The Role of Social Worker – The value of bounds

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“...Nature wants children to be children before they became a men. If we wish to pervert this order, we will produce early fruits, which will not be ripe or tasteless, and will soon corrupt; We will have young doctors and old children. Childhood has ways of seeing, thinking and feeling that are unique...”

Jean-Jackes Rousseau

Abstract:
The way each family positions itself in the community will inevitably influence the child from the beginning of the first link to the transition to social bonds.

In an objective and based on a more theoretical-practical model the wording of this article will be conducted along a path between: the value of the linkage, its positive or negative impact, reflected in the behavior of each individual, as well as the form and performance of the role As Social Worker generates in the family figures, caregivers of his family.

As an intervener and promoter, the Social Worker is dedicated to the prevention and repair of situations of psychosocial risk through the development of parental, personal and social skills of families.

Encouraging strategies to facilitate the promotion and protection of children within the family, except in situations that are detrimental to their integral development.
1- The binding:

1.1. The role of linkage conceptual framework

Binding is one of the most extensive and most creative research themes in psychology since the 20th century. Numerous articles, books and newspapers declare on this subject. The concept of linkage is a relatively recent concept, but it has revolutionized development, education, and the way we see ourselves.

The theory of binding has its foundations in psychoanalysis and incorporates concepts and methods of Etiology, Biology and Developmental Psychology. The theory of bonding was developed in the 1950s by John Bowlby, who came to "complement" our view of the human being, with a special emphasis on interpersonal relationships.

Bowlby's research had an extraordinary impact on Developmental Psychology, conceptualizing the idea of continuity and transformation through individual development, a difficult subject to study empirically.

In this way, the first experiences of the newborn gained another importance for the understanding of the behaviors of the individuals in phase already adult.

This process often resembles an instinct for survival, inasmuch as it is a process wholly beyond any consciousness or thought.

Binding emerges as something innate, essential for survival. It is automatic and instinctive, possibly due to the fragility of the first years of life.

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Binding is temporally parallel to the initial period when the child explores the world around them. Thus, the bonding will serve as a vehicle for this same exploration, that is, it will define how the child will explore the environment that surrounds it.

In this way, the role of the adult in this initial phase is of extreme importance, because to this linkage will define to a large extent the personality of the child and consequently of the future adult.

The function of the adult in bonding is to be a good "harbor of shelter", allowing the child to explore the environment on his own. However, this function of the adult is something complex, since it must establish a balance between security/protection and autonomy. The adult should provide the necessary security/protection so that the child can face the environment and this does not seem hostile, at the same time the adult should promote autonomy, not protecting too much, allowing the error and the consequent learning.

Binding is an asymmetrical relationship.

During the 1970s, researcher Mary Ainsworth expanded Bowlby’s work with his Strange Situation study, and empirically tested the principles of Binding Theory.

The work required the observation of the behavior of children between the ages of 12 and 18 months of age undergoing an experience in which they were separated for a short period of time from the mother and briefly reunited with her.

Based on his observations, Ainsworth concluded that there were 3 styles of linkage: safe, unsafe-avoiding, and insecure-ambivalent.

Subsequently, researchers Main and Solomon in 1986 included a fourth style of attachment to what have been called unsafe-disorganized. Multiple studies have confirmed Ainsworth’s\textsuperscript{19} conclusion.

Ainsworth clarified the link based on the following criteria:

- It is persistent and non-transitory;
- It involves a specific figure and reflects an attraction that an individual has for another individual;
- It is an emotionally meaningful relationship;

\textsuperscript{19} Hesse E., Main. M. Disorganized Infant, Child, and Adult Attachment: Collapse in Behavioral and Attentional Strategies (Journal of the American Psychoanalytic Association, 48, 2000),1097-1127
• The individual wants to maintain proximity or contact with this figure, although this may vary depending on several factors, such as age, the condition of the individual or the conditions of the environment;
  • The individual experiences a certain disturbance in the face of a situation of involuntary separation and, above all, when he wants closeness and this is not possible for him.

The relationship of bonding is distinguished from other social relations by four characteristics:
  • Reactions marked against involuntary separation.
  • Safety Feeling.
  • Refuge Behavior.
  • Proximity search.

**Types/Binding Styles**

**Secure Linking:**
  • The child uses the mother as the safety base from which to explore the environment.
  • The child cries, however, in separation moments he is disturbed and is not comforted by other people.
    • With the mother, the child actively greets her, signals her and seeks contact with her.
    • There is a balance between linking and exploitation behaviors.

**Unsecure-Ambivalent Bonding:**
  • The child stays close to the mother, appears anxious and does little exploring of the environment.
    • In times of separation the child is very disturbed.
    • In re-encounters with the mother, the child's behavior may alternate between attempts to contact and with rejection signs (pushing, kicking ...).
      • After the reunion with the mother, the child is vigilant.
      • Binding behaviors predominate in the face of exploratory behavior.

**Unsecure-Avoidant Binding:**
  • The child remains more or less indifferent about the mother's closeness to the environment.
    • In the absence of the mother, the child may cry or not, and if disturbed, other people may be comforted.
- In reunions with the mother, the child looks away and avoids contact with her.
- Exploratory behaviors prevail over bonding behaviors.

**Disorganized Linkage:**
- The child's behavior seems to have no clear purpose or explanation.
- The child performs incomplete, stereotyped movements and stops.
- The child expresses fear of the mother and some confusion or disorientation.

Binding will define some traits of the child's personality and consequently affect the adult future. This can be considered a "pre-education", since it precedes the education itself. The interaction of the child in education depends very much on its connection. In this way the educational agents will have a more active role in the development and the construction of the personality of its students.

**1.2 From the link to Social Relations, the value of Binding**

According to Oliveira, Rui A. (2000), the so-called family educational process relates to the surrounding community on two levels:

First, in the way the community determines the social functions it should have in the family, and second, in terms of the impact the community has on the emotional life of the family.

The family is constituted in this way, and sometimes without great awareness of it as a very important way of interrelating channel between the individual and the surrounding community environment.

There are some general aspects in which the social functioning of the family seems to be determinant and determining: the economic, informational conditions, knowledge and cultural resources of family members, among others.

In particular, the social and economic role of parents within the community constitutes an essential support for the social and educational role played by the family.

The educational support and learning modalities of the child depend greatly on how the family, and especially the parents, deal with particular anxieties, depressive, persecutory feelings or feelings of despair - constituents of the normal development of the subjects.

The environment should still be able to fulfill other positive emotional functions (generating love, promoting hope, etc.).

The way each family positions itself in the community will inevitably influence from the beginning of the first link to the transition to social bonds.
In this interdependence of binding systems, Klein's work demonstrated that at the beginning of life the individual is in contact with the bosom and rapid extension of primitive consciousness with the family group.

In the adult state and in contact with the complexities of lives in a group (social, family, professional, etc.20)

Sometimes, within a community, there are maladjustments, translated into social problems, which, once unworked so that they do not become generalized, can lead to a weak harmonious social development, thus giving rise to weak social and institutional organization.

2- From the Diagnostic evaluation to intervention in family dysfunctions:

Violence has been, from the earliest times, something natural, deeply intrinsic in social life. Currently the growing intolerance and sensitivity to violent behavior is associated with an individual man and in the transformation of his relationship with the surrounding community21.

It is important to emphasize that family violence can’t be analyzed without taking into account all the elements that form part of it, their interaction, as well as their reciprocal influences on the development of their members.

However, according to the American Psychology Association (1996), "family violence is a pattern of abusive behavior that includes a variability of physical, sexual, and psychological maltreatment used by one person against another in a context of intimacy, with Order to acquire power or keep that person in control"22.

3- Measures and Responses to Promote Rights and Protection

The family emerges as a primary socialization agent and is the fundamental axis in the protection of children, seeking to respond to their physical, psycho-affective and social needs. Parents provide adequate care for their children, provide them with comprehensive education, and provide them with safe and secure relationships from which the child can develop a positive view of himself and the people around him.

Society has been acknowledging and increasingly deepening the importance of children's needs by adopting a role of co-responsibility and seeking welfare for children.

Fundamental rights such as physical and emotional integrity in the development of a child, as well as participation and hearing in relation to their conduct or well-being and the right to their inclusion in a family that gives them affection, safety and care Appropriate.

21 (Dias 2004 pág. 87)
22 (Dias 2000 pág.19)
Declaration of the Rights of the Child was proclaimed by General Assembly Resolution 1386 (XIV) of November 20, 1989.

Its basis and foundation are the rights to freedom, study, play and social life of children that must be respected and recommended in ten principles.

In these situations, the protection of children and young people becomes a task that, due to ethical and legal imperative, competes with the State, organized civil society and citizens in general. At each level of intervention, there are responsibilities or protection responsibilities derived from specific rules.

Parents can stop being protective agents because they lack resources that meet the basic needs of their children. The triggering factors of these behaviors may be due to economic, sociocultural or personal or emotional deficits, to parental stress, among other reasons primarily to the child’s superior interest. "Public or private social protection institutions, the courts, the Law on the Protection of Children and Young People in Danger, approved by Law no. 147/99 of 1 September 1999, article 4 establishes the principles of Protection of children.

4- Role and skills of professionals

"Action research methodology presupposes that research is the basis of practice because only then can practice be rigorous." A practice not based into research falls easily into prejudices and value judgments that make it immediacy and sometimes perverse "(Fatima Pinto, 2000)23.

"The research-action methodologies allow simultaneously the production of knowledge about reality, innovation in the sense of the singularity of each case, the production of social changes and the training of the actors' skills" (Isabel Guerra, 2002)

Therefore a Social Worker should contribute and encourage the individual to participate in the life of the community in which he is inserted. This is done in favor of equality of opportunity rights, since the difference can’t be used as justification for social inequalities in the same society.

As it is known, the model of intervention in this area is based on the Convention on the Rights of the Child. It is guided by a vision centered on the superior interest of the child and the young person, as subjects of rights, in the valuation of their personal networks of belonging and social interaction (family, school, community, society) and the principle of equal opportunities.

Recognize the important role of the family in the construction of the identity and development of children and young people, which determines the preventive nature of the intervention and the orientation towards working with the family - which the Law on the Protection of Children and Young People assumes as components Intervention.

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Based on a logic of identification of risk factors and protection of the child and his / her family, and / or key caregivers, the Ecological Model of Assessment and Intervention are based on: - Child/Youth development needs - Parental competencies - Family and Ecological Factors.

Contributions of the Social Worker in the promotion and protection of children or young people are based on several areas of intervention: in situations of risk, whose action is primarily of a preventive level, and in situations of danger, whereby the danger is sought to be removed or Tolerable and sustained limits.

Respecting the rhythm of the family, emphasizing their abilities, highlighting the changes that have occurred, and intervening with empathy and respect, adopting a posture of optimism and positivism are key factors in the intervention.

The intervention should be individualized and take into account the particular circumstances of each child, as well as their family, certifying that: The needs of children are a priority for the needs of parents; Different children require different skills;

Technicians must understand and recognize the different needs of parents and children and the various ways events influence them.24

5- Social Responses

Networking is also an intervention mode, which promotes the participation of more than one institution around shared objectives and where the role and role of each partner institution is determined.

The aim is to ensure that there is a complementarity between institutions and not an application of them, that is to say that there are not several institutions doing the same thing.

Good network work is essential for the success of the interventions, because this way the institutions will form complementary work, which will benefit the children and the family, that is to say, there will be a joint reflection of the problems.

As Bruto da Costa argues, ”it follows from the very nature of the problem that any action that is effective must inevitably be interdisciplinary and interinstitutional” (Costa cit. Rodrigues and Stuart 1998).

This is why all institutions and their technical and scientific teams are called upon to contribute to the construction and execution of projects capable of creating networks of innovation strategies against social problems.

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24 In the Commission for the Protection of Children and Young People of Cascais, Commission for the Protection of Children and Young People of Lisbon Centro and National Commission for the Protection of Children and Young People at Risk.
Interinstitutional relations can have an informal "collaboration" or be able to create partnerships whose purpose is to insert people who are in poverty or social exclusion\(^{25}\). (Estivil 1997)

In the case of entities with competence in the field of childhood and youth, structures are equipped with technicians in various areas of social, education, health, namely social workers, physicians, educators, nurses, psychologists in which each technician assumes his specific competences essential for Effective and efficient technical intervention.

5.1- Response as CAFAP

The Center for Family Support and Parental Counseling, designated by CAFAP, is a specialized support service for families with children and young people, aimed at the prevention and repair of situations of psychosocial risk through the development of parental, personal and social skills of families.

This social response is regulated by ordinance 139/2013 of April 2.

CAFAP aims at pursuing the following objectives:

A) Prevent situations of risk and danger by promoting the exercise of positive parenting;
B) Assess the dynamics of risk and protection of families and the possibilities of change;
C) To develop parental, personal and social skills that allow the improvement of the performance of the parental function;
D) Empowering families by promoting and reinforcing quality relational dynamics and daily routines;
E) Enhance the improvement of family interactions;
F) Minimize the influence of risk factors in families, preventing situations of separation of children and young people from their natural environment;
G) Increase the capacity of family and individual resilience;
H) To favor the reintegration of the child or young person in a family environment;

The intervention of CAFAP focuses on the family and the child or young person and obeys the following principles:

a) promotion of the rights and protection of children and young people;
b) Systemic intervention;
c) enhancement of parental competencies;
d) Autonomy of families;

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e) Participation and co-responsibility of families;
f) Cooperation among professionals;
g) Minimum intervention;
h) Privacy;
i) Mandatory information;

**Modalities of intervention**
CAFAP aims at family qualification through the acquisition and strengthening of parental competences in the various dimensions of family life and comprises differentiated levels of pedagogical and psychosocial intervention that, according to the characteristics of the families, integrate the following modalities:

a) Family preservation;
b) Family reunification;
c) Family meeting point.

**The main conditions for admission to CAFAP are:**
a) Children and young people at risk / social danger and their families;
b) The urgency of the situation.

2. **Priority should be given to users referred by:**
a) Courts;
b) Social Security Institute;
c) Commission for the Protection of Children and Young People (CPCJ);
d) School groups in the CAFAP intervention area;
e) Health Centers and Hospitals;

5.3 **Methodology of Intervention Project Family**
The Homebuilders intervention model originated at the Seattle Institute for Family Development, which gave birth to the Family First Program that was first implemented in the state of Michigan and consisted of immediate, direct and intensive intervention in families with at-risk children and eminence to be withdrawn and institutionalized.

The MDV-Life Defense Movement had access to the exceptional results of this program's operation and was followed in forming this model in Lansing, the state capital of Michigan.
From then on and with the purpose of implementing in Portugal (1977) this methodology has been training technicians and a vast contact of institutional networks thus seeking to replicate the project being called the "Family Project".

This is a project, supported by an international evidence base that is differentiated by its methodology, namely with regard to the intensive nature and availability of the Technician.

"When a family goes through a lot of disorientation, they do not want the technician around her just once a week, every Wednesday, for example. I want him with you whenever you are in pain" Jill Kinney.26

According to the technical director of MDV, Dr. Carmelita Dinis "... is a family preservation project, which works mainly with families with children and young people at risk from the perspective of, working with the family, try not to remove the children, but remove the risks that make it difficult for the child to remain at home. Therefore, always with a view to maintaining the family unity, taking into account, and at the center, what is the welfare and development of the child... 27"

Based on the Promotion and Protection Law, and working in the hemisphere of Prevention and Protection in the interest of children and young people with their families, we try to enable family figures to overcome their risk factors and bet on strengthening of the protection factors, which families sometimes do not even identify, due to the emotional exhaustion that the problems themselves entail, be they Social or Psychological order.

Based on the elimination and resolution of existing problems, the technician seeks the family to promote positive parenting and the development of parental, personal and social skills, as well as to promote the integration of families in their formal and informal networks.

The System of Promotion and Protection is worked at inter-institutional level and so families come referenced either by the Courts themselves or by the Advisory Teams to the Courts, CPCJs, institutions where it is already underway Process of Promotion and Protection in favor of children With which we will intervene.

"...In other words, they are situations of marked crisis, both economic crisis and relationship, which lead to the risk for these children and a possible withdrawal. For this reason, the "Family Project" is often intended as a last opportunity to work with families so that the children can remain..."28

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27 The MDV's technical director, Dr. Carmelita Dinis, interviews the Renaissance radio: Projeto Familia has already helped more than 3,000 children stay with their parents - Oct 24, 2016 - 5:00 p.m. • Angela Roque.
28 The MDV's technical director, Dr. Carmelita Dinis, interviews the Renaissance radio: Projeto Familia has already helped more than 3,000 children stay with their parents - Oct 24, 2016 - 5:00 p.m. • Angela Roque.
Taking into account this modality of intervention, as well as the specificity of the methodology and innovative characteristics team is multidisciplinary (Social Assistants, Psychologists, Social Educators, Economists).

The intervention with the family initially takes on an intensive and very particular character, and the assigned technician will be available to the family twenty-four hours a day, every day, that is, it is possible for this technician to experience in real time certain conflicts, behaviors or actions, nor that this implies indefinite hours with the family. For it is in situations of crisis or family tension that we can build improvement strategies with that family.

This modality initially assumes intensive intervention for a period of six weeks, after this more intensive phase, there is a final evaluation of the intervention.

This is done taking into account the evaluation made by the technician, the signaling entity and the family. There is a period called Follow up, one, three, six and twelve months, and these revaluation points are strategically as a time for the family to be able to reorganize and to be able to verify if the necessary changes through the Strategies used and created together with the Technician and that seek to reinforce the permanence of the children with the family.

The success factor for intervention with each family in this project is defined by confirming that the children remain safely with the family in the 12 months following the end of intensive follow-up.

This methodology is based on the Superior interest of the child, and it is possible to work on preservation in a child's family environment, but it is also possible to work on situations of family reunification in favor of the child, as well as follow-up in the modality for the Applied Measure of Life Autonomy.

In situations of family reunification it is foreseen in the short term to return home to children and young people or the regular contacts with the existence of staying at home during holidays and weekends have already begun.

In these situations, as a rule, children are covered who are covered by the Residential Reception modality, and it is necessary to check / evaluate the conditions already created by the family, if they comply with the care and well-being available to the child or Young person and since this arises The possibility of the children to their family.

"... It is still a coach, but it is there to help also be a catalyst for change, will try to work with that family, encouraging them to realize that they can have better living conditions and have that ability to achieve Organize themselves differently so that the children stay with them ..."29

29 The MDV's technical director, Dr. Carmelita Dinis, interviews the Renaissance radio: Projeto Familia has already helped more than 3,000 children stay with their parents - Oct 24, 2016 - 5:00 p.m. • Angela Roque
6- Conclusion
The family is the first society we live in and that we carry throughout life, therefore, the basis for the formation of any individual. It is in the family life that we learn, with each other, to respect, share, commitment, discipline and management conflicts.

It is undeniable that each carries a history of experiences, learning and memories that will present reflections throughout life.

The role of the family goes beyond teaching what is right and wrong; it is to form individuals who are affectionate, conscientious, tolerant, patient, respectful, self-confident and happy.

In order for a greater number of happy and healthy children to be possible, specialists in the field of children and young people should take care of the best interest, turning their work to the difficulties that families can present.

There are several problems that we daily identify as professionals, hence the need for constant articulation in the interinstitutional network.

Convinced that the family, which is a natural and fundamental element in society and a natural environment for the growth and well-being of all its members, and in particular of children, should promote their protection and the assistance necessary to play their full part in community.

“We can’t predict the future, but we can create it”

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