

Development Of Educational Intervention Programme for Minimizing Behaviour Problems of Adolescents

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Abstract— *Adolescence is a critical developmental stage marked by significant social and behavioral changes, often accompanied by the emergence of problematic behaviors such as substance abuse, aggression, and delinquency. Educational intervention programs have become a popular strategy for addressing these issues, fostering positive behavior and academic engagement among adolescents. Research suggests that well-implemented, evidence-based interventions can reduce misconduct by up to 50%, demonstrating their potential to significantly diminish problem behaviors (Hawkins et al., 2008; Farrington & Ttofi, 2009). This study evaluates the effectiveness of the Educational Intervention Strategies in a rural secondary school in Thiruvananthapuram district Kerala. Over a six-month experimental period, 25 participants were identified for the intervention. Quantitative and qualitative data indicate that the intervention was effective for most of the target group, with a clear need for continuous implementation to sustain positive outcomes. However, challenges such as varying levels of teacher training, community involvement, and cultural sensitivity can impact programme success. This article examines both the promising results and the obstacles educators and policymakers face in implementing such interventions. By exploring successful case studies and potential pitfalls, it underscores the importance of targeted interventions in promoting healthier developmental paths for adolescents.*

I. INTRODUCTION

Adolescence is a crucial developmental period characterised by profound shifts in social dynamics and behaviour. Regretfully, it is also a time when problematic behaviours like substance misuse, aggressiveness, and delinquency frequently surface and cause problems for both individuals and society. Adolescents who participate in educational intervention programs are more likely to exhibit positive behaviour and engage in their studies, making them a popular approach to treat these problems. Studies have shown that when evidence-based programs are executed well, they can result in a 50% reduction in misconduct. This suggests that organised

treatments can have a significant negative impact on problem behaviours (Hawkins et al., 2008; Farrington & Ttofi, 2009).

However, the journey to successful implementation is fraught with challenges. Issues such as varying levels of teacher training, community involvement, and cultural responsiveness can significantly influence the effectiveness of these programs. As we delve into the landscape of educational interventions aimed at reducing adolescent problem behaviors, it is essential to examine both the promising outcomes and the obstacles that educators and policymakers face in creating supportive environments for youth. Through a closer look at successful case studies and potential pitfalls, this article seeks to highlight the importance of targeted interventions in promoting healthier developmental trajectories for adolescents.

II. NEED AND SIGNIFICANCE OF THE STUDY

The educational intervention programmes in Kerala encounter several challenges regarding their effective implementation. According to Kishore and Shaji (2012), the state experiences an annual school dropout rate of approximately 1%. Factors contributing to this dropout rate include poverty, developmental issues such as learning disabilities and ADHD, as well as pedagogical shortcomings within schools. The study highlights this issue as a public health concern that requires long-term, multifaceted intervention strategies to address the needs of affected children. Consequently, school-based intervention strategies play a crucial role in addressing these challenges faced by students.

In many countries, recent researches have explored the possibility of school-based interventions to deal with various problems of students. A moral reasoning based intervention by Arbuthnot and Gordon, 1986,

implemented in “behaviour disordered” high school students has demonstrated lasting positive effects by reducing police contacts and school disciplinary actions. Studies conducted by Bry and colleagues in 1972 and 1982 on the effectiveness of “behaviour monitoring and reinforcement” provide evidence that the interventions focusing on enhancing positive student behaviour, attendance and academic achievement through consistent rewards and monitoring can reduce substance abuse, self reported criminal activity and arrests as well as enhance academic achievement in middle school students. Lipsey (1998) and Andrews(1990) indicate that multimodal, behavioural and skill oriented interventions are more effective than counselling and other less structured approaches. However, as far as Kerala is concerned, the School-Based Intervention is a new venture for addressing various problem behaviour tendencies of students. The activities of Sauhrida Club, clean campus safe campus programme, Santhvanam, Thalir, Ullasaparavakal, School Jagratha Samithies etc are some of the initiatives in this regard. Even though a number of school-based intervention programme are implemented by Government and Non-Governmental Agencies in this regard in the State, studies related to school-based interventions are sparse. A concept note on redesigned psychosocial service programmes in Kerala by Social Justice Department (2013) revealed that in the current scenario, the indicated interventions (for children with mental problems) are being delivered by minimally trained personnel with inadequate specialist support. The counsellors were very young and are appointed just after their studies for low remuneration. Many of them left the job after a short stint due to lack of job prospects and just use the job as a short term arrangement in finding a prospective career. So the issue clearly indicates the need for redesigning the current school-based intervention programmes with a view to manage the inadequacies and limitations of the education system. In addition, the development of school-based interventions especially in educational research is not satisfactory. It is also expected that such a study will help improve the quality of the education system. Hence, the present investigation on “Development of Intervention Strategies for Minimizing Problem Behaviour Tendencies of Secondary School Students” is highly significant.

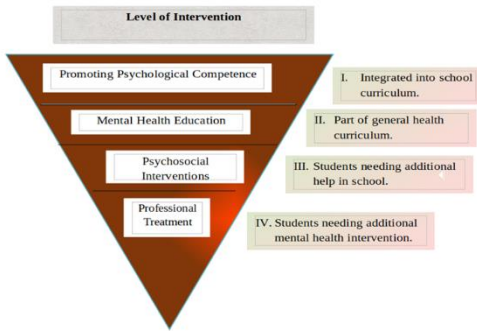
The term "intervention" originated in the realm of public health, particularly from the U.S. Department of Health, which focused on combating infectious diseases through mass immunization and hygiene measures. Building on this success, the public health intervention model has been adapted to address non-infectious diseases and chronic conditions, including mental health issues and emotional or behavioral disturbances in children (Mrazek & Haggerty, 1994). This evolution has led to the development of contemporary prevention intervention models in school-based mental health programs.

Types of Intervention Strategies

The Commission on Chronic Illness first recommended a categorisation scheme for prevention in the field of public health in 1957. Primary, secondary, and tertiary prevention were the three categories of preventive action included in this approach. Gordon created a new classification scheme in 1987, classifying preventative interventions into three categories: indicated measures, universal measures, and selective measures. Three tiers of preventative interventions were suggested by the Institute of Medicines (IOM) Subcommittee on Prevention of Mental Disorders in the early 1990s (Mrazek & Haggerty, 1994). *Preventive* measures that are indicated, *Universal*, and *Selective* are the three types of interventions.

Research has shown that the best way to prevent antisocial bahaviouris to start with an inexpensive school wide intervention and then add on more intensive interventions for the most troubled kids. Building on work done by U.S. Public Health Service, Walker and his colleagues (2004) developed a model with three progressively more intensive levels of intervention to address challenging behaviour within schools.

Diagrammatic representation of a comprehensive mental health programme at various levels of intervention



Review on the Theoretical Approaches for Developing Various Intervention Strategies.

To effectively modify the behavior of respondents, the investigator explored various theories and principles of behavior modification. The intervention program will integrate foundational concepts from Positive Psychology, the Behavioral Approach, and Cognitive Behavioral Therapy to foster desirable behavioral changes in both cognitive and emotional domains.

To achieve meaningful behavior changes, techniques from the *Behavioral Approach*, such as behavior modification and token economies, will be implemented. Behavior modification relies on stimulus-response theory to directly influence human behavior, incorporating regular reinforcement opportunities into the intervention. Token economies will reward desirable behaviors with tokens that can be exchanged for goods, services, activities, or privileges. One specific privilege planned for this intervention is recognizing target students during the school assembly for their reflective reports on the program.

The *Positive Psychology* component will focus on cultivating positive emotions and behaviors through targeted programs and practices. Activities will include value-based participatory learning experiences aligned with the curriculum, such as projects and debates, as well as initiatives that promote healthy interpersonal relationships, including life skills training, sports, and games.

The *Cognitive Behavioral Approach* encompasses both behavioral and cognitive interventions. The intervention will integrate a series of cognitive restructuring activities, such as awareness classes,

resource talks, and skill training. These activities aim to enhance respondents' thinking, reasoning, and perception, enabling them to internalize the objectives of each activity and facilitate changes in their emotional domain.

Designing of Educational Intervention Strategies

After reviewing the literature related to interventions and interventional case studies, the investigator decided to develop an intervention programme at three levels as suggested by Walker and Colleagues (2004). Universal Intervention Programme

In this approach, the investigator has chosen to implement whole-school or classroom-based practices that impact all children at the research site. The goal is to foster a positive school environment, particularly for multiple students exhibiting similar problem behavior tendencies. Activities such as resource talks, awareness classes, parental education sessions, and life skills strategies are planned as universal intervention programs, ensuring that the entire school or classroom community can benefit from the initiative.

Selective Intervention:-

In this type, the investigator planned to include activities for selected respondents of the study who displays the risk factors of Problem behavior that could place them at greater risk in the future. Hence it is planned to include activities such as individual counselling sessions for the cases and individual interactions with the parents. It is expected that the selective intervention may make the cases more responsive towards universal intervention.

Indicative Intervention Programme:-

Here the investigator decided to include strategies for target respondents who display the symptoms of select problem behaviours and they need special assistance. They need intensive, individualized, family focused intervention and so need the support and service of school and other social agencies. So the investigator planned to suggest needed referral services in this session.

III. DEVELOPMENT OF EDUCATIONAL INTERVENTION

Stage I. Preparation and validation of Educational Intervention

Stage II. Implementation and testing the effectiveness of Educational Intervention

Stage I. Preparation and validation of Educational Intervention

The investigator conducted an extensive survey of various intervention programmes.

Drawing on a thorough literature review and insights from field experts, including teachers, the investigator identified several curricular and co-curricular areas where different intervention strategies could be effectively integrated. Consequently, a comprehensive guideline was developed, and the following procedures were implemented to prepare and validate the *Educational Intervention*.

Review of the Secondary School Curriculum.

The investigator conducted a thorough review of the secondary school curriculum from SCERT, Kerala, aiming to integrate relevant strategies in each area. This included analyzing content, teaching activities, evaluation criteria, and time allocations for subjects such as Sargavela, Art and Work Education, and Physical Education.

The review of the curriculum for standards VIII and IX revealed that most language content includes value-oriented lessons. Teaching activities suggested in the curriculum encompass projects, assignments, seminars, debates, and discussions. Assessment includes both internal and external evaluations, with Continuous Evaluation (CE) for each subject.

The time allocation for co-curricular activities was also examined, revealing that the General Education Department specifies 2 periods per week for art education and work experience in both standards. For Health and Physical Education, standard IX has 1 period per week, while standard VIII has 2 periods for Health and Physical Education and 1 for Sargavela. Based on this review, activities will be planned accordingly.

Review on the Theoretical Approaches for Developing Various Intervention Strategies.

The investigation focuses on modifying the behavior of respondents by studying various behavior modification theories. The investigator plans to integrate principles from Positive Psychology, the Behavioral Approach, and Cognitive Behavioral Approach into the intervention program to foster desirable changes in both cognitive and affective domains.

To promote constructive behavior changes, techniques such as behavior modification and token economies will be used. Behavior modification will incorporate reinforcement at regular intervals, while token economies will reward desirable behaviors with tokens that can be exchanged for goods, services, and privileges. Notably, the program will include honoring target students during school assemblies for presenting reflective reports.

Incorporating Positive Psychology, the intervention will feature activities aimed at cultivating positive feelings and behaviors, such as value-based participatory learning experiences, projects, debates, and life skills activities through sports and games.

The Cognitive Behavioral Approach will combine behavioral and cognitive interventions, including awareness classes, resource talks, and skill training. These activities aim to enhance respondents' thinking, reasoning, and perception, helping them internalize the objectives and fostering changes in the affective domain.

Review of related literature on intervention strategies and interventional case studies

After reviewing relevant literature on interventions, the investigator developed a three-tiered intervention program based on Walker and colleagues (2004).

Universal Intervention Programme :

This program targets the entire school or classroom to create a positive environment for all students, particularly those exhibiting similar problem behavior tendencies. Planned activities include resource talks, awareness classes, parental engagement sessions, and life skill strategies, benefiting the whole school community.

Selective Intervention:

This component focuses on selected respondents identified as at-risk for problem behaviours. Activities will include individual counseling sessions and parent interactions, aiming to enhance responsiveness to the universal intervention.

Indicative Intervention Program:

This strategy targets specific respondents showing symptoms of Problem Behaviours who require intensive, individualized, and family-focused support. The investigator plans to recommend necessary referral services to assist these students effectively.

Deciding the components of Educational Interventions
Given the nature of the targeted problem behaviours, it was determined that intervention strategies should be implemented across multiple dimensions. The targeted Problem Behaviours should not be viewed solely as an individual student issue but rather as a result of both individual and societal factors. Therefore, the intervention strategies must address the various contributing elements of the selected Problem Behaviours. As a result, the intervention plan encompasses individual interventions, group interventions, parental involvement, and community-oriented strategies.

Designing the Intervention Strategies and type of activities.

The factors causing problem behaviour tendencies may vary from individual to individual and hence a comprehensive approach is selected for developing various intervention strategies. Thus the investigator designed five different strategies of intervention- Curricular, Co-curricular, Parental, Community Oriented and Referral Services and based on each strategy, a list of activities were planned.

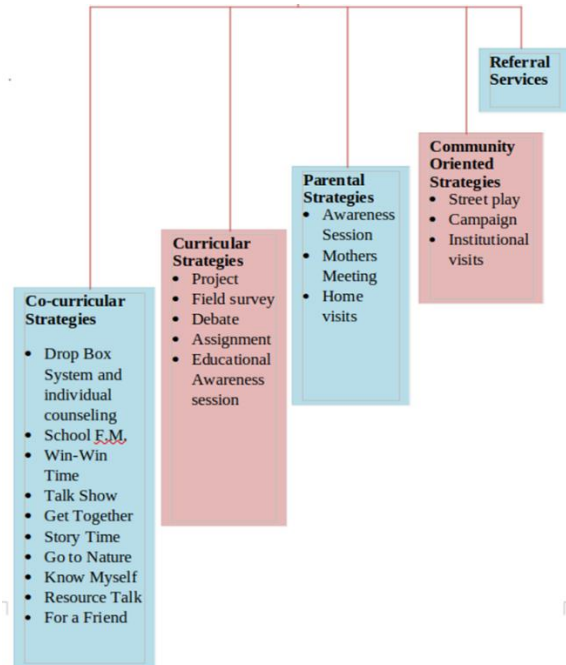
Expert review / scrutiny of proposed strategies.

The proposed strategies and activities were discussed and revised in consultation with experts in Education, Psychology, and Psychiatry. Their suggestions focused on the appropriateness of strategies, blending theory with practice, and the intervention's duration. The physical education expert recommended incorporating sports discussions, while the behavioral pediatrics expert suggested minor adjustments to the "story time" sessions. Secondary school teachers

highlighted practical challenges, leading to the restructuring of certain activities to suit the school system.

The content validity of the Intervention Programme was confirmed through expert consultation across various fields. Around 60% of experts highly endorsed the intervention's practicality and resource requirements, while 72% supported the program's duration. Over 70% rated the SBIS highly for its activity relevance, objectives, design, clarity, student-friendliness, and age-appropriateness. Additionally, 72% of experts supported extending the activities throughout the academic year. While most experts moderately accepted SBIS for implementation at all education levels, 57% endorsed its potential for overall student development, with 43% giving it very high approval.

An Overview of Educational Intervention



Stage II. Implementation and testing the effectiveness of Educational Intervention

The effectiveness of the programme was found out in rural secondary school at Thiruvananthapuram district. The duration of the experimental period was six months and 25 participants were identified for the intervention programme. The quantitative and qualitative database show that the educational

intervention was effective for majority of the target group. The need for continuous implementation of educational intervention clearly indicates the successful outcome of intervention among the target group.

Major Findings on the effect of Educational Intervention on the target group

1. Most strategies in educational intervention effectively reduce problem behavior among secondary school students, particularly those related to academics, personal issues, substance abuse, and sexual exploitation, through curricular, co-curricular, and community-oriented approaches.
2. School FM, a popular "edutainment" activity during lunch breaks, was the most accepted strategy by all students, regardless of problem behavior .
3. Co-curricular strategies, including activities like "win-win time," "go to nature," individual counseling, and School FM, were most effective for problem behavior related to academic and personal issues.
4. Curricular and co-curricular strategies, such as student-initiated projects and drug abuse awareness talks, were highly effective for students facing drug-related PBT.
5. Institutional visits were impactful for male students with problem behavior related to academic and personal issues, helping shift their perceptions by exposing them to societal realities.
6. Student-led projects and awareness sessions were particularly effective for drug-related problem behavior , with motivational interventions playing a key role.
7. Individual counseling was highly effective for students facing problem behavior related to sexual exploitation, drug abuse, academic, and personal issues, with many expressing the need for ongoing sessions.
8. Resource talks on adolescent reproductive health were most effective for students dealing with sexual exploitation and related issues, highlighting the need for regular sessions to sustain outcomes.
9. Lack of parental cooperation was a major barrier to success in some cases, limiting the effectiveness of parental strategies for those showing moderate or minimal improvement.
10. Educational Intervention fostered healthy interactions among teachers, parents, and students,

with "problem students" gaining positive recognition through their roles as organizers of curricular and co-curricular activities.

11. Data suggests continuous implementation of Intervention is needed for cases showing temporary or moderate change, as confirmed by member checks, feedback, and self-reflection.

12. A post-evaluation three months later indicated the need for relapse prevention strategies to maintain progress and control external influences.

IV. QUANTITATIVE ANALYSIS OF THE EFFECT OF EDUCATIONAL INTERVENTION.

The Quantitative Analysis of the present investigation was carried out to analyze the effect of SBIS among the target group. It was carried out at three different stages using a Rating Scale on Problem behaviour tendencies of secondary school students at three different periods.

- | | | |
|---|--|--|
| 1 | Before
. Intervention | To analyze the extent of problem behaviour tendencies related to targeted problems among the samples selected. |
| 2 | After
. Intervention | To analyze the effect of SBIS in minimizing the problem behaviour tendencies on the target group. |
| 3 | Three
. Months
After
Intervention | To analyze the sustainability of effect of SBIS on the target group. |

The effectiveness of the intervention on the target group was analyzed using descriptive and inferential statistics. Pre-test, Post-test, and Retention tests (delayed post-test) were conducted during the experimental period. One-way ANOVA for repeated measures, followed by Tukey's HSD, was used to identify similarities and differences between the groups.

Summary of one-way ANOVA on the effect of Educational Intervention on the participants at three stages of Intervention

Source of variation	Sum of squares (ss)	Mean squares S ²	F-ratio	Table value
Between subjects	24416.28	24	1017.34	
Between groups	1964.68	2	982.34	192.52 3.19**
Residual	244.9248	48	5.1025	
Total	26625.8848	74		

**significant at 0.05 level

The intervention had a statistically significant effect on participants across the three stages [F(2, 48) = 192.52, p < 0.05; table value = 3.19]. The results indicate substantial differences between the stages of treatment. Post-hoc Tukey HSD analysis confirmed that the scores for the three stages differed significantly at the p < 0.05 level, with a significance difference of 1.59. The one-way ANOVA showed a post-test mean score of 74.64, which varied considerably from the pre-test score of 86.24 and the retention test score of 76.32.

CONCLUSION

The investigation found the strategies to be highly effective, but retention was unsatisfactory. The delayed post-test showed a relapse of problem behavior within three months, highlighting the need for continuous SBIS implementation. Since Educational Intervention aims to achieve lasting behavioral changes, the results may vary due to individual differences, experimental conditions, and external factors like family influence, media, and peer groups. The study underscores the importance of relapse prevention strategies to ensure the program's long-term success

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