

Family Interactions/ Communications Through Out Life Span

P.S Wachitha* Dr. L.Uma Devi**

*Research associate Department of Human development and Family studies, College of Home science, Hyderabad.

** Professor, Department of Human development and Family studies, College of Home science, Hyderabad

Abstract: The present paper is a review paper on family dynamics and deals with Purpose and goals of family communication, Wife and husband communication Parent -infant communication and Parent communication with their preschool, school age child. The paper further discuss the communication between parent and adolescent child. It also discuss the communication between parent – adult children and Grand parent –grand children communication.

I. Introduction

Adults will treasure their child hood memories which consists of family interactions. Interpersonal activities of members of a family in variety of environments. When we hear the term family communication what do we think of? A happy family laughing together at dinner? A fight with brother or sister? A visit with grandmother? Family communication is all of these. Understanding the function of communication within the family helps us avoid conflict and maintain good relations. For any relationship to blossom, interaction is a must. The relationship will suffer if family members don't put active effort into interacting regularly.

Love is what we all want most of the time, often without even realizing it. Young children want love even more. By connecting with children and giving them lots of positive attention, we show them how much we love them. Over the past three decades, research has consistently reflected the importance of responsive interactions that children have with their parents as the basis for infant attachment, social and emotional development. The quality of parent-infant interaction during the first year of life plays a crucial role in socio emotional development outcomes, not only in infancy, but throughout the life span. Interaction within the family is extremely important because it enables members to express their needs, wants, and concerns to each other. Open and honest interaction creates an atmosphere that allows family members to express their differences as well as love and admiration for one another.

Purpose Of Family Interactions

The primary purpose of family interaction is to preserve and strengthen family relationships, whenever possible.

1. Additional purposes of family interaction include:
2. Assessing and addressing safety issues during family interaction
3. Assessing and working with the family to enhance parental protective capacities
4. Establishing, enhancing, and maintaining child, sibling, and family attachments
5. Promoting parent-child relationships.
6. Family interaction is an opportunity for parents to evaluate their own parenting capacities and gain knowledge of new practices and views about parenting.

II. Theories Of Family Interactions

Family systems theory

In the 1950s Dr. MURRAY BOWEN explained about structure and patterns of interaction. It views that the family as a structure of related parts or subsystems, each part carries out certain functions. These parts include the spousal subsystem, the parent child subsystem, the parental sub system and the personal subsystems. One of these sub systems important tasks is maintaining their boundaries. The 4 sub systems should interact each other even though they are separate. Within family systems theory the focus is on with how we relate to one another. We build a collection of interactions called a system. The system is a family and the focus is on the system rather than just on individuals

Symbolic interaction

Symbolic interaction theory describes the family as a unit of interacting personalities. This theory focuses attention on the way that people interact through symbols: words, gestures, rules, and roles. The symbolic interaction perspective is based on how humans develop a complex set of symbols to give meaning to

the family. Meaning evolves from their interactions in the family. These interactions are subjectively interpreted through existing symbols. Understanding these symbols is important in understanding human behavior

Family communication patterns theory

Families can use two basic processes to establish shared social reality. One process, called conversation orientation, involves discussing the concept in questions among all family members to discover its innate quality and attributes. The other process, called conformity orientation, involves a family member in authority, usually a parent, to define social reality for the family. As a result, they are consequential not only for the communication within families, but also for the emotional climate of family relationships, how families approach problem solving, coordination of behaviors, and conflict behaviors, among others. They also affect child development and adjustment in predictable ways.

Wife and Husband Communication

Good communication in marriage is like a life giving river. When husband and wife cannot interact, a huge dam is built stopping the flow of water. This causes everything around them to suffer and slowly die. Spouses develop a strong inward thirst for their unmet needs, eventually causing multiple cracks throughout the relationship. Many promising marriages have fallen into ruin simply because of a lack of interaction. Good communication is the foundation of a strong marriage. Without such understanding, couple can not maintain healthy communications which requires for long life relationship. Wives generally want a husband who can just sit down and listen, someone who can completely appreciate her emotions and views. Husbands typically want to reason so wives may sometimes feel that they are talking to a wall. Eventually, the wives may stop sharing many of their feelings and thoughts and poor communication take place. When they reach to 40's woman starts blaming her husband because of his past negatives, they could not maintain proper interaction because of family problems.

III. Parent Infant Interactions

Babies interact from birth, through sounds (crying, cooing, squealing), facial expressions (eye contact, smiling, grimacing) and gestures/body movements (moving legs in excitement or distress) Babies continue to develop interactive skills when adults respond to their efforts to "tell" others about what they need or want.

Reciprocity -2-3month olds respond with boredom, distress, or withdrawal when their mothers adopt unresponsive faces instead of behaving in their typical interactive fashion. They are disconcerted over adults failure to follow the rules of interaction, indicating they understand these rules, find synchronized and reciprocal interactions more enjoyable, and expect their partners to follow the same rules.

Effectance: The child learns that his or her behavior can effect the behavior of others in an consistence and predictable fashion.

Trust The child learns that the caregiver can be counted on to respond when signaled. So, infants whose parents accurately identify and interpret their signals and respond in a sensitive manner tend to display more self-calming behaviors, less irritability, more positive attachment patterns, more positive social engagement, in general, and show more favorable social emotional developmental trajectories over time.

IV. Parent-Infant Interaction Pattern

Symmetrical: Symmetrical interaction occurs when both parent and infant are actively engaged with one another or in joint focus of attention. Example: when parent walks to the infant then the infant watches the parent's hand with excitement.

Asymmetrical: Asymmetrical interaction occurs when the parent is attempting to engage the infant but the infant is passively attending to the parent actions. Example: The parent sings to the infant and the infant stares back at the parent; the parent plays with the infant's foot and the infant passively watches his or her own foot.

Unilateral: Unilateral communication occurs when the parent tries to engage the infant, who is not attending or responding to the adult. Example: The adult picks up the infant's feet and playing them together while the infant gazes off in another direction (not looking at the parent or his or her feet).

Passive unilateral: Passive unilateral communication occurs when the infant is not attending to the parent and the parent is attentive but does not talk to or attempt to engage the infant in an activity. Example: parent watches

the infant while the infant plays with and looks at his or her Fingers but the parent shows no interest towards the child's activity.

Contact comfort: The gratification derived from touch Babies need contact comfort from adults who love them. Mothers and fathers engage their infants in interactions with different characteristics. Mothers kiss, hug, talk to, smile at, tend or hold their infants more than fathers do. Indeed, parent gender has a much more powerful influence than child care or employment status. Fathers and mothers tend to behave in their characteristic ways even in families where mothers work and or fathers assume the assume the major role in child care.

V. Parent And Preschool Child Interactions

During the preschool years, most children gradually become more sensitive to the sounds of spoken words and become increasingly capable of producing all the sounds of their language. They use the entire body to communicate and convey. Gestures, body movements, No one understands the children as effectively as parents, especially mother. At this stage children draw the picture of family members and feel connected with the family. They don't want their mother to leave them and go anywhere, and follows their mother every where. They cry when father leaves, later they forget and enjoys with the mother. They slowly connect to their grandparents and start speaking with everyone in the family.

Ways of improving interaction in preschoolers

- Give your full attention
- Be aware of your tone
- Reflect your child's unspoken emotions
- Offer limited choices
- Don't end your answer just with ok
- Grant a preschoolers wish in fantasy
- Solve problems playfully

Parent And School Age Child

School age kids alternatively feel dependent, resistant or even rebellious toward their parents. school age children question, doubt and criticize their parents. between the ages of 6 and 11 -- requires a more sophisticated approach than that used for preschoolers. School-aged children are able to sustain conversations, use prospective thinking skills such as problem solving and choose among several options. Interacting with their child is one of the most pleasurable and rewarding experiences for parents. School age children often maintain indirect communication with their parents. They don't show direct interaction with the parents most of the time.

Make positive communication with your schoolage childmaking time

Make regular time to communicate with your child in your own special way. Even two minutes every half hour makes a difference. And when your child comes to you to talk, try to drop everything. Your child might need your undivided attention for only five minutes.

Praise and reward

No matter how old your child is, your praise and encouragement will help her feel good about herself and strengthen your bond.

Energy allocation

Parents should display low energy regarding bad behaviors and exert high energy regarding good behaviors. Often unknowingly, parents escalate the situation surrounding a child's bad behavior by yelling and directing the child's attention to the undesired behavior.

VI. Parent-Adolescent Interaction

Adolescence is a time of transformation and reorganization in family relationships. Mothers and daughters have the highest amount of mutual disclosure in parent-adolescent family relationships. Mothers serve as their daughters' first teachers, counselors, and they provide vital sources of material and emotional support. When parents demonstrate a willingness to listen to their child, the child in turn, may demonstrate a willingness to listen in other interpersonal situations (Pennington, 2003). When the parents don't there is a chance to unwillingness to share from children too. Due to personalities, values, opinions, attitudes, past-goals, and events; mothers and daughters bring different meaning into their interactions. Thus, they hold different

perceptions of listening behavior within the relationship. Daughters usually see their mothers to be better listeners than themselves.

Poor listening on a mother's part can result in the daughter closing herself off to her mother, Daughters admit to fake listening when their mothers are talking to them. Teens tend to tune into distractions and act like they are listening. In doing so it's evident that they listen only when they want to listen. Mothers need to realize that they should not force conversations. Teens pride themselves on independence but still see their mothers as important confidants who provide advice, support, and encouragement. Autonomy differs for both mothers and daughters. For mothers, their autonomy includes their work, school, volunteer time, activities with friends, or other family members. For daughters, their autonomy consists of school, music, theater, sports, and friends (activities encouraged to have daughters grow from their outside experience) mothers talk much less about relationship issues to sons than to daughters.

VII. Conclusion

Family interactions play a vital role in strengthening the emotional bonds among the family members which intern influence the family relationships on the whole. Among all the family interactions parent-child interactions are important as children learn from the parents through observation and modeling from the various socialization processes that occur in the family.

Good communication is important for healthy family, we should try to improve the interactions among the family members, because through interaction only the family will be strengthen.

Bibliography

- [1]. <http://www.ncbi.nlm.nih.gov/pubmed/22776528>
- [2]. <http://www.css.ac.in/download/deviprasad/Article%20No.4.pdf>
- [3]. http://www.indianchild.com/indian_family.htm
- [4]. Journal of Abnormal Child Psychology, Vol. 28, No. 4, 2000, pp. 353–369
- [5]. ADVANCES IN LIFE SPAN DEVELOPMENT (LIBRARY OF HOME SCIENCE)
- [6]. <http://onlinelibrary.wiley.com/doi/10.1029/98RG00716/abstract?>
- [7]. FAMLIES AND CHANGE BY PATRIC (LIBRARY OF HOME SCIENCE)
- [8]. <http://www.sbp-journal.com/index.php/sbp/article/view/2186>
- [9]. LIFESPAN DEVELOPMENT BY SANTROCK
- [10]. <http://www.prokerala.com/relationships/family/communication-within-family.php>
- [11]. <http://murphylibrary.uwlax.edu/digital/jur/2000/mcnaughton.pdf>
- [12]. <http://medicine.jrank.org/pages/744/Grandparenthood-Grandparent-grandchild-relationships.html#ixzz2nVsEel5A>.