the children's behavior as the starting point for the illustration of the implementation. It must be added immediately (as an illustration of the cyclical matrix-style dynamic itself) that, in accordance with psychological and pedagogical basic statements, children can only react to their environments' effects.

Turning back to illustrate the implementation of the concept of irritation and the issues to which the core concepts of ABM are applied, when speaking about a "change" in the "environment" of the children they must become a "problematic" ("discomfort state") for them. If for any reason (such as any given change in the environment) children have to be placed in residential CYC institution, that fact can be defined by applying the discussed notes to create a narrative. At that point, the environment of a child definitively changes, although previously it was the situation in their biological family also. They, at this point detecting the change, work up the

irritation and perceive that the new situation is uncomfortable, but by necessity (at that point) do not have enough resources in their “preparedness” to eliminate the “problematic” state, so will show some behavioral problems as “symptoms” of their powerlessness. Symptoms will mean change for their environment and may serve as an “irritation”, but whether this irritation will transform into adequate “meaningful information” is not axiomatic. For example, for a staff member, it will depend on the success of the “incorporation” of the CYC’s practical model’s contents as to whether the staff member will understand the children’s behavior (if the extra-system of their personality factors help, and not inhibit it). The success of the incorporation will depend on the given staff member’s “preparedness” (see below), and that is nothing less than the ABM framework’s core logical dynamic of applying the derived concepts.

In the conceptual frame of systems and communication science, it can be said that these symptoms come forward as change and irritation to their environment, for the narrative examples’ sake, to the professionals working around them. The staff will detect, certainly at this point, the change in its environment and it will irritate its system, but the success of the problem solving will depend on its preparedness (knowledge, skills, commitment, attitude etc.), both on an individual, and a community level. In other words, they should provide, in the terminology of pedagogy (see earlier), such changes in the environment of children under which the children can recognize their own resources (taking this recognition as an unalienable part of their “preparedness”) and become able to live with it.¹⁸

According to previous experiments, and to later presented results of the research when the ABM’s concepts are applied, systems around the children – including staff members’ personality, organizational culture, or even, the whole society – too often (at least in Hungary but there are similarities with international findings, see citations in the 1st chapter) lack proper knowledge, skills or motivation in their “preparedness” to eliminate the caring situations. Many times, it results in an aggression which we can call system abuses towards children (including powerlessness or inadequate reactions of staff or institution, or web of institutions, not

¹⁸ As a matter of fact, this description is true for all social aid-service, inter alia for example for the family aid services; who works with families trying to settle the family’s situation to keep the children within their biological family. But the thesis focuses on the residential child-care.

necessarily meaning physical abuse). It will create a reaction to newer changes in the children's environment, for which they will react in the above-mentioned way, creating a vicious circle. That is why it is so important to develop and offer as much knowledge to the professionals as possible, via pieces of internal training (whose evaluation's analysis is a core part of the thesis' empirical research part).

Before continuing this "narrative" illustration, let's note one more important part of the working dynamic of this matrix of systems. The fact that a given child will become a "subject" of the official attention of the CYC system (and perhaps be placed in residential care¹⁹) is parametrized by "out of system irritations". The parameters of this decision, later the thesis will define the parameters of the mediums, depends on factor's values coming from outside of the given system (in this special case out of the CYC's system), and in this sense can change by ages and geographical locations.²⁰ Similarly, the obligatory knowledge of the profession of the CYC is changing continuously as the introduction section of CYC has implied at the beginning of this thesis.

The CYC, as a professional entity (system), tries to react to these changes in the parameters, and struggles to develop newer descriptions and models, and based on these, offers practical suggestions to the practice for being able to follow and react to the changes correctly. These developments serve as "irritations" for the operative level agents, including the organizations and their members as staff or individual professionals. If a given organization recognizes the necessity of the development of its processes, for which it needs its own "preparedness" as an abstract level system or collective agent, it can decide to prove the available information in the newly developed models and create knowledge for its professionals by delivering some kind of organizational development, like staff trainings. These occasions will appear as further changes in the environment of the staff and will serve as a potential irritation to them. "Potential" as, although the organizational development process aims are always to increase the staff's, and through them the whole organizations, preparedness it is often unsuccessful.

¹⁹ In this manner it is the same if we talk about institutional or foster placement. Concerning the closed topic of the thesis, we talk about "residential" placement although focusing on institutional placement.

²⁰ To understand it, just think of Shakespeare's heroes, Romeo and Juliet. How old were they when married? Nowadays it would be impossible, the current legal regulation wouldn't allow them to marry.

To deepen the in-sight of the ABM's structure, regarding this latest fact about failing in the incorporation of new knowledge, it is necessary to apply and implement further concepts.

3.3.3 Preparedness and information: the significative at different levels

Whether “irritation” becomes “meaningful information” for a system depends on its “preparedness”: if it has enough available skill and knowledge to operate with the detected irritation, incorporate it as meaningful information, and organize its behavior in relation to the new information.

The ABM model points out that, in the abstract level of CYC as a scientific professional system, preparedness can be defined as the summary of the available knowledge: professional models, theory applications and implementations, research findings and its recycling process' results, and so on. To see clearly, it is necessary to add at this point the distinction between the “significant” and “significatum” as notes coming from the PTC. The listed elements of the CYC's abstract system's preparedness in their real existence, “in vitro”, are “significants”. Constitutionally it can become “significatum” for the operative level agents (organizations, staff, etc.) only if their “preparedness” allows them to detect the change. For example, the leaders and professionals hold in their preparedness the desire (as “attitude”) to create new knowledge and models, and they are open-minded to incorporating them, so are motivated to seek for it constantly.

This is the basic point, but not enough to detect the available information as a potential base to improve their skills to solve professional problems. It still needs to be incorporated into the staff members' personal skills as a routine. Even the detection, more so than the incorporation, will depend on the prior preparedness of staff member's personalities, including cultural background, their qualification, their congenital cognitive abilities, and motivation. And it has to be emphasized – in correlation with the findings of the empirical research (see later) – that extra-system, or extra-organizational factors may have effect on the personal motivation both in positive and negative direction.

At the beginning of this thesis, the paper has mentioned a critique against the operative structure of the present Hungarian CYC system's preparedness. Although in the reality of the practice there are numerous skilled staff members who do their job excellently from instinct, in terms of the whole CYC system's preparedness it would be recommended for the leaders of the field to increase the entry requirements. This would provide the children with professionals around them whose original "preparedness" can warrant higher-rated motivation, detection, and incorporation potential. For instance, by defining the necessary staff qualification minimum at university degree, while also providing specialized faculties in universities focusing on CYC to increase both the moral and financial position of the field (c.f. stimulator or inhibitor effect of these factors on personal preparedness.).

Naturally, the clients' "preparedness" in this sense will not be always as high as the average of the society, but exactly for this reason it would be necessary to have more from the helper's side. Adaptation and accommodation are possible only in this way, which is crucial for a successful help process. More skilled professionals are only able to adapt their actions into lower-level prepared receivers, by truly understanding the client's needs – see the above-cited part on empathy from Buda.

Organizational development, however, is an inalienable part of the whole process, as it provides a "scene" for those "irritations" where the CYC's knowledge, as "preparedness", can be shared and potentially can become "constitutionally meaningful information". The mechanism is the same in the children's case, and in further abstract parts of the concerned area.

Continuing the ABM model's implementation, these abstract level's topics must be discussed.

3.3.4 CYC as social abstract sub-system – self-referentiality and (semi-/pseudo) autopoiesis regarding it

Self-referentiality means that there is no "structure-import", a system must create its own structure through its own "operation" (Luhmann, 2006a, p. 96).

The mentioned dynamic suggests if the CYC did this, it would create its own institutional and professional/scientific structure. The thesis has already opposed

taking the “help” as a (general) medium of social work. Here the paper adds a potential further implication of it, although it needs to be examined; maybe “help” is the “intention” that CYC’s sub-system adds to its communication, and when targeting this linked intention (defining by communication whose intent it is to help) it “poises”, creating new sub-systems, like the organizations and (sub)fields of it. Just think of LGBTQIA clients, or, due to recent geopolitical occurrences, as changes in the wider environment of the concerned systems, the task of caring for refugees and immigrants. Like an “autopoietic” system, the social system (including CYC) creates itself and the additional aspect of itself, which at the same time differentiates itself from the others.

It is observable and noticeable that the thesis has spoken earlier about the new sub-systems as a result of communication (as an operation by Luhmann’s approach), the topic/target of social help, and now there is a large temptation to define “help” as an operation. The thesis avoids this temptation by defining help as the intention of communication, but despite this loophole the temptation is there. It would appear that these oppose each other.

But this is not the case, if applying Horányi’s approach to communication (as presented above). In this case, both can be part of the communicative “scene” and can serve the abstract structure and dynamic of the ABM models. By defining the “help” as an intention of the communication, in this sense, it is easier to define it as a “meta-medium” (see above), and the synthesis in the communicative state has just been created.

In the title of this section, there is a potential implication to initiate the concept of “semi-/pseudo-autopoiesis”. Luhmann does not permit this in his work, the taking of any system as “semi- or pseudo autopoietic”, but concedes that there exists attempts to implement in this way the concept of autopoiesis in some fields which apply to his system theory (Luhmann, 2006a, p. 110).

The above-presented logical dynamic holds the absolute meaning of autopoiesis, but at the same time, the thesis vindicates the possibility of using the expressions of “semi- or pseudo-autopoiesis” based on the logic derived by synthesizing the two original theories in a newly designed framework (ABM). This newly designed status provides the advantage of flexible implementation, and the logic of ABM holds the assumption that it can use, in a slightly modified from, the original concepts.

It is true that ABM take humans, their personalities, and the cognitive representational contents of their minds and consciousness as “systems” (along the above presented logical dynamic), whose systems do not fit exactly into the concept of pure and absolute autopoiesis. However, following the logical dynamic of the ABM framework, they can be defined as semi- or pseudo-autopoietic systems, as they “poiese”, or create their own cognitive structures by their own cognitive operations. And, “semi- or pseudo”, this poiese is because, at least some, of the structures are “imported” from the world around them, for instance via the process of socialization.

At the same time, there is a deep, primal code present in every human newborn who comes into the world, which helps them to get along with the external world’s phenomena. Namely, when they are born, they can only define occurrences involving them as “good or bad”. It seems that this code accompanies humans through their whole life, only changing via very complex modification. It reminds us that that the code of “help” as “meta-medium” would be “good / not good for me”, only its parameters change case by case.

In summary, for the abstract level of CYC, taking it as an individual profession, it has been proved that the derived logic of ABM is applicable for it. For the organizational systems at operative level, it looks similar to a formal organization which always creates its own structures; many times, recreating them by adapting to the changes in their environment, so the whole organizational development and communication are describable by the discussed concepts.

This train of thought harmonizes with Luhmann’s theories related to the question (Luhmann and Barrett, 2018, pp. 26-36), or at least validates the vindication of the possibility of the mentioned modifications from the original theory (living with Luhmann’s concessions).

Following this logic, a further extension of a core concept is necessary to continue the presentation of ABM.

3.3.5 (Sub)mediums as abstract “polyphonic”, but intelligible part of the structure of the all-time significant in different (operational) level

This thesis states that the “medium” concept of NLST is applicable for the CYC regarding its web of concerned systems. The next question which comes to mind is: “if CYC can be identified as a social sub-system, what is its symbolic general medium?”

In the reading of this thesis, the answer can be found around the historical review of CYC (as presented earlier). The actual manifestation of the “social system” has spoken (communicated) about children in need, so it has created its own social sub-system, nowadays termed “child and youth care, or child protection system”. The main evaluation of this “talk” was whether the given children are “able or not able” to live within what is considered proper behavior, as concerned with the dominant rules defined by its environment (namely the majority of the given society).

In short, the medium of the child and youth care fields is the “ability” (under this specification), the code is yes or no (“able / not able”). It is crucial to emphasize that its parameters can change time to time, along with the geographical location. It is easy to see its practical content if we apply this knowledge to the current practice’ situations. The social aid system evaluates, according to this medium, whether a family can follow the dominant norms set out by the society, politics, and legacy of legitimacy and enforce the evaluation’s content. This code is used to decide whether to place a child out of their biological family, then the staff members evaluate the children in the children’s home to see if they can follow the official rules. In addition, the same mechanism works when the system decides whether to allow the family-reunion or not.

The parameters were once illustrated with the normative age limit to get married, a second illustration is the indicators of being somebody rated as “living in abject poverty”. The indicators and parameters vary, which also have an influence on CYC system’s daily process.

The applied logic, within the discussed dynamic of the ABM framework, is expandable for other formations, taking them as systems on several levels of the

abstract-operative scale, and this way different mediums are definable, following the “polyphonic” principle.

At organizational levels, it can be defined as “efficiency” of the institution (the code again is yes/no); influenced similarly by parameters coming from the extra-organizational level. An institution’s efficiency can be evaluated by financial factors, by professional arguments, such as soft ones like satisfaction and the psychological state of residents (level of resilience, meaning the ability to cope with stressful, non-accepted situations, level of depression, self-esteem, etc.), or harder ones, like rate of ongoing studying undertaken by children (high school, university degree, or having formal jobs).

On the level of staff, similar parameters can influence the evaluation along a differentiated medium. We can nominate it “personal satisfaction with efficiency”, in one word “usefulness” (code: yes/no). But at this level, it is crucially important to expand the ABM’s model application territory with further research and examine what staff think of children’s personal mediums’ content and parameters, whether it differs from what exists from the children’s perspective– see later in chapter “Conclusion”.

“Personal mediums” can be described as the most important factors in how a given person evaluates, even in a nonconscious way, their life-situations’ outputs. It can be rooted in early childhood experiences and can determine how that person perceives life. At the same time, it must be emphasized that here, the circle finishes in itself, as the clients will have influence from their environment along with the medium of “ability”, at least in a polyphonic way.

Anyhow, the dynamic logic of applied “medium” concept can be connected to the concept of “preparedness” and “significant” as its effect determines, or at least has remarkable effect on, what a given agent can detect as “problematic”, and how they mobilize their resources. As the meaning of its “medium” is an “intelligible” part of the “preparedness” in this manner, we cannot leave it out when seeking for a better and deeper understanding of practical visible situations and agents’ reactions to them.

3.3.6 Complexity-reduction

The ABM model, as it is illustrated by the above-mentioned narrative description of its logical dynamic's elements and relations, holds its original source theories' complexity, which can be a risk to its practical applicability.

One of the original approaches applies a concept which can assist in implementing the ABM into real life. It is a must to adapt and apply Luhmann's "complexity-reduction" concept for this case. Luhmann says that the world we want to know more about is so complex, that we must inevitably focus attention and the mind into smaller pieces to create understanding (Luhmann, 2006a, p. 157). When doing this, further parts of the world will come into the light, so its complexity will increase continuously. This thesis does not dispute that the world's complexity is expanding in some manner, but, on the other hand, this paper finds it necessary to modify this statement.

It is more precise to say as one tries to reduce complexity and approach the target and focus closer on it, it only makes visible more facets of the whole's complexity. It seems like the complexity would increase, but it cannot be enlarged because it exists within itself, so it already includes its expanding complexity. In essence, it is not that the "complexity-reduction" enlarges the complexity, only makes it visible in more detail.

That's how this thesis discusses its topic. The applied approach campaigns for visibility, in a more detailed fashion, of the "whole picture's" dynamic, but will focus in the empirical research on a smaller scale, discovering it by using the concepts which are able to better explain the smaller aspects and are applicable (expandable) to the whole as well, ensuring in this way the flexible and exact applicability of the frame model.

3.3.7 Communicative dynamism – the “bridge” itself

The presented ABM model aims to be able to serve to examine more clearly the whole picture, and at the same time aims for serving as a structured, easily-applied tool that can help reduce the complexity and focus on one analyzable piece.

Its logic is represented in the table-figure combination below, symbolizing what “bridge” means in its name. It can be paraphrased as follows; that from any change, in any-part of the examined web of systems, can influence and irritate each other (c.f. Anglin’s figure on residential CYC’s practical modeling – cited in the 1st chapter). These irritations can be defined as potential factors for increasing every system’s preparedness for future problem-elimination and -solving, saying anybody can potentially “partake” from any moment, in this state which the PTC calls “communicative”.

The task, when “bridging” theory and practice, is to understand and map the influencer, facilitator, and inhibitor factors of this increasing process. And for this, it must be handled in all related concepts and their dynamic relational web (along with the application of the derived concepts)²¹:

²¹ The ABM model uses the expression of „client” for those who are „subject” of the CYC system, who are tenants of the help provided to them; in this sense the „patient” expression should be used equally, but the ABM’s nomenclatur keeps using the „client” in accordance with its internationally accepted customization in the social work field.

| ABM CONCEPTS | | PRACTICAL IMPLEMENTATION | | | |
|---|---|--|--|---|---|
| <i>Original Theory</i> | | Abstract level | Operativ level | | |
| <i>NLST</i> | <i>PTC</i> | CYC as social sub-system | Organizations | Staff | Clients ("subjects") |
| SYSTEM (diff itself from its environment) | AGENT | CYC as science/professional | Residential institutions | Professionals | Children, families |
| <i>Parameters (if applicable) what determine "who/what is defined as system/agent"?</i> | | <i>topic/target of social system's communication</i> | <i>foundation circumstances under maintenance org.'s regulation, and legal rules (e.g. "entering tax")</i> | | <i>legal rules</i> |
| IRRITATION (change in environment) | PROBLEMATIC (diff in status - uncomfortable present one) | Presence of needy (unwanted, being in trouble, uncared, abused, etc.) children | Changes in social structures, in politics, economy, legacy | Behavioral symptoms of children and families, beside the problematic situation itself | Intervention from authorities (based on actual - majorities - norms what may differ from client's ones) |
| <i>Parameters (if applicable)</i> | | <i>all-time/current/actual social or legal norms on "needy" (see: Romeo and Juliet...)</i> | | <i>personal norms (based on own up bringing process) beside dominant ones</i> | <i>see: left..</i> |
| "INFORMATION" (If an irritation become or not) | PREPAREDNESS (determine ability both for detect and eliminate) | Theories, models, methodology, etc. | Management skills&process: Org. knowledge-base, comm., resource management, etc. | available prior personal, and recent provided knowledge, incl. motivation (& biological capability) | prior socialization - incl. norms & biological capability |
| <i>Parameters (if applicable)</i> | | <i>research results - coming from own and linked sciences</i> | <i>available new results, leader's personal skills</i> | <i>see: at mediums</i> | |
| MEDIUM | SIGNIFICATIVE (incl. constitutional state of significatums) | Ability ("able / not able" to live suitably) | Efficiency ("efficient / not efficient") | Usefulness (personal experiment of succes - "helped / not helped") | Goodness "good / not good" for me the actual state |
| <i>Parameters (if applicable)</i> | | <i>every-time social or legal norms on "needy" (see: Romeo and Juliet...)</i> | <i>all-time/current/actual social or legal norms on "suitable behavior" - as output - suppl. by economical factors</i> | <i>actual social or legal norms on "suitable behavior" suppl. by - org. & national - culture/climate, based on personal experiments</i> | <i>Personal cultural normes, based on surviving-need experiments and expectations</i> |
| OPERATION | COMMUNICATIVE | PARTICIPATION = potential increasing preparedness (all-time significative) | | | |

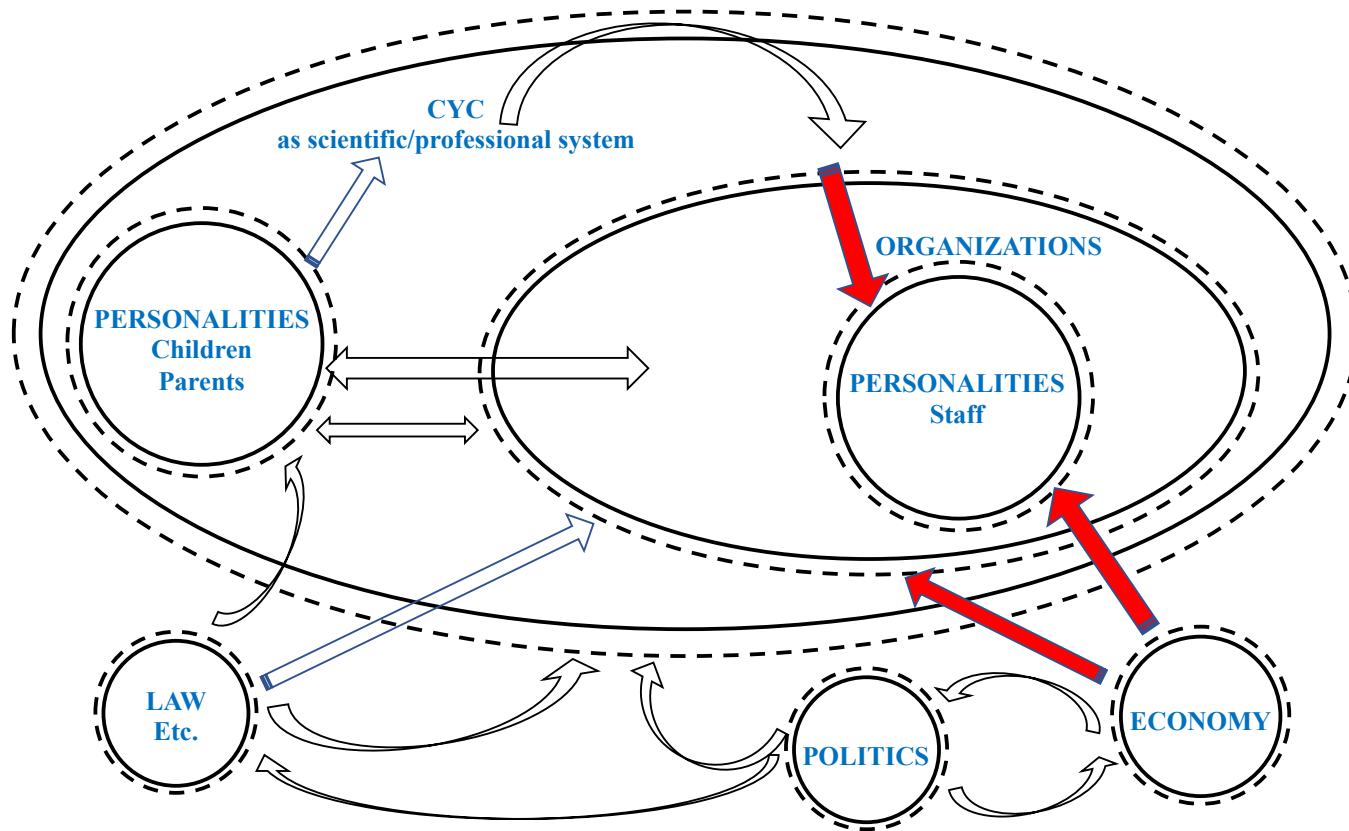
2. Figure – Summary table of Applied Bridge Model's (ABM's) derived and applied concepts and its dynamism

3.4 IMPLEMENTATION OF THE ABM FRAMEWORK

In the second half of the 20th Century, there was some who spoke about the advantages, or at least attempts, to applying system theories into the social work field's practical area (Weber, 1971), but it was followed by some decades of silence. The suspected reason for this is that the attention of scientists and professionals turned to the observations of practical elements, even holding the approach of abstract system theories, at least in the field of CYC (citations see in the 1st chapter). In the spirit of "bridging theory and practice", and continuing the line of conduct that is presented above, based on the dynamic of recent applications of system theories into social work (also presented earlier in the paper), the thesis puts emphasis on the empirical area by trying to link the abstract level's logic and practical implementation on a clearly visible exploration.

3.4.1 The focus of "reduced" complexity – the topic of practical, operative level implementation: staff training effect dynamism as part of organizational development, and its influencer environment

For this, in the name of "complexity-reduction", the thesis focuses its analytical attention into a specific, well defined point of the mentioned web-of-system working dynamic:



3. Figure - Focus of the implementation

On the figure, the arrows show what “place/point” the attention of the empirical aspect of the thesis focuses on. In short, the empirical aspect tries to reveal some detectable “clues” of the presence of concepts coming from the ABM model in practice. Following that logic, what was referred to earlier as abstract concepts serve to describe and understand better the real existing world in the practice.

The aim is to verify that the ABM framework can claim its existence and usefulness in the mentioned manner. The target area for this discovery is the regular internal staff training in two specific children’s homes as part of the organizational development, along with the presented framework’s concepts, meaning with attention on its influencer factors, within both the in and out vectors.

The targeted area harmonizes with some earlier cited papers, and with some recent ones, as its focus turns into the climate and its elements of a residential institution, as a complex, multi-factored phenomenon (Leipoldt et al., 2018).

In accordance with this, the empirical part of the thesis focuses on theoretical, abstract concepts’ appearance, as qualitative evidence for the ABM framework’s practical applicability.

3.4.2 Preparing the verification – conceptual statement of “clues”: effect vs. effectiveness

As the focus turned towards practical elements, and CYC struggled for its own place within professions and sciences, more research started to seek for “evidence” in a scientific manner to prove the success of models’ and interventions’ (Holden, 2014; Holden et al., 2010; Izzo et al., 2016). This was in accordance with the worldwide web of CYC scientists’ desire to increase the rank of the field and to further the knowledge of the field’s needs (Whittaker, 2017; Whittaker et al., 2016).

In the reading of this thesis, this fact is “kind of” evidence for the applicability of the ABM framework as all the created knowledge serves as potential “irritation” and hopefully “information”, in the sense that “significatives” may increase the “preparedness” of the participants of the web-of-system of CYC (e.g. to professionals and scientists worldwide, organizations, staff members).

However, this paper would like to initiate the use of a further concept, like a step towards precise future results and evidence. Regular or classical evidence can talk only about the rate of success or efficiency in any given intervention, even into resident children or the staff, but none about the wider analysis of failure cases.

For this purpose, the thesis focuses on the presence and detectability of observable “clues” of the abstract concepts’ manifestations in reality’s practice. Finding a “clue” does not mean, by necessity, regular or classical evidence for efficacy, but can help to focus the conceptual frame while deepening the understanding process.

It must be emphasized that the applied conceptual logic was already used during the design process of the research. Following that aspect of Luhmann’s approach, any direct observation is impossible because the observer is at once part of the observed system’s environment and is a system itself. It means, practically, that observation can only be deduced. Statements coming from observation are only implications, as the observed system is operationally closed, so from the observer’s perspective, one can only detect the irritation coming from the observed system as a result of its previous irritation’s working up process.²²

The detection and observation of these changes in the observer’s environment as an “irritation” depends on the observer’s own “preparedness”, if it allows it to detect the change or not; even so, the observation process’ deduction depends also on the observer’s “preparedness”: the conclusion will depend on its preparedness’ content, or, in Luhmannian terms, it will regard the observer’s own “conceptual structures”.

That explains, practically, why it appears appropriate to seek only for “clues” of the ABM concepts applicability. Secondly, how it determines the analysis’ logic, see below, as it was preferred to identify such clues which are based and linked on verbal, linguistical manifestations, trying to minimize in this way the subjective affectation of the observer’s preparedness’ prior contents.

In short, the thesis aims to validate the applied ABM framework’s usefulness and applicability by seeking these “clues”.

²² Detailed description of the concerned part of Luhmann’s theory is placed in the section “Observation and observer”

4 VERIFICATION OF THE “ABM” FRAMEWORK’S APPLICABILITY – QUALITATIVE EMPIRICAL RESEARCH

When designing the empirical research, this thesis’ approach has been inspired by Besio Pronzini, who has declared that Nikolas Luhmann’s System theory is suitable to be used as a frame in empirical research (Besio Pronzini, 2008). As such, the thesis’ empirical section applies the ABM framework from both the NLST’s and PTC’s concepts (presented earlier) as following.

Luhmann himself states in relation to the statement of “irritation”, after a change in each system’s environment, what counts as irritation to the given system may become meaningful information, so what “information” and “meaning” is must be defined and distinguished. He states that the meaning is “processing according to difference” (Luhmann, 1995, p. 67). In his description, once an irritation becomes information, this case alters the system’s structure. Next time, the same irritation will not be information for the given system, as the change’s meaning has been incorporated into its inner structure. In a case where the system found a link or connection in the prior structure, and the irritation could be processed accordingly, the irritation can become meaning in this way.

In the ABM framework’s nomenclature, synthesizing the NLST’s and the PTC’s concerned concepts, it can be stated that whether an “irritation” becomes “information” will depend on its prior preparedness (as its prior “inner structure”), and when this inner structure changes, what the new structure incorporates in its “preparedness”.

Regarding the empirical research, the research’s interest turns to the failures of this incorporating process by focusing on a well-defined practice related case, with the aim of mapping out the nature of the failures. The focus of the research was staff members cognitive representation’s verbal manifestations, regarding internal staff training occasions when they were participated in previously to the data collecting

process. The analysis of the earned corpus was conducted along the conceptual elements of the ABM framework.

The thesis states that the ABM's dynamic structure and logic can serve efficiently to bridge theory and practice following the mentioned logic's aim.

The findings validate the achievement of this purpose.

4.1 THE RESEARCH DESIGN

For the validation of this point, a special research design was created and delivered. The research design is built on the ABM's conceptual structure's elements presented in the previous chapter; aiming to manifest and demonstrate the presence and applicability of ABM's concepts in bridging theory and practice. Its design is as follows.

4.1.1 Topic of research

The decision focuses on a specific analysis of staff members' cognitive representations as related to regular internal staff training as part of their organizational development in two Hungarian children's homes²³.

The training's set-up follows the above presented logical dynamic of the ABM: its content is built on evidence based CYC professional models and is supplemented regularly by new content along the presented professional principles in the chapter 1.2.2. Its formal solution offers several types of training games designed to offer self-experimentation, inter alia for deepening empathy towards the children, discussing the feelings experienced in the simplest language possible. The training occasions always try to accommodate the specific traits of participants' assumed preparedness', for

²³ The name of the two children's home is not public for data privacy reasons; however, they are available from the author on request.

example on certain occasions focusing on good mood as “mental wellness” and burn-out prevention.

Formally these training occasions were not evaluated directly (except for in this research), however its content and formal traits were equivalent with prior, officially certified programs, and thus, must have been continuously evaluated in training, which proves the appropriate content and formal traits according to the professional requirements.²⁴

During the research, it was planned to collect information through the medium of participants’ verbal manifestations of their mental representation’s content about these training occasions, supposing that specific traits of their irritation incorporation process could be identified, and that these traits would show us some further detail about the nature of their mental system’s operations or preparedness’ specialties and structures.

Furthermore, based on previous practical experiments, the assumption was that some of the extra-organizational system’s effect could be identified in their mental operations’ manifested content. Namely, the assumption was that remarkable effects could be found in the evaluation of the training occasions coming from out of the scope of the training’s possibilities.

From this, the research took the training as, in Luhmannian terms, a “temporary sub-system” which has the aim of irritating other sub-systems, like the personalities of the staff members, including their knowledge as part of the mental aspect of their preparedness, and works parallel to the system of the organization. In this meaning it has specific output along with its specific medium: what has any enlargement in the preparedness occurred?

²⁴ The prior trainings were re-certified in every three years according to the state’s rules during more than one and half decade, which would not be possible without a hard confirmation of their conformance and the satisfaction of the participants.

4.1.2 Research questions

The posed aim of the research is to demonstrate the applicability of the ABM's concepts in the practice. This research is focused on a special area of the practice, namely in the organizational development. In accordance with it, the following concrete, operationalized, or may say focused research questions were formulated:

First, related to the effect of the “out of system”, or in other words the “extra-organizational”, system's effect:

⇒ RQ1: Is there any remarkable and demonstrable effect on the evaluation of the training occasions coming from out of its scope?

Second, related to the assumed limits, and its nature, of the colleagues' preparedness:

⇒ RQ2: Is there any remarkable and demonstrable “clue” of miscarrying or failure in the process of irritation becoming into information in colleagues' minds – deducting it from verbal manifestations?

And third, in the sense of seeking for logical correspondence:

⇒ RQ3: Is there any relation between the findings for the first two RQ?

4.1.3 Method of data collection

The details of the data collection process are the following.

- The necessary data, by some practical and technical consideration, was collected on some training occasions. These considerations were founded on the knowledge of the staff's overloaded working-agenda, which would make it almost impossible to call them to participate on a different occasion dedicated to the data collection.

(Some examples from participant's subsequently enforces and confirms our decision— see in results.)

- The data collection was undertaken through grouped interviews in 12 groups, but the corpus was analyzed as individual interviews.

- There are 103 analyzed individual interviews.

(See later: all the participants answered the same questions, so it was possible to take them as individual interviews. Furthermore, an unexpected validation was earned in relation to the topic of the research.)

- The data collection occurred between March-May of 2017.
- The interviews were taken geographically in the cities of Budapest, Győr, Csorna and Sopron (both in Hungary) where the group-homes of the two concerned Children's Home Center are placed.
- The language of the interviews was Hungarian.
- The interviews, in grouped form, took approximately one and half hours per occasion.
- The interviews were videotaped with the agreement of the participants (see informed consent).
- The videotaped content was transcribed with maximal anonymity; in the transcript, only the positions of the participants were used to identify participants ("Left first, -second, right fifth", and so on), allowing the analysis of the corpus as individual interviews.
- Any personal or identifiable information was not asked or taped. This included age, gender, time spent in the CYC or in the present working place, or the number of training occasions which they have participated in.

Although it could have proven interesting and valuable correspondence to analyze the results along these variables, the participants expressly demanded not to have this information recorded. On the one hand, it resulted in a depreciation of the available demographical data; on the other, it guaranteed, as much as possible, honesty in the answers. There were a few groups whose members asked, in addition, to have only the surface of the table recorded by the video, they did not give permission to tape their faces. Their demands were granted, and during the transcription, their positions were identified only by their voices.

Regarding the given circumstance, in accordance with the aim of the research, it can be stated that the efficacy of the analysis has not been damaged.

4.1.4 Used tool – special designed grouped interview

The grouped interviews entailed posing the following four questions in order, meaning question by question, and after everybody gave an answer to a previous question:

1. Recalling the narrative of these training events, what did you find was positive or negative?
2. What is the biggest problem/difficulty in your job, for you (personally)?
3. Can you remember if you used any the content you learned at the training in your everyday work?
4. ...if yes, can it be related/connected/linked in any way to the problems/difficulties you have mentioned?

For the first question, there was a specific training technique used where the participants were asked to choose pictures from a big number of postal cards that significantly fits or represents their thoughts. The research aim was to facilitate the manifestation of unconscious contents and dynamics.

For the second question, the participants were asked to write down their answers on a post-it, the aim of which was to fold. First, the measure of the post-it guaranteed to control the size of their speech while containing the core substance of it. In the analysis, their whole spoken sentences were analyzed. And second, the “post-its” served as “memento” for the fourth question which was concerned with the potential relationship between both answer forms.

For the third question, due to its nature, it was not obligatory to answer for everybody, only in cases where the answer was yes. However, in that case, the participant (who answered with yes) was asked to illustrate the answer with a real-life experience, describing the situation in as much detail as possible.

Finally, for the fourth question, the answer was a simple yes or no, in cases where the answer for the third question was yes. Additionally, where it was possible, the participant was asked also to strengthen their answer with a formal example.

4.1.5 Ethical statements, informed consent, and data availability

In accordance and in harmony with the international publication standards, we made the following statements related to the research.

Informed consent

Informed consent was obtained from all individual participants included in the study in oral form, recorded on video. The participants were informed about the videotaping, if there was a specific request not to record their faces, as in this case, only the speech was recorded (turning the camera into the surface of a table). The transcript of the videos was analyzed anonymously.

Data availability statement.

Data is available on request from the author of the thesis.

Ethical approval

All procedures performed in the study involving human participants were in accordance with the ethical standards of the institutional research committee (the heads of the involved companies gave permission for the research), the 1964 Helsinki declaration, and its later amendments or comparable ethical standards.

This paper does not contain any studies with animals performed by the author.

4.1.6 Conflict of Interest

The author is employed in the two children's homes where the data was collected. However, due to the applied analytical logic and methods, this did not contaminate the collected data:

- The participants were informed that the recording is part of academic research. This assists in avoiding the participants giving answers which they feel would be expected of them.

- The interviews were transcribed anonymously, and the analysis was made on the transcribed corpus, which was designed also to reduce the potential effect of any personal involvement –
 - the researcher had a perspective ‘out of the corpus’ in this way, which served the objectivity of the analysis,
 - due to the main focus which the text analysis was designed for – see below in the next chapter – the analysis mostly has focused on implicit, unconscious signs in linguistic platforms.

In Luhmannian terminology there would be another possible logical contamination – see in “Limitations” too – meaning, the observer is themselves a system , so any phrased causality will depend on the observer’s inner structure; the thesis takes every possible step for avoid, or at least reduce, this logical contamination. And on the other hand, the ,ethos of creating new frame models fits into the nature of the development of science – the results and findings are disputable, inspiring further future developments.

4.2 THE CONCEPTUAL FRAME OF THE RESEARCH’S DYNAMISM – METHOD OF ANALYSIS: EMPHASIS ON THE QUALITATIVE APPROACH

There is an old polemic between quantitative and qualitative oriented researchers as to which method is more appropriate in scientific research.

Traditionally, the quantitative methods are accepted as the correct ones to provide exact results on data analysis and consequences. Many researchers prefer statistical trustworthiness, representativity on data selection and collection, and so on. A qualitative approach must struggle for its own right to be accepted and permitted in scientific research. This struggle created a very useful new methodological approach as well, namely the conceptualization of Grounded Theory, which appears to be a mix

of both approaches (Charmaz, 2014; Glaser, 2008), and is under continuous development (Bryant, 2003).

The use of the Grounded Theory approach appears to increase the possibility for the qualitative scientists to validate the existence and necessity of the qualitative point of view. In the approach of the thesis, the posed difference in this sense is not accepted as it does not aim to evaluate between them.

The thesis' approach follows those voices which do not emphasize or judge the differences between quantitative and qualitative approaches; this distinction should not be posed either. Science needs both, and quantitative researchers are assisted by qualitative thinking, at least in the mind of the researcher, when they formulate the research question, the hypothesis, etc. (Szokolszky, 2004). This approach is in accordance with those voices, also on an international level, whose opinion poses this debate into a new approach calling it a "false dichotomy" (Walsh, 2012).

This thesis followed this flexible point of view, and its analysis was based conceptually on a pure qualitative approach, based on related scientific methodological descriptions (Wertz et al., 2011; Willig, 2001), taking the qualitative findings as potential preparations of further, future quantitative research (possibly along the Grounded Theory's methodology).

In this sense, the purpose of the data analysis is rather to illustrate the applicability of the ABM model's concepts via their suitability to real-life phenomena.

4.2.1 Qualitative content analysis – specific approach

The thesis follows the classical qualitative point of view presented in Ehmann's book about qualitative content analysis on psychological texts (Ehmann, 2002). Ehmann clarifies the mentioned debate by summarizing the core difference between the two approaches, and at the same time, her statements confirm and validate why and how the qualitative approach can be useful in scientific thinking during the research of data analysis.

She states that while in a quantitative approach, a single occurrence in the corpus means nothing in statistical terms, looking at it from a qualitative perspective it may hold important meaningful information for the researcher. The task is to go under the surface and figure out what the meaning could be in that case, and the task can be to design further research to seek its meaning.

This point of view is closed to the narrative focused approach which has been studied in Hungary by János László (László, 1999; László, 2005). Its advantage lurks in the dynamic of a narrative story, which facilitates the dredging up of the unconscious or semi-conscious manifestations, meaning the information collected this way avoids (as much as possible) contamination by any further potential conscious factor, or at least minimize its frequency.

In the research presented in the thesis, this approach is followed. To take advantage of the narrative storytelling, the participants were asked, as mentioned above, to answer through stories where it was possible, not simply a few words.

The analysis, conducted by the mentioned qualitative approach

- sought for the structure of plain contents in the answers, as classical or traditional content analysis,
- placing more focus on the identifiable, unconscious manifestations of structure to map them, limiting it in this study for the verbal manifestations in linguistical platform.

4.2.2 Focus on unconscious manifestations in a linguistical platform

The thesis mentioned earlier the significance of unconscious, many times non-rational, human reaction's, the effect of which is proven by citing Kahneman and Tversky's Nobel prized works on the theme. Its relevance has been further confirmed by peers work on framing effects on human thinking and action (Scheufele, 1999).

The power of words, as bearers of manifestations of human specialties, has naturally occupied sociologist' attention, like Michel Foucault who summarized his thoughts on it in his determining power philosophy, harmonizing with the thesis' approach about how abstract concepts are for better describing the things of the world, like words, that are abstract constructs as well (Foucault, 2000).

The nature of linguistic manifestation and its influencing power is studied in several forms, related to several areas. In general terms (without any aspiration for completeness) in Hungary Kövecses & Benczes campaigns for mapping the cognitive nature of linguistic science (Kövecses and Benczes, 2010), Tátrai also examines how the cognitive level connects to the pragmatic concepts (Tátrai, 2011), and Siklaki has collected a wide range of psychological approaches and research results on verbal affecting and influencing (Siklaki, 2008). Through practical implementation the Neurolinguistic Programming's, statements emphasize the power of language and words (O'Connor and McDermott, 2001). Despite its potential critics, the logic of NLP harmonizes with the thesis's logic. In medical communication, as the closest area to the social aid in Hungary, the number of available studies on the topic is increasing (Pilling, 2008; Varga, 2011).

The unconscious manifestations' relevance in linguistic platforms is reasonable. This also follows for its relation with sociological factors, as Wardhaugh studies in his work which summarizes and structures traits and factors of sociolinguistic as science (Wardhaugh, 2010). He draws attention to the cultural differences and its influencing power. Fausey argues for the significance of local differences (Fausey et al., 2010), while many decades ago Lakoff stated that there are global rules and forms in the linguistic platforms (Lakoff, 1970). Concerning and harmonizing with the above-mentioned "globe-symbol", the task is not to judge or choose between them but follow their example and use what is applicable in recent research.

In this sense, confirmed by the cited studies' existence and content, the research analysis sought for such verbal manifestations in the answers which can reveal a deeper background dynamic as supplementary information about the participants mental representation's nature, like the use of the first-person singular vs. any other form, whose significance was studied and emphasized in Domschitz's work (Domschitz, 2013). Continuing this line, the research sought also for the use of the conditional form in close relation with the thesis' topic.

The thesis assumes that these verbal manifestations are globally unique, but that the examination of cultural differences should be mentioned further in research topics. However, it would exceed this paper's limits to do so.

In harmony with the appointed aim of the research to illustrate and validate the presence and applicability of the frameworks concept, it focused on the following targets during the analysis.

4.2.3 Targets of data analysis

During the analysis, the research sought for both specific markers in content and in verbal-linguistic formulas related to the interview questions:

1. Classic content analysis was undertaken on the answers of the first question which emphasized the extra-organizational or extra-system factor's impact presence, supplemented by seeking harmony with the verbal-linguistic manifestations.
2. Content analysis was made on the basis of the answers of the second interview question but, beyond it, it was analyzed whether the answers were formulated in first-person singular or in any other form including third-person singular: supposing that the first formula holds an active motivation or approach to the problem (trusting in their preparedness to be able to solve it), while the second formula places the interviewee in a passive role and only endures the circumstances (their preparedness is limited to feeling able to solve the mentioned problem – at least factually; c.f. role and effect of extra-organizational factors).
3. In the third question's answer, the target of the process was to seek the rate of those who answered "yes".
4. It was asked whether those who were able to use the content that they had previously learned during the training had felt that this experience is able to be linked (for them) to the previously mentioned problems."

For the analysis Maxqda2018[®] qualitative data analysis software was used.

4.3 FINDINGS

Hereby it is necessary to emphasize again, by referring to the concept of “clues”, that the presented results, even in numerical data form, are more illustrations of the ABM concept’s applicability rather than hard statistical confirmation or, in statistical terms, evidence.

4.3.1 Answers for RQ1&2 – results of data analysis: observable “clues” of presence and applicability of ABM concepts

The results of the research analysis are presented following from these antecedent facts about the data:

- The number of analyzed individual interviewed was one hundred and three (n = 103).
- It was not possible to record any basic demographical data on the request of the participants (see above); they felt this ensured their answers were anonymous during the analysis. As the groups were “semi-opened” (meaning some of the participants who joined on the occasions did not attend each time), a decision was made in relation to the research aims to accept the participant’s request, although in the future it should be useful to repeat the analysis with some demographical variables (such as age, qualification degree, years spent in CYC practice, gender, etc.) This time, the research had to exclude these kinds of structuralizing aspects of the analysis process. The analysis maneuvered the whole sample as a unique mass and excluded also the “employee or leader” variable to cluster because there were only 12 leaders participating in the interviews and there was no remarkable difference when comparing the results along with this variable.
- There was also little difference when the answers coming from the two different institutions were compared. This suggests that the nature of everyday professional life is similar in the two places.

According to these antecedents and the preliminary considerations, the data analysis focused on qualitative descriptive findings, as detailed in the following.

The detailed description of the codes used during the analysis is presented in the “Technical appendix”, however during the interpretation when describing the revealed findings, the text holds the concerned codes’ meanings.

4.3.1.1 First interview question – evaluation of training & presence of extra-system factors in training evaluation

The answers for the first question was coded along with the factors of:

- Positive or negative evaluation on the training occasions and its contents
- Extra-system, or extra-organizational factors presence and its contents
- And as a third dimension, consistency vs. discrepancy in the given answers (especially focusing on the positive evaluated answers’ specificity in this manner)

The findings show the following, studiously displayed in qualitative descriptive tenor.

The result of the analysis shows that 73.81% of the mentioned opinions were positive about the training occasion related to some specific content/topic (specific contents see above):

| | Frequency | Percentage |
|--------|-----------|------------|
| EV_POS | 358 | 73,81 |
| EV_NEG | 127 | 26,19 |
| TOTAL | 485 | 100,00 |

1. Table - frequency of positive-negative evaluation on training

In relation to the external factors, if counted by the mentioned contents, it is shown that 20.25% of the opinions contained or regarded any external topic (outside of the training’s authority itself – see below):

| | Frequency | Percentage |
|------------|------------------|-------------------|
| EV_FOC_int | 386 | 79,75 |
| EV_FOC_ext | 98 | 20,25 |
| TOTAL | 484 | 100,00 |

2. Table - frequency of extra-system factor mentioning in sum

When taking the criteria of if a person has mentioned, at least once, any external factor in their answer, the picture differs (for this question, several answers were allowed):

| | Frequency | Percentage |
|----------|------------------|-------------------|
| PERS_Ext | 54 | 52,43 |
| PERS_int | 49 | 47,57 |
| TOTAL | 103 | 100,00 |

3. Table - frequency of extra-system factor mentioning by participants

The findings show that more than half (52.43%) of the participants thought of some external factor's content at least once in their answer when they were asked about their opinion of the training occasions itself.

This is the first “clue” on the applicability of ABM’s framework, and this is the first answer for RQ1.

This number verifies that another outside or extra level from a system may provide a remarkable effect as “irritation” onto the given system. Furthermore, it confirms the limits of the “preparedness” of a given system in that specific participant’s personality or mind. They could detect that something irritates the observed system’s working process, taking the training as a “micro-system” in this manner, but could not work out completely this irritation, and they have merged it with the proper observation results inside their cognitive process.

This is also the first answer to what the research has found for RQ2.

The results can be refined due to further content analysis of the answers.

For those speaking (coding by segments) that mentioned a positive opinion, the following content structure was drawn up, grouped by the internal and external factors mentioned.

The positive evaluations of internal factors related to content's frequency was the following:

| | Frequency | Percentage |
|-------------------------------------|------------|---------------|
| EPTINT_new_examples-solutions-ideas | 35 | 7,04 |
| EPTINT_togetherness | 35 | 7,04 |
| EPTINT_games | 34 | 6,84 |
| EPTINT_util_pro | 27 | 5,43 |
| EPTINT_relax | 26 | 5,23 |
| EPTINT_mut-team_act_probl-solv | 25 | 5,03 |
| EPTINT_learn | 25 | 5,03 |
| EPTINT_listen-respect | 23 | 4,63 |
| EPTINT_conversations | 20 | 4,02 |
| EPTINT_turn_in_EV | 20 | 4,02 |
| EPTINT_self-develop | 19 | 3,82 |
| EPTINT_professionalism | 18 | 3,62 |
| EPTINT_meet_new_people | 18 | 3,62 |
| EPTINT_happyness | 17 | 3,42 |
| EPTINT_know_new_side_of_people | 16 | 3,22 |
| EPTINT_team-build | 14 | 2,82 |
| EPTINT_good-humor | 13 | 2,62 |
| EPTINT_symb_converg | 13 | 2,62 |
| EPTINT_seek_solution_pro | 12 | 2,41 |
| EPTINT_pos_exp_curious | 12 | 2,41 |
| EPTINT_get_help | 11 | 2,21 |
| EPTINT_feed-back-mirror | 9 | 1,81 |
| EPTINT_non-boring(no-prez) | 7 | 1,41 |
| EPTINT_varied_colourful | 7 | 1,41 |
| EPTINT_gen_pos_feelings | 7 | 1,41 |
| EPTINT_charge | 7 | 1,41 |
| EPTINT_util_priv | 6 | 1,21 |
| EPTINT_incr_qual_job | 6 | 1,21 |
| EPTINT_calmness | 4 | 0,80 |
| EPTINT_behind_mask_honesty | 3 | 0,60 |
| EPTINT_safe-secure-trust | 3 | 0,60 |
| EPTINT_about_us | 2 | 0,40 |
| EPTINT_prev_burn-out | 2 | 0,40 |
| EPTINT_regular | 1 | 0,20 |
| TOTAL | 497 | 100,00 |

4. Table - frequency of internal-positive evaluation's content

In this case, the analysis affected to draw up the divergency of positive responses, further clustering shall be done in future research. Regarding the research's aim, the analysis sought for clues of ABM concepts.

However, an interesting observation is that in the first, most frequent, of the answers there appear to be several topics which can be directly linked to the needs of children, concerning the description in the earlier presented practical model; namely to the need of "safe-control-competency-joy/happiness" (Major and Mészáros, 2017). Within the answers, these types can be linked to the mentioned needs, like

“conversation/listening”, “happiness”, “togetherness”, etc. It can be stated that the staff needs the same as the children , and in cases where they are provided for, they can offer more efficiently for the same needs in the children (Major, 2017).

External positive factors (taking external as that which is out of the scope of the training) were mentioned only in low frequency. The following areas were only stated in 5 cases:

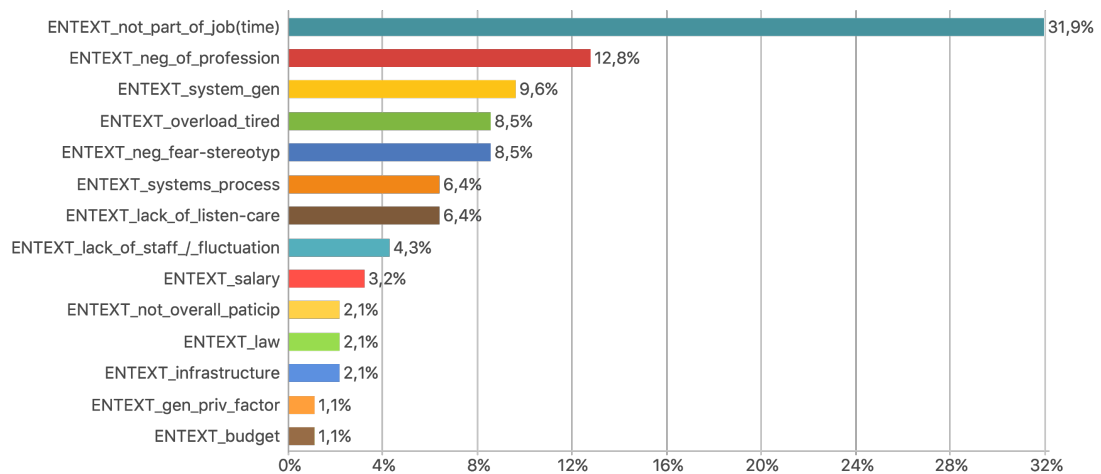
- Training as part of official working time or as part of the professional existence,
- Detecting the provided attention to their feedback from the leadership,
- Recognizing the desire from the leadership to offer help and care to them

The frequency of “in-working-hours” was zero, but it is left on the list as it is related to the next part of the focus.

Further interesting results and correspondences were found when the content of answers contained negative statements in relation to external and internal factors.

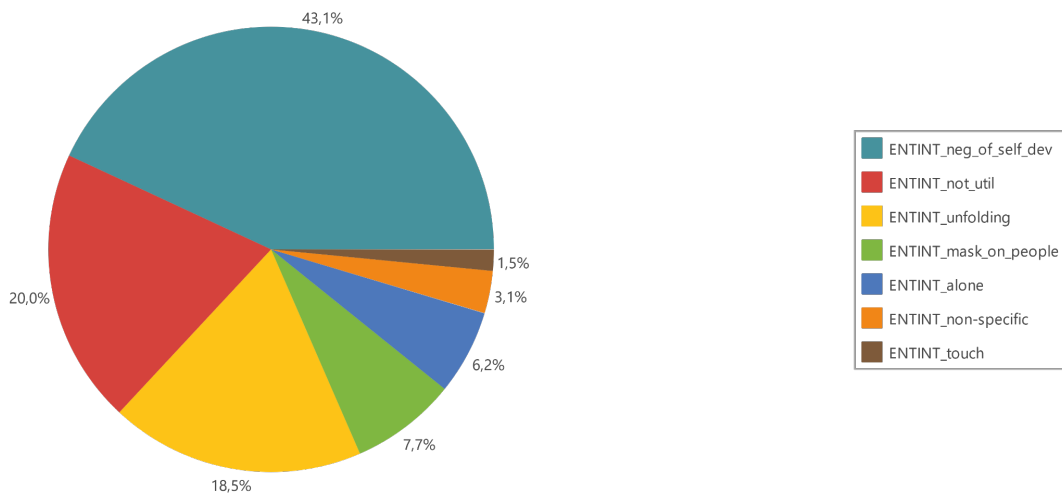
The frequencies reveal further clues of the applicability of the ABM logic.

The negative external factors’ frequency is represented in the next figure:



4. Figure - frequency of external negative factors' content

While those of internal factors is represented on the next figure:



5. Figure - frequency of internal negative factors' content

It is worthy of note that from external factors the highest frequency (31.9% of the contents) is “not_part_of_job(time)”, meaning the speaker does not view participating in training as part of the job, despite the fact it is paid and undertaken during working hours. Mentions of listlessness and a lack of motivation to participate would make this an internal factor, but a decision was made to sort it into external factors as it depends mostly on the culture of the field, which is externally related to the training’s micro-system. Several examples appear as follows, almost word for word: “I know it is in paid working time, but it still takes time from my private life...” It is sadly a verification that CYC is not ranked as highly as it should be. These participants do not feel the job is a profession, revealing the low level of commitment to their profession (as it takes from their leisure time, and is not a mission, or any valuable, worthy activity, further shows disrespect towards its position).

The second most frequent code concerning external factors was the “negate_of-professionalism”, illustrated by examples when the core tasks (e.g. care of problematic children, solve aggression-based situations, etc.) of the job were mentioned as external negative factors; however these are the training’s most relevant inner content or topics related to the daily job. It illustrates the unfortunate distance from the professional activity, which results easily in demotivation, burn-out, and unavoidably insufficient actions, and in the end a decrease of efficiency and quality of the job.

These examples contain several instances of the use of “passive-suffer” signs (see later), like indicating a third person’s responsibility, lack of use of 1st Person

Singular form, etc. The correlation between the occurrence of these types of answers' and those who were given to the active-passive approach question on the participants' reaction to their professional problems and difficulties should be examined in future research. In a larger sample, a remarkable correlation is assumed.

The mentioned cognitive-emotional distance is confirmed by the frequency of answers mentioning internal factors closely related to the training experience itself. The three areas with the highest frequency are those answers which negate the self-development or utility of the contents which were in anyway positively mentioned, from the training occasions, usually by the same linguistic forms (avoid 1st person Singular, speaking of others responsibility, see code descriptions), and are about keeping distance from the training style's benefits. Usually, they mention revulsion against speaking out about their thoughts and opinions. It would be interesting also to make a correlation analysis with answers about trusting or not trusting in other participants, and the overall training's mood and trustfulness.

This last case suggests that these participants exclude themselves from the benefits of "participation in communication", and do not give it the opportunity to increase their "preparedness" level (using the ABM concept to describe and explain this phenomenon). This is a further clue and, in a qualitative manner, evidence for the ABM model's applicability and usefulness in practice.

Further clues, in this manner, can be discovered, when examining the consistency or discrepancy in the formulating of these answers both in relation to its content's suitability to each other, and in linguistic terms.

The analysis focused, in this case, on whether there is any contradiction in terms of discrepancy in the content, especially with a focus on positive expression's negation in one's speaking: seemingly positive content would be negated, or there is consistency in the speaking formation, meaning there is no later negation of any spoken out positive trait.

The results show that in almost half of the cases, there was discrepancy in the formulating of the answers:

| | Frequency | Percentage |
|-------------|------------------|-------------------|
| Consistent | 54 | 52,43 |
| Discrepancy | 49 | 47,57 |
| TOTAL | 103 | 100,00 |

5. Table - frequency of discrepancy's occurrence in evaluation

Naturally, a critique may be formulated that this kind of coding is too subjective. So, to avoid this complaint of subjectivity as much as possible, the analysis used several codes based on linguistic formulas.

The frequency of its occurrence within the answers (coded by segments – not by documents) is shown in the next figure:

| | Frequency | Percentage |
|----------------------------|------------------|-------------------|
| DISC_Yes_but | 23 | 28,40 |
| DISC_pos-neg_contradiction | 20 | 24,69 |
| DISC_3rd_pers_resp | 9 | 11,11 |
| DISC_neg_of_pers_dev | 7 | 8,64 |
| DISC_unsure | 6 | 7,41 |
| DISC_non-authentic | 5 | 6,17 |
| DISC_conditional | 4 | 4,94 |
| DISC_”luhmann” | 3 | 3,70 |
| DISC_mask | 2 | 2,47 |
| DISC_neg_of_neg | 1 | 1,23 |
| DISC_mock | 1 | 1,23 |
| TOTAL | 81 | 100,00 |

6. Table - frequency of discrepancy's content

In accordance with the desire to exclude subjectivity, the most frequent sign of discrepancy, using the verbal form of “Yes, but...”, must earn specific emphasis as it is a widely used expression in the everyday life of participants. It has a contradiction within its own structure, as the expression “but” (and its synonyms) is always followed by an oppositional content compared to what came before the “but”.

It is a discrepancy itself and shows at least some inconsistency within the (person's) system's operation – e.g. in use of its mediums: meaning it is not defined exactly (even in the unconscious way), and it is not clear what “will matter” when evaluating the situations. It can result in instability and un-calculability regarding the agent's actions and behavior. In the concept of CYC, this adult will not able to offer the needed safety to the children in their core needs and interests. In terms of the ABM,

this agent's preparedness does not allow for the correct incorporation of the external irritation as potential content of increasing its significance, and this case has, at least once, given a remarkable objective clue.

There is at least one example which contains several signs of discrepancy in one sentence: "This training 'would be' great, but we have 'no time for it', and it 'would be useful if other' companies and professionals 'would have done' their jobs as well..." Signs of the discrepancy in this example are:

- "yes, but...",
- conditional form, and
- seeking a third person's responsibility by projecting his or her responsibility out.

The following are definable also as remarkable clues of the uncertainty of the agent's preparedness in the working process, which is underlined in detail in the analysis of the answers for the second question, focusing on the objectively remarkable clues.

4.3.1.2 Second interview question – active vs. passive personal approach to professional challenges, problems or difficulties

For the second question, as mentioned above, the participants were asked to name the biggest problem or difficulties in their job.

It would be interesting to cluster the answers further using the classical content analysis to explore the imaginary answer's content's structure, but, concerning the research focus, the thesis only illustrates it through the presentation of their frequencies (the code descriptions are presented in the "Technical appendix" too).

Further clarification or merging may be possible, but their frequency is illustrative already in this form, taking the data's diversity as follows:

| | Frequency | Percentage |
|----------------------------------|-----------|------------|
| PAPPT_pro_methods_concr | 36 | 8,91 |
| PAPPT_pro_methods_gen | 34 | 8,42 |
| PAPPT_self_skills-personality | 34 | 8,42 |
| PAPPT_inadequate-negate_pro-spec | 29 | 7,18 |
| PAPPT_CYC-system_pro-gen_ext-org | 26 | 6,44 |
| PAPPT_staff_cons_team-work | 21 | 5,20 |
| PAPPT_leadership-care | 21 | 5,20 |
| PAPPT_communication-info | 20 | 4,95 |
| PAPPT_system_process_op_in-org | 18 | 4,46 |
| PAPPT_3rd_prs_resp | 16 | 3,96 |
| PAPPT_self_powerlessness | 15 | 3,71 |
| PAPPT_Staff_overload | 14 | 3,47 |
| PAPPT_staff_quality | 12 | 2,97 |
| PAPPT_staff_fluctuation | 10 | 2,48 |
| PAPPT_change_in_pro-topic | 10 | 2,48 |
| PAPPT_pro_meth_neg_force | 9 | 2,23 |
| PAPPT_budget | 9 | 2,23 |
| PAPPT_staff_number | 8 | 1,98 |
| PAPPT_infrastructure | 8 | 1,98 |
| PAPPT_lack_of_new_employees | 8 | 1,98 |
| PAPPT_social_respect | 7 | 1,73 |
| PAPPT_staff_motivation | 7 | 1,73 |
| PAPPT_salary | 7 | 1,73 |
| PAPPT_law | 7 | 1,73 |
| PAPPT_cont_change | 6 | 1,49 |
| PAPPT_staff_confl | 5 | 1,24 |
| PAPPT_pro-topic_family | 4 | 0,99 |
| PAPPT_life_balance | 3 | 0,74 |
| TOTAL | 404 | 100,00 |

7. Table - frequency of mentioned problems/difficulties' content

It is assumable that under different time-geographical-economic factors, the results may show different frequencies.

Regarding the research-topic's focus at the same time, the analysis sought for a deeper, more implicit quality of the answers. It was coded, and the thesis will focus on this in later analysis of correspondence also, whether the mentioning of the problem or difficulty uses 1st Person Singular grammatical form (“active approach/attitude”) or any other (“passive approach/attitude”):

The distribution of frequencies is voluble:

| | Frequency | Percentage |
|--------------------|-----------|------------|
| APP_passive-suffer | 298 | 85,88 |
| APP_active | 49 | 14,12 |
| TOTAL | 347 | 100,00 |

8. Table - frequency of active-passive approach in general

More than 85% of the answers were formulated in passive-suffering grammatical form when coded by segments. Coded by documents, meaning taking if any passive-suffered phrasing occurred just once in the answer, the rate is 90.3%. If we transfer it into a personal variable in the opposite way and take if, only once, any 1st P Sing appeared in the participant's answer, they can be taken as an "active approached" person; only 31 people (30%) can be classified even on this permissive coding as "active approached".

This reason is, "per se", depressive when regarding the general preparedness level of staff in residential CYC. Remember: the motivation for this kind of approach is an unalienable part of preparedness and plays a crucial role in whether a "significant" becomes "significatum" for a given agent.

It can be pointed out that the next clue has revealed what the research was seeking for.

The logic of the research is further verified by a strange occurrence within the answers. The methodology of the research agrees with and follows Ehmann's approach to qualitative content analysis (Ehmann, 2002): namely that if something occurs only once, in a qualitative manner it can have a definitely specific meaning. In the sense of this approach, it must be underlined in one concrete example from the active-approached answers. The participant started speaking using the following phrasing: "Maybe I misunderstood, but I thought you asked us about 'my' problems and difficulties..." (then followed by using 1st P Sing mentioning his or her reflection)

Concerning the fact that the interview was recorded in a group situation, it validates in a paradoxical way the research logic. At first sight, it would seem, that the "conformism-effect" described originally by Solomon Asch (Nolen-Hoeksema et al., 2009) would contaminate the corpus of the sample that has been analyzed. But the opposite is true. It is a further clue, that, taking the conformism-effect as an "extra-system factor" regarding a personality, verifies the ABM's logic applicability.

In addition, the recent followers of Asch, for instance Kosloff and colleagues, state that resistance against the conformity pressure can be defined as a personality trait or quality (Kosloff et al., 2017), which can draw a direct parallel to the concept of preparedness.

The varied form of the passive-suffering approach, however, can lead the innovative focus (see also how the discussion's concerned aspect relates to the main aim of the thesis to bridge theory and practice, and recycle the findings directly to the practice's development) through what to novelize (including found contents from discrepancy's linguistic signs) in the staff training's content or topics: e.g. it should be (over)practiced. In order of their occurrence' frequency:

| | Frequency | Percentage |
|-------------------------------|------------------|-------------------|
| 3_SL_3rdPS_incl_be_or_lack | 229 | 40,89 |
| 5_SL_3rdPM | 93 | 16,61 |
| 4_SL_1stPM | 67 | 11,96 |
| 1_SL_neg_1stPS | 60 | 10,71 |
| 6_SL_conditional | 49 | 8,75 |
| 7_SL_suffer-passive_type_verb | 45 | 8,04 |
| 2_SL_2ndPS | 13 | 2,32 |
| 8_SL_fear cont in verb | 4 | 0,71 |
| TOTAL | 560 | 100,00 |

9. Table - frequency of passive approach's verbal manifestations

Further interesting correspondence was observable in the analysis of the answers given to the rest of the interview questions.

4.3.1.3 Third interview question – feedback on the usefulness of the training

In the third question, the coding process focused on if there was any content that the participant could use in a real situation, both in private and professional, as confirmed by a concrete story or with a valid mentioning. (The code name was „USE_yes”) The other option was a participant answered with a definite “no”, not excluding that they may use something, but the verbal manifestations of the answers were coded with the code name „USE_no”).

The frequencies were formed as shown in the following table:

| | Frequency | Percentage | Percentage (valid) |
|---------------------------|------------------|-------------------|---------------------------|
| USE_Yes | 56 | 54,37 | 54,37 |
| USE_No | 47 | 45,63 | 45,63 |
| DOCUMENTS with code(s) | 103 | 100,00 | 100,00 |
| DOCUMENTS without code(s) | 0 | 0,00 | - |
| ANALYZED DOCUMENTS | 103 | 100,00 | - |

10. Table - frequency of useful evaluation of the training

In the first reading, more than half of the participants (54.37%) found the occasions useful and could find something useful from its contents and topics.

The mentioned topics' frequencies show the following order:

| | Frequency | Percentage | Percentage (valid) |
|---------------------------|-----------|------------|--------------------|
| USET_pers_appr_dev | 27 | 26,21 | 48,21 |
| USET_team-comm | 13 | 12,62 | 23,21 |
| USET_team-work | 12 | 11,65 | 21,43 |
| USET_conversation | 10 | 9,71 | 17,86 |
| USET_games_appl | 8 | 7,77 | 14,29 |
| USET_exempl_experenc | 4 | 3,88 | 7,14 |
| USET_feed-back_system | 4 | 3,88 | 7,14 |
| USET_life-bal_recreation | 2 | 1,94 | 3,57 |
| USET_confl_solv | 2 | 1,94 | 3,57 |
| DOCUMENTS with code(s) | 56 | 54,37 | 100,00 |
| DOCUMENTS without code(s) | 47 | 45,63 | - |
| ANALYZED DOCUMENTS | 103 | 100,00 | - |

11. Table - frequency of training usefulness' content

The first, most frequent code-category, shows that almost half of the participants mentioned that the occasions have contributed somehow to the development (or at least change) of their personal approach.

The next, most frequent topics verify and refer to the specific traits of residential CYC as described at the CYC introduction section at the beginning of the thesis; namely that a team or a community of adult people work around the children in a given group home. As such, it has to be developed if one would like to help the children, as the children will react to their observed environment. In the given answers, it means that numerous participants reported having useful content and information, developing their skills on the topic of the communication and team-work.

This is the simplest level of classical evidence for the training's efficacy.

4.3.1.4 Fourth interview question - Dynamical relations

A more detailed, classical form of evidence is provided by looking at the frequency of useful / not useful opinions itemization regarding the participants' characteristics on the dimension of the active-passive approach.

If using the stricter categorization, meaning taking a participant as “passive-approached” even if they mention, only once, a problem in a passive-suffering grammatical form, it can be found that almost 57% of them found something useful from the training occasions:

| | Frequency | Percentage | Percentage (valid) |
|---------------------------|-----------|------------|--------------------|
| USE_Yes | 53 | 56,99 | 56,99 |
| USE_No | 40 | 43,01 | 43,01 |
| DOCUMENTS with code(s) | 93 | 100,00 | 100,00 |
| DOCUMENTS without code(s) | 0 | 0,00 | - |
| ANALYZED DOCUMENTS | 93 | 100,00 | - |

12. Table - frequency of finding useful the training within passive approached participants

It is a good result, but the analysis aimed to delve further, assuming hidden relations also.

The most complex part of discovering correspondence behind the data was when itemization was undertaken using “active-passive” and “found useful” dimension. After creating this group (those who showed passive-suffering approach but found something useful) the analysis focused on discovering whether a part of this group was able to link what they found useful into the problem or difficulty mentioned earlier by them.

The result shows that 71.7% could somehow link what they used from the training occasions to their mentioned problem:

| | Frequency | Percentage | Percentage (valid) |
|---------------------------|-----------|------------|--------------------|
| LINK_Yes | 38 | 71,70 | 71,70 |
| LINK_No | 15 | 28,30 | 28,30 |
| DOCUMENTS with code(s) | 53 | 100,00 | 100,00 |
| DOCUMENTS without code(s) | 0 | 0,00 | - |
| ANALYZED DOCUMENTS | 53 | 100,00 | - |

13. Table - frequency of linked relation between problem and useful training content within the passive approached group

This strengthens evidence for the training’s effectiveness in a classical sense, which is also evidence for the applicability of ABM’s conceptual frame, as it can be interpreted that participants have “partook” from the “communicational state” through their presence on the training occasions, meaning they get a chance to potentially increase their “preparedness”.

To be precise, in applying the ABM concepts, it confirms in this form only the potential of increasing their preparedness: what they have mentioned as utilizable

content or a topic which was found useful from the training can be defined only as “significant”. Whether this “significant” becomes “significatum”, in other words becomes an available part of “significative” for them will depend on if they can recognize the potential link with the mentioned problems (if the signification’s process comes true).

This is proved by a final, deeper analysis of their answers. Above, the itemization’s result was used to present how many people could link the useful content with their problem, but the presented proportion was only a summary of their answers’ verbally given to this question. A reasonably interesting recognition can be made if analyzing the style of how they gave the “yes” answer for the question about linking the content in their answers. This correspondence was recognized both during the data collection, and when re-reading the transcripts.

Methodologically, this analysis’ logic may be criticized. But in the sense of the qualitative research approach, the opposite of the possible critiques is true. It serves further clues for ABM concepts applicability. Additionally, it is filled with illustrations of its living dynamic in the real practice.

Namely, during the data collection (during the interviews), it occurred several times that the concerned participant gave a formal answer of “no” for the question of linking the useful topic and the mentioned difficulty. However, the topic was so similar, many times almost word for word, to the mentioned problem that the data collector stepped out from the researcher role, and put forth some further supplementary, inductive questions about whether the given participant really did not recognize the correspondence. For instance, once the mentioned problem was (with a definitive “no, there is no link” answer) “communication between colleagues” and the “useful story” was, “We were able to successfully organize a group meeting using a learned method...”

In classic or traditional methodological terms, it can be criticized in terms of clear data collection, as these answers might be taken as contaminated. Once this was true and would affect the validity of the above presented classical evidence of training efficacy.

But on the other hand, it further proves the relevance of the evidence and a clue of the ABM framework’s usefulness and applicability. Per se, the rate of “non-awareness/implicit” within the cluster of these, “yes, there is a link with my mentioned

difficulty or problem”, answers serve to further the clue and evidence regarding the RQ2:

| | Frequency | Percentage |
|-------------|------------------|-------------------|
| LA_implicit | 25 | 65,79 |
| LA_aware | 13 | 34,21 |
| TOTAL | 38 | 100,00 |

14. Table - frequency of aware link between the useful content and mentioned problem

65.79% of these cases were unaware (coded “implicit”) of the potential to enlarge their preparedness, which can mean that although these participants got some “significants”, these “significants” were blocked from becoming “significatum”.

This “evidence or clue” confirms the need to increase the educational activity provided to the staff with organized training; in the word of ABM, raising up the “presentational activity” as part of the “communicative state” (in the derived words from PTC).

The analysis of the nature of implicitness can later prove further contents to build up into future training programs, as the preliminary content analysis shows the direction. For instance, it can be useful to practice the recognition itself via detailed, mutual analysis of stories by trainees about a successful situation or problem-solving on training occasions.

It has happened several times during the interviews as well; some of the interviewees were able to recognize the correspondence by conducted help, like a benchmarking process. It harmonizes with the Appreciative Inquiry’s, and with the Cooperative/collaborative Inquiry’s methods, when research data collection itself becomes a developing training situation for the participants, like a significant platform where the participants (“agents”) can enlarge their “preparedness” by getting closer to each other, it may be said by becoming a temporary collective agent (Hay and Samra-Fredericks, 2019).

4.3.2 Answer for RQ3 – deeper logical correspondence behind the findings: role and importance of extra-organizational factors

There is an important fact which has to be emphasized when overlooking the presented findings. Although in this special research there were no possibility to demonstrate

and prove direct logical connection between the two operationalized RQ's answers and its patterns or schema, the overall theoretical background of the whole research and thesis allows to paraphrase an assumption which has high importance when seeking for understanding, better explanation and avoidance of practical anomalies.

On the one hand the thesis may appear to have focused more on the role of individual agent's preparedness, or lack of it. However, the opposite is the fact. This is the first step to be able to map in more detail that extremely complex web of systems and their co-referring dynamical relations what effect the success and efficacy of the CYC professional in the everyday.

In this mapping process, there is an extremely important role in looking at the correspondence between the extra-organizational (may say 'extra-system') factors' effects on the personal preparedness of the staff members. In the terminology of the PTC, e.g. regarding to the focused surface of the empirical research, the content (and aim) of the trainings is a revealed or publicized knowledge which may potentially be part of their preparedness, but at this point it is still a structural (potentially available) knowledge. Whether it will be incorporated or not, became a knowledge source, or an incorporated preparedness, will depend on if the communication itself will realize this or not. In other words the preparedness for increasing preparedness will depend also on the attitude of the agent (individual) and if they want to admit any new content into their preparedness which may be influenced by factual traits, such as the inhibitor effect of extra-organizational factors – see low financial conditions, low moral appreciation from the society etc. The significative exists, the communicative state is available, but the realization of the communication (the real incorporation of the potential new information) is affected by factors out of the scope of the individual agents.

Practically it means that this frame is not able to prove the staff member's competency, but may help get closer to a deeper understanding of what is behind that assumption; based on practical experience, that a larger percent of the working staff members own a higher level of competency then it appears e.g. regarding this research's findings. In other words, if the extra-organizational factors would be possible to revise, it would mean that much more colleagues would be more open for the incorporation of new information, based on their prior preparedness.

The practical benefits of the implementation of the ABM may manifest regarding this by creating new areas of implementation, namely the decision making

preparation, e.g. via serving quantified data to the politics (like a new “irritation” to it in Luhmannian word). Another potential example for illustration is below in the 5th Chapter concerned in part about potentially creating an index to examine, making visible in quantified way the extra-organizational factor’s effect on the CYC’s professional development’s efficacy, regarding to the practical implementation of the concept of preparedness. (It needs further international, cross-cultural research – see there.)

4.3.3 Anecdotal findings – from participant-observer position

Some researchers used to criticize observation as a method, especially criticizing the participant observation.

However, a variety of worthy data and information can be earned from a position where the observer is part of the observed organization. In this case, understanding a strictly operative level classification as a system in the original Luhmannian terminology, the observer is unable to observe from the inside of the organization. Regarding the implementation of the ABM framework, the observer in operative sight may belong to the organization, but using the derived Luhmannian original concept, as participator can temporarily become its environments “observer”. As being part (in an operative manner) of the observed organization, a variety of information becomes collectable which would not be possible in any other case (Johnson et al., 2006; Moeran, 2009).

As the author of the thesis is employed part-time in the two children’s homes where the data was collected, he had the opportunity to collect some anecdotal information via participant observation. After collecting the data for this research, the training occasions have continued. As an advantage, coming from the participant-observer position, further complementary information was gathered to enforce the findings.

The negative extra-organizational factors’ effects have increased. For instance, many of the participants reported not being able to earn minimal extra money for Christmas, and it made them so disappointed that they have lost their motivation to attend the training occasions, although previously they enjoyed them. As a result,

recently more and more participants use the phrasing that it is taking from their own free time, despite participating in them in their paid working hours. On several occasions, participants have sought exclusion. There is also an economical reason as well, namely that they must have a second or even third part-time job.

It is true, however, that there are occasions when those who mention a negative mood regarding being there in the morning, gave feedback in the afternoon that “finally it was good for me: recharged my soul and energy...”

Fortunately, the participant-observation position allowed that feedback to be heard in phrases like “I got a lot of positive feedback during this training occasion, it has improved my self-esteem!”, or when someone else refers to a training occasion participated in a year ago, and mentions that they still use nicknames with one colleague from that occasion. Namely, they call the other “oh my dear ‘amazing’/’wonderful’ buddy, how are you today...?”

4.4 LIMITATIONS

This research has its limitations.

4.4.1 Content and method related remarks

- ⇒ Although a qualitative approach has been applied to data analysis, focusing especially on discovering qualitative, non-measurable correspondence, the sample in future research should be enlarged.
- ⇒ To analyze using mixed-methods, using (where it is possible) more quantitative calculations and probes, like correlation analysis, or T-probes, for which having a bigger sample is necessary.
- ⇒ More detailed parallelism with organizational communication and management theories and models should be useful, but this thesis focused on the developed abstract framework and on its original theories’ some of the concepts where derived from.

⇒ Analyzed grammatical and linguistic manifestations should be structured in a more detailed way, the same for its correspondence and relations.

4.4.2 Theoretical-logical remark – the specialty of the researcher as observer

According to Luhmann's logic, applying one of his main concepts in the meta-description of the thesis' logic itself, it has to be highlighted that every finding has to be interpreted under the limitation of what an observer's working mechanism in regards to the Luhmannian terminology.

The thesis takes everyone who is under its scope as a system; including the author itself. It has to practice what Luhmann says about the observer to the processes of the results of the thesis also. Practically it means it has to be noticed, that an observer, as a system, has its own inner structure, and any discovered correspondence, taking them as causality, exists only regarding to the observer's prior existing inner structure, regarding the observer's preparedness. Including its prior experiences, assumptions, suppositions coming from it and so on.

It may somehow contaminate the derived deductions; what has been mentioned above when it has to be clarified how the thesis examined the potential competency or commitment of staff members while respecting their efforts and motivation for working in this profession.

At the same time the logical-methodological structure of it struggles to avoid this contamination effect, with "good-enough" success. The parameter of "good-enough", by the belief of the thesis fits to the scientific development's dynamism. This thesis does not offer answers for "everything", it only campaigns to serve such considerations, which may inspire further and future precipitation, further extrapolations, maybe create new frameworks, and suggest what the scientific development should look like.

4.5 CONCLUSION

This qualitative research's results have proved enough evidence of the applicability of the newly developed (derived) ABM framework's concept and its dynamic in the practical reality via discovering and identifying clues of its applicability as a bridge itself between theory and practice.

The ABM framework and its implementation's logic and dynamic can serve the observation of the real social world along with a new structure. Applying this newly developed framework's structure to new correspondence can be discovered, and professional developers can better act and answer the existing changes, contributing in this way to the actual development of residential Child and Youth Care, or any other concerned (in closer or wider range) topic.

The social world is so complex, where the thesis has started its logic from, that only a complex frame, like the ABM framework, could serve in understanding on an upward vector and in increasing the available knowledge's quality. The complexity of social systems exists, as this thesis has referenced above, the use of these kinds of models like ABM, can make it clearer.

This can only help with the process, as more and more slices of the complexity become visible, and it is more precisely deduced what is behind the surface, affecting human's and society's actions.

5 IN CONCLUSION AND POSSIBLE FURTHER DIRECTIONS

As the concept of ABM aims to reflect the complexity of the (social) world, it holds the possible extension of its application, in accordance with Luhmann's complexity-reduction concept, in emphasizing the complexity of humans and the society, for instance looking on it from a narrative perspective (Grishakova and Poulaki, 2019).

Taking this thesis as a narrative's beginning point, the possible broadening of its implementation's horizon holds several potential application points, like focusing on a reduced aspect or an enlarged approach.

The last chapter contains a brief listing of these fields and ideas, showing the further application possibilities for future prospects based on the summary of the thesis statements and findings.

5.1 SUMMARY OF THE STATEMENTS AND FINDINGS PRESENTED IN THE THESIS

In summary, the capability of the ABM model as a conceptual framework to be used for explaining the practice phenomena have been proven by the theoretical-logical derivation and by the empirical research regarding it.

5.1.1 CYC's complexity – need for abstract frames in professional development

The thesis' core idea has roots in practice. It has been formulated during professional organizational development of the child and youth care area which is facing too many

discrepancies and anomalies despite the available grounded practical model's clarity and their attempts to share with the staff. Although the sharing process aimed to develop the quality of care in residential institutions by increasing the provided assistance's accuracy and efficacy to the children being placed out of their families, failures in the achievement of this purpose are detectable.

The CYC's complexity has been proven by presenting a brief résumé of a Hungarian developed practical model of the area. Its validity was proven in a qualitative sense by showing its similarities and parallel traits with some international research, and an evidence based CYC model. Including Anglin's three-axis model, which is one of the best illustration of the complexity of the CYC's profession: in the three axis's, he positioned three types of factors within each element which could, and often do, influence each other. The challenges facing the residential CYC requires an open-minded approach as the professional knowledge base is the deep understanding of children's needs and interests, but the success of the implementation of this knowledge depends on two other factors. Namely, on the interactional dynamics' manifestation's quality, and on the quality of group home's operational level activities. Every item, belonging to any of the three axis's factors, may affect the success of any other item's realization. It results in an extremely complex web of possible relations of whom any may facilitate or inhibit the achievement of the aim. The purpose of CYC is to provide a temporary environment to the children so they become able to live their own life in an appropriate way (using their personal resources).

This point of view led to the idea of examining the nature of these potential relations' dynamic, with the aim of better understanding the potential effects, supplemented with the wish of avoiding or at least decreasing the inhibitor results.

For this, it was unavoidable to seek abstract concepts to utilize when analyzing the nature of these relations. The main consideration followed Csány's definition about (abstract) models, defining them as a kind of concept web which can describe and make understandable the reality. It was necessary to broaden the way of thinking into abstract levels as the practical models, although many of them are rooted in the theoretical side of system theories' dynamic, focuses mostly on the visible elements of the real-life practice. The task was not to replace them, but to supplement these models with abstract concepts which can make visible and understandable those factors and dynamics which are indescribable by using or applying concepts related only to the primary level of reality.

For these two abstract theories, concepts were used which looked appropriate to serve as a base for the derivation of a new framework. This method of derivation, which provides a frame to link or bridge theory and practice in the name of practical professional development, aims to help better the children's ability to cope with their own life-situation.

5.1.2 The innovation of the newly developed framework (Applied Bridge Model) – derived by synthesizing some concepts from Niklas Luhmann's System Theory and Özséb Horányi's Participation Theory of Communication

The two theories which the developed framework was derived from are Niklas Luhmann's System Theory (NLST) and the Participation Theory of Communication (PTC), developed and designed in Hungary.

The two original theories have served as inspiration. Their dynamical approaches have inspired the thesis' logic to develop a new framework. During the developmental process, the defined aim was kept in focus, so the derivation did not mean word-by-word implementation of the two original theories' concepts, but rather adapting those which seemed to be useful to better and deepen the explanation of the experienced anomalies in the practice. The derived framework's dynamic and logic stayed loyal to the original, but implemented it in its own way.

The approach that has been adapted into the derived "Applied Bridge Model" (ABM) was the two original theories' approach of analyzing social phenomena. Namely, their point of view turned the focus of analysis from action-based frames into abstract formation's identification and analyzation, broadening the horizon of possible explanation. This modification in the approach has opened new possibilities to deepen the understanding process.

The main logic from NLST that ABM has transferred is the concept of the identification of systems as abstract constructions. The NLST describes systems as a formation, identifying themselves via differentiation from their environment. In this view, systems are each other's environment. Any change in each system's

environment, including a system's operation resulted action, may "irritate" any other system. If a given system is able to detect this irritation, and is able to work out the new state as a meaningful change for it (if the change's specificity fits to its "inner structure"), the irritation becomes "meaningful information" to the system, and modifies its inner structures.

However, many times the irritations remain an irritation and there is no structural change in the targeted "system". Further adaptation of the concept's attempted to provide a possible solution for understanding this inhibition. This concept was "preparedness", which came from the PTC model.

The PTC takes communication as a "state" where every "agent" presenting in it can broaden its preparedness through communication. In the dynamic of the PTC, this means that a given agent's (system in Luhmannian terms) only task is, in abstract concepts, to eliminate their state when detecting something which has changed in its environment, and the new state is uncomfortable for them. The success of this process will depend on the agent's preparedness, meaning whether they have the ability to even detect that something has changed, becoming uncomfortable, and secondly, whether they have the appropriate knowledge and skills to decrease the distance between the uncomfortable state and a future comfortable one.

The developed ABM framework used, to its advantage, the similarities of the two theories such as looking on social acts from a removed (more abstract) point of view and detailing their nature, thus deepening the applied concepts by identifying new concepts as well where it is necessary. The ABM, recognizing that the background dynamic and logic of the theories makes it possible, pairs some main concepts of the NLST and the PTC, and at the same time implements the paired concepts (as concepts of itself) directly into the field of CYC.

The ABM takes the formation of the field of CYC as agents/systems, doing so by holding both original theories' specialties as advantages. This includes the CYC's professional knowledge in practical models and the organization whose task it is to provide the appropriate care and help to the children. The personalities of the staff, who undertake the caring job, along with the personalities of the children and their family members are also a "subject" of the caring process.

The ABM does this, despite knowing that Luhmann himself declared that a person cannot be defined as a system. The ABM uses, from this point, the original nominations as its own, supplementing the connotation of the concept of "agent"

(coming from the PTC), stating that this way the “new” concepts are more appropriate and adaptable to be used in understanding reality.

Under this logic of the ABM, as an example of its concepts applicability, can be described along these concepts; for instance the special needs of children in regards to their life situation, such as being abused or being placed out of their biological families, irritates the profession (defined as agent/system) of CYC. The professionals (referring to the professional community of CYC) works up this irritation, as it is able to understand what it means, and reacts by developing further professional models with the aim to providing further possibilities to the concerned organizations to be implemented in its operative maneuvers.

The new knowledge, when provided, will irritate the organizations. If they recognize this irritation as meaningful information to them, they will seek for possibilities to share with their staff members, who are in this sense agents/system as well. One possibility for this is the organized staff training holding, within its contents, the practical professional model’s knowledge, which will serve as an irritation to the staff members. Whether they will incorporate this knowledge (understand and build into their skills) or not will depend on their personal “preparedness”.

The implemented ABM model naturally holds a wider range of possible applications of its concepts dynamic, like the effect of politics and economics as systems in the environment of the CYC social sub-system, or the mechanism by which the sub-systems of the social system come into existence, like the CYC itself. Further sub-systems, like the models focusing on LMBTQIA communities or on refugees etc. work as an outline for with the above presented logic of its implementation enough to prove its applicability for the topic of focus for the thesis, and proves at the same time that the derived framework is able to be used as a frame of empirical research.

5.1.3 Empirical findings and validations coming from the research focusing on applicability and implementation of the ABM framework

In the name of the concept of “complexity-reduction”, referring to a continuously expanding complexity, it must focus on a smaller part of it.

The thesis has chosen to focus on the empirical research in a limited form, namely on the effect of internal staff training as part of an organizational development process in residential CYC. More precisely, it focused on the analysis of staff member's verbal manifestations regarding the evaluation of the training occasions.

The working dynamic of the applied ABM framework became visible in several points of the data analysis. By initiating the concept of "clue", observable presence of the concepts of the ABM, the findings serve as validation of its applicability. The findings, in accordance with the thesis' Research Questions, contains several clues, in this sense, of the applied concepts' ability to describe reality in an understandable way.

The first evidence of the dynamic's applicability was when the analysis of the data found a remarkable effect on extra-systems factors by the evaluation of the training (taking the training as micro-system for the analysis'), providing evidence for the presence of "preparedness" and linking further concept dynamics to reality. More than half of the participants stated negative effects, e.g. of politics or financial conditions, of their workplace instead of answering the question about their opinion related to the training occasions; their preparedness's limits did not allow them to recognize and separate the various system's effect. However, they detected some effect coming from the extra-level of the training's system.

The verbal manifestations' linguistical analysis disclosed several grammatical formations which are linked to a passive approached attitude towards the difficulties they face during their work. In this sense, avoiding the use of the 1st P. S. when talking about problems shows that the concerned person is only passively suffering the circumstance and, as further evidence of the usefulness of the concept of "preparedness", does not have available ability to utilize their own resources to solve the problem (even if it is detected that it is a uncomfortable situation for them).

The research design was planned to make visible further clues of the applied abstract concepts' presence. Its adequacy for this was proven when failure points were identifiable in terms of incorporating newly learned skills, even in cases when the new skill was really used (confirmed by real stories), and some participants were not able to recognize it at cognitive level (as evidence for their preparedness' limits to increasing their preparedness).

Beyond the evidence and validation of the ABM's concepts' applicability, the findings and results hold an innovative possibility to contribute to the professional development of CYC, taking it as an internationally existing social sub-system.

5.1.4 Contribution to the professional development of Child and Youth Care

Although in Hungary there is a relatively short history of professional development in the CYC area (meaning a lack of available written knowledge, or evidence-based developments), on an international level there is a wide range of available research and model-developments related to the CYC.

Most of the available (scientific) focus, however, (as a matter of fact, the task's challenges and difficulties could magnetize attention to the visible problems) on the development of practical models, and few researchers turn their attention to formulating, or at least widening, the conceptual abstract frames of the CYC. This thesis campaigns for contributions to this occupation.

By deriving some concepts into a newly developed framework, it has been developed into a conceptual structure which is able, as has been proved by the empirical evidences (in the thesis' nomenclature by "clues"), to describe further details of the experienced reality, including till now possibly unperceived segments. The structures of the developed frame can make those segments visible which may serve as possible explanations for the anomalies or discrepancies faced during the practice's development.

The exploration of the nature of a given system's or agent's preparedness limit, or the excavation of the nature of the failing process of the incorporation of new knowledge may serve as invaluable to further the possibilities in the sense of avoiding, or at least reducing, the failures in the practical development process.

In addition, the use of the developed framework could serve as a further possible platform by demonstrating the daily extra-system factor's and the remarkable effects on other (e.g. operative) system's working mechanism to mediate with several actors' operative systems (for instance, between politicians and professionals).

This enlargement of the horizon of applicable concepts for describing reality may open an innumerable range of future work on the development of the CYC field, even expanding the developed ABM's territory into other social aid fields, or into further fields of potential application.

The next subsection presents the potential possibilities and ideas related to the further application of the thoughts contained in this thesis.

5.2 PRACTICAL BENEFITS AND FURTHER APPLICATIONS' POSSIBILITIES

5.2.1 Realization of the finding's re-cycling

The (internal) staff training is ongoing and its "narratives" bear the immediate implementation of the findings.

Although previous training attempts have already contained similar topics, from the first lines of preliminary results many of them have been forced to practice during the training occasions; such examples are training for the use of declarative sentences, or recognizing and being aware of their own resources in staff members via feed-back and emphasizing the positive results of good problem solving.

The "clues" of the limits to the participant's preparedness are still salient and noticeable, but at the same time, the phenomenon itself confirms the need for the presented research's results.

Furthermore, these results can strengthen the struggle for increased support of staff and organizational development on a system-oriented point of view, including such practical innovations as further involvement of the biological families in the treatment process. Additionally, having support in practice-based research, based on ABM concepts expanded application as a logical frame.

5.2.2 Possible further recycling opportunities

Many further practical applications of the thesis content are real and easy to deliver in the near future.

- ⇒ In harmony with the biological families' involvement, as a system that may irritate other systems, like the community of staff and especially the system of the personality of the children, a logical resolution should be involved in the wider environment of the children in their treatment, following Forenza's logic on this topic (Forenza, 2016). Forenza emphasizes the importance of involving the civil communities and facilitating its more active participation in social help. By using the word "participation", he affords a further symbolic validation of ABM's concepts applicability, especially if we remember Luhmann's basic logical dynamic about the systems mutual influencer impact (in harmony with psycho-pedagogy phrases about children's behavior being a reaction to their environment).
- ⇒ In the name of "bridging theory and practice", a more practical utilization should be developed, namely a tool for assessing new candidates for becoming CYC staff members. For example, via a structured interview and evaluation guide to measure the rate of active approach or the rate of passive-suffering approach's verbal signs within the candidate's answers.
- ⇒ As a matter of fact, this development depends on the extra-organizational, or extra-system, system's impact or irritation, as while there are not enough new candidates assuming a causality with the very low level of salaries, there is no chance to evaluate or assess them on the merits. Especially on this last anomaly rests the grounds of the next point.
- ⇒ It would be useful, if a marker or index would be developed to show the rate of impact extra-organizational factors have on a given organization's inner process to evaluate success within its members' cognitive representation. It is true that this index' or marker's reliability would depend on if it can be developed using a large sample-based and intercultural comparative research.
- ⇒ The use of the ABM's concept in reality would help highlight what factors inhibit the hidden potential in many of the staff members. See RQ3: the preparedness for increasing personal preparedness may depend on factors out

of scope for the person, such as the salary, the social rank etc. In addition, the real revision of these factors would be able to increase the rank of being a CYC professional, which would be able to increase the number of highly qualified candidates who want to enter this field of profession. Finally, it could increase the quality of the service, meaning better satisfaction the concerned children and youth.

⇒ Following this logic, the curriculum of a newly founded CYC department at university level may, or can, include the presented content in this thesis also. The antecedent experience on building up a training draft can be extrapolated into the area of making abstract concepts understandable too, even to teach via personal ‘lived through self-experience’ how to use and apply them in the real practice. For instance, the dynamism of an irritation possibly becoming information depending on the given system’s inner structure, or more accurately the factual availability of it in a given situation, can be illustrated by conducted personal experience (special training games may create for this purpose), deepen in this way the understanding and applicability of the new knowledge.

5.2.3 Further research design’s opportunities

The author is committed to expanding the ABM implementation “territory”, and has already started to deliver research, according and in harmony with international trends in CYC. On the topic of deepening the detection in the children’s interest and needs in a more detailed description of their cognitive representations regarding their life, especially focusing on their own point of view.

The planned research aims to map out the children’s personal “mediums” (in Luhmannian terminology) along how they evaluate their situations, following Villadsen’s approach on the “polyphonic” structure of mediums (Villadsen, 2008) and derive it into a personal level. This new research’s approach assumes that every person can have several mediums (formed in early childhood), assuming also that one of them is dominant, and there is a “super/meta” medium whose code is “good/not good” or “help/not help” in the situations of their life. This research is in the “pre-pilot” phase

at the moment of writing this thesis, however some “pre-test” of sharing the assumed future findings and results shows that the idea is convenient to be a basis of a newly developed intervention tool. If the professionals could map out a child’s personal medium structure, identifying the dominant one, it would be possible to plan a more precisely designed intervention plan for them, supposing that the focused treatment action should achieve a higher success rate (in Luhmannian terms, its “irritation” may have a better linking opportunity in the children’s personality’s “inner structure”). For this, the research plans to compare staff member's cognitive representations’ content, especially focusing on the concept of “medium”, with the children’s one, if they differ. Hopefully these assumed results should serve to broaden the staff members’ preparedness’ limits.

It is true, however, that this development’s efficacy would be measurable only on real long-term qualitative follow-up research, referring to the CYC’s main specialty, meaning the success can be observed only several decades after the interventional process. According to present knowledge, few examples of research using this methodology was undertaken, and the few exceptions verify this specialty of CYC (Andersson, 2018).

Summarizing all of these possibilities and suggestions, it emphasizes the importance of establishing individual Child and Youth Care schools and departments at universities in as many parts of the world as possible (besides the really rare exceptions, like in Canada where there exists BA, MA, Ph.D. programs exclusively on CYC in several universities), as building these kind of results and findings into the desired curriculum of these lectures would result in the increasing rank of CYC as a unique profession and science.

A long-term approach, by raising up the required entry level to the field (in cases where governmental wishes and decisions would support it), an operative system level with increasing quality would result in a more committed, well qualified and trained (owning higher preparedness then before) staff members.

Finally, it would result in more efficient satisfaction of the children’s interests, by this serving as living evidence of usefulness for the struggle to bridge theory and practice.

Additionally, this implementation of the approach can be generalized into other practical fields, opening new horizons for an ongoing intellectual pathway in the spirit of the desired aim of this thesis.

CLOSING AND ACKNOWLEDGMENTS

In the Preamble, I have implied “I found myself in the middle of (residential) Child and Youth Care.” This can be supplemented by a second confession. There was no career-building plan behind the decision to join this field. It may be said, it has happened accidentally. But I do not believe in accidents or coincidences.

I do believe that our freedom is in our minds, and it manifests in the freedom of our choices and decisions regarding how to react to the situations and challenges that we face during our life. At the same time, this is our responsibility.

From the time I worked among twelve teenage girls with serious behavioral problems at the age of 26, I have tried to do my best to help them, their peers, and fellow sufferers to accompany them in recognizing their own resources, finding their own way, and living their life to the best of their ability, including managing daily situations and circumstances.

There were so many people who have helped me, supported my development, believed in my capacity, finally helping me to re-share this belief in the children by supporting their environment in creating a belief both in the staff-members and in the resident children. There were uncountable people who inspired me, directors of mine, colleagues, mentors from the practical part of CYC; teachers, professors, supervisors who have encouraged my efforts and aspirations in developing and contributing to the CYC both in Hungary as well as at an International level.

Unfortunately, some of those who supported me are no longer with us. Their living memories will never leave my heart and soul. This work is dedicated to their memory, just as my work is the manifestation of their memory.

Fortunately, most of the people mentioned above are still working in helping others, assisting new colleagues to increase their potential. During almost two decades with many of them, we became personal friends as well.

It would be snide to denominate only some of them.

Hereby I say thank you to all of you from my heart's love and express gratitude for everything you have made and helped me do till now, and for what you may still do in the future. You know who you are!

Living with the mentioned freedom and responsibility, I continue in my support of the CYC to finally help the children being taken out of their biological families. With this thesis, with the developed framework and its planned further implementation, my honest intention is to contribute to this noble task of the CYC.

I am not assigned to evaluate my efforts' efficacy.

I can only hope for and believe in the “invisible awarding” of our children, when they no longer need our help anymore, and our work becomes needless; the “award” from their part is not to be in contact with us, but with their own loved ones.

Meanwhile we continue with the job, the development, the support and to help the new-comers because there were, and will be always, needy children and families, so the task seems to exist all the times.

Zsolt B. Major

TECHNICAL APPENDIX - DESCRIPTION OF USED CODES DURING ANALYSIS IN THE RESEARCH

First interview question – evaluation of training & presence of extra-system factors in training evaluation

In General

The following codes were used, in general, in relation to positive-negative evaluation and to the mentioning of internal or external factors as connected to the training itself. The code's short description is also included for the questions where several answers were allowed:

EVALUATION

Coded by segments

EVALUATION\EV_POS

Positive filled/connotated content on evaluation

EVALUATION\EV_NEG

Negative filled/connotated content on evaluation

PERS_EV_FOCUS

Coded by documents

PERS_EV_FOCUS\PERS_int

If there were no external factor mentions in one participants' answer

PERS_EV_FOCUS\PERS_Ext

If there were a minimum of one external factor mentioned

EV_FOCUS

Coded by segments

EV_FOCUS\EV_FOC_int

Focus on internal factors related to the training itself

EV_FOCUS\EV_FOC_ext

Focus on external factors related to the training itself - incl. extra-organizational factors

Positive evaluation on training – mentioning internal factors related to the trainings itself

EV_POS_TOPIC\EPT_INT

Mentioning positive and internal content/factor

EV_POS_TOPIC\EPT_INT\EPTINT_regular
regularity as progression

EV_POS_TOPIC\EPT_INT\EPTINT_know_new_side_of_people
Knowing people from the new setting other than only in the working place

EV_POS_TOPIC\EPT_INT\EPTINT_prev_burn-out
Mentioning directly the burn-out prevention effect

EV_POS_TOPIC\EPT_INT\EPTINT_incr_qual_job
Nominating the increasing effect on the quality of the job

EV_POS_TOPIC\EPT_INT\EPTINT_pos_exp_curious
Positive expectation, curiosity, open-mindedness

EV_POS_TOPIC\EPT_INT\EPTINT_safe-secure-trust
Feeling/experiencing trust, safe on training occasions

EV_POS_TOPIC\EPT_INT\EPTINT_gen_pos_feelings
Non-specific positive thoughts

EV_POS_TOPIC\EPT_INT\EPTINT_seek_solution_pro
Seeking and/or appreciate positive benchmarking examples

EV_POS_TOPIC\EPT_INT\EPTINT_meet_new_people
The positive experience of meeting new people working in the same company but not meeting them during quotidian

EV_POS_TOPIC\EPT_INT\EPTINT_new_examples-solutions-ideas
Knowing new knowledge in any form - even from others, even as “scientific” or “professional” concept

EV_POS_TOPIC\EPT_INT\EPTINT_feed-back-mirror
Positive feed-back effect - both in a personal and professional manner

EV_POS_TOPIC\EPT_INT\EPTINT_symb_converg
Mutual memories symbolizing togetherness

EV_POS_TOPIC\EPT_INT\EPTINT_learn
Learning something new in general - without specific content

EV_POS_TOPIC\EPT_INT\EPTINT_get_help
Mentioning having help in some manner - in general usually

EV_POS_TOPIC\EPT_INT\EPTINT_util_pro
Mentioning some utility, usability in the professional field

EV_POS_TOPIC\EPT_INT\EPTINT_util_priv
Mentioning some utility, usability in the private field

EV_POS_TOPIC\EPT_INT\EPTINT_self-develop
Mentioning definite personal self-developmental effect, result

EV_POS_TOPIC\EPT_INT\EPTINT_team-build
Mentioning a positive effect or result in the team-building process

EV_POS_TOPIC\EPT_INT\EPTINT_mut-team_act_probl-solv
Enjoying benefits from the mutual problem-solving process during training games on

occasions

EV_POS_TOPIC\EPT_INT\EPTINT_turn_in_EV

Mentioning turn in the mood - phrasing positive ended occasions despite lack of motivation to participate in

EV_POS_TOPIC\EPT_INT\EPTINT_games

Mentioning the positive experience of training games in general

EV_POS_TOPIC\EPT_INT\EPTINT_non-boring(no-prez)

Mentioning especially the interactivity and active participation's benefits - instead of formal presentation

EV_POS_TOPIC\EPT_INT\EPTINT_varied_colourful

Mentioning the training's colorfulness, variety, and diversity in content and in form

EV_POS_TOPIC\EPT_INT\EPTINT_behind_mask_honesty

Mentioning honesty's presence during occasions (in opposition with some other opinion)

EV_POS_TOPIC\EPT_INT\EPTINT_conversations

Mentioning the positivity of conversations - sharing thoughts orally

EV_POS_TOPIC\EPT_INT\EPTINT_listen-respect

Emphasizing the importance and positivity of mutually listening to each other - without judgment

EV_POS_TOPIC\EPT_INT\EPTINT_togetherness

Phrasing the benefit of "being together - in one place, one time" - the power of community

EV_POS_TOPIC\EPT_INT\EPTINT_professionalism

Phrasing especially the increasing of professional knowledge

EV_POS_TOPIC\EPT_INT\EPTINT_about_us

Phrasing the adaptation into them - by simple language and empathy to their position

EV_POS_TOPIC\EPT_INT\EPTINT_happiness

Mentioning especially happiness during the training occasions

EV_POS_TOPIC\EPT_INT\EPTINT_good-humor

Good humor and mood of the training occasions in general

EV_POS_TOPIC\EPT_INT\EPTINT_relax

Positive effect by phrasing the relaxation as an experienced benefit

EV_POS_TOPIC\EPT_INT\EPTINT_charge

Mentioning mental and emotional recharging

EV_POS_TOPIC\EPT_INT\EPTINT_calmness

Use of expression of "calm" or "calmness" (e.g. "It calmed me")

Positive evaluation on training – mentioning external factors related to the trainings itself

EV_POS_TOPIC\EPT_EXT

EV_POS_TOPIC\EPT_EXT\EPTTEXT_in-work-hours

Training as part of official working time - as part of the professional existence...

EV_POS_TOPIC\EPT_EXT\EPTTEXT_hear_staff_voice

Detecting the provided attention on their thoughts from the leadership

EV_POS_TOPIC\EPT_EXT\EPTTEXT_prove-care-help

Recognizing the desire from the leadership to offer help and care to them

Negative evaluation on training – mentioning external factors related to the trainings itself

The code description of the use of external negative factors:

EV_NEG_TOPIC\ENT_EXT\ENTTEXT_lack_of_staff/_fluctuation

Mentioning in any manner lack of requested number of staff and/or fluctuation within the staff

EV_NEG_TOPIC\ENT_EXT\ENTTEXT_gen_priv_factor

An independent private event's negative effect on mood

EV_NEG_TOPIC\ENT_EXT\ENTTEXT_not_overall_particip

Mentioning that not everyone has participated despite the leader's ordinance

EV_NEG_TOPIC\ENT_EXT\ENTTEXT_overload_tired

Mentioning overloudness during work as decreases the motivation level to participate

EV_NEG_TOPIC\ENT_EXT\ENTTEXT_neg_of_profession

Negation of the specific, core traits of the CYC profession - e.g. it is hard, not easy to do job, so it is negative; or showing passive-suffer approach to the problems (mentioning them as negativism related to the training) - which are the essential part of the job: the task is to solve them

EV_NEG_TOPIC\ENT_EXT\ENTTEXT_not_part_of_job(time)

Does not take as part of the job to participate in training, despite it is paid working hour - listlessly coming, etc.

EV_NEG_TOPIC\ENT_EXT\ENTTEXT_law

Critic against legal rules

EV_NEG_TOPIC\ENT_EXT\ENTTEXT_budget

Underfinanced budget - linked with powerlessness

EV_NEG_TOPIC\ENT_EXT\ENTTEXT_salary

Law salary

EV_NEG_TOPIC\ENT_EXT\ENTTEXT_lack_of_listen-care

Lack of feeling/experience have cared from the part of local leadership

EV_NEG_TOPIC\ENT_EXT\ENTTEXT_infrastructure

Not appropriate infrastructure

EV_NEG_TOPIC\ENT_EXT\ENTTEXT_system_gen

Non-specific negative critic against the CYC system in general

EV_NEG_TOPIC\ENT_EXT\ENTTEXT_systems_process

Specific negativism against the organizational working process - incl. rules, lack of financial resources, changes, decisions made prior, etc.

EV_NEG_TOPIC\ENT_EXT\TEXT_neg_fear-stereotyp

Negative pre-justification based on prior experiments

Negative evaluation on training – mentioning internal factors related to the trainings itself

The code description of the use of internal negative factors:

EV_NEG_TOPIC\ENT_INT\ENTINT_non-specific

EV_NEG_TOPIC\ENT_INT\ENTINT_not_util

Does not recognize usefulness in practice - potential correlation with the passive-suffer approach

EV_NEG_TOPIC\ENT_INT\ENTINT_alone

no colleagues from the same group house

EV_NEG_TOPIC\ENT_INT\ENTINT_neg_of_self_dev

Negation or negative reaction to development/education, growing in him/herself in personal activity's manner

EV_NEG_TOPIC\ENT_INT\ENTINT_touch

Revulsion against physical touch to others or be touched by other people

EV_NEG_TOPIC\ENT_INT\ENTINT_mask_on_people

Feeling lack of honesty - and/or fear against being honest

EV_NEG_TOPIC\ENT_INT\ENTINT_unfolding

Bothers them that on training they should speak in front of strangers - exclude self from the participatory advantages of communication!

Linguistical formulas of discrepancy in the answers

DISCREPANCY_SPEC\DISC_neg_of_neg

Negate own negative content in a recycling way of thinking arriving back to a negative sum of it

DISCREPANCY_SPEC\DISC_”luhmann”

Mentioning the isolation as CYC professional - the difficulty of sharing experiments, even with other professionals

DISCREPANCY_SPEC\DISC_unsure

Uncertainty in his or her own - positive - opinion

DISCREPANCY_SPEC\DISC_conditional

Positive content is supplemented immediately with an additional negative one forming in conditional form

DISCREPANCY_SPEC\DISC_3rd_pers_resp

Being inquisitive about a third person's responsibility and role in relation to

professional situations - instead of an active approach, using 1st person singular form
 DISCREPANCY_SPEC\DISC_pos-neg_contradiction
 Positive and negative contents impossible to weed out
 DISCREPANCY_SPEC\DISC_neg_of_pers_dev
 The negation of signs of personal development - e.g. negative the tiredness because of thinking
 DISCREPANCY_SPEC\DISC_mask
 Negate being honest, share thoughts - at the same time phrasing it
 DISCREPANCY_SPEC\DISC_mock
 Mock, irony, sarcasm
 DISCREPANCY_SPEC\DISC_non-authentic
 Non-authentic, non-coherent manifestations
 DISCREPANCY_SPEC\DISC_Yes_but
 Using the form “yes, but” - or any synonym of “but” after a positive vectored statement

Second interview question – active vs. passive personal approach to professional challenges, problems or difficulties

Topics of problems and/or difficulties related to participant’s job in their answers

PAPPT_cont_change

Mentioning the continuous change as a problem or difficulty (fluctuation of staff or children, or in circumstances) - in any grammatic form (except 1st P Sing - it must be coded as active approach)

PAPPT_communication-info

Mentioning the lack of, or failure of, communication, lost and/or missed information - both within a small group and between separated but related (e.g. concerned in a client’s helping process) institutions, organizations

PAPPT_Staff_overload

Mentioning overload or surfeit during the job - like the quantity of administration, or tasks (in relation to lack of staff - missing people to work)

PAPPT_staff_cons_teamwork

Missing consistency and cohesion within a team (e.g. within a group home’s staff) - in terms of values, keeping the rules, etc.

PAPPT_staff_confl

Conflict with colleagues and its solution (’s failure)

PAPPT_staff_quality

Quality of staff members skills, motivation, and knowledge about the specialty of the CYC - phrasing that some staff member has no enough qualification (first of all in terms

of personal, hard to educate skills)

PAPPT_staff_motivation

Lack of motivation of colleagues

PAPPT_staff_number

Number of working staff member allowed with a group of 10-12 children - means: mentioning it is not enough in the present

PAPPT_staff_fluctuation

Fluctuation within staff members

PAPPT_lack_of_new_employees

Absence (lack) of physically available people to work - not enough candidates neither for open positions

PAPPT_life_balance

Keep life balance as a challenge, or the same with separate private and professional tasks

PAPPT_inadequate-negate_pro-spec

Mentioning everyday professional situations as “difficulties” or “problem” - negate the core specialty of CYC (like handling behavioral problems)

PAPPT_pro-topic_family

Mentioning the negative effect of biological/original family - as a special negation of the core task of CYC (helping and serve the family’s reunion as soon as possible)

PAPPT_change_in_pro-topic

Feeling if the task of CYC work would be changed in the manner of change in children’s behavior or approach

PAPPT_social_respect

Lack, missing of respect, awarding - in terms of moral respect/awarding, and in financial terms as well

PAPPT_pro_methods_concr

Nominating a concrete theme or topic which can really mean a challenge to solve, but - like aggression, program organization, task & time management, conflict solving (but mentioning it in passive approach or form)

PAPPT_pro_methods_gen

Mentioning professional task or challenges as problems in general - without any concrete topic or theme

PAPPT_pro_meth_neg_force

Mentioning the problem or difficulty by phrasing with negative approach to the children - “no tool “against” the children, seeking for “penalty”, or negative evaluation, judge of children

PAPPT_self_skills-personality

Phrasing in any manner some personal skill of him or herself

PAPPT_self_powerlessness

Mentioning definitely (word by word many times) the powerlessness, missing tools or methods, bereft of hope, etc.

PAPPT_CYC-system_pro-gen_ext-org

Mentioning failure of the extra-organizational system (other service or organization) or in general failure of the whole CYC system.

PAPPT_system_process_op_in-org

Critique on some intra-organizational process - like fix infrastructural needs, slow or lack of decision making, manage ideas coming from bottom-up, awarding, feed-backing, etc.

PAPPT_3rd_prs_resp

Mentioning need for a third-party person's activity - like a psychologist, leader, etc. - in solving the situations

PAPPT_leadership-care

Nominating the leadership's task, phrasing mostly the lack of it - like presence, feedback, and motivation, awarding, even "punishment"

PAPPT_infrastructure

Lack of infrastructural circumstances

PAPPT_budget

Nominating by word the missing of financial conditions - namely the lack of money

PAPPT_salary

Mentioning the low salary

PAPPT_law

Critique on the legal environment of CYC

Mentioning the problem/difficulty with active or passive attitude

APP_active

Use of 1st Person singular in forming verbs, and /or using any kind of active verb related to the topic - e.g. solve problems, develop own personality, adapt to the circumstances, and so on

APP_passive-suffer

Use passive kind of verbs or the verb of "being" (even in a hidden form)

and/or use of conditional form

and/or any other form than 1st PS (incl 1st PM)

and/or negate 1st PS

and/or inadequate action (e.g. Hit a child...)

Detailed linguistic forms of passive approach/attitude facing problems

1_SL_neg_1stPS

Use of 1st P Sing, but followed immediately with some content which negates it

2_SL_2ndPS

Use 2nd P Sing - as kind of “depersonalization” of the personal involvement
3_SL_3rdPS_incl_be_or_lack
Use of “be” verb (including lack of something) - he/she do or do not something,
something happens, undefined subjective (e.g. adapt the “learned things - usually negate
it...); depersonalization (he/she when talking about him-/herself)
4_SL_1stPM
Use of 1st Person Multiple forms - as kind of “depersonalization” of the personal
involvement
5_SL_3rdPM
Use of 3rd Person Multiple forms
6_SL_conditional
Use of conditional form in phrasing content
7_SL_suffer-passive_type_verb
Using verbs definitely referring to powerlessness or to passive-suffering position/state -
phrasing “powerlessness” directly
8_SL_fear_cont_in_verb
Nominating fear or similar in content

Third interview question – feedback on the usefulness of the training

The mentioned contents regarding the usefulness of the training occasions

(several topics might have been coded by person):

USET_conflict_solv
Conflict solving communicational technique or method
USET_feed-back_system
Feedback evaluating system implementation (based on a positive focus on feedbacking)
USET_exempl_experenc
Recognizing shared experiences on training’s in own situations
USET_life-bal_recreation
Mentioning the recreational benefit of the occasions - concerning the participant’s own
life (balancing life)
USET_games_appl
Possible application of the played games with children
USET_conversation
mutual listening via conversations - into both children and colleagues
USET_team-work
Team building & team-work skills
USET_team-comm

communicational skills - including seeking e.g. background facts of a conflict, or
general information sharing platforms within the group

USET_pers_appr_dev

Mentioning somehow - confirmed by several different topics related - development or
some change in the personal approach, in positively evaluated vector - meaning
enlarging the personal horizon

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