



## Risk behaviors intervention alternatives in high school students

*Alternatives risk behavior intervention in high school students*


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### ORIGINAL ARTICLE

#### KEYWORDS

integral formation,  
intervention, risk  
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youth.

**ABSTRACT.** Risk behaviors are actions that involucrate danger to the person, mainly in an adolescence. For this reason, the objective of this article is to offer intervention alternatives about risk behavior in high school students to favor the integral formation. In this study, it elaborate a diagnostic that it view the situation of the educative institution about risk behavior of these students. It interviewed 10 people, including teachers and administrators, and it to survey 205 students belonging to the Industrial Technological and Services Baccalaureate Center in Villahermosa, Tabasco, Mexico in November 2019, using the action research method. Some results of this research indicates that there are various risk behaviors in the institution, but there are no intervention strategies that allow them to be attended it.

### PALABRAS CLAVE

adolescencia, conducta  
de riesgo, escuela,  
formación integral,  
intervención.

**RESUMEN.** Las conductas de riesgo son acciones que involucran peligro para la persona, sobre todo en un periodo complicado como es la adolescencia. Por tanto, el objetivo de este artículo fue ofrecer alternativas de intervención ante la presencia de conductas de riesgo en estudiantes de educación media superior, para favorecer su formación integral. En este estudio se elaboró un diagnóstico que permitió visualizar la situación de una institución educativa en cuanto a conductas de riesgo de sus estudiantes. Se entrevistaron a 10 personas, entre docentes y administrativos, y se encuestaron a 205 estudiantes pertenecientes al Centro de Bachillerato Tecnológico Industrial y de Servicios en Villahermosa, Tabasco, México en noviembre de 2019, bajo el método de investigación-acción. Algunos resultados de esta investigación

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señalaron que existen diversas conductas de riesgo en la institución, pero no se han implementado estrategias de intervención que permitan su abordaje.

## 1. INTRODUCTION

Adolescence is considered a crucial period in the development of the human being, since changes arise in all spheres of the individual, physical, cognitive, psychological, and social. The World Health Organization (WHO) defines it as a period of human growth and development between 10 and 19 years of age, after childhood and before adulthood; which consists of a transition in the life of the human being and which is identified by presenting an accelerated rate of growth and many changes (Organización Panamericana de la Salud, 2018). The transition to adolescence implies variations in the way of thinking, behaving and even in the way of dressing, due to their sense of belonging they seek to be accepted in certain groups (Moreira & Bolívar, 2019).

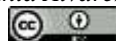
In these stages, risky behaviors prevail; these are identified as those voluntary or involuntary actions carried out by the individual or the community and that can lead to harmful consequences (Rosabal et al., 2015). These risk behaviors are sometimes not recognized by the adolescent, but are perceived as something usual, due to the passive attitude in which life is viewed (Hernández-Holguín et al., 2016).

Another conceptualization of risky behavior indicates that it is defined as the one that threatens the biopsychosocial balance of the person (Celis & Vargas, 2004). There is a variety of investigations that stipulate the following as risk behaviors:

1. Consumption of legal (alcohol and tobacco) and illegal drugs.
2. Car accidents linked to alcohol consumption and speeding.
3. Violence and antisocial behaviors among peers (Bullying).
4. Irresponsible sexuality (unplanned pregnancies, sexually transmitted diseases, early initiation of sexual activity).
5. Depression, stress, and suicide.
6. Eating disorders (anorexia, bulimia) and obesity.
7. Misuse of information and communication technologies ICT's (Agüero, 2018).

Thus, the authors established risky behavior due to the implications they have on development because each action that is done or not done can cause important repercussions that violate the integrity, well-being and health of the individual, as it must be sought and protected in all areas and at all stages of the human evolutionary cycle.

Education considers a social and individual interest in its purposes, which, Tristá (2014) points out, implies forming a specific type of man that adapts to a certain type of society, which seeks the formation of a harmonious personality, a balanced man both of his body and his mind.



Therefore, the stage of adolescence is also perceived as the preparation of the person for their insertion into adult activities since, in addition to skills for the working world, education provides scenarios that allow the development of favorable attitudes in students. Likewise, the International Labor Office (ILO) reports that young people are more likely to be involved in risky behaviors when they are not in school or at work (Abril et al., 2008).

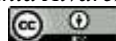
Education will form responsible citizens, committed to the well-being and development of their communities and the country, as well as caring for the environment; with a high civic sense, with the possibility of permanent access to scientific, technological, historical, philosophical, social, cultural knowledge, and with artistic and sports skills, which facilitate their transition to higher education and / or their incorporation into the workplace. It will seek the training of satisfied, healthy and happy people who work to have a dignified life, with a sense of belonging and social responsibility, who are capable of learning and adapting to the different contexts and challenges that the XXI century will impose; as well as the transformations in the forms of teaching. Within this, values based on the integrity of people, honesty, respect for colleagues, non-violence, and the pursuit of the common good should prevail (Agüero, 2018).

Education is a complex socio-cultural phenomenon that requires in its analysis the intervention of different dimensions and contexts because they vary according to the spaces, customs, as well as the traditions of society, circumstances and values that prevail in the community and therefore, must be followed (Hernández, 1998). In this sense, Salas (2018) mentions that the current sociocultural context constantly encourages risk behaviors, and adolescents in search of recognition from their peers are not afraid to face danger, inside or outside the educational space, a statement that is sustained by determining that family gets left out in the lives of adolescents, where they are the main characters and are involved in drugs, alcohol, aggression, violence and unprotected sexual relations (Iriarte et al., 2018).

The origin of school conflicts can arise precisely from the lack of environmental values and contextual factors, but they can also originate in personal and family factors, relationships with peers and the influences of both the media and school. This is, because the family is a key element in the socialization of adolescents since it is the first environment where people receive the tools to interact with others and adapt to the norms and behaviors that are replicated in other spaces where they interact (Orcasita et al., 2012)

The educational context can have positive or negative connotations depending on the subjectivity of each person, especially with adolescents and the stage of changes they go through, because, in addition, they can find conflicts of various kinds (Gorjón & Steele, 2013).

- Power conflicts between students and school authorities.
- Relationship conflicts, either individually, in groups or between groups.
- Achievement conflicts, when students do not obtain the expected results or teachers do not make students learn.
- Interpersonal conflicts, resulting from a confusion of roles in the school hierarchy.



These conflicts are also emphasized by Uriarte (2006) since it determines that the school has certain responsibilities in them, either due to the relationship that exists between teachers and students, the generalization of the way of being and to learn from all the students or the decontextualized contents that are taught.

Due to the above, an exploration of the conflict is required to be able to reach its cause and jointly generate a resolution in which the parties are not only spectators, but participate in its conclusion and can actually form agreements that represent a benefit for those involved, both now and in the future. Conflicts are independent of age and person, however, during the school period and in the developmental stage of adolescence they can multiply creating larger and more difficult situations to control.

Gaither and Pimienta (2017) conclude that within the framework of the educational quality currently held, the school is committed to strengthening the well-rounded formation of the student population and, therefore, it is essential to detect risk factors with the purpose of designing strategies in collaboration with the educational community to reduce them.

For this reason, educational institutions must be supported, as well as provide guidance to students, so that they reach their maximum potential especially because this space is where children and adolescents spend a large part of their day where values are put into practice, as well such as social-emotional skills that are promoted in the family nucleus and where students also learn to work as a team, to be responsible, to take care of each other, to seek solidarity, but also to tolerate frustration, to learn from mistakes, to understand that there are other opinions that are also valid, that they are not always right and above all, to recognize when help is required and request it.

The support and guidance provided by an educational institution are strategies derived from an intervention, which Corvalán (1996) defines as an organized action of a group in the face of difficulties arising in its dynamics and that Pérez (2017) associates with an action or practice originated from a problem in a specific context.

Intervention is participating, taking part, acting in collaboration with others, it is an action, it is meddling, etc. Rivas (2012). Thus, an intervention refers to a reflective process where problems are identified and actions are taken to promote a change for the benefit of the situation that generates conflicts, in this context, risk behaviors in high school students are the ones that generated difficulties in their academic performance and in the classroom climate, but it especially impacted on their integral formation.

Integral formation, according to Barrera (2009), is a process where human beings develop their potential to the maximum with the help of responsible people who guide for the benefit of themselves, society, nature and the universe to contribute to the survival of the accelerated changes that are currently experienced. In this formation of the student, knowledge, skills, and values are involved for their development as professionals, citizens and especially as individuals (Mitrany & Peón, 2015).

On the other hand, authors express that integral formation aims for students to achieve their greatest use, enhancing the human sense and creativity (Escuela de salud pública de México, 2019). This integral development is favored with activities related to culture, art, recreation, civics, sports, and health. This last one is not usually considered, however, part of the content received at school must be health education, which must not be detached from all the educational processes in which the student is immersed (González et al., 2004).

Various national and international organizations such as the Panamerican American Health Organization (PAHO) and the World Health Organization (WHO) stipulate that the health and well-being of adolescents and young people is a priority (Organización Panamericana de la Salud, 2018). Consequently, they have developed strategies that contribute to this protection and allow a well-rounded development for adolescents and young people.

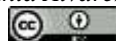
The main strategies that have been encouraged are the promotion of a health system that can intervene in the school, family and community fields, especially since this part of the population can be classified as healthy and their needs are sometimes overlooked and there is an omission in the care for the maintenance of their physical and psychological health, a situation that must be addressed so that it does not happen and the interventions required to attend to the needs of the population are carried out.

However, according to the WHO, adolescents depend on their family, their community, their school, their health services and their workplace to acquire skills to help them face the circumstances that arise, and this way, achieve a successful transition from childhood to adulthood. Hence the importance of their family and friends, but no less important their group of peers, teachers and managers, with whom they spend a large part of the day at school and in class sessions, in which they find reference and support that help them to cope with the changes and various situations that arise throughout their lives inside and outside of school.

Consequently, the government administration establishes improvement goals for educational quality, which suggest that students of upper secondary education have resources that allow them a total well-being both physically and mentally (Investigación & Tecnológica, 2018).

Due to the above, the purpose of this study was focused on offering intervention alternatives in the presence of risky behaviors in students of upper secondary education institutions to contribute to the integral formation of adolescents. Therefore, an analysis was carried out from the theoretical perspective of Agüero (2018) from the position of envisioning school as an essential part of an intervention, since, as colloquially mentioned, school is the second home and it is the space where they express behaviors, as well as all the cultural baggage they possess and therefore, it is considered a space that can be used for the encouragement and promotion of health and prevention, not only of risk behaviors, but of any situation that afflicts the students.

Parents, people who make up the community and social institutions are responsible for promoting development, as well as the adaptation of adolescents (Organización Panamericana de la Salud, 2018). For this reason, educational institutions must support and provide guidance to students to reach their full potential not only in the academic or professional area but also personally.



Support for students also includes detecting when they have situations that generate conflicts, perceiving indiscipline, breaches of regulations, isolation, defiance of authority, violence, among others, to provide them with the necessary tools in order to cope with their circumstances so they can achieve their goals without exposing their formation, their health and least of all their life.

The importance of intervening in risky behaviors is vital to minimize the conflict that students may have and that their life plan is not compromised; this is, so they can have an integral optimal development. Therefore, studying, but fundamentally, mediating conflicts manifested in the stage when the human being is most vulnerable is essential to look at the conflict as an opportunity for change.

Mediation is suggested as a tool to prevent and manage conflicts from a positive perspective in educational contexts; not only concerning risky behaviors but different nature behaviors, where the inclusion of a third person called a mediator can be allowed, who will guide the conflict and the discussion towards a sense of resolution that results in the benefit of the parties (Valdemoros-San-Emeterio, 2011).

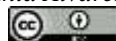
Mediation also applies to the role of the teacher, in which this figure mediates between the adolescent and their knowledge, not only about the contents of the common curricular framework, but in the sense of processes of self-management, reflection, analysis, decision-making, issues related to self-esteem, self-knowledge, values and elements that allow them to establish themselves in situations without risk, to distinguish when a situation is not favorable or represents a danger to their education and their life. It should not be forgotten that the needs from a person to another are different, but just as important, so the tool of dialogue is essential to be able to have different perspectives and find solution strategies in a collaborative and peaceful way.

On the other hand, and the alternative that this project focused on, is the study by Agüero (2018) where a training in school is proposed, that must include, for teachers, a preparation in detection of risk behaviors; a directory of professionals should be established with whom students can be channeled; as well as a clear and precise channeling process.

In addition, it suggests that young people are taught skills that allow them to develop healthy lifestyles emphasizing the prevention of these behaviors and that parents provide them with timely and truthful information to execute a prevention plan at a family level that helps the efforts made by school staff. The hypothesis proposed for this work indicates that the school is essential for the development of people, so their participation is crucial for the detection of risk behaviors, also encouraging the promotion of prevention training for the entire community.

In this sense, it was stipulated that the school must have a guiding plan in order to provide quality services or at least provide support that allows progress in the development of adolescents, not just the knowledge of the circumstances without the proper handling of care and safeguarding the integrity of students.

Adolescents who consume drugs, alcohol, pharmaceuticals or who are victims of violence are affected in their development. Some research has determined that bullying is a sign of violence



and therefore can lead to the adoption of risky behaviors (Cerezo & Méndez, 2009). For this reason, there is concern in the institution, since there may be repercussions on the person himself, on other students or even on the staff of the educational institution.

So, the project came up because of the situation that prevails in the campus, since a series of behaviors were perceived in the students that affects their academic performance, their training, and their health. Hence, the application of strategies is essential to prevent and address risk situations in adolescents as it is not a benefit only for the student, but for the entire educational community.

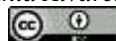
Organizations have a defined structure of financial, material and, above all, human resources that make their operation possible. The school seen as an organization presents peculiar characteristics despite having a similar operation to other institutions, it has specific aspects such as the responsibility to meet different requirements, as well as expectations of both the regulations and the people who make up the community, in addition to taking into account that these tend to be changing due to the constant transformations of society.

It is vitally important that teachers and managers are fully aware of the environment where they work because only in this way relevant procedures can be performed that allow them to act appropriately to meet the needs that arise in their environment. However, in addition to these personnel, there is the participation of students, who play an essential role, parents and / or guardians, as well as the immediate community in which the school is immersed. All these interactions make each organization have a defined identity and situations that derive from it.

Due to the above, it is essential to mention how relevant the knowledge of the context is, because the place where the person develops is a social construction that derives from the different ways of organization and the regeneration of their immediate space, either the family, the neighbors, the neighborhood, the subdivision, delegation, municipality, which is made up of different elements, factors and variables that, according to García (2014) include spaces for recreation and fun. Therefore, it is common to perceive that those who are involved in risky behaviors or criminal acts come from a family and / or social structure that has promoted such circumstances since the student tends to reflect what they live outside of school, either positive or negative.

If the changes that society undergoes have an impact on the educational system and its management, from teacher training and evaluation to community participation, then these same changes certainly generate modifications in educational institutions. All this calls for the need to readjust the centers, proposing more open and flexible organizational and management models. The empowerment of the directors by promoting the relationships of the management with the immediate context of the school, in addition to hoping that communication and information are promoted among the staff to obtain results, especially when it is understood that students are the reflection of society and are predisposed to difficulties.

Therefore, it is necessary to promote protective factors in young people that guide them to a healthy lifestyle. The protection factors according to González, Fernández and Secades (2004) refer to the variables that contribute to limiting risky behavior, while a risk factor is a situation that



increases the probability of suffering damage. These authors also provide the following information:

**Table 1. Risk and protection factors**

Aspect	Risk factor	Protection factor
<b>Biology and genetics</b>	Family background.	High intelligence, appropriate health.
<b>Behavior</b>	Low aspirations and expectations, with apathy, risky behaviors, and inadequate school performance.	Participation in ecclesiastical activities and other kinds, goal setting and current and future aspirations.
<b>Personality</b>	Low self-esteem, tendency to take risks, feeling of very few options.	Value achievements, value health, conventional values
<b>Social environment</b>	Poverty, high consumption in the community, availability in community or school.	Quality schools, family, fixation, commitment, supervision.
<b>Perceived environment</b>	Drug abuse by classmates, wrecked behavior models, absence of adult models, media representation and advertising that consumption is normative	Classmates with conventional values, strict supervision from parents, positive function models.

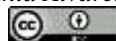
Source: (González, Fernández and Secades, 2004).

For this reason, the active participation of parents is also required to collaborate in the maximum progress of young people, since families are responsible, in the first place, for promoting behaviors that benefit the psychosocial development of their members (Paternina & Pereira, 2017).

This personal construction that begins within the family implies precisely that the student can develop in a socio-cultural environment, where he has to be and make use of the norms and values in which he has been formed, but that he can also give back to the community everything they have received during their school career (Trianes et al., 2001). What is significant is that, although students are in different circumstances and prone to negative behaviors, they can discern and reflect on the risks that adopting one conduct or another may imply, emphasizing that efforts must come from an entire work team (teachers, parents, counselors, specialists) that represents a support network, but fundamentally of the student who must make decisions in his daily routine, motivate himself, be aware and recognize when he needs help to request it.

## 2. METHOD AND MATERIALS

The research seeks to answer questions, find out or discover using a methodology, a reflective, systematic and controlled procedure to interpret facts; refers to a search activity characterized by being reflective, systematic and methodical in order to obtain knowledge and solve problems. This research was implemented under the participatory action research (PAR)





methodology, which, following Latorre (2005) does not have a specific conceptualization, but refers to the strategies used for educational and social improvement.

In addition, it prioritizes aspects of improvement and social change, since its main goal focuses on knowledge, as well as understanding an aspect of the reality in which it is developing so that it can be worked on. Likewise, it has the potential to generate knowledge, not only from popular knowledge but also from science (Zúniga-González et al., 2016).

Self-reflection is a fundamental element, not only in research, but in action, since knowing and recognizing the processes that are being executed makes it possible to broaden the panorama about the situation and find solutions that allow solving or improving the dynamics identified.

Intervention projects use action-research because it increases the effectiveness of action plans by involving the people involved in the situation. Colmenares (2012) mentions that this type of research is registered under the qualitative approach and presents characteristics such as the intention or purpose, the actions of the social actors involved in the research, the various procedures that are developed and the achievements that are reached.

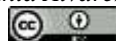
According to Sagastizabal and Perlo (2004) it is a tool that enables changes in organizations because it has the following characteristics:

- Different participants are involved in order to innovate their practices; it is participatory.
- It is carried out with the people involved with the situation to improve; it is collaborative.
- It is oriented towards knowledge to generate a change; it is systematic.
- Proceed to broader changes; small modifications in the work teams converge in an improvement to the system as a whole is progressive.

Also, another important aspect is that PAR provides a non-traditional context because community members are seen as part of the change (Balcazar, 2003). For this reason, under this participatory method, a diagnosis was made in November of 2019 in which teachers, administrators and students from the *Industrial Technological and Services Highschool Center* in Villahermosa, Tabasco, Mexico collaborated.

Díaz-Bazo (2017) mentions that when a teacher analyzes his own practice, they perform a cyclical process of action-research in which they recognize a problem, make hypotheses and propose actions to be followed to improve, so that they reach a reflection that allow them to assess the effectiveness of the strategies made.

Therefore, a fundamental step in this type of research is the participatory diagnosis because it allows the knowledge of reality, as well as its problems and causes, essentially because those who express that point of view are part of that reality where an analysis of the phenomenon is carried out and the researcher places himself outside that reality to know what happens (Valdés & Riveros, 2006). It is essential to know the starting point of each individual, group or community, since knowing its dimensions can design appropriate strategies for the situation.



The tools that were chosen to carry out the diagnosis in this research are: the SWOT analysis by the work team integrated within the school for the purposes of this work, the interviews that were made with the institution's staff and the survey the students responded.

Contextual knowledge was implemented through a SWOT analysis (strengths, opportunities, weaknesses and threats) in conjunction with some members of the institution's staff: the vice principal, the counselor, the psychologist and a teacher. This is a tool that allows an identification of the resources available to the school where the work team uses their experience on campus to report on the situations that have prevailed throughout their stay, how it has been and how it works, the strategies that are implemented, what strengths have allowed them to grow and the biggest threats they face when implementing an improvement.

The internal regulations of the institution, the position manuals, institutional programs and school calendars were also revised to have greater support than what is reflected in the exercise of the SWOT matrix, where the information was then crossed for an integrative analysis.

The location of the educational establishment was determined in a neighborhood with a medium-low socioeconomic level, which has been classified as having a high crime rate, so these circumstances can also be reflected within the school, accounting for the most frequent risk behaviors that prevail in the institution and that are not being treated.

There are various techniques, as well as procedures for obtaining information, however, they all have the same goal, which is the achievement of knowledge of reality; accurate, reliable and quality. Interviews are used to deal in depth with various topics and aspects (Cabrerizo & Castillo, 2011), therefore, it was chosen for the diagnosis.

A non-probabilistic sample of 10 people was selected, among teachers and administrators, of which seven are women and three are men. The semi-structured individual interview was designated, since the questions were guided and an order was established, in addition to having the flexibility to elaborate new questions that could arise from the answers provided by the participant. The question guide used was made up of 16 questions divided into four categories: frequency of risky behavior, parental support, impact on academic performance, and attention given to students who present risky behaviors.

In contrast, the survey technique was used, which is widely used as a research procedure due to the quick obtainment of data (Casas et al., 2003). The use of it allowed the collective application to a large number of participants, which corresponded to the student population, in this case six groups made up of 225 students, 89 of which are men and 136 are women. The questionnaire was constructed for the purposes of this research and was made up of 40 Likert-type questions, each with an open response specification, based in the same way on four categories: frequency of risky behavior, parental support, impact on academic performance and attention received from the educational institution.

### 3. RESULTS AND DISCUSSIONS

The information obtained in the surveys showed that the most frequent risk behaviors are the loss of personal items and emotional problems. Similarly, there was an emphasis on the attention that tutors pay to behaviors and that there were no external agents that intervened in academic achievement.

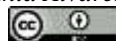
Likewise, the existence and knowledge of a regulation that guides the behavior of students was proposed. On the other hand, the interviews made with the personnel showed that the most frequent risk behaviors are related to the consumption of substances, especially alcohol, absenteeism in students, emotional problems and indiscipline; the difficulties presented with aggressive, disinterested parents or those who do not accept their children's problems were also mentioned; in addition, there was evidence of a network of external agencies in which they can support themselves to work with risk behaviors of young people and their families.

In summary, the analysis of the results of the applied tools revealed the need to implement strategies that promote concrete actions, due to the fact that various cases are known in which students are involved in risky behaviors, but they are not treated and they are not followed up, there is not even a record that provides statistics or evidence of the situations that involve the youth, much less the campus. Therefore, it is necessary to take advantage of the support that the educational institution through its staff and external agencies provide for the claim of students who are in these circumstances.

The analysis of the diagnosis was a watershed to carry out actions that promote active participation in the educational center's staff for the benefit of the student and their integral development. These actions consisted mainly in the creation of an institutional intervention guide, as well as informative material (brochures, flow charts, tabloids) that allow staff to visualize suggested actions in case of facing a risk behavior situation in the institution, same that must be delivered to the teacher at the beginning of each school year as part of their work schedule.

In the same way, it will be made known to parents in the first meetings of the semester, since numerous authors (Rodrigo et al., 2018) have stated the importance of promoting the collaboration of parents with teaching staff to respond to the changes presented both in the family institution and in the educational one.

For this reason, the decision to structure the intervention guide expressed the concern and commitment that managers have with the institution, especially because the vulnerability of the population with whom they work and the influence that the context generates was recognized, in addition to the need for the absence of material of this type to avoid improvising in a situation, establishing roles and responsibilities, generating coordinated responses and establishing protection agreements. For this reason, said guide stipulated the terms of the most frequent behaviors: criminal associations; use, consumption and distribution of substances harmful to health; aggressive or defiant behaviors, inappropriate emotional manifestations, absenteeism and nervous breakdown.



The intervention guide also established the procedures for the care of each one, a format that records a channeling, as well as a contact agenda that allows referring students to external agencies that collaborate with the institution and with the care of the young sector for their attention and monitoring. Once the intervention guide was structured, different materials were produced that allowed the dissemination of information to the educational community, primarily to teachers and administrators, who deal directly with young people.

After that, brief informative talks were organized followed by a workshop for teachers where the guide carried out was socialized, as well as all the materials and procedures established for intervention in risk behaviors. The talk consisted of a theoretical approach through a video made by a psychology professional where the relevant concepts of the prevailing situation in the institution were specified, as well as the recognition of the context where they work to later give rise to the workshop where it was emphasized awareness and reflection of their participation to promote the training of students. Likewise, they were given guidance on the procedures to follow when they witness risky behaviors, as well as specific situations that allow for early detection.

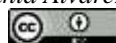
In this way, teachers are trained for prevention and intervention to minimize cases of desertion due to risky behaviors, monitor students and, above all, have control of cases that involve conflict in the educational context so that they are constantly monitored by guidance personnel, their school tutor and parents, which is essential for the success of the intervention since maintaining solid communication, as well as an integrated work, enables significant advancement of care strategies and monitoring.

The educational institution showed in the results of the diagnosis an opportunity for improvement for the staff and their way of dealing with risk behaviors, where although it is known of the existence of cases of risk behaviors in young people, there was no procedure or follow-up to done, but stayed in the air. Therefore, it was important to start the intervention by generating an established process given the relevance of having the cases registered for continuous monitoring and subsequently working on the other aspects that arise from there.

Although the work carried out in educational institutions does not imply a factor for change by itself, it does generate responses that impact both adolescents and their families, allowing transformations in certain aspects of their lives (Chehaybar & Kuri, 2006).

In such a way that, following the findings Agüero (2018), a prevention training was proposed where the teaching and administrative staff received guidance on risk behaviors, what they are, how they can be detected, what are their signs, how to combat them, what it has to be done, among other questions. So, a solid foundation was created that can strengthen, but also provide guidance to the next levels.

Once the school staff knew the most important information on the manner, the information was shared with parents or guardians, in order to create a broader support network when it came to combating risk behaviors with students. Thus, once the school and the family have been strengthened, young people are provided with the necessary tools and protective factors that allow them to face the difficulties they may be experiencing inside and outside of school.



Urzúa (2015) highlights the importance of intensive, comprehensive and flexible programs, since they are the ones that best serve to prevent risky behaviors in adolescents and their consequences. Both authors agree that the way of coping must be in collaboration and that the actors must be equipped; students, family members and teachers, with the necessary tools to be able to perform an adequate intervention that benefits adolescents.

Martínez et al. (2016) design a program to support the integral training of teachers and students, where they propose good health through integral attention to students, which has the purpose of providing personalized care and monitoring throughout their academic track record. An important fact is that the responsibility for channeling is included when the department does not have what is necessary to provide support to the student.

Rivera and Cruz (2003) make an intervention in which they propose to provide both knowledge and skills through talks and workshops to adolescents, as well as their tutors, so that adolescents can perceive the risk factors to which they are exposed in their daily lives; and parents to identify the importance of their role in preventing risky behaviors in their children.

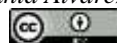
Similarly, Rodríguez et al. (2018) specialists from the Faculty of Psychology of the Autonomous University of Yucatán, present in their project the risk factors to which high school adolescents are exposed to later analyze them and propose prevention actions in an intervention aimed at both their fathers and their mothers, where through participatory action-research they make the diagnosis from which information is obtained to prepare a workshop for parents in which the basic tools are provided to essentially promote communication and prevention in minors.

Palacios and Andrade (2007), on the other hand, suggest that educational institutions should direct their attention to students with academic difficulties since these behaviors are a reflection of some other that generates risk in the adolescent, so it is safe to say that the student requires support. So, the school is seen as the perfect link and the ideal setting that allows the promotion and development of positive behaviors for the benefit of its student population.

A proposal for health care consists of addressing the concept of integral care emphasizing prevention and well-being, extending to parents and the community the strategies and programs developed with the aim of addressing the factors that put the student population at risk. In addition, they suggest preparing a monthly follow-up notebook of the results of health actions, as well as awareness materials (Robles et al., n.d.).

CONADIC issues in its copy: "Guidelines for the Prevention and Attention of Addictions in Universities, Institutes and Schools of Secondary and Higher Education in Mexico" 10 recommendations that are worth following to achieve the established goals, in this case retakes generalizing procedures for the detection and channeling of cases, as well as the training of personnel (CONADIC, 2012). However, in the midst of globalization, it is pertinent to adopt another of the suggestions; the development of support networks among students in prevention matters through different social networks.

Similarly, a recent study highlights that the intervention in social skills has shown that it prepares the student, since it allows them to modify their behaviors, mainly those of risk (Cacho



et al., 2019). So, following these authors, this proposal works with skills related to decision making, self-esteem, emotions and assertiveness where the transformation of thought is sought, as well as the student's attitudes in order to guide them and strengthen positive behaviors. to promote the prevention of risk behaviors.

Based on the above, it is then perceived that direct work is required, not only with the students, but with all those who interact with them to create strengthened support networks that allow them to grow and develop, especially since they are just being trained. and are at the ideal age to adopt healthy lifestyles that allow them to achieve their life projects in a satisfactory way, keep adolescents away from the streets, from risky situations, from school dropouts, from the frustration of their goals and especially from death.

Also, in a study by Angulo et al. (2007) expose the perceptions of teachers according to the integral education of students, in which there are difficulties in providing integral care due to the rigidity of the curriculum, the times and the large groups since it does not allow the personalized relationship that is required. So, this is an area that should be emphasized to further improve the attention to the student.

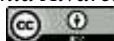
On the other hand, a correlational intervention has been proposed as an alternative to combat and prevent risk behaviors, which consists of a combination of punishments and treatment programs adaptable to the needs of the person receiving it and which is composed of strict punishments in cases of higher risk, recidivism and threat to society, not so with behaviors that generate less risk, which are punished, but mildly (García, 2016). Therefore, based on this background, negotiation and mediation in schools is suggested in order to work with students who present any risky behavior and, in this way, seek to minimize the negative impact of the external and internal factors that young people live and suffer.

In addition, the Program Explore CONYCIT (Investigación & Tecnológica, 2018) prioritizes dialogue for the management of conflicts between peers and with due respect for agreements; it also establishes as a basic norm of coexistence, listening and being listened to.

School is therefore an ideal setting to get to know the environment of the students, especially those who have difficulties, and it is also a space where they can be provided with tools that allow them to face the emotional, academic and professional world. (Valenzuela M. et al., 2012) conclude in their study that educators act as agents of social change and provide students with a wide range of competencies and protective factors that allow them to better reflect on their actions and not engage in risky behaviors. For this reason, it is essential that the staff is constantly trained and updated in order to transmit and reflect positive behaviors to their students.

Education and awareness among young people is essential for the resolution of risk behaviors; they also attribute these actions as part of the role of the teacher whose mission includes promoting a healthy lifestyle among their students (Cerezo & Méndez, 2012).

In the educational process, any of the aforementioned strategies can be used so that a change managed in the group benefits the training of students and, with it, integral development strengthening the ideal values, attitudes and behaviors that enhance the growth of the student and



that it is himself who chooses the transformation of his reality because at the end, he is the person who decides what to do, so that by being well oriented and informed, the opportunities to analyze multiply, make good decisions and avoid behaviors that generate damages on themselves.

#### 4. CONCLUSIONS

Adolescents are an important sector of the population, like everyone else. However, they are usually classified as a healthy sector and the idea that they do not face difficulties because they are young, lies in these youth. For this reason, it is sometimes forgotten that in the complicated stage of adolescence is when more attention and monitoring should be given, due to all the emotional load that the transition from one phase to another implies.

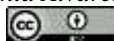
There is a diversity of risk behaviors. However, the most frequent in this context are the consumption of substances such as alcohol and drugs, early initiation of sexual activity, criminal associations, low academic achievement, school dropouts and problems of an emotional nature such as stress and depression.

The fact of growing up and being trained with certain values determines the identity and culture of an individual and, if these are not those established by society as positive or correct, then there will be a risk factor that threatens the formation of the student. Therefore, it must be recognized that the family plays an important role, since its attention to the initial training of students is based on it, so their family dynamics, communication and knowledge on current issues that overwhelm students should be prioritized, so young people understand their environment and create positive relationships.

So, the school, although it does not educate in the way it is done at home, it does promote socio-emotional skills, civic, ethical and moral values, as well as good customs, in addition to all the disciplinary contents, so the constant updating of teachers not only in their subjects, as well as administrative staff and staff who are at the service of the community, it is important to provide them with tools, as well as the establishment of clear processes so that they are carried out in the best way possible with an aim to the benefit of the student, the staff and, of course, the educational institution.

Another essential aspect is the commitment of the principal and the entire teaching and administrative staff to carry out collaborative work that makes it possible to generate and implement the strategies that guide towards organizational change; therefore, to assume this commitment as one's own, work with the staff must be prioritized: sensitize them, but also motivate them to achieve their self-realization and encourage them to achieve common goals.

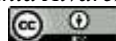
So, prevention training is an effective way to deal with the situation that prevails in this school. Thus, by strengthening teaching competencies around the identification and intervention in risky behaviors, significant work is initiated that lays the foundations for better coping, greater academic achievement, a decrease in the dropout rate in each generation, positive relationships and of course, an integral training that prioritizes the health status of students, especially since they are people who are developing and require all the attention that can be provided, as well as tools that allow them to face the challenges of the current world and future.



The solution to the problem of risk behaviors present in the campus will not end overnight, but it does require the participation and commitment of everyone to obtain favorable results. The work and progress in education never stops, we must continually work to seek improvement, not only from a theory but in practice within educational institutions.

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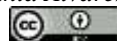
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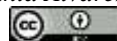
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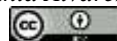


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**Conflicto de intereses / Competing interests:**

Los autores declaran que no incurrir en conflictos de intereses.

**Rol de los autores / Authors Roles:**

Estefanía Álvarez: conceptualización, curación de datos, análisis formal, adquisición de fondos, investigación, metodología, administración del proyecto, recursos, software, supervisión, validación, visualización, escritura - preparación del borrador original, escritura - revisar & edición.

Rosa Cornelio: conceptualización, análisis formal, investigación, metodología, administración del proyecto, recursos, software, supervisión, validación, visualización, escritura - preparación del borrador original, escritura - revisar & edición.

Gilberto Macías: conceptualización, investigación, metodología, administración del proyecto, recursos, software, supervisión, validación, visualización, escritura - preparación del borrador original, escritura - revisar & edición.

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