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**THE PHENOMENON OF NEGLECT IN MIDDLE
SCHOOL AND HIGH-SCHOOL STUDENTS.
OBSERVATIONAL-AMELIORATING
APPROACHES**

- DOCTORAL THESIS -

SUMMARY

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THE ISSUE OF STUDENT NEGLECT IN ROMANIAN SOCIETY

KEYWORDS: neglect, multidimensional consequences, legislated typology of neglect, psychopedagogical implications

Key concepts and terminology demarcations in the field of neglect in middle school and high-school students

The phenomenon of neglect manifests itself fiercely in all societies of the world, its magnitude being conditioned by their stage of economic development, the effectiveness of social control systems and the standard of social evolution, reflected in the life profile of the inhabitants of each community, traditions, customs and representative mentalities.

The recrudescence of this phenomenon is present in the current Romanian society, it being also caused by the migration phenomenon which is more and more frequent and generates, in some situations, cases of serious neglect or various forms of exploitation associated with child abuse.

In Romania's national legislative regulations, in Article 89 paragraph 2 of Law no. 272 of 2004 on the protection and promotion of children's rights amended and supplemented by Law no. 257 of 2013 (<http://www.mmuncii.ro/j33/images/Documents/Legislation/L257-2013.pdf>), the neglect of the child is defined as "the omission, voluntary or involuntary, by a person who has the responsibility of raising, caring or educating the child, to take any action that involves the fulfillment of this responsibility, which endangers the life, physical, mental, spiritual, moral or social development, bodily integrity, physical or mental health of the child and may take many forms: food, clothing, neglect of hygiene, medical neglect, educational neglect, emotional neglect or child abandonment/family abandonment, which is the most serious form of neglect."

Article 90 of the mentioned Law prohibits the application of physical punishments in any form on the child, as well as his deprivation of his rights, meant to endanger his life, development and bio-psycho-socio-moral and spiritual health, both in the family, as well as in any institution that provides protection, care and education for children.

The General Directorate of Social Assistance and Child Protection guarantees the special protection of the neglected child by Articles 92 and 93, with the mission of verifying and

resolving known cases of neglect, through specialized service commitments designed to meet the needs of victims of neglect.

The New Criminal Code and the New Code of Criminal Procedure (www.program-legislativ.ro), in Article 197, regarding ill-treatment of minors, exemplified as follows: “seriously endangering, through measures or treatments of any kind, the physical development, intellectual property or moral rights of the minor by the parents or by any person in whose custody the minor is, is punishable by imprisonment from 3 to 7 years and the prohibition of the exercise of certain rights”, criminalizes neglect by "measures or treatments of any kind" (which vary from denial of needs, failure to provide adequate living conditions, failure to provide medical care, repeated non-supervision of the child for long periods, locked in a room to be safe, exposure to inappropriate behavior by parents), if through them (against a background of serious or repetitive nature), its physical, intellectual or moral development is seriously endangered.

Abuse and neglect are undesirable behavioral and attitudinal patterns, often consolidated on well-rooted cognitive, social and cultural patterns, as a result of the collaboration of variables, factors and risk circumstances in the family, institutional and community environment.

Unlike abuse, which is consciously accomplished with destructive intent, indifference, ignorance, and parental style deficiencies expressed and exercised sometimes consciously, sometimes unconsciously, veiledly, invisibly, but with serious long-term consequences, are predictors of neglect (Neamțu, 2003).

In specialized studies, neglect is defined as the non-physical form of violence, the child feeling a family insecurity, manifested by undesirable and dysfunctional behaviors (running away from home, absenteeism, abandonment, aggression, juvenile delinquency) later outlined in a disharmonious and maladaptive personality (according to the National Institute of Child Health, 2005).

We contextualize neglect in the social and family situation in which the child is deprived of vigilance, protection, support and unconditional love of parents, being denied the right to food, hygiene, clothing, medicine, supervision, education, becoming a victim of ignorance and impassivity.

Neglect consists in omitting the gestures necessary for the good development of the child and is either episodic or contextual and disappears when the triggering risk factors disappear (the context of parental separation), or chronic, dramatic and which invasively and permanently

affects disadvantaged families who lack emotional, informational, educational, intellectual, cultural and economic resources. In this case, reference is made to the intergenerational transmission of neglect.

Crucial in the formation, cultivation and maintenance of the intellectual, social and emotional abilities of the child and his family are the seven primary needs:

- the need for permanent care relationships implies an affable, affectionate, sensitive care practice, on which the child will build his confidence, empathy and compassion; emotional care relationships consist in providing emotional, intimate support, of safety and protection, substantiating the child's intellectual, emotional and social development. By satisfying this need, the child will create his own emotional and relational pattern with other children his age, but also with adults, will differentiate between appropriate and inappropriate behavior, will practice abstract, causal thinking, creativity, will, self-control, moral and civic sense, the aesthetic sense of good and evil;
- the need for physical protection, safety and order is met in a family climate where the child feels wanted, expected, supervised, protected from toxic spaces and chaotic environments, which weaken his intellectual, motor, cognitive and language skills;
- the need for experiences adapted to individual differences is achievable through the patterns of caregivers and referents who use calm, tolerance, gentle but firm limits, facilitating a positive development, unachievable by using punitive limits, hostility, avoidance, neglect and inconsistency, which obviously lead to accentuated antisocial patterns; effective education polarizes the understanding and acceptance of existing individual differences in learning and interaction with others and the world, of recording, understanding and processing information, of the individual style of reaction; parents who understand each child's individual differences can prevent poor coping patterns and create optimal patterns of interaction and learning;
- each stage of intellectual, moral, emotional development and school progress requires experience that corresponds to the individual development of certain personal characteristics, such as: the security of watching, listening and exploring quietly; the ability to be kind, cordial to others; the ability to communicate two-way intentionally,

without words; the ability to solve problems by developing own strategies; the ability to shape an inner feeling of self;

- the need to set boundaries, done with care, delicacy and for educational purposes, teaches children confidence, affection, closeness, attachment, compliance, becoming tolerant of frustration, flexible and adaptable to loss and disappointment, focused on designing own goals and establishing one's own discipline;
- the feeling of identity and social cohesion is formed in communities with stable families, which promote national culture, morality and faith, thus satisfying the essential need to belong to stable communities and that of cultural continuity;
- protecting the future is an essential need that can be achieved by practicing patterns of communication not divided into distortions or withdrawal and suspicion, between the future of a child and the future of others being an indestructible link (Brazelton, Greenspan, 2013). Protecting the future also consists in designing a well-defined goal for shaping one's identity in the educational, professional, cultural and social path that the child travels on throughout his evolution.

Legislated typology of neglect

According to Law no. 272 of 2004, Article 89, paragraph 2, amended and supplemented by Law no. 257 of 2013 (<http://www.mmuncii.ro/j33/images/Documente/Legislatie/L257-2013.pdf>) neglect takes several forms: *food neglect* - caused by food deprivation or its insufficiency, by the absence of food essential for the development of the body or the administration of food inappropriate for the child's age, irregular meals; *clothing neglect* - manifested by the lack of wardrobe or by the child wearing clothes inconsistent with body size and season; *hygiene neglect* - consists in the superficiality or lack of body hygiene, abominable odors, parasites; *medical negligence* - practiced in the absence of care, omission of vaccines and follow-up visits to the doctor, failure to administer prescribed treatments, failure to attend recovery programs; *educational neglect* - consists in the active non-involvement of children in the performance of school tasks, in underestimation and lack of stimulation, in the failure to provide supplies by parents and disinterest shown by them in pursuing school progress by not attending school meetings; *emotional neglect* - is caused by the lack of affection, attention, moral and verbal

support provided by the child's parent; leaving the child/abandonment, being away from the family, is the worst form of neglect.

According to Luca (2014), neglect is grouped into: *physical*, in the context in which the child is not provided with adequate food, shelter or supervision; *medical*, when the child is not provided with evaluations, obligatory vaccines and the treatments prescribed are not administered; *emotional*, generated by the lack of attention or concern for the emotional needs of the child, the adult depriving him of communication and psychological support; *mental health neglect* occurs when adults refuse to administer to the child diagnosed with emotional disorders or serious behaviors the corrective or therapeutic procedures recommended by specialists; *educational*, when the child does not receive the necessary education in the family, is not enrolled in school, monitored and supported in the compulsory education system.

Neamțu (2003) also addresses the concept of sexual neglect, which consists in exposing the child to sexual abuse or sexual activities of adults, pornographic materials, familiarizing the child with a promiscuous environment, which does not concern him and which is unwanted by him.

Physical neglect

The phenomenon of physical neglect occurs in various forms, weakening the appearance and physical health of the physically neglected child: food neglect consisting of deprivation of food, lack of essential food for growth, irregular meals, inappropriate food for the child's age; neglect of clothing due to lack of clothing or inconsistency with the season and body size; neglect of hygiene found in the lack of body hygiene, in abominable odors, the presence of parasites; neglect of the environment resulting either from poorly maintained housing with inadequate furniture, toxic substances, high risk of fire, or superficial installation caused by frequent home changes.

Medical neglect

Medical neglect is generated by the absence of specific care: omission of vaccines, medical check-ups, non-application of treatments prescribed by a doctor, failure to attend recovery programs; along with these forms of manifestation, medical neglect is also caused by the indolent attitude of the parent towards the sick child and towards the prescribed treatment.

Medical neglect induces toxic stress that physiologically produces changes that go as far as the DNA of the cell, contributing in the short term (in childhood and puberty) to the appearance of acute diseases (against the background of decreased general immunity) and in the long term (in the life of adult) in the installation of serious chronic diseases such as: lung diseases, obesity, cardiovascular diseases, diabetes, cancer, multiple sclerosis.

Failing to ensure the basic, physiological, essential needs for optimal survival, development and physical functioning, the harmonious development of the organism of the child that is medically neglected is impaired.

Emotional neglect

Emotional neglect is exemplified by the phrase "unloved child", who, although not showing obvious physical signs of this form of abuse, lives and permanently experiences an indelible emotional wound, caused by the absence or negligence and superficiality of moral-emotional support (Neamțu, 1994).

Emotional neglect acts invasively and unexpectedly on the child's socio-emotional competence and, implicitly, on self-esteem, being found in several forms of externalization: conscious and repetitive rejection of the child, consistent failure to recognize his needs and merits, his emotional humiliation by ridiculing, ironizing and minimizing emotions, projecting personal failures on the child, refusing gestures of affection, favoring one child over the other, negative labeling. This form of manifestation leads to the annulment of the legitimacy of the child's rights and the inoculation of a state of emotional dependence on the adult.

Among the various contextual forms of emotional neglect, isolating the child from social experiences limits the development of social relationship skills and the formation of his social identity, becoming deficient in establishing his own benchmarks and subsequently showing a reactive and antisocial behavior (Iovu, 2008).

Another form of approach to emotional neglect is the verbal terror applied against the child which has psychologically abusive effects and which weakens his cognitive system, gradually leading to mental degradation.

On the other hand, ignoring the child's needs consists in the adult depriving him of the stimuli essential to his mental and cognitive development. The forms of ignorance are: the refusal to communicate with the child, the intentional non-observance of the wishes verbalized by him, the

indifference to the pain and the need for protection and help towards the verbal and physical aggression of the other children.

Last but not least, the corruption of the child means convincing and training him in activities whose consequences he cannot anticipate or understand, generating the creation of a disruptive behavioral pattern, upsetting and annulling his entire moral-civic system. Denying his emotional responses by refusing emotional interaction or encouraging interaction without emotional involvement is also a form of emotional neglect.

Neglect of mental health

In terms of mental health, it would be preferable to prevent the generalization and grouping of different individual patterns into larger syndromes. The individual profile is the guide in an intervention program that must include individual, family, educational and biological treatments (Brazelton, Greenspan, 2013).

Most mental health problems are associated with a lack of appropriate developmental experiences. Children have relationship problems because they did not understand the decoding of hints and social signals, and those with extreme emotional reactions did not acquire relative thinking strategies (Brazelton, Greenspan, 2013).

In the case of children who are victims of neglect or abuse, the syndrome experienced by them is post-traumatic stress, known by the following symptoms: generalized anxiety, anguish, rumination, depression, suicidal tendencies, sexual dysfunctions (involuntary arousal, pedophilia, homosexuality), panic disorders, reactive attachment disorder, psychosis, somatization and muscle tension, organic disorders, eating disorders (anorexia), personality disorders: borderline and dissociative.

Educational neglect

Obstructing access to compulsory general education is considered a crime in the New Criminal Code and the New Code of Criminal Procedure, being a form of educational neglect, Article 380 clearly specifying: “the parent or the person to whom a minor has been entrusted, according to the law, and who unjustifiably withdraws or prevents him by any means from attending compulsory general education shall be punished by imprisonment from 3 months to one year or by a fine”.

Educational neglect is encountered in substitution practices, in the inconsistency of the system of punishments and rewards, in the absence of language learning models, in the lack of monitoring of school progress, in the presence of depreciative feedback.

In Romania, according to research conducted by Rotaru in 1966, the main forms of educational neglect are manifested by the failure of parents to provide the requisites for teaching (13.1% of students), disinterest in school (10.7% in the assessment of teachers) and by forcing children to care for their younger siblings or to work to earn a living for themselves and their families (Constantin, 2004).

The school, in the current context, becomes the artifact of world civilization.

Inadequate supervision

It refers to adults who leave their children unattended or who deny their children access to the home; being unattended, they can abuse them.

Unfortunately, only 14 states have laws or regulations regarding the minimum age at which a child can remain unattended or alone at home, this age ranging from six to fourteen years.

In the absence of coherent legislation defining the minimum expectations of society regarding the exercise of the function of parent, parents rely on their own judgment when setting the standards of physical and mental development of their children. Studies have also shown that parents can overestimate their children's abilities such as self-care, impulse control, knowledge and observance of safety rules, or the ability to make the right decisions. (Morrongiello & Schell, 2010, Peterson et al., 1993; Schwebel & Bounds, 2003; Connor & Wesolowski, 2003; Farah et al., 1999; Hardy, 2002; Hardy, 2003; Jackman et al., 2001, <https://injepijournal.springeropen.com/Articles/supplements/volume-5-supplement-1>).

Abandonment

In Article 378 of the New Criminal Code and the New Code of Criminal Procedure (www.program-legislativ.ro), abandonment is defined as “the commission by the person who has the legal obligation of care to the person entitled to said care, of one of the following acts: a) leaving, banishing or leaving without help, exposing him to physical or moral suffering; b) non-fulfillment, in bad faith, of the care obligation provided by law; c) non-payment, in bad faith, for

3 months of the care pension established by court shall be punished by imprisonment from 6 months to 3 years or by a fine.”

From a psychological point of view, abandonment is defined as an action of leaving a person, of not providing the necessary care, of lack of concern for his fate. Thus, any situation that leads to the rupture of emotional relationships can be experienced as abandonment, causing a slow mental structure and leading to depressive behaviors, resulting in behavioral disorders.

The role of parent is characterized by three essential components: acceptance, affection, authority. As a role, this function is learned and experienced by becoming a parental component and by practicing this parental behavior; later, it will respond to the child's requests and needs: needs to assume the role of material supporter; needs to provide a personal model of moral conduct; needs to maintain an adequate relationship, by spending quality time together, being an assertive dialogue partner; needs to adopt an educational behavior.

The failure resulting from the lack of commitment and employment in this role determines the parents to present condemnable attitudes: abandonment (institutionalization of the child, street child); neglect (lack of proper supervision of children, street child, but with parents); ill-treatment (abuse, violence, brutality); exploitation (begging, labor); negative examples (delinquency, prostitution); educational mistakes (hyperprotection, perfectionism with minimizing the child's personality).

Abandonment (temporary or permanent) is the most serious form of neglect, acting under various aspects: exclusion of the child from the parental home during the day or night, disinterest in his condition, disinterest in the absence from the parental home, indifference given by non-supervision for a certain period, leaving the child to a person, in a hospital or institution (Roth, 1999).

Abandonment is a traumatic event in the child's life, which induces a major crisis of identity and existentiality and involves overloading the cognitive, emotional, physical and social potential, as well as the mechanisms of adaptation and coping.

School dropout

Deviance designates the set of behaviors that violate the existing norms in a given culture, norms that correspond to well-defined roles and statuses, thus threatening the balance of the social system.

School deviance is a living, complex, diverse phenomenon, deviant students reject school because they feel rejected by it. It is a current phenomenon that presents itself in different forms and with different meanings: on the one hand, parents perceive it as spectacular and tragic when objectified in extreme cases of school violence, feeling powerless in managing situations; on the other hand, teachers perceive it as an extreme situation, their authority being tarnished by the atypical behavior of the student in relation to school rules, and last but not least, students perceive it as a borderline situation, being unable to establish effective communication with teachers or adults.

The triggers of school deviance are: the particularities of socialization in the family environment; the particularities of socialization in the school environment; the particularities and influences of the informal group; the particularities of the student's personality.

School deviance takes many forms:

- evasionist behavior or disguised defenses: running away from school; absenteeism; abandonment; addiction; cheating in class; suicide;
- violent behaviors are seen as open defenses: vandalism.

All negative childhood experiences (ACE-adverse childhood experiences) commonly defined as stressful or traumatic life events, with reference to: abuse, neglect, dysfunction of parenting style, prove to be a risk factor for the well-being of children.

The tendencies and mutations in the Romanian family, consequence of certain social factors, which affect the secure family climate of the child, are: the liberalization of pre-marital sexuality, the removal of the taboo of virginity, with consequences in the conduct of adolescents; the illegitimacy of births which determines the emergence of a new social category with serious psychosocial problems - "adolescent parents"; alarming instability of marriages, especially in the first 7 years; single-parent families that occur as a result of divorce, abandonment, death or detention.

THE MULTIDIMENSIONAL CONSEQUENCES OF STUDENT NEGLECT. PARTICULARITIES FOR MIDDLE SCHOOL AND HIGH-SCHOOL STUDENTS

The consequences of physical neglect

Physical neglect is visible in inadequate growth of muscles and bones, in height and weight inappropriate for the age of the child, in defective neurological development and poor sensory-motor development, violently affecting the harmonious and healthy development of the child's body.

The physically neglected child, as a result of severe punishments and repeated injuries, shows a delay in psychomotor and language development, showing poor concentration (Killen, 1970), which persists in obsessive olfactory or skin sensations, accompanied by tics.

There are less obvious consequences of physical neglect, which are when, hungry, after crying and fits, the child is given food, but insufficient and of poor quality or, after showing strong emotions, the child is dressed but with clothes that are inappropriate for the season, age or sex, being a victim of bullying in the community, with serious consequences on his mental health. The consequences of a single form of neglect, seemingly invisible and without repercussions, affect and upset the entire bio-psycho-socio-emotional mechanism of the child.

The consequences of medical neglect

The lack of concern of the adult regarding the child's health has serious consequences; the child deprived of medical care is permanently tired, accumulates distress, faces chronic medical difficulties, being susceptible to the loss of vital functions of the sense organs due to untreated infections in the body.

American researchers demonstrated through a screening document of traumatic events in a person's life - ACE score (adverse childhood experience – score of traumatic childhood

experiences), that abused and neglected children, because of accumulated toxic stress, are prone to contract hepatitis, lung diseases, increasing the risk of depression and suicide in adulthood.

The consequences of emotional neglect

Emotionally neglected children fail to cultivate secure attachments with the negligent parents, based on the attachment theory. They develop anxious, uncertain attachments to those who are responsible for them precisely because of the hostility, rejection, insensitivity shown towards them. Insecure attachment promotes the child's inability to explore the environment and develop socio-emotional skills.

Based on the theory of social learning, it was observed that unlike abused children who are aggressive and more active, neglected children are apathetic, passive and more withdrawn, they take over the behavioral attitude they observe in their model.

The emotionally neglected child manifests emotional disorganization, indifference or shyness, excessive sensitivity, addictions; socially, expresses low/high tolerance for frustration, poor pro-social behaviors, aggression with those of the same age; emotionally, he shows poor impulse control, guilt, shame, low self-esteem.

The emotionally neglected child with resistant anxious attachment expresses difficulties of exploration, difficulties in interaction and socialization, relational aggression, unlike the one with avoidant anxious attachment who shows poor emotional reactions, exaggerated closeness to strangers, due to deep family deviations (Veleanov family) 2016).

The consequences of neglect of mental health

The child neglected from the point of view of mental health lives obsessive memories, experiences behaviors of denial, avoidance, expresses mood, adaptation, attachment, panic disorders; permanently experiences separation anxiety and manifests post-traumatic stress disorder, depression.

Neglect is associated with low hippocampal volume, and a child who has suffered two or more types of neglect has massive erosion of telomeres from the age of 5 to the age of 10 compared to a child who has suffered only one form of neglect or abuse or none (Fierrara, 2014).

Isolation and anxiety appear as consequences of chronic psychological neglect, while generalized anxiety and inconsistency of emotional states are due to situational psychological neglect. (Ionescu, 2001).

The consequences of inadequate supervision

Through inadequate supervision of their children, parents are reluctant to witness cases of suffocation, strangulation, severe burns, drug poisoning and accidental death, as well as cases of sexual abuse by foreigners (Ardelean-Gavrilă, Horvath, 2009).

Exposed to toxic spaces and chaotic and harmful environments, which increase his vulnerability and weaken his intellectual, motor, cognitive and language abilities, the neglected child becomes on the one hand, the fragile product of the insecurity of the family and social ethos, and on the other hand, the victim of inadequate supervision caused by the fact that the adults responsible for his upbringing and safety cannot meet his need for physical protection, safety and family order.

The consequences of inadequate supervision in the family environment or in the social group deprive the exposed child of the feeling of identity, belonging and family and social cohesion that is formed only in desirable environments that promote culture, faith and moral landmarks.

The consequences of educational neglect

The child who is neglected from an educational standpoint, deprived of parental attention in relation to his school progress, with low self-esteem, demotivated, with a cognitive deficit that affects academic performance, showing a lack of involvement in school tasks, will be absent from school and will be at risk of absenteeism and school dropout.

The unfavorable prognosis in terms of academic success is given by the consequences of educational neglect found in cognitive deficit, relational deficit, motivational deficit and, last but not least, in the deficit of personal identity.

The consequences of abandonment

The consequences of abandonment consist mainly of:

- Nutritional diseases due to insufficient and/or incorrect diet: malnutrition, rickets;
- Mental disorders related to the high level of distress due to the feeling of longing for parents, loneliness and abandonment and overwhelm as a result of burdening children

and adolescents with burdens over their mental strength and resilience. Mental disorders often encountered in children temporarily abandoned by one or both parents are: anxiety, depression, opposition behavior disorder, aggressive behavior, anorexia, bulimia;

- Poor intellectual development correlated with a low level of intellectual stimulation, training and formal education;
- Poor school performance and the tendency to drop out of school early;
- Behavioral disorders, often severe: risky behavior, anti-social behavior, vagrancy, juvenile delinquency, sexual promiscuity, alcohol consumption, cigarettes, drugs;
- Risk of labor exploitation, sexual exploitation, abuse, early school dropout due to lack of adequate supervision by a responsible adult and the physical and emotional vulnerability of these children.

We mention, among the consequences of abandonment, the attempt to compensate for the dissatisfaction of needs by practicing and manifesting antisocial behaviors: juvenile delinquency, drug and alcohol use, personality disorders, poor learning of ethical and moral norms (Luca, 2014).

Absenteeism

The availability of a child in relation to school depends in particular on his ability to know how to learn, this ability being directly related to emotional intelligence, which refers to the following components:

- confidence, defined as a feeling of control and mastery of the body, behavior and world around;
- curiosity, satisfied by discovering new things that will provoke pleasure;
- the intention requires persevering action, being in a relationship with skills and effectiveness;
- self-control, exercised by the ability to regulate their actions, according to age;
- reporting through active involvement with others;
- communication based on trusting others, verbally sharing ideas, feelings, concepts with others;

- cooperation, by joining an activity group, thus shaping and balancing their own needs with those of others (Goleman, 2008).

General aspects regarding the modalities of prevention and action in situations of neglect

Prevention consists of a set of measures necessary to anticipate and stop a phenomenon such as neglect. We refer to three levels of prevention:

- primary prevention, which, through information, awareness and sensitization, aims to reduce the prevalence of neglect as a form of child abuse;
- secondary prevention, which consists of early detection and then treatment of the first forms of neglect;
- tertiary prevention, which aims to reduce the recurrence of neglect by providing specialized services, both for those who are neglected and for those who neglect (Ionescu, 2001).

There are three types of intervention:

- 1) *the model of case work* (the child is the victim of neglect, the adult neglects, and the family and social environment is conducive to neglect). The neglected but resilient child is responsive to the discomfort by finding coping strategies such as: altruism, humor, delaying immediate reactions, planning, effective emotion management, predicting discomfort, as opposed to the least resilient, which will resort to defensive mechanisms exemplified by: isolation, apathy, demotivation;
- 2) *the model of social intervention in the network* requires specialists, volunteers, support groups;
- 3) *the model of awareness campaigns at community level, politically* influences the socio-cultural context of interventions, the education of the whole community contributes significantly to reducing the incidence of neglect (Ionescu, 2001).

The consequence of experiencing embarrassing family or social contexts creates discomfort and frustration and in order to control, manage or tolerate the discomfort, the child accesses the following defense mechanisms:

- intellectualization - is the mechanism materialized by overloading the cognitive aspects of the problem and distancing oneself from the emotional component;

- denial - is a mechanism by which the neglected child does not recognize the existence of a problem;
- regression - a mechanism by which the child, in the face of a traumatic problem, uses the solutions of an earlier stage of development in which he felt protected and happy;
- repression - a strategy of repressing intolerable, painful cognitions by eliminating them from the field of consciousness;
- identification - is a tendency to take over the behaviors of other people in order to increase their personal value;
- projection - consists in attributing to other people emotions, attitudes, behaviors that the child refuses to recognize and assume;
- rationalization - a method of making unacceptable behavior tolerated;
- compensation - is the action of counterbalancing a mental or physical deficiency by creating alternative, compensatory behaviors, as a solution;
- conversion - consists in the somatization of conflicts through somatic reactions (Băban, 2011).

The cognitive-functional coping strategies that children access in order to deal with traumatic events, caused by the phenomenon of neglect, are:

- ruminating - the continuous concern about a traumatic event;
- self-blaming - the irrational cognition that all responsibility lies with the person concerned;
- blaming others - a strategy by which others are blamed;
- putting into perspective - leads to a reduction in the level of severity of the event;
- positive reassessment - the mental association of a positive meaning to the traumatic event;
- refocusing on action - involves concrete steps of action in order to deal with the negative event;
- catastrophe - recurrent rethinking of catastrophic aspects of the event;
- acceptance - resignation in relation to the traumatic event and acceptance of the situation, in the sense that it cannot be changed.

Measures to reduce the activating factors of neglect and to develop socio-emotional competence through cognitive-behavioral techniques

Our behavior has positive or negative effects, immediate or lasting, being desirable or undesirable; these effects either increase the probability of emission by positively reinforcing the behavior, or reproduce the probability of its occurrence, by penalizing it.

Techniques for promoting desirable behaviors (Mih, 2010) are:

- gradual strengthening (*shaping*) is a process in which the desired behavior is decomposed into its smallest components, and each component is then strengthened as it is being issued, thus achieving a progressive modification of the target behavior;
- Premack's principle, according to which a high-frequency behavior is used as reinforcement for a behavior whose probability of occurrence decreases, so a pleasant activity can be a reinforcement for a less pleasant one;
- the contingency contract is a technique that involves negotiating and signing an agreement stipulating the desired behavior, workloads, rewards and penalties;
- prompting is the use of stimuli previously or during the performance of a behavior, in order to facilitate its learning; there are several prompts: physical guidance, verbal guidance, modeling;
- control of undesirable behavior by situational factors is the method aimed at reducing the number of situations in which a certain behavior is allowed;
- behavior control is another strategy for ignoring inappropriate behaviors, by using proximity, reminding him of the desired behavior, and humor.

GENERAL RESEARCH BENCHMARKS

Delimitation of research issues

Pedagogical research is approached as a real factor of regulation, self-regulation and optimization of the education system, as well as a factor to promote general progress in education (Bocoş, 2007).

The sample of students

The research included a number of 612 middle school and high school students from 2 educational units in Maramureş County.

The first educational institution has all the cycles of education, from preschool to high school. Initially, when the locality was a town, the educational institution had the status of School Group, and when the town became a city, and the 5 belonging villages were transformed into neighborhoods, this institution received the status of Theoretical High School. Currently, the institution serves the educational interests of all high school students in Chioar County.

The second educational institution is from Baia Mare and has two cycles of education: primary and secondary. It is located in a problematic neighborhood from a social and economic point of view, with students from disorganized families, with a modest financial situation and with an average social status.

Configuration of the research situation

The research situation that we built in order to investigate the theoretical and practical issues of child neglect integrated research which we present in table no. 1.IV.

The research carried out and the phasing in time

Type of research	Actions involved	Time frame
§ Theoretical research	<ul style="list-style-type: none"> • The analysis of the specialized literature and the theoretical substantiation of the thesis • Elaboration of the questionnaire regarding the identification of the forms of neglect (Annex no. 1) 	School year 2017-2018
§ Observational research (finding the extent and particularities of the phenomenon of neglect)	• Application of the questionnaire (<i>Special identification questionnaire</i> - self-designed research tool) to middle school and high school students	

<p>§ Cross-sectional research, with two components:</p> <p>∞ comparative research (comparisons between middle school and high school students)</p> <p>∞ correlational research (correlations/ associations between behaviors due to neglect and variables: biological gender, economic status, etc.)</p>	<p>•Application of the questionnaire (<i>Special identification Questionnaire</i> - research tool of own conception) to middle school and high school students</p> <p>•Quantitative and qualitative analysis of the data obtained following the application of the <i>Special Identification Questionnaire</i></p>	<p>School year 2018-2019</p>
<p>§ Experimental research (experiments with a single subject) (establishing a causal link between the introduction of an independent variable and the changes recorded by the dependent variables, respectively testing the effectiveness of psychological interventions through individual counseling in the psycho-pedagogical assistance office).</p>	<p>•Independent variable:</p> <p>√ Psychological intervention through individual counseling in the psycho-pedagogical assistance office</p> <p>•Dependent variables:</p> <p>√ the level of development of socio-emotional competence</p> <p>√ level of cognitive development</p> <p>√ degree of anxiety</p> <p>√ level of self-esteem</p> <p>√ frequency of behavioral disorders</p> <p>√ the degree of efficiency of school time management</p>	<p>School year 2019-2020</p>

The research methods and tools valued

The system of research methods and tools valued

<p>Research methods</p>	<p>Research tool</p>
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§ Questionnaire survey	√ Questionnaire addressed to middle school and high school students that will reveal the forms and frequency of neglect
§ Experiment with a single subject § Observation method	√ Psychological tools √ CERQ cognitive-emotional coping questionnaire (Annex no. 6) √ Raven Progressive Matrix √ The ABC cognitive model √ Unconditional Self-Acceptance Questionnaire (USAQ) √ Hamilton Anxiety Scale (HRSA) √ Scale of Irrationality for Children and Adolescents (CASI) –SEC √ Young Cognitive Scheme Questionnaire- YSQ-S3-SEC √ Personality tests √ Temperament test √ Character tests √ Interest tests √ Projective tests √ MMSE √ Beck questionnaire √ APS-SF-Disorder Assessment Scale from adolescence - short form (Annex no. 5) √ DAS dysfunctional attitudes assessment scale √ Questionnaire for assessing the child's symptoms 4- CIS 4 (Annex no. 6) √ Behavioral /observation grid of the frequency of behaviors of educational neglect type, which will be

	completed within each activity carried out (Annex no. 2)
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OBSERVATIONAL RESEARCH ON THE IMPACT OF THE PHENOMENON OF NEGLECT ON HIGH-SCHOOL STUDENTS

Purpose and objectives of the research

This paper aims to analyze the factors, causes and forms to which students in middle school and high school and their families in Maramureş County are subjected.

The aims of our research were multiple, respectively:

- identifying the forms of neglect experienced by students;
- identifying students who have experienced serious forms of neglect;
- psychological intervention through individual counseling in the psycho-pedagogical assistance office, in order to reduce neglect in the two different natural environments: school and family.

The purposes of the psychological counseling sessions we conducted were mainly:

- developing strategic learning skills;
- improving school performance;
- developing socio-emotional skills.

By applying the questionnaire to identify the level of neglect of children in Maramureş County, the aim was:

- 1) Determining the forms of neglect of the child in the schools from Maramureş County;

- 2) The dimension of the phenomenon: physical, emotional, educational, sexual, mental health in the two environments: family and school;
- 3) Distribution of neglect indices in urban/rural areas;
- 4) Measuring the frequency of child neglect cases, by types of neglect;
- 5) Establishing the frequency of the phenomenon from the perspective of children, family, school, group of friends.

In accordance with the stated purpose, we aim to achieve the following **research objectives**:

- 1) Establishing the incidence of cases of neglect from the perspective of the size of the phenomenon of neglect: physical, emotional, educational, inadequate supervision, mental health, abandonment.
- 2) Establishing the distribution of the values of neglect indices by dimensions: biological gender, age, nationality, environment of origin, within the educational units by educational levels.
- 3) Analyzing the distribution of forms of neglect in relation to the socio-economic conditions of the family or the substitute environment.

Presentation of the results for the total sample (middle school level)

The results obtained when applying the *Identification Questionnaire* to middle school students

Distribution of respondents by biological gender of students

Of the 382 responding students, 53% (202) students are boys and only 47% (180) students are girls, the higher share of students being given by the composition of the classes in which the questionnaire was applied.

Distribution of respondents by age

The average age at the sample level is 12.97 years, and the interval in which it fluctuates is represented by the minimum age of 11 and the maximum age of 16.

Distribution of forms of neglect by nationality or ethnicity

366 (96%) are of Romanian ethnicity, ethnic minorities being represented in a small proportion by: Hungarians (10/3%), Roma (4/1%) and Italians (2/1%).

Prevalence of respondents by class

112 (29%) are sixth grade students, followed by 102 (27%) seventh grade students, 90 (24%) eighth grade students, and the least, 78 (20%), are fifth grade students.

Distribution of family members by the environment of origin

Over half of the respondents, 235 (62%) students, come from urban areas represented by cities and only 147 (38%) students come from rural areas, respectively from villages and towns.

Distribution of respondents by class, environment and biological gender

38 (10%) of students come from urban areas, are male and represents the sixth grade, while girls are in a smaller number, 36 (9%) students. Only 6 (2%) of the students are female, belong to the rural environment and are part of the fifth grade, and only 16 (4%) students are boys and belong to the rural environment and the eighth grade.

Distribution of respondents by class, ethnicity and biological gender

Of the 382 respondents: 53 (14%) are boys and 51 (13%) are girls, sixth grade, of Romanian ethnicity, while 4 (1%) eighth grade girls are of Hungarian ethnicity and 2 (0.5%) sixth grade boys are of Roma ethnicity, 2 girls of Italian ethnicity in the fifth and sixth grades.

Distribution of respondents by the person they reside with

357 (31.9%) of them live in the same household as their mother, 317 (28.4%) of them live with their father, 156 (14%) have at least one brother in their family, while 128 (11.4 %) have at least one sister, and 140 (12.5%) live with at least one grandparent.

Distribution of family members by biological gender of respondents

Girls benefit more from the presence of the mother in their lives (171/96% answers) than boys (186/93% answers), while the presence of the father in family life, regardless of gender, is approximately identical, 84%.

Distribution of family members by the respondents' environment

There is an insignificant difference between the presence of the mother in the case of urban students (221/94% answers) and the presence of the mother in the case of rural students (136/93% answers), while the fathers in rural areas (129/88% answers) are more responsible than urban fathers (188/80% answers).

Frequency of home facilities

Of the 382 respondents, 376 (98.7%) of them stated that their houses are connected to electricity and telephone line or are equipped with furniture, 374 (98.2%) of the houses are equipped with

TV and only 369 (96.9%) have running water, respectively 358 (94%) of the homes are connected to the gas pipeline.

Frequency of home facilities depending on the environment

Homes in urban areas are better equipped in terms of utilities, such as running water (230/98% in urban areas, 139/95% in rural areas), electricity (234/100% in urban areas, 142/97% in rural area), gas (229/97% in urban areas, 129/88% in rural areas) and telephone (234/100% in urban areas, 142/97% in rural areas), while in terms of TV in the surveyed households the share is the same (231/98% in urban areas, 143/98% in rural areas), but, to our surprise, in rural areas (142/97% answers) internet access is easier than in the urban environment (226/96% answers).

Prevalence represented by the level of education of the respondents' parents

Most of the parents, both the mother (178/47%) and the father (199/52%), have graduated from high school with a humanities or real profile, 95/25% of mothers and 87/23% of fathers have graduated from university and only very few, 20 (5%) of parents, have no education or 178/44% of parents only graduated from middle school.

Characterization of the financial situation of the respondents' family

(243/64%) characterize the financial situation of their family as similar to that of other families, for 121/32% of students the financial situation of their family is better than the financial situation of other families and for 18/5% of students the financial situation is worse compared to other colleagues.

Characterization of the child-parent relationship

Assertive communication is known and applied only in 191/50% of cases, fluctuations between efficient and faulty communication is present in 166/44% of cases, and conflict situations are found in 25 of the cases, respectively 6.5%.

Distribution of the communication mode according to the gender of the respondents

Girls militate more for assertive communication in the relationship with parents (girls 93/52%, boys 98/46%), while in the case of boys the fluctuation in communication with parents is much more pronounced (93/46% boys, 73/41 % girls).

Distribution of the communication mode according to the students' background

Half of students in rural areas (73 out of 147) and half of students in urban areas (118 out of 235) opt for assertive communication in relation to parents, while 104/44% of students in urban areas

and 62/42% of rural students have effective discussions or other times poor discussions with their parents.

Distribution of uncomfortable psychosocial events in close circles

Middle school students are exposed to uncomfortable events, both in the family (229/60%) and at school (259/68%) or in the circle of friends (230/60%).

Distribution of uncomfortable events in other situations

Sometimes, the uncomfortable events took place in other environments, such as: on the street (6/2%), online, on Facebook (4/1%), or in sports teams (2/0.5).

Distribution of uncomfortable psychosocial events in relation to the students' environment

Most uncomfortable events take place in schools (124/84%), in circles of friends (104/71%) and in families (98/67%) in rural areas, compared to uncomfortable events that take place in schools (183/79%), in the circle of friends (158/68%) and in families (152/65%) in the urban environment.

Distribution of physical neglect among middle school students

In 41 (10%) of the situations, the students were hungry and had nothing to eat, in 23 (6%) they did not have enough clothes in the cold season, while 16 (4%) students have precarious hygiene and a repulsive odor.

Association between physical neglect and the biological gender of students

Following the application of the Chi-square association test, the presence of a single statistically significant association ($p = 0.004 < 0.05$) between poor hygiene and repulsive odor and the gender of students is observed.

Association between physical neglect and background

Regarding the association between physical neglect and the environment of origin, there is only one statistically significant link ($p = 0.045 < 0.05$) to a 95% confidence threshold between poor hygiene and repulsive odor and the students' background.

Distribution of medical neglect

There is the presence of a disease and the lack of a visit to the doctor (118/31%), followed by the visit to the doctor without providing the prescribed treatment (39/10%) and the lack of administration of mandatory vaccines and physical recovery treatments (21/5%).

Prevalence of those responsible for medical neglect

Students make responsible, first and foremost, the school staff and then, equally, their families (83/22%), the members of their circle of friends (48/13%) and less themselves. (2/0.5).

Frequency of emotional neglect among middle school students

Most middle school students (312/81.6%) say that their parents know their desires, a large part of them (273/71.5%) need their parents' affection tactilely, through hugs. Negligence on the part of parents (98/25.7%) and their behavior through ridicule and ignorance (127/33.2%) are dysfunctional emotional forms, which parents avoid as much as possible.

Association between emotional neglect and the biological gender of the respondents

Following the application of the χ^2 test, a statistically significant link is found, at a 95% confidence threshold, between the following variables:

- The gender of the respondents directly and positively influences the students' perception regarding the degree of affection manifested by the parents ($p = 0.000 < 0.05$), so that girls are more sensitive and feel more strongly the rejection or denial coming from the parents (102/27%), compared to boys (73/19%).
- Parental neglect is felt more intensely by girls (60/16%), compared to the intensity felt by boys (38/10%), so that gender is a factor influencing the feeling of neglect and, implicitly, of low self-esteem ($p = 0.003 < 0.05$).
- The gender of the respondents influences the level of attachment and the desire to manifest it through hugs ($p = 0.000 < 0.05$), so that girls understand their parents' attachment to them through hugs (152/40%), while boys do not show tactile feelings towards parents and do not even feel the need to respond to them through hugs (121/32%).
- Also, the gender of the respondents directly and positively influences the addressing of humiliating and offensive labels ($p = 0.002 < 0.05$). In these circumstances, girls are more likely to hear offensive or harmful words about themselves (137/36%), being mostly considered vulnerable groups, compared to boys (123/32%), who do not receive such treatment.

Association between emotional neglect and respondents' home environment

Urban students are more likely to hear humiliating and offensive expressions (174/46%) than rural students (86/23%), the rural environment is still considered unaltered.

Frequency of manifestation of forms of emotional neglect

The forms of emotional neglect took place in school (274 / 71.7%) or in the circle of friends (232 /60.7%) with less frequencies in the family (152 / 39.8%) or in other situations, such as: online media, Facebook and Instagram (47/12.3%).

Frequency of lack of specialized help in case of depression or anxiety

There are very few cases (51/13.4%) in which middle school students did not receive specialized help in case of signs of depression or anxiety.

Frequency of manifestation of forms of neglect of mental health

The average age at which the forms of mental health neglect manifested is 9.98 years, and the environment in which the frequency of this neglect manifests itself is the school (199/52.1%), respectively the circle of friends (141/36.9%).

Frequency of educational neglect among middle school students

The most common form of manifestation refers to the feeling of underestimation and injustice transmitted to middle school students (265/69.3%) and, to a small extent, the low interest of parents in meetings (98/25.6%) and at the same time, lack of school supplies in some situations (66/17.3%).

Association between educational neglect and the respondents' background

Applying the χ^2 test, a statistically significant link is found at a 95% confidence threshold, between the environment of origin and the parents' interest in the meetings with the parents ($p = 0.003 < 0.05$). Thus, the parents of middle school students from rural areas show a lower interest (52/18%) in the meetings with parents organized by teachers, compared to the parents of children from urban areas (46/16%), who participate consistently in all school meetings and answer school requests (188/70%).

Frequency of manifestation of forms of educational neglect

These forms of educational neglect were felt by middle school students around the average age of 10.46 years, with a more pronounced manifestation in the school environment (231/60.5%) and in the circle of friends (155/40.5%) and with a more diffuse manifestation in the family (131/34.3%), respectively in other situations such as: trips and games (16/4.2%).

Frequency of family abandonment

From the point of view of family abandonment, its frequency of manifestation is quite low, so that there were few cases in which the child was left with a relative (95/24.8%), ran away from home (58/15.2%) or was abandoned by parents (49/12.8%).

Association between family abandonment and the age of middle school students

Following the application of the χ^2 test, two statistically significant links are found, at a 95% confidence threshold, between the following variables:

- Age influences the feeling of abandonment ($p = 0.044 < 0.05$), so that middle school students aged 13 years inclusive (38/10%) feel more intensely the lack of parents in their lives compared to middle school students over the age of 13 (11/3%) who have other occupations and increased attention to the presence of parents.
- Age influences the feeling felt by students in the case when a relative raised them ($p = 0.019 < 0.05$). Under these conditions, students up to and including 13 years old (62/16%) stated that they are left in the care of relatives more than students over the age of 13 (33/9%), so younger students are more vulnerable and feel changes more intensely than older children.

Association between family abandonment and the respondents' environment

There is a statistically significant link between the disappearance from home and the respondents' environment ($p = 0.000 < 0.05$), so that the lack of students in urban areas was more strongly felt and noticed by parents (35/24%) than the lack of students in the rural environment which is less noticed by parents (23/10%), the latter probably having other concerns besides raising children. The average age of students who ran away from home and whose absence was not reported is 9.30 years.

Frequency of deviant school behavior

The most common deviant school behaviors developed by high school students are poor school results (220/57.6%), non-involvement in solving tasks (175/45.8%), absenteeism (156/40.9%) and less dropping out of school (15/3.9 %).

Association between deviant school behavior and the respondents' age

The age of students and absenteeism ($p = 0.000 < 0.05$), so that students up to 13 years old (84/22%) accumulate a higher number of absences than students older than 13 (72/19%), age being a factor of maturity and responsibility for students.

Association between deviant school behavior and the respondents' biological gender

There is a statistically significant, direct and positive link ($p = 0.043 < 0.05$) between the gender of students and absenteeism, so that boys have a higher number of absences (86/43%), compared to girls (70/ 39%).

Association between deviant school behavior and the respondents' environment

Students in urban areas have much poorer school results (120/31%), compared to the results of students in rural areas (100/ 26%).

Frequency of deviant behaviors manifested by middle school students

Alcohol and drug use (41/10.7%), followed by theft (29/7.6%), vagrancy 9 (2.4%) and begging 8 (2.1%).

Frequency of requesting the help of the school counselor

In the last 6 months, a relatively small number of students (44/11.4%) have requested help from the school counselor, thus acknowledging that they face problems that are difficult to manage by themselves.

**TRANSVERSAL RESEARCH (COMPARATIVE AND CORRELATIONAL)
REGARDING THE IMPACT OF THE PHENOMENON OF NEGLECT ON MIDDLE
SCHOOL AND HIGH SCHOOL STUDENTS**

Research hypotheses and variables

General hypothesis

Socio-emotional skills are more developed in the case of middle school students, while the frequency and intensity of behaviors due to personal and school neglect are higher in the case of high school students.

Specific hypotheses

Specific hypothesis 1

Behaviors due to physical, medical, emotional, educational, mental health neglect, inadequate supervision, dropout are more pronounced in high school students than in middle school students.

Specific hypothesis 2

Deviant school behaviors and school dropout are more common in middle school students, high school students showing a greater interest in school.

Presentation of results for the total sample (high school level)

The results obtained when applying the *Identification Questionnaire* to high school students

The structure of the sample

Distribution of high school students by biological gender

Even if the difference between the two groups (girl/boy) belonging to the same sample, is insignificant, still the number of girls (124/ 52%) who participated in the survey is higher than the number of boys (115/48%).

Distribution of high school students by age

The average age of the sample representing high school students is 16.54 years, the age of the respondents being between 14 and 19 years, with a positive and negative deviation from the average of 1.25 years, thus, most of the students are between 15.25- 17.75 years.

Distribution of high school students by ethnicity

Most of the high school students who provided answers to the applied questionnaires are of Romanian ethnicity (227/95%), and from the category of minority ethnic groups we identified: Roma (7/3%) and Hungarians (4/2%).

Prevalence of high school students according to class

There is a balance in the number of students in each class, but, nevertheless, most of the high school students are in the tenth grade (69/29%), followed by twelveth grade students (67/28%), then eleventh grade students (53/22%), and on the last place are the students from the ninth grade (50/21%).

Distribution of high school students according to their background

Most of the high school students live in rural areas, villages and towns (155/65%) and only less than half (84/35%) come from urban areas, cities.

Distribution of respondents by class, environment and biological gender

From the urban area, most of the students belong to the ninth grade (27/32%), and from the rural area, most of the students belong to the tenth grade (51/ 33%). In urban areas, in high-school, female students prevail (53/63%), while in rural areas male students are predominant (84/54%).

Distribution of respondents by class, ethnicity and biological gender

Out of a number of 239 high school students, the majority, 227 (95%), are Romanian students, predominantly boys from the twelveth grade (34/1%). From the category of minority ethnic

groups we identify Hungarian students present in the ninth and tenth grade (4/2%) and Roma students (7/3%), most of the minority students being male.

Distribution of high school students according to the person with whom they reside

Most of the high school respondents live with several people, but the frequency of those who stay in the same house with their mother (221/30.2%) is higher than the frequency of students who also enjoy the presence of their father (198/ 27%), with single-parent families also existing among students' families. Moreover, some families include in their structure, either a grandmother, or a grandfather or both grandparents (108/14.8%), as well as a brother (106/14.5%) or a sister (85/11.6%).

Distribution of family members according to the biological gender of high school students

Most girls benefit from families with several members, being surrounded and raised by their mother (112/47%), father (102/43%) with a brother (55/23%) or a sister (48/20%), while in boys' families the presence of parents is lower (109/46% - mother, 96/41% - father), the presence of grandparents being higher (58/24%).

Distribution of family members according to the environment of high school students

Rural families have a larger composition with in most cases a second child (64/27% - brother; 60/25% - sister), compared to urban families where the presence of a single child is higher (42/18% - brother; 25/11% - sister).

Frequency of facilities of high school students' homes

In terms of utilities in the home, most households are connected to electricity (238/99.6%), cable TV (237 / 99.2%), telephone line (230/96.2%) and internet (226/94.6%), while only a smaller part has a connection to the gas pipeline (180/75.3%).

Frequency of high school students' home facilities depending on the environment

In both environments we have a poor gas connection (75/89% - urban; 105/68% - rural) and a maximum presence of electricity (84/100% - urban, 154/99% - rural) and television (84/100% - urban, 153/99% - rural).

The prevalence represented by the level of education of the parents of high school students

Most of the parents graduated from high school (114/47.7% - mother, 118/49.4% - father), a rather small number of parents graduated from college (23/9.6% - mother, 31/13% - father), while 6 parents have only graduated from middle school (5/2.1% - mother, 1/0.4% - father).

Characterization of the financial situation of the family of high school students

The comparison of the financial situation of the family, through the perspective of high school students, is in most cases identical to that of other colleagues (175 / 73.2%), in a few cases (60/ 25.1%) the financial situation is assessed as superior to the families of others, and in only a few situations (4/1.7%) do students face a precarious financial situation at home.

Characterization of the high school student-parent relationship

There are good relationships between high school students and parents, most of them being characterized by empathy and assertiveness (142/59.4%), less, according to statistics, are relationships with episodic tense moments (83/34.7%), and only in the case of 14 (5.9%) of the relationships, tense and conflicting situations are constant.

Distribution of communication between parents and high school students by their biological gender

Regarding the relations between parents and high school students, both girls (72/58%) and boys (70/61%) advocate assertive communication, but in terms of effective communication sprinkled with slight conflicts, girls (46/58%) 37%) are more likely to use it, compared to boys (37/32%) who militate more for assertive communication.

Distribution of communication according to the high school students' environment

Both in families from urban areas (27/32%) and rural areas (56/36%), conflict and tense situations are isolated cases in both environments (5/6%).

Distribution of uncomfortable events encountered by high school students

Most of the uncomfortable events encountered by high school students occurred in society, either at school (178/78.2%) or in the circle of friends (158/66.1%), environments in which these situations could not be controlled or supervised by an adult or guardian.

Distribution of uncomfortable events in relation to the environment of high school students

A closer look shows that most discordant events occur in rural areas, especially in school (118/49%) and in the circle of friends (98/41%) and less in schools (69/29%) and circles of friends (60/25%) from urban areas.

Distribution of physical neglect among high school students

In the case of high school students, we cannot talk of physical neglect, because there are few cases, and those are isolated, in which they did not have enough food (23/9.6%) or had poor hygiene (14/5.9%), thus the mentioned cases cannot be taken as model situations.

The association between physical neglect and the respondents' background

There is a statistically significant link between physical neglect and the environment of origin ($p = 0.019 < 0.05$) at a 95% confidence threshold, more precisely between poor hygiene and repulsive odor and the environment of origin of the student.

Distribution of medical neglect among high school students

Most cases of medical neglect indicated by high school students consisted of situations of illness and failure to see a doctor in a timely manner (64/26.8%) or even if they went to the doctor they did not receive the prescribed treatment (36/15%).

Prevalence of those responsible for medical neglect in the case of high school students

The average age at which these cases of medical neglect occurred was recorded by the respondents at 1.68 years, the accusations being directed towards the family (44/18%) and towards the school (40/16.7%), the two institutions having a significant impact on the development and growth of students in optimal conditions.

Frequency of emotional neglect among high school students

Regarding emotional neglect, most parents are familiar with the wishes of high school students (208/87%), but, most of the time, the need for hugs was not met (190/79.5%), frequently receiving humiliating remarks instead of hugs (162/68.2%) or due parental affection was imperceptible to them (140/58.6%).

Association between emotional neglect and the gender of the high school respondents

The χ^2 test is applied on gender variables and emotional neglect and it is found that there is a statistically significant link, at a 95% confidence threshold, between gender respondents and the students' perception of the affection transmitted by hugs ($p = 0.000 < 0.05$), so that girls are more sensitive and feel more strongly rejection or denial from parents (112/47%), compared to boys (78/ 33%).

Frequency of manifestation of forms of emotional neglect among high school students

The average age of manifestation of emotional neglect is recorded by respondents at 3.43 years; most often the events took place either at school (140/58.5%) or in the circle of friends (123/ 51.4%), environments in which adult monitoring was limited or completely absent.

Frequency of lack of specialized help in case of depression or anxiety among high school students

According to the results obtained, we can say that some of the high school students (87/36.3%) faced depression and anxiety and did not receive any specialized help to overcome this period.

Frequency of manifestation of forms of neglect of mental health among high school students

The average age at which the forms of neglect of mental health manifested is 2.15 years, and the environment in which the frequency of these neglect manifests itself is school (79 / 33.1%) and the circle of friends (74/31%).

Frequency of educational neglect among high school students

The most common manifestation of educational neglect is transmitted by lack of appreciation of one's strengths and injustice (147/61.5%), particularly, in the school environment, attitude manifested by teachers.

Frequency of manifestation of forms of educational neglect among high school students

The most powerful form of educational neglect manifested itself, mainly, in the school environment (81/33.9%), being applied by teachers and in the family environment (49/20.5%), where it was applied by parents or relatives.

Frequency of family abandonment among high school students

The most mentioned situations are leaving children in the care of a relative (36/15.1%) or leaving for a short period (21/8.8%).

Frequency of deviant school behavior among high school students

Among high school students, skipping school (144/60.2%) and poor school results (123/51.4%) are the most common deviant school behaviors mentioned by over 50% of respondents.

Association between deviant school behavior and the age of the high school respondents

Applying the χ^2 test it is observed the establishment of statistically significant links, at a 95% confidence threshold, between:

- The age of students and absenteeism ($p = 0.003 < 0.05$), so that students aged 18 (46/19%) accumulate a higher number of absences than students who are not 18. This can be explained by the confidence and courage they feel they gain when they become adults and turn 18.
- The age of the students and the poor results at school ($p = 0.006 < 0.05$), thus the respondents aged 18 (35/15%) have lower grades than the rest of the students, the poor results being also attributed to the number of absences from class.

Association between deviant school behavior and the gender of the high school respondents

There is a statistically significant, direct and positive link between the gender of respondents and poor school results ($p = 0.000 < 0.05$) - boys (73/ 31%) with lower grades than girls (50/ 21%) - and between the gender of students and non-involvement in work tasks ($p = 0.022 < 0.05$) - boys (51/ 21%) being less involved than girls (34/ 14%) in solving school tasks.

Frequency of deviant behavior manifested by high school students

Regarding deviant behaviors, there are no special forms or special frequencies among high school students, but occasionally, it may be about alcohol and drug use (42/17.6%), this consumption being limited and balanced.

Frequency of requesting the help of the school counselor among high school students

Only 10 (4.2%) of the high school students have used the school counselor at least once in the last 6 months, while most students do not consider that they need specialty help.

Comparative analysis between the 2 samples (middle school and high school students)

Following the application of the independent T test, the presence of the following differences in averages in the two groups analyzed is identified:

§ There is a statistically significant difference ($p = 0.04 < 0.05$) between the average medical neglect among middle school students (4,594) and the average medical neglect among high school students (4.64), so we can say that medical neglect occurs more frequently among high school students compared to the frequency of medical neglect among middle school students.

§ There is a statistically significant difference ($p = 0.024 < 0.05$) between the average emotional neglect 2 among middle school students (6.02) and the average emotional neglect 2 among high school students (6.15). High school students are more sensitive than middle school students and prefer parents to show their feelings of affection through hugs and attention, and less through material things and gifts.

§ There is a statistically significant difference ($p = 0.004 < 0.05$) between the average educational neglect among middle school students (5.33) and the average educational neglect among high school students (5.38). Therefore, due to their maturity, high school students can better

distinguish between situations of correctness and incorrectness that teachers make during the class.

§ There is a statistically significant difference ($p = 0.009 < 0.05$ / $p = 0.000 < 0.05$) between the average dropout rate among middle school students (3.44/3.22) and the average dropout rate among high school students (3.31/3.10). Even if the difference between the two environments is not great, school dropout occurs more frequently in the case of middle school students, compared to the frequency encountered in the case of high school students, in some cases parents being the ones who influence them to make this decision.

Taking into account the differences between the two groups, case studies and psychological intervention are recommended through individual counseling, specific to individual particularities, in the psycho-pedagogical assistance office.

EXPERIMENTAL RESEARCH

(EXPERIMENTS WITH A SINGLE SUBJECT)

Research question

Within the observational research of the phenomenon of neglect in Maramureş County, in all its forms of manifestation, numerous situations of neglect were identified in middle school and high school students which required evaluation, intervention and individualized counseling, which I offered as a school psychologist, and if the effects and complexity of the phenomenon of neglect required the intervention of the clinical psychologist and the psychiatrist, obviously, I referred them there. Thus, the following **research question** was formed:

The development of psycho-pedagogical counseling activities based on the development and optimization of collaboration and cooperation, assertiveness, empathy, self-confidence and trust in others significantly supports the development of students' socio-emotional skills and has the effect of meeting their educational needs and thus reducing educational neglect?

Experiment with a single subject

§ Case history

I met the student named Eliza when I applied the questionnaire to the fifth grade and I wrote what she dictated to me, addressing me in an aggressive and imperative tone. Then I identified

the health problems she was facing, the dysfunctional emotional states which she did not manage effectively and the dysfunctional behavior manifested in the school space, making it difficult for her to integrate and adapt to school. From a world of darkness she tried to understand and integrate into a school world where others see, associate and reason correctly.

A victim of emotional neglect, found in the excessive criticism by her mother, who showed strong emotions, hysteria and impulsivity, who, consciously or unconsciously, tried to compensate for her daughter's disability with school progress, extracurricular performance, Eliza constantly experiences emotional, educational and social insecurity.

Out of shame and guilt, the student does not want to carry a cane at school, hitting various objects, does not tolerate the noise during the break, does not tolerate the activities that other colleagues do and she can not, she constantly talks, victimizes herself when she is warned, refuses to abide by the rules of the class, considers that she has only rights, not obligations.

Being obese, physically neglected in terms of administering a healthy diet at an early age, being late in a healthy lifestyle, she is denied certain foods, which increases her irritability and nervousness, being conditioned with the grades she gets.

Consciously or unconsciously, her mother neglects her physical needs (food), emotional needs, depriving her of tolerance, affection, unconditional words of praise, listening to her own needs and versions, constantly making fun of her and blaming her.

✓ Psychological intervention

Being a child with special educational needs, psychological counseling focused on the following components: practicing assertive communication and empathy; unconditional acceptance of oneself and others; self-knowledge and personal development; optimizing self-esteem; self-control and emotional management; activating a coping mechanism in the face of existing disability; capitalizing on the skills, resources she has; increasing tolerance for frustration; training of social and emotional skills, predictors for adaptation and school performance; developing emotional control techniques.

The student actively participated in counseling sessions, realizing the existing situation she cannot manage, her helplessness in the conflict with her mother and the inability to meet her

expectations, frequently antagonizing not only her own person but also her mother, ranking her problems and taking an active role in changing her personal behavior.

The techniques used in the individual counseling sessions are: the technique of identifying a recent emotional experience, the ABC model of cognitive-behavioral therapy, the technique of automatic thoughts, the technique of verifying the veracity of negative thoughts, role play.

By going through the self-knowledge and personal development channel, by practicing the ABC model, the student got acquainted with her own emotions, identified the irrational cognitions for each dysfunctional emotion and the maladaptive behaviors generated by them, which make it difficult to adapt to school life.

The counseling sessions stimulated the cognitive-emotional restructuring of the student regarding the situations she perceived as disturbing.

At the beginning of the module she was assessing himself globally ("I'm not good at anything"), addressing various nicknames when she failed to solve the school task correctly and get the highest grade, showing in front of everyone low tolerance for frustration through high emotions and self-harm ("I can't stand"), catastrophizing her own existence ("it's terrible for me and my mom"), formulating any activity in absolutist terms ("I have to get the maximum score"), the feelings generated by this attitude being anxiety, depression, anger, shame and guilt.

At the end of this module she changed her way of thinking, her beliefs being rational, the evaluation being focused on behavior ("I am a normal child who can sometimes make mistakes"), her increased tolerance for frustration diminished her outbursts of anger and episodes of self-harm ("I try to endure this situation and think of other performances and things I have done very well"), she formulates her activity in preferential terms ("I want"), feelings she experiences being negative, but functional: sadness, worry, upset, regret.

Following the application of the CERQ Cognitive-Emotional Coping Questionnaire, it was proved that Eliza obtained high scores on 6 items (AUTO, ACC, RUM, PUN, CAT, CULP), and on 3 items out of the 9 she obtained very low scores (REF, PLAN, REEV.POZ), the cause being their inaccessibility.

She blames herself excessively for her physical condition, for her existence, for her school failures, being always interested in her own guilt, the high degree of guilt entering the sphere of psychopathological symptoms: "I (almost) always think I am to blame /I (almost) always

think others are to blame.”

The high score in terms of acceptance, as a cognitive coping strategy, leads to a negative form of resignation, in the sense of her inability to influence and control events, a negative feeling of helplessness in front of school and extracurricular events, perceived as catastrophic: “I (almost) always think I can't do anything about what has happened.”

Regarding the cognitive coping strategy called rumination, Eliza obtained a high score, being always concerned with the feelings and thoughts associated with the negative event in her life, respectively her deficiency and the low marks obtained in the evaluations: “I (almost) always think how terrible the situation was.”

Eliza has a high score in using the coping strategy on catastrophe, largely due to emotional dysfunctions or psychopathological symptoms: “I (almost) always think how awful everything is.”

Another cognitive coping strategy frequently used by Eliza is blaming others, on the one hand, her parents for her disability, for the life she lives, and on the other hand, the teachers for all her failures: “I (almost) always I think others have made it happen.”

Through individual counseling in the psycho-pedagogical assistance office, Eliza learned new cognitive-emotional coping strategies, such as: positive focus, which consists in focusing on the pleasant events in her life (extracurricular competitions, medals obtained), exemplified by the following items: "I (almost) always think of the beautiful things that have happened to me/I often think of something beautiful and not what happened."

Refocusing on planning - a cognitive-functional coping strategy - Eliza learned to deal with her school situation and develop an action plan to improve school performance, exemplifying by the item: "I (almost) always think about what would be best for me / I often think about how I can change things.”

Last but not least, positive reassessment, a cognitive coping strategy which consists in the mental association of a negative event with a positive meaning, thinking that due to the traumatic event in her life - physical disability – she becomes even stronger than others, exemplified by: “I think that what happened to me often makes me feel bigger and wiser”.

Following the psychological intervention, the cognitive coping strategies which were previously accessed very often and rated with a high score, improved, indicating, at the end of counseling, a low score, precisely due to their less frequent use.

⇔ *Conclusions and recommendations*

The student was given a curriculum adapted to the educational cycle, she was assigned a support teacher with whom she learns the Braille alphabet, benefiting from the equipment appropriate to her disability.

She manages to access optimal strategies of cognitive-functional and emotional coping, shows increased tolerance for low grades, unconditionally accepts others, shows increased confidence in her strength, considers herself good enough, no longer evaluates herself globally, but contextually, she gently accepts her vulnerabilities due to her deficiency, no longer blames herself, and no longer blames others for her condition and for all her maladaptive emotional states. The mother's perception, relationing and behavior improved, as she became aware of the importance of physical, emotional, social, medical, educational and family support in the harmonious evolution and development of her daughter.

Meanwhile, Eliza has company: a little brother, to whom she offers all the affection and care she was deprived of by her mother, but which she felt fully from her father and grandparents.

It is recommended that she continues the psychological counseling sessions, once a month, on the issue of emotional management.

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