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Application of Satir's iceberg theory to parenting for gender identity disorder

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Abstract

This paper is based on a project-based learning project centered on desk research, aiming to explore the development status and impact of family education, and explore the application of Satir's iceberg theory in the family through case analysis. Gender development is cognitively influenced by interactions between biological influences and upbringing environments. This paper discusses the gender identity disorder that may be caused by some specific family models, and combines Satir's iceberg theory to propose a relatively feasible family education method to improve children's gender identity disorder. By searching the existing literature, the phenomenon of gender identity disorder is selected as the analysis object, and the family education method is proposed in combination with Satir's iceberg theory.

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Keywords

Gender identity, gender identity disorder, gender roles, family education, Satir's Iceberg Theory.

Introduction

1. Research background.

The family system is an early background system that guides people's understanding of themselves and the world from early childhood to adolescence, and should be reassuring to help children and young people cope with social challenges. Unhealthy family parenting models will lead to children's inability to gain a sufficient sense of security from an early age, resulting in vague awareness of their own gender and even identity barriers. The root of a person's unhappiness may be due to unmet childhood expectations, which lead to psychological problems. Teenagers suffering from "gender identity disorder" have great contradiction between their biological sex and their own gender identity. They may feel trapped in a conflicted psychological struggle, which prevents them from concentrating on their studies and realizing their dreams. Parents are the mirrors of their children, and children are the shadows of their parents. Parents are the first to influence their children, but also the deepest. Family education is the basis of children's gender socialization, which plays an important role in the process of children's gender socialization, having the characteristics of enlightening, lasting, infectious and emotional [Hongling Guo, 2019]. Therefore, parents' education, gender concept and gender expectations for children have a deep influence on the development of children's gender concept and gender identity [Xi Li, 2012].

2. Research purpose.

This paper discusses how family education affects children's gender identity, reveals the relationship between family education and gender identity, and puts forward solutions with the help of Satir's iceberg theory.

3. Research significance.

At present, foreign research on gender identity mainly focus on the causes of gender identity disorder and its influence on behavior, while domestic researches mainly focus on the influence of social environment and characteristics on gender identity in China. Studies on the effect of family education on children's gender identity account for a relatively small proportion in China and abroad. In terms of gender identity, the influence of family on children goes through a series of important processes such as their physical and mental maturity. Research on this issue can reveal the relationship between family education and gender identity, trace back to the source, and put forward solutions in reverse, which plays a very important role in improving family education and enabling children to form a healthy gender identity.

4. Definition of concept.

4.1. Gender identity.

Gender includes two aspects, namely "biological sex" and "gender". The former refers to anatomical physical differences based on biological characteristics, while the latter refers to gender roles based on femininity, masculinity, or non-binary temperament.

Gender identity refers to a person's deeply felt gender based on personal experience, which may be the same as their "biological sex", for example, they are biologically male and feel viscerally that they are male as well, or it may be different from their "biological sex", for instance, they are biologically male but feel viscerally that they are female.

According to Lawrence Kohlberg (1983), gender identity refers to an individual's knowledge, understanding or self-awareness of his or her gender status. Gender identity is the basic organizer and manager of children's gender learning. Children form gender stereotypes from what they see and hear. Gender identity is an individual's recognition and acceptance of social gender, which develops along

with it as a part of selfidentity [Zhiwei Shang, 2016].

4.2. Gender identity disorder.

Gender Identity Disorder (GID) is an uncommon disorder with a reported prevalence of 1:10,000 in men and 1:30,000 in women [Church, O'Shea, Lucey, 2014].

Gender Identity Disorder applies to people who do not feel comfortable with their biological sex. The main symptom is gender bipolar, which is a very uncomfortable feeling about one's own gender. Usually present in childhood, but can also appear in adolescence or adulthood, and become more intense with age.

According to DSM IV, adolescents and adults present with symptoms of preoccupation with getting rid of primary and secondary sex characteristics (e.g., request for hormones, surgery, or other procedures to physically alter sexual characteristics to simulate the other sex) or belief that he or she was born the wrong sex. In children, the symptoms are that boys hate their own penis and testicles, and even hope that they do not have a penis, hate and reject male stereotyped game activities, etc. Girls show that they refuse to urinate in a sitting position, thinking that they are about to grow a penis, or asserts that she doesn't want to grow breasts or menstruate, or clearly dislikes standard female attire [302.85: DSM IV TR criteria. diagnosing difference, www].

4.3. Satir's Iceberg Metaphor.

Satir used a very vivid metaphor: this is like a huge iceberg floating on the water, the behavior or coping methods that can be seen by the outside world are only a small part exposed to the water, only about one-eighth is out of the water, the other seven-eighths are hidden at the bottom of the water. And the larger mountains under the surface of the water are the "inside" that has been suppressed and ignored by us for a long time. Uncovering the secrets of the iceberg, we will see our desires, expectations, views and feelings in life, and see our true self. Satir's Iceberg Metaphor is "a way of conceptualizing human experience and recognizing that most human experience is actually internal" [Banmen, 2012]. The components of the internal experience are very interactive and systemic. Changes in one area often result in some changes in other areas. The Satir model of the humanistic school belongs to the framework of experiential family therapy, based on beliefs, assumptions and hypotheses, and requires the treated person to believe that it is possible to be changed. Therapy focuses on improving a person's ability to cope, rather than just addressing a person's problems, by including but not limited to setting positive goals and addressing the effects of negative experiences.

5. Research Methods.

5.1. Literature Review.

Literature method uses online databases like CNKI (China National Knowledge Infrastructure), Taylor & Francis, Google Scholar, and school library to collate and analyze relevant research results by searching keywords and subjects.

5.2. Network data collection method.

Network Data Collection Method refers to search keywords and topics, collect relevant information, data and case studies on the Internet to classify, identify, analyze, and adopt the information obtained from the search.

5.3. Group work method.

Group work focuses on group communication and interaction by organizing group meetings to gather group members to discuss and analyze. During this process, group members determine the general research direction of this dissertation, aiming to deeply analyze the gender identity disorder caused by the specific impact of the harmful family education models, and try to propose feasible suggestions.

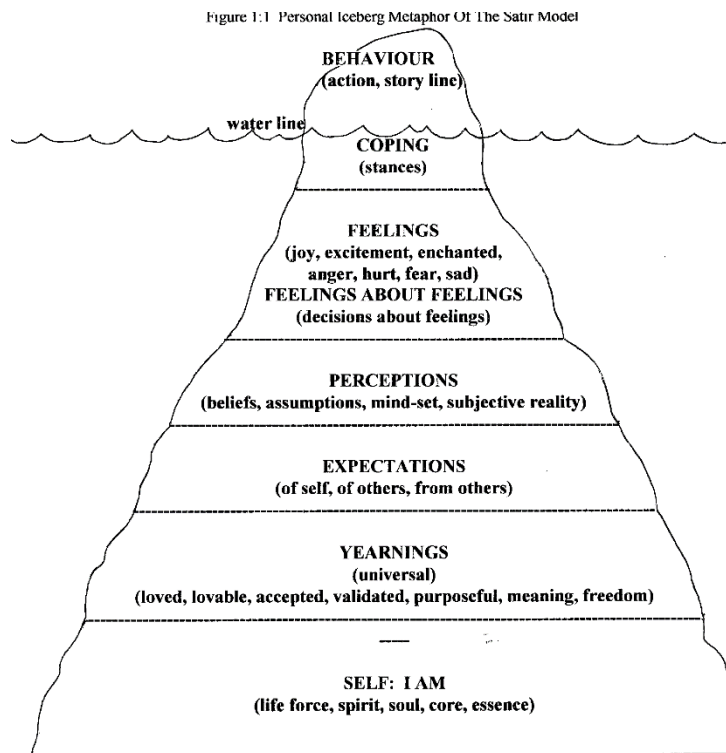


Figure 1 – Personal iceberg metaphor of the Satir model [Lum, 1970]

Analysis

1. Absence of parental gender roles.

The term gender refers to the social differences between women and men throughout the cycle that is studied, and has been rooted in every culture and can change from time to time and has differences in culture itself or between cultures [Burrell, Sharp, Whitehouse, Johnson, 2019]. Gender determines the roles, powers and resources of men and women in different peace, and tranquility. Families with incomplete roles refer not only to single-parent families where children are raised by one parent, but also to families where children are raised by grandparents which across generations. The children in these families are different from the children in intact families in thinking, learning, character and even health to some extent, and also have special characteristics in the socialization of gender roles [Xi Li, 2012]. Educational and lifestyle patterns that do not conform to gender role expectations may lead to gender identity disorder. Through actions and role models in the family, parents have an influence in shaping the gender of the child. For example, when a boy lives in a family with only female elders for a long time, he comes into contact with women's items and imitates women's lifestyle every day. In the process, no one tells him how to live as a man, and his definition of gender will begin to blur. In rural family life, a large number of young parents go out for work, and most rural children are taken care of by grandparents, so they lack the guidance of parental image. Due to their low cultural literacy, men and women play almost the same labor roles in rural families, and there is little communication with the outside world in rural areas, which affects the construction of children's gender identity in a small environment, and leads to their difficulties in finding a sense of belonging in the social environment in the future [Hongling Guo, 2019].

2 Emotional neglects in the family.

Loving parental care and education about the values of life, both religion and socio-culture, are

conducive factors for preparing children to become healthy individuals and family members [Desyanty, Pramono, Hikmah, Zahra, 2020]. An emotionally deficient family is essentially a lack of concern for offspring, manifested in not paying attention to children's real emotional needs. If a child's inner world is not properly cared for and his emotions are not responded to, then he will not have a full sense of security. Based on the lack of guidance brought about by the lack of emotion, when he shakes everything about himself, he will involuntarily stand in a position that may mislead him. Emotional neglect is manifested in: exposure to domestic violence and other types of abuse, disregard for a child's mental well-being, lack of intervention on the child's behalf (e.g., allowing behavioral problems to go unaddressed), social isolation, being emotionally unavailable or absent, ignoring a child, pushing a child past their mental and physical abilities [Kidd, Palmeri, Aslin, 2013]. When children are more cared and understood by opposite-sex parents, their gender roles will develop in the direction of opposite-sex or androgynous. The caring and understanding of parents can help their children form traditional masculine and feminine gender roles [Qiang Ding, 2014].

3. Raising children by the parents' own wishes.

Children's gender identity that is also affected by those parents who raise their children according to their original wishes and ignore their children's true gender. Some stubborn families still have a very serious patriarchal phenomenon, and in such an environment, girls subconsciously want to be male and often demand themselves by male standards. When facing their children's questions about gender, this kind of parents emphasizes gender-specific ideas of their own preferences, rather than explaining about their children's questions about their gender directly. Growing up in such an environment, children will blur their original gender cognition and turn to a parent-guided gender model. For example, dress the boys in a beautiful princess skirt and do their makeup, giving girls a crew cut and not allow them to wear skirts. As children's gender consciousness is not stable, these inverted behaviors of parents will confuse children's gender identity, easy to make children gender consciousness confusion. And in a certain period of awakening their gender awareness, such as adolescence, they would find that they are different from other peers of the same biological sex, and fall into entanglement about their true gender status.

4. Results.

Gender identity disorder can cause different levels of gender bias behavior. People who experience gender identity disorder may experience problems in their daily lives. they are likely to suffer from school violence, and leave unhealed psychological trauma, In interpersonal communication, one may be harassed, teased, or even discriminated against because of the difference between one's original gender and the displayed gender status. They may not be understood and recognized by their family and relatives or even be abandoned and cut off. In their immature childhood and adolescence, they are likely to suffer from school violence, leaving psychological trauma that will not heal, accompanied by negative problems such as anxiety, insomnia, suicide attempts, and drug abuse. As a result, they drop out of school, cannot receive a good education, cannot find a job they want, and are repeatedly injured in the process, leading to a vicious circle and losing the ability to live alone.

5. Gender role expectation

Psychologist Albert Bandura pointed out that children often observe and learn from the role models of key people around them. Parents are the key people in the eyes of children, and the role of education for children is incomparable. According to Egan, S.K and Perry, D.G, one of the five main components of gender identity is perceived pressure for gender conformity (pressure individuals feel from parents, peers, and themselves to conform to gender stereotypes) [Lang Wang, 2016]. Studies have shown that the vast majority of children believe that the expectations of their fathers' words and deeds have a great

influence on the formation of their gender identity, and two-thirds of children believe that the expectations of their mothers' words and deeds have a great influence on the formation of their gender identity. The gender role concept and behavior pattern accepted in this period will directly determine the type and characteristics of children's gender identity, and play a strong stereotyping role in the subsequent development of children's gender identity. It can be seen that parents' expectations of children's gender roles play a fundamental role in the long-term development of children's gender identity [Siyu Chen, Wenlong Ding, 2014].

A result shows that male agreeableness is positively correlated with total score of gender identity of girls. Female negative character is negatively correlated with female gender identity score. The male agreeableness in the study included loyalty, integrity, diligence, fairness and other qualities. The male negative qualities include pride, complacency, rebellion, and moodiness. Female negative qualities include indecision, dependence, exaggeration and assertiveness. Female negative qualities are positively correlated with children's female stereotypes [Xiaoyun Gao, 2011]. Moderate education of androgenization is more conducive to the formation of children's gender consciousness. In family education, it should not be cultivated in one direction only. For example, males must be independent and not be dependent on. At the same time, there are age and gender effects on gender identity. From the gender difference, it may be due to the inconsistent degree of social acceptance of girls and boys in our society. For the female behavior exhibited by boys, parents have a high degree of acceptability, while for the male behavior exhibited by girls, parents have a low degree of acceptability, due to the influence of traditional culture [Dongmei Zhu, Xiaomin Yu, Haihui Yan, Jing Wang, 2016].

6. Discussion.

Satya's iceberg theory helps family members to see themselves and their relationships with each other from a new perspective, resulting in gender identity, so as to avoid gender phobia and excessive consumption of their physical and mental health. Satir calls the variety of triangles that arise in families with more than three people "a can of worms". Because the complexity of triangulation increases geometrically as the number of children increases in the family, the complexity of family interactions also increases in this way. Therefore, the hypothetical analysis in this paper is based on the fifth circumstance as the main scenario design and the iceberg model for a family with only one child.

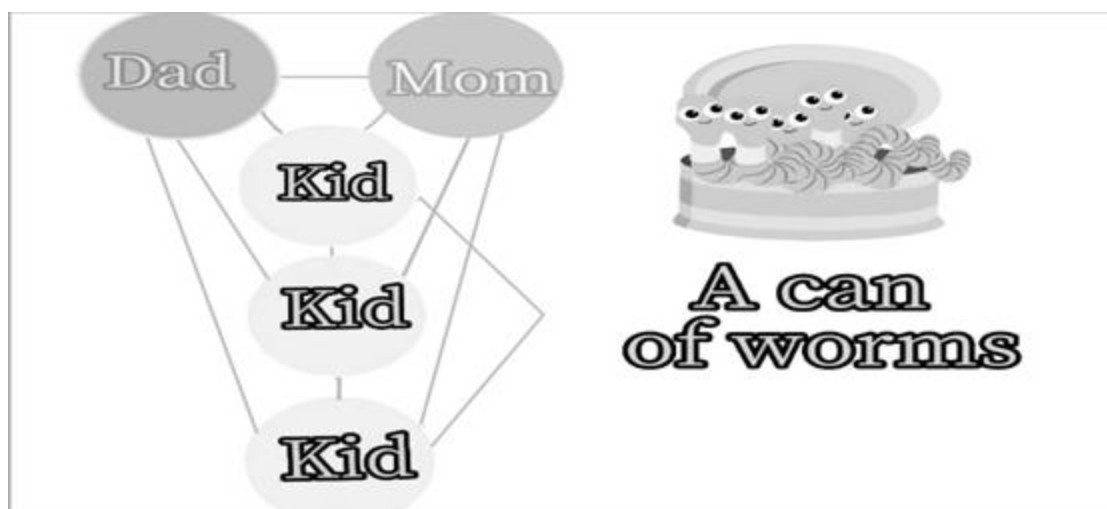


Figure 2 – "A can of worms"

Source: Satir Step by Step A Guide to Creating Change in Families. Virginia Satir & Michele Baldwin, pp 175.

Table 1 - The personal iceberg metaphor of the satir model (he or she is the role)

Basic roles in single-parent families: single father, daughter		
5-8 years		
Circumstance	<p>Since the girl's birth, she has been raised by her father, and the single father rarely teach his daughter about gender roles and appropriate behaviors and activities for girls due to his busy lives and work schedules and because of his own gender. Before the child has a deeper connection to society, the main source of information about sex and gender comes from the father.</p> <p>For the most part, fathers have the final say in the family, through nonverbal expressions of strength and weakness in the order of blame and scolding the child. The daughter is also initially exposed to and understand only the behavior of her dad, she will first imitate gender expressions in the image of her papa and is also prone to angry outbursts. The father has no time to pay attention to the child's behavior and changes, even though he has tried to regulate the relationship in the family.</p> <p>Although the girl often wondered where she came from and what her mother was like, she also looked forward to having her mother's company, and always wonder if she had her mother's love the family would be a little better, right? After going to school, the girl came into contact with more people, and more and more people started to call her "tomboy", "ADHD" and "messy" in front of her. She felt the ridicule of others, but couldn't find the right person to talk to, and didn't know how to solve it. She had approached her father, but he didn't take it seriously, thinking it was a joke between children.</p>	
Role	Single father	daughter
Behavior	Beat and scold	Imitate father's dress and behavior, criticism, emotion
Coping	Rigid and tense body Overbearing Self-important family status Harsh	Clench her fist and grab others hair
Feelings	Responsibility Dissatisfaction Irritability	Unclear Helpless Anger Curious Suspicion Hurt
Perceptions	Doesn't care about his daughter's confusion, thinks it's a small thing	She thinks her dad is pretty good to her, but doesn't like his rude behavior when he's angry, but she's gotten used to imitating him all the time. This family perhaps get along a little better with mom. There is difficulty with identifying her gender role.
Expectations	Hope can get along with his daughter. Hope that the child can forget the harm caused to her	Having a father's company To have a mother's love and care Someone who is willing to listen To know who she really is
Yearnings	Be Understood Be recognized	Be listened to Know herself
9-12 years 12-15 years 15-18+ years		
Circumstance	<p>As the bad family pattern continued, and the single father is not able to take care of the girl's behavior and feelings, the daughter used to share things with her father, but gradually expressed herself less and less to him.</p> <p>Whenever she heard someone call her a "tomboy" again she would punch and kick them.</p> <p>On top of that, because the girl always subjected to offensive comments, she feel s inferior</p>	

	and has low self-esteem, but because she has been raised to be stubborn and wants to pretend to be strong, she simply does what they want and does more masculine actions, calling boys brothers, and other behaviors to silence her classmates who say mean things. It was only after Dad heard about these things from others that he realized he needed to take some time to patiently and calmly discuss home and school matters with his daughter, but each time he ended up with a haphazard argument and swing the door to leave.	
Behavior	Have made actions that want to change Educate Discuss	Complying and fighting back against everyone's bad words about her
Coping	From placid to out of control	Air her grievances
Feelings	Powerlessness Not knowing how to communicate effectively and comfortably with his child Guilt	Inferiority Low self-esteem Competitiveness
Perceptions	He feels that the relationship with his daughter is getting distant, but he doesn't want to educate her with fists and nasty remark. If possible he would like to spend time with his daughter in a more appropriate way and lead her to a deeper understanding of herself.	She only acts according to her own habits. Why should she be subjected to language violence and discrimination by most people She is a "man", she can protect herself Suffering from their own gender
Expectations	He hopes that he can truly understand his daughter and accompany her to grow up healthily together, and that she can understand she can understand it is not easy to be a family man who deals with housework and work.	She wants to find people who are willing to know her, find out why her gender expression will be criticized, and want to know herself more comprehensively. And repair close relationship with her father.
Yearnings	Be recognized and respected Improve family relations preferably	Equality Respect self-esteem
Self : I am	Family members (he and she) all want to communicate effectively in the way of everyone's comfort circle, but they always fail to achieve the desired effect because of emotional and lack of communication skills. Conscious of the problem of gender identity on family members, they need to understand the corresponding knowledge, learn skills, and correct their attitude towards gender identity.	

When children begin to recognize gender and their roles, the family's task is to support children's development to recognize their gender identity, such as providing appropriate names, toys, clothes, hair styles and colors. Through this, families can show the gender identity of the child according to their gender [Lum, 1970]. Family education refers to the cultivation, guidance and influence of parents or other guardians on minors. In order to promote the comprehensive and healthy growth of minors, family education is implemented on their moral character, physical quality, life skills, cultural accomplishment, behavioral habits and other aspects of education. The difference between these aspects is the primary and important cause of individual differences. Corresponding to the specific coping postures in the Satir model, which she referred to as 1) placating, 2) blaming, 3) super-reasonable, and 4) irrelevant. People can use these four at random according to their environment and relationship Coping posture. While other models focus on building rapport, Satir emphasizes building

connection. We believe that for families with emotional neglect, parents are called upon to establish relevant connections with their children. This connection can be both material and spiritual. Paying attention to the physical state of the child can be connected to the inner world. Understanding whether their gender cognition status is developing normally, and intervene in time for some manifestations of suspected gender-kneading disorder. We suggest that the parents and children of the families in the above two situations can use 7 sheets of paper to write down the root problems in turn. Then put them on the ground one by one, first let them stand on the "behavior", and after doing the necessary relaxation, let him clearly feel the problems that are currently haunting him; What kind of feeling; after reaching the goal, let him go to the "feeling of feeling" and ask him why he has such a feeling; The steps are not fixed, but you have to go to "yourself" in the end. The subtlety of this process is that it allows people to understand the root cause of the problem, and then make choices based on who they are. In this way, parents who lack gender roles will realize their social and family responsibilities as a certain gender, and children who experience gender identity disorder are expected to express their true inner thoughts. By allowing parents to restore their gender role tasks, the child's discomfort with his own gender can be reversed.

Conclusion

The influence of family on individuals is extremely important, and family education plays an important role in the development of individuals in all aspects. Children receive their first education through their families, teaching them to form the basis of their own values. Although the causes of gender identity disorder are unclear, this article only mentions two parenting styles that lead to it. Improve parenting styles and alleviate the psychological trauma that families bring to children by explaining some methods of Satir's iceberg theory.

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Применение теории айсберга Сатир к воспитанию детей с расстройством гендерной идентичности

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Аннотация

Данная статья опирается на образовательный проект, направленный на изучение состояния развития семейного образования. Автор анализирует применение теории айсберга Сатир в семье посредством описания конкретных примеров. Отмечается, что гендерное развитие находится под когнитивным влиянием взаимодействия между биологическими факторами и воспитательной средой. Обсуждается расстройство гендерной идентичности, которое может быть вызвано некоторыми конкретными семейными моделями. Теория айсберга Сатир представлена как вполне реалистичный метод семейного воспитания для улучшения расстройства гендерной идентичности у детей. В качестве объекта исследования выступает явление расстройства гендерной идентичности, а метод семейного образования предлагается в сочетании с теорией айсберга Сатир.

Для цитирования в научных исследованиях

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Ключевые слова

Гендерная идентичность, расстройство гендерной идентичности, гендерные роли, семейное воспитание, теория айсберга Сатир.

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