

Evaluation of a Long-term Programme of Indicated Prevention in a Pedagogical and Psychological Counselling Centre



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BACKGROUND: Our work draws on foreign studies of the effectiveness of indicated prevention or therapy in children with problematic behaviours (ADHD, ADD, CD). The model of indicated primary prevention described in this article is about preventing risk behaviour among children whose specific characteristics suggest an increased propensity to engage in risk behaviours. **AIMS:** To explore effective elements of the programme provided by a specific counselling centre. The research examined whether the behaviour of the children (relationships with peers, relationships with adults, behaviour at school, attention, homework, welfare) and the relationships between parents and teachers have changed after one year of attending the group. **DESIGN AND MEASUREMENTS:** Quantitative (questionnaires administered before and after the intervention by teachers and parents, using the paired t-test method) and qualitative (interviews with 21 parents, analyses of evaluation sheets, in-depth analyses of the questionnaires) surveys were carried out. **PARTICIPANTS:** The research was conducted on

four groups of children showing problematic adaptation to school and behavioural problems at primary and junior secondary school. The total number of respondents was 35 children. Data were provided by the children, their parents, and teachers. **RESULTS:** After the programme, improvements in children's relationships with their peers, their adaptation to school, communication skills, overall behaviour, and self-control were observed. Significant positive changes in relationships with peers were found in both the quantitative and qualitative evaluations. Recorded by parents, children, and teachers, they are the most important effect. The children mature naturally while being stimulated by the group. **CONCLUSIONS:** The basic requirements for a change among children seem partially proved. Qualitatively, the issue of the relationship between the family and the school appears important and deserves more detailed scrutiny. It is impossible to distinguish the role of natural maturation from the influence of the group. A group with a shorter duration may be equally effective.

KEY WORDS: INDICATED PRIMARY PREVENTION – EFFECTIVENESS – CHILD PSYCHOTHERAPY – ADHD – PARENTS – TEACHERS

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