

## **HYPOTHESIS**

One of the causes of relational conflicts between professors, adolescents and families has to do with the way in which they interact in their family and school environments and among themselves and in the society in which they live.

### **DERIVED HYPOTHESES:**

1. Intervening in the family system can improve school behavior.
2. The generational conflict studied in family relationships is also evident in teacher-student relationships because in both cases, one of the causes is the different values and sense of identity that exist between the two.

General goal:

To develop an approach to intervention that is shared by therapists, teachers, families and adolescents.

Specific goals:

1. To analyze, from an educational point of view, the characteristics of violent behavior exhibited by students and their impact on students.
2. To build a model for brief family intervention that makes it possible to identify the problem and confront it.
3. To identify intervention models that promote acceptance and encourage young people to participate.

### **UNITS OF ANALYSIS:**

#### **VIOLENT BEHAVIOR**

1. Definition given by the Royal Academy of the Language
  - A violent or unnatural action
  - Something outside of its natural state, situation or mode, that makes use of force or impulse
  - Sudden and impetuous flare of temper that can quickly turn into rage
  - Something done in other than the normal way or without reason or fairness
2. Other interpretations of the concept

[...] Lately, the direct violence model has been rejected. Nevertheless, other alternatives for confronting conflict are still unknown. This leads to a situation in which, in spite of the fact that violence is rejected, it continues to be the way conflict is approached except when other equally negative options such as submission or evasion are used. These are even more commonplace. Our challenge is to educate in and for conflict which entails trying to meet the following objectives:

- 1) To discover that conflict is positive. To see it as one way of transforming society and creating a more just society. To discover that conflicts are an educational opportunity.

Seeing conflict as positive

There is a broadly accepted belief that conflict is negative and therefore should be avoided. There are several reasons why this is probably true:

- We relate conflict with the way in which we usually confront or "resolve" disputes: through violence or the negation or destruction of one of the parties and not through finding a fair and mutually satisfactory outcome. From an early age, the models that we all have seen focus on these negative approaches to conflict: children's shows on television, games, movies, stores .... (F. Cascon, Hippokrates 2002)

[...] Violence and conflicts in school affect society in general, and isolated actions that do not take the general context into account are destined to fail. Adolescents use violent behavior to try to lessen the emotional distance they feel exists between themselves and the systems that are most important to them in this stage of their lives (family and teachers) as well as those that are less so (social agencies and institutions). Violence at school is a symptom of dysfunction and part of the precarious equilibrium that exists in the educational system. However, it also makes change possible. (Hippokrates, 2002)

## **ADOLESCENCE**

"From an anthropological point of view, youth is a cultural construction that is relative in time and space."

According to Feixa, [...] adolescence is universal and is understood to be the period in each person's life that goes from physiological puberty to adulthood. Evolutionary psychology describes it as one of the most important stages in the life cycle of an individual. It is when the "self" begins its process of differentiation and a person becomes emotionally independent; he "breaks away" from his parents and learns to make his own decisions.

In terms of our study, the social view of the beginning and end of this stage and its repercussions are the most important aspects because, as Feixa says, adolescence is a cultural construct that is relative in space and time. Not only does it vary from culture to culture, but also within the same culture depending upon the period of time, social change and the economic situation.

In Spanish culture, for example, it wasn't more than a few decades ago that rites of separation were painful, especially for boys: circumcision, filing teeth, haircuts. The transition began for girls with the onset of menstruation. Today, initiation rights are more varied and individualized: drivers licences, finishing a cycle at school, beginning to date or getting a car ...

The time one remains within this cycle has also expanded to 22 – 25 years of age for a variety of reasons that we can briefly classify as:

- those having to do with the maturation process and those related to biological or mental processes
- legal status
- obligatory education and an increase in university and post-graduate study programs that delay young people's emancipation
- the scarcity or precarious nature of employment opportunities

Each of these variables also has a series of consequences. Adolescence has generated its own culture and counterculture. (Hippokrates, 2002)

## **HEGEMONIC CULTURE: PARENTS-TEACHERS**

"The social articulation of youth cultures can be approached from three perspectives (Hall and Jefferson, 1983): the perspective of the hegemonic culture, a parental perspective and a generational perspective. The relationship of young people with the dominant culture is mediated in different situations by the power that is transmitted and negotiated. For example, school is one of the institutional spaces in which young people acquire experience and learn to identify with certain behaviors and values.

This stage of identification is so complex because it constantly places the adolescent in a position in which he has to choose between the demands of the hegemonic culture and those of his own, which are not always similar in nature." (Hippokrates 2002)

## **THE FAMILY AS A SYSTEM**

[...] The family has been described as an open system made up of individuals that form a socio-psycho-biological unit. It is in constant evolution and develops its own history and lifestyle. Furthermore, the behavior of each member of the family influences and is influenced by the other members in a permanent state of communicative feedback.

The family is immersed in a broader social context, and adaptation to social changes is the main key to its growth and development. Adaptation is achieved through a process of self-regulation in which the balance between the strengthening of existing rules and the creation of new ones is fundamental to the family's ability to confront the events of everyday life.

Self-regulation occurs when two opposing forces are appropriately balanced: 1 – homeostatic forces that produce stability, causing the family to close up and oppose change, and 2 – morphogenetic forces that favor change, causing the family to open up to new situations and create new resources.

Families become dysfunctional when there is either an abuse of homeostatic forces (repetition of the approaches that usually work) or when they are overly susceptible to change, making too much use of morphogenetic forces and becoming chaotic. The systemic model calls these de types of anomalous functioning "fusion" and "disintegration" and classifies families as "fused" or "disconnected." (Hippokrates 2003).

## **THE SCHOOL AS A SYSTEM**

[...] The systemic approach applied to the field of education contemplates the connection between individuals and contexts such as the immediate environment, the family, school, and peers as well as broader social, political, religious and cultural contexts, taking into account their reciprocal interactions in a constant cycle of communicative feedback.

This methodology, as opposed to a reductionist approach, favors an integrative view of different phenomena and is able to relate the different parts in a circular way and substitute concepts that have to do with the "sum of the parts" to those that have to do with "wholeness." This view, which is also called ecological, allows us to see that a group (the family, school or students) does not adapt to a given environment but rather coevolves with it.

Based on this model, a school is defined as an open system, made up of human elements that inter-relate and that have their own characteristics. It is divided into subsystems that, just like the system itself, are identifiable through the definition of their limits, functions, ability to communicate and structure. (see the glossary of terms)

A school does not only relate "inward" but rather influences and is influenced by the context in which it exists or the set of systems outside of it which we call the "suprasystem."

This global vision gives us a better understanding of situations that are not easily explained when analysed individually and provides an appropriate means to promote change.