

“Diversity” of Care Givers and Aggressive Abused Children with Reactive or Proactive aggression in Child welfare Facilities through Examining Residential Map, the New Assessment Method for Estimating Relationships among Children and Care Givers.

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Abstract

The purpose of this study is to consider on the assessment through one of measures, Residential Map for aggressive abused children in child welfare institutes. There are three types are reactive and proactive aggression and Non-emotional aggression.

When a child does not succeed in control of his or her own anger or control of irritation, it will be happened aggressive situation among children.

About children in child nursing home, the author explained Residential Map for 6 staffs for grasping relationship between children in two homes (Home 1, Home 2) in same child welfare facilities in Japan.

Through the results of Residential Map, it is suggested that for aggressiveness of children, the existence of various staffs functions effectively(“diversity” of care givers). In other words, the variety of the staff is very important by coping to the aggressiveness. For the same child, according to the staff, how to catch relationship among children was very different. It is a very important that plural experts are concerned with the same child.

The training for the staffs will have to be carried out assuming the difference between such staffs, variety (diversity), too. In conclusion, the author suggested the model of relationship of “diversity” of care givers and children through Residential Map.

Key words; Residential Map, Diversity, Aggressive Abused Children, Reactive aggression, Proactive aggression, Non-emotional aggression.

1. Caregiver-Child Relations Construction Program

The purpose of this study is to consider on the assessment through one of measures, Residential Map for aggressive abused children in child welfare institutes. In addition, we discussed on Caregiver-Child Relations Construction Program (include "Clinical Attachment Approach (CAA)"). Aggressive action of a child in institutions was examined on the standpoint of two types, reactive and proactive aggression which attack to staffs and attack together between children. Aggressive actions from a child to a staff or staffs hurt the staffs, and those staffs seem to have the risk of burnout and Compassion Fatigue (Fujioka, 2008).

Violence between children in institutions changes completely the atmosphere of institution. As well as abuse and neglect environment before entering an institution, it means that they are hurt by attack, that is double wound after entering institution.

As for the program to aggressiveness of an maltreated child in child welfare institution, it is very important that supports to children and staffs around maltreated children.

Fujioka (2012) investigated the inclusive program for building the relationship between a child and his or her caregiver which is constructed for treatment to abused children with reactive or proactive aggression and includes emotion regulation and build interaction of a child and a caregiver. And he made plans two studies. In study I , he tried to develop CBCL and the Symptom or Sign Check List. And in study II , he confirmed an important tool in programing of future aggressiveness measures by inspecting Residential Map. About significance of practical use of Residential Map, he tried quantification from Residential Map, and found the side of relationships that he did not consider came out only in Residential Map quantitatively. Expression of aggressiveness, reaction and interaction as chains were highlighted in particular.

At first it is necessary to assess anger and lost-feeling of important persons, for example mother and father and so on, and to examine how those emotions are related with aggressive action. Development of the standard tool for assessment of the friend relations contributes a chance to change aggressiveness to calmness of emotion.

Fujioka (2009) developed "Residential Map" for assessment of friend relations that assess friend relations whether that those relations are good or unstable between children in child welfare institutes.

Using this assessment tool, we could make an opportunity to assess a problem of aggressiveness and make some plans for treatment to aggressiveness .

The method of Residential Map is not yet established enough, and it may be a step change of an aggressive child and be an important opportunity to treat burn out and compassion fatigue.

2. Aggressiveness

Basic understanding about the aggressiveness that a child has three types of aggressiveness.

There are three types are reactive and proactive aggression and Non-emotional aggression.

When a child does not succeed in control of his or her own anger or control of irritation, it will be happened aggressive situation among children.

1) Reactive aggression

And it is the aggressiveness of reactivity and it is unavoidable and lets you do a collection of lists of anger in a flow of time ("sequence") with a relation with a child. It is thought about control of feelings conventionally with many cases . Hinshaw, S.P. (2007) described that aggressiveness was devised to two types of Reactive and Proactive aggression .

In addition, there are many cases which abused experience ties to aggressiveness consequently.

Actually, according to Fujioka (2012), there is the report that children with abused experience express

more aggressive emotions compared with children with no abused experiences.

In "peculiarity" of children living in a group, there are problems such as the spread violence between children, bullying / school refusal, and, burn out of staffs growing up children as one group.

For those children we have to assess the interaction between children and to treat those aggressive children through an individual interview, a group interview, a life scene interview, a family social work. Social context is vague, and, in an expression and a gesture of a partner, a menace for oneself reads degree of fear, and children may add attack as defense for it as much as it is the situation that does not become clear.

It is thought that Residential Map will be utilized as a measure in programs to the aggressiveness that accorded with reality and more by catching these comprehensively.

2) Proactive or Self-expression Aggressiveness

Self-expression aggressiveness means proactive with no stimulus. Hinshaw, S.P. (2007) described that aggressiveness was devised to two types of Reactive and Proactive aggression .

The former must be understood through social context, and in the latter, we cannot understand this aggression through social context that there is no reason why those aggressiveness express form children. We cannot understand proactive aggression as the opportunity to consider the social context.

It is connected with an expression of the impulsive aggressiveness without thinking about social context or consequence.

In addition, accumulation of chronic traumatic experiences may gradually change to anger or aggressiveness.

3) Non-emotional aggression

In addition, it is known that there is other aggressiveness, non-emotional aggression without feelings (Mullin,B.C.& Hinshaw, S.P. 2007).

I assumed that feeling adjustment is not accompanied with rich feelings. Misconduct of a child seems to be produced by those non-emotional aggression. There are words of the indiscriminate aggressiveness, but it is thought that such a thing is rare in child welfare institute.

Shaver, P.R. & Mikulincer, M. (2007) points out that stable people can build the constructive situation in this way.

I point out the importance of estimation of a problem action as an opportunity to deepen a relation between a child and care giver and among children.

3. What is Residential Map?

There are children having the aggressiveness of reactivity drawing the aggressiveness in a relation with the staff by all means.

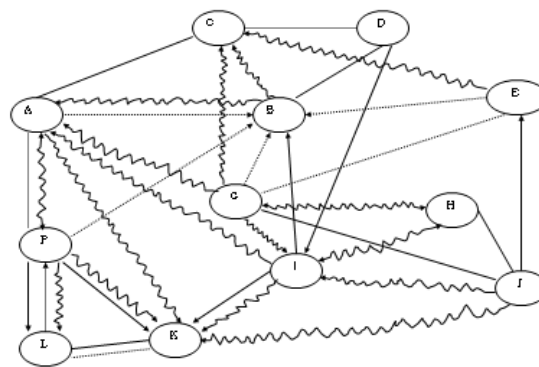
In this study, I examined Residential Map in which Fujioka (2009) made successively.

Fujioka (2009) defined Residential Map as follows, "Standing on System Theory, and we can describe

the multiple relationships among children and with staffs in facilities and institutions through lines and circles visually." I show a residential map for figure 1, 2 as follows.

- == ; Considerably good relationship (a better collaborative relationship and a relationship of mutual trust)
(not mutual, one-sided ⇒)
- ; Good relationship (a good collaborative relationship and a relationship of mutual trust)
(not mutual, one-sided →)
- ; Not so good relationship (not so good collaborative relationship and a relationship of mutual trust)
(not mutual, one-sided -----→)
- ↔ ; Notched line, violence and attack (mutual aggressiveness)
- ↔ ; Notched line, violence and attack (not mutual, one-sided)

Fig.1 Method of Residential Map



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Fig.1 Example of Residential Map (Fujioka,2009)

Table 1 an analysis method of Residential Map

	A	B	C	D	E	F	G	H	I	J	K	L	SUM
Notched line(direction to Child)	4	0	3	0	0	1	1	2	3	0	4	1	19
Notched line(direction from Child)	2	2	0	0	1	3	4	2	3	2	0	0	19
Considerably good relation(→C)	0	1	0	0	1	0	0	0	1	0	2	1	6
Considerably good relation(C→)	0	0	0	1	0	2	0	0	2	1	0	0	6
Good relation(→C)	0	4	0	0	0	1	0	0	0	0	0	0	5
Good relation(C→)	1	0	0	0	1	1	1	0	0	0	0	1	5
Number of considerably good relation	1	1	1	1	0	0	1	2	0	3	1	1	12
Number of good relation	1	0	1	1	1	1	1	0	0	0	1	1	8
SUM	9	8	5	3	4	9	8	6	9	6	8	5	

It is in this way when I express relationship of children living in facilities. For example, the staff watched and described the relationships among 13 children concerned in this way. Child A is attacked by Child B,C,I. Same Child A expresses aggression to K, and mutual aggression with F. It is thought that Child A has both reactive and proactive aggression. It seems that those aggressions are understood as the form of Transmission(Child B →Child A →Child K or F).

In the case of A, C, K, more than three notched arrows go to those children. For supports from aggressiveness, care givers have to take enough consideration for those children. In the case of F, G, I, more than 3 notched arrows develop from these children, and care giver have to consider not to turn to calm down form aggressiveness. We must think about what kind of support is need for those children.

In addition, there are some cases, A, F, G,H,I with both arrows which have notched arrow against

children and emerged from children. A,F,G. H, I seem to have chain reaction (transmission) of aggressiveness.

B, E, J become the dispatch source of aggressiveness from one's one without receiving stimulation from somebody.

We will have to assume the source of aggressiveness for various reasons (cases becoming out of condition, mental difficulty after the meeting with real parents) in and except facilities.

Dispatch of the aggressiveness such as abused or battered children will be what we must assume enough.

In addition, in case of C, K, L they send aggressiveness nowhere from themselves. It must assume immobilization of bullying in these cases.

It may be said that these differences are interesting as one illustration of the distinction with self-expression aggressiveness and reactive aggressiveness as having already looked.

Through Residential Map, we can understand the human relations in the facilities of children as having already looked. Or we perform very important function in understanding bitterness when children live in child welfare facilities.

As a result of sharing the recognition through Residential Map about aggressiveness of children in same home, we will be able to understand figures of mutual or one-sided aggression.

When I put double circle (◎) in this map and express the existence of staffs, I can watch dynamic relationship concerned and a system among institutions of staffs and children.

For example, in a double circle, I put a name of staff and post that a name entered from a child a near place by degree of a relation.

In this study, we examine effectiveness of Residential Map as a tool to examine aggressiveness of children developing and recognizing reactive/proactive aggressiveness in particular.

Method

About children in child nursing home, the author explained Residential map for all the staffs for grasping relationship between children in one facility in Japan. The author informed that Residential Map was effective for sharing the aspect of children between the staffs and children who live in same home.

The staffs of one child nursing home checked Residential Map for each child while remembering relations about children of the same nursery building.

The author does not describe the details about facility here to avoid facility being identified. We could examine 36 caregivers (1~36) in some homes (Home 1~ Home 11) in some child welfare facilities (total 89 children)(for keeping privacy we could not describe the number of facilities in detail).

Result

We show the result of Residential Map by the analysis list in detail as follows.

Table 2 Assessment by three care givers (1~3) in Home1 (12 children A~L) (* Child B, L seem to express Proactive Aggression. Child F seems to catch the one-side aggression or negative message from other children)

Home 1
Staff 1

	A	B	C	D	E	F	G	H	I	J	K	L	SUM
Notched line(direction to Child)	0	2	1	1	0	0	1	1	1	1	0	0	8
Notched line(direction from Child)	0	2	1	1	0	0	1	1	1	1	0	0	8
Considerably good relation(→C)	0	0	1	1	0	1	0	0	1	0	1	1	6
Considerably good relation(C→)	0	0	1	1	0	1	0	0	1	0	1	1	6
Good relation(→C)	3	1	0	0	6	2	3	3	2	2	2	3	27
Good relation(C→)	3	1	0	0	6	2	3	3	2	2	2	3	27
Number of considerably good relation	0	0	1	1	0	1	0	0	1	0	1	1	6
Number of good relation	3	1	0	0	6	2	3	3	2	2	2	3	27
SUM	9	7	5	5	18	9	11	11	11	8	9	12	115

Home 1
Staff 2

	A	B	C	D	E	F	G	H	I	J	K	L	SUM
Notched line(direction to Child)	1	0	5	4	0	2	4	1	0	1	0	0	18
Notched line(direction from Child)	4	4	2	2	0	0	0	0	0	2	0	4	18
Considerably good relation(→C)	0	0	0	0	0	0	0	0	0	0	0	0	0
Considerably good relation(C→)	0	0	0	0	0	0	0	0	0	0	0	0	0
Good relation(→C)	1	0	0	3	6	1	2	4	4	1	1	1	24
Good relation(C→)	1	0	0	3	6	1	2	4	4	1	1	1	24
Number of considerably good relation	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of good relation	1	0	0	3	6	1	2	4	4	1	1	1	24
SUM	9	7	5	5	18	9	11	11	11	8	9	12	108

Home 1
Staff 3

	A	B	C	D	E	F	G	H	I	J	K	L	SUM
Notched line(direction to Child)	0	0	3	2	0	3	1	1	1	0	0	0	11
Notched line(direction from Child)	1	3	2	1	0	0	3	0	0	0	0	0	10
Considerably good relation(→C)	0	0	0	0	0	0	0	0	0	0	0	0	0
Considerably good relation(C→)	0	0	0	0	0	0	0	0	0	0	0	0	0
Good relation(→C)	0	0	0	0	11	0	0	0	0	0	1	1	13
Good relation(C→)	0	0	0	0	11	0	0	0	0	0	1	1	13
Number of considerably good relation	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of good relation	0	0	0	0	11	0	0	0	0	0	1	1	13
SUM	1	3	5	3	33	3	4	1	1	0	3	3	60

Table 3 Assessment by three care givers (4, 5, 6) in Home2 (12 Children M~X) (* Child O, P, Q, U seem to express Proactive Aggression. Child V, N seem to catch the one-side aggression or negative message from other children)

Home 2
Staff 4

	M	N	O	P	Q	R	S	T	U	V	W	X	SUM
Notched line(direction to Child)	0	2	0	0	0	0	0	1	0	3	1	0	7
Notched line(direction from Child)	3	0	0	0	0	0	0	0	1	1	0	0	7
Considerably good relation(→C)	0	0	0	0	0	1	0	1	1	0	0	0	3
Considerably good relation(C→)	0	0	0	0	0	1	0	1	0	0	0	0	2
Good relation(→C)	1	0	0	0	1	1	2	0	0	0	0	0	5
Good relation(C→)	1	0	0	0	2	1	1	0	0	0	0	0	5
Number of considerably good relation	0	0	0	0	0	1	0	1	1	0	0	0	3
Number of good relation	1	0	0	0	1	1	1	0	0	0	0	3	7
SUM	6	2	0	0	4	6	4	5	3	3	1	5	39

Home 2
Staff 5

	M	N	O	P	Q	R	S	T	U	V	W	X	SUM
Notched line(direction to Child)	2	0	0	0	0	0	0	2	0	0	3	3	10
Notched line(direction from Child)	3	0	1	4	2	0	0	0	0	0	0	1	11
Considerably good relation(→C)	0	0	0	0	0	1	0	1	0	0	0	0	2
Considerably good relation(C→)	0	0	0	0	0	1	0	1	0	0	0	0	2
Good relation(→C)	2	0	2	3	4	1	4	1	1	0	0	0	18
Good relation(C→)	2	0	2	3	4	1	4	1	1	0	0	0	18
Number of considerably good relation	0	0	0	0	0	1	0	1	0	0	0	0	2
Number of good relation	2	0	2	3	4	1	4	1	1	0	0	0	18
SUM	11	0	7	13	14	6	12	8	3	0	3	4	81

Home 2
Staff 6

	M	N	O	P	Q	R	S	T	U	V	W	X	SUM
Notched line(direction to Child)	2	0	0	0	0	0	0	1	0	4	2	3	12
Notched line(direction from Child)	3	0	0	2	2	0	0	1	1	0	2	4	15
Considerably good relation(→C)	0	0	0	0	0	0	0	0	0	0	0	0	0
Considerably good relation(C→)	0	0	0	0	0	0	0	0	0	0	0	0	0
Good relation(→C)	0	2	0	0	1	1	1	2	2	1	0	0	10
Good relation(C→)	0	2	0	0	1	1	1	2	2	1	0	0	10
Number of considerably good relation	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of good relation	0	2	0	0	1	1	1	2	2	1	0	0	10
SUM	5	6	0	2	5	3	3	8	7	7	4	7	57

Table 4 Assessment by four care givers (7, 8, 9, 10) in Home3 (13 Children M~X) (* Child b , f, l, m seem to express Proactive Aggression. Child c, g seem to catch the one-side aggression or negative message from other children)

Home 3
Staff 7

	a	b	c	d	e	f	g	h	i	j	k	l	m	SUM
Notched line(direction to Child)	0	0	2	0	0	0	0	0	2	1	0	0	0	5
Notched line(direction from Child)	1	1	0	0	1	1	0	1	1	4	0	0	0	10
Considerably good relation(→C)	2	1	1	0	0	0	0	0	0	0	0	0	0	4
Considerably good relation(C→)	2	1	1	0	0	0	0	0	0	0	0	0	0	4
Good relation(→C)	0	1	2	1	1	0	3	2	1	0	1	1	0	13
Good relation(C→)	0	0	2	1	0	0	3	2	2	0	1	1	2	14
Number of considerably good relation	2	0	1	0	0	0	0	0	0	0	0	0	0	3
Number of good relation	0	1	2	1	0	0	3	2	1	0	1	1	0	12
SUM	7	5	11	3	2	1	9	7	7	5	3	3	2	65

Home 3
Staff 8

	a	b	c	d	e	f	g	h	i	j	k	l	m	SUM
Notched line(direction to Child)	1	0	0	2	0	0	2	1	3	5	0	0	0	14
Notched line(direction from Child)	1	1	0	3	4	1	0	0	0	2	0	2	0	14
Considerably good relation(→C)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Considerably good relation(C→)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Good relation(→C)	2	2	2	0	0	0	0	0	0	0	1	1	0	8
Good relation(C→)	2	2	2	0	0	0	0	0	0	0	1	1	2	10
Number of considerably good relation	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of good relation	2	2	2	0	0	0	0	0	0	0	1	1	0	8
SUM	8	7	6	5	4	1	2	1	3	7	3	5	2	54

Home 3
Staff 9

	a	b	c	d	e	f	g	h	i	j	k	l	m	SUM
Notched line(direction to Child)	2	0	1	0	0	0	1	2	1	4	0	0	0	11
Notched line(direction from Child)	1	0	0	4	4	0	0	0	1	1	0	0	0	11
Considerably good relation(→C)	0	0	1	0	0	0	1	0	1	0	0	1	0	4
Considerably good relation(C→)	0	0	1	0	0	0	1	0	1	0	0	1	0	4
Good relation(→C)	2	2	4	0	1	3	2	2	2	0	1	2	0	21
Good relation(C→)	2	2	4	0	1	4	2	1	2	0	1	1	0	20
Number of considerably good relation	0	0	1	0	0	0	1	1	1	0	0	1	0	5
Number of good relation	2	2	3	0	1	2	2	0	2	0	1	1	0	16
SUM	9	6	15	4	7	9	10	6	11	5	3	7	0	92

Home 3
Staff 10

	a	b	c	d	e	f	g	h	i	j	k	l	m	SUM
Notched line(direction to Child)	2	0	1	1	1	0	0	0	2	5	0	0	0	12
Notched line(direction from Child)	1	2	0	0	4	1	0	0	0	2	0	1	1	12
Considerably good relation(→C)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Considerably good relation(C→)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Good relation(→C)	2	2	4	0	1	0	2	0	1	0	0	1	0	13
Good relation(C→)	2	2	4	0	1	0	1	0	1	1	0	1	0	13
Number of considerably good relation	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of good relation	2	2	4	0	1	0	1	0	1	0	0	1	0	12
SUM	9	8	13	1	8	1	4	0	5	8	0	4	1	62

Table 5 Assessment by two care givers (11, 12) in Home 4 (13 Children n~y) (*Child n and w seems to catch the one-side aggression or negative message from other children)

Home 4
Staff 9

	n	o	p	q	r	s	t	u	v	w	x	y	SUM
Notched line(direction to Child)	1	2	1	0	0	0	0	1	0	1	2	2	10
Notched line(direction from Child)	0	0	0	0	0	2	4	0	0	0	0	1	7
Considerably good relation(→C)	0	0	0	0	0	0	0	0	0	0	0	0	0
Considerably good relation(C→)	0	0	0	0	0	0	0	0	0	0	0	0	0
Good relation(→C)	0	0	1	0	2	2	2	3	3	2	1	0	16
Good relation(C→)	0	0	1	0	2	2	2	3	3	2	1	0	16
Number of considerably good relation	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of good relation	0	0	1	0	2	2	2	3	3	2	1	0	16
SUM	1	2	4	0	6	8	10	10	9	7	5	3	65

Home 4
Staff 10

	n	o	p	q	r	s	t	u	v	w	x	y	SUM
Notched line(direction to Child)	0	2	2	0	0	3	4	1	1	0	1	4	18
Notched line(direction from Child)	0	2	2	0	0	3	4	1	1	0	1	4	18
Considerably good relation(→C)	0	0	0	0	0	0	0	0	1	1	0	0	2
Considerably good relation(C→)	0	0	0	0	0	0	0	0	1	1	0	0	2
Good relation(→C)	0	0	2	0	2	2	2	1	2	3	2	2	18
Good relation(C→)	0	0	2	0	2	2	2	1	2	3	2	2	18
Number of considerably good relation	0	0	0	0	0	0	0	0	1	1	0	0	2
Number of good relation	0	0	2	0	2	2	2	1	2	3	2	2	18
SUM	0	4	10	0	6	12	14	5	11	12	8	14	96

Table 6 Assessment by two care givers (13,14) in Home 5 (5 Children 5-a~5-e) (* 5-e seems to express Proactive Aggression. 5-d seems to catch the one-side aggression or negative message from other children)

Home 5

5-a	Staff 13	Staff 14
Notched line(direction to Child)	0	1
Notched line(direction from Child)	1	1
Considerably good relation(→C)	0	0
Considerably good relation(C→)	0	0
Good relation(→C)	0	3
Good relation(C→)	0	3
Number of considerably good relation	0	0
Number of good relation	0	3
SUM	1	11

5-d	Staff 13	Staff 14
Notched line(direction to Child)	2	3
Notched line(direction from Child)	1	0
Considerably good relation(→C)	0	0
Considerably good relation(C→)	0	0
Good relation(→C)	0	0
Good relation(C→)	0	0
Number of considerably good relation	0	0
Number of good relation	0	0
SUM	3	3

5-b	Staff 13	Staff 14
Notched line(direction to Child)	0	0
Notched line(direction from Child)	0	0
Considerably good relation(→C)	0	0
Considerably good relation(C→)	0	0
Good relation(→C)	0	0
Good relation(C→)	0	0
Number of considerably good relation	0	0
Number of good relation	0	0
SUM	0	0

5-e	Staff 13	Staff 14
Notched line(direction to Child)	0	0
Notched line(direction from Child)	2	2
Considerably good relation(→C)	0	0
Considerably good relation(C→)	0	0
Good relation(→C)	0	0
Good relation(C→)	0	0
Number of considerably good relation	0	0
Number of good relation	0	0
SUM	2	2

5-c	Staff 13	Staff 14
Notched line(direction to Child)	2	0
Notched line(direction from Child)	2	1
Considerably good relation(→C)	0	0
Considerably good relation(C→)	0	0
Good relation(→C)	0	1
Good relation(C→)	0	1
Number of considerably good relation	0	0
Number of good relation	0	1
SUM	4	4

Table 7 Assessment by four care givers (15, 16, 17, 18) in Home 6 (5 Children 6-a~6-e) (* 6-b and 6-c seem to express Proactive Aggression. 6-a and 6-d seem to catch the one-side aggression or negative message from other children)

Home 6

6-a	Staff 15	Staff 16	Staff 17	Staff 18
Notched line(direction to Child)	1	1	1	2
Notched line(direction from Child)	0	0	0	0
Considerably good relation(→C)	0	0	0	1
Considerably good relation(C→)	0	0	0	1
Good relation(→C)	3	5	4	2
Good relation(C→)	3	3	3	2
Number of considerably good relation	0	0	0	1
Number of good relation	3	3	3	2
SUM	10	12	11	11

6-d	Staff 15	Staff 16	Staff 17	Staff 18
Notched line(direction to Child)	0	0	2	1
Notched line(direction from Child)	0	0	0	0
Considerably good relation(→C)	0	0	0	0
Considerably good relation(C→)	0	0	0	0
Good relation(→C)	4	3	2	2
Good relation(C→)	4	2	2	2
Number of considerably good relation	0	0	0	0
Number of good relation	3	2	2	2
SUM	11	7	8	7

6-b	Staff 15	Staff 16	Staff 17	Staff 18
Notched line(direction to Child)	0	0	0	0
Notched line(direction from Child)	1	0	0	0
Considerably good relation(→C)	0	0	0	0
Considerably good relation(C→)	0	0	0	0
Good relation(→C)	2	3	1	0
Good relation(C→)	2	3	1	0
Number of considerably good relation	0	0	0	0
Number of good relation	2	3	1	0
SUM	7	9	3	0

6-e	Staff 15	Staff 16	Staff 17	Staff 18
Notched line(direction to Child)	4	1	2	0
Notched line(direction from Child)	0	0	1	0
Considerably good relation(→C)	0	0	0	0
Considerably good relation(C→)	0	0	0	0
Good relation(→C)	3	3	2	2
Good relation(C→)	3	2	0	2
Number of considerably good relation	0	0	0	0
Number of good relation	3	2	2	2
SUM	13	8	7	6

6-c	Staff 15	Staff 16	Staff 17	Staff 18
Notched line(direction to Child)	0	0	0	0
Notched line(direction from Child)	0	0	1	0
Considerably good relation(→C)	1	1	0	1
Considerably good relation(C→)	1	1	0	1
Good relation(→C)	2	1	1	1
Good relation(C→)	3	2	1	0
Number of considerably good relation	1	1	0	1
Number of good relation	2	1	1	0
SUM	10	7	4	4

Table 8 Assessment by two care givers (19, 20) in Home 7 (6 Children 7-a~7-f) (* 7-c and 7-e seem to express Proactive Aggression. 7-a seems to catch the one-side aggression or negative message from other children)

Home 7

7-a	Staff 19	Staff 20
Notched line(direction to Child)	3	1
Notched line(direction from Child)	0	0
Considerably good relation(→C)	0	0
Considerably good relation(C→)	0	0
Good relation(→C)	3	3
Good relation(C→)	2	4
Number of considerably good relation	1	0
Number of good relation	2	3
SUM	11	11

7-d	Staff 19	Staff 20
Notched line(direction to Child)	0	0
Notched line(direction from Child)	0	0
Considerably good relation(→C)	0	0
Considerably good relation(C→)	0	0
Good relation(→C)	1	5
Good relation(C→)	1	4
Number of considerably good relation	0	0
Number of good relation	1	4
SUM	3	13

7-b	Staff 19	Staff 20
Notched line(direction to Child)	1	0
Notched line(direction from Child)	1	1
Considerably good relation(→C)	0	0
Considerably good relation(C→)	0	0
Good relation(→C)	1	3
Good relation(C→)	1	3
Number of considerably good relation	0	0
Number of good relation	1	3
SUM	5	10

7-e	Staff 19	Staff 20
Notched line(direction to Child)	0	0
Notched line(direction from Child)	1	1
Considerably good relation(→C)	0	0
Considerably good relation(C→)	0	0
Good relation(→C)	0	0
Good relation(C→)	0	0
Number of considerably good relation	0	0
Number of good relation	0	0
SUM	1	1

7-c	Staff 19	Staff 20
Notched line(direction to Child)	0	0
Notched line(direction from Child)	1	1
Considerably good relation(→C)	0	0
Considerably good relation(C→)	0	0
Good relation(→C)	3	4
Good relation(C→)	2	3
Number of considerably good relation	0	0
Number of good relation	2	3
SUM	8	11

7-f	Staff 19	Staff 20
Notched line(direction to Child)	2	3
Notched line(direction from Child)	1	0
Considerably good relation(→C)	0	0
Considerably good relation(C→)	0	0
Good relation(→C)	1	0
Good relation(C→)	1	3
Number of considerably good relation	0	0
Number of good relation	1	2
SUM	6	8

Table 9 Assessment by four care givers (21,22,23,24) in Home 8 (6 Children 8-a~8-f) (*8-e and 8-c seem to catch the one-side aggression or negative message from other children)

Home 8

8-a	Staff 21	Staff 22	Staff 23	Staff 24
Notched line(direction to Child)	0	0	0	
Notched line(direction from Child)	0	0	0	
Considerably good relation(→C)	0	0	0	
Considerably good relation(C→)	0	0	0	
Good relation(→C)	0	0	0	
Good relation(C→)	0	0	0	
Number of considerably good relation	0	0	0	
Number of good relation	0	0	0	
SUM	0	0	0	

8-d	Staff 21	Staff 22	Staff 23	Staff 24
Notched line(direction to Child)	0	0	0	0
Notched line(direction from Child)	0	0	0	0
Considerably good relation(→C)	0	2	1	0
Considerably good relation(C→)	0	2	1	0
Good relation(→C)	0	0	0	0
Good relation(C→)	0	2	1	0
Number of considerably good relation	0	0	0	0
Number of good relation	0	0	0	0
SUM	0	6	3	0

8-b	Staff 21	Staff 22	Staff 23	Staff 24
Notched line(direction to Child)	0	0	0	
Notched line(direction from Child)	0	0	0	
Considerably good relation(→C)	0	1	2	
Considerably good relation(C→)	0	1	2	
Good relation(→C)	3	1	2	
Good relation(C→)	3	1	2	
Number of considerably good relation	0	1	2	
Number of good relation	3	1	2	
SUM	9	6	12	

8-e	Staff 21	Staff 22	Staff 23	Staff 24
Notched line(direction to Child)	2	3	2	0
Notched line(direction from Child)	0	0	0	0
Considerably good relation(→C)	0	1	2	1
Considerably good relation(C→)	0	1	2	1
Good relation(→C)	1	1	1	0
Good relation(C→)	1	0	1	0
Number of considerably good relation	0	1	2	1
Number of good relation	1	0	1	0
SUM	5	7	11	3

8-c	Staff 21	Staff 22	Staff 23	Staff 24
Notched line(direction to Child)	1	2	2	0
Notched line(direction from Child)	0	1	0	0
Considerably good relation(→C)	0	0	0	1
Considerably good relation(C→)	0	0	0	1
Good relation(→C)	0	1	2	0
Good relation(C→)	0	1	2	0
Number of considerably good relation	0	0	0	1
Number of good relation	0	1	2	0
SUM	1	6	8	3

8-f	Staff 21	Staff 22	Staff 23	Staff 24
Notched line(direction to Child)	1	0		1
Notched line(direction from Child)	2	2		1
Considerably good relation(→C)	0	1		0
Considerably good relation(C→)	0	1		0
Good relation(→C)	1	1		1
Good relation(C→)	1	1		1
Number of considerably good relation	0	1		0
Number of good relation	1	1		1
SUM	6	8		5

Table 10 Assessment by four care givers (25, 26, 27, 28) in Home 9 (6 Children 9-a~9-f) (* 9-e seems to express Proactive Aggression. 9-d and 9-c seems to catch the one-side aggression or negative message from other children)

Home 9

9-a	Staff 25	Staff 26	Staff 27	Staff 28
Notched line(direction to Child)	1	0	1	
Notched line(direction from Child)	2	3	1	
Considerably good relation(→C)	0	1	0	
Considerably good relation(C→)	0	1	0	
Good relation(→C)	0	1	0	
Good relation(C→)	0	1	0	
Number of considerably good relation	0	1	0	
Number of good relation	0	1	0	
SUM	3	9	2	

9-d	Staff 25	Staff 26	Staff 27	Staff 28
Notched line(direction to Child)	0	1	0	1
Notched line(direction from Child)	0	0	0	0
Considerably good relation(→C)	0	0	2	0
Considerably good relation(C→)	0	0	2	0
Good relation(→C)	0	0	0	0
Good relation(C→)	0	2	0	0
Number of considerably good relation	0	2	0	0
Number of good relation	0	0	2	0
SUM	0	5	6	1

9-b	Staff 25	Staff 26	Staff 27	Staff 28
Notched line(direction to Child)	0	0	0	0
Notched line(direction from Child)	0	0	0	0
Considerably good relation(→C)	1	0	0	0
Considerably good relation(C→)	0	0	0	0
Good relation(→C)	0	2	1	0
Good relation(C→)	0	2	1	0
Number of considerably good relation	0	0	0	0
Number of good relation	0	2	1	0
SUM	1	6	3	0

9-e	Staff 25	Staff 26	Staff 27	Staff 28
Notched line(direction to Child)	0	0	0	0
Notched line(direction from Child)	2	3	3	1
Considerably good relation(→C)	0	0	0	0
Considerably good relation(C→)	0	0	0	0
Good relation(→C)	2	0	0	1
Good relation(C→)	4	0	0	1
Number of considerably good relation	0	0	0	0
Number of good relation	2	0	0	1
SUM	10	3	3	4

9-c	Staff 25	Staff 26	Staff 27	Staff 28
Notched line(direction to Child)	0	1	1	0
Notched line(direction from Child)	0	0	0	0
Considerably good relation(→C)	0	0	0	0
Considerably good relation(C→)	0	0	0	0
Good relation(→C)	0	0	1	0
Good relation(C→)	0	0	1	0
Number of considerably good relation	0	0	0	0
Number of good relation	0	0	1	0
SUM	0	1	4	0

9-f	Staff 25	Staff 26	Staff 27	Staff 28
Notched line(direction to Child)	0			1
Notched line(direction from Child)	1			1
Considerably good relation(→C)	0			0
Considerably good relation(C→)	0			0
Good relation(→C)	1			1
Good relation(C→)	2			1
Number of considerably good relation	0			0
Number of good relation	1			1
SUM	5			5

Table 11 Assessment by four care givers (29, 30, 31, 32) in Home 10 (6 Children 10-a~10-f) (* 10-c seems to catch one-side aggression or negative messages from other children)

Home 10

10-a	Staff 29	Staff 30	Staff 31	Staff 32
Notched line(direction to Child)	0			0
Notched line(direction from Child)	0			0
Considerably good relation(→C)	0			0
Considerably good relation(C→)	0			0
Good relation(→C)	4			3
Good relation(C→)	4			3
Number of considerably good relation	0			0
Number of good relation	4			3
SUM	12			9

10-d	Staff 29	Staff 30	Staff 31	Staff 32
Notched line(direction to Child)	0	0	0	1
Notched line(direction from Child)	0	0	0	1
Considerably good relation(→C)	1	1	1	1
Considerably good relation(C→)	1	1	1	1
Good relation(→C)	2	2	2	1
Good relation(C→)	2	2	2	1
Number of considerably good relation	1	1	1	1
Number of good relation	2	2	2	1
SUM	9	9	9	8

10-b	Staff 29	Staff 30	Staff 31	Staff 32
Notched line(direction to Child)	0	0	0	0
Notched line(direction from Child)	0	0	0	0
Considerably good relation(→C)	0	3	2	0
Considerably good relation(C→)	0	3	2	0
Good relation(→C)	3	2	0	1
Good relation(C→)	3	2	0	1
Number of considerably good relation	0	3	2	0
Number of good relation	3	2	0	1
SUM	9	15	6	3

10-e	Staff 29	Staff 30	Staff 31	Staff 32
Notched line(direction to Child)	0	0	0	0
Notched line(direction from Child)	0	0	0	0
Considerably good relation(→C)	0	3	2	0
Considerably good relation(C→)	0	3	2	0
Good relation(→C)	4	3	2	2
Good relation(C→)	4	3	2	2
Number of considerably good relation	0	3	2	0
Number of good relation	4	3	2	2
SUM	12	18	12	6

10-c	Staff 29	Staff 30	Staff 31	Staff 32
Notched line(direction to Child)	0	0	3	1
Notched line(direction from Child)	0	0	0	0
Considerably good relation(→C)	0	0	0	0
Considerably good relation(C→)	0	0	0	0
Good relation(→C)	5	3	4	2
Good relation(C→)	5	3	4	1
Number of considerably good relation	0	0	0	0
Number of good relation	5	3	4	1
SUM	15	9	15	5

10-f	Staff 29	Staff 30	Staff 31	Staff 32
Notched line(direction to Child)	0	0	0	1
Notched line(direction from Child)	0	0	0	1
Considerably good relation(→C)	0	0	0	0
Considerably good relation(C→)	0	0	0	0
Good relation(→C)	4	2	2	1
Good relation(C→)	4	2	2	1
Number of considerably good relation	0	0	0	0
Number of good relation	4	2	2	1
SUM	12	6	6	5

Table 12 Assessment by four care givers (33, 34, 35, 36) in Home 11 (5 Children 11-a~11-e) (* 11-c seems to express Proactive Aggression. 11-e seems to catch the one-side aggression or negative message from other children)

Home 11

11-a	Staff 33	Staff 34	Staff 35	Staff 36
Notched line(direction to Child)	0	0	0	0
Notched line(direction from Child)	0	0	0	0
Considerably good relation(→C)	0	0	0	0
Considerably good relation(C→)	0	0	0	0
Good relation(→C)	2	0	2	0
Good relation(C→)	2	0	2	0
Number of considerably good relation	0	0	0	0
Number of good relation	2	0	2	0
SUM	6	0	6	0

11-d	Staff 33	Staff 34	Staff 35	Staff 36
Notched line(direction to Child)	0	0		0
Notched line(direction from Child)	0	0		0
Considerably good relation(→C)	1	1		1
Considerably good relation(C→)	1	1		1
Good relation(→C)	2	3		3
Good relation(C→)	2	2		3
Number of considerably good relation	1	1		1
Number of good relation	2	2		3
SUM	9	10		12

11-b	Staff 33	Staff 34	Staff 35	Staff 36
Notched line(direction to Child)	0	0	0	0
Notched line(direction from Child)	0	0	0	0
Considerably good relation(→C)	0	0	0	0
Considerably good relation(C→)	0	0	0	0
Good relation(→C)	3	1	3	0
Good relation(C→)	3	1	3	0
Number of considerably good relation	0	0	0	0
Number of good relation	3	1	3	0
SUM	9	3	9	0

11-e	Staff 33	Staff 34	Staff 35	Staff 36
Notched line(direction to Child)	2	3	2	0
Notched line(direction from Child)	0	0	0	0
Considerably good relation(→C)	0	0	0	0
Considerably good relation(C→)	0	0	0	0
Good relation(→C)	0	1	1	0
Good relation(C→)	0	1	1	0
Number of considerably good relation	0	0	0	0
Number of good relation	0	1	1	0
SUM	2	6	5	0

11-c	Staff 33	Staff 34	Staff 35	Staff 36
Notched line(direction to Child)		0	0	
Notched line(direction from Child)		1	1	
Considerably good relation(→C)		0	0	
Considerably good relation(C→)		0	0	
Good relation(→C)		1	0	
Good relation(C→)		1	0	
Number of considerably good relation		0	0	
Number of good relation		1	0	
SUM		4	1	

Through the results of these analysis, we could describe the Proactive Aggression and one-side aggression or negative message from other children as follows.

Child B, L in home 1 seem to express Proactive Aggression. Child F seems to catch the one-side aggression or negative message from other children.

Child O, P, Q,U in home 2 seem to express Proactive Aggression. Child V,N seem to catch the one-side aggression or negative message from other children.

Child b , f, l, m in home 3 seem to express Proactive Aggression. Child c, g seem to catch the one-side aggression or negative message from other children.

Child n and w in home 4 seems to catch the one-side aggression or negative message from other children.

5-e seems to express Proactive Aggression. 5-d seems to catch the one-side aggression or negative message from other children.

6-b and 6-c seem to express Proactive Aggression. 6-a and 6-d seem to catch the one-side aggression or negative message from other children.

7-c and 7-e seem to express Proactive Aggression. 7-a seems to catch the one-side aggression or negative message from other children.

8-e and 8-c seem to catch the one-side aggression or negative message from other children.

9-e seems to express Proactive Aggression. 9-d and 9-c seems to catch the one-side aggression or negative message from other children.

10-c seems to catch one-side aggression or negative messages from other children.

11-c seems to express Proactive Aggression. 11-e seems to catch the one-side aggression or negative message from other children.

We will assess an important person or child to support and protect among abused children in Home.

Through the results of these analysis it is suggested that for aggressiveness of children, the existence of various staffs functions effectively(“diversity” of care givers). In other words, the variety of the staff is very important by coping to the aggressiveness. For the same child, according to the staff, how to catch was different. It is a very important thing that plural experts are concerned with the same child.

This residential map suggested the point. It is rare for aggressive situation to occur only by one child, and rather the aggressiveness occurs in a relationship. Therefore it is important that we utilize the assessment tool which is a chance to think about such a relationship. In addition, two of watching sharing reactivity and self-expression characteristics in the aggressiveness, and the association will be important in both aspects. In addition, it is important to add not only the viewpoint of the aggressiveness but also the good relationship compensating for them. The balance can realize that we analyze it by residential map analysis table like Table.2.3.

Discussion

It was able to grasp relationship between children as the result of Residential Map. When we would break down Residential map more and calculate it from various viewpoints, it seems to appear new aspects quantitatively in Residential map. It is hoped that analyses of quantifying it advance more in future. It is expected that we will switch to better direction which was qualitative data to quantitative data in these assessment tools. It is indicated that we have to recover the possibility of Residential Map.

Because there are a variety of staffs, coping to the aggressiveness of children diversifies (“diversity” of care givers).

Fig.2 explains the relationship of “diversity” of care givers and children.

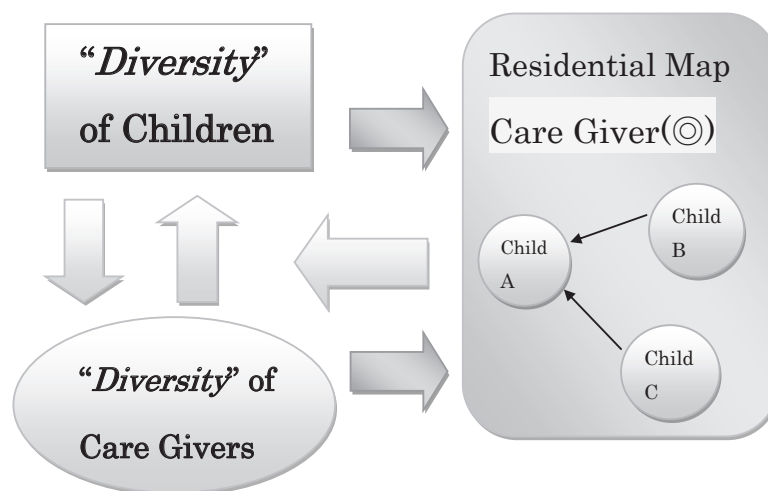


Fig.2 Diversity of Children and Care Givers

Fujioka (2011) suggested that there are 3 types of care givers in Child welfare facilities, that is, “diversity” of care givers. Similarly, for aggressiveness of children, the existence of various staffs functions effectively (“diversity” of care givers). The variety of the staff is very important by coping to aggressiveness and many troubles in Facilities.

The plural staffs observe the human relations of children and children-caregivers in the same lodgings. With that in mind, they make Residential Map. And this variety is valid by arguing about it.

The training for the staffs will have to be carried out assuming the difference between such staffs, variety (diversity), too.

This Residential Map will be refined more, and it is hoped that it is inflected effectively in future. In addition, about how the variety of this staff becomes the important concept in a child welfare institution, we will have to focus to concept of diversity more. In addition, we will have to focus more how the variety of this staff becomes the important concept in a child welfare institution,

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