

CONNECT

**A model for the reintegration
of children in conflict
with the law**

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**For
Terre des Hommes
Albania**

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1. Introduction: current arrangements and available resources in relation to children in conflict with the law

Since 2017, the Ministry of Health and Social Protection has been responsible for Policies and Strategies for Social Inclusion and Gender Equality (including the all the issues regarding to the gender equality, LGBTI, Roma and Egyptian, domestic violence). This also includes responsibility for children's rights and protection. The role of the sector is to draft legislation, policies and programs designed for the rights and protection of children, including issues related to children in conflict with the law. These duties are mandated by:

1. The Constitution of the Republic of Albania.
2. The Law 18/2017 "On the Rights and Protection of Children", adopted 23 February 2017, entered into force 09 June 2017.
3. The UN convention on the rights of the children.
4. There is a special sub law for children in conflict with law, Decision of Council of Ministers No. 635, dated 26.10.2018. "On the activity of child protection structures, in relation to a child under the age of criminal responsibility, who is suspected or has committed a criminal offense". The purpose of the Decision of Council of Ministers No. 635, dated 26.10.2018. is to regulate the activity of child protection structures for the treatment of a child who is under the age of criminal responsibility and who is suspected of or has committed a criminal offense, taking into account the best interests of the child. This decision defines the role and responsibilities of the structures and mechanisms involved in protecting a child under the age of criminal responsibility for suspected or having committed a criminal offense.
5. National Agenda for Children's Rights 2017-2020, adopted by Decision of the Council of Ministers (DCM) no. 372, and dated 26.04.2017. Strategic Pillar 3 of the Children's Rights Agenda 2017-2020: Child and adolescent friendly systems and services in Objective 9: Improving children's access to justice, measures and objectives are provided in the context of child treatment and rehabilitation in conflict with the law. These are in cooperation with the Ministry of Justice. This strategic pillar also provides a budget for each objective.
6. In the context of child protection from violence, abuse and exploitation, the performance of the integrated child protection system continues to improve. Child Protection Units (CPUs) are set up and operate at the local level, which are responsible for identifying, evaluating, protecting and providing services to children at risk of violence, abuse, exploitation or neglect. There are 236 child protection workers across the country.

The Ministry of Health and Social Protection work in partnership with the Ministry of Justice, the Ministry of Interior, the Ministry of Education, Youth and Sports, the State Agency for the Rights and Protection of Children, Local Government, the Ombudsman, the Commissioner for Protection from Discrimination, international organizations such as UNICEF, and other organizations in civil society.

The Ministry of Health and Social Protection recognises that there is a need for integration services for this target group. They define these services as operating to integrate children into normal community life through inclusive activities which are organised for them. Priority needs include the education of children in conflict with the law, engaging them in vocational education would prepare them for the labor market and meeting family needs.

In order to address budget allocations for child structures and services at the local level, Law no. 121/2016 “On Social Care Services” provides for the creation of a special fund at municipal level. This fund will serve as a new financial mechanism for the provision of higher quality social services responsive to the needs of individuals. The fund will make it possible to procure social services from interest groups or civil society. It is expected to improve budgeting for the provision of services required locally, including in the area of child protection.

The Decision of the Council of Ministers 2018 through the establishment of the Social Fund, and DCM 150/2019 on the methodology of financing social services enables continuous funding, for the first three years, for new services set up locally (in the year the first with 90% of funding, in the second with 60% of funding and in the third with 30% of funding).

The First Call is currently being implemented and the first 14 projects to finance the upgrading of social services have been approved, based on cost and approved three-year Social Plans.

The conversion of residential social care institutions into alternative services has begun through temporary care services and the establishment of multifunctional and multidisciplinary centres. To achieve this objective, the First Children initiative, which is itself a program of Deinstitutionalization and Transformation of Residential Social Care for Children, has been undertaken.

For the first time, measures for parental rehabilitation are envisaged, aiming at returning children placed in alternative care to the family, through family empowerment and support, or intervention to improve family relationships.

The age of criminal responsibility is 14. When the juvenile is sentenced to a longer sentence and reaches adulthood at 18 years old, he is transferred to an institution for the execution of adult criminal offenses (IECD), closer to his place of residence.

Support for the reintegration of juveniles in conflict with the law

As a focus of treatment and work with juveniles in the Juvenile Reintegration Institute, Kavaja is engaged in:

- developing social skills and habits,
- enabling reflection on the offence,
- creating a safe social climate for the juvenile while in the institution,
- preparing juveniles who are on the verge of being released to develop their personal potential and strengthen relationships with family, relatives, support networks and cooperation with local authorities and NGOs who will assist in their reintegration.

The Albanian Centre for Trauma and Torture Rehabilitation offers prevention and medical services. The preventative work involves advocacy and working with various outreach institutions. Intervention includes rehabilitative medical services.

The centre is concerned that the Juvenile Justice Code has not been fully implemented. They appreciate that the Kavaja Institute can coordinate and manage services more effectively. But they believe that one central resource will weaken relationships between children and their families due the distance from home. There is much to be done to improve psychological and psychiatric assessment and support, and to sustain good quality education and vocational training.

The National Chamber of Mediation is a public juridical entity, independent from the state, working under the authority of the law, no. 10385, date 24.02.2011 "*For the mediation in conflict resolution*", amended and also on its deriving sub legal acts.

The mediation is a process where two or more parties are in a conflict situation, which seeks for resolution, not a judicial one, in mutual understanding. This process is facilitated by a third person, qualified and appointed from parties, the mediator. The mediator is licenced and is a member of National Chamber of Mediators. The agreement between parties is the equivalent of an executive order, similar to a court sentence of first degree. In this case, the bailiff office is in charge for its execution.

Only a very small number of children in conflict with the law are referred for mediation despite authorization by the new legislation. The National Chamber of Mediation would be interested in being part of a model for reintegration.

The section of domestic violence, crime investigation and juveniles in Tirana Police Directory covers the verification of all juveniles within and outside Albania, (*emigrant children*). It deals with children who have committed criminal acts within and outside territory of our country. The intersectional technical group organises meetings almost four times a week in Tirana municipality offices, depending on cases specifics. In these group meetings, the participants are: representatives from police directory of Tirana, Tirana education directory, probation service, NGOs operating in the field, and the State agency for child protection which deals with every juvenile's case. These meetings are focused on discussions about each case and the concrete challenges faced by every child. Cases of sexual abuse require specialist assessment by a different NGO operating in Tirana.

The legal framework, upon which the work is based, includes the law on children's rights and protection, the Juvenile Justice Code, the law for domestic violence and the sub legal acts lately approved such as: two common decisions of Interior Ministry and Ministry of Social welfare which regulate the mechanism of referral of cases of domestic violence.

Currently, in every police station in Tirana there are experienced two investigation specialists in matters of domestic violence and child protection. Despite training provided in the last few years, there is still a need for capacity building activities. There is a continuous challenge (*not only for the police institutions*) due to the fact that staff members are transferred to other sections after being trained for domestic violence issues and child protection and replaced with untrained staff. In addition, the specialists of these departments do not cover only cases of juveniles as they should, due to the overload of other sections of police stations; they deal also with other cases. This affects the time and the services they provide for the children.

In terms of actions and programmes for reintegration, the police take on the role of the coordinator by collaborating with social services and with the child protection workers, in every administrative unit based on the new administrative division. Regarding the identification of cases, the police immediately after coming into contact with a child who has violated the law, notify by letter or electronically the child protection worker. This is an obligation of every police officer. Much more training is required to inform all the police officers about their obligations for children in conflict with the law, but also for children at risk of being trafficked/or in street situation, which need immediate protection measures. These trainings are needed for police officers, but also for Municipality staff.

The police cooperate with the Prosecution office, the Municipality of Tirana, and with different NGOs such as ARSIS, AFCR etc. There is a great need for more residential rehabilitation centres. When children engaged in deviant behaviors during the night are arrested, there is nowhere to send them. There are four residential centres. But none of them are dedicated to juveniles, especially for those with mental health problems. These institutions are needed for children, because they can follow rehabilitation programs, education, vocational trainings, and other services. 50% of adolescents are accused of theft; the other 50% are engaged in narcotics use and selling and driving without license etc.

The establishment of a model of reintegration is urgent. The legislation is already in place, but a practical and concrete model would improve and facilitate the work of all actors involved in this process. Also, mediation is not implemented in practice. More training in mediation would be needed for this.

The role of ARSIS is to promote the rights and to provide services and sustainable solutions for children, youth and families in vulnerable situations as well as for the marginalized Roma/Egyptian communities and other social groups in Albania. It is responsible

for developing the assessment process and plans for the deinstitutionalization of children and their families placed in Residential Care Institutions in the Municipalities of Shkodra, Durres, Vlora and Korca with the financial support of UNICEF, for the reunification process with the biological families/extended families or other alternative care measures, and strengthening the biological families of children at risk of institutionalization and placed in Residential Care Institutions in the Municipality of Saranda and Shkodra with the support of Save the Children in Albania.

Its experience and expertise on child protection issues in general and alternative care include;

- i. Case management, child assessment and family development,
- ii. Capacity building on Case management for the Child Protection Units as well as for the employees of the social services.

It has strong cooperative ties with the State Social Services, the National Employment Service as well as their regional offices and Police Stations.

It provides capacity building to various municipalities around Albania introducing the National Reform of social services at local level, and the Law no.18/2017 “on the Rights and Protection of the Child”, and it has improved socio-economic situation of vulnerable families through the employment programme.

ARSIS has been providing reintegration services for victims of trafficking and potential victims of trafficking through reintegration services in community level and outreach work, a community development programme in the settlement of Lana Bregas in cooperation with the school community center and the Municipality of Tirana, and has cooperated with various municipalities around Albania, including Shkodra, Durres, Korca, Vlora, Devoll, Dibra, Lushnje, Cerrik, Gramsh and Gjirokastra for strengthening child protection mechanisms.

Its project, Child Friendly Juvenile Justice in the Police Station, aims to strengthen the links between the juvenile justice system and the child protection system. This has led to a child friendly space for juveniles, both victims and in the conflict with the law, in the police stations of Lezha and Kurbin, to guidelines for child friendly interview and treatment of juvenile victims and children in conflict with the law in the police station, capacity building for police officers in the police stations of Lezha and Kamza, awareness raising on juvenile friendly system in schools and psychosocial support during interviews of juvenile victims and children in the conflict with the law.

The Directorate of Social Services in the General Directorate of Prisons employ between 200 and 280 social workers, psychologists and educators. Juveniles are currently accommodated only in Kavaja. In addition to training, psychological and social services are provided, including contact with the family, creation of opportunities for education and vocational training in prison. The social workers

establish contact with the network of services for the post release support. But there is no capacity to maintain contact with juvenile cases after release.

Currently there is a drop in the rate of juvenile delinquency in prisons. Reintegration requires the support of the family, the community and the labour market. Juveniles need to be engaged in building their skills from the moment they are committed to prison.

As the juvenile enters the system, a needs and risk assessment is carried out based upon the Swedish project. Based upon the assessment a sentence and reintegration program is planned containing activities for entertainment, vocational training, secondary education, vocational training, sports, recreation, art therapy, and interventional psychotherapy, The vocational training programs have proved difficult to adapt to the needs of young people. There are problems with funding for the 16-18 year olds. It is also difficult to find job opportunities because of biases against children in conflict with the law. All of these problems have a negative impact on reintegration. There is a good model for integration implemented by Meridia Albania, part of Meridia Italy. The practice has been central to the Italian model and there have been cases of juvenile success at the time the project was offered and this has shown that the business community is aware of this fact. The protocol was intended to be embraced by other institutions as it clarified all the competencies and timing of concrete commitments that each structure should have for juvenile reintegration. There is also a need for mentors to guide and support juveniles' reintegration. The capacities of probation officers are limited and there needs to be closer coordination with the Probation Service.

School psychologists do all they can to support children who have returned from migration or returned from different institutions to return to school regardless of the issues that they are dealing with. In cases when children are caught in conflict or have been involved in fights and it was necessary to call the police, psychologists will offer counselling and rehabilitation without using the final option of punishment, even in those cases that the child is subject to law violation. The major problem is the lack of support from the families "I can't help it, I can't do anything, I attend your meetings and I come every time he does a disobedience act, I can't do anything for him, he doesn't change", the lack of collaboration with the families causes them to seek to avoid the problems instead of finding a solution.

There is a lack of training opportunities for psychologists in the field of children in conflict with the law.

An analysis of resources based upon the surveys

Type of service	Very often	Often	Sometimes
Preparation of the individual rehabilitation/reintegration plan			ARSIS CILSP
Visits in jail three months before finishing the conviction		CILSP	
Visits in the family for the preparation of individual plan			ARSIS
Visits in the family during the implementation of the individual plan			ARSIS
Referring to another institution/ organization for more professional support		ARSIS CILSP	
Providing vocational training programmes/services		ARSIS CILSP	
Ensuring access to adequate education (during and after conviction)			CILSP

Provide employment mediation services			ARSIS
Cover the shelter' needs			ARSIS
Raising awareness on the needs and rights of children in conflict with the law	ARSIS CILSP	AFCRRD	OCYR
Monitoring the implementation of the entire individual plan/reintegration plan			ARSIS CILSP
Advocating for improvement of reintegration services for children in conflict with the law	ARSIS	CILSP	AFCRRD
Capacity building of professionals dealing with children in conflict with the law		ARSIS CILSP AFCRRD	
Provision of legal services	CILSP		
Mediation and restorative justice	AFCRRD		

Initiative for Social Change – ARSIS

Centre for Integrated Legal Services and Practices – CILSP

Observatory for Children and Youth Rights – OCYR

Albanian Foundation for Conflict Resolution and Reconciliation of Disputes - AFCRRD

Conclusions

It is clear that all stakeholders recognise that the implementation of a model of reintegration for children in conflict with the law is urgently required in Albania. Those who were consulted recommended:

- Greater coordination and cooperation between state and non-governmental organisations;
- More funding to develop services and programmes designed for juveniles especially in the area of vocational training;
- More training for professionals in working with children in conflict with the law;
- More residential accommodation designed for children;
- The availability of mentors to guide and support children in conflict with the law;
- A greater use of mediation and other restorative processes.

We are grateful to those who agreed to be interviewed and offered so much valuable information and expertise.

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Mrs. Drita Avdyli Head of National Chamber of Mediation

Alma Katragjini- local coordinator for section of domestic violence, crime investigation and juveniles in Tirana Police Directory.

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Blerta Doci, Head of the Directorate of Social Services in the General Directorate of Prisons

Orsjola Miha, School Psychologist, “Kongresi i Manastirit”

Mrs. Valbona Treska, President of the Order of the Psychologist

In addition the following organisations completed surveys on the work:

Initiative for Social Change – ARSIS

Centre for Integrated Legal Services and Practices – CILSP

Observatory for Children and Youth Rights – OCYR

Albanian Foundation for Conflict Resolution and Reconciliation of Disputes - AFCRRD

2. An understanding of reintegration.

Those factors in a child's or young person's life that have contributed to offending¹ can also be viewed in relation to weakening the relationships and to exclusion from resources that support a good life, free from harm and crime.

Most children and young people, who come into conflict with the law, lack the care and attention that they need from their family. This can be due to poor parental supervision and discipline, neglect, abuse or abandonment, violence within the family and members of the family involved in crime or addiction.

These difficulties are often associated with academic under-achievement and exclusion or truanting from school. Many children who offend experience poverty and live in deprived neighbourhood where there is a high incidence of crime.

Many young people in these circumstances come to see crime as one of the few solutions available to them.

Once they start to commit crime, they quickly earn a reputation within their community and are stigmatised by the social disapproval that they receive. Because of their reputation they may be further excluded from youth provision and positive recreational activities.

This may lead them to seek acceptance and security in anti-social peer groups.

Inevitably they will come into contact with the criminal justice system. The responses of the system to children in conflict with the law can have the effect of further excluding offenders from the resources that they require, weakening personal relationships, reducing personal responsibility, and reinforcing a commitment to anti-social values and peers.

Most offenders face significant difficulties in relation to family and social stigma and marginalisation. This makes it more problematic for them to find their place in society through education or employment and a stable and safe home.

Reintegration refers to activities, services and programmes undertaken to enable an individual to live within society as a law-abiding citizen.

¹ Farrington (2007) Childhood risk factors and risk-focused prevention. In Maguire, M., Morgan, R. and Reiner R. (eds) *The Oxford Handbook of Criminology*, 4th ed. UK: Oxford University Press.

Reintegration often refers to the re-entry and resettlement of people who have completed a period of custodial detention. This tends to take precedence as it not only addresses public fears over the release of prisoners but also attempts to repair the damage caused by confinement to the relationships and to access to resources that individual need to live in society.

This model will also address the needs for reintegration of children, who are in conflict with the law and are living in the community, so that they can avoid being detained.

Crime is a violation of people and of interpersonal relationships. Violations create obligations. The central obligation is to put right the wrongs.²

Reintegration practices should activate not only the obligations of the child or young person to respect the rights and needs of others, but also the obligations that society and the criminal justice system have towards the well-being, growth and development of its future citizens.

A model for reintegration must address all these dimensions of exclusion, marginalisation and alienation:

- The impact on the child's well-being, mental health, and personal attitudes and values;
- Family, education, vocational training and employment, and other social resources;
- The reform of the criminal justice system.

² Howard Zehr and Ali Gohar The Little Book of Restorative Justice Good Books

3. Understanding how children come into conflict with the law.

Research has found that certain circumstances or risk factors (Farrington 2007) in a child's life are associated with offending. These include:

- In the family: poor parental supervision and discipline, childhood abuse and abandonment, taken into care as a child, observed violence in the home, family members involved in crime;
- In the school: expelled for disruptive or aggressive behaviour, regular truant from school, and academic under-achievement;
- In society: unemployment, growing up in a deprived neighbourhood with a high incidence of crime, peers involved in anti-social behaviour, homelessness;
- Health: mental illness, excessive use of drugs and/or alcohol;
- Cognitive: difficulties in controlling emotions and problem solving.

This research forms the basis for risk assessment tools such as Youth Level of Service/Case Management Inventory (YLS/CMI). These tools enable professionals to identify the level of risk that individuals represent to society in relation to offending and crimes of serious harm. This should lead to a strategic approach to focusing resources, programmes and supervision on specific risk factors and behaviours.

It is important to distinguish between adolescence-limited offenders, who only engage in offending during adolescence, and life-course-persistent offenders, whose behaviour is problematic from an early age, becomes more serious as they become older and develops into persistent offending well into adulthood (Moffitt).³

Adolescent-limited offenders should as far as possible be diverted from the criminal justice system. The primary purpose is to maintain them within their families and schools in the community. With support and structured activities, they will mature out of their anti-social behaviours and values.

For some children these risk factors can be experienced as adverse childhood experiences and the cause of fear, anxiety, anger and/or shame. Many offenders have been found to have experienced trauma in the past (Ardino 2011, Foy et al 2011, Weeks and Widom 1998). Due to the lack of support from family and society, such children struggle to recover from trauma.

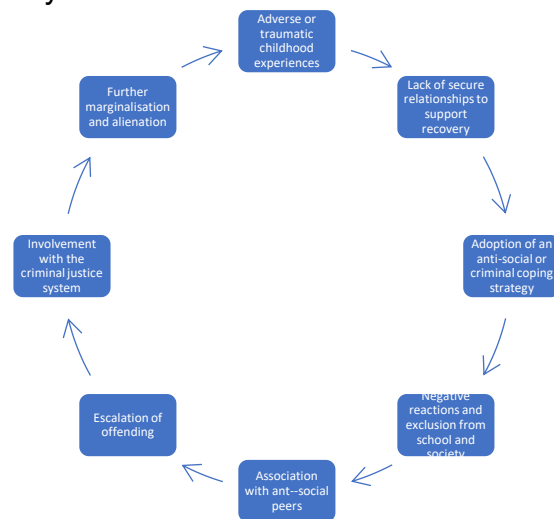
³ Moffitt, Terrie E., 1993, Adolescence-Limited and Life-Course Persistent Antisocial Behavior: A Developmental Taxonomy. *Psychological Review* 100:674-701.

These experiences may interact to reinforce what Maruna (2000) has called 'a condemnation script' through which young people internalise the disapproval and stigma of others to such an extent that they accept the label of 'bad person' and feel that there is no alternative to offending. These individuals are the most likely to become life-course-persistent offenders and they will require much more intensive and skilled support to desist from a criminal career.

Anti-social, aggressive and criminal behaviour may, then, be a way of coping and surviving but also, at a deeper level, a cry for help from strong, caring and competent adults.

However, in most cases the encounter with moral denunciation and punishment by the criminal justice system reinforces rather than deters them from their offending. Their attachment to positive relationships is weakened even more and their criminal identity is further developed by close association with other offenders.

This 'vicious cycle' is illustrated below.



It is clear from this pathway into offending that the harmful conditions that cause crime combine with the harmful consequences of crime on a social level to break relationships, on a material level to block access to resources, and on psychological and moral levels to form identities that reinforces anti-social values and sustains criminal behaviour and separates them from opportunities to participate positively in society.

If crime breaks, blocks and separates, the reintegration response must be to repair, to open and to connect.

The problem that reintegration addresses is not what is wrong with the young person but how to enable the young person to become more resourceful and to gain access to the relationships and resources that they require for a life in which there is no need to harm others.

5. Responding: A model of reintegration.

Problem formulation

The obstacles to reintegration include:

1. Weak or negative relationships in the family;
2. Exclusion from resources such as education, training, employment and social and recreational activities;
3. Stigma attached to the young person due to past behaviour;
4. The young person's adoption of an anti-social identity.
5. The young person's adoption of a narrative which engenders a lack of commitment to change.

The approach to the reintegration of a young person in conflict with the law will depend upon whether his or her offending is assessed as adolescence-limited or life-course-persistent. This distinction is determined by the age at which problematic behaviours began and the prevalence and severity of the risk factors and adverse childhood experiences.

Life-course-persistent offending will require work to overcome most if not all of these obstacles. Work on adolescence-limited is likely to focus on relationships and resources. Young people engaged in adolescence-limited are also likely to be less resistant to engagement in change.

This model of change is designed to engage young people in connecting with that which has been lost and in repairing that which is damaged or violated in their lives.

The key approaches to theory and practice that inform this model of reintegration include:

1. Restorative practices
2. Desistance research and theory
3. Trauma informed practice
4. Motivational theory

Restorative practices

The practices of restorative justice have demonstrated over many years and in many countries their effectiveness in enabling those who harm others to take responsibility and to make amends, in supporting those who have been harmed to recover, in repairing and strengthening broken relationships, and in the process of reintegration⁴.

In 2018 the Council of Europe Recommendation concerning restorative justice in criminal matters defines restorative justice as any process which enables those harmed by crime, and those responsible for that harm, if they freely consent, to participate actively in the resolution of matters arising from the offence, through the help of a trained and impartial third party (hereinafter the “facilitator”). Restorative justice often takes the form of a dialogue (whether direct or indirect) between the victim and the offender, and can also involve, where appropriate, other persons directly or indirectly affected by a crime”.⁵

This definition includes a range of three stakeholders, those harmed by crime (victims), those responsible for the harm (offenders) and others affected by the harm such as families of either party or members of the community (society). Dialogical interactions between these different parties have generated an increasing multiplicity of restorative processes.

It is important to understand that the use of restorative processes is not restricted to addressing a criminal offence as part of the criminal justice process. They can be implemented at any stage of reintegration whenever there is a harmful incident, whenever there is a situation where there is a risk of harm, whenever there is a relationship that needs to be repaired or strengthened and whenever there is a conflict that may have a harmful consequence. Restorative practices are applicable throughout a process of reintegration.

The processes which are most relevant to this model of reintegration are restorative conferences, restorative circles, family group conferences, victim offender dialogues or mediation and restorative conversations. These processes will be described in the next section.

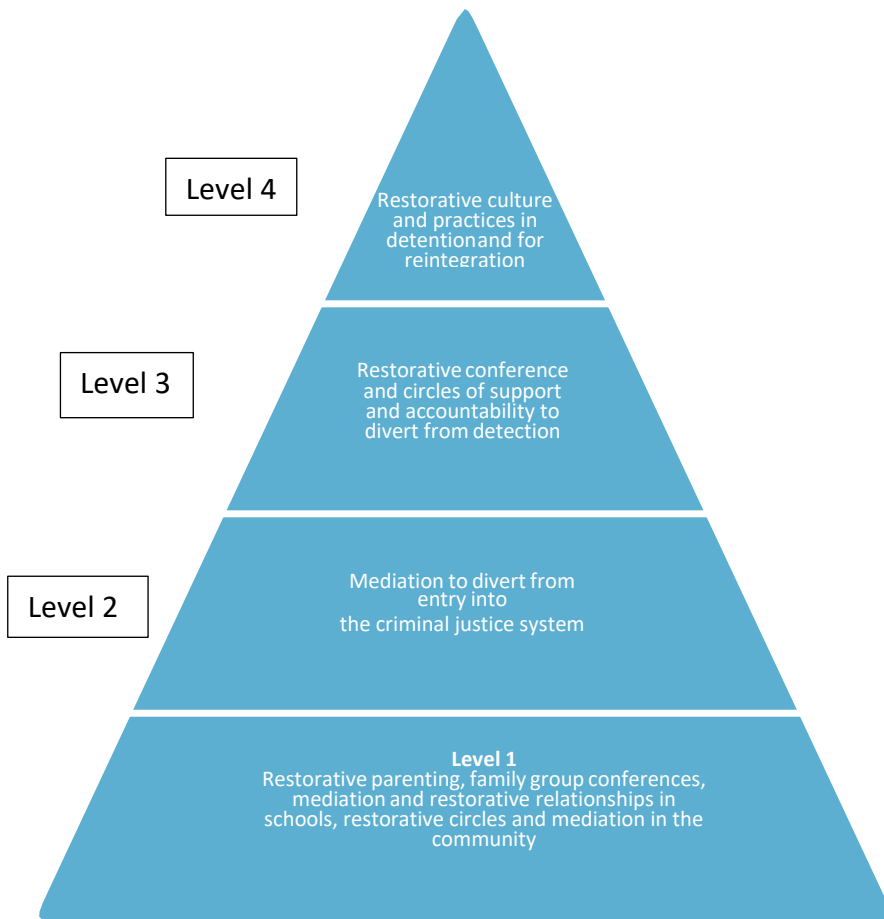
⁴ John Braithwaite (1989) *Crime Shame and Reintegration*. Cambridge: Cambridge University Press.

⁵ Council of Europe (2018) Recommendation CM/Rec 8 of the Committee of Ministers to member states concerning restorative justice in criminal matters

Restorative processes



The framework below organises restorative processes at the different stages of risk and seriousness in relation to the harm caused by a child or young person.



Level 1. To prevent and contain harmful actions involving children and young people within civil society

Immediate outcomes: issues resolved without recourse to criminal justice.

Medium term outcomes: children and young people learn to participate in decision-making and relate to others and authority responsibly and safely with empathy, truthfulness and respect.

Long term outcomes: stronger civil society, more active citizens, greater social cohesion.

Level 2. To prevent offending resulting in prosecution

Immediate outcomes: fewer children and young people being processed by the courts and receiving formal court orders.

Medium term outcomes: people who have been harmed have their needs met, children and young people responsible for offending learn to make reparation for the harm that they cause.

Longer term outcomes: children and young people avoid harming others out of empathy and respect.

Level 3. To use detention only as a last resort

Immediate outcomes: fewer children and young people in detention.

Medium term outcomes: Victims and community reassured about their safety and justice being done and vulnerable young people gaining access to the resources and support they require to meet their needs and to reintegrate.

Longer term outcomes: The lives of young people in trouble improve, less public fear of youth crime and less reoffending.

Level 4. To make detention more humane and effective in reintegrating young people

Immediate outcomes: Less discipline problems and distress experienced in detention by young people and staff.

Medium outcomes: greater involvement of families and community in supporting young people in detention.

Long term outcomes: The lives of young people in trouble improve, less public fear of youth crime and less reoffending.

Many countries' policies on the delivery of restorative justice restrict restorative justice provision to less serious offences or first time offenders. Yet international research confirms that restorative processes are generally more effective with serious cases. Northern Ireland offers restorative conferences to all young people even if they have committed serious offences and have persistently offended. There is ample evidence that there is no type of offence or offender that cannot be engaged effectively by a restorative process. Ultimately the decision in different countries will be a matter of political judgement.

Desistance research and theory

Desistance research inquires into why people *stop* offending while most other research asks why do people *start* offending and *persist* in offending.

It is not an event, as in one day someone stops offending, it is a process characterised by progress and relapse.

There are three main themes to desistance theory:

1. Social bonds: people desist when they enter into relationships which they value and do not want to lose through crime;
2. Maturation: eventually people develop maturity and grow out of criminal activity;
3. Narrative or identity: people begin to see themselves as having an identity that is not defined by their criminality and to generate a narrative which links their past to a more positive future without crime.

Many of the effects of punishment have been shown to subvert rather than support desistance. Condemning, labeling and stigmatising young people tends to reinforce a criminal identity. Placing them in detention centres tends to weaken their family relationships and social ties. It also limits the responsibility that they can take for themselves and reinforces their immaturity.

This model of reintegration is designed to be compatible with the desistance process by supporting young people to sustain positive external resources and relationships, and to generate internal growth through by personal reflection and taking purposeful action.

The model aims to support young people in conflict with the law:

- To believe in their ability to improve their lives;
- To repair and strengthen relationships with their family if appropriate;
- To engage in pro-social recreational and social activities through which they may make new friends;
- To engage in education, vocational training and employment;
- To have a safe and comfortable home;
- To develop an identity that is not dependent upon the values that support offending;
- To repair the harm that they have done to society by making a positive contribution to community life;
- To signal actively to society that they are making genuine efforts to change.

There is a clear congruence between desistance theory and restorative practice.



Trauma informed practice

Research into youth crime has established a connection between adverse childhood experiences (ACE) and many problems later in life including life-course offending. ACE include:

- Physical, sexual, emotional and financial abuse and neglect.
- Experiencing or witnessing domestic abuse, assault, harassment or violence, sexual exploitation, sexually harmful behaviour and genital mutilation;
- Being the victim of crime or terrorism, experience of armed conflict, gang or cult membership and bullying, including caused by homophobia, sexism, racism or disablism..

- Experiencing torture or forcible confinement or institutionalisation;
- Family adversity, including living in a household with people who misuse substances, engage in criminal activities, are not supported to manage their mental ill health;
- Living in poverty, destitution or facing significant social, material and emotional deprivation. It also includes being looked-after, leaving care, being detained in a secure children's service (i.e. young offenders institution) and family or placement breakdown.

Not all young people who have had such experiences suffer from trauma. They may be sufficiently resilient and supported by secure attachments to responsible adults to recover normally. However, many young people in conflict with the law do not have such relationships and their resilience is focused on survival rather than recovery.

Trauma can have an impact on a young person's memory. The sights, sounds, smells, tastes, touches, sensations, feelings, and thoughts associated with the traumatising experiences can trigger a vivid memory of the event and a concrete experience of terror.

Trauma can shatter assumptions and beliefs about the world, other people and ourselves. It imposes a way of understanding and reacting to situations and stimuli. It may create a sense of vulnerability and helplessness in the face of a hostile, unjust and unpredictable society. This can affect the ability to concentrate and to control emotions.

Young people may learn to avoid situations which they fear being abused or humiliated and as a result deprive themselves of possible positive opportunities. They may disconnect from society and disassociate themselves from other people and limit their ability to develop and sustain relationships which could help them recover and thrive. Their need to be hypervigilant of threats may lead to apparently unprovoked acts of aggression or violence. They may hurt themselves partly to distract themselves from painful memories and partly out of anxiety, depression or low self-esteem.

Young people's offending may represent their way of coping with trauma and surviving in this threatening world. Their criminality may offer the illusion of some control over a volatile world. It may be seen as taking back some justice from an unjust society. Offending and violence may give them some respect to balance against the humiliations that they have suffered. Their use of weapons and membership of a gang may offer them a refuge and a sense of safety in the face of precarious existence.

These ways of coping and these motivations for offending result in:

- A loss of who they are as valuable human beings;

- Harm to themselves and their victims;
- Exclusion from the relationships and resources that they need;
- Resistance to the offer of help from those who wish to support their reintegration.

While this analysis might seem overwhelming and hopeless, Perry has found that relationships are important and that every encounter between a young person, who has experienced adversity and trauma, and a caring, strong and competent adult can have the potential to contribute to recovery and growth. He emphasises the critical importance of really listening to young people and making sincere efforts to understand them before rushing to solutions, advice and instructions.

This requires practitioners to be well trained and prepared to work with such young people. They will need to be flexible and resilient and able to collaborate with a range of other agencies and disciplines. Key principles of trauma informed practice have emerged:

1. Promote and sustain a sense of physical and psychological safety in all interactions with young people.
2. Build trustworthiness among staff, children and families through openness on decisions and practices.
3. Collaboration through partnership relationships with children and families.
4. Respect and empower people's ability to make choices.
5. Respect cultural diversity and history, and gender issues.

Perry's approach to engaging with children and young people who are affected by trauma is informed by how the different parts of the brain works. He refers to the 'Three Rs'.

1. Regulate: enable the young person to become calm within a stable environment;
2. Relate: based upon respect and trustworthiness;
3. Reason: explore with the young person the reasons for their behaviours and distress.

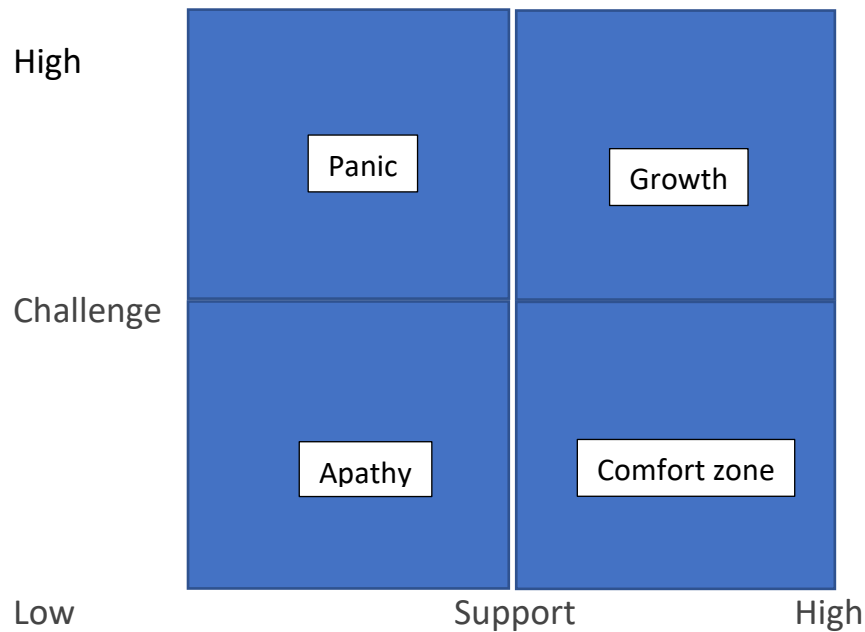
While ACE and trauma can have a damaging effect on the development of the brain's capacities, it is also true that the neuroplasticity of the brain enables it to form and reorganise synaptic connections, especially in response to learning or experience. This reintegration model will strive to direct young people's attention to what matters in their lives and away from those activities that are causing harm

to themselves and others. Through repetitive practice of pro-social action new possibilities for activating understanding, responding and acting become stronger.

Motivation theory

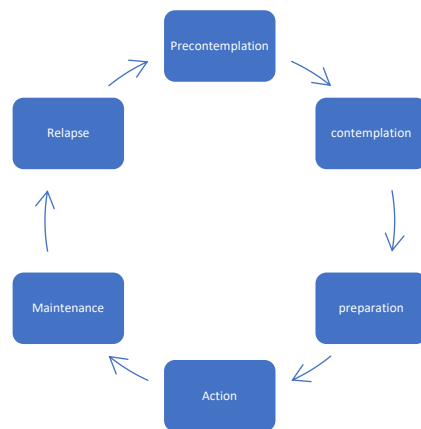
Readiness to change

For the difficult process of change to be successful the individual must be in a state of readiness for change, must be willing to commit to the effort required for change and must have the capabilities required to perform the tasks in a plan for change. Even though the circumstances of the young people may be challenging and distressing, they will have learnt to survive and to a certain extent they will have created a comfort zone from which they may be reluctant to leave. This creates a fixed mindset that resists change. Sanford's challenge/support theory can be used to address the problems of the comfort zone and the fixed mindset. The correct balance between challenge and support can create a state of readiness for change. It is important to avoid too much challenge as it may activate a sense of panic associated with trauma.



The Cycle of Change

Change does not simply because a young person has been responsible for a harmful act and the system requires him or her to change. It is a process⁶ which must be understood and supported sensitively and skilfully. Prochaska and Di Clemente developed a staged approach to change. This enables the practitioner to tailor the work according to where the individual is currently at.



At precontemplation the individual is not aware of any problem about their behaviour and as a consequence is not even thinking about change. At this stage the practitioner focuses on building a relationship, dealing with any immediate practical difficulties, issues of safety and other needs, listens deeply to the individual's narratives about their lives and events and seeks to understand what matters to the young person. Provide information that is relevant to the individual's life without trying to pressurise.

⁶ Prochaska, J.O. and DiClemente, C.C. (1984) *The Transtheoretical Approach: Crossing Traditional Boundaries of Therapy*. Dow Jones Irwin, Homewood, IL.

Once the person moves on to contemplation or thinking about problems in their lives, the work entails tip the balance in favour of the benefits of change over the risks of not changing and building the person's self-efficacy (see below). It is important not to argue but to respect the individual's voice or words in relation to the problem.

In the preparation phase the individual needs support in developing a vision of a better life for which they are prepared to strive. Set goals, explore options, prepare a feasible plan and reinforce commitment to take action (see the section on coaching below).

Action may include engaging in programmes to learn the practical skills to implement the plan successfully, finding support from others to overcome obstacles to reintegration, taking small positive steps towards the goals and reflecting on what has been learnt from success and mistakes, and accessing necessary resources and services. The practitioner should recognise effort and achievement throughout the process and enable the young person to review and adjust the plan as circumstances change.

Once change has occurred the task is to maintain it. This is critical times as relapse is to be expected. Show deep respect not only for achievement but for the effort, skills and character that were required (see Respect Conversation in the next section). Speak about the possibility of relapse and prepare a relapse recovery plan. Strengthen support systems in the young person's life.

In the event of a relapse, do not act as if it a catastrophe. It is part of the change process and to be expected. Enable the individual to express their emotions and understand how it happened. What can be learned? What would you do differently if it happened again? Adjust the plan as needed.

Willingness to change

“People don't resist change. They resist being changed!”

– Peter Senge

The reintegration approach to generating willingness is to discover intrinsic motivation rather than 'to motivate' through extrinsic reward or deterrent. The motivation which already exists will be revealed by the stories the individual tells as long as the worker is listening attentively.

This approach has much in common with motivational interviewing (MI). The worker is listening for explicit or implicit change talk or motivational statements. Resistance to change is considered normal. As such it should be explored and understood rather than challenged. Support includes the worker's belief that change is possible even when there is no obvious path identified. The

practitioner's understanding is not based upon a theory but an effort to see the problem through the individual's eyes. The purpose is to enable individuals to restore autonomy or agency to their lives.

These ideas are often expressed in the following principles of practice:

1. Express empathy
2. Develop discrepancy between present behaviour and goals
3. Avoid argument
4. Roll with resistance
5. Support self-efficacy

The skills of MI include:

- Open questions
- Affirmations
- Reflective listening
- Summarising.

Ability to change

People may be ready and willing to change but believe that they lack the capabilities and confidence to take the necessary actions. They lack a sense of self-efficacy (Bandura⁷). Their experience of life is that it is shaped by external conditions beyond their control. The feedback that significant adults have given them has persuaded them that they cannot take actions that will result in positive change.

Bandura identifies four factors affecting self-efficacy.

1. Experience of actual achievement and recognition by others;

⁷ Albert Bandura (1997), *Self-efficacy: The exercise of control*, New York: Freeman

2. Modeling of efficacy by people with whom the individual identifies;
3. Social persuasion such as direct encouragement from another person whom the individual respects;
4. Being aware of physiological factors which are aroused by stress or anxiety and learning to control them.

Each of these factors influence the individual's perception of their ability. This model of reintegration is designed to offer children and young people the opportunity not only to experience achievement but also reflect upon it so that they begin to believe that they can have a positive influence on their futures. The coaching model, described below, enables individual to accumulate evidence of success which challenges their previous experiences of failure and condemnation.

6. Committing to a structured framework of practices, programmes and services which would activate reintegration.

The aim of reintegration is to support the young person to grow into a more resourceful individual. This is based upon research evidence into the factors that protect young people from risks. These protective factors are both external and internal.

Relationships based upon *high*
Expectations which require the *learning* of
Skills needed to take *advantage* of the
Opportunities that are *offered*.
Understand what is going on and take *personal*
Responsibility for what *you* need to make a
Commitment *to do* and make a real
Effort to *stick to it*.

From evidence-based practice to practice-based evidence.

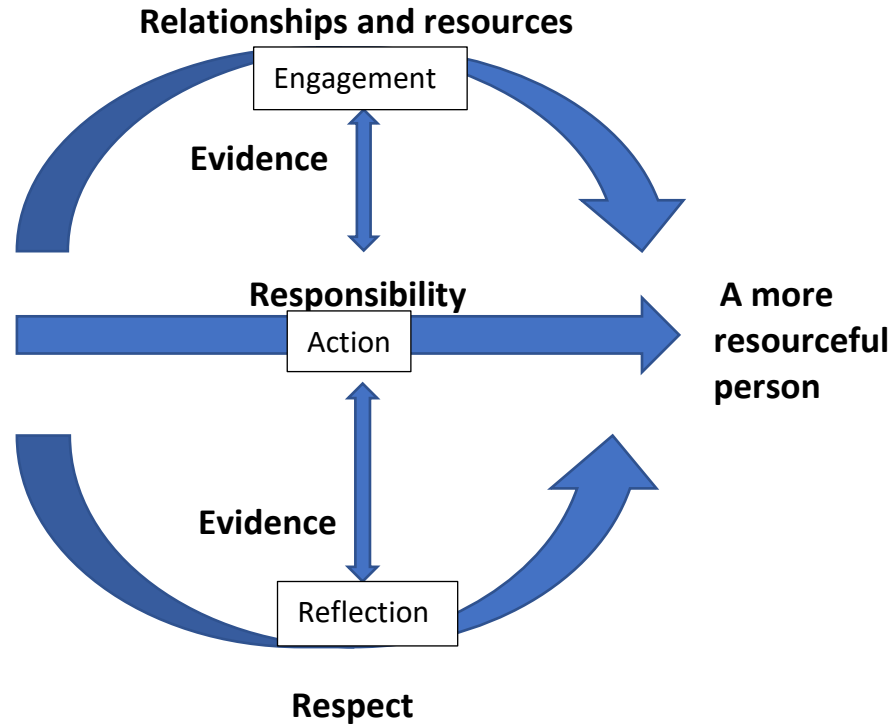
Key to the effectiveness of this model is generating *practice-based evidence* (through practices based upon research evidence). Both people in society *and* the young person need to be convinced by concrete evidence that the young person has positive qualities and capabilities and is making a real effort to change their behaviours and become a positive, contributing member of society. This framework engages the young person in actions designed to strengthen and increase supportive, pro-social relationships and to gain access to the resources required for a better life free from crime. In doing so the practice is designed to signal to society and significant relationships and resources that the young person is making real efforts to change and as a consequence generate evidence so that the young person can come to believe that he or she is able to improve his or her life and to believe that he or she is a person of value and worthy of respect.

The advantage of practice-based evidence is that it is specific to the individual in a real context and is dynamic in that it responds to events and changing circumstances.

The practices will be organised on three levels:

1. Action designed to practice responsibility;
2. Engagement with others designed to generate the supportive relationships and the resources needed for reintegration;

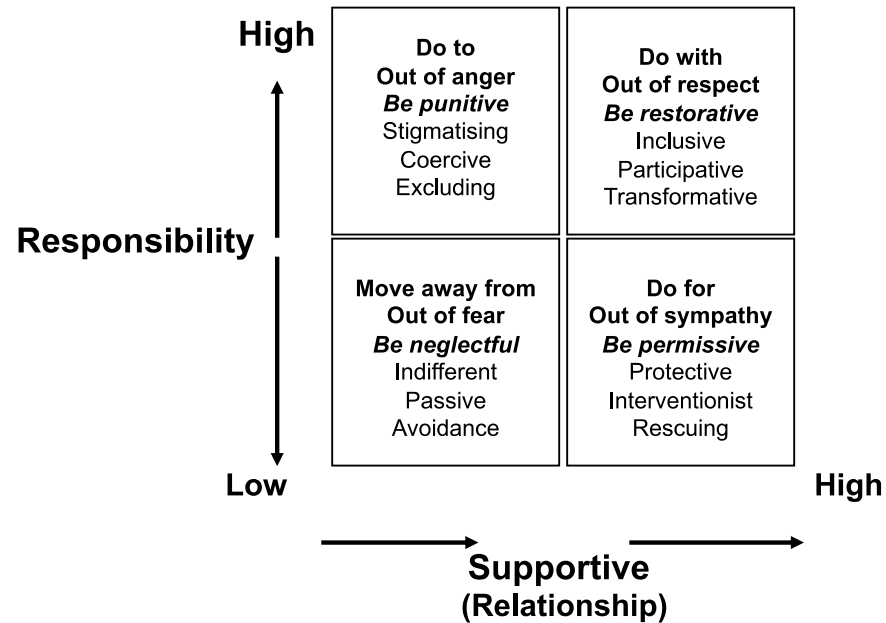
3. Reflection on evidence from the practices designed to enable the young person to transform his or her identity from one of condemnation to respect and to develop a more positive narrative about the future.



It is the practitioner's task to devise opportunities and actions with the young person which serve to strengthen these resources.

To this end it is essential that the practitioner exemplifies through her or his relationship with the young person a deep sense of respect and responsibility. The matrix represents respect as a balance between holding the young person responsible for their efforts to improve their life and providing the support that the young person needs to do so.

Responsibility-Support Matrix



Adapted from McCold and Wachtel's Social Discipline Window

This matrix identifies four responses to young people when they come into contact with the law. The most common is to hold the individual responsible for the harmful behaviour and to impose a punishment to express public anger and disapproval of the behaviour. This often takes the form of custodial detention which can be highly stigmatising. Many people, including the young person's family,

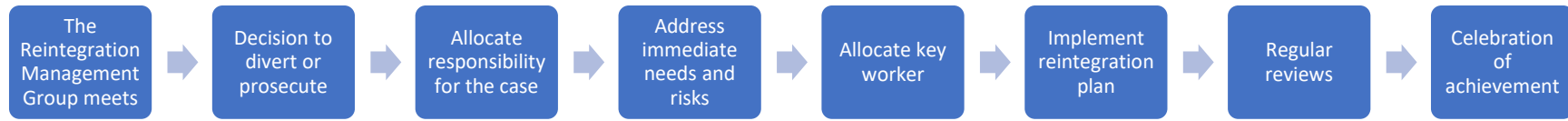
fear youth crime and disengage from the young people responsible leaving the authorities to manage it on their behalf. This creates a distance between the young people and society leaving them with a feeling of alienation. The third response is to feel sympathy for the young people and to attempt to protect and rescue them. Doing too much for them deprives them of responsibility and can make them dependent upon services. They also find it difficult to see that they are harming others and to take responsibility for their behaviour.

The fourth option is the one which is recommended in this model of reintegration. It is based upon balancing responsibility and support based upon a deep respect for the potential of the young person. Rather than doing things to or for the individual it requires a working relationship between the young person and the practitioner. It is a practice which is inclusive of the individual, depends upon the individual's active participation and seeks real transformation. Its practices are based upon restorative processes and coaching.

Institutional Framework

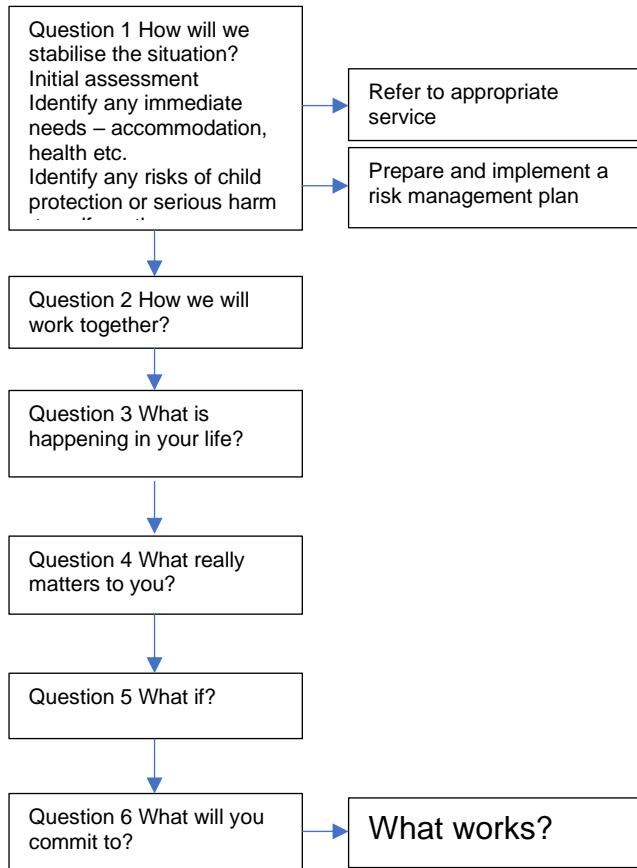
Key principles

1. Reintegration should begin as soon as a child comes to the attention of the authorities as being in conflict with the law.
2. There should be regular meetings between all stakeholders to agree how the case should be managed. This group could be called the Reintegration Management Group (RMG).
3. Key decisions include:
 - Should the child be diverted from prosecution through a restorative process (mediation or a restorative conference) or should the child be prosecuted?
 - Who will take responsibility for managing the case?
 - What basic needs and child protection issues need to be addressed immediately, how and by whom?
4. Each child should be allocated a key worker (social worker/mentor/coach) to be in regular contact and to coordinate the reintegration process (see Practice Framework below) until it has been completed. This will apply whether the child stays at home or is admitted to a residential facility.
5. The RMG should review the case at its regular meetings.
6. A meeting of stakeholders, family members and representatives from the community should take place to celebrate the end of the reintegration process and to recognise the child's achievements.

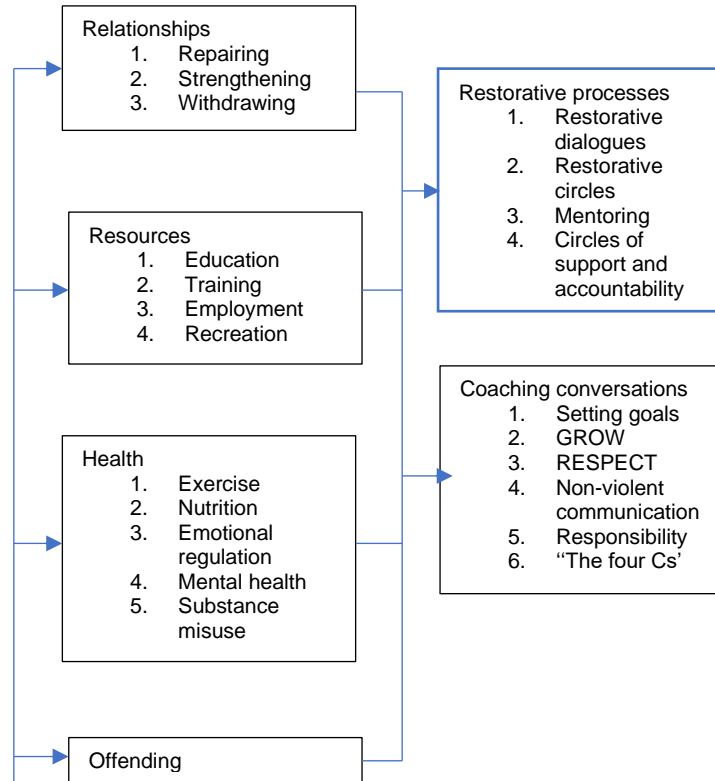


Practice Framework

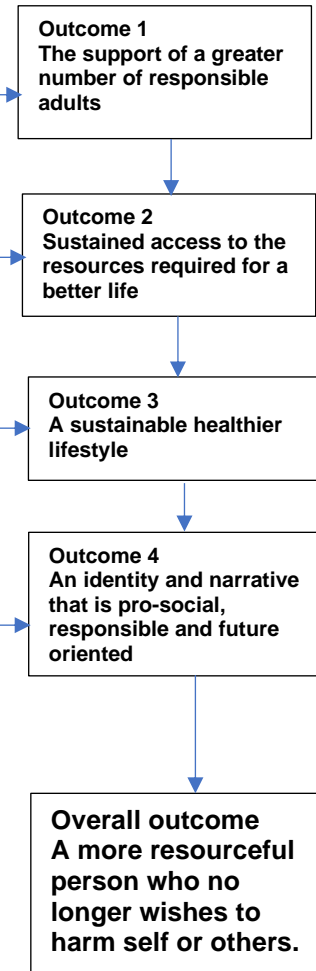
Inclusion



Participation



Transformation



Inclusion

The six questions represent a shared inquiry into what may work to integrate the young person

Question 1 How will we stabilise the situation?

Initial assessment

- Identify any immediate needs – accommodation, health etc.
- Identify any risks of child protection or serious harm to self or others

Terre des Hommes have produced an excellent kit for *Developing a Family Strengthening Approach*. This should be consulted to support immediate work with the young person's family. There needs to be a strong family into which the young person may integrate.

Taking as its basis the importance of families in the lives of children, and children's explicit right to a family (as articulate in the UN Convention on the Rights of the Child, 1989) Family Strengthening recognises the importance of the family as a whole and seeks to primarily:

- Enhance the resilience of families, in particular through the development of social supports and access to services;
- Help families to develop the knowledge and skills to be able to provide a safe and nurturing environment for their children.

While resilience at an individual level is often taken as the ability of an individual to 'bounce back' after negative experiences, in this context when thinking about families as a whole, resilience can be defined as:

'In the context of exposure to significant adversity, resilience is both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their well-being, and their capacity individually and collectively to negotiate for these resources to be provided in culturally meaningful way'.⁸

⁸ <http://resilienceresearch.org>

Options for support include:

- **Practical support for families** – Helping families to realise their rights and to access to financial, housing, and other resources and services that help them meet their basic needs, and those of their children.
- **Parental emotional health** - Helping parents to recognise and deal with the signs of stress and enhancing problem-solving skills to be able to cope better with the demands upon them both as parents and also as individuals in their own right.
- **Positive parenting** – Supporting parents to provide emotional and physical care in an appropriate way according to the needs of their child in order to promote the child’s wellbeing and development and support children in reaching their maximum potential. This includes the discipline of children but also covers their physical, emotional and psychological welfare.⁹
- **Social connections**—Helping and encouraging parents to develop and maintain a network of family, friends, and neighbours so that they can access support in times of need.

⁹ The terms positive parenting and positive discipline are often used interchangeably. However, positive discipline is only one aspect of positive parenting. **Positive discipline**, sometimes also called positive **behaviour management or non-violent discipline**, can be thought of as ways of encouraging desirable behaviour in children by using child centred, non-violent techniques to modify unwanted behaviours. This includes disciplining children for ‘bad behaviour’.

Question 2 How we will work together?

Scaffolding

Before the work of repair can begin on a building that has been damaged, the scaffolding must be put in place. This enables the workers to have a safe and firm platform on which to do difficult and risky work.

If young people are to engage in difficult actions which take them out of their comfort zone, they will need to trust the practitioner to keep them safe, to be fair, and to respect them.

The conversation

1. Ask the young person about their previous experiences of working with adults.
2. Identify what they found useful.
3. Demonstrate understanding of how difficult it might be to change. Identify what fears and worries that the young person may have.
4. Address these concerns and ensure the individual that you will do your best to support and protect the young person.
5. Emphasise that your primary purpose is to support the young person to have a better life.
6. Be specific about your expectations of behaviour and effort. Your role is to challenge anything that does not support the young person to have a better life.
7. The point of the work together will be to replace offending and other harmful behaviour with actions that make life better.
8. You do not know yet what this better life will be like or how it will be achieved. This will be the work that you will do in cooperation with the young person.
9. Clarify your organisation's policies on child protection, equality and anti-discrimination, confidentiality and the disclosure of criminal offences.

You may also wish to have a more informal conversation in which you explore what you may have in common e.g. sport, music,

Output: A written memorandum of understanding dated and signed by young person and practitioner and containing core and non-negotiable expectations and including agreements made with the young person through the conversation.

Question 3 What is happening in your life?

Conversations on understanding key areas of the young person's life

- **Relationships**
- **Resources (including education, training and employment)**
- **Health**
- **Offending**

Conversation structure

Try not to look for problems which could shame the young person. The questions should if possible be framed positively i.e. seeking a way forward.

- What would you want to change in this area of your life?
- What have you already tried to do about it?
- Are things getting better or worse in this area?
- If things got better in this area, what would life be like and how would you feel?

Now think about what needs to be done.

- What choices do we have to improve things?
- How should we decide which is the best choice?
- Which choice seems to be the best?

Outputs

- An agreed Relationship Grid
- An agreed Profile of Problematic Behaviours
- An agreed Matrix of Responsibility

An agreed Relationship Grid

On the basis of your previous conversations, list the young person's most important relationships and resources (including offending and other anti-social or harmful behaviours e.g. drug use). Then identify which needs each relationship or resource provides for. Then collate all the relationships and resources on the first column and the needs across the top row.

Some questions that may arise from the analysis:

1. Are you too dependent upon certain relationships and resources for too many needs?
2. What are the risks in such dependency?
3. Could other relationships and resources meet some of these needs more effectively and safely?
4. Are there other, new relationships that you could develop or new resources that you could engage with (e.g. employment, mentor, sport or arts)?

Example

Name

Date

Practitioner

Needs	Home and food	Someone to talk to when worried	Fun	Feel good about myself	Money	Feel safe	Keep healthy	Play music
Relationships and resources								
Mother	She looks after me	She worries too much. I can't talk to her	Always complaining	Makes me feel bad	She has no money	I feel safe at home	I need food and somewhere to sleep	She wants me to go to school and get an ordinary job
Brother		I can talk to him	He is too old to go out with me	He tells me I should stop worrying my mother and go to school	Sometimes he gives me money but not much	He would protect me		
Friends		We do not talk about problems	We have fun when we are together	It feels good when I am with my friends. I get respect.	We can get money by robbing people.	When I am with them, other boys do not attack me.		They like to hear me sing and play my guitar
Offending			I get excited when I offend	With money I feel good	Crime gives me money	I am always worried about being caught and having to go to detention.	I don't feel good when I stay out late.	I was able to buy a guitar with the money
Drugs		Drugs take away the worries.	I feel good when I am high	I feel more confident	Sometimes I sell drugs for money but mostly I spend a lot of money on drugs	I have to steal to get the money for drugs	They are not good for my health	It is nice to play music when you are high
Football			I love to play football	It makes me feel great to score			It helps me stay fit	
School			It's boring	The teachers don't like me and make me feel stupid		I don't feel safe at school		If I could do well at school I could go to music college

Name

Date

Practitioner

Needs								
Relationships and resources								

An agreed Profile of Problematic Behaviours

People who persistently offend often have what, Maruna (2010) has called a 'condemnation script'. Due to the humiliations of the past, individuals have come to the conclusion that they must be 'bad' and this is what causes them to do bad things. They believe that there is little that they can do about this and are resigned to continuing to commit crime.

Listen carefully to the stories that the young person tells about how they get into trouble. Listen for how the young person gives meaning and purpose to the behaviours. What stimulates this behaviour in the young person's environment? How did the individual learn to take these actions? What beliefs and values drive the behaviours? What impact do these actions have on how the young person views who they are, their identity.

Fill in the form below, using as far as possible the words of the young person.

Example

Purpose and meaning	I do it to get respect and to distract me from feeling bad about my life.
Identity	I have to be brave, tough and strong to survive.
Beliefs and values	No one cares about other people. So, you have look after yourself. Trust nobody. I am loyal to my friends who back me up.
Capabilities	I have had to learn to stick up for myself using violence if necessary. I know where to go to sell things that I steal and I can deal in drugs.
Behaviour	I rob people in the street at night. I threaten them with violence if they do not cooperate. I spend the money on drugs. I do not go to school.
Environment	Because I come from a poor family people treat me as dirt. I have no father to support me. My mother just worries about me. I hate school and the teachers hate me.

Name

Date

Key Worker

Purpose and meaning

Identity

Beliefs and values

Capabilities

Behaviour

Environment

An agreed Matrix of Responsibility

Once you have both fully spoken about the way the young person generally responds to problems in his or her life, use the Matrix of Responsibility to analyse their responses and identify areas which require further attention. This can be repeated regularly to assess progress.

Choose some critical incidents and identify where the young person is on the various levels. Complete the form below using as far as possible the young person's own words.

Admit responsibility	Commit to act	Permit others to support
1. I chose to do it. No one forced me to do it.	1. I commit myself to considering other courses of action before I act.	1. I will permit X to coach me.
2. What I did affected other people.	2. I commit myself to thinking of the possible consequences of my actions for other people.	2. I will permit X to coach me.
3. I harmed people through my actions.	3. I commit myself to repairing or making amends for the harm that my actions have caused.	3. If possible I will seek the permission of the person I have harmed to repair the harm I have caused.
4. What I did was wrong.	4. I commit myself to ensuring that in the same circumstances I will choose to act in a different way.	
5. This is what I have learnt.	5. I commit myself to developing my capabilities to ensure that if I find myself in the same situation again I will choose to act differently.	5. I will permit people to enable me to develop my capabilities
6. I don't want to do this again.	7. I commit myself to setting goals and to taking action to achieve them.	6. I will permit X to coach me and I will seek support to achieve my goals.

It is important that you do not challenge or put pressure on the young person to be more responsible. Honesty is better than seeking approval. The aim is to have an accurate picture of reality so as to improve levels of responsibility step by step.

Matrix of Responsibility

Admit responsibility	Commit to act	Permit others to support
I chose to do it.		
What I did affected other people.		
I harmed people.		
What I did was wrong.		
This is what I have learnt.		

Question 4 What really matters to you?

Having completed these conversations, rather than ask: “What is the matter with you?”, ask “What matters to you?”

Assume that if a young person is persistently repeating the same crimes, they are motivated by a strong sense of purpose which is driven by what they consider important.

The 5 Whys conversation

One way to discover someone’s deepest purpose is to choose a significant behaviour and ask: “Why is it important to you to do that?” Whatever the person answers, ask the same question again. Repeat three more times.

The final answer should be what really matters to the individual.

Question 5. What if.....

You are now exploring the future with the young person. The implicit question is: Will your current actions result in what really matters to you in the future?

Some exercises to engage the young person in thinking about a better future.

The time line.

“The greatest danger in times of turbulence is not the turbulence – it is to act with yesterday’s logic.” – Peter Drucker

1. Draw a line on a flipchart or, better, use masking tape to make a line of around 8 feet on the floor. One end is the young person’s birth and the other end is now.
2. Ask the young person to stand at the end which represents birth.
3. Ask her or him to walk to “When did crime come into your life?”
4. What age are you?
5. What was life like before that?
6. What happened (if the person does not want to say put an X and call it X and just say ‘something bad happened’)
7. How did your offending help? What would be an example of it helping you?
8. Has there ever been times that you wondered is it really my friend?
9. How much is it really looking after you now?
10. How much are **you serving it**?
11. What would a really good friend be like right now?

From what you tell me, something you really care about, that matters to you, has been damaged, lost or violated. I know that you are doing your best. But because I care about you and your future, I want you to do a little bit better. What do you need to do better?

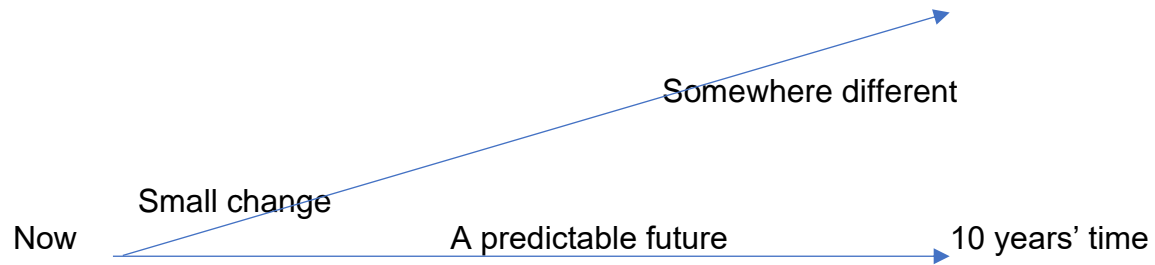
Are you willing to let me support you to make the effort to try new things and sometimes feel a little uncomfortable?

One small change

If nothing changes in your life, what will your life be like in 10 years' time? Draw the lines as below. Write at the end of horizontal line what the young person says.

Then, if you were to change one small thing in your life and stick to it, you would be in a better place.

What could that small change be? How could I support you?



Question 6. What will you commit to?

Now you will ask the young person to commit to positive goals that relate to what matters to them and addresses the areas of their life that they are not happy with.

The goals should be framed in relation to *approaching* a better life, rather than *avoiding* negative behaviours in the past. This is not to ignore negative, harmful and anti-social behaviours. The point is to frame them as obstacles to be overcome to achieve what matters, a better life.

It is better to have a few goals to which the individual is truly committed than many goals which look good.

Name

Date

Key Worker

Area of life	Goal	Actions that support the goal	Actions that hinder the goal

Participation

This model is based upon the premise that sustainable reintegration can only concern if the young person is an active participant in the practices rather than a passive recipient of services.

Taking action in response to difficulties;

- Demonstrates commitment;
- Rewards effort;
- Achieves goals;
- Offers opportunities for reflection and learning;
- Offers opportunities to signal change to others;
- Provides both the young person and the community of support with evidence of progress based upon practice.

Action restores respect, responsibility and relationships and enables the young person to become more resourceful and to have a better life. These practices are designed to transform the stigmatising shame through which the offending is nurtured through a process similar to Braithwaite's reintegrative shame.

The aim of the practices is to connect the young person with that from which he or she has been separated.

- To restore, repair or strengthen healthy relationships;
- To restore access to resources such as schools, vocational training and employment;
- To restore a more authentic and positive identity;
- To restore neural connections;
- To restore the young person's future.

The key practices described in this section are Restorative Practices and Coaching. Both of these practices will not only identify the resources, family, education, training and employment, health, accommodation, and rehabilitation programmes for drug and alcohol abuse, for problematic behaviours such as anger management, violence and sexual harm, but also prepare the young person to actively engage with these resources. Referral to a resource is not simply a matter of completing a referral form but a process of preparing the young person and gaining the individual's genuine commitment to participate actively so as to sustain their relationship with the resource. Restorative practices and coaching are designed to achieve this engagement.

Restorative Practices

Restorative practices are about *taking action* to resolve conflict, to repair harm and to strengthen relationships. They are not only relevant when an individual commits a crime. Young people on the path to integration experience many conflicts, harm and broken relationships.



This diagram illustrates the many opportunities for restorative practice in a young person's life. The centre is when it is necessary to bring the young person, the family, the victim of the young person's behaviour and relevant people from society (neighbours, professionals etc.) to address the behaviour and its harmful consequences through a restorative conference or circle. Other situations may require a mediation between the young person and a victim. It may be appropriate to facilitate a restorative meeting between the young person and representatives of a resource to which the young person needs to gain access, such as a school, an employer or a youth facility. The young person may need to resolve difficulties with his or her family. In the next section we look at restorative or coaching conversations.

The key restorative processes are:

- Mediation;
- Restorative Circles;
- Restorative Conferences;
- Circles of Support and Accountability.

Restorative processes are structured to achieve the tasks outlined above within specific contexts. The basic structure of each process is described below. These processes should be adapted according to the local culture, the national law, institutional arrangements and the needs and wishes of the participants.

Direct or indirect mediation

Mediation involves a meeting between two parties in conflict or, when harm has occurred, between the person responsible and the person who has been harmed facilitated by a trained mediator. With the assistance of the mediator, the parties enter into a dialogue to agree how to achieve a just settlement in relation to the conflict or the harm.

When to use mediation

Mediation can be used;

- Within the criminal justice process:
 - to divert young people from prosecution while still holding them accountable for the harm that they have caused;
 - prior to sentencing as a means of assessing the perpetrator's remorse and the victim's view of what should be done;
 - post sentence as part of probation supervision.
- Within residential detention centres to resolve conflict and hold young people accountable for harmful actions and breaches of discipline:
- To resolve conflict with people who are important to a young person's reintegration such as in families, in schools, at work, in accommodation, etc.

The process

One or two mediators may be allocated to the case. The mediators contact both parties and arrange face-to-face preparatory meetings. Either party may bring a family member or friend for support. In cases of juveniles they will bring a parent or both parents or guardian. During this meeting the process of the mediation is explained in more detail. If both parties consent to the mediation after the preparatory meeting, the process can be arranged.

The joint conversation can be facilitated by one or two mediators, who take care of who sits where and that there is coffee, tea or water and tissues available. People are encouraged to express their emotions during the mediation.

At the start of the mediation, the mediator takes the lead and explains briefly again the process of the mediation. After the practical details, the mediator will ask who wants to start telling his or her story about what happened. After that the other party will get the opportunity to speak. Other people in support of the parties will also be invited to say something about their experience or how the harm has affected the victim or perpetrator.

After sharing the experiences of the harm and the feelings that arise from it, the dialogue focuses on the future. How do the parties wish to settle this case? What do they need for them to leave the harmful incident behind and to move on in their lives.

If they manage to make a written agreement, it may be signed by both parties and both mediators and also by others attending.

Restorative circles

A restorative circle can be used to build and repair relationships or to repair harm and undo injustices. Circles allow people to speak and listen to one another without interruption, argument or domination.

One person speaks at a time and then the person sitting beside her or him speaks until everyone in the circle has had the opportunity to say what they want. Each person must wait to speak until his or her turn, and no one may interrupt. A talking piece, usually something with symbolic value, is passed around the circle. Holding the talking piece gives the individual the right to speak while everyone listens. This process is familiar in indigenous or traditional justice processes.

When to use circles

- When developing approaches to improving culture, relationships and communication, for example in a detention centre, family, or

school.

- When addressing anti-social behaviour, intercultural conflict, conflicts between young people and older residents in a neighbourhood, and conflict between groups such as gangs or different ethnic groups.

The process

1. Based on the nature and context of the conflict invite those most affected by the harm that it is causing and those who need to be present to resolve it. This will include:
 - those perceived as both perpetrators and victims of the harm and those with close relationships to them;
 - representatives of the communities involved in the conflict;
 - representatives of civil society and state agencies who may have an interest in the resolution of the conflict or who may be able to support any agreement made by the circle.
2. Meet with each prospective member of the circle to explain the opportunity that the restorative circle presents and to invite them to participate.
3. Having met each person who will participate consider:
 - In what circumstances and under what norms would all parties wish to participate?
 - What will it take to create these circumstances?
 - What resources will be required to create these circumstances?
 - When and where should the circle take place?
 - How can the space for the process be prepared?
 - How will the process be facilitated?
 - How will the facilitators work together?
4. The Circle process
 - Welcomes and introductions.
 - Explain the purpose and process of the circle and how the ground rules support purpose and process.
 - Ask each person in turn to make a public commitment to the purpose and process of the meeting.
 - Ask the party who seems to be suffering most from the harmful effects of the conflict to begin the process of understanding “what is happening that is not working and causing you harm”.
 - Go round the circle asking each person the same question.

- Then a round with – what part of this do you take responsibility for?
- Then – what do you need?
- Then – what can you contribute?
- Then – what needs to happen?
- Define the issues and needs to be addressed.
- Agree a plan to address the issues and needs.
- Establish a process to enable each party to make themselves accountable for their commitments.

5. Following through on commitments

- Put in place support for the action plan.
- Put in place meetings to review the implementation of the action plan.
- Make contingency arrangements in the event of unanticipated problems with or obstacles to the implementation of the plan.
- Make arrangements to celebrate success and if necessary to meet to build on success.

Restorative conferences

The European Forum for Restorative Justice has defined restorative conferencing as: “conferencing consists of a meeting, taking place after a referral due to an (criminal) offence. The condition *sine qua non* for it to happen is that the offender admits (or does not deny) guilt and takes responsibility for the crime. The meeting will be primarily between the offender, the victim (but it should never be an obligation for him/her), their supporters and a facilitator. Subsequently a number of other individuals may also take part, depending on the scheme or crime, such as a representative of the police, a social worker, a community worker, a lawyer etc. After a period of preparation, this assembly will sit together and discuss the crime and its consequences. They will try to find a just and acceptable outcome for all, with an agreement including a number of tasks to achieve or the offender in order to repair the harm committed to the victim, the community and society in general.”¹⁰

When to use

¹⁰ Estelle Zinsstag, Marlies Teunkens and Brunilda Pali (2011) CONFERENCING: A WAY FORWARD FOR RESTORATIVE JUSTICE IN EUROPE. European Forum for Restorative Justice.

In more serious cases and where there is a persistent pattern of offending, an individual may be prosecuted through the courts. In such cases a restorative conference is warranted. This not only allows for victims' needs to be met but also facilitates a more comprehensive dialogue on what the person needs to avoid further harmful behaviour. Conferences can include the wider family, social workers and other experts and can result in not only a plan for reparation but also a plan to reintegrate and rehabilitate. Such a plan can be part of a community sanction.

The process

1. First meeting with the young person responsible for the harm and parents/carers. The person responsible for the harm is met with first in case he or she does not consent to the conference. This avoids raising and then disappointing the expectations of the person who has been harmed.
 - Explain your role and the purpose of the Conference and provide detailed information on what happens throughout the process¹¹.
 - Stress that the Conference will focus on the behaviour and the harm it caused, not on blaming and criticising the young person.
 - Explain ground rules.
 - Provide the person with an opportunity to tell their story through which the person expresses emotions, needs and what he or she wants.
 - Address concerns.
 - Enable young person to begin to identify with the thoughts and feelings of the victim.

2. First meeting with the person who was harmed and supporter/s
 - Explain role, purpose and process of a Conference.
 - Explain ground rules.
 - Provide the victim with the opportunity to tell their story through which she or he expresses emotions, needs and what he or she wants.
 - Invite them to consider what they may get out of a Conference.
 - Address concerns.
 - Explain purpose of the plan.

¹¹ Note that these are tasks to be completed in this meeting. It is not recommended that the facilitator uses them as an agenda to be followed in sequence.

- Ensure time and venue of the conference suits the victim.
 - If the victim does not wish to attend, consider how best they can communicate their views.
3. Preparation meetings with each party (separately). The facilitator takes each party through the process of the conference in some detail and asks:
- What do you want from the conference?
 - How will you participate at each stage of the process?
 - What do you want to say and ask?
 - How will you say it?
 - How will you respond to the others?
- Your role is to enable the person to prepare how they will express themselves. You should not tell them what they should say.
4. The Conference: The facilitator ensures that the following areas are covered and that the parties stay on track and comply with the ground rules. The sequence may not be the same for every conference.
- i. Introductions and ground rules
 - ii. Statement of uncontested facts
 - iii. The perpetrator accounts for the harm caused
 - iv. The victim questions the perpetrator
 - v. The victim describes the harm and its impact
 - vi. The young person responds
 - vii. Dialogue over how to make amends
 - viii. Dialogue over how to prevent further harm
 - ix. Agree action plan
5. Post-Conference
- Review the action plan and agree steps to complete it
 - Offer support and reinforce commitments
 - Crisis intervention to solve any problems hindering the completion of the plan
 - Deal with non-compliance restoratively

Circles of support and accountability (COSA)

Appropriate for young people who have adopted a pattern of persistent offending and are faced with many obstacles to desistance from crime.

For these individuals it is not possible for one agency acting alone to enable them to desist from offending.

Aims

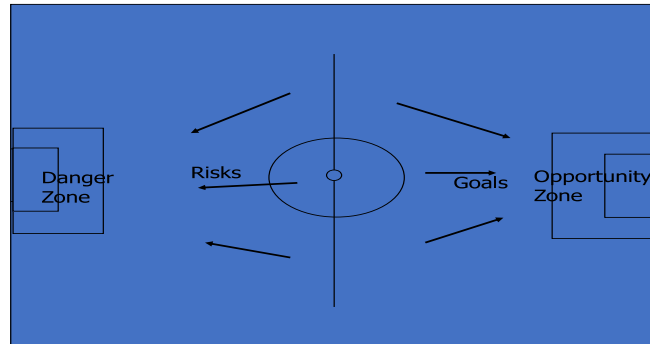
- To provide people with support and accountability to achieve their goals.
- To strengthen the person's relationships with family, employment and community (social capital).
- To engage the active participation of informal resources and specialist services working together as a team.

Community partnerships are most effective:

- when built around the individual to motivate, to meet specific needs, to develop strengths and to manage specific risks.
- when acting as a coordinated and cooperating team.
- when individual citizens combine with professional experts.

The young person chooses the team with the worker. The COSA should meet regularly (monthly). The young person is enabled to set the agenda, to invite the participants and to take a leading role. It is an opportunity to express respect for positive action, to hold people accountable for negative action, to offer support and to solve problems. The meetings may take the form of a restorative circle.

Defending against risks and attacking the goal



Like a sport's team each member has a part to play. Some defend against the risk that the opposition (harmful behaviours) will gain the advantage and score. Some strive to gain control of the game and support the attackers to achieve the goals. Some specialise in scoring goals.

Each member of the COSA has a specific role and commits to contact with the young person once a week. A time-table is agreed.

Typical time table

Day	Time of Meet	Supporter	Relationship	Activity
Monday	16.00 – 17.30	Joe	Social worker	programme
Tuesday	19.45-21-30	Alison	Mum	Quality time
Wednesday	16.00-17.00	Sue	Drug counsellor	Counselling on substance misuse
Thursday	19.30-21-30	Johnny	Youth Club	Activities
Friday	18.30-22-00	Jimmy	Brother	Cinema
Saturday	11.00-14.00	Paddy	Community contact	Volunteering at the elderly residents club
Saturday	15.00-17-00	Paul	Mentor	Swimming
Saturday	22.00	Alison & Ray	Mum & Uncle	Checking in
Sunday	12.00-2-00	Paul	Mentor	Informal meeting
Monday - Friday	9.00-16-00	Fred	Teacher	Available at school when needed
Monthly	17.00-18.00	The Circle		Review

Coaching

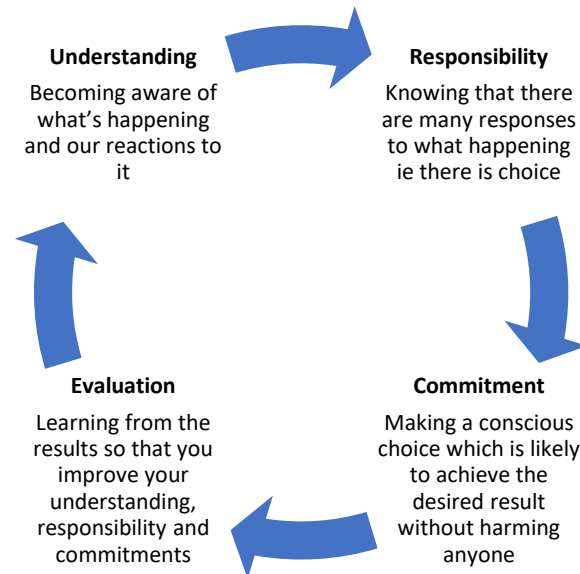
Terre des Homme has produced an excellent Practical Guide on How to Provide Effective Coaching and Mentoring. It should be used to support this section on coaching conversations.

Coaching can be defined as taking the form of a series of conversations designed to benefit the young person:

- by keeping the focus on his or her goals,
- by developing capabilities which contribute to achieving goals,
- by facilitating reflective learning and the development of self-awareness
- by supporting the young person to generate a narrative which will result in a better life.

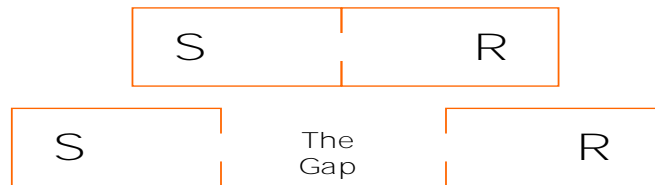
Coaching depends upon a relationship through which the coach expresses deep respect for the young person's potential and through which the young person is convinced that any feedback, positive or negative, is motivated by caring rather than condemnation. It also depends upon the coaches being accountable for their promises and actions.

Coaching: Core Model



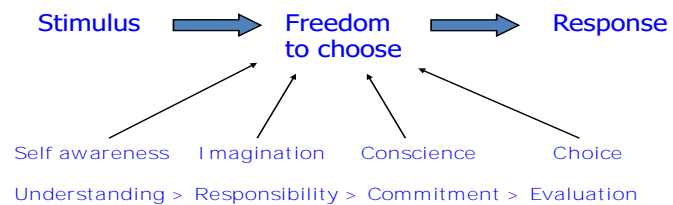
A coaching session should provide time in a controlled, safe and respectful space to reflect on events and actions taken without pressures and distractions. Cognitively it creates a gap between the many stimuli in the environment and your response to them.

STIMULUS/RESPONSE



In this gap young people learn to think through their choices and to learn from the results of their choices. This learning frees people from their unconscious reactions. This generates higher levels of responsibility for actions and their consequences.

Responsibility – working in the gap



Coaching focuses on developing self-awareness so that individuals understand what is going on and how their feelings and perceptions can influence their choices and actions. Coaching also aims to stimulate the individual's imagination so that they can empathise with other people, so that they can imagine the consequences of various courses of actions and so that they can envisage a different future and set goals. Coaching enables individuals to examine the choices available to them and judge each option according to their moral values or conscience. Once a choice has been committed to, coaching can enable individuals to evaluate and learn from results.

‘Coaching focuses on future possibilities, not past mistakes...Coaching is unlocking a person’s potential to maximise their own performance. It is helping them to learn rather than teaching them’ Whitmore (1996, p7-8)

The GROW Model provides a structure for a coaching conversation.

- G – goals “what are you trying to achieve?”
- R – reality “what is actually happening?”
- O – options “what choices do you have?”
- W – what, when, where, who, how “what will you do?”

The first stage is to **Establish the Goal**. This will enable the young person to keep their focus to on what they want to achieve.

The second stage is to **Explore the current Reality**. This enables the young person to understand where they are starting from and the difficulties that they currently face.

The third stage is to **Identify the Options**. Think of as many options as possible. Do not reject any of them. Then invite the young person to choose the best one and give reasons for the choice.

The fourth stage is to **Establish the Will**. This stage is about committing to specific actions arising from the chosen option. In framing the actions, make sure they are SMART; Specific, Measurable, Attainable, Realistic and Time-bound. That way there is no doubt over whether they are done or not. This creates accountability and accountability leads to respect and/or learning.

GROW Questions

Goals

- What difference could this meeting make to you?
- What do you want to happen as a result of this work?
- What do you want to avoid happening?
- If you got what you wanted how would you know?
- What would those close to you notice?

Reality

- What is your understanding of the situation now?
- What's stopping you moving on?
- What have you tried to do about it?
- What happened?

Options

- What choices do you have?
- What else could you do?
- What can you do to change the situation?
- Is there another view of this?
- What alternatives do you have?
- What are the benefits/drawback of these?
- What option do you prefer?

What action, how, when, what support

- What are the next steps?
- What are you going to do?
- What will others (me) do to support you?
- Does this meet your goal – what do you want?
- When will we meet again?
- On a scale of 1 to 10 what is the likelihood you will do what you say you will do?

Respect conversation

When the young person does what he or she said they would do, it is important that this is recognised and respected. This contributes to changing the young person's life narrative and identity.

While those who persist in offending have 'condemnation' narratives which reinforce a criminal identity, according to Maruna (2010) those who eventually desist from offending create a narrative based upon a 'redemption script'. They believe that they are fundamentally good people who have committed crimes due to social or personal circumstances out of their control e.g. social exclusion, drug use, peer influence etc. This belief frees them from the debilitating effects of shame and stigma. Once they overcome whatever *it* is that is causing their offending, they wish to become citizens who can use the past experiences to contribute positively to society. By externalising the cause of their crimes and believing in a good core self, they can with support desist from harmful behaviour. This support should come from someone who genuinely believes in the individual's potential and respects their worth. The harmful experiences of the past should not be condemned but valued as making the person they are. This creates a continuity in the narrative rather than requiring the individual to completely reinvent themselves.

While '*it*' may be the cause of their past behaviours, they will assume responsibility for their future actions.

RESPECT conversations are the means through which the worker provides feedback on positive actions that the young person has taken.

Respect is defined as:

Really	The feedback must be based upon specific, real actions and not be generalised praise.
Expecting to	The practitioner must consciously expect high standards of behaviour rather than looking out for negative acts.
See	The word respect come from the Latin word <i>specere</i> , to look at.
Potential	The qualities of character, values, beliefs, and capabilities that the individual can express through behaviour.
Even when	They may not be obvious
Concealed or	Because the attitudes and behaviours that they have adopted to protect themselves cover them
Trapped	Or prevent them from being expressed.

Respect conversations are the means through which the coach provides feedback on positive actions that the young person has taken. The coach will be aware at what level the young person needs to develop, for example:

- taking positive actions;
- making a real effort to achieve goals;
- learning or using specific skills or capabilities;
- acting on positive beliefs and values;
- using strengths and qualities which form their character and express their identity.

The objective is to complete the levels chart (see example below) with positive characteristics (*identity*), *beliefs and values* that will support a better life, and *capabilities* that will enable *behaviours* that lead to achieving positive goals.

The conversation

Actively seek out incidents in which the young person acts in a positive way. You should have decided on what level you and she or he are focusing. This will determine the nature of the feedback you give.

1. Behaviour: "That was good what you did then. Well done."
2. Capability: "Doing that shows that you are good at...."
3. Beliefs and values: "To do that must mean that you believe...." Or "X must be important for you to do that."
4. Identity: "This action shows who you really are. You are...."

You need to do this persistently over a significant period of time before the individual will be convinced that he or she is valuable enough to let go of dependence upon offending and to work actively towards reintegration. Regularly sit with the young person and review the new words on the chart and compare it with the chart completed when you first met. Reinforce positive changes and strengthen motivation to sustain progress.

Example

Levels	Leading to harm	Leading away from harm
Purpose and meaning Why you do what you do. <ul style="list-style-type: none"> ➤ Aims, ➤ Meeting core needs. 	I need to get respect in a world that is hostile to me.	When you did X, how did people show their respect.
Identity Who you are being when you do something. <ul style="list-style-type: none"> ➤ Personal characteristics and qualities, ➤ Effect of cultural, ethnic, religious, gender, age, sexual orientation on identity. 	I need to be tough because people will bully young men like me. I trust and am loyal only to my friends.	When you did x you showed how much you care for others. It took great courage to act in that way.
Beliefs and values How you decide what to do. <ul style="list-style-type: none"> ➤ What do you believe when you make your choices? ➤ What really matters to you when you choose. ➤ Where do these beliefs and values come from? 	People like me cannot have a good life in this society if we play by the rules. Respect, my friends, having a good time and music really matter to me. I have learnt the hard way through experience and through what happened to my father. He is in prison.	You made a great effort to do x and you succeeded in your goal. It shows you what you can achieve if you stick at it.
Capabilities How you do it. <ul style="list-style-type: none"> ➤ What skills or knowledge do you need? ➤ How did you learn these skills and knowledge? 	I know how to rob people. You need to learn to fight or to run very fast. I know how to break into a house and how to get drugs and sell them. I know how to deal with the police when they arrest you.	You used your communication skills to persuade the school to let you return.
Behaviour What you do.	I rob people on the street. Sometimes I break into houses to steal. I use drugs and often sell them to others. I do not like to go to school.	I respect that you consistently turn up to meet me.
Environment The circumstances in which you do this. <ul style="list-style-type: none"> ➤ What happens before? ➤ When? ➤ Where? ➤ With whom? 	I do these things when I have no money or when I am bored or fed up with my life. Usually at night in the city centre. I do it with a small group of friends whom I trust.	I am my own man now. I no longer do stupid things because others say I should.

Name

Date

Key Worker

Levels	Leading to harm	Leading away from harm
Purpose and meaning Why you do what you do. <ul style="list-style-type: none">➤ Aims,➤ Meeting core needs.		
Identity Who you are being when you do something. <ul style="list-style-type: none">➤ Personal characteristics and qualities,➤ Effect of cultural, ethnic, religious, gender, age, sexual orientation on identity.		
Beliefs and values How you decide what to do. <ul style="list-style-type: none">➤ What do you believe when you make your choices?➤ What really matters to you when you choose.➤ Where do these beliefs and values come from?		
Capabilities How you do it. <ul style="list-style-type: none">➤ What skills or knowledge do you need?➤ How did you learn these skills and knowledge?		
Behaviour What you do.		
Environment The circumstances in which you do this. <ul style="list-style-type: none">➤ What happens before?➤ When?➤ Where?➤ With whom?		

Coaching when young people do not do what they said they would do.

First assess the reason:

1. Was the individual not committed in the first place or has other competing commitments?
2. Has the individual realised that they do not have the confidence or competence to complete the commitment?
3. Has an unanticipated event or crisis distracted or diverted the individual?
4. Has the individual no legitimate reason except to see if he or she can get away with it?

For each cause there is a different coaching conversation.

Commitment conversations

When the person's motivation needs reinforcement, return to the core values or beliefs supporting the young person's goals and the action plan.

1. What happened? Listen to assess which conversation you need to have. Enable the individual to recount what happened as specifically and non-judgementally as possible.
2. What was important to you about your plan?
Focus on previous conversations on the young person's quality of life and commitment to a better future.
3. Did you give your word to take this action?
Focus on the importance of being a person of your word.
4. What beliefs are limiting your commitment?
Focus on the beliefs competing with the individual's commitment.
5. Where will these competing beliefs take you?

Is that where you want to be?

6. If your word was stronger than these beliefs what would be possible for you?
7. Now will you re-commit to the action or do you want to change your commitment?

Capability conversations

When the person seems unable to keep to commitments, inquire into what capability the individual needs to develop and how they could do this.

1. What happened? Listen to assess which conversation you need to have. Enable the individual to recount what happened as specifically and non-judgementally as possible.
2. What was the most difficult thing you had to do? Keep the focus on what the individual did, rather what others did or circumstances beyond control.
3. If you were able to do this thing well, what possibilities might be available to you?
5. Would you commit to learning to accomplish this?
6. Now consider what opportunities there are for this learning. Can you provide coaching on this yourself – now or in the future – or will you refer to another resource?

Problem solving conversations

1. What happened? Listen to assess which conversation you need to have. Focus on the specific events. Avoid making judgements. Do not move on unless you both have a full and common understanding of the situation.
2. What is the issue?

Clarify the extent and seriousness of the issue or problem. Agree a definition of the problem.

3. What courses of action are possible?
Generate as many ideas as possible. Avoid rushing to the obvious solution.
4. What are their consequences?
Evaluate the likely consequences of each option.
5. Which do you choose?
Agree criteria by which to choose the best choice. Realistic, practical within available resources and time, within clear moral principles etc. On this basis make a committed choice.
6. What support do you need?
Agree the level and sources of support needed to meet the commitment.

Accountability conversations

1. What happened? Listen to assess which conversation you need to have. Focus on the specific events. Avoid making judgements. Do not move on unless you both have a full and common understanding of the situation.

Sometimes summarising what you have heard – “So you’re telling me that.....” will result in the individual seeing the absurdity of their story”.
2. What was your responsibility? Focus on the choices the individual is making and the actual and potential consequences for him or her.
3. Who else was affected? What were the consequences of your actions?
4. What do you need to do to repair the harm?
5. What have you learnt from this?

6. What do you need to do to prevent it from happening again?
7. What support do you need?
8. Agree action steps and review date.
9. Once the action steps are accomplished, you should state that the issue has been fully resolved and that we can move on.

What opportunities for action can you provide young people?

Opportunities (planned activities and services, events, encounters, training etc.)	To be responsible	To restore respect	To connect with and build positive relationships with resources

7. Evaluating the effort

It is important to review and evaluate progress with the young person regularly. At the beginning of the contact agree a concise and objective statement of the situation in the various areas of the young person's life and then agree a concise and objective statement of how you would both like these areas to be by the time you end your work together. Then at regular intervals (monthly?) review whether the situation has become worse, or that there has been a major change making the original goal no longer relevant or achievable, or that not progress has been made, or that some or significant progress has been made. Write evidence for your assessment in the appropriate box. Then talk about what needs to be done in the coming month.

Name

Date

Key worker

Concise objective statement of the situation at the start of the work. Date	Situation has deteriorated	Situation changed making the work irrelevant or unachievable	No progress made	Some progress has been made	Significant progress has been made	Concise objective statement of the desired situation to be achieved. Date
Relationships: Family, friends, and other responsible adults.						

Resources: Education, training, employment; Social and recreational; Skills and capabilities.						
Health						

Offending: Reoffending Less persistent – more persistent; Less serious – more serious; Level of responsibility; Narrative and identity changing expectations;						
Other areas of work						

