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Student personality adaptations, part II*

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Abstract

Three subsequent articles presented the examples of student personality adaptations. Referring to the concept of transactional analysis and knowledge on personality disorders, they presented numerous typical traits and behaviours, dominating needs and selected TA parameters, as well as offered practical advice that can help teachers and educators understand their relations with students causing trouble deriving from character problems. Moreover, the publications presented ways of compensation measures and interventions in the shape of affirmations for the prevention of manifestations of dysfunctional personality development.

Keywords: student, personality adaptations, symbiogenicity, anxiety, masochism, passive-aggressiveness, narcissism, psychopathy.

This article from the series presents next examples of dysfunctional personality adaptations that can be noticed in some students.

1. Do not leave me

Symbiosis and dependency on parents in an early stage of a child's life is an indispensable developmental stage. Its disturbance usually leads to adapta-

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tion problems, which were described in the previous article. However, this symbiosis and a strong bond must be constructively untied in further stages of the child’s maturation process. If that does not happen, we deal with something which is sometimes called entanglement, when real boundaries between people are violated, or embroilment, which is manifested by one’s desire for unauthorized participation in the lives of others. “If developmental dependency needs are not satisfied in one’s childhood, thinking of a mature person is tainted by the inner child’s way of thinking,” writes J. Bradshaw and adds, “Many adult children flitter between fear of abandonment and fear of being absorbed. Some of us isolate ourselves out of fear of being dominated by another person. Others, on the other hand, do not want to abandon destructive relationships out of fear of being alone. The majority oscillates between one extreme and the other” (J. Bradshaw, 2008, pp. 42-43, 51). Characteristic ambivalence of this adaptation is expressed in the statement, “I will do everything to be close to you – but in fact I am afraid of it, so as not to be abandoned.”

The subject matter of symbiosis constitutes, as it is known, a separate and very important issue in the concept of transactional analysis, having a significant impact on shaping interpersonal relations.

Table 1
Symbiotic adaptation

Appropriated child	Symbiotic adaptation
Central problem	Relation and bond
Basic unmet need	Separation – individualisation
Dominating feelings	Fear of abandonment and loneliness. Anxiety. Fear. Suppressing all kinds of feelings of dissatisfaction, anger, or resentment toward others. Helplessness. Fear of self-disclosure. Sadness.
Parents’ behaviours towards their child	The parents expect their child not to leave and not to be independent. Its attempts of separation and autonomy are blocked or punished by the parents due to their own anxiety and fear of losing any contact with their child.
Attachment pattern (White, 2019)	Avoidant and ambivalent
Some prohibitions and script drivers	Be strong. Do not grow up. Do not play. Let you fail in relations with other people.
Possible ego states	

Table 1
Symbiotic adaptation (cont.)

Appropriated child	Symbiotic adaptation
Selected traits and behaviours	Excessive attachment to others. Particularly understood "interpersonal stickiness". Not recognizing interpersonal distance. Not setting any requirements or boundaries in fear of being abandoned. Excessively sought attention and care. Difficulty in expressing one's dissatisfaction in fear of losing support or rejection. Lack of self-assurance. Difficulty in expressing one's opposition and rebellion. They are sometimes overbearing "persecutors" (in the sense of imposing their person) towards anyone who shows them a modicum of interest, attention or kindness. Low expressiveness compared to others. Lack of one's own preferences and independence. An excessive feeling of responsibility for the lives and well-being of their nearest and taking over various loads or obligations for them. Very clear troubles with own preferences and identity. They become more alike the persons they stay with very fast. They simulate various kinds of problems, ailments or disorders in order to attract other's attention and interest. Demonstrating one's helplessness. Frequent attributing success to others, not to one's own person. A belief that others do something much better than them. Giving up one's own needs when they are in conflict with the environment's needs. The loss of initiative not due to lack of one's own motivation but due to the fact that they anticipate the failure of their ventures or rejection. Strong emotions accompanying various types of separation. Experiencing separation and loss in a dramatic way (e.g. divorce, mourning, loss of one's job, etc.). Looking for other relationships and intimate relations the moment the old ones are finished. Excessive tolerance of physical and psychological violence against oneself. Difficulty in taking many crucial decisions.
Typical beliefs	"Me and you, we're the one," "I am nobody without you," "I won't be happy if you're not happy," "I do not tolerate any differences between us," "I cannot live without you," "When you leave me – I'll end up with myself," "I am safe as long as I am with you," "I am weak and helpless," "I do not cope as well as other people," "Only next to someone stronger can I feel safe," "Role models make me shy."
Life position	I am not OK. – You are OK. (I-, Y+)
Favourite interpersonal games	"Take care of me," "Had it not been for you," "See how hard I try," "Do something to me," "Look what I have done because of you."
Some real, film, literary and fairy tale characters	Film drama "Kramer vs. Kramer" (1979), directed by R. Benton. "Terms of Endearment" (1983), directed by J. L. Brooks. "My Son" (2006), directed by M. Fougerson. "The Gult Trip" (2012), directed by A. Fletcher. "Gone Girl" (2014), directed by D. Fincher. "Close-ups" (2014), directed by M. Piekorz and several other feature films tackling this subject matter. Donkey in an American animation "Shrek" (2001), directed by A. Adamson, V. Jenson. The relationship between Christopher and Winnie The Pooh, as on the basis of the book it is sometimes impossible to clearly deduce whether it was Christopher who had a teddy bear or it was Winnie The Pooh who Christopher took care of. The fox in the tale "The Little Prince" by A. Saint-Exupéry that wanted to be "tamed" and became "the only one until death". It is worth looking for one's own examples.

Table 1

Symbiotic adaptation (cont.)

Appropriated child	Symbiotic adaptation
Positive traits	High sensitivity. Ability to sympathise with others. Friendliness. Readiness to help. Persons with symbiotic features might have a tendency to choose professions consisting in high dependence on others (e.g. employee, secretary, spokesperson, etc.) or sacrifice for others (e.g. nurse, paramedic, social worker, etc.). Perhaps the term best suited to the characteristic is a: "Buddy"
Desired signs of recognition	Positive unconditional.
Teacher's affirmations	"You can choose yourself what is best for you," "You always have the right to leave and stay yourself," "You are alone and take responsibility for your own life," "You can solve your problems on your own," "Loneliness is sometimes as good as being close to someone."

Source: own materials

Teachers and educators in various contexts of their work can experience symbiotic features in their students or their parents. One of them is the issue of overprotective parents that try to take full control over their child. Teachers and educators may sometimes hear a sentence that is supposed to prove the parents' close relationship with their child and their engagement but in fact unveils very disturbing issues, "My daughter and I have no secrets." It proves blurred boundaries between subsystems in the family. Both the mother should protect some areas of her intimacy and the daughter should have the right to her own affairs and intimacy. A maxim once heard, though it sounds brutal, expresses a very important truth, "A good mother gives freedom to her child at the moment of its birth, a bad ones does it at the moment of her death."

Guidelines for teachers and educators

Pedagogical conduct should therefore be expressed through:

- Inducing students to make their own choices not based on others' opinions ("Let us put aside what your friend thinks about it – try to make the right decision on your own. I am convinced it will be a good choice").
- Refusing to participate in various so-called auxiliary games ("Professor, please tell me exactly how I should deal with my son").
- Teaching to maintain a balanced relation between expected support and one's own engagement ("Let's agree that when the need arises, you can have a talk with me provided that you tell me beforehand and no more than three times per semester")

- Noticing fear in parents showing the signs of overprotection (“I would like to assure you that your son is very safe at school and all of us here make sure that the children are not hurt”).
- Teaching and strengthening social behaviours that regulate both proximity and distance (“This exercise consists in working in pairs and talking about the subject matter we are currently discussing in the lesson. Then, everyone should choose a different person and talk about the same topic again”).
- Accepting behaviours manifesting self-expression (“Everyone in the class has the right to express their own views and not to repeat someone else’s opinions”).
- Showing normal situations of separation resulting from the inevitable turns of fate (“In a few months you’ll finish your education in this school so let everyone talk about their plans for the future”).
- Showing realistic obligations towards others (“What you should feel responsible for with regard to your classmates and what does not concern you any more”).
- Abstaining from any behaviour serving to please the teacher (“I will like you even if you don’t pay me these compliments, and above all exactly then”).
- Giving the child “a free hand” in taking its own initiative, being curious and active (“Choose what, how and when you want to do something”).
- Supporting the child’s self-identification (working to discover “Who am I?”).
- Assuring that the end of a certain stage of school life (e.g. the end of the school year, graduating, etc.) does not mean cutting off any contact with school as it can take new forms (e.g. a graduates’ club, visiting at the time of school celebrations, etc.).

It is worth keeping in mind that persons with symbiotic features often feel lost not only in relationships with others, but also in their own preferences and experiences. As a therapist I have heard more than once (as symbiotic persons are quite frequent visitors of various psychological help centres) such a statement, “And what do you think I should feel in this situation?” In the situation of divorce, mourning, experienced violence, etc. It is me, the therapist who is to know and is obliged to know these feelings (sic!). They also demand simple advice and instruction. Advice that (which is also very characteristic!) they will mostly not follow anyway as a consequence. A teacher may also sometimes hear such surprising statements and expectations. Another good example was presented to me by a student doing an internship in one of the schools. Having talked to a pupil, she declared that if the girl had any more problems, she could talk to her any time. As a result, the student did not have any free break till the end of her internship, and even after it was finished the pupil sought to find her to continue their contact. A group of professional psychotherapists remarked, “Our professional experience shows that people with this disorder more than

others admit to falling in love with their psychotherapist” (A.T. Beck et al., 2005, p. 307). They suggest limiting physical contact (e.g. shaking hands, patting one’s back or a simple hug) to the minimum. I think that both teachers and educators should also take this remark into account.

2. I do not feel safe

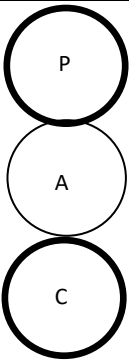
Symbiotic and avoidant adaptations that should be discussed below are located on the same axis of relations towards others. While a symbiotic personality is characterized with the approach “to people”, avoidant persons are located on the opposite side of this continuum, manifesting emotions, beliefs and behaviours that can be reduced to conduct “from people”. In dependent adaptation there is a belief that others are strong and can take care of other people. Characteristic ambivalence reads “I am afraid of others – but I also really need them.” In case of avoidant personality, it is believed that others are threatening, potentially criticizing and may reject that person. Avoidant adaptation that we should discuss now, was described in a concise and apt way by James Morrison, “(...) in social situations they keep themselves to themselves, in fear of saying something stupid, and usually they avoid professions linked with some societal expectations. Apart from their siblings, parents or children, they usually have few friends. Feeling good in routine situations, they can go to a lot of trouble not to abandon established ways of doing things” (J. Morrison, 2016, p. 610). Avoidant adaptation, due to a strong anxiety component, has also a lot in common with other personality types, where anxiety is present.

Table 2
Avoidant adaptation

Withdrawn child		Avoidant adaptation	
Central problem		Anxiety	
Basic unmet need		To be safe and not to be humiliated, ridiculed and mocked	
Dominating feelings		General fear in public situations. Shame and anxiety. Fear of humiliation. Uncertainty and the feeling of inferiority. Restraint in the presence of others. Suppression, rejection and reversal of negative emotional sensations, e.g. sadness or anger. Fear of being overwhelmed by these emotions.	

Table 2
Avoidant adaptation (cont.)

Withdrawn child	Avoidant adaptation
Parents' behaviours towards their child	Parents expect their child to reach a high social status equal to theirs. The child is expected to meet high standards and requirements. They are too critical, judgemental, strict and demanding towards their child.
Attachment pattern (White, 2019)	Avoidant and ambivalent
Some prohibitions and script drivers	Do not be important. Do not be noticeable. Do not feel anger. Do not belong. Let you fail. Do not be yourself. Be perfect. Be strong.
Possible ego states	



Selected traits and behaviours	Social distancing with manifestation of severe anxiety in interpersonal situations. Desire for acceptance and recognition from those around you. Excessive self-criticism and low self-esteem. Fear of disappointing other people, e.g. parents, teachers, relatives, etc. High level of sensitivity to criticism. Traces of magical thinking that something will just happen itself, without their active participation. Exaggerating the potential threat. Avoiding situations that put one in the limelight. At the time of unavoidable "social exposure" there might be somatic reactions: blushing, a sudden need to go to the bathroom, voice wavering, etc. Rejecting and denying the facts that prove others' acceptance or sympathy. The belief that some people might not care about them. Relations developed with a small number of people. Most frequently, closer relations with only one friend. Family life limited to contacts with the closest relatives. Restraint and excessive vigilance in expressing oneself or one's views. Low life dynamics. Lack of some social skills, e.g. decisiveness, confronting others, assertiveness or making new friends. Reluctance to undertake new or risky challenges or activities in fear of failure. Frequent fear of criticism, disapproval or rejection. Excessive tendency to analyse other people's behaviour. Tendency to doubt and hesitate. Constant fear of public humiliation or shaming. The belief that others are focused on them and judge them all the time. The fear developed in one's childhood might lead to several psychosomatic illnesses in one's adulthood (the circulatory, digestive and respiratory system, etc.) as well as manifestations of hypochondria or panic attacks.
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Table 2

Avoidant adaptation (cont.)

Typical beliefs	"I am stupid," "I don't fit in," "If someone knew what I am really like, they would certainly reject me," "I am a non-adapted person," "Others are better than me," "Everyone will laugh at me," "I know I am stressed now and I'm blushing," "Why did he say that? What did he mean?," "I don't fit in with the others here."
Life position	I am not OK. – You are OK. (I-, Y+)
Favourite interpersonal games	"A wooden leg," "A Defect," "Do something to me."
Some real, film, literary and fairy tale characters	Films "Lost in Translation" (2003), directed by S. Coppola, "Into the Wild" (2007), directed by S. Penn, or "Leave No Trace" (2018), directed by D. Granik. The film's title character from "Fúsi" (2015), directed by D. Kári. Stories for children: "I am scared..." ("Boję się...") (1984) by M. Musierowicz or "I am not afraid of you" (2002) by J. Patience. Charlie Brown from a popular comic book "Peanuts". Anxious Piglet in the story "Winnie the Pooh" by A. A. Milne, who had only one friend, a bear named Winnie the Pooh. It is worth looking for one's own examples.
Positive traits	Sensitivity. Being able to live and act in isolation. Independence in undertaking various challenges. Varied intellectual and esthetic interests. A tendency to choose professions similarly "solitary" like schizoid persons (e.g. an archivist, a museum worker, an accountant, night watchman, lorry driver, etc.). However, paradoxically it turns out that many actors in their memoirs quote facts proving that in their childhood they used to be very shy and anxious. Choosing the profession of an actor or a presenter, linked with strong societal exposure, was the way to "treat" this and cope with their timidity. A person with this type of adaptation is undoubtedly a "Sensitive Observer"
Desired signs of recognition	Positive unconditional (many!)
Teacher's affirmations	"Being among others is as good as being solitary," "I value your mindfulness," "Being scared sometimes helps us but sometimes may be detrimental to us," "Be yourself. Others do not have to like or accept you, and you do not have to worry about it," "It is worth learning how to be assertive, e.g. what the meaning of your YES is when sometimes you cannot say NO to others."

Source: own materials.

Teachers and educators undoubtedly quite often meet students showing such strong anxiety traits. A drama of a person avoiding interpersonal relationships is often manifested by the sentiment of lack of happiness in life and an inability to act to one's own advantage. On the one hand, they cannot realise themselves in the conviction of their inadequacy and frailty. On the other hand, they are accompanied by the conviction that they cannot count on others.

Guidelines for teachers and educators

Early manifested traits of children's anxious interpersonal relations, which is not rare like in case of some other adaptations described here, should induce teachers and educators to take different kinds of measures. These are some of them:

- Non-overbearing attention directed at the student ("I can see that you take notes carefully on what I discuss in the lesson.").
- The student should know that in a situation difficult for them they will be able to say, without any consequences and with their teacher's acceptance, a sacramental statement, "You demand too much from me."
- Permission to reveal certain feelings ("Tell me what makes you angry.").
- Making clear demands on the student in social situations ("I expect from you only to tell me briefly what you think about it.").
- Before gradual engagement of the withdrawn and avoidant student into class life, it is advisable to devote, under some pretext, some attention to them ("I would like you to stay after class and explain how you cope with this computer programme you've mentioned. I've got no idea about it.").
- Noticing even the smallest success ("Only Marcin has paid attention to this issue in his essay.").
- Critical remarks should refer to specific behaviours that do not allow for unjustified generalisations such as "I'm so hopeless." Thus, the teacher should be precise: "This time your essay was not the best, you've made a few spelling and punctuation mistakes, and your style was not the best. I hope that next time I'll be able to give you a better mark."
- Reducing exaggerated perfectionism ("Even if something does not go right sometimes, it does not immediately mean that we are hopeless," "It's impossible to learn how to forge one's own path if we don't accept the possibility of erring.").
- It is worth arousing in all students, due to the frequency of such problems, self-reflection ("Why are we sometimes afraid to be afraid?" "Have you ever been worried about something that never happened?" "Everyone is sometimes afraid of something – and it is natural.").
- Teaching mindfulness and short forms of relaxation ("After such an intensive exercise, now choose a place in the classroom and silently focus on it.").
- Keeping in touch with parents and offering them advice and help with regard to various emerging issues ("Together, we have to help David cope with his shyness.").
- Saying sometimes directly: "Do what you are so afraid of and then the fear will pass."
- In case of increased anxiety symptoms, a student, in consultation with their parents, should be provided with sociotherapeutic activities ("In our school there is an active sociotherapeutic group teaching social behaviours. What do you think about it?").

— Patience is the best recommendation for teachers in relations with students manifesting avoidant adaptation traits.

The subject matter of anxiety therapy occupies a special place in transactional analysis (Jagięła, 2011). However, it does not mean only therapeutic issues and that this subject matter should be overlooked by teachers and educators. Especially that children with anxiety symptoms do not often receive effective help as they are usually calm, quiet and do not cause any trouble with their behaviour.

3. I will never give up

Between masochistic adaptation and symbiotic issues described above, there is a great convergence expressed, on the one hand, by subordination and bonding, and on the other hand, by references to the questions of autonomy and inner freedom. In both cases, desire for freedom, either in the form of distancing or protesting and yielding to pressure, becomes a key issue about the age of two. The ambivalent belief of people with this type of personality is, “I am defeated but I will never give up.”

Table 3
Masochistic adaptation

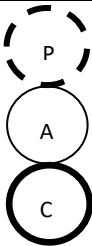
Defeated child	Masochistic adaptation*
Central problem	Freedom
Basic unmet need	Deciding about oneself, one’s goals, needs and one’s own body.
Dominating feelings	Rebellious anger. It is also a whole range of emotions that resemble feelings that subjects have towards their oppressor and tyrant, e.g. willingness to retaliate, seeking revenge and humiliating the tormentor. Life pessimism.
Parents’ behaviours towards their child	Parents expect the child’s submissiveness to various types of pressure exerted on it, or intrusive pressure (e.g. strict timing of meals, bowel movements or sleep, as well as undergoing unpleasant and invasive medical procedures such as enemas, injections, etc.)
Attachment pattern	Ambivalent
Some prohibitions	Do not be important. Do not grow up. Do not be healthy.
Script drivers	Try. Please .
Possible ego states	

Table 3
Masochistic adaptation (cont.)

Defeated child	Masochistic adaptation*
Selected traits and behaviours	Ambivalence between subordination and submissiveness, and hidden rebellion and objection. Blocked self-expression. Self-sacrifice for others. Willingness to please others. Constant complaining and dissatisfaction. Perceiving one's surroundings (e.g. workplace, class, school) as a compelling and overwhelming place. Frequent complaining about many things. The belief that one has to experience discomfort and suffering in relations with others. Rejecting positive feelings or the feeling of satisfaction (anhedonia). Depriving yourself of pleasure in order to deprive others of pleasure at the same time. Undertaking unpleasant tasks that others are reluctant to face as bothersome or aversive. Diminishing one's value. Making others feel guilt or sympathy. Sacrificing too much for others that sometimes do not need it at all. A desire to come across as someone good and gentle. Provoking attacks on oneself passively and unknowingly. Easily stepping into the role of a violence victim. Rejecting everyone who declares their help or support. Linking suffering with love. Ambivalent and polar behaviour of a "yes" and "no" type at the same time or passivity or aggression. Shallow and persistent depression (dysthymia). Choosing such people and situations that almost certainly lead to failure. Getting satisfaction from the experience of humiliation or unconditional subjugation, in order to feel better. Tendency to moralise. Compulsive repetition of certain destructive situations from one's childhood. Self-destructive and life-threatening behaviours. Tendency to reach for illegal stimulants.
Typical beliefs	"I will never give up," "Love always comes with suffering," "The world is compelling and overwhelming," "If I am good, others will love me," "Suffering makes me a good person," "If I surrender, they will destroy me," "I will never accept my failure," "I will show you," "I will punish you by my withdrawal," "What does not kill us, makes us stronger," "One must never give up."
Life position	I am not OK. – You are OK. (I-, Y+). I am not OK. – You are not OK. (I-, Y-).
Favourite interpersonal games	"Tormented", "Why don't you try...., yes, but....", "I only wanted to help you", "Rape".
Some real, film, literary and fairy tale characters	Feature films "White Oleander" (2002), directed by P. Kosminsky. "Anything Else" (2003), directed by W. Allen. "Where The Wild Things Are" (2009), directed by S. Jonze. "The Wife" (2017), directed by B. Runge. A book for children "Tadek Niejadek" by Wanda Chotomska. Mahatma Gandhi. Kamikaze – Japanese airborne formations that suicidally sacrificed their lives during WWII with a band on their foreheads reading "Sacrifice for Country". Eeyore from the story "Winnie the Pooh" by Alan Alexander Milne, whose favourite thing to eat was ... thistle. It is worth looking for one's own examples.

Table 3
Masochistic adaptation (cont.)

Defeated child	Masochistic adaptation*
Positive traits	Modesty. Dedication to others. Prudence in decision-making. No illusions about certain people or events. Resilience in the face of adversity according to the motto, “I’ll endure beating, but I’ll preserve my life.” They prefer professions giving the feeling of freedom (e.g. traveller, driver, pilot, etc.), or the ones linked with sacrifice, dedication to others, or having a low social status (e.g. messenger, cleaner, doorman, grave-digger, nurse, hospice caregiver, educator in a children’s home, etc.). Such a person can be described as a “Melancholic Sufferer”
Desired signs of recognition	Positive unconditional.
Teacher’s affirmations	“You’ve got the right to be self-assured,” “Your sacrifice should have its limits,” “Decide yourself what you want to do and where,” “Stick to your needs and goals,” “Treat yourself to something.”

* does not figure in the clinical classifications ICD-11 and DSM-5.

Source: own materials.

Teachers and educators may rarely encounter students with the aforementioned traits. These are not frequent cases, nevertheless, they can be noticed with a certain amount of insight. In such a situation, it is worth being familiar with the psychological mechanism which triggers this adaptation. Thus, if someone wanted to imagine the origins of masochistic adaptation – let us remember it is about psychological not sexual masochism – it is a good idea to use an old example for the emergence of this adaptation type. As it is known, animals, including pets, are to some extent free and have their natural preferences. What is more, they can (if they are in a cage) do what they want depending on circumstances and their desire. Dogs love to lounge for hours on their bedding, cats love to climb various objects, hamsters love to run, etc. In case of the child described as “defeated”, its freedom, will and desires were persistently and invasively destroyed at the price of bestowing love on it. It mainly happened by forcing the child to do things it would sometimes naturally do on its own, e.g. eating, sleeping, bowel movements, etc. One can, by analogy, imagine that the dog would be forced to stay only on its bedding, the cat would have to walk on the fence when its owner says so, and the hamster would have to run all the time on its own territory against its will. One of the patients recalls the following, “As far back as I can remember, it always used to be like that: no matter how much I ate, it was never enough. My mother forced terrible amounts of food into me (...) I remember, when I was three or four years old, I was running around the kitchen table and my mother was chasing me, in one hand holding a spoon with

something I didn't want to eat, and a belt in the other, threatening to hit me, which she often did (...) One of the worst things my mother did was threatening that she would leave me or kill herself, jumping from the roof, is I didn't finish my meal. Often, she would walk out to the staircase, and then I usually threw myself to the ground crying hysterically" (Johnson, 1993, p. 53). It was worth quoting this example as it is the essence of psychological mechanisms constituting the foundation of masochistic adaptation.

The inevitable question arises at that point, i.e. Why do parents behave in such a way? They do not act with the intention of harming the child or acting to its detriment. There can be only one answer: due to anxiety and entanglement in their own psychological problems. Out of fear that they do not take care of the child in the right way, that others (e.g. their mother-in-law) will accuse them of that, that they do not provide it with security and do not protect its health. They are afraid of losing their child if it does not succumb to their intrusive violence. They are convinced that they do it for its good and that relieves them of any doubt whether they do the right thing.

Guidelines for teachers and educators

Teachers and educators may create in their relation with their student a certain type of mild emotional counterbalance to the parents' intrusive interactions. An alternative to the child's difficult family experiences. In this situation it is a good idea to:

- Let the child protest, not taking any care, love and approval away ("I understand you don't agree with this. It's your right. Yet, it doesn't change my positive attitude towards you.").
- Say sometimes, "If you've got a different opinion than me, go ahead and tell me. I never draw any consequences in such situations."
- Encourage self-expression and spontaneity ("And now who wants to show some silly face?").
- Block self-destructive behaviour ("Lukas, I've seen you smoke. Remember, it is very bad for you, and I'll have to draw unpleasant consequences for you.").
- Block any tendencies to complain ("I can't listen when you keep complaining about your Biology teacher.").
- Reduce the feelings of guilt for experiencing anger or pleasure ("I think you had a right to be so angry," "I can see it's given you a lot of joy.").
- Reduce the feelings of revenge and retaliation ("It is sometimes worth letting go and forgiving when someone treated us wrong.").
- Show possibilities of having someone's support without violating their boundaries ("You can rely on me.").

- Encourage to experience pleasure and enjoyment (“Let everyone say what makes them the happiest in life.”).

The next personality adaptation is the one that teachers and educators may encounter most frequently, especially at the time of adolescence as it is expressed via passivity and rebellion against the demands made.

4. I will always be against

When we look at the next adaptation, also in this case, we shall find a number of elements that coincide with the personality discussed earlier. In masochistic adaptation, destructive factors are in most cases directed by the person at themselves. As for passive-aggressive personalities, they direct their negativism outside. The ambivalence that appears here can be closed with the statement, “You will not make me do anything – and in the process I can also hurt you.” The order in which the personalities are presented in the paper is not accidental, but forms a certain logical and developmental sequence, presenting moments of this development when deficits, conflicts or psychological injuries occurred, leading to far from optimal adaptation. In this case, the adaptation described as passive-aggressive, develops between the 18th and 36th month of one’s life.

Table 4

Passive-aggressive adaptation

Negativist child	Passive-aggressive adaptation
Central problem	Independence
Basic unmet need	Autonomy
Dominating feelings	Anger combined with protest. Hidden aggression, not always expressed directly. Lack of self-satisfaction. Irritability and explosive behaviour. The feeling of hopelessness and gloom. Impatience.
Parents’ behaviours towards their child	Subjugating the child to changing and ambiguous parental expectations. Too much control. Not appreciating the child’s effort. At times, lack of parents’ acceptance and love.
Attachment pattern (White, 2019)	Ambivalent and disorganised
Some prohibitions	Don’t give up. Don’t feel. Don’t be close. Don’t grow up. Let you fail.
Script drivers	Try.

Table 4
Passive-aggressive adaptation (cont.)

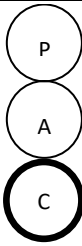
Negativist child	Passive-aggressive adaptation
Possible ego states	
Selected traits and behaviours	Passive, yet often hidden, resistance to requirements and routine duties. Passivity. Rebellion against people who are perceived as role models. Mocking people having power or importance. Reluctance to meet others' expectations. Stubbornness. Postponing responsibilities. Obstructing one's own and others' activities. Lack of efficiency. Activities done carelessly or with a sense of not wanting to do them. Being the last one. Often excusing themselves by forgetfulness or objective difficulties. Being late. More or less directly expressed anger combined with opposition. Negativist behaviour, inadequate to the situation. Inability to achieve one's goals. Generating conflicts. Saying no to compromise. Blaming others for one's ineptitude. Lack of empathy. Explaining oneself by allegedly objective circumstances of the events. Expecting help and guidelines and boycotting or sabotaging them right afterwards. Skepticism. Apparent amicability and politeness hiding opposition. Manifesting dependency and repentant submission alternately with demonstrated hidden and hostile independence. Ambivalences and ambitendencies: all or nothing! Jealousy towards others. Reluctant and critical attitude towards people. Complaining about lack of understanding by one's surroundings and about one's fate.
Typical beliefs	"No one will tell me what I should do," "I'll take care of it tomorrow," "People don't understand me," "When I rebel, I stay independent," "I'll do what I think is right and that's it," "I won't do it the way others do," "I will ostensibly agree not to cause conflict, but still, on the whole, I will proceed my own way." "Others make me angry," "I am only an observer here."
Life position	I am not OK. – You are OK. (I-, Y+)
Favourite interpersonal games	"This window is already closed," "Why not you," "Do something," "Yes..., but..."
Some real, film, literary and fairy tale characters	Holden Caulfield in the book "The Catcher in the Rye" by D. Salinger. Olga G. in a feature film "Hi Tereska" (2001), directed by R. Gliński. Such behaviours also resurface quite often in employers of many types of offices, post offices or shops in the form of impoliteness, lack of kindness towards applicants or customers. A rebellious snail in the poem "The Snail" ("Ślimak") by Jan Brzechwa. Juliette, a heroine of the book "No, no, no !" (2019) by A. Masson, M-I. Callier. "Llama, Llama Red Pajama" (2018) by A. Dewdney. It is worth looking for one's own examples.

Table 4

Passive-aggressive adaptation (cont.)

Negativist child	Passive-aggressive adaptation
Positive traits	Reasonable at times objection to unrealistic demands or superficial and fake role models. Caring about one's independence and skepticism in the situations of imposed norms and prohibitions. The capacity for humour, fun, spontaneity and enjoying the moment. Negativist persons can, if they want, overcome their limitations and regain love and attention they lacked as children. Probably we would call such a person a Perverse Rebel
Desired signs of recognition	Very positive, unconditional (many !).
Teacher's affirmations	"I accept the fact that you rebel, I would just like you to know why you do that," "We can disagree, but let us respect each other," "I can see you're trying to be independent in your opinions and it is fine," "Try to tell me directly and simply everything you don't like."

* does not figure in the clinical classifications ICD-11 and DSM-5

Source: own materials.

Teachers and educators, as it was mentioned earlier, in their relations with students and their parents, are probably often faced with various types of ambivalent behaviour of submission and resistance. It is well described by one of the teachers talking about her student, "It can be said that he behaves as he pleases. When I ask everyone to leave the classroom, he wants to stay. When I ask everyone to take everything from their desks, he demonstratively leaves everything on. Nothing is gained by admonitions or remarks."

Guidelines for teachers and educators

Understandably, such behaviour often generates teachers' frustration or irritation. That is why dealing with somebody with this type of adaptation requires a lot of consideration and skill and is an art above art itself. These are some determinants of such behaviour:

- Coping with confrontation ("I can see that you have a different view on your son's upbringing. I see it in a different way. Let us stay with this discrepancy.").
- Not demonstrating one's superiority and power ("Together, we have to figure out some better solutions.").
- Showing empathy ("I understand that it is difficult.").
- Being consistent ("Marcin, I do not approve of your behaviour.").
- Encouraging self-observation ("Try to look at situations when you rebel and draw conclusions for yourself.")

- Developing communication skills (“It is worth listening attentively to be able to respond meaningfully.”).
- Protecting one’s own psychological boundaries in a relationship (“This is not what we agreed on.”)
- Learning how to control and manage anger (“Maybe it is a good idea to express your irritation differently at times?”).
- Not yielding to provocation and keeping one’s balance (“I’ve got a feeling you want to make me angry.”).
- Being aware that being attacked is often not about us but someone else who is important in the child’s life (“Try to guess who else you confront in such a rebellious and mean way like me.”).

Resistance, next to procrastination (putting things off) is an immanent feature of passive-aggressive personality. Thus, let us devote a bit more attention to it, based on experience from psychotherapy. Resistance is most frequently understood as a stubborn adherence to one’s position and a desire to preserve the status quo, often against obvious facts – it is a certain feature that accompanies not only passive-aggressive adaptation, but it can be noticed in many different situations. It is not unknown to teachers and educators, especially with regard to adolescents who in this way try to protect their autonomy or their path to independence. Work on resistance is well-known to all psychotherapists, and depending on the school of therapy they represent, they manifest diverse approaches to this phenomenon. Beginning with the recognition of resistance as a significant obstacle to the implementation of psychological assistance, to seeing it as an ally in solving problems.

Coping with resistance, which generates tension in interpersonal relations and makes both sides more stiff, is not easy and requires some training. Many articles and books were devoted to this subject matter (e.g. Naar-King, Soares, 2012; Kottler 2003), showing ways of acting in a professional way, e.g. by a motivating interview, making use of a multidimensional action plan, reformulating resistance or paradoxical intervention. There are different symptoms of resistance and they manifest differently. More than once, students boycott teachers’ effort, are silent or stubborn, make the progress of the lesson difficult, etc. On the other hand, parents deny their responsibility and existing problems, attack teachers indirectly, are mean, project their problems outwardly, or defend themselves from having to make significant changes in their own lives or just the way they do things.

However, one may be tempted to make some general indications, which may turn out helpful for teachers and educators both in their relations with students and their parents. They read as follows:

- Do not forcefully convince, pressure or coerce (“I’ve expressed my opinion, however, you’ll do as you see fit.”)

- Sometimes it is necessary to stop a pointless conversation on a particular topic (“Ladies and gentlemen, let us put a full stop here.”).
- One should take, so to speak, a step back, e.g. come back to the previous thread (“As I’ve already said earlier...”).
- One can express understanding for this point of view (“I understand your reservations.”).
- It makes sense to emphasise freedom in the choices one makes (“The decision is yours.”)
- Show the arguments “for” but also those “against” (“If we look closer at the issue, one can notice its advantages, but also, on the contrary, its drawbacks.”).
- One can reflect the adversary’s point of view in one’s own words (“If I’ve understood you correctly, then it would be appropriate to proceed as follows...”).
- It is worth noticing positive sides (“The good thing about all this is that...”).

Summarising, proceedings of this kind are not about teachers or educators giving up their position and their own point of view, or recognizing another view as valid. The strategy of dealing with resistance consists in getting out of a colliding relationship (avoiding cross transaction), which in such cases does not lead to problem solution, but in resorting to the rational area (the Adult ego state). Dealing with the afore-discussed adaptation, similarly to other difficult personalities, requires these people’s decision to finally grow up and part with their infantile problems that block their relationships with others. As practice proves it, changing the way one behaves in certain situations often leads to the possibility of coming back to a contentious subject matter and make a more sensible, realistic and reasonable attempt to resolve the issues involved.

5. I am to be admired

The issue of using one’s child in order to increase one’s self-esteem by parents is a key issue to understand the origins and development of narcissistic adaptation. That is why “The Exploited Child” was indicated as a slogan and characteristics of this type of formed personality. “The unsatisfied narcissism of the inner child poisons adult life with an insatiable longing for love, care and affection. The child’s claims will prevent adult relationships as no matter how much love it receives in life, it will never have enough of it” (Bradshaw, 2008, p. 35). However, attempts to get to this inner narcissistic child are generally doomed to failure. It is hidden by a façade and adoption of a particular mask that hides hurt so that no one hurts it any more, no one humiliates it or uses it for their

own purposes. The ambivalence present here reads as follows, “I am wonderful and admirable – or I am nobody and I deserve contempt.”

Werdy T. Behary writes, “Probably they are afraid of contacting that child as they think it is an underdeveloped, lonely, wicked little pest, thus, they will push it as far out of consciousness as possible by any means possible” (Behary, 2014, p. 48). The real child was used mentally and emotionally to increase its parents’ self-esteem. “Narcissistic upbringing,” writes Otto Speck, “as you can easily guess leads to narcissism” (O. Speck, 2005, p. 34). Very often, narcissistic parents have narcissistic children. The whole process takes place in a similar developmental period like in case of previously discussed passive-aggressive adaptation but it is secondary to the primary stage described by psychoanalysts – and then it is a correct phenomenon. In primary narcissism, self-love is appropriate first, preceding the ability to love others.

Table 5
Narcissistic adaptation

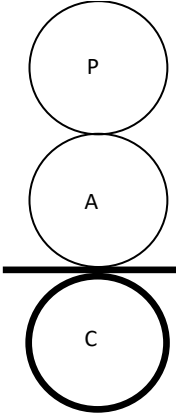
Exploited Child	Narcissistic adaptation
Central problem	Sense of self-esteem and uniqueness
Basic unmet need	Importance and recognition by others
Dominating feelings	Fear of humiliation and criticism. Shame. Despair. Fury when one’s self-esteem is threatened. No contact with one’s true feelings.
Parents’ behaviours towards their child	In the shortest terms, parents’ desires can be characterised as an expectation that their child should not be who it is and should meet their exorbitant expectations.
Attachment pattern (White, 2019)	Disorganised and ambivalent.
Some prohibitions	Do not be yourself. Do not feel. Don’t be a child. Don’t be close.
Script drivers	Be perfect. Be strong. Try.
Possible ego states	

Table 5

Narcissistic adaptation (cont.)

Exploited Child	Narcissistic adaptation
Selected traits and behaviours	Exaggerating the importance of one's own person. Expecting admiration. The conviction of "magical" power of intoxicating others with one's personal charm and attractiveness. False self-image. Fear of humiliation. Expecting immediate gratification for one's effort or image. Lack of success makes one abandon an undertaken task quickly. A desire to manipulate others. Strong tendencies towards rivalry and jealousy. Controlling the environment's reaction to oneself and one's behaviour. Lack of empathy and sensitivity to the needs of others. A demanding attitude towards one's environment. Using other people in order to increase one's self-esteem, e.g. making friends with someone enjoying a high status in a given environment. The feeling of internal emptiness. Instrumental use of others for one's own purposes, without any remorse. Emotional coldness. Egocentrism and selfishness. Overestimating one's achievements. Bravado in some activities often hides the fear of failure. A desire to dominate in a group and give orders to others. Lack of one's own opinions. Inability to ask for help. Arrogance. Disturbed perception of others. Ambivalent, uncritical idealisation of someone, or ruthless depreciation of this person. Bivalence expressed by a euphoric sense of one's uniqueness and importance or by an extreme belief in one's worthlessness and depression sometimes leading to deep depressions. Opening of the so-called "narcissistic wound" which provokes the so-called "narcissistic hemorrhage", when one's self-esteem is hurt and there is no end to one's feeling of sadness and mad despair. Mothers taking up the role of the so-called "stage mom", i.e. exposing the child to countless castings, presentations and performances to increase the feeling of one's importance with the help of one's child.
Typical beliefs	"I am a special person," "I have to be perfect," "I'll achieve everything without any effort," "I'll be someone in life, or I'll become no one," "You owe me that," "The rules that other people comply with do not concern me," "I expect special treatment as I am a better person than anyone in my environment," "Only someone outstanding can understand me," "If someone criticizes me, they envy me."
Life position	I am OK. – You are not OK. (I+, Y-) (I am not OK. – You are OK.: I-, Y+)*
Favourite interpersonal games	"Mine is better than yours," "The best gunfighter,"*** "Had it not been for me ...," "Here I've got you, you bastard."
Some real, film, literary and fairy tale characters	Suzanne Stone Maretto in the film "To Die For" (1995), directed by G.V. Sant. "Narcissus" (2012) directed by D. Gasiunaite. Neron in "Quo Vadis" (2001), directed by J. Kawalerowicz. Izabela Łęska in the novel "The Doll" by B. Prus. Mythical Narcissus that fell in love in his reflection. "The Frog Prince" in Grimm's fairy tale. "The Frog who would grow as big as the Ox" by Jean de La Fontaine, who grew so much that it ended badly as a consequence.*** The King in "The Little Prince" by A. Saint-Exupéry, who "heard only praise." Owl from the story "Winnie The Pooh" by Alan Alexander Milne. It is worth looking for one's own examples.

Table 5
Narcissistic adaptation (cont.)

Exploited Child	Narcissistic adaptation
Positive traits	People from this type of adaptation enjoy a lot of success and often occupy prestigious positions in social life. They occupy prominent positions, they are often chairpersons, managers or directors. They are sometimes lawyers, doctors, academics or artists. They may show creative talents in a given area, but this is not a rule. They are self-confident, which guarantees their success in life. To some extent, narcissism as a driving force may contribute to one's general development, similarly to snobbery that may make one interested in ambitious art. It is undoubtedly:
Insatiable Megalomaniac	
Desired signs of recognition	Positive conditional.
Teacher's affirmations	"Your self-esteem is not about being applauded all the time, but about not needing that applause," "You don't become bigger by showing others that they are smaller," "If you know your value, you don't have to prove it to others," "Everyone is special in their own way," "One can receive a lot from others and it is not necessary to compete with them," "Everyone has the right to be who they really are."

* deeply hidden position

** one of competition games among psychotherapists who bid among themselves in the best of their own interpretations or patients' diagnoses; it can also refer to other professions.

*** This world of art is full of foolish creatures too.

Commuters want to build chateaus,
Each princeling wants his royal retinue,
Each count his squires, and so it goes.

Source: own materials

Teachers and educators know that in case of this group of difficult students and parents there are no universal and unequivocally effective ways to deal with such people. Similarly, there are no methods of building optimal relationships. One of the most general ways that also works in case of other types of internally hurt childhood adaptations is the answer coming from our inner structure of the Adult ego state.

Guidelines for teachers and educators

Only an adult person is able to offer support and deal with someone else's unruly inner child. Then, one can take the following guidelines into account:

- Include in educational programmes those elements that enhance each student's sense of real, rather than imaginary, dignity and worth ("Let's talk about what makes us like and respect some people and avoid others.").

- Counteract the so-called “illusion of superstardom” (“Your marks reflect the average of marks in our class.”).
- Praise empathetic behaviour and the one that carries understanding more than achieving particular success (“I liked it very much when you helped Martha.”).
- Gratify all sorts of situations when a student is able to notice and acknowledge their errors, shortcomings or mistakes (“I appreciate the fact that you’ve spotted that error.”).
- Support any manifestations of showing the student’s real image (“I think that not only me but everyone in that class likes it when you show what kind of person you really are.”).
- Do not focus too much on the student’s success, but also show their achievements in other areas (“Your good mark from that assignment is one thing, but I can also see that more and more you can recognize the effort of others in the class.”).
- It is worth being aware of the fact that a critical remark addressed to this type of student will most often generate an inappropriate or rude defending response (“Your words are tactless and offensive. I’m waiting for your apology.”).
- Notice that behind expressed ridicule or disregard, often true emotions are hidden (“Tell me what touched you so much in my remarks.”).
- Do not allow for shortening the distance between you and the student (“You allow yourself to do something to me that I do not accept.”).
- Perhaps, one of the most difficult tasks in relationships with students manifesting narcissistic traits is keeping one’s calm and self-esteem (“You can’t insult me. I have a different opinion about myself.”).
- Show the value of mediocrity in life (“Only someone great can admit how small and hopeless they can be at times.”).
- Show the value of effort to reach one’s goals (“What do you think Honoré de Balzac meant when he wrote that one cannot be a great man at little cost?”).
- Make the student take a realistic look at their abilities (“I can see you’ve got ambitious plans for the future. What may be difficult or what may go wrong on the way?”).
- In the face of mistreatment, it is worth recognising the reasons for our submission and subordination to narcissistic claims (“I don’t think your child is mistreated in the classroom. If I am wrong, please prove it.”).
- Let us make sure that in relations with narcissistic people our own needs (equal treatment, respect, integrity, etc.) are respected. If they are not, let us try to regain the mutual balance in these relations (“All teachers and parents are treated equally in this school.”).

- Skillfully violate deeply rooted and destructive beliefs (“It is possible to be average in life and yet very happy.”).
- Put limits to any kinds of behaviour that reflect infantile self-esteem building (“Let’s agree that this classroom will not be a place of competition for the latest type of smartphone, clothing, amount of pocket money and similar things.”).
- Do not accept private offers from the student’s or their parents’ side, which are aimed at increasing the student’s or their prestige (“You’ve mentioned you can’t arrange it – my mother can take care of it.” “Thank you very much but I hope I’ll manage on my own.”).

Many academics point to the fact that the issue of narcissism is becoming more and more present in our life. Christopher Lasch thinks that it is due to socio-cultural conditions, “Narcissism seems to be the best way to cope with tension and anxiety of contemporary life. The prevailing social conditions accentuate narcissistic traits, which are present to a various extent in everyone of us” (Lasch, 2015, p. 7). Thus, the issues of narcissistic adaptation are also present in school life (Jagięła, 2007), together with the phenomena described below concerning the violation of social and customary norms, constituting a difficult challenge in the work of a teacher or an educator.

6. I’ve got the last word here

It can be reasonably stated that narcissism and psychopathy are close to each other, and the conducted research shows that the traits of narcissistic personality highly correlate with the antisocial behaviours in question (Rhodewalt, 2005, p. 277). The differentiating feature here, however, is fear. We can read that “It is an inability to experience fear that differentiates people with psychopathic traits from those with narcissistic traits. As far as other aspects are concerned, they function similarly to each other. A psychopath does not experience fear, while a narcissistic person is worried all the time how they will be perceived by others” (Talarowska, Moczulski, Strzelecki, 2021, p. 55).

Narcissistic personality is well illustrated by one of Internet memes, in which a little cat can see a tiger reflected the mirror, and a pawn can see a chess king. It is similar in case of antisocial adaptation. Here, the pawn thinks it is the king but additionally it wants to rule over all the other figures on the chessboard and manipulate them. The ambivalence is expressed by the statement, “You have to submit to me – otherwise you will gain an advantage over me and mock me.” At the beginning though we have to explain something important. When we talk about antisocial personality we mean someone who violates prevailing norms of collective life, e.g. legal, moral, customary or others. Very often, these are

criminals. On the other hand, it is claimed that in case of psychopaths these norms are not so evidently and directly violated (maybe apart from some customary and ethical ones), but such a person, although they do not clearly violate the law, has got the traits consistent with antisocial adaptation and that influences interpersonal relations. In case of children and adolescents, when their personality is not fully developed yet, we use the term of behavioural disorder. It is similarly done by one of the authors who describes 6-12 year-old children with the issue of the narcissistic line of development referring it to behavioral disorders (Małkiewicz, 2000, pp. 170-183). A complete clinical diagnosis of the antisocial personality disorder (ASPD) can be formally performed only when the patient turns 18. Nevertheless, some authors rightly point out, "Psychopathy often reveals itself around the age of nine and children-psychopaths already cause a lot of trouble" (Erikson, 2018, p. 36). These are dependencies that are worth noticing initially.

Biological conditions are also not to be underestimated. "Neuroimaging studies show weakened strength of neuronal connections between frontal lobes and amygdala body. In these cases, frontal lobes which are responsible for our morality do not have enough impact on impulsive and violent reactions of amygdala body. It is an innate feature of people with dissocial personality. It is not known why it happens" (Talarowska, Moczulski, Strzelecki, 2021, p. 56). Thus, this aspect also deserves our attention.

Table 6
Antisocial adaptation

Manipulative child	Antisocial adaptation (sociopathic, dissocial, psychopathic)
Central problem	Defence by attack
Basic unmet need	Safety
Dominating feelings	Anger. A high level of aggression directed towards others. Irritation. Lack of anxiety or fear. Being too sensitive as far as one's own person is concerned. Lack of compassion, empathy and ability to love.
Parents' behaviours towards their child	Parents' needs were more important than the needs of the child who experienced abandonment or oppression, being overlooked or physical violence. Life in the atmosphere of constant domestic chaos. Well-known tyrants such as Hitler, Stalin, Hussein and many others used to be beaten by their fathers.
Attachment pattern (White, 20219)	Uncertain and disorganized
Some prohibitions	Do not trust. Do not feel. Let you fail in relationships with others. Do not feel joy. Do not be close. Do not be mentally healthy.
Script drivers	Be strong. Be perfect.

Table 6
Antisocial adaptation (cont.)

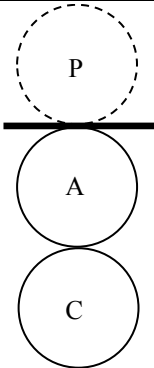
Manipulative child	Antisocial adaptation (sociopathic, dissocial, psychopathic)
Possible ego states	
Selected traits and behaviours	Uncontrolled impulsiveness, irresponsibility and lack of ability to conform to social norms and the law. Too aggressive towards others. Propensity for fights and assaults. Repeated lies and frauds. A limited ability to self-control one's behaviour. A need of constant stimulation. Exaggerated feeling of one's possibilities and worth. Seeking intensive experiences. Little tolerance to frustration. Frequent violation of others' boundaries (e.g. during one's childhood, taking other children's toys frequently, forcing other children to provide various services, etc.). No feeling of guilt in situations of doing harm to others. Tendency to blame one's surroundings and rationalize one's actions. Cruelty towards people and animals. Recklessness. Lack of empathy. No ability to postpone pleasure. Destroying one's achievements. In one's childhood, behavioural disorders in many areas, e.g. in relation to adults, peers, or given tasks. No regularity in school work. Playing truant constantly. Appearances of involvement in some activity. De-adaptation behaviours show the features of stability, self-destruction and maladaptation. Striving to gain control over others regardless of consequences. The belief that one has never made any mistakes. Too much control and criticism towards the environment. An exaggerated idea of one's greatness and importance. An inability to plan the future and living the moment. Not taking into account the environment's needs. Not taking into account others' feelings and no ability to recognize these feelings in oneself. Unreliability, incredulity and insincerity. Pathological egocentrism and lack of any ability to love. Sex treated objectively. Flawless recognition of others' weaknesses. Very limited sense of humour. An inability to make use of one's own experiences and a limited ability to learn. A low level of anxiety prompting risky behaviour. No care of one's own safety and the safety of one's charges. Parasitic lifestyle. Taking pleasure in the troubles or failures of those around you.

Table 6

Antisocial adaptation (cont.)

Manipulative child	Antisocial adaptation (sociopathic, dissocial, psychopathic)
Typical beliefs	“Others have to be defeated,” “I have to carry on and be strong at all cost,” “I will never give up,” “You have to elbow your way in life to achieve anything,” “One can get something the fastest though trickery or foray,” “Losers deserve what will happen to them, i.e. failure,” “People are losers,” “If someone is stupid and naïve and lets others exploit them, then it is their own fault,” “People are not as stupid as we think – they are even more stupid,” “If someone cannot take care of themselves, it is their problem,” “This way or another – they deserve failure,” “I have to take care of myself,” “The weak deserve only to be used by others,” “I will do what I want and when I want,” “I am smarter than others.”
Life position	I am OK. – You are not OK. (I+, Y-) (I am not OK. – You are OK.: I-, Y+)*
Favourite interpersonal games	“A game of power,” “Catch me if you can,” “Policemen and thieves,” “Getting cornered.”
Some real, film, literary and fairy tale characters	Joker in the film “The Dark Knight” (2008), directed by Ch. Nolan. The title character of Eric Ban in an Australian film “Chopper: 20 th Anniversary” (2021), directed by A. Dominik. “American Psycho”(2000), directed by M. Harron. The character of the demonic psychopath Dr. Hannibal Lecter in “The Silence of the Lambs” (1991), directed by J. Demme. “Pręgi” (2004), directed by M. Piekorz. Sister Mildred Ratched in the film “One Flew Over the Cuckoo’s Nest” (1975), directed by M. Forman. “Psychopath” (1995) directed by J. Amiel. A husband trying to make his wife mentally ill in the film “Gaslight” (1944), directed by G. Cukor. Duke Bogusław in the novel “The Deluge” by H. Sienkiewicz. Alice in the novel by Alan Sasinowski “A Boy in the Flames” (“Chłopiec w ogniu”) (2023). Herod at the times of Christ. A difficult to note group of presidents, dictators, tyrants and despots and some of today's public figures in prominent political and social positions e.g. Mohammed Bin Salman – an heir to the throne in Saudi Arabia. Tadeuszek, “a fly tormentor” from the poem for children by S. Jachowicz. Queen of Spades in “Alice in Wonderland”. The Evil Queen in “Snow White”. The King in “The Little Prince” by A. Saint-Exupéry, who gave orders and “did not tolerate disobedience.” It is worth looking for one’s own examples.
Positive traits	An ability to undertake difficult challenges and an ability to directly communicate with others. Resilience to stress. Self-dependence. An ability to realise ambitious or unachievable plans in the situation when others only dream about it. Seducing others with personal charm and ease of expression. Care about one’s image. Average or over-average intelligence, which is unfortunately often associated with cleverness. Such persons choose professions offering power, self-satisfaction and consisting in being in charge of others (e.g. police officers, controllers, vindicators, bailiffs, etc.).** Unfortunately, too often they become politicians or leaders of various social or religious movements.*** They are sometimes: Charming Manipulators ****

Table 6
Antisocial adaptation (cont.)

Manipulative child	Antisocial adaptation (sociopathic, dissocial, psychopathic)
Desired signs of recognition	None
Teacher's affirmations	"Your needs are as important as the desires and dreams of other people," "Why don't you go out into the corridor for a while and calm down there?" "You tell me they are guilty, but what is your part in the whole situation?" "Sometimes it is worth putting some pleasures off – and it pays off," "Our new sports section is going to develop a certain code of conduct and I would like you to participate actively in this."

* deeply hidden position
** In his research, British psychologist Kevin Dutton found that psychopaths can be found more frequently in some professions, such as: 1. CEO (understood as the manager of all managers in a company or organization, legal or not), 2. Lawyer, 3. Media employee (television, radio), 4. Merchant, 5. Surgeon, 6. Journalist, 7. Police officer, 8. Religious leader, 9. Kitchen chef, 10. Public administration employee (Erikson, 2018, p. 62).
*** Bill Eddy provides his readers with interesting arguments showing that sociopathic and narcissistic personalities are often chosen to be leaders (Eddy, 2019).
**** the term used in PCM

Source: own materials

Teachers and educators meet quite frequently this group of students. One of comprehensive and exhaustive works on psychopathy begins with the statement, "Psychopaths are people who can be met in every culture, race, society and environment" (Pastwa-Wojciechowska, 2013, p. 7). Thus, it would be bizarre if we did not find them also in the school environment. They occur there most often with a psychological diagnosis of behavioural disorders.

The problem with antisocial personality traits can be discerned most frequently in the context of school aggression and violence. This subject matter has recently received a lot of attention in numerous pedagogical articles and university theses. Some articles point to the fact that psychopathy, in addition to Machiavellianism and narcissism, constitutes an important element of the so-called "Dark Triad" forming a person of a destructive explorer of mutual relations (Paulhus, Williams, 2005, pp. 556-563).

Guidelines for teachers and educators

The aforementioned correlations of antisocial adaptation and narcissism make some guidelines addressed to teachers and educators convergent. When challenging personalities of a psychopathic nature, it is worth remembering the following guidelines:

- It is vital to recognise as soon as possible that we deal with psychopathic adaptation (“After our conversation today, I’ve got to think our mutual relations over. I’ll give you the answer tomorrow.”).
- Be aware that our weaknesses will be the field of confrontation (“It’s true, like you’ve said, I don’t have my own children, yet it doesn’t mean I can’t understand parents.”).
- It is worth getting to know oneself, e.g. tendency to be greedy, receive flattery, uncertainty, etc. (“Maybe I’m a bit lost in that situation? I have to think it over.”).
- Notice and reveal a typical sequence of interpersonal games and be able to stop them. Psychopaths are masters of this kind of hypocritical relationship (“I won’t play these games with you.”).
- In case of emotional traps, act quickly and decisively (“I feel manipulated – I don’t agree to that!”).
- Call a spade a spade (“In our conversation I feel pressure to do what I wasn’t going to do at all.”).
- Identify hidden motives of certain actions or decisions (“You have enrolled Dominik in classes of a rather aggressive martial art, i.e. *kajukenbo*, why this one?”).
- Do not be fooled by appearances and illusory charm (“These are only words, and where are actions?”).
- Get rid of your naivety (“If something is too beautiful, cheap, attractive... to be true, then in all probability it is not real.”).
- Set boundaries to your trust (“It’s the first time I’ve heard that, I have to check it.”).
- Set rules and conditions (“I suggest we agree on what belongs to me and what belongs to you as far as the upbringing of your son is concerned.”).
- It is important to pay attention to actions, not declarations (“You always talk about it, but tell me what you have done about it so far.”).
- An ability of assertive behaviour is very useful in such situations, much more than in case of other difficult adaptations (So, say firmly “No!” and possibly raise your voice slightly).
- Build ties instead of competition (“We shall solve our problems together in class.”).
- Eliminate all symptoms of aggression and violence with consistency and great determination (“I will not allow such things to happen in the classroom.”).
- Create the experience of closeness without wanting to take away others’ freedom (“I am always ready to talk frankly.”).

- Seek professional advice sometimes (“We’ve known each other for a long time, I’d like you to tell me as a school psychologist what to do in this situation.”).
- Do not overestimate your capabilities and back off in time (“I don’t see any chance for us to communicate with each other, that is why I’ve decided to resort to someone else’s help.”).

Perhaps there are too many guidelines and pieces of advice? Yet, it is worth being aware that it is not a trivial issue and getting rid of the naivety that it is a simple thing. Psychopaths are sometimes called “predators” and there is no exaggeration in it. It is vital to notice some problems earlier, before they take over our lives. Describing psychopaths with his great expertise, Robert D. Hare called them none other than “predators”. He writes as follows, “Psychopaths are social predators, who charm, manipulate and ruthlessly make their way through life, leaving broken hearts, shattered hopes and empty wallets behind. Completely devoid of conscience and sensitivity to others’ needs, they egoistically get what they want and act as they want, violating social norms without a shadow of regret or guilt” (Hare, 2008, p. 9).

However, let us not be calm and sure that the subject matter of antisocial personality does not concern the very teaching profession. Some authors even postulate being a psychopath because it ensures achieving success in life (Dutton, McNab, 20017). It is a diabolical suggestion that I leave without any comment. Nevertheless, not only students and their parents manifest traits characteristic for psychopathic adaptation, but they also occur among teachers. Let us quote only two accounts from the previously mentioned adult research. A forty-year-old woman stated, “(...) In secondary school, I had a teacher, a typical psychopath who in each first grade picked a victim and tormented them for the next four years. I was probably a good candidate for a victim. She was unfair towards me. She lowered my marks, constantly oppressed me. I cried many times because of her. I got stomach neurosis. Nowadays, more than one kid would probably do something to themselves because of someone like that, but back then nobody used the word mobbing (...) (Szyszka, 2020). A Biology student described her experience with a Maths teacher in the following way, “Such typical teacher behavior during lessons included ridicule for a simple mistake in the classroom, reading out loud surnames of those students who’d received bad marks, or mocking those who could not understand a given issue. Due to constant humiliation and recalling past failures, my self-esteem which was already low, got even worse (...) (Szyszka, 2020). Let us hope that such situations do not happen very often.

In the context of existing interpersonal relations, it is probably the most important thing that must be mentioned. In case of psychopathic adaptation there is no reciprocity in mutual interactions. Reciprocity means that “I gain meaning

in the other person, and they gain meaning in me” (Simon, Stierlin, 1998, p. 14). In diplomacy, we sometimes talk about the rule *do ut des*, which means, “I give something in order to get something in this way.” Such a process of mutual exchange does not take place when we meet an antisocial person. So often they follow a completely different rule, “I take unscrupulously and I don’t quibble.” We gain meaning in a psychopath’s eyes only when we turn out to be useful and gullible. The result is what J. Lacan called in his lectures a confusion of desire and demand. Practically we can then either comply or withdraw from this kind of difficult relationship. That is why contact with psychopaths happens to be so destructive and mentally burdensome. However, similar things happen with regard to the next personality adaptation that shall be described at the beginning of the next article from that series.

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Uczniowskie adaptacje osobowości, cz. II

Streszczenie

W trzech kolejnych artykułach ukazano przykłady uczniowskich adaptacji osobowości. Odwołując się do koncepcji analizy transakcyjnej oraz wiedzy z zakresu zaburzeń osobowości przedstawiono szereg typowych cech i zachowań, dominujących potrzeb oraz wybranych parametrów AT, a także podano praktyczne wskazówki mogące pomóc nauczycielom i wychowawcom w rozumieniu swoich relacji z uczniami sprawiającymi kłopoty wynikające z problemów charakterologicznych. Wskazano też sposoby działań kompensacyjnych oraz interwencji w postaci afirmacji służących zapobieganiu ujawniającym się przejawów dysfunkcjonalnego rozwoju osobowości.

Słowa kluczowe: uczeń, adaptacje osobowości, symbiotyczność, lękliwość, masochizm, bierna-agresywność, narcyzm, psychopatia.