Psycho Educational Conditions of the Development of Safe and Remediation of Dangerous Behaviors of A Child

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Abstract
The article studies psychologo-educational conditions of the development of dangerous (victimization) and safe forms of child’s behavior at different stages of ontogenesis. A concept of victim and safe behaviors is given here, as well as their characteristics. The basic paradigm of security is considered, too. A hierarchy of influence exerted by family, personal and social factors on the development of dangerous forms of child behavior is identified. Here are the results of experimental studies conducted on adolescents in Novosibirsk and Novosibirsk region. We consider the system of psychologo-educational remediation of dangerous forms of victim behavior of adolescents. There are identified and described the conditions under which the work of transformation non adaptive forms of victim behavior of adolescents can be effective.

Keywords: Victimology, Behavior, Adolescents, Remediation, Education

Introduction:
Child's behavior is a certain set of responses to external stimuli. The specifics of this behavior will be determined by some conditions, i.e., behavioral patterns learned by the child in his family; typical reactions displayed by the parents; world outlook; mental attitudes, etc. The development of these behavioral patterns occurs in the process of upbringing and education of children and also depends on their cultural environment and social conditions.

The modern society is characterized by significant changes: a high pace of life, changes in the requirements imposed on the man, his personality and behavioral characteristics (resistance to stress, dynamics), professional skills, abilities to adequately respond to the increased number of social and technocratic threats. All this results in the destruction of traditional behavioral patterns, reappraisal of values, and undermines the person's ability to behave safely. This problem is particularly relevant in the context of raising children. Many parents experience significant difficulties in determining the paradigm of upbringing (the way they had been raised is no longer suitable while the other models have not been established) do not have their own skill of safe behavior, and exhibit deviant or victimization behaviors.
In this context, the development of child’s safe behavioral patterns is one of the most pressing and difficult problems that must be addressed today by all those concerned with children.

**Literature Review:**

A number of studies have devoted to questions of the child’s behavior formation, especially his nonadapted forms. Lots of studies (Berezin, et al., 2000; Guldan 2000; Licko 1991; Zubin 1982, etc.) consider the problem of dangerous forms of child’s behavior through the concept of deviant behavior, highlighting determination of micro- and macro-environment as the main factors. Much attention is paid to the scientific literature on self-destructive behavior (Popov, et al., 2005; Korolenko, et al., 1990, etc.). We explored the issues associated with the formation of victim behavior and its determining factors for a number of years (Andronnikova, 2005).

There is the fairly wide range of research problems of nonadaptive behaviors of adolescents, resulting in the emergence of a threat to their identity and health aspects of the organization of psychological. However, pedagogical activities to prevent risky behavior of adolescents in society are not developed enough. Even less developed the organization of psychologo-pedagogical conditions correcting dangerous child’s behavior.

**Basic concepts:**

Problems of preservation of human health, the environment and life safety have become national priority and should be reflected both in education and in the government’s children and family policy. The issues coming to the fore are the problems of human health making up an integrative category including: 1) physical health - as a stable state of the body, all of its major systems on the high functional level; 2) mental health - orderliness and balance of the mental processes and human conditions, the formation of safe responses; 3) moral health - high morals, good breeding of a person, conformity of his actions to socially approved norms and behavioral patterns.

On considering the problems of the development of safe and dangerous (victimization) behavioral patterns we should dwell on the issue of describing the dangerous and safe behavior.

The phenomenon of **safe behavior** is considered more often in the context of the ability to respond to various external environmental threats. However, analysis of current safety concepts shows that the problem of understanding the essence of safety and, accordingly, its conceptual definition is not yet fully solved: in the first place there is no concept of safety revealing the essence of the phenomenon (Rybalkin 2003).

In Russian and foreign scientific publications there are two main approaches to the understanding of the safety phenomenon laying the foundation for the following two safety paradigms (Rybalkin 2003):

— paradigm of being protected, which is based on understanding safety as the absence of danger, resulting in person’s own self-affirmation while the basis of ensuring safety is averting dangers (threats);

— paradigm of self-assertion based on understanding safety as self-assertion, on the idea of developing person’s own internal resistance. Therefore, danger is something that threatens person's self-assertion.
From our point of view, we need an approach that combines these two paradigms aimed, on the one hand, at the development of the internal forces (resistance) of an individual, and, on the other, ensuring a certain level of safety allowing the individual to develop.

Proceeding from this we can define safety as a subjective assessment of protection of the vital interests of the individual, society and the state from internal and external threats with provided conditions for the person’s self-fulfillment and self-assertion. Safe behavior in this context can be interpreted as the behavior associated with providing maximum adaptation to the conditions of the environment. This behavior is conducive to the preservation of life and health of the individual providing the satisfaction of his basic needs and subjectively assessed as positive.

Victimization is understood by us as a set of person’s features owing to a complex of social, psychological and biophysical conditions promoting the style of maladaptive response of the subject and resulting in damage to his physical or emotional and mental health. Victimization is a dynamic experience reflected in victim behavior and inherent in any person (Andronnikova, 2005). In the context of our study the degree of victimization is seen as dangerous if it goes beyond social norms and is expressed in some negative behaviors. Our research conducted over several years has allowed us to identify five types of victim behavior: aggressive type, active or self-destructive type, initiative, passive, and uncritical types (Andronnikova, 2010). The most dangerous are aggressive and self-destructive behaviors.

Considering victim behavior as a systemic phenomenon associated with a person's potential or realized predisposition to become a victim, we relied on the idea of the interdependence between external acts of behavior and their internal component. This raises the question of the determinacy of behavior and its relevance. For the purposes of our work, it is necessary to understand what factors and conditions lead to the development of victim or safe behavior and to identify opportunities for targeted remediation of hazardous forms of victim behavior.

Theoretically and experimentally investigating the specifics of behavior occurrence and determinacy it is necessary to note the combination of factors identified by us as the cause of the typical behavioral responses of an individual. These include distinctive features characterizing the satisfaction of basic needs, primarily needs for love, approval, recognition, especially of personality structures (self-esteem, self-concept), motivational readiness to act in a certain way; behavioral willingness of the person, as expressed in the existence of a set of (taken from the family or the closest circle) fixed behavioral patterns supported by the social environment.

**Research Method:**

To investigate the factors in the formation of victim and secure of the child's behavior and the possibility of transformation, we investigated for a number of years (1999 -2011) in a sample of adolescents (of 1,470) in Novosibirsk and Novosibirsk region. In the research we used a reliable set of test methods for the studying of child’s behaviors, and new methods of diagnosis of victim behaviors were also developed. We have identified the forms of victim behavior: aggressive, active, proactive, passive and uncritical victim behavior (Andronnikova, 2005). Self-destructive and aggressive behaviors act as the most dangerous.

**Data Analyses and Results:**

In studying characteristics of victim or safe behavior and the factors that determine the
victimization of an individual, it is necessary to draw attention to the specifics of the behavioral patterns formation at different stages of ontogenetic development. Of special significance for the analysis of the child's ontogenesis are such factors as the character of upbringing, presence and content of psychological trauma, and system of relationships with parents and peers.

The specifics of behavioral patterns formation in a child can be explained by the phased systemic effect on the child of these factors at different stages of ontogenetic development. With regard to the relative importance of the impact made by these factors on the development and consolidation of the models, we see it as a kind of change in the hierarchy of influence associated with the age specifics and tasks. Thus, during the first months of the baby's life the most important is the internal environment (family) influence associated with the satisfaction of the child's basic needs and giving him the basic sense of safety (or danger) of the world laying the foundation for the child's future "world view" the factor of basic trust. At the early stages of development at the top of the hierarchy is the factor of interfamily upbringing, and above all the specifics of the mother's behavior, which later gives way to the factor of the father's influence and moves down the hierarchy by adolescence. Starting from the secondary school age behavioral patterns of the peers are becoming increasingly significant reaching the peak of this hierarchy of influence in teenage years (Andronnikova, 2005).

The social environment also has an influence on the development of behavior, but at the first stages of the child's growing up this impact is indirect and is exerted through his parents' mood and well-being. Safe behavioral pattern in a child is developed, according to our findings if there is warmth to the child in the family (r ≤ 0.01), a feeling of happiness in his mother (ρ ≤0.05), the ability to love (ρ ≤0.01), adequate self-evaluation (ρ ≤0.01), positive assessment of the mother by the father (ρ ≤0.05). The probability of the child's developing safe forms of behavior, according to our research, is significantly higher (r ≤ 0.01), if the mother is happy with her position in life and both parents are involved in taking care of the child. In fact, at this stage of the child's development the biological heredity of the newborn is combined with his social heritage.

Later on the influence of the social environment changes. First, the environment the impact is exerted through the specifics of the parents' relationship to each other and to the child and their perception of the world. At this stage of development the child becomes self-motivated, that is, he strives to behave in accordance with his parents' expectations. In addition, during the third year of his life the child begins to identify himself with his parents, which teaches him to act "as others do," i.e. to copy the behavioral patterns of his parents.

The impact of the social environment, doubtless, increases as the child enters social educational institutions. It should be noted that behavioral distortions and emergence of new forms of behavior at this stage are determined by the child's previous experience and already developed behaviors. Nevertheless, the influence of subcultural norms and priorities established during adolescence determine the specificity of the behavioral response. Safe behavioral pattern during this period is complemented with such factors as (Andronnikova, 2005):

- personal characteristics of the child (ρ ≤ from 0.05 to 0.01) (active in communication, understanding personal needs, radicalism, sociability, emotional stability, dominance, moral normativity, low anxiety, self-reliance, adequate self-assessment);
- specific features of parenting ($\rho \leq 0.05$ to $0.01$) (low upbringing directivity and hostility in the father and the mother, the upbringing consistency, positive interest and acceptance combined with an optimal level of self-sufficiency, empathy towards the child, his self-sufficiency);
- social relationships ($\rho \leq 0.05$ to $0.01$) (a sense of ego involvement in we-group and social support, the existence of the safe milieu of the educational institution).

Analysis of empirical data allowed us to identify an appropriate set of factorial effects for each type of victim behavior. Also in each group stood out specific types of teens with different set of determinants and manifestations. Variety of chosen behavior can be explained by the specificity of different combinations of individual features, and the effect of micro-social environment multiplied by the individual experience. However, this aspect requires further study.

Comparative study of adolescents with various forms of victim behavior allows us to emphasize several groups of factors leading to the formation of different types of risky behavior. Thus, for example, factor model of aggressive victim behavior includes components with the corresponding quotient weight: a high level of victimization with aggressive behavior (0.641), a victim set (0.506), intensity (0.576), satisfied the need in social inclusion (0.755). Factors of influence strategies of family education: hostility (0.849), negative interest (0.670) and the lack of autonomy (0.774) in the education from his father, hostility (0.626) and the absence of positive interest (0.525) from the mother (Figure 1).

![Factor model of determination of victim behavior of adolescent aggressive type](image)

**Figure 1.** Factor model of determination of victim behavior of adolescent aggressive type

Analysis of factor models generated victim behavior of different genesis and model of safe behavior revealed that the greatest quotient weight in almost all models contain father factors. The exception is the model of self-hurt subtype of victim behavior, which can be performed in any type of destructive behavior, since it contains all behavioral scales:
aggressive, super-social, passive, self-hurt, uncritical victim behavior with a high level of implemented victimization. This model is characterized by the presence of a positive acceptance of the father, with his inconsistency, and hostile attitude and directive policy of the mother with her non-acceptance of the child.

Here are equally significant differences mediating model safe behavior among adolescents. This model is characterized by the predominance of factors of acceptance and friendly attitude of his father, as well as consistency and democracy in the education of the mother (see Figure 2).

![Factor model of "safe" behavior among adolescents](image)

**Figure 2.** Factor model of "safe" behavior among adolescents

Significant quotient weight in all models has a sense of social support and involvement in the society of the child. Thus, the model of family education and social support conditions can be highlighted as the system-forming factors of victim behavior. Particular importance is the participation of the father in the upbringing of the child. Based on the results of the study, we have identified the main areas of prevention and correction of the child’s victim behavior.

In this case, it is the change in social impacts that may be the mechanism for the remediation of hazardous forms of child’s victim behavior into more socially acceptable and therefore less dangerous behaviors. Such a mechanism in our view can be specifically designed educational milieu within the frame of psychologo-pedagogical support.

In the context of remediation of victim behavior psychologo-educational support is a system allowing one to create such conditions for education that would allow the student to create his own socially acceptable pattern of victim behaviors independently, the manifestation of which is inevitable at certain age stages, instead of the destructive forms of victimization.

We believe that the concrete result of psychologo-educational support should be the actualization of the students' personal competencies, acquiring which would secure the effective process of remediating of destructive victim behaviors into socially safe forms. We singled out the following basic social and personal competencies, which in a sense can be
regarded as determinants of person's de-victimization:
– understanding of the person's capabilities (self-identity in its ongoing dynamics);
– ability to correlate the person's competencies with the opportunities provided by the external environment and use them for his development;
– ability to correlate the person's competencies with the opportunities provided by the educational milieu, ability to use the opportunities provided by the educational milieu for the purposes of the personal development;
– ability to realize personal potential and potential of the external environment.

Psychological readiness for remediation of destructive behavior is understood by us as a manifestation of such a level of self-fulfillment, which is determined not so much by the actual needs of the person, but rather by available opportunities and a special type of value and conceptual formations that determine the nature and form of externalization and development of self-organizing psychological system (i.e., an individual).

Using the results of psycho-diagnostic study of the objects of educational space we developed a model of psycho-educational support conceptually based on the above-presented approach and with content validity and methodology adequate to the subject and goals of the work. The purpose of this model is to develop in a person psychological readiness to go through processes of remediation and successfully complete it. The main objectives are as follows:
– development of social and personal competencies;
– actualization of competencies for self-management of a person's life as self-fulfillment in conditions of entering into the real life;
– securing psychological safety of the process of entering into the process of the remediation of victim behavior.

Discussion and Conclusion:
Thus, the creation of psychologo-educational conditions can become an effective means of remediation of child's dangerous victim behaviors. The specificity of the model should be in organizing of such conditions that will allow students to independently seek socially approved ways of expressing of victimization, which inevitably arises at some age stages. This victimization will be expressed in the form of socially desirable actions and activities that enable the child to become a conscious and responsible subject of his own life.

REFERENCES: