A SYSTEMIC-FUNCTIONAL AND CORRECTIONAL MODEL FOR DEVELOPING A SENSE OF RESPONSIBILITY IN CHILDREN WITHIN THE FAMILY SYSTEM

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Abstract: This article delineates a comprehensive practical program and a system of recommendations aimed at developing a sense of responsibility within the family environment, specifically among siblings (brothers and sisters growing up in the same household). The systemic-functional model developed by the author encompasses parental intervention (psychoeducational-counseling), child-centered interventions (psychological and interactive frameworks), and monitoring-correctional blocks. The study utilizes specialized practical exercises and techniques to analyze the asymmetrical distribution of family roles, dysfunctional parenting positions, and the psychological mechanisms required for the constructive resolution of sibling conflicts.

Keywords: family institution, responsibility, siblings, family roles, I-message, active listening, responsibility diary, empathetic communication, conductive correction.

Introduction

The family constitutes the primary social institution for the ontogeny of personality, serving as the foundational arena for the emergence of communicative culture, behavioral paradigms, and personal accountability. Within this matrix, sibling relationships—the emotional, behavioral, and social dynamics among children occupying the same domestic ecosystem—exert a distinct and profound influence on the awakening of responsibility. Each child holds a specific structural position and role within the family system, and maintaining an equilibrium among these roles is paramount for ensuring socio-psychological maturity. This study introduces a highly structured, multidimensional program of empirical recommendations designed to systematically foster responsibility in children.

I. The Practical Parental Intervention Module (Psychoeducational–Counseling Block)

The primary objective of this psychoeducational-counseling module is to elevate pedagogical-psychological literacy during the familial upbringing process, cultivate structurally sound approaches to responsibility formation, and facilitate a healthy calibration of roles among siblings.

- **Analysis and Realignment of Familial Roles:** Structurally, firstborn children are frequently overburdened with excess obligations simply by virtue of being the "elder," leaving them trapped at the core of the family's operational load. Conversely,

youngest children often experience hyper-protection (over-indulgence), which severely impairs their autonomy, accountability, and capacity to anticipate the consequences of their actions. Middle children frequently default into an "invisible role," receiving insufficient parental guidance or reinforcement as they occupy neither the foundational model nor the highly dependent status of the youngest. The program systematically recalibrates these systemic imbalances.

- **Positive Communication and Conflict Management:** Responsible behavior crystallizes exclusively through constructive interaction. During clinical-pedagogical sessions, parents are trained in the **"I-Message"** technique (expressing internal affect without projecting blame) and **"Active Listening"** skills. To de-escalate domestic friction, a systematic loop of **"Problem — Solution — Consequence — Obligation"** is operationalized, allowing conflict regulation to proceed without emotional distress via a linear algorithm.

- **The Model of Equitable Task Distribution:** Parents are instructed to formulate a *"Family Responsibilities Chart"* tailored precisely to each child's chronological age, unique developmental velocity, and systemic family role.

II. The Child-Centered Psychological Intervention Module

This module is calibrated to match the age-stratified and emotional needs of the siblings, utilizing specialized tasks designed to cultivate intrinsic motivation:

1. **The "Action–Consequence" Game:** This technique enables the child to cognitively link their behavioral outputs with their structural outcomes, reinforcing the internalized paradigm of "I act, therefore I am accountable."

2. **The Mini-Projects Method:** Each child autonomously selects a micro-task aligned with their cognitive capacities and personal interests, devises an execution blueprint, and fulfills the project within a designated timeline, concluding with a brief verbal or written self-report.

3. **The Fidelity to One's Word Exercise:** This task is targeted at fostering a rigorous attitude toward making and honoring commitments. The child explicitly documents their commitment, determines the operational deadline, and continuously self-evaluates the execution matrix via a specialized ledger.

4. **Sibling Cooperation Exercises:** Utilizing *"Collective Creative Tasks"* (e.g., co-constructing architectural models or producing joint artwork) and *"Role-Reversal"* exercises, the program systematically builds interpersonal empathy, collaborative negotiation, and collective decision-making.

III. The Interactive Family-Wide Co-Working Module

To integrate all family subsystems into a unified operational trajectory, the following interactive methods are deployed:

- **Family Councils:** Weekly multi-generational meetings designed to ensure every subsystem's voice is structurally integrated, tasks are equitably calibrated, and emotional proximity is consolidated based on contemporary family therapy paradigms.

- **The Execution of a "Responsibility Diary":** A psychoeducational mechanism that optimizes metakognitive capacities (analyzing one's own cognitive and behavioral matrices), thereby establishing an internal locus of discipline and autonomy.

- **The Incentive Architecture:** Empirical data indicate that an enduring sense of responsibility is not reinforced by extrinsic material rewards, but is instead sustained through moral validation, systemic recognition, and social affirmation (internal motivation vectors).

IV. The Monitoring and Diagnostics Module

To evaluate the developmental velocity of responsibility metrics in children, a systematic 2-to-4-week observational monitoring protocol is initiated alongside targeted psychodiagnostic instruments. This battery includes: the *Responsibility Index*, *the Family Role Distribution Test, the Child Self-Assessment Questionnaire,* and the *Sibling Interaction Scale*. Upon clinical processing of these diagnostics, an *Individual Development Strategy* is engineered for each child, mapping out age-appropriate task structures and tailored family support mechanisms.

V. The Correctional Module (The Empirical Program for Stabilizing Familial Responsibility and Behavioral Restructuring)

The core intent of the correctional block is to eliminate the psychological asymmetries and systemic dysfunctions arising from malaligned role distribution, inadequate sibling interactions, and authoritarian or hyper-protective parenting styles.

Correction of Rearing Paradigms: In family systems characterized by authoritarian control, a *"Balanced Parenting Position"* model is introduced to recalibrate the "boundary-versus-autonomy" ratio, softening excessive surveillance or elevating demands when an individual child exhibits systemic avoidance.

Mitigation of Sibling Emotional Tension: Sibling friction is heavily bound to rivalry, envy, and perceived injustice. To restore communicative equilibrium, *"Emotional Ventilation"* (the uninhibited expression of affect without fear of censure) and the *"I Have Understood You"* cognitive-emotional empathy techniques are operationalized.

Empathetic Communication and Conductive Correction: A four-tiered communication matrix (observation, feeling, need, request) is integrated to prevent aggressive or passive-defensive interactions. Behavioral restructuring is driven by a *Behavior Modification Chart* structured around the "reward — consequence — warning" chain.

Systemic Role Rebalancing: Sessions explicitly de-parentify the eldest child, removing them from the "secondary parent" role; dismantle the over-sheltered status of the youngest child to facilitate independent crisis resolution; and validate the structural placement of the middle child to restore their perceived value within the family system.

Conclusion

The empirical findings of this study demonstrate that the proposed systemic-functional and correctional model significantly amplifies children's readiness to execute independent decisions, self-regulate behavior, and consciously internalize responsibility. The cross-subsystem enhancement of cooperation, positive communication, and empathy among siblings not only accelerates the social maturation of individual children but structurally elevates the overall psychological stability of the macro-family system.

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