Analysis of undertaken actions and obtained results in the process of social rehabilitation of minors

Abstract: The article concerns an evaluation of planned and conducted actions within the process of social rehabilitation of minors socially maladjusted residing at the Youth Educational Centre. The process of psychological change is very complicated, there are many factors which influence it, especially if it is associated with the socially maladjusted. This process needs to be analyzed from time to time, but systematically. The evaluation process is always related with the assessment, but it is much more complex. It is the analysis of the activities – favourable and unfavourable factors. This article includes a few proposals which can be used by educators and teachers. Key words: social rehabilitation process, socially maladjusted, evaluation, effectiveness.

Introduction

The scope of the concept of “social maladjustment”, which is the subject of interest of social rehabilitation pedagogy, refers to these disorders of behaviour and emotions, which lead the individual to a conflict with legal and social norms. Social rehabilitation pedagogy, which is gradually becoming a science serving society, tries to integrate the legacy of different scientific disciplines, and above all, formulate principles and methods of therapeutic-social rehabilitation and prevention.

1 R. Opora, Ewolucja niedostosowania społecznego jako rezultat zmian w zakresie odporności psychicznej i zniekształceń poznawczych, Wydawnictwo Uniwersytetu Gdańskiego, Gdańsk 2009, p. 15.
tive actions in order to systematically increase the effectiveness of the interactions undertaken against socially maladjusted persons.

The process of social rehabilitation is a conscious and planned treatment of the charge based on the psycho-pedagogical diagnosis, which above all seeks for the charge's resources, trying to focus on their future, pointing out to them that it can be shaped to a certain extent and that they have a particular impact on it. The process of social rehabilitation is primarily the creation of new situations, experiences, tasks for the charges, from which they derive knowledge and perpetuate it, it's also the experience to which they can later refer, essential elements from which they are building their personality and sense of identity and belonging to a particular social group.

The social rehabilitation reality is formed by the persons organizing social rehabilitation and subject to social rehabilitation. It can be perceived as a network of relations between these entities. The organizational structure within which specific social rehabilitation activities are conducted is significant. Important are also: social climate of the institution as well as goals and tasks carried out by it, expressed in specific forms of activity and social rehabilitation programmes. It is therefore assumed that the process of social rehabilitation takes place in organizing education, vocational preparation, creating job and employment opportunities, respecting dignity of the persons subjected to justice, providing opportunities for participation in cultural, sporting activities, monitoring the relations between individuals forming a collective of the social rehabilitation institution2.

The principle of differential treatment is the most important trend in contemporary social rehabilitation, which results in the adaptation of the social rehabilitation programmes and specific activities to the personality type of the criminal. In the case of minors, where we deal with not yet fully shaped personalities, this adaptation takes into account the diversity in terms of behaviour and emotions disorders. Every social rehabilitation institution has a unique atmosphere, resulting from the adoption of a particular specialization in the manners of psychocorrectional interaction, principles and assumptions in social rehabilitation work, on which the individually designed tasks for the charges are based. Two action lines have a decisive influence on the effectiveness of the undertaken interactions:

— proper diagnosis of the evolving personality, mechanisms of pathological behaviour if the individual combined with a thorough knowledge of the offers concerning the profile of social rehabilitation interactions offered by individual establishments, that is the best adaptation of the proposed interactions to the mental properties of the charges,
— consistent, yet flexible introduction of the programmes adopted by the institution, so that at any time the interactions can be customized to constantly changing conditions and situations, as well as the ever-changing (we assume that in the desired direction) emotional states of the individuals subject to the interactions³.

Assessment of results of the social rehabilitation process

Social rehabilitation is a variation of an educational process, which from an individual not properly adapted to the requirements of social life is supposed to make a socialized individual again, i.e. socialized, independent and creative⁴. Education is a process, which consists of a string of planned events, and their main purpose is to restore the individual’s disturbed balance between pursuing own autonomy and subordination to the standards and rules of social order.

For further considerations in this matter, it is important to define two terms: “effectiveness” and “evaluation”. The definition of evaluation in light of the educational law is: a practical evaluation study carried out in a school or facility⁵. In the rich literature on the subject one can find many similar definitions of evaluation, from which, for the needs of considerations in this article, I will adopt one: evaluation – the process of systematic gathering of information on action, properties and results of the programmes, personnel and products, which are used by professionals to reduce uncertainty around the programme and improve its effectiveness, as well as serve making decisions, taking into account what these programmes, personnel or products do, and what they involve⁶.

The concept of effectiveness in social rehabilitation usually involves the analysis of a single indicator: returning to the path of crime, or as in the case of minors – committing crimes as adults and the escalation of the demoralization process. Effectiveness is the result of the undertaken measures, described by the relation of the obtained effects to the incurred efforts – this economic way of defining effectiveness has already come to live in social rehabilitation. Should the analysis of the functioning of social rehabilitation institutions, the assessment of the degree of realization of tasks undertaken by it be analyzed only according to this external indicator? A useful solution here may be introducing the concept of

⁵ Ordinance of the Minister of Education of 7 October 2009 on pedagogical supervision, Journal of Laws No. 168 item 1324.
external effectiveness and internal effectiveness of a specific social rehabilitation institution studied within the framework of its functioning and activity.\(^7\)

Notice how well the concept of evaluation fits here. Internal effectiveness – is a set of indicators determined on the basis of an analysis of actions and achieving the objectives set out within the framework of the social rehabilitation process – that is, evaluation of the undertaken actions. This type of effectiveness allows to specify changes in the behaviour of the charge, which occur during his stay in the institution, for example in Youth Educational Centre. The concept of internal effectiveness comprises a number of elements related to the specificity and organization of the functioning of a given social rehabilitation institution. If the case of Youth Educational Centres, the following criteria of internal effectiveness can be assumed:

— better performance at school,
— reducing, minimizing the number of escapes of charges from the institution,
— timely returns from leaves granted to the charges to go home or to the city – to go alone beyond the institution,
— reduction in the rate of overall aggression,
— greater involvement of the charges in sports and cultural activities organized in the institution and outside,
— no punishable acts of the charges during leaves in family environments,
— minimizing devastation and destruction in the Youth Educational Centre,
— non-consumption of psychoactive substances and alcohol by the charges.\(^8\)

The above indicators are only a part of those which analysis is possible within the framework of the entire activity of Youth Educational Centres. Systematic and long-term monitoring of these actions makes it possible to determine effective forms and methods of working with socially maladjusted adolescents.

**Planning and organizing the process of social rehabilitation – selected theoretical and practical issues**

In previous research, despite the interdisciplinary approach to the issues of social pathology, there is a clear lack of empirical evidence of the phase of transition of behavioural disorders into crime. They are particularly clear in explaining the relationship between the profiled types of crime and previous types of behavioural disorders. The results of earlier research also don’t indicate why only some individuals with fixed behavioural disorders enter the stage of chronic crime, while

\(^7\) J. Siemionow, Możliwości oceny oddziaływania resocjalizacyjnych prowadzonych wobec nieletnich, “Probacja” 2010, no. II.

\(^8\) J. Siemionow, Ewaluacja oddziaływania resocjalizacyjnych w instytucjach opiekuńczo-wychowawczych, “Problemy Opiekuńczo-Wychowawcze” 2010, no. 8.
others become criminals without the phase of clear behavioural disorders. The above research issues are particularly important in the area of juvenile crime. Social rehabilitation interactions, properly selected and planned, should bring tangible results in this group of socially maladjusted people, among others, in view of the fact that they are still not fully formed personalities, their knowledge of the surrounding reality and its phenomena shows a fairly high degree of flexibility, they are individuals clearly susceptible to the influence of the environment. These elements combined with a properly conducted social rehabilitation diagnosis, monitoring and evaluation of the very process of social rehabilitation can significantly increase the effectiveness of the interactions.

The widely understood society, the taxes of which pay for most social rehabilitation institutions, have specific requirements and expectations towards social rehabilitation pedagogy as a science, as to the determination of effective forms and methods of working with criminal individuals of different ages. Today, it is far insufficient to merely indicate theories explaining the causes of crime and behavioural disorders. Social rehabilitation pedagogy is a service science today, which is to search and indicate concrete forms of working with individuals with disturbed socialization, determine rules for psychocorrectional interactions put in an individual social rehabilitation plan. It is equally important to indicate how to evaluate their effectiveness, monitor changes in behaviour of the charges and determine when they can be considered persistent, and thus restore the individuals to society with the guarantee of their smooth functioning in the society and realizing their needs in accordance with the applicable legal and social standards.

Institutional practice of social rehabilitation is now in its essence an attempt to wield administratively programmed anthropotechnical and sociotechnical influence of educators and personnel of the institution on the charges in order to change the parameters of their social functioning and sometimes their personality traits. Depending on the adopted and implemented methods, this influence may have a direct or indirect nature, can lead to the adaptation of the charge to the social reality of the facility, and thus narrow the perspective in a way to the “here and now” or bring him to independent and developed functioning in the broader social and cultural context. Juvenile social rehabilitation institutions function very differently, of course the purpose of their actions is common – preparing the charges to return to the open environment and the proper fulfilment of the social roles assigned to them. Depending on a number of factors which lie both with the institution itself, e.g. location, size, organization of work, sports and education base, with the educational personnel, e.g. creativity of the employees, their

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involvement, special qualifications, social competence, as well as with the charges themselves, e.g. the level of intellectual prowess, degree of behavioural and emotional disorders – the achieved effectiveness of interactions within the framework of the social rehabilitation process is different.

We generally distinguish two methods of educators’ actions. The first of them is the procedure adjusting and adapting the charges for stay in the social rehabilitation facility by mobilizing them to obey specific rules of social life in the community that is made up of the charges and personnel of the facility. The second is to take up educational activity aimed at personal and social development of the charges, preparing them to leave the facility and independent activity in an open environment.

The first group is a collection of specific activities and ways to influence the charges so that they behave as the educators expect them to. Changes achieved in this way often have the nature of adjustment, apparent changes “for show” for the personnel, and only seemingly give the image of obedience to laws and rules of the institution. When a charge knows that he is watched by an educator, he behaves in accordance with the rules, when a charge is alone or in the company of other charges, his behaviour is sometimes completely different.

The second method of action can be described as a creating educational activity. It reduces social rehabilitation education to supporting the development of the charges and allows to achieve sustainable changes in the psycho-social functioning of the charges. Creating social rehabilitation interactions are defined as those methods and ranges of educational interactions that are orientated towards the development of structural cognitive and creative factors of people socially maladjusted. Their effect is to be measurable development of the charges’ potentials, and consequently new parameters of individual and social identity of minors. An important element of the social rehabilitation process understood in this way is evaluation of interactions and tasks, which it contains.

**Evaluation of social rehabilitation interactions – individual dimension**

Evaluation carried out in the social rehabilitation institution consists in systematic gathering and analyzing information concerning mostly:

— educational and care activities as well as their effects,
— processes taking place in institutions, having an impact on the course of the social rehabilitation process,

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11 Ibidem.
12 Ibidem.
— image of the institution in the local environment, form of cooperation with external institutions.

The evaluation may be external – when it is carried out on a number of dimensions of the functioning of the institution by a team of evaluation inspectors, as well as internal – when it is carried out systematically by the educational personnel under the supervision of the director of the facility and concerns mainly own actions, including team actions, having an impact on the effectiveness of the social rehabilitation process. Considerations in this article relate to internal evaluation recognized as support of the whole social rehabilitation process, the results of which allow to determine internal effectiveness and thus the efficiency and desirability of actions undertaken within the framework of the social rehabilitation process.

The analysis of social rehabilitation interactions may be carried out:
— after a particular stage of the social rehabilitation process,
— after the end of the semester,
— after completing a particular task,
— if there are changes in the life of the minor, which require correction of the individual social rehabilitation plan.

Individual social rehabilitation programme – that is, a collection of tasks planned for realization towards the charge on the basis of the psycho-pedagogical diagnosis at a certain time, forming a coherent and unified system of care-educational-therapeutic interactions; it is the basis for analyzing the obtained effects of the social rehabilitation process.

Below, I present a sample outline of evaluation of tasks contained in the Individual Educational and Therapeutic Programme:

EVALUATION AREA: nature and scope of integrated actions undertaken towards the charge

I. Educational requirements:
— tasks carried out by the educators of the boarding house – own education plus coordination of permanent and ad hoc compensatory activities – what are the obtained effects? what was planned? in what classes did the charge participate and to what extent? what difficulties, if any, prevented their realization, or helped in the realization of the set objectives?

II. Social rehabilitation activities:
Is the charge covered by the process of facilitating independence?
— special activities adequate to the individual needs of the charge, taking into account his cognitive, emotional, social deficits; task – objective – effect (planned or obtained)

13 J. Siemionow, Ewaluacja oddziaływań resocjalizacyjnych...
— activities developing the charge’s interests – taking into account his strengths, how do they complement the organization of the charge’s free time?

III. Psychological help:
— individual/group classes with a psychologist – tasks – objective – effect (planned or obtained)
— does a particular task require a follow-up?
— to what extent is the charge obedient to the proposed interactions? What is his motivation to work on self-development?

IV. Actions directed at the family environment:
— what is the level of cooperation and involvement of the parents/guardians in the process of social rehabilitation of the minor? what actions have been undertaken? have they produced the intended effect?
— what forms of contact with the family environment were adopted? at what level is the exchange of information (concerning the son) with the parents placed?
— do the scheduled tasks concerning work with the charge’s family take into account the changes that have occurred in the family environment of the minor? to what extent?

Information about the minor collected in this way is analyzed by a team of educators, which most often consists of educators, teachers, a psychologist, pedagogue, social worker, representatives of the institution’s management. Application of the above mentioned organizational and methodical recommendations, which are included in the specific offer of the institution, as well as entrusting the personnel and participants of classes with individual responsibility for their implementation and enforcement, with the superior, leading role of the director of the facility, shall ensure full functionality of the arbitrated educational means towards socially maladjusted youth.

Evaluation of social rehabilitation interactions
– group dimension

Understanding and analyzing the degree of adaptation of the charge to the new environment has cognitive and preventive importance, but first of all, it is one of the essential elements affecting the social rehabilitation process. Daily activities of pedagogues, based on the numerous contacts with the charge and relationship that is systematically built, are an excellent situation for evaluating the tasks car-

ried out within the group. This situational-task-oriented-personal dimension of the functioning of an educational group is subject to systematic assessment leading to recognition through description. Determination of the degree of difficulty of realizing the objectives in the above context is a result of the recognition proceedings and implicates the direction of systematic assistance and support as a part of the social rehabilitation process¹⁵.

The analysis of functioning of an educational group should take into account:

— interpersonal relationships in the group, created subgroups, relationships between the charges, mutual contacts,
— place and role of the individual charges in the group,
— dominant way of spending free time by the group,
— level of integration of the group and the resulting consequences for leading the group,
— strengths and weaknesses of the group as a whole,
— activity of the charges in different competitions and sports and cultural events in the institution and outside,
— preferred forms of charges' activities,
— level of caring for the rooms of the group, aesthetics of the charges' rooms, as well as the common area.

The above analysis should result in main lines of work for a specific educational group, based on priorities, objectives and values of a given institution: tasks to implement according to the hierarchy of values, taking into account the often rapidly changing situation of the group, and so assuming a certain degree of flexibility of the actions; a network of cooperation in the realization of these tasks, that is the people involved in their realization, together with an indication of the degree of their participation in particular tasks and the planned results.

**Summary**

In order to achieve the intended purpose, which is to prepare the charges to return to an open environment, it becomes necessary to plan concrete actions, their competent realization and evaluation. Diagnosis of the results of social rehabilitation has always been extremely difficult, it provided indicators only close to reality, sometimes leading to extreme assessments and views regarding the meaning of social rehabilitation, and above all the related costs, which are incurred by the entire society. In a situation when the area of diagnosis is considerably enlarged with the extra-institutional actions – prevention, readaptation, therapy in libertarian circles – the problem of evaluation of the effects of social rehabilitation is even

more complicated\textsuperscript{16}. Therefore, systematic, but also prepared evaluation of actions carried out in a social rehabilitation institution becomes necessary, adapted to the specific characteristics of its functioning. This article specifies the way in which assessment of the effectiveness of the social rehabilitation process is connected with its evaluation. The description above concerns only the process of evaluation of special interactions, and it is worth noting that the personnel working in social rehabilitation institutions should also make an evaluation of their own work, which of course is closely connected with activities realized by them.

The result of the social rehabilitation process, understood as a creating activity, leading the overall development of the charge, may be a properly socially equipped person, who through the development of his potentials acquired new individual and social competences, obtaining in this way alternative identity parameters to the existing ones\textsuperscript{17}. Therefore, it seems obvious to permanently place in the area of social rehabilitation activities evaluation and systematic monitoring of the actions carried out in it.

\section*{Literature}

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\textsuperscript{17} M. Konopczyński, op. cit., p. 192.
