

# Pilotage Progress report

## Spain



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## Module 1 - PREVENTION

Module I - Prevention	IT	LV	ES	EE	DE	FR
<b>I.1. What is violence?</b>						
Session 1 (LO1.1) - Reflection about violence and conflict			es		de	
Session 2 (LO1.2) - Violence/aggression triggers			es		de	
Session 3 (LO1.3) - The situation related to violence in our institution			es		de	
<b>I.2. Communication</b>						
Session 1 (LO2.1) - Recognise the young's development phases and their needs						
Session 2 (LO2.2) - Recognise the various means of communication	it	lv		ee	de	
Session 3 (LO2.3) - To know the issues of communication		lv			de	
<b>I.3. Making of rules</b>						
Session 1 (LO3.1) - The importance of rules				ee	de	
Session 2 (LO3.2) - Definition of rules				ee	de	
<b>I.4. To diffuse the violence by focusing on group dynamics</b>						
Session 1 (LO4.1) - Foresee and defuse violence by analysing its practice			es	ee		
Session 2 (LO4.2) - Knowing the concepts of group, managing a group dynamic ...		lv				
<b>I.5. Non-violent conflict resolution</b>						
Session 1 (LO5.1) - Pro-contra-analysis of aggression	it				de	
Session 2 (LO5.2) - Thinking of behavioural alternatives	it		es		de	
Session 3 (LO5.3) - Finding common solutions	it				de	

### *1.1. What is violence?*

**LO1.1:** a climate of broad discussion was created, the length was greater than expected and particular experiences in the centres were exposed. This debate is considered useful for the educators become aware of the difference between conflict and violence, since conflict is a regular part of their daily work. These sessions helped them to downplay the reactions and to not foresee them as indicators of violence. We add more examples about typical situations occurred in our protection,

**LO1.2:** role-playing was difficult due to the quick reactions of participants and the short duration of the exercise which did not allow a proper analysis of the violence triggers. It was missing theoretical information and bibliography related to "Aggression and stress physiology". In order to exemplify triggers we add a chart to the session.

**LO1.3:** was very constructive since conflicts in the centre were analysed in a participative manner. It was thoroughly accepted by the participants. The activity led to a parallel analysis on the work atmosphere within the institution.

### *1.2. Communication*

**LO2.1:** Not applicable since our professionals are already trained in developmental psychology. It would be missing here a short introduction of the activity that could be completed according to the intended degree of depth.

**LO2.2:** Not applicable, but it would be missing a brief introduction to the theory of "ego-states" of Berne and the communication diagram of Jakobson.

**LO2.3:** This session is already complete for its implementation.

### *1.3. Making of rules*

**LO3.1:** Not applicable. However, they are interesting to think about the importance and advantages of having rules in our personal and work environment since they help to avoid conflicts.

**LO3.2:** Not applicable

### *1.4. To diffuse the violence by focusing on group dynamics*

**LO4.1:** Implementing this session was very difficult because the trainers did not understand the contents or how the exercise should be conducted as explanations were not enough clear. The session is too theoretical, its contents are too broad and it is lacking a model of observation plan of the violent events in order to illustrate and make the implementation easier. The session should be subdivided into more sessions since it has very broad objectives. We do not know how socio-emotional climate should be analysed. It lacks guidance and materials to carry out the exercise. The rule of the 7 M is not explained. Many contents are mixed up and their development is unclearly explained. Therefore, it needs more theoretical references to help understanding and

implementation. For this reason, we decided to steer only the appendix 4.1.1 “Conflict-Resolution. Help me.” This was very useful and personal experiences of the participants were exposed with good results.

**LO4.2:** As in former units. After having analysed this unit we missed a theoretical basis and/or bibliographical references about analytical psychology of groups as well as management and techniques for group dynamics.

### *1.5. Non-violent conflict resolution*

**LO5.1 :** As previous units, this one was not included due to lack of time. We consider that this unit should include an example of analysis on a conflict situation in order to think about the pros and cons of aggression. This example of analysis would be useful as guidance.

**LO5.2:** The role-play proposed in the exercise was not performed because in the previous exercise it took too much time and useful tips to calm down were suggested, so it was unnecessary to repeat the role-play. For the implementation we used our own material to make the introduction on anger and answer the questions about it. We prepared an exercise as alternative and complement to the exercise included in the unit, to identify the typical pattern of response when we are angry.

**LO5.3:** Neither this unit was steered for the training. If the aim of the session is fostering cooperation, we consider that we should search for further or other activities which could illustrate and permit to experience cooperation as something positive when facing aggression.

## Module 2 - INTERVENTION

<b>MODULE 2 - INTERVENTION</b>	IT	LV	ES	EE	DE	FR
<b>II.1. Model of escalation, When can I intervene? In which way?</b>						
Session 1 (LO1.1) – Cycle of crisis and its pattern. Phases of the crisis.		lv	es			
Session 2 (LO1.2) – Crisis Intervention Strategies.		lv	es			
<b>II.2. How to deal with violence</b>						
Session 2 (LO2.1) - Guidelines for the work with acute violence situation.					de	
<b>II.3. How to deal with conflicts</b>						
Session 1 (LO3.1) - Conflicts and violence.		lv	es		de	
Session 2 (LO3.2) - Mediation as conflict resolution method.	it	lv	es		de	fr
<b>II.4. Desescalation of tense situations</b>						
Session 1 (LO4.1) - Techniques for the desescalation of violence.	it		es		de	
<b>II.5. Physical intervention</b>						
Session 1 (LO5.1) – What is physical intervention?	it	lv	es		de	
Session 2 (LO5.2) – When to apply physical intervention?	it	lv	es		de	
Session 3 (LO5.3) – How to apply physical intervention?	it	lv	es		de	

### *II.1. Model of escalation, When can I intervene? In which way?*

**LO1.1:** We hadn't any problem in implementing this unit as it was developed by ourselves. With the charts, students could easily understand how a conflict can trigger a violent behaviour. This also allowed educators to identify their own role in the violence escalation.

**LO1.2:** The whole contents were implemented, with nothing to stress. They were considered useful and of easy implementation.

### *II.2. How to deal with violence*

This unit was not included in the steering. Its materials are considered useful and we do not notice any problem in their implementation.

### *II.3. How to deal with conflicts*

**LO3.1 :** since this was approached in the prevention module, this session was brief and it was just a reminder, as it did not provide additional information to discuss the differences between conflict and violence. We propose bringing together both sessions in a single one. Using these contents to illustrate and complement session LO1.1 "reflection on conflict and violence" in Prevention Module. The chart in this session provided us objective elements to establish differences between conflict and violence.

**LO3.2:** Regarding Paper No. 3, the role-play was performed with the large group. A labor conflict was chosen among all the participants and it was analyzed following the mediation principles. The materials are very well developed and they have been useful to carry out the activity. The session is quite complete so it was of long length.

### *II.4. Desescalation of tense situations*

**LO4.1:** The recommended length for this session was 20', but in practice it was longer since violence de-escalation is a prototypical case in our centres. The matter generated a wide debate and group discussion with contributions of other similar cases. We used an example of one of our centres.

### *11.5. Physical intervention*

All the sessions of this unit were implemented, since participants, in their professional performance, sometimes have to resort to physical intervention due to the intensity and serious risk of the situations they have to deal with. The exceptional nature of this strategy was emphasized as well as the need for a minimal intervention. It remained clear in which situations could or could not be applied physical intervention and their negative consequences.

The duration of the session was prolonged since educators are exposed to many situations experienced with distress and the session worked as an outlet for their emotions.

## Module 3– REFLECTION

<b>Module III - REFLECTION</b>	IT	LV	ES	EE	DE	FR
<b>III.1. Reconstruct and understand the violent event</b>						
Session 1 (LO1.1) - Know and understand WHAT has happened	it	let	es		de	
Session 2 (LO1.2) - Recognize warning signals and triggers	it	let	es	ee	de	fr
<b>III.2. Face the violent event with the youngsters</b>						
Session 1 (LO2.1) - Help the youngsters to become aware of what has happened			es		de	
Session 2 (LO2.2) - The Process of Escalation	it		es			
<b>III.3. Intervention modes</b>						
Session 1 (LO3.1) - What is my mode of reaction and intervention?			es		de	
<b>III.4. Sanctions. Reparative interventions. Pacification initiatives</b>						
Session 1 (LO4.1) - Awareness about consequences; Choice of sanctions			es		de	
Session 2 (LO4.2) - Apologizing	it			ee		
<b>III.5. The Victim</b>						
Session 1 (LO5.1) - The position of the victim						
Session 2 (LO5.2) - Analysis with the victim and with the group				ee		
Session 3 (LO5.3) - Legislative support of the victim						
Session 4 (LO5.4) - Prevent to become victim						
<b>III.6. Legal consequences</b>						
Session 1 (LO6.1) - How to deal with legal implications						
<b>III.7. Perspectives</b>						
Session 1 (LO7.1) - Improve our future work			es	ee	de	

### *III.1. Reconstruct and understand the violent event*

**LO1.1** this session was very fruitful and provided a new approach (5W rule) to educators for the analysis of the conflicts experienced in their daily work. They appreciated very much this new procedure. It made easier to notice that usually not all the witnesses or participants are interviewed as a usual procedure, losing in this way a lot of information which could be important to understand what has happened. Moreover, it was useful to reinforce the importance of active listening as a working tool. Another example, different from the case presented in the unit to apply the rule of the 5W, was used. It was a recent event which took place in a centre and which had not been properly solved.

**LO1.2:** As in the previous exercise, this session also provided a new method to analyse situations in everyday work and to avoid prejudices or preconceived notions about the origin of conflicts or/and violent reactions. It is of easy implementation in the training and everyday practice as a mean of reflection. It helps to distance yourself and to not get emotionally involved in conflicts, thus losing your objectivity

### *III.2. Face the violent event with the youngsters*

**LO2.1:** It was a very interesting exercise for participants and easy to implement for trainers since the materials were complete and clear. Only theoretical information about the Theory of conflict analysis would be missing. A practical case occurred in one of the centres is being prepared to do the exercise of the spider web.

The exercise in the appendix 2.1.3 (Red banners + Green Banners) was not performed due to lack of time, since the analysis of the spider web took too much time. However, we consider it is not very well explained how to do it or how introduction and questions to connect with our own and other feelings are integrated in the banners exercise.

Neither the exercise of paraphrasing (Appendix 2.1.1) is performed due to lack of time; however the material is well prepared for its implementation.

**LO2.2:** The trainers could not understand either the exercise or its explanation, so they could not implement it in the steering. There is need to clarify theory as it is very difficult to perceive in which way this theory is translated into everyday situations. It lacks information about Escalation theories to reinforce the exercise. Some examples to illustrate the escalation process are required in order to understand how this escalation occurs within the work environment itself.

### *III.3. Intervention modes*

**LO3.1:** This exercise was very well accepted and it turned out to be very fruitful as it worked to analyse working or even personal situations. It stirred up painful experiences of participants and had a therapeutic effect. The information included in the unit is complete and very well detailed to perform the activity.

### *III.4. Sanctions. Reparative interventions. Pacification initiatives*

**LO4.1:** This activity helped participants to detect the needs of their own resources and to analyse the efficacy or inefficacy of the penalties and means employed.

**LO4.2:** Not applicable, although it is considered necessary to the task of educative teams.

### *III.5. The Victim*

**LO5.1:** Not applicable due to lack of time. It just appears a bibliographical reference to conduct the interview. We consider interesting a brief introduction for trainers in order to make easier the implementation of the activity.

**LO5.2:** The breaking-ice exercise does not appear. The material provided in the appendixes just focuses on anger control and work with emotions. However, it does not appear how to work with the victim and with the group or how to analyse their behaviour. Alternative ways to solve the situation were neither proposed

**LO5.3:** Not implemented due to lack of time as it requires a previous preparation of the information about the existing institutions of support to the victims.

**LO5.4 :** It should be pointed out that the required information and materials are available in previous units and it should be specified which of them (iceberg, emotions, anger...). It is unclear to whom is addressed the activity, professionals or youths. The section of training in assertiveness for young people bullied is unfinished

### *III.6. Legal consequences*

**LO6.1:** Not applicable since it requires a previous preparation to have acquaintance with the legal aspects in Spain about this matter and about participation of expert external agents.

### *III.7. Perspectives*

**LO7.1:** In this session, the need for implementing protocols and performances not currently present in the work centres was posed. Intentions were defined and proposals were developed. It was very useful as reflection on work and as a brief and easy way to suggest ideas for improvement.