

coordonatori
Otilia CLIPA, Gabriel CRAMARIUC

Educația
în
societatea contemporană
Aplicații

COLECȚIA
EDUCAȚIE
MULTI-
DIMENSIONALĂ



coordonatori

Otilia CLIPA

Gabriel CRAMARIUC

**EDUCAȚIA ÎN
SOCIETATEA CONTEMPORANĂ.
APLICAȚII**

**Lumen
2015**

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Otilia CLIPA, Gabriel CRAMARIUC (coord.)

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Otilia CLIPA

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Aplicații**

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Psychology of Education & Educational Counseling

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Beyond the Punishment Limit - a Theoretical Approach of the Alienating Educational Practices

Maria Doina SCHIPOR¹

Abstract

The purpose of this study is to identify the main characteristics of educational practices which affect negatively the child's emotional development. The aim of punishment is for the undesired behaviours not to be committed again. Even if this type of intervention has some behavioural immediate consequences, the influence on child's profound personality structure is a long term effect. Feelings as fear and regret are mutually exclusive emotions. This is why the child domination strategies don't determine a real behavioural change. But because of parents' too strong emotions they determine strong disciplinary interventions subscribed in maltreatment area. The destructive impact of maltreatment on child development is discussed and the involved factors are presented in order to delineate the area of alienating disciplinary practices.

Keywords

Punishment, maltreatment, developmental effects.

Introduction

Child abuse is a major social problem with extensive consequences for a child's normal development. The theoretical definition of the phenomena knows however a reduced consensus, despite the existent debates within research done on the matter, so that there has been little progress in the defining of, clear, valid and operational notions of child abuse and neglect (Barnett, Manly and Cicchetti, 1991; Cicchetti and Barnett, 1991; Cicchetti și Rizley, 1981; McGee and Wolfe, 1991: Național Research Council, 1993 in Cicchetti and Lynch, 1995). The problem of designing operational definitions include the existence of social consensus regarding the methods of child care / education which are unacceptable or dangerous. The attempts to define, which tend towards an extreme standardization, are however, exposed to oversimplification, so that they do not have any more the ability of easy practical progress in identifying, understanding and

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treating child abuse. More than that, the above mentioned authors propose taking into account the nature of the experience which does not constitute an expected average. Thus, in general there are distinguished four types of child abuse:

Physical abuse, which implies the existence of some non-accidental injuries on the child's body, sexual abuse implying the contact or the child assisting at sexual acts;

Neglect, which includes both the lack of minimum care and supervision;

Mental abuse, which involves the persistent and extreme lack of child's basic emotional needs fulfilment.

McGee and Wolfe (1991) extended the notion of emotional abuse in order to define operationally "mental abuse" which subsumes both the psychologic abusive behaviours and the neglect ones. It is considered that it would be a mistake to think about child abuse in distinct sub-types since practice proves that there is a comorbidity between them, indicating that many abused children experience more than one type of abuse (Cicchetti, Barnett, 1991). In most cases it is necessary to focus on the major type of abuse specific to the approached case, taking into account though the other subtypes too. The above mentioned authors suggest the usage of a detailed nosology which can be applied to each possible abuse experience so that it could comprise its qualitative sense too.

Thus, child abuse implies an operational and differentiated approach of each case in particular, beginning with the four major abuse categories.

Physical abuse comprises the non-accidental injuring of the child, including the cases with deliberately injured children, as well as the ones injured because of insufficient supervision. The usual signs of physical abuse are the contusions and burns (Hobbs, 1986 cf. Kille, 1998), but there can be cases when more serious abuses have no exterior sign, as for example, head injuries done to a toddler, especially a baby. These injuries can have serious consequences as epilepsy, paralysis and development delays, which, many times are not identified until later, and are rarely associated with abuse. The asserted operational definitions included within physical abuse the dangerous acts and cruel, inhumane punishments too. Within the first category, which includes acts that are a severe risk for the child's security, health and development, but do not lead to its harming, are included: introducing into the child's body, other way than under medical surveillance, of any substance

which could affect temporary or permanently the functions of one or many organs or tissues (the use of inadequate medication or large amounts of alcohol or drugs, the use by a pregnant lady of toxic substances for the baby because of neglect or misjudgement, etc.); an inappropriate diet according to the child's age (excessive salt, strange diets), electrocuting, drowning or suffocation; child's banging against the wall or other objects; hair pulling, throwing the child in the room or against a wall; driving in a state of intoxication , having a child in the car ; punching the child, hitting it with the belt or a stick in the head, genitals or other soft parts of the body; forced twisting or bending of its body; physical discipline of a toddler or shaking it, the use of mortal weapons near a child, bathing it with very hot water, cruel punishments or acts that imply extreme physical or mental pain including: immobilizing the child with cuffs or ropes, preventing him from breathing for a short period of time, sleep deprivation, putting him for hours in a corner, locking it outside on a cold weather with no adequate clothes, constraining it to eat non-eatable stuff, closing the child in dark places for long periods of time, etc.

Other criteria of physic abuse categorizing point to the difference between the proved injuries and the ones admitted as being deliberate and the non-admissible ones. It is very difficult to assess if the injury is the result of a deliberate act or of the passivity and lack of child supervision. In certain countries there was suggested that only the deliberate injuries should be the limiting of the concept of child abuse. This is very difficult to be done though the more the degree of intent is often unclear to the parents themselves. Another criteria used for delimitation make the difference between the physical disciplinary punishments and the physical abuse, exacerbating on the fact that the objectives are different. Many times though, what begins as a disciplinary relationship may end up as an abuse, parent intervention being the way by which it exteriorizes its internal tensions.

Physic abuse is characterized by being temporary and never occurs in its pure form. Fright as well as the emotional climate associated with it are acute and long lasting. Clausen and Crittenden (1991) revealed the fact that the emotional abuse was the one causing the greatest damage in the child's development

Mental abuse is a complex form of child abuse which was defined by the International Conference of Children and Youth Mental Abuse in 1986 as "doing or not doing actions considered damaging based on the combination of communitarian norms and professional expertise. Such acts are done by isolated individuals or groups which by their characteristics are in a position of differentiated force which makes the child vulnerable." Such

acts immediately or ultimately affect the child's behaviour, cognitive, affective or physic functions (Brassard, Germain, Hart, 1993). Mental abuse comprises both neglect and emotional abuse of the child being characterized as "a concentrated attack of an adult on the child's ego and social abilities development, a model of conduct having a destructive effect for the mental part" (Garbarino, 1986) which, in this author assertion comprises five forms:

1. Rejection: the adult refuses to recognize the child's accomplishments and its needs or in general it implies acts which communicate or stand for child abandonment, chronic ridiculing, its minimizing and humiliation, punishing the preschool child for normal playing activities, turning him into the family fall guy, refusing its affection gestures, the teenager's treated as children, taking sides for a child against the other, labelling the behaviour of a child as revenging against the parent or possessed, punishing it for positive behaviour as: smiling, mobility, exploring, verbalizing or manipulating objects, the refuse of praising the child, and recognizing its achievements.

2. Isolation: the adult deprives the child of the normal social experiences, prevents it from making friends leading him to believe that it is all alone, interdiction to play with other children, child's school dropping, interdiction to join some clubs, programs outside school, sport teams, its punishment for engaging in normal social experiences; making the child be afraid of a person outside the family;

3. Bullying: the adult verbally injures the child, threatening it with extreme or vague but sinister punishments, meant to lead to intense fear creating an unpredictable threatening environment, letting the child believe that the world is hostile or establishing unreachable expectations punishing the child for not achieving them; the threatening that they will hurt it or other members of the family or the engagement in destructive or violent acts against the child or his animals; its long lasting exposure to family abuse; the frequent change of "game rules" inside the child-parent relationship; often outbursts against the child, alternating with artificial love.

4. Ignoring: the adult deprives the child of the essential stimulation and communication destroying its affective maturity and intellectual development. Generally the ignoring refers to the parent's psychological unavailability for his child, namely to the selfish parent incapable to respond to the child's behaviours; lack of notice or response to the baby's abilities development; refuse to engage in conversations with the baby for long

periods of time; lack of interest in discussing with the teachers or others adults that relate to the child; total lack of response to the child's expressed need for attention and affection; refuse to participate in child oriented activities: not caressing, holding or comforting of the toddler; not responding to the child's pain; its lack of protection against the siblings or other family members bullying.

5. Corruption: the adult perverts the child's socialization, encourages it to engage in antisocial conducts (especially in the field of sexual aggression or use of toxic substances), strengthening its deviation making him inappropriate for normal social experiences. The child is exported, forcedly grown up in the advantage and for the adult profit. The requests are exaggerated and inappropriate for its age: the constraint or acceptance of the child's prostitution, begging, drugs or illegal labour; expects the child to take over the parents responsibilities; its exposure to pornography or engaging it into sexual relationships with adults; the child reward for assaulting other children; inducing drug addiction.

One of the essential emotional abuse characteristics is that it implies a continuous model of conduct towards the child, conduct that becomes a dominant feature of its life (Garbarino, 1986, Brassard, Germaine and Hart, 1987, Mc Gee and Wolf, 1991 and Killen, 1998). The psychic effects come in time, influencing the child's normal development, both at somatic and psychic levels (emotional and conduct disorders). Kari Villen (1998) fits into the category of the children exposed to emotional abuse, the children with divorced parents with lack of ability to raise them. Other authors included in this group the "Munchausen syndrome" by intermediary (a type of abuse by which parents pretend that their child has an illness) and "the non - organic failure of development" which is met at the children which are properly physical cared for but which are neglected from an emotional point of view. Their pain at affective level lead to a poor development and weight gain.

In each of the mentioned categories, the abuse can be found in different degrees. It can be more or less serious; extended on a longer or shorter period of time; can be associated with particular situations or chronic. In some families the abuse aspect can have only one dimension, while in others the child can be exposed to many or all of the abuse types. The common elements of all the above mentioned categories refer however to the lack of knowledge and respect to the child's needs, the rejection and indifference towards it and the consequences arising at the level of the child ulterior development.

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