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FAMILY SUPPORT FOR CHILDREN WITH BEHAVIORAL AND EMOTIONAL DISORDERS

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The aim of the article is to raise the issue of the importance of family support in children with behavioral and emotional disorders. It notes that it is the environment that has a huge impact on the formation and becoming of the child. This is because it is in the family that the foundations of the human personality are built. In a favorable environment, they should create beauty in life, balance of spirit, a sense of security. But the family environment would have an educational effect only if the child is actively involved in it. It is the first "experimental field" for human life. The inclusion of the child in the family environment and his upbringing in moral virtues is one of the practical ways for his socialization. Unfortunately, many families fail to provide emotional support to adolescents, fail to create this psychological comfort and security. Disruption of this emotional connection with parents, lack of emotional support can easily lead to serious damage to the psyche of a child and this can easily lead to irreversible consequences in behavior and emotional development and its formation. Problematic children are usually the result of family conflicts, lack of parental love, upbringing in cruelty, rudeness and inconsistency in parental actions. Children almost always absorb not only the positive but also the negative patterns of behavior coming from the parents. It is unrealistic and ineffective for parents to demand exemplary behavior from their children if they themselves are not carriers of it. The future of the child also depends on the example and the educational impact of the parents. Very often in the hectic daily life of us adults we do not have time to pay enough attention to the emotional and behavioral development of our children. We often forget that the behavioral and emotional disorders of some children are a cry for help, which unfortunately is often misunderstood by others. If left unnoticed by adults, these negatives can take root in the form of various feelings in the minds of adolescents and have a negative impact on their mental and emotional development and well-being, and lead to serious behavioral and emotional dysfunctions.

Key words: Family, children, social skills, behavioral and emotional disorders.

Introduction. Family is one of the most important factors influencing the upbringing, development and integration of the child into the world. This is because exactly in it the foundations of human personality are built. It is the social unit that stands first and its influence is crucial for the formation, development and integration of the adolescent in the first years of their lives. It is the “institution” which at a main degree determines the interests and needs, attitudes and values of children. It is the family that stimulates the first moral and social interactions in each individual. Viewed this way, the socialization of personality begins from the family environment. From this point of view – it is the vital, the key environment for the child’ development. This may be referring at a great degree for children with behavioral and emotional disorders.

From a clinical point of view, the emotional and behavioral deficits at childhood and adolescence are not always clearly differentiated and specified. The lack of clear and precise definition of behavioral destructions is explained by the fact that there are great cultural and social differences according expectations and norms of appropriate and acceptable behavior. In addition, there is no clear and precise definition of what mental health is, which in turn leads to a lack of definition of what a mental problem is. That is why, due to the wide range of the norm nowadays, it is very difficult to say which behavior is acceptable and which is not, which child is brought up and which is not. This is because behavior and emotionality are individual manifestations of each person (Matanova, 2003).

Theoretical analysis. Behavioral specifics and unstable emotions are sometimes an expression of an inability to deal with one’s own feelings and an inability to display them in an acceptable way. This is sometimes temporary, but in some cases it can become entrenched and become a learned behavior and way of reacting in certain situations. Coping with some behavioral and emotional specifics of adolescents and defining what is acceptable and what is not, from a behavioral point of view, is not an easy task. It is difficult and subjective even for specialists to distinguish the norm from the pathology in behavior and emotions.

It has been proven that emotional and behavioral abnormalities in adolescents are often due to unexperienced internal conflicts. These internal conflicts are often due to the inability to meet some of their needs. When left unchecked, they lead to increased anxiety and tension, which in turn affects behavior.

Here is the place to note that emotional and behavioral disorders and deficits are age-related. This means that each age period is characterized by certain behavioral and emotional abnormalities. For example, for 5-8 year olds the fears, fears of separation and oppositional-provocative behavior are

especially pronounced, for 9-12 year olds apatho-depressive manifestations, aggressive behavior, difficulties in concentration are inherent, and for 12-16 year olds school leaving, somatic complaints and other difficulties. It is also important to note that as we enter a new age and emerge from another, some emotional and behavioral disorders may disappear on their own without any educational or therapeutic interventions by adults.

The terms behavioral and emotional disorders include a social assessment that is too vague and unspecified. This ambiguity is caused by the fact that they are used to label all children who do not meet generally accepted norms and requirements for behavior that demonstrate behavior that does not meet the expectations of others. This assessment reflects the requirements of others, society and is little tailored to the needs and capabilities of the child. We often forget that the behavioral characteristics of some children are a cry for help, which unfortunately is often misunderstood by others (Matanova, 2003).

Children with such disorders have a fully preserved intellect and in not infrequent cases are even more intelligent than their normal peers. This in turn leads to awareness of the specifics of behavior that can affect well-being, self-esteem, etc. Individuals who develop behavioral and emotional abnormalities are often reckless, impulsive, prone to accidents, characterized by motor restlessness, emotional lability, and often break discipline, due to reckless behavior rather than intentional disregard for the rules. Their relationships with adults are often characterized by a lack of normal caution and restraint; they are unpopular with other children and often remain isolated. Cognitive impairments are common, and the specific delay in motor and speech development is often disproportionate. As secondary complications can be encountered, low self-esteem, low well-being, increased anxiety, depression, etc.

Children with emotional and behavioral disorders fail to adapt to a new environment and strangers, have difficulty concentrating and resiliently, do not sleep well, and so on. Some of these conditions are well-defined syndromes, but others are just a complex of symptoms that are difficult to define.

After all, all children probably have emotional and behavioral difficulties at some point in their lives, but about 1% to 2% have serious long-term and persistent emotional and behavioral disorders. The ratio of behavioral disorders according to the scientific literature is in favor of boys (about 3 to 1 in favor of males).

Any disorder in child development, when identified and realized by parents, is a severe and stressful factor for them. It is not uncommon for the violation to be milder, leading to all sorts of attempts by the parents to cover up the child's condition. This in turn hides many risks and dangers for the individual

himself and instead of being protected, in this way he is harmed in no small degree.

Perhaps precisely because these disorders are not really the most severe, parents often refuse to allow children to be diagnosed as such. Sometimes they do not allow their children to be diagnosed and this is largely due to the stereotypes, prejudices and attitudes of society towards the different. In turn, non-diagnosis carries many risks associated with the social adaptation and acceptance of these individuals.

Too often, parents themselves need time to accept their child's problem. During this period, however, the family loses technological time, during which the child, due to his strange behavior, disintegrates from his peers and his social environment.

The scientific literature notes that many families fail to provide emotional support, fail to create much-needed psychological comfort and security for adolescents to grow up good, happy, and confident in their own strengths and potential. Disorders of this emotional connection with the parents, the lack of emotional support could easily lead to a serious injury to the child's psyche and this would certainly affect his emotional and mental development, emotional resilience, behavior and self-determination. In many families where the role of mother and father is lacking, adolescents grow up without the necessary support, which in turn carries risks associated with adaptation, identification, emotional well-being and self-determination at a later point in life.

That is why it should be noted that through proper behavioral patterns the family and in particular the mother (especially in the early years) can have a serious impact on the personal development and self-determination of the child. The mother is almost always the mediator between the child and the world. When we face problems, for example of an emotional nature, we usually go to the closest people - mom, dad, grandparents or a friend. In most cases, the closest of all to the children remains the mother. She is the support and at the same time the driving force that determines the reactions of the toddler. There are many situations in our existence that prove this. The mother is the epitome of security and protection in a fragile childhood. Receiving warmth, a feeling of trust and security frees the child from immersion in his own self and opens him to the inner world of others; when his needs and emotions are met, he becomes more sensitive to other people's experiences. In many families where the role of the mother is lacking, adolescents grow up without the necessary support, which in turn could lead to risks related to behavior, emotions and adaptation to the social environment.

Failure to manage some behavioral and emotional deficits results in such children remaining with a low social skills threshold. Therefore, it is worth

noting here that social skills are perhaps the most important skills that can be necessary and useful for the life of each of us. In the most general sense, social skills are all forms of behavior that help us accurately communicate our emotions and needs and allow us to achieve our interpersonal goals (Lieberman, DeResy, Muser, 1999).

Parents should be aware that the good social skills of their children are key to successful functioning in life. They allow us to know what to say, how to make good choices and how to behave adequately in different situations. Social skills include both verbal and nonverbal structures of communication. They often serve as a method by which we evaluate others and determine their condition. Although they can be learned, some people seem to have an innate sense of good social skills.

Most often they are perceived as a set of skills that allow us to communicate and socialize with the rest of the world. In order to avoid isolation and de-socialization in order to accept these children, the development of social skills should not be allowed to lag behind. Deficiency of social skills in individuals with various disorders could contribute to the worsening of symptoms and jeopardize the ability of individuals to take care of themselves and cope with daily stresses.

The plasticity and flexibility they give are important for a number of reasons and one of the most important is that if they are not developed they can doom a person to loneliness or lead to anxiety, rejection, depression, etc. As we learn social skills, we humans rarely realize that we have adopted a complex behavioral repertoire consisting of different behavioral elements. Without these behavioral elements, our communication with others would not be so rewarding and fulfilling.

Social skills and competencies according to authors such as Lieberman, DeRese, Muser, (1999) and others, are acquired naturally and spontaneously during socialization, in which children mature and become adolescents, and then adults. Various clinical studies show that the development and training of social skills can be very effective both in improving social competence and in reducing their vulnerability to debilitating psychological and psychiatric symptoms such as depression, delusions, hallucinations, behavioral and emotional problems, etc.

In our society there is an opinion that the threshold of social skills is much lower for adolescents who fall into the category of "children at risk". In this sense, the development and training of these skills are an extremely important aspect for the quality of life and for the adaptation and socialization of these individuals. All this raises the question of the identification of socially incompetent children and children with a low threshold of social skills, and the possible rehabilitation and corrective measures that could be taken.

As a broad-spectrum behavioral therapy, social skills training is an effective method of teaching children with similar problems the skills for emotional expression and interpersonal communication needed to adapt to the community. Very often the training and development of social skills takes the form of social modeling, reminder, formation, repetition exercise, behavioral rehearsal, focused instruction, support and homework (Trichkov, 2011).

When the child remains with a low threshold of social skills and with emotional or behavioral deficits and enters the educational environment, for the right correctional and educational work, the relationship between school professionals and the family environment plays an important role. In order to be effective in managing emotional and behavioral deficits, each child should be treated individually. Full teamwork in the work of different professionals and the family would give greater guarantees for achieving real results. In order to avoid the poor performance of such children and not to lag behind in their education and training (this would lead to serious segregation and social isolation), parents should accept that the responsibility of the school and professionals to them is expressed and presupposes the use of different methods and techniques of communication, and showing different strategies for working with adolescents. Psychologists and educators should support the organization of work in the family environment. Thus, the competence of parents to give the necessary support to their children would increase enormously. When the communication between the family and the school is expressed in the basis of positive relations - then the conviction for support and for achieving optimal results is strengthened.

Parents contribute much more to the socialization and acceptance of the child when they realize the fact that he needs support and understanding. When they are competent enough about the needs of their child and his abilities, then they will be able to be more useful to him, and so the work of specialists would be easier.

Sorokin conducts research that focuses on how love and empathy affect the process of upbringing. According to the author, the presence of love in relationships is extremely important for the formation of moral and social well-being and personal development. Again, according to him, the lack of love and empathy in upbringing leads to a greater number of children who are cold and hostile than children who live in an environment of "beneficial" love.

Referring to his research, Kuzmin (1999) concludes that when empathy underlies the parent-child relationship, it helps the child to socialize more easily in a community with other children. According to the author, the formed empathy optimizes the process of socialization of the child. Again, he argues that empathy is one of the primary behaviors. Thus, the person learning to be empathetic, develops the best in himself and then passes it on to others. This is

done by changing behavior in the direction of humanism. And if the personality is defined and developed as humane and loving, then this would inevitably lead to a better and more moral world. In this sense, through humanism it would be possible to realize the concept of moral and emotional development, formation and self-determination of the individual.

Conclusion. In general, the process of development of children with behavioral and emotional disorders has good prognosis. But although much less common, in some individuals, behavioral and emotional problems consolidate and continue to persist into adulthood.

Adults often find it difficult to realize and accept that a child's behavior is the result of complex interpersonal relationships, and can be said that at birth there are no bad children, and that they do not become so without the help of the community. That is why once aggression and misbehavior have become part of one's own behavior (and there is a predisposition to them), when difficulties arise (at various frustrations) and some prohibitions decrease, the likelihood of aggression and destructive behavior increases.

That is why the behavior and emotional and social development of the child should really be a priority in the educational process in the family and at school. Recognizing the crucial role of feelings in the child's life, parents and teachers should be objective and fair in their demands and assessments, praise and punishment, accept and love the child unconditionally, provide protection and support, help him overcome his fears, to be sympathetic to his worries and problems. An important task of the family and the school environment is to help adolescents realize their identity and significance, to build a positive "I" – image, to form feelings of pride, dignity and self-worth.

It has been proven that the virtues and spiritual closeness between family members, parental love, tenderness, warmth and attention evoke mutual trust, respect and friendship. Family balance, justice, restraint, the ability to control ourselves and the ability to accept the different, are actually the basis of this – to be able to build mentally healthy and mentally balanced children. The desire for the child to be respected and accepted by others develops in him such a rare sense of self-worth and leads to a harmonious development of his personality. These are some of the conditions that adolescents need to grow up safer, more fulfilling, more balanced and virtuous and, above all, not to live with the thought that they are not part of society. That is why we must be able to surround them with the best we are capable of and create such a psychological climate in which they will be able to successfully develop their potential strengths and capabilities.

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ПІДТРИМКА ДІТЕЙ З ПОВЕДІНКОВИМИ І ЕМОЦІЙНИМИ РОЗЛАДАМИ З БОКУ СІМ'Ї**I. В. Тричков**

Мета цієї статті – підняти питання про важливість підтримки з боку сім'ї для дітей з поведінковими та емоційними розладами. У статті наголошується, що сімейне середовище – це середовище, яке має великий вплив на формування і становлення дитини. Це так, тому що саме в родині закладаються основи людської особистості. При наявності сприятливого середовища в родині створюється краса в житті, рівновага духу, почуття безпеки. Але родинне середовище може здійснити виховний вплив тільки в тому випадку, якщо дитина є її активним учасником. Це є першою «досвідченою ділянкою» життєдіяльності людини. Включення дитини в сімейне середовище і її виховання в моральних чеснотах – один з практичних шляхів її соціалізації. На жаль, у багатьох сімей не виходить надати сімейну підтримку підліткам, створити цей психологічний комфорт і безпеку. Порушення такого емоційного зв'язку з батьками, відсутність емоційної підтримки може призвести до серйозних порушень в психіці дитини, і це легко може привести до необоротних наслідків в її поведінці, емоційному розвитку і формуванні. Як правило, проблемні діти стають такими в результаті сімейних конфліктів, за відсутності батьківської любові, життя в умовах жорстокості, грубості і непослідовності дій батьків. Діти майже завжди вбирають в себе не тільки позитивні, але і негативні моделі поведінки, що йдуть від батьків. Чи не реально і безрезультатно батькам вимагати зразкової поведінки від своїх дітей, якщо вони самі не її носіями. Від прикладу і виховного впливу батьків залежить і майбутнє дитини. Дуже часто в динамічному ритмі нашого життя не залишається часу звернути достатню увагу на емоційний і поведінковий розвиток наших дітей. Дуже часто ми забуваємо, що поведінкові та емоційні розлади деяких дітей – це заклик про допомогу, який, на жаль, залишається незрозумілим іншими. Якщо такі негативи залишаються непоміченими дорослими, вони можуть вкоренитися в свідомості підлітків під формою різних почуттів і мати негативний вплив на їх психічний і емоційний розвиток і благополуччя, і привести до серйозних поведінкових і емоційних дисфункцій.

Ключові слова: сім'я, діти, соціальні вміння, поведінкові та емоційні розлади.

ПОДДЕРЖКА ДЕТЕЙ С ПОВЕДЕНЧЕСКИМИ И ЭМОЦИОНАЛЬНЫМИ РАССТРОЙСТВАМИ СО СТОРОНЫ СЕМЬИ

И. В. Тричков

Цель настоящей статьи – поднять вопрос о важности поддержки со стороны семьи для детей с поведенческими и эмоциональными расстройствами. В статье отмечается, что семейная среда – это среда, которая оказывает огромное влияние на формирование и становление ребёнка. Это так, потому что именно в семье закладываются основы человеческой личности. При наличии благоприятной обстановки они должны были бы создавать красоту в жизни, равновесие духа, чувство безопасности. Но семейная среда может оказать воспитывающее влияние только в том случае, если ребёнок является её активным участником. Это является первым «опытным участком» жизнедеятельности человека. Включение ребёнка в семейную среду и его воспитание в моральных добродетелях – один из практических путей его социализации. К сожалению, у многих семей не получается предоставить семейную поддержку подрастающим, создать этот психологический комфорт и безопасность. Нарушение такой эмоциональной связи с родителями, отсутствие эмоциональной поддержки может привести к серьёзным нарушениям в психике ребёнка, и это легко может привести к необратимым последствиям в его поведении, эмоциональном развитии и формировании. Как правило, проблемные дети становятся такими в результате семейных конфликтов, отсутствия родительской любви, жизни в условиях жестокости, грубости и непоследовательности действий родителей. Дети почти всегда впитывают в себя не только положительные, но и отрицательные модели поведения, идущие от родителей. Не реально и безрезультатно родителям требовать образцового поведения от своих детей, если они сами не являются носителями такового. От примера и воспитательного воздействия родителей зависит и будущее ребёнка. Очень часто в динамичном ритме нашей жизни не остаётся времени обратить достаточное внимание на эмоциональное и поведенческое развитие наших детей. Очень часто мы забываем, что поведенческие и эмоциональные расстройства некоторых детей – это зов о помощи, который, к сожалению, остаётся непонятым другими. Если такие негативы останутся не замеченными взрослыми, они могут укорениться в сознании подрастающих под формой разных чувств и оказать негативное влияние на их психическое и эмоциональное развитие и благополучие, и привести к серьёзным поведенческим и эмоциональным дисфункциям.

Ключевые слова: семья, дети, социальные умения, поведенческие и эмоциональные расстройства.

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