



Social skills

Conflict management with young offenders

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Presentation

- I. Framework
- II. Background Programme
- III. Social Skills Programme

I. Framework

Why a Social Skills Programme?

❑ TO GIVE EDUCATIONAL RESPONSE TO:

▪ **The educational needs of the young offender:** Problems in the interpersonal relations as a result of:

- Lack of empathy
- Impulsivity, lack of patience
- Aggressive behaviour
- Unefficient problem solving
- They struggle to face the consequences of their behaviour
- Frustration
- Poor anger management

I. Framework

Why a Social Skills Programme?

❑ TO IMPROVE THE JUVENILE JUSTICE SERVICES (PROBATION)

The overall mission of the laws in catalonia and spain is the social inclusion and promote social and emotional skills for desistance

II. Background Programme

2014 – Design and evaluation of a social skills programme for young people in positive conflict management



2015 – Modular program of social skills for conflict resolution in young offenders



II. Background Program

Research 2014



7 Researchers.
Education Faculty.
University of Barcelona

Collaboration: tècnics
medi obert



AIM: Develop and validate
the social skills programme
for young people who are
with probation measures
and socioeducative tasks.



WEAKNESSES:

- Programme sessions
number
- Training in social
skills
- individual
application
- Work "extra"
- More guidelines



STRENGTHS:

- Mixed team
- Application for couples
- Activities: leisure,
useful and thoughtful
- Everyday examples
- Number of young
people
- Recognition
- Results of the
validation programme

II. Background Programme Research 2015



3 Researchers.
Education
Faculty.
University of
Barcelona

8 probation
officers



AIM: Expand social skills
program for young people who
are with probation measures
and socioeducative tasks with a
modular format for optimum
adaptation to the needs of
probation accompanied by
guidelines for their
implementation.



WEAKNESSES:
- Working with the
community



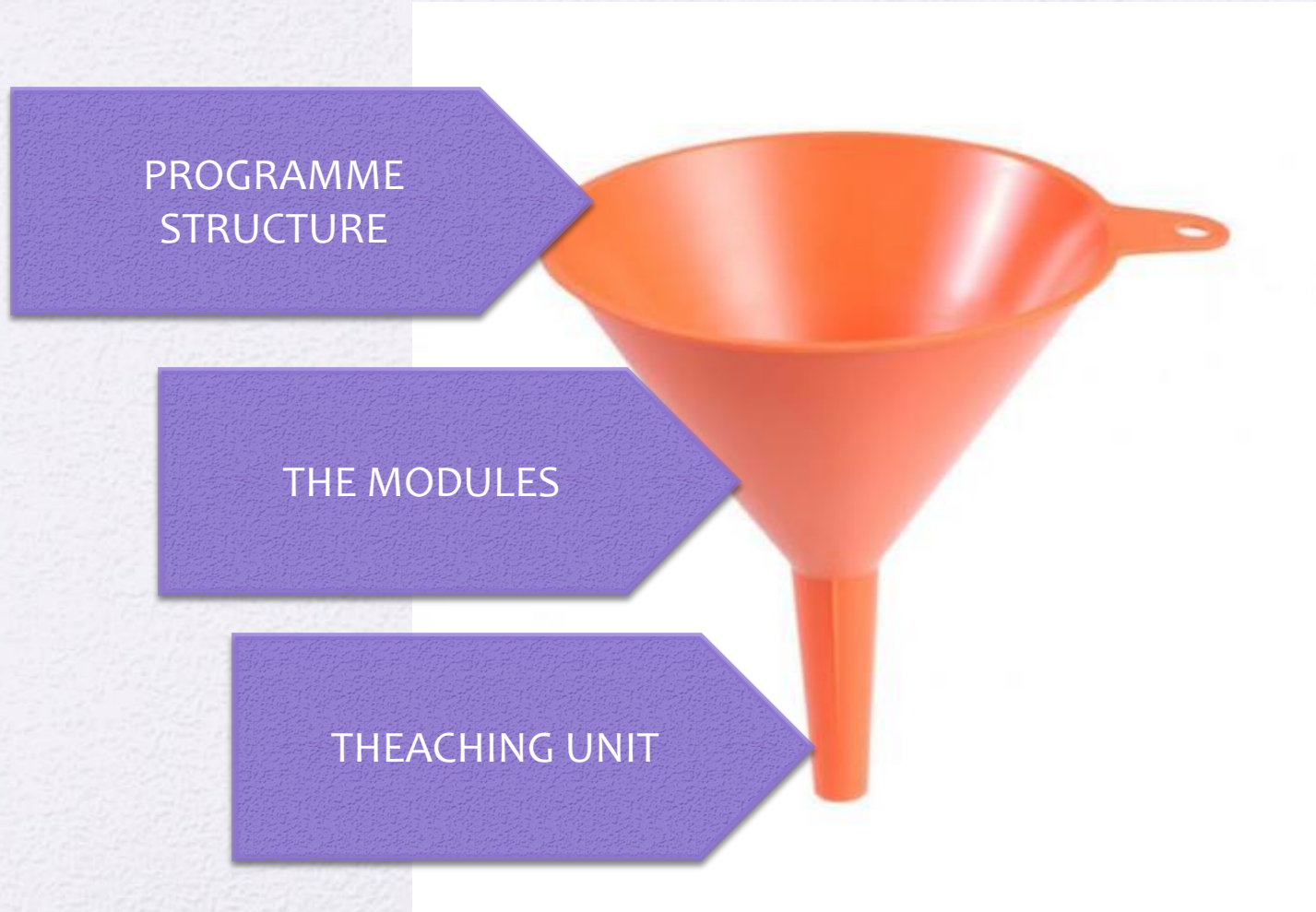
STRENGTHS:
- Interdisciplinary team
- Program features
- Guidelines to guarantee
the best application



III. SOCIAL SKILLS PROGRAMME

III. Social Skills Programme

The Social Skills Programme



III. Social Skills Programme

The Social Skills Programme



PROGRAMME
STRUCTURE

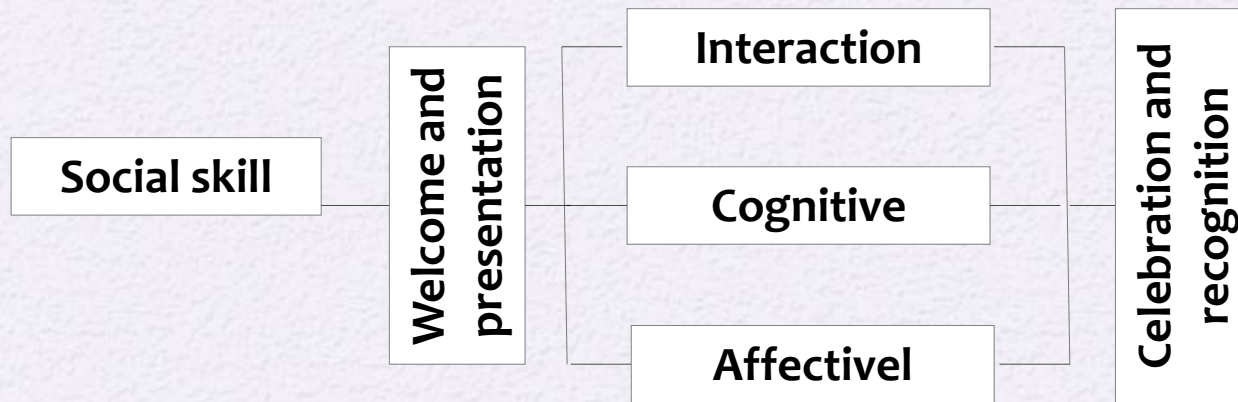
THE MODULES

TEACHING UNITS

1. Programme Structure

The objective of the programme is to provide young people with a better understanding of the reasons why conflicts arise, while giving them strategies to successfully overcome the challenges and obstacles they are bound to encounter on every day life

1. Programme Structure



1. Programme Structure

- **Group programme**



- **Individual programme**



BENEFITS OBSERVED IN THE IMPLEMENTATION OF GROUP PROGRAMMES

- Cooperative and respectful interaction
- Discussion between the young
- More knowledge about themselves, and to put in practice the learned to royal situations
- The educators can see how is the relationship between the group, so they can get information about the behaviour and the thought of the boys/girls
- The exchange personal experiences

SUGGESTIONS FOR THE IMPLEMENTATION OF THE PROGRAMME

- The educator must has motivation to implement the program
- Training to implement de program
- Number of educators involved: one runs the activity, and the other gives support and observe the dinamic of the grup
- Profile of the participants: age (14-16; 17-19), a similar level of reading and writing, not involve teenagers with a hight and low risk of recidivism

III.

Social

Skills

Programme

The Social Skills Programme

PROGRAMME
STRUCTURE

THE MODULES

TEACHING UNITS



2. Modules

- Module I. Interaction
- Module II. Cognitive
- Module III. Affective

III.

Social

Skills

Programme

The Social Skills Programme

PROGRAMME
STRUCTURE

THE MODULES

TEACHING UNIT



3. Teaching unit

- Objectives
- Contents
- Introduction
- Development
- Abstract
- (Individual work)

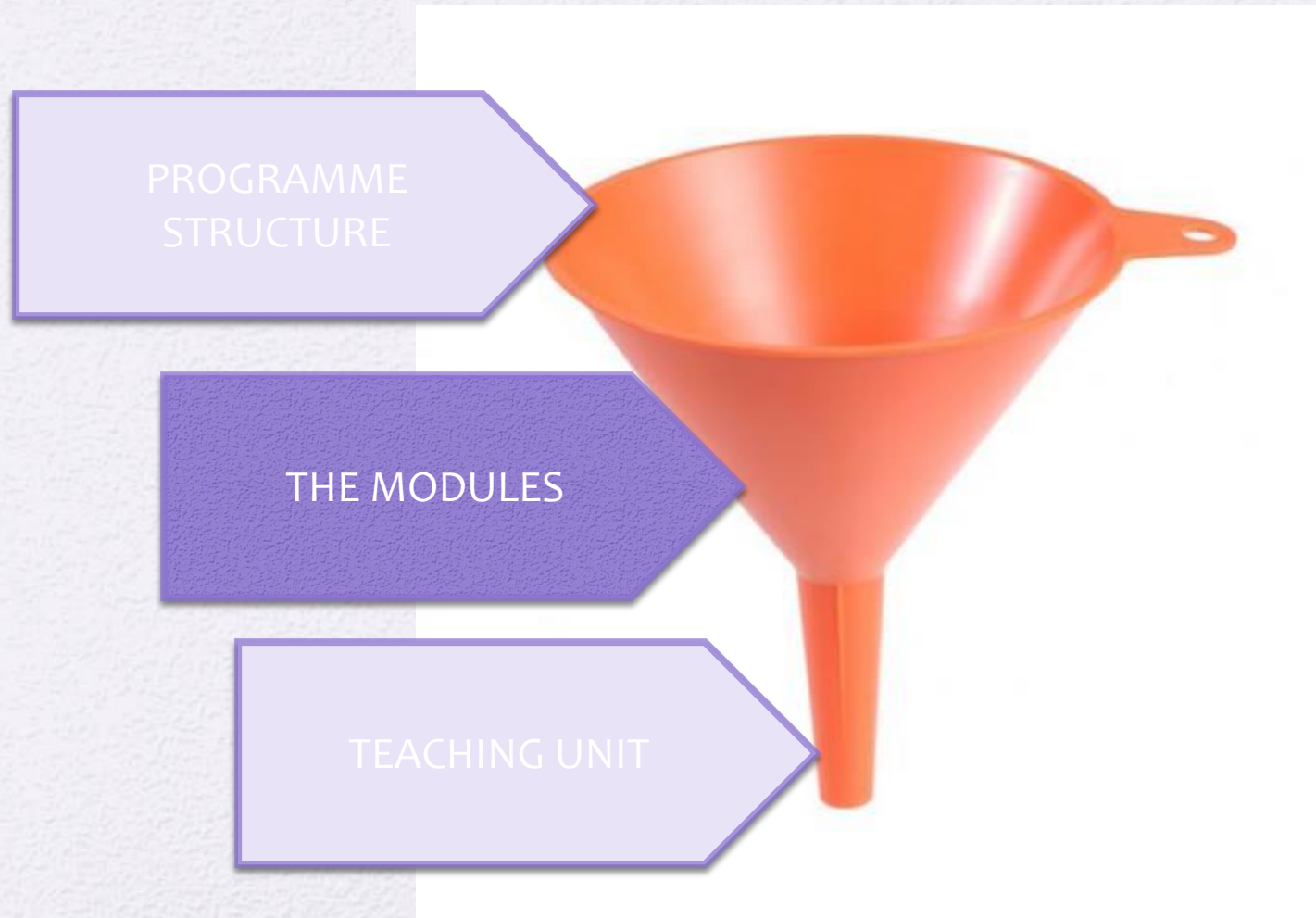
III.

Social

Skills

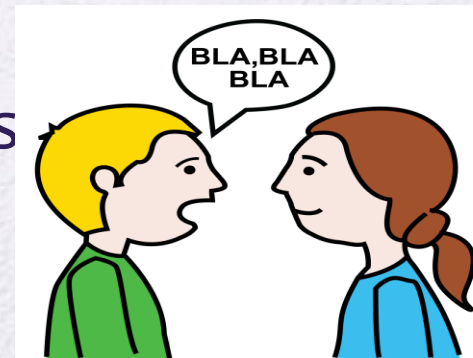
Programme

The Social Skills Programme



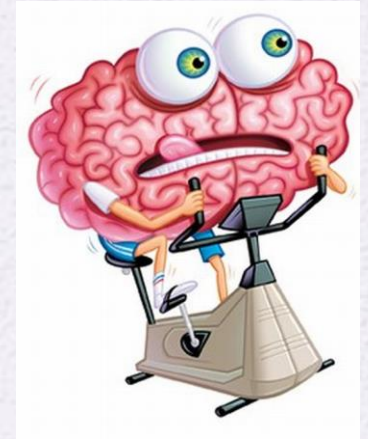
Module I. Interaction

- Teaching unit I. Basic elements of communication
- Teaching unit II. Active listening and empathy
- Teaching unit III. Communication styles
- Teaching unit IV. Management conflict resolution styles
- Teaching unit V. Attitudes and values



Module II. Cognitive

- Teaching unit I. Perception I
- Teaching unit II. Perception II
- Teaching unit III. Taking decisions
- Teaching unit IV. Cognitives skills and taking decisions
- Teaching unit V. Cognitive distorsions
- Teaching unit VI. Cognitive restructuring and distorsions

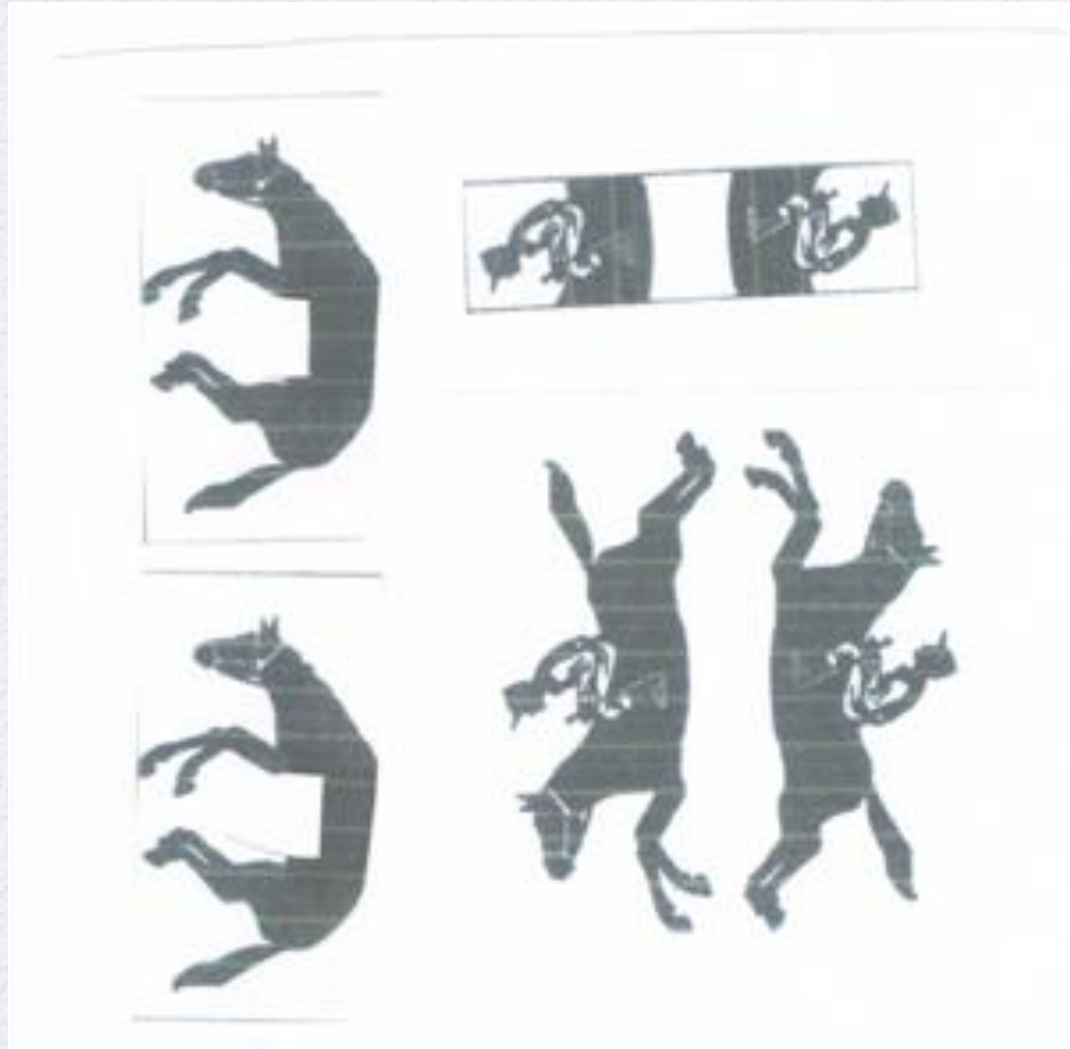


Module III. Affective

- Teaching unit I. Identify the emotions
- Teaching unit II. Recognize own emotions
- Teaching unit III. Pleasant/unpleasant emotions
- Teaching unit IV. Recognize the emotions of others
- Teaching unit V. Self-esteem



Activity. The horses



Activity. The horses

- What did you feel when you received the pieces
- By giving rules and start to try to do..... what did you think? How was going on?
- When you've achieved or not, how did you feel?

Activity. The horses

What can compare this process? Of course! A life itself. What do we need for life? Dedication to achieve what we set out; but we have seen that we aim to open a little more the mind, see the possibilities, the effort in trying to achieve our goal. We could also ask for help, nothing happens, is a personal characteristic, are not perfect