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SELF-ASSESSMENT AND ASSESSMENT OF IDENTITY OF CHILDREN AND YOUTH WITH BEHAVIOUR PROBLEMS DURING RESIDENTIAL TREATMENT

Qualitative relationship among group leaders and children/youth with behaviour problems is crucial for the effective use of most treatment techniques based on humanistic and dynamic orientation. Within that relationship, the way of experiencing self-assessment and assessment from others of the identity of children with behaviour problems represents a very important but insufficiently investigated subject.

This is the reason why this research project wants to establish some characteristics of self assessment of identity of children and youth with behaviour problems. The next goal is to establish the characteristics of assessment of identity of the children and youth by their group leaders. Finally, we want to find out the relationships between these two types of assessment.

The theoretical framework for the design and the interpretation of the results of our study is the theory of needs as formulated by W. GLASSER. In this theory, needs fulfilment is seen as the main driving force of human behaviour. The homeostatic aim of needs fulfilment is to establish successful identity by means of flexibility, effective behaviour settings, strength, responsibility and self-control.

The sample of this research project consists of children and youth with behaviour problems from six institutions of the Republic of Croatia: 60 child care workers (10 from each institution) and 180 children and youth. After the interpretation of the results, we hope that we will have access to a new and better comprehension of the relationships between youth and adults in residential care.

Die Qualität der Beziehungen zwischen verhaltensgestörten Kindern und Jugendlichen und ihren Erziehern im Heim ist von grundlegender Bedeutung für die Anwendung psychodynamischer Techniken. Selbst- und Fremdeinschätzung des Verhaltens von Kindern und Jugendlichen werden von der Forschung nur ungenügend berücksichtigt. In dieser Studie sollen beide Aspekte beschrieben und ihre Beziehungen zueinander untersucht werden.

La qualité des relations entre enfants et jeunes présentant des troubles graves du comportement et leurs éducateurs à l'intérieur des institutions est fondamentale pour l'application de méthodes psychodynamiques dans la thérapie. L'auto-perception et l'évaluation du comportement de l'enfant et du jeune par autrui n'ont pas été suffisamment pris en considération par la recherche. L'étude présentée ici essayera de décrire ces deux aspects et analysera les relations entre eux.