

THESIS-RÉSUMÉ

Major, Zsolt Balázs

“APPLIED BRIDGE MODEL”

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

Supervisor:

Domschitz, Mátyás, PhD

Budapest, 2021

**Sociology and Communication
Doctoral School**

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Table of content

I. PRELUDE AND JUSTIFICATION OF RESEARCH	4
<i>Complexity of child and youth care system</i>	<i>4</i>
<i>Dynamics of system-oriented approaches – abstract theories and reality.....</i>	<i>5</i>
II. METHODS – DERIVED CONCEPTUAL FRAMEWORK.....	7
<i>Bridge between theory and practice.....</i>	<i>7</i>
<i>Implemented concepts of Luhmann's System Theory</i>	<i>7</i>
<i>Concepts from Participation Theory of Communication (PTC)</i>	<i>10</i>
<i>Dynamic blend of Luhmann's and PTC's logic</i>	<i>11</i>
III. RESULTS	13
<i>Reflective review of prior implementation attempts</i>	<i>13</i>
<i>Child and youth care as a social subsystem - applicability of the derived framework.....</i>	<i>14</i>
<i>Verifying applicability with empirical clues.....</i>	<i>19</i>
<i>Conclusion and limitations</i>	<i>22</i>
IV. LIST OF OWN (OR CO-AUTHOR) PUBLICATIONS RELATED TO THE TOPIC	23
V. MAIN REFERENCES	24

I. PRELUDE AND JUSTIFICATION OF RESEARCH

The thesis is based on developing a 'frame-model' using certain elements of two abstract theories (Luhmann's System Theory and Participation Theory of Communication, 'PTC'), and the derived model's practical implementation in the childcare system.

Complexity of child and youth care system

The child and youth care ('CYC') system's –professionalism, as with similar social sphere's, rests on extremely complex principles, because many sections impact upon its functioning. Even so, this area is discredibly neglected and under-researched. (Rácz, 2015)

The Hungarian (Csókay et al., 1994; Herczog, 2011; Kothencz, 2009; Major et al., 2007; Veczkó, 2007; Volentics, 1999) and international professional literature dwells on the wide spectrum of daily challenges while following the changes within the sphere (Whittaker, 2000), and combines the knowledge produced by nations. (Whittaker, 2017; Whittaker et al., 2016). It also encourages the theory's practical implementation across developing models which complete each other (Anglin, 2013; Holden, 2009), analyzes their effectivity, and reflects on the disclosed correspondences. (James, 2011)

The mutual connection for the above is the section's complexity. As Anglin drafted in his iconic article; 'Child and youth care is not rocket science, far more complex'. (Anglin, 2014) He even published a so-called 'three-dimension model' about childcare services' professionalism. (Anglin, 2004) This illustrates the grounds for using the 'system perspective' as the most illustrative on this topic, namely homes for children raised from their family.

Anglin classifies factors that determine the professional effectivity into three groups. These three groups create three axes which create a three-dimensional matrix. In this, we can imagine the three main factor's further elements, like a set that is made of cuboids:

- reacting to basic psychosocial needs – e.g., environmental reactions based on understanding pain-based behavior
- interactional dynamics –e.g., feedback built on a power-centered attitude, patient listening and developing rapport skills

- working mechanism of residential children's home as an organizational environment – considering the homes' staff, the helper's team, the leaders, and the birth families as systems just like the other institutions and factors as well.

Factors visualized as a cuboid in the matrix illustrate the complexity of child protection. To pay attention to every cuboid is highly important during the professional development of the field. At the same time, every development's success can be affected by another contacted sphere (cube); even factors that are not connected directly may take effect on each other.

As it is proved in the thesis, the similarity with the structural dynamics of implemented terms is salient. Research based on children's homes and residential homes as an organization found that the homes' atmosphere is one of the most important factors that can achieve therapeutic effect. (Glisson and Green, 2011; Glisson et al., 2012; Glisson and Hemmelgarn, 1998; Williams and Glisson, 2014) According to this, the importance of system-oriented organizational development is unquestionable on the sphere. (Izzo et al., 2016) This includes the worker's education and development, encompassing training-based techniques too. (VanderVen, 1993)

However, the 'helpers of the helpers' face anomalies every day which cannot be easily described with the terms used currently. The notable reason for this is that the workers' personality, quality of their identity - that are often affected by factors that are out of the organization's scope (financial and moral honor etc.) – affects the models' efficacy which can be based on even the most appropriate principles. (Major, 2018)

The dissertation's aim is to understand these anomalies more precisely, and to create a conceptual framework that can be implemented in practice to eliminate these anomalies. For this purpose, it derives the frame-model from a term-sets which can handle characteristics of the sphere's complexity thanks to its high labeled abstraction.

Dynamics of system-oriented approaches – abstract theories and reality

It is the nature of sciences' evolution (Laki, 2006), that findings and statements by scientists of various fields of sciences are modified or even refuted by others or

themselves. To illustrate this with an analogy, if researchers who deal with the world's phenomenon's were located on several points of an imaginary globe's surface and from there, they would look inward at their subject of examination. From the different point of the surface, they see the same 'thing' a bit differently. As time goes by, previous findings will be interpretable from a much wider perspective, taking the time as the length of the globe's radius. The question is not which one is 'right', but how can they supplement each other in order to map and understand the world better.

This statement is also formulated by Domonkos Sik (Sik, 2015). In the modern sociological discourse, he tries to bring a synthesizing approach that focuses on the theories' common points and linkable logical elements – despite emphasizing (seeming) contradictions. (Sik, 2011; Sik, 2012)

The reality-cognizance function of abstract terms is illustrated well by Mesarovic's definition about the systems, cited by Csányi: „The human cognition (...) always happens with the help of system-models. (...) The model is always a simpler system, of which components and the interaction of the components reflect the components of a more complicated system and the interaction of these components – so the behavior of the more complicated system”. (Csányi, 1988, p. 11.)

Nevertheless, the structures of the system-models were dominated by the mechanical point of view for a long time. The operation of a mechanically closed system is characterized by the fact that it guarantees the same output from the same input under the same conditions. Perhaps this illusion may underlie the old saying that 'Nihil novi sub Sole', i.e. 'Nothing new under the Sun'. But if this were true, it would suggest that human, social behavior is perfectly understandable and predictable. It would be a disaster, because it would mean that all efforts for good, for improvement, for manifestation along moral values are 'de facto' in vain anyway. Recent approaches are seeking further alternatives beyond the mechanical description, conjecturing that 'there must be something beyond the mechanical worldview'. (Koestler, 2000)

Most of the theories aiming to describe the behavior of social systems also fall into this 'trap'. A way out of this 'despair' could be, for example, the approach of Niklas Luhmann, who increased the degree of abstraction when formulating his theory, creating a conceptual framework that seeks to interpret phenomena of the

social world along dynamic logic. Although his critics complain that the extremely high abstraction already dehumanizes humans, some of his followers state that on the contrary, the abstraction of theory gives the freedom needed for a more accurate understanding of human and social world phenomena. (Karácsony and Bognár, 2013)

This doctoral dissertation attempts to capitalize from this ‘advantage’ and derives the conceptual frame-model following this logic.

II. METHODS – DERIVED CONCEPTUAL FRAMEWORK

Bridge between theory and practice

Abstract conceptual systems are designed to contribute to reality, in other words, to the development of every-time practice. As Kurt Lewin said, “Nothing is more practical than a good theory” (Lewin, 1939), while recently Greenwald has declared from an inverse starting point that “there is nothing so theoretical as a good method”. (Greenwald, 2012)

The dissertation examines the logical dynamics of Luhmann's theory following this approach. In the terms of the ‘globe-metaphor’, following Sik's approach, it examines the combinability of certain elements of Luhmann's theory with some elements of a Hungarian communication theory – so called the Participation Theory of Communication, ‘PTC’ –, which has a similarly high degree of abstraction. The thesis considers and treats the alloyed concepts as an independent conceptual frame-model. Following the circular, self-referential interpretation dynamics of Luhmann's theory, it applies the 'complexity reduction' (one of the Luhmannian concepts) for itself also, taking the concept as an immanent part of the framework. It also focuses on a specific, well-defined field of practice in the name of reducing complexity when examining the applicability of the derived conceptual framework. This implementation can be defined as verification of both derivation and practical applicability.

Implemented concepts of Luhmann's System Theory

Luhmann's theory aims to further refine system approaches, seeking to go beyond the limitations of mechanical models. (Luhmann, 1995) It declares that the principle

‘same output from the same input’ is not sufficient to describe the dynamics of social systems. (Luhmann, 2006a)

The essence of his theory is given by the flexibility inherent in the dynamics of his conceptual system. The thesis booklet is limited to a brief overview of the concepts that provide this dynamic flexibility, based on the most relevant writings of the entire Luhmann oeuvre. (Luhmann, 2006b; Luhmann, 2013; Luhmann and Barrett, 2012a; Luhmann and Barrett, 2012b)

Luhmann's system theory considers *systems* to be 'ab ovo' entities that are operationally closed, differentiating themselves from their environment and from other systems existing in their environment. (Luhmann, 2006b) But also considering the difference from their environment as a basic condition for self-definition, they interpenetrate with each other, meaning their existence mutually presupposes the existence of each other. (Luhmann, 1995) The principle of operational closure means that the system is not completely closed in a mechanical sense, but its operation cannot be seen directly by an observer, the observer can only detect the resulting change (considering the observed system as the observer's environment). (Luhmann, 2006a)

In Luhmann terminology, the result of the operation of a system may *irritate* other systems that exist in its environment. However, whether they actually detect the change that has occurred, or more precisely whether it is valued as *meaningful information* for them (Luhmann, 2006a), will depend on whether the processing of a given stimulus can be fitted to the system' – currently available – inner structure. (Luhmann and Barrett, 2012a)

According to Luhmann, whether an irritation will fit or not depends on the *symbolically generalized medium* of the system, i.e., the system examines whether or not a given irritation can be interpreted for it along a binary code concept. (Luhmann and Barrett, 2012a) The most obvious examples of this are the media of law, science, and the social subsystem of the economy: the law's system will examine whether the incident is legal or not, science processes the stimuli along the true-false pair, while the economy uses the medium of money (enough or not).

The flexibility needed to 'follow' the constant change in the world is already clear from this. In this concept, for example, the possibility of continuous improvement can be described as follows: once a system has incorporated a new stimulus – valued it as meaningful information – into its internal structure, it does

not carry a new opportunity for information, so the next time it will not irritate it. The system has evolved, and its structure has expanded. It is easy to see that in this dynamic, the description of possible outputs is ‘open-ended’, and the dynamics of system interactions move in an unrestricted trajectory.

The key to this degree of freedom is that in Luhmann's logic, the system's operations are constant and are not their content structure. (Luhmann, 2013) This carries the answer in itself to the critiques that lack the notion of moral-driven behavior at Luhmann's theory. Morality can be defined as a stand-alone abstract system whose internal structure can change over time, or, if morality is considered constant, the extent to which it ‘irritates’ other systems can change, at least across a wide spectrum – just think of questionable historical actions that were often committed in the name of morality.

The practical flexibility of the theory is strengthened by the application and introduction of additional concepts. Luhmann was not satisfied only with formulating the self-organizing dynamics of systems. He captures an essential element of development when he declares systems as autopoietic entities. So, a system creates something new when performing the same operation as its structure expands. Following Maturana's words, Luhmann sheds light on the fact that this is more than ‘practice’, when an activity or an operation does not result in anything ‘new’. In contrast, ‘poiesis’ covers the creation of something new (Luhmann, 2013), and when a system is closed, at least in an operational sense; it does so within itself, so ‘*autopoiesis*’ occurs. As a practical example of this, the thesis mentions the child and youth care as an independent social subsystem – what has been created as ‘result’ of the social system's communication (on the the topic of needy children).

In Luhmann's approach, *communication* is nothing more than the selection by a given system between irritations at any given moment. (Luhmann, 1995) Notice the kinship with the connotation carried by the term ‘development’. Selection among an infinite number of possible irritations can also be described as a system that reduces the complexity of the contents that come into focus. (Luhmann, 1995) The concept of ‘*complexity reduction*’ is also a solution to the paradox of itself. The description of the concept states that a system, when selecting the stimuli, necessarily reduces the degree of irritations that can be processed, however, it can delve deeper into the selected contents, revealing more details. (Luhmann, 1995) This ultimately results in an expansion of complexity, at least in terms of processed

stimuli. Using Luhmann's terminology, the potentially available structure of the system expands. The dissertation itself illustrates the practical applicability of the concept. It arbitrarily focuses on two of the existing system-based theories, and also focuses on a well-defined area during its practical implementation.

Concepts from Participation Theory of Communication (PTC)

Horányi, similarly to Luhmann's logic, recognized the need to broaden the horizon of thinking and created the Participation Theory of Communication, with the acronym derived from the English name 'PTC'. In addition to the Hungarian publication (Horányi, 2007), the theory has become known to the international scientific community through more and more English-language writings published in the recent years. (Bátori et al., 2003, May 19-20.; Demeter, 2018; Demeter, 2021)

The dynamic logic of the PTC's conceptual framework, similarly to Luhmann's theory, results in flexible implementability. The main elements of the conceptual framework are reviewed in the dissertation primarily on the basis of version 7.1 of the 'synopsis', which is a logical extract of the theory. (Horányi, 2009) The possibility of combining it with Luhmann's theory is examined in the next section, although, where possible, this is already referred to here.

In the approach of the PTC, an *agent* is an 'existing' - human, subhuman or transhuman – 'entity' who is involved in communication. (Horányi, 2007) An agent, without claiming to be exhaustive, can cause an effect to occur and react to changes in its environment as an individual or a collective, can be autonomous, rational, or intentional to state a few variables. (Horányi, 2007) The similarity with the dynamics of Luhmann's theory is striking, as is the case with other conceptual elements of the logic.

The flexibility of PTC is justified by the '*problematic*' concept, which can be defined as the basic logic of the theory. According to the approach, the agents' existence dynamics consist of the recognition and solution (elimination) of problems. However, what counts as 'problematic' can only be defined 'in vivo' and can change from agent to agent, and even from situation to situation. (Horányi, 2009) According to the abstract definition, a problem is a change in a given agent's environment that triggers an experience of discomfort in the agent and encourages him to change the situation toward a future state that will be comfortable for him again. However, whether the change can be detected at all, or whether it has got the

ability to reduce the difference between the present (discomfort) and future (again comfortable) state, will depend on the agent's '*preparedness*' – including his current biological, physical, cognitive abilities (Bátori et al., 2003, May 19-20.) In other words, whether or not the 'factual' preparedness has the potential to become 'categorical'. The linking point is striking again with Luhmann's theory when we think of a system's irritations towards each other (as a potentially discomfort-causing environmental change), or development as an expansion of the internal structure of a system and the current accessibility of the structure.

Thus, the focus of the logical dynamics is the preparedness of the agents, its potential increase, and the categorical availability of the given preparedness. (Horányi, 2009) In PTC's terminology, '*significant*' is a possible abstract 'place' for problem solving, which can consist of '*significant*' and '*significatum*'. (Horányi, 2009) Significant is the signal that can carry the surplus (information) needed to expand preparedness or become categorical compared to the previous state, but in order to become '*significatum*' categorically, it is necessary to implement the act of '*signification*', which is always bound to an agent. (Demeter, 2018)

'*Communicative*' in this logical approach is the potentially available significant for a given agent that is made public at any given time in a given situation, while '*communication*' means the actual achievement of that significant by the agent – which becomes *significatum* in that particular situation. (Horányi, 2009) In other words, communication is when an agent participates in all of this in a way that its preparedness increases categorically. PTC's concept, such as Luhmann's theory, can be implemented with an endless flexibility, and even their own concepts help to examine the implementation itself – c.f. it to the concept of complexity reduction: implementation itself is a complexity reduction.

Dynamic blend of Luhmann's and PTC's logic

There is no precedent for paralleling the two theories at the international level until the moment of the completion of the thesis. At the same time, a successfully defended Hungarian doctoral dissertation has already preceded the validity of the line of thought. (Bokor, 2011)

The possibility of a logical combination has already been referred to in the presentation of the concepts of the theories in the thesis-booklet. By paralleling, and in some cases matching, certain concepts of the original theories, an allotted, derived

conceptual frame-model can be set up. This is suitable to contribute to a more accurate understanding of everyday anomalies and to eliminate them. Due to the dynamic similarity of the concepts, their ‘contraction’ is able to provide additional content for the analysis of phenomena in the (social) world.

The main concepts of the derived frame-model correspond to each other in the two original theories as follows.

‘Agents’ can be seen as a ‘system’ that can respond to changes of their environment - ‘irritations’ - depending on their current preparedness. Whether or not an irritation is perceived as ‘problematic’ will depend on their preparedness categorically. In other words, whether or not it contains accessible, available ‘internal structural elements’ to which the environmental stimulus can be fitted: is the agent able to recognize that something has changed (whether irritation becomes ‘information’) or whether he access to a set of skills the current problem can be eliminated with. Development in this conceptual system means that the preparedness of the agent expands categorically, the development aims to expand the ‘significant’ at any given time. Communication is the realization of preparedness growth and expansion of internal structure. In a nutshell:

- ✓ agent – system
- ✓ problematic – irritation (change in the environment - evolve an uncomfortable situation)
- ✓ significant – information (internal structure, medium – preparedness)
- ✓ complexity reduction = theoretical framework of implementation
- ✓ communication = realized development

In this formulation, the damage and lack of communication is the point where the practical applicability of the logical operation of the frame-model is ‘in action’. In order to verify the derivability and implementability of the frame-model, the dissertation attempts to describe a practical area – child and youth care within the social work – by using the concepts of the model, which, through its complexity, provides an illustrative surface for this.

III. RESULTS

Reflective review of prior implementation attempts

In the international literature, there are some attempts to implement Luhmann's theory into the practice of social work, while in Hungary, some studies and two doctoral dissertations deal with adapting the concepts of PTC to a similar scope. These can be summarized with critical reflection as follows.

The dissertation disagrees with Ahmed-Mohamed's statement that a meaningful dialogue between social work and sociology is not possible and that Luhmann's approach is not suitable for describing social work practice (Ahmed-Mohamed, 2011). Nor does it agree with Kihlström's criticism about the lack of moral-driven behavior (Kihlström, 2011), as the text resolved this earlier.

However, Wirth and Little's findings verify qualitatively the applicability of the model's logic when writing about the autopoietic functioning of public administration. (Little, 1997; Wirth, 2009)

Implementing Luhmann's concepts, Schirmer and Michailakis state that the operation of the social system is 'inclusion / exclusion'. (Schirmer and Michailakis, 2015) Their suggestions also qualitatively justify the existence of the logic of the dissertation, even if there is no complete agreement. The thesis concludes that 'inclusion / exclusion' is rather a consequence of the social system's functioning than its operations.

However, the logic of Villadsen's line of thought is welcomed. He proved the practical applicability of the theory by extending the Luhmannian concept of medium – assuming the effect of several subsystems' medium in one situation (Villadsen, 2008).

Similar qualitative verification can be found in the text about using PTC to analyze the operational dynamics of a residential psychotherapy institution, considering the therapeutic community as a collective agent. (Zalka, 2018) As well as deriving the concept of 'experience-based social assistance' (which can increase the preparedness of clients) from the logic of PTC. (Haász, 2011) Some more disciplinary reconstructions can be mentioned on the applicability of PTC in the social sphere. (Bordás et al., 2012; Demeter, 2014)

According to complexity reduction, the thesis implements the derived model into the child and youth care, which holds the specialties of social work, yet which means a more reduced area of focus.

Child and youth care as a social subsystem - applicability of the derived framework

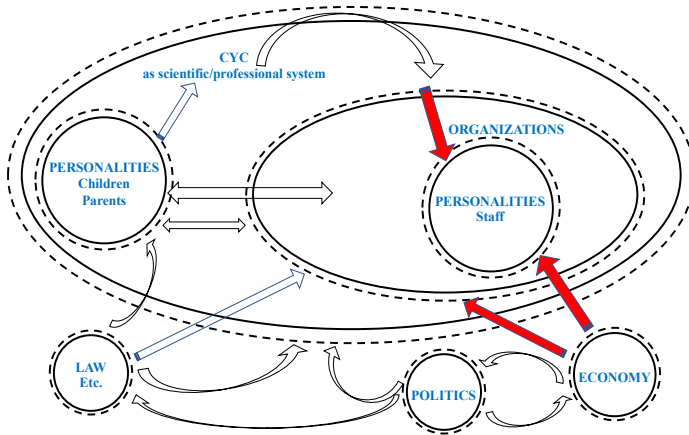
According to Besio Pronzini's approach, who argues for the feasibility of Luhmann's systems theory (Besio Pronzini, 2008), following the logic of the thesis, the dissertation proves that the concepts of the framework model, derived from the combination of Luhmann's theory and PTC, are also suitable for practical implementation.

The extended application of Luhmann's theory is not entirely unprecedented. Baraldi and Corsi argue for defining education as a social system. (Baraldi and Corsi, 2016) By a similar logic, child and youth care can be defined as a social subsystem. Its operation can be explained by the use of the presented concepts; using the combined terms of the two original theories in parallel according to the structure of the derived model, leaving their original names.

The line of thought – that childcare can be defined as a social subsystem – is rooted in projecting the autopoiesis's dynamics used in the Luhmannian sense to the historical development of childcare. Children in need have always existed– they have become orphans, unwanted heirs, people living in deep poverty, exiles in society for various reasons, and so on. Each era managed their existence in some way with the available possibilities of its time (moral, economic, legal) – for example, by establishing ecclesiastic shelters, and then in modern times state-founded and maintained orphanages and children's homes.

Using the derived nomenclature, this process can also be described as the following. The society's system was irritated by the concerned children's existence. When it perceived this as an uncomfortable situation, its internal structure was modified by bringing the institutions to life, giving birth to methodological descriptions. In fact, through autopoiesis, it created child and youth care, a new structural element within its internal structure. Child and youth care itself can be described as a system too – it can be considered as a social subsystem, fully in line with the dynamics of systems theory.

To prove this, the child protection subsystem and the group of other related subsystems can be interpreted as a set where the environments of each element or system interpenetrate with each other, i.e. they presuppose each other's existence, since their existence ‘comes to effect’ only due to their differences from each other. Visually, this can be represented as the following:



1. Figure - CYC as Luhmannian sub-system

The diagram’s arrows indicate the practical applicability of the dynamics of the additional concepts. Considering each agent as a system, their existence and operation may result in a change in each other's environment compared to a previous state, which may irritate them, but the actual processing of the irritation will depend on the current preparedness of the particular systems.

By ‘substituting’ the events of reality, the following dynamic description is born. The result of the behavior of childcare’s subjects (children and their families), in the Luhmannian sense, irritates the current society, including the childcare subsystem. This responds to the irritation and – holding to the legal, political, and moral effects of the given age – help develop newer models that are designed for managing the problematic situation.

These models are made available (‘publicized’ – in the terminology of PTC) to childcare organizations (taking them also as Luhmannian systems), for example, as part of organizational development. Organizations accept new knowledge depending on their culture, including their tendency or wish to develop and innovate, their leadership attitude, i.e. their preparedness, and consider their further

publication to colleagues. At this point, the models can be considered as part of the 'significant'. Whether their intention is incorporated into everyday professional practice, i.e., whether it is processed as an irritation in the system of colleagues' personalities, described in terms of the framework model, will depend on the personal preparedness of the colleagues.

The need for the abstract model's flexibility is most noticeable at this point: providing a tangible response to the anomalous setbacks of current development efforts as well. This is because the colleagues' preparedness can be affected by the irritation of other systems outside of themselves or outside of the given organization. The underfunding of the sector carries the risk of counter-selection (increase in the number of employees with lower skills) and a negative effect on personal motivation to increase preparedness (incorporation of new information). Personal motivation, on the other hand, is an immanent part of their preparedness, and the circle is closed by this.

Re-expanding the focus of implementation, logical dynamics can also be applied to describe professional support activity in the narrow sense. Children's behavior, interpreted as a symptom according to particular specifics (their behavior does not comply with the norms), irritates their environment (resulting in a state of discomfort for the environment). After being placed in a children's home, in the narrow sense, a community of adults or a person who is working around children, will be able to adequately process this irritation and respond to their needs depending on their (the workers) own preparedness. Among other things, their preparedness is to be developed and expanded by the multitude of published models, which are based, for example, on the understanding of the typical causes of children's behaviors.

Moreover, the concepts can be implemented at the 'macro' level as well. Deciding who becomes the 'subject' of the child protection system will be determined by other social subsystem's operations' results as parameters that change with time and geographical location. Just think of the story of Romeo and Juliet. The legal system (as a social subsystem) of the modern age, at least in 'developed countries', does not define the admission of marriage at the age of 14 as a parameter. Similarly, it is parameterized who counts as living in abject poverty, or the quality and content of methodological or financial assistance that will be available in social

assistance, and so on; in this case, as an irritation provided by the political and economic subsystem.

Due to the flexibility of the conceptual framework, it can be projected onto virtually any system of relationships. The following spreadsheet summarizes the logical dynamics of the implementation with the intention of acting as an incentive for further reflection on the findings of the dissertation:

<u>ABM CONCEPTS</u>		<u>PRACTICAL IMPLEMENTATION</u>			
<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

It can be seen from the spreadsheet that the derived model (following Villadsen's already cited work) examines the possibility of extending the Luhmannian concept of medium. The hypothesis of the dissertation is that the introduction of 'good / not good for me' as 'super- or meta-medium' may increase the applicability of the frame-model. More precisely, practical interpretations can be made by continuing to think about the Villadsen logic (as the spreadsheet actually shows the initiatives in this direction), expanding it, and examining the possibility of the presence of several media, then organizing them into a structure.

Verifying applicability with empirical clues

In addition to the theoretical implementation of the conceptual model, the thesis also seeks to support the practical applicability of derived concepts in an empirical way as a kind of illustration of feasibility.

The research design was defined by the following main research question:

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

Following the logic of the Luhmannian concept of complexity reduction – indicated by red arrows in Figure 1 in the thesis booklet – the research focused on a specific organizational development activity (internal organizational development trainings in two children's homes in Hungary). Colleagues participating in the activity took part in a structured interview (n = 103). Their informed consent was recorded. The interview questions were designed in a way that conclusions on the feasibility of the derived model's concepts could be deduced from the analysis of the answers.

For this, the research introduced the concept of a 'clue' into the methodology of the analysis: it sought to identify signs that could illustrate the applicability of the concepts.

Interviewees answered four consecutive questions: 1) Evaluate the training opportunities in general? 2) Their biggest difficulty / problem in their work? 3) Were they able to utilize anything from what was said and experienced on the training occasions? and 4) If there was content that could be used by them, could it be linked in any way to their mentioned problem?

In the responses – in addition to ‘classical’ content analysis (what was positive and what was negative for them) – the main aim was to identify implicit linguistic manifestations that could justify the practical applicability of the concepts and the underlying logical dynamics. To this end, the following ‘operational’ research questions have been identified:

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

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?"*

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

During the analysis of the responses, more emphasis was placed on the qualitative approach (Wertz et al., 2011; Willig, 2001), following the principle that the quantitative and qualitative approaches do not oppose each other (Walsh, 2012), but rather each complements the other with mutually supportive benefits. (Szokolszky, 2004) For this, where it is possible, primarily by way of illustration, the thesis also contains results in a quantified form, but focuses on exploiting the benefits of a qualitative approach, such as how a single occurrence in quantitative analysis does not hold much meaning, while in a qualitative approach it may hold relevant information. (Ehmann, 2002)

The methodology of data analysis was also inspired by the approach of narrative content analysis, according to the dynamics of storytelling, meaning it helps with revealing unconscious mental representations and at the same time reduces the frequency of conscious influencing factors. (László, 2005) This is also in line with the findings of Hungarian (Kövecses and Benczes, 2010; Sıklaki, 2008) and international experts' results on the significance of verbal cognitive contents, especially their implicit manifestations. (Fausey et al., 2010; Foucault, 2000; Lakoff, 1970; Wardhaugh, 2010) This approach was followed by the data processing stage, analyzing the occurrence and frequency of the following linguistic markers in the answers to each question (a more detailed methodological description of the analysis is included in the full version of the thesis):

- In the case of the first question: do the answers include factors coming outside the scope of the training and / or the organization? (As evidence for the applicability of the dynamics of the Luhmannian system approach.)

- In the case of the second question: are the answers expressed in ‘First Person Singular’ or in any other form? Following Domschitz’s findings logic (Domschitz, 2013), assuming that ‘1stPS’ formulations means active, while other formulas cover a passive attitude facing a given problem, which may also affect their preparedness according to PTC nomenclature.
- In the case of the third and fourth questions: Is there a link between the exploited content and the named problem? Primarily in terms of the identifiable linguistic markers of recognizing or negating the relationship? (Also apostrophizing identifiable manifestations as a ‘clue’ of impediment to preparedness’ growth.)

The main results were as follows (more detailed demonstration can be seen in the entire text).

- ⇒ In the case of the first question, more than 54% of the respondents mentioned at least once for instance extra-organizational factor that was ‘irrelevant’ to the question.
- ⇒ In the case of the second question, more than 90% of the respondents can be assumed to have a passive, suffering attitude.
- ⇒ 54% of the respondents found something useful in the training content, and 71% of this 54% also recognized the connection with the named problem and difficulty.

This latter result can also be considered as evidence of the effectiveness of the trainings in the ‘traditional’ sense. However, the research focused on identifying evidence for the applicability of the newly derived conceptual structure. To this end, the following answers to the research questions can be given:

- RQ1 – There can be clearly identified such contents in the answers on the evaluation of the trainings, which are related to extra-organizational and/or out of the training’s scope factors – as evidence for these factors’ irritation into the training’s efficacy (as Luhmannian micro-system in this sense)
- RQ2 – linguistic formulas can be clearly identified, which, despite the significance presented in the communicative, indicate the failure of signification process, the non-realization of communication, in other words, these clues indicate presence of inhibitors irritation becoming information: such as (also without claiming completeness) the low proportion of self-

formulations (lack of 1stPS), over-representation the formula “yes, but ...” or the use of conditional mode.

Qualitative validation of the research methodology can be considered, based on Ehmann’s principle, in the manifestation of a respondent who (despite the conformity-enhancing effect of group-recorded interviews) asked back before his/her answer that “I meant that the question is directed at ‘my’ difficulty...”

RQ3 – The answer to the third operational research question (RQ3) at the same time confirms the realization of the dissertation’s aim: the irritant effect of other systems outside the given system can have a detectable effect on the possible increase of individual preparedness (personal motivation for development defined as part of the preparedness).

This not only demonstrates the applicability of the derived frame-model to increase the efficiency of practical developments, but also broadens the horizons of feasibility - including either supporting decision-makers or laying the groundwork for further research.

Conclusion and limitations

The thesis confirmed the applicability of the derived framework model on both theoretical and empirical grounds. At the same time, it points the need for further research. For instance, it emphasizes the potential benefits of extending the Luhmannian concept of ‘medium’ as an opportunity for originating further findings, both empirically and theoretically; even refining the ABM model and the conditions of its applicability via international (inter alia quantitative) research.

IV. LIST OF OWN (OR CO-AUTHOR) PUBLICATIONS RELATED TO THE TOPIC

- MAJOR, Z. B. 2017. "For them" or "About them" - How staff training focused&based on practice can contribute to quality help for youth with problematic behavior: bridging theory and practice *In: SNJEŽANA, S., GALEŠEV, I., JEDUD, B., GORDANA, H., BRADARIĆ JONČIĆ, S., JANDRIĆ NIŠEVIĆ, A., KUVAC KRALJEVIĆ, J., MARTINEC, R., RICIJAŠ, N. & WAGNER JAKAB, A. (eds.) Book of abstracts: 9th International Conference of the Faculty of Education and Rehabilitation Sciences* Zagreb, Croatia: University of Zagreb.
- MAJOR, Z. B. 2018. Struggle for integrity in residential children's homes - Professional self-esteem and organizational development – practical experiences from Hungary. *International Journal of Child, Youth and Family Studies*, 9, 1-27.
- MAJOR, Z. B. & MÉSZÁROS, K. 2017. *Wolf or victim - Practical manual to pedagogues for prevent and handle behavioral problems (Farkas vagy áldozat - Gyakorlatközpontú kézikönyv pedagógusoknak magatartási problémák kezeléséhez és megelőzéséhez)*, Budapest, Hungary, Edge 2000.
- MAJOR, Z. B., MÉSZÁROS, K. & TATÁRNÉ KAPUS, É. 2015. *The Unbreakable Root - Practical Guide for Helpers of Weak Families (Az eltéphetetlen gyökér - Gyakorlati paszkodók elveszőfélben lévő családok segítőinek)*, Budapest, Hungary, MZSB Logos (közös gondozásban a PMJVÖ Esztergár Lajos Csládsegítő és Gyermekjóléti Szolgálattal).
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