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# Translation Project: Spanish – English

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“Adolescence and Education”

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## **Proposal**

The book that will be translated is called “Adolescencia y Educacion” written by Dina Krauskopf. The book contains a lot of information regarding emotional behavior; it has a psychological explanation of behavior in regards to education during adolescent years.

This book is educational, informational and a technical text. According to Ana Lascaris Commeno who is part of an academic production says that, “Adolescence and Education offers the means or instruments that allow us to understand adolescents. The book offers very pleasant, positive and current scientific information on the study of our youth and the multiple products researched in Latin American countries mostly Chile and Costa Rica”. Carlos Orozco C. the librarian of UNED, “This book is about two fundamental things in life of a person, which is adolescence and education. The reader will find an analysis about the development of an adolescent and their problems that they can face in the areas of psychology, sexually, socially and academically”. This means that the methodology comes from an educational point of view while informing readers. It is technical because of the high level of vocabulary and amount of information that is being translated. This signifies that the content that is being translated (from English to Spanish) is meant to give knowledge and inform anyone who reads the content. It is directed more towards teachers and psychologists, although anyone who wants to learn more about adolescence and the good/ bad about their time in school. It is meant to be helpful for teachers who do not know how to handle a failing student or for a parent who is in need of guidance in order to understand what their child is going through emotionally. For psychologist it can help them to identify the problem of the adolescent. As a whole, this translated section of the book is meant to give knowledge to a teacher or someone who is in search of becoming more open and attentive to their student’s needs as well as informing them what to look for and be prepared for anything that a student goes through during classes.

The nature of this translation project will be approximately 5,000 words or roughly 15 pages starting on page 184 and ending on age 198. The contents that will be translated begin with the subtitle “Common disorders of academic achievements in adolescence”, and within that the subject matter that will be translated includes: skills and problem-solving, guidelines for identifying difficulties, assimilation or knowledge, fears and other emotional aspects, phobia of fear and rejection, bad time management, difficulties in paying attention and concentration, evasion of studies, school failures and successes and abandonment of studies.

## **Final Paper**

### 3. FREQUENT DISORDERS OF ACADEMIC PERFORMANCE DURING ADOLESCENCE

For successful educational learning it is necessary that adolescents have high self-esteem, good social, intellectual and learning habits, as well as effective tools for resolving problems and making goals, and an academic learning environment that acts like a medium for personal and social learning.

The above paragraph shows that academic performance is not just a mechanical product of inquisitional knowledge. The successful adaptation of every day stress involves skills that the person has developed (supposing that the environment does not present feasible options). The sources of stress that affect academic performance are numerous and can result in the inability to generate or find diverse solutions to the difficulties of their life. So it is important to identify in what situation the student is in and whether the limitation of solving problems is due to a lack of skills that are needed to complete the task.

To facilitate these limitations we will briefly refer to some basic aspects that are essential skills that people have during adolescence (and in other periods of life) in order to confront the interpersonal challenges and problems to elucidate the construction of their place in society.

#### 3.1 Skills in Problem-Solving

A. *Cognitive Skills* refers to an *analysis of reality that contributes to problem-solving* by: sensitivity to interpersonal relationships, casual thoughts that bind reasons and effects of behavior, willingness to consider the consequences of behavior, the ability to generate alternative solutions to problems, the ability to specify step by step the ways to achieve their individual personal goals.

A lack of these skills makes the student absence of expected results and missing or inadequate explanation of them. This aids the generation of cognitive distortions, which is the tendency to misinterpret the events based on negative beliefs about oneself, the world or the future. This misinterpretation signifies that those events are more difficult for an individual to effectively solve the problem. It's important to help young adults that present these limitations in order to develop these missing capabilities.

B. *Social stresses* are also fundamental in problem solving and have an impact on the possibilities of academic knowledge. *This refers to the behavior related to social*

*encounters*. That certain situation predicts important outcomes. For adolescence, these results can make because him/her become popular or accepted within their peers which are considered to be significant judgments about their social skills. The absence of social skills may cause the student to have a pattern of behavior that includes negative interactions with peers, family conflicts or negative interactions with their professors. When there is this deficit the adolescent does not interact with others in a positive way. This can cause a lack of motivation in their relationships or be absent of opportunities to execute behavior. According to the cause detected, it's important to generate an environment to encourage the expression of these skills.

- C. In other cases it can be treated as a lack of emotional self-control, for example when the adolescent knows how to behave socially but is unstable or inconsistent in the behavior. This is because their negative feelings such as anger, despair and aggressiveness interfere. They have failed to learn certain abilities that emerge from a strong emotional response. In this case anxiety can interfere with learning and in general block behavior management in certain situations. In this type of adolescence anger drives them to be extremely angry and frustrated or provokes them to fail at social interactions. Because they are avoided by their peers and each time they are less exposed to appropriate social behavior.

It is not preferable to react negatively to this type of behavior. Adolescents that lack the skills needed to respond to stress and problems can begin to feel like life has no meaning, which in addition decreases the motivation to change difficult situations, maintaining low self-esteem, feelings of devaluation, poor self-control and self destructive actions.

To identify this deficit it requires an analysis of their records of past behavior, their present conflicts and an immediate setup by testing attitudes. Through testing techniques that promote anger management and impulse, as well as modeling appropriate behavior would be considered correct assistance.

### 3.2 Guidelines in identifying difficulties

There exists a series of specific disturbances that can affect that academic performance during youth. We will do a quick review that will allow the reader to focus on these problems from a psychological point of view, to contribute to an integrated pedagogical<sup>1</sup>.

*Difficulties in learning or adapting to the norms of the schooling establishment of the adolescent, they are normally confronted with a schedule given by the teacher and the institution that primarily look to eliminate their worst aspects or at least complete the curriculum.*

But there are occasions in which these problems are not realized through standard methods. In such cases, the only way that this can be evident is if the adolescent is aware of their personal conflicts. It's like the case of a boy who fails math yet is performing well in his other courses. Based on other areas of his life he is a normal child. The father, a personal influence promised to give him his last name if he got good grades, but when the adolescent obtained them the father did not fulfill the promise. Because of this, he failed math.

It's also possible that these conditions reflect a series of significant negative emotions related to school activity. In order to correctly identify the difficulties it would be essential that the educator made a systematic observation: when does the behavior occur, when is it presented, the frequency, the intensity compared to what situations, the method used by teachers to control the student, reactions of classmates and family members, as well as how the young man faces his problems.

The pedagogical orientation can create or decrease the emergency of a severe mental disorder.

A *sharp decline* in student performance should draw a lot of attention. After this demonstration, one can find a conflict that exceeds the recourse of the youth's solution or in an emergency of a severe mental disorder. This disorder can be more serious the greater the indifference. He will begin to withdraw and disconnection from the world. A consulted youth who feels responsible for their fate reveals a healthier opens possibilities for collaboration to resolve their problems.

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<sup>1</sup> Pedagogical: of, relating to, or befitting teacher or education (Marriam-Webster, 2011)

If it is possible, one should try to prevent the *temporary abandonment of studies* which often times becomes a stumbling block for moods and reinforcing skills and relationships. **Thenon**<sup>1</sup> says, “When a student departs from a group with whom he has been with during school, it further progresses the distance, demoralizing and alienation. And each time it takes longer to recuperate” (**Thenon, 1971:43**).

To continue, we present a breakdown of problems and incidence of various factors of these events.

### **3.3 Problems in assimilating knowledge**

The presence of a harmless *neurological apparatus* and a good *intellectual level* constitutes an optimal base for correct assimilation of knowledge. There are various elements that must be combines to produce intelligent behavior and to allow proper assimilation of knowledge.

The basic *intellectual abilities* are conformed by capacities like conceptual elaboration, analytical and synthetic activities, as well as inductive and deductive reasoning. There also exists a ray of abilities and specific skills such as special, musical, mathematical, EST. These are accompanied with skills such as *paying attention, concentrating and memory*, which allow the student to remember and confirm information. It feeds information and knowledge so they can interpret it according to their *interests, judgments, personal attitudes* and apply them to *cognitive social skills, emotions* and the capacity for *verbal communication* and putting it all into action.

In any of these factors you can find a defect or annoyances that create problems in knowledge assimilation. It can also contribute to *specific learning inabilities*, like disorders in learning and utilizing *calculators, lectures conceptual learning, special organization, ect*. These disabilities, along with speaking, vision and listening distorts and impacts the process of automatic cognitive processing and are frequently rated as bad selection of information. It affects strategies of working memory, quality of speaking and pronunciation, managing abstract concepts and reasonable inference. Attention span is also a factor to consider and will be explained in point 3.7.

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<sup>1</sup> Thenon, Jorge: Argentinean physiologist who wrote “Neurosis Juveniles” in 1971.

Insecurity often leads the student to try to learn by *obsessive memorization*. In these cases, often times there is frequent contact with directors and inhibiting excessive submission to parents or teachers in some stage of development. This behavior can be lightened by a professor who has little value for unnecessary material, that doesn't value learning in textual aspects of the material and that focuses on flexible management of information.

The student that is seeking to acquire information through memorization without knowing what it is useful for will not integrate their personal world vision and that "tension makes their efforts similar to exercising with imaginary weights" (Thenon, 1971:58). *Memorizing unnecessary information is not enriching physical training. Give priority to the essentials, examining the topic directly so that students can acquire knowledge and avoid schematic abstractions as well as eliminate misleading and useless information that is not assimilated. Such exercise withholds meaningful information, increasing motivation and learning. When there is good motivation, voluntary effort demands successful concentration, meaning that the interest of the adolescent for what he/she is doing will be distracted from other things.*

Reflexive and creative thinking give structure to an active mind in the assimilation of information. The adolescent becomes capable of recognizing substantial information when analyzing reality, therefore making them prone to be discerning rather than getting lost in empty speech that no one understands or can explain.

Knowledge that is based on concrete observations and action-oriented reality facilitates interests in aspects more abstract and general to human knowledge. *To know the value and apply what you learn makes understanding and organization of the students' knowledge*, "It is not the time that the student dedicates to studying that is the problem, but the ignorance and lack of effort to find a clear objective" (Thenon, 1971:64).

### **3.4. Fear and other Emotional aspects**

Reoccurring anxiety in regards to how the student should finish homework is a major factor and is really important. *It has been shown that low levels of anxiety and lack of challenges decreases the commitment of the students with his studies* and, therefore learning drops significantly. On the other hand, it has been demonstrated through experiments *that high levels*

*of anxiety in cases of homework tend to disrupt the behavior* and affect both learning and performance.

High levels of anxiety in academic activities can be fostered from other sources, directly from parents and teachers or can correspond from previous threatening experiences. In the case of females where her mother requires immaculate housework, her mother always shows that it is never good enough. The mother is an example and requires that everything be done her way. In addition, she deprives her child of fun activities and grounds her until she completes the requirements. It has been observed that youth that can't resolve their problems have problem with parental authority – often times keeping them on an unconscious level – *reflecting those tensions towards teachers*, who evoke that feeling of an authority figure that threatens their self-esteem. This disruption is particularly evident when facing exams.

*The fear of failure and critical devaluation and hopelessness* to attempt to study frequently originates from *perfectionist thoughts* induced by *somewhat demanding parents*. Parents who are more interested in school performance than their child or that *look to please their own self-esteem with the achievements of their children*. Failure in their studies constitutes a way to call the attention of family members about personal adolescent experiences. Poor performance can be a demand for affection and concern for their needs. When there is no gratification for their achievements, punishments or long discussions the paradox may be felt as rewarding, as the interest of adults is a test to the adolescent.

The fear that adolescence may be hesitant to join a group of their peers shows that they could suffer abandonment. These feelings are not honorable or appropriate for cooperation of authority figures and are indicators of social disorders of inappropriate social affirmation that distorts achievements and efforts that interfere with obtaining knowledge. The perception that studying cannot provide more options or bases for life contributes, depresses and minimizes self discipline to meet academic requirements. Other intricate aspects that contribute to an *exam situation* are how vulnerable emotionally teenagers are with anxiety in present situations. **Thenon** emphasizes that the prolonged effort to retain and apply the task should be resolved in very little minutes during an exam, but what they face an exam –both the studious student and the one who responds at random- with high stress, it triggers a conflict between what he/se wants (to get) and what he/she fears (fails). This can make a teenager who prepared for an exam a

“...procrastinator or out of routine, debating over the answer, perplexed over a trivial task or insignificant chores, arranging and rearranging books, as if doing such things will distract them from the bigger issues that needs to be resolved, equivalent to a fear that puts them in a trance” (Thenon: 1971:24).

During an exam, students tend to *have lapses about specific words or concepts*. Oftentimes they experience *temporary inefficiencies* in the distrust of one’s ability to evaluate. These students, even though they are perfectly prepared, will want to put off the exam, because if confronted with the situation all of the knowledge that they had in their mind disappears creating fear. Knowledge will emerge more freely to the point that if they clearly confirm the things they need to remember in able to manage previously acquired notions. However, there are occasions when their mind continues to be blocked. In these cases it would be better to guide the student to a new topic; so not treating it as a situation of ignorance, because the memory will arise to the task for remembering the abandoned and feared concepts that were put aside.

Other *focuses of fear* are of particular *teachers* of certain materials. These situations in general cannot be considered a way to provoke fear, but various characteristics of the teachers conduct can be interpreted by the student as vibes of danger that can trigger inappropriate behavior and could cloud the understanding of the student.

A similar situation can happen with specific. If the student has experienced an unpleasant event it will be stuck in their mind causing them to have a bad reaction. In these cases, “...the student will form a neurotic state of mine towards the subject, on one hand trying to understand and imagine what they read and on the other hand trying to complete the commitment with the teacher” (1971: 51).

Sometimes, this type of behavior coincides with the personality characteristics of the educator that obtains gratification from the fear prompt. These types of people have a circle of reverential respect and on occasion’s even channel their aggression by minimizing smiles, frowning, preparing for “special questions”.

### 3.5 Rejection and School Phobia<sup>1</sup>

Rejection is manifested by a lack of desire to attend classes. Rejection can be identified through: 1) *Severe emotional disorders*, 2) *lack of social skills*, 3) *conscious decision to not attend classes*, not telling their parents about absences and handing in forged excuses to the school. These emotional disorders are accompanied by a weak system of ethical and social values, no escape mechanisms and an out of control social conduct.

*School Phobia* is defined by a persistent and irrational fear that is serves as an obstacle for attending classes. It often arises because the student can't handle *pressure and tension* from grades, attitudes of teachers, parents, classmates and competitive or diverse activities. In adolescence this behavior can correspond with anxiety related to loneliness and individuation, so for them progressing in their education is a loss of dependent status, it separates them from an autonomy that characterizes them as primary status.

This type of behavior can be recognized because the student has severe symptoms that will "prevent" attendance. These symptoms are: 1) *complaining and psychosomatic symptoms*, 2) *Anxiety crisis*, especially in the mornings, 3) *insomnia*<sup>2</sup>, 4) *difficulties arriving to class on time* and 5) *refusing to go to school*.

With both rejection and school phobia it is important to research the causes with the student and their families and if it is necessary, seek advice from a specialist.

### 3.6 Miss use of Time

Anxiety can arise due to parents *imposing rigid hours* for responsibilities *or proposing that the student stay at home, this is related to the need of control and prolonging dependence*. The parents may change the plans for their youth without considering their previously established commitments, delaying free time and neglecting their various necessities. During the adolescent years this type of behavior from parents can remarkably affect the student's ability to efficiently make relationships with their environment. Studying, which is an enriching activity, turns into an activity that deprives them of essential experiences. On the other hand, parents or

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<sup>1</sup> Phobia: an exaggerated usually inexplicable and illogical fear of a particular object, class of objects or situation (Merriam-Webster, 2011)

<sup>2</sup> Insomnia: prolonged and usually abnormal inability to get enough sleep (Merriam-Webster, 2011)

families who believe that the important thing is to enjoy or engage their children will not turn to disciplinary action in order to see achievements obtained by their child.

Only when extracurricular and academic activities are incorporated to the students' social responsibility are they really able to learn how to organize their time. They should learn how to regulate their moments of rest, learn how to calculate the amount of time required for the activity and efficiently plan everything according to their free time and deadlines. Failure from families and teachers to induce this type of behavior can cause social academic problems.

### **3.7 Difficulties paying attention and concentrating**

An attention deficit disorder is identified by: restless attitude, poor planning and little organizational skills. The student can exhibit hyperactivity, anxiety as well as depression and is often associated with dependency and/or helplessness.

These defects and lack of attention are often produced by internal stimuli<sup>1</sup> that break the thinking process which results in minimal brain dysfunction. It can also be caused by a physiological reason that has not yet been confirmed, but can be treated pharmaceutically. These types of treatments have the best results if the diagnosis is made during childhood. The professionals that are consulted are normally psychiatrics or neurologists.

Cognitive strategies are affected by these defaults because of a distorted interpretation of information and a lack of stimuli by; errors in reasoning, arbitrary inferences, magnifying or minimizing a situation based on a selective and personal interpretation.

*These difficulties have an impact on self-esteem and can lead to distorted interpretation of situations. This explains the high percentage of young male adults with learning difficulties, because they normally have trouble with the law, are drug addicts and drop out of school. However, the majority of boys focus their strengths to develop in areas of competition. This prevents secondary behavior disorders, as well as not focusing on what they are incapable of doing but rather *emphasizing and supporting what they do well.**

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<sup>1</sup>Stimuli: Something that rouses or incites to activity

Treatment for specific disabilities should seek to be motivating, establishing specific instructive practices, enhances abilities, generates healthy competition for communication, gives extra help in order to succeed and helps the transition into higher levels. The award system can be used as an intricate motivational system for these students who have lost any motivation to study. Psychologists can be a big help.

Lack of concentration and memory is a result of not enough rest and are frequently intertwined. Being fatigue affects nerve cells and can cause stress and tension. **Tehnon** observed that when a student is fatigue, his/her reasoning and reflexive memory are exhausted first and the only thing that is left are mechanical movements which are only used to remember pages of a text but without recalling or understanding the concepts on the page.

Young people use a lot of resources to fight sleep such as: coffee, reading while walking or reading out loud, alternating different subjects or having music on the background. Listening to music in the background generally worries families because the radio can be used as a distraction. However, there exists physiological reasons that can explain why listening to music in the background is useful. **Thenon** explains that the key factor is the adjustment of sound that is playing while studying. The volume cannot be too quiet because it can make the student tired and it cannot be too loud because it creates excitement and the student will not pay attention to the subject. Each student can honestly evaluate if the habits that they use will help or hinder them. So it is important for them to speak with someone in a comfortable environment to help the process of self analysis.

**Kerdel** expresses that a decline of sensory stimuli's decreases concentration and increases the possibilities of fantasizing. "A number of experiments related to sensory deprivation<sup>1</sup> have demonstrated that the human body is unable to tolerate a lack of sensory stimulates<sup>2</sup> for a relatively long periods of time" (**Barrera<sup>3</sup> and Kerdel<sup>4</sup>**, 1978: 295).

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<sup>1</sup> Sensory Deprivation: Intentional removal of stimuli affecting on of all of the five human senses (Geek)

<sup>2</sup>Sensory Stimulates: Refers to the impact the environment has on the minds and bodies as we receive information through our five senses (Articlebase, 2009)

<sup>3</sup> Gabriel Barrera Moncada (1916-1995): Venezuelan doctor internally and externally and a professor who contributed to the book "El adolescente y sus Problemas en la Practica" in 1978 (Bengoa)

<sup>4</sup> Oswaldo Kerdel Vegas (1931- unknown): Venezuen author who contributed to "El adolescente y sus Problemas en la Practica" (Bengoa)

In adolescents there is high risk that their concentration is easily interrupted, like what has been shown, fantasies and sexual activities strongly impact the thought process and emotions of both male and female teenagers. In addition, different life experiences that they encounter or face can cause moments of emotional instability and day dreaming also affects the attention needed to complete tasks.

When music is measured correctly it can keep the student alert, it allows the student to release excessive tension and the level of concentration increases to the point that the student pays no attention to the music that is in the background.

There are other ways of releasing tension that allows the student to utilize all their energy for studying. These are: *active movements*, like rhythmic movements with their feet or leg while reviewing material.

### **3.8 Avoiding Studies**

It is important to differentiate between the distractions that stand in the way of studying and the things that represent a *break from homework*. Things such as drawing geometric shapes can be very distracting for a young person to the point that they submerge themselves into drawing that they mentally move so far away from the learning situation. **Thenon** refers to a case that can also create avoidance which is related to teenage behavior. This case refers to a student that agreed to study a career out of obligation to their parents, but casually continued to study the career to become a television scriptwriter. Because of this activity the student became submerged in the artistic bohemian lifestyle and the contrast of lifestyles between the students desires and the household expectations became evident. He concentrated on his prestige dream, but slowly began to be consumed by the art environment and his “waste of time” dream. Often times, we see similar cases linked with athletics, rising businesses or passionately perusing a hobby.

It should also be understood that the case previously described can be a form of *opposition*. Where the student (who developed activities that hinder success in the career) was subjected to the expectations of his parents and continually expressed dissatisfaction and opposition to the original goals. This can become channel that is created that gives more attention to their vocational activity, which through their confusion or weak autonomy were

openly made. In this case the adolescent that has dedicated himself to playing the bass in a band but has not realized that the music industry or music marketing is his calling.

Other adolescents manifest themselves in other options by saying, “I’m not interested in studies”. These are adolescents that want to have the “status” and be defined as an adult, but don’t support the uncertain characteristics that prepare them for their sense of identity. These types of teens frequently show intolerance to frustration and postponement of needs in improvement of their ability to build a solid life plan. *They don’t want to move to the next stages to reach a goal; they just want to see immediate results and profits.* Sometimes stories of easy victories and the age of speed and velocity can be blinding and disregard a slow, deep meditated and successful outcome. In other situations, overprotective parents, consider it is natural to keep being dependent on them *and evade the process of their adulthood.* It’s important to talk to these adolescents and analyze the signs that were previously discussed as well as help them discover challenging aspects of their academic activities and promote patients and to help them seek a solid genuine autonomy.

The opposition activity can also be the expression of general conflict. *It can be a struggle between parental authority and the strong willed adolescent.* In these cases, the adolescent will frequently negotiate their education which determines a higher recognition of freedom such as: free time, extracurricular activities, ext... It is necessary to be clear minded in order to confront and discuss the issues, in order to accept the propositions without destroying the expectations and value of being an adult. This is in relation to the stages of youth that are required to be completed responsibly in order to become self-governing.

Another distraction from studying consists of having high ambitions. These adolescents are convinced of their potential goals according to their value and their developed fantasies but have *difficulties accepting reality*, and their performance decreases. These fantasies are a way to cover personal insecurities. The best thing to do is to not discourage their thoughts, but to encourage them to be more modest and gradually plan ahead.

### **3.9 Failures and success of a student**

You generally consider a school failure due to a situation that was presented by a student who did not dominate the assigned tasks that corresponded with the school curriculum or that did

not complete the grade that corresponds with his/her chronological age. **Barrera** calls attention towards the act –applicable in other Latin American regions- that almost a quarter of the adolescent population in Venezuela has been held back. This means that their chronological age is older than the year that he/she is currently studying. This is caused because the student entered school at an older age or because the student had to repeat a specific year.

*Mental retardation*<sup>1</sup> could also be the reason for another reason that the student entered school late, because major mental disorders are detected in the early years of learning. This could only be the case of an adolescent with a moderate or very mild case of retardation. **Barrera** thought that a young student “...certainly does not suffer from retardation until proven otherwise” (1978:299). Recall, that *young people with lower IQ’s then normal can still have good personalities, and achieve success in their adult years as well as in their chosen careers.*

The cases that call less attention (because they often remain undetected) are the young people who *mature early and disharmonious*<sup>2</sup>. This often occurs in boys and girls who have an elevated intellectual level. They rely on these skills to develop their adaptive mechanisms and conceal their disabilities or difficulties. They only act comfortable when they are in a formal interpersonal relationship and when the task that they have been given a task that is feasibly developed in a ridged or speculative way. Friendships don’t last long and when they engage in activities that require flexible and spontaneity they don’t participate.

Ideas and verbal communication are developed a lot in these types of people but it does not reach the emotional level to integrate them in an affective level. They don’t have an ability to attach to life with recognition of its complexity or be flexible. Although these students are often successful in school and college, **Barrera** suggests that we if we look at it in a *holistic concept of education we should consider them failures*, like, “...they have not achieved a good social emotional state of being despite the acquisition of knowledge or advancing to a higher grade” (1978: 304).

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<sup>1</sup> Mental retardation: below average intellectual ability that is equal or less than an IQ of 70. It is accompanied by significant deficits in the ability to communicate or take care of one’s self. It is diagnosed from birth or infancy and is manifested by a delay or abnormal development, learning difficulties, learning difficulties and social adjustments. (Merriam-Webster, 2011)

<sup>2</sup> Disharmonious: lacking harmony (Merriam-Webster, 2011)

Many different investigations show that the alumni that are *academically successful as a product of personal choice* –and not from defensive help in acquiring knowledge and from submitting to the rules and demands of the school- show positive features: emotional stability, sincerity, naturalism, self confidence. And in achieving their goals: discipline, willingness to postpone immediate gratification in order to obtain an object and desire to actively influence the circumstances of his/her life. They are independent responsible, full of purpose, these are people who understand that academic work –boring or interesting- is necessary to move forward. In society they tend to be cooperative, comprehensive, reliable and concerned for the organization and planning of activities (**Grinder**<sup>1</sup>, 1976).

Failing school can be attributed to several elements such as: teaching factors (failure in preparation, incorrect placement for the course, adjusted teaching methods); inappropriate used of free time (excessive stimulus for frivolous distractions, lack of recreational time); social economic factors (cultural deprivation, previous experiences of poor learning, malnutrition, inadequate living for studying); a mix of health and emotional problems (physical abnormalities, chronic sickness, conflicts that can cause worry) and specific disabilities of learning (stress in calculus, the lesson, writing, etc.).

Therefore, after a series of analyzing symptoms such as: signs of laziness, undisciplined and dumb un-resolved situations failures should be considered a wake-up call. Undoubtedly, labeling is easier than investigating, looking for causes and working. However, careful analysis may provide clues to find solutions.

### **3.10 Abandonment of studies**

There are multiple factors that can indicate this type of behavior, and the cause is not always recognized by the student. It can be a result of 1) *a side project* that revolve around family and financial needs, 2) *a false-alternative project* that is a group of problems of various kinds that are non-resolved, 3) *avoiding studies* through a fantasy role that raises their valued ideal that no one knows how to reach them, 4) *a closed way* of being in regards to expectations of their family, 5) *health problems* that at times originate in no relation to other problems, 6) *lack of general motivation*, that can correspond with severe mental disorders, 7) *study blocks* from

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<sup>1</sup>Robert E. Grinder: Mexican psychologist and author of “Pscilogia de adolescent” (1987)

intense conflicts and chronic: ethnic discrimination, handicap, chaotic family environment, etc..  
8) *The mentality that change is impossible* in regards to their actions.

Without a doubt, each of these situations requires a different approach to collaborate and overcome the problem. The dropout student should be analyzed with those people who take on the case that aren't involved in the part of the adolescents' life. It requires establishing relationships with them, helping them to recognize the reason of their difficulties. Ultimately, the end can be a constructive experience and not a mere failure (**Allport**<sup>1</sup>, 1978).

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<sup>1</sup> Gordon Allport (1897-1967): Indian Psychologists who is responsible for writing "Los Valores y la Juevntud" and "Las crisis en el desarrollo nomrla de la personalidad"

## Reflections

Translating this text was a lot harder than I had expected, the original Spanish text is full unknown vocabulary that required a lot of research and references from dictionaries and thesauruses. A lot of the words do not even have a direct translation from Spanish into English so taking the context from every single word was extremely important. The methodology I ended up using was direct translation or literal translation. So basically I took the original text and tried to translate the words and meaning as directly as possible in order for it to make sense in English. The majority of the text translated smoothly but there were certain parts like 3.8 Avoiding Studies, the entire section was extremely difficult for me because of the way that Spanish uses a general form to identify one or more peoples not specifically identifying if it is male or female. So I had to try and make it as general as possible so not to aim it at one specific gender, because the problems that are talked about in this section are somewhat general. Literal translation in my opinion is one of the only ways to translate formal texts. This is a psychologist written book in which formal terminology was used and specific references to other psychological books were implicated. The only way to convey the message is to translate the literal meaning so that when an English psychologist reads it, the text will flow in a manner that makes sense to a person who is trained to analyze readings and apply them to specific cases.

I had originally said and thought that this text could be good for educators, psychologists in general and parents who were interested in understanding the adolescent experiences and how to confront situations regarding their difficulties. But after reading through the section and translating it I began to realize that this text is really only meant of psychologist who work in the educational field and educators who have closely observed the student in question. Although all psychologists will be able to apply and understand the knowledge that is conveyed in this book but more specifically in this section, the whole idea is that psychologists who work closely with the student in the educational environment will be able to better understand the needs and specific problem of the student. Parents can read this book and it will be extremely helpful to them in times of need when they do not know what else to do for their child, but a lot of what was addressed in this section has to do with how parents contribute to the stress and confinement of their child. For example, in section 3.4 Fear and other emotional aspects a strict parent plays an extreme role in why student/s can become fearful or shut down when confronted with things related to school and homework. This means that a parent who is really seeking to help their

child must be willing to confront their own problems and take responsibility for their actions in the problems that are going on in their child/s life.

I am studying to be a teacher and a translator so this text is perfect for the career. It relates to so many adolescent problems that most teachers and parents are confused about. For example, the majority of teenagers have bad attitudes but most of the time teachers and parents do not understand why. And one of the reasons why I enjoyed this portion of the book so much was because I was one of those misunderstood teenagers and I know a lot of teenagers who are not understood by those around them. This book creates an insight and a way to understand what is really going on in the minds of teenagers and why they can be distracted or that sometimes parents and rude teachers need to take responsibility for their actions and role that they play in an adolescents life. I think that for me it explained a lot of the reasons why I went through a lot of struggles and saw other people suffer all throughout high school.

My experience with translating this text was rather interesting, I feel like I have grown a lot in my skills as a translator and have become more aware of how important it is to practice and to look up words that are unknown. I also learned that it is okay to ask for help, whereas before I felt shameful. Translating has always been a challenge for me but I really enjoyed doing this project.

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## Appendixes