

4.1 ACTIVITIES AND METHODS

Description of the activities carried out as part of this study and the interventions done in the context of Hippokrates 2003

This study does not have a traditional format. It was not planned and implemented according to a rigid design from the very beginning. It was conceived as a set of intervention activities that have taken place over time and have even overlapped on occasion which have been monitored and modified in real time. Its structure is based on the activities and evaluations done throughout the entire program.

ACTIVITIES

- Violent behaviors as defined by teachers
A questionnaire was distributed and a qualitative analysis done of the results (number of respondents = 156). The purpose of the study was to determine the position teachers involved in our Program had in relation to violent behavior exhibited by their students. The results were used to establish the entry criteria for the program and to evaluate their usefulness.
- Student referral. Criteria and procedures for selection and acceptance into the program.
Using the information we gathered in the previous stage and the consensus opinion of the task force, we defined procedures for referring students who exhibited behavior which could be considered violent and for collecting data on the variables related to the rest of the process which would be subsequently analyzed.
- Analysis of the referrals received.
The data collected at the time of referral were analyzed as was compliance with the terms of the referral. An evaluation of progress made was also carried out.
- Therapeutic Interventions
These are described in detail in the following sections:
Individual psychological assessment
Maturation groups
Family interviews. Family therapy.
- Results of group consensus on the interventions
Consensus was reached by carrying out group discussions involving seven of the participating teachers. The goals of this process were: 1) to evaluate the procedure and the results of program referrals, 2) to evaluate the program as a whole as well as the interventions that were carried out, and 3) to reach conclusions and make proposals for improvement.

METHODOLOGY:

In order to verify the hypotheses proposed at the beginning of the project and to meet the project's stated goals, the following methods were used:

- Group consensus methods for the purpose of generating partial and intermediate hypotheses based on prior results in order to define criteria and standards.
- Discussion groups comprised of teachers from the Timoneda Association.

- Maturation Therapy Groups, explained later in these materials.
- Therapy sessions (using the systemic approach) with the families of the adolescents who were referred from secondary schools to the Family Services Unit of the Alicante Provincial Government.