

PREVENTIVE MEASURES / PREVENTION OF DEVIANCE¹⁴

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Abstract: There are a variety of opinions among specialists on inter- and multidisciplinary approach to deviance. Developing and applying measures of prevention should be in the team, this program requiring the participation of all courts in the social system, regardless of the level of seniority or responsibility of each type.

Depending on the causes of the specialized nature of the stage and the situations covered, ranging from preventive measures mentioned: psycho-pedagogical and psycho-sociological measures. They aim, following early detection and removal of negative factors, cultivating interpersonal relationships appropriate to achieve a positive family socio inserts.

For this, it requires detection by social services and other factors (counselors, educators, teachers, professors, health professionals) conditions inadequate family environment or group, even before outlining some symptoms of disturbance of socialization of minors.

Key words: preventive measures, deviance, minors.

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It is, therefore, of:

- Social therapy and family therapy, where applicable;
- Filling the family, its physical absence when it is incompetent in terms of education;
- Testing and detection of children with school adaptation and integration issues;
- Educational and vocational guidance through the application of diagnostic and formative methods and procedures, capacity building and skills learning students;
- Training concepts and moral judgments, feelings and moral habits, positive character traits;
- Avoiding errors of moral authority, professional competence or attitude from educators.

Professional social measures

These measures arising from psychosocial and psycho social teaching, aiming to prevent the risk of adaptive failure (Cosmovici, Light, 1999):

- Counseling for choosing a profession in accordance with subject skills;
- Support placing young man in a profession suited to the interests, aspirations and capacities;
- Achieving genuine social maturation and an effective social and occupational integration;
- Prevent any acts of indiscipline within or outside the workplace;
- Preventing the abandonment of useful work performed by young people through measures taken at the place of employment.

Measures psychological and psychiatric professionals

These are geared towards detecting and eliminating or mitigating causative factors of an individual nature, organic or neurological containing pathologically predisposing to certain conditions, of deviant behavior. Psychological and psychiatric medical measures include (Boudon, 1997):

- Early detection of children with different types of disorders (of character, behavioral, emotional, aggressive tendencies, tendencies to psychopaths or other mental illness), objected to juvenile delinquency (Selosse, 2006);

- Pedagogical measures and various forms of medical treatment psychiatric/ psychotherapeutic to prevent developments disharmonious, antisocial personality minors;
- Health education and pedagogical measures that the family is advised how to behave in relation to certain conduct disorders of children (Gavrilă-Ardelean, Horvath, 2009);
- Hospitalization in order to diagnose difficult cases in terms of psychiatry, endocrinology, psychology, etc., (Muntean, 2007).

Social legal measures

These measures allow increasing social influence by popularizing laws and legal propaganda in general.

In the legal field, prevention of crime constitutes a sanction order, one of the objectives of punishment and trial.

General prevention is achieved by setting the law to the facts constituting the offense; society members were informed of the consequences of committing such acts and to sanction their legal limits.

Special Prevention is achieved through correct legal qualification and sanctioning specific crime committed by a person (Pop, 2002).

Ways of intervention

In forming components conscience and moral conduct are principally used some traditional methods: convinced by explanations, demonstrations, lectures, discussions, clarifications, conferences and lectures themed moral stories, advice, exhortations, recommendations and debates with moral content, drive process work.

At any time of the above mentioned methods of applying ethical evaluation is recommended (by approving disapproval), accompanied by incentives.

- *The belief* suggests multiple meanings of any educational factor: fundamental principle of education, an educational, psychological process, trait, attitudinal and finality, not least, moral ideal (Rădulescu, Banciu, 1999).

- *The explanation* is a form of limited exposure of a subject (basically, law, theorem phenomenon, camera, expression, situation, etc.) by presenting logical reasons, relationships, functions, details, etc. interpretative way It is often accompanied demonstration.

- *The call* is a method comprising the open debate of issues of education in order to act upon the conscience and moral experience of students; It helps build healthy public collectively. It takes place usually in the business adviser / class master class with a small group, individual or parents. The call requires the preparation of a suitable climate for all dialogue partners can participate and sincerely expressing their views. Suggestions have a stronger effect than direct interventions and

clarifications have a force of conviction successive higher than ready-made truths.

- *Encouraging* express an impetus, stimulation, call to action, optimize activity. Using it with tact pedagogic favors better results in education and moral education, thus increasing student confidence in their forces, to experience success and satisfaction in overcoming the difficulties inherent in the business school.

- *The call* is one of the ways in which educational instructors agency expresses moral requirements and expectations towards students.

- *The conference* is a way of conveying knowledge to a large mass of auditors as continuous exposure on various topics. It can be a form of self-contained or part of larger events. If the volume of transmitted knowledge is high, they can be phased in between a series of conferences.

- *The paper* is a method practiced, especially in secondary school or higher education; It is to develop, present and discuss in plenary a small stretch works on a given theme, by one or more members of the class (group). Method contributes to the development of creative thinking, the formation of independent work skills and critical thinking. The reports may cover events in class work, school, media, expressing their own opinions and conclusions. They will determine commentaries and discussions among colleagues, moderate counselor or teacher to clarify the topic addressed.

- *The lecture* is a transmission method by the teacher of a large volume of information on a topic prepared in advance. Especially at the secondary school, lectures content is staged: after stage enunciation, develops and then issue conclusions drawn character of the project. During the lecture can use examples, rhetorical questions and small demonstrations to maintain student interest. When the lecture aimed at defending moral causes (internalization of a principle of moral values), using expressive means and immersing themselves are dialogues, it turns pleading.

- *The story* alive and plastic comprises exposing a subject or theme that contain particular data and facts. No matter what learning is used, the account must contribute to understanding that knowledge is communicated to the formation of skill to distinguish the essential, to compare facts and phenomena, to obtain moral conclusions. It is usually used low grades. The efficiency of the story depends on the ability of the teacher to awaken the imagination and engage students in conducting emotional narrative. It therefore recommends the use of rhetorical means, dramatic, expressive language and an intuitive suitable material.

- *The advice* is the guidance he gives a class teacher, a student, a parent of an action to achieve educational requirements. Effectiveness

depends on good advice knowledge of the case, the situation and the circumstances and the personality in question, educator tact and experience, the existence of affective communication, mutual trust. As part of the arsenal of means by which the specific case applies a specific solution (individualization of educational action), the advice is indispensable moral and civic education, career counseling, training a correct attitude towards life and community. Advice is given sometimes and through maximum thoughts, proverbs or aphorisms that condenses the moral experience of humanity and incite reflection, the reflection of positive affective.

- *Example* is a real model or ideal, a person with his qualities is an example to follow in terms of moral behavior, social, aesthetic, etc. In educating children, Example (parents, teachers, great personalities, etc.) has a great influence. The resort is the example of the power of suggestion of psychological behavior of others and the need for imitation that the child manifests in relation to adult actions. Examples of indirect child are discovered in the mass media, literary readings, biographies, reporting, trips etc.

- *The moral exercise* is a form of exercise that is done systematically and consciously, through deeds and actions to transform the habits and skills of moral conduct (respect norms of discipline conscious, help, responsibility to the community goods). Since antiquity, it was found that "morality cannot learn like arithmetic" (Aristotle), but only through practical action, by putting the student in a position to behave responsibly. The exercise aims to train and develop the required availability moral behavior in different life situations.

- *The analysis* and the case study method is a form of active learning and training; It is to discuss a proposed event (the particular situation of a person, an institution) and recording information on the subjective reactions to the environment and the time in which the phenomenon opinions about them. It provides students the opportunity to analyze, comment and debate the moral behavior of the subjects (Boots, Neamțu, 1999).

- *The approval* is the method by which manifests recognizing and rewarding positive conduct / student outcomes. Being sensitive to the opinion of adult and peer approval has a strong influence on children education. The educational practices, approval of intentions, initiatives, wishes and positive results of the behaviors of the educated also vary: look approvingly praise expressed verbally against an individual, group or the entire staff, praise expressed in writing (letters, addresses), the agreement, gratitude, reward and rewarding. Using differential

conditional approval concrete forms of educational success and socio act professional students.

- *The reward* is a form of approval, recognition and favorable assessment of the conduct, results, merit or achievement (individual / collective). It may be moral or material. Moral compensation results in an appreciation, popularization in the media, or decoration invest with confidence individually or collectively. It may be granted by family, school or other social factors, which produce differentiated content. The educational, reward itself and the context in which it is given cause for joy and satisfaction have an incentive effect, causing repeating that action or committing other positive action, especially when the reward comes from parents, teachers or other persons with moral authority in social / community (Giddens, 2001).

- *The disapproval* education is a method of expressing the intent unfavorable appreciation, events, actions, behavior or school discipline contrary to generally accepted social norms in order to prevent and combat deviations of conduct. Reverse Connection triggers emotions and negative feelings (guilt, guilt, shame, dissatisfaction), student trying to avoid a recurrence once disapproved. As approval, disapproval is its educational forces in view the sensitivity of children from adults (parents, teachers) and collective / group to which they belong. The effects are even stronger disapproval with how students are higher sensitivity. Depending on the gap between requirements and behavioral manifestations disapproved apply forms more or less drastic disapproval: irony, rebuke, mistrust, warning, punishment and pause in speech, drawing attention, appropriate verbal expressions or gestures (Allport, 1995).

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