The specialised training of social educators involved in the implementation of sanctions and measures

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“The social educator is an education professional whose basic function is the creation of an educational relation that enables the person to take charge of his own life.

...

Moreover, in all his socioeducational actions he will start from the conviction and responsibility that his professional task is to assist the person, the group and the community so that they can improve their quality of life.”

State Social Education Association
Professional documents, 2007

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INTRODUCTION

This is an explanatory guide to the way in which the Centre for Legal Studies and Specialised Training (CEJFE) conceives and structures the specialised training of social educators in the field of correctionals.

The guide contains the basis of the annual training programmes which make up the specialised training available at the Centre for this group of professionals.

The specialised training of the social educators is based on 5 basic principles:

1. Permanent consideration of human rights and international recommendations for training staff working in the field of correctionals.

2. The social educators' mission in this field of work:

   › To detect the socioeducational needs of the persons assigned to them and draft an individual intervention programme for each of them in coordination with the other professionals on the multidisciplinary team.

   › To intervene in order to channel the needs detected through the animation of groups or individually, so that the person can improve his chances of social reintegration.

   › To give information about each case and its evolution to the corresponding legal and administrative authorities.

3. Adaptation of the training to the requirements of the work place from the perspective of excellence (professional competence).

4. The willingness of service of the Social and Criminological Research and Training Department of the CEJFE, in order to adapt the specialized training to the changing needs of the Prison, Probation and Juvenile Justice Services, and promote their strategic projects.

5. A commitment to improvement, updating and innovation which means that this guide is in permanent evolution.

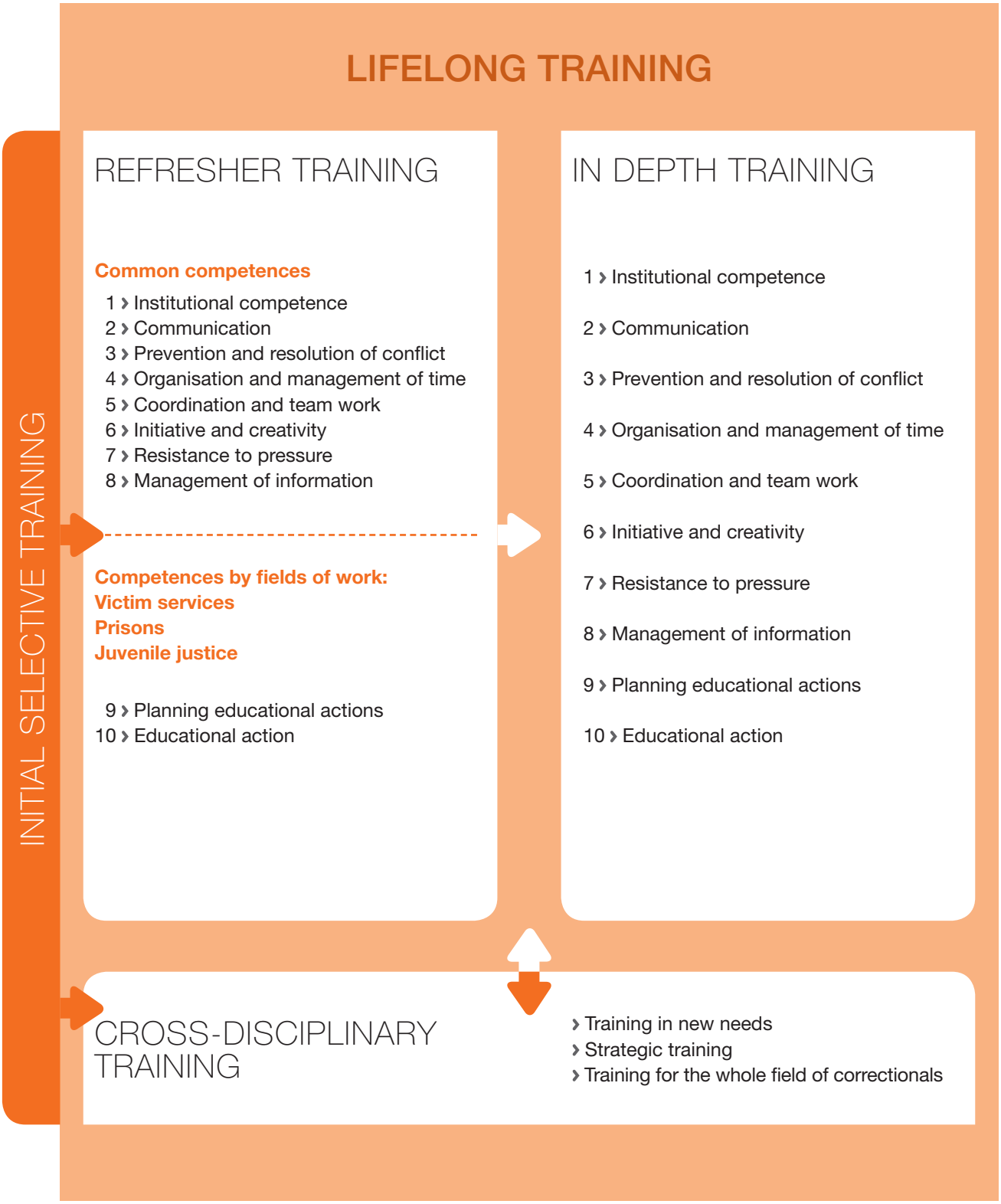
Moreover, we should point out that the reference framework for the planning and implementation of the training activities included in this guide is the current regulation of training set out in the following documents:

› General agreement on the working conditions of the staff in the field of application of the general negotiating table of the administration of the Catalan government.

› Agreement on the working conditions of prison staff.

› Catalan lifelong training fund.

STRUCTURE OF THE TRAINING



SPECIALISED TRAINING

Selective initial training

The incorporation of any professional into the field of correctionals requires specialised initial training. This is based on the professional competences contained in this document. Its purpose is for social educators to acquire the knowledge, procedures and attitudes that make them competent at their work place. The initial training has the following basic structure:

- **One theoretical and practical block**, with different subjects, which develops the contents that make it possible to acquire the knowledge necessary for carrying out the tasks of social educators in the field of correctionals.

- **One work procedures block**, to work on the professional competences of social educators from an eminently practical perspective.

Lifelong training

Refresher training for common competences

Refresher training for common competences consists of 8 activities for all the social educators working in the field of correctionals, which are:

1. Institutional competence
2. Communication
3. Prevention and resolution of conflict
4. Organisation and management of time
5. Coordination and team work
6. Initiative and creativity
7. Resistance to pressure
8. Management of information

All the social educators are advised to carry out the training activities that make up this block or to select the ones in which they have no previous training or need a refresher.

Refresher training for competences by fields of work

Refresher training for competences by fields of work consists of a variable number of training activities that deal with the following competences:

9. Planning educational actions
10. Educational action

These activities have quite specific contents, closely linked to practice in a specific field of work. By fields of work we mean: victim services, prisons and juvenile justice.

Victim services

9. Assessment of needs and drafting of an intervention plan

10. Intervention with the victim

Prisons

9. Planning educational actions
9.I. A structured assessment of educational needs
9.II. Design and planning the individual treatment programme and the group activities

10. Educational action
10.I. Individual intervention
10.II. Group animation, rehabilitation programmes and curricular itineraries

Juvenile justice

9. Planning educational actions
9.I. A structured assessment of educational needs of the juveniles
9.II. Design and planning the individual implementation programme and the group activities

10. Educational action
10.I. Individual intervention and tutorial sessions
10.II. Group animation and educational action in groups, rehabilitation programmes and curricular itineraries. Centre educational project

All social educators working at one of the postings indicated are advised to follow the courses specific to their posting or area.

In depth training

This consists of a variable number of training activities or ideas for looking in greater depth into the basic competences whether cross disciplinary or specific to the field of work the social educator may occupy.

The contents are mainly procedural (learning to do). For example, this guide suggests some in depth activities for each competence, which appear in the last section of the files for each of the basic activities.

It is advisable to carry out the in depth activities concerning a particular competence on completion of the refresher training course.

Cross-disciplinary training

Training focusing on new needs

This is the annual programme that provides a response to a change in the work context that requires training (legislative or regulatory change, change in the profile of the population, etc.).

Strategic training

This goes with the strategic projects of the management centres that require training for their introduction.

Training focusing on new needs and *strategic training* usually consist of activities aimed at a particular group of professionals, and it is each directorate that decides which persons have to do them.

Cross-disciplinary training for the whole field of correctionals

Moreover, the training programmes of the Social and Criminological Research and Training Department may provide training activities with generic contents of interest to any professional in the field of correctionals, which are offered as free choice activities.

The aim of the training activities that deal with each competence is for the students to perform the behaviours associated with it and attain the knowledge, capacities and aptitudes that go to make it up.

Next, for each professional competence (common or associated with a field of work), there is a list of the files that define the objectives and the contents of the refresher and in depth training activities related to each competence (usually a standard length of 20 hours each).

Training activities for common competences

1. INSTITUTIONAL COMPETENCE

Give a reasoned explanation of the specific work environment: legislative, regulatory and ethical framework, profiles of the user population, range of professionals involved and team tasks, and work processes and procedures specific to the social educator in the field of correctionals. Show a positive attitude or predisposition to carry out the professional task in this environment.

Behaviours associated with the competence

- Assuming the mission of the institution and making it a guide for one's own professional actions.
- Showing a critical but constructive attitude towards the institution.
- Accepting that the educational function in the framework of the implementation of sentences and measures entails a major control role.
- Fulfilling the professional commitments agreed with others (managers, colleagues or users). Not undertaking anything that cannot be accomplished.
- Making contributions to the improvement of the institutional processes.
- Using the institutionally established documents (protocols, templates, indicators guide, etc.).
- Preserving the confidentiality of the data.
- Treating the users with respect at all times and guaranteeing their rights and duties, and being aware of the institutional image projected.
- Adapting the professional task to new situations (changes of programme, profile of the user population, legislative framework, new priorities and strategic objectives, etc.).
- Attending periodic training activities and refresher courses.
- Clearly recognising one's own professional space and respecting the professional space of others.
- Being receptive to constructive criticism of one's own actions and being willing to undertake measures to improve them.

Training in institutional competence

Objectives

Give a reasoned explanation of the specific work environment: legislative, regulatory and ethical framework, profiles of the user population, range of professionals involved and team tasks, and work processes and procedures specific to the social educator in the field of correctionals. Show a positive attitude or predisposition to carry out the professional task in this environment.

Refresher training

Contents

1. The field of correctionals: legislative and regulatory framework for intervention with the user population

2. Ethics and human rights in correctionals

3. Mission and organisation of the services in the field of correctionals
   - 3.1. Penitentiary sphere
   - 3.2. Juvenile justice sphere
   - 3.3. Sphere of reparation and sentencing measures in the community
   - 3.4. Victim services
   - 3.5. Collaboration with social entities

4. The users
   - 4.1. Evolution of the user population
   - 4.2. The sociodemographic profile
   - 4.3. The legal and penal profile
   - 4.4. Profiles of risk/need
   - 4.5. Recidivism
   - 4.6. Special intervention groups

5. The role of the social educator
   - 5.1. Mission and tasks
   - 5.2. Limits and possibilities of educational action
   - 5.3. Professional distance

6. Multidisciplinary intervention: main professional figures, tasks and coordination systems

7. Main theoretical models of action

In depth training activities in institutional competence

Updating in legislation and regulations

- Introduction to penal law, penal and penitentiary process
- Course on circulars and instructions in the penitentiary field
- Legislative updating in juvenile justice

Criminology and penal law

Prevention and treatment of crime

Characteristics of the population

- Understanding the Maghreb
- Mental health and correctionals
- Immigration and correctionals
- Drugs and correctionals
- Adolescence and youth as stages of evolution
- Gender perspective

Basic instruments of institutional work

- SIPC
- SAVRY
- RisCanvi
- JOVO

2. COMMUNICATION

Interact with the users, formulating and giving opinions or information at the right moment and assertively; to know how to listen to and understand them, while maintaining the role and with the proper professional distance.

Behaviours associated with the competence

- Taking care of the conditions of the communication environment (space, furnishings, light, etc.).
- Situating the communication space: presenting the professional functions and explaining the reason and objective of the interview.
- Listening actively and maintaining an empathetic attitude: using verbal and non-verbal language to show interest and follow the other person's discourse.
- Adapting the register of communication to the characteristics of the interlocutors.
- Containing one's own emotions. Communicating by placing a distance between the emotional and professional fields.
- Using language in a correct and understandable way. Being precise in communication.
- Using non-verbal language properly.
- Projecting a proper image.
- Being discreet and respectful in the handling of the information and the communicative processes.
- Communicating assertively and confidently.
- Creating feedback in communication.

Training in communication

Objective

Interact with the users, formulating and giving opinions or information at the right moment and assertively; to know how to listen to and understand them, while maintaining the role and with the proper professional distance.

Refresher training

Contents

1. Components of the communication
   1.1. Conditions of the environment
   1.2. Contextualisation

2. Strategies for optimising communication
   2.1. Adapt the register to the interlocutor
   2.2. Active listening
   2.3. Non-verbal language
   2.4. Assertiveness

3. Communication for specific purposes (information, persuasion, negotiation, prevention of conflict)

4. Communication and maintaining the role
   4.1. Professional distance
   4.2. Management of information

In depth training activities in communication

Communicative strategies for the resolution of conflict

- Management and negotiation of conflict
- Assertiveness and emotional intelligence as tools for prevention and resolution of conflicts

Strategies for optimising communication

- Assertive communication

Communicative skills with specific purposes

- Negotiation
- Mediation

Communication in accordance with the profiles of the users

- Communication in multicultural situations
- Communication in the context of mental health

3. PREVENTION AND RESOLUTION OF CONFLICT

Intervene in conflict, responding with coherence and firmness, persuading and making others change behaviour or attitude through professional interaction.

Behaviours associated with the competence

- Maintaining an attitude of observation of the indicators that might trigger the conflict in order to prevent it.
- Collecting the available necessary information to asses the different possibilities and elements that affect the conflict.
- Trying to use communicative resources for the prevention/ solution of the conflict.
- Listening and respecting the position of the interlocutor and integrating it into one's own discourse.
- Putting oneself in the place of the other and anticipating his needs and interests.
- Looking for and explaining, among one's own arguments, advantages that will benefit the interlocutor. Mentioning the benefits that the agreements may bring.
- Identifying significant information and appraising the advantages and disadvantages of the possible alternative solutions to a problem.
- Taking decisions quickly and confidently to avoid the escalation of the conflict.
- Isolating the incident.
- Maintaining emotional self-control by avoiding impulsiveness and adopting a tranquil attitude.
- Calling for the support of other colleagues if necessary.
- Reporting on the situation to the managers of the centre or service.

Training in prevention and resolution of conflict

Objective

Intervene in conflict, responding with coherence and firmness, persuading and making others change behaviour or attitude through professional interaction.

Refresher training

Contents

1. Strategies for the prevention of conflict
   - 1.1. Observation of indicators
   - 1.2. Collection and management of information
   - 1.3. Techniques of preventive self-protection and safety
   - 1.4. Communicative strategies

2. Strategies for the resolution of conflict
   - 2.1. Communicative resources
   - 2.2. Actions to control the situation (isolation of the incident, speed of action, self-protection criteria, restoration of normality...)
   - 2.3. Key points of the negotiation: phases, tactics
   - 2.4. Mediation

3. The application of the disciplinary procedure
   - 3.1. Infractions and sanctions
   - 3.2. Procedure to follow

In depth training activities in prevention and resolution of conflict

- Prevention of incidents
- Communicative skills for the resolution of conflict
- Mediation techniques for the resolution of incidents
- Negotiation as strategy

4. ORGANISATION AND MANAGEMENT OF TIME

Organise the tasks to be performed during the work time in accordance with preset objectives and priorities, while anticipating possible unforeseen situations.

Behaviours associated with the competence

- Establishing priorities and time limits for performing the different professional activities, considering the range of cases to be dealt with and the objectives of each one.
- Spending some time every week planning the agenda in accordance with the priorities established.
- Adjusting the professional timetable according to the needs of the services.
- Programming and respecting the tutorial relation and individual and group intervention space.
- Establishing important moments of control on the agenda to achieve the partial objectives or the performance of certain activities.
- Planning the unforeseen events that have a certain predictability.
- Situating the urgency/priority of the unforeseen events when they arise and acting in consequence, assessing their impact on the planned organisation of the tasks.

Training in organisation and management of time

Objective

Organise the tasks to be performed during the work time in accordance with preset objectives and priorities, while anticipating possible unforeseen situations.

Refresher training

Contents

1. Personal organisation: guidelines and mechanisms used:
   - 1.1. Self-observation of the use of time
   - 1.2. Distorting factors in the management of time
   - 1.3. Relation between time and stress

2. Planning and organisation of the tasks
   - 2.1. Management of expectations, actions and purposes in a realistic time period
   - 2.2. Definition of objectives and achievement of results
   - 2.3. Tools and instruments for the management and organisation of time
   - 2.4. Assignment of priorities: criteria of urgency and importance
   - 2.5. Predictable unforeseen situations

In depth training activities in organisation and management of time

- Tools for the management and organisation of time
- Self-observation and organisational analysis

5. COORDINATION AND TEAM WORK

Take an active part in the achievement of objectives shared with other professionals.

Behaviours associated with the competence

- Sharing and cross-checking the information obtained clearly and flexibly with the other professionals involved in a case.
- Establishing objectives shared with the other professionals and workers jointly and in coordination in order to achieve them.
- Sharing assessment criteria with other professionals.
- Passing on to the other professionals any relevant and appropriate information, bearing in mind the confidentiality of the data.
- Passing on to the professionals concerned any non-binding demands linked to the sphere of professional intervention.
- Recognising and respecting the professional space of others: not intervening in matters that do not concern one, listening actively to other information and points of view, etc.
- Negotiating and reaching agreements.
- Assuming the decisions of the team as one's own and acting in consequence.
- Looking for suitable spaces for proper coordination. Foreseeing them and specifying them.
- Not allowing personal conflicts to interfere in the professional task.
- Showing initiative and willingness to collaborate with other professionals. Offering support.

Training in coordination and team work

Objective

Take an active part in the achievement of objectives shared with other professionals.

Refresher training

Contents

1. The work team
   - 1.1. Definition of team
   - 1.2. Characteristics of a work team
   - 1.3. Evolution of a work team
   - 1.4. Roles and functions of a team
   - 1.5. The social educator's work teams: the social educators' team and the multidisciplinary team
   - 1.6. Management of conflict in the team

2. Team work
   - 2.1. Collaboration and cohesion of the team
   - 2.2. Effective teams: planning and assessment of the task of the team
   - 2.3. Formulation, achievement and appraisals of common objectives
   - 2.4. Common coordination spaces
   - 2.5. Management of information in the team and data protection

3. Coordination with other external agents: networking

In depth training activities in coordination and team work

- Techniques for the management of dysfunctions in the work teams
- Management of the emotions in team work
- Techniques of assertive communication for the cohesion of the team
- Work strategies on multidisciplinary teams
- Professional roles in the work team
- Emotional intelligence
- Knowledge and interrelation with the resources network

6. INITIATIVE AND CREATIVITY

Be proactive in order to resolve effectively the situations those arise in the everyday professional activity and to make proposals for improvement. Think of new and different solutions to problems or situations required by the work place, the organisation or the user in a changing context.

Behaviours associated with the competence

- Incorporating into the intervention plans any informal elements that can complement the professional intervention.
- Offering alternatives to new needs arising from the professional intervention.
- Proposing changes in the work processes when they do not produce the expected result.
- Providing solutions to everyday problems.
- Educating oneself in the knowledge and application of new instruments of intervention both in the group and individually.
- Maintaining an active dynamic attitude in interaction with the group, making different proposals bearing in mind the interests of the users which will incentivate and motivate their participation.
- Updating the strategies used and adapting them to the characteristics of the users.
- Making positive contributions to the improvement of resources and processes.
- Adapting without accommodating, maintaining an active attitude to improvement.
- Not opt for the easy alternative and not falling into monotony and predictability in the response.

Training in initiative and creativity

Objectives

Be proactive in order to resolve effectively the situations those arise in the everyday professional activity and to make proposals for improvement. Think of new and different solutions to problems or situations required by the work place, the organisation or the user in a changing context.

Refresher training

Contents

1. Initiative, proactivity and reactivity
   - 1.1. The constructive critical attitude
   - 1.2. Efficiency and efficacy
   - 1.3. Facing complex situations
   - 1.4. Adaptation to the environment

2. Creativity
   - 2.1. Definition and utility of creativity
   - 2.2. Obstacles to creativity
   - 2.3. Self-diagnosis, resistance and potential
   - 2.4. Techniques and instruments that foster creativity

In depth training activities in initiative and creativity

- Application of creativity to the design of socioeducational activities
- Workshop for the promotion of creativity in the users
- Creativity and initiative as professional tools
- Techniques for promoting creativity in work teams

7. RESISTANCE TO PRESSURE

Work with efficacy in the face of environmental pressure, hostility or stress generated in the intervention itself or in the relation with the other professionals. Control emotional reactions and behaviour, avoiding impulsive or hasty responses, and to resist the frustration that often occurs in complex contexts.

Behaviours associated with the competence

- Adapting the professional intervention to the real possibilities (not trying to go beyond what is possible) and assuming the conditions of the environment where the intervention takes place and the professional limits.
- Seeking support from the immediate command or other members of the team in difficult cases.
- Asking the command and/or accepting the participation of other professionals in the case, or a change of professional, when he or she is considered emotionally incapable of continuing.
- Anticipating the reaction of the user in difficult situations: foreseeing it and preparing strategies.
- Situating the difficult situations and/or relapses of the case as part of the process of intervention and not living them negatively.
- Knowing how to maintain the criterion and professional distance despite the emotional pressure, tiredness or other factors of stress.
- Looking for supervision spaces.
- Obtaining training resources that make it possible to perform the professional task better and thus reduce anxiety and pressure.
- Identifying situations that may cause stress (personal) realistically and looking for and using mechanisms to avoid or reduce it.
- Circumscribing conflicts exclusively to the work environment.
- Maintaining emotional and behavioural self-control.

Training in resistance to pressure

Objectives

Work with efficacy in the face of environmental pressure, hostility or stress generated in the intervention itself or in the relation with the other professionals. Control emotional reactions and behaviour, avoiding impulsive or hasty responses, and to resist the frustration that often occurs in complex contexts.

Refresher training

Contents

1. Factors that generate pressure
   - 1.1. The environment and the organisation
   - 1.2. Interaction with users
   - 1.3. Interaction with other professionals
   - 1.4. Individual factors
2. Analysis of personal factors for coping with pressure
3. Techniques and instruments for managing pressure

In depth training activities in resistance to pressure

- Workshop in techniques and strategies of personal management in situations of pressure and stress
- Identify and minimise the effects of stress
- The intervention adapted to the possibilities of the institution
- Professional self-healing
- Techniques of self-control

8. MANAGEMENT OF INFORMATION

Obtain information from different sources, discriminate what is relevant in accordance with the objectives established and draw the proper conclusions. Explain and transmit the information clearly and concisely, through speaking or writing.

Behaviours associated with the competence

- Identifying the purpose of the information in each case before starting the process of looking for and ordering it. According to the purpose, think what the relevant information to be gathered is.
- Not looking for information about subjects that unnecessarily invade the privacy of the person and/or have nothing to do with the professional sphere or the objective of the search for information.
- Using different sources for gathering the information (carrying out interviews with users, coordination with other professionals of the institution, observation of certain behaviours, etc.).
- Collecting and analysing documents. Reviewing the information in the users' files.
- Cross-checking the information.
- Analysing the information relating to the crime objectively, not allowing it to condition the professional action.
- Persevering in the search for information even though it may be difficult to obtain.
- Preparing and developing the interviews properly: arrange the day, time and place, set the objectives, prepare a script and manage the time well.
- Informing the interlocutor of the objective of the search for information.
- Respecting the interlocutor at all times and relating to him while being aware of the institutional image that is being projected.
- Adapting the communicative register to the characteristics of the receiver of the information.
- Classifying the information obtained as "relevant" and "irrelevant" according to the purpose for which it has been sought.
- Collecting the information obtained which is both relevant and appropriate and the sources of information in writing in a synthetic, clear and orderly manner.
- Being discreet and respectful in the handling of the information.
- Passing on the information with rigour and objectivity in the face of any change in the user's situation.
- Informing without emitting unnecessary value judgements.
- Preserving the confidentiality of the information according to legal and ethical criteria.
- Stating the sources of information in the reports.
- Not reiterating a demand for information which is already there.
- Coordinating the gathering of information with the other professionals.

Training in management of information

Objectives

Obtain information from different sources, discriminate what is relevant in accordance with the objectives established and draw the proper conclusions. Explain and transmit the information clearly and concisely, through speaking and writing.

Refresher training

Contents

1. The context of the information, destination and purpose

2. Data protection
   - 2.1. Basic questions
   - 2.2. Limits of the coordination and transmission of the information
   - 2.3. Impact of the new technologies

3. Techniques of gathering information
   - 3.1. The interview with the subject and with the immediate social environment
   - 3.2. Other sources of information: reports, files, questionnaires, etc.
   - 3.3. Coordination with other agents
   - 3.4. Obtaining information through informal spaces/systems

4. Writing up the information
   - 4.1. Basic rules for the drafting of documents (objective, receiver, information to be supplied, order of the information, review of the content...)
   - 4.2. Technological resources and models of documents linked to the service

5. Techniques of oral expression in formal contexts
   - 5.1. Identification of the communicative context
   - 5.2. Structure of the information in the discourse
   - 5.3. Paralinguistic resources: voice, intonation, rhythm, etc.
   - 5.4. Non-verbal communication

In depth training activities in management of information

- Workshop for writing documents
- Institutional computer systems and the management of information
- Data protection
- Workshop in speaking techniques
- Speaking in public
- Communication by telephone
- Practical methodology in the drafting of reports
- Linguistic criteria and terminology in the legal field

Training activities by fields of work

9. PLANNING EDUCATIONAL ACTIONS

Design, monitor and assess educational programmes and actions aimed at individuals or groups, starting from the detection of educational needs.

Behaviours associated with the competence

- Differentiating the users' explicit demands from their real needs.
- Rechannelling disperse or inappropriate demands.
- Avoiding standard assessments individualise.
- Giving priority to the user's needs.
- Formulating, structuring and timing educational objectives in accordance with the needs detected and the length of the measure.
- Involving the users in the drafting of the educational programme they will be taking part in.
- Selecting the relevant strategies and group and/or individual activities in accordance with the process required by each person or group.
- Adapting the planning of the intervention to the time of the judicial procedure.
- Selecting the resources (material, functional...) necessary to achieve the objectives.
- Foreseeing the assessment of the plans or educational actions (instruments, moments).
- Periodically reviewing the work plan established and the commitments acquired with the users and adapting the objectives and the actions according to the changes that have occurred.
- Coordinating with the other professionals involved in the planning or development of the programmes.
- Detecting and planning the end of the professional action. Giving the user a progress report.
- In the case of victim servicess, being flexible in carrying out the interviews in accordance with their specific emotional state and adapting the intervention to this reality at all times.
- In the case of victim servicess, reaching flexible agreements that are adapted to possible critical events.

Training in planning educational actions
Assessment of needs and drafting of an intervention plan

Objective

Assess the needs of individual victim servicess and design intervention plans.

Refresher training

Contents

1. Limits and possibilities of the intervention
   - 1.1 The legal framework and internal regulations (protocols of intervention)
   - 1.2 The organisational context and the functions of the teams caring for the victim
   - 1.3 Institutional coordination: public prosecutor's office, courts, prisons, government offices, etc.
   - 1.4 Social and psychological support resources network

2. Analysis of the needs of the victim
   - 2.1. Detection of personal, social, psychological, economic, legal needs. Distance between the demand and the real needs
   - 2.2. Detection of the risk to life (new aggressions)
   - 2.3. Other situations that require emergency interventions

3. The drafting of intervention plans
   - 3.1. The involvement of the user in the specification of the intervention plan. Willfulness as a framework of intervention
   - 3.2. Drafting of objectives adapted to the needs and possibilities of social, psychological and judicial intervention
   - 3.3. The agreements with the victim: a dynamic process
   - 3.4. Specification and timing of individual actions and strategies. Assessment indicators
   - 3.5. Institutional tools at the service of the planning. Specific data base

In depth training activities in assessment of needs and drafting of an intervention plan

- Methodology of the planning
- Double victimisation
- Emotional management and self-healing
- Gender perspective
- Assessment of needs in victims with psychic disability
- Assessment of needs in child victims

Training in planning educational actions
I. A structured assessment of educational needs

Objectives

Detect the inmates' individual educational needs. Use the RisCanvi structured assessment tool correctly. Share and coordinate the information obtained with the other members of the multidisciplinary team.

Refresher training

Contents

1. The semistructured interview
   - 1.1. Characteristics
   - 1.2. Different interview situations
   - 1.3. Sources of information
   - 1.4. Variables that intervene in the interview
   - 1.5. Verbal and non-verbal aspects
   - 1.6. Techniques for fostering communication

2. The structured assessment of risk
   - 2.1. The RisCanvi project: risk-need-responsiveness model
   - 2.2. Instruments of assessment
   - 2.3. Multidisciplinary assessment procedure. The role of the social educator
   - 2.4. The computer application

3. The detection of individual needs through interaction and group work

In depth training activities in the structured assessment of educational needs

- Assessment of risk: cases workshop
- Design of the individual treatment programme and curricular itineraries
- Semistructured interview workshop
- The RisCanvi computer application: use and possibilities

Training in planning educational actions
II. Design and planning the Individual treatment programme (ITP) and the group activities

Objective

Design, monitor and assess educational programmes and actions aimed at individuals and groups, starting from the detection of educational needs.

Refresher training

Contents

1. Why do we have to plan?
   - 1.1. Characteristics of a good planning process
   - 1.2. Identification of the main difficulties
   - 1.3. The curricular organisation framework programme

2. Individual educational planning
   - 2.1. Contextualisation of the ITP: legal framework, objectives and characteristics
   - 2.2. From the detection of educational needs to the drafting of the ITP
   - 2.3. The internal coherence of the ITP: objectives, content, methodology, timing and assessment
   - 2.4. The SIPC computer environment
   - 2.5. Procedure for validating the ITP. Multidisciplinary work
   - 2.6. The continuous assessment and motivation system

3. The planning process adapted to the group activities
   - 3.1. The detection of group needs and the programming of socioeducational activities
   - 3.2. Definition of objectives, content, methodology, timing and assessment

In depth training activities in design and planning of the ITP and the group activities

- The RisCanvi computer application: use and possibilities
- Programming and planning of group activities
- Workshop for drafting the ITP
- Programming of socioeducational activities

Training in planning educational actions
I. A structured assessment of educational needs of the juveniles

Objectives

Detect in a structured way the juveniles' individual educational needs. Use the institutional instruments properly. Share and coordinate the information obtained with the other members of the multidisciplinary team.

Refresher training

Contents

1. The semistructured interview
   - 1.1. Characteristics
   - 1.2. Different interview situations
   - 1.3. Sources of information
   - 1.4. Variables that intervene in the interview
   - 1.5. Verbal and non-verbal aspects
   - 1.6. Techniques for fostering communication

2. The appraisal of individual educational needs
   - 2.1. Structured assessment and the SAVRY
   - 2.2. Methodological aspects
   - 2.3. Multidisciplinary assessment procedure. The role of the social educator
   - 2.4. The computer application
   - 2.5. Relevance and formal and informal processing of the information
   - 2.6. Cross checking the information and passing it on to the team

In depth training activities in the structured assessment of educational needs

- Practice of the semistructured interview
- Appraisal of risk: case workshop
- The SAVRY computer application: use and possibilities
- Multidisciplinary appraisal of cases
- Tools for the improvement of the detection of educational needs

Training in planning educational actions
II. Design and planning the Individual educational programme (IEP) and the group activities

Objective

Design, monitor and assess educational programmes and actions aimed at individuals and groups, starting from the detection of educational needs.

Refresher training

Contents

1. Why do we have to plan?
   - 1.1. Characteristics of a good planning process
   - 1.2. Identification of the main difficulties

2. Individual educational programme
   - 2.1. Contextualisation of the IEP: legal framework, objectives and characteristics, point of development of the young person, etc.
   - 2.2. From the detection of educational needs to the drafting of the IEP. Information for the judge
   - 2.3. The internal coherence of the IEP: objectives, content, methodology, timing and assessment.
   - 2.4. Procedure for validating the IEP. Multidisciplinary work
   - 2.5. Assessment

3. The planning process adapted to the group activities
   - 3.1. The framework programmes and their context of application (centres and open environment)
   - 3.2. The detection of group needs and the programming of activities
   - 3.3. Assessment

In depth training activities in design and planning the IEP and the group activities

- Practice of the semistructured interview
- Multidisciplinary workshop for drafting the IEP
- Programming leisure activities
- Programming cultural activities

10. EDUCATIONAL ACTION

Run educational actions –individual and/or in groups– using strategies for motivation, animation and socioeducational participation.

Behaviours associated with the competence

- Explaining clearly to the users the planned actions and their objectives, while agreeing on commitments.
- Interacting with the users while maintaining a proper professional distance.
- Offering support and emotional containment.
- Involving the user and permanently reinforcing that involvement and participation.
- Valuing the user, while reinforcing his qualities and contributions.
- Using examples of close cases of positive and negative evolution to reinforce the orientation of the case.
- Generating a positive climate of relations.
- Giving sound arguments and cross-checked information.
- Integrating the appropriate initiatives and proposals of the user into the plan of action.
- Giving feedback for advances and relapses.
- Maintaining the orientation of the assistance in spite of negative processes or relapses, and looking for new elements of motivation and work.
- Showing oneself to be persevering in the objectives and agreements established.
- Maintaining an active and dynamic attitude in the interaction with the group.
- Appraising the situations periodically and having the capacity to improvise while looking for alternatives, and taking rapid decisions to rechannel them when necessary.
- Redirecting the user's demands in accordance with the real needs and the objectives set.
- Informing clearly, if necessary, of the consequences of the breaches of the commitments acquired.
- Conducting the interviews with flexibility according to the emotional state of the victim and adapting the intervention to that reality at all times.
- Letting the user speak and maintaining active listening.
- Keeping in mind the framework of willingness of the victim: asking for his or her agreement in all decisions or steps to be taken, not intervening beyond what he or she accepts.
- When the victim requires psychological support, conducting the interview to make him or her aware of this need.
- In the case of care for victims, maintaining a tone of voice, a posture and a non-verbal language that convey tranquillity, confidence and openness.
- Explaining clearly what the services that can be offered to the victims are and maintaining an attitude of attention to their demands.
- Not doing very long interviews, limiting the time beforehand and guiding them to the objective set with flexibility, valuing the receptiveness of the victim.

Training in educational action Intervention with the victim

Objective

Carry out the intervention plan agreed: to conduct actions of support for the victim from the needs detected and the intervention plan designed.

Refresher training

Contents

1. The context of the intervention with the victim
   - 1.1. Possibilities and limits of the intervention
   - 1.2. The space of privacy and protection towards the victim
   - 1.3. The confidentiality of the information: legal and ethical aspects
   - 1.4. Avoid double victimisation

2. The interview with victims
   - 2.1. The setting of the intervention
   - 2.2. The concept of violence
   - 2.3. Approaching the emotional state and the state derived from the secondary victimisation
   - 2.4. Basic techniques of the interview with victims: creation of a climate; listening and other communicative aspects; directivity and flexibility, etc.

3. Interventions in emergency or crisis

4. Basic knowledge of penal, trial, penitentiary and civil legislation

5. Coordination and referral to external resources
   - 5.1. Catalogue of institutional resources and resources of the social network
   - 5.2. Limits and commitments of referral
   - 5.3. Cooperation and coordination with resources
   - 5.4. Passing on information

6. Closing the intervention

In depth training activities in intervention with the victim

- Workshop for breaking bad news
- Techniques of interviewing to transform need into demand
- Brief, strategic intervention

Specific aspects of the intervention according to the different groups

- Gender and domestic violence
- Underage victims
- Victims of terrorism
- Victims of violent crimes
- Victims with mental disabilities

Training in educational action
I. Individual intervention

Objective

Conduct, monitor and assess the individual educational action using motivation, animation and socioeducational participation strategies.

Refresher training

Contents

1. Individual intervention
   - 1.1. The social educator as educational agent: limits of the intervention and referral, the educational link, professional distance
   - 1.2. Individual educational assistance in other formal and informal spaces (activities, programmed outings, social events, community prevention actions, interchanges, etc.)

2. Individual intervention tools
   - 2.1. The motivational interview
   - 2.2. The tutorial
   - 2.3. Work on individual educational needs through the group

3. The individual treatment plan
   - 3.1. The ITP as tutorial commitment
   - 3.2. Contents, monitoring, assessment and review of the ITP

In depth training activities in individual intervention

- Ethical aspects of socioeducational action
- The limits of the use of the new tecnologies in educational action
- Individual educational action in open custody
- Educational action for inmates with mental health problems

Training in educational action
II. Group animation, rehabilitation programmes and curricular itineraries

Objectives

Conduct, monitor and appraise the group intervention programmes aimed at the achievment of the objectives of change. Implement actions for environmental intervention and the promotion of culture and leisure.

Refresher training

Contents

1. Intervention in groups
   - 1.1. The funcioning of groups
   - 1.2. Techniques for managing and conducting groups
   - 1.3. Techniques for handling distorting or boycotting roles
   - 1.4. Motivation and the involvement of the group in the planning and development of activities

2. Framework programmes of the collective of social educators at prisons
   - 2.1. Socioeducational framework programmes
   - 2.2. General framework programmes
   - 2.3. Specialised framework programmes

3. Transmission, development and promotion of culture
   - 3.1. Contents with cultural value
   - 3.2. Permanent training of the inmates
   - 3.3. Promotion of collectives and communities
   - 3.4. Recreation and leisure
   - 3.5. Culture and ICTs

In depth training activities in group animation, rehabilitation programmes and curricular itineraries

- Creativity in groups of users
- Participation, co-management and self-management of activities
- The role of the social educator in the teams specialising in violence
- The role of the social educator in the teams specialising in drug addiction
- Educational action in mental health
- Educational action in a prison
- Educational action in open custody, parole and permanent placements

Training in educational action
I. Individual intervention and tutorial sessions

Objective

Conduct, monitor and assess the individual educational action using motivation strategies, animation and socioeducational participation.

Refresher training

Contents

1. Individual intervention
   - 1.1. Limits of the intervention and referral: the role of the social educator, the relation of help and control, professional distance, etc.
   - 1.2. Individual educational assistance in other formal and informal spaces (activities, programmed outings, social events, community prevention actions, interchanges, etc.)

2. Tools of individual intervention
   - 2.1. The tutorial sessions and the individual monitoring interviews
   - 2.2. The motivational interview
   - 2.3. Work on individual educational needs through the group

3. The individual implementation programme
   - 3.1. The individual work plan as contract
   - 3.2. Contents, monitoring and assessment of the individual work plan through the tutorial or individual monitoring
   - 3.3. Modifications and replanning or finalisation of the work plan

In depth training activities in individual intervention and tutorial sessions

- Ethical aspects of socioeducational action with minors
- Work techniques in the framework of the tutorial
- Work with the families
- Professional setting and educational action
- On-line educational communication and intervention. The limits of the use of the new technologies in educational action

Training in educational action
II. Group animation and educational action in groups

Objectives

Run educational activities in groups using motivational and participative strategies. Implement general and specific educational programs.

Refresher training

Contents

1. The educational intervention with groups of offenders
   - 1.1. The functioning of groups: profile of juveniles, environment, group members, roles, etc.
   - 1.2. Techniques for the management and motivation of groups
   - 1.3. Main educational activities in group
   - 1.4. Techniques for running distorting roles
   - 1.5. Evaluation of results
2. The group's motivation and involvement in planning and developing activities
3. Contents and characteristics of the main institutional group programs

In depth training activities in group animation and educational action in groups

- Leisure programs
- Creativity as an aim and as a means
- Motivation of difficult or unmotivated groups
- Innovative strategies for leading a group