



#Infusion Workshop on

Adolescents, Schools, and the Zeitgeist:

is prevention possible?

With



**Aimilia
Markouizou-Gkika**
Psychologist of Education, Systemic Family
Therapy and Group Therapy

 27/04/2023,

 15.00h CET



 #Infusion

Marco Schneider

Clinical Psychologist and Systemic-Relational
Psychotherapist

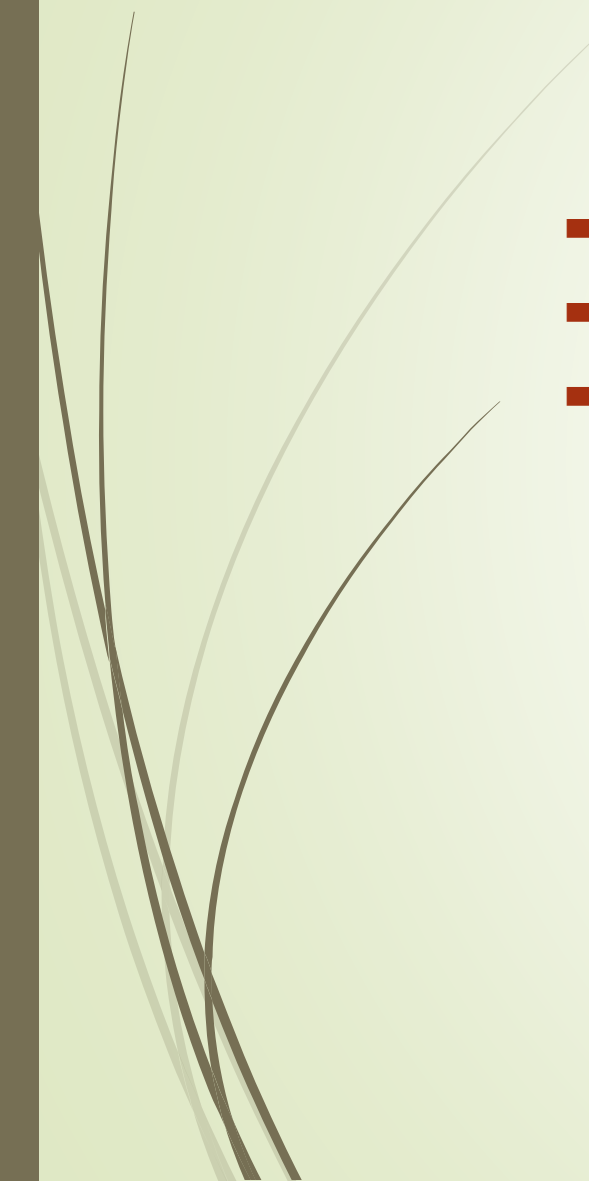


PREVENTION:

- It is a process
- It is positive
- It is long lasting(lasts a lifetime, perhaps?)
- It has biological, psychological and social determinants
- It has different beginnings according to the situation
- It works by increasing the protection factors and reducing the risk factors



PREVENTION:

- Is it possible with adolescents?
 - Is it possible with teachers?
 - Is it possible with parents?
- 




School- Home Realities

A. Adolescents:

- ▶ Have a short attention span- cannot focus for long
- ▶ Switch-off the moment an adult starts talking to them
- ▶ Are negatively predisposed towards any attempt to “teach” them or “preach” them, by definition
- ▶ Are influenced by the crisis the school and family institutions experience because of the omnipotent internet and its applications/ because no other adequate models for teaching and parenting are readily available
- ▶ In the school or family hierarchy they experience a certain kind of “disempowerment”, so, in order to make up for this “lesser position” they try to take control, be “independent”, be “someone”, “get a higher status”



School- Home Realities

- ▶ In reality, they want to be heard, understood and accepted the way they are(in order to do it themselves)
 - ▶ Adolescents are “doers”, they are motivated by actions, not words.
 - ▶ The way the school system and the family approaches them is perceived- and is!- old-fashioned
- 



B. Teachers and Parents:

- **Follow the rules of the role determined by past generations and social realities**
- **Are required by the social system to act according to these roles, although they do not have any effect any more**
- **Very often feel inadequate, old, outperformed, not respected,**
- **Although most of them have a very strong motivation to reach out to the adolescents, understand them, find a way to communicate with them, show their love and care to them, they end up feeling frustrated, angry or useless**
- **React by exerting pressure in order to manage to control the adolescents**
- **Are not adolescents any more!**

What can they/we/you do?

A. At school:

- Be ready to come out of the predetermined role of the teacher (become a performer, an actor, a collaborator, a “ counsellor”, a loving witness) and work hard
- Get some counselling in order to do that
- Take seriously into account the reality of adolescents
- Use vignettes, role play, group work, peer tutoring
- Try to surprise them
- Respect their “ expertise” but do not lose yours
- Share feelings , difficulties, strengths and alternative ways of handling situations with other fellow teachers



What can they/we/you do?

- ▶ Be appreciative- focus on strengths, small victories(in you and in your students!)
- ▶ Remember your adolescence, how it felt like
- ▶ Use technology, diverse modes of teaching and your own experience for maximum results
- ▶ Be prepared to “ dig” deep into your emotions- adolescents “keep a mirror”!
- ▶ Make your students “perform”, not “ conform”
- ▶ Be a prevention model yourself



What can they/we/you do?

- **At Home:**
- Be ready to come out of the predetermined role of the parent
- (become a performer, an actor, a collaborator, a “counsellor”, a loving witness) and work hard
- Get some counselling in order to do that
- Take seriously into account the reality of your adolescent
- Try to surprise him/her
- Respect their “expertise” but do not lose yours
- Share feelings , difficulties, strengths and alternative ways of handling situations with other parents



What can they/we/you do?

- ▶ Be appreciative- focus on strengths, small victories(in you and in your adolescent!)
- ▶ Remember your adolescence, how it felt like
- ▶ Use technology, diverse modes of relating and remember that you “ have run much longer than him/her”
- ▶ Be prepared to “ dig” deep into your emotions- adolescents “keep a mirror”!
- ▶ Make your adolescent “perform”, not “ conform”, to act, not react
- ▶ Be a prevention model yourself