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RESEARCH ARTICLE

THE SEPARATION ANXIETY DISORDER OF THE PRESCHOOL CHILDREN AND CREATION OF COMMUNICATION RELATIONSHIPS WITHIN THE SOCIAL ENVIRONMENT

*Flora Lamcja

UET-Tirane, Albania

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ABSTRACT

It is usual for the infants 6-12 months to show anxiety when they see that their mothers are temporarily going away. This kind of anxiety has to do with the universal fear that stems from the unaware association of the child of leaving of their "safe protector" and the risk to survive without her help. However, infants grow and their affective bonds with other people are increased, it is expected that their separation anxiety disorder should be reduced. In the preschool years specifically, children although still dependent from their mothers, they tend to direct their attention to the world outside their family and peers (Mental Health Service- USA). Why some preschoolers (and children of primary school refuse constantly to dissociate even for a moment from their mothers and unlike their peers, they tend to weep, to be nervous, to flush or sweat and behave so different when their mother leaves their kindergarten. How harmful is this situation for their health and their future development? There are precisely these questions and others like them that stirred up my mind, so I began to practice in kindergarten.

Methodology: In this study were included the preschool children who attend regularly the programs of the kindergartens according to the respective groups. For the data collection there were used questionnaires that brought information about behaviors of the children about their emotional states, by experiencing the situation away from the family members of the data about them.

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INTRODUCTION

Theoretical concepts

In normal circumstances separation anxiety disorder is defined as a temporary inconvenience of a small child resulting from his need to seek and keep to himself the nearest parent who takes care. However, fears that appear during unforeseen development intervals can sometimes call for specialized interventions if they are strong, unjustified in relation to the situation, quite stable, and cause significant problems in family life, the relationship of the child with kindergarten or school, and the formation of new social connections. DSM (Manual of Mental Disorders) Separation anxiety disorder is described as an exaggerated state of emotional distress, featuring a person inappropriately with his age, versus leaving the house or the family members, especially parents. Children with this disorder are afraid of losing their family or have a feeling that something bad will happen to them that will determine the prevalence regarding CAS in the childhood period. Some studies note gender differences regarding the % of the disorder.

In the first months (to sixth) children are not able to differentiate between people who care about them and usually calm down easily by any person who takes in his arms, stroke and love them. In this period they do not experience any emotional distress associated with the removal of the person who cares about them; (Ollendick *et al.*, 1993). Starting from the seventh to the fourteenth month (7-14 months) children understand that there is only a Mom / a Dad, but the fact that they have not developed sense of time, makes them feel anxious when this central figure even some steps away from him. Meaning of world for children operates according to the principle "outside eye, outside the mind." In these circumstances, the mother / father leave out of the sight; children remember that they will not appear again. For them, the object or the subject exists directly only in her interaction. They still cannot realize that the mother / father, after leaving may exist elsewhere in space or in time. Exactly to avoid "runaway", children cry, shout, immense worry and do not want to stay with people other than the mother / father / the primary caregiver. This stage of infant development in an emotional plan is often known as "fear of foreigners". Children run around their permanent guardian showing a special concern, and manifest sense of shame and rejection towards other persons unknown.

*Corresponding author: Flora Lamcja
UET-Tirane, Albania.

	Nothing	Little	Enough	More
Children who exhibit anxiety in the premises of the kindergarten	11	8	16	15
Babies with lack of communication	5	15	17	13
Children exhibit aggressive behavior during games or activities of the day in the grounds of the kindergarten	7	13	15	15
Require the presence of parents at the time of their staying in the kindergarten	11	17	12	10
Egocentric display during the game with friends	7	13	8	12
Feel lonely and close to itself	13	7	12	8
Parents who exhibit stress during the time the children left in the garden	11	15	7	17
Parents who exhibit anxiety in the presence of their child	7	13	18	12
Children who have created depending on the Family care	11	17	12	10

This stage generally runs parallel with the development of Separation Anxiety Normal, and usually reaches its peak in the 12th month of the baby's life (Mental Health Services - USA). Here are some of the factors that risk for separation anxiety disorder: The signs of AN disorder may occur with dramatic experiences in children: a frightening event that the child has experienced personally (such as earthquakes); a serious split (such as death, divorce or serious illness of family members; a significant change (the celebration of a birthday or the beginning of a new school); all diseases (to grandeors or to and fingerlings). Psychological level, including a chemical balloon and 2 chemicals in the body (no-epinephrine and zero-tone) more enjoyable contributions to AN disorder and to other disorder anxieties. Two twin students have suggested a genetic element to CAN. Children of parents with anxiety disorders are more enjoyable in developing anxiety disorder; however the disorder is an inherited behavior that presents a lesson of life. AN disorder is a special danger for a child or a scared parent. Other factors that may indicate risks of AN disorder in children waiting for school years include:

The nearer knit with the family.

- Temper that shows fear and attracting a new situation without familiarity.
- Temper early in girls 3-5 years old shows shame and inaction

Guardian insecurity and children links with the early (Manicavasagar, Silovo, Curtis & Wagner, 2000; The child can pass pathological condition. Anxiety is present to everyone and to every child and when he spent this period is to worry. We should divide the situation is psychological or pathological? This separation anxiety is resolved in 2-year age. We say that this separation anxiety is a normal developing entry and if disturbances exceed specified age, of being, anxious educator or parent should consult a physician or psychologist .When anxiety becomes exaggerated and goes beyond what is expected in some situations, the development of the child in social level, personal and academic can have problems resulting in anxiety disorder. The frequent of anxiety disorder varies from 2-15% in children and occurs more in women, also this disorder is characterized by an excessive link with some adults and fear to be shared by those. Even though this disorder is typical for age 12-18 months may cause difficulties in connecting parents, children or being rejected at school. In these cases, the child can be described as a person who is refused to school and this school is ever called a benefit for the school. In some cases the child may talk about the reasons for his anxiety. It depends on their age and his skills to speak. But this anxiety may take the form of generalized anxiety which is characterized by an excessive concern and anxiety in certain situations that do not seem to be the cause of specified result.

A situation such as a child have become cowardly and nervous situated away his house or separated from a beloved person, but usually one parent and guardian who the child is related with. Before that child displays feelings of anxiety it demonstrates some warning signals that the care or the teacher should take as a message for subsequent anxiety that the child will demonstrate. This anxiety can have consequences such as: Repeat physical complaints before they go to kindergarten .Also associated with obsessive disorder , constriction .This kind of disorder begins in the period of childhood where children with this kind of disorder have frequent uncontrollable thoughts (called crank) and can do routines or rituals in order to avoid these thoughts .Childs with this kind of disorder often repeat behavior to avoid some of the money previously consequences such as: repetition of words with a low voice without stopping, review f completed questions. (Francis, Last & Strauss) The first years are the time that children have the beginnings of development awareness in the eyes of others who have experience with .Children that have experiences with young people can interpret scary events and see themselves as active volunteers and aid. Interventions in behavior at this age we can promote victory can help to ban prejudices. As therefore strengthen the sense of child power .Disorder of child anxiety can cause difficulties in different areas of the development. The first years of life a child is the basis for social connection, self-security and the possibility to adapt to ongoing changes and challenges .We are the types of anxiety disorder according to the diagnostic and statistical manuals of mental disorders (DSM-IV) used to diagnose mental disorders.

Conclusion

From the data collected in this study we come to the conclusion that Babies of preschool age in most cases are accompanied by the anxiety of separation from their parents or caretakers. From this study we noted that children with stressed parents, sensitive nature, who overcome their care for babies, turning it in dependence, feed a kind of anxiety in their children. They unconsciously convey a kind of fear and uncertainty of their children to be integrated in the social life .From the study conducted it was found that these children feel lonely, exhibit aggressive behavior during activities that carry out with friends, and often require the presence of the parents to resolve difficult situations. From 50 children taken in the study 15 children exhibit anxiety during their stay in the kindergarten, 13 children they lack communication, 15 children exhibit aggressive behavior with their peers, 8 children appear lonely during interaction with other children. From this study is concluded that separation anxiety in children is affected by a number of factors, which arise from the nature of the child to the parents' personality, family relationships, the way child- parent relationship is built from the early days of his life.

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