

COURSE:

“PREVENTION OF MINOR’S VIOLENCE.
social/familiars aspects and juridical frame”

Session : “The violent adolescent”

Speaker:

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ADOLESCENCE

“Growth process”:

- From puberty (13) to physical adulthood (21-23)
- External Imposition of changing role:
 - To take responsibility for:
 - work
 - emancipate
 - to pair off
- Critical attitude towards adult
- Search of identity

ADOLESCENCE,

A systemic vision

- Complex stage of the familiar vital cycle
- Tasks:
 - Differentiation / belonging
 - Renegotiation of father/son link:

Asymmetrical authority  Reciprocity

- Currently in changing process

ADOLESCENCE, today

From traditional problems to modern problems

- 30 years old children with their parents
- Parents Vital cycle: mature age
- Mutual dependency: “Ni contigo ni sin ti”
- Democratic antiauthoritarian principle:

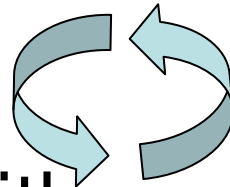
“ Politicized ” fam. ↔ “Hierarchical” fam.

ADOLESCENCE, today

- Modern “antitraditional” ideology

Parents are afraid of being authoritarian

reciprocal relationship with children



Children with growing power

ADOLESCENCE, today

“Democratic” family = ~~h~~ierarchical Fam.



Parents don't demand:

They ask for and they explain

Hiperprotect

“Justify” to children

“Minimize” the conflicts

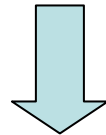
PROBLEMATICS

- Hierarchical malfunction

Adolescents question
relation of authority

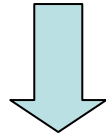
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Adults questioned



Adolescent and adults

“They struggle as equals” for power



HIERARCHICAL MALFUNCTION

•RELATIONAL FAILURE

- “Failure” of the system:
teachers - students - family – social environment
- “Overflowed” adults:
 - Fathers-adolescents
 - Teachers-students
- “Troubled” adolescents
 - To agree with negative prophecies
 - To force centripetal changes
 - By vital cycle of autonomy and differentiation

DETECTION

When the solution is also the problem

- “Your problems are my problems”:
 - Parents too much involved
 - Parents more worried than the children
 - Parents who speak in the name of the children
- When the help doesn't help
- Parents who explain too much (“persuasive discussions”)
- Discordant positions between the parents (authoritarian/permissive)

PREVENTIVE ACTIONS

- Reinforcement at parental level
- Analyze and stress familiars resources
- To show the positive of the intervention
- No paternal hiperprotection from suprasystem
- Positive reformulation of the problem
- Detection and derivation

EVALUATION

- Structure:

Parents position themselves as children

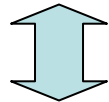
“Friends” / “Democratic” / “Insufficient”

- Functions:

The child orders

Inverted Hierarchy:

Parents in inferior hierarchical position



Adolescent have the “control”

INTERVENTION

Objective:

- ADEQUATE DISTRIBUTION OF POWER
(Functional hierarchy)

Strategies:

- Parents “in their place”
- Child “in his place”

INTERVENTION

With the parental subsystem:

Main malfunctions:

- 1.-Conjugal malfunctions have repercussions in parents role
- 2.-Parental subsystem “diffuse”
(Inclusion of other systems)

Strategies of intervention

Parental subsystem

1.- If malfunction of the conjugal-parental limit

- a) They accept the conjugal malfunction
- b) They accept the parental malfunction
- c) They don't accept
child = only problem

Strategies of intervention

Parental subsystem

2 – If “disabled” parents

- a) “Adolescents” parents
- b) Familiar models
- c) Differentiation from children

Strategies of intervention

CWith the adolescent: *“child at his place”*

- Reinforcement of the filial subsystem:
Work at brother's level: Trabajo a nivel de hermanos:
cohesion, reinforcement, negotiation...
- Group of equals:
Work identity, membership and values

CONCLUSIONS

- The majority don't feel as being "The problem"
- They argue their conduct from their own position (Dysfunctional hierarchy)
- They force centripetal changes:
 - They closer their parents physical-emocional-mental
 - Agree with those who act

...When the **power relation**
get mixed in a family, the bank
includes questions about the
affectivity and the recognition
of the
value, that produces pain, further
than the
“¿Who rules here?” ...