

LIFE SKILLS PROMOTION IN A DATING VIOLENCE PREVENTIVE PROGRAM FOR BRAZILIAN ADOLESCENTS

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INTRODUCTION

Life skills are abilities for adaptative and positive behavior, that enable individuals to deal effectively with the demands and challenges of everyday life. It includes several categories of skills: decision making, problem solving, creative thinking, critical thinking, effective communication, interpersonal relationships skills, self awareness, empathy, coping with emotions and coping with stress. These skills may be usefull to prevent violence by young intimate partners, by promoting the adoption of other' s perspective and anger management skills. The objective of this study is to describe the practice of life skills reported by Brazilian adolescents participants from a school dating violence preventive program.

METHOD

Twenty seven female and male adolescents from a Brazilian public secondary school, between 14 and 19 years-old, participated from a group intervention, composed by seven psychoeducational sessions.

Tecniques used in the intervention

- ❖ Role playing
- ❖ Assertiveness training
- ❖ Group dynamics
- ❖ Modeling by movie exhibition
- ❖ Self monitoring
- ❖ Home work

Themes approached during the intervention

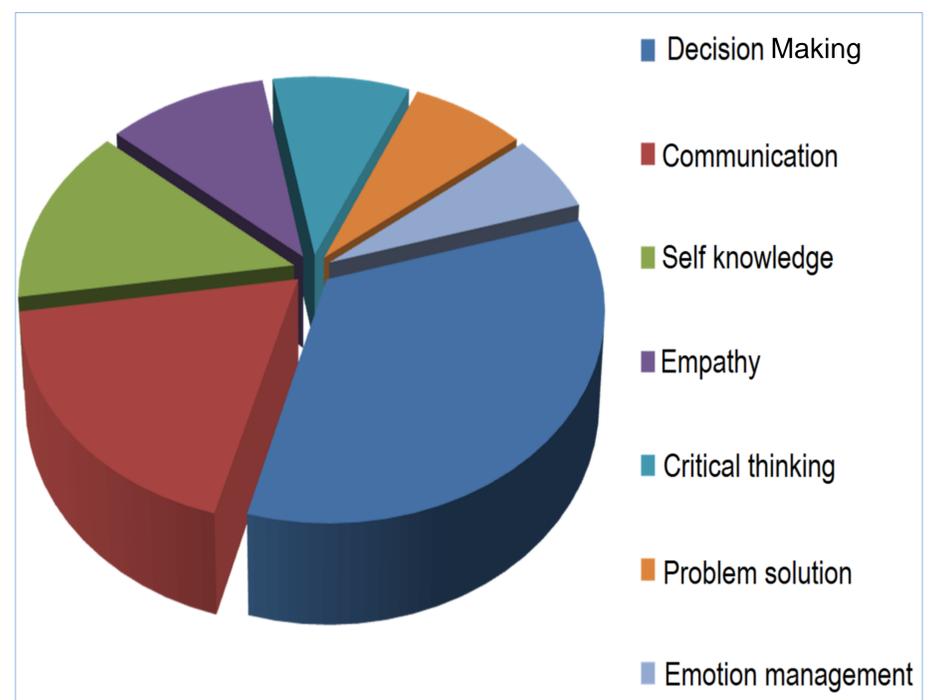
- ❖ Dating Violence (types, health impact, risk and protective factors)
- ❖ Decision making
- ❖ Assertiveness
- ❖ Emotion management
- ❖ Problem Solving
- ❖ Sexual and reproductive rights
- ❖ Social support
- ❖ Coping.

Evaluation

The participants were instructed to write, in the beginning of each session, what they have practiced during the week about the skills discussed in the former sessions. These reports were categorized by content analysis

RESULTS

The majority of reports has shown practice of life skills (65 reports). The life skills reported were: decision making, assertive communication, self awareness, empathy, critical thinking, problems solving, coping with emotions. The reports also pointed dissemination of information among relatives and friends (02), absence of practice (19) and inespecific pratice (21). The results pointed a larger frequency of practice of decisions making, interpersonal communication and self awareness. The smaller practice was about empathy, critical thinking, problems solving and coping with emotions.



CONCLUSION

It is concluded that the intervention promoted the practice of life skills in social and affective relationships. It is recommended experimental and follow-up studies.

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