

TARGETS OF THE ABUSE: TYPES AND CHARACTERISTICS

Ștefârța Adelina, dr., associated professor, ULIM, RM
Eman Ayoub, PhD student, ULIM, Chisinau, RM,
coordinator of students health service in special education,
State of Israel

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Abstract

În articol este prezentată perspectiva teoretică a fenomenului de violență în familie și, de asemenea, sunt expuse câteva tipuri și caracteristici ale fenomenului de violență în familie.

Cuvinte-cheie: violență, relații, ciclurile violenței, familie, conflicte, agresivitate, furie, frică, copii, izolare.

Dr. Leonore Walker, an american scientist, was the first who formulated the cycle of violence. She was referring to pattern of outgoing dynamics in violent relationship. [] The researcher thinks that "the battering cycle appears to have three distinct phases, which vary in both time and intensity for the same couple and between different couples. These are: the tension-building phase; the explosion or acute battering incident; and the calm, loving respite"[5, p. 55-56]. During the time, the relationship progresses, the cycles might become shortened, and the loving respite stage might gradually disappear altogether.

It is important to understand this cycle of violence because people (including professionals) must understand the behavior of battered women and their violent partners.

Contemporary studies still are not convinced on why the battering happens to a woman, why are the reasons for her to stay with her abuser, or how the abusive attack is provoked. In the same time, the researchers are unanimously convinced that it is important to study, as well, the behavior of the abusive person. They say it is more important to understand the battering partner. Existing researches have shown that a behavior of a batterer is organized and purposeful and its desired effect is to establish and maintain control of the partner. In this way, the respite stage with apologies, gifts and flowers, and promises made as well, are as much a part of dynamic of control as the overt battering incident [5].

When speaking about effects of violence and children, it is important to understand that there are about 77% of probability that kids are also battered in a home where a woman is battered [4]. Boys, that see aggression in their parents home are at great risk to abuse their own partners when being adults [1].

There is a great deal of overlap in the effects of witnessing spouse abuse and the direct experience of abuse on children. Researches showed that a child's experience of abusive patterns in his or her family will also be greatly influenced by the age of the child, his or her birth order and relationships with siblings, if any, and the coping skills they may have developed [2]. The researches done on this subject showed that there is a list of effects commonly seen in children from violent homes [2].

Aggressiveness – the children may be acting out their angry, confused or fearful feelings, or he or she may have learned that the way to solve disputes is to use violent or threatening behavior. Often a child who has been living in a tense, violent atmosphere will discharge tension when they perceive the danger to be momentarily past. Older children

may act out aggressively to call attention to their own needs and feelings. Although aggressive behavior is more commonly seen in boys, girls sometimes interact aggressively as well. A study made on this subject showed that about 60% of boys from violent homes were in trouble with school authorities at one time or another for truancy and first fights [3, 4].

Passive withdrawal means passivity that alternates with aggression because the child learned both behavior strategies for coping with a volatile and unpredictable atmosphere, while lacking other social skills commonly learned in the family such as negotiation, talking about their feelings, and asking for what they want. Often, a child may have learned that withdrawing keeps attention from being focused on them and thus is effective in keeping them out of harm's way. Passivity may be an expression of fear and insecurity, in which a child won't act until she or he is certain of what is going on around them. Older children may have learned pseudo-mature behaviors as a means of getting adults approval, trying to guess at what will please the adults around them rather than initiating behavior on their own behalf.

Anger – is possible when a child feels or shows intense anger and at the same time can be very afraid of any expression of anger, including their own, because in their experience anger means expression of violence. The child can be angry at the father for his violence, or blame the mother for doing things that make the father violent. Anger in violent homes tends to be expressed in exaggerated ways, with rageful intensity and destruction to people and objects in the way.

Depression, guilt, helplessness mean the situations when children tend to see themselves as the center of the world, and therefore often hold themselves responsible for things that happen around them. This may be exacerbated if parenting issues were often the focus of the fights. At the same time, the child is not able to prevent the abuse from happening, resulting in feelings of helplessness, guilt and depression. Children from violent homes need to be told explicitly that they are not the cause of the violence in the family, and they are not responsible for the family separation or divorce.

Fear is characteristic for children who have witnessed violent attacks on their mother, live in fear that another attack may occur at any time. Many of kids had heard their fathers threatening to kill their mothers and have seen the destructive effects of abuse in the family. They do not know what will happen to them if their mother is killed, or if they will be killed as well.

Health problems can be considered an expression of feelings through illness and body complaints. This expression is very common in abusive family. Infants may experience failure to thrive, and children of all ages may suffer from sleep disturbances or nightmares. The researches done in this domain show that there is an increased rates of chronic illness in children whose mothers experience abuse. The children accuse headaches, stomachaches, other complaints. In some cases these complaints mean that children are afraid of what might happen to their mothers if they leave the home.

Isolation – can be seen when children avoid to bring their own friends to a hostile, violent atmosphere. Often, they are told do not talk what happens in the family to outsiders. They have difficulties in building a trust with other adults, because they are expecting an abusive treatment like what they see in their family. These children often lack

the social skills of other children on their age. Their behaviors may cause them to be ostracized by their peers. As a result, children from violent homes are usually lonely and afraid to become close to others.

Learning problems and regression – are shown in children from violent families. Sometimes learning disabilities or developmental delays are results of injuries or neglect of children that may have suffered. The stress, in many cases, stops the the development of age-appropriate skills. Regression, is also, a result of traumatic experience. A child may revert to wetting or soiling pants, thumb sucking, or baby talk.

Many battered women tell that they believe that their children are unaware of violence in their home. But, when speaking with those children, it is clear that they keep awareness of dynamic of abuse. When the violence ends as result of separation or divorce, children can heal from these effects, and can make progress in their development. Children respond well to therapeutic intervention, in group or family therapy or individual work, using age-appropriate techniques. But, if a kid continues to be exposed to violence through custody or unsupervised visitations, they will continue to face many (or all) of the same stressors. The researches show that it is extremely important that the potential to continued abuse is recognized and protected against, either through a program of supervised visitations, or rapid protective responses and actions of post-separation abuse.

The research made by the National Council of Juvenile and Family Court Judges showed that “the risk of domestic or family violence directed both toward the child and battered parent is frequently greater after separation than during the cohabitation; this elevated risk often continues after legal intervention. The adverse consequences of observing or experiencing abuse can be averted or mitigated if the child is protected against future maltreatment and parental role-modeling of violence.” In the same research is stipulated that “the post-separation adjustment of a child is facilitated by an award of sole custody to a non-abusive parent who offers the child a warm relationships, provides a predictable routine, imposes consistent, moderate discipline and who buffers the child against parental conflict and abuse” [1].

In all cases it is important to ensure that the spouse and children are protected from future abuse.

We came to the conclusion that the theoretical and practical researches insist that there is no ”typical” batterer or battered woman. It means that violence has not racial or religious affiliation, economical and class levels, and professions. There are a lot of different persons that beat their family members. However, the researches have shown some characteristics, attitudes and beliefs that are present in the behavior of batterers and their partners.

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ПРОБЛЕМЫ СОЦИОМЕТРИЧЕСКОГО СТАТУСА детей 3-7 лет В КОЛЛЕКТИВЕ СВЕРСТНИКОВ

Ievleva Olga, doctorandă UPS „Ion Creangă” din Chişinău

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Abstract

Articolul prezintă rezultatele unui studiu privind statutul sociometric al copiilor de 3-7 ani. O analiză comparativă a opţiunii sociometrice a preşcolărilor pentru diferite grupe de vârstă este prezentată.

Cuvinte cheie: respect de sine, concept de sine, prescolari, statut sociometric, relaţii interpersonale, colegi, adaptare.

Обучение и воспитание детей дошкольного возраста взаимодействия в коллективе является важнейшей формой реализации социальной сущности каждого ребенка, психологическая основа для сплочения детей. В общении со сверстниками у детей дошкольного возраста реализуется потребность в социальном соответствии: желание соответствовать социальным требованиям, выполнять правила общественной жизни, быть общественно полноценным. Это побуждает ребенка проявлять интерес к другим людям, искать друзей, формировать тесные взаимосвязи. Существует тесная взаимосвязь между статусом ребенка в коллективе сверстников и особенностями его самооценки, так как самооценка в дошкольном возрасте формируется с учетом восприятия ребенком мнений о себе со стороны других людей.

Для доказательства имеющихся в литературе сведений, в период январь-март 2020 года на базе МОУ «Детский сад общеразвивающего вида № 12 «Стелуца» г.Дубоссары» было проведено исследование. С целью исследования социометрического статуса детей 3-7-и лет в коллективе сверстников. В исследовании принимали участие три группы дошкольников 3-х, 5-и и 7-и лет, по 15 участников в каждой группе. Исследование проводилось по традиционной социометрической методике «Капитан корабля» (О.Е. Смирнова, В.М. Холмогорова) [3].

Диагностика позволила определить персональные социометрические статусы обучающихся в трех группах, что отражает отношения дошкольников к каждому ребенку в коллективе сверстников.

Результаты свидетельствуют о существенных различиях в социометрических статусах обучающихся трех групп.

Большинство обучающихся 3-х лет (53%) и 5-и лет (73%) имеют статус «принятых». Большинство обучающихся 7-и лет (33%) также имеют статус «принятых». Тем не менее, среди детей данной возрастной категории высок процент детей, имеющих статус «пренебрегаемые» – 27% и «изолированные» – 20%.

В двух группах (3-х и 5-и лет) самое большое число дошкольников не попали ни в одну из возможных групп по выборам (отрицательные/положительные). Это свидетельствует о том, что такие дети практически не замечаются остальными сверстниками в коллективе. Это дети, которые, в целом, остаются в коллективе