

CHILD PROTECTION BULLETIN

STATE CHILD
PROTECTION
SOCIETY, ASSAM

MONTHLY BULLETIN OF ACTIVITIES CONCERNING CHILD PROTECTION IN ASSAM

EDITORIAL

All children behave differently. Some of the behaviors are acceptable while some others are not. We can condition the behavior of children in order to guide them.

Two of the biggest challenges children face are learning acceptable behavior and being able to control their own behavior. They need to be with adults who understand this and who will help them manage these tasks. Child Care Institutions offers children opportunities to learn about looking after themselves, other people and the world around them.

Helping children learn to guide their own behavior can be a test for careers due to the different ages of children in the group, working with your own children alongside other people's children, different family experiences, having to make decisions about reasonable limits and how to react when children's behavior is unacceptable.

Editorial Board,
State Child Protection Society,

Dealing with Aggressive and Delinquent Behavior

All children break rules or engage in aggressive behaviours. Some degree of aggression like hitting or acting out, is normal in young children, and in some degree it might appear to be delinquent behaviour. The crucial question is how and where do we draw this line? There is no definite answer to this and things vary from culture to culture.

Signs of Delinquent Behaviour

The International Classification of Disease (ICD) -10 outlines fifteen (15) behaviours that are listed to be considered for a diagnosis of conduct disorder, which usually but by no means exclusively apply to older children and young people. For these aggressive behaviours to be classified as delinquent they must be present for at least six months in a child/person.

These behaviours may be grouped into four classes:

Aggression towards people and animals

- Often lies or breaks promises to obtain goods or favours or to avoid obligations
- Frequently initiates physical fights (this does not include fights with siblings)
- Has used a weapon that can cause serious physical harm to others (for example bat, brick, broken bottle, knife, gun)
- Often stays out after dark despite parental prohibition (beginning before 13 years of age)
- Exhibits physical cruelty to other people (for example ties up, cuts or burns a victim)
- Exhibits physical cruelty to animals

Destruction of property

- Deliberately destroys the property of others and one's own (other than by fire setting)
- Deliberately sets fire with a risk or intention of causing serious damage.

Deceitfulness or theft

- Steals objects of non-trivial value without confronting the victim, either within the home or outside (for example shoplifting, burglary, forgery).

Serious violations of rules

- Is frequently truant from school, beginning before 13 years of age
- Has run away from parental or parental surrogate home at least twice or has run away once for more than a single night (this does not include leaving to avoid physical or sexual abuse)

- Commits a crime involving confrontation with the victim (including purse snatching, extortion, mugging)
 - Forces another person into sexual activity
 - Frequently bullies others (for example deliberate infliction of pain or hurt, including persistent intimidation, tormenting, or molestation)
 - Breaks into someone else's house, building or car
- Besides these signs, another common yet very important sign of aggressive behaviour is a child throwing temper tantrums, using aggression to seek attention or to get their demands fulfilled. Reinforcing such behaviour by giving in to the child's demands can strengthen temper tantrums and aggressive behaviour in children.

What Parents can do?

- Spend time with your child and develop a positive relationship

To cut into the cycle of defiant behaviour and recriminations, it is important to build a strong relationship with your child. Parents can do that by playing with their children and recognizing their needs while playing. For instance,

if a child likes playing with toy guns or violent games, instead of scolding them, parents can engage in discussion with the child on why they like such games and violence and respond to it sensitively. The more parents talk, play and spend time with their children, the children in turn begin to like and respect their parents more, and become more secure in the relationship.

- Praise and reward for sociable behaviour

Parents can reformulate difficult behaviour in terms of the positive behaviour they wish to see by encouraging the expected/wanted behaviour. Instead of criticizing the unwanted behaviour, if the parents recognize and reinforce the positive behaviour, the same may yield positive results. For example, instead of shouting at the child not to run, they could praise him whenever he walks quietly; then he will do it more often. Through hundreds of such prosaic daily interactions, child behaviour can be substantially modified. When some parents find it hard to praise, and fail to recognize positive behaviour when it happens, the result is that the desired behaviour becomes less frequent.

- Clear rules and clear commands

Rules need to be explicit and consistent; commands need to be firm and brief. Thus, shouting at a child to stop being naughty does not tell him what he should do,



Childrens are great imitators, so give them something great to imitate.

Commits a crime involving confrontation with the victim whereas, for example, telling him to play quietly gives a clear instruction which makes compliance easier.

● **Consistent and calm consequences for unwanted behaviour**

Disobedience and aggression need to be responded to firmly and calmly, as aggression can never be countered by another form of aggression. For instance, if your child is throwing a temper tantrum, instead of screaming at him/her, you can put the child in a room for a few minutes. This method of 'time out from positive reinforcement' sounds simple, but requires considerable skill to administer effectively.

● **Engage children in constructive activities and sports**

Children are full of energy and if this energy is not utilized constructively, children might feel restless, agitated and frustrated. Un-channelized energy might find an outlet in aggressive acts and push children towards violence. Thus, parents should try to engage children in sports and other creative

activities. Sports and creative activities serve a two-fold purpose: i) constructive use of children's energy and ii) inculcating team spirit and appreciation of different skills and perspective through collaborative works.

Quick tips for parents

- Talk to children about incidences of violence and crime in the city and the country. Try to understand what children are thinking and what they feel about it. For instance, in the Nirbhaya case, how did children perceive the role of juvenile in it and why?
- Engage and show them positive examples in media, through stories, to explain to children as to why they should not endorse aggression and violent activities. E.g. Discuss with children the case of Malala Yousufzai and other children who raised their voice against violence.
- Teaching children how to think and respond to situations and NOT REACT. For instance, share examples of road rage with children.



Counseling Techniques:

When we talk about the counseling environment, it is not just the physical environment we are referring to. It also includes how you greet people, how you talk to them and other aspects of non-verbal communication such as eye contact and body language. How you treat people in these ways is all part of setting up a good counselling environment, and you are demonstrating your use of empathy and respect.

The Counseling Environment Should Be

- welcoming (e.g. greet clients appropriately, show them where to sit)
- comfortable (e.g. have comfortable seats, try to sit at the same level)
- a place with few distractions (e.g. no telephone, or interruptions from other staff or family members)
- somewhere where privacy and confidentiality can be maintained (e.g. somewhere away from other people)
- non-threatening (e.g. a place where people can feel relaxed and comfortable).

When you do counseling in child care institutions it is not possible to meet all your needs. However, you can make sure you sit somewhere comfortable and quiet away from other family members. You can try to minimize distractions by switching off radios or televisions.

Welcoming and greeting people is the first step to establishing a good counselling environment. But part of creating a safe and welcoming counselling environment includes the need for both auditory (hearing) and visual (seeing) confidentiality in order to promote trust. A lack of trust may decrease an individual's participation in the counselling process or may even threaten or scare them. Creating an environment of trust and confidentiality is especially important for women who are distressed or women with special needs such as those with disabilities, women who have been abused.

CRISIS INTERVENTION COUNSELLING

DEFINITION AND CLASSIFICATION

With **crisis intervention** one tries to achieve a **normal** reaction to an abnormal situation, and elicit responses from the people involved.

A crisis can be seen by the individual as a turning point or a point of danger.

A crisis develops out of the experience of **loss**.

There are two types of losses:

1. **Object loss.** This is the loss of material objects (e.g. one's possessions), the loss of one's job or income, and personal loss through death, divorce and separation.
2. **State loss.** This is the loss of a state of mind or of being, e.g. self-esteem, self-image, self-control, faith or hope. (Refer to Maslow's hierarchy of needs.)

The loss may be actual or symbolic.

In a crisis, there is state loss but not necessarily object loss. For example, suicide may not be precipitated by any object loss, but no suicide is considered without state loss.

There are two types of crises:

1. **Situational crises.** These are most commonly associated with death, illness, breakdown, disaster, rape and trauma.
1. **Maturational crises.** These are associated with the stages of development during the course of one's life, e.g. adolescence, marriage, childbirth. (Refer to Erikson's developmental theory.)

Erikson's eight psychosocial stages:

- **Infancy.** Trust versus mistrust (oral). Infants must develop trust in their primary caregiver to provide food and comfort. If these basic needs are not met, non-trusting interpersonal relationships may result.
- **Early childhood.** Autonomy versus shame and doubt (anal). Being able to develop bladder and bowel control with confidence and without criticism from parents is the crucial event in this stage. If parents promote dependency or are critical of the child, the development of the child's independence may be thwarted.
- **Pre-school age.** Initiative versus guilt (phallic). Children's energy is diverted from feelings for the same-sex parent, and directed toward

The kids who need the most love will ask for it in the most unloving of ways

competence and initiative. These children engage in creative play. If they are not allowed to participate in such activities they may develop guilt about taking initiative for their own lives.

- **School age.** Industry versus inferiority (latency). The child is expected to learn basic skills required for school attendance and sex-role identity. If the child does not develop basic cognitive skills, a sense of inadequacy or inferiority may develop.
- **Adolescence.** Identity versus role confusion (genital). At this point adolescents are able to develop educational and career goals and deal with issues relating to the meaning of life. If this is not done, a sense of role confusion, in which it is difficult to set educational or career goals, may result.
- **Young adulthood.** Intimacy versus isolation (genital). Cooperative work relationships are developed, along with an intimate relationship with another person. If this is not achieved, a sense of alienation or isolation may develop.
- **Middle age.** Generativity versus stagnation (genital). If individuals do achieve a sense of productivity and accomplishment, they may experience a sense of apathy once this tapers off.
- **Later life.** Integrity versus despair (genital). When individuals reach their sixties or later and they feel that they have not achieved what they hoped to achieve or have not managed their lives well, they may experience a sense of regret.

The following can be said of crisis intervention counselling:

- It involves direct verbal interplay between counsellor and client.
- It requires full exploration, expression and incorporation of all losses before growth can occur.
- Most clients are people at risk and therefore their vulnerability makes them hypersensitive to, and acutely responsive to, external suggestion. This includes the suggestion of the counsellor.

Therefore crisis intervention is a highly charged responsibility. The counsellor's role is to identify the losses, clarify the feelings, understand the participants and then respond with congruence and empathy. It requires the counsellor's dedicated commitment and involvement.

BASIC COUNSELING SKILLS

Whether working with couples or individuals, the following skills help counselors to establish a positive environment, clarify what the client is saying, gather information, and offer support and encouragement:

Attending

Attending is the use of physical behaviors such as smiling, leaning forward, making eye contact, gesturing, and nodding to convey to clients that the counselor is interested in and open to them.

Open-ended and probing questions

Open-ended and probing questions invite more than one or two word responses. These can be used to gather information, increase clarity, stimulate thinking, or create discussion.

Empathizing

Empathy means placing yourself in the client's situation while remaining objective. Empathizing requires the counselor to not be judgmental and to be sensitive and understanding.

Paraphrasing

Paraphrasing means the counselor uses different words to restate in a nonjudgmental way what the client has said. This is intended to help the client to know that the counselor is aware of the client's perspective and has heard what he or she has said. Paraphrasing and restating also allows the client to correct any misunderstanding on the part of the counselor.

Reflective listening

Reflective listening involves repeating what a client has said, paraphrasing, displaying empathy, and reflecting back verbal and nonverbal feelings. For example, saying, "So you feel..." or "It sounds like you..." ensures the counselor understands what the client has said.

Glimpse of Training of Government Officials on Legal Provisions for Children on dated 30th & 31st July 2018 at IIE



Most bad behaviour of the child comes from insecurity

Status Report on the functioning of the Juvenile Justice Boards and Child Welfare Committees in Assam for the month of June 2018

Sl. No.	Districts	Juvenile Justice Boards			Child Welfare Committees		
		No. of cases instituted	No. of cases disposed	Total cases pending	No. of cases instituted	No. of cases disposed	Total cases pending
1	BAKSA	Cases are jointly dealt with Nalbari JJB			6	6	0
2	BONGAIGAON	3	4	21	5	2	27
3	BARPETA	6	2	118	56	20	231
4	CACHAR	0	3	9	0	7	6
5	CHIRANG	2	4	23	9	0	14
6	DARRANG	6	2	67	9	9	22
7	DHEMAJI	4	8	20	7	3	10
8	DHUBRI	8	0	99	6	3	14
9	DIBRUGARH	5	1	27	20	14	9
10	DIMA HASAO	0	1	17	0	1	15
11	GOALPARA	1	6	46	2	5	13
12	GOLAGHAT	5	4	16	10	3	19
13	HAILAKANDI	1	0	18	1	0	2
14	JORHAT	4	10	41	12	5	25
15	KAMRUP (M)	5	13	74	61	32	377
16	KAMRUP (R)	4	3	38	34	34	43
17	KARBI ANGLONG	1	0	38	3	2	5
18	KARIMGANJ	1	1	48	4	3	19
19	KOKRAJHAR	4	6	156	10	15	27
20	LAKHIMPUR	4	5	45	23	22	13
21	MORIGAON	3	3	33	8	7	27
22	NAGAON	4	11	163	16	15	18
23	NALBARI	1	0	13	10	4	95
24	SONITPUR	8	7	67	12	8	28
25	SIVASAGAR	9	10	90	18	12	73
26	TINSUKIA	3	6	20	13	10	27
27	UDALGURI	5	0	16	6	1	53
	Total	97	110	1323	361	243	1212

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DSW, Government of Assam