

AGGRESSIVE BEHAVIOR OF ADOLESCENTS WITH SENSORY AND MOTOR DEFICIENCY

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Abstract

Mass media, research, and official statistics report a spectacular increase in the phenomenon of aggression, violence among children and adolescents in the past three decades in several countries of the world, so escalating violence in school has become the most visible development in the field of formal education. Violence in school is a problem that has been widely advertised in many countries. Existing data show that violent manifestations have a steady growth trend, reaching the highest rate in gymnasium and lyceum education; in terms of gender distribution, violence is most common in boys, reaching the maximum frequency around the age of 15. Under the violence label, we discover a variety of forms of conduct that describe, in terms of intensity, a continuous line: at the smallest intensity, violence involves visual confrontation, nicknaming, teasing, ironing, imitation for denigratory purposes; refusal to give help, sharpening, hitting with various objects, slapping, pushing, and stabbing and shooting are forms of increased intensity of violence. In particular, adolescent culture seems to be centered on violence, a phenomenon that has contributed by family, school, entertainment and the media.

Keywords: violence, visual confrontation, increased intensity, education

Introduction

No other age than adolescence, the preamble of youth, crosses a "crisis of originality", an acute experience of being different than others from the need to find out its own identity. But self-assertion goes through a sinuous road, a road of extremes. It is the moment when the teenager defines himself as opposed to the other, especially the parents, the educators, through an ambivalent attitude: obedience and revolt, independence and imitation, violent anti-conformism and, at the same time, obedience to the influences of fashion.

The road from the present to the future is the way of choosing the ideal of life and takes the look of a personal strategy of action. The first step is usually to choose a concrete model that adapts to their own needs and is defined by the phrase: "I would like to be like X". The second step: the features of the concrete model are being processed, passed through a

proper filter, reaching an abstract pattern: "I would like to be like this." When the model is outlined in its own personal, concrete, concrete pattern, the individual traced his professional route, the pattern of conduct. Then he comes to the expression: "I will be like this."

Adult dependence, the inconsistency of the economic and social position, the "seniors", paternalist attitudes of others - are effects that in adolescence may lead to adaptation difficulties and may take the form of crises or groupings as an antidote for anxiety and frustration; source of "psychic comfort". The group offers the teenager an ideal in itself, a reassuring image of my own. Only the group can satisfy its valences of affirmation, it can give it a sense of value, strongly shaken otherwise. Poor - the teenager looks for the power of the group, seeking to identify with it; insignificant - seeks opportunities of affirmation, capitalization; unrecognized - wants to become necessary, to be among the others, to occupy a place that is known and recognized by the group; threatened - awaits protection, wants to be a counselor, seeks the "comfort" that can give him collective responsibility.

Theoretical approach

The need for social affirmation, the desire to move quickly into the adult world, sometimes mimicking maturity, the world of the big ones - this image of the adolescent who wants to be considered "a man like everyone else" who tends to participate in the social life, to be useful and necessary has long been neglected.

Period of isolation and reverie, age of self-determination, time of distance from others - so adolescence has long been understood and accredited. For only a few decades, psychology and pedagogy have reconsidered their attitude towards this period of individual development, highlighting the social valences of adolescence, offering the opportunity to interpret it as a period conducive to social exploration.

Apparently paradoxical, this situation could be reduced to a relatively simple scheme: the adolescent manifests interest in the social phenomenon, seeks it, needs it. The motivation of this need differs, however, from that of the young or the adult, by placing the desire for confrontation, measurement in relation to others in the first place. And here comes the contradiction: with aspirations above the possibilities, with desires and dreams often unrealistic, with the inability to sizing their own potentials, with shyness and at the same time in behavior, the social integration of the adolescent flows with sinuosities. Desirous of social recognition and rapid social status, the teenager is impatient, wishing to avoid the "monotony periods" of life. The first failure scares or irritates him, in any case inhibits him and the

teenager retires, isolates himself. We see then the effect but not the cause. And we rarely try to investigate the adolescent's motivations in case of a contradictory, pendulant behavior.

Only by seeking the motives we will be able to understand the adolescent's sometimes offended withdrawal, voluntary isolation as a protest against distrust in its forces, or as a pretext for the inner grinding of a failure. But interiorization may have other reasons. When the teenager feels the need for loneliness, personal balance, self-esteem, and self-confrontation, willful isolation is only a period of recovery of forces, conception of new dreams and plans, mental refreshment.

If, under the meanings, the content of some norms becomes inconvenient, anachronistic, coercive but also rational, then we can find the explanation for adolescent adherence to the moral promotion of social norms with the meaning of moralizing, annoying and irritating educational "pisage". The eventual waiving of some rules is not confused with their absolute denial. The crisis of norms that can be encountered in adolescence is not necessarily linked to their social crisis. This crisis can be avoided when educational-moral relationships and means of promoting behavioral values are integrated with the demands of the qualitative transformation of society when rigid authoritarian morality is replaced by that of cooperation able to assess the mature social capacities of adolescents.

Another factor with a great influence in this period is sexual development. Adolescent psychology is largely dominated by sexual desires. This, together with a particular psychic sensitivity characteristic of this age, is a common cause of conflicts. The emotional element is deeply stuck in the adolescent's subconscious, often rebuking the wishes of re-editing the past. The evolution of these desires is done in terms of endocrine-somatic and psychic impulses and is evaluated under the knowledge acquired in this direction, the possibilities of accepting or prohibiting the micro- or macro-society, of the individual.

The teenager today is more sensitive to everything he thinks would bring him popularity, success, admiration and security. Girls are more concerned about the symbol of admiration or "being sexy." And so many others, so far without the murmur of the sexual ethics imposed by their parents, have become more independent and have a more liberal attitude towards sexual relations. The role of the environment in which the teenager grew is extremely important and the sexual education he has received may lead, especially in the absence or unsatisfactory, to failures in this plan. These failures mark the personality of the teenager and his behavior.

Modern research in the field of psychology under the influence of cybernetics and the general theory of subsystems addresses the psychic as a system with a hypercomplex structure, hierarchically integrated, in which organically combines a subordinate emergence of the totalitarian ensemble with a local one, which it carries out according to the same laws of completeness, the different processes and particular structures.

The systemic approach of the psyche brings in a completely new light the much-discussed issue of the nature of mental deficiency. One thing is clear from the beginning that the nature of this deficiency can not be limited to the particularities of a certain subsystem, be it cognitive, affective or communicative, but it must be defined by the psychological features of the whole personality structure, traits resulting from the complex interaction of the subsystems.

Addressing this point of view is fundamental, both for the diagnostic aspects and for the problems raised by the complex therapy aimed at recovering and integrating these deficiencies in society.

From a diagnostic point of view, adopting the systemic point of view requires a much more complex investigation. Diagnosis is required not only by testing a single subsystem - usually cognitive - but by revealing the particularities of the entire structure of the system. Diagnosis must be based not only on the results of intelligence tests, but on knowing how intelligence is structured and acts within the entire personality system. In the test battery, there must also be evidence of the affectivity and communicability subsystem as well as the motivational subsystem.

The results of research in the field of motor deficiencies reveal that most subjects belong to the personality of the ambiguous type, a large part of the introvert type, and only a minority of the extraverted type. In view of some sensitization, exaggeration or deformation of the emotional, behavioral, attitude and behavior of the motor deficiencies, it is possible to appreciate that they have a fragile personality with some disturbing tendencies and in structuring their personality, contribute, along with the whole multiplicity of factors and circumstances, and infirmity.

As far as self-consciousness is concerned, it is noted in its manifestation by the existence of parasite elements of irritating states, consisting of obsessions, gloomy thoughts, the statornicity of negative dominant (physical defect, the idea of suffering and failure) and some complexes, especially the complex of inferiority. Self-consciousness is also shaded by some anxieties and uncertainties.

The ego of the locomotive deficiency is mined by sensible dissatisfaction, the sense of insecurity, the tendency towards despair, or, in particular, of a phasic, contradictory exteriorism, the ego taking when a facet, when another. This explains the escape into the reverie and fabulous. Also, their need to be approved, encouraged, stimulated, helped should not be neglected.

However, in general, the personality of the deficient motor has sufficient positive possibilities; depends on how it was formed up to the age of adolescence, and how it is guided during the critical age so that a man can be modeled for society, his own family and himself.

By examining the particularities of the locomotive deficiency personality, some aspects need to be considered. First of all, the reduction or disappearance of the ability to move, which means reducing the space of knowledge and the vital space, the inexistence for the bearers of such deficits of the possibility of achieving a productive or athletic level depending on the extent and extent of the deficiency.

The disorder, often profound in the form of the instrumental side of personality - skills and habits - often with discoordination and dissynchronizations in motion, leads to dyspraxia or even apraxia (that is, disorder of skills formation).

Language disorders such as; disatheses and dislals (articulation and pronunciation of language tongues), stuttering - as a synergy disorder of the organisms, resulting in a language with contraction or clonic, most often mixed.

Disturbances of written language, grafting - dysgraphia, going to the pile, which can also be considered as specific cases of apraxia or dyspraxia.

In terms of affectivity, immaturity and emotional lability often appear, but above all, the living of contradictory feelings towards oneself and others as a result of the existential impasse caused by handicap, leading to neurotic reactions, non-prototypical and slightly disarransional structures, creating and these new issues difficulties in the process of adaptation.

The negative consequences of the various types of behavioral deficiencies and personality structure can be prevented by special psycho-pedagogical measures, aiming finally at an optimal social and family integration.

It has also been demonstrated that computer game users are more aggressive with their teachers and are much more involved in conflicts with their schoolmates. ;

- moving anger and aggression to someone else or someone else (breaking, destroying objects, torturing animals, battering another person and sometimes joining groups with anti-social manifestations etc);
- Designing hostility is a way of outsourcing, considering others to be nervous, that their condition is due to others who have been wrong. In this case, it is often the feeling that he has been wronged, excessive exuberance, chronic complaints against school, family, community sometimes on social or ethnic groups that he considers guilty of his condition. In this case, not only the perception of the surrounding phenomena will be distorted, and the memory will retain only punishments, injustices, while the many opportunities to be treated favorably will be forgotten.
- Directional hatred of one's own person can take various forms: exaggerated self-criticism, autobilition (which is accompanied by lower risks), the appearance of psychosomatic manifestations.

It is noteworthy that there are no differences in the adolescent aggressiveness manifesting sensory and motor disabilities towards the "normal" ones. Differences occur only at the frequency of different aggressive manifestations within the adolescent group.

Undoubtedly, the problems that aggressive and especially antisocial manifestations pose are of great importance, with the mass media reporting daily the omnipresence of violence in our society in its extreme and spectacular aspect: assassinations, robberies, rapes, armed attacks, terrorist attacks, etc. This is why aggression is seen as a social problem for which a solution is expected, the scientific study of the causes of violence as well as means to reduce their prevalence being of major importance in a world characterized by an increase in aggression both at the level of interpersonal and international relations.

One reason is the increased degree of aggressive manifestations among people with disabilities. Although at first sight relationships between children, adolescents, adults with disabilities should be less marked by aggression, I had the surprise to find that it is not. The most aggressive or aggressive between them is manifested by verbal attacks (injuries, gossip, etc.), indirect hostility and resentment.

PURPOSE OF RESEARCH

Identifying the peculiarities of aggressive manifestations in adolescents with sensory and motor deficiencies.'

OBJECTIVES

- Identification of training mechanisms and principles of aggressiveness.
- Creating appropriate mechanisms for the prevention and treatment of aggressive, violent social behavior.

RESEARCH HYPOTHESIS:

1. The degree of self-acceptance is lower for adolescents with visible (locomotor) deficiency;
2. The degree of acceptance of others is lower in the case of visually impaired adolescents (locomotor);
3. The degree of self-acceptance and of others is lower as the degree of hostility is higher.

Self-acceptance is defined as trust in the ability to cope with life. How much we accept and how well we accept what we consider to be ours is a measure of well-emotional state. Low scores express poor self-acceptance. This can be interpreted as a negative view of the self and the feeling that others have an unfavorable impression. It influences professional performance, interpersonal and family relationships. Adaptation and cohabitation presuppose first of all the acceptance of one's own person. In the first part of the paper we talked about the feeling of inferiority, its causes and its influence in forming the self image

Personal negative experience can lead to loss of trust in others or disillusionment in interpersonal relationships. Intolerance may also reflect a lack of self-acceptance.

The issue of violence at present, especially in the conditions of a Romania that goes through a period of changing values and old traditions with new ones, is very current. It is necessary to elucidate the training mechanisms and the principles of aggressive functioning in order to develop appropriate methods of prophylaxis and "treatment" of aggressive, violent social behavior.

By violence, aggression we understand any form of behavior directed to offend or harm another living being who does not want such an attitude.

The period of maturation - adolescence - is not a disease, it can cause serious psychological problems. In this sense, the "crisis" can overcome the boundaries separating it from the disease state and require the intervention of specialists - psychologists and psychiatrists. For this reason, studying the characteristics of adolescence is necessary to understand the psychology of violence during this period.

The causes of the aggressive behavior of adolescents are not yet fully elucidated. However, referring to the aggressiveness among adolescents with sensory and motor

deficiencies, we can say that, apart from generally valid reasons, self-image, self-acceptance, ability to cope with frustrations by understanding capacities and the limits imposed by the deficiency. Teaching staff in special education, especially psycho-pedagogical and psychological teachers, or graduates of these faculties who occupy positions as educators, require a "special" training - in the sense of knowing the developmental particularities and the real needs of these children not only at the theoretical level chosen virtually. Paraphrasing the medical principle "there is no illness, there are sick people" we can say that there are no persons with deficiencies, with the person with deficiency, because beyond the uniqueness of the individual there is also the "uniqueness", the specificity of each deficiency.

Beyond the statistical results of the research are the adolescents - the future adults. Even if to be able to apply the questionnaires I had to give up some that, perhaps more appropriate to the subject studied, I thank them for the patience they had with me. Although the most "visible" deficiency is locomotory, although research shows that the greatest degree of hostility is presented by adolescents with this type of deficiency among them, we have seen most scenes of mutual help and understanding. The children who play "Country, Country We Want Soldiers" sat on their knees to allow them to play and a girl who had nanism, taught me that adaptation does not mean "dynamic process of change, developed voluntarily or involuntarily, etc." , but the knowledge and respect of the other.

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