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Origen y secuencia en la adquisición de las AIVD en los adolescentes de contextos de diversidad social y cultural.

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Origin and sequence in the acquisition of the instrumental activities of the daily living in teenagers of contexts of social and cultural diversity.

INTRODUCTION:

The adolescence is characterized by an increasing impulse towards the autonomy (Mitchel; 1975, Santtrock, 1981) Being outlined a challenge for supporting the sense of the efficiency while they face new responsibilities and social expectations.

During this period they must explore, experiment and achieve skills for the instrumental activities of the daily life (IADL)

According to Shelley Mulligan (2006) the skills and participation in these activities will be influenced by the contextual factors .The family expectations, the needs, the opportunities, the priorities and the cultural guidelines, influence the degree and type of skills that are learned. The contexts can facilitate or be a barrier of the performance in the areas of the occupation.

For this reason is that we are thinking about studying the importance of the sequence of acquisition of the IADL and the origin in the diverse social and cultural contexts

AIMS

General Aims

· To relieve the origin and the sequence of acquisition of the IADL in the diverse social and cultural contexts.

METODOLOGICOL ASPECTS

Market design ; transverse, cuali-quantitative.

Type of sample: not probabilistically accidental.

Changeable and principal axes (axles) of analysis: sex, age, level of study, social class, residence, source, order of acquisition, importance.

The crossing variable will allow describing the influence of the context.

Instrument of compilation:

Semi directed interviews and poll to focal groups.

Population: Teenagers of the zone of influence of the National University of Quilmes, of diverse contexts.

PRELIMINARY RESULTS:

The acquisition and participation of the teenagers in the IADL is a complex topic .The changes presented in the last years are influenced by the modifications in the diverse contexts. This presupposes the acquisition of new instrumental activities, modifying the form, function and meaning.

CONCLUSIONS AND CONTRIBUTION TO THE PRACTICE:

The present investigation offers a contribution to the contextual practices, according to the occupational performance and significant activities for the teenagers.