

Anida Szafrńska

Systemy i rodzaje wsparcia społecznego rodziny z dzieckiem autystycznym

Zeszyty Naukowe Wyższej Szkoły Humanitas. Pedagogika 11, 37-45

2015

Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej bazhum.muzhp.pl, gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

Year	2006	2007	2008	2009	2010	2011	2012
Children under 13 years	30.073	32.525	35.137	37.227	38.233	31.001	31.699
Minors from 13 to 18 years	15.955	17.062	17.527	17.800	18.276	14.963	15.399

Source: http://statystyka.policja.pl/portal/st/944/50863/Przemoc_w_rodzinie.html.

Table 4. The number of perpetrators of domestic violence

Year	2006	2007	2008	2009	2010	2011	2012
The total number of perpetrators of domestic violence	76.991	83.330	91.920	97.142	96.775	81.743	86.568
Including women	2.903	2.861	3.501	4.153	4.074	3.632	3.942
Including men	73.759	80.233	88.180	92.776	92.526	77.937	82.425
Including minors	329	236	239	213	175	170	201

Source: http://statystyka.policja.pl/portal/st/944/50863/Przemoc_w_rodzinie.html.

Table 5. The number of police interventions

Year	2006	2007	2008	2009	2010	2011	2012
Home interventions in total	559.387	593.727	610.941	608.751	620.662	718.819	658.651
Including those relating to family violence	96.449	85.512	92.495	96.773	96.099	81.403	86.455

Source: http://statystyka.policja.pl/portal/st/944/50863/Przemoc_w_rodzinie.html.

The effects of domestic violence cause psychological disorders in children, as well as mental and physical underdevelopment associated with abnormal developmental environment. Difficulties which arise as a result of violence affect the socialization of the child and may cause trouble at school. The most serious consequences are physical injuries, in the most tragic cases: even death.

POVERTY

The process of society impoverishment, marginalization and social exclusion after the socio-economic transformation of the 90s, now has become very widespread, which requires taking a number of actions by social services, whose mission is to facilitate the mutual adaptation of individuals, families, groups and social environment in which they live, and to develop a sense of self-worth of individuals, by exploiting the opportunities inherent in them, in interpersonal relations and the resources made available by communities (in: Trafiałek, 2000). It is also the subject of many social programs aimed at minimizing poverty effects.

The concept of poverty can be defined as: “the state below a variable threshold of income that meets the basic needs of the individual, the family, a social group” (Boczoń, Toczyski & Zielińska, 1995, p. 341). It specifies scarcity in the material sense, but also affects all the activities related to making decisions in the future, espe-

cially for the development. According to T. Kamiński:

poverty is not only the lack of material goods, but also unmet psychological needs, spiritual and intellectual oppression, restriction or even deprivation of realization of their own capabilities, the inability to independently determine their own way of life or change their low social status (in: Zabielska, 2007, p. 275).

Poverty is a situation in which the material means in the possession of a person or the household are lower than the minimum allowed in the community, or if these means are not sufficient to meet basic needs (Panek, 2006, p. 146) and there is no possibility of making different kind of choices, which are crucial to the development of the individual, allowing for carrying a long, healthy and active life, the use of a decent standard of living, freedom, self-esteem, enjoy the respect of other members of society (Panek, 2006, p. 147).

Poverty is inextricably linked with the process of satisfying the needs that are, as reported by A. Kamiński, the concept derived from economics and later transferred to psychology, sociology and pedagogy, which is most often understood as:

the absence or deficiency of something, putting an individual in a state of desire of this thing and stimulating to achieve a specific object or state that in the opinion of the individual removes this lack or insufficiency (Kamiński, 1975, p. 47).

For the phenomenon of poverty to be established it is necessary to declare the state's failure to satisfy specific needs, which is implied by the certain way of perceiving reality by an individual – thus it clearly has a subjective dimension:

Without the onset of the lack of satisfaction of these needs we cannot talk about the poverty of the man, but at most about the insufficiency appearing in others, who as a result of a critical overview of the reality see such condition. A situation is possible, therefore, in which the individual, despite qualification despite by others among the poor, do not feel so (and vice versa). Human needs arise and are satisfied by the society, with the result determined by existing social relations, giving to them, and thus to poverty, a social character (Fic & Wyrwa, 2003, pp. 489–490).

Linking the process of meeting needs with measurement of poverty, together with the new approach to the category of poverty, became the basis for taking action in the fight against poverty. At a meeting in March 2001, in Stockholm, the European Commission presented an initial set of the basic indicators to measure poverty and social exclusion, common to all Member States. After intensive consultations at the summit in Laeken in December 2001, it has adopted a set of 18 indicators aimed at monitoring of poverty and social exclusion in the areas of financial poverty (income), employment, health and education in the member states of the European Union (in: Panek, 2008).

The level of satisfaction of needs can form the basis for the distribution of poverty: absolute and relative. **Absolute poverty** is the

state of living conditions which prevents or significantly hinders the realization of basic life functions (Auleytner & Głębicka, 2011, p. 51).

Proponents of this approach, as a criterion of poverty, accept a level of existence that puts into question the very existence of a human or a social group. This:

state of living prevents or significantly hinders the fulfilment of basic functions inherent to all persons (Markowski & Toczyski, 1988, p. 59).

Such treatment applies to existing conceptions in any society with a minimum level of life and aspirations, taken as benchmarks of assessment. The limit of absolute poverty is a base level of income or consumption and is not directly related to the average standard of living.

In contrast, **relative poverty** is understood as an excessive span in the standard of living. In determining the poverty line, the average standard of living, characterized by society is taken into account. When there are large inequalities in a society, the worst-off of its members, even when they have the means to satisfy more than just basic needs, should be called poor.

A child in a family with material poverty, just as it is in families with alcohol problems, is exposed to contact with a number of different factors occurring in a family environment, contributing to its social maladjustment, and thus to the occurrence of behaviors characteristic of social derailment. Improper atmosphere of care and upbringing by the parents or guardians, improper relations and emotional needs, the non-satisfaction of biological, psychological and social need of the child, all usually lead to:

- the deformation of its development;
- negative emotional effects;
- slow educational attainment;
- small aspirations;
- lack of career and personal life;
- affect negatively all relationships with the environment (Kawula 2008b, p. 152).

The difficult economic situation also leads to impaired children's cultural and educational opportunities (thus determining the level and quality of knowledge acquired and future employment) and diminishing the role of social contacts, access to medical services and even travelling offers. Children from poor families are ashamed of being poor, which enhances their belief that they are worse than others, and brings about their distancing from peers and closing on the environment, which inhibits their development and may cause a deterioration in the state of health, both physical and mental. Economic deprivation leads to disorganization of educational functions of the family, and thus to negative impact on the child, often leading to the problem of stigmatization.

Poverty is a phenomenon that most commonly affects all family members, and its result may be: listlessness, depression, reduced motivation and activity, devaluation of moral norms or pathological behavior (Marzec, 2001, p. 10). Bad economic situation of families often forms in children a distorted picture of the conditions prevailing in the family home, including in particular the behavior of their parents, what has a huge impact on their psyche and personality development. The danger for a child of having contact with this reality lies in the intensification of negative feelings, and thus the attempt to rebound them, often in destructive ways.

Raising children in families with very low financial status, which often are classified as living in extreme poverty, is a very negative phenomenon, which constitutes a serious social problem that requires a lot of effort on the part of the authorities, social workers and educators. It is therefore necessary to take systematic measures to protect children against the phenomenon of social maladjustment and its consequences, the danger of the development of social pathologies and the process of inheriting poverty and marginalization of social life.

SOCIAL EXCLUSION

Economic studies on poverty also show a tendency to treat the poor as excluded from social and economic life and as the ones deprived of the possibility to decide their fate. **Social exclusion** refers to:

a situation in which individuals are deprived of the opportunity to fully participate in society (Giddens, 2005, p. 346).

The phenomenon of social exclusion involves several overlapping dimensions of marginalization and in the simplest terms, it consists in a not taking the usual and socially acceptable way of life. It applies to individuals, families or groups of the given population (Hausner et.al., 2003, p. 21).

Among the researchers, there is a general agreement that social exclusion is not a one-dimensional scale on which we may assess one's position in the local community. Simply put, inclusion, exclusion and social constructs are multidimensional. In theory and practice of social work, exclusion refers to the overall evaluation of one's position in society in four different dimensions, loosely interrelated. These dimensions are (Wydział Humanistyczny AGH, 2015):

- impoverishment and exclusion from having sufficient income and resources;
- economic exclusion from the labour market;
- exclusion from access to services; it is usually a hidden network of different kinds of exclusions including health care, social assistance and other public offices;
- cultural/moral exclusion from the common cultural practices, traditionally

associated with religion, language and the status of ethnic/national minority.

Social exclusion “refers to a situation in which individuals are deprived of the opportunity to participate fully in society” (Giddens, 2005, p. 346) The approach to the phenomenon of social exclusion has been changed significantly in recent years. In the past, it was regarded as an effect of poverty, while today it is assumed that it is

the process of limiting social integration, which may be accompanied by poverty. This means that exclusion threatens democracy, and not only social equality (Golinowska, Tarkowska & Topińska, 2005, p. 12).

Social exclusion is associated with withdrawal of individuals from participation in social life, depreciation and rejection of democratic institutions, the general apathy and passivity, lack of ability to use the of cultural, sport and educational services available on the market. Exclusion also means loneliness, the atomization of the individual, their social isolation and the search for alternative, cheaper sources of entertainment. It arises when a poor person continues to fight for a better tomorrow. Although, most commonly this phenomenon is linked to poverty, such generalization is completely unjustified – not all economically marginalised persons are socially excluded (though actually all socially excluded persons are poor) – not only economic marginalization is a source of exclusion, more so are its permanence, lack of hope and lack of prospects for change for the better (Janasik, 2015).

Mostly, however, the term – social exclusion is used in relation to describe the broad structural poverty, which is not due to random reasons, nor is it dependent on subjective factors, but is a result of economic processes and their negative manifestations such as unemployment, low wages, income polarization, high prices, etc. It can also refer to individual disability (disadvantage) and is expressed in both the low level of prosperity (impaired economics), and the inability to effectively participate in social life through work, access to allowances (rights), the legal instruments of protection claims (legal claims), etc. (comp.: Gore & Figueiredo, 2003).

Describing the phenomenon of social exclusion, we cannot overlook the fact that it may take the external form, on which the individual has no impact, or in the form of self-exclusion of the poor from the process of cognition of reality, e.g. the abandonment of further education:

Unfortunately, more and more is the multitude of those who, unable to keep up with the development of science, consciously or not, reject interest in knowledge, declaring intended ignorance. Finally, there are those who do not have a chance to participate, even passively, in the process of cognition due to low intellectual development, lack of access to information, particularly in underdeveloped societies, errors in education or conscious deformation of the education process (Dietrich, 2000, p. 109).

Classification of exclusion can be made by a variety of criteria. I. Pospiszyl, based on data found in the literature on the subject, proposed a classification with respect to their areas. In this systematization the following may be distinguished:

1. Economic exclusion – associated with poverty, unemployment and homelessness.
2. Exclusion from the sphere of education and culture – usually it relates to people who do not have the resources or do not have access to education, professional preparation, or even movement in the labor market.
3. Spatial exclusion – applies to communities living in slum neighborhoods, blocs housing in big cities, ghettos, or other gatherings of isolated groups.
4. Structural exclusion – causing the rejection of people with disabilities, ethnic minorities, people with different sexual orientation or different skin color.
5. Religion-based exclusion – for persons who, because of religious beliefs, cannot adapt to the new environment and meet the demands of life in a different culture.
6. Ethnic exclusion – manifested by significant difficulties with access to certain privileges, professions or functions, resulting because of belonging to a national or racial minority.
7. Mental exclusion – associated with feelings of alienation, for example in the case of immigrants (Pospiszyl, 2008, p. 277–278).

Contrastingly, according to T. Boris, classification of social exclusion can also be made with regard to risk factors for its occurrence (Table 5).

Table 6. Two classifications according to the nature of the risk factor of social exclusion

First classification	Second classification
1) Biological factors <ul style="list-style-type: none"> • congenital disability • genetically determined disease • innate predisposition to poorly developed social life • propensity to addiction 	1) Physical factors: <ul style="list-style-type: none"> • age – 45/50 years and above • age – 60/65 years and above • disability
2) Social factors <ul style="list-style-type: none"> • family conflicts • lack of family • living in peripheral areas • belonging to the subclass, living in a culture of poverty • minority and related risk of discrimination • loneliness 	2) Structural factors <ul style="list-style-type: none"> • homelessness • poverty • residing in peripheral areas (rural/post-industrial/housing estates) • education – below secondary school • parents' education – primary or lower

First classification	Second classification
3) Random event factors <ul style="list-style-type: none"> • individual (accidents/diseases/tragedies) • collective (natural disasters/shocks concerning closing of local labour market/poisoning of the environment) 	3) Normative factors <ul style="list-style-type: none"> • addiction (alcohol, drugs) • conflict with the law • being discriminated against
4) Health factors <ul style="list-style-type: none"> • acquired disability or chronic illness • age-related infirmity • substance dependence (alcoholism/drug addiction) 	4) Institutional factors <ul style="list-style-type: none"> • systemic solutions adopted in policies • ways and forms of institutions functioning • social exclusion is the result (effect) of carried policies and the shape of institutions
5) Competence factors <ul style="list-style-type: none"> • skills low or outdated on the open labor market • low or outdated skills useful in the specific profession 	
6) Economic factors <ul style="list-style-type: none"> • inability to achieve income sufficient to participate in social life (cultural, professional, etc.) and the use of public services, especially education and health services • inability to achieve revenue from legitimate sources (→ crime) • the almost complete lack of assets (→ homelessness) 	

Source: Borys, 2006, p. 79.

Social exclusion carries a direct threat to the social order, since it is associated with polarization and social diversity, and hence the unequal distribution of wealth between different groups, inequalities in the possibility to seize opportunities or discriminatory nature of social institutions (Muras, 2006, p. 16).

The reasons for exclusion are conditioned both by micro-processes taking place in social, economic and political sphere, but also the nature of biological factors or resulting from individual predispositions, e.g. health, independent of the individual. Among the most frequently mentioned sources of social exclusion are aforementioned unemployment, alcohol addiction, drug addiction, poverty, social pathologies, low professional qualifications and old age.

HELPLESSNESS IN MATTERS OF CARE AND EDUCATION

Modern family is unusually often faced with difficult problems and numerous threats. On the one hand, there is the progress of civilization, based on the rapid development of technology, urbanization, computerization, but on the other, there is the decrease in culture and increased aggression. Of great importance for the proper

functioning of the family, are internal and external factors which cause pressure and stop the family from functioning properly (Goriszowski, Kowolik & Pindera, 1999, p. 303–314). In the recent years, the main causes of family dysfunctions, include the life blunder of parents, improper exercise of parental authority, domestic violence, poverty, and pathological behaviours, social maladjustment of youth, crime, addiction, prostitution, suicides and homelessness, which lie on the socio-economic or political side of changes that took place in Poland after 1989 (Bieleń, 2006, p. 85). The period of transition, to a large extent caused the changes in the family environment, causing disappointment, fear of the future, no prospects, inability, passivity and loss of family ties.

Helplessness in matters of care is a phenomenon that can be understood as:

a sense of lack of efficacy in educational situations. Such a feeling can lead to a state of passivity in relation to children, or inadequate, often aggressive behaviour in given situations, education and care (Jęczkowski, 2015).

Such situation is caused by abnormalities in the family system (familial disorganization), characterized by disturbances in its structure and difficulties in fulfilling of social roles by family members. Emotional ties of children with their parents are most often characterized by indifference or sharply manifested coldness (Kawula, 2008b, p. 177). In such families, serious financial difficulties are often found interfering in their functioning. We can speak about a failure of upbringing in the family, consisting in the absence of any life plans. This usually leads to numerous mental disorders in individual family members, especially in children (2008, p. 181).

The concept of helplessness can be considered in the objective and subjective terms. Objective recognition involves the actual helplessness of the individual, manifested in the inability to meet the needs of the next of kin. Subjective approach assumes inner conviction of the person about their helplessness (Nitecki, 2008, p. 171).

Lack of satisfying the basic needs of the child by its family in the material, mental and social area, can cause a range of emotional disorders, which can lead to hyper-reductions or hyper-increases of mood, neurosis, fears and phobias, aggression or dependence on psychotropic substances, drugs or alcohol. Among the causes of helplessness in care and education we find:

- lack of behavioral patterns in situations of education and care acquired through socialization in the family home;
- health or intellectual limitations that prevent exercise of childcare;
- extreme poverty, a condition in which it is difficult to meet basic and biological needs of children;
- overprotective environment or rejecting (in both cases, destroys individual's activity);
- addiction in parents, causing their focusing on themselves and on the addiction, at the expense of meeting the emotional and material needs of children;

- physical or mental preponderance (e.g. domestic violence), economic dominance (e.g. a complete financial dependence on family or state), or the inevitability of the problem (e.g. death).

While its social effects include family conflicts and growing disorganization of the family, domestic violence, including violence against a child, aggression, increased crime among children and young people, learning problems, addictions.

Solving the problem of helplessness in matters of care and running a household requires complex approaches, which should take into account both the adult family members and children. Measures aimed at parents should include counselling and material assistance and in-kind assistance, while for children they should consist in therapeutic activities, e.g. in day-care centres or educational centres run by psychologists and educators.

BIBLIOGRAPHY

Albański, L. (red.) (2001). *Profilaktyka i wspomaganie pedagogiczne rodziny (wybrane zagadnienia)*. Jelenia Góra.

Auleytner, J. i Głąbicka, K. (2011). *Polskie kwestie socjalne na przełomie wieków*. Warszawa.

Balcerzak-Paradowska, B. (2004). *Rodzina i polityka rodzinna na przełomie wieków*. Warszawa.

Becelewska, D. (2000). Hobby, przyzwyczajanie czy uzależnienie?. *Problemy Opiekuńczo-Wychowawcze*, 3.

Bieleń, R. (2006). Duszpasterstwo rodzin mających dzieci, czy duszpasterstwo dzieci? Posługa kościoła katolickiego w Polsce wobec dziecka. *Seminare*, 23.

Boczoń, J., Toczyński, W. i Zielińska, A. (1995). Ubóstwo jako zjawisko społeczne oraz przedmiot pracy socjalnej. W: T. Pilch i I. Leparczyk (red.). *Pedagogika społeczna*. Warszawa.

Borkowski, J. (2003). *Socjologia i psychologia społeczna*. Pułtusk.

Borys, T. (2006). Analiza wskaźnikowa wykluczenia i integracji społecznej – propozycja badań w układzie przyczynowo-skutkowym. W: *Raport: Wykluczenie i integracja społeczna w Polsce. Ujęcie wskaźnikowe*. Warszawa.

Brańiel, J. (2008). Zagadnienia przemocy wobec dziecka w rodzinie. W: S. Kawula, J. Brańiel i A.W. Janke. *Pedagogika rodziny. Obszary i panorama problematyki*. Toruń.

Čakrt, M. (2006). *Kto jest kim. Typy osobowości dla menedżerów*. Gliwice.

Cekiera, C. (2003). *Ryzyko uzależnień*. Lublin.

Ciechaniewicz, W. (red.) (2008). *Pedagogika*. Warszawa.