

**Resilience and child sexual abuse, cases of the "Granito de Arena" Foundation**

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**Abstract**

The aim of this paper is to present a sample of the different types of individual, family and social resilience involved in the recovery of the sexually abused child based on the categories of child sexual abuse, symptomatology, family reaction, school situation, and resilience. Thanks to the information obtained and organized in these categories, it is possible to explain that the child depends largely on his/her family environment to be able to lead a proper recovery. Secondly, it was discovered that the social part, especially the groups of pairs of the children, influence conjecturally since it is not considered as conditioners for resilience. It is important to continue the research in this area, since with the previous application of a method of coexistence between equals it is possible to obtain different data to help this area of the problem.

Resilience, Child Abuse, Child Sexual Abuse

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## 1. Introduction

It is known that around the world there are several types of abuse that leave a deep impression of those who suffer, within the wide variety we could clearly integrate child sexual abuse, which is not a new problem and has been trying with a greater emphasis in recent years, conducting research to help us see the magnitude of the problem and the consequences it may have on the future and immediate life of the child.

### 1.1 Justification

Issues such as child sexual abuse still hold great taboos in these times of development and despite the various investigations that are being carried out, there are areas of the topic that are not widely known, one of them is the area of attention and recovery of the child before a situation of abuse or the way in which the child faces such a situation; In addition to the fact that most of the information available is from countries with a different context from Mexico, even within the countries, there are differences due to the location of the state, in addition to Chiapas being among the first places in the world child sexual abuse.

### 1.2 Problem

The concept of sexual abuse has been handled by different areas in our society, since each of them uses a common definition pattern for its application to the respective area, for example, a legal definition, it will not serve in a social investigation and vice versa. In some definitions there are characteristics that would usually be taken as overlapping child sexual abuse. As it can be the aspect of the age, since some like the author Finkelhor and Lopez (2000) tell us that "the aggressor must be greater than the minor, with a difference of 5 years, when this has less than 12, and of 10 if it exceeds that age "(page 9) while others do not take the age difference too much into account.

If a sexual abuse was committed towards a minor, the age of the aggressor or the victim is not important. It should be said that sexual abuse is not confined to the concept of being an adult, if it can also be done from a minor to another child a little smaller than him, unfortunately this type of abuse occupies surprisingly the second place of people who perform it. .

Many times when parents leave their children in the care of another child, they feel that they are well protected, and it is more difficult for them to account in this way, as the children who are credited with trusting the care of the other child still see this innocence characteristic of them and is used by these same as a mask of protection to be able to effect this type of abuse. Authors such as Hernández and Carpintero (1995) say that "the criterion of coercion (through physical forces, pressure or deception) or surprise is required in addition to the asymmetry of age to qualify a sexual abuse" (p.56).

However, the latter may not occur in that way, it is usually by means of rewards or secret pacts in which they include gifts such as a toy, which serves to attract the child and in a certain way force it in a subtle way, since the child he feels obliged to do what he says or to keep the secret in gratitude for the bait given, this is where blackmail is also represented as an abuse. There are also differences in the behaviors carried out during the abuse, for example there are authors such as Echeburúa and Cristina (2009) that involve even the type of sexual exercise, such as anal, vaginal or oral, including fetishes, exhibitionism, or reproduction of pornography, there are others who say that there must be at least a minimum touch to be considered abuse. (p.36). Despite the divergence of opinion there is an agreement on the concept of sexual abuse. Focused on the disparity of maturity or associated with the power to subdue.

Another agreement is the contacts and interactions with the child, which is used as a sexual object, either to effect a sexual stimulation of the aggressor, the child or another person. From the above it can be said that sexual abuse is that in which a person is in a position of power or control, may be older or younger, which maintains an interaction or sexual contact with the child, which has been manipulated to perform an action inappropriate for his age. The abuser then sexually stimulates the child, stimulates himself or another person.

In a situation such as sexual abuse, it is very difficult to overcome even for an older person. However, there is a reactionary alternative for the adult or child called resilience. It is also associated with the ability of a person to overcome an adverse situation. However, each era has been handling different definitions, which include the following aspects:

1. Those that relate the phenomenon with the adaptability component.
2. Those that include the concept of ability or ability.
3. Those that emphasize the combination of internal and external factors.
4. Those that define Resilience as adaptation and also as a process. (Pinto, C. 2013).

For the purposes of this paper, resilience is the "universal dynamic process to face the adversities of life, overcome them or even be transformed by them and that will result in a positive adaptation". Resilience can not be taken from a single perspective, that is, it is not forged only by the individual, because it is not born with it, but it is formed through factors that influence the person, or the child, because it is in childhood that he begins to form and take more strength this aspect that will serve the rest of his life.

Within these factors, the family plays a preponderant role, where it acquires tools to face life, as Minuchinn (2005) says: "the family is the natural context to grow and receive help" (page 25). Many times children who have been sexually abused do not have this family to watch over them, or to provide what they need to build their resilience. However, it is not the only link in which they can receive this strengthening, since they can do so through other external factors such as friendships and school links. (Cardozo and Dubini, 2006).

By not having their parents, children because of their constant learning and through communication with their peers, teachers and other close people, can build a resilience with their help and cover this need, it could also become a future in support of his family helping them to face things in a better way. Well, as Cyrulnik (2002) says about children who have suffered a difficult experience: ". The fact of finding children who survive traumatic situations, sometimes becoming more human, is explained by noting the internal emotional resources and behavioral resources that the child acquired in difficult years thanks to socially and culturally granted resources "(p. 36)

The acquisition of an intrinsic-extrinsic support such as resilience, and its development through external factors, will make a great difference in the treatment of the sexually abused child, living with children of the same age, who are going through the same situation will help him understand that he is not the only child who went through the same thing.

The example of their peers, or of the adults who live with them, could be an important factor, since by establishing a strong link with them, they would form an internal control that could be used as a resilient strategy when forged.

The child who has been a victim of sexual abuse, having no treatment or not creating internal control to overcome this trauma, could have sequels in his immediate life and more in the future, (it can be said that not all children respond equally to a sexual abuse, there are children that affect them more than others, due to positive factors introjected before the abuse). Within the immediate consequences, the child may not want to go to school (it intensifies more if the abuse was caused there), or vice versa, not wanting to get to his house, avoid places that remind him of those who happened or to people who remember the person who caused the abuse, in addition their level of coexistence can be deteriorated, inhibition or low self-esteem may occur, not even want to eat.

Regarding his academic performance can also be deteriorated because he may not have the courage to carry out activities, intellectual inhibition, dsitracción in class, lack of concentration, which if it is not resolved this could lose the school year. If you do not receive treatment, in the future you can become a person distrustful of the intentions of others, your level of socialization would be affected by this fear or phobias, you would have problems when establishing a love relationship, likewise could present a traumatic sexual life, because the child who has experienced an experience of this type is deconstructing their sexuality, (Echeburúa and Cristina, 2009) since they do not see the same way adults of the sex for which they were victims. But through proper treatment through their resilience can establish a loving relationship, even have children and also be a motor and pillar of the family, as the author says Grotberg (2006) "the resilient factor of inner strength, can get to train the person as:

- Someone who achieves what is proposed and who plans for the future.
- A person who respects himself and others.
- Someone who feels empathy for others and cares for them.

- Responsible for their own actions and acceptance of their consequences.
- Self-assured, optimistic, confident and hopeful "(page 35)

Child sexual abuse is a latent problem in our society, which implies a culture of demand and eradicating stigmas and pejorative ideas towards the victim and family involved

### 1.3 Hypotesis

A sexually abused child with visible characteristics of low resilience receives the influence of other children, but with visible characteristics of high resilience.

### 1.4 Objectives

#### 1.4.1 General objective

Characterize the type of resilience prevalent in children who have been sexually abused.

#### 1.4.2 Specific objectives

- Identify positive aspects of parents transmitted among children
- Identify behavioral changes due to the coexistence between them.
- Identify influential external factors in coexistence

## 2. Theoretical framework

Child abuse as a sexual abuse for a long time was unpunished in society until the 60s of the last century when the importance of child abuse is recognized. It was by the hand of Henry Kempe (1962) when the impact of the problem promoted various legislative and medical reactions. The author mentions that child maltreatment is the "use of non-accidental physical force aimed at injuring or injuring a child, on the part of their parents or relatives" (Kempe, 1962).

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On the other hand, Pedreira Massa (2000) reports that childhood abuse ranges from the battered child to psychological violence and sexual abuse, together with neglect to meet the needs for adequate growth and development, thus highlighting that abuse occurs in childhood when the child is subject to actions and omissions by close adults (family, social environment) or institutions that affect their physical, psychological, emotional or social development, with or without obvious injuries, but perceived by the adult that inflicts them as harmful (citing Massa (2000, Martín, 2003)

Child sexual abuse (ASI) includes rape, genital contact, petting, forcing the child to engage in sexual contact with animals, forcing children to see other people's sexual activities, sexual requests, voyeurism, and sexual and commercial exploitation (Méndez and Rojas, 2012), sexual aggression is sometimes mentioned when a component of violence is added to sexual abuse (Redondo and Ortiz, 2005). The American Academy of Pediatrics has defined ASI as the practice of physical or visual contact, committed by an individual in the sexual context; with violence, deception, or seduction, before the child's inability to consent, by virtue of their age and power difference. (AAP, 2006).

In particular, sexual abuse is caused by violating the internal bonding quality of the family; and provoking a sociocultural phenomenon that breaks with all the imaginary instituted around the proper function of adult care and the family and social institution, transgressing the limits of power and trust, deposited in the function of protection of the child by an adult, which is considered founding and articulator of the infantile psychological life (Renvoize, 1982)

When you see the different definitions you can see how each of them involves important aspects to be touched within the sexual abuse, in addition to the concept of "abuse" depending on the time they made their contribution, since several of them defined it as an act between a child or an adult, while others in a more renewed way no longer use the term "adult" because not only can they be actors of this, so many change it to "a person with power or authoritarian". You can also see that not only the part of the sexual organs is included, but that the abuse can occur even without any physical contact, such as for example that the child observes some sexual act, in addition it is also taken into account that the abuser it can be from the same family and for the child to participate it was easier to blackmail him than to force him.

Each traumatic event has its consequences on the person either physically or emotionally, so it is important to talk about the effects that sexual abuse can cause both in the short and long term. Among the various types of sequelae of sexual abuse are:

### Physical

- Choral chronic pain.
- Hypochondria and somatization disorders.
- Alterations of the dream (nightmares),
- Gastrointestinal disorders.
- Eating disorders, especially bulimia.

### Behavioral

- Attempted suicide, - Consumption of drugs and / or alcohol - Dissociative identity disorder (multiple personality)
- **Sexual:**
- Phobias or sexual aversions,
- Lack of sexual satisfaction,
- Alterations in sexual motivation,

- Disorders of sexual activation and orgasm,
- Belief of being valued by others only for sex.
- **Social:**
- Problems in interpersonal relationships, - Isolation
- Difficulties in the education of the children. (Echeburúa and Guerrica 2005)

Each sequel, whether short or long term, will depend on how the circumstance of the abuse occurred, because the more traumatic the event, the greater the symptoms and with more intensity and not only are consequences of physical form, but also a emotional and cognitive level, which form a global consequence.

Research in the field of sexual abuse has paid little attention to victims who show a decrease in psychopathological and social effects, that is, to the most resilient. However, given the negative impact of a sexual assault on children's psychological development, the ability to recover is essential for children and adolescents to be in optimal conditions to overcome future difficulties. In this context, the resilience approach in the study of sexual abuse is a transcendental contribution to improve the quality of life of victims (Kumpfer, 1999).

As a first point, it is necessary to clarify that not necessarily all experience of sexual abuse produces serious psychological and social damages in the victims. There is sufficient evidence to support the existence of children and adolescents with very few symptoms.

We see the definitions that on resilience have been constructed are classified in different points as they are:

1. Those that relate the phenomenon with the adaptability component.

2. Those that include the concept of ability or ability.
3. Those that emphasize the combination of internal and external factors.
4. Those that define Resilience as an adaptation and also as a process.
5. Psychological trait.

Therefore, resilience can not be defined exactly, but it is associated with a universal dynamic process to face the adversities of life, overcome them or even be transformed by them and that will result in a positive adaptation.

A resilient person is optimistic and energetic, has confidence, takes the initiative, strengthens their interpersonal relationships, has positive emotions. Víctor Frankl said: "The man who gets up is stronger than the one who has never fallen" (Quoted by Muñoz, 2012)

"Resilient" individuals have a high level of psychological competence that protects from stress, good intellectual level, ability to avoid and solve problems, emotional intelligence, coping strategies, self-managed achievement motivation, elevated self-esteem, optimism, autonomy and independence, empathy, good interpersonal relationships, sense of humor, among others. (Muñoz Serra, 2012)

At the same time it also gives us the following characteristics:

They present a good self-esteem, they know their strengths and weaknesses, they take the mistakes as lessons, they have good affective-emotional relationships, they know how to ask for help, they reflect before acting, they have a firm commitment to their interests, they feel that they are in charge of life, they perceive the changes of life as a challenge, they participate in activities that promote creativity and individuality, they have a strong network of support and close friendships

Resilient Mentalities: Feeling that we control our lives, know how to strengthen resistance to stress, have empathy with others, develop effective communication and interpersonal skills have solid skills to solve problems and make decisions, establish realistic goals and expectations, learn from success as of failure, feeling special and not self-centered while helping others feel the same (Muñoz, 2012).

Profile of the resilient child: works well, plays well and has good expectations. This seems too abstract to be put into practice, so we have tried to synthesize and express more graphically those attributes that have been consistently identified as the most appropriate for a resilient child or adolescent.

A resilient child is reflective according to the adverse situations in his environment, to have a sense of himself / herself, to know who he is, his / her abilities (this proportional to the child's age), longing for what he / she can do in the future / illusion of which can be done when it is big or in a few years. And all this is the result of external and internal factors that the child himself forms according to feelings, experiences and learning that lives day by day. In this context, from the perspective of resilience we will visualize the child or adolescent, with its own potentialities and resources, which may or may not be developed according to the different contexts to which it is exposed..

### 3. Research Methodology

The perspective of the investigation is qualitative, Rogers (1959/1978) is the subjective world of man conformed by all the field of experiences, perceptions and memories to which an individual can have access in a given moment.

### 3.1 Type of Research

Of phenomenological type, that is oriented to the approach of the reality, starting from the frame of internal reference of the individual. It seeks the understanding of the vital world of man through a totalitarian interpretation of everyday situations seen from that framework of internal reference (Seiffert, 1977).

In phenomenology, it is not possible to analyze a social phenomenon without accepting that it is anchored in the meaning given by those who live it. Its focus is to understand the meaning of events (experiences, acts) for the people that will be studied. (Martínez, 2004)

This type of study was chosen because what is presented research is of a subjective nature, since each child lives in a different way the situation of their abuse and will work with previous experience, but with a greater emphasis on the experience that goes building on the progress of your treatment.

The research will be applied with a group of three children between 6 and 12 years old who have been sexually abused and who receive psychological treatment in the "granito de arena" foundation that is located in the city of Tuxtla Gutiérrez.

### 3.2 Theoretical Methods

#### Observation

Direct or participatory observation from phenomenology, in live events (notes are taken, collecting data, etc.), but always trying not to alter them with the presence of the researcher. For it to be a technique, it must be:

- a. Oriented and focused on a research objective.
- b. Planned according to phases, places, and aspects that you want to know.

- c. Controlled and related to some elements University of the Republic 88 of the investigation.
- d. Submit it to controls of veracity, precision and reliability (Valles, 2000).

### Interview

It is a conversation:

- a. Provoked by the interviewer.
- b. Performed on subjects selected from a research plan.
- c. In a considerable number.
- d. That it has a cognitive purpose.
- e. Guided by the interviewer.
- f. With a flexible and non-standardized question schedule (corbetta, 2007: 344).

## 4. Results

This work gives an account on the issue of resilience and child sexual abuse in children attached to the "Granito de Arena" Foundation. Divided results in categories of child sexual abuse, symptoms of less family reaction, school situation and resilience.

### 4.1 Child sexual abuse

It is important to take into account that in each case a different abuser is presented, in the case of Ricardo is exercised by an adult outside the family scope, a complete unknown to the minor. While Diego is also a person outside the family, however is a minor much older than him, which clearly could not be considered child's play. Finally, Bruno is abused by a family member, in addition to the fact that his abuser, even though he is a minor, keeps years of difference enough to consider victim-victim relationship.

As it was seen and in comparison of various studies that have been conducted on child sexual abuse, the cases handled in this research, 75% of children are abused by an older child.

Regularly it is thought that abusers are exercised by adults, known or not, who take a journey in sexual life and believe that children do not have enough sexual knowledge are not capable of it, and that generates great surprise when given to Know cases as treated here. One of the rare cases is when it occurs between family, especially between brothers as it is in Diego and Bruno, is very surprised, because here it gives a clear example that sexual impulses can go beyond family bonds.

### 4.2 Symptoms of the minor

Being a victim of abuse, a child can unleash various symptoms of which are often devastating because they are intensely negative, such as: "anxiety, depression, feelings of guilt, devaluation, hypersensitivity, self-destructive behavior, shame, dissociation, compulsivity, need for acceptance, control and perfection, restlessness with certain adults, low self-esteem, loss of physical, psychological and biological integrity (Velázquez (2013, page 134) ".

The symptomatology observed in the child object of abuse is a state of decayed mood, however in the case of Diego to be a victim to be victimizer without presenting any guilt.

It must be said that Diego's case is about abuse between siblings, which occurred more than a year ago at the time of the interview, perhaps because of the time elapsed, said child does not present the profile of abuse.

### 4.3 Family reaction

The patterns of family organization are considered to be the true shock absorbers of family shocks. These patterns are the connection of social and economic resources, integrate the functional unit of the family and regulate and define relationships and behaviors reinforced by cultural and family beliefs.



For a good family functioning a flexible but stable structure is necessary. This stability calls for rules, roles and interaction patterns. (Arciniega, 2013).

However it is noted that in the case of Ricardo the parents put everything in their reach to take forward the situation experienced, which has had a great impact on it, because it has seen great improvement, as will be seen in the area of behavior. However, in the case of Diego and Bruno, the dedication of the parents has been less active than that of Ricardo, since they have currently missed their therapeutic sessions (touching more deeply in the corresponding section), although at first they saw I support now because at least Diego attends extracurricular activities such as Dance.

As can be seen, we can confirm that the family fuses as a fundamental basis in the child's recovery, the behavior of the parents both before and after the abuse situation is crucial for the child, the idea of the parents in a certain way inherits to the children, more in those ages in which the children are (6, 9 and 12 years old) which is where they form their own opinions, which are clearly represented by the behavior, which clearly also affects the social or school life of the child.

#### **4.4 School situation:**

It is common to see children who are sexually abusing their grades, especially if the abuse is carried out at school, a signal that could be observed in Ricardo and Bruno, however in Diego there was no significant drop, as is expected, which could be considered that it is because the abuse had no great impact in this area and that the child's own therapist believes that it is so, however in the observations made, could be seen a recurrent distraction in Diego.

It is thought that their distraction could be another consequence as coping strategies say in terms of variables such as age and gender that showed that coping styles such as avoiding problems and distractions are the most frequent in both men and women. (Fraguela, Luengo, Romero, Villar and Sobral, 2006) especially in adolescents like Diego. On the other hand, in Bruno and Ricardo, the behavior generated by the abuse did affect this area.

The school can serve as a support or as a possible revictimization situation. The school support also serves as an important link in the recovery of the child, because with the help of teachers, managers and companionship, the child can reinforce its progress or decline, as we see in Ricardo that being a public school you could think that there are no circumstances for a personal advance. Diego and Bruno attend a private school, where the managers did not give importance to the case, before the many abuses that apparently exist, and before this the importance of the previous category is re-emphasized, for a personal advance in the minor.

#### **4.5 Resilience:**

Each sequel, whether short or long term, will depend on how the circumstance of the abuse occurred, because the more traumatic the event, the greater the symptoms and with more intensity and not only are consequences of physical form, but also a emotional and cognitive level, which form a global consequence.

Once aggression has occurred and after suffering, there are also factors that make possible the recovery and positive adaptation of children and adolescents, one of them is resilience, which on this occasion is handled as a universal dynamic process to deal with the adversities of life, overcome them or even be transformed by them and that will result in a positive adaptation.

During the recovery process children are presenting behaviors that let us see their process of progress, for example in Ricardo at the beginning of this investigation was left to see a fearful child because he had little coexistence with his classmates since being seated individually, he had less communication with them, and he did not usually go near any of his classmates, he only exchanged words with children who sat near him, he even came to present behaviors that could lead to an erroneous understanding because Ricardo and one of his classmates.

When he was in an outdoor physical education class, he took one of his classmates in his hands and approached it to his, to which the other child responded by letting go and paying attention to the class again children are in the first grade of primary school where sexual games are usually presented in preschool children and in the first years of school age and they are exploration and knowledge behaviors. (CCAN, 2005)

Within the "game", Ricardo sometimes appeared somewhat abrupt, and gave rise to show as a game between subject-subject and what is at stake is the exercise of power of one child over another. This can occur not only between a larger child and a smaller one, or between a teenager and a child, but also between children of similar age. Example of this was Ricardo, not wanting to stop playing with a partner who was hurting due to the abruptness that exerted, the girl asked him to stop playing, because he was hurting her, paying attention.

However, during the whole process of this work an evolution was seen, now it lends support to the other children, both in school and motivational work, the coexistence with their peers is wide, since it participates in group games, it even presents games with children of other grades, communication with teachers and peers is pleasant.

And does not get into small conflicts that may arise in the group, as well as their academic performance is good, even states that there is no difficulty when receiving instructions or explanations.

On the other hand, you have the self-marginalization of Diego, he is somewhat shy, however in a survey he said he had a good relationship with both his colleagues and his teachers, also believes that the opinions of teachers and colleagues towards him are positive He said that the confrontations between students and teachers are few, like the bad words in class, that respect the norms of regular way and the insults are few, in the same way with the fights. And that between work teams the coexistence considers it in a regular way. It also contributes that in order for conflicts to be resolved, teachers must take charge, and adds that the activities that must be given are: "tell the teachers to be more attentive, telling my friends to behave well"

During the process of this work, no significant change was noticed, the behavior with their peers is still practically the same, you can think that the age you are going through infers in this, since you could almost consider a teenager. According to her therapist, the child did not show any change in significant behavior before, during and after the abuse both suffered and exercised. The parents say to see it the same. It must be said that at almost 6 months of psychological treatment, he has managed to understand that his action was incorrect.

Bruno, who is Diego's younger brother, was very self-conscious with his peers, was fearful and hardly exchanged words with anyone, in addition to showing strong signs of anxiety. Before strangers presented a behavior that reflected fear. At school, he only exchanged words with his partner in front of him and with his partner in winged.

In the now, a more open child is observed, his anxiety went down and he exchanges more conversation with more classmates. His change is noted to have been very subtle, but it has helped the child to better integrate his group of friends. We can see that the "strengthening factors" are related to social organizations, spaces of participation and sense of humor, which can contain and collaborate in the construction of self-esteem, and of a constructive perception of oneself through the recognition of the value and potentialities of the subject. (Muñoz Serra, 2012).

The education sector can promote the development of internal protective factors through providing opportunities, for example, problem solving, building communication skills and participating in purposeful tasks (Oswald et al., 1999), as reflected strongly in Ricardo. Although the coexistence among peers influences children, I consider that it is a reflection of all the work of the factors of time, family and therapy that helped the child overcome his traumatic event.

The time of abuse is an important factor that influences how quickly the child can have more chances of recovery, in the case of Ricardo his abuse was about 2 weeks, he almost automatically presented the signs of abuse in his behavior, what made his parents be alarmed and pay more attention to the child. With Bruno and Diego, the abuse exceeded the year, and the only one who showed signs of abuse was Bruno, in whom the parents took more than a year to realize that the child was abused by his brother.

As we see the family greatly influences. In Ricardo both parents exercised both legal actions and psychological attention for the good of Ricardo, while in Diego and Bruno, they did not exercise any legal action and the only one that presented more interest in the therapies was the mother, since the father considered that to " any child happens to him "(sic.).

Therapy is fundamental in the child to be able to develop resilience in general, as we saw in Ricardo, his parents insisted and developed everything that the psychologist suggested, it was seen that the parents were involved with the child's recovery, otherwise with the Parents of Diego and Bruno, who, knowing that part of the sessions would touch on the topic of sexual abuse in the family, stopped attending the psychological sessions.

## 5. Conclusions

During the development of this work, small deviations of population were taken, because the "Granito de Arena" Foundation, did not count on the development of activities that could reunite the children, victims of abuse, before this, the support of the psychological direction of the foundation, who provided the necessary information, the work was done individually with each child, taking into account their individual social circle for the realization and execution of our research question.

Therefore, with all the information gathered from the categories described, it is concluded that the factors of strengthening resilience, such as coexistence with peers who have not presented any type of abuse, is good for children, since In a certain way they enjoy more of their childhood life, however, this bond is not so strong that it can be taken as the main axis of recovery or the creation of resilience.

It is clear that coexistence with their peers contributes to their recovery, but those who strongly exercise the bonds of creating resilience in the child, is family support, which we can take as a response to our general objective, since family resilience is what more prevails for the strengthening or creation of individual resilience, as a clear and timely example we have Ricardo in whom a favorable change shined before the abuse and together with psychological therapy.

We can say that they are the ones that help the child to overcome this event. traumatic, if the correct application of either is not presented, the child could hardly develop a positive image that helps their recovery, as various authors proclaim: resilient children regularly have good relations with their parents, who are Despite all good emotional support, or maintain a close relationship with one of the parents; and with this investigation we join them.

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