



# *Social skills*

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**Conflict management with young offenders**

CRISTINA BLASCO. Probation officer. [cblascor@gencat.cat](mailto:cblascor@gencat.cat)

ESTHER LUNA. Senior lecturer UB. [eluna@ub.edu](mailto:eluna@ub.edu)

# 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

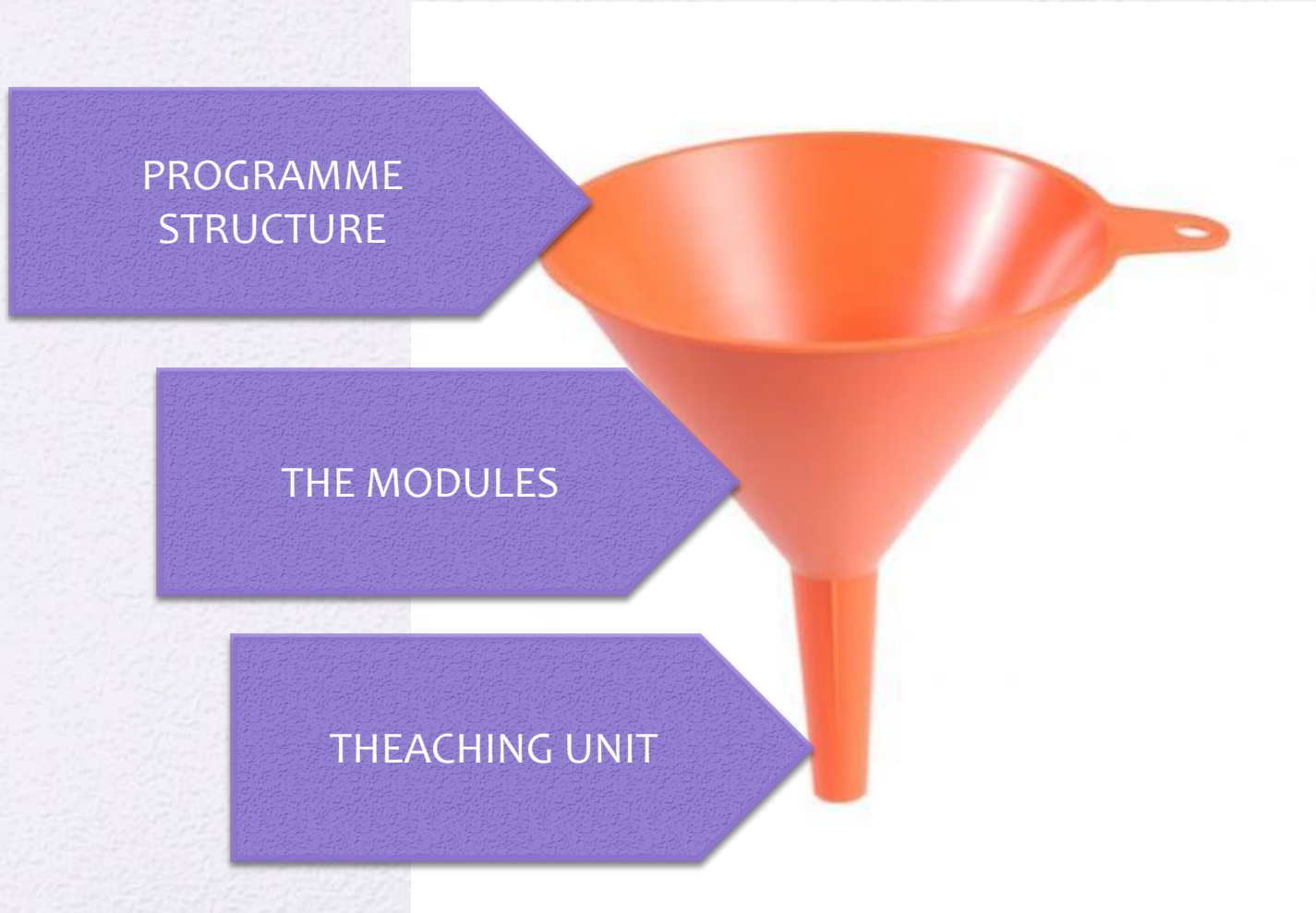
A black and white photograph showing the hands of several people stacked on top of each other. The hands are positioned in a way that suggests a group effort or teamwork. The background is slightly blurred, focusing attention on the hands. The overall tone is professional and collaborative.

### III. SOCIAL SKILLS PROGRAMME



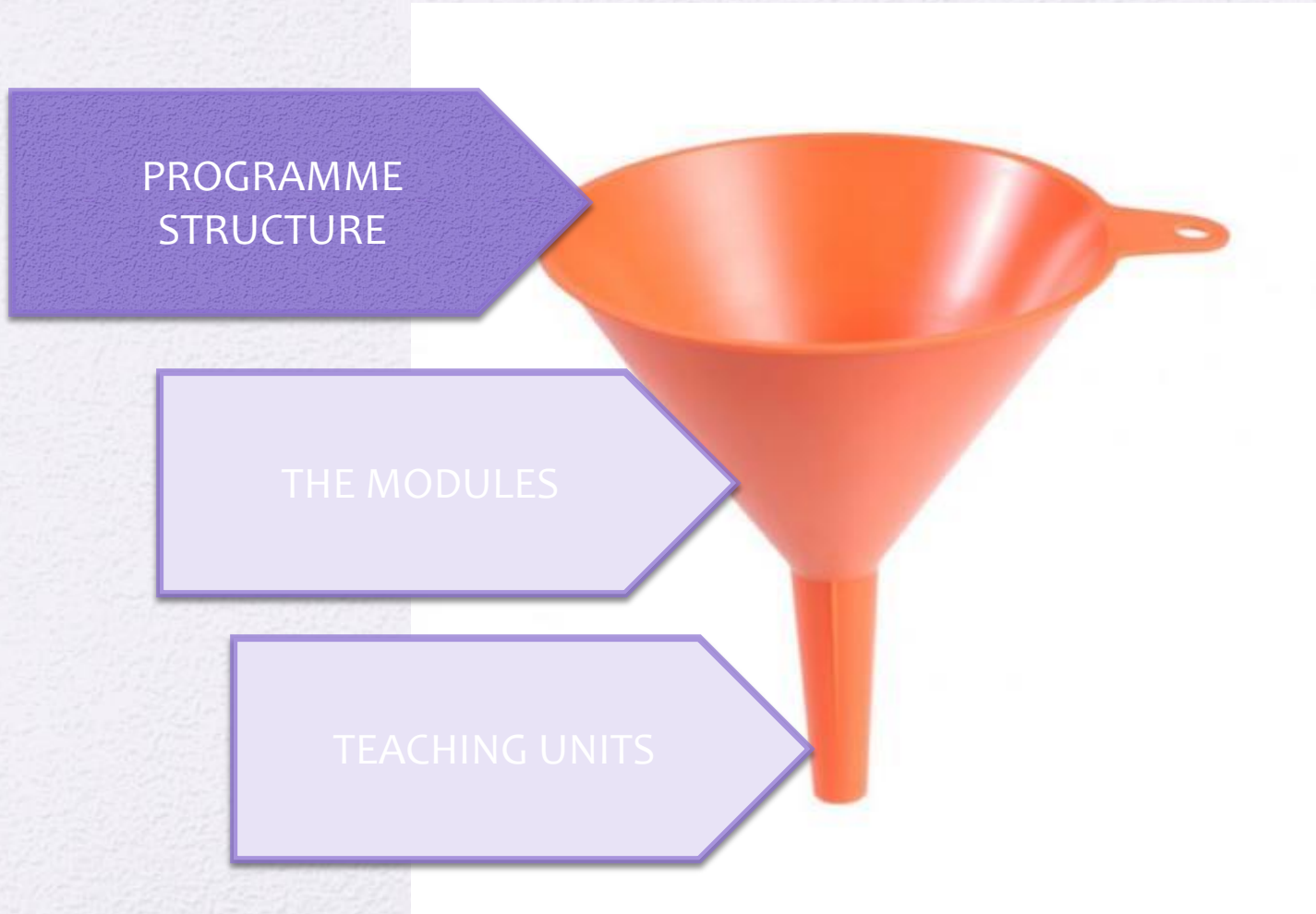
### III. Social Skills Programme

# The Social Skills Programme



### III. Social Skills Programme

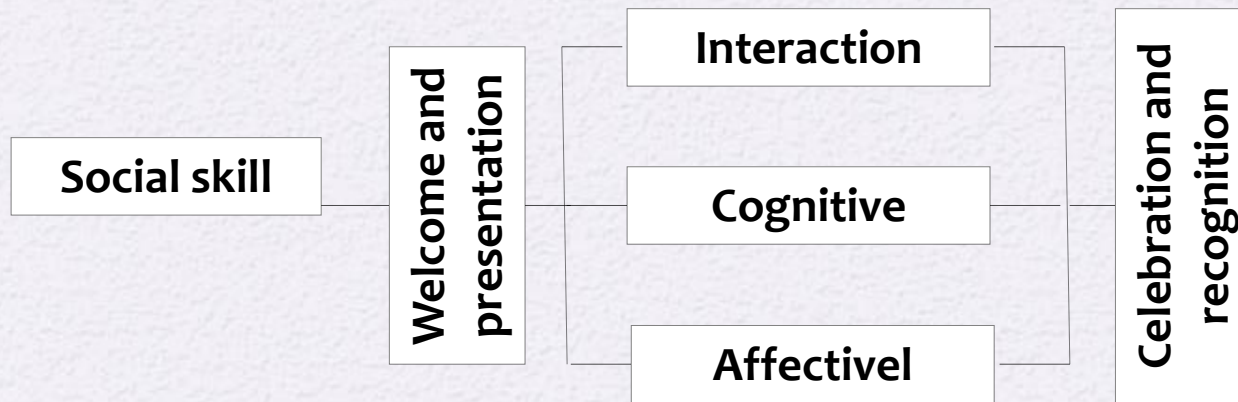
# The Social Skills Programme



# 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 have motivation to implement the program
- Training to implement the program
- Number of educators involved: one runs the activity, and the other gives support and observe the dynamic of the group
- Profile of the participants: age (14-16; 17-19), a similar level of reading and writing, not involve teenagers with a high and low risk of recidivism

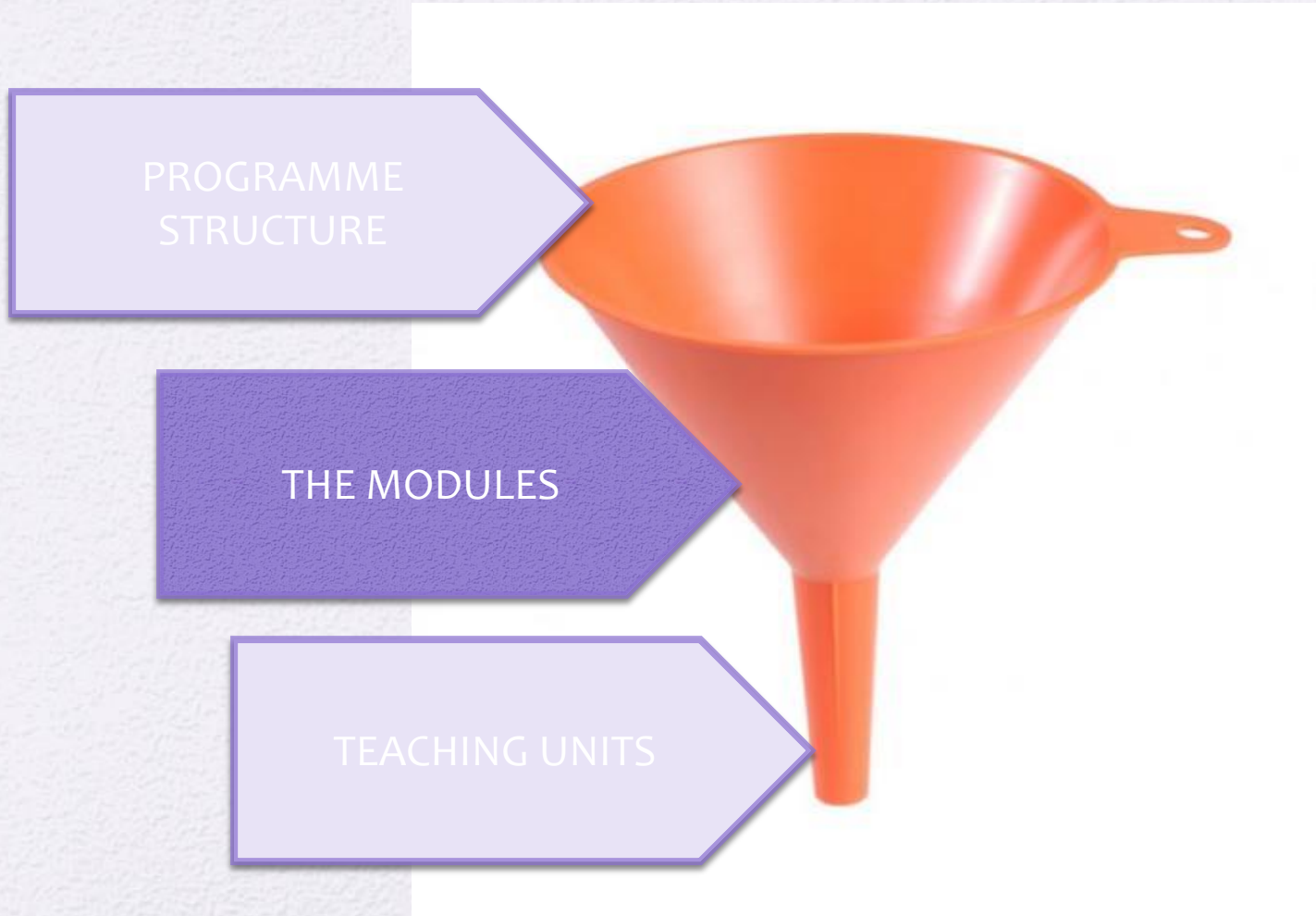
III.

Social

Skills

Programme

# The Social Skills Programme





## 2. Modules

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

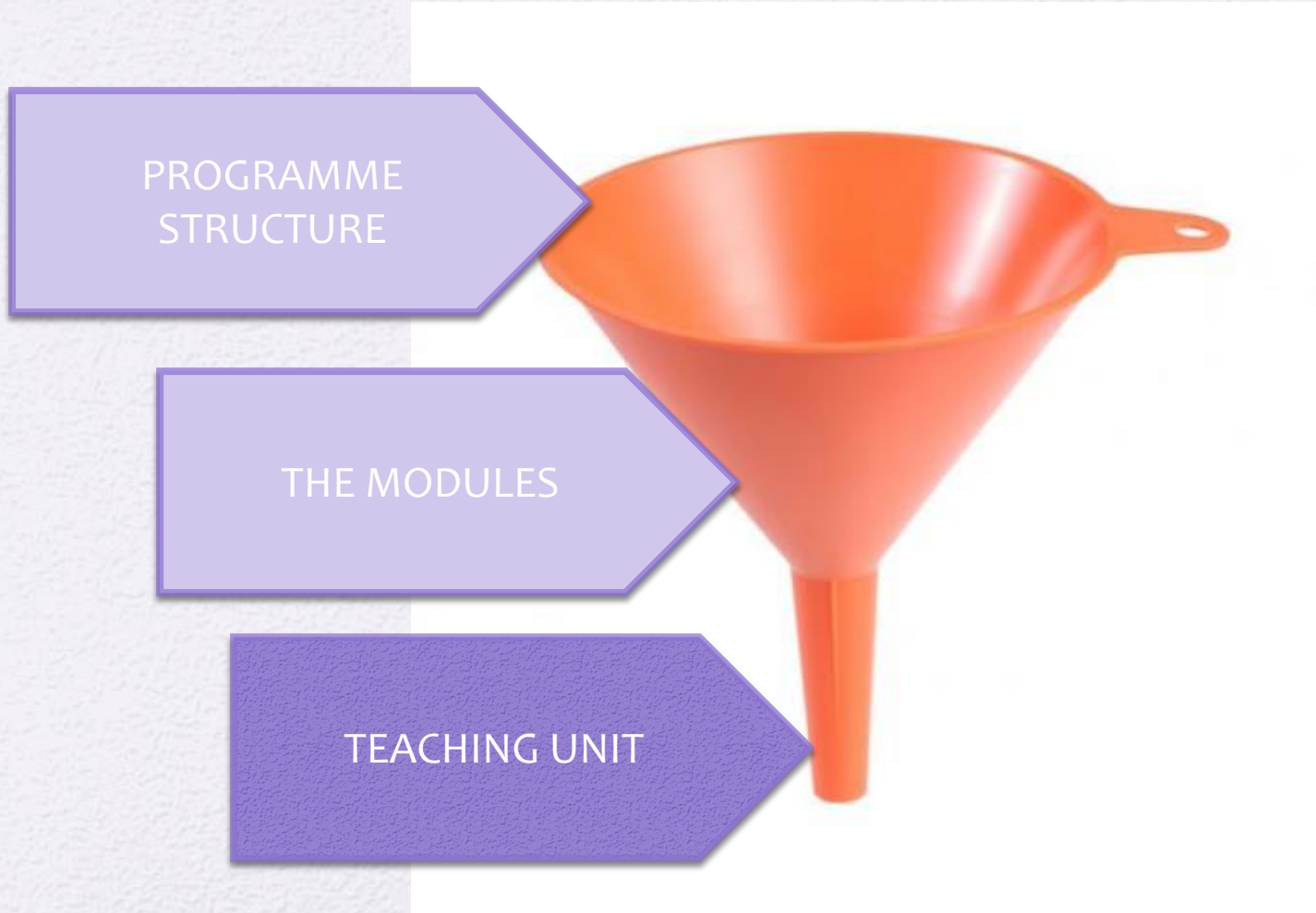
III.

Social

Skills

Programme

# The Social Skills Programme



# 3. Teaching unit

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

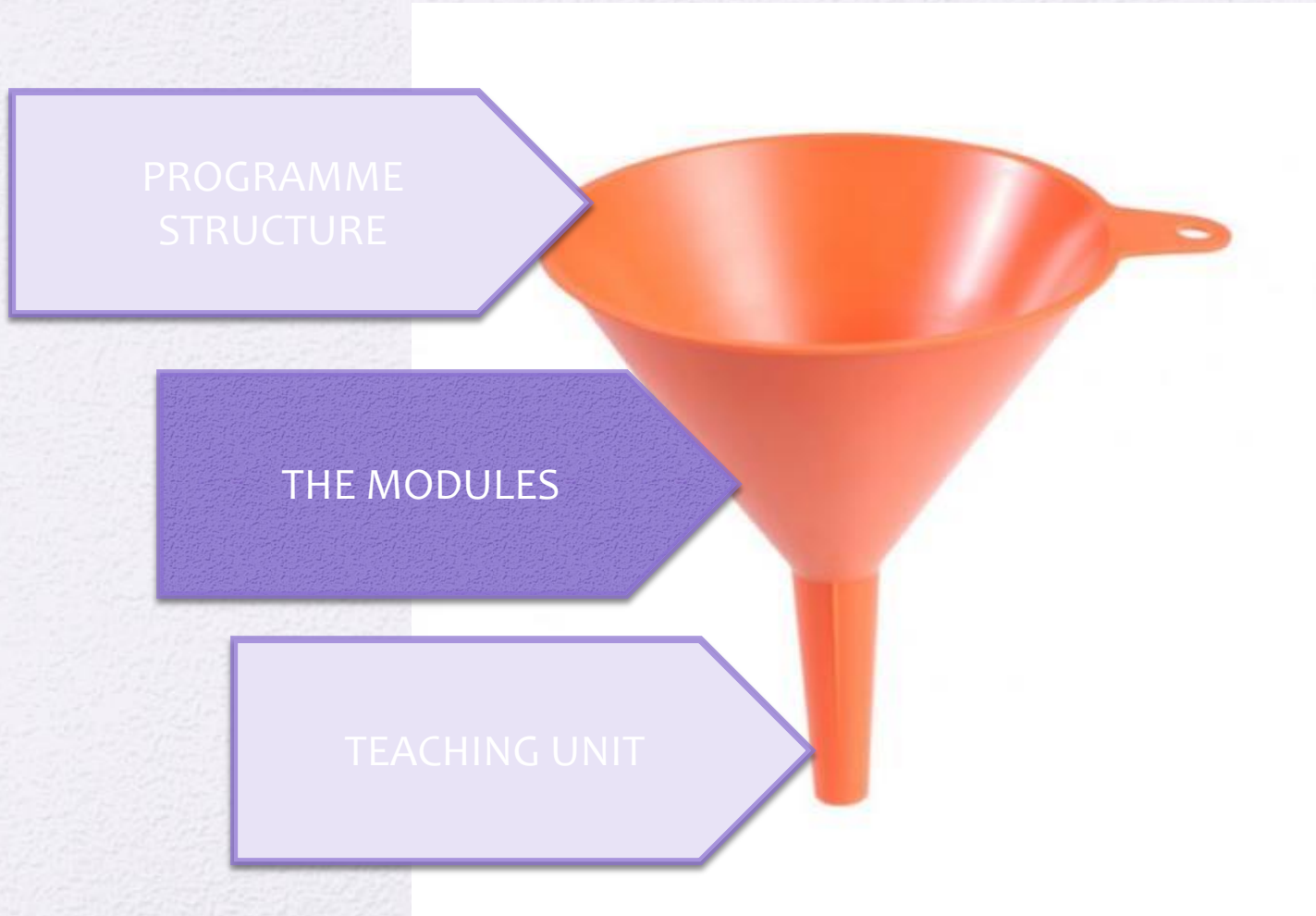
III.

Social

Skills

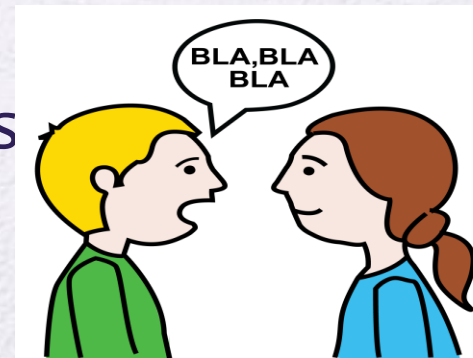
Programme

# The Social Skills Programme



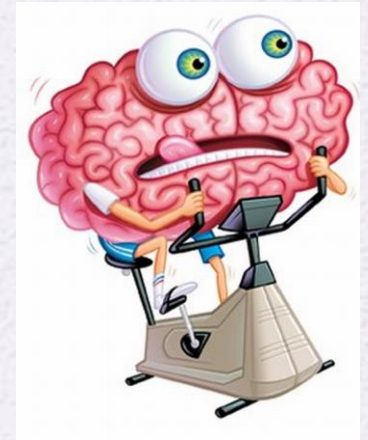
# Module I. Interaction

- 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

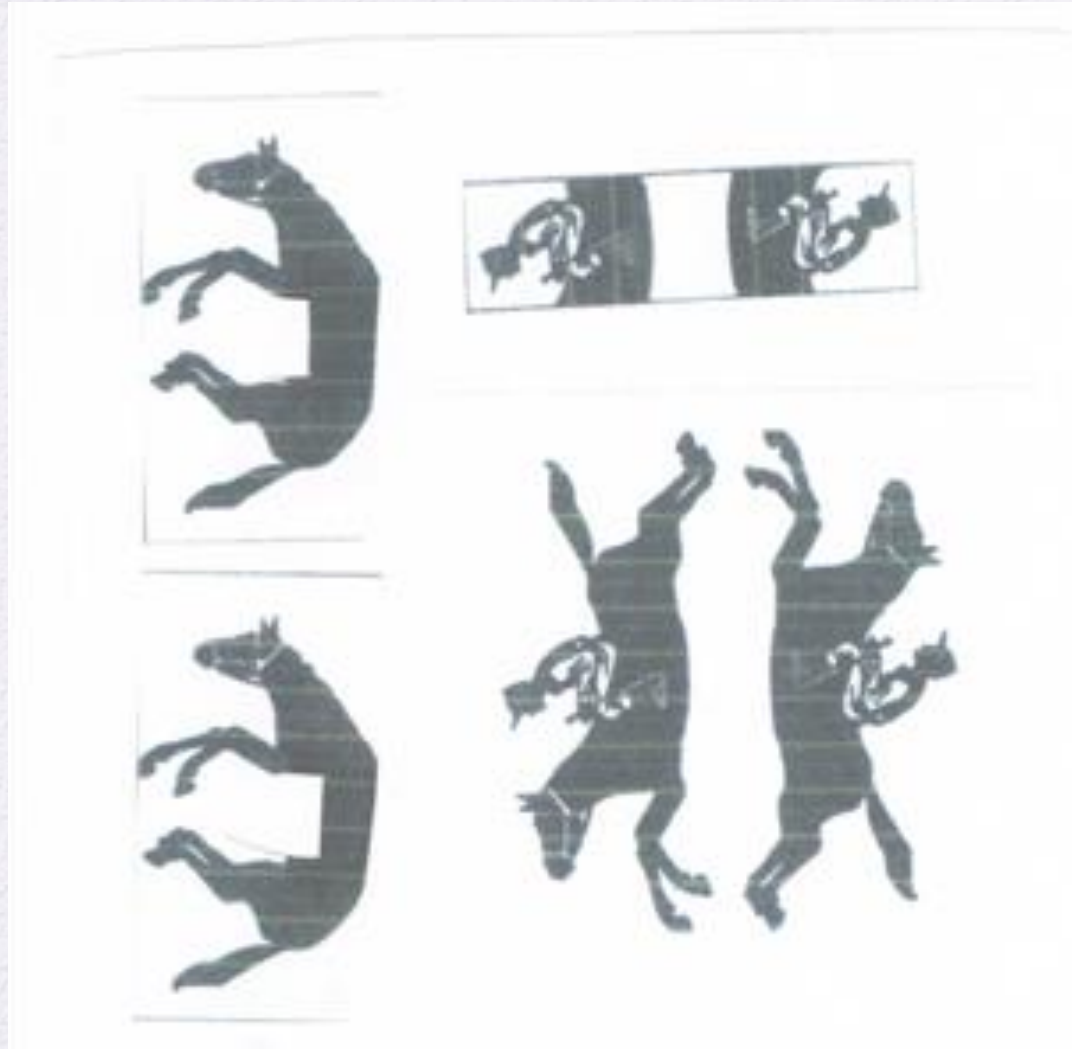


## Module III. Affective

- 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 ....