Features of psychological accompaniment for parents affecting children with Down’s Syndrome

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Article info


Research of the peculiarities of psychological accompaniment of parents raising children with Down’s syndrome is becoming topical in modern psychological and pedagogical science. The unstable emotional state parents of special children can cause personal and social problems of the individual. In our research a theoretical look is presented to the indicated problem. Factors, influencing on prosperity of parents, educative children with the Down’s syndrome, are certain. On results research drawn conclusion about the necessity of creation of model of psychological accompaniment of children with the Down’s syndrome, contains the blocks of research of children and parents and includes the tasks of research of personality, emotional and social-behavioral spheres.

Key words: psychological accompaniment; parents that bring up children with the Down’s syndrome; children; with the Down’s syndrome; emotional burning down.

Introduction

The research into the problems of parents with children with developmental disorders, including children and Down’s syndrome, has been relatively little studied, some aspects of the problem are described in the works of A. Dushka, S. Zabrannoi, R. Kovytn, G. Kukuruza, I. Levcchenko, V. Lunov, N. Mazurov, I. Mamaichuk, A. Mastykova, A. Minenko, L. Prokhorenko, T. Sak, A. Shevtsov, A. Strebelava, V. Tkacheva, O. Tsarkova, et al.

Researchers note that parents often connect their future, the realization of unfulfilled desires with their children, therefore the birth of a child with psychophysical impairments is sometimes estimated by parents as a collapse of all hopes for self-realization (V. Vishnevsky, A. Dushka, A. Komarova, G. Kukuruza, V.M. Tkachyova, A. Chernikov, V. Yurahaykin, D. Meyer, P. Vadas and others). Scientists note that in many families not only adequate conditions for child development have not been created, but, on the contrary, the family situation has a destructive effect on it, traumatizing its unprotected personality. Such inwardly family neurologization can occur as a result of the following reasons: high levels of mental trauma for family members, as a result the birth of a child with Down’s Syndrome; absence elementary psychological and pedagogical knowledge of parents and their emotional exhaustion.

In spite of sufficient amount of works in the special psychology, separate components of psychological accompaniment of children sanctified to the study with the Down’s syndrome regardless there is a problem of creation of integral hierarchically parity model of psychological accompaniment, containing the separate blocks of support of children (dynamics of development in the process of educating; status of student; interpersonal relations are in a group) and parents (features of personality, level of the emotional burning down). Thus, the necessity of revision of existent positions becomes obvious about psychological accompaniment of parents, educative children with the Down’s syndrome.

The goals of the article:

by the theoretical generalization of the modern special literature to find out the features of psychological accompaniment of parents, educative child with a Down’s syndrome.

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Theoretical generalization & discussion

A role of family and nearest surroundings it is important to over-estimate in the process of socialization of child, as most families is not simply totality of the people bound by inter se formal and informal relations, it is a difficult social subsystem, relations between the members of that are definitely structured (Dushka, Martyniuk, 2011; Kukuruza, 2013; Lunov, 2018; Sokolova, 2017; Tsekhmister, 2014; Tkacheva, 1999; Tsarkova, 2017). A child, even on the early stages of ontogenesis, must be the not object of pedagogical influences, and ally and creator of family: when a child takes part in the vital functions of family the authoritarianism disappears in relations, interest is formed in each other. Optimal parental position must be flexible, adequate and predictive, that will allow not only really to estimate an own child and respect her but also to be ready to change style of co-operation inter se and with a child, oriented on possible future changes in personality of child.

The peculiarity of the family as a social institution is that the relationship between its members is simultaneously realized in two independent planes: conventional (formal) and interpersonal informal relations (Tkacheva, 1999). It is informal relations in the family that significantly influence the development of the emotional and cognitive spheres of the child: according to R. Triger, cooperation, respect, aspiration for empathy and mutual understanding in the relationships between parents play a leading role in shaping the child’s personality (Kukuruza, 2013). The scientific distinguishes the basic stages in becoming of mutual relations between parents and children that assist normal development of personality and improve socialization: in the period of new-born are the synchronicity of relations “parents - a new-born”, mutual attachment and interdependence of parents and children in babyhood are a relation of partnership between parents and children, outgrow in future in mutual respect and acceptance of individualization of child (Kukuruza, 2013). E. Eidemiller and V. Yustitskis distinguish the next features of family:

1. Development of domestic communication: than more intensive and more effective family members communicat, discuss the life, interchange emotional experience, that their mutual relations become scalema;

2. Normality of life and mutual relations of family: than more normative are mutual relations between family members, the less than there is a desire to take into account opinions and desires of family members;

3. Level of domestic and psychological culture: influences on development of domestic reflection, harmonies in relations etc. (Prokhorenko, 2017). Parents with a high level of psychological culture are more responsible approach to the upbringing of the child, they are better aware of what qualities it is necessary to try to develop in it. Parents with a high level of psychological culture know about the characteristics of children’s development, they are able to own themselves, empathize with other people, adequately perceive others and themselves. Parents with the high level of psychological culture are apt at creation of optimal relationships with the child, taking into account his individual and age-related features, and also necessities of all other family members. A main factor that characterizes family is a psychological atmosphere: trust, mutual respect, benevolent attitude toward each other, mutual attachment, aspiration to come for help, to support each other. According to V. Titarenko, there is a close connection between the psychological atmosphere that has developed in the family and the child’s personality: in the absence of serious conflicts between the parents, the child develops responsibility, responsiveness, and communicability, and the negative psychological atmosphere in the family provokes an insufficient need for communication with others, aggression, indifference, etc. (Dushka, Martyniuk, 2011), and T. Zharovtseva emphasizes that family relations are all the better, the higher the self-disclosure of family members is in communication, there is more the joint expectations and attitudes, high level of non-verbal communication (point of view, facial expressions) and the presence of a deep understanding and mutual evaluations (Minenko, 2012).

E. Eidemiller, underlining the special value for psychical development of child of interpersonally communication in family, enters a concept “Communicative problem”, when one of family members has a certain necessity, satisfaction of that depends on the actions of other family member, and that is saved, in spite of impossibility of her satisfaction (Sokolova, 2017). In family constantly there are similar situations. In this case in order to avoid conflicts necessities satisfaction of that depends on other family member are examined: requirement in love, liking, in confession of independence, in a help and respect. In this context, T.Zharovtseva defines family communication as a diversified satisfaction of a person’s need for a person: world perception, emotional well-being and well-being, mood, working capacity largely depend on how family members communicate at home (Minenko, 2012). Compared with other types of communication, family communication combines intimate, emotionally positive, confidential communication, a person discards from himself the masks and those social roles that she performs in public life: the intimate-personal level of communication in the family has the main goal of satisfying the need in understanding, sympathy, experience; from partner’s psychological closeness, empathy and trust are expected.

In a context undertaken a study the analysis of scientific original sources allows to establish us, that between most indexes of the emotional states of parents of children that develop typically and with the different levels of psychosocial development there is reverse correlation, i.e., one index blocks or eliminates other. Some scientists believe that the emotional state of parents of children with psychophysical disorders is 4 phases:

- leading experience is a sense of guilt and inferiority. The phase begins when parents are informed of a child’s disease. Typical is general anxiety, expressed anxiety, a sense of complete hopelessness, hopelessness of existence;
- negative phase, denial of diagnosis. Variation behavior. The extreme form is the refusal of examination and treatment, walking around the circle of doctors;
- depressive state - a syndrome of chronic sadness, as a result of the constant dependence of parents on the needs of the child, and chronic frustration because of the relative lack of positive dynamics in the state of the child;
- the beginning of social adaptation - is characterized by a repeated appeal to a specialist who diagnosed. Some families go through this path independently, some with the help of doctors and psychologists, some do not reach, they get stuck in 1-2-3 stages. The duration of the phases varies from a few minutes to several years.

Numerous studies show that the first reaction of parents to reports of violations in their child is almost always negative. Often it includes the rejection of the child. Although the diagnosis can ease the stress associated with misunderstandings and terrible suspicions, parents usually continue to use anomie until they get a prognosis and do not include the child in the early intervention program (Dushka, Martyniuk, 2011; Kularuz, 2013; Sokolova, 2017).

Some early work claims that parents seek treatment because they have unrealistic hopes for a complete recovery of the child. Many studies describe how parents “run around” in search of a miracle doctor or a means that will make their child “normal.” However, when we ask about such behavior of the parents themselves, we usually see that they do not set themselves the goal of miraculous healing (Tkacheva, 1999; Tsarkova, 2017; Tertychna, 2017).

Interaction between parents and children, on the one hand, and specialists, on the other - this is just one of the many interaction situations that families have to enter into. Along with participation in the current program, parents continue to communicate with relatives, friends, strangers, other specialists. In some cases, the requirements of the program may even conflict with the desire of the family to normalize life in other areas. A specialist who participates in such a program cannot understand and correctly assess the family’s inability to cooperate without understanding its other needs (Dushka, Martyniuk, 2011; Tertychna, 2017).

Thus, emotional states are the dominant and multidimensional phenomenon, which remains purely individual, diverse and not always amenable to reflection. In psychological science, the approach to the concept of emotional states is fragmentary and ambiguous: they are viewed as a higher level of integration of the individual psyche, for which the properties of integrity and unity are characteristic; as a relatively static component of the psyche; as such, which is manifested in various types of activity and personality properties, and the emotion in it determines the entire structure and its parameters.

In this research the emotional states are examined as integral description of psychical activity for the set time, characterized by originality of flowing of psychical processes and depends on the reflection of objects and phenomena of environment and previous states and psychical properties of personality. The context of the problem under study allows us to distinguish the following emotional states, which also create disharmonious backgrounds for the life of parents of children with different levels of psychosocial development: depression, neuroticism, reactive and spontaneous aggressiveness, personal anxiety and internal discomfort. This scientific approach coincides with: by the substantive provisions of theory of differential emotions, in obedience to that emotions are not only examined as the dynamic phenomena and component parts of the integral hierarchical system but also have the special sources-activators; to the organic theory of emotions, in obedience to that each the emotional state is the result of the reflex caused by an external irritant, unites in one complex the physiologically conditioned psychical elements and instantly realized by a man; and scientific ideas about personality and emotional disharmony, understood as an unbalance is in the inner world of personality, results in the origin of negative emotional states. Thus, domestic relations come forward the most essential and meaningful factor of becoming of personality of child, develops typically, and a main factor that characterizes family is a psychological atmosphere: trust, mutual respect, benevolent attitude toward each other, mutual attachment, aspiration to come for help, to support each other. Subjective looks of parents to essence of family, their way of life is in a great deal determined harmonious and safe development of child in future. Researchers note that already in a troubled family the existing tension can intensify after the birth of a child with psychophysical disorders: parents often connect their future, the realization of unfulfilled desires with their children and the birth of a child with psychophysical disorders is sometimes estimated by parents as a collapse of all hopes for self-realization (V. Vishnevsky, A. Komarova, V. Tkacheva, A. Chernikov, V.Yurzhaykin, D. Meyer, P. Vadas and others). In an existent situation family must not simply react on this event, but to meet up against the persuasions in relation to such children. When transitional periods in development of child coincide with in development of family there is the state of tension transitional periods: appearance of child with psychophysical disorders influences on family and family members on the whole (for example, a child with psychophysical disorders can be a serious test for newlyweds seeking a family identity) (Minenko, 2012). Analysis of the scientific literature (T. Volkovskaya, Dushka, T. Malikhina, N. Pavlova L. Prokhoronenko, J. Martyniuk, and others) showed that a child with psychophysical disorders can receive excessive attention, as a result of which other family members (for example, siblings, man) may lack attention and care, anger towards parents and a "privileged" family member, to consider itself offended and undesirable and others like that. Investigating the reactions of family members to children with psychophysical disorders, the main attention of scientists is focused mainly on the state of the mother, because it is the mother who gives life to the child and is regarded as her first and natural nurse and defender (T. Andreeva, A. Dmitrieva, L. Kolpakova, A.Kononova, N. Sharonova and others). However, in the context of theory of the domestic systems domestic a crisis affects all family members: parents, brothers and sisters, grand-dads and grandmothers, i. e., senior relatives, also exposed to influence of violations for children (A. Elizarov, A.Zakharov, G. Ilyina, I Mamaichuk, V. Martynov, G.Pyatokova and others).

Excessive care of a child with psychophysical disorders predictions of her small desires, creates the basis for the emergence in children of such undesirable traits of character as capriciousness, stubbornness, passivity, indifference to everything that happens around (L. Solovieva, A.Spivakovskaya, V. Tkacheva). In these cases, for children sharply a requirement goes down in a speech communication, capture by skills of self-service, desire to engage in playing and by any other activity. The fact of the
birth of a special child is the reason for the strong stress experienced by parents, first of all, by the mother and reflects primarily on the relationship with her husband: a low mood background, constant anxiety, irritability, total self-denial, shifting attention to a sick child can form in a man a constant feeling of discomfort, an emotionally painful condition. If the relationship between the spouses was bad, the appearance of a child with impairments can strengthen and reveal a hidden internal conflict, mutual accusations of the birth of such a child, which can lead to the disintegration of the family (L. Evdokimova, A. Zhukov, R. Lupanov, A. Orlov, S. Razum, A. Romanova, V. Tarasun, T. Shulaeva, etc.). Scientists mark that highly emotional tension of mother unfavorably influences and on mutual relations with a child: a child in this case increases nervous, excitant, requires to itself permanent attention. In this case a child does not release a mother not on a step, in her presence calms down only, and vice versa, becomes excited, in future on this basis original sickly dependence is formed - a "mother - a child". The most favorable domestic atmosphere is created by a mother that finds in itself forces to save a psychological equilibrium and be the active helper of child.

For the family as a whole, the studies of B. Farber, D. Rickman, and others showed that the presence of a child with disorders adversely affects the overall functioning of the family: problems with the distribution of roles, growing mutual estrangement of family members, negative financial burden, restrictions opportunities for family leisure, a large number of health problems and disagreements between spouses. The birth of a child with psycho-physical disabilities - stress for the whole family, as usual the changes is added the shock of the diagnosis, additional concerns for child care, a sense of shame to society, guilt, the need for additional financial support, and the like. Often prolonged stress leads to disruption of intra-family relationships, mental and psychosomatic disorders of family members, sometimes partial loss of their family functions.

**Conclusions**

On the basis of generalization of results of the theoretical stage of research of features of psychological accompaniment of parents, educative children with the Down's syndrome, we came to the conclusion, that the important component of psychological accompaniment of children with the Down's syndrome is accompaniment of their parents, the basic task of that is prevention to their emotional burning down. Therefore, promising in the future, we consider it necessary to create a model of psychological support for children with Down’s syndrome, contains blocks of research on children and parents, and includes research tasks for the personal, emotional and social-behavioral spheres.

**References**


