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## The Ins and Outs of Teamworking: When University Teachers, in-Service Secondary Teachers and Pre-Service Teachers Collaborate to Transform Learning

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### Abstract

Initiatives for teachers' professional development should rely on the epistemology of practice, that is, be founded on the premise that reflective teachers construct professional knowledge and develop professional skills through practice and through planning, observing or analysing practice. Reflection about teaching action and reflection in teaching action triggers innovation, especially when teachers work together to create the necessary conditions to transform learning. This paper advocates in favour of collaborative action research and innovation as a methodology to promote change in classroom practices. To illustrate this proposal, it presents a case study in which a secondary English teacher from a school which hosts adolescents at risk opens her classrooms to a researcher and a group of pre-service teachers with the objective to reflect upon her own practices and to become an agent of change. Our corpus is made of natural audio-recorded data from the discussions emerging during focus-group sessions held to evaluate the ongoing innovation and interviews to participating secondary students and trainee teachers. The analysis of those interactions will first lead us to reflect upon the challenges of promoting change in the classrooms. Then it will allow us to understand the impact of the experience and argue in favour of a model of teacher education based on team work as a tool to acquire professional skills and guarantee students' learning success.

**Keywords:** innovation, professional development, teacher empowerment, teamworking, secondary education

### 1. Introduction

Studies conducted by EU policy makers (see for example, Council of Europe, 2015), among others, relate competences in foreign language with good rates of youth employability at both national and international levels. Research also highlights that there is a wide achievement gap in educational outcomes between affluent and low-income students (see, for example, Reardon, 2011). The confluence of these results indicates that, to make a significant contribution towards a more socially just education, efforts need to be made to favour the development of foreign language communication skills of socioeconomically underprivileged youth to guarantee they have more equitable job opportunities in the future.

In Catalonia, English competency evaluations of secondary students administered by national educational authorities at the end of the compulsory education period (students aged 15-16) provide reliable information about how well-prepared young people are to participate successfully in communicative situations conducted in this language. Results confirm the existence of an achievement gap between students in schools sited in rich areas and students from schools in poor areas. Tests scores should undoubtedly serve to orient both policy makers and educators towards the kind of actions they need to take to maintain positive scores in those educational establishments in which students outperformed the country's overall

performances; however, they should also trigger all educational stakeholders to act to improve (and reverse) low scores, especially in poor areas.

The students in the two high schools of a socioeconomically underprivileged town sited in the outskirts of the city of Barcelona (Catalonia) tend to obtain significant low performance scores in all school areas in this annual national test. Consequently, the school governing bodies in those two institutions feel there is an evident need for revision of their teaching approaches. With this in mind, they are currently working in collaboration with social and educational professionals from a nearby university to innovate. The research project presented here departs from the groundwork established through this joint work and is founded on the belief that significant teaching innovation necessary to improve the students results in English is only possible through initiatives that empower in-service teachers and helps them become true agents of transformative language education practices. Thus, the research project will serve as a means to trigger changes in classroom practices through the creation of collaborative teaching teams formed by members of the research group, teachers already exercising their profession in the two high schools involved and student-teachers. Thus, by combining the principles of 'collaborative research' and of 'action research', they will all work together in the design of technology-based innovative language teaching projects. Data collected during the focus groups devoted to the design of those interdisciplinary projects or to the evaluation of their implementation will serve to examine the whole process.

In this paper we want to explore how participants (in-service and pre-service teachers, researchers and secondary students) reflect upon classroom practice and if their views on what they do indicate that they see change as a positive methodology to empower the agents (and the receivers) of changes. First, we will present and discuss, from a theoretical point of view, the principles of what we refer to as 'collaborative action research and innovation' (Masats et al, in process). Then we will contextualise our study and analyse natural oral data obtained during team meetings. We want to see how reflection in a collaborative context can transform thinking and one's own teaching practices. By doing so, we expect to contribute to the development of a model of teacher education that nourishes the joint work of researchers, in-service teachers and pre-service teachers to promote reflective practice and to ensure the development of professional skills as a tool to guarantee students' learning success, in this case, in English.

## 2.- Collaborative action research and innovation

Burnard, Apelgren and Cabaroglu (2015) argue that the knowledge generated by teachers when involved in activities of reflective practice improves their students' degree of learning. Consequently, to improve students' performance, it is essential to promote the empowerment of teachers. Empowerment is "a core value and developmental process that includes building skills through repetitive cycles of action and reflection that evoke new skills and understandings which, in turn, provoke new and more effective actions (Kieffer, 1984, cited in Cohen, Chávez & Chehimi, 2007). It is also a social action that promotes participation to gain control over one's lives through acting with others to generate change (Wallerstein and Bernstein, 1988). In the field of education, the notion of empowerment relates to the concept of awareness as described by Freire (1973); that is, empowerment brings together three dimensions: (1) the personal (self-confidence and consciousness of own capabilities); (2) the relational (ability to negotiate the nature of a relationship and modify it) and (3) the collective (ability to collaborate to multiply the effectiveness of initiatives (Rowlands, 1997)).

Initiatives for teachers' professional development should promote interaction to be effective (Wenger, McDermott & Snyder, 2002) as change can only stem from knowledge inherent to practice through processes of reflection on teaching practice and about teaching action (Engeström, 2001; Engeström & Sannino, 2010). Critical reflection "blends learning through experiences with theoretical and technical learning to form new knowledge constructions and new behaviours or insights" (Shandomo, 2010, p. 101). The adoption of this perspective places research on the interactionist paradigm, derived from Vigotskian's views on the socio-cultural theory which argue that interaction and cognition are indissolubly linked through socially located verbal activity. Consequently, competencies, in general, are context sensitive, and, therefore, adaptable (Mondada and Pekarek Doehler, 2004; Nussbaum, Escobar and Unamuno 2006). In this context, the development of professional competences does not only relate to what teachers do in their classrooms but on how they view what they do. Collaborative research, related to Freire's collective dimension of awareness plays a key role along this process.

Collaborative research in the field of education as described by Nussbaum (2017) is framed within the principles of action-research (Lewin, 1946) and understood as a process of reflecting upon teaching practices with the objective of improving them. This process is cyclic and develops through different stages. First, teaching teams observe classroom dynamics or examine their own practices and identify challenges. Then they seek answers to resolve those challenges by designing

collaborative classroom projects and educational activities which they will later implement together. Finally, they will analyse and discuss their intervention, and identify new challenges. Innovation is inherent to the adoption of this type of collaborative research, which we will refer to as 'collaborative action research and innovation' (Masats et al, in process). Both innovation and research that innovative action is carried out by teams composed by in-service teachers and researchers, whose members co-plan, co-implement and co-evaluate an educational innovative intervention to improve classroom practices and co-construct new knowledge on how learning takes places. This process often entails other actions such as co-collecting, and co-interpreting data obtained during the processes of planning, implementing and evaluating change; and co-authoring texts to disseminate the results of their intervention.

This model of introducing change in schools has, according to Nussbaum (2017), two key advantages. On the one hand, researchers can, along with in-service teachers, acquire teaching experience, contrast theory and practice and obtain ideas for new research. On the other hand, teaching teams can, together with researchers, share concerns and reflections about classroom practices. Consequently, in-service teachers and researcher are both expert members of the same community of practice. The notion of community of practice, of anthropological origin, explains the success and failure as a process of exclusion / inclusion in a group. Success in collaborative action research and innovation is guaranteed because teachers and researchers have the same rights within the community of practice they jointly create, which avoid traditional hierarchical processes of conducting research at schools not well-accepted by teachers (Unamuno, 2004). Likewise, this collaborative model of knowledge construction has also benefits for the training of pre-service teachers.

Research shows that the paradigm Schön (1983) refers to as 'technical rationality', based on a process of knowledge transmission rather than on a process of knowledge building does not result in sustained improvements in educational practice. To be effective, pre-service teacher training proposals should depart from the need to include them in existing collaborative community of practices. In this case pre-service teachers are 'newcomers' who, through a process of socialization, acquire expertise to participate in community-based practices. The mission of the expert is to provide the 'newcomer' with legitimate access to the community practices (Lave, 1991). But learning is not hierarchical as the participation of teams formed by expert teachers and researchers is also modified thanks to the presence of non-expert teachers, as the former learns new ways of teaching and new ways of participating during the process of adapting their mediating role to the needs of the latter (Mondada and Pekarek-Doehler, 2004; Wilhem, Baker and Dube, 2001).

Collaborative action research and innovation puts forward the collaborative model between schools and educational faculties proposed by Tsui (2009). The authors described the practices of collaborative practicum centres, called Professional Development Schools in their study, characterised by the fact that trainee teachers were welcome to participate in the school research and innovation projects. Collaborative action research in teacher training programs (see Masats et al., 2007, Dooly and Masats, 2007; González et al., 2008, among others) has also had an impact on transforming classroom practices, on constructing know-how knowledge and on the development of participants' professional competences. On the one hand, future teachers learn through practice 'to become a teacher', on the other hand, in-service teachers can, through the processes of planning, implementing and evaluation classroom projects, improve their performance in the task of 'being a teacher' and, lastly, researchers, by getting closer to the reality of the schools and the needs of students, they learn how to conduct research that can contribute to innovate in schools. Figure 1 illustrates this idea:

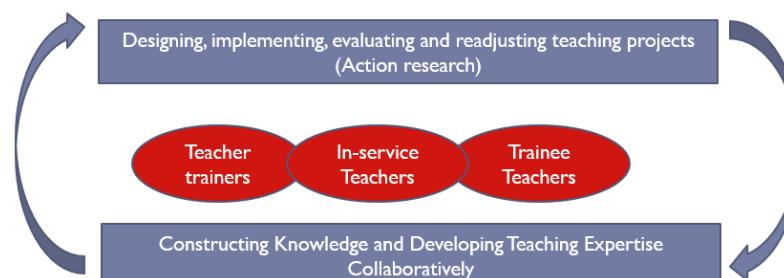


Figure 1. The collaborative action research model (Nussbaum, 2013)

### 3. - The study

As we have argued, collaborative action research and innovation has a two-folded objective. On the one hand, it seeks to contribute to innovation in schools and, on the other hand, it examines the viability of those innovation proposals, which as we said earlier, developed from the joint work between the different groups that make up the research team. In this paper, innovation is targeted to the development of the interactive competence in English of secondary students in a socioeconomically underprivileged milieu. In-service teachers, researchers and pre-service teachers collaboratively design, implement and evaluate authentic and interdisciplinary teaching projects that involve the use of digital tools. Research is related to the evaluation of the innovation proposal and wants to analyse to what extend collaborative action research contributes to the co-construction of know-how knowledge and the development of professional teaching skills.

Data is obtained in the classrooms, during teacher training seminars and in focus group sessions to either create innovation projects or discuss the ins and outs of their implementation. Alternatively, we also conducted interviews to collect the perceptions of students about what we do. Likewise, two years later, we contacted pre-service teachers to see how, now that they are in-service teachers, perceive the experience they had lived. In this paper, we will apply the principles of Conversational Analysis (CA) to analyse the data collected during a focus group planned at the end of the first school year in which collaborative action research and innovation was part of school practices and the response given to us by one of the pre-service teachers in the study and co-author. CA defends two main ideas, on the one hand, the importance of collecting natural data (data of students and teachers performing educational tasks in the classroom, data on the interactions between teachers during the planning processes of class sessions, interview data, etc.) and, on the other hand, the need to analyse the phenomena as they emerge during the interaction. This means that the analysis cannot depart from hypotheses built by researchers, instead, it must be constructed from the observation of what participants do while they reflect upon their teaching actions and how they perceive what they do. This model is, thus, based on the premise that "reality and meaning are built in social interactions and that it is in the interaction itself where you have to look for the keys to their interpretation" (Nussbaum and Unamuno, 2006 p.16, own translation). This premise is basic in qualitative research in general, and in ethno-methodological studies in particular (Sacks, 1992). The validity of this type of research relies on three basic principles: the principle of observability, the principle of availability and the principle of symmetry.

The principle of observability was proposed by Garfinkel (1967) and, according to Mondada (2003), is related to the notion of descriptivity (accountability) of phenomena. Researchers need to explain how the speakers create their discourse. This implies observing which issues become relevant during the interaction. The principle of availability, by this author, has to do with accurately collecting, observing and analysing natural data. Finally, the principle of symmetry argues that those who analyse the data collected (Mondada, 1998) are also part of the corpus and, therefore, their actions need also to be observed.

### 4. The findings

#### 4.1. Students' voices

Before analysing how pre-service and in-service teachers reflect upon their practices, we thought it relevant to hear students' voices on what they have done. In extract 1, the researcher (also a teacher in the group) interviews one student with a good command of English, who, as we will see below, compare various learning contexts: learning English in primary, in secondary and in language schools.

Extract 1. Interview with an advanced student at the end of his first high school year (aged 13)

Researcher: ok\ e:m:\_(.) are the classes here in the high school very different from the classes in primary/

Izan: yes\ of course in primary the level was\_ very very easy with basical wo:rd:s\_ and very easy\_ and now in the high school is a little bi:t\_ nxt more hard\_ we nxt we work the things more funny like the ipads\_ with- with\_ our mobile phones\_ a:nd\_ I think that is a good site\_ becau:se e:m:\_ English site to learn it's more good\

Researcher: ok\ and is it different from\_ learning English in: a school/ outside/ you said you go to a language academy/

Izan: yes\ e:m:\_ comparating\_ the high school with the English academy\_ the high school is very easy\ because\_ in the:: English academy\_ nxt our teachers\_ nxt the: level it's\_ mo:re hard\ the teachers of here\_ have

a good e: level of English\ but\\_ with the level of the other partners they\\_ can't\\_ e- do\\_ th- things mo:re hard because\\_ e the: the: students than we know English\\_ very good\\_ and there are a very: small group\ in my class

In this extract, we can see that this student has observed there's been a methodological shift between how English was taught in primary and now in secondary. The fact that he values the use of ICT tools as learning instruments to access English validates, somehow, the effort made by teachers to create technology-enhance multidisciplinary projects. Izan is, though, critical with the fact that in the secondary school, unlike what he observes in the language school he attends as an out of school activity, he is in a mixed-ability class. We can observe the various levels of English in extract 2, in which the researcher needs to use Spanish and Catalan in the interview.

#### Extract 2. Interview with a beginner student at the end of his first high school year (aged 13)

Researcher:y las clases eran diferentes/ Fran: sí\	Researcher:and the classes were different/ Fran: yes\
Researcher:por qué/ xxx Fran: porque no hacíamos lo mismo\ hacíamos\_ un cuadernito y ya está\	Researcher:why/ xxx Fran: because we did not do the same\ we did\_ a workbook and that was it\
Researcher:mhm\ te gustan las clases de aquí/ Fran: sí\	Researcher:mm\ do you like the classes here/ Fran: yes\
Researcher:por qué/ Fran: porque son divertidas y: aprendo más que: en primaria\	Researcher:why/ Fran: because they are fun and: I learn more than: in primary\
Researcher:mhm\ qué has aprendido\ de inglés/ Fran: pues lo de reciclar\_ lo de: las- eh- lo del árbol\_	Researcher:mm\ what have you learnt\ of English/ Fran: well that about recycling\_ about: those- eh- that about the tree\_
Researcher:mhm\	Researcher:mm\
Fran: m: a hacer proyectos mejor\_ porque no s- porque me salían tan bien\_ y no sé\ muchas cosas\	Fran: m: to do projects better\_ because they did not- I did not do good ones\_ and don't know\ many things\
Researcher:i què t'agradaria aprendre/ Fran: de inglés\	Researcher:and what would you like to learn/ Fran: of English\
Researcher:sí\ en català\ contesta en català\	Researcher:yes\ in Catalan\ answer in Catalan\
Fran: hablar millor\	Fran: speak better\
Researcher:parlar millor\ i: com pots aprender a parlar millor\	Researcher:speak better\ and: how can you learn to speak better
Fran: eh: como se dice\ esperal eh: practicant\	Fran: eh: how do you say it\ wait\ eh: practising\

Again, the student in extract 2 values positively the methodology used by the teacher. In this case he stressed the use of project-based learning and he feels he is better at that than at doing exercises in a workbook. He also mentions he would like to improve his speaking skills, which is significant because he did not accept to (be recorded and) speak in English during the interview although he admits that learning is only possible through practice.

#### 4.2. The voices of in-service teachers

As collaborative action research and innovation relies on teamwork, during the lessons children are in contact with different teachers at the same time. Fieldwork observation revealed that the present of many adults was not always easy because there was not always time to include pre-service teachers or volunteers in the planning process. The researcher inquired one of the in-service teachers in the team about that.

#### Extract 3. Team focus-group at the end of the first school year: two team members talking

Researcher: però: però clar\ també ha de ser difícil no/ m: tens més mans\_ però tam- també: gestionar això ha de se:r complicat [no/]	Researcher: but\_ but of course\ it has to be more difficult right/ m: you have more hands\_ but al also: managing this must be: complex [right/]
Teacher 1: buenol a:i- començament va se:r complicat\ de cara als nens\ perquè acostumes a tenir més gent a l'aula: i: aviam\ i era\_ y éste quién es/ y éste quién és/ no/ però una vegada ja saben els noms\ ja els coneixen\ saben que realme:nt hi han- no	Teacher 1: well\ a:i- the beginning it wa:s complex\ for the kids\ because you have more people in the classroom\_ and: well\ and it was\_ and who's this/ and who's that/ no/ but once they learnt their names\ they know them\ they really know\_

hi ha hagut cap problema\ de fet ara\_ hem tingut un parell d'incorporacions noves\_ i només han dit\_ com se diu/ i ja està\ i ha quedat així no/ excepte la Junia\_ i: jo crec que en general\_ ells tenen la sensació\_ i també: els hi he fet veure\_ que tenen\_ una oportunitat que no han tingut a la vida\ l'han d'aprofitar\ i jo crec que sí que ho fan\	there is- there's been no problem\ in fact now\_ we have had two new assistants\_ and they have only said\_ what's her name/ and that's it\ and that was all right/ except for Junia\_ and: I believe that in general\_ they have the perception\_ and I have also: made them see\_ they have\_ an opportunity unique in their life\ and must take profit from it\ and I feel they are doing it\
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As we can observe in extract 3, the teacher does not mention any drawback related to the planning phase when she values the presence of other adults (pre-service teachers and volunteers) in her lesson. Her agenda is different from that of the researcher, and she analyses the role of adults from the students' perspective and from what they can gain from it. It has to be mentioned that volunteers were international students from the nearby university with no command of Catalan or Spanish and therefore students were 'obliged' to address them in English, something they did not always do when addressing the teachers.

The collaborative action research and innovation project was carried out only in year one classrooms and therefore only the English teachers who taught in one of those classes could participate. In the last focus group carried out at the end of year one, team members invited all the teachers in the English department to exchanges glances on what had been done that year. Extract 4 presents the views of one of the teachers in year 4.

Extract 4: Team focus-group at the end of the first school year. One team member talking to a teacher not participating directly in the innovation.

Teacher 2: no sé\ jo també\_ho valoro molt\_ sobretot això\ la oportunitat de\_ que se'n va donar de poguer introduir: r\_ noves metodologies i\_ i treballan:t\_ d'una altra manera que també s'estava: els alumnes també {d'alguna manera (riu)} m'ho demanaven\_ que veus que que no:\_	Teacher 2: I don't know\ I also: appreciate it a lot\_ specially this\ the opportunity of\_ we were given of introducing\_ new methodologies and: and working\_ differently which was also: students were also {somehow (laughs)} asking me that\_ I was aware it was not\_
Researcher: però tu per exemple\_ que has estat com una mica a fora\_ perquè com que hem decidit començar a 1r\_	Researcher: but you for example\_ has been left out a little bit\_ because we decided to start with year 1\_
Teacher 2: s\	Teacher 2: yes\
Researcher: i tu estàs a 4t\_ no/ com has viscut això de: d'estar a dintre com fora/ (riu)	Researcher: and you are in year 4\_ right/ how did you live this: being in and out/ (laughs)
Teacher 2: e:h\_ pues això\ estic dintre però estic fora/ (riuen) bueno\ n: o\ bé b\ perquè vull dir\_ el recolzament que he tingut de vosaltre:s i: en concret de tu: es-vamos\ vull dir ha sigut\_ encara que fos a la cantina: parlant de: no sé què: vull dir\_ l: l'assessorament i: la formació\_ abans no sé amb qui ho comentava\_ n'hi ha hagut una de formal\_ però també n'hi ha una d'informal\_ perquè: m: parlem molt i\_ intercanviem moltes coses\ vull dir: s\ n: no he estat a 1r de la ESO però\_ bueno\_ he pogut aplicar coses a: 4t\ s\ i s\ que sí que sí que m'ha servit\ i moltíssim\ a més la disposició que heu tingut vosaltres és que:\_	Teacher 2: e:h well that's it\ I am in but I am out\ (laughs) well\ n: o\ well well\ because I mean\_ the support I got from you all and: specially from you: is- wow\ I mean it's been\_ even that it was in the canteen: talking about: don't know what: I mean\_ the advice and: the training\_ I can't remember who I was saying this earlier\_ there's been formal training\_ but also informal\ because: m: we talk a lot and\_ exchange many things\ I mean: yes\ I have been able to apply things in year 4\ yes:\ yes yes\ sure yes yes they were useful for

	me\ very much so\ and then your eagerness was wow:—
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Extract 4 is interesting because it illustrates the empowering value of collaborative action research and innovation model. In the first line, the teachers value the fact of having given the opportunity of being an agent of innovation when, in her case, that was not, in theory, the idea because projects were only planned to be implemented in year one groups. Then the researcher inquires her about that by referring to her as someone who was simultaneously out of the project (from the researcher's viewpoint) and in the project (from the teachers' point of view). She laughs at the researcher description of her role in the project (be in and out) and makes an interesting point by acknowledging the fact that reflection on teaching did also occur in casual conversations at the canteen and to her, that was like a springboard that move her to make changes in her lessons, partially also because she felt her students were indirectly also 'demanding' change.

#### 4.3. The voice of a pre-service (now in-service) teacher

Finally, we decided to ask one of the pre-service teachers to reflect, two years later, about what she felt she had learnt from the experience of taking part in a collaborative action research and innovation project. This is what she wrote:

Extract 5: Message from one of the pre-service teachers in year one to the researcher:

Two years later, what I can say is that being a member of the project allowed me to put into practice what I was learning at the university, but at the same time I was aware of what reality looked like. At the university we were often discussing or envisaging utopic situations far from what really happened at the host school. Probably children did not learn as much English as we expected but I think we changed their views on education and how they saw themselves in a formal learning environment. I think we contributed to help them create more positive expectations on their potential as learners. Similarly, the fact that I very often felt I was being a model for the students helped me gain self-confidence as a teacher.

Their reflections are interesting because indirectly, she is pinpointing one of the advantages of the collaborative action research and innovation model: it bridges the gap between theory and practice. Researchers make the results of research available to teachers; but teachers offer researchers real classroom situations in which to act and investigate. Pre-service teacher, as member of the collaborative teams who conduct research and innovation witness and can establish links between what they have learnt and what they are experiencing. Besides, being one of the members of the team helps them construct of a positive image of themselves as teachers, and, in turn, they contribute to help learners construct a better self-image as learners and as people able to learn and use a foreign language; a very positive side-effect, which is extremely necessary in a milieu such as the one in the study.

#### 5.- Conclusions

In this paper we have claimed that significant teaching innovation is only possible through initiatives that empower teaching teams in schools and lead them to become true agents of transformation and improvement. Innovation, though, should stem from solid theoretical background foundations as well as from actual teaching experiences. Consequently, researchers should be committed to the educational community as research ought to bring to classrooms new educational practices to solve didactic challenges. Yet, doing research by applying hierarchical top-bottom processes of knowledge construction does not benefit innovation because teachers are sceptical with regards to the researchers' intentions (Unamuno, 2004). 'Collaborative action research and innovation', on the contrary is a methodological proposal to promote change in teaching practice that departs from the belief that innovative teaching proposals should be designed and implemented together by teams composed of in-service teachers and researchers. Likewise, to guarantee innovation in school practices, innovation should be part of classroom educational practices in initial teacher training programmes. Teaching for innovation is the responsibility of professionals in Education Faculties; but cannot be achieved without in-service teachers. professionals from the secondary schools where student teachers are developed. 'Collaborative action research and innovation' also offers pre-service teachers to work, during their school internships, together with in-service teachers and researcher to transform learning.

In this paper we have heard the voices of all people involved in a 'collaborative action research and innovation' proposal carried out in the English class of a high school in a socially socioeconomically underprivileged town near the city of Barcelona (Catalonia). We have observed that secondary students, regardless their command of English, have experienced

change in the classroom and value it positively. Yet, the advanced student feels that mixed competence levels in English is a problem for teachers and not so advance learner does not feel comfortable using English although he admits he needs to practice it to improve. In this sense, their English teacher values the presence of in-service teachers and international volunteers in the classroom as they create a real context in which students need to use English to communicate. The presence of so many adults in the classroom only occurs in year one classrooms as the research/innovative proposal is targeted at these groups: Yet, we have also observed that other teachers not directly involved with the experience, also benefit from it through the informal conversation with the researcher and her fellow teachers. This proves that when researchers establish non-hierarchical relationships with teams of teachers, learning takes place through symbiotic processes: in-service teachers receive support and expertise knowledge from researchers, who, in turn, benefit from watching skilled professionals in action, who also orient them towards which phenomena/actions are worth investigating with the objective of improving classroom practices. Finally, we have seen that opening the research/teaching teams to pre-service teachers is another empowerment action that benefits the teams, who need to discuss and adapt their proposals to transform it into a training proposal for future teachers; it has a positive impact on future teachers as they gain self-confidence and whose support to secondary students guarantees more equal learning opportunities for all.

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## Diagnostic Issues in Cases of Juvenile with Substance Abuse Problem in Forensic Psychology Field

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### Abstract

The article deals with the issues related to the recently-increasing problem of addiction to psychoactive substances in the context of the process of demoralization and offenses committed by minors. By making a scientific and research analysis of the phenomenon, the author looks for risk factors for juveniles falling into the mechanism of addiction, with particular emphasis on the conditions of the family environment. The article is based on theories and reports from international scientific research of the discipline compared to the research carried out directly by the author and the results obtained. The study group consisted of 54 juveniles selected on the basis of research at the Family Diagnostic and Consultative Centers at the District Court in Katowice, where the author works as a specialist in forensic psychology. The research examined the relationship between the intensification of the addiction problem and such variable groups as: intellectual development, educational conditions, conditions of family socialization, social relations, manifestations of demoralization in teenage periods, current life circumstances and psychological variables. The application allows to show particularly important factors to be taken into account in the diagnostic process, as well as to answer the key question: whether the statistical addiction of adolescent addictions is a manifestation of their demoralization or is the main factor and consequence of criminal activities.

**Keywords:** demoralization, addiction, family violence, aggression, risk factors for demoralization and addiction mechanisms.

### Introduction

Current experience related to opinion making in juvenile cases as well as statistical and epidemiological data, order to identify harmful use and dependence on psychoactive substances among a group of minors as a frequent and very serious diagnostic problem. The increase in the number of people addicted to psychoactive substances among adolescents observed in reports and scientific studies is based on three main factors : the change in the social perception of psychoactive substances and people using them, a significant increase in the number of people using substances in the school youth group in recent years, and the emergence of new ways of using the substance and easily available and at the same time particularly addictive types. Social perception of the phenomenon is based on discussions on the legalization of certain types of drugs in various countries, creating divisions on the so-called "soft" and "hard" drugs and tolerance to receiving psychoactive substances especially from the so-called "Soft assortment" (Stępień, 2005). Research indicates that

the phenomenon is occurring habituation of youth awareness concerning the danger of addiction to psychoactive substances (Hoffmann, 2009). Simultaneously the use of a significant proportion of psychoactive substances is associated, primarily by young people, with the determinant of material wealth, high social status, possession of power and influence (European Monitoring Center for Drugs and Drug Addiction, 2012).

Substance use by school students on the scale of the phenomenon in Poland over the last twenty years (Malczewski, 2014) indicates that consumption of vodka at least once in the month preceding the survey in 1992 was declared by 28% of students, in 2013 it was already 68%, the consumption of beer by youth in the same years increased from 49% to 78%, in 2013, 44% of school children were drunk at least once a month. According to the same research about 94% of pupils rated alcohol and nicotine readily available to the youth group in 2013, 42% of school students thought that drugs were sold in their school, 50% of the youth surveyed as easy, assesses the gaining of marijuana and hashish. Also In the years 2004-2011, radicalization is decreasing in terms of intravenous trends in drug use (European Monitoring Center for Drugs and Drug Addiction, 2012). Stimulators called in Poland „Dopalacze” – legal highs, herbal highs, smarts, boosters – a particularly dangerous group of psychoactive substances which turnover is still beyond the actual control (European Monitoring Center for Drugs and Drug Addiction, 2018). What's worse messages addressed to young people on websites that provide narcotic stimulators legally creating support groups for the initiation, harmful use and addiction of youth to psychoactive substances, for which young people are particularly vulnerable, and the message used is often more effective than the language of the campaign for counteracting drug addiction.

From the point of view of forensic psychology and court opinion-making, in view of the rapidly escalating, dangerous phenomenon of harmful use and dependence of minors on psychoactive substances, there is a need to pay special attention to its background and specificity, to use the diagnostic process knowledge of the mechanism and risk factors as effectively as possible and opportunities to propose the most effective remedial solutions.

## **Research Background**

Research on addiction risk factors among young people, important from the point of view of psychological opinion making, presenting the view on the determinative effect of personality and environmental factors in this particular family and peer group, some of the researchers each time link the impact of these variables, with the fact that the phenomenon of the use of psychoactive substances by youth occurs (Scherier, 2001; Johnston, O'Malley, Bachman, 2000; after McWhirter, 2008). The particular impact and significance of the variable on dysfunctionality and all forms of abuse and violence in the family in the context of the addiction of youth to psychoactive substances is underlined by researchers (Spila, Kurzeja, 2012, Doba, Nandriño i in. 2014). Adolescent addiction is strongly positively correlated with a low level of support with a weak control function on the part of parents, a high propensity to initiate family conflicts on their part. What is very important, as a risk factor of addiction among young people, the authors specify the emotional distance from the father (Doba, Nandriño i in. 2014).

Meta-analysis of research related to risk factors for addiction among young people (Makara-Studzińska, 2012) in personality conditioning revealed :lack of emotional stability, already identified at the childhood stage - fear, sense of wrong, danger, lack of ability and habit to make effort and the ability to constructively solve problems, susceptibility to frustration and low level of tolerance, reduced self-esteem, need to identify with a negative group. Among environmental conditions important proved to be : deficiencies of the desirable mother and father personal patterns, raising in a broken, incomplete family, conflicts in the family, lack of mutual emotional ties, the fact that parents are heavily involved in work outside the home, high family tolerance for nicotine use and alcohol consumption, easy access to drugs, alcohol and other psychoactive substances

## **Statement of Problem**

Numerous studies on the mechanisms of criminogenesis and deviant behavior of adolescents usually omit addiction issues or give them little attention, generally classifying as "other types of pathology". On the other hand, research on the issue of addiction of young people focuses, in the first place, on aspects related to clinical image, therapy, and omitting the aspect of demoralization and criminalization in the mechanism of addiction. In this way, the notion of the phenomenon only mentions "entering into conflicts with the law", "violating norms".

The conclusion is that there is no conceptual conjunction, possible application of the model that broadly discusses the problem of addiction mechanism in the context of the course of the process of demoralization, indispensable from the point

of view of reliable opinion-making in the welding of juveniles dependent on psychoactive substances. The answer to the question is crucial : addiction as one of the manifestations of the process of demoralization or demoralization as a result of the mechanism of addiction ?

The consequences of adopting each of the variants are of key importance for the diagnostic process, formulating opinions, including in particular conclusions and recommendations and directions for further impacts and their accurate differentiation in the diagnosis process remains pro-critical.

### **Research Methods**

The research material was collected in the period from September 2013 to May 2018 from cases initiated and conducted on the basis of the act on the conduct of juveniles for demoralization, punishable acts or change of the educational measure, and directed by the Family Court for a psychological diagnosis in which the author as a direct diagnosed and issued an opinion. In each of the cases included in the study, a psychiatric diagnosis was made, stating the harmful use or dependence of a minor on a given type of psychoactive substance. The research was carried out in the area of the Family Diagnostic and Consultation Center in Bytom, the Family Diagnostic and Consultation Center No. 2 in Katowice and the Family Diagnostic and Consultation Center in Sosnowiec. There were 54 juveniles (N = 54) in the research group gathered in this way.

The main research problem concerned the presentation of the specificity of a group of juveniles dependent on psychoactive substances in terms of the intensity of particular types of variables grouped as: demographic variables, school situation, variables related to the course of cognitive processes, personality variables, conditions of family socialization and characteristics of the family environment, manifestations of demoralization and punishable offenses, educational, correctional or curative measures applied so far, the type and nature of the use of the psychoactive substance. The values of variables from cognitive and personality variables groups were obtained on the basis of the test tools used. The nature of other variables from structured intelligence, observation and case files was obtained using qualitative data analysis methods.

Due to the low number of research groups to present the obtained results, descriptive statistics were used for most groups of variables. To test the normality of the distribution, the Kolmogorov-Smirnov test was used. The results of the analysis used indicate that the distribution of the variables tested does not meet the conditions of normal distribution. Accordingly, the Spearman's rank correlation coefficient was used to investigate the relationship between selected variables.

### **Results and discussion**

Demographic data indicated that The average age in the study group was 15 years and 3 months, ranging from 12 to 17 years ( $\sigma = 1.1$ ), of which: 79% were boys and 21% of the group were girls. the respondents had an average of two siblings.

Among juveniles, 13.04% were primary school students, 82.61% attended middle school, the remaining 4.35% were students of vocational schools (chart 1). Of the respondents, 8.70% had no organizational delay, 60.86% fell within the delay range from one to two years, 26.09% had a three-year period and a 4% four-year organizational delay. The main reason for organizational delays was frequent truancy, to cease to fulfill compulsory schooling (chart 2).

Chart 1: Type of school

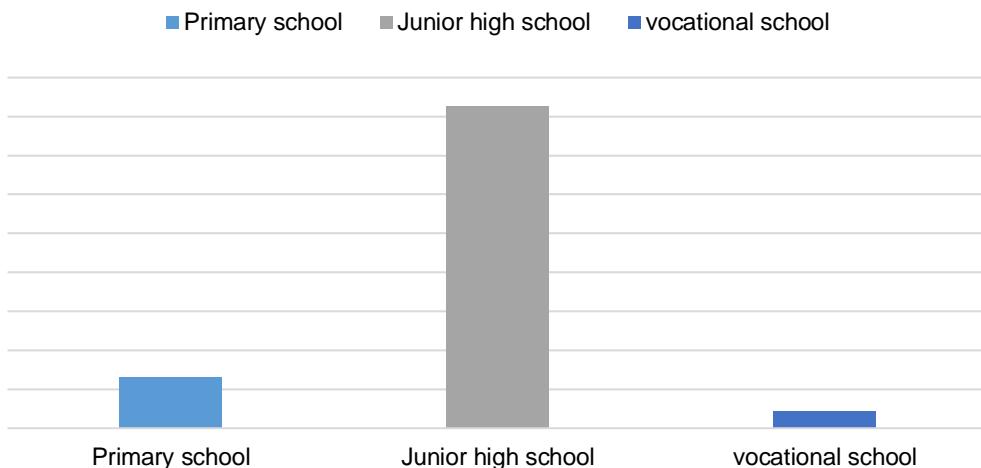
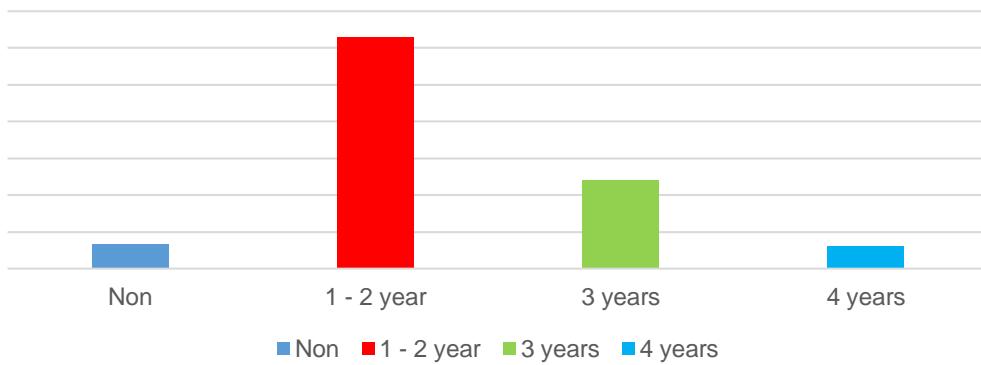


Chart 2: School organizational delay



The statistical minority (in total 45.83%) of the studied group is characterized by at least the average level of intellectual development, the fact that the greater part of the group is below the average, on the verge of norm and mental retardation and light disability (total 54.17%). Analysis of cognitive development of nearly 9% of juveniles indicated an above-average level of intelligence. It should be noted that on the basis of research, in 41.67% of cases, the possibility of microdificicites within the Central Nervous System was identified and a further, in-depth neurological diagnosis was recommended. Not having the results of tests of juveniles from before their adoption of psychoactive substances, the author is unable to compare them with current research results and formulate the conclusion on the impact of substances on the formation of deficits. Nevertheless, the frequency of identifying cases of microdamage and intellectual deficits in the study group compared to the normal distribution, allows to conclude, that in the context of the subject matter of the research the formation of deficits due to intensive intake of psychoactive substances in the study group seems likely.

Table 1: Cognitive variables

The level of intellectual potential	N	%
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above average	5	8,33
average	20	37,50
below average	11	20,83
on the verge of norm and disability	11	20,83
intellectual disability	7	12,50
Central Nervous System deficits	23	41,67

The following data allow to notice clear tendencies in socialization and education conditions related to the decisive advantage of parenting upbringing in the biological family (83.33%), at which the parents relationship was broken up at some stage (70.83%). Identifies the resulting or irrelevant in other cases (father's death, mother's departure) lack of father in the family in a large part of the group (62.50%). As many as 68.96% of the fathers of juveniles were addicted to alcohol, 58,33% used violence against the juvenile's mother. Additionally, in the family there was often a difficult material and living situation (60.15%), as well as on the very similar frequency level there is a fact of criminal history and criminality among the closest family members of the respondents. The occurrence of the above phenomena in the context of addiction of adolescents from psychoactive substances is each time, according to numerous authors researching on larger trials, a very serious risk factor, in the absence of desirable personal patterns of mother and father, raising in a broken family, incomplete, conflicts, violence and addictions in family (Scherier, 2001, Johnston, O'Malley, Bachman, 2000, McWhirter, 2008, Makara-Studzińska, 2012, Doba, Nandrino and others 2014).

Table 2: Conditions for family socialization

Variable	N	%
stay in a care and educational institution	2	4,17
care in a biological family	45	83,33
care in foster family	9	16,67
incomplete family	27	50,00
reconstructed family	14	25,00
disintegration of the biological parents relationship	38	70,83
death of one of the parents	20	37,50
lack of mother's participation in care	11	20,83
lack of father's participation in care	34	62,50

Table 3: Conditions for family socialization

Variable	N	%
material and living situation: v.good and good	5	8,33
material and living situation: sufficient	15	27,34
material and living situation: difficult	33	60,15
criminality in the family	32	58,33
father's alcoholism	37	68,96
mother's alcoholism	11	20,83

Table 4: Conditions for family socialization

Variable	N	%
father's violence against a mother	32	58,33
father's violence against the respondent	14	25,00
stepfather violence against the respondent	5	8,33
mother's violence against the respondent	7	12,50

Table 5: Emotional bond with biological parents

Variable	N	%
emotional bond with mother - strong	25	45,83
emotional bond with mother - reduced	16	29,17
emotional bond with mother - severely disturbed	7	12,50
lack of emotional bond with mother	0	0,00
emotional bond with father - strong	2	4,17
emotional bond with father - reduced	20	37,50
emotional bond with father - severely disturbed	9	16,67
lack of emotional bond with father	25	45,83

The following tables present selected, statistically significant correlations of variables, together with the significance level of the relationship:

Table 6: Bond with father / harmful use

Variable	Harmful use of drugs
emotional bond with father - disturbed	0,479234

Table 7: Father's violence / addiction

Variable	Addiction – "dopalacze" boosters/marijuana
father's violence against the respondent	0,467801

Table 8: Mother's violence / addiction

Variable	Drug addiction
mother's violence against the respondent	0,530330

The analysis of the entirety of material collected in the diagnostic process allows to determine that in 84.5% in the study group that the initiation of the use of psychoactive substance took place before the occurrence of other manifestations of demoralization, in part of the group giving way only to absence from school. The following results put on the significant probability of a strong base of the addiction mechanism, in a successive, often avalanche process of demoralization.