




The Development of a Successful Intelligence Training Package Aimed at Reducing High-Risk Behaviors in Adolescents

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ABSTRACT

Objective: The aim of the current research was to develop a successful intelligence training package focused on reducing high-risk behaviors specifically for female students engaged in high-risk behaviors.

Methods and Materials: This study, in its content analysis section, utilized the qualitative content analysis method of Hsieh and Shannon (2005), and in the package development section, followed the package development methodology of Yousefi and Golparvar (2023). The environment of this research included all texts related to high-risk behaviors and Sternberg's (2019) successful intelligence. The method for selecting texts was purposefully from among these texts over the last ten years, with the number of texts based on the principle of data saturation. The method of data collection was through line-by-line study of texts, seeking answers to questions related to the objective and content of the successful intelligence package aimed at reducing high-risk behavior.

Findings: The results of data analysis using Hsieh and Shannon's (2005) conventional content analysis method revealed that high-risk behavior has three dimensions: 1) causes of high-risk behavior with nine main concepts (psychological distress, feelings of rejection, adolescent changes, peer pressure, cultural factors, social factors, psychological factors, lack of education and awareness, and family factors); 2) manifestations of high-risk behavior with three main concepts (anger and violence, addiction, incompatible sexual behaviors); and mechanisms for reducing high-risk behavior (individual interventions and systemic interventions). These results for successful intelligence texts showed that successful intelligence contains two dimensions: 1) the nature of intelligence with five concepts (successful intelligence in the individual dimension, successful intelligence in the social dimension, intelligence outcomes, types of intelligence, upstream intelligence processes) and 2) the dimension of strategies for achieving successful intelligence with four concepts (analytical intelligence, practical intelligence, wisdom, and creative intelligence). In the package development section, the hidden goal of this package was to increase cognitive maturity through awareness and skill enhancement with the help of successful intelligence

strategies. This was done using the package development method of Yousefi and Golparvar (2023), where categories from both analyses were integrated and synthesized.

Conclusion: The results of this integration led to an eight-session educational package aimed at reducing high-risk behavior, with strategies derived from the theory of successful intelligence. Finally, the educational package was validated through inter-rater agreement coefficients and evaluated by specialists, indicating content validation.

Keywords: *Successful Intelligence, Training Package, High-Risk Behaviors, Adolescents*

1. Introduction

Adolescence is considered a crucial period in human life and can undoubtedly be seen as one of the most important stages in the development of individual personality, marking the threshold for personality formation. It is a phase that, both in practical and theoretical spheres, represents a pinnacle for the individual, as it is during this time that one gains a better understanding of their place in the world (Oh & Heo, 2023). Significant changes in self-concept occur, identity crises are experienced, emotional issues and problems increase, individuals reach the stage of abstract thinking, and their connection with peer groups intensifies (Parsakia, Rostami, Darbani, et al., 2023; Parsakia, Rostami, Saadati, & Navabinejad, 2023). Across all cultures, identity formation is one of the basic conditions for the development of a personality that is accepted by society. Studies indicate that it is through identity that individuals come to construct a self-definition, and if this definition conflicts with their social realities, they may experience immaturity, psychological stress, behavioral problems, academic difficulties, and more (Parsakia, Rostami, Darbani, et al., 2023; Parsakia, Rostami, Saadati, & Navabinejad, 2023).

During this period, adolescents undergo physical and psychosocial changes accompanied by intense emotions, and many of the neurological or cognitive systems that regulate emotion mature; the dominance of emotion in adolescents' decision-making and their inclination towards peers increase the likelihood of engaging in high-risk behaviors (Khanabadi & Choobdari, 2021). Adolescents face numerous issues and challenges during this time, including high-risk behaviors. In today's societies, adolescence for some entails a plethora of physical, psychological, and social problems, laying the groundwork for many high-risk behaviors and social harms. High-risk behavior refers to actions that increase the likelihood of negative and harmful physical, psychological, and social outcomes for the individual. Since social, familial, and economic factors play a significant role in individuals' behavioral orientations, if

these factors fail to perform their roles adequately, individuals face challenges and may be drawn towards high-risk behaviors (e.g., sexual activities, violence, drug use) due to the pressures of these challenges and problems (Enkema & Bowen, 2017; Gheisari et al., 2021). High-risk behaviors can sometimes lead to death and disease, primarily starting from adolescence and young adulthood. These behaviors disrupt the lives of others and may harm individuals or their property, including premature relationships, lawbreaking, property damage, theft, violence, smoking, alcohol use, drug abuse, truancy, arson, and assault or threats (Telzer et al., 2014; Zatzick et al., 2014).

Various methods have been introduced to reduce high-risk behaviors among adolescents, for instance, the effectiveness of mindfulness training (Gheisari et al., 2021; Joghataei et al., 2023), the effectiveness of family bonding programs (Telzer et al., 2014), and the effectiveness of integrative transdiagnostic treatment (Mohammad Beigi Selahshor, 2022). Furthermore, some studies show that high-risk behaviors can be associated with different types of intelligence, including the relationship between emotional intelligence (van Deursen et al., 2015); the relationship between intelligence and knowledge (Ahmadboukani et al., 2022; Dong et al., 2023); social intelligence (Shahbazi Khonig et al., 2018); and the relationship between verbal intelligence and high-risk behaviors (Aljazi & Alrekebat, 2019; Andrei et al., 2015).

Given the referenced research on the negative correlation between types of intelligence and high-risk behaviors, enhancing adolescents' cognitive abilities appears to be a beneficial approach to reducing or preventing high-risk behavior. In this context, Sternberg's (2017) theory of successful intelligence has been one of the beneficial theories in the past two decades. According to Sternberg, successful intelligence is the individual's ability to formulate, execute, and evaluate what needs to be done and to plan for their life, encompassing creative, analytical, practical, and wise thinking; according to Sternberg (2019), an individual with successful intelligence can adapt and modify their environment to meet their needs. However,

possessing the components of successful intelligence is not sufficient; it is also essential for the individual to know when, how, and where to integrate these components (Kim et al., 2010; Sternberg, 1985; Sternberg, 2009).

According to Sternberg, the analytical aspect refers to problem-solving abilities, effective information processing, and completing academic and job tasks; the creative aspect refers to the individual's ability to combine existing knowledge and skills to manage new and unique situations; practical or contextual intelligence refers to the ability to transfer analytical insights and creative expressions in a way that aids adaptation to the environment, allowing the individual to pave a way to achieve their chosen goals; finally, the wise aspect refers to the individual's ability to know when to utilize their abilities to achieve their goals, understanding that their goals are beneficial for their enrichment and a better world (Kim et al., 2010; Sternberg, 1985; Sternberg, 2009). Considering the content of the theory of successful intelligence, it seems this theory is suitable for developing an educational package aimed at reducing high-risk behavior. Moreover, with the increased influence of social media and virtual spaces in recent years, the power of peers and the likelihood of engaging in high-risk behavior have increased, with potentially dangerous outcomes for adolescents that may continue into later years of development. Therefore, it is essential to focus more on reducing high-risk behavior and prevention. In this vein, this research aimed to design an educational package focused on high-risk behaviors based on Sternberg's theory of successful intelligence, addressing the qualitative research question: What components does the successful intelligence package aimed at high-risk behaviors include?

2. Methods and Materials

2.1. Study Design and Participants

Research Method, Research Environment, and Selected Texts: Given that the topic of this research is the analysis of the theory of successful intelligence and content analysis of texts on high-risk behavior in adolescence for the purpose of identifying the main concepts of the theory of successful intelligence and concepts of high-risk behavior to align them with the educational package focused on high-risk behavior, the methodology of this study was of a theoretical mixed research type. The following are the stages of this research:

For analyzing texts on successful intelligence and high-risk behavior, conventional content analysis was used. This approach is applicable when theories and research texts

related to the study topic are available (Salvi, 2019). In this research, theories of successful intelligence and sub-theories related to high-risk behavior were available, and all codes and categories were directly extracted from the texts.

Then, to align the theoretical and conceptual axes of both constructs, the research team (students and advising professors) determined which high-risk behavior concepts should be taught in the educational formats.

Next, aspects of the theory of successful intelligence that could cover the selected dimensions of high-risk behavior, identified in the previous stage, were selected by the research team.

Preparation of the educational package focused on successful intelligence aimed at reducing high-risk behavior based on APA guidelines.

Validation of the developed package through the calculation of inter-rater agreement coefficients and experimental validation, which due to length, is reported in another article.

In the current study, the research environment consisted of texts related to the two constructs of successful intelligence and high-risk behaviors. Text selection for each variable continued until data saturation, which occurred after five to six sources for each theoretical discussion, though the selection of texts was expanded to up to 10 texts. These texts were reviewed within the time frame of 2014 to 2024. Entry criteria included: selecting primary and first-hand texts that directly addressed the intended concept, texts related to the last ten years. Exit criteria included: texts without reputable publishers; texts related to undergraduate theses. It's worth mentioning that according to searches in available databases, no published article in Persian or English regarding the specified topic was found up to the time of writing this article.

2.2. Measures

The research instrument in the qualitative section was the detailed study of texts, and key and important phrases were noted. After identifying the sources to be analyzed, under the supervision of advising professors, these sources were examined line by line, underwent content analysis and thematic analysis, and were coded. At this stage, the coherence and consistency of data in terms of meaning and concept were examined. Then, sources were thoroughly studied and reviewed with the help of advising professors, and the themes obtained were revisited. Thus, components of the educational package were identified from the studied

texts in the areas of successful intelligence and high-risk behavior through content analysis. It should be noted that the concurrent collection and analysis of data, meaning the interaction between what is known and what needs to be known and the back and forth between data and analysis, were essential for achieving validity and reliability. In this research, concurrent collection and analysis of data and the iterative movement between data and codes were carried out. Also, to ensure the validity and reliability of results, the following points were considered:

Usefulness: The utility of the criterion indicates that the findings from qualitative research are useful and enlightening for the study under investigation and can be beneficial for premarital counseling by informing family counselors and clients to improve premarital counseling.

Contextual Integrity: This criterion means that the phenomenon under study should be examined in its context to describe the study context more completely.

Researcher Positionality: This criterion in validation means that the researcher should be aware of their position to avoid unconscious influence on text interpretation. In this research, the researcher aimed to avoid any bias in selecting participants, analyzing, and interpreting interviews by being aware of their stance and seeking assistance from another expert in analyses.

Reporting Method: This criterion refers to a reporting style that allows other specialists and users to understand the research results easily. In this research, qualitative reports were presented in tabular and diagrammatic forms for easier comprehension.

Triangulation of Researchers: This means that different individuals perform coding and data analysis. In this research, the interview was coded and data were analyzed by the researcher, the advising professor, and a qualitative research coding expert.

2.3. Data analysis

In summary, for data analysis in the first part, conventional content analysis by Hsieh & Shannon (2005) was used, comprising five stages: All conceptual units from the selected texts were extracted; in this stage, texts were read line by line, and conceptual units were extracted as initial codings; to examine the consistency of codings and categorizations with texts, the extracted concepts were pre-

reviewed by the advising professor and consultant; validity and reliability of codings were performed by all research team members except the student (experts); conclusions were based on codings and categorizations.

For the second part, i.e., the step-by-step development of the package, the method of Yousefi & Golparvar (2023, as cited by Rocky et al., 2023) was used, which included selecting the concept or concepts suitable for teaching students from the content analysis of high-risk behavior in adolescence, second step, selecting concepts covering high-risk behavior reduction concepts from the content analysis of successful intelligence, third step, integrating and correlating high-risk behavior concepts within the concepts of successful intelligence, fourth step, matching concepts of successful intelligence with high-risk behavior reduction teachings, fifth step, specifying the number of sessions and the time required for each session, sixth step, drafting and preparing the content of the educational package, validation of the process and content of the educational package by experts in adolescence and cognitive psychology; it is worth mentioning that the first five steps were carried out by advising professors and consultants.

3. Findings and Results

To address the research question, conventional content analysis by Hsieh & Shannon (2005) was used, and for the development of the package, the package development method of Yousefi & Golparvar (2023) was utilized.

In summary, for data analysis in the first part, conventional content analysis by Hsieh & Shannon (2005) was used, involving the following stages:

All conceptual units from the selected texts were extracted;

Texts were studied line by line, and conceptual units were extracted as initial codings;

To examine the consistency of codings and categorizations with texts, the extracted concepts were pre-reviewed by the advising professor and consultant;

Validity and reliability of codings were performed by all research team members except the student (experts);

Conclusions were based on codings and categorizations, validated by advising professors, consultants, and a qualitative analysis expert, and concepts and sub-concepts were presented.

Table 1

Content Analysis of Texts on the Inclination Towards High-Risk Behavior According to Hsieh and Shannon (2005)

Dimensions	Main Concepts	Sub-concepts
Causes	Psychological Distress	Difficulty in Eating Difficulty in Attention and Concentration Academic Problems Stress Social Psychological Symptoms
	Feeling of Rejection	Desire for Relationship and Inability to Establish It Feeling of Isolation Interpersonal Sensitivity
	Adolescent Changes	Physical Changes Cognitive Changes
	Negative Peer Pressure	Direct Pressures Indirect Pressures
	Lack of Education and Skills	Lack of Skills Lack of Awareness
	Psychological Factors	Emotional Disregulation Mental Health Problems Weak Cognitive Power
	Non-Individual Factors	Culture Family Social Environment Socio-economic Causes
	Manifestations of High-Risk Behavior Directed at Others	Anger and Violence
	Manifestations of Self-Directed High-Risk Behavior	Addiction
	Manifestations of High-Risk Behavior Affecting Self and Others	Incompatible Sexual Behaviors
Self-Management	Mechanisms for Reducing High-Risk Behaviors	Individual Interventions Emotional Regulation Training Communication Skills Training
	Systemic Interventions	Family Intervention Social Intervention

As observed in [Table 1](#), content analysis extracted three dimensions: 1) Causes of high-risk behavior with seven main concepts (psychological distress, feelings of rejection, adolescent changes, peer pressure, lack of education and skills, psychological factors, and non-individual factors); 2) Manifestations of high-risk behavior with three main concepts (anger and violence, addiction, incompatible

sexual behaviors) and mechanisms for reducing high-risk behavior (individual interventions and systemic interventions).

Subsequently, the results from the analysis of texts on successful intelligence are presented. [Table 2](#) displays the content analysis results for the theory of successful intelligence.

Table 2

Content Analysis of the Theory of Successful Intelligence According to Hsieh and Shannon (2005)

Main Concepts of Successful Intelligence	Sub-concepts	Codings
The Essence of Successful Intelligence	Outcomes of Successful Intelligence	Successful intelligence in the individual dimension Generating new ideas Weighing ideas Ability to actualize ideas Foresight in decision-making Acquiring adaptive skills Setting meaningful goals Compensating strengths based on weaknesses
	Successful intelligence in the social dimension	Understanding society and culture Balancing individual and collective goals Addressing human problems

Strategies for Achieving Successful Intelligence	Complementary Processes of Successful Intelligence	Cognition
	Operations	Planning Evaluating thinking Implementation processes Monitoring the process Evaluating action and activity Skills
Creative Intelligence		Creation and design Invention and innovation Redefining the problem Attitude Offering solutions Recognizing abilities and weaknesses Gaining self-efficacy Tolerating ambiguity Continuous growth Having a unique voice
	Analytical Intelligence	Skill Comparing and contrasting situations Evaluating, critiquing, and explaining Attitude Identifying and defining a problem
	Practical Intelligence	Finding solutions to a problem Skill Implementing, using, and applying Applying learned knowledge in adaptation to context Attitude Maintaining focus
	Wisdom	Establishing a connection between knowledge and action in situations Skill Discursive thinking considering people, time, and place Dialectical thinking considering people, time, and place Balanced thinking considering people, time, and place Attitude Considering collective interests Paying attention to context and culture

As seen in Table 2, content analysis of successful intelligence extracted two main dimensions: 1) The essence of intelligence with five concepts (types of successful intelligence, outcomes of successful intelligence, complementary processes of successful intelligence) and 2) The dimension of strategies for achieving successful intelligence with four concepts (analytical intelligence, practical intelligence, wisdom, and creative intelligence).

In the second part, the six-step method of Yousefi and Golparvar (2023) was used, detailed as follows.

First Step: At this stage, the research team reviewed the concepts and sub-concepts extracted from the content analysis of the inclination towards high-risk behavior several times. From the extracted high-risk behavior concepts, causes (emotional reasoning in adolescence, weak relationships, peer pressure, and psychological factors) and manifestations along with all their sub-concepts were

selected, and individual interventions were chosen from the mechanisms reducing high-risk behavior because the teachings were specific to adolescents, and no other group or system was involved in the teachings.

Second Step: In this stage, the research team reviewed the concepts and sub-concepts extracted from the content analysis of successful intelligence several times and selected mechanisms for enhancing successful intelligence from the extracted concepts.

Third Step: In these two stages, the research team substituted the selected concepts and sub-concepts of high-risk behavior into successful intelligence, thereby replacing the causes and manifestations of high-risk behavior with analytical intelligence and associating them. They incorporated methods for reducing high-risk behavior in the teachings of analytical intelligence, creative intelligence, practical intelligence, and wisdom.

Fourth Step: At this stage, the research team determined the number of sessions and the required time for each topic and prioritized the topics. It was decided that causes and manifestations would each be allocated two sessions within the framework of analytical intelligence, and six sessions were dedicated to individual interventions to reduce high-risk behaviors within the teachings of analytical intelligence, creative, practical, and wisdom. It was determined that each session would last 120 minutes, including a ten-minute break.

Fifth Step: The sixth step involved drafting and preparing the content of the educational package according to APA guidelines (behavioral definitions, setting objectives, strategies, and techniques for each session) under the supervision of advising professors and consultants.

Sixth Step: In this phase, experts in adolescence and cognitive psychology conducted the validation of the process and content of the educational package. Table 3 shows the content and process of the educational package focused on successful intelligence aimed at reducing high-risk behavior.

Table 3

Summary of the Educational Package on Successful Intelligence Aimed at Reducing High-Risk Behavior

Session	Objective, Content, Techniques, Task
First	Objective: Introduction to the most significant dangers of adolescence and the issue of high-risk behavior, and the role of cognition and intelligence in committing it, focusing on successful intelligence with an emphasis on analytical intelligence. Content: Familiarity with high-risk behavior and the role of cognition in these behaviors, comparing and contrasting unhealthy high-risk behavior with healthy risk-taking, evaluating and judging the outcomes of high-risk behavior, and finally explaining the why of high-risk behavior considering emotional reasoning in adolescence, weak relationships, with an emphasis on peer pressure and psychological factors. Techniques: Motivation building, questioning, promoting analytical power, focusing on the outcome of actions in the future. Task: My supervision over high-risk situations in my life considering the dimensions of successful intelligence.
Second	Objective: Familiarity with the manifestations of high-risk behavior and emotion regulation as a deterrent factor from high-risk behavior. Content: Recognizing the manifestations of high-risk behavior through analytical intelligence, judgment, and evaluation of various adolescent behaviors with an emphasis on violence, opposite-sex relationships, and behavioral addictions. Techniques: Awareness enhancement and use of successful intelligence dimensions. Task: Completing a self-awareness worksheet regarding manifestations of high-risk behavior and emotion regulation based on strengthening successful intelligence.
Third	Objective: Teaching compatible emotion regulation through the four dimensions of successful intelligence (creative, analytical, practical, and wisdom). Content: Emotion regulation training using situation selection and modification, cognitive development, and attention shifting to prevent high-risk behavior using successful intelligence strategies. Techniques: Cognitive development techniques, situation selection, modification, and attention shifting. Task: Monitoring emotion regulation based on successful intelligence to prevent high-risk behavior.
Fourth	Objective: Teaching self-management through goal setting and impulse control to reduce high-risk behavior in the context of behavioral addictions, considering the four dimensions of successful intelligence (creative, analytical, practical, and wisdom). Content: Group members become familiar with the importance of goal orientation and how it is performed in life and learn how impulse control for achieving set goals leads to self-management for preventing high-risk behavior using successful intelligence dimensions. Techniques: Awareness enhancement, teaching goal-setting techniques, and controlling disruptive impulses in goal orientation. Task: Completing a worksheet monitoring self-management considering goals and impulse control with the help of successful intelligence dimensions.
Fifth	Objective: Familiarity with how to maintain motivation and self-monitoring to achieve self-management to reduce high-risk behavior, especially behavioral addictions, based on successful intelligence dimensions. Content: Group members become acquainted with how to maintain motivation and monitor goal achievement to reduce relinquishing behavior among them and also reduce the likelihood of high-risk behavior. Techniques: Awareness and skill enhancement in the areas of motivation, goal orientation, and monitoring. Task: Completing Worksheet No. 5 on monitoring motivation and goal achievement to reduce high-risk behavior considering successful intelligence dimensions.
Sixth	Objective: Teaching skills to cope with loneliness and improve self-esteem to prevent high-risk behaviors within the framework of successful intelligence dimensions. Content: Group members learn about loneliness and coping methods (self-development, improving self-esteem, and breaking away from negative thoughts) using the strategies of analytical intelligence, creative intelligence, practical intelligence, and wisdom. Technique: Awareness and skill enhancement in self-development, self-esteem, and breaking away from thoughts, successful intelligence techniques. Worksheet: Completing Worksheet No. 6 for coping with loneliness through self-development, improving self-esteem, and thought detachment.
Seventh	Objective: Teaching empathy skills and saying no to improve and control peer pressure with the goal of reducing high-risk behaviors using successful intelligence techniques. Content: Adolescents become familiar with two important skills, empathy and saying no, to improve feelings of loneliness and consequently reduce high-risk behavior using successful intelligence dimensions. Techniques: Awareness and skill enhancement in the areas of empathy, saying no, and successful intelligence techniques. Task: Completing a worksheet on monitoring empathy skills and saying no with the goal of reducing high-risk behavior considering successful intelligence dimensions.
Eighth	Objective: Familiarity with problem-solving skills, reviewing and practicing strategies and techniques for reducing high-risk behavior learned in previous sessions within the framework of successful intelligence dimensions. Content: Adolescents are trained in problem-solving skills and practice previously learned skills to reduce high-risk behavior based on successful intelligence dimensions. Techniques: Awareness and skill enhancement in problem-solving and successful intelligence techniques.

As shown in Table 3, the educational content encompasses eight sessions, focusing on skill acquisition

and awareness enhancement to reduce high-risk behavior, with strategies derived from successful intelligence.

To validate this educational package, seven experts in the field of adolescence and cognition evaluated the package in two areas: 1) the package process, timing, objectives, and topics of each session, and 2) the content of each session. Consequently, an educational package along with an evaluation form for the content and educational process was provided to psychology experts, who were asked to review the educational package in terms of objectives, techniques, and time budgeting. Then, the CVR coefficient was calculated, resulting in $CVR = 0.98$, indicating the consensus among the evaluators.

4. Discussion and Conclusion

This study aimed to develop an educational package based on the theory of successful intelligence to reduce high-risk behaviors. Therefore, it employed a qualitative research methodology using the content analysis approach of Hsieh and Shannon (2005). Through this process, texts related to high-risk behavior and successful intelligence were analyzed, and then, utilizing the method of Yousefi and Golparvar (2023), the categories from both analyses were integrated and synthesized. The results of this integration culminated in an eight-session educational package, each lasting 120 minutes, with its objectives derived from reducing high-risk behaviors and strategies taken from the theory of successful intelligence. The educational package was evaluated using the inter-rater agreement coefficient, indicating content validity. It is important to note that the operational and experimental validity of this research was also reviewed and confirmed, although there is no opportunity to present it in this paper.

To date, no research has been conducted on the development of such a package, allowing for a comparison of the results of this study with other research due to its exploratory nature.

To address this question, content analysis by Hsieh and Shannon (2005) was used. The results showed that high-risk behavior has three dimensions: 1) Causes of high-risk behavior with nine main concepts (psychological distress, feelings of rejection, adolescent changes, peer pressure, cultural factors, social factors, psychological factors, lack of education and awareness, and family factors); 2) Manifestations of high-risk behavior with three main concepts (anger and violence, addiction, incompatible sexual behaviors); and mechanisms for reducing high-risk behavior (individual and systemic interventions). These results for successful intelligence texts showed that

successful intelligence contains two dimensions: 1) The essence of intelligence with five concepts (successful intelligence in the individual dimension, successful intelligence in the social dimension, intelligence outcomes, types of intelligence, upstream intelligence processes) and 2) The dimension of strategies for achieving successful intelligence with four concepts (analytical intelligence, practical intelligence, wisdom, and creative intelligence). Then, components of the package were selected based on the method of Yousefi and Golparvar (2023), choosing among the extracted concepts from high-risk behavior, causes (emotional reasoning in adolescence, weak relationships, peer pressure, and psychological factors), manifestations, and all their sub-concepts, and individual interventions were selected from the mechanisms for reducing high-risk behavior because the teachings were specific to adolescents.

This research has not been undertaken previously to develop such a package, allowing for an examination of the alignment of this study's results with other research due to its exploratory nature.

Explaining and elucidating the content of this package, the results indicate that high-risk behavior comprises three dimensions: causes, manifestations, and mechanisms for reducing high-risk behavior. Given that the package's objective was to reduce high-risk behavior, all three dimensions were selected for inclusion in the educational content. Both the causes and manifestations dimensions were chosen to enhance adolescents' awareness of the nature and better understanding of high-risk behavior, and the dimension of reducing high-risk behavior, which aligned with the research objective, was incorporated into the educational package. During discussion sessions among the research team, causes of high-risk behavior were selected that the adolescent could potentially mitigate using successful intelligence, including emotional reasoning in adolescence, weak relationships, peer pressure, and psychological factors, and all sub-concepts of manifestations were chosen. As mentioned earlier, individual interventions were selected from the mechanisms for reducing high-risk behavior because the teachings were specific to adolescents and did not involve interventions with other groups associated with the adolescent.

Furthermore, qualitative content analysis of intelligence showed two dimensions: the essence of intelligence with five concepts (successful intelligence in the individual dimension, successful intelligence in the social dimension, intelligence outcomes, types of intelligence, upstream intelligence processes) and the dimension of strategies for

achieving successful intelligence with four concepts (analytical intelligence, practical intelligence, wisdom, and creative intelligence). In this section, through several sessions and reviews, dimensions of intelligence and teaching techniques were chosen to strengthen cognitive power and consequently, the selection of appropriate behavior, as many studies consider cognitive maturity crucial for reducing high-risk behavior (Khakpour et al., 2021; Kouli et al., 2010; Sayed Alitabar et al., 2018; Tremblay et al., 2010; Wallace et al., 2020; Wang et al., 2018; Zatzick et al., 2014).

In essence, the hidden goal of this package was to increase cognitive maturity through awareness and skill enhancement. In the process of these eight sessions, which encompassed two general objectives of awareness enhancement and skill acquisition for reducing high-risk behavior according to the four dimensions of intelligence (analytical, creative, practical, and wisdom), and had four specific objectives that were recognizing high-risk behavior (causes and manifestations) and reducing high-risk behavior (critical thinking, improving relationships, and improving emotional regulation), and the strategies of each session were derived from the theory of successful intelligence and the four selected dimensions of intelligence. Finally, to deepen learning, a worksheet was provided for each session that participants were expected to complete before the next session.

As previously mentioned, to prepare the package, the seven-step method of Yousefi and Golparvar (2023) was utilized, thereby substituting the causes and manifestations of high-risk behavior in successful intelligence for analytical intelligence and associating them, and incorporating methods for reducing high-risk behavior in the teachings of analytical intelligence, creative intelligence, practical intelligence, and wisdom. Ultimately, the package's main focus was on understanding and improving high-risk behavior, and the strategies for achieving objectives were based on the theory of successful intelligence. For the package structure, according to the APA model, therapeutic educational packages were used, including behavioral definitions, general objectives, specific objectives, and techniques and strategies for achieving specific objectives and supplementary tasks. Overall, the educational package structure in terms of process and formatting was related to the APA method, and its content, derived from the qualitative section and prepared under the supervision of the advising professor and consultant, was approved by seven adolescent counselors.

In explaining the content validity of the educational package, it can be said that initially, the steps of extracting the educational package were precisely and validly executed, and then the extracted educational design was meticulously designed based on objectives, content, and tasks. In fact, the preparation of the qualitative section, the preparation of results, the educational design, and the design of tables were in the style of APA educational designs. Additionally, preparing a worksheet for each session, aligned with the educational content, helped to ensure both the content and the execution format were approved by adolescent counselors, and the content validity was confirmed.

Overall, given these results, it is recommended that school counselors and those working with adolescents could benefit from this package to reduce high-risk behaviors.

5. Limitations & Suggestions

This study, while pioneering in integrating the theory of successful intelligence with interventions aimed at reducing high-risk behaviors among adolescents, has limitations that warrant consideration. The qualitative approach, though rich in depth, limits the generalizability of the findings to broader populations. Additionally, the intervention's efficacy was evaluated based on self-reported measures, which may introduce bias and do not capture long-term behavioral changes. Furthermore, the study focused solely on adolescent populations, overlooking the potential applicability and effectiveness of the educational package across different age groups and cultural contexts.

Future research could extend this work by employing a mixed-methods approach to combine the depth of qualitative insights with the generalizability of quantitative data. Longitudinal studies are necessary to assess the long-term efficacy of the educational package in preventing high-risk behaviors among adolescents and to identify any lasting cognitive and behavioral changes. Additionally, replicating this study across diverse cultural backgrounds and age groups could enhance the understanding of the educational package's applicability and effectiveness in various contexts. Exploring the impact of incorporating parental and educator training as part of the intervention could also provide valuable insights into multi-faceted approaches to reducing high-risk behaviors.

The findings of this study suggest practical implications for educators, counselors, and practitioners working with adolescents to mitigate high-risk behaviors. The educational package, grounded in the theory of successful intelligence,

offers a structured and theory-driven approach that can be integrated into existing educational and counseling programs. Practitioners are encouraged to tailor the intervention's content and delivery to the specific needs and cultural contexts of their adolescent populations. Additionally, engaging parents and educators in the intervention process could amplify its effectiveness by creating a supportive environment that reinforces the strategies and skills taught in the educational package. Implementing this program as part of a comprehensive strategy, including ongoing support and monitoring, could significantly contribute to the long-term prevention of high-risk behaviors among adolescents.

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Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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Authors' Contributions

All authors equally contributed in this article.

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