



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

International Journal of Current Research
Vol. 10, Issue, 04, pp.68145-68148, April, 2018

**INTERNATIONAL JOURNAL
OF CURRENT RESEARCH**

RESEARCH ARTICLE

INTERVENTION WITH CHILDREN AND YOUNG PEOPLE AT RISK

***María José Flores Tena**

Associate Professor in Autonomous University of Madrid, Spain

ARTICLE INFO

Article History:

Received 29th January, 2018

Received in revised form

07th February, 2018

Accepted 14th March, 2018

Published online 30th April, 2018

Key words:

Emotion, Gender,
Sex, Stereotypes,
Education.

ABSTRACT

The project that I intend to plan, implement and evaluate will have the purpose of carrying out an intervention to promote a mediation program of gender education; with which it would seek to improve relations between peers influenced by gender stereotypes, by providing models of the relationship between men and women based on equal opportunities and mutual recognition and respect. With the design and implementation of this project I intend, ultimately, to advance in the achievement of a student body and, in general, of a future society more sensitive to values that are unavoidable to the human being such as gender equality. Of the students in the first place because it would be carried out within a group of students of a Program of prevention, monitoring and control of school absenteeism, within their daily work. The profound sociocultural changes that have taken place in recent decades in Western societies, which are related to the conception of men and women that has dominated our culture and, especially, to the progress made in the situation of women as subjects with rights.

Copyright © 2018, María José Flores Tena. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: María José Flores Tena. 2018. "Intervention with children and young people at risk", *International Journal of Current Research*, 10, (04), 68145-68148.

INTRODUCTION

There are many myths about emotions. One of them is that emotions are irrational and do not depend on thought. Hence, the words "emotional, emotional, sentimental" have been used frequently to qualify someone who has lost control or is not being "reasonable". However, what seems clear is that when a person experiences and expresses an emotion, he is indicating that something of personal importance has happened to him. Another myth is that emotions are obstacles to adaptation and social integration, when in reality, these are tools that we have people to relate to the environment and ourselves. And this is so, because they give us information and predispose or motivate the action, on the one hand, and on the other, because they serve to communicate to others how we feel and influence them. Following Lazarus and Lazarus (2000) they say that emotions are complex reactions that include: a subjective state of mind (anger, anxiety, love), an impulse to act and bodily changes. But above all, they maintain, that an emotion is related to our beliefs about ourselves and the world in which we live. Emotions arise from the personal meaning we attach to events and social situations. The possibility of reaching our personal goals in a particular situation is related to emotion. According to this definition, two aspects are crucial to interpret and understand our emotions: the identification of personal objects and the subjective evaluation of an event or situation. The personal goals are related to what place in the world I want for me.

The subjective experience with how I value a certain event or event in relation to my life itinerary. Both aspects are crossed by gender, that is, by the particular concept of man or woman that we build in social interaction with others. There is almost unanimous agreement about the existence of a repertoire of basic emotions in all human beings, regardless of their social condition, race, culture, etc. That is, these emotions are considered universal and innate. These include: joy, sadness, fear, surprise, disgust. According to Evans (2002), there is no culture from which these emotions are absent. From these elementary emotions, people also develop a repertoire of higher emotions, which present a great cultural variability. These are directly involved in our moral behaviors and everything seems to point out that they are essentially social. That is, they have their meaning and utility in a complex social environment. These include: guilt, shame, pride, anger, envy, jealousy or love. The origin of these emotions seems to lie in how we interpret or give meaning to situations or events of our daily life that imply a relationship with others (social). And above all, they are closely related to how this way of seeing, perceiving and understanding an event projects an image of ourselves and affects our expectations and life project (personal and intimate). These emotions are generated socially, through the relationship with other people in very significant contexts (family, school, work, group of friends, etc.). The social meaning of being a man and being a woman in these contexts fosters a differential emotional repertoire, directly related to the burden of duties, prohibitions, assignments and possibilities for each person.

***Corresponding author: María José Flores Tena,**
Associate Professor in autonomous university of Madrid, Spain.

Development

There are many relevant areas of intervention in relation to minors and young people in social difficulty, specialty of my master. However, for the completion of my master's thesis, I will focus on one of them; in the field of intervention with minors and young people at risk for reasons and / or socio-educational causes. The public authorities are entrusted to protect family and child situations to promote protection factors that improve this reality, considering as such aspects of the environment or competences of people that favor the integral development of individuals or groups and that can, in many cases, help to travel unfavorable circumstances. This protection is developed basically from community social services dependent on local corporations and local intervention with family treatment and follow-up programs, such as the Prevention, Monitoring and Control of School Truancy Program, where I will implement the master's thesis project. Said program is developed in the CEIP Santa Teresa de Jesús.

The criteria that are followed to select the students belonging to the program are the following:

- Student body derived directly from Social Affairs.
- Students registered as socio-educational disadvantaged in the center.
- Student of temporary parents.

Other circumstances: o Students from families who, for other reasons, do not attend to the academic needs of their children and, as a consequence, deficiencies are observed. Students with learning difficulties who do not meet the needs of their families, for reasons such as low cultural level, which prevents them from helping their children in academic tasks. The center has 394 students enrolled, which represent 394 different realities. This diversity inherent to the students themselves is favored and / or conditioned by the environment. The expectations, interests, stimulation, motivations and language development of students, among others, are influenced in the Center by a socio-economic and cultural context below the Andalusian average, which means that there are some general common needs presented by the students: Family socio-educational stimulation The development of social skills: Dialogue resolution of conflicts. Positive moral models: Gender equality (serious problems), cooperation, healthy habits. Development of oral language and linguistic competence in general. Organization of the times, of the activity, study habits, organization of leisure and free time, etc. On the other hand, there is a risk population mainly caused, as I have already indicated, by circumstances of its environment; which can be grouped into: Children of seasonal workers: One third of the students of the center are children of agricultural families dedicated to seasonal campaigns. His parents leave between 6:00 and 7:00 in the morning outside the town and do not return until 6:00 - 7:00 p.m. They remain in charge of family members and move frequently from home, not always having the treatment and attention of parents, with a need to monitor attendance, increase of services, etc. The Center and the City Council sign, in this situation, a collaboration agreement for the prevention of absenteeism. Social affairs Prevention of absenteeism: A group of students have a report from Community Social Services to be at risk and social exclusion due to diversity of causes. Their family situations can lead to social, economic disadvantages, etc. Currently, 56

children attend the School Truancy Prevention Program to consider

The Local Commission of Absenteeism and AASS that have one or more of the following characteristics:

Sons of seasonal agricultural workers, belonging to families served by AASS and / or students of the census in a disadvantaged position of the Center. On the other hand, there is a monthly follow-up (cleaning, attendance, participation of families, behavior, school progress,...) by the tutors and AASS of 38 of these students. Home School: In Fuentes de Andalucía there is a private home, the Nuestra Señora de la Merced Home School. Their students are characterized, in general, by coming from families with many social and economic problems. They are usually broken families that have no more need than, through the town halls and social services of their localities of origin, to register their daughters in the Residence. It is a needy nucleus, which is joined, in addition to its family origin, the uprooting of its environment and family environment, which usually brings as consequences special emotional needs and integration programs in social interaction. Immigrants: At the center immigrant students (15) are also enrolled, which come from different nationalities. In addition to the problems of uprooting and social integration needs, the language problem is added. Almost 100% of the students described above are immersed in the School Absenteeism Program, a program where I will develop my master's thesis. These students have an age between 3 and 13 years. Taking into consideration the present needs, in my master's thesis I will focus on those related to gender equality, since there is a lot of concern on the part of the school community (management team) and the municipality (Social Affairs); since there are more and more violent episodes related to this issue that occur in the locality, either in the school environment itself, or outside it. Therefore, my intervention proposal will be based on gender education with these children; specifically with one of the groups mentioned above.

Data collect

The main objective of the realization of this diagnosis of needs consists in the identification of relational positions and feelings among the students, identifying particularly what refers to the analysis with a gender perspective of these relationships. We start with the concerns raised by the management team and the local Social Affairs delegation for the prevailing sexism among the students of this group mentioned above. In this diagnosis, two assumptions have been analyzed; these are,

S1: "nemo" (sociometric care-oriented assumption - traditionally considered as more appropriate among women-),
S2: "sport" (sociometric course oriented to competition - traditionally considered more appropriate among men-), which allows to test the relational analysis from two levels that culturally involve the participating students according to their gender, considering questions of choice.

Each assumption, of the two chosen ones, supposes a look or a different window to look at the sociology of the school classroom. From a gender perspective, the variation of the assumptions allows us to identify different types of sociometric positions depending on the content of each assumption, which guides us in terms of the sexism present in the relational feeling shown by the elections, as well as whether the elections

that students perform according to these tasks are conditioned by the mandates of patriarchy. The type of analysis performed, from each of the sociometric tests applied and processed with the UCINET program, allows us to present the SOCIOGRAM of the Social Network of the Classroom (one in each case), as well as to recognize the global nature of each network through certain indicators (Density, Distance, Centrality and Intermediation). It also allows us to expose the individual data of the students of the classroom. In a complementary way, the scale of gender-related preferences is analyzed and described basically to recognize this "psychological context" aspect of gender in which the previous choices and rejections are made. SPSS is used to reveal both the assessment of each aspect and the differences that are observed among students in their relational preferences. Of all this, we can learn in the face of the organization of energizing activities, counting on the students and the main students of the network that can cause the success or failure of the activities. It is the wish that this initiative, along with others that the center has, can help to build a culture of gender in the centers based on equality.

The variables taken into account to make the diagnosis of the needs have been:

- The ages and characteristics of the students, since the instruments used to diagnose the needs have to be adjusted to the age and characteristics of the students for greater reliability.
- The dominant values of the classroom, which in this case is the marked sexism existing. Therefore, the diagnosis will focus on whether or not that sexism exists in the classroom, and see the needs lacking.
- The preference of elections of one sex or another to perform different activities of daily life (care of an animal, sport, decoration of places.....), in order to verify whether there are needs or not with respect to the inequality of gender in the classroom.

RESULTS

Taking into account the results obtained with it we can see that the amount of relationships between students is quite low in relation to the possible totality (density), which makes us interpret that there is a low degree of cohesion in the group, in terms of activities where responsibility and care prevail. Sociometric gender results: The results show a greater average in centrality in the case of girls' elections, in comparison with the boys' choice, the average being smaller than that of the girls. This shows that there is a greater number of people who choose women for the task of caring for Nemo fish, showing the assignment of traditionally female tasks to girls. In general, we can say that the social mandates and values of patriarchy are influencing the boys and girls of the group-classroom, transmitting some sexist traditions. In this way, culture builds GENRES, which are social constructs, associating it with SEX that would be biological, thus limiting the development of people. It would be advisable to work on activities that help to share the responsibility of activities of this type to all students in the classroom, eliminate this exclusive association of women to care activities and promote equality between the sexes.

Conclusion

In this section I gather the basic conclusions and the main results obtained once I have carried out the implementation of

this project. Regarding the level of achievement of the objectives: During the implementation of the project a certain change has been perceived in the perception of the students regarding the issue of gender equality. This is verified with the high participation they have had in the execution of the project, highlighting that the results have been extracted that there has been a difference between the motivation towards the task before the tests and after them. Possibly this produced by the interest that the project has aroused in the subject. Supported all with materials appropriate to their levels and needs, and a dynamic, flexible, participatory methodology, etc. In this project we have worked to systematize the development of gender equality attitudes. In this sense we have appreciated a certain positive change in the awareness of respect towards others. It should be noted that they value action in a society in which gender inequality continues to prevail and that it is from young people who can fight for gender equality that they are aware that the starting point is themselves. In addition, teachers (social educators) have been involved in the development of activities, collaborating at all times and contributing their ideas, experiences, etc. With the implementation of this project we have tried to contribute a small "grain of sand" to participate in the dynamics of the citizen groups that have been working to achieve a freer, more respectful and solidary society where all people live together without distinction of sex. Regarding the methodology: I have carried out a work project that addresses gender equality from a constructivist perspective. To this end, we have worked with a participatory and active methodology, making the students responsible for the construction of their own learning, learning that they have considered their starting level. The activity of knowing themselves and creating a united group has made it the motivating axis in the whole process and of raising awareness towards attitudes that threaten equality. For all these reasons, I believe that the methodology on which I have based myself has been very successful, since it has helped me to obtain good results in terms of participation and collaboration, and has allowed me to develop the planned intervention in a very appropriate manner. To justify this statement I have used a class diary, in which I have been recording the development of each session, and a checklist, which has allowed me to fix the observation (direct and indirect) in certain aspects. Both instruments have allowed me, in the end, to reflect on the methodological performance followed, which has been positive.

REFERENCES

- Alcala, M.E. and Valenzuela, E (Edit), 2000. The learning of the Elderly before the challenges of the new millennium. Madrid: Dykinson.
- Ander Egg, E. 1987. Lexicon of the animator. Buenos Aires. Humanitas
- Andres Orizo, F. 1996. Intergenerational dynamics of changes in values and lifestyles. In Various Authors (1996). Daily life and new generations. Bilbao: University of Deusto.
- Ange, M. 2007. For an anthropology of mobility, Barcelona Gedisa.
- Bermejo Lourdes, 2005. Educational Gerontology: how to design educational projects with older people. Edit. Pan American
- Campo Adrian, M^a Elena del, 2000. Learning difficulties and the third age: practices. Madrid: UNED.
- Castro, A. 1990. The Third Age, leisure time and culture. Madrid. Narcea

- Castillo Arredondo, S. and CabrerizoDiago, J, 2004. Evaluation of socio-educational intervention programs: agents and areas. Pearson Prentice Hall. Madrid.
- Delors, J. Ed. 1996. The education holds a treasure. Santillana, UNESCO. Madrid.
- Dumazedier, J. 1964. Towards a civilization of leisure. Edit. Wake. Barcelona.
- Faure, E. and J. Thomas, 1994. Learning to be. Madrid. Alliance.
- Fernandez, J.D. 2002. Pedagogy of humor. In IDIGORAS, A. (Ed).The therapeutic value of humor.Bilbao Serendipity DDB.
- Gallego, D; Ongallo, C. 2003. Knowledge and Management Madrid: Pearson Prentice Hall.
- Intergenerational Solidarity Network, 2017. Recovered (23.01.2017), from ww.red-solidaria.org
- García Llamas, J.L; González Galan, M.A and Ballesteros Velazquez, B. 2001. Introduction to research in education.Madrid Uned.
- Lagarde, M. 2000. Feminist keys for endearing leaders. Managua: Meeting points.
- Lazarus and Lazarus, 2000. Passion and reason: the understanding of our emotions. Barcelona: Paidós.
- Pérez Serrano, G. 2006. How to intervene older people? Dykinson. Madrid
- Pérez Serrano, G. and Pérez De Guzmán Puya, V. 2006. Whatis Sociocultural Animation? Epistemology and values. Madrid: Sociocultural collection.
- Rebollo, Ma, 2006. Gender and interculturality: educating for equality: Madrid: Editorial La Muralla.
