

The role of life projects and similar concepts in promoting decent education in compulsory education

Maria Paula Paixão
mppaixao@fpce.uc.pt

Faculty of Psychology and Educational Sciences
University of Coimbra



Main Topics:

A – Reference model for the intervention of psychologists working in the school contexts (OPP and DGE)

B - The relevance of the concept of Life Projects within a multilevel intervention system

C- Some examples of research studies

D – The relevance of motivational structure assessment in reducing undesirable goal pursuits

**A – Reference model for the intervention of
psychologists working in the school contexts
(OPP and DGE)**



2024

Referencial para a Intervenção dos Psicólogos em Contexto Escolar

OPP, 2024 Portuguese Psychological Association 2024

Reference model for the intervention of psychologists working in the school context



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Multilevel Intervention System

- 1 - Universal intervention:** this level of intervention is aimed at all children and young people (e.g, intervention in the classroom) with the aim of promoting balanced development in all its different dimensions (e.g. academic, social, emotional, behavioral, vocational, etc.); its purpose is to anticipate and prevent possible difficulties and challenges;
- 2 - Selective or Targeted Intervention:** this level of intervention is aimed at subgroups of children and young people recognized as being at increased risk, often taking the form of a small group format; this risk may be evidenced by a failure to respond to universal interventions or by interventions or due to contexts and characteristics that make them more vulnerable; its main goal is to counteract negative trajectories; it is estimated that 10 to 15% of students may need this level of support;
- 3 - Indicated or Intensive Intervention:** this level of intervention, which is remedial in nature, focuses on children and young people who already have serious and persistent problems, and for whom previous strategies are insufficient or inappropriate; interventions at this level are highly personalized and often provided in a one-to-one setting; it is estimated that 1 to 5% of students may need this level of support.

Domains of intervention

School psychologists work in **three distinct but complementary areas** :

- 1 - Psychological counseling** (it prioritizes the support to teachers and other school agents, helping them to structure differentiated educational responses and implementing measures to support learning and inclusion) ;
- 2 - The development of the educational community's relationship system** (a set of activities aimed at empowering and mobilizing the various educational agents, as well as community entities and services, with the aim of improving educational responses, through a continuous partnership between educational agents and the community, thus contributing to create more positive, safe and healthy learning environments) ;
- 3 - Vocational and career development** (a set of activities designed to enable people of any age and at any stage of life to identify their abilities, skills and interests, to make decisions about their education, training and employment and to manage their individual path in education, work and other situations where these skills can be acquired or used - enable students to build and manage their life and career projects in a balanced way) ;

According to an often cited report on the **role of the career services in reform of the education system** (ELGPN, 2014), they should be included in a systematic and articulated set of ***preventive, intervention and compensation measures***, in order to:

- 1 - Foster the ***involvement*** of young people in the school context;
- 2 - ***Prevent early school leaving***;
- 3 - Allow the ***integration/reintegration*** of both at-risk youth and adults seeking higher qualifications;
- 4 - Promote an effective ***transition*** to the world of work;
- 5 - Promote the acquisition of ***career management and employability skills*** (both in young people and adults)
- 6 – **Create purpose and meaning in action for members of the school context**

A similar comprehensive model is proposed by Duffy (2022), which he entitles as **decent education**, an important precursor of **decent work**:

- It includes both **direct experiences with education** (e.g., receiving quality instruction) and **experiences within the educational environment** (e.g., physically safe space):

- a) **school climate** (safety, teaching and learning, relationships, environment and structure) – subjective student experience

- b) **school-to-work transition effective measures**, promoting the ability to plan for the future and to manage one's career path

- c) **quality of education** – quality of the learner, the learning process, the outcomes of that process, educational policies

B - The relevance of the concept of Life Projects
within a multilevel intervention system



- ◀ **Life projects** are constructs that take simultaneously into account the **individuals' needs, desires and motives**, as well as the **contextual characteristics and demands** (we formulate goals, plans and projects in specific life domains and contexts);
- ▶ They are ongoing, evolving processes to **form, enact, and maintain intentional structures and actions** that, altogether, comprise a **long-term, meaningful, and prospective narrative** capable of guiding decisions and behavior in daily life (Coscioni et al. 2023);



- ▶ They provide **intentionality** and **meaning** to people's behaviour, and both their **structure** and **content** can either hinder or promote successful **adaptation**, **achievement** and **well-being**;
- ▶ Studying life and personal projects is expected to provide career counsellors with a powerful tool to **help subjects strive for desired and meaningful goals**, **reduce their motivation for unhealthy ones** or to **withdraw from unhealthy life styles**, mainly when taking into account their main life contexts and their specific characteristics.



Coscioni, Paixão & Teixeira, 2023, *Theory and Psychology* (A theoretical model of projects in motivated behavior)

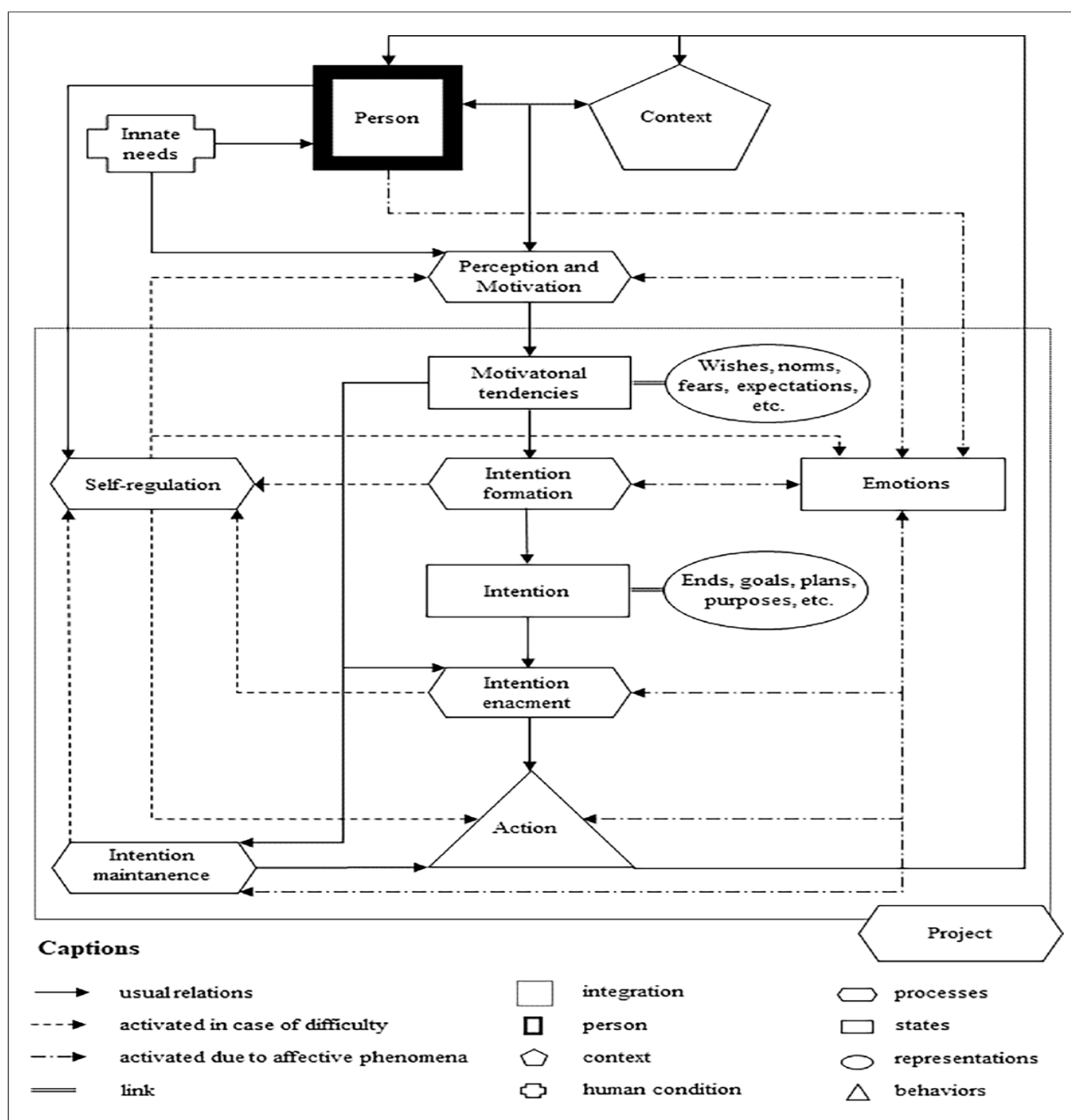


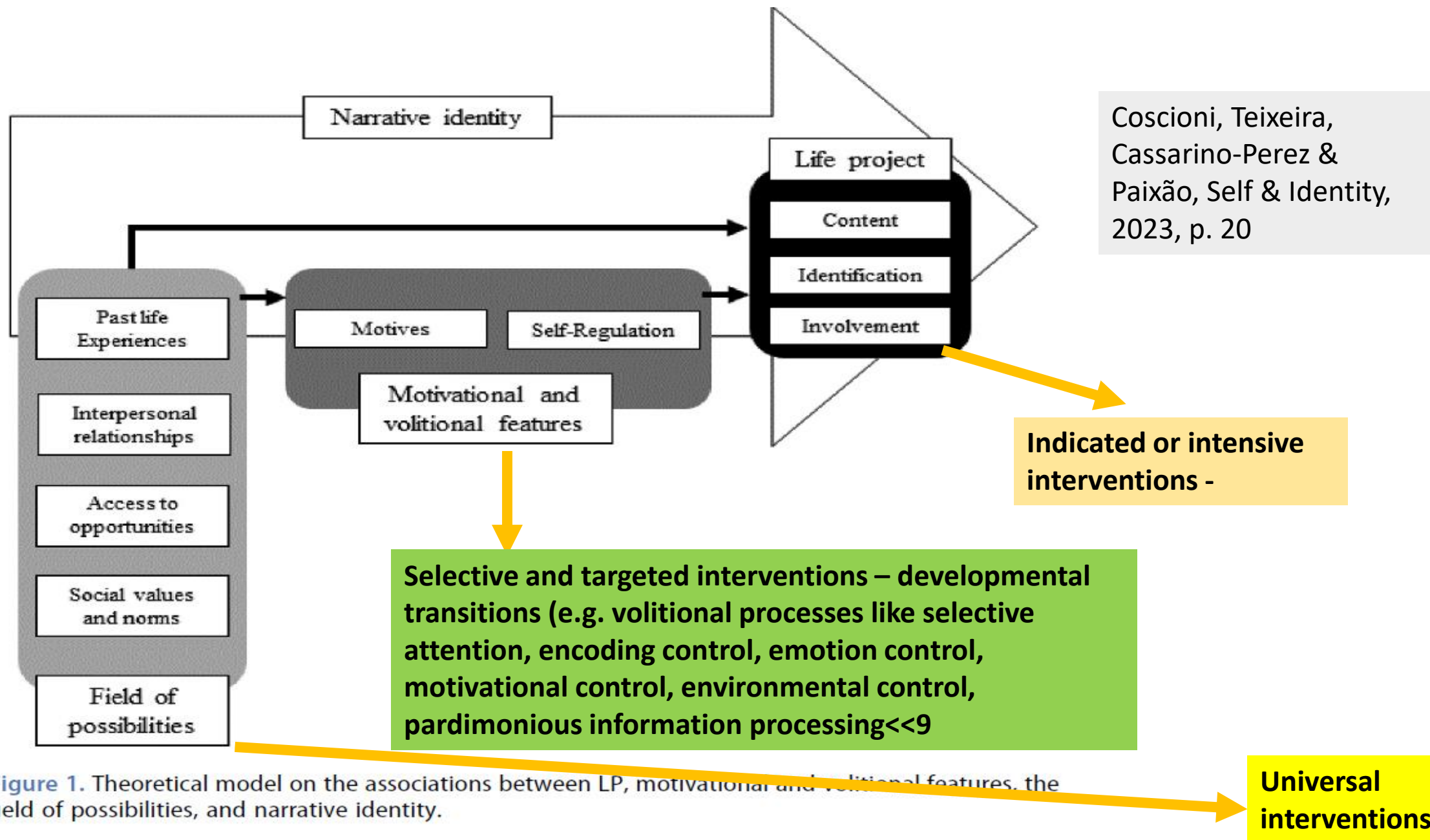
Figure 1. Model of project in motivated behavior.

Table 1. Theoretical dimensions described by Coscioni et al., (2021).

Dimension	Description
Volitional-strategic dimension	LPs are complex psychological formations comprising goal setting, planning, and action. By entailing a commitment to the accomplishment of something, LPs embrace intentional structures and actions. This dimension did not relate to any theoretical approach. Nevertheless, it is clearly associated with action theories (e.g., Nuttin 1980/1984) not found in the review.
Dialectic-contextual dimension	LPs are influenced by the physical and symbolic resources available in the context. It does not imply a social determinism since human beings are active producers of their contexts. This dimension is mostly embraced in psychosocial and social-phenomenological theories (e.g., Velho, 1994/1999).
Biographic-identity dimension	LPs entail an intended future that directs prospective biography and, thus, hold an identity value. Hence, LPs relate to narrative identity and, consequently, to life experiences and autobiographical memories. This dimension is mostly discussed by postmodern theories (e.g., Giddens, 1991).
Teleological-existential dimension	LPs refer to meaningful values and their goals ascend to the category of purpose. They are expressions of a human condition of being directed toward the future in order to ascribe meanings to actions and life. This dimension is mostly underlined by existential-phenomenological theories (e.g., Sartre, 1963/1963).
Historical dimension	LPs are products of modernity. With the rise of the industrial revolution and anthropocentric worldviews, time has become something to be optimized and human beings have been assigned as responsible for their own lives. These were the historical conditions for a modern life oriented toward the future. With late modernity, time orientation has been moved back toward the present due to the uncertainty of life. This dimension relates to postmodern and anthropological theories (e.g., Boutinet, 1992).
Developmental dimension	LPs have genesis in adolescence due to maturational and social processes. The maturational processes entail the acquisition of hypothetical-deductive thinking through which adolescents can create abstract systems and theories. These formal structures allow complex anticipations and, thus, the creation of LPs. The social processes, in turn, reflect social expectations prompting certain developmental tasks. Adolescent tasks comprise the integration into the adult world through the creation of a LP. This dimension is associated with developmental theories (e.g., Inhelder and Piaget, 1955/1958)

Coscioni, Teixeira, Cassarino-Perez & Paixão, Self & Identity, 2023, p. 3

Source: Adapted from Coscioni (2021, p. 130).



1- Organization of models of career services, bearing a *promotional approach* and a *developmental perspective*, which might and should include the following career interventions:

✓ Educational, psycho-educational and counselling interventions enabling the promotion of *self-knowledge*, a *sense of belonging* to the educational and other major life contexts, a *positive peer culture* and the *sense of continuity*, within the school system, especially in *times of transition* (e.g. via partnerships between the main developmental contexts):

- Discussions and broad modalities of *reflective learning*;**
- *Job-shadowing* and other forms of *experiential learning* (e.g. visits, interviews with professionals and organizational members);**
- *Workshops and systematic intentional tasks and activities* (scientific, artistic...);**
- *Problem-based* and *project-based* learning;**
- Promotion of *critical consciousness*.**





2- Use of diversified strategies of guidance and career/life counselling in *small groups* and at an *individual level*, especially in *critical moments of transition*;

- Interviews and open-ended questionnaires about Life Projects (life story interview, life project reflexivity scales, personal projects analysis, MSQ, PACI , etc - LP content as well as related actions and strategies); many of them were created to be used with clinical populations);
- The Life Project Questionnaire was co-created by an international team of researchers (it is already validated in Brazil, Portugal, China and the USA) to be used with the general population (projects individuals truly want to live, or keep living, in the future).

The **Life Project Questionnaire** comprises 2 tasks:

1 - Participants are asked to **list the goals associated with their LP as well as their expected age at the time these goals are reached**; this task allows for the assessment of LP content, extension, and density:

- a) **Content** is assessed by the listed goals, which may be grouped according to life domain categories (such as work, education, and family);
- b) **Extension** refers to how far in the future the goals are projected; it is assessed by formulas considering participants' current age and the answers regarding their expected age at the time their goals have come to fruition;
- c) **Density** is an index related to the number of goals listed

2- The **Life Project Scale (LPS)**, a psychometric scale) - it assesses (on a 7-point scale from strongly disagree to strongly agree) **2 formal LP aspects**:

- a) **Identification** (awareness of one's intended future - **intentionality and meaningfulness**);
- b) **Involvement** (enactment of plans and behavior in favor of one's intended future - **activity**)

EFA

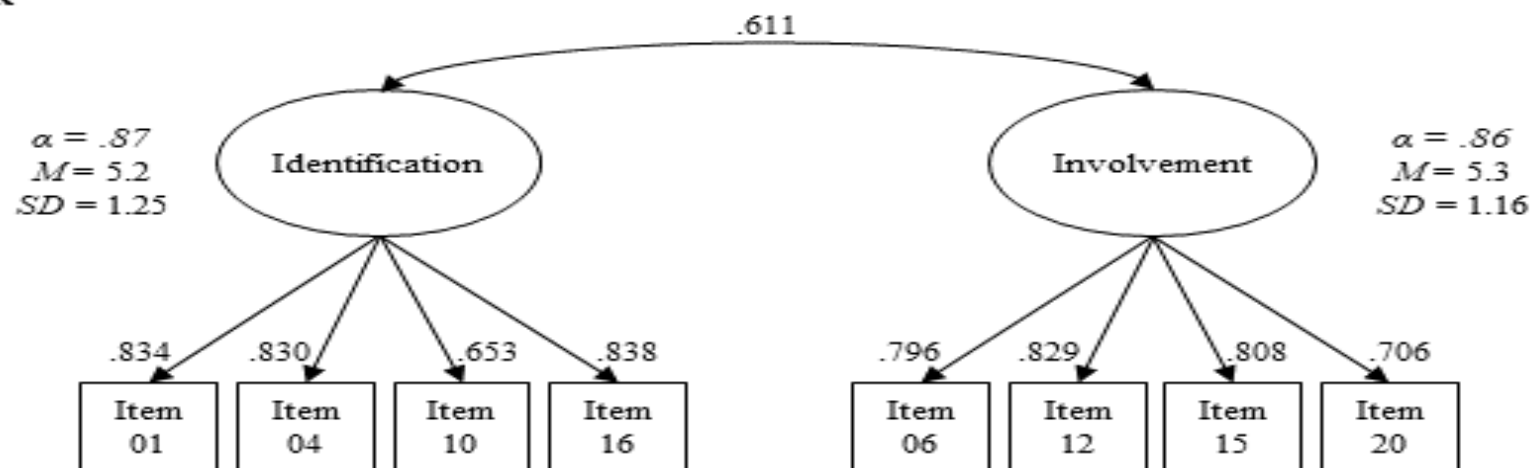
		BR		PT	
		<i>n</i> = 473		<i>n</i> = 453	
n.	Items (in English)	Id.	Inv.	Id.	Inv.
1	I'm aware of what I want for my future life	.892	-.096	.886	-.066
3	I'm completely committed to my future goals	.236	.628	--- ¹	--- ¹
4	I have clear goals for what I would like to achieve in life	.644	.185	.710	.126
6	I'm making efforts to achieve what I want for the future	.093	.732	.126	.703
7	My future goals provide a meaning to my life	.561	.085	.593	.180
10	I have a clear idea about the person I wish to be in the future	.744	.007	.773	-.093
12	I'm engaged in activities to achieve my future goals	-.005	.811	.122	.631
13	My goals provide a clear image of myself in the future	.707	.125	.755	-.037
15	I'm spending a great deal of time on actions related to my future goals	-.023	.839	-.049	.838
16	I have already decided what to do with my life in the future	.835	-.015	.708	.159
18	I'm working hard to reach my future goals	-.072	.878	-.037	.917
20	I have already begun to enact my plans for the future	.021	.777	.044	.674

Associations with other measures

	BR (<i>n</i> = 642)				PT (<i>n</i> = 440)			
	Correlations		R-to-Z		Correlations		R-to-Z	
	Id.	Inv.	Z	<i>p</i>	Id.	Inv.	Z	<i>p</i>
Presence of meaning	.55**	.38**	7.172	.000**	.44**	.36**	2.518	.006*
Authentic living	.35**	.29*	2.328	.010*	.36**	.30**	1.824	.034*
Self-alienation	-.36**	-.29**	-2.722	.003*	-.41**	-.34**	-2.174	.015*
External influence	-.29**	-.18**	-4.149	.000**	-.26**	-.22**	-1.177	.120

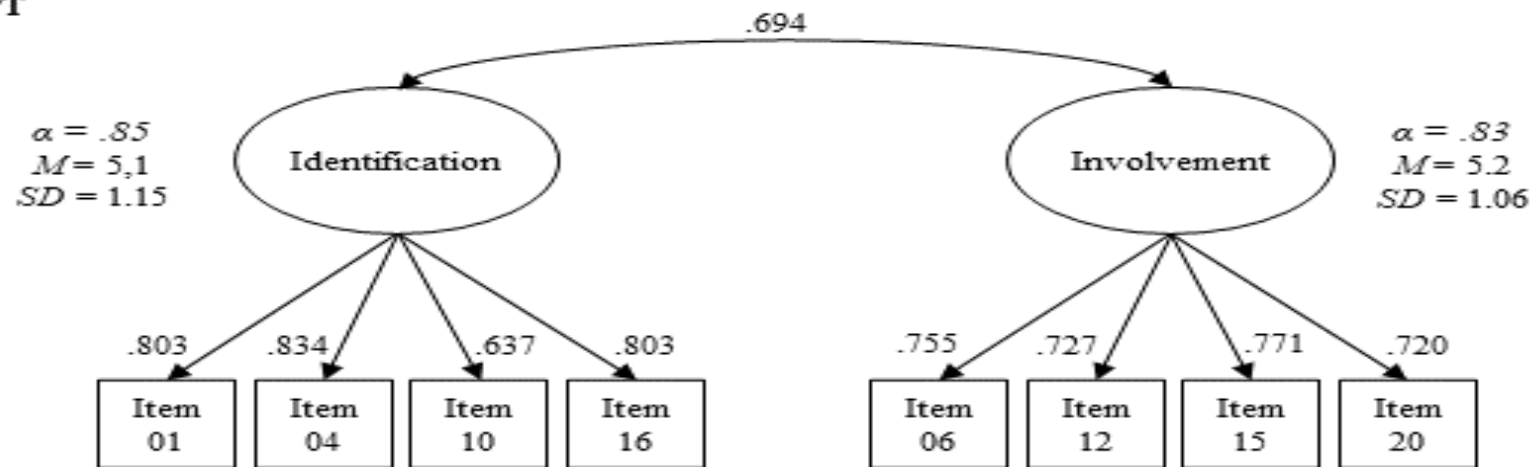
Notes. *Significant at $\alpha = .05$. **Significant at $\alpha = .001$. BR = Brazil. PT = Portugal. Id. = identification. Inv. = involvement.

BR



CFA final model

PT



Career interventions promoting “bright” pathways (universal and selective)

Promotional and preventive, direct and indirect - counselling and consultation (Paixão, 2008, Paixão & Silva, 2016)

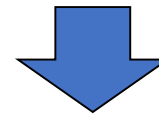


Autonomy support

Provide opportunities for choice and decision-making and allow thinking about short term and long term consequences;

Encourage exploration in breadth and in depth;

Encourage autonomous decision-making



Structure

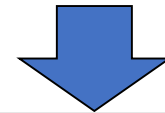
Promote information gathering (self, context, results, interaction);

Help setting proximal and specific goals and links to long-term goals;

Provide positive feedback;

Allow the development of subjective competence perceptions;

Promote the involvement in optimal challenging activities and tasks



Involvement

Involve parents and significant others;

Promote partnerships and networking (community institutions, business organizations...);

Promote interdisciplinary teams that take into account the complexity of living systems

Aqualitative study focused on a group of subjects preparing critical career transitions in early adulthood

✓ To analyze (in a comparative study) the **content of life projects** of Portuguese and Brazilian subjects who are **transitioning to adulthood** – two age groups in each country, **18-24 and 25-30**

METHOD:

Instrument: Life Projects Questionnaire (only the 1st task was analysed – goal content)

Software: Interface of R for multi-dimensional text and questionnaire analysis (IRaMuTeQ, Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaires)

A **prototypical analysis was carried out**, a technique specifically developed by the social representations field. It is aimed at identifying the representational structure according to the **frequency** and **word evocation order** derived from a free evocation test (Wachelke & Wolter, 2011). A **quadrants diagram** is obtained, which represents **four dimensions of the social representations structure**:

- a) The **first quadrant** (upper left side) indicate the **words with high frequency** (higher frequency than the media) and **low evocation frequency** (those immediately evoked). These probably correspond to the **central nucleus of a representation**;
- b) The **second quadrant** (upper right side), corresponds to the **first periphery**, including words with **high frequency but with a higher media**, thus not so readily evoked;
- c) The **third quadrant** (bottom left side) corresponds to the contrast zone with elements **readily evoked but with a lower frequency**;
- d) The second periphery in the **fourth quadrant** (bottom right side) indicates the elements with **lower frequency and higher evocation order**.

Zone du noyau

concluir_graduação-140-1.4
 conseguir_emprego-97-2.6
 ter_casa-88-3.4
 concluir_mestrado-83-1.7
 trabalhar_minha_área-73-2.2
 independência_financeira-42-2.7
 iniciar_mestrado-41-2.7
 sucesso_profissional-39-3.4
 morar_junto-27-3
 emprego_estável-26-2
 iniciar_relacionamento-22-3.4
 trabalhar_com_que_gosto-17-3.1

Première périphérie

ter_filhos-157-4.3
 casar-99-4
 constituir_família-73-4.1
 viajar-72-5
 viajar_exterior-56-4.4
 ter_negócio-36-3.8
 estabilidade_financeira-33-3.5
 comprar_casa-33-3.5
 comprar_carro-32-3.8
 trabalho_voluntário-25-4.8
 ser_feliz-24-4.7
 ter_estilo_vida_saudável-23-5.7

Elements contrastés

iniciar_graduação-16-1.2
 morar_só-14-2.6
 concluir_estudos-13-1.3
 conseguir_estágio_profissional-13-1.9
 sair_casa-11-2.5
 tirar_carteira_motorista-10-2.4
 trabalhar_exterior-10-3.4
 estabilidade_profissional-9-2.9
 cuidar_saúde-9-3.4
 conduzir_doutorado-8-3.1
 trocar_casa-7-2.9
 iniciar_pós_graduação-7-3
 ser_independente-7-3.1
 relacionamento_estável-5-3
 escrever_livros-4-3
 paz-3-2.7
 pagar_dívidas-3-3.3
 mudar_região-3-1.3
 comprar_veículo-3-1.7
 conduzir_estágio_profissional-3-1.3
 ser_rico-3-3.3
 ser_professor-3-2.3
 conduzir_tese-2-1.5
 plenitude-2-2
 qualidade_vida-2-2.5
 aprender_instrumento_musical-2-3
 manter_relacões_interpessoais-2-2.5
 sustentar-2-3
 entrar_ordem_psicólogos_portugueses-2-1.5
 emprego_bom-2-2

Seconde périphérie

iniciar_doutorado-15-4
 construir_casa-15-3.6
 morar_exterior-11-4.3
 manter_amizades-11-5.6
 praticar_atividade_física-10-6.3
 criar_projetos-10-4.4
 estudar_exterior-9-4.1
 adotar_animal-8-6.5
 vida_estável-8-6.2
 reunir_amigos-8-7.4
 ajudar_família-7-5.7
 bom_emprego-7-4.7
 adotar_filhos-6-5.3
 bom_salário-6-4
 iniciar_especialização-6-3.8
 tirar_formações-6-6.8
 manter_relacionamento-6-7.5
 cuidar_saúde_mental-5-3.8
 publicar_livros-5-4.8
 viajar_com_amigos-5-6.6
 trabalhar_com_música-5-3.8
 ajudar_pessoas-5-5.4
 reunir_família-4-7
 iniciar_nova_graduação-4-3.8
 aposentar-4-6.8
 hobbies-4-7.5
 ter_adotar_filhos-4-5.8
 perder_peso-3-5.3
 ler_livros-3-7
 ser_pessoa_melhor-3-6.3

Portugal, 18-24

First quadrant: to graduate, to get a job, to live in own house (basic elements for an autonomous life);

Second quadrant: to have children, to get married, to start a family

Third quadrant: start a graduation, live alone, to conclude studies, obtain an internship (similar domains to the 1st quadrant)

Fourth quadrant: start a PhD, build a house, live abroad, maintain friendships (associate to the 1st quadrant, but more extended in time)

Zone du noyau

Première périphérie

ter_filhos-115-2.9
 casar-57-2.9
 ter_casa-51-2.9
 comprar_casa-39-2.7
 sucesso_profissional-33-2.8
 constituir_familia-33-2.8
 emprego_estavel-28-2
 conseguir_emprego-25-1.9
 independencia_financeira-23-2.3
 concluir_mestrado-19-1.8
 iniciar_relacionamento-19-3.1
 morar_junto-14-2.2
 ser_feliz-14-2.4
 trabalhar_minha_area-14-2.3
 concluir_graduacao-13-1.9

ter_negocio-47-3.3
 viajar-39-4.3
 viajar_exterior-35-4.6
 comprar_carro-23-3.8
 estabilidade_financeira-18-3.2

Elements contrastés

Seconde périphérie

construir_casa-10-2.6
 morar_exterior-9-2.3
 morar_so-8-2
 pagar_dividas-7-1.9
 iniciar_mestrado-7-1.9
 estabilidade_profissional-7-2.4
 trabalhar_com_que_gosto-7-2.7
 sair_casa-6-2.5
 trocar_emprego-6-2
 trocar_casa-6-1.4
 concluir_doutorado-5-1.8
 cuidar_saude-4-3
 bom_emprego-4-1.5
 concluir_estudos-4-2.2
 trabalhar_com_musica-4-2
 ajudar_pessoas-4-2.5
 voltar_portugal-3-2
 bom_salario-3-2.7
 ser_independente-3-2
 iniciar_graduacao-3-2.3
 cuidar_saude_mental-3-2.7
 iniciar_nova_graduacao-2-2.5
 independencia-2-1.5
 conseguir_estagio-2-2
 concluir_segunda_graduacao-2-1.5
 ter_casa_sustentavel-2-2.5
 poupar-2-2.5
 estudar_exterior-2-2
 conseguir_estagio_profissional-2-1.5

iniciar_doutorado-10-3.4
 ter_estilo_vida_saudavel-9-5.8
 trabalho_voluntario-9-7.1
 iniciar_pos_graduacao-9-3.3
 adotar_animal-8-4.9
 perder_peso-7-4.9
 criar_projetos-7-3.6
 reunir_amigos-7-6.9
 iniciar_especializacao-6-3.2
 tirar_carteira_motorista-5-3.2
 tirar_formacoes-5-3.8
 manter_amizades-5-5.8
 aposentar-5-4.4
 aprender_idioma-5-3.2
 ajudar_comunidade-4-5.8
 aprender_instrumento_musical-4-4.8
 mudar_regiao-3-6.3
 estabilidade_emocional-3-4
 trabalhar_exterior-3-3.7
 familia-3-3.3
 ser_autossustentavel-3-3.3
 qualidade_de_vida-3-3.7
 reunir_familia-3-5.3
 ter_familia_feliz-2-4
 investir_formacao-2-4
 conhecer_pessoas-2-8.5
 viajar_familia-2-8
 continuar_estudar-2-5
 investir-2-3.5
 praticar_atividade_fisica-2-11.5

Portugal, 25-30

First quadrant: have children, to get married, to have own house, to buy a house (importance ascribed to personal and family life);

Second quadrant: to have a business, to travel, to travel abroad, buy a house, financial stability

Third quadrant: build a house, live abroad, live alone, pay debts, start a master, occupational stability

Fourth quadrant: start a PhD, to have a healthy lifestyle, volunteer work, start a postgraduation, adopt na animal, lose weight (more varied and specific projects)

Zone du noyau

Première périphérie

concluir graduação-213-1.9

casar-112-4.1

iniciar mestrado-92-3.2

conseguir emprego-70-2.7

comprar casa-61-4

ter casa-55-3.8

independência financeira-54-3

estudar exterior-53-3.5

morar exterior-38-3.3

concluir mestrado-36-3

estabilidade financeira-35-2.7

morar só-34-3

emprego estável-33-2.6

constituir família-29-4.1

passar concurso-28-3.8

iniciar graduação-26-2.6

ser professor-24-3.6

iniciar pós graduação-21-3.9

trabalhar minha área-20-3.1

ter negócio-20-4

sair casa-17-3.7

ter filhos-124-4.9

viajar exterior-90-4.9

viajar-59-5.3

aprender idiomas-55-5.8

iniciar doutorado-52-4.4

comprar veículo-47-5

iniciar relacionamento-27-5.2

ajudar família-24-6.2

fazer trabalho social-23-5.8

sucesso profissional-22-4.4

escrever-21-6.4

concluir doutorado-19-4.8

ser vegetariano-17-5

morar junto-17-4.8

Elements contrastés

Seconde périphérie

iniciar residência-14-3.4

mudar região-11-3.2

comprar terreno-10-2.6

conseguir bolsa-9-1.9

bom salário-9-3.3

satisfação profissional-8-4

ser rico-7-3.6

trabalhar empresa-6-2.7

concluir pós graduação-6-3.8

estabilidade profissional-5-2.2

controle emocional-5-4

ter consultório-5-3.8

construir casa-4-3

desenvolver pesquisa-4-3.5

trabalhar exterior-4-3.8

concluir residência-3-2.3

poupar-3-3

trabalhar-3-2

concluir segunda graduação-3-2.7

ser médico-3-1.7

concluir especialização-2-2.5

ser independente-2-3

praticar atividade física-16-5.6

conseguir estágio-16-4.6

tirar carteira motorista-16-4.6

vida sustentável-15-6.6

estudar-12-6.7

adotar animal-11-5.4

iniciar nova graduação-11-5.3

iniciar especialização-10-4.3

cuidar saúde-10-7.4

viajar família-9-6.2

ser feliz-9-6.9

aposentar-9-4.8

perder peso-9-6.3

reunir família-8-8.8

relacionamento estável-8-5.2

adotar filhos-7-8.7

cuidar saúde mental-7-6.3

ajudar pessoas-7-8.1

projeto social-7-5.7

iniciar formações-6-6

manter amizades-5-7.4

meditar-5-5.2

aprender música-5-5.6

nova cidadania-5-4.8

investir-5-6.2

ficar perto família-4-8.2

ler livros-4-5.5

ter amigos-4-7

ser psicólogo-4-9.8

trocar casa-4-5

trocar cidade-4-3.6

Brazil, 18-24

First quadrant: to graduate, to get married, to start a master degree (projects that in the Portuguese sample are mentioned later);

Second quadrant: to have children, to travel abroad, to travel

Third quadrant: start an internship, to move to another region, to buy land, to get a scholarship, to get a good salary (mainly occupation and finances)

Fourth quadrant: to maintain physical activity, to get an internship, to have a sustainable life, to study

Brazil, 25-30

First quadrant: to get married, to conclude the graduation, to buy a house (very similar results to the age group 18-24);

Second quadrant: to have children, to travel abroad, to travel, to buy a vehicle (also very similar results to the age group 18-24)

Third quadrant: to switch house, occupational stability, to start a post-graduation, to study abroad

Fourth quadrant: live together, take care of health, buy land, lose weight, adopt children (many life domains)

<= 3.7 Rangs > 3.7

Zone du noyau

casar-66-3
concluir_graduação-55-1.8
comprar_casa-50-2.8
conseguir_emprego-42-2.5
ter_casa-39-3.2
estabilidade_financeira-34-3.3
iniciar_mestrado-30-3.4
concluir_doutorado-30-2.7
independência_financeira-29-3.1
iniciar_doutorado-28-3.4
concluir_mestrado-22-2.3
constituir_familia-22-3.3
passar_concurso-21-1.9
sucesso_profissional-20-2.8
ter_negócio-20-3.6
ser_professor-19-2.8
morar_só-18-3.3
iniciar_especialização-16-3.6
emprego_estável-15-2.8
trabalhar_minha_área-13-2.5

Première périphérie

ter_filhos-82-3.7
viajar_exterior-52-4.2
viajar-41-5
comprar_veiculo-31-4.3
morar_exterior-24-4.2
escrever-13-4.5
aprender_idiomas-13-3.7
iniciar_relacionamento-13-4.7
praticar_atividade_fisica-12-6.6

Elements contrastés

trocara_casa-10-2.8
estabilidade_profissional-10-2.7
iniciar_pós_graduação-10-3.3
estudar_exterior-9-3.4
concluir_segunda_graduação-8-1.4
iniciar_nova_graduação-7-2.7
satisfação_profissional-7-2.6
sair_casa-7-3.3
ter_consultório-6-3.5
trabalhar_exterior-5-2.8
iniciar_graduação-5-3
concluir_pós_graduação-5-2.6
iniciar_pós_doutorado-4-2.2
ser_feliz-4-1.5
pagar_dividas-4-2.8
trabalhar_empresa-4-2.5
ser_rico-4-2
iniciar_residência-3-3.3
promoção_trabalho-3-2.7
boa_forma_fisica-2-2.5
desenvolver_pesquisa-2-3
iniciar_nova_especialização-2-3.5
ser_psicólogo-2-1.5
nova_cidadania-2-3
viajar_amigos-2-3.5
trabalhar_com_pesquisa-2-3
concluir_estudos-2-1
ter_escritório-2-2
concluir_residência-2-2.5

Seconde périphérie

morar_junto-11-4.6
cuidar_saúde-11-5.5
tirar_carteira_motorista-11-4.7
comprar_terreno-11-3.9
perder_peso-10-4.7
adotar_filhos-9-5.8
bom_salário-9-4
poupar-9-5.4
fazer_trabalho_social-9-6.2
ajudar_familia-9-5.6
mudar_região-8-4.8
cuidar_saúde_mental-8-7.4
aposentar-7-5
ter_adotar_filhos-7-5.7
estudar-6-4.3
cargo_chefe-5-4
ler_livros-5-6.4
construir_casa-5-6.2
viajar_familia-5-5
controle_emocional-5-6.6
reunir_amigos-5-8.4
reunir_familia-5-10.2
adotar_animal-4-7.5
trocar_veiculo-4-4.2
investir-4-4
projeto_social-4-6
relacionamento_estável-4-3.8
reformatar_casa-3-4
morrer-3-4

- Although the results are **globally similar** when we compare Portuguese and Brazilian young people, there are **some differences** between the participants of the two groups.

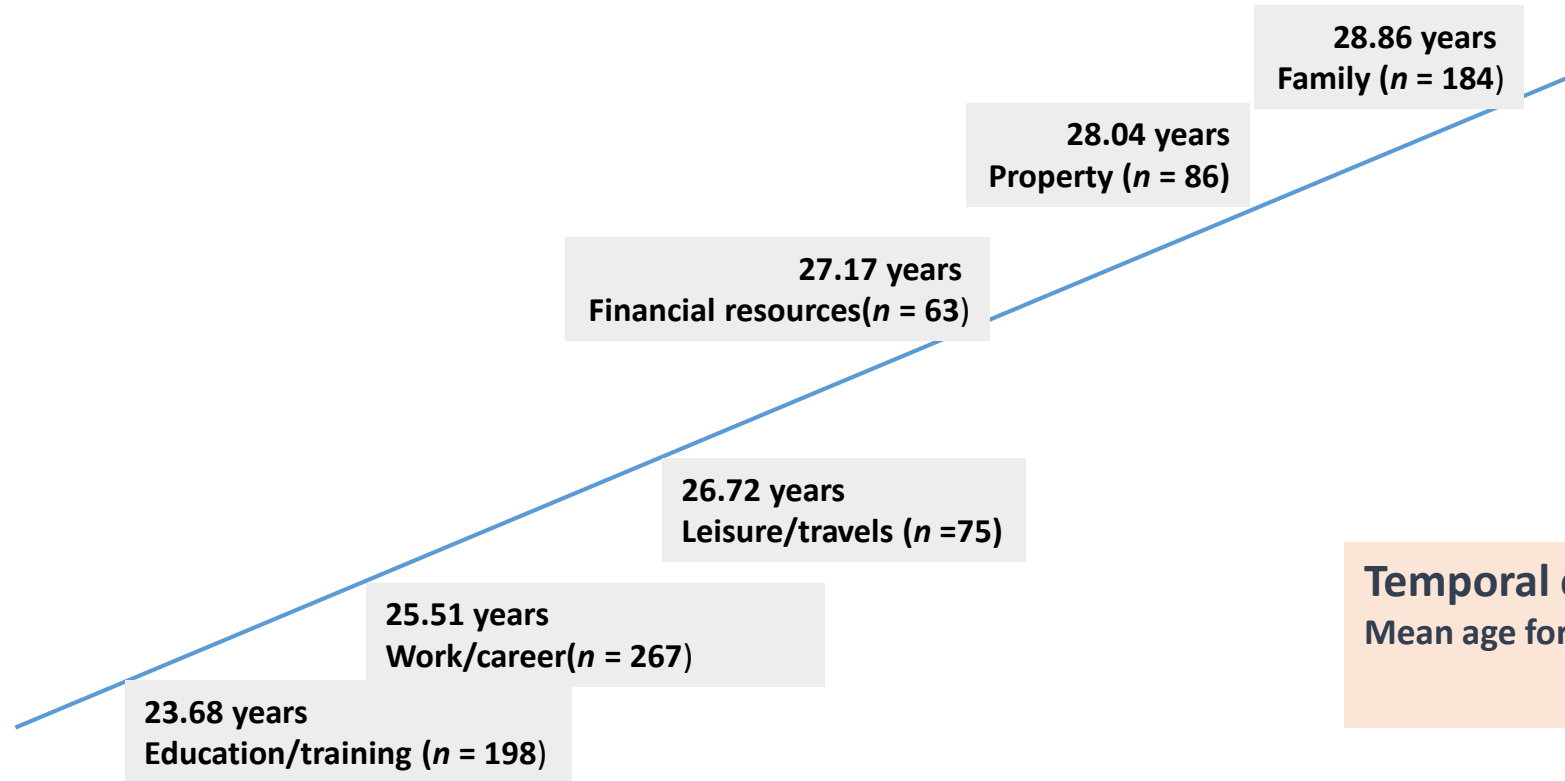
Thus, in both groups of participants:

- ▶ goals related to the **training, occupation (career) and personal (family) life domains** seem to fulfill the nucleus of young people's goals and projects in their transition to adulthood ;

- ▶ a **pattern denoting planning** is uncovered – some elements which are very frequent, but not very important, in the youngest age group seem to characterize the nucleus (1st quadrant) of the following age group, especially in the Portuguese sample;

- ▶ A **big diversity in life domains** can be observed either in peripheral or less important, albeit frequent goals

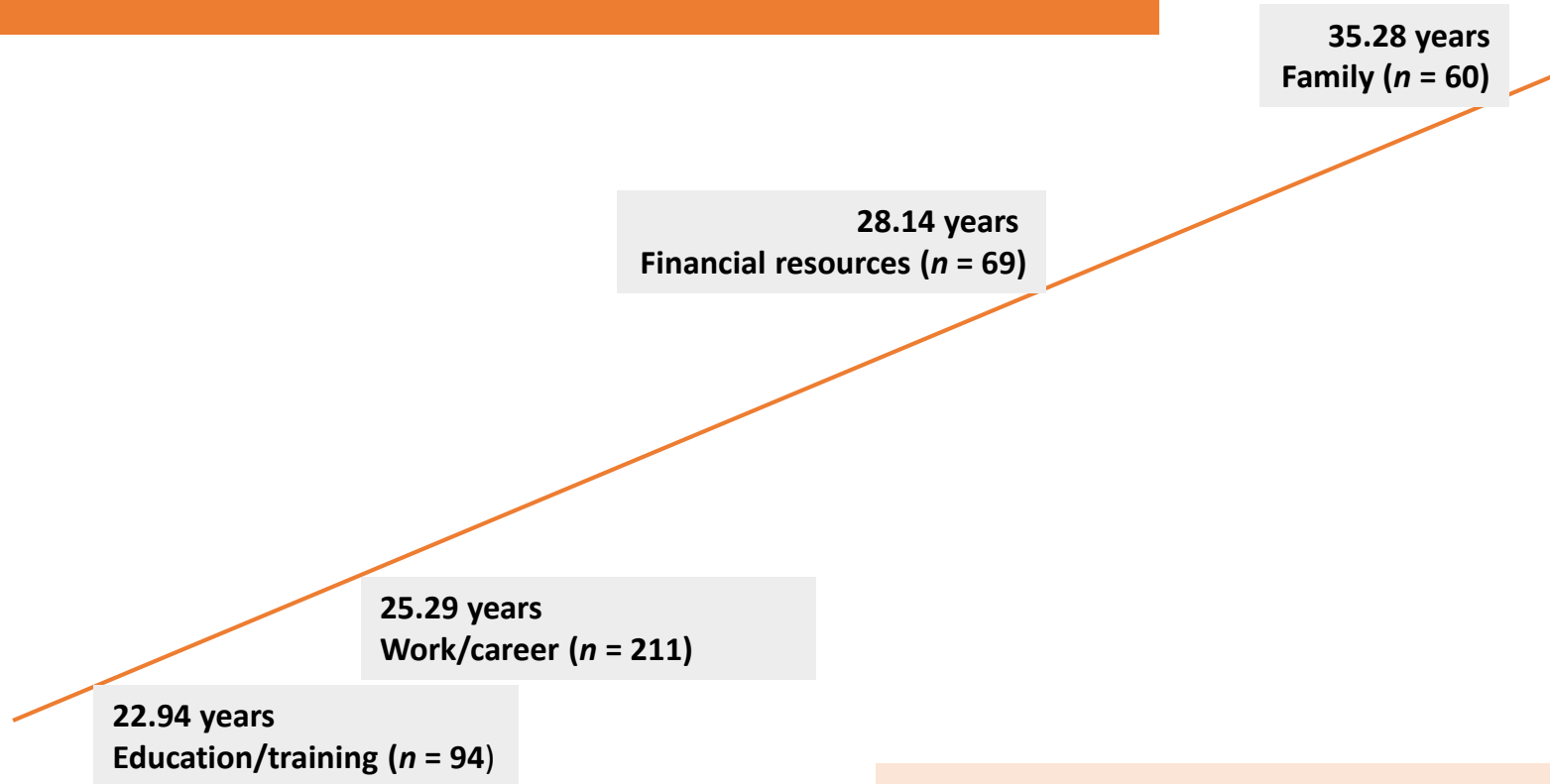
- Nevertheless, the Brazilian participants present a very similar goal profile in both age groups, which might express more **difficulties in reaching stated goals**, mainly due to the context of political and social instability that Brazil is currently facing



Temporal extension: Hopes
Mean age for the different categories

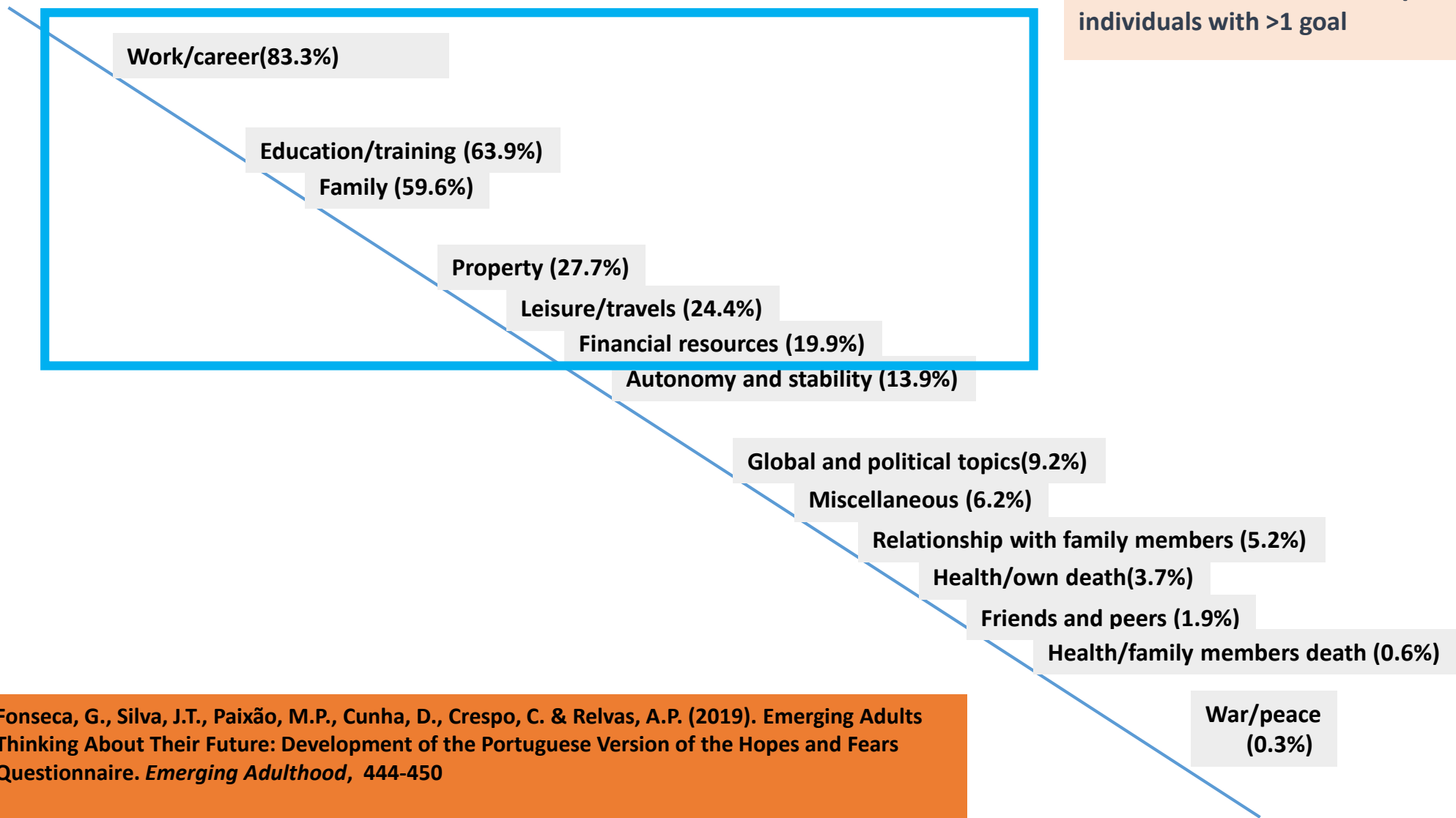
Fonseca, G., Silva, J.T., Paixão, M.P., Cunha, D., Crespo, C. & Relvas, A.P. (2019). Emerging Adults Thinking About Their Future: Development of the Portuguese Version of the Hopes and Fears Questionnaire. *Emerging Adulthood*, 444-450

Fonseca, G., Silva, J.T., Paixão, M.P., Cunha, D., Crespo, C. & Relvas, A.P. (2019). Emerging Adults Thinking About Their Future: Development of the Portuguese Version of the Hopes and Fears Questionnaire. *Emerging Adulthood*, 444-450



Temporal extension: Fears
Mean age for the different categories

Life domains' salience("hopes"): % of individuals with >1 goal



Fonseca, G., Silva, J.T., Paixão, M.P., Cunha, D., Crespo, C. & Relvas, A.P. (2019). Emerging Adults Thinking About Their Future: Development of the Portuguese Version of the Hopes and Fears Questionnaire. *Emerging Adulthood*, 444-450

Work/career (70.7%)

Education/training (31.5%)

Financial resources (24.1%)

Family (21.9%)

Health/own death (18.8%)

Health/family members death (17.6%)

Miscellaneous (14.8%)

Autonomy and stability (9.9%)

Relationship with family members (6.5%)

Global and political topics (4.0%)

Leisure/travels (3.4%)

Friends and peers (3.4%)

Property (2.8%)

**War/peace
(1.9%)**

Life domains' salience("fears"): % of individuals
with >1 goal

Fonseca, G., Silva, J.T., Paixão, M.P., Cunha, D., Crespo, C. & Relvas, A.P. (2019). Emerging Adults Thinking About Their Future: Development of the Portuguese Version of the Hopes and Fears Questionnaire. *Emerging Adulthood*, 444-450

D – The relevance of motivational structure assessment in reducing undesirable goal pursuits



Motivational Structure Assessment (Cox & Klinger, 2011)

- ✓ Assessing **future goals** is an indispensable first step in helping people enhance their motivation for **desirable goal pursuits** and reduce their motivation for undesirable ones; motivational assessments reveal both the **content of clients' goals** and the **manner in which they strive for them**;
- ✓ The **pattern of project content and ratings** reflects important elements of the individual's **motivational structure**: how a person frames his/her goals within a project (appetitive vs aversive, level of commitment, emotional payoff anticipated from reaching it or failing to reach them, optimism about reaching them, time frame (value and expectancy dimensions plus time frame));
- ✓ Some motivational patterns of presumably **more adaptive** than others

Personal Aspirations and Concerns Inventory (Cox & Klinger, 2011)

- In Home and household matters;
- In Finances;
- In Career and employment;
- In Relationships;
- In Leisure and Recreation;
- In Love, intimacy and sexual matters,;
- In Health and medical matters;
- In Self-Changes;
- In Education and training;
- In Religion and spiritual matters

.....

PACI rating scales

To get or obtain (appetitive motivation) - 10	Means \pm SD
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To get rid of or avoid (aversive motivation) - 0	Means \pm SD
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Commitment - 0	Means \pm SD
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Happiness from succeeding - 10	Means \pm SD
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Unhappiness if succeed (mixed feelings) - 10	Means \pm SD
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Sadness if not succeed - 0	Means \pm SD
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Sense of control - 10	Means \pm SD
------------------------------	----------------

Knowledge about steps - 10	Means \pm SD
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Likelihood of success if try - 10	Means \pm SD
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Luck (as opposed to try) - 0	Means \pm SD
-------------------------------------	----------------

A goal as a means to another end	Means \pm SD
---	----------------

An enjoyable goal - 10	Means \pm SD
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Personal determination (I want to) -10	Means \pm SD
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Goal distance (how long) - 0	Means \pm SD
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Study 1:

Time perspective (FTP and orientation), optimism and consideration of future consequences in young delinquents (in rehabilitation institutions of the Portuguese Ministry of Justice) (n=60) and young students with risk factors (in school) (n=60)

Study 2:

Time perspective (FTP orientation), optimism and consideration of future consequences in 4 different groups: substance abusers in prison (n=60), substance abusers in probation (n=60), non substance abusers in prison (n=60) and a community group (n=60)

Study 3:

Personal projects analysis, time perspective (FTP and orientation), optimism and consideration of future consequences in substance abusers in prison who voluntarily participated/concluded a therapeutic programme targeting addictive behaviours (n=40)



Study 1

Comparative study of young offenders and young students with risk factors for developing delinquent behaviour)

✓ No differences between both groups regarding FTP extension (low in both groups), optimism (moderately high in both groups), time perspective or orientation (both have a hedonistic TP profile – high in PH and low in F), and consideration of future consequences (both groups were mostly oriented to the immediate context, with a low regard considering the future consequences of their current behaviour)

Differences between young offenders (group 1) and young students with risk factors (group 2) in broad goal content categories (MIM)

	Group				t	p
	G1 (n=60)		G2 (n=60)			
	Means	SD	Means	SD		
Autonomy goals	8,95	6,66	0,08	0,33	10,30	0,000*
Self-preservation goals	0,47	0,93	1,33	2,02	-3,02	0,003*
Humanitarian goals	0,23	0,62	0,85	2,01	-2,27	0,025*
Self centered goals	5,68	3,46	2,22	2,46	6,33	0,000*
Self development goals	5,08	4,91	2,82	3,42	2,93	0,004*
Doing activities	0,28	0,67	1,10	2,28	-2,66	0,009*
Career goals	0,98	1,65	3,05	6,25	-2,48	0,015*
Academic goals	1,18	1,63	8,25	9,16	-5,88	0,000*
Relationship goals	4,15	3,46	1,72	2,23	4,57	0,000*
Leisure goals	0,53	1,14	1,28	1,76	-2,77	0,006*

* $p < .05$

Concerning the broad content categories which were analysed

- ✓ **YO score higher in autonomy, self-centred, self-development and relationship goals;**
- ✓ **YSR score higher in self-preservation, humanitarian, doing activities, career, academic and leisure goals**

✓ While both groups of young people seem to be rather present oriented, with a low regard for the long term consequences of their current behaviour, young students who, despite their risk factors remain in school (although attending vocational courses after having experienced persistent low achievement in the general regular ones) seem to formulate much more performance, academic and career goals, which seem to be adaptive in helping them cope with the main transitions (complex) with which they are faced;

✓ On the other hand, young offenders seem to be focused on leaving the institutions where they currently live (in the care of the justice system) and in changing or developing specific personal characteristics and relationships, formulating very few goals in the domains that are critical for their successful transition to the “outside world”

3 - Intensive counseling and therapeutic-like interventions “dark” pathways

Direct

Students

Cognitive restructuring. Suppression of maladaptive schemas and cognitive processes promoting and maintaining controlled behavioral regulation and maladaptive life styles;

Expand self-knowledge in a non-judgmental and self-compassionate way. Ex: mindfulness, identification of “vicious circles”, and maintenance factors;

Change coping strategies, mainly from avoidance-oriented to approach-oriented;

Encourage the assumption of responsibility for personal attitudes and actions, help promoting the construction of healthy narratives

Indirect

Consultation: parents, teachers...

Training sessions. Help parents and other educators identify and refrain from using controlling, pressure-inducing, and intrusive practices focusing on too demanding patterns for achievement, failure centered feedback and/or rejection messages

Indirect

Consultation: Educational context

Reinforce counseling and career management interventions with a sound motivational foundation;
Monitoring. Collectively and use warning development systems using school achievement, school involvement, career and critical psychological variables

As a whole, we can say that guidance and counseling using **multilevel interventions**:

- Might contribute to a better understanding of what should be the **focus of those interventions** (not the individual, but significant, meaningful and developmentally powerful **systemic and relational units**);
- Can significantly contribute to **the removal or the decrease in barriers** to learning, human development, general well-being and inclusion;
- Might contribute to a **motivational sense of empowerment and authoring** important narratives concerning growth, transitions, coping with loss, adapting to change, gaining resilience;
- Can contribute to **enhance the framework from which professional roles are understood**, thus promoting teams or collective work capacity to **build humans strengths and community resources** that shape the creation, organization and evaluation of significant and diverse life projects.

**Thank you very much for your
attention!**

