

Ungdom mot  Vold

**“Practical outreaching work with young
adult offenders”**

Youth against Violence

Practical Cognitive Coping of Behavior

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Youth against Violence (YAV)

YAV is a civil society organization working to reduce, and prevent violence, bullying, discrimination, prejudice, indifference and crime in the Norwegian society.

YAV's work and efforts are directed towards children and youth between 12-25 in risk zone to be marginalized as their main target group.

YAV seeks to reach out for youth in vulnerable situations and those who run the risk of deteriorating into social marginalization and criminality.

YAV strives to be an arena for empowering youth, strengthening their self-esteem, and self-confidence, enhancing their coping and control skills; in order to facilitate better adjustment and integration into the society.

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YAV's efforts has a main focus on working to promote well-being among youth in risk zone of possibly engaging in criminal activity and marginalization.

Prevention and cooperation model – comprehensive approach

YAV cooperates with public institutions like schools, the Police, and probation offices.

- cooperation with **schools** in their preventive work against drop-out from school and recruitment to gangs and criminal networks
- work with convicted youth in cooperation with **probation offices** to prevent recidivism and fall back into criminality. Under 5 % violation of community sentence terms, nationally 15 %. (Parliamentary Report, 37, 2007)
- cooperation with the **police** in resolving conflicts and in disseminating the police preventive work among youth

“Prevention Network”

In 2006 YAV established a network with our contract based partners. The networks is a think thank for the government and the measures is mapping development patterns, identify common areas and develop measures adapted to target group.

Practical Cognitive Coping of Behavior

YAV's method and measures is designed to empower youth by enhancing their self-image and improving their control and coping skills, in addition to offering support and assistance with everyday practical issues. All this with the main purpose to give youth the necessary conditions and the functional skills to be their own change maker and better integrate into local environment and the society in general.

Mentoring convicted youth

- motivating the youths in setting positive goals for their future and then helping them to achieve these objectives.
- One-to-one contact. Make plan for solving of social challenges. The social workers also have a phone number by which they can be reached, if the youths need guidance outside opening hours.
- Conversations: topics can be attitudes toward crime, consequences of criminal behavior, alternatives to criminal behavior and goals for the future. We try to make them reflect around their own choices and actions, and the consequences of these for themselves and others. This dialogue is an ongoing process during the community sentence.
- After the sentence has been served, YAV also offers a follow-up arrangement called STOP. This is intended as a temporary support for the youth when he/ she is adjusting to normal life.

Interview meeting

– with the convicted youth and a probation officer

Samfunnsstraff		KAMP		Prøveløslatelse		ND		EK		Stopp		Annet	
Domfelt nummer		Dom nummer				Kjønn		Mann			Kvinne		
Etternavn					Fornavn								
Fødselsdato		Alder			Etnisk bakgrunn								
Adresse					Poststed			Sted					
Telefon Privat					Mobil telefon								
Mottakssamtale					Vurderingssamtale								
Dom		Rest. Dom			Dømt for								
Iverksatt					Forventet slutt								
Programstart					Programslutt								
Formativ evaluering	Evaluation midway				Summativ evaluering			Evaluation summative					
Skole	School and courses				Jobb			Employment					
Andre instanser	Others public or private support services				Rus			Drug or alcohol addiction					
Gjeld	Debt to the state or municipality				Privat gjeld			Private debt					
Uoppgjorte konflikter	Unsettled conflicts				Uoppgjorte saker			Public unsettled issues					
Oppvekstmiljø	Childhood and existing environment				Bo forhold			Living conditions					
Interesser	Interests and hobbies				Ønsker			Wishes for the future					
Ønsket oppmøtetider	Wish for attendance plan												

YAV`s method and measures for well-being

Measures	Purpose
Motivation and coping	Future hope, confidence, control of life situation, change agent
Motivation for theoretical training	Increased motivation for school education and work
Practical support in S ³	Support to solving daily challenges and cognitive awareness in SSS level self-, situational- and society understanding,
Conflict solving	Learn to prevent and manage conflicts
Legal advice	Legal / financial-solving plan
Building of networking	Help to revitalize and build new networks
Stability Follow-up	Aftercare to maintain new patterns and prevent relapse

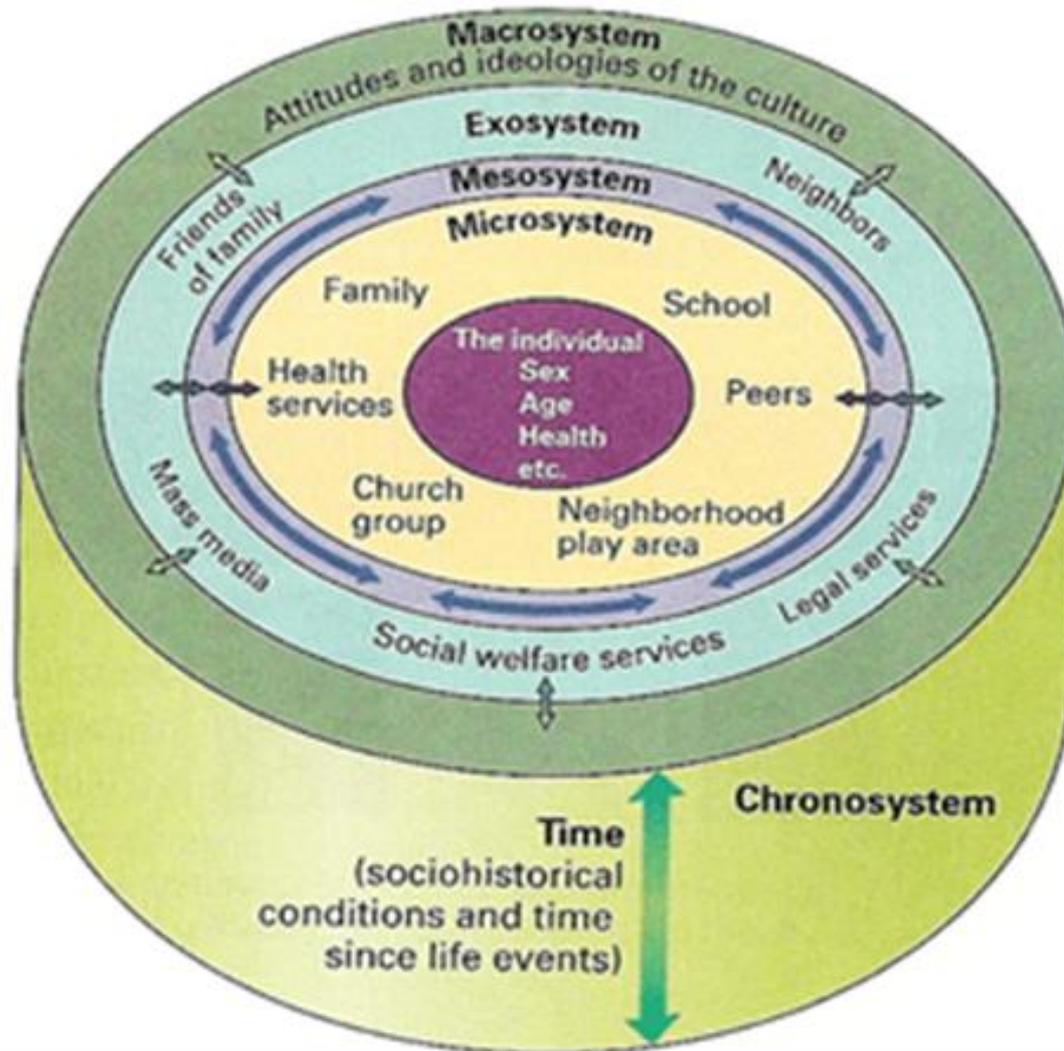
Other effective measures and activities: motivation courses, courses for social control, alternative to expulsion, mobile team, family counseling, fieldwork

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Principles of Practical Cognitive Coping of Behavior

Inclusion Involvement Interaction	Wish Commitment Interest	
Self-understanding Situational understanding Society understanding	Clarity Safe Trust	Time Availability Affiliation Identification

Community psychology



Mainstream psychology

Mainstream psychology has typically focused on offering help to disadvantage people in the form of therapy and interventions that are principally aimed at changing disadvantaged people so that they can better adjust to existing social conditions and monsters; by doing so mainstream psychology contributes to maintaining social injustice and perpetuating the status quo

Community psychology

Community psychology on the other hand, is directed towards addressing the roots of the problem and towards social change. This involves challenging the status quo, addressing oppressive social structures, giving voice to the disadvantaged people, raising awareness, and making the invisible visible

Community psychology

Community psychology is primarily concerned with:

the problem of social oppression and takes upon itself the project of facilitating liberation from oppression and promoting well-being

Social oppression arises as a result of:

power asymmetries and inequalities between individuals, groups, communities, or societies

The *consequences* of social oppression experienced by the disadvantaged people are often ones of suffering, disadvantage, disenfranchisement, depowerment, oppression, and marginalization

Operating with Bronfenbrenner's ecological model, community psychology recognizes that oppression can be manifested and experienced on the different levels of interaction between the individual and its social environment.

Community psychology

On the **personal** level:

social oppression can result in mental suffering like the experiences stigma and feelings of worthlessness

On the **relational** level:

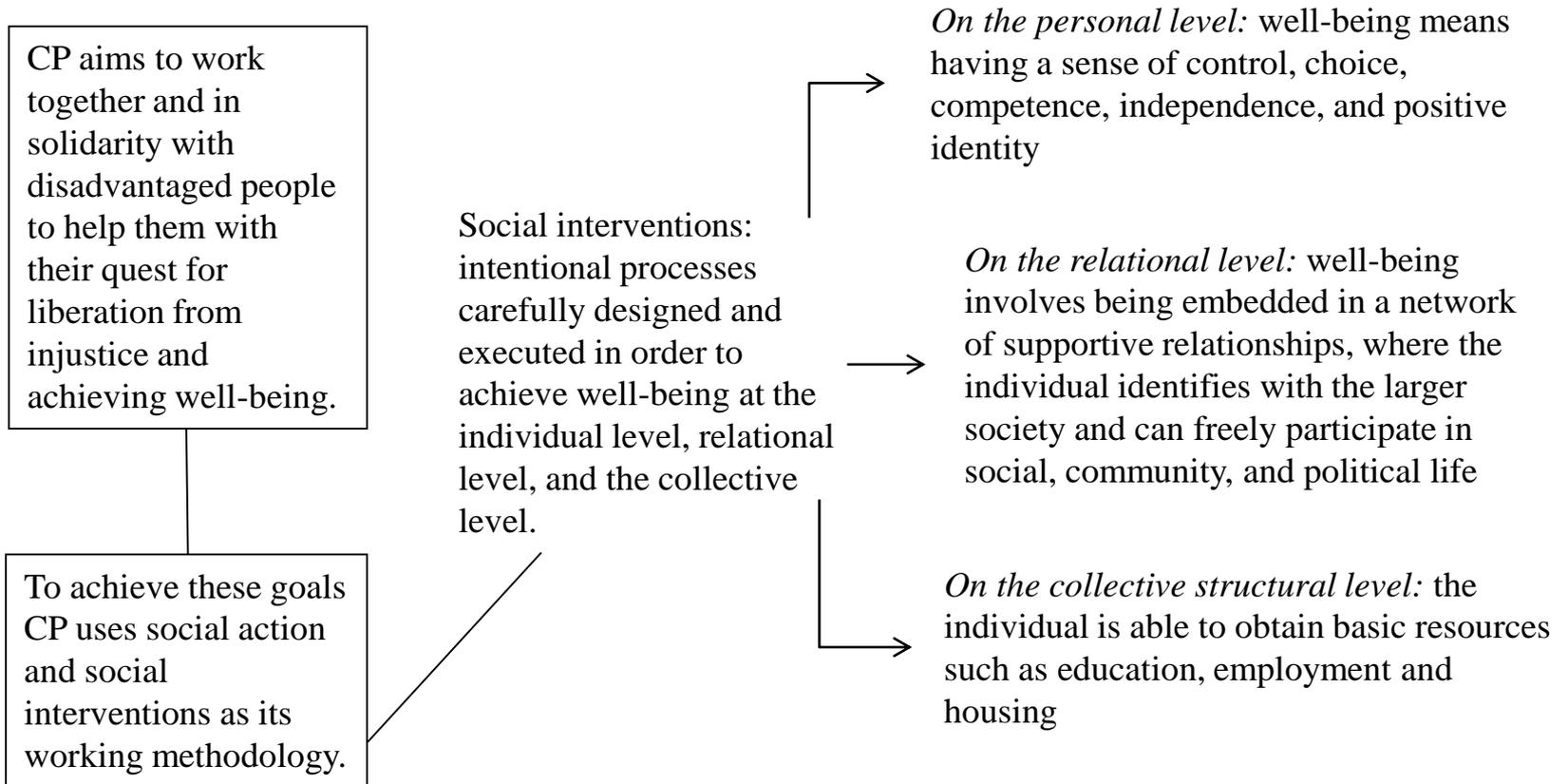
disadvantaged people can feel inferior and can be treated as such

On the **collective** structural level:

oppression manifests its self by hierarchical structures and social policies that reinforce and maintain a status quo of domination and inequality

Central objectives for Community psychology is liberation from oppression and promoting well-being

Aims and goals of Community psychology (CP)



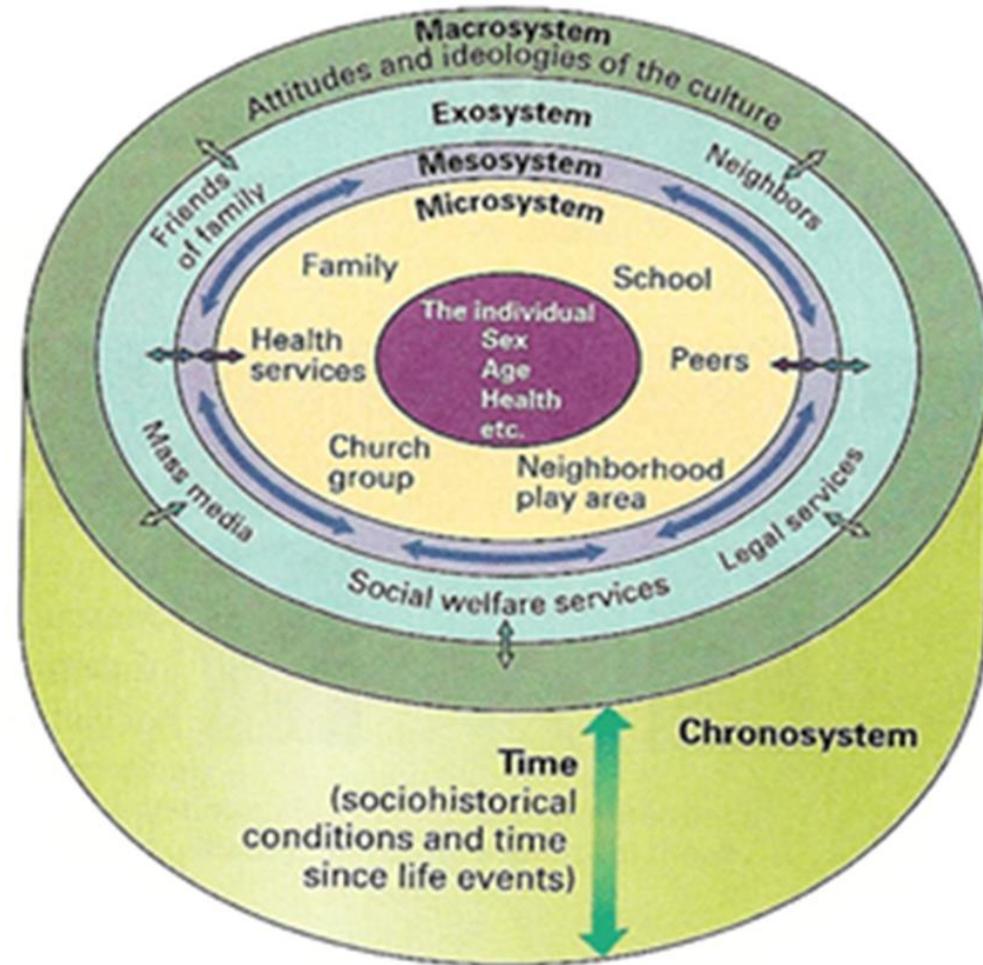
The interventions can take different forms and be initiated by different actors

Ecological understanding in CP

YAV's work is mainly based on an ecological understanding of human beings, similar to that of Bronfenbrenner (Bronfenbrenner model).

According to this model, development is a result of several environmental spheres interacting and influencing each other: the micro, meso, exo, macro and chrono system.

YAV interacts with these different systems surrounding a young individual in order to actuate profound and long lasting change.



Bronfenbrenner model

Example – communication

YAV works to improve the communication between the adolescence and his immediate environment, through improving his relations to his school, family and peers (*micro system*).

Furthermore, try to adjust and harmonize the communication between the different aspects of the micro system, for instance between the parental and school environment. Additionally, work with the individual's communication skills in relation to social welfare or other governmental institutions (*exo system*).

Moreover, try to increase the individuals understanding in regard to societal ideologies, values, thus help him to gain a more balanced perception of a inhabitants rights and responsibilities (*macro system*).

The constellation of and the interaction between the different systems again are dependent on actual socio-historical circumstances. This temporal aspect is maintained by the last system in Bronfenbrenner's model (*chrono system*).