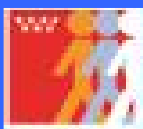


**COMMUNITY OF MADRID'S AGENCY
FOR THE
RE-EDUCATION AND REINTEGRATION OF
YOUNG OFFENDERS**

**CENTRAL EDUCATIONAL
AND THERAPEUTIC TREATMENT
PROGRAMME FOR YOUNG
OFFENDERS**

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Agencia
de la Comunidad de Madrid
para la Reeducación y Reinserción
del Menor Infractor

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PRESENTATION

From the moment of its creation, five years ago, Community of Madrid's Agency for the Re-education and Reintegration of Young Offenders has managed to develop and maintain courses of action broadly supported by the academic and professional spheres and by the results and efficiency achieved.

This Autonomous Body, dependent on Community of Madrid's Regional Ministry of Presidency, Justice and the Interior, assumed that it had to promote the best educational and therapeutic interventions with young offenders with the aim of reducing the risk of reoffending as much as possible, because, ultimately, this is the social task entrusted.

For this purpose, the Agency has developed numerous programmes and actions, assuming that the greatest assurance to achieve its objective can only be obtained through advances in research and current scientific knowledge. Many of these programmes are pioneering not only in Spain but also internationally, and several cooperation agreements with different European and Latin American countries are being signed, as well as with universities, academic bodies and non-profit associations that support work with young offenders.

The programmes developed by the Agency in collaboration with prestigious universities or associations with ample experience in the field concerned are aimed, among others, at young people serving sentences for sexual assault offences, exhibiting violence towards parents, or having drug problems or significant behaviour disorders.

The book presented here is also proof of this course of action. It is the result of two years of work and the outcome of the research undertaken by the Agency between 2006 and 2008, directed by prestigious experts in the subject and published in 2008. The findings of that research have led to new intervention programmes with young offenders, such as the one presented here.

I cannot fail to mention the efforts of all professionals involved in this task. It is only through the dedication of the Agency's staff, especially educators and technicians, that satisfactory results with young offenders can be achieved. Very often this effort is not adequately taken into consideration, and success is not properly valued in most cases. These are words of support and appreciation to all those anonymous professionals that go far beyond what is required in the task of re-educating young offenders.

Collaboration with the academic world has been a cornerstone in the development of all these actions. The Agency has achieved an unusual overlap between institutions that, in this case, are dedicated to the same end from different perspectives, and necessarily have to converge to provide the best tools for intervention. The experience provided by the Agency with its direct knowledge of reality, along with the experience of the University in the field of science, can only ensure greater efficiency in the tasks carried out in common. The Agency's participation in the training of future professionals, the shared evaluation of educational programmes implemented with young people or the training done by university students in resources for the implementation of sentences with shared tutorials, are but other examples of this collaboration, which ensures the best achievement of common goals.

Finally, I must make mention of the young people and the work done with them. We focus on delivering educational and therapeutic intervention which takes into account various issues, both the behaviour of young offenders and their shortcomings, which evaluates justly young people's deficits and their consequences, which enables their assumption of responsibility, considering them as bearers of rights and providing them with the knowledge to face life with great rigor and respect. The aim is, in short, to equip these young people with the best and widest range of socio-personal resources so that they can become positive leading actors of their own story, which will allow them to integrate into society in a free, committed and, above all, responsible way.

Francisco Granados Lerena
Regional Ministry of Presidency, Justice and the Interior
Community of Madrid



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PROLOGUE

COMMUNITY OF MADRID'S AGENCY FOR THE REEDUCATION AND REINTEGRATION OF YOUNG OFFENDERS

Community of Madrid's Agency for the Re-education and Reintegration of Young Offenders is created, through the publication of Law 3/2004, of 10 December, as an autonomous body with the rank of Directorate-General, which is currently dependent on the Regional Ministry of Presidency, Justice and the Interior. It assumes, from the moment of its creation, the administrative competence regarding the implementation of measures imposed on young offenders.

On the other hand, the Organic Law 5/2000, regulating the Criminal Responsibility of Minors, is effective from 13 January 2001. This law applies to young people who offend between the ages of 14 and 18, and the measures adopted through it must be oriented towards effective social reintegration, establishing the jurisdiction of the Autonomous Communities for its implementation, under the control of youth court judges.

In that respect, Community of Madrid's Agency for the Re-education and Reintegration of Young Offenders is to implement the measures adopted by the courts in accordance with the Law of Criminal Responsibility of Minors, and its basic objective, as stated in Article 2 of the law that creates the Agency, is "to concentrate, develop and implement programmes and actions that contribute to the aims of reintegration and education derived from the Organic Law 5/2000, of 12 January, regulating the Criminal Responsibility of Minors and other regulations in force".

Focusing again on the Organic Law 5/2000 mentioned above, we should stress its penal nature from a formal point of view, albeit punishing and educational as far as the content is concerned. It provides for all guarantees derived from the respect for the constitutional rights and establishes flexibility criteria for the adoption and implementation of measures. Likewise, priority is given to the best interest of the young person, assessed with technical, non-formalistic criteria by teams of professionals specialized in the field of non-legal sciences.

A proof of this is, for example, the principle of social reintegration that must inspire all the activities in the centres for the implementation of judicial measures, assuming that the young person in custody is a rights-bearing person that still remains part of society. Thus, all these young people have a right for their own personality, their ideological and religious freedom, and the rights and legitimate interests that are not affected by the content of the sentence, especially those inherent to minority, when appropriate, to be respected. In this regard, the Organic Law 5/2000 provides for a wide variety of rights and duties afforded to young people deprived of freedom, which range from the right to receive education and comprehensive training, as well as proper occupational training and paid work, to the right to an individualized treatment programme or to make requests or complaints.

Ultimately, asserting again the spirit of this law in support of reintegration, we believe that a clear example of it is reflected in the following underlying principles for the implementation of judicial measures:

- The best interest of the young person.
- Respect for the free development of the young person's personality.
- Information on the rights young people have and the assistance necessary to exercise them.
- The implementation of mainly educational programmes that foster the sense of responsibility and respect for the rights and freedoms of others.
- The adaptation of actions to the young person's age, personality, and personal and social circumstances.
- The priority for action in the young person's own familial and social environment, provided it is not prejudicial to his or her interest. Preferential use of standardized resources of the community.
- The promotion of the collaboration of parents, guardians or legal representatives.
- The preferably interdisciplinary character of decision-making.
- Confidentiality and absence of unnecessary interference.
- The coordination of actions and the collaboration with other organizations.

Profile of young offenders

The age of peak incidence at the time of initiation of a sentence is 16-17. We must highlight a slight increase in the number of women in the youth justice system. Although the percentage of women is around 17% of the total population, it has increased significantly in recent years.

Young offenders from Spanish families cover a wide variety of features and particularities, ranging from circumstances related, for example, to the abandonment of parental responsibilities, parents' lack of educational strategies or overly permissive styles of education, to families that for generations have perpetuated marginalized lifestyles and present the purest criminogenic profiles described in the literature.

Young offenders from other countries are characterized, in some cases, by having reached Spain illegally. These are unaccompanied young people who have no point of reference in their families in order to cope with their daily lives, have problems with their documents, or are even undocumented. These young people, whose number has clearly decreased within the youth justice system, show, in general, significant personal dysfunction, with lifestyles highly influenced by peer groups with similar characteristics and a clear high-risk social situation, as they are highly vulnerable. In other cases, with an increasing incidence in the system, we find teenagers who have immigrated to join their parents, who were already in Spain; there is often a remarkable feeling of being uprooted and obvious difficulty in integrating into a new society, into a different culture, without the necessary support. This, coupled with parents' long work hours, leads them to a situation in which they lack the necessary supervision and control by adults who can regulate and influence the practice of healthy lifestyles.

In general, one way or another, these are young people who show or have shown a high degree of truancy and school failure, and their intellectual capacity is below average, often due to lack of educational and socio-affective stimuli. They have experienced, to varying degrees, consumption of different drugs, remain unoccupied most of the day,

have no limits or rules, and show low frustration tolerance and poor ability to solve problems. Moreover, they generally have low self-esteem and, in most cases, the feelings of efficacy are seriously undermined.

In short, these young people are, in one way or another, regarded as lacking in affection, opportunities, success, rewarding experiences, positive models, educational stimuli, as well as in rules and limits that provide self-confidence. They also lack motivation, and have few personal resources and strategies to enable them to overcome crises and provide them with the necessary changes to improve their lifestyle.

In general, it could be stated that young offenders in custody have different types of needs and levels of intensity depending on the case, and, therefore, the consequences on their social and personal sphere are different:

- **School-related and academic.** Young people who have not had the opportunity to receive school education (for cultural, political or social reasons), as is the case of many foreign young people, or have shown high levels of truancy, which has resulted in school failure and significant academic deficits. Therefore, their level is below the average that would correspond to their age.

- **Intellectual.** We find young people who often have attention deficit and inability to concentrate. They are hardly persevering, or not persevering at all, and do not have work habits or skills to perform tasks that require discipline.

- **Affective.** A large majority of young people belong to dysfunctional households. In many cases, their childhood has been marked by inattention; they may have suffered physical or psychological abuse and abandonment by one or both parents. They may also have been overprotected, having their potential negated. It might be the case that no boundaries and clear rules have been set for their proper social development. We also find an increasing number of young people, especially in connection with domestic violence offences in which parents are abused by their children, who, having had all material needs met, do not have adequate self-control of impulses and whose frustration tolerance level is very low, being directly related to the parenting styles maintained.

- **Social.** In many cases, these are young people from areas where a scarcely prosocial lifestyle is imposed and internalized. The children of immigrant families suffer a great cultural change and have difficulty adapting to it, which favours links with other young people in a similar situation.

- **Cultural.** These young people quite often belong to cultures different from the most accepted ones by society, with customs and practices not understood by the community in general. They do not participate in the dominant culture, and may be integrated in marginal subcultures related to crime, drugs and violence. They are often very easily influenced by “cultural” mainstream elements such as television, advertising and consumerism.

- **Occupational.** The social and family groups in which these young people operate show a high level of work inactivity. In addition, there are frequent cases in which the activities they carry out as a source of income are marginal and, sometimes, illegal. We

must also mention excessively long working hours, sometimes linked to job insecurity and unstable jobs, which ultimately leads to significant precariousness.

- **Health.** Although these young people generally show normal health in relation to their age group, it is noteworthy that they also show deficiencies related to oral health, food and hygiene habits, inaccuracies in the vaccination schedule, skin infections, eye inattention. In short, they are significantly lacking in all matters related to the prevention and improvement of overall health. We also find frequent use of toxic substances, usually associated with the peer group and the leisure areas.

- **Leisure.** Characterized by its poor structuring, we refer here to passive leisure, usually in the meeting places of the group. The alternative is individual leisure, either associated with television viewing or the use of computers, videogames, etc. This type of leisure is hardly constructive and its contribution to personal development is small.

- **Personality.** In general, these are young people who have low or dysfunctional self-esteem, low frustration tolerance, deficits in cognitive abilities, emotional instability and difficulties related to empathy. They are also hardly assertive, have few skills to resolve conflicts and show obvious difficulty to follow rules and control their impulses.

Regarding the most frequent offences committed by young offenders, they are mainly related to theft in its various forms and, to a lesser extent, to damage, larceny and injury. The percentages related to more serious offences are not significant, despite the alarm they usually cause. On the other hand, domestic violence offences in which children abuse their parents, which began to emerge significantly in 2006, now reach approximately 13% of cases.

In this regard, it is a fundamental task of Community of Madrid's Agency for the Re-education and Reintegration of Young Offenders to ensure that young offenders take control of their own life in a responsible way. It is therefore necessary to carry out responsible intervention that will enable young people to solve deficits that have accumulated in their personal development in order to reintegrate them into society as trained, responsible and committed free citizens.

To this end, the implementation of programmes and activities offering valuable, highly self-demanding experiences in which they play a positive leading role is an essential incentive to develop properly and to improve their self-esteem and self-concept.

TREATMENT PROGRAMS

We consider that action with young offenders must be based on three fundamental elements of intervention, plus a fourth element that is related to the family context:

1. The educational and training intervention in all its broad contents: schooling, vocational training, sports, non-formal education about the routines of daily life, activities for values education and personal development.

2. Job placement, as the main element of social integration, comprising the first stages of job search and development of skills to carry it out, the maintenance of the job and the support to the young person for its development and consolidation.

3. The professional and therapeutic intervention that addresses the specific criminogenic needs, i.e. the dynamic risk factors in each case. In this regard, the Agency is carrying out some pioneering and particularly interesting work, such as the development of General and Specialized Treatment Programmes.

4. A fourth aspect must be added, which, despite having been addressed for some time now, continues to have growing importance as we progress in research work and data collection; this aspect is none other than family intervention. The information we collect from different areas confirms the essential role of family interaction: domestic violence involving children who abuse their parents -or violence towards parents-, membership in violent groups or its influence on the development of young people's criminal careers are some aspects in which family origins are revealed as essential.

The individualization of treatment is one of the cornerstones of our intervention. Article 27.1 of Law 5/2000 provides for the preparation of a report "on the young person's psychological, educational and family situation, as well as his or her social environment, and, in general, any other relevant circumstances for the purpose of adopting some of the measures established". This information is very valuable, not only because it helps personalize treatment, but also, and this is much less acknowledged, in order to address the offence in a specific way, as seen in the last paragraph, since the circumstances mentioned must determine the specificity of both the young person and the offence, which ultimately is nothing but a specific and particular action of the individual.

In addition to being established by law, the educational approach we maintain, the spirit with which the Agency was created and the effectiveness in achieving the objectives sought, require this attention.

The individualization of intervention involves adjusting treatment to the needs, as well as the risk and protective factors, each young person has. Although global intervention on the overall circumstances of the young person's development has been carried out so far, taking for granted that these circumstances are directly linked to the behaviours that constitute the punished offence, the Agency tries to further develop the analysis and understanding of antisocial behaviour, considering it not only a result from generic factors, but other factors as well, both external and internal, specific and determinant in each individual.

Intervention on general aspects of the different contexts (social and family aspects, school records and interactions) is not without great significance, since they can foster offending behaviour, but it would not be enough unless we consider individual specificity. A robbery with violence is not directly determined by the same factors as bodily injury or violence towards parents; in addition, even regarding the same offence, the variables will be different from one young person to another.

We are referring here to the factors that establish a direct probability of occurrence or non-occurrence of offending behaviour: alcohol consumption, in a particular case, is a

determining factor for offending, although in many other cases it is present as a predisposing, facilitating factor, and this distinction is important because it involves different approaches. Other determining factors are often related to the young person's own thought processes, or to his or her personal attitudes involving justification and acceptance of the offence as something inherent to his or her own behaviour, without the young person considering it liable to criticism or analysis. It is in this last case that we have decided to intervene preferably.

The profile of young people who offend has changed, as well as the new ways of offending. A few years ago, young offenders fitted the concept of "criminal career" much better: young people that ended up committing a serious offence had previously gone through a whole sequence of infractions. They started with misdemeanours or minor offences, and then the intensity and frequency of such behaviours increased. Similarly, the sentences given followed a sequence: it was rare for young people to be sent to young offender institutions if they had not first been subject to other measures (reprimand, supervision). In contrast, nowadays we find a growing number of cases in which a measure involving detention is adopted in the first intervention, because the seriousness of the offence -and the need for in-depth intervention- require it. We must not forget that a large number of these acts involve or are closely linked to violent behaviours.

The main objective is, therefore, the prevention of reoffending. Our responsibility starts when the young person has committed an offence, and not earlier, because the Agency acts from the moment the legal action is taken. Apart from the young person, responsibility prior to the commission of the first offence will primarily fall to the institutions whose functions and objectives are the prevention of antisocial behaviour, though this, of course, is not usually clearly defined. However, we may be questioned about a young person who reoffends, and this is where we are making progress.

Based on this, the Agency develops various **specialized treatment programmes**, two of which are **general** and several **specific**. All of them are carried out in collaboration with academic institutions which have ample experience in the objectives and contents developed. Thus, the Agency has established cooperation agreements with almost all universities in the Community of Madrid, also providing for the participation in training activities and practice for future professionals who will work with young offenders.

General Programmes

- Programme for the Prediction of the Risk of Reoffending (through the Management and Intervention Inventory for Young People).
- Central Educational and Therapeutic Treatment Programme for young offenders.

Specific Programmes

- Violence towards Parents Intervention Programme.
- Sex Offender Intervention Programme.
- Drug Addiction Care Programme.
- Care Programme for mothers with children under three years of age.
- Mental Health Therapeutic Programme.

The development of different general treatment programmes that allow individualized intervention in offending behaviour is revealed as essential. Regarding the

“Programme for the Prediction of the Risk of Reoffending”, the Agency’s choice of tools that help predict the risk of reoffending, such as the **“Management and Intervention Inventory for Young People (IGI-J)”**, which is already being applied to all young offenders in our institutions and whose first results will soon be published, has many advantages and two objectives:

- On the one hand, to check the young people’s objective evolution while they are serving the sentence, with all the advantages this involves: it unifies assessment and case management by different intervention agents by homogenizing interventions, providing continuity and ensuring the necessary educational intervention, regardless of the institution where the child is located, and, ultimately, it allows the different professionals involved to speak in the same language.
- On the other hand, to establish, in a methodologically correct way, the approach to the case from the beginning to the end of the sentence, while providing accurate data for possible further research, reinforcing the technical approach before the judicial institutions and enabling the optimization of the various resources available, as it clarifies what the most important needs of each young person are.

The “Central Educational and Therapeutic Treatment Programme for young offenders”, developed in collaboration with the Complutense University of Madrid and presented in this publication after having been put to the test in all centres dependent on the Agency in the course of a year, seeks to deal with the issues outlined above. Numerous professionals of the Agency have participated in its development and implementation; their support and effort must be specifically acknowledged and appreciated here.

This programme deals with the various aspects directly related to offending behaviour. It is aimed at changing attitudes and beliefs that justify violence, recognizing emotions involved in it, assuming one’s own responsibility for the criminal events in which one has been involved, the modification of aggressive habits leading to the commission of the criminal act, the empathy with the victim, as well as promoting the construction of a lifestyle alternative to aggression and violence. It is, in short, a programme for preventing reoffending, taking into account each young person’s risk and protective factors.

This programme must also be viewed as part of the tutorial action plan that the educational staff, both working at the centres and participating in supervision out of the centres, are currently implementing. That is, it must be considered within the continuum of therapeutic intervention that is already being carried out. Thus, the Programme becomes a new element of technical improvement and it enables better performance of the professional duty. Moreover, it is specifically a tool for analysis, monitoring and assessment in order to optimize the intervention with young offenders. Therefore, the aim is to contribute to a quantitative and qualitative improvement of these young people’s potential and, eventually, to a greater and better qualification of their personal development and social competence.

To this end, the programme focuses on addressing the cognitive dissonances that have led to antisocial behaviour by giving the participants a better understanding of themselves, the emotions involved in aggression and how to control them. On the other

hand, it also deals with the replacement of aggressive habits and the improvement of self-control and self-esteem. It is aimed, in short, at promoting strategies and skills that allow them to develop motivation for change and at fostering a lifestyle alternative to aggression and violence by preventing relapse and allowing proper social integration.

Along with this programme, several other supplementary therapeutic and educational programmes are being developed. These programmes aim at the proper use of leisure time, the development of prosocial skills and the establishment of guidelines for living with others. Although all these issues have been addressed with young people in a structured way for some time, we want to strengthen them, as well as give them a more appropriate form and the highest possible technical and scientific support.

The second course of action related to treatment programmes is aimed at the development of specific intervention programmes regarding certain types of offences that, due to their specific characteristics, differ from the rest. This course of action is presented as the appropriate one for addressing the issues that require a change in approach in relation to how it was being done in most cases so far.

Until recently, the defining element of intervention was “offending behaviour” in general. However, we were already aware, as mentioned earlier, that young people who abuse their parents do not require the same type of assistance as the ones who commit a sexual assault or a robbery with violence, so the same treatment cannot be applied.

The decision to establish centres and/or programmes specialized in different problems is determined, in fact, by the need for attention to the offence with its distinguishing features and, therefore, for the development of specific programmes. However, we could not just establish this structure without supporting it with the analysis of these problems.

Thus, as an example, nearly three years ago the Agency decided to develop an intervention programme for violence towards parents. Although initial doubts were natural, as there was no suitable model for this need, the results have shown we were right. The centre specialized in this issue has received over a hundred young people, and reoffending in this field has decreased from more than 30% at the start to less than 3% today, which must be considered as an achievement from any point of view.

Furthermore, we believe that the work we carry out in this area is very important from a social perspective, as it can provide a model of educational and therapeutic intervention based on the work on patterns of relationship and parenting educational styles, which really works and moves away from concepts close to mental illness or personality disorder, which are much less susceptible of intervention and do not reflect the reality of the problem.

The specialized programmes are developed with the help of professionals and centres specific to each of the areas. The usual technical team (psychologist, social worker and educator) is complemented by other professionals specialized in the various profiles and programmes. The current specialized programmes are the following:

- **Violence towards parents.** Specific programme aimed at the treatment of young people who have committed this offence. The seriousness of the problem behaviour and

the degree of awareness of it by both the family and the young person, along with their collaboration on the treatment, are considered as key elements to guide intervention, the probability of maintaining this behaviour thus decreasing.

- **Sex offenders.** Specific programme that is developed with young people who have committed offences against sexual integrity. It focuses mainly on empathy for the victim, cognitive distortions, modification of sexual urge/self-control and relapse prevention. It also deals with the development of cross-content ranging from sex education to social skills and specific intervention with the family.
- **Toxic substance consumption therapeutic programme.** Programme for support and reinforcement of the process of detoxification and rehabilitation of the young person who has problems of abuse of psychoactive substances or addiction to them. These young people need a structured context in which to carry out therapeutic action, and due to their personal characteristics and/or detention regime, they cannot be treated as outpatients or through other programmes.
- **Mothers with dependent children.** Designation of specific centre and adaptation of infrastructure and spaces favouring the development of mother-child relationship. In addition to the intervention carried out as young offenders, great stress is placed on the acquisition of a greater awareness of maternal responsibility.
- **Mental health therapeutic programme.** This programme is aimed at restoring and promoting mental health and, therefore, at the adjustment and integral harmony of the young person, through the development of a differential diagnosis of the psychopathology associated with the commission of the offence and the establishment of specific treatment.

From the perspective of this Agency, we understand that the fundamental justification for the judicial measures imposed on young offenders lies in preparing them for successful integration into society.

In general, these young people are recognized only for their offending nature, often forgetting the circumstances of social disadvantage in which many of them have been involved. From this point of view, we understand that the infringement, the infraction or the offence are, in many cases, a consequence of the above.

Therefore, those entrusted with the social mission of carrying out intervention during the implementation of judicial measures must not ignore the joint perspective that brings together the young offender and the young person who is lacking, because only from this double perspective it is possible to provide the measures imposed on young people with content and effective intervention. To this end, judicial measures, besides the penal response they represent, also have an obvious therapeutic dimension.

From this point of view, the principles that guide intervention must focus on the development of responsibility, leading young people to take responsibility for the consequences their actions have both for themselves and for others. On the other hand, the intervention must be professional, planned and individualized, and it must enable young people to overcome the deficits they have. Each measure imposed on a young person is ordinarily adopted by taking into account both the act committed and his or

her potential, knowledge, values and shortcomings. In this regard, we understand that the principle of training is especially relevant, so these young people must be provided with varied educational programmes that help address the different situations in which the individual has needs, taking into account the increase in school and pre-employment skills, programmes that improve the resources for social development, the levels of physical, mental and social health, and, of course, programmes that aim at the motivation for change in the lifestyle, paying special attention to the modification of their behaviour and the development of values.

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1. INTRODUCTION

This Educational and Therapeutic Intervention Programme for Young Offenders arises from the interest of Community of Madrid's Agency for the Re-education and Reintegration of Young Offenders in advancing towards more effective intervention during the implementation of judicial measures.

The offending behaviour of young people is a concern for institutions dedicated both to the implementation of justice and to the education and psychological development of young people, which gives rise to the need to explain the causes of deviant behaviour, to design and implement precautionary and intervention measures, and to carry out the assessment of the results obtained from the implementation of such measures.

At a theoretical level, many theories from different fields of knowledge have been developed to understand offending behaviour, with psychology of crime being one of the most fruitful areas of study both in explaining these behaviours and in developing assessment tools and intervention programmes that have proved effective (Andrés-Pueyo and Redondo, 2004; Andrews and Bonta, 2006; Dowden and Andrews, 2000; Garrido, 2005; Redondo, 2007).

Thus, Bandura's *social learning* theory (1987) is currently considered as the most complete explanation of criminal behaviour, being applied to the field of crime by Akers (2006; Akers and Sellers, 2004), who considers that the learning of criminal behaviour involves four interrelated mechanisms: 1) differential association with people who show criminal habits and attitudes, 2) acquisition by the individual of definitions favourable to crime, 3) differential reinforcement of criminal behaviours, and 4) imitation of pro-criminal models.

Another of the most important advances in this field was proposed and developed by Farrington (1996), who formulated a psychological theory about criminal careers, characterized by two fundamental factors such as a young person's level of social deviance and the capacity to make the decision to commit an antisocial/criminal act.

The tendency towards social deviance is characterized by three fundamental processes: 1) energizing processes, among which are the desire for material goods, excitement and social status (more intense in deprived young people because of their greater deprivation), frustration and stress, and possible alcohol consumption, 2) processes that give the behaviour an antisocial directionality as a means of obtaining rewards, and 3) acquisition of mechanisms of inhibition that reduce the likelihood of developing antisocial behaviour. These inhibitions would be, above all, the result of a proper child-rearing process not influenced by risk factors such as high impulsivity, low intelligence or contact with criminal models.

Therefore, according to the theories above, the decision taken by young people to offend will depend on the opportunities they have to do it, once they have automated the process of assessing the costs and benefits they will get from the offence, which will be reinforced by the consequences of its commission.

More operatively, we could consider that juvenile delinquency has been characterized by the study of various factors of an individual nature such as the personality

characteristics of the adolescent and the configuration of his or her emotional and belief system. Other important variables have a social and contextual nature, such as the influence of the family, the peer group, the school and community framework, which influence the process of individual development and socialization of the young person. An adequate personal and social adjustment requires the ability to successfully meet the demands of the personal and social environment in which an adolescent develops. Thus, if young people show limited skill to properly handle conflict situations in their daily lives, they will be less capable of identifying problems that may arise, building alternative responses to stressful events, establishing cause and effect relations in their own actions and those of other people, calculating the consequences of their behaviours both for themselves and for others, setting the intermediate steps in problem solving and understanding other people's behaviour.

1.1. EDUCATIONAL AND THERAPEUTIC INTERVENTION

In the framework of psychological intervention with offenders, one of the most important approaches today is the one proposed by Andrews and Bonta (2006) through the Risk-Needs-Responsivity model. This model is oriented towards psychological applications in prevention and treatment of delinquency and sets out three main principles: 1) the *risk* principle, which states that individuals with higher risk in static factors have a lower level of modifiability (criminal precocity, impulsivity, antisocial tendency) as compared to dynamic factors, which can be modified more easily (system of beliefs, antisocial habits, drug use, peer group influence); 2) the *need* principle, which states that the dynamic risk factors directly linked to criminal activity (such as criminal habits, cognitions and attitudes) should be the real objectives of intervention programmes; and 3) the *individualization* principle, which warns about the need to properly adjust interventions to the personal and situational characteristics of the individuals (motivation and adjustment of the intervention techniques to their personal situation).

In this manual, the model developed by Andrews and Bonta (2006) is used as a frame of reference for the development of the protocol of therapeutic and educational intervention aimed at changing attitudes and beliefs that justify violence and negative emotions associated with it, together with the modification of aggressive habits that lead to the commission of a criminal act. However, psychological intervention is directly related to the assessment of the risk of reoffending and the identification of needs that must be established as objectives for treatment within the youth justice system (Garrido, López, Silva, López and Molina, 2006).

Thus, the risk of reoffending and the intervention or treatment are conceptually linked. The former is one of the most important objectives a youth justice system works for, while the latter refers to personal and social changes to be undertaken by a young offender to reintegrate into society. Both concepts are interdependent, as the most important criterion to determine the progress of a young person in an intervention programme is precisely the significant decrease in the risk of reoffending (Graña, Garrido and González, 2008).

Intervention programmes for antisocial behaviour that have a cognitive-behavioural approach adopt strategies for change based on the paradigm of social competence, which includes, in particular, strategies that seek to change the way adolescents think,

feel and act (Andrews & Bonta, 2006; Garrido, 1993; Garrido, 2005). Nowadays, we have a significant body of empirical information that guides us on what the characteristics of the programmes that have greater therapeutic success are.

In a meta-analytic study conducted by Landerberger and Lipsey (2005) about the positive effects of cognitive-behavioural programmes for the re-education and reintegration of young offenders, the results indicate that factors associated with a significant decrease in reoffending were the systematic action towards the system of beliefs justifying criminal behaviour and the development of intervention strategies to manage negative emotions like anger.

These data, together with those of other studies, have led to a consensus as to the characteristics that treatment programmes for antisocial behaviour based on evidence must have (Becedóniz and Rodríguez, 2004; FitzGerald, Stevens and Hales, 2004; Garrido, Stangeland and Redondo, 2006; Hollin, 2006; McGuire, 2006; Redondo, 1994). These characteristics are the following:

- a) The personal and social deficits of the adolescent must be dealt with, and a detailed analysis of the cognitive, affective and behavioural abilities, as well as the form of change, must be carried out.
- b) A methodology of cognitive-behavioural intervention with a structured format and clear criteria for assessing the intervention must be followed.
- c) Intervention programmes must use standardized procedures for the modification of deviant cognitions and behaviours by focusing on the learning of skills necessary for the resolution of conflict situations and the adoption of strategies aimed at improving the quality of life for these young people.
- d) The therapeutic intervention must be multidimensional and have a broad spectrum.
- e) The treatment programmes must have a multi-modal approach characterized by the use of appropriate intervention techniques to achieve the desired change.

In conclusion, we could say that the criminological model of social deviance in young people requires that the assessment and intervention with young offenders should not be separated from the task of determining the level of risk of continuing with the criminal career and, therefore, the needs that must be established as objectives for treatment within the youth justice system should be specified (Garrido, López, Silva, López and Molina, 2006), adjusting intervention programmes to risk factors related to crime (Graña, Garrido and González, 2008).

1.2. CENTRAL EDUCATIONAL AND THERAPEUTIC PROGRAMME

The reality of the current Law regulating the Criminal Responsibility of Minors requires the use of appropriate methods to assess the resources and risks of each young person and intervention programmes with greater assurance of effectiveness. This project involves the structured development of a central educational and therapeutic programme for young offenders, following a cognitive-behavioural methodology.

The carrying out of this treatment programme starts from a study of needs conducted by Community of Madrid's Agency for the Re-education and Reintegration of Young Offenders in 2005 and 2006, included in the book "*Reoffending in Young Offenders in the Community of Madrid*" (Graña, Garrido and González, 2008). The results of this research show that the use of the "*Management and Intervention Inventory for Young People*" (IGI-J), adapted to Spanish by Garrido et al. (2006) from the original test "*Youth Level of Service*" -YLS-, developed by Hoge and Andrews (2003), has psychometric properties that are adequate to be used with young offenders.

This instrument consists of 42 items grouped into eight risk factors or "criminogenic needs": 1) past and present offences and sentences; 2) educational guidelines; 3) formal education/employment; 4) relationship with the peer group; 5) substance misuse; 6) leisure/hobbies; 7) personality/behaviour; 8) attitudes, values and beliefs. This test classifies young offenders into three levels of reoffending risk (low, medium and high) for each of the risk factors assessed and also provides a level of risk for relapse in general. This test has proved effective for assessing the dynamic risk factors that can be the object of educational and therapeutic intervention in young offenders (Graña et al, 2008).

Therefore, the IGF-J is an instrument designed to predict reoffending and to determine the objectives of educational and therapeutic intervention that must be considered during the implementation of judicial measures. The eight scales that make up this inventory include both static and dynamic risk elements, the latter of which, defined as criminogenic needs, must be considered in a later step as targets for intervention with the young offender. After assessing the eight risk areas, the professional must establish one or several hypotheses to clarify, in his or her opinion, what mechanisms explain the antisocial activity of the young person and, based on this hypothesis, he or she will have to suggest two, three or four risk areas as objectives to be achieved during the implementation of the measure.

The results show that the risk factors that predict reoffending are: 1) past and present offences and sentences, 2) substance misuse, and 3) personality/behaviour. We consider that all the young people in the study, regardless of the risk of reoffending, have deviant attitudes, values and beliefs. Considering these results, through this project, we propose the development of a central programme aimed at changing attitudes and beliefs that justify violence and negative emotions associated with it (e.g. anger and hostility), as well as the aggressive habits that lead to the commission of a criminal act, taking into account the role of other personality variables that foster such behaviour. This programme will be the cornerstone to reduce reoffending and to help ensure the re-education and reintegration of young offenders. It is advisable to apply, along with the central programme developed here, other supplementary programmes (for example, a programme for interaction skills and social problem solving, a programme for substance misuse, a programme for leisure time management and a programme of moral reasoning) that will help to strengthen the change needed to overcome social deviance.

Table 1 below shows the overall structure of the central educational and therapeutic programme for young offenders. The general objectives for intervention in each of the modules are listed and specified in Table 2.

Table 1.
MODULES AND SESSIONS OF THE CENTRAL EDUCATIONAL AND THERAPEUTIC PROGRAMME

Module I. Characterization of criminal behaviour
Session 1: Assessment of criminal behaviour
Session 2: Characteristics of criminal behaviour
Session 3: Functional analysis of criminal behaviour
Session 4: Motivation for criminal behaviour
Session 5: Motivation for change
Module II. Emotions involved in aggression
Session 1: Recognition of emotions and their influence on aggression
Session 2: Practicing positive emotions: the role of empathy
Session 3: Anxiety and its influence on aggression
Session 4: Management of anxiety
Module III. Control of negative emotions
Session 1: Anger and aggressive behaviour: assessment (I)
Session 2: Anger and aggressive behaviour: assessment (II)
Session 3: Strategies for anger management
Session 4: Practicing strategies for managing anger (I)
Session 5: Practicing strategies for managing anger (II)
Module IV. Beliefs that sustain criminal behaviour
Session 1: The influence of thoughts on behaviour
Session 2: Assessment of distorted thoughts
Session 3: Consequences of distorted thoughts
Session 4: Modification of distorted thoughts (I)
Session 5: Modification of distorted thoughts (II)
Module V. Modification of aggressive habits
Session 1: Characterization of aggressive behaviour: acquisition and development
Session 2: Characterization of aggressive behaviour: maintenance
Session 3: Breaking the habit of aggressive behaviour (I)
Session 4: Breaking the habit of aggressive behaviour (II)
Module VI. Personality and its influence on social deviance
Session 1: Self-concept and self-esteem (I)
Session 2: Self-concept and self-esteem (II)
Session 3: Impulsivity (I)
Session 4: Impulsivity (II)
Session 5: Sensations seeking (I)
Session 6: Sensations seeking (II)
Module VII. Relapse prevention and strengthening of change
Session 1: Relapse prevention: assessment
Session 2: Relapse prevention: intervention
Session 3: Getting to know myself better
Session 4: How to foster a lifestyle alternative to aggression and violence

Table 2.
GENERAL OBJECTIVES OF THE CENTRAL PROGRAMME

MODULES	GENERAL OBJECTIVES
Module I. Characterization of criminal behaviour	<ul style="list-style-type: none"> - To become aware of the aggressive and violent episodes related to the criminal acts committed by the young person. - To take personal responsibility in the change in habits.
Module II. Emotions involved in aggression	<ul style="list-style-type: none"> - To learn to recognize the whole range of emotions, from negative ones (anger, rage, guilt) to positive ones (welfare, happiness), and how they influence human behaviour. - To get the participants to empathize with the victims, preventing future attacks.
Module III. Control of negative emotions	<ul style="list-style-type: none"> - To identify the signs and factors that foster anger. - To develop strategies for anger management
Module IV. Beliefs that sustain criminal behaviour	To understand the phenomenon of aggression and violence, eradicating erroneous and justifying beliefs existing in the different facets of the life of a young offender.
Module V. Modification of aggressive habits	<ul style="list-style-type: none"> - To analyze how a young offenders start committing antisocial acts and how they consolidate them to make way for the commission of criminal acts. - To develop strategies for changing antisocial/criminal behaviours.
Module VI. Personality and its influence on social deviance	To work on aspects related to the development of a young person's personality, considering the role these vulnerability variables play in social deviance.
Module VII. Relapse prevention and strengthening of change	<ul style="list-style-type: none"> - To analyze the possible factors that may lead to relapse and learn how to prevent them. - To enhance the construction of a lifestyle alternative to aggression and violence through a proper understanding and assessment of oneself and fostering the achievement of personal and social goals and objectives alternative to crime.

1.3. PROGRAMME USER'S GUIDE

To correctly apply this manual, now we will explain various aspects, such as the concepts and terminology used, instructions and therapeutic skills for implementing the programme, and form for the assessment of the educational and therapeutic progress of the young person.

1.3.1. Concepts and terminology used in the programme

To facilitate the use and understanding of terms and concepts used in this manual, it is important to become acquainted with terms such as antisocial behaviour, criminal behaviour (or offending behaviour), aggression, violence and social deviance, among others.

From the point of view of sociology, the term antisocial behaviour has traditionally been viewed as part of a broader concept of deviance. From this approach, deviance would be understood as the kind of behaviours that break a social norm. Something deviant would be something “weird”, something “different”, something which deviates from the “average” within a set of given social guidelines. On the other hand, the norm, besides describing what is “usual”, implicitly presents an assessing and prescriptive component. Thus, social norms define what is permissible, the right thing, the “good”

thing, containing expectations about how to think or act. Social deviance would not only constitute something “unusual”, but would also present negative, reprehensible or punishable connotations for at least part of the members of a social structure. Higgins and Butler (1982) expressed this idea in their definition of deviance as “those behaviours, ideas or attributes that offend (upset or disturb) members of society (though not necessarily all of them)”.

Therefore, antisocial behaviour refers to a variety of acts that violate social norms and the rights of others. Antisocial behaviours include a wide range of activities such as aggressive acts, theft, vandalism, arson, lying, truancy and running away from home, among others. Although these behaviours are different, they are often related and may occur together (Kazdin and Buela-Casal, 2002). Of course, all these behaviours involve the violation of rules and social expectations. In addition, they are against the social environment, including property and people. The characteristics of antisocial behaviour (frequency, intensity, seriousness, duration, meaning, topography and chronification), which may even require medical attention, are directly related to the world of law and justice. Here, various socio-legal terms such as delinquency, offence and/or criminality (Peña and Graña, 2006) come into play.

Delinquency as a social phenomenon involves a legal designation normally based on the official contact with justice. Criminal behaviour (also known as offending or delinquent behaviour) could be conceptualized as a form of deviance, as an act prohibited by the penal laws of society. That is, there must be a law prior to the commission of an offending act that prohibits such behaviour. It has to be a penal law, and the person responsible must be subjected to the authority of the Courts of Justice.

Therefore, the juvenile delinquent or offender is a sociocultural construction, because the definition and legal treatment respond to different factors in different countries, reflecting a mix of psychological and legal concepts. Technically, a young offender is a person below the age of criminal responsibility who commits an act punishable by law. For this reason, society does not impose a punishment, but a measure that helps reform the person, as he or she is considered to lack the capacity of discernment when faced with legal or illegal ways of acting.

From a legal perspective, the concepts of “crime”, “offence” and “delinquent” (or “offender”) are par excellence the main elements in criminological discourse. An offence is conceived, under this approach, as an act which violates the penal law in a society, while the offender is the person that the justice system has prosecuted and charged with the commission of an offence. The term “juvenile delinquency” commonly refers to those people who commit an act prohibited by law and are below the age of “criminal responsibility”, as established by a country’s law (Garrido, 1987).

From a clinical approach, antisocial behaviour has been considered as an important component of various mental and/or personality disorders. Thus, the disorders that have attracted greater interest in recent times within the study of non-normative behaviours are conduct disorder, oppositional defiant disorder and antisocial personality disorder (APA, 2002). Conduct disorder is included in what the DSM calls “Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence”. In particular, this diagnostic category applies primarily to individuals under 18 years of age who show relatively persistent patterns of behaviour in which the basic rights of others or major age-appropriate societal norms or rules are violated. Among the diagnostic criteria specified

by the DSM in its latest editions, we find behaviours such as theft, aggression, destruction of property, use of weapons and violations of rules imposed by parents or teachers.

As pointed out by Blackburn (1993) and Farrington (1993), the constellation of behaviours that define “conduct disorder” ultimately presents great conceptual proximity to what in other contexts has been included under the term delinquency, and, in particular, juvenile delinquency. However, it should also be noted that the diagnosis of this disorder requires that the pattern of antisocial behaviours present a certain seriousness. In fact, the DSM-IV added a criterion stating that the category “conduct disorder” can only be applied when non-normative behaviour causes clinically significant impairment in the individual’s social, academic or occupational functioning.

Oppositional defiant disorder, also included in the group “Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence” together with conduct disorder, is characterized, according to the DSM-IV-TR, by presenting a recurring pattern of negativistic, defiant, disobedient and hostile behaviour towards authority figures which persists for at least six months. Some of these behaviours are: losing temper, arguing with adults, actively defying or refusing to comply with adults’ requests or rules, deliberately annoying others, blaming others for one’s mistakes or misbehaviour, being touchy or easily annoyed by others, being angry and resentful, being spiteful or vindictive. For such behaviours to be considered as disorders, they must occur more frequently than is typically observed in individuals of comparable age and developmental level. In addition, they must cause significant impairment in social, academic or occupational functioning (APA, 2002).

Antisocial personality disorder is another category of the DSM in which antisocial behaviours acquire a defining character. According to the DSM-IV-TR, the essential characteristic of this disorder would be a pervasive pattern of disregard for and violation of the rights of others, which would begin in childhood or adolescence and would persist in adulthood. The category can be applied to adults with a history of conduct disorder before 15 years of age and with antisocial and irresponsible patterns of behaviour from that age on. According to these diagnostic criteria, such behavioural patterns would include: failure to conform to social and legal norms, as indicated by performing acts that are grounds for arrest; manifestations of irritability and aggressiveness, as indicated by repeated physical fights or assaults; failure to fulfil financial or professional obligations; lack of remorse (APA, 2002).

As can be seen, many of these disorders involve the development of antisocial and/or criminal behaviour, but are in no way synonymous with crime. Different objections could be raised to justify the fact that these disorders and delinquency are not put on the same terminological level. Among other reasons, for example, the criteria for diagnosis depend on many behaviours that do not involve breaking the law; in turn, many individuals who are convicted do not meet the operational criteria for a diagnosis of mental disorder.

From a behavioural approach (Kazdin, 1988), the concept of “antisocial behaviour” includes clinically significant behaviours, strictly criminal behaviours, and a wide range of non-normative behaviours which, while not illegal, are considered harmful or detrimental to society and give rise to processes of sanction within the social system. Going beyond the limits of the clinical or legal conception of crime, making room for

this kind of non-normative behaviours (disruptive behaviours in school settings, aggressive behaviours in children or young people), is a widely acknowledged idea within the literature of this domain (Blackburn, 1993; Catalano and Hawkins, 1996; Moffitt, 1993; Thornberry, 1996). The significance of these behaviours at a theoretical level and the interest in their incorporation within the studies of criminological psychology are due not only to the fact that they show antecedents and manifestations similar to those of law-breaking behaviours, but also because they have proved to be, within the developmental course of the young person, clear predictors of the development of more serious criminal activities (Broidy et al., 2003; Catalano and Hawkins 1996; Hawkins et al. 2000; Loeber and Farrington, 2000; Moffitt, 1993; Thornberry, 2004).

Faced with the dichotomization offender/non-offender implicit in legal concepts, the behavioural understanding of criminal activity as part of the construct of “antisocial behaviour” involves the recognition that delinquency cannot be considered as an “all or nothing” phenomenon. On the other hand, criminal behaviours are part of a dimensional reality that can adopt a wide range of degrees and modes of expression. The conception of delinquency in a behavioural continuum allows the implementation of less simplistic, more detailed and precise analysis in order to develop educational and therapeutic intervention.

In conclusion (Peña and Graña, 2006), within the conceptual issues that the research on antisocial behaviour has traditionally been concerned with, the main controversy involves, on the one hand, the supporters of a legalistic or psychopathological conception of this phenomenon and, on the other hand, those that view delinquency as an essentially behavioural reality existing as an entity in itself regardless of whether or not the mechanism of judicial prosecution is put into action, or whether or not it is a main symptom of clinical disorder. Antisocial behaviours may meet legal criteria so as to be referred to as offences (e.g. stealing, vandalism); they may also meet diagnostic criteria so as to be considered as part of a psychopathological disorder (e.g. conduct disorder). They can take place, in turn, associated with aggressive and/or violent behaviours (e.g. murder, sexual abuse), or they do not even have to meet any of these descriptions (e.g. truancy). This variety of concepts shows the heterogeneity of these behaviours.

While all offences are considered antisocial behaviours, not all psychopathological disorders involve the presence of these behaviours. An antisocial behaviour may be an offence and part of a clinical disorder (for example, the behaviour of stealing manifested within conduct disorder). Similarly, antisocial behaviour may or may not involve aggressive and/or violent behaviours. For example, while theft need not be linked to such behaviours, murder or terrorism are at the furthest end of a violence continuum. The same applies to aggressive behaviours: if they involve the violation of social norms, they can be regarded as antisocial, but there is the possibility that these behaviours are socially accepted and adaptive, so there would be a series of aggressive behaviours that would not fit into that entry (e.g. physically assaulting someone attacking you, in self-defence or to defend a loved one).

In fact, within the interrelationships between these concepts we would have different subtypes of antisocial behaviours. On the one hand, behaviours involving offences that appear associated with a clinical disorder (e.g. drug use in adolescents with oppositional defiant disorder), behaviours involving aggressive and/or violent offences (e.g.

domestic violence or abusing a brother or sister), aggressive and/or violent behaviours occurring within a clinical disorder (e.g. physical abuse of animals by an adolescent with conduct disorder) and, finally, behaviours that meet all three characteristics, i.e. they are offences, they are aggressive and/or violent and they occur within a clinical disorder (e.g. adolescents with conduct disorder who abuse their partners). It remains to be noted that the concept of aggression refers not only to aggressive and/or violent behaviours themselves, but also to an aggressive state that would be related to the presence of variables of a temperamental nature that precede or foster the appearance of aggressive behaviour, such as anger, hostility and aggressiveness.

Therefore, as this book is aimed at educational and therapeutic treatment of young offenders, we will make reference in its development to the analysis of the criminal behaviours (assuming that all criminal acts are antisocial, but not all antisocial behaviours are criminal) for which these young people have been prosecuted, the courts of justice having imposed a number of judicial measures on them in order to reduce their reoffending in a socially significant way.

1.3.2. Instructions for implementing the programme

This programme is the result of a great effort to structure and guide the psychological and educational change that must be achieved with young people who have to observe one or more judicial measures for their offending behaviour. In order to be used effectively by psychologists, social workers and educators, it is necessary to consider that, whenever possible, it must be implemented in its entirety. To this end, we must proceed sequentially, as the educational and therapeutic contents are connected from one module to the next until the end of the programme. Therefore, it is important that the people responsible for the treatment programme make the necessary adjustments depending on the duration of the sentence. In the case that there is not much time, it is possible to make adjustments that allow young people to complete the implementation of the programme during the custodial sentence, for example, with more than one session per week.

The intervention programme suggested consists of 33 sessions, with a minimum duration of one hour and a half per week. However, ideally, there should be two weekly sessions lasting an hour and a half in order to facilitate and enhance the learning of psychological processes that are fundamental for the reintegration of these young people into society, thus reducing the likelihood of reoffending in the future.

The criterion that must be followed in order to move from one session to the next is the young person's assimilation and understanding of the objectives of the session. We must not move on to the next session until the previous one has been successfully completed, considering that each young person and each educational and therapeutic group has its own therapeutic pace, which has to be respected for the programme to be effective. The aim is not just to progress in the programme, but rather to get involved and assimilate its contents.

The programme is designed to be undertaken in a group setting. It is advisable that the groups are composed of approximately 5 to 8 members at most. In addition, due to the exhaustive structuring of contents, it is recommended that the contents should be reinforced in individual intervention sessions, for example, through tutorials and individual sessions carried out by the people responsible for the treatment programme.

with the aim of assessing the participants' therapeutic progress. Where necessary, important aspects should also be dealt with in an individual setting, so that, if a participant gets stuck in the programme, he or she can be helped more easily to catch up with the other members of the group.

Professionals who can develop and implement the intervention described in this programme may be psychologists, social workers or educators, all of them regular workers of the centre where it will be developed, as the continuity of the staff that implement it is regarded as a significant aspect, especially in the sense of constituting a benchmark for the intervention group. It is important that the Education Team, especially the educator-tutor, carry out support functions and reinforcement in its implementation, guiding the young people in the individual tasks to be undertaken between one session and the next, and reinforcing and recognizing the individual effort they are making to get involved and to gradually assimilate the contents of the programme. Therefore, the Education Team must receive weekly information by the therapists that develop the intervention on the progress of the treatment, both from a group and individual perspective. That is, two therapeutic paces must be handled: the group pace and the pace of each of its members. Both are important, and when problems arise, the necessary adjustments must be made in order for both to integrate and give meaning to the educational and therapeutic intervention that is being delivered.

Two manuals have been designed for the implementation of the programme: one for the therapist/practitioner and the other for the participants. Both of them include the contents and activities to be covered in each of the sessions.

The therapist/practitioner's manual consists of modules comprising several sessions. Each module begins with a theoretical justification and the establishment of a series of objectives. Each session of the programme has a similar structure to facilitate implementation and the participant's understanding. All of them consist of the following sections:

- ✓ **Specific objectives:** the specific goals to be achieved through the session work are presented in a concise outline.

- ✓ **Method and contents:** this section explains, very briefly and in general, the methodology to be used in order to achieve the objectives established, specifying a number of observations about the way the work session should be developed and the relationship between the activities that will be carried out.

- ✓ **Key concepts:** the concepts that are considered essential in each of the sessions of the programme, or those that may clarify the meaning or provide relevant information about specific contents of the session, are defined or explained.

- ✓ **Material:** list of didactic resources and materials that will facilitate or will be required for the proper development of the session.

- ✓ **Activities:** list of activities and exercises to be carried out during the session.

- ✓ **Development of the session:** in this section, the way in which the therapist can deliver the session is described in a detailed and thorough way.

Each session includes the material needed to complete the paper and pencil activities, as well as the relevant information for their implementation and assimilation by the participant. When appropriate (e.g. if there are problems with verbal or written expression), the therapist/practitioner may replace the activities proposed in each of the sessions with other complementary or different activities, or combine the ones proposed to better fit the implementation conditions in each therapeutic group. The way the programme is implemented may also be modified, for example, by carrying out a paper and pencil activity in the form of *role playing* or behaviour rehearsal, or illustrating its content with the viewing of a film or part thereof. This change has to fit better the conditions of each group but, in general, it should not involve changing the contents of the programme. The most important thing is to be constant in achieving the objectives established, regardless of the methods used.

The participant's manual is attached as a CD-ROM at the end of the book, along with the worksheets to be used in each of the sessions that make up the different modules of the programme.

In short, general recommendations for the implementation of the programme are:

1. Supplementary activities are optional; they will be done when the practitioner deems appropriate. Another alternative is to use them as a review of the contents of the previous session.
2. Examples: the most appropriate examples for the group may be used; if one example is enough for the participants to understand the concepts discussed, the rest of the examples might not be necessary.
3. Theoretical information: it may be reduced or extended when necessary. The theory included is for the practitioner, who will have to adapt the concepts to the characteristics and skills of the participants.
4. Beginning of the session: at the beginning of each session, it is advisable to briefly summarize what was seen in the previous session. This is made easier by answering the assessment questions included at the end of each session.
5. Sessions may be broken down into several sessions, so that more time is devoted to their implementation, if required by the characteristics of the group. Several sessions can also be grouped together, properly connecting the suggested activities.

1.3.3. Therapeutic skills for the implementation of the programme

The successful implementation of the programme is closely related to how it is implemented. The therapist/practitioner must create a climate of collaboration with the young person by adopting a motivational position that enables the gradual achievement of the objectives of the programme, so it is important to provide a number of recommendations for the implementation of the educational and therapeutic programme:

- 1) The motivation for change must be generated by the young person himself/herself and not imposed by the therapist/practitioner. The aim is to identify and mobilize the

young person's objectives of change and make them compatible with the ones proposed by the programme.

2) The young person must be helped to resolve the ambivalence that will emerge throughout the implementation of the programme, as change is a gradual process and he or she often has many highs and lows. The therapist/practitioner must help the young person to accept them and internalize them as a process that will favour change.

3) Adopting a very directive method for change does not normally work, so it is much better to help the young person to consider the importance of changing by carrying out a cost-benefit analysis.

4) The therapeutic style should be Socratic, and it should help the young people to generate change through the use of strategies for information, active listening and properly asking relevant questions to help them think about the objectives that are being analyzed at every moment. Direct persuasion, aggressive confrontation or arguing with the young person must not take place. More aggressive strategies, used to confront the young people's denial, may lead the practitioner to push the participants to make changes for which they are not prepared yet.

5) The therapist/practitioner must take a directive role to help the participants to examine and resolve their own ambivalence. Specific strategies to be adopted should be aimed at eliciting, clarifying and resolving the ambivalence (changing vs. not changing) in a therapeutic atmosphere of respect.

6) A young offender's preparation for change is the result of interpersonal interaction between the young person, the group and the therapist/practitioner. If the young person is highly resistant to change, it means that the therapist/practitioner is assuming that he or she is ready to assimilate the contents of a particular session and to progress in the implementation of the programme, when in fact he or she is not. So it is important to consider that each participant or therapeutic group has a particular pace in the implementation of the programme, and the progress from one session to the next must never be forced if the young person or the group show signs of resistance. In this case, the time necessary must be devoted for the assimilation of the specific contents that are being addressed at a given point throughout the implementation of the programme.

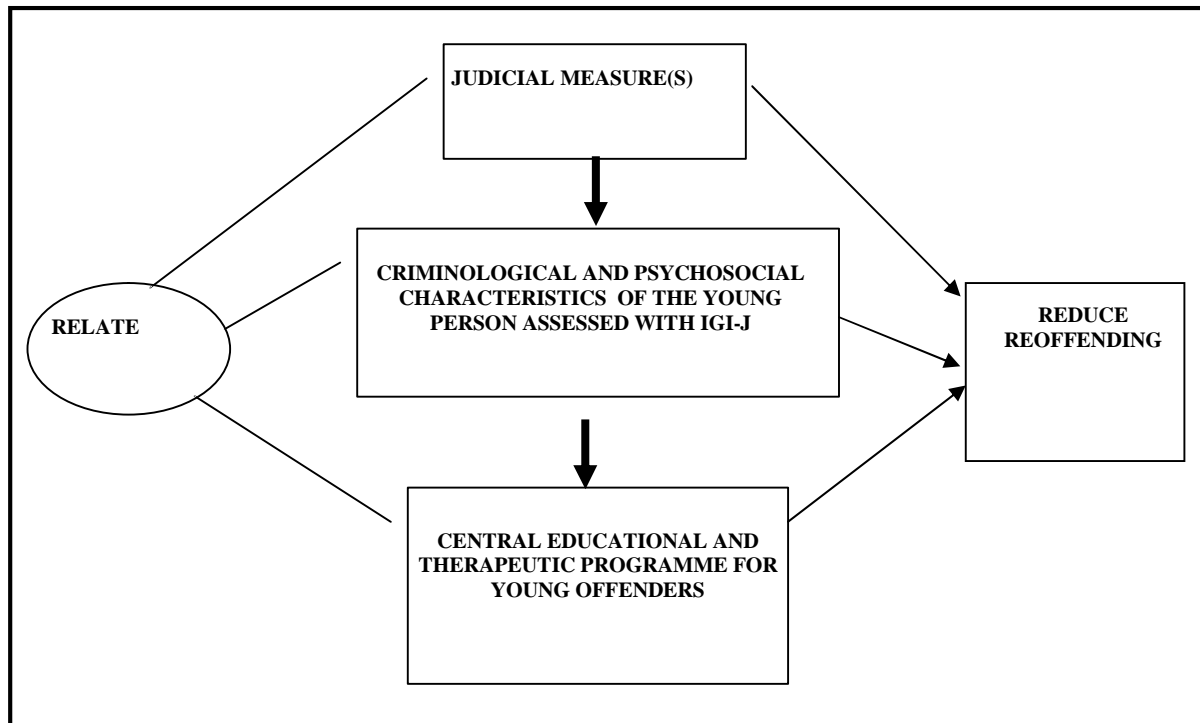
1.3.4. Form for the assessment of educational and therapeutic progress

This educational and therapeutic treatment programme complies with the educational nature of the judicial measures imposed on young people. At the same time, it also focuses on the legal content of these measures, mainly by reducing reoffending. We must not forget that, from the young person's personal point of view, judicial measures have a function aiming at re-education and social reintegration.

The implementation of this manual is aimed at relating the judicial measures by adapting them to the criminological and psychosocial characteristics of the young person in order to adjust its implementation to reduce reoffending, as shown in Figure 1.

Figure 1.

DIAGRAM OF THE RELATIONSHIP BETWEEN JUDICIAL MEASURES AND THE INTERVENTION PROGRAMME IN ORDER TO REDUCE REOFFENDING.



With the aim of assessing the participation of each young person in the treatment programme, it is important for the therapist/practitioner to assess, after the implementation of each session, the work each of them has done regarding the therapeutic contents included in each session, and how they have assimilated and internalized such contents (see Table 3). Through this individualized monitoring of the young people's assimilation of the treatment programme, we are assessing their involvement in it. This will enable us to carry out as many individual reinforcement sessions as necessary, so that the therapeutic pace of the group is appropriate and not delayed by the behaviour of one of its members. In Table 3, in the observations column, we can specify the aspects that we will have to work on with the young person if the assimilation of educational and therapeutic contents is not adequate. As a last resort, participants stagnated in their educational and therapeutic development may be taken out of the group, so as to enable the rest of its members to successfully complete the programme.

Table 3.
ASSESSMENT OF EACH PARTICIPANT'S PROGRESS DURING THE
IMPLEMENTATION OF THE TREATMENT PROGRAMME

PARTICIPANT'S NAME OR CODE:					
MODULES	SESSIONS	Date of session	Work done [0-10]	Assimilation of contents [0-10]	Observations
Module I. Characterization of criminal behaviour	Session 1: Assessment of criminal behaviour				
	Session 2: Characteristics of criminal behaviour				
	Session 3: Functional analysis of criminal behaviour				
	Session 4: Motivation for criminal behaviour				
	Session 5: Motivation for change				
Module II. Emotions involved in aggression	Session 1: Recognition of emotions and their influence on aggression				
	Session 2: Practicing positive emotions: the role of empathy				
	Session 3: Anxiety and its influence on aggression				
	Session 4: Management of anxiety				
Module III. Control of negative emotions	Session 1: Anger and aggressive behaviour: assessment (I)				
	Session 2: Anger and aggressive behaviour: assessment (II)				
	Session 3: Strategies for anger management				
	Session 4: Practicing strategies for managing anger (I)				
	Session 5: Practicing strategies for managing anger (II)				
Module IV. Beliefs that sustain criminal behaviour	Session 1: The influence of thoughts on behaviour				
	Session 2: Assessment of distorted thoughts				
	Session 3: Consequences of distorted thoughts				
	Session 4: Modification of distorted thoughts (I)				
	Session 5: Modification of distorted thoughts (II)				
Module V. Modification of aggressive habits	Session 1: Characterization of aggressive behaviour: acquisition and development				
	Session 2: Characterization of aggressive behaviour: maintenance				
	Session 3: Breaking the habit of aggressive behaviour (I)				
	Session 4: Breaking the habit of aggressive behaviour (II)				

Module VI. Personality and its influence on social deviance	Session 1: Self-concept and self-esteem (I)				
	Session 2: Self-concept and self-esteem (II)				
	Session 3: Impulsivity (I)				
	Session 4: Impulsivity (II)				
	Session 5: Sensations seeking (I)				
	Session 6: Sensations seeking (II)				
Module VII. Relapse prevention and strengthening of change	Session 1: Relapse prevention: assessment				
	Session 2: Relapse prevention: intervention				
	Session 3: Getting to know myself better				
	Session 4: How to foster a lifestyle alternative to aggression and violence				
FINAL SCORE					

MODULE I

Characterization of criminal behaviour

1. INTRODUCTION TO THE MODULE

1.1. APPROACH AND JUSTIFICATION

Many of the psychological studies on juvenile delinquency have analysed the behaviour of young offenders by focusing on the study of personality variables, both cognitive and emotional.

However, other studies have explained the occurrence of criminal events on the basis of researches which have pointed out that young offenders do not tend to specialize in their criminal careers, but are predominantly versatile in the development of them. So, it has been stated that the typical offender who commits acts of violence, vandalism or drug trafficking may also commit robbery and theft (Farrington and Welsh, 2007).

Some authors consider that, instead of trying to find a theory about why some young people develop a criminal career, it is more fruitful to concentrate on the antisocial event itself (Garrido, 2005). This perspective suggests that antisocial or criminal acts occur when the expected benefits outweigh the estimated costs, such as legal punishment and family and social disapproval. So, when young people decide to offend, they have usually learnt to carry out an automatic assessment of the chances of achieving their objective, the benefits and costs involved in the decision they have taken and to what extent they will get the expected results.

Consequently, in order to accomplish change in a young person's personal approach to continuing offending, it is important to consider the analysis of the different variables proposed, so as to help these adolescents to generate a change of attitude and positive expectations in order to successfully carry out the intervention programme developed in this manual.

1.2. GENERAL OBJECTIVES

1. To become aware of one's own aggressive and violent episodes from an evolutionary perspective.
2. To take personal responsibility in the commission of offences.
3. To analyse the participants' individual motivations to explain their own offending behaviour.
4. To assess the young person's actual degree of willingness to change at the beginning of the treatment.

2. SESSION 1: ASSESSMENT OF CRIMINAL BEHAVIOUR

2.1. SPECIFIC OBJECTIVES

1. To introduce oneself to all the participants in order to achieve an appropriate work environment.
2. To explain the main features of the programme to the participants.
3. To assess the antisocial/criminal behaviour of each of the participants.

2.2. METHOD AND CONTENTS

Once the participants and the practitioner have introduced each other, the assessment of the antisocial/offending behaviour of each participant follows. It is done through a structured clinical interview focusing on the following areas: personal, social and familial characteristics, offending behaviour (type of offence, level of violence, frequency, seriousness and spread to other spheres), context in which the offending behaviour takes place, immediate reactions from family and other witnesses to the incident, short and long-term consequences, interpretation of environmental cues, factors contributing to maintenance and previous offences.

Once the interview is over, a questionnaire to assess the participants' aggressive behaviour will be completed.

2.3. KEY CONCEPTS

✓ **Offence:** breaking of the law. Reprehensible act or event. Voluntary or imprudent act or omission punishable by law. For example, one could speak of offences against property (arson), offences against people (assault, manslaughter) and offences against public health (drug trafficking).

✓ **Violence:** intentional way of behaving that can cause physical and psychological harm to another person by using physical force. There are many forms of violence which are punished as offences by law.

2.4. ACTIVITIES

Activity 1. Introduction

Activity 2. Personal interview

Activity 3. Questionnaire about characteristics of aggressive behaviour

2.5. MATERIAL

Sheet 1.1.1. Personal interview [long version]

Sheet 1.1.2. Personal interview [short version]

Sheet 1.1.3. Questionnaire

Sheet 1.1.4. My profile

2.6. DEVELOPMENT OF THE SESSION

2.6.1. Activity 1: Introduction

The first activity of the programme is intended for the practitioner and the participants to be introduced to each other in order to generate a suitable work atmosphere to carry out the treatment programme developed in this manual. If the treatment programme is going to be developed with a group of young people who already know each other because they are doing other activities together, this task will provide higher group cohesion.

After introducing himself/herself, the practitioner can summarize the features of the programme as follows: *“The main objective of this programme is to analyse the way you behave and, above all, the events that have led to your being sent to this young offender institution. We are not here to judge you or blame you. Our sole obligation and commitment is to help you to get involved in the programme that we are going to develop, so that you can learn different strategies that will allow you to deal with conflict situations in your life without resorting to behaviours that law and society regard as antisocial or inappropriate. Whatever we do in the context of the programme is confidential and we will be very respectful with all the information you give us throughout its implementation. If you decide to work and get involved in a responsible way, you can learn important things for your future life. Our task involves helping you to properly handle the issues that are causing you discomfort or can lead you to have trouble with the law again”*.

Next, the practitioner will propose some group dynamics in which the participants, who will be sitting in a circle to facilitate communication, must introduce themselves by saying their names, the characteristic that best defines them and what they believe they will get from their participation in the programme.

2.6.2. Activity 2: Personal interview

The personal interview is crucially important in order to properly develop this programme. It is desirable that it should be done individually in either of the two formats presented below, since it would enable a better understanding of the psychological and social characteristics of the young person. In addition, it would also help determine the starting point of each participant when it comes to shaping the group. If sufficient professional resources are not available, it can be done as a group, ensuring that the participants can answer each question in the interview either in writing or verbally, or at least the questions that the practitioner considers most relevant to begin the therapeutic work.

Each participant is given Sheet 1.1.1 *“Personal interview [long version]”* or Sheet 1.1.2. *“Personal interview [abridged]”*, which include a personal clinical interview that will be used to identify the main psychological characteristics of both the participants and, primarily, their antisocial/criminal behaviour. We present two formats, a long one and a short one. The therapist must choose the version that best fits the characteristics of the group. Although it would be appropriate for participants to answer honestly, many of them are expected to respond in a socially desirable way, since they may not be aware of their offending behaviour.

The activity can be introduced as follows: “*the sheet we are going to hand out includes a series of questions about yourselves, your life and the events for which you are in the centre. You must be honest in your answers, since we are the only people who will have access to the information you write on the sheet. If you have any doubts, please don’t hesitate to ask*”. In the case of participants under precautionary measures, we must explain that they will have to answer the questions in terms of alleged facts or alleged offence, while also making reference to other previous antisocial/offending behaviours they have been punished for.

Sheet 1.1.1.

PERSONAL INTERVIEW [LONG VERSION]

Practitioner:
Date:
Centre:
Personal data
<ul style="list-style-type: none"> - First name and surname: - Age: - Birth date: - Nationality: - Level of education: - Profession:
Relational data
<ul style="list-style-type: none"> - How many friends do you have? - In what contexts do you mix with them? (neighbourhood, school, associations, etc.). - What is your relationship with them like? - What would you like to change about your friendships? - Do you have friends in the centre? <ul style="list-style-type: none"> No <input type="checkbox"/> why? Yes <input type="checkbox"/> how many? - What interests you the most in your relationship with them?
Medical history
<ul style="list-style-type: none"> - Have you ever had any significant illnesses? What illnesses? - What about injuries or blows? - Have you had any operations or surgery? - Have you ever gone to a psychologist/psychiatrist? <ul style="list-style-type: none"> No <input type="checkbox"/> Yes <input type="checkbox"/> Why? - Have you received any treatment or medication? <ul style="list-style-type: none"> No <input type="checkbox"/> Yes <input type="checkbox"/> What treatment/medication? <ul style="list-style-type: none"> Why? How long? Results?
General problems and concerns
<ul style="list-style-type: none"> - Do you have any problems or concerns at present? (family, friends, partner, work, leisure...) <ul style="list-style-type: none"> No <input type="checkbox"/> Yes <input type="checkbox"/> Which one(s) and with whom? - Out of these problems, which one worries you the most? Why? - Have you ever run away from home? <ul style="list-style-type: none"> No <input type="checkbox"/> Yes <input type="checkbox"/> When and why? - Have you been involved in any kind of trouble with other people? <ul style="list-style-type: none"> No <input type="checkbox"/> Yes <input type="checkbox"/> With whom and why? - Have you previously had trouble with the law? <ul style="list-style-type: none"> No <input type="checkbox"/> Yes <input type="checkbox"/> What trouble?

Current criminal and legal status
At present, what is your status? - Acts you are charged with: - Legal status (precautionary or final): If you have been accused, specify: - Sentence: - Time served: - Previous or pending cases: - Previous young offender centres: - Current centre: - Disciplinary misdemeanours/rewards:
Antecedents before the events
- What was your life like before the events occurred? (personal, relations, school, work, leisure...) - In your opinion, what were the reasons that led you to that behaviour? - Did any important (stressful) event take place before committing the act? What event? What connection do you think that event has with the act? - Do you think that if your life had been different in some respect, your antisocial/offending behaviour would have been influenced by that difference? - What was the day of the events like? (who were you with?, where were you?, what were you doing?, what did you feel?, what did you think about?, etc.). - Do you think that if something different had happened that day, that difference could have prevented you from exhibiting that behaviour?
Behaviour during the events and immediate consequences
- What other people participated in the events? (victim, colleagues, witnesses, security forces, etc.). - How did they behave? - How did they react to your behaviour? How were you influenced by their reaction? - How did you feel immediately afterwards? - And now, how do you feel? - What was the reaction of your family/friends/partner when they found out what you had done? - What influence did their reaction have on you?
Personal interpretation of the events
- What do you think of the antisocial/offending behaviour you exhibited? - How do you think it has influenced your life? - What concerns you most about the act you carried out? Why? - If you found yourself in the same situation again, how would you behave? Would you change something about that act? - Have you changed your mind about the events since the day they occurred? In what way? - How do you think you acted during the events? (calm/nervous, confident/insecure, rational/irrational, emotional/cold, impulsive/restrained, aggressive) - What do your family/friends/partner think about the antisocial/offending behaviour you exhibited? - What influence does their opinion have on you?
Long-term consequences
- What do you think the consequences of your behaviour will be for you? (short-medium-long term) (legal, social, familial and personal) - What do you think the consequences of your offence will be for your family? What about your friends/partner? (short-medium-long term)
Factors influencing antisocial/offending behaviour
- Do you use any drugs or toxic substances? - Do you think you have any psychological problems? What problems? - Do you have outbursts of anger? - Do you consider yourself a violent person? - What do you think about violence? What do you think about violent people? - Why do you think people offend? - What do you think of people who offend? Why?
Arrest
- What was the moment of your arrest like? (where, when, who was there, how did it happen) - What did you think? How did you feel? What did you do? - How did your family/friends/partner/partners in crime react?
Characterization of the events

With regard to the antisocial/offending behaviour you exhibited:

- Was there any violence? What kind? In what degree? (verbal-physical, mild-moderate-severe)
- What kind of danger did your behaviour involve? (threats, assault, weapons, danger of death)
- What consequences did your behaviour have for you? (injuries, memories, dreams)
- What were the consequences for third parties? (victims, witnesses, security forces)
- Had you committed acts like before? When and where? Why?
- How often do you behave like that? In what situations?
- Had you exhibited other antisocial/offending behaviours before? What behaviours? How many times? Where?
- In your opinion, what is the connection between those previous behaviours and the present one?

Sheet 1.1.2.**PERSONAL INTERVIEW [SHORTENED VERSION]****Practitioner:****Date:****Centre:****Personal Data**

- First name and surname:
- Age:
- Birth date:
- Nationality:
- Level of education:
- Profession:

Medical history

- Have you ever had any significant illness? What illnesses?
- What about injuries or blows?
- Have you had any operations or surgery?
- Have you ever gone to a psychologist/psychiatrist?
No ☐
Yes ☐ Why?
- Have you received any treatment or medication?
No ☐
Yes ☐ Which?
Why?
How long?
Results?

Current criminal and legal status

- Acts you are charged with:
 - Legal status (precautionary or final):
- If you have been accused, point out:**
- Sentence:
 - Time served:
 - Previous or pending cases:
 - Previous young offender centres:
 - Current centre:
 - Disciplinary misdemeanours / rewards:

Antecedents before the events

- What was your life like before the events occurred? (personal, relations, school, work, leisure...)
- Did any important (stressful) event take place before committing the act? What event? What connection do you think that event has with the act?
- Do you think that if your life had been different in some respect, your antisocial/offending behaviour would have been influenced by that difference?
- What was the day of the event like? (who were you with?, where were you?, what were you doing?, what did you feel?, what did you think about?, etc.).
- Do you think that if something different had happened that day, that difference could have prevented you from exhibiting that behaviour?

Behaviour during the events and immediate consequences

- What other people participated in the events? (victim, colleagues, witnesses, security forces, etc.). What

<p>did they do?</p> <ul style="list-style-type: none"> - How did they react to your behaviour? Were you influenced by their reaction? - How did you feel immediately after the events? - What was the reaction of your family/friends/partner when they found out what you had done? What influence did their reaction have on you? - What was the moment of your arrest like? What did you think? How did you feel? What did you do? - How do you think you acted during the events? (calm/nervous, confident/insecure, rational/irrational, emotional/cold, impulsive/restrained, aggressive)
<p>Personal interpretation of the events</p> <ul style="list-style-type: none"> - What do you think of the antisocial/offending behaviour you exhibited? Why did you do it? - If you found yourself in the same situation again, how would you behave? Would you change something about your act? - Have you changed your mind about the events since the day they occurred? In what way? - What do your family/friends/partner think about the antisocial/offending behaviour you exhibited? - How does their opinion affect you? - What do you think the consequences of your behaviour will be for you? - What about the consequences for your family? What about your friends/partner?
<p>Factors influencing antisocial/offending behaviour</p> <ul style="list-style-type: none"> - Do you use any drugs or toxic substances? - Do you think you have any psychological problems? What problems? - Do you have outbursts of anger? Do you consider yourself a violent person? - Why do you think people offend? What do you think of people who offend?
<p>Characterization of the events</p> <p>With regard to the antisocial/offending behaviour you exhibited:</p> <ul style="list-style-type: none"> - Was there any violence? What kind? In what degree? (verbal-physical, mild-moderate-severe) - What kind of danger did your behaviour involve? (threats, assault, weapons, danger of death) - Had you committed acts like this before? When and where? Why? - Had you exhibited other antisocial/offending behaviours before? What behaviours? How many times? Where? - In your opinion, what is the connection between those previous behaviours and the present one?

2.6.3. Activity 3: Questionnaire about characteristics of aggressive behaviour

For this activity, Sheet 1.1.3. “*Questionnaire*” is handed out. It includes a number of questions that will help characterize the participants’ aggressive behaviour.

We can introduce the activity through the following explanation: “*now we are going to hand out a questionnaire that you must complete individually, in silence. As before, please be honest in your answers, as no one else will see them. If you have any doubts about any of the questions, you can ask us immediately.*”

By means of this questionnaire we will assess the features of your behaviour when it is aggressive, considering acts of physical, verbal, proactive or reactive aggression. Do you know what these types of aggression involve?”. Participants are allowed to provide ideas and then the following explanation is given: “**Physical aggression** involves acts of violence that we perform when we assault another person using our teeth, arms, legs or whole body or using weapons such as knives, guns or other objects; for example, a push, a slap, a blow, a kick or a stab. **Verbal aggression** involves acts of violence that we verbalize against another person; for example, insults, threats, scorn or humiliation. **Reactive aggression** is an act of aggression against a person as a response to provocation or threats which may be real or imaginary. Through this type of aggression we do not intend to achieve any purpose or reward; it is mainly hostile or impulsive. **Proactive aggression** involves aggressive acts of an instrumental, premeditated and planned nature aimed at achieving a particular purpose, such as obtaining money, control over someone or other rewards”.

After the explanation, we clear up any possible doubts and check that the participants have understood the definitions given.

The answer key for the questionnaire is the following:

- Physical aggression: the sum of the scores of items 1, 5, 9, 13, 17, 21, 26, 28.
- Verbal aggression: the sum of the scores of items 2, 6, 10, 14, 18.
- Proactive aggression: the sum of the scores of 3, 4, 8, 11, 15, 20, 22, 25.
- Reactive aggression: the sum of the scores of 7, 12, 16, 19, 23, 26, 27, 29.

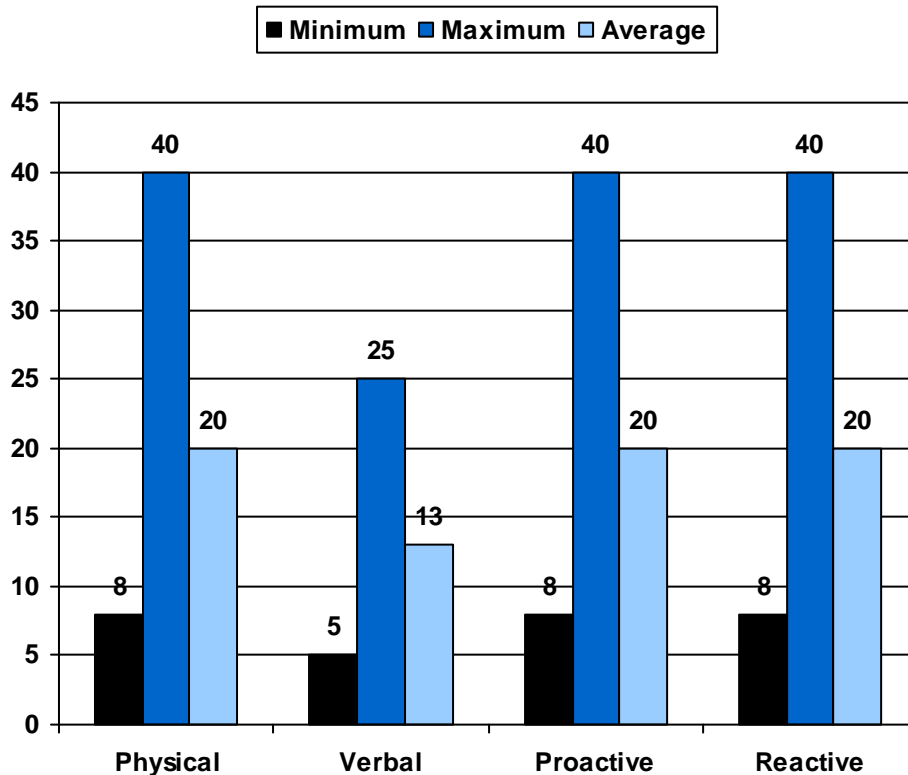
Once the questionnaire has been completed, the participants must check it and prepare their offending behaviour profile by including their score on each scale, as well as the maximum and minimum score, in the chart on Sheet 1.1.4. “*My profile*”. Then, the results obtained by each participant will be discussed.

If necessary, this activity could be done in another session.

Sheet 1.1.3. QUESTIONNAIRE

Instructions: Below are a series of statements about ways of thinking, feeling or acting. Read them carefully and decide whether you agree or disagree with each of them. Circle the alternative that you think best matches your way of thinking or feeling, according to this scale:					
1 Completely FALSE for me	2 Quite FALSE for me	3 Neither TRUE nor FALSE for me	4 Quite TRUE for me	5 Completely TRUE for me	
1. Occasionally, I cannot control the urge to hit another person	1	2	3	4	5
2. When I disagree with my friends, I argue with them openly	1	2	3	4	5
3. I have had fights with others to show that I was superior	1	2	3	4	5
4. I have broken things for fun	1	2	3	4	5
5. If somebody provokes me enough, I can hit them	1	2	3	4	5
6. I do not agree with people often	1	2	3	4	5
7. I have shouted at others when they have annoyed me or upset me	1	2	3	4	5
8. I have participated in gang fights to feel valued or “cool”	1	2	3	4	5
9. If someone hits me, I respond by hitting them back	1	2	3	4	5
10. When people annoy me, I argue with them	1	2	3	4	5
11. I have used physical force to get others to do what I wanted	1	2	3	4	5
12. I have been upset or angry when I have lost in a game	1	2	3	4	5
13. I usually get involved in fights more than what is normal	1	2	3	4	5
14. When people disagree with me, I cannot help arguing with them	1	2	3	4	5
15. I have used force to obtain money or other things	1	2	3	4	5
16. I have felt good after hitting someone or shouting at them	1	2	3	4	5
17. If I have to resort to violence to protect my rights, I do	1	2	3	4	5
18. My friends say that I argue a lot	1	2	3	4	5
19. I have hit others to defend myself	1	2	3	4	5
20. I have carried weapons for using them in fights	1	2	3	4	5
21. There are people who provoke me so much that we get in a fight	1	2	3	4	5
22. I have shouted at others to take advantage of them	1	2	3	4	5
23. I have reacted angrily when others have provoked me	1	2	3	4	5
24. I have led others to turn against someone	1	2	3	4	5
25. I have been upset or angry when I haven’t got my own way	1	2	3	4	5
26. I have threatened people I know	1	2	3	4	5
27. I have been angry when others have threatened me	1	2	3	4	5
28. I have been so angry that I have broken things	1	2	3	4	5
29. I have broken things because I was feeling angry	1	2	3	4	5

Sheet 1.1.4.
MY PROFILE



- My antisocial/aggressive behaviour profile is characterized by the following types of aggression:

- My offending behaviour profile is characterized by conducts such as _____

- In short, my offending behaviour profile shows the following degree of seriousness:

MILD	MODERATE	HIGH	VERY HIGH
------	----------	------	-----------

2.6.4. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

2.6.5. Assessment questions

The assessment questions will be asked at the start of the following session, with the aim of checking the assimilation of contents and summing up the work done.

1. When, besides harming someone, I want to obtain a reward, I am performing an act of reactive aggression (FALSE).
2. A threat is an act of physical aggression (FALSE).
3. If we scorn someone, we are attacking them verbally (TRUE).

3. SESSION 2: CHARACTERISTICS OF CRIMINAL BEHAVIOUR

3.1. SPECIFIC OBJECTIVES

1. To characterize antisocial/criminal behaviour from an individual, psychological, moral, group-related, social or legal perspective.
2. To understand the need and importance of group and social norms, criminal laws and the role they play in society.
3. To explain the consequences of breaking them from an individual and group-related perspective.

3.2. METHOD AND CONTENTS

This session is intended for participants to internalize a more global view of the concept of antisocial/criminal behaviour and the context within which it falls (considering laws and social norms), also linking this knowledge to their personal experience. For this purpose, three activities are proposed to explain and show the importance of laws and social norms, and how important it is to learn to obey them, so as to live in a world that gives sense to their personal and social reality.

3.3. KEY CONCEPTS

✓ **Norm:** rule established in a particular social context in order to regulate the behaviour of an individual.

✓ **Offence:** breaking of the law. Act performed by an individual; it is socially reprehensible. Voluntary or imprudent action or omission punishable by law.

✓ **Judicial measure:** punishment imposed, in accordance with the law, by judges or courts to the perpetrators of an offence or misdemeanour.

3.4. ACTIVITIES

Activity 1. The project

Activity 2. What do you think?

Activity 3. Offender or non-offender

Activity 4. Supplementary activity

Optional activities

3.5. MATERIAL

Blank sheets of paper

Pencils

Sellotape

Blackboard

Sheet 1.2.1. The project

Sheet 1.2.2. Questionnaire

Sheet 1.2.3. Definitions

Sheet 1.2.4. Offender or non-offender

Sheet 1.2.5. Retrospective self-report on antisocial/offending behaviour
 Sheet 1.2.6. Summarized information for the practitioner
 Sheet 1.2.7. The teenager and the nails

3.6. DEVELOPMENT OF THE SESSION

3.6.1. Activity 1: The project

This activity is intended to demonstrate the importance of personal and social norms in order to regulate our behaviour, the need to know them and the role of each participant in relation to them. The practitioner gives the following explanation: *“in this session we will define what antisocial behaviour is in a more specific way, considering the role social norms play in its regulation. So, before we begin, I would like you to tell me if you know what a norm is, and if so, what you think about norms”*. A discussion follows for participants to express their opinions on the issue.

Next, each participant is given a sheet of paper and a pencil, and we tell them that they are going to prepare a project individually. They will have to focus on doing it well (it is important that there is no communication at all between them; if necessary, we will separate them, so that they cannot copy from each other). Each participant must design a part of the project, trying to figure out what the others are doing. The practitioner will choose the object to be drawn, for example, a car, a person, etc.

Once this activity is over, all parts are stuck together with Sellotape and the result is observed. Then, the participants are asked to give their opinion on the result. Finally, Sheet 1.2.1. *“The project”* is completed and the importance of establishing rules for any activity, no matter how simple it may seem, is analysed.

Sheet 1.2.1. THE PROJECT

Instructions: answer the following questions	
What has the result been?	<ul style="list-style-type: none"> - A very strange object - A botch - I cannot define it
What has happened?	<ul style="list-style-type: none"> - It has been a mess - We did not know how to do it - Disorganization - Everyone has done whatever they wanted - There were no rules
What do you think was missing?	<ul style="list-style-type: none"> - Clear rules - Communication - Organization
How do you think a better result would have been obtained?	<ul style="list-style-type: none"> - By specifying the rules - By organizing ourselves - By communicating with each other - By respecting the rules
How can we ensure that we all respect the rules?	<ul style="list-style-type: none"> - By forcing to obey them - By creating other rules for those who do not respect the ones established for the project - By explaining what can happen if the rules are not obeyed

Next, a discussion follows about how to prepare a new project, and the participants, as a group, suggest rules for its development. The practitioner takes part in the group dynamics, but without following the rules agreed by the participants. The intention here is to try to reflect on how the way each member of the group behaves affects the final result of the project that has been agreed by all. In addition, this way of acting can be analysed in order to emphasize the importance of individual behaviour within a group.

3.6.2. Activity 2: What do you think?

In this activity the participants offer their personal point of view on what antisocial/criminal behaviour is. The practitioner gives the following explanation: “*now that we have seen the importance of rules to guide our behaviour, we will check your understanding of what is considered antisocial and/or offending behaviour?*”.

The participants are allowed to provide ideas, and the important concepts concerning the issue raised are written on the board. Then, they fill in Sheet 1.2.2. “*Questionnaire*”, which involves answering a short questionnaire about norms and laws. It can be done individually, with each participant writing the answers, or, if necessary, through a group discussion. In either of the two forms, the practitioner must summarize the most appropriate answers that have come up from the work done by the group, and each participant will be asked to complete the questionnaire.

Sheet 1.2.2. QUESTIONNAIRE

Instructions: answer the following questions about norms and laws
- What is a norm?
- What is it useful for?
- Who establishes them?
- What types of norms are there?
- What do Criminal Laws involve?
- What is an offence?
- What is a judicial measure?
- Give three examples of antisocial/offending behaviour:
1.
2.
3.

After writing the definitions provided by the participants on the board, they are given a brief information sheet (Sheet 1.2.3. “*Definitions*”) to be read aloud. Finally, a discussion follows about the concepts explained, applying them to each specific case. At the end of the session, on Sheet 1.2.6. “*Summarized information for the practitioner*”, the practitioner has supplementary material to manage the discussion and to clear up any doubts that may arise.

Once Sheet 1.2.3. “*Definitions*” has been read, a discussion follows about its contents. Then, the participants are asked to give personal examples of their own specific behaviours related to each of the concepts. Finally, a summary of the most important opinions and their connection with the law of criminal responsibility of minors is given.

Sheet 1.2.3. DEFINITIONS

Offence	Breaking of the law, action punishable by law	
Antisocial behaviour	A person's behaviour which is considered antisocial or legally forbidden.	
Judicial measure	Punishment imposed, in accordance with the law, by judges or courts to the perpetrators of an offence or misdemeanour.	
Norms	Rules established for adequate functioning or behaviour in a given context.	
Laws	Official norms passed in the Spanish Parliament and included in the penal code. The norms that impose penalties for acts that break the laws are called penal or criminal laws.	
Type of offence	<i>Against property</i> (assets and socio-economic order)	Robbery, theft, extortion, fraud, embezzlement, vehicle theft, misappropriation.
	<i>Against people</i>	Manslaughter, murder, bodily injury, torture, sexual abuse or assault, non-assistance to a person in danger, abuse, euthanasia.
	<i>Against public safety</i>	Growing, production or trafficking of drugs or toxic substances, harmful substances or chemicals out of the regulations, shipment or sale of expired or deteriorated drugs, offences against road safety.
Misdemeanour/offence	<p><i>Misdemeanour</i>: action punishable by law that is not an offence in accordance with our Penal Code</p> <p><i>Offence (or crime)</i>: action punished as offence (or crime) by our Penal Code</p> <p>Example: offences and misdemeanours related to bodily injury. A misdemeanour related to bodily injury is an action that causes non-offending injuries. An offence related to bodily injury is an action that causes injuries that damage a person's bodily integrity, or his physical or mental health.</p>	

Sheet 1.2.6. SUMMARIZED INFORMATION FOR THE PRACTITIONER

Norms are a model, a pattern, an example or a criterion to follow. They are rules established for adequate functioning in a given context. We can talk about social, legal, religious, group, community, moral or ethical norms, depending on the context in which a given behaviour is analysed. Considering this context, norms may also be established explicitly (legal, religious, ethical norms) or implicitly (group, community, moral norms). In law, a norm is a rule or regulation of behaviour issued by the competent authority; breaking a norm entails a sanction that is known as penalty. When such norms are officially established by the legislative branch, they are called laws.

Behaviours involving violation of the law are referred to as non-normative, antisocial or criminal (or offending). Laws that criminalize such behaviours are known as Criminal Laws (or Penal Laws), contained within the Spanish Penal Code. Behaviours considered as non-normative can be offences -or crimes- (more serious) or misdemeanours (less serious).

The law that regulates the criminal behaviour of minors is known as the Organic Law regulating the Criminal Responsibility of Minors (OL 5/2000, as amended by OL 8/2006, of December 4th). This law applies to young people between the ages of 14 and 18, and it establishes judicial measures depending on the commission of offences or misdemeanours and their categorization. The sentences included in this law range from the withdrawal of the driving licence, or the right to get it, to being placed in custody or a treatment programme in a young offender institution.

3.6.3. Activity 3: Offender or non-offender

This activity will enable the participants to learn to distinguish what is antisocial/criminal behaviour from what is not. It is important that, for each case on Sheet 1.2.4. “*Offender or non-offender*”, the different views that the participants provide are considered, with the aim of reaching a conclusion about what is the best choice for each of the cases.

Simultaneously, there could be a discussion about who has the responsibility for what happened in each of the cases, in order to correct misconceptions about the individual responsibility in the offences analysed.

Sheet 1.2.4.

OFFENDER OR NON-OFFENDER

SITUATION	QUESTIONS
Ana is a 17-year-old girl who felt very much like going out to the disco one Saturday night, but neither she nor her friends knew anyone who could give them a lift. She had been going to the driving school for several months and had already begun her practice lessons. Then she thought about the possibility of taking her father's car without him knowing it, so that she and her friends could go out. And she did it. As her parents were having dinner at some relatives' house living nearby, Ana took the car and picked up her friends. On the way to the disco, there was an accident in which nobody was seriously injured, but the cars suffered significant damage.	<ul style="list-style-type: none">• Which of the following alternatives best describes Ana's behaviour?<ul style="list-style-type: none">a) Violation of a normb) Violation of a law• If the accident had not occurred and Ana's father had not found out, should it also be regarded as antisocial behaviour, misdemeanour and/or offence?• Who is responsible or who should bear the blame for this? Ana, her friends or her parents?
Antonio is a 14-year-old teenager whose family has a lot of economic problems. They cannot buy him the designer clothes he likes so much and all his friends wear. After urging his mother to buy him some trainers he wants, she refuses to buy them. Antonio gets very angry and nervous; he pushes his mother, who falls to the ground.	<ul style="list-style-type: none">• Which of the following alternatives best describes Antonio's behaviour?<ul style="list-style-type: none">a) Violation of a normb) Violation of a law• Who is to blame: Antonio's mother for not buying the trainers, his friends for wearing designer clothes or Antonio himself for assaulting his mother?• Provide new options that you can think of to solve this problem
Pedro is a 15-year-old lower class boy. He thinks he is not able to do anything all right and is usually alone, as he has great difficulty making friends. Moreover, he is not doing well at school because he has considerable difficulty studying, although he has never had any problems with his classmates.	<ul style="list-style-type: none">• Given that Peter has some difficulties in his life, do you think he is an offender? Why?
Laura is a 16-year-old girl who likes to drink alcohol at weekends. She usually gets drunk on Saturday evening and often picks fights with other girls. In addition, she really enjoys stealing other girls' bags while they are dancing at the disco.	<ul style="list-style-type: none">• Which of the following alternatives best describes Laura's behaviour?<ul style="list-style-type: none">a) Violation of a normb) Violation of a law• Who is responsible for abusing of alcohol: Laura or her friends?

3.6.4. Supplementary activity

The aim of this task is to consolidate the knowledge acquired during the session and to get an appropriate generalization of each participant's specific situation. The practitioner hands out Sheet 1.2.5 "*Retrospective self-report on the antisocial/offending behaviour*" and asks the participants to prepare a self-report on their own offending or non-normative behaviours for the next session.

Sheet 1.2.5.

RETROSPECTIVE SELF-REPORT ON ANTISOCIAL/OFFENDING BEHAVIOUR

SITUATION	BEHAVIOUR	TYPE Violation of norm or violation of law?

3.6.5. Optional activities

Alternatively, or in addition to some of the activities proposed, other activities could be carried out, such as creating a Decalogue of rules for the functioning of the group during the development of the programme. Another possible choice is to read the fable contained on Sheet 1.2.7. "*The teenager and the nails*" (modified version of the fable "The boy and the nails"), reflecting on the topic that has been dealt with in the session. We could ask: What have the consequences of my character been? What nails could I remove considering the ones I have stuck? What can I do when I am the victim of other people's nails?

Sheet 1.2.7.

THE TEENAGER AND THE NAILS

Instructions: read the following fable and discuss it with your partners

There once was a teenager who had a bad temper. One day his father gave him a bag of nails and told him that every time he lost his temper, he must drive a nail into the back fence of the house. The first day the boy drove 37 nails into the fence.

Gradually he calmed down, because he discovered it was much easier to control his temper than drive nails into the fence.

Finally, a day came when the boy learnt not to get upset, and he told his father about it. The father suggested that he should remove one nail from the fence for each day that he was able to hold his temper. The days passed and the boy was finally able to tell his father he had removed all the nails. Then the father took his son by the hand, led him to the back fence and said, "*You've done well, my son, but look at all the holes in the fence. It'll never be the same as before. When you say or do things in an aggressive way, you leave a scar on others like the holes in the fence caused by the nails. It's like stabbing someone with a knife: even if you remove it, the wound has been made. No matter how many times you beg forgiveness: the wound is still there. Besides, a physical wound is like a verbal one. Therefore, take care of your friends and all those who love you, as they are true jewels that must be valued. They smile at you and encourage you to improve. They lend an ear, they share a word of encouragement and they always open their hearts to welcome you*".

3.6.6. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner

must give each participant a score from “0” to “10”, considering the following criteria:
a) work done and b) assimilation and internalization of the concepts discussed.

3.6.7. Assessment questions

1. A society or group of people could function successfully without the existence of social or group norms (FALSE).
2. When a norm is broken, a law is broken (FALSE).
3. The person who offends will suffer consequences on a personal level, but also on a group, family, etc. level (TRUE).

4. SESSION 3: FUNCTIONAL ANALYSIS OF CRIMINAL BEHAVIOUR

4.1. SPECIFIC OBJECTIVES

1. To analyse antisocial/violent behaviours from a personal perspective.
2. To learn to recognize situations in which criminal acts have taken place, and to analyse the thoughts and emotions that arise before, during and after those situations.
3. To foster the participants' introspection and personal reflection on their own cognitions, emotions and behaviours related to their criminal acts.

4.2. METHOD AND CONTENTS

After reviewing the supplementary activity of the previous session, we will try to get the participants to understand what antisocial behaviours are. Such behaviours will be analysed from an individual perspective through a functional analysis.

We will also learn to identify the thoughts, emotions and behaviours that take place before, during and after the commission of an offence. Laws refer to the behavioural transgression, but never to the cognitive or emotional one. However, from a psychological approach, these components are involved in the commission of a criminal act, and both the thoughts and emotions experienced by the young person may be previous and/or simultaneous in time in relation to the behavioural transgression that characterizes the offence itself.

In order to get the participants to understand this important concept, a first activity will be developed in which we will give examples of each of the elements of a young person's behaviour when exhibiting an antisocial/criminal behaviour. Next, a second activity will be developed in which we will ask them to give examples based on their own experiences. We will help them analyse the examples, following the outline of functional analysis. To consolidate the learning of these concepts, we will suggest that they conduct a functional analysis of some problematic situations arising in the interval between this session and the next.

4.3. KEY CONCEPTS

- ✓ **Cognitive component:** it refers to the young person's thoughts, ideas, attributions and beliefs when performing a criminal act.
- ✓ **Affective component:** it refers to the feelings and emotions that the young person has during the offending behaviour.
- ✓ **Behavioural component:** these are the actions and responses that the young person exhibits when offending.

4.4. ACTIVITIES

- Activity 1. Review of the supplementary activity
- Activity 2. Three in one
- Activity 3. My photo

Activity 4. Supplementary activity

4.5. MATERIAL

Blackboard

Pencil

Sheet 1.3.1. Functional analysis of Alejandro's behaviour

Sheet 1.3.2. My antisocial/offending behaviour

Sheet 1.3.3. Analysis of an inappropriate behaviour

Table 1.3.1. Psychological components of an antisocial/criminal act

Table 1.3.2. Antecedents and consequences of an antisocial/criminal act

Table 1.3.3. Possible questions to help the participants describe their antisocial/criminal behaviours

4.6. DEVELOPMENT OF THE SESSION

4.6.1. Activity 1: Review of the supplementary activity

In this first activity we will review the self-report on antisocial/criminal behaviour that was prepared in the previous session, while discussing and drawing conclusions about specific situations provided by the participants.

4.6.2. Activity 2: Three in one

This activity is intended to briefly explain to the participants what the functional analysis of antisocial behaviour is (Table 1.3.1. "*Psychological components of an antisocial/criminal act*"). The practitioner will give all the examples he considers necessary for proper understanding of the concepts, also asking the participants to provide specific examples after the explanation of each concept: "*any behaviour exhibited by a human being has 3 basic components, and the antisocial/offending behaviour has the same characteristics as any other form of human behaviour. It is not an isolated event, and it can be analysed in the same way as any other behaviour. Its three components are:*

- **Thoughts:** reasons and explanations offered to justify a particular behaviour. For example, regarding robbery with violence: minimizing it ("I was not going to hurt anybody", "it has not been a big deal") or justifying it ("if he had collaborated more").
- **Feelings:** what we feel, the emotions that accompany a given behaviour. For example, what do we feel when we insult someone? Emotions can be positive (joy, optimism, happiness, enthusiasm) and negative (anger, hostility, anxiety, nervousness).
- **Behaviours:** the acts we perform in a particular context in which a criminal act is committed; for example, punching someone when we argue, injuring someone with a knife when trying to rob them, forcing someone to have sex without their consent."

Table 1.3.1.

PSYCHOLOGICAL COMPONENTS OF AN ANTISOCIAL/CRIMINAL ACT

THOUGHTS + FEELINGS + BEHAVIOURS = CRIMINAL ACT

Example:

I need money to buy drugs, "I can't bear it any longer" + anxiety, nervousness + I go out to the street and find someone who is easy to rob, I take out the knife and assault them = ROBBERY WITH VIOLENCE

“In addition, all criminal acts are always preceded by one or more situations that will make a criminal act more likely to be committed. This component of functional analysis will be called “antecedents”. Finally, antisocial/offending behaviour has a series of short and long-term consequences (see Table 1.3.2. Antecedents and consequences of an antisocial/criminal act).”

Table 1.3.2.

ANTECEDENTS AND CONSEQUENCES OF AN ANTISOCIAL/CRIMINAL ACT

ANTECEDENTS → CRIMINAL BEHAVIOUR → CONSEQUENCES
Example: Having withdrawal symptoms and no money to buy → ROBBERY WITH VIOLENCE → Short-term: satisfaction at getting the money; long-term: personal and social impairment due to consumption and a trial for robbery.

“We will teach you to identify antisocial/criminal acts by analysing thoughts, emotions and behaviours, as well as the antecedents and consequences they have for you by applying these concepts to the main character in the following story.”

The following case is read aloud *“Alejandro was on a metro train and had the intention of stealing, if the proper circumstances existed. Suddenly he realized that the woman in front of him had her bag open and was apparently not paying attention. At that moment, he began to feel a strong desire to steal her wallet. He thought “take the wallet, she is not going to notice, she is making things easy”. Although he was a little nervous (but much less than the first times he had done something similar), he reached into the woman’s bag and took her wallet when the train was close to the next station, so that he could go out and take fewer risks in case the woman found out. Apparently, he was calm, but his heart beat faster than normal. Once on the platform, with the metro doors closed and the woman inside the train, Alejandro felt a relief. “This time I have escaped,” he thought. But a security guard had seen him from outside; when Alejandro saw him coming towards him, he began to get very nervous, his legs began to tremble and he thought “shit, I’ve messed up again!”.*

After reading the example, the participants are asked to analyse Alejandro’s antisocial/criminal behaviour, according to what has just been explained, by conducting a functional analysis of the criminal act committed by Alejandro. The situation, thoughts, emotions, behaviours and consequences will be described. In order to carry out this task, Sheet 1.3.1. *“Functional analysis of Alejandro’s behaviour”* can be used (the practitioner’s manual contains information about the analysis of the case). Next, the results of this activity are shared and the practitioner writes the final result on the board.

Sheet 1.3.1.

FUNCTIONAL ANALYSIS OF ALEJANDRO'S BEHAVIOUR

<i>Instructions:</i> analyse Alejandro's behaviour				
SITUATION	THOUGHTS	EMOTIONS	BEHAVIOUR	CONSEQUENCES
In a metro train, when it was close to the next station.	Take the wallet, she is not going to notice, she is making things easy.	Somewhat nervous	He reached into the woman's bag and took her wallet.	Short-term: he felt a relief, "this time I have escaped". He got nervous when the security guard approached him and stopped him, and he thought "shit, I've messed up again!". Long-term: Continue with the criminal career.

4.6.3. Activity 3: My photo

In this activity, all knowledge acquired about the functional analysis of each participant's specific behaviour is applied, so that they can learn to distinguish the different components of an antisocial/criminal act. The practitioner can introduce this activity as follows: *"we have already analysed Alejandro's situation. I wonder if you will also be able to analyse your own behaviour; therefore, I would like you to think about the situation that led you to commit the offence for which you are in the centre and to analyse it in the same way as we have done with Alejandro's case."* In the case of participants under precautionary measures, the practitioner may refer to previous offences or other types of antisocial behaviour.

Each participant is given Sheet 1.3.2. *"My antisocial/offending behaviour"*, which they will use to conduct the functional analysis of their own antisocial/offending behaviour. To begin this activity, the practitioner asks the participants to talk about their criminal acts. While they speak, the practitioner asks questions to help them describe the different components of criminal behaviour.

If any of the participants have not been able to describe their particular situation, we may ask them which of the behaviours verbalized by their partners best reflects their particular situation. We ask them to note it down on the sheet.

Table 1.3.3. *"Possible questions to help the participants describe their antisocial/offending behaviours"* includes several questions to help the participants describe their situations.

Sheet 1.3.2.
MY ANTISOCIAL/OFFENDING BEHAVIOUR

Instructions: analyse your own antisocial behaviour				
Describe the events				
SITUATION	THOUGHTS	EMOTIONS	BEHAVIOURS	CONSEQUENCES
				Short-term: Long-term:

Table 1.3.3.
POSSIBLE QUESTIONS TO HELP THE PARTICIPANTS DESCRIBE THEIR ANTISOCIAL/OFFENDING BEHAVIOURS

Functional analysis	Questions
Antecedents	What situation were you in? What were you doing? Were there other people present? What do you remember about the place, is there anything that draws your attention? What happened before the events took place?
Behaviours	Thoughts: What did you think at that moment?
	Emotions: What did you feel at the time of offending?
	Behaviours: What was it like? Do you remember what you did?
Consequences	- Short-term: How did you feel when it was over? Did you think of something specific? What did you do? - Long-term: How has that criminal act affected your life on a personal, family, friendship level?

An alternative way of doing this activity would be, first, by analysing a criminal act of one of the participants on the board, then asking the others to analyse their case on Sheet 1.3.2. “*My antisocial/offending behaviour*”. To finish the exercise, the practitioner will summarize the acceptable ideas provided by the participants. The practitioner must make sure that the components of the functional analysis on which the young person will work are present in the description of the criminal act.

4.6.4. Activity 4: Supplementary activity

In order to generalize and consolidate the knowledge acquired, the participants are asked to prepare a self-report on the components of functional analysis concerning some inappropriate behaviour that might take place in the interval between this session and the next.

The practitioner will sum up the session as follows: “*today we’ve learnt to analyse your antisocial behaviour in a way that you hadn’t done before, but in order to improve this analysis it would be advisable for you to continue practicing. For that purpose, you can report, on Sheet 1.3.3. “Analysis of an inappropriate behaviour”, the analysis of an inappropriate behaviour that takes place in the interval between this session and the next*”.

Sheet 1.3.3.

ANALYSIS OF AN INAPPROPRIATE BEHAVIOUR

Instructions: Analyse an inappropriate behaviour				
Describe the event				
SITUATION	THOUGHTS	EMOTIONS	BEHAVIOUR	CONSEQUENCES
				Short-term: Long-term:

4.6.5. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

4.6.6. Assessment questions

1. Antisocial or criminal behaviour, like any other behaviour, consists of what we do and what we feel when doing it (FALSE).
2. The events or situations that occur immediately before an antisocial behaviour have an influence on the occurrence of behaviour (TRUE).
3. The consequences of antisocial or criminal behaviour only take place immediately after the behaviour occurs (FALSE).

5. SESSION 4: MOTIVATION FOR CRIMINAL BEHAVIOUR

5.1. SPECIFIC OBJECTIVES

1. To understand what are the reasons that lead a young person to develop antisocial/criminal behaviour.
2. To analyse the possible motives behind antisocial/criminal behaviour.
3. To put the process by which this motivation is developed into perspective.

5.2. METHOD AND CONTENTS

After reviewing the supplementary activity of the previous session, we analyse the possible motives that the participants can verbalize to explain their own antisocial/criminal behaviour. After giving them some brief theoretical information on what motivation is and how motivational processes work, we ask them what they understand motivation is.

For further analysis of the motivations, we will divide the motives into two types, intrapersonal and interpersonal, applying this classification both to hypothetical cases and their own antisocial/criminal experiences.

5.3. KEY CONCEPTS

- ✓ **Motivation:** process that is activated to guide an individual's behaviour towards the satisfaction of physiological, survival and social needs and towards the achievement of personal goals.
- ✓ **Influence:** a person's ability to exercise power (whatever the form) on a particular person, group or event.
- ✓ **Goal:** the aim of someone's acts or desires.

5.4. ACTIVITIES

- Activity 1. Review of the supplementary activity
- Activity 2. What is motivation?
- Activity 3. Three stories
- Activity 4. Other motives
- Activity 5. My own motives

5.5. MATERIAL

- Blackboard
- Pencils
- Sheet 1.4.1. Motivation
- Sheet 1.4.2. Types of motives
- Sheet 1.4.3. Three stories of antisocial behaviours
- Sheet 1.4.4. Other motives
- Sheet 1.4.5. My own motives

5.6. DEVELOPMENT OF THE SESSION

5.6.1. Activity 1: Review of the supplementary activity

The activities done by the participants during the previous session regarding the self-report on functional analysis are reviewed and discussed, making clarifications or giving explanations when necessary.

5.6.2. Activity 2: What is motivation?

This activity includes, first, a brainstorming session about what motivation is. Each participant gives an approximate definition; these definitions will be written on the board. Next, the practitioner provides the definition of motivation included on Sheet 1.4.1. “*Motivation*”.

The following explanation may be given to introduce this activity: “*behind every human action there is always some motive which leads us to carry it out. There are numerous motives, which can be more evident, more basic or more complex, different in nature; but there is always a motivation behind our behaviour. For example, if I have an exam and I study to pass it, my motives for trying to pass it may be diverse: to obtain the title needed for a profession that attracts me; if I fail again, my parents will not let me out for a month; I have made a bet with my cousin to see who passes first; to feel more proud of myself; because I like challenges; to avoid the guilt that comes over me when I fail*”.

After these clarifications, we explain the motivational process to the participants with the help of the example provided (robbery) and the types of motivations listed on Sheet 1.4.2. “*Types of motives*”.

Sheet 1.4.1. MOTIVATION

Motivation is the process that guides behaviour towards an objective, such as the satisfaction of biological, survival or social needs, achievement of goals or fulfilment of plans.			
Motivational processes follow a sequence similar to the one described here.			
1. ANTICIPATION	2. AROUSAL AND DIRECTION	3. APPROACH AND FEEDBACK	4. RESULT
Expectations are raised about what will happen. A desire to achieve a goal is felt. “If I succeed, I’ll have money to buy the trousers I like”	The motivated behaviour is activated by an internal or external stimulus. “Here comes a woman and she’s alone; there’s no one else in the street”	Approaches to the goal are carried out through different strategies that are assessed on the basis of their success or failure. “I walk in the opposite direction to hers, so that once we pass each other I can position myself behind her, while I check that no one else is nearby”	The consequences of the behaviour are assessed. The obstacles are analysed. Emotional responses appear: satisfaction and frustration. “It was worth stealing her bag, she had 100 euros in the wallet”, “To be honest, it has been very easy”, “I feel good”

Sheet 1.4.2.
TYPES OF MOTIVES

INTRAPERSONAL	INTERPERSONAL
With regard to <i>oneself</i> : negative emotional states (sadness, anger), negative physical state (illness), positive emotional states (happiness, important celebrations), testing personal control, desire and temptation.	With regard to <i>others</i> : interpersonal conflicts (family, partner, friends), peer pressure (friends, acquaintances), positive emotional states (celebrations, special occasions)

The practitioner will make sure that the contents have been understood, and the participants will be able to provide personal examples of types of motives.

5.6.3. Activity 3: Three stories

The participants are given Sheet 1.4.3. “*Three stories of antisocial behaviours*”, in which there are three cases of offending behaviours. They are asked to analyse and write about the possible motivations the young people in the stories might have to commit such antisocial/criminal acts. Then, those behaviours are classified regarding their intrapersonal and interpersonal typology. At the end, the ideas are shared and written on the board.

In addition to the motives analysed, we can discuss others such as: economic motives, need to be cared for, loved and valued, assertion of identity, prestige seeking (“being more assertive”), valuing oneself (raising self-esteem, feeling powerful), search for company, need to be accepted.

Sheet 1.4.3.
THREE STORIES OF ANTISOCIAL BEHAVIOURS

STORIES	INTRAPERSONAL MOTIVES	INTERPERSONAL MOTIVES
Fernando, 15 years old, and his gang have specialized in stealing cars. They are engaged in bag-snatching; raiding stores to sell off goods and attacking couples in isolated places to rob them. Sometimes they are surprised in their misdeeds, and then they start wild chases with the police, driving in the opposite direction or jumping roadblocks; sometimes they get badly injured.		
Juan is only 16 years old and is one of the most feared offenders in the city. Together with his group of friends, among whom are Pedro and Antonio, he is engaged in smashing telephone booths and performing aggressive acts towards others, using sticks and other objects. Being sent to young offender institutions and escaping from them is something normal in the lives of these youths. Rosa is a 17-year-old girl addicted to drugs and fond of partying in general who falls into Juan’s clutches. Juan’s acts are becoming increasingly violent in order to impress her.		
Pedro is about to turn 18. He has been smoking marijuana for several years. He tried heroin two months ago and has started to inject himself with it. He gets the money he needs through trafficking, accompanied by his best friend. When his family finds out about his situation, he runs away from home.		

5.6.4. Activity 4: Other motives

This activity (Sheet 1.4.4. “*Other motives*”) is intended for the participants to understand more deeply the motivations for performing criminal acts, both in their specific case and as a general motivation that young offenders have for committing offences.

Sheet 1.4.4. OTHER MOTIVES

Below is a list of possible motives for committing antisocial/criminal acts. Write a number from 1 to 10 on the left, where “1” = **unlikely motive for committing an offence** and “10” = **very likely motive for committing an offence**, so that they are ranked from 1 to 10, without repeating numbers. If you do not think some of these motives may be a cause for an offence, write “0” next to it.

MOTIVE	IN MY CASE	INTRA/INTERPERSONAL
Wanting something and being unable to buy it		Intrapersonal
Need to “be liked” by your friends		Interpersonal
Boredom		Intrapersonal
Desire to “surprise” someone		Interpersonal
Economic motives		Intrapersonal
Need to be cared for		Intrapersonal
Prestige or status seeking		Interpersonal
Feeling powerful		Interpersonal
Search for company		Interpersonal
Wish for revenge		Intrapersonal
Unbridled anger		Intrapersonal
Being under the influence of a drug		Intrapersonal
What other motives not included on this sheet may lead someone to commit an offence?		

5.6.5. Activity 5: My own motives

Sheet 1.4.5 “*My own motives*” is handed out to the participants. In the same way as in activity 3, in which they have tried to imagine the motives of the main characters in the stories to commit offences, they have to do the same now about their own personal story so that they reflect on the motives that led them to commit an offence. They share their experiences and then there is a discussion led by the practitioner. It is important to give a final summary, trying to distinguish if they are more responsive to intrapersonal or interpersonal motives and determining the importance of these motives, in order to deal with them during the treatment.

Sheet 1.4.5. MY OWN MOTIVES

Now you are the main character in the story. Think about what has motivated you to commit a criminal act.
Write as many motives as you can think of:
Which of the motives you have written do you think had more influence? Why?
Which of the characters of the three stories do you feel more identified with? Why?
Are your motivations mainly intrapersonal or interpersonal? Make a brief summary about what your motivations are like.

5.6.6. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

5.6.7. Assessment questions

1. Motivation is a process that guides our behaviour towards the achievement of a specific objective (TRUE).
2. The motives that can lead a person to commit an antisocial or criminal act can only be intrapersonal, referring to himself/herself (FALSE).
3. A person that commits a new offence will be necessarily guided by the same motive as in previous occasions (FALSE).

6. SESSION 5: MOTIVATION FOR CHANGE

6.1. SPECIFIC OBJECTIVES

1. To explain the motivation for change following the “Transtheoretical Model” developed by Prochaska and DiClemente.
2. To learn how to determine at what stage of change, according to the model, the young offender is with regard to change.
3. To make a personal commitment to achieve different objectives and goals to help the participants overcome their antisocial/criminal behaviour.

6.2. METHOD AND CONTENTS

The objective of this session is to get the participants to consider where they are and where they want to get, without putting any pressure. To achieve this goal, we will use Prochaska and DiClemente’s Transtheoretical Model (1992) about motivation for change in human beings.

In the first activity we will explain the various stages of motivation for change, their implications and the objectives to be achieved at each of them. In the second activity, each participant will place himself at one of those stages, justifying why they think they are at that stage and not at another, and pointing out what elements have been taken into consideration for such a choice. Finally, each participant will determine what goals they will achieve through the implementation of this programme, committing themselves to carry them out by signing a contract.

6.3. KEY CONCEPTS

✓ **Change:** the result of having new habits of behaviour which are more adaptive from a personal, familial and social point of view.

✓ **Motivation:** a number of factors that drive a person to want to do something or achieve a goal.

6.4. ACTIVITIES

Activity 1: What is motivation?
Activity 2: Am I motivated to change?
Activity 3: My commitment
Final activity of the module

6.5. MATERIAL

Blackboard and chalk
Figure 1.5.1. Process of motivation for change
Sheet 1.5.1. My motivation for change
Sheet 1.5.2. My commitment

6.6. DEVELOPMENT OF THE SESSION

6.6.1. Activity 1: What is motivation?

So that participants get to know the process by which human beings change, analysing it in terms of the “transtheoretical model”, the practitioner provides the following explanation, using specific examples for each situation:

“when people want to change something, that change does not imply a rapid process. On the contrary, this is usually achieved by overcoming difficulties stage by stage. At each of these stages there are thoughts and emotions that help us accomplish change gradually, until we are finally able to achieve the goal we had set for ourselves.

The possibility of someone changing depends on the capacity they have to make a personal approach at each stage of the treatment programme, until they achieve the ultimate goal, which involves replacing the young offender’s lifestyle with another that is more adaptive to his personal, family and social needs. The decision to change at each stage of the programme is stronger if it is taken by the participants themselves with the help of the professionals.

According to the “transtheoretical model”, the phases or stages to follow in order to achieve change are:

1. Precontemplation of change: *at this stage the young person does not think he has a problem or has to change anything. However, this does not mean that other important people in his life -parents, brothers/sisters and friends- do think the young person has a problem, despite the fact that they are the ones who are suffering the consequences of his behaviour.*

Can you give an example of what a teenager may think at this stage? (“I’m not...”, “I don’t have a problem”). For example, the case of a young person that traffics in drugs and handles more money than necessary at this stage of his life. His parents have realized what is happening and talk to him, but he does not think he has a problem. He rather thinks he is in a very good position and does not consider changing his behaviour.

2. Contemplation of change: *young people who are at this stage begin to feel that they have a problem, although their initial awareness does not mean that they are willing to change. They are experiencing a sort of ambivalence, as they are not sure about the pros and cons of continuing with their current lifestyle or replacing it with another that is more adaptive.*

Could you give an example of what a young person may think at this stage? (“I might have a problem”, “perhaps I should stop...”). In the case of the teenager who traffics in drugs, he begins to think that he may have serious problems if the police finds out. He could consider quitting, but the change in lifestyle would mean a lot of things, good and bad, so it is better not to think seriously about it at the moment.

3. Preparation for change: *this is where the young person decides he really has a problem he has to solve by changing his behaviour, by developing a new way of thinking and feeling about himself and the world he lives in that should be more adaptive and not linked to delinquency.*

Could you give an example of what a young person may think at this stage? (“I’ll quit today”, “after tomorrow I won’t... anymore”, “it’s good for me as it will help me to discover new sensations”). At this stage the teenager who traffics in drugs clearly realizes that the lifestyle he is leading is not healthy, as he is always hiding and keeping an eye open in order not to be arrested. So, he considers quitting in order to lead a quieter life.

4. Action for change: at this stage the young person takes the necessary steps towards the change he has decided to accomplish.

Could you give an example? (“I know I can”, “I’m going to achieve it”). At this point the teenager quits buying drugs, frequenting the places of trade and meeting certain people; he also changes his mobile phone number and begins to develop a completely different lifestyle from the one he had been leading so far.

5. Maintenance of change: At this stage the young person concentrates all his motivation on maintaining the new lifestyle, despite the temptations to drop it and to return to the usual way of behaving.

Could you give an example? (“it’s hard, but I’m doing it”, “what shall I do if I fail?”). At this stage the young person begins to work in order to earn an income; he does not spend so much money, he changes his leisure activities and enrolls again in high school.

6. Relapse: Return to the behaviour that existed before the change, to any of the earlier stages. It is something expected and almost necessary, since it is not a failure but an experience in which one learns to analyse what stressful situations, lack of coping skills, feelings or thoughts help the appearance of the young person’s behaviour that existed before the change (for example, a young person smokes joints again after having quit). This relapse may be momentary, in which case it is called “lapse”, because after that point the teenager recovers control over the behaviour without going back to an earlier stage.

Could you give an example? (“I can’t do it, I’m a failure”, “doing it once more does not mean I can’t succeed”, “I’ll try again tomorrow”). If somebody asks the young person for a significant amount of drug for a private party, he would only have to take it and deliver it the same day, and he would earn some money that he needs to fix his motorbike. Finally, he decides to do it.

If no examples of antisocial/criminal behaviours are given, we will encourage the participants. “Could you give examples of thoughts that young people with antisocial/offending behaviours similar to yours would have throughout these stages?”.

Then we ask them: “Have you considered at some point that antisocial/offending behaviours can also be modified?” This may be discussed by relating their arguments to all that has been explained before.

Finally, participants may discuss cases of friends or acquaintances that could fit into some of the stages described or in whom they have observed an evolution similar to the one previously described.

6.6.2. Activity 2: Am I motivated to change?

In this activity each participant, individually, must consider at which phase or stage of change he believes he is at this very moment. Thus, the practitioner will be able to determine the degree of motivation the young person has at present. He will also be able to analyse which strategies of change he can follow in order to consolidate that stage, so that he can progress to the next one, increasing personal self-efficacy to change.

Each participant is given Sheet 1.5.1 “*My motivation for change*”. They complete only the first column (1st Assessment). This will allow us to assess each young offender’s willingness to change. They must point out the stage of change at which they consider they are, giving three reasons to justify that decision.

Later, when the third module (2nd Assessment) and the programme (3rd Assessment) are finished, the participants’ motivation for change will be assessed again in order to analyse the changes as they occur throughout the programme. This will help reinforce the changes accomplished by the participants.

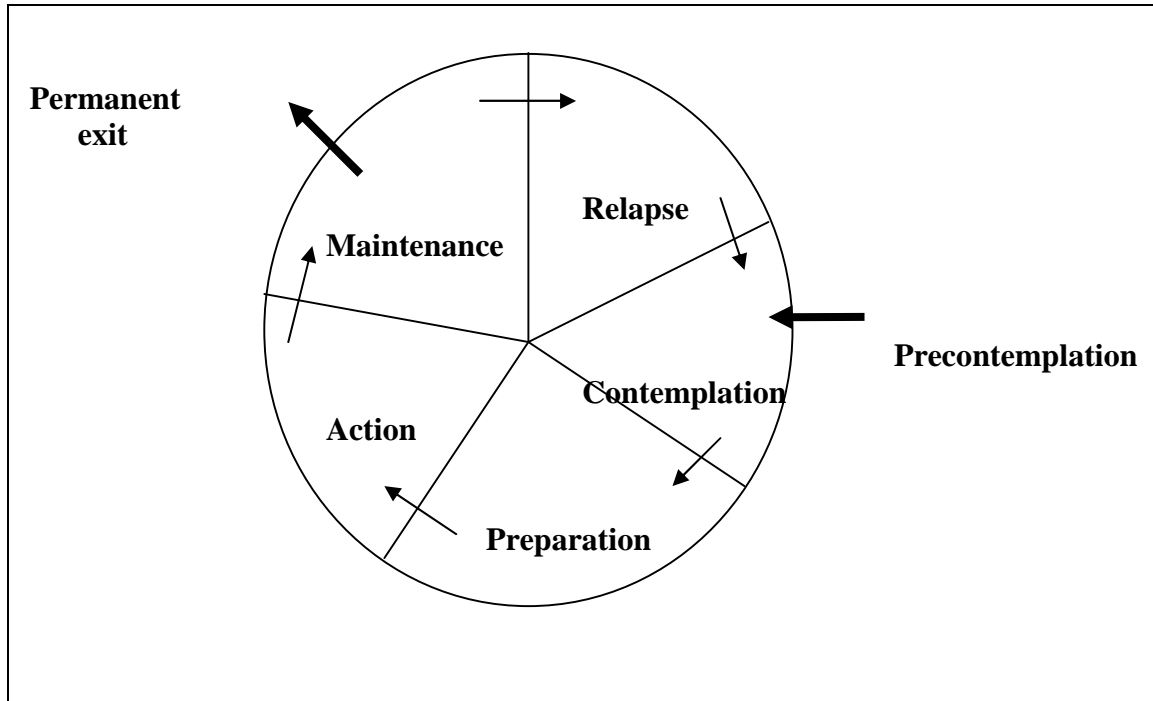
Sheet 1.5.1.

MY MOTIVATION FOR CHANGE

Instructions: tick the stage at which you think you are right now with regard to changing your antisocial/offending behaviour and write three reasons to justify your choice			
STAGES	1^a ASSESSMENT Date:	2^a ASSESSMENT Date:	3^a ASSESSMENT Date:
PRECONTEMPLATION	Reasons:	Reasons:	Reasons:
CONTEMPLATION	Reasons:	Reasons:	Reasons:
PREPARATION	Reasons:	Reasons:	Reasons:
ACTION	Reasons:	Reasons:	Reasons:
MAINTENANCE	Reasons:	Reasons:	Reasons:
RELAPSE	Reasons:	Reasons:	Reasons:

In fact, the process of motivation for change might be regarded as the wheel of change of criminal behaviour; this wheel would consist of six axes, each of these being the stages of change (precontemplation, contemplation, preparation, action, maintenance and relapse) (see Figure 1.5.1. “*Process of motivation for change*”). As an example, we could mention the wheels of a cart pulled by a horse in which the wheels have 6 axes that represent the 6 stages in the transtheoretical model. The strength used by the horse would be similar to the effort that the participants are going to make in order to be able to overcome the stages that lead them to replace the offending lifestyle with a different lifestyle that is normalized from a personal and social point of view.

Figure 1.5.1.
PROCESS OF MOTIVATION FOR CHANGE



6.6.3. Activity 3: My commitment

This activity is intended for each of the participants to commit themselves, without being pressured by anyone, to achieving a particular goal, which they believe they are able to attain at that moment, after being acquainted with the stages of change and having placed themselves at one of them.

Sheet 1.5.2. “*My commitment*” is handed out to each participant. They must sign it, together with the practitioner, in order to commit themselves to achieve a goal of change.

Sheet 1.5.2. MY COMMITMENT

I, Mr./Mrs., place myself at the stage..... and commit myself to attaining the objective of		
Signature:	The participant	The therapist/practitioner
Place and date:		

6.6.4. Final activity of the module

In order to review and consolidate the contents studied throughout this module, the participants will watch the film “The Wave” (Dennis Gansel, 2008, Aurum Producciones, SA). This film will enable them to reflect on the responsibility for the way we behave, on what motivates us to behave like that and the consequences.

This activity can be done in a final session in order to put an end to this module of the programme.

6.6.5. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

6.6.6. Assessment questions

1. In a treatment programme, change involves a rapid and linear process, and the person needn't be really motivated to change (FALSE).
2. The phases or stages of change, in the right order, are the following: precontemplation, contemplation, preparation, action, maintenance and relapse (TRUE).
3. Relapse means failure in the process of change, and the person has to begin the change again from the start (FALSE).

MODULE II

Emotions involved in aggression

1. INTRODUCTION TO THE MODULE

1.1. APPROACH AND JUSTIFICATION

The concept of emotion refers to an affective state, a subjective reaction to the environment that is influenced by experience and has an adaptive function. Operatively, it can be analysed as a psychophysiological response of a multidimensional nature, characterized by different components: subjective (feeling), cognitive (assessment of the situation and the thoughts related to it), physiological (somatic functions) and motor expressive (facial expression, voice, body movements). The changes or alterations that occur in each of the responses guide the person towards adaptation to the new situation.

The study of emotional processes has demonstrated its importance for understanding the adaptation of human beings to the different contexts in which they find themselves, the influence of emotions in social behaviour being especially significant (Villanueva, Clemente and Adrián, 2004). Thus, there is evidence that emotions have a regulatory effect in social interactions (Davidson, Scherer and Goldsmith, 2003), so it is natural to think that, when there are problems in the emotional area (difficulty in understanding other people's emotions and/or difficulty in regulating oneself emotionally), these are usually accompanied by difficulties in the social area (isolation, rejection from peers, etc.).

For example, it has been proved that young offenders have a low level of empathy, with the result that they have difficulty understanding and sharing other people's emotional state, which is an important aspect involved in the development of antisocial behaviour (Davis and Whalen, 2001; Redondo, 2008; Spinrad and Eisenberg, 2009).

Other emotional variables which characterize young offenders are the difficulty to regulate their emotions and the presence of anxiety responses in their range of behaviours, as several studies have shown that there is a connection between experiences of strain and the tendency to commit certain crimes, especially violent ones (Andrews and Bonta, 2006; Chamberlain, 2003). Thus, many offences such as bodily injury, murder, manslaughter or robbery with threat of violence are carried out by young people who experience strong feelings of anger, anxiety, revenge or contempt for other people. As in anger, the general strain theory considers that anxiety responses could be explained on the basis of the following sequence of relationship between strain and crime (Garrido, Stangeland and Redondo, 2006):

a) The individual may be affected by diverse sources of strain such as, for example, failure to achieve positive social goals, being deprived of gratification that he owns or expects, and being subjected to unavoidable aversive situations.

b) Those strains generate negative emotions, such as anger, which energize the individual's behaviour towards correcting the situation.

c) Criminal behaviour is developed as a possible corrective action against a source of strain experienced.

d) The suppression of the source alleviates the strain and, consequently, the behavioural mechanism used for solving the strain (criminal behaviour) is consolidated.

We cannot forget the crucial role of negative emotions, such as anger, in explaining criminal behaviour. Given its importance, Module III is devoted to its conceptualization and intervention.

Therefore, the objective of this module is to highlight the importance of emotions in a young offender's behaviour, recognizing them and learning strategies to improve the level of empathy, as well as learning to manage anxiety.

1.2. GENERAL OBJECTIVES

1. To learn to recognize and interpret a wide range of emotions, both positive and negative, which are characteristic of human behaviour.
2. To analyse how emotions influence antisocial/criminal behaviour.
3. To learn to empathize with victims of criminal acts.
4. To learn strategies for managing anxiety.

2. SESSION 1: RECOGNITION OF EMOTIONS AND THEIR INFLUENCE ON AGGRESSION

2.1. SPECIFIC OBJECTIVES

1. To learn to recognize and interpret our own and other people's emotions, both positive and negative.
2. To learn how emotions influence our behaviour.
3. To identify the relationship between inadequate interpretation of emotions and the development of aggressive or antisocial behaviours.

2.2. METHOD AND CONTENTS

The main objective of this first session is for participants to learn to identify and recognize a wide variety of positive and negative emotions and their relationship to aggressive behaviour.

For that purpose, we will first define what emotions are. Then, through the preparation of personal stories, we will observe if the participants are able to identify feelings and emotions and their relationship to certain behaviours. Finally, with the help of some pictures, we will deal with the identification of emotions and the possible actions that may result from them.

2.3. KEY CONCEPTS

✓ **Emotion:** multidimensional affective process that is usually brief, intense and temporarily associated with an internal or external triggering stimulus. It has 4 components: subjective (feeling), cognitive (assessment of the situation and the thoughts related to it), physiological (somatic functions) and motor expressive (facial expression, voice, body movements).

✓ **Attribution:** explanation and justification that is given for our own and other people's situations, thoughts, feelings and behaviours.

2.4. ACTIVITIES

- Activity 1. What are emotions?
- Activity 2. Emotion, thought and action?
- Activity 3. Recognizing emotions
- Activity 4. Supplementary activity

2.5. MATERIAL

- Blackboard
- Sheets of paper
- Pencils
- Computer & projector (for presentation of pictures)
- Sheet 2.1.1. Analysis of emotions
- Sheet 2.1.2. Recognizing emotions
- Sheet 2.1.3. Identifying emotions during a week

Table 2.1.1. List of emotions

Table 2.1.2. Examples of emotions

2.6. DEVELOPMENT OF THE SESSION

2.6.1. Activity 1: What are emotions?

The activity begins with a brainstorming session about what the participants understand by emotion. The practitioner can provide the following information: *“today we will begin the module about emotions. I guess all of you have heard the word emotion, but what do you understand by emotion?”*.

We write the definitions given by the participants on the board. Then, as a group, they focus on the examples in Table 2.1.1. *“List of emotions”*, and the practitioner gives the following explanation: *“an emotion is the affective state that we experience in a particular situation, a response from the human being that consists of three components: physiological or physical (such as heartbeat frequency, the way we breathe or the level of sweating we experience), behavioural (such as crying, laughing, running, yelling, assaulting) and cognitive -the justifications we give for our behaviour when we experience different emotions influencing our state of mind- (such as joy, sadness, hopelessness, uncertainty, helplessness, the feeling of strength and energy)”*.

After this explanation, the first task is started. The three components described are analysed as two emotions, joy and sadness. The answers are written on the board and, finally, a common definition of both emotions is reached. Examples are provided for the practitioner on Sheet 2.1.1. *“Analysis of emotions”*.

Table 2.1.1.

LIST OF EMOTIONS

HAPPINESS	SADNESS	FEAR	ANGER	UNCERTAINTY
Excited Thrilled Pleased Happy Cheerful	Depressed Sad Overwhelmed Dejected Discouraged	Frightened Terrified Tense Trembling Apprehensive	Angry Scandalized Irritated Upset Annoyed	Dazed Disorientated Confused Insecure Undecided

Sheet 2.1.1.

ANALYSIS OF EMOTIONS

Instructions: analyse the components of the following emotions, in the same way as you have done with the practitioner			
Emotion: JOY			
SITUATION	THOUGHT	EMOTION	BEHAVIOUR
<i>As we are celebrating my best friend's birthday, we go street drinking</i>	<i>I'm enjoying so much, I'm a little tipsy</i>	<i>Excitement, happiness, joy</i>	<i>I keep drinking until I lose control and pick a fight with a friend</i>
Emotion: SADNESS			
SITUATION	THOUGHT	EMOTION	BEHAVIOUR
<i>My parents are not giving me any pocket money as punishment for not going to school</i>	<i>Big deal! I will not be able to go to the party tonight, it's not possible</i>	<i>Sadness, discouragement, dejection</i>	<i>I steal some money from my mother's purse and go out without permission</i>

2.6.2. Activity 2: Emotion, thought or action?

This activity is intended for participants to learn about the influence of our emotions on the way we behave. We can start with the following explanation: *“now we will see one of the main functions of emotions and how they condition us when we act. It is very important to understand how to apply the following diagram, since everybody will go through a similar process before they act, although they are not aware of it”*. The following diagram will be written on the board:

Situation → Thought → EMOTION → Behaviour
--

“In other words, people experience emotions before acting. Let’s explain it more clearly with an example. You will close your eyes and imagine the following situation: it is 12 at night and you are alone at home watching a thriller about a murderer who breaks into his victims’ houses through the window. It’s a stormy and windy night. Suddenly, you hear a very loud noise in the room next door, as if suddenly a window had been opened and the glass had been broken. What would you think in that situation? What would you feel? How would you act?”

Some time is allowed for each participant to answer, and then the practitioner asks the following questions:

1. How would we feel if we thought the noise had been caused by a thief or a murderer like the one in the movie? How would we react?
2. And if we thought that the noise had been caused by the wind, which has opened the window and broken the glass?
3. What’s the difference? The situation is the same, but what has changed?

With this example, we want to clarify that the same situation can trigger different emotions and thoughts, and depending on the emotion we feel, we will react differently. Next, the practitioner asks the participants to provide examples that reflect this concept, i.e. situations that have generated different emotions in them.

2.6.3. Activity 3: Recognizing emotions

In this last activity, we will focus on the recognition of both positive and negative emotions, reinforcing it. The practitioner says: *“we have already seen what emotions and their components are, and how they influence our behaviour. Now we will show you some pictures that you have to match with several emotions on Sheet 2.1.2. “Recognizing emotions”*. The practitioner will use the pictures he considers appropriate out of the ones in Table 2.1.2. *“Examples of emotions”*, providing two examples of each of the five categories listed in Table 2.1.1. *“List of emotions”*. Therefore, he will be careful when choosing the order in which they are provided, as the example chosen must correspond to one of the alternative answers in the participants’ worksheet.

After showing or projecting all the pictures, the practitioner will write on the board the emotions described by the participants for each of the pictures. If there are different opinions about some of the pictures, we will explain that it is sometimes difficult to know what a person feels.

To finish this activity, the following aspects can be highlighted:






1. The importance of learning to identify our own and other people's emotions.
2. Emotions always have a physical manifestation.
3. The physical manifestation allows us to recognize emotions in ourselves and others.
4. Everybody has the same range of emotions, what varies is how we act when we experience them and how we express them.




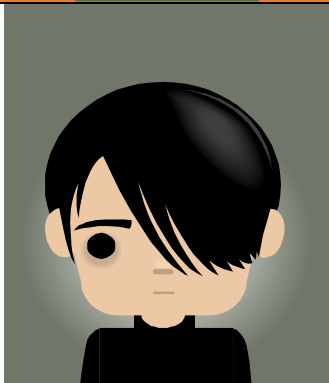
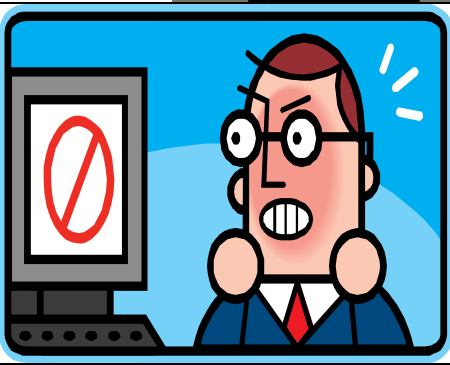
Sheet 2.1.2.

RECOGNIZING EMOTIONS

Instructions: look at the pictures carefully and determine what emotion you think they represent	
Picture 1	a) Happiness b) Sadness c) Anger
Picture 2	a) Anger b) Insecurity c) Fear
Picture 3	a) Confusion b) Irritation c) Discouragement
Picture 4	a) Joy b) Dejection c) Terror
Picture 5	a) Rage b) Disorientation c) Tension
Picture 6	a) Depression b) Excitement c) Daze
Picture 7	a) Fear b) Indecision c) Grief
Picture 8	a) Apprehension b) Uncertainty c) Euphoria
Picture 9	a) Fear b) Confusion c) Rage
Picture 10	a) Terror b) Insecurity c) Sadness

Table 2.1.2.
EXAMPLES OF EMOTIONS

EMOTION	PICTURE
Joy	
Anger, rage	
Fear	
Tension, fear	
Sadness	

EMOTION	PICTURE
Joy, happiness	 A cartoon illustration of a young girl with short black hair, large black eyes, and a wide, happy smile. She is wearing a blue shirt. The background is a bright yellow and green gradient with several small yellow stars.
Apprehension, surprise, fear	 A cartoon illustration of a young boy with brown hair and large blue eyes. He has a surprised or fearful expression with wide eyes and a slightly open mouth. The background is a solid blue color.
Anger, rage, wrath	 A cartoon illustration of a young boy with spiky red hair and a very angry expression. He has furrowed brows and a mouth showing clenched teeth. The background is a solid orange color.
Sadness, apathy, depression	 A cartoon illustration of a young boy with black hair and a sad expression. He has a single visible eye looking down and a small, downturned mouth. The background is a solid grey color.
Anger, irritation	 A cartoon illustration of a man with glasses and a red tie, looking very angry or irritated. He is sitting at a desk with a computer monitor that displays a red 'no' symbol (a circle with a diagonal line). The background is a solid blue color.

EMOTION	PICTURE
Uncertainty, insecurity	
Fear, doubt	
Sadness, apathy, discouragement	
Rage, anger, frustration	

EMOTION	PICTURE
<p>Sadness, loneliness, indifference</p>	
<p>Uncertainty, doubt, confusion</p>	
<p>Joy, happiness</p>	
<p>Discouragement, sadness, uncertainty</p>	

Then, the practitioner can explain: *“it is very important to be able to give a name to each emotion, because that will help us to know ourselves and others better, and people*

around us will know what is happening to us at every moment. Hence the importance of knowing how to describe emotions with specific adjectives. In addition to the emotions that you have mentioned, we will see that there are many others you are familiar with”.

Next, the practitioner will choose some of the emotions described, and the participants will have to discuss how they have experienced them, in what situations, how they acted, and so on.

Finally, a theatre of emotions could be carried out: each participant stages an emotion (chosen by the practitioner) and the other members have to guess what emotion it is.

2.6.4. Activity 4: Supplementary activity

To go more deeply into the analysis of emotions, we will tell the participants that, in the interval between this session and the next, they have to complete the self-report on emotions included on Sheet 2.1.3. *“Identifying emotions during a week”*. It must refer to specific situations of the participants’ everyday life, identifying the emotions experienced, as well as the situation they are in, their thoughts and their behaviours.

Sheet 2.1.3.

IDENTIFYING EMOTIONS DURING A WEEK

Instructions: in a similar way as we have done in the session, describe the emotions you feel in your everyday life during this week and analyse the components of those emotions			
EMOTION	WHERE WAS I?	WHAT DID I THINK?	WHAT DID I DO?
Boredom	In maths class	This is very difficult, I can’t get it into my head	Ignore the teacher’s explanation

2.6.5. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

2.6.6. Assessment questions

1. The emotions we feel in a particular situation will influence the way we behave (TRUE).
2. Emotions do not always have a physical manifestation (FALSE).
3. In the same situation, I will always experience the same emotions (FALSE).

3. SESSION 2: PRACTICING POSITIVE EMOTIONS: THE ROLE OF EMPATHY

3.1. SPECIFIC OBJECTIVES

1. To develop the ability to “put oneself in somebody else’s place”, thus being able to know their feelings, thoughts and actions.
2. To learn to respond appropriately to other people’s emotional state.
3. To get to know what empathy is and its importance in the relationship with others.

3.2. METHOD AND CONTENTS

In order to achieve the objectives established in this session, we will use different methods and techniques to help us get the participants to learn both the cognitive component of empathy and the emotional and behavioural areas.

So that the participants start working on the ability to empathize, this session will begin with the description of a case that will make them understand clearly the concept of empathy, which will then be defined theoretically. In order to enable them to practice “putting yourself in somebody else’s place”, we will provide the participants with invented situations in which they will have to answer empathically to a number of questions. To finish this session and reinforce what has been learnt, the participants will do, in the interval between this session and the next, an exercise similar to what has been seen in the activities.

3.3. KEY CONCEPTS

✓ **Empathy:** ability to be aware of, recognize, understand and respond to other people’s feelings. Many aggressive behaviours stem from the misinterpretation of other people’s emotional states, contributing to a shade of suspicion and generating negative emotions such as anger and hostility (e.g. “he has looked at me disapprovingly”).

✓ **Positive emotion:** affective state that generates positive feelings.

3.4. ACTIVITIES

- Activity 1. Review of the supplementary activity
- Activity 2. An example
- Activity 3. Practicing empathy
- Activity 4. Travel partners
- Activity 5. Supplementary activity

3.5. MATERIAL

- Board
- Stickers
- Sheet 2.2.1. Empathy
- Sheet 2.2.2. Practicing empathy
- Sheet 2.2.3. Empathy, self-report

3.6. DEVELOPMENT OF THE SESSION

3.6.1. Activity 1: Review of the supplementary activity

We review the self-report on emotions proposed in the previous session. Then, the participants answer the assessment questions related to it. Next, we introduce the current session. The practitioner can say: *“as in the previous session we talked about the recognition of emotions and their influence on behaviour, today we will stress this last point so as to talk about positive emotions and, more specifically, the role of empathy”*.

3.6.2. Activity 2: An example

These group dynamics are intended for the participants to have an empathetic experience. After listening to a story similar to theirs, or with similar consequences, it will be easy for them to understand how the young person in the example felt. *“Before we define what empathy is, we will see it clearly with an example. Now I’m going to read the letter Carlos wrote to us. He is a young person we met at another centre; he wanted to write it to help other teenagers in a situation similar to his, as they may be going through similar experiences. The letter reads as follows:”*

“Hello, my name is Carlos and I am 23 years old. I was born in a neighbourhood on the outskirts of Madrid, in a family that never loved me. I never met my father. When I was born, he was in prison and was killed there before I turned four. My mother hit me often since I was very little. I remember her always being drunk. I grew up on the street, in the neighbourhood, with friends who lived almost like me. That was my real family. At the age of 8, the whole class was terrified of us, we hardly went to school and when we did, we stole, we hit the others, we did what we wanted and enjoyed all of it; we did not care about anybody but ourselves. When we walked down the street, we picked the cigarette butts that people threw away and smoked them. Soon we started to buy our own cigarettes with the money we stole. We played truant in order to smoke. A few years later, cigarettes turned into joints and at 14 we took cocaine three or four times a week. We were the leaders, people were afraid of us and we liked that; it made us feel important. But scaring people was not enough, so slaps in the face and on the back of the neck became punches, stabs, blows with chains... anything that helped us get what we wanted. One night, we were high on drugs. We wanted to steal a car to go to a nightclub on the outskirts, and we did it. We had such bad luck that when we were coming back, we came across a roadblock set up by the Civil Guard. There was no escape, so the partner who was driving jumped the central reservation, and we rushed in the opposite direction. We were going so fast that we didn’t realize there were a lot of people leaving the nightclub, near the road. Suddenly, we felt a knock and a bump that did not seem to be a speed bump...

A 17-year-old girl who was leaving the club, blameless, was hit mercilessly by four thoughtless drunk brats who wanted to steal a car that night without having a driving licence or the legal age to do it. To make things worse, we fled without looking back until some kilometres later several civil guard cars blocked our way. We were arrested. The worst thing of all was the face of the girl’s mother in court, the way she looked at us... She said the girl had never harmed anyone; she was a good student, friendly, affectionate and a good daughter. “And those animals have taken her away from me...” To be honest, there is no feeling worse than that. I remember it every single day and it’s

something I'll have to live with for the rest of my life. We wanted to have a good time and we killed a person; you can't even imagine what it's like.

We were sent to a centre and there I realized that I had to change my life. Therapies like this taught me that everything we do affects people, not just those around us; we can do a lot of harm and we do not realize, but when one day you think about your life and what you're doing with it, you can't even look at yourself in the mirror. So, while I was serving the sentence, I started reading, I studied management and now I have a steady job that I don't dislike at all; I also have a wonderful girlfriend and, most importantly, I think I have become someone worth. To achieve this, I had to break with everything. Regarding my friends in the neighbourhood, I only keep in contact with the driver of the car that night, who is beginning to improve and regain his life after many years of therapy. As for the other two, I know that one is in jail and the other is hooked on heroin and his days are numbered. I don't know anything about my mother. It's still not too late for you to avoid making as many mistakes as I made. Do your best so that, at least, you don't harm anybody, because at some point you will remember everything and you will feel bad. You may think that something like that can't happen to you. However, it really can happen. In fact, it happens every day. Don't take part in it."

Then, the participants are urged to ask some questions about the case. Next, we start a discussion in which the following questions are answered (participants may use the list of emotions from the previous session):

- What emotions did Carlos feel at each moment of his life? (when he was young and he scared his classmates and people in the neighbourhood, when he took drugs and his criminal acts were more serious, when he was in the centre, at present).
- What emotions did you experience at every point?
- What can we do to prevent something similar happening to us?
- What would you like to say to Carlos?

Once the participants have answered the questions, the practitioner hands out Sheet 2.2.1. "Empathy" and explains the concept of empathy and the elements included on the sheet: *"as you have seen, we have been identifying a person's emotions. That is part of what is known as EMPATHY, which is the ability to put oneself in somebody else's place, thus being able to determine and predict their feelings, thoughts and actions more accurately. It also involves people's ability to respond coherently to other people's feelings, and to recognize, for example, when a friend is angry or sad, so that we can develop the ability to feel affected by his mood and help him not to feel that way"*.

Sheet 2.2.1. EMPATHY

EMPATHY: ability to put oneself in somebody else's place, thus being able to determine and predict their feelings, thoughts and actions more accurately. People's ability to respond coherently to other people's feelings, and to recognize, for example, when a friend is angry or sad.	
Ways to identify emotions	<ul style="list-style-type: none"> - By looking at the expression of the face and the body. Thus, we know that a smile means they are cheerful. - By observing their behaviour: when they cry, laugh or frown. - By understanding the situation they are going through at that point of their lives. For example, if somebody has lost a loved one, we can understand that they are sad.
Empathy helps us to...	<ul style="list-style-type: none"> - Have better relationships with others. - Have less superficial interpersonal relationships. - Know how to behave in different situations. - Understand the attitudes and ways of behaving sometimes exhibited by other people, which may be different from ours.

After this explanation, a brief final discussion follows about what has been explained. The participants give their opinions about it and, at the end, the therapist gives a summary of what has been seen in this activity.

3.6.3. Activity 3: Practicing empathy

This activity is intended for the participants to practice their empathic capacity through the presentation of two fictitious cases about which some questions are asked. Sheet 2.2.2 "*Practicing empathy*" is handed out, and the practitioner reads the cases.

Sheet 2.2.2. PRACTICING EMPATHY

Instructions: read the examples and answer the questions	
Raúl: Raúl has just finished the theory test for getting the driving licence. He goes out with his head slightly tilted down and looking down. His pace is slow and deliberate. His face shows concern.	
What may Raúl be thinking?	How do you think Raúl is feeling?
Juan: Juan is a young man who lives alone in a big city. He has a badly-paid job in relation to the amount of hours he works. However, he has been saving money for 1 year to buy a plane ticket and visit his brother, whom he has not seen for more than two years. On his way to the airport, a young person mugs him and takes all the money he had saved. He cannot travel.	
How would the mugger have acted if he had known about Juan's situation?	Would the mugger think and feel the same after knowing Juan's story?

The objective is not to get a "correct" solution, but to try to capture the higher number of emotional states, to encourage empathy in its highest degree. For that purpose, the practitioner will tell the participants that all answers with a logical basis will be accepted.

3.6.4. Activity 4: Travel partners

We start this activity by asking each participant to draw a small sticker of a bag. Each sticker shows the name of a profession or a developmental stage characterizing a particular lifestyle, considering the way of thinking, feeling and behaving. The names on the stickers are, for example:

- Elderly man
- Prostitute
- Drug trafficker
- Doctor
- Child
- Model
- Drug addict
- Pickpocket
- Priest
- Footballer
- Leper
- Lawyer
- Nurse
- Lifeguard
- Banker

The practitioner explains the situation: they are all on a boat that breaks down and is adrift in the ocean. There is not enough food and they think to themselves: “what shall we do to get food?” The practitioner asks: “Who would we throw overboard to survive?” As they say names, these are written on the board along with the number of votes. The participants that have drawn that particular name are asked how they feel and are urged to defend themselves by trying to persuade their partners that they should stay on board.

In this activity, the practitioner must analyse the consequences our behaviour has for others. Also, in order to live in society and develop good relationships with others, it is important to stop to think, just for a moment, how we would feel if we were in their situation.

3.6.5. Activity 5: Supplementary activity

Participants must complete the self-report on empathy (Sheet 2.2.3 “*Self-report on empathy*”) for the next session. To this end, they will observe a partner or friend at different moments and/or situations (e.g. when someone is sad because they have been alienated or when they are happy because they have won a game), noting down what emotions they have identified, their own thoughts and emotions, what they said to that person and what they did about it.

Sheet 2.2.3.

SELF-REPORT ON EMPATHY

PERSON	EMOTION DETECTED	WHAT DID I THINK?	WHAT DID I FEEL?	WHAT DID I SAY?	WHAT DID I DO?

3.6.6. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

3.6.7. Assessment questions

1. Empathy is not important when we mix with others, it is only useful to know what others feel (FALSE).
2. Someone could commit an antisocial or criminal act by failing to properly interpret other people's emotions (TRUE).
3. If I recognize that my friend is angry, I am being empathetic (TRUE).

4. SESSION 3: ANXIETY AND ITS INFLUENCE ON AGGRESSION

4.1. SPECIFIC OBJECTIVES

1. To understand what anxiety is and how it manifests itself on a cognitive, emotional, physiological and behavioural level.
2. To identify the causes of anxiety and the situations in which it is more likely to appear.
3. To know how anxiety is connected with aggression and how it affects the carrying out of aggressive acts.

4.2. METHOD AND CONTENTS

In order for the participants to learn to recognize how anxiety develops, it is necessary to start from some basic theoretical knowledge. At the beginning of the session the practitioner will explain the concept of anxiety and how it manifests itself when we are anxious: thoughts that we experience at that moment, what are our most frequent emotions and physiological reactions, and what we do. As we develop this explanation, we will ask the participants to try to remember this type of responses in specific situations in their lives in order to illustrate in more detail the concepts we are using. To that end, we will provide a chart where they can observe how anxiety increases or decreases depending on situations in which there is higher probability of occurrence.

Subsequently, we will focus on the detailed analysis of anxiety responses and their relation to the development of aggressive behaviour.

Finally, the participants will be asked to complete a questionnaire in order to learn how to recognize personal symptoms which are characteristic of anxiety responses. This exercise will help to effectively implement appropriate strategies for managing anxiety in the next session.

4.3. KEY CONCEPTS

✓ **Adaptive anxiety:** innate response of human beings, with the objective of survival. Whenever we are in danger, the anxiety circuit is triggered, causing us to react in the most effective way to survive. Therefore, anxiety is not always pathological or bad, but beneficial: it is our best ally to handle difficult situations.

✓ **Pathological anxiety:** it would occur when the anxiety circuit has come into operation at the wrong time (which is why we feel bad): a) when it appears in innocuous or unimportant situations that do not pose any threat or risk; and b) when it appears at certain times when there really is a difficult situation, but we overreact.

✓ **Aggression:** behaviour that is intended to harm another person, whether through verbal attack (insulting, threatening) or physical assault (hitting). Aggression is different from violence, as the latter has more serious consequences for the person who suffers it.

4.4. ACTIVITIES

Activity 1. Review of the supplementary activity
Activity 2. What is anxiety?
Activity 3. Why does it occur?
Activity 4. Anxiety and aggressive behaviour
Activity 5. Supplementary activity

4.5. MATERIAL

Blackboard and chalk
Blank sheets of paper
Sheet 2.3.1. What is anxiety?
Sheet 2.3.2. The mountain of anxiety
Sheet 2.3.3. An anxious situation
Sheet 2.3.4. Why does it occur?
Sheet 2.3.5. Recognizing my symptoms

4.6. DEVELOPMENT OF THE SESSION

4.6.1. Activity 1: Review of the supplementary activity

The supplementary activity that the participants have done in the previous session is reviewed as a group, summing up, again, the importance of empathy to make the participants' involvement in interpersonal relationships easier. For example, we may ask: "during this week, have you been more conscious of the emotions conveyed by others or the way others respond to your emotional state?"

Next, the assessment questions listed at the end of the previous session are answered.

4.6.2. Activity 2: What is anxiety?

This activity is begun by providing the participants with a basic understanding of the concept of anxiety and its manifestation at various levels. First, there will be a brainstorming session for each of them to comment on what they think anxiety is. If some ideas are logical and important, they are written on the board. The discussion ends with a definition of anxiety considering the answers the participants have given.

Sheet 2.3.1. "*What is anxiety?*" is handed out and the practitioner will explain its contents by means of the following introduction: "*Anxiety is an innate response of human beings, with the objective of helping us to survive. Whenever we are in danger, the anxiety circuit is triggered, causing us to react in the most effective way to manage it. Therefore, anxiety is not always pathological or bad, but beneficial: it is our best ally to handle difficult situations. It is often associated with very intense emotions that put us on alert.*

For example, if we come across a dangerous animal and we have no means to defend ourselves against it, we will develop anxiety responses to successfully get out of this situation. In this situation, anxiety is not bad, as it will help us to get out of a dangerous situation".

The practitioner will continue to describe the elements of anxiety contained on Sheet 2.3.1. “*What is anxiety?*”.

Sheet 2.3.1.

WHAT IS ANXIETY?

ANXIETY is a complex response of our body which is characterized by the increase of perceptual and physiological faculties that help to achieve an appropriate arousal level to meet a demand of the environment in which we live. It may also occur under threat of losing a prized possession. It is a common emotion, like fear, anger, sadness or happiness, and it has a very important function related to survival, so it is not always pathological or bad.	
Elements of anxiety	- Cognitive Responses (thoughts): these are the explanations or justifications that we give about how we feel or how to assess a dangerous situation. They are usually thoughts related to how to handle a situation of uncertainty (“As for the last robbery I was involved in, I don’t know if I was recorded by the security camera of a bank and if I will be arrested”) or concern (if tomorrow I come across Miguel, I don’t know if he will smash my face in). This is the most important element when anxiety becomes pathological.
	- Emotional Responses (emotions): these are intense feelings of fear, mental block, terror, helplessness that we feel when we are in a situation of anxiety.
	- Physiological Responses : these are organic and/or physical responses of our body; their presence makes emotions get more intense. The most characteristic responses are trembling, tachycardia, shortness of breath, sweating and a knot in the stomach.
	- Behavioural or Action Responses : these are conducts and behaviours that are exhibited in situations of anxiety; the most usual responses are avoiding the feared situation or being motionless or paralysed.

After clearing up any doubts about the concepts explained, the participants are given Sheet 2.3.2. “*The mountain of anxiety*”, pointing out that “*this graph is intended to show how anxiety works in our body. As you can see, it looks like a mountain: it starts climbing until it reaches the top and then it goes down. So, before someone experiences anxiety, they are usually calm and relaxed. However, when a situation arises which is assessed as potentially dangerous or unexpected and which causes fear to the person who experiences it, it begins to rise until it reaches the highest point, where we feel great discomfort. After a while, it begins to go down gradually until its level reaches the point of departure, which usually coincides with a significant decrease in the subjective level of discomfort of the person who suffers it; that is to say, the danger that had been perceived begins to diminish and it becomes apparent that it is not as serious as it had been anticipated.*

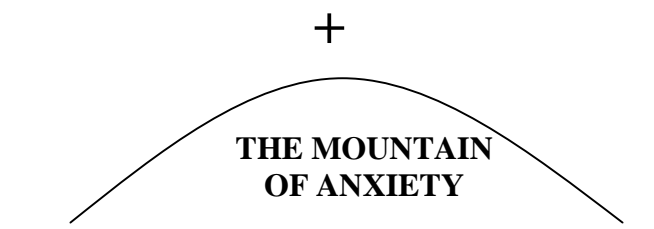
The duration of anxiety responses varies from person to person. So, some people may spend more time experiencing anxiety at the highest point on the graph, but that does not mean it will not go down. Anxiety always decreases, because from an adaptive point of view, the person who suffers it cannot be indefinitely in this situation, although he/she can suffer it again on other occasions”.

To illustrate this concept and work on the identification of symptoms, the practitioner reads the case included below the graph of the mountain of anxiety. The example will be considered as a group and in terms of functional analysis (antecedents, behaviour,

consequences), assessing in detail the anxiety behaviour at its various levels (emotional, cognitive, physiological and behavioural).

Sheet 2.3.2.

THE MOUNTAIN OF ANXIETY



Instructions: analyse Juan's case functionally and give examples of the anxiety elements

Situation: Juan can't stop thinking about what happened the other day. He can't really understand it and constantly thinks that he could have got into big trouble. On Saturday night he went to the disco with his friends and his girlfriend. While they were there, a boy started talking to his girlfriend after having been looking at her all night. Every time Juan moved away, the other took advantage to talk to her. Juan began to sweat, he felt agitated and nervous; he thought that the guy wanted to laugh at him, and that he didn't like him and was going to take advantage of his girlfriend. He was restless and could not stop moving. His condition was such that he even pushed the boy without asking him what he wanted from his girlfriend. The other boy started to explain that he was an old friend of her older brother and that he was only telling the girl about it. At first Juan didn't listen; he was furious, but gradually, thanks to the insistence of another boy, he calmed down, and finally he apologized.

ANTECEDENTS	BEHAVIOUR	CONSEQUENCES
ELEMENTS	EXAMPLES	
Emotional		
Cognitive		
Physiological		
Behavioural		

After discussing the example, the practitioner asks the participants to write, on Sheet 2.3.3. "An anxious situation", an example of a situation (even better if it is a criminal or antisocial situation) that they have experienced anxiously and then they describe the various elements of the anxiety response.

Sheet 2.3.3.

AN ANXIOUS SITUATION

Instructions: give an example of a situation in which you felt anxious

Situation:

COMPONENT	EXAMPLES
Emotional	
Cognitive	
Physiological	
Behavioural	

Finally, we could use the questionnaire on Sheet 2.3.4. "Recognizing my symptoms", designed as a supplementary activity to identify specific symptoms in each individual case, but commenting here on the idea that we can experience anxiety in different ways.

4.6.3. Activity 3: Why does it occur?

This activity is aimed at training the participants to identify potential situations of anxiety. The practitioner, providing examples of the participants' everyday life, will say: *"anxiety can appear when there is excessive arousal in certain situations that trigger a disproportionate response, which can be identified as tense, stressful or involving danger"*.

Then we explain the method whereby anxiety responses appear through specific examples of the young person's everyday life in which they have experienced such reactions. The practitioner can give the following explanation: *"the most typical situations that produce anxiety responses are those that are part of our daily lives and which, due to their nature, generate an automatic anxiety response as a way to ensure our survival in the environment in which we live. Millions of years ago, fear of snakes was very adaptive for survival; nowadays, in big cities, we are not going to face this kind of dangers, but there are others that have the same function, such as avoiding being hit by a car or a train, or noticing that the canopy of a building can fall down on us"*.

"However, anxiety can be activated in situations of a social nature in which one can be punished for something he's done improperly, that is, when someone knows that they have done something wrong and they're going to be rebuked for it. For example, if a teenager has broken his neighbour's window to break into his/her house and has been seen by the owner, he may experience anxiety responses due to the possibility of the neighbour wanting to speak to him and his parents for the damages caused".

After giving this explanation, Sheet 2.3.3. "Why does it occur?" is handed out. It includes two examples and, once they are analysed, the group members are asked to individually tell about the situations that cause them anxiety. These are written on the board and then placed in the two categories above: a) anxiety adaptive to the environment, b) anxiety generated by the consequences of an aggressive act towards others or towards property.

Sheet 2.3.4.

WHY DOES IT OCCUR?

Instructions: Read the examples below and give your own	
Anxiety adaptive to the environment	Example: being alone at home or walking through an isolated field at night My example:
Anxiety generated by the consequences of an aggressive act	Example: I argue with my partner and I punch him/her and he/she falls unconscious to the ground My example:

4.6.4. Activity 4: Anxiety and aggressive behaviour

The aim of this activity is to explain that anxiety is an important element related to aggression, but not the only one.

To begin with, the practitioner can say, *"you already have some knowledge about anxiety; well, you should know that anxiety can make us carry out actions we don't want to do, such as attacking someone physically or psychologically. As we have seen*

before, when we are nervous we think differently, we feel different and do different things from the ones we would do when we are calm and relaxed. So, from now we will teach you to recognize when you are nervous and how you can handle it. Anxiety can feed aggression, because when we are nervous or anxious we are not able to stop and think about what is happening and consider options to act accordingly.

Therefore, in order to stop acting with aggression and violence, we must learn to discriminate anxiety in the situations in which it appears and learn to control it”.

Next, we ask them to write the following sentence in capital letters on a blank sheet of paper: **“IF I’M NERVOUS, I HAVE TO LEARN TO BREATHE DEEPLY, SIT DOWN AND CALM DOWN SO THAT I DON’T HAVE TO REGRET WHAT I DON’T WANT TO DO OR SHOULD DO”**. A discussion follows about what this sentence means to them and, finally, each participant is asked to tell about any situation in which they could have applied this instruction.

4.6.5. Activity 5: Supplementary activity

The practitioner gives the participants Sheet 2.3.4. *“Recognizing my symptoms”* and explains the activity, reminding the importance of doing it and clearing up any doubts. If time permits, this activity could take place in the same session, whether to finish it or as part of activity 2. What is anxiety?

Sheet 2.3.5.

RECOGNIZING MY SYMPTOMS

Instructions: *in order to know exactly what your symptoms of anxiety are, put an “X” in box “YES” if you experience this reaction or “NO” if you don’t. Remember that none of the symptoms are dangerous, but this test can help you to recognize when you’re nervous and to implement techniques that you will learn in order to relax.*

SYMPTOMS	YES	NO
YOU ARE IRRITABLE		
YOU ARE WORRIED		
YOU ARE TENSE		
YOU ARE TIRED		
YOU TREMBLE		
YOU ARE RESTLESS		
YOU CAN’T SLEEP		
DIFFICULTY CONCENTRATING		
BAD MEMORY		
MUSCLE CRAMP		
MUSCLE STIFFNESS		
TICS		
YOU SWEAT		
YOU ARE HOT		
TINGLING IN ARMS OR LEGS		
TACHYCARDIA		
PALPITATIONS		
CHEST PAIN		
DIZZINESS		
STOMACH ACHE		
NAUSEA		
LIGHT BOTHERS YOU		
HEARTBURN SENSATION		
URGENT URINATION		
DRY MOUTH		

4.6.6. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

4.6.7. Assessment questions

1. If I feel anxious in stressful or dangerous situations, this may help me to handle the situation (TRUE).
2. It is not very usual for a person to feel anxious after committing an offence. (FALSE).
3. When I’m anxious, I think and feel the same as when I’m relaxed (FALSE).

5. SESSION 4: MANAGEMENT OF ANXIETY

5.1. SPECIFIC OBJECTIVES

1. To learn to manage anxiety in problematic situations or situations of conflict.
2. To learn basic strategies for controlling anxiety at a cognitive, physiological and behavioural level.
3. Encourage coping with potentially anxiogenic situations.

5.2. METHOD AND CONTENTS

The objectives established will be dealt with throughout the session by learning various appropriate techniques to reduce anxiety responses at various levels.

The session will be started in a practical way, doing an exercise in which participants are shown a situation of anxiety that they are familiar with. In this way, they will learn to recognize the anxiety reactions, starting from the analysis of thoughts, emotions and behaviour in situations of this nature, and explaining to them that if the thoughts are changed and if behaviours different from anxiety responses are developed, negative emotions which are characteristic of anxiety will also change.

We can ask the members of the group the following question: can our way of thinking influence how we feel and, at the same time, how we behave in a situation of anxiety?

It will be very important to remind the participants that any anxiety reaction consists of four elements: the thoughts we have at the moment, what we feel, the reactions of our body and what we do. If we learn to recognize these components, then we will be able to implement intervention techniques to help us manage these responses which are characteristic of anxiety. It will be important to help participants to remember, from their own story, specific situations they have gone through in which they have experienced this type of anxiety reactions.

Thus, by learning responses incompatible with anxiety (for example, through a training involving breathing or relaxation exercises), they will be able to experience significant changes about how they feel in that situation.

Finally, we will summarize the various steps and strategies mentioned throughout the session to help the participants to link anxiety with aggressive responses. We will also describe how they can learn to apply what has been explained in specific situations in their everyday life.

5.3. KEY CONCEPTS

✓ **Anxiety:** state of alert that is triggered when we perceive that we are in a situation of danger. The body reacts with:

✓ **Cognitive responses:** thoughts that refer to the approach of a threatening situation, so it is necessary to do something to avoid it.

✓ **Physiological responses:** specific physical sensations that alter our physical functioning.

✓ **Emotional responses:** negative emotions that cause discomfort in the face of the possible danger

✓ **Motor or behavioural responses:** what we do in that situation.

5.4. ACTIVITIES

Activity 1. Review of the supplementary activity

Activity 2. Analysis of the situation

Activity 3. Being conscious of ourselves

Activity 4. Controlling anxiety

Activity 5. Dealing with situations of anxiety

5.5. MATERIAL

Blackboard, chalk

Sheet 2.4.1. Analysis of the situation

Sheet 2.4.2. Learning to breathe

Sheet 2.4.3. Learning to relax muscularly

Sheet 2.4.4. Mental relaxation

Sheet 2.4.5. Controlling thoughts

Sheet 2.4.6. Implementing strategies to control anxiety

5.6. DEVELOPMENT OF THE SESSION

5.6.1. Activity 1: Review of the supplementary activity

We review the supplementary activity of the previous session, analysing the four components of anxiety (cognitive, physiological, emotional and motor) and use this task to introduce the current session.

The practitioner says: *“today we will become acquainted with the strategies that help us control our anxiety at various levels (cognitive, motor, physical and emotional)”*.

5.6.2. Activity 2: Analysis of the situation

The objective of this activity is for participants to identify the elements related to the conducts of anxiety so that they learn to manage it. The practitioner explains: *“when we learn to manage anxiety, we are able to recognize its symptoms and the situations that trigger it. By analysing the following examples we will be able to identify its characteristic elements and know what the best intervention techniques would be in order to overcome anxiety”*.

Then, Sheet 2.4.1 *“Analysis of the situation”* is handed out. Each situation is read together with the participants, who will have to do, individually, the functional analysis of each of the situations. Finally, the results are shared.

Sheet 2.4.1.

ANALYSIS OF THE SITUATION

Instructions: read each situation with the practitioner and then analyse it		
Situation 1: Antonio is a 14-year-old teenager whose family has many economic problems. They can't buy him the designer clothes he likes so much and all his friends wear. After urging his mother to buy him some trainers he wants, she refuses to buy them. Antonio gets very angry and nervous; he thinks it is unfair, as all his friends wear them. He pushes his mother, who falls to the ground and fractures her ankle.		
ANTECEDENTS	BEHAVIOUR	CONSEQUENCES
	<ul style="list-style-type: none">- Cognitive:- Emotional:- Physiological:- Motor:	
Situation 2: María has found difficulties in contacting and meeting her best friend for a couple of weeks. When she phones her, she doesn't answer, it takes her several days to answer Maria's messages, etc. She says that she is very busy with school, the gym, etc., and she can't go out. They haven't seen each other during the last two weekends and María doesn't understand why. Several days later, María bumps into her at high school, she gets very nervous and can't suppress her anger, so she insults her badly. Her friend finally breaks contact with her.		
ANTECEDENTS	BEHAVIOUR	CONSEQUENCES
	<ul style="list-style-type: none">- Cognitive:- Emotional:- Physiological:- Motor:	
Situation 3: Raúl is going to take the theoretical examination for the driving licence today. He is nervous, tense. He has studied, but he does not feel confident and he thinks he will fail. He decides to smoke a joint to relax before starting the exam, but unfortunately he gets dizzy and can't do the test.		
ANTECEDENTS	BEHAVIOUR	CONSEQUENCES
	<ul style="list-style-type: none">- Cognitive:- Emotional:- Physiological:- Motor:	

5.6.3. Activity 3: Being conscious of ourselves

The practitioner must give the following explanation: *“there are specific physical sensations associated with anxiety such as chest pressure, tightness in hands and legs, a knot in the stomach, a lump in the throat, etc. The technique known as “acceptance of sensations” will help us. The experience of how we get used to an unpleasant physical sensation can be a good element to start having the necessary confidence”.*

The important thing is for the participants to learn to identify and manage these feelings in order to reduce them and act appropriately. To that end, we will explain that it is often difficult to be aware of the physical sensation that an event is causing them. That knowledge is obtained through practice, and the more they practice it, the better they will control it.

The exercise involves making a list on the board including situations in which they have felt physical discomfort and the physical sensations they experienced. Examples:

- Being caught in a lie (a lump in the throat).
- Being asked to go to the blackboard to do an exercise (sweaty hands).
- Arguing with a friend (shoulder strain).

5.6.4. Activity 4: Controlling anxiety

Once the characteristic components of anxiety responses have been identified, we will learn to control anxiety through intervention techniques, so as to be able to handle the different situations. At this moment, the first thing the practitioner has to do is introduce one of the most useful techniques for managing anxiety: relaxation. The participants are asked to give their opinion on what they understand by relaxation. Then, the practitioner gives a definition relying on the participants' opinions. It should be made clear that relaxation is the opposite of anxiety. Therefore, "being nervous/worried" is incompatible with relaxation. Next, three techniques to achieve relaxation are introduced: abdominal breathing, muscle relaxation and mental relaxation.

a) Abdominal breathing: we will do a simple breathing exercise that can be used when they feel overwhelmed. To be successful, this technique should be practiced often and the more it is practiced, the easier it will be to use it to counteract an anxiety reaction in different situations, such as when we are in the underground, at home and even in class, without other people noticing.

We start with the following explanation: *"when we have anxiety or are nervous, we do not normally breathe with the whole thoracic cavity, but we breathe faster so that less oxygen reaches our lungs, and this causes a feeling of discomfort and/or uneasiness. The states of nervousness or anxiety in general are associated with shallow breathing. To change this feeling that we have, we will learn to breathe consciously and with our full lung capacity to get a sense of relaxation and comfort."*

Feeling our chest and abdomen while we breathe will allow us to notice the respiratory motion. This is the "natural" and complete breathing. Learning it is easy and there are immediate results. It may seem a bit complicated at first, but with a little practice, you get the hang of it".

To begin the implementation of this technique, we ask the group members to sit on a chair trying to find the most comfortable position possible. The practitioner will begin to read the steps of the method explained on Sheet 2.4.2. "Learning to breathe". When the technique is mastered, it can be practiced by introducing different elements, such as noise, a lot of light, in the dark or with many people around.

Sheet 2.4.2. LEARNING TO BREATHE

Instructions: read carefully the steps explained below and practice them to ensure adequate breathing; when you achieve it, you will also relax
1. Sit comfortably; put one of your hands on your chest and the other on the abdominal area. Inhale slowly and gently through the nose (3-4 seconds); as you take air, notice how the abdominal area of your stomach begins to fill with air, moving up until you notice you can't take more air. Remember that the hand on your chest should barely move, while the one on your abdomen moves up and down each time we inhale and exhale.
2. Keep the air inside (2-3 seconds) and exhale very slowly through your mouth (4-5 seconds) to completely remove the air in your lungs. Notice how your hands move.
3. Repeat the cycle 5 times, rest for a few minutes and complete 5 cycles of inhalation-exhalation.
Suggested use: this breathing exercise can be practiced lying down, sitting or standing. Any of the three positions will let you control your breathing; the important thing is to focus on the abdomen. - <i>Lying down:</i> if you notice that not enough oxygen reaches the abdomen, put the soles of your feet on the surface, bending your knees slightly; this position may help you to breathe more deeply.

- *Sitting*: focusing on the abdomen, just put your spine straight, imagining that a string is pulling your head upward, without raising the chin.
- *Standing*: it is likely that the intake of air just reaches the chest or too little air reaches the abdomen; in that case, imagine that you're sitting on a very high bench (this position will slightly move the pelvis forward) and that your head is being pulled upward by a thread. As always, the focus is on the abdomen.

Although each practice does not take you more than half a minute, if you do it with concentration, it will soon become natural breathing to your body. We will be relaxed, but alert to the inconvenience of everyday life. You only need to want to do it and to practice it daily.

b) Muscle relaxation: muscle relaxation refers to a state of our body which can be defined as absence of tension or arousal. Through relaxation our mood can be altered and we can achieve a state of calmness, peace and quiet.

The practitioner can give the following explanation: *“when we are in a situation of conflict or stress, certain muscles in our body tense, making it more difficult to find satisfactory ways out of that situation. If we learn to identify those muscles, we can learn to relax them and experience a feeling opposite to tension; we will feel relaxed, because our muscles are also relaxed. With the exercise we’re going to do next, you will learn to identify those feelings of tension in the muscles and then you will learn to relax them. If you do this exercise every day, in a week you will be able to relax in situations that cause you nervousness or anxiety. Therefore, the various relaxation techniques we are learning will be useful to learn self-control skills, before, during and after a situation that causes you tension”.*

Training time is one to two weeks, at a rate of one or two sessions of ten minutes each day. To facilitate learning, the practitioner can record the technique, following the format presented on Sheet 2.4.3. *“Learning to relax muscularly”.*

Sheet 2.4.3.

LEARNING TO RELAX MUSCULARLY

Instructions: practice muscle relaxation of the four muscle groups which are presented below for 10 minutes. Before beginning this exercise, we must be in a comfortable and pleasant position, with our eyes closed. The exercises presented below must be repeated two or three times.

1) Group 1: both arms. Clench both fists and tense your forearms, bend your arms slightly and tense your biceps and triceps. Feel the tension along the arms, more and more intense, feel how the tension increases... and now loosen the arm muscles slowly and, as you do it, the tension disappears and you feel increasingly the sensation of relaxation. With this exercise you are able to notice the difference between tension and relaxation and this feeling is very pleasant (1'30'').

2) Group 2: face and neck. Tilt your head forward as if you wanted to touch your chest with your chin and close your eyes tightly, open your mouth and give a forced smile...; feel the tension in the muscles of your neck and face, which is becoming more intense... feel how the tension increases... and now slowly turn your neck to its original position and loosen the muscles of the face, and as the tension disappears, you feel increasingly the sensation of relaxation. With this exercise you are able to notice the difference between tension and relaxation. Enjoy this feeling, which is very pleasant, and notice how these muscles are more and more relaxed (1'30'').

3) Group 3: back, shoulders and abdomen. Arch your torso slowly, making your chest go forward and your elbows and shoulders go backward, and pull the stomach area out. Feel the tension in those muscles, which is becoming more intense, feel how the tension increases and now turn those muscles to their original position, and as the tension disappears, you feel increasingly the sensation of relaxation. With this exercise you are able to notice the difference between tension and relaxation. Enjoy this feeling, which is very pleasant, and also notice how these muscles are more and more relaxed (1'30'').

4) Group 4: legs. Contract your thigh muscles and lift the foot, with the heel on the ground and the toes pointing upward; notice the increasing tension in the calves and all leg muscles, keep the tension... and now slowly turn those muscles to their original position; as the tension disappears, you feel increasingly the sensation of relaxation. With this exercise you are able to notice the difference between tension and

relaxation. Enjoy this feeling, which is very pleasant, and also notice how these muscles are more and more relaxed (1'30'').

5) Abdominal Breathing. Now that the muscles in your body are becoming more relaxed, we are going to do some breathing exercises to deepen the feelings of relaxation. Start by inhaling and filling your lungs with air from the abdomen upward... hold your breath and then exhale slowly; as you breathe out, you notice a growing sense of relaxation, calmness and tranquillity. This feeling is very nice and you feel more and more calm. Repeat this exercise three times (2').

6) Induction of sensations of relaxation. Finally, spend about two minutes deepening the sensations of relaxation. For example, the sensation of relaxation fills every muscle in your body and you let the pleasant and quiet emotions fill your body as you let yourself go more and more. Notice the feeling of tranquillity, serenity and peace... and the nice feeling of calmness that has been overcoming you. Now you perceive a deeper and deeper sensation of relaxation... you feel emotional serenity, those calm and serene feelings that tend to cover and fill your body..., a sensation of internal safety... (hold for a few seconds). Now feel once again the sensation of heaviness that accompanies relaxation as your body muscles become looser and looser and you feel calm, safe and very, very quiet and serene. In this state of calmness and tranquillity, every time you exhale, mentally draw the word "calm" in your favourite colour and let yourself go more and more through the pleasant sensations of relaxation (hold for a few seconds.) Very well. Now I will count to 5 and when I get to 3, you will open your eyes slowly, and when you hear 5, try to stretch and yawn; stand up slowly (2').

c) Mental relaxation: the participants will be reminded that relaxation is a physiological state opposite or antagonistic to anxiety and any other negative emotional state, i.e. a person cannot be anxious or angry and, at the same time, relaxed. The practitioner can give the following explanation: *"through relaxation, a series of changes take place in our body opposite to those that occur through anxiety or nervousness. For example, heart rate and blood pressure drop, body temperature rises, the level of tension in the muscles decreases, breathing becomes slower and all physiological functions slow down. For this reason, relaxation is a good instrument to cope with anxiety"*.

The method presented below deals with mental relaxation, which is much easier to implement once we have learnt abdominal breathing and muscle relaxation. It is considered a fast implementation technique.

Mental relaxation involves an important change in relation to other relaxation methods, because it is aimed at achieving muscle relaxation directly, without a tension phase. The practitioner can make a recording and then hands out Sheet 2.4.4. *"Mental relaxation"*. This method is applied once the participants master muscle relaxation, and it lasts approximately 5 minutes.

Sheet 2.4.4.

MENTAL RELAXATION

Instructions: practice the relaxation method that is explained below
1. In a comfortable position, with eyes closed, focus your attention on both arms. Look for possible points of tension in your forearms, biceps and triceps. Without any muscular movement, eliminate the tension in those muscles little by little.... and enjoy the sensations of relaxation that you will notice when you eliminate stress. These muscles are more and more relaxed... and as relaxation increases, tension decreases... (30'').
2. Now focus on your face and neck. Consider again if there is any point of tension in those muscles and send messages from your mind to loosen, relax and calm them. This feeling is very pleasant and the more relaxed you feel you are, the greater the sensation of calm and tranquillity. (30'').
3. Look for tension in the area of the back, shoulders and abdomen. If you find it, eliminate it gradually; you will feel a very pleasant sensation of relaxation... (30'').
4. Finally, focus on your legs and see if there is any tension; eliminate it gradually, until you notice that your legs are more and more relaxed... (30'').

- | |
|---|
| <p>5. Abdominal breathing. Now focus on your breathing, taking a deep breath and slowly breathing out the air in your lungs. As you exhale, draw the word “calm” in your mind and your whole body becomes more and more relaxed... (Repeat this exercise 1’30’’).</p> <p>6. Induction of sensations of relaxation. Now that your breathing is slow and unhurried, notice the increasing sensations of relaxation. They are very pleasant sensations of peace and inner calm. All your body is at peace with yourself and this feeling is very nice. Keep drawing the word “calm” in your mind and every time you visualize it, you feel a greater level of relaxation and inner peace. Repeat this exercise 1’30’’. To finish, when I count three, open your eyes slowly and you feel very good about yourself.</p> |
|---|

Once the participants master the three methods of relaxation suggested, perhaps the last is the most useful for being easy to implement in increasingly less comfortable situations. For example, after being practiced on an armchair or bed, it can be practiced on a chair; we can also go from a silent room to the living room while we are watching TV, then while we are doing something, standing, in the street, writing, etc. The last step will involve practicing mental relaxation in situations that cause negative emotions, for example, when we are angry, after an argument, or if we are nervous about an important personal problem. It will work best if we relax as soon as we notice the first signs of an anxiety response. The emotions associated with the relation are calmness, tranquillity and inner peace.

d) Change of thoughts: the objective is for participants to learn to identify their thoughts and understand how they affect physiological responses that we experience when we are anxious or nervous. The practitioner can give the following explanation: *“one of the main causes of anxiety occurs when anxious thoughts are activated and we take them as real and don’t confirm them. So, in many situations we get nervous because we make attributions or give inadequate explanations for those situations. That is, what bothers us or makes us nervous is not what happens to us, but what we think about what is happening to us. For example, imagine that you are walking down the street and you meet a friend who, surprisingly, doesn’t say hello. What would your reaction be?”*

- *If you feel angry, you probably think: “How dare he? He feels superior, he is a fool”.*

- *If you feel sad, you might think: “I must have done something that has offended him. I’m always putting my foot in it. I’m going to lose all my friends”.*

The event is the same in both cases but the type of emotional response (angry and sad) is directly caused by the thought or interpretation of the events that take place. Otherwise, everyone would react the same way to the same life situations. To remove these thoughts, we must first identify them. To this end, the first thing is to identify these unpleasant sensations and once identified we need to ask ourselves “Is the way I’m interpreting this situation right or is there an alternative way to interpret it and make it more objective and better for me?”.

Then, Sheet 2.4.5. “*Controlling thoughts*” is handed out. The situation is read together with the participants and the practitioner comments on the case using the examples in quotation marks to facilitate practice by the participants. Then they must complete it individually. Once completed, the answers are shared.

Sheet 2.4.5.

CONTROLLING THOUGHTS

Instructions: read the following situations and provide new examples that could be used for each specific case.	
SITUATION 1: Antonio is a 14-year-old teenager whose family has many economic problems, so they can't buy him the designer clothes he likes so much and all his friends wear. After urging his mother to buy him some trainers he wants, she refuses to buy them. Antonio gets very angry and nervous. He pushes his mother, who falls to the ground and fractures her ankle.	
Automatic thoughts	- "It's unfair, all my friends wear them" -
Emotions they cause	- Anger -
Alternative thoughts	- "Perhaps it is not the best moment to buy those trainers" -
SITUATION 2: María has found difficulties in contacting and meeting her best friend for a couple of weeks. When she phones her, she doesn't answer, it takes her several days to answer Maria's messages, etc. She says that she is very busy with school, the gym, etc. and she can't go out. They haven't seen each other during the last two weekends and María doesn't understand why. Several days later, María bumps into her at high school; she gets very nervous and can't suppress her anger, so she insults her badly.	
Automatic thoughts	- "She's being insincere; she's ignoring me but doesn't dare to tell me" -
Emotions they cause	- Anger -
Alternative thoughts	- "She may have a serious problem, I should talk to her" -

Finally, the practitioner should emphasize the importance of reinterpreting anxiogenic situations by controlling thoughts and applying strategies such as relaxation.

5.6.5. Activity 5: Dealing with situations of anxiety

Practice the exercises of anxiety control at least three times, applying them to situations that cause nervousness now or have caused it in the past. The participants are asked to identify these situations and analyse them following the outline shown on Sheet 2.4.6. *"Implementing strategies to control anxiety"*.

Once they have identified their personal situations, they are required to think, individually and considering what they have learnt, about the techniques they would implement to effectively manage each of the situations identified. Then, the results are shared and the practitioner focuses on one of the situations provided by the participants. They make together a plan on how to manage that situation. Finally, they practice the techniques in the session.

Sheet 2.4.6.

IMPLEMENTING STRATEGIES TO CONTROL ANXIETY

Instructions: practice the exercises for anxiety control and report the following elements to check if it works				
Situation	Thoughts	Physical and emotional sensations	Technique used	Alternative thoughts
<i>I argue with my brother because he doesn't lend me his shoes</i>	<i>I'm an idiot, because I always lend him everything</i>	<i>Anger, rage Knot in the stomach</i>	<i>Breathing and control of thoughts</i>	<i>I will wait for a more appropriate time to ask him for them</i>
<i>My classmate ignores me when I ask him a doubt</i>	<i>He's selfish; when he doesn't understand something, I always explain it to him</i>	<i>Anger, tension</i>	<i>Breathing and muscular relaxation</i>	<i>I can ask other classmates. Perhaps he doesn't know it.</i>

5.6.6. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from "0" to "10", considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

5.6.7. Assessment questions

1. The only way to control my anxiety is by managing the physical symptoms (FALSE).
2. If I identify the situations in which I usually get nervous, I will control my anxiety better (TRUE).
3. What I think in a particular situation will not influence my getting anxious (FALSE).

MODULE III

Control of negative emotions

1. INTRODUCTION TO THE MODULE

1.1. APPROACH AND JUSTIFICATION

Multiple researches have highlighted the connection between experiences of strain and the propensity to commit certain crimes, especially violent crimes (Andrews and Bonta, 2006). Many crimes such as murders, gender-based murders, bodily injury, sexual assaults and robberies are perpetrated by individuals who experience strong feelings of anger, revenge, sexual appetite, lust for money and property, or contempt for other people. The general strain theory points out the following sequence explaining the relationship between strain and crime (Garrido, Stangeland and Redondo, 2006): a) Different sources of strain can affect the individual, especially failure to achieve positive social goals, being deprived of gratification that he or she owns or expects and being subjected to unavoidable aversive situations; b) As a result of the above strains, negative emotions, such as *anger*, will be generated in the person, energizing his or her behaviour towards correcting the situation; c) Criminal behaviour is a possible corrective action against a source of strain experienced; d) The suppression of the source alleviates the strain and, consequently, the behavioural mechanism used for solving the strain is consolidated.

Within the field of negative emotions, anger plays a central role in explaining antisocial and/or criminal behaviour. Anger is seen as an emotional response characterized by high arousal of the sympathetic nervous system that triggers cognitive responses characterized by a subjective perception of harm and of external attribution. The emotional responses of anger, in principle, have a clearly adaptive function, but it decreases when it is expressed usually in the form of verbal and physical aggression in the face of the demands of the environment that a young person has to confront. Thus, some authors such as Selby, Anestis and Joiner (2008) have shown that people with a tendency to behave in a socially deviant way obtained higher scores on the “Novaco Anger Inventory” (Novaco, 1975) than people without such a tendency.

Goldstein and Glick (2001) have also found that young offenders develop aggressive behaviour through a process of social learning that occurs mainly in interpersonal contexts. According to these authors, these violent behaviours can be considered as a direct result of negative emotions like anger. Other important variables influencing anger management are the cognitive interpretations that the young person puts on interpersonal situations that trigger this type of aggressive reactions. Furthermore, these cognitive variables that manifest themselves in the form of self-dialogue are useful for young offenders to learn to regulate their behaviour in such situations.

Luria (1956) demonstrated that children learn to regulate their external behaviour through internal speech, also known as internal conversation or dialogue with oneself. The following would be an example: *“Well, my brother is trying to take my toys. It makes me want to slap his face, but I’d better go somewhere else. I don’t want to hurt him”*.

Existing programmes on anger management attach great importance to the thoughts or self-dialogue that young people need to develop in order to learn to guide their behaviour. This process is known as self-control and its acquisition is linked to the ability that teenagers develop in order to learn to manage their behaviour through an internal dialogue in the form of self-instructions. Thus, if this process fails in its

acquisition, the most obvious consequence is usually impulsivity and aggressive responses to the demands of the environment.

Novaco (1975) is the author that has studied reactions of anger more in depth. He considers that they are closely linked to the cognitive assessment of environmental demands. These assessments are characterized by inappropriate expectations of action that result in maladjusted behaviour (e.g. verbal and physical aggression) in the face of the demand raised. A good way to handle this type of aggressive behaviour is to learn to develop a wide variety of self-instructions that help the young person to break the chain of aggression and/or violence.

Therefore, the necessary elements to be considered in a treatment programme aimed at anger management are: a) to identify the internal and external causes; b) to recognize the physiological responses characteristic of this reaction; c) to become aware of the thoughts or self-dialogue that are present when it occurs; d) to learn techniques that help the young person to reduce this type of negative emotions, and e) to prepare a self-report on the learning of the steps listed (Novaco, Ramm and Black, 2001).

To sum up, there are several authors who consider that the tendency to experience anger is often a factor acting as facilitator or mediator of antisocial behaviour; that is, sometimes the offence or violent act carried out by a young person will be the consequence of anger experienced and/or expressed (Howells, 2004).

1.2. GENERAL OBJECTIVES

1. To recognize how emotional responses of anger occur in connection with certain situations and contexts.
2. To understand the relationship between experiencing and/or expressing anger and the antisocial/aggressive behaviour associated with it.
3. To develop strategies for anger control and management.

2. SESSION 1: ANGER AND AGGRESSIVE BEHAVIOUR: ASSESSMENT (I)

2.1. SPECIFIC OBJECTIVES

1. To define anger as a negative emotion in terms of its cognitive, physiological and behavioural component.
2. To understand the adaptive value of anger and its relationship with aggressive/criminal behaviour.
3. To discriminate possible consequences resulting from different actions in a situation that provokes reactions of anger.

2.2. METHOD AND CONTENTS

The objective of this session is for participants to know what anger is and what its manifestations or symptoms are in order to be able to identify it and recognize its relationship with certain criminal behaviours and what its consequences are.

To that end, we will carry out several activities aimed at achieving the following objectives: a) to train the participants to recognize their reactions of anger; b) to understand the relationship between anger and aggressive/criminal behaviour; and c) to learn the consequences that can result from the expression of anger. We will use both fictional examples and real situations of the participants to meet the objectives established.

2.3. KEY CONCEPTS

✓ **Anger:** emotion characterized by feelings of annoyance, rage or wish for revenge. It usually occurs against other people and manifests itself in the form of physical and verbal aggression.

✓ **A→B→C model of anger:** explanatory model that is used to analyse the reactions of anger in terms of their antecedents (A), responses (B) and consequences (C).

2.4. ACTIVITIES

- Activity 1. Getting to know anger
- Activity 2. A→B→C
- Activity 3. What to do? You decide
- Activity 4. Supplementary activity

2.5. MATERIAL

- Blackboard and chalk
- Sheets of paper
- Sheet 3.1.1. Recognizing situations that trigger anger responses
- Sheet 3.1.2. Applying the A→B→C model to analyse the reactions of anger
- Sheet 3.1.3. Self-report on reactions of anger
- Table 3.1.1. Anger-provoking situations

2.6. DEVELOPMENT OF THE SESSION

2.6.1. Activity 1: Getting to know anger

The objective of this first activity is for the participants to become acquainted with the main characteristics of anger, as well as its most characteristic responses. The practitioner can begin as follows: *“I suppose all of you have heard the word “anger” and you may even have used this word when talking about someone who reacts with anger, but could any of you explain what anger is?”* Then, a brainstorming session follows about this concept, the participants’ answers are written on the board, and finally a common definition is reached, taking into consideration the definition given.

Next, the practitioner hands out Sheet 3.1.1. *“Recognizing situations that trigger anger responses”* and explains the theoretical content: *“emotion characterized by feelings of annoyance, rage or wish for revenge. It usually manifests itself against other people in the form of physical and verbal aggression.”*

If the reactions of anger are not controlled, they can manifest themselves in a very violent way, for example, when accompanied by anxiety or fear. At other times it can manifest itself in the form of loss of control, as when we make an effort to control a situation that is important to us, but we see that we lose all control of it, the reaction being disproportionate and aggressive.

The characteristic responses of an emotional reaction of anger are:

- *Cognitive: negative, destructive, aggressive thoughts; defensive and exaggerated thoughts that have been automated. The young person is not aware of such thoughts. They may arise, for example, when one feels like hitting something or someone.*
- *Physiological: facial and muscular tension, headache, backache, rapid breathing, flushing. For example, clenched fists and teeth, lips pressed together and frowning.*
- *Behavioural: to verbalize aggressive words to intimidate or humiliate and/or carry out physical attacks to hurt someone”.*

After the explanation, the practitioner will ask each participant to describe a moment in which they have felt a reaction of anger; then they must point out the responses that took place at a cognitive, physiological, emotional and behavioural level. Next, on Sheet 3.1.1. *“Recognizing situations that trigger anger responses”*, the participants will describe two situations in which they have experienced this kind of responses.

Sheet 3.1.1.

RECOGNIZING SITUATIONS THAT TRIGGER ANGER RESPONSES

Instructions: describe two situations in which you have experienced anger, one in which you managed to control it and another in which you didn't. Take into consideration the examples shown.

ANGER: *emotion characterized by a feeling of annoyance, rage or wish for revenge. It usually manifests itself against other people in the form of physical and verbal aggression. Its symptoms occur at 3 levels:*

- **Cognitive:** negative, destructive, aggressive thoughts, defensive and exaggerated thoughts; on the whole, they present a reiterative pattern, i.e. they repeat themselves over and over again. One may feel the urge to hit something or someone.
- **Physiological:** facial and muscular tension, headache, backache, rapid breathing, and even flushing occur. For example, clenched fists and teeth, lips pressed together and frowning.
- **Behavioural:** pompous or vulgar words or interjections that show the alteration of the state of mind. Acts may occur which become repetitive and which programme us to react with aggressive habits and behaviours that even lead to psychological, verbal and physical aggression.

- **Situation 1:** I've found out that my girlfriend has lied to me. She said she wasn't going out this afternoon because she wasn't feeling well, but I've seen her walking through the park. She knows I hate lies. I have become furious and have called her to reproach her. However, when she has explained the situation (she was going to pick up her little brother after school), I have understood it and everything has been cleared up.

- **My example:**

- **Situation 2:** When my parents got home and saw the havoc the dog had caused in the house, they immediately thought of me. Of course, as it's me who walks the dog in the morning before going to school, nobody else was to blame. When I came back home, my parents didn't ask me if I had something to do, they just punished me for a few weeks. It was unfair, I kept the dog locked in the yard, as every day. I got very angry, shouted and argued with them, but there was nothing to do. Of course, they didn't think of my brother, because he's so good. The situation overwhelmed me and I kicked the dog with such bad luck that a leg got broken. It was useless when my brother admitted later that he had left the door open when he went outside to get his skates. The damage was done.

- **My example:**

Once the situations have been identified, the practitioner asks them to read them aloud and he analyses, with the members of the group, those which he considers are best described.

When the analysis of the examples suggested is over, the practitioner can summarize the concept of anger as follows: *"human beings experience a lot of emotions, like happiness, sadness, fear, uncertainty, rage, etc. Anger is another powerful emotion that affects our thoughts, what we feel physically and how we behave, so it is important to learn to control it, as the person who experiences it feels like a pressure cooker and if he doesn't release the pressure he feels, he will eventually explode."*

There are many situations that cause anger. For example, you can get angry when something doesn't go your way. You may get furious with yourself when you don't understand the task that you have to do or when your team loses an important match. You can get frustrated when you find it difficult to achieve a goal, and that frustration can cause anger.

Thus, some people who make fun of you or insult you can make you furious. You can also get angry with your parents if you consider that some of their rules are unfair. Worst of all is when they blame you for something you haven't done, but very often we just get furious without knowing why. Some people hide their anger deep inside. If you act that way, you can even have a headache or a stomach ache. You may simply feel bad about yourself and begin to cry. It is not good to hide the anger, so you should find a way to release it without hurting anyone (including you).

Therefore, anger arises when we don't know how to solve important situations in our lives; the emotional content of these situations makes them relevant to us, and the responses we give are exaggerated and disproportionate, and they generate negative consequences both for ourselves and for other people".

2.6.2. Activity 2: A→B→C

The objective of this activity is for participants to understand how a young offender's behaviour occurs when he experiences a reaction of anger and what consequences it has for him in the short and long term. To do this activity, we will apply the A→B→C model. For that purpose, the practitioner hands out Sheet 3.1.2. *“Applying the A→B→C model to analyse the reactions of anger”* and gives the following explanation: *“as we have seen in previous modules, this model is explained as follows:*

- *A: antecedents. What causes me anger.*
- *B: angry behaviour. What I think, feel and do when I experience anger.*
- *C: consequences. The consequences that my angry behaviour has for me and for others”.*

Then, participants are asked to fill in the A→B→C model on Sheet 3.1.2. *“Applying the A→B→C model to analyse the reactions of anger”* with their own situation of angry behaviour (**My situation 1**). The cases suggested by the participants are revised, trying to clarify how this model of analysis is applied to their specific situations.

Sheet 3.1.2.

APPLYING THE A→B→C MODEL TO ANALYSE THE REACTIONS OF ANGER

Instructions: look at the example and then describe the components of the A→B→C model of anger with the help of a situation you have experienced	
A Antecedents	A strange look from a stranger when buying a ticket for a rock concert
B Behaviours	- Thoughts: “He’s mocking me”, “this idiot is making fun of me” - Physiological: Strain and internal body agitation - Behaviour: to insult him and, because of his response, to punch him and get into a fight - Emotion: Anger, rage
C Consequences	Physical damage to a person who might not have looked disapprovingly. When the police arrive, he is reported for assaulting in the street.
- My situation 1:	
A Antecedents	
B Behaviours	- Thoughts: - Physiological: - Behaviour: - Emotion:
C Consequences	
- Mi situation 2:	
A Antecedents	
B Behaviours	- Thoughts: - Physiological: - Behaviour: - Emotion:
C Consequences	

Next, out of the results on Sheet 3.1.1. “*Recognizing situations that trigger anger responses*”, the two situations provided by the participants are analysed following this model. The practitioner can analyse one of the situations with the participation of all members of the group, writing the results on the blackboard, and the second situation is analysed by the participants in the next section of Sheet 3.1.2. “*Applying the $A \rightarrow B \rightarrow C$ model to analyse the reactions of anger*” (**My situation 2**).

Finally, the results are discussed and all members reach a common result. As many situations as the practitioner deems appropriate will be analysed for adequate understanding of the contents.

2.6.3. Activity 3: What to do? You decide

To go more deeply into the analysis of the consequences of anger, as well as the possibility of controlling it, the participants are shown a series of situations with two possible solutions (with and without anger management) and the possible consequences of such actions. The practitioner says: “*now we will analyse some situations that can cause anger, the behaviours that take place and their possible consequences, with which you may feel identified at some point in your life. The important thing is to consider that the consequences will be different depending on the behaviours that take place in those situations*”.

The situations suggested are listed in Table 3.1.1. “*Anger-provoking situations*”:

Table 3.1.1.
ANGER-PROVOKING SITUATIONS

ANGER-PROVOKING SITUATION	WHAT I DO	CONSEQUENCES OF WHAT I DO
1) When going into a disco, a person who is going out pushes you	<ul style="list-style-type: none"> - <i>Behaviour 1</i>: although he apologizes, you decide to insult and push him - <i>Behaviour 2</i>: you nod approvingly and go into the disco, without giving it more importance 	<ul style="list-style-type: none"> - <i>Consequence 1</i>: You’re not allowed into the disco, what makes your friends angry; they decide to go home. The party’s over. - <i>Consequence 2</i>: There have been no fights, nobody’s suffered. You go into the disco with your friends and have a great night.
2) Strange look from a stranger	<ul style="list-style-type: none"> - <i>Behaviour 1</i>: not knowing for sure if that look was aimed at you, you decide to push and insult him - <i>Behaviour 2</i>: you don’t give it importance, you don’t know if he has looked at you, and in case he has, you don’t feel offended. 	<ul style="list-style-type: none"> - <i>Consequence 1</i>: the person has been physically hurt, as is shown by numerous injuries. He goes to the police, and you are reported and taken to the police station. - <i>Consequence 2</i>: no one is injured and you avoid being reported, which you could have paid dearly.

After presenting these examples and discussing them with the participants, we suggest that they present situations and think of possible behaviours in which anger is controlled and other behaviours in which it is not, and the consequences in both cases. If the participants do not suggest new situations, we can use some of those described in the previous activities. Every suggestion is written on the board, following the A→B→C model of anger.

2.6.4. Activity 4: Supplementary activity

We suggest, for the next session, that they remember two antisocial/offending behaviours that they have carried out as a result of being carried away by rage, and the anger that such situations caused them and what the consequences have been for them. They must report them on Sheet 3.1.3 “*Self-report on reactions of anger*”, following the A→B→C model of anger. We also suggest the possibility of reporting any situation of anger that they may experience in the interval between this session and the next.

Sheet 3.1.3.

SELF-REPORT ON REACTIONS OF ANGER

Instructions: describe two situations in which you have behaved in an aggressive or inappropriate way as a result of anger or rage. If you experience any situation this week, you can also note it down		
ANTECEDENTS	ANGRY BEHAVIOUR	CONSEQUENCES
<i>Situation 1:</i>	- <i>What did I think?</i> - <i>What did I feel?</i> - <i>What did I do?</i>	- <i>Positive:</i> - <i>Negative:</i>
<i>Situation 2:</i>	- <i>What did I think?</i> - <i>What did I feel?</i> - <i>What did I do?</i>	- <i>Positive:</i> - <i>Negative:</i>

2.6.5. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

2.6.6. Assessment questions

1. It's normal to feel anger in some situations, the important thing is to know how to control it (TRUE).
2. Antisocial or inappropriate behaviour can't occur as a result of anger (FALSE)
3. Anger is an emotion that I experience, therefore the consequences of my reactions of anger are never going to affect other people (FALSE).

3. SESSION 2: ANGER AND AGGRESSIVE BEHAVIOUR: ASSESSMENT (II)

3.1. SPECIFIC OBJECTIVES

1. To learn to detect and identify the thoughts and emotions associated with situations that provoke reactions of anger.
2. To be aware of the situations more frequently associated with anger.
3. To learn to identify the antecedent situations and factors that trigger reactions of anger.

3.2. METHOD AND CONTENTS

These activities are aimed at helping the participants to identify real life situations in which they have reacted angrily.

To that end, they will first answer Novaco's questionnaire about situations that trigger reactions of anger. Then each participant will build his own hierarchy of triggers, with the aim of acquiring the ability to identify situations that trigger anger and recognize the components of their reactions to such situations.

3.3. KEY CONCEPTS

✓ **Anger:** emotion characterized by feelings of annoyance, rage or wish for revenge. It usually occurs against other people and manifests itself in the form of physical and verbal aggression.

✓ **Trigger:** element or key that makes a situation eventually cause a reaction of anger. If the emotional reaction is intense, the young person loses control over his behaviour and the consequences will be more serious.

3.4. ACTIVITIES

- Activity 1. Review of supplementary activity
- Activity 2. Situations of anger
- Activity 3. My anger profile
- Activity 4. Analysing my anger
- Activity 5. Supplementary activity

3.5. MATERIAL

Blackboard and chalk

Sheet 3.2.1. Questionnaire about situations that trigger reactions of anger

Sheet 3.2.2. Profile of my anger-triggering situations

Sheet 3.2.3. Analysing one of the situations that trigger my reactions of anger

Sheet 3.2.4. My everyday situations of anger

Table 3.2.1. Example of responses to a situation of anger

3.6. DEVELOPMENT OF THE SESSION

3.6.1. Activity 1: Review of the supplementary activity

We review the self-report on angry behaviours from the previous session, breaking it down into thoughts, emotions, behaviours and consequences. Finally, in order to introduce the session, we review the concept of anger and the $A \rightarrow B \rightarrow C$ model. The participants will provide their own personal examples. Next, the assessment questions from the previous session are answered, giving a brief summary.

3.6.2. Activity 2: Situations of anger

After reviewing the contents of the previous session, this activity is aimed at helping the participants identify a greater number of situations that can trigger reactions of anger. Sheet 3.2.1 “*Questionnaire about situations that trigger reactions of anger*” is handed out. On it, hypothetical situations that can trigger reactions of anger are described. This questionnaire is adapted from the Novaco Anger Inventory (1975).

The practitioner can give the following explanation: “*The 25 items in this scale have been prepared to know your general way of reacting to certain situations that can cause anger responses. Try to imagine that each situation is happening at this time and point out the degree to which you could experience that emotion*”.

Sheet 3.2.1.

QUESTIONNAIRE ABOUT SITUATIONS THAT TRIGGER REACTIONS OF ANGER

Instructions: The items on this scale describe situations that are related to anger arousal. For each item, assess the degree of anger or rage that the incident described would cause you, pointing out the appropriate level of anger. Try to imagine that the incident is actually happening and then point out to what extent you would have been angry. In real situations, the degree of anger you would experience would depend on other factors that are not specified in the items (for example, the type of situation, how the event occurred, etc.). This scale deals with your general reactions, so details of specific situations have been omitted. Please try to evaluate your responses in a general way.

Point out to what extent you would feel angry or upset in the following situations. The possible answers are: “very little”, “a little”, “moderately”, “quite a lot” and “a lot”

SITUATION	Very little	Little	Moderately	Quite a lot	A lot
1. You unpack a device you have just bought; you plug it and discover it does not work					
2. A repairer on whom you depend overcharges you					
3. You're the only one who is told off for an action in which several people were involved					
4. Your car gets stuck in the mud or in the sand					
5. You're talking to someone, but he/she doesn't answer					
6. Someone is pretending to be something they are not					
7. While you are struggling to carry four cups of coffee to your table in a cafeteria, someone bumps into you and spills the coffee					

8. Someone drops your the jacket to the floor and they do not pick it up.					
9. From the moment you walk into a shop, the shop assistant follows you					
10. You've arranged to go somewhere with somebody, but that person backs out at the last moment and you are stood up					
11. They laugh at you or tease you					
12. Your car stalls at a traffic light that has just turned green and the driver in the car behind honks over and over again					
13. You make an improper turn in a parking lot and someone asks you where you have learnt to drive					
14. Someone makes a mistake but blames you					
15. You are trying to concentrate but someone near you is tapping their foot on the floor					
16. You lend somebody a book or an important object, but they do not give it back					
17. You have had a bad day and your flatmate starts complaining that you have forgotten doing something you said you were going to do					
18. You are trying to discuss something important with your partner, but he/she does not give you the chance to express your feelings					
19. You are arguing with someone about an issue that they defend without knowing much about it					
20. Someone meddles in an argument you are having with another person					
21. You need to get somewhere urgently and the car in front of you is running at 40 km/h in an area where you can run at 60 km/h, and you can't overtake					
22. You step on chewing gum					
23. You walk past a group of people and they make fun of you					
24. You tear your trousers or a skirt with a sharp object when you rush out to a place where you are expected					
25. You use the last coin you have left to get the parking ticket, but the machine is not working and you lose both the ticket and the coin					

When checking this questionnaire, we can obtain a more precise guidance about the nature of the situations described, trying to classify them into:

a) Intrapersonal (reactions of anger in situations that are of an individual nature):
Items 1, 4, 22, 24, 25.

b) Interpersonal (reactions of anger in situations that are of an interpersonal nature):
items 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23.

When all the participants have finished, the five situations that have the most votes are written on the board, so as to clearly see the situations that are considered to be most frequently associated with anger. In addition, a discussion and debate will follow about the situations that are considered important or unimportant by each of the participants (i.e. reasons provided by a participant for considering a situation to be important and reasons provided by another participant for not considering it as important).

3.6.3. Activity 3: My anger profile

In this activity we continue working with Sheet 3.2.1. “*Questionnaire about situations that trigger reactions of anger*”. The participants choose 10 situations which they have marked on their questionnaire as “a lot” or “quite a lot”. A personal profile of situations that trigger anger responses is obtained. The situations are noted down on Sheet 3.2.2 “*Profile of my anger-triggering situations*”. Then, we put a mark in the correct column depending on whether these situations are of an intrapersonal or interpersonal nature.

Sheet 3.2.2.

PROFILE OF MY ANGER-TRIGGERING SITUATIONS

Instructions: write down the 10 most common situations in the questionnaire and classify them in the two categories		
MY SITUATIONS	INTRAPERSONAL	INTERPERSONAL
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

With this activity we have completed the profile of situations that trigger reactions of anger for each participant. We will be able to highlight, in general terms, the general characteristics of the way the participants react to these situations, considering whether there are differences in the responses they give to these situations. Finally, we analyse the nature of the situations, considering whether they are of a more intrapersonal or interpersonal nature, or both.

3.6.4. Activity 4: Analysing my anger

The intention of this activity, apart from going more deeply into the situations that trigger anger responses, is for participants to analyse the thoughts, emotions, behaviours and consequences related to those hypothetical situations. For that purpose, Sheet 3.2.3. “*Analysing one of the situations that trigger my reactions of anger*” is handed out, and we point out that they must fill in the blanks with the situation with the highest score on Sheet 3.2.2. “*Profile of my anger-triggering situations*”.

Before doing the activity, the practitioner can provide the example in Table 3.2.1. “*Example of responses to a situation of anger*”.

Table 3.2.1.**EXAMPLE OF RESPONSES TO A SITUATION OF ANGER**

SITUATION: talking to someone who doesn't answer			
THOUGHTS	EMOTIONS	BEHAVIOUR	CONSEQUENCES
"Not talking to that person again" "Shouting at him/her" "I haven't done anything"	Anger Rage Anxiety	Insults and verbal provocations Physical aggression	Injuries No conflict resolution Loss of friendship Venting anger

Sheet 3.2.3.**ANALYSING ONE OF THE SITUATIONS THAT TRIGGER MY REACTIONS OF ANGER**

Instructions: describe the situation with the highest score in the questionnaire and analyse it in the categories below			
Situation:			
THOUGHTS	EMOTIONS	BEHAVIOUR	CONSEQUENCES

3.6.5. Activity 5: Supplementary activity

To encourage the consolidation of acquired contents, we ask the participants, for the next session, to identify 3 situations of their everyday life in which they have been able to experience reactions of anger and to note them down on Sheet 3.2.4. "*My everyday situations of anger*". We point out that, if they can't think of any situation, they can analyse three situations from Sheet 3.2.2. "*Profile of my anger-triggering situations*".

Sheet 3.2.4.**MY EVERYDAY SITUATIONS OF ANGER**

ANTECEDENTS	ANGRY BEHAVIOURS	CONSEQUENCES
<i>Situation 1:</i>	- What did I think? - What did I feel? - What did I do?	- Positive: - Negative:
<i>Situation 2:</i>	- What did I think? - What did I feel? - What did I do?	- Positive: - Negative:
<i>Situation 3:</i>	- What did I think? - What did I feel? - What did I do?	- Positive: - Negative:

3.6.6. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from "0" to "10", considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

3.6.7. Assessment questions

1. I will only experience anger in situations in which other people offend me or bother me (FALSE).
2. The thoughts I have when I'm angry are usually positive thoughts (FALSE).
3. The situations that can trigger my anger are diverse (TRUE).

4. SESSION 3: STRATEGIES FOR ANGER MANAGEMENT

4.1. SPECIFIC OBJECTIVES

1. To learn and practice various strategies to reduce anger.
2. To recognize the relationship between such techniques and the reduction of anger.
3. To understand the influence of the arousal level and our thoughts on the way we feel and behave when we are angry.

4.2. METHOD AND CONTENTS

An emotion like anger is the product of an interaction between a state of physiological arousal (e.g. bodily tension, sweating) and a cognitive process of perception and causal attribution of such arousal to certain situations such as the ones we have analysed in the previous session (e.g. *“I will not talk to him/her again”, “I’ll shout at him/her”, “I didn’t do anything”*).

This session will deal with the participants’ control of the physiological reactions and negative thoughts that influence our own behaviour. During the session, we will explain the importance of anger management in certain situations, focusing on the learning of techniques for the management of physiological arousal, such as relaxation, and other techniques aimed at controlling the thoughts associated with situations of anger. After the implementation of each technique, the results will be shared: the participants will tell how they have felt, what benefits they see and which technique they have found to be most effective.

The supplementary activity is intended to be useful as a method of generalization of the strategies learnt in the session in order to use them in everyday life.

4.3. KEY CONCEPTS

- ✓ **Physiological arousal:** physical responses of our body (e.g. strain, sweating, tachycardia, shortness of breath) that occur when we arouse ourselves to deal with any situations of an intrapersonal or interpersonal nature that trigger reactions of anger.
- ✓ **Relaxation:** it is a strategy that allows us to get a reduction on the level of physiological arousal through the implementation of various techniques.
- ✓ **Self-instruction:** order or instruction that a person gives himself/herself to guide his/her behaviour.
- ✓ **Self-reinforcement:** reward that you give yourself for a specific way of behaving.
- ✓ **Negative thoughts:** assessment of objects, events and people in a negative way. Thought that tends to establish negativity as a habit and, without being aware of it, becomes a habitual way of thinking and expressing oneself.

4.4. ACTIVITIES

Activity 1. Review of the supplementary activity

Activity 2. How can I manage my anger?

Activity 3. Controlling my arousal level

Activity 4. Thought and behaviour

Activity 5. Self-dialogue

Activity 6. Supplementary activity

4.5. MATERIAL

Blackboard and chalk

Sheet 3.3.1. Mental relaxation

Sheet 3.3.2. Thoughts justifying hypothetical situations of anger

Sheet 3.3.3. Development of self-instructions in situations that trigger negative thoughts

Sheet 3.3.4. Self-reinforcement in anger situations with negative thoughts

Sheet 3.3.5. Self-report on situations associated with reactions of anger and their management

4.6. DEVELOPMENT OF THE SESSION

4.6.1. Activity 1: Review of the supplementary activity

We review the self-report on anger from the previous session, analysing the various components of this type of reaction and emphasizing especially the relationship between physiological arousal and emotional response of anger. Furthermore, we take advantage to briefly review the situations that cause the most anger to each participant. Finally, the assessment questions are answered.

4.6.2. Activity 2: How can I manage my anger?

The objective of this activity is, basically, that participants provide different ideas on how we can manage anger. You can give the following introduction: *“when we are stressed, our body doesn’t rest well during sleep and we get up feeling tired. If we are too aroused, emotions are triggered and we tend to treat other people inappropriately, even people we are fond of. Imagine, for example, that one day you have a lot of things to do in different places in Madrid. Let’s consider this situation. I have just passed the driving licence test. At the driving school, they have told me that I have to do some paperwork before I can take my car for the first time (which I’m looking forward to). I have to go to the traffic department to get my driver’s licence, but before that I have to take the psychometric tests, have my photo taken, have some documents stamped in the driving school, etc. You know that you are not going to have time to do everything, so you rush to and fro with the intention of doing everything before 2 p.m. As it is Friday, you want to sort it out, otherwise you won’t be able to drive this weekend and take your friends to the mountains, something you promised you would do as soon as you passed.*

Do you identify with the situation? Okay, now think of how you feel. Also imagine that you go on the bus, it’s 1 p.m. and you still have to hand in the last document at the traffic department. You are not far, but there’s a lot of traffic and you start to get nervous. The person next to you gives you a gentle push with his arm and he apologizes. You look at him disapprovingly. Suddenly, smoke starts to come out of the

bus. The engine has just broken down and the driver says that you have to get off. Another bus will arrive in a while to pick up the passengers. You run out of patience and start telling the driver that he's incompetent and clumsy..., he replies, but you just keep insulting him, the driver defends himself and you end up shouting that it is his fault that you will be late... and a thousand other things...

NOW THINK! Do you think the driver wanted the bus to break down so that you arrived late? Do you think that was intentional? Do you think the person who pushed you moments before intended to hurt you? Now you probably think the answer is NO, but in a real stressful situation you would probably answer these questions with an emphatic YES”.

Firstly, after these considerations, a brainstorming session is proposed concerning the physiological responses that your body would experience, and these are written on the blackboard. Secondly, we analyse the possible alternatives to control the reactions of anger in that situation or other different situations that the participants might suggest. Some options might be: getting the driving licence next week, developing an internal dialogue to calm down, thinking about other things, relaxing, breathing deeply, doing other activities (sports, music), telling the other person what bothers me to sort it out properly, etc. All suggested ideas are written on the board and, finally, we conclude by saying that they are going to learn now a series of techniques that will help them to control the physiological arousal, accompanied by nervousness, that eventually generates a reaction of anger that would be, essentially, the sum of the two responses (physiological arousal + emotional arousal).

4.6.3. Activity 3: Controlling my arousal level

In this activity the participants are trained to learn strategies aimed at the control of the physiological arousal. The practitioner will begin by explaining that, as seen in the previous activity, some of the techniques that can be used to control anger are those that control the level of physiological arousal we have at the moment of experiencing this type of reaction. To this end, the practitioner will ask the participants to remember what techniques were studied in the previous module for managing anxiety. After the participants' comments, the practitioner hands out Sheet 3.3.1. “*Mental relaxation*”, explaining that they are going to review one of the methods studied for the management of anxiety, i.e. mental relaxation, which will also be useful for managing anger. The method is reviewed and put into practice.

Sheet 3.3.1.

MENTAL RELAXATION

Instructions: practice the relaxation method that follows. The review of this method can be done in 5'. If necessary, you can do it for as long as you need to review the technique in depth.
1. In a comfortable position, with eyes closed, focus your attention on both arms. Look for possible points of tension in your forearms, biceps and triceps. Without any muscular movement, eliminate the tension in those muscles little by little.... and enjoy the sensations of relaxation that you will notice when you eliminate stress. These muscles are more and more relaxed... and as relaxation increases, tension decreases... (30'').
2. Now focus on your face and neck. Consider again if there is any point of tension in those muscles and send messages from your mind to loosen, relax and calm them. This feeling is very pleasant and the more relaxed you feel you are, the greater the sensation of calm and tranquillity. (30'').
3. Look for tension in the area of the back, shoulders and abdomen. If you find it, eliminate it gradually; you will feel a very pleasant sensation of relaxation... (30'').

4. Finally, focus on your legs and see if there is any tension; eliminate it gradually, until you notice that your legs are more and more relaxed... (30'').
5. Abdominal breathing. Now focus on your breathing, taking a deep breath and slowly breathing out the air in your lungs. As you exhale, draw the word "calm" in your mind and your whole body becomes more and more relaxed... (Repeat this exercise 1'30'').
6. Induction of sensations of relaxation. Now that your breathing is slow and unhurried, notice the increasing sensations of relaxation. They are very pleasant sensations of peace and inner calm. All your body is at peace with yourself and this feeling is very nice. Keep drawing the word "calm" in your mind and every time you visualize it, you feel a greater level of relaxation and inner peace. Repeat this exercise 1'30''. To finish, when I count three, open your eyes slowly and you feel very good about yourself.

After relaxation, the participants are asked to describe how they have felt while doing it, what they have noticed, if anyone has felt dizzy, etc. It is important to know that any technique used to learn to relax requires frequent practice to get to learn it.

4.6.4. Activity 4: Thought and behaviour

This activity is intended for participants to understand the importance of thoughts on how we act, before learning the techniques of cognitive restructuring. To that end, the practitioner will give the following explanation: *"in this session we will learn how the way we think influences the way we behave. Although many times we feel that our behaviours, especially the aggressive ones, occur immediately as a response to a provocation, an insult, a push..., the thoughts we have between the moment at which the "provocation" occurs and the response we give play an important role, even though we are not aware of it, since they are automated after having practiced them so many times.*

In short, what we think, what we say to ourselves and how we justify what we do is so important that we could say it influences our aggressive behaviour towards other people. Moreover, responding by attacking is not the only alternative, as we know that not everybody responds angrily to the same situation. How do people who don't develop a reaction of anger think? You may think that they are cowardly or unemotional, but in fact, the explanation lies in their heads, that's what makes them different. So if I think that "someone is looking at me", I'll end up attacking them verbally or physically.

It is important that participants are encouraged to provide more examples in which we can identify thoughts and behaviour.

Next, the practitioner hands out Sheet 3.3.2. *"Thoughts justifying hypothetical situations of anger"* and asks the participants to identify, either in groups or individually, possible thoughts that justify or explain that way of behaving and the alternative positive thoughts, according to the situations suggested.

Sheet 3.3.2.

THOUGHTS JUSTIFYING HYPOTHETICAL SITUATIONS OF ANGER

Instructions: think and identify the thoughts that can justify or explain the way the main characters in the stories behave. Then, point out what positive thoughts could be suggested as an alternative.		
SITUATIONS	NEGATIVE THOUGHTS	ALTERNATIVE THOUGHTS
Juan is in the park playing with the new ball he's been given as a present recently. His brother, Javier, takes the ball and starts playing without Juan noticing it. Juan goes thoughtlessly towards Javier and kicks him.		
Carmen is very interested in politics, but when somebody says something she disagrees about, she gets very angry, using expressions like "it's inhuman, it is a provocation on the part of that politician to have said that".		
Rosa is a very quiet person, but when her son cries without control, she can't put up with it and goes to another room so as not to hear him until he stops crying.		
Pedro is very good at maths, but he can't bear anybody in his classroom being better than him. So when someone gets a higher mark, he gets furious with himself and even goes red in the face.		

Finally, the practitioner could reflect on the importance of thoughts in managing reactions of anger.

4.6.5. Activity 5: Self-dialogue

This activity is aimed at the practice of the technique of self-instructions and self-reinforcement. The practitioner, after asking the participants whether they know what self-instructions are, gives the following explanation, providing all the examples needed for its proper understanding: *"self-verbalizations are the words we say to ourselves, without speaking aloud, internally. What we intend with these words is to change our internal dialogue, what we say to ourselves, but without speaking aloud (for example, when we're doing a puzzle and we keep an internal dialogue going on about how to put the pieces)"*. The self-verbalizations can be modified and therefore are learnt and internalized. The key role we want the participants to see about this training is the ability they have to modify or resist the effects of the automatic thoughts that interfere with coping with a particular situation or that are involved in the successful carrying out of a task. It is important that the participant is able to identify his internal verbalizations and how they interfere with the way he behaves.

The following example can be given: you're at a party and a guy bumps into you and spills the drink on your clothes. Negative thought: "he is clumsy and stupid, he's a

fool”. Self-instruction to control anger: “Perhaps he hasn’t seen me. There are a lot of people here, it’s no wonder he tripped”.

After the example, Sheet 3.3.3. “*Development of self-instructions in situations that trigger negative thoughts*” is handed out and the participants are asked to complete it, either in groups or individually, developing self-instructions when confronting negative thoughts associated with different situations.

Sheet 3.3.3.

DEVELOPMENT OF SELF-INSTRUCTIONS IN SITUATIONS THAT TRIGGER NEGATIVE THOUGHTS

Instructions: describe the negative thoughts that can be developed in the situations specified, as well as the self-instructions that could be applied in each case		
SITUATION	NEGATIVE THOUGHT	SELF-INSTRUCTION
Every time a friend contradicts me on the subject of football, I can’t stand it and I always end up yelling at him and arguing with him. They know nothing about football, they are such ignorant fools.		
I don’t like people touching my things. When someone does, I can even hit them.		
I can’t bear losing when I play any kind of games. I’m very competitive and I can do anything to win. I don’t care who I’m playing against, I will always hate them if they win.		
You are walking down the street and you bump into a classmate you know. He is very cocky and is always picking on everyone. When he walks past you, he pushes you and calls you names.		
You are in class and the teacher is checking some maths exercises. Your exercises are wrong and the teacher sneers at you in front of your classmates.		

Then, the practitioner explains that a strategy closely related to self-instructions is self-reinforcement. The practitioner says: “*self-reinforcement means that we are the ones who give ourselves a reward for the behaviour exhibited. That is, we reward ourselves for a behaviour we have had. For example, after having studied for one hour, a student frequently gets up from the table and goes to the kitchen for a snack. As he wants to change the way he studies, he is determined to do it every hour, but only if he has been able to concentrate. The self-reinforcement will be the action of getting up and eating something he likes*”.

Next, we will ask the participants to make a list of things that they consider rewarding, and we write them on the blackboard. It is important that these are rewards to which they have access and which have no negative consequences for anyone. Some possible

examples are: playing football, surfing the Internet for half an hour, having an ice cream, buying a comic. Verbal self-reinforcements can also be used; these are positive verbalizations addressed to ourselves for something we have done well. For example: “I’m doing it very well”, “I’ve had a hard time controlling myself, but I’ve done it alone”, “I am very proud of myself”, “I’m great”, etc.

Sheet 3.3.4 “*Self-reinforcement in anger situations with negative thoughts*” is handed out and the participants fill it in. This can be done as a group, with the practitioner writing the suggestions on the board, or individually, sharing the suggestions at the end.

After the exercise, the practitioner will emphasize that, when we give ourselves a reward, it is important to do it as soon as possible, so that it can take effect, whether with self-verbalizations or tangible rewards. Moreover, we will tell them that every time they succeed in thinking in a way that helps them to keep control and not to succumb to their feelings of anger, they will use any reward (it needn’t be something material, it can also be an activity they enjoy).

Sheet 3.3.4.

SELF-REINFORCEMENT IN ANGER SITUATIONS WITH NEGATIVE THOUGHTS

Instructions: describe the negative thoughts that could arise in the situations below, as well as the verbal or material self-reinforcements that could be applied.		
SITUATION	NEGATIVE THOUGHT	SELF-REINFORCEMENT
Every time a friend contradicts me on the subject of football, I can’t stand it and I always end up yelling at him and arguing with him. They know nothing about football, they are such ignorant fools.		Material: Verbal:
I don’t like people touching my things. When someone does, I can even hit them.		Material: Verbal:
I can’t bear losing when I play any kind of games. I’m very competitive and I can do anything to win. I don’t care who I’m playing against, I will always hate them if they win.		Material: Verbal:
You are walking down the street and you bump into a classmate you know. He is very cocky and is always picking on everyone. When he walks past you, he pushes you and calls you names.		Material: Verbal:
You are in class and the teacher is checking some maths exercises. Your exercises are wrong and the teacher sneers at you in front of your classmates.		Material: Verbal:

4.6.6. Activity 6: Supplementary activity

In order to practice the strategies learnt, Sheet 3.3.5. “Self-report on situations associated with reactions of anger and their management” is handed out, so that the participants can suggest new situations in which they experience anger or other similar negative emotions, specifying the technique of reduction which was used and whether it was successful. The practitioner explains: *“in the first column of the sheet I have handed out, you have to write down all those situations that cause you anger (indignation or annoyance) from this moment until the next session. In the second column you will note down what emotion you have felt in that situation: anger, rage, sadness, pain, annoyance, etc. In the third column, you will report the intensity of the emotion that you have felt from “0” to “10”, “0” meaning no intensity at all and “10” meaning maximum intensity. In the fourth column, you will specify the control technique you have used out of the ones we have studied. In the last column, you will report the intensity of the emotion after having practiced the control strategy.*

It’s important to try to implement the techniques you have learnt today at any time of the day, since thanks to them you will succeed in controlling your impulses and you will find an alternative response that will make you feel comfortable.

You must bring this sheet for all sessions, as it will be reviewed at the beginning of each of them”.

Sheet 3.3.5.

SELF-REPORT ON SITUATIONS ASSOCIATED WITH REACTIONS OF ANGER AND THEIR MANAGEMENT

Instructions: until the next session, keep practicing the techniques we have learnt for reducing the level of anger. Report the situations that cause you anger, annoyance or discomfort, the specific emotion caused by that situation, its intensity, the control technique used and the intensity of the emotion after putting the control strategy into practice.

SITUATION	EMOTION	INTENSITY	TECHNIQUE USED	INTENSITY

Finally, we give a summary of all the techniques studied throughout the session, emphasizing the elements seen for each of them, as well as the importance they have in relation to anger management.

4.6.7. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner

must give each participant a score from “0” to “10”, considering the following criteria:
a) work done and b) assimilation and internalization of the concepts discussed.

4.6.8. Assessment questions

1. There are several strategies that can help me to manage my anger (TRUE).
2. One way to manage my anger is to control my physiological arousal level, i.e. the physical sensations I experience when I am angry (TRUE).
3. All the strategies I can use to manage my anger are very simple, so it is not necessary to practice them frequently (FALSE).

5. SESSION 4: PRACTICING STRATEGIES FOR MANAGING ANGER (I)

5.1. SPECIFIC OBJECTIVES

1. To implement strategies for managing anger, both simultaneously and in different situations.
2. To consolidate learning and training of the strategies taught.

5.2. METHOD AND CONTENTS

To develop the session, the first thing we will do is to devote a few minutes to talk about what we are going to discuss today and, if necessary, to clear up any doubts that may have arisen concerning the contents of the previous session.

The objective of this session is to consolidate and generalize the use of the strategies learnt to different situations. First, the techniques taught will be summarized by practicing with two hypothetical situations. In the second activity, an intrapersonal and interpersonal situation is chosen out of the participant's own hierarchy of anger, which was prepared in the second session (Sheet 3.2.2 "*Profile of my anger-triggering situations*"). Each participant will analyse the situations chosen, as well as the possible strategies that can be used and how they could implement them. After this activity, a short discussion will follow about what each participant has done well and what they should improve. After having practiced the techniques, we will give a brief summary of their process of implementation. In this activity it is important to make sure that the participants have properly understood each technique and they know how to implement them. They must also learn to select the strategy or strategies that best suit the situation.

To end the session, the participants will be asked to complete the anger report by adding three more columns. In one of them they will report whether they applied the techniques. If they did not, they have to specify why (second column). In the last column, they will note down the difficulties they have run into when implementing the strategies. The objective of this task is to get a generalization of everything that has been learnt as far as coping with anger is concerned.

5.3. KEY CONCEPTS

✓ **Coping strategies:** techniques used to cope with the demands of the personal and social environment.

5.4. ACTIVITIES

- Activity 1. Review of the supplementary activity
- Activity 2. Remembering the strategies
- Activity 3. Implementation
- Activity 4. Conclusions
- Activity 5. Supplementary activity

5.5. MATERIAL

Blackboard and chalk

Sheet 3.4.1. Implementing strategies for managing anger in two hypothetical situations

Sheet 3.4.2. Implementing strategies for managing anger in my anger-triggering situations

Sheet 3.4.3. Self-report on situations associated with reactions of anger and their management

5.6. DEVELOPMENT OF THE SESSION

5.6.1. Activity 1: Review of the supplementary activity

We review the report on situations associated with reactions of anger and their management, which has been carried out during the week. We must check the use of the techniques taught in the previous session, encouraging the participants to practice them in order to acquire and strengthen new habits of behaviour in situations associated with reactions of anger throughout the years. Next, in order to briefly review the previous session, the assessment questions included at the end of it are answered.

5.6.2. Remembering the strategies

The aim of this activity is to remember the strategies seen in the previous session in order to practice them better through the analysis of two fictitious situations. To that end, the practitioner says: *“What we are going to do today is to implement the strategies we learnt in the previous session through various situations. Do you remember what techniques we learnt?”*. A brief summary of the strategies follows, and the practitioner writes them on the board.

The practitioner continues explaining: *“Now we’ll practice with two hypothetical situations. You will have to analyse the situations and think about the techniques you would implement if you were in the same situation as the main character”*. The practitioner hands out Sheet 3.4.1. *“Implementing strategies for managing anger in two hypothetical situations”*, telling the participants that they will have to analyse the emotions that the situation is causing to the main character and their intensity; they also have to point out what techniques they would put into practice in each example for managing anger.

Sheet 3.4.1.

IMPLEMENTING STRATEGIES FOR MANAGING ANGER IN TWO HYPOTHETICAL SITUATIONS

Instructions: read the examples below. Analyse the emotions that are being generated in each case and point out what techniques you would implement for each specific situation					
Situation	Emotion and intensity	Mental relaxation	Alternative thoughts	Self-instructions	Self-verbalizations
Gema's parents have punished her by not giving her any pocket money for two weeks, because she hasn't gone to school. She has argued with her parents and is very angry, because she won't be able to celebrate her birthday today; she had already arranged to meet her friends and had organized everything.					
Juan is about to explode. He has finally managed to arrange a meeting with the girl he likes. He was a little nervous because he was going to be late. When he was running down the stairs at home, he has fallen down and has broken the new trousers he had bought for the occasion.					

When the exercise is completed, the cases are presented. Each participant will have to explain how he would implement each of the techniques he has considered appropriate to put into practice in the situations proposed.

5.6.3. Implementation

In this activity, following the same method as in the previous one, the aim is for each participant to analyse two personal situations. To that end, they will use the hierarchy prepared in the second session of this module (Sheet 3.2.2 "*Profile of my anger-triggering situations*"). Each participant chooses the intrapersonal and interpersonal situation that they considered to be the one that caused a higher level of anger. Alternatively, they can choose any situation not included in the hierarchy that has taken place in the centre or they have been through recently.

The practitioner hands out Sheet 3.4.2. "*Implementing strategies for managing anger in my anger-triggering situations*" and the exercise is begun.

Sheet 3.4.2.

IMPLEMENTING STRATEGIES FOR MANAGING ANGER IN MY ANGER-TRIGGERING SITUATIONS

<i>Instructions:</i> describe the intrapersonal and interpersonal situation that causes you a higher level of anger. Analyse the emotions that each of them generates in you and point out what techniques you would implement in each specific situation					
Situation	Emotion and intensity	Mental relaxation	Alternative thoughts	Self-instructions	Self-verbalizations
Situation 1:					
Situation 2:					

After the specific cases have been discussed, each participant must explain how they would implement each of the techniques they have considered appropriate to put into practice in the situations chosen.

5.6.4. Conclusions

This activity will serve as a summary of the entire session. Each of the strategies implemented will be discussed, together with their difficulty or simplicity, and when the best moment to use each of them is.

5.6.5. Activity 5: Supplementary activity

Sheet 3.4.3. “*Self-report on situations associated with reactions of anger and their management*” is handed out. It is just a new anger report that the participants will have to fill in with the techniques learnt. In the last two columns, they must point out what techniques they did not use and what difficulties they encountered when implementing the ones they did use.

Sheet 3.4.3.

SELF-REPORT ON SITUATIONS ASSOCIATED WITH REACTIONS OF ANGER AND THEIR MANAGEMENT

<i>Instructions:</i> until the next session, keep practicing the techniques we have learnt. Report the situations that cause you anger, annoyance or discomfort, the specific emotion caused by that situation, its intensity, the control technique used and the intensity of the emotion after putting the control strategy into practice. Also, point out what strategies you didn't use and what difficulties you run into when implementing the ones you did use.					
Situation	Emotion and intensity	Techniques used	Intensity after implementation	Techniques not used	Difficulties

5.6.6. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

5.6.7. Assessment questions

1. After analysing various situations that cause anger, I have found that I must always use the same strategy to manage it (FALSE).
2. I have also found that, through practice, it is easier to use several strategies at the same time (TRUE).
3. Depending on the situation I am in and what my level of anger is, some strategies for managing anger will be more effective than others (TRUE).

6. SESSION 5: PRACTICING STRATEGIES FOR MANAGING ANGER (II)

6.1. SPECIFIC OBJECTIVES

1. To identify situations that may trigger reactions of anger.
2. To train the techniques learnt in intrapersonal and interpersonal situations.
3. To learn to control the internal dialogue we maintain with ourselves in situations that trigger anger responses.

6.2. METHOD AND CONTENTS

In this session we will try to make the participants aware that uncontrolled reactions of anger can bring them many problems, both with themselves and with others, and they will learn to respond to them differently from how they used to. The techniques already studied in previous sessions will be put into practice. For that purpose, we will carry out a role-playing activity or performance for each of the two situations the participants have chosen from their own hierarchies. We will try to work with examples relating to different situations such as situations concerning themselves, family situations, their friends and classmates, teachers or other adults that cause them a feeling of anger.

Those scenes must include the dysfunctional dialogue that is maintained, the negative thoughts that arise at that moment and the answer they would give. After preparing each of the scenes, each participant will rehearse the strategies appropriate to each situation.

6.3. KEY CONCEPTS

✓ **Coping strategies:** techniques used to cope adaptively with the demands of the personal and social environment.

6.4. ACTIVITIES

- Activity 1. Review of the supplementary activity
- Activity 2. Practicing strategies for managing anger
- Activity 3. My pyramids
- Activity 4. Conclusions
- Activity 5. Supplementary activity

6.5. MATERIALS

Blackboard and chalk

Sheet 3.5.1. Anger situations that occur at home, with my parents, brothers/sisters and other relatives.

Sheet 3.5.2. Situations that make me lose control and have feelings of anger with my friends or classmates, in class and in leisure activities.

Sheet 3.5.3. Situations that make me lose control and have feelings of anger with my teachers or other adults.

Sheet 3.5.4. Personal situations that make me lose control and have feelings of anger.

Sheet 3.5.5. Self-report on situations associated with reactions of anger and their management.

Table 3.5.1. Information about motivation and stages of change.

6.6. DEVELOPMENT OF THE SESSION

6.6.1. Activity 1: Review of the supplementary activity

The diary of emotions suggested in the previous session is reviewed, analysing the difficulties that the participants may have had when implementing some of the strategies taught. Then, they answer the assessment questions, giving a short summary of the content studied.

6.6.2. Activity 2: Practicing strategies for managing anger

This activity is intended for the participants to implement and practice the various strategies learnt for managing anger, doing it as real as possible. To this end, we will make use of the two situations in their own personal hierarchy analysed in the previous session (Sheet 3.4.2 “*Implementing strategies for managing anger in my anger-triggering situations*”).

The participants must summarize each of the situations they will work with. To that end, the practitioner will give them a number of instructions so that the participant involved can experience sensations similar to the ones that hypothetically took place in that real situation (*where were you?, who were you with?, what was happening?, what were you thinking?, how did you feel?*), with the aim of creating a suitable atmosphere for the performance. After recalling each participant’s situations, the method for the performance is as follows: a) the participants who will carry out the role-playing activity are chosen and they rehearse before acting it out; b) once they have performed the situation, the practitioner tries to identify the participants’ emotions and thoughts; c) as a group, they discuss the main character’s actions concerning the use of the strategies learnt (what has he/she done well and what could be improved), and d) they role-play the most appropriate alternatives, if there are any.

It is very important not to give any instructions to the participants. Thus, we will see to what extent they have internalized what they have learnt in previous sessions and what problems they encounter when they have to implement what they have learnt. The group dynamics will be done with each of the participants, so that everyone practices all the strategies.

6.6.3. Activity 3: My pyramids

This activity is aimed at ensuring that the participants construct a hierarchy of the situations that trigger reactions of anger at an intrapersonal and interpersonal level, so that, ultimately, they can identify more easily those situations in which they will have to implement the anger management strategies they have learnt. At an interpersonal level, we will focus on three areas: family, peers and others (teachers, adults, work, etc.).

To that end, the practitioner hands out Sheet 3.5.1. “*Anger situations that occur at home, with my parents, brothers/sisters and other relatives*”, Sheet 3.5.2. “*Situations that make me lose control and have feelings of anger with my friends or classmates, in class and in leisure activities*”, Sheet 3.5.3. “*Situations that make me lose control and have feelings of anger with my teachers or other adults*” and Sheet 3.5.4. “*Personal*

situations that make me lose control and have feelings of anger”, and gives the following explanation: “in this activity each of us will build four pyramids. The first pyramid will consist of situations that occur in your home with your parents, guardians, or brothers/sisters and that make you very angry. You have to think of three situations that infuriate you or make you very nervous, and arrange them from more to less anger, frustration or rage. When the pyramids of Egypt were built, workers had to work much harder to place the stones at the top; the stones at the base were easier and faster to manage, so we will do the same. Put the situations that cause you fewer problems and are easier to cope with at the base, as well as the situations that cause you less stress. As you approach the top, put the situations which cause you more anger and which you find more difficult to manage. The situation must include many details, and it must describe your thoughts, feelings and what you would do. When you finish, we will go through the situations as a group, and we will see that your situations are very similar to those of your partners”.

“The second pyramid must also be built with three situations that make you lose control and have feelings of anger, but this time in connection with your friends or classmates, in class, in leisure activities”.

“The third pyramid must be built with situations that happen to you in everyday life and make you angry when you have contact with teachers or other adults, workmates, etc.”.

“The fourth pyramid refers to personal situations, that is, situations that have to do with ourselves and don’t involve other people.”

Sheet 3.5.1.

ANGER SITUATIONS THAT OCCUR AT HOME, WITH MY PARENTS, BROTHERS/SISTERS AND OTHER RELATIVES

Instructions: describe three situations that make you very angry in your home, with your parents, brothers/sisters and other relatives. Remember that situation 3 is the one that causes you less anger and situation 1 is the one that causes you more anger			
Situation 1		Situation 1	
Situation 2		Situation 2	
Situation 3		Situation 3	

Sheet 3.5.2.

SITUATIONS THAT MAKE ME LOSE CONTROL AND HAVE FEELINGS OF ANGER WITH MY FRIENDS OR CLASSMATES, IN CLASS AND IN LEISURE ACTIVITIES

Instructions: describe three situations that make you very angry with your friends or classmates, in class and in leisure activities. Remember that situation 3 is the one that causes you less anger and situation 1 is the one that causes you more anger			
Situation 1		Situation 1	
Situation 2		Situation 2	
Situation 3		Situation 3	

Sheet 3.5.3.

SITUATIONS THAT MAKE ME LOSE CONTROL AND HAVE FEELINGS OF ANGER WITH MY TEACHERS OR OTHER ADULTS

Instructions: describe three situations that make you very angry with your teachers or other adults. Remember that situation 3 is the one that causes you less anger and situation 1 is the one that causes you more anger

Situation 1		Situation 1
Situation 2		Situation 2
Situation 3		Situation 3

Sheet 3.5.4.

PERSONAL SITUATIONS THAT MAKE ME LOSE CONTROL AND HAVE FEELINGS OF ANGER

Instructions: describe three personal situations that make you very angry. Remember that situation 3 is the one that causes you less anger and situation 1 is the one that causes you more anger

Situation 1		Situation 1
Situation 2		Situation 2
Situation 3		Situation 3

Once the situations have been established, a discussion follows on the importance of doing these exercises to easily identify situations that cause reactions of anger, so that, ultimately, we can act on them effectively.

6.6.4. Activity 4: Conclusions

This activity will serve as a summary of the entire session. Each of the techniques implemented will be discussed, together with their difficulty or simplicity, and when the best moment to use each of them is. Comparisons may be made depending on the type of situation (intrapersonal or interpersonal) and we may refer to the results observed in the diary of emotions, establishing guidelines for each specific case.

Finally, the participants will be asked to give a personal opinion on the module about control of negative emotions and the usefulness of everything that has been learnt.

6.6.5. Activity 5: Supplementary activity

A new diary of emotions will be handed out on Sheet 3.5.5. “*Self-report on situations associated with reactions of anger and their management*” so that the participants continue reporting the implementation of the strategies taught in previous sessions.

Sheet 3.5.5.

SELF-REPORT ON SITUATIONS ASSOCIATED WITH REACTIONS OF ANGER AND THEIR MANAGEMENT

Instructions: until the next session, keep practicing the techniques we have learnt. Report the situations that cause you anger, annoyance or discomfort, the specific emotion caused by that situation, its intensity, the control technique used and the intensity of the emotion after putting the control strategy into practice. Also, point out what strategies you didn't use and what difficulties you run into when implementing the ones you did use.

Situation	Emotion and intensity	Techniques used	Intensity after implementation	Techniques not used	Difficulties

6.6.6. Final activity of the module

To finish this module, a new assessment of the participants' motivation for change (2nd assessment) will be carried out with the aim of analysing possible changes in their degree of motivation as compared to the beginning of the programme (1st assessment). To this end, we will use again the worksheet from the last session of the first module (Sheet 1.5.1 "*My motivation for change*").

If appropriate, the practitioner can give a brief summary of the various stages of change and their main features. This summary is shown in Table 3.5.1. "*Information about motivation and stages of change*". In addition, the practitioner could use the examples given in the last session of the first module of the programme.

Sheet 1.5.1.

MY MOTIVATION FOR CHANGE

Instructions: tick the stage at which you think you are right now with regard to changing your antisocial/offending behaviour and write three reasons to justify your choice			
STAGES	1^a ASSESSMENT Date:	2^a ASSESSMENT Date:	3^a ASSESSMENT Date:
PRECONTEMPLATION	Reasons:	Reasons:	Reasons:
CONTEMPLATION	Reasons:	Reasons:	Reasons:
PREPARATION	Reasons:	Reasons:	Reasons:
ACTION	Reasons:	Reasons:	Reasons:
MAINTENANCE	Reasons:	Reasons:	Reasons:
RELAPSE	Reasons:	Reasons:	Reasons:

Table 3.5.1.

INFORMATION ABOUT MOTIVATION AND STAGES OF CHANGE

When people want to change something, that change does not imply a rapid process. On the contrary, this is usually achieved by overcoming difficulties stage by stage. At each of these stages there are thoughts and emotions that help us accomplish change gradually, until we are finally able to achieve the goal we had set for ourselves. The phases or stages of change are:

1. Precontemplation of change: at this stage the young person does not think he has a problem or has to change anything. However, this does not mean that other important people in his life -parents, brothers/sisters and friends- do think the young person has a problem, despite the fact that they are the ones who are suffering the consequences of his behaviour.

2. Contemplation of change: young people who are at this stage begin to feel that they have a problem, although their initial awareness does not mean that they are willing to change. They are experiencing a sort of ambivalence and they are not sure about the pros and cons of continuing with their current lifestyle as opposed to changing it.

3. Preparation for change: this is where the young person decides he really has a problem he has to solve by changing his way of behaving, by developing a new way of thinking and feeling about himself and the world he lives in.

4. Action for change: at this stage the young person takes the necessary steps towards the change he has decided to accomplish.

5. Maintenance of change: at this stage the young person concentrates all his motivation on maintaining the new lifestyle, despite the temptations to drop it and return to the usual way of behaving.

6. Relapse: return to the behaviour that existed before the change, to any of the earlier stages. It is something expected and almost necessary, as it is not a failure but an experience in which one learns to analyse what stressful situations, lack of coping skills, feelings or thoughts help the appearance of the young person's behaviour that existed before the change.

6.6.7. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from "0" to "10", considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

6.6.8. Assessment questions

1. An uncontrolled anger response can cause me problems with myself, but also with others (TRUE).
2. Having role-played my situations of anger, I have realized that practicing in real situations will help me to control the techniques learnt to manage anger better (TRUE).
3. Building my pyramids of anger-triggering situations has made me realize that there are many situations in which I can lose control and experience anger responses (TRUE).

MODULE IV

Beliefs that sustain criminal behaviour

1. INTRODUCTION TO THE MODULE

1.1. APPROACH AND JUSTIFICATION

Psychological processes such as moral reasoning, problem solving, critical thinking and conduct of choice have led to extensive research on the relationship between cognition and crime. The way in which young offenders think, perceive and assess their world, reason or create expectations and solve problems plays an important role in their antisocial behaviour, and especially in their deficient social and emotional adjustment. Thus, cognitive variables have become one of the major focal points of research in the field of crime psychology.

Some studies point out that many young offenders show a delay in the acquisition of cognitive skills that are essential for social adjustment (Andrews and Bonta, 2006; Garrido, 2006; Ross and Ross, 1995). As noted by Ross and Ross (1995), these deficits contribute to the fact that the individuals present clear disadvantages in their interaction with people and make them more susceptible to criminal influences.

In this sense, most intervention programmes with offenders emphasize, as the main element of work, specific training to help young people to change the way they think, which is often characterized by the following cognitive distortions: self-centred thinking (putting one's own will above all other considerations), minimizing (downplaying their crimes and their consequences), mislabelling (classifying their crimes and consequences as something they are not), assuming the worst, blaming others and false consensus (thinking that what they do is also done by many others, so it's not so bad), anchoring (resistance to change the way of thinking despite having evidence against it) and constant attribution of hostile attitudes towards others (Goldstein and Glick, 2001; Goldstein, Nensén, Daleflod and Kalt, 2004; Leeman, Gibbs, and Fuller, 2006).

Another important factor in this type of variables is the *locus* of external control, which is characterized by the fact that these adolescents do not feel or consider themselves responsible for their experiences, but they put everything that happens to them or what they do down to fate, and, consequently, they believe they have little control over events (López, 2006). Therefore, they tend to exonerate themselves and explain their behaviour as if it depended on people or circumstances beyond their control.

1.2. GENERAL OBJECTIVES

1. To understand the role that distorted and irrational thoughts play in the development of antisocial behaviours.
2. To learn to identify distorted thoughts characteristic of antisocial/criminal behaviour.
3. To restructure those distorted thoughts by changing them for others that are more adaptive to a lifestyle alternative to delinquency.

2. SESSION 1: THE INFLUENCE OF THOUGHTS ON BEHAVIOUR

2.1. SPECIFIC OBJECTIVES

1. To learn to distinguish negative/distorted, positive and neutral thoughts, and their consequences.
2. To know the different types of distorted thoughts and how to identify them in everyday life.
3. To understand the relationship between distorted thoughts and antisocial behaviour.
4. To learn to identify the attributions made about different ways of behaving and the psychological consequences they cause.

2.2. METHOD AND CONTENTS

This session is intended for the participants to develop a clear concept of what positive, neutral and negative/distorted thoughts are. To acquire this concept, we will propose examples that are very close to the participants' everyday circumstances; they will be very useful for carrying out a cognitive restructuring later.

As a second step, we will explain the concept of the consequences that the different ways of thinking have for the development of adaptive or deviant behaviours from a personal and social perspective.

Finally, we will present different types of attributions and the consequences they have for the development of more adaptive forms of behaviour for a lifestyle alternative to delinquency.

2.3. KEY CONCEPTS

✓ **Thought:** a product of the mind that determines the language and involves a number of rational operations such as analysis, synthesis, comparison, generalization and abstraction.

✓ **Positive thought:** a product of the mind that causes a positive feeling and psychological comfort.

✓ **Negative/distorted thought:** a product of the mind that causes an unpleasant feeling or psychological discomfort.

✓ **Attribution:** explanation or justification that is given for past behaviour. It can be internal (when the cause that explains the way of behaving is in oneself) and external (when the justification for past behaviour unconnected with oneself).

2.4. ACTIVITIES

Activity 1. Types of thoughts

Activity 2. Consequences of my thoughts

Activity 3. Negative thoughts

Activity 4. What is an attribution?

- Activity 5. Supplementary activity
- Activity 6. Optional activity: Almudena's letter
- Activity 7. Final activity of the session

2.5. MATERIAL

- Blackboard and chalk
- Sheet 4.1.1. Nature of personal thoughts
- Sheet 4.1.2. Assessing thoughts
- Sheet 4.1.3. Identifying thoughts
- Sheet 4.1.4. Distorted thoughts
- Sheet 4.1.5. How do we justify our behaviour?
- Sheet 4.1.6. Justification for the criminal act for which I am here
- Sheet 4.1.7. Reporting my negative thoughts
- Sheet 4.1.8. Almudena's letter

2.6. DEVELOPMENT OF THE SESSION

2.6.1. Activity 1: Types of thoughts

The objective of the first activity is for the participants to know the types of thoughts a person may have with the aim of making a comparison between them and, at the same time, analysing the consequences of a particular way of thinking on a young offender's behaviour.

The practitioner hands out Sheet 4.1.1. "*Nature of personal thoughts*" and reads the instructions aloud together with the participants, trying to get them to develop a proper understanding of what is explained.

Sheet 4.1.1. Nature of personal thoughts

A thought may be a form of dialogue we maintain with ourselves, considering that what we say to ourselves affects the way we feel and the way we behave.

Thoughts can be positive, negative or neutral and one of their features is that they trigger feelings that influence our behaviour. For example, if you have had a positive thought, you will feel happy and relaxed. Imagine that at that moment your mother yells at you. You are unlikely to respond with an insult, you will probably apologize for what you're doing, which annoys her so much. On the contrary, if you have had a negative feeling that has led you to have a feeling of anger or rage, you are very likely to go out banging the door and screaming "leave me alone".

If the way you approach life is dominated by a negative/distorted view, your mind will develop thoughts such as: "my life is a disaster, I get almost nothing right and this usually happens to me; I've messed it up today and I'm not going to solve this problem, so it is useless to try". Although these people are successful at certain times of their life, they will not be able to interpret their world with a positive attitude, and the most characteristic thoughts would be: "this lucky streak will be short, I wish everything went always well, but it is impossible".

On the contrary, if the attitude towards life is positive, the way of thinking would be characterized by: "this is going to be okay, it's not impossible, I have confidence in myself to handle this situation successfully, I have to try a little harder and I will achieve it; come what may, I need to get on in life".

In the case of a young offender, there will be a diversity of thoughts regarding the behaviours he/she develops. Thus, when planning a successful robbery, he/she will have positive thoughts about the momentary success with which he/she has committed that crime. On the contrary, he/she will have negative thoughts when failure comes for having been caught when committing a crime. However, if we consider a young offender's criminal career, it is likely that his/her way of thinking is negative/distorted, since criminal acts over the years are associated with failure in almost all areas of a young offender's life: personal, family, interpersonal, work and leisure.

Once the activity is finished, it is important to make, on Sheet 4.1.2. “*Assessing thoughts*”, a distinction between positive, negative and neutral thoughts. Secondly, as a group, we will analyse what would be a characteristic emotion for each of the thoughts and what would be the most likely behaviour to take place by thinking that way. Finally, the practitioner reflects on the implications that a particular way of thinking has for the participants’ life, and its influence on emotions and the way we behave.

Sheet 4.1.2. ASSESSING THOUGHTS

Instructions: read the following examples and assess whether it is a positive, negative or neutral thought			
Thoughts	Negative	Positive	Neutral
1. “I hate being asked how I am when I feel bad”	X		
2. “I’ll try to get as soon as possible to Paula’s house”			X
3. “I think there are far more competent people than me and they will do it much better”	X		
4. “As my friend is so fond of me, she has called and asked me if I had a good time yesterday on the excursion we made to the mountain”		X	
5. “I think we all have the same chances to pass the maths exam”		X	
6. “Since I very often quarrel with my parents, I don’t feel like spending time with them”	X		
7. “I have to get up earlier tomorrow”			X
8. “I have to try not to speak in the biology class and pay attention to the teacher’s explanation”		X	

2.6.2. Activity 2: Consequences of my thoughts

The intention of this activity is to go more deeply into the identification of positive and negative thoughts, and how they affect the way we feel and act, i.e. what consequences do they have? To this end, Sheet 4.1.3. “*Identifying thoughts*” is handed out. It includes several situations, with specification of the most likely emotions and the characteristic way of behaving a young person would exhibit. The participants are asked to identify the potential thoughts associated with such situations.

Sheet 4.1.3. IDENTIFYING THOUGHTS

Instructions: point out the thoughts that might arise in these situations				
Area	SITUATION	THOUGHTS	EMOTIONS	BEHAVIOUR
Family	I ask my brother to lend me his new shoes, but he says no.		Anger, rage	I insult him
	My mother tells me off, because I didn’t tidy up my room this morning.		Blame	I apologize
Friends	My friends pressure me to help them rob the neighbourhood jeweller’s.		Fear of being rejected	I take part in the robbery
	My best friend has lied to me about what is happening to him.		Uncertainty, worry	I try to speak to him to know what is happening to him and whether he needs help

Teachers	The maths teacher asks me to get out of class for speaking aloud to the classmate sitting next to me.		Anger, rage	I shout, I insult him and throw him the book
	The biology teacher tells me off for speaking aloud to a classmate.		Shame	I apologize and shut up

To make the task easier, the activity can be started with a discussion by asking the youths to provide positive, negative and neutral ways of thinking, which are written on the board. At the end of the debate, the participants are asked to fill in Sheet 4.1.3. *“Identifying thoughts”* individually. The activity ends with a summary by the practitioner in which the relationship between thoughts, feelings and behaviour will be highlighted again. It can also be pointed out that this relationship is automated over time and we are not usually aware of how thoughts and emotions influence the way we behave.

2.6.3. Activity 3: Distorted thoughts

This activity is aimed at helping the participants acquire adequate knowledge about the influence of negative/distorted thoughts on our behaviour. To this end, Sheet 4.1.4. *“Distorted thoughts”* is handed out and the practitioner gives the following explanation: *“now we’ll focus on negative thoughts and their possible relation to antisocial/offending behaviour. To that end, we’ll analyse different situations and you will have to think about or imagine the negative/distorted thoughts that could occur in them, writing them down on the sheet. You must try to put yourselves in the main character’s place, as in this way you will develop an increased ability to identify distorted thoughts”*.

This activity includes different examples of intrapersonal and interpersonal situations which are characteristic of a young offender’s lifestyle in order to be able to identify distorted thoughts associated with this type of situations. To make learning easier, the practitioner gives an example of the first situation and then tells the participants to individually write down any potential thoughts the main characters would have in the different stories presented. Finally, each participant reads his thoughts; the practitioner can write them on the blackboard to reanalyse them later and identify possible cognitive distortions at the end of the session.

Sheet 4.1.4. DISTORTED THOUGHTS

Instructions: read the following situations and identify distorted thoughts that the main characters in each of the stories could have	
SITUATION	DISTORTED THOUGHTS
Antonio is a 16-year-old teenager whose family has many economic problems. They can’t buy him the designer clothes he likes so much and all his friends wear. After urging his mother to buy him some trainers he wants, she refuses to buy them. Antonio gets very angry and nervous; he pushes his mother, who falls to the ground.	<i>“It’s always the same; she never wants to buy me anything I ask for. I’m sure she has the money, but prefers to spend it on her whims. What will my friends say? Everyone will laugh at me. It’s not fair; if she loved me as much as she says, she would buy me the trainers. She’s doing this to punish me. My mother won’t buy me the trainers. I can’t stand her, I’m fed up. She never understands me. She should be more considerate towards me”</i> .

<p>Natalia hasn't smoked cannabis for 6 months, since she was arrested by the police for drug use in the neighbourhood park. Last Saturday she had a traffic accident and she's in pain; she has her leg in plaster. Natalia thinks that if she smoked a joint, the pain would lessen and she would feel better; that's why she starts smoking cannabis again.</p>	<p><i>"I can't stand it any more, this pain is unbearable... it's not fair that this accident happened to me... I'm stupid, if only I hadn't ridden the motorcycle... I can't take it anymore... I should take something to ease this pain. I remember people say that cannabis is used by doctors, I'm sure it's good. Besides, it will be just this time... my parents should understand it if I smoked a joint to relieve this pain. Everyone would do the same in my situation. Unless I take something to calm down, this pain won't change. If the pain stopped, I wouldn't have to take anything. What if they tell me that the fracture is not going well? The doctor who has checked me today seemed to be worried. That's because of my leg! I will have to be operated on... breaking your leg is the worst thing that can happen to you!"</i></p>
<p>Nerea hasn't drunk alcohol for several weeks. She doesn't know what's wrong, but the last few times she has drunk alcohol, she has gone out of control and has always started a fight with someone. Her friends have arranged to meet tonight to go street drinking. Nerea had no intention of going out, to avoid temptation, but she's starting to think that what happened was accidental, and if she doesn't drink much, she will be able to control herself. Finally, she meets her friends, drinks alcohol and gets into a fight with another girl again.</p>	<p><i>"Everybody is going to the party except me. They'll wonder what's wrong with me and think that I'm a bore, a fool, that it seems I like spoiling the fun, that they can't count on me for anything... I have to go. If I don't go out tonight, I will never be able to go out with them again. Well, perhaps I could go out and avoid drinking... If the party is spoiled, it will be my fault! But why shouldn't I drink? However, if I drink, these two weeks' effort will be useless. Besides, if I go, I'm sure I'll get into trouble. But if I don't go, they will think I'm stupid and I don't know how to have fun... Well, what happened last time needn't happen again, I can drink a little and that's it; I can cope. It's been a while since I last drank, so it's okay to have a couple of drinks". After the fight: "The other girl is to blame; she provoked me, she always does".</i></p>
<p>Teresa has gone shopping. She has a party on Saturday and wants to impress the boy she likes. The problem is that she has bought things she doesn't need for that day and she has little money left to buy a dress. When paying some shoes at a shop, the cashier goes to the back room to get a larger bag, and inadvertently leaves the till open. There's no one else in the store and Teresa sees a 50 euro note sticking out of the till. She can't resist the temptation, so she takes the note and puts it in her pocket.</p>	<p><i>"At last, I've had a little luck, it's fair to take these 50 euros from the cash register; I deserve it. I need that money. If he doesn't like me this Saturday, he will get off with another girl. I should take the money now, so I can buy that dress I like so much; in that dress I'm going to dazzle him. If I wear something different, he won't like me. Nobody will see me, and if I get caught, nothing will happen to me, as it's not much money. At the most, the shop assistant might scold me and that's all. Besides, this shop assistant is useless. Nothing will happen if I steal these 50 euros. Everyone would do the same in my situation. If my mother gave me some money every day, I wouldn't have to steal. I must take it and act normal".</i></p>
<p>Juan can't stop thinking about what happened the other day. He can't understand how it happened and he thinks that he could have got into big trouble. On Saturday night he went to the disco with his friends and his girlfriend. While they were there, a boy started talking to his girlfriend after having been looking at her all night. Every time Juan moved away, the other took advantage to talk to her. Juan began to sweat, he felt agitated and nervous; he thought that the guy wanted to laugh at him, and that he didn't like him and was going to take advantage of his girlfriend. He was restless and couldn't stop moving. His condition was such that he even attacked the boy, pushing him and warning him not to come near his girlfriend again.</p>	<p><i>"What's the matter with this guy? Every time I move away from my girlfriend, he comes up to talk to her. He's very full of himself, and he thinks he can get off with all the girls. I'm sure he wants to take away my girl. Does he think he can laugh at me? What about her? She shouldn't be talking to him; this girl's always paying attention to other guys. She seems to like making me jealous. Even though I have told her a thousand times not to fool around with others, the following weekend she does it again... All girls are shameless hussies. My friends must have noticed; that's why they say I'm a wimp, because I don't assert myself".</i></p>

While Miguel Ángel and Fernando were buying the tickets for the concert on Saturday, Tito notices that further back in the queue is Rubén, the worst enemy of his friend Fernando. He realizes that Rubén is looking at Fernando disapprovingly, and tells him. But Fernando doesn't feel like picking a fight and ignores him. Tito insists that he can't let him laugh at him, that he's teasing him. Finally, Fernando approaches him and attacks him physically.	<i>"How annoying! Wherever I go, I bump into him; I can never get rid of him, never. If he finally comes to the concert, he's going to spoil it. Tito's right... the way Rubén looks at me... he hates me. I should put an end to this misunderstanding once and for all; I should teach Rubén who I am. He has looked at me and has laughed, because I haven't said anything to him... I'm a coward".</i>
Laura is a 15-year-old girl who likes to drink alcohol at weekends. She usually gets drunk on Saturday evening and often gets into fights with other girls. In addition, she really enjoys stealing other girls' bags while they are dancing at the disco.	<i>Two more drinks and that's it; I can cope. Today I have to get a little tipsy, because the last few weeks have been horrible. These girls are all a bunch of spoilt brats; they are loaded, so if I steal any of their bags they won't even notice. It's fair. I can't stand people like them; they know nothing about life; it's not fair that they have no problems in their lives. Besides, look at the way they dance, they're teasing me and I won't control myself. Look, they're leaving. Actually, they're afraid of me.</i>

2.6.4. Activity 4: What is an attribution?

This activity will deal with what attributions mean to a young offender. The objective of this activity is that participants understand that along with the distorted/negative thoughts, the justifications we give for the way we feel and behave help to explain a young offender's behaviour.

The practitioner explains: *"attribution is defined as the justification and/or explanation we give for a particular behaviour. For example, if you fail an exam, you may think it is because you haven't studied enough, but you can also think that it has happened because the teacher dislikes you and has given you a lower mark. These are two explanations that can be given for the same event; they are different and also have very different consequences. How do they differ?"*

In the first case ("I haven't studied enough"), this is an internal attribution, i.e. the explanation is in oneself, in the effort we have made and the motivation we have for studying harder. The importance of the internal attribution is that it depends on us and the solution is also in us.

The other situation ("I haven't passed because the teacher dislikes me and has given me a lower mark") refers to an external attribution, i.e. the justification for our behaviour (failing) is in others (in this case, in the teacher), so the result doesn't depend so much on us, and it's likely that we won't study any more to pass the exam.

What are the possible consequences of making one type of attribution or other? When a person achieves a goal successfully, he can make an internal attribution which will help him to be more efficient and feel better about himself. However, if an external attribution of his success is made, he will not enjoy it so much, because he thinks he doesn't deserve it, so he attributes it to luck or to the fact that he has received help because he would have never succeeded alone. But when a person fails to achieve a goal that he has set himself -for example, to prepare an exam conscientiously and then fail it- he can make an internal attribution. This might be: "the teacher has been very

demanding and I hadn't prepared the last part of the exam as thoroughly as the first". This attribution, in the short term, will make him feel bad about himself, but in the long term it will make him study for the next exam with greater dedication and he will feel that he controls the situation. However, if he makes an external attribution, the situation seems uncontrollable and therefore he will not develop control strategies to overcome the situation.

Generally, external attributions are related to offending behaviour. We usually lay the blame for the misfortunes on other people and/or institutions, and we attribute success to luck rather than to our own effort. If we do something wrong, it's easier to blame others than take our own responsibility; but if something goes right, it doesn't help us to attribute it to external causes, as this will lead us to underestimate ourselves and feel bad about ourselves. It is also possible for a young person to attribute the success of an offence to himself; in this case, he would be making an internal attribution of success, but the social context in which it takes place will make him more skilful when committing offences. However, at the same time, the likelihood of being arrested will increase. Therefore, it is important to differentiate the social context in which internal and external attributions take place.

After the explanation, the practitioner hands out Sheet 4.1.5. "How do we justify our behaviour?" and the participants give their opinion about the type of attribution.

Sheet 4.1.5.

HOW DO WE JUSTIFY OUR BEHAVIOUR?

Instructions: read each example and identify the type of attribution made by the main character	
ATTRIBUTIONS	INTERNAL/EXTERNAL
1. Juan wins an athletics competition. When he sees his friends, he tells them that he has been very lucky, since the others were already tired.	EXTERNAL
2. María presents an assignment in class and the teacher says it has been an excellent presentation. María tells a friend that she has made a huge effort for the presentation to go well.	INTERNAL
3. Luis is grounded for getting home late the day before. He phones a friend and says it's not fair, because it's not his fault that the bus was delayed.	EXTERNAL
4. Cristina has got a bad mark in physical education. Her parents scold her and she slams the door saying that the teacher is more demanding with her than with the rest.	EXTERNAL
5. Claudia has an argument with her boyfriend and he doesn't call her for three days. On the fourth day, she thinks: "I've been more irritable than usual lately."	INTERNAL

Next, each of the participants is asked to explain the offence for which they are in the centre. They try to determine whether it is an internal or external attribution on Sheet 4.1.6. "Justification for the criminal act for which I am here". In the case of young people observing precautionary measures, we would talk about the alleged offence or make reference to previous antisocial/criminal acts.

Sheet 4.1.6.

JUSTIFICATION FOR THE CRIMINAL ACT FOR WHICH I AM HERE

Instructions: describe the justification for the antisocial act for which you are here and assess the type of attribution that justification represents		
OFFENCE COMMITTED	JUSTIFICATION	INTERNAL/EXTERNAL

We will finish this activity by summing up the relationship between the behaviours that we perform, the justifications we give for them and the offending behaviour. We ask the question: does the justification we give for the acts we are here for make sense or could we find alternative explanations that are more adaptive to achieve some change in the way we approach life?

2.6.5. Activity 5: Supplementary activity

This activity is intended for participants to identify and report, on Sheet 4.1.7. “*Reporting my negative thoughts*”, any type of negative/distorted thoughts they, or other people they listen to, may have. They must describe the situation in which the thought arises, the negative thought itself and the consequences it has had.

Sheet 4.1.7.

REPORTING MY NEGATIVE THOUGHTS

Instructions: report any negative thoughts you identify. They can be your own or other people's thoughts. Describe the situation in which the thought arises, the negative thought itself and its consequences.		
SITUATION	NEGATIVE THOUGHT	CONSEQUENCES

2.6.6. Optional activity: Almudena's letter

Additionally, in order to work on the identification of distorted thoughts, we can ask the participants to read Almudena's letter, which appears on Sheet 4.1.8. “*Almudena's letter*”, and then answer the questions that follow.

Sheet 4.1.8.

ALMUDENA'S LETTER

Dear friend:

My name is Almudena, I'm 16 years old and I want to die. Look, I'm 1.55 m tall and weigh 70 kg. As you can imagine, I'm a fatty or a shorty, depending on your point of view. I've tried to lose weight in every possible way. I've dieted, I haven't eaten for several days, but it's useless. I look like a pig. No clothes suit me, I can't wear anything fashionable, the trousers don't fit me and I don't feel like going out. My friends don't talk to me, and the reason is that they don't like a fatty in the group. The boys make fun of me, I can't go dancing because I look like a hippo.

To make matters worse, I've been writing to a boy from Bilbao for a year. He has just told me that he will be coming to Madrid and we could meet. Imagine what he will think when he sees me. He will say that I'm a fatty and he will be disappointed. He will look at me with disgust and will leave as soon as he can. I want to die because I had thought of standing him up, or sending a friend, but he knows where I live because of the address on the letters and he could find me.

The worst thing is that the more I think about it, the hungrier I get and this is a never-ending story. I think I'm going to die if I continue like this.

A potential suicide victim.

Once the letter has been read individually, the following questions are answered as a group:

1. Identify Almudena's distorted thoughts.
2. Are Almudena's thoughts based on real events or are they her own conclusions? Although her thoughts may seem adaptive at certain times, could they be interpreted in a different way?
3. Imagine that you are replying to Almudena's letter. Explain to her why her thoughts are irrational.

The practitioner writes the three questions on the board and leaves some space to write the participants' answers.

2.6.7. Final activity of the session

To finish the session and work on the identification of distorted thoughts, the films "Crash" (Paul Haggis, 2004, Lions Gate Films; Distributed in Spain by Manga Films) or "Remember The Titans" (Boaz Yakin, 2000; Walt Disney Company) could be watched. The participants watch the movie and then discuss the distorted thoughts that appear on it.

2.6.8. Summary of the session

As a conclusion to the session, briefly, the practitioner must highlight the most important aspects that have been dealt with and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from "0" to "10", considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

2.6.9. Assessment questions

1. If I think that stealing in small shops is not so bad, since many people do it, I have a negative thought (TRUE).
2. During an argument with a stranger who has pushed you, you think the other person deserves to be put in his place and you have to show him you are not a coward. This distorted thought will probably lead to non-antisocial behaviour such as, for example, talking to that person quietly to solve the conflict (FALSE).
3. If you justify your aggression towards that person by thinking that you would not have broken his nose if he had not pushed you, then you are making an external attribution for your antisocial/violent behaviour (TRUE).

3. SESSION 2: ASSESSMENT OF DISTORTED THOUGHTS

3.1. SPECIFIC OBJECTIVES

1. To assess the participants' thoughts so as to establish a personal profile on the way they think.
2. To observe and determine the relationship between negative or distorted thoughts and criminal behaviour.

3.2. METHOD AND CONTENTS

This session is intended for participants to become aware of the thoughts that characterize them and how they influence the way they behave. We will rely on the A→B→C model by Albert Ellis (1977), which analyses thoughts in terms of the antecedents and the consequences they have: "A[antecedent]→B[THOUGHTS]→C [consequences]": that is, people don't get emotionally upset about what they do, but about what they think or about how they explain what they do.

During the first phase, we will assess the participants' thoughts, as they will fill out a questionnaire individually about the way they think, and they will get a personal profile about their most characteristic thoughts.

During the second phase, we will introduce the concept of "circle of thought", which is defined as the likely relationship that is established between the distorted thoughts and the antisocial behaviour in certain situations of the social and family environment.

3.3. KEY CONCEPTS

- ✓ **Thought → feeling → action:** the thoughts that a person has in the face of a given event bring about feelings which, in turn, influence behaviour.
- ✓ **Circle of distorted thinking:** likely relationship that is established between the erroneous thoughts and the antisocial/criminal behaviour.
- ✓ **"A[antecedents] → B[thoughts] → C[consequences]" Model:** diagram that helps analyse the relationship between antecedents, thoughts and consequences. People do not get emotionally or psychologically upset about the actions they carry out, but about what they think or about how they explain or justify what they do.

3.4. ACTIVITIES

- Activity 1. Review of the supplementary activity
- Activity 2. Profile of my thoughts
- Activity 3. The circle of distorted thinking
- Activity 4. Supplementary activity

3.5. MATERIAL

Blackboard and chalk

- Sheet 4.2.1. Questionnaire about the way I think
- Sheet 4.2.2. My personal profile of distorted thoughts
- Sheet 4.2.3. Graphical representation of the circle of distorted thinking
- Sheet 4.2.4. Example about a circle of restructured thinking
- Sheet 4.2.5. My circle of distorted thinking
- Sheet 4.2.6. My circle of restructured thinking
- Sheet 4.2.7. Applying the circle of distorted thinking to José and Carlos' theft
- Sheet 4.2.8. Applying the circle of restructured thinking to José and Carlos' theft

3.6. DEVELOPMENT OF THE SESSION

3.6.1. Activity 1: Review of the supplementary activity

We will review the self-report on distorted thoughts. Then, we will focus on the specific situations that trigger those thoughts in order to contextualize them and consider, if possible, alternative ways of processing such situations.

3.6.2. Activity 2: Profile of my thoughts

So that the participants learn to identify their thoughts, we will start this activity by filling in Sheet 4.2.1. *“Questionnaire about the way I think”* individually, which contains an adapted version of the *“How I Think Questionnaire” (HIT)* (Gibbs, Barriga and Potter, 2001). The following explanation is given: *“now you are going to fill in a questionnaire that will help us to identify the most common types of thoughts in your daily life. This is a series of statements about what we think when faced with different situations. Read each statement and fill in the box that best fits what you usually think, using the scale included”*.

Sheet 4.2.1.

QUESTIONNAIRE ABOUT THE WAY I THINK

Instructions: this questionnaire will help us to identify the most common types of thoughts in your daily life. This is a series of statements about what you think when faced with different situations. Read each statement and fill in the box that best describes what you usually think. Use the following rating scale:						
0 Strongly disagree	1 Disagree	2 Slightly disagree	3 Slightly agree	4 Agree	5 Strongly agree	
			0	1	2	3
1. People should try working to solve their problems						
2. No matter how hard I try, I often lose control						
3. Sometimes you have to lie to get what you want						
4. Sometimes I get bored						
5. People need to be ill-treated from time to time						
6. If I make a mistake, that's because I have mixed with the wrong people						
7. If I like something, I take it						
8. You can't trust other people, because they'll always lie to you						
9. I'm generous with my friends						
10. When I get angry, I don't care who I hurt						
11. If someone leaves his car open, he's urging you to steal it						
12. You must take revenge on people who don't respect you						
13. I sometimes spread unfounded rumours about others						
14. Lying isn't so bad; everybody does it						

15. It is useless to try to stay out of fights						
16. Everyone has the right to be happy						
17. Only a fool wouldn't steal, if you know you could get away with it,						
18. No matter how hard I try, I can't stay out of trouble						
19. Only a coward would run away from a fight						
20. I have occasionally said something bad about a friend						
21. Lying isn't so bad as long as someone is stupid enough to believe it						
22. If I really want something, it doesn't matter how I get it						
23. If you don't defend yourself from the people around you, they will end up mocking you						
24. Friends should be honest with each other						
25. If a shop or a house has been robbed, that's because they have a bad security system						
26. People make me lie if they ask me many questions						
27. Sometimes I have tried to take revenge on someone						
28. You can get what you need, even though someone loses out						
29. People are always trying to bother me						
30. Given that shops make enough money, it's OK to take what you need						
31. In the past, I've lied to get out of trouble						
32. You must hit them before they hit you						
33. Lying isn't really so important as long as you know the other person						
34. It's important to consider other people's feelings						
35. You can always steal. If you don't do it, someone else will do it for you						
36. People are always trying to start fights with me						
37. Rules are generally made for other people						
38. I've concealed things I've done						
39. If someone isn't careful enough to have his suitcase stolen, then he deserves it						
40. Everyone breaks the law, it's not so bad						
41. When friends need you, you must be there to help them						
42. Getting what you need is the most important thing						
43. You can steal too. People would steal if they had the chance						
44. If people don't cooperate with me, it's not my fault that someone might get hurt						
45. I've done bad things I haven't told anyone						
46. When I lose control, that's because people try to hurt me						
47. Stealing a car isn't so bad as long as nothing happens to the car and the owner gets it back						
48. Everyone needs help from time to time						
49. I could lie too, but when I tell the truth, people don't believe me at all						
50. Sometimes you have to hurt someone if you have a problem with him						
51. I've taken things without asking for permission						
52. If someone lies, that's his problem						
53. Since everyone steals, you should get your share						
54. If I really want to do something, I don't care if it's legal or not						

This questionnaire includes the four most frequent categories of cognitive distortions in young offenders which are related to antisocial behaviour. The checking is as follows:

- *Self-centred thinking*: sum of items 3, 7, 10, 22, 28, 37, 42, 52, 54
- *Blaming others*: sum of items 6, 11, 21, 25, 26, 36, 39, 44, 46, 50

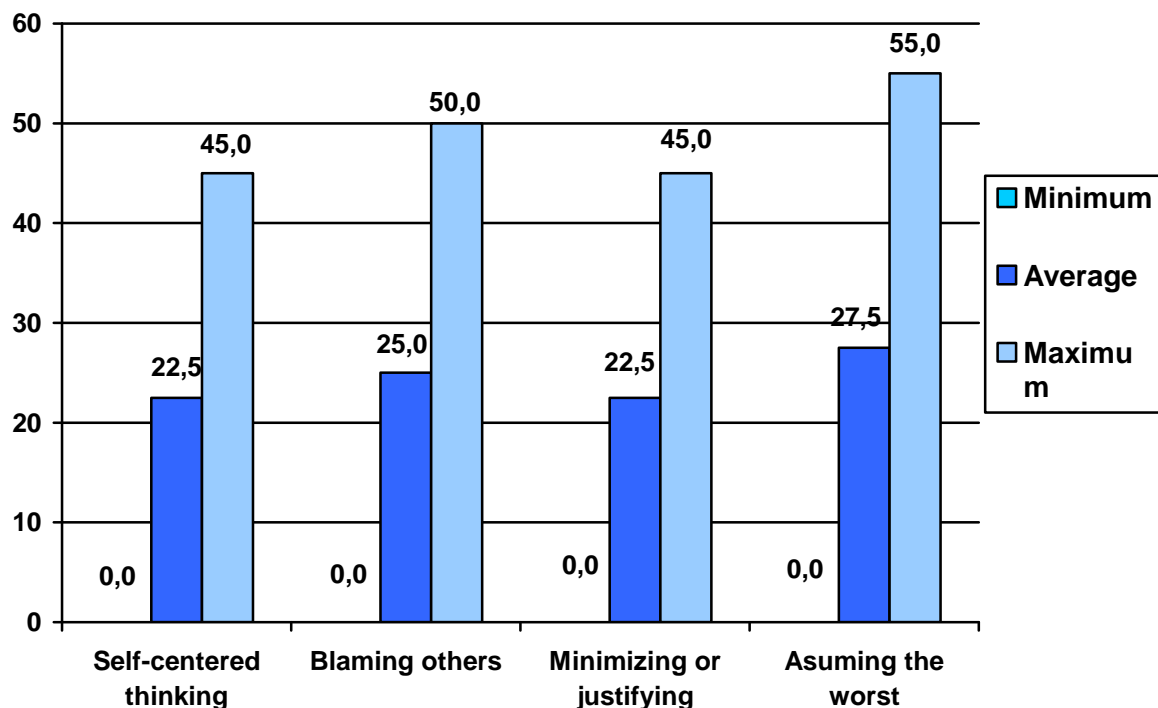
- *Minimizing and/or justifying*: sum of items 5, 12, 14, 17, 19, 30, 33, 40, 47
- *Assuming the worst*: sum of items 2, 8, 15, 18, 23, 29, 32, 35, 43, 49, 53

After completing the questionnaire, the practitioner points out that they should add up the scores obtained for each of the 4 categories of cognitive distortions, and the scores obtained for each scale are shown on Sheet 4.2.2. “*My profile of distorted thoughts*”. Then the practitioner asks each member of the group to present their data and to show the 3 thoughts with the highest scores on each of the scales. At the end, they get a personal profile that they have to represent with a line in the chart below.

Sheet 4.2.2.

MY PERSONAL PROFILE OF DISTORTED THOUGHTS

Instructions: with the data obtained after checking the questionnaire, represent in this chart the scores you obtained on each of the scales by joining them with a line. Then answer the questions that follow.



- My personal profile of distorted thoughts is characterized by the following cognitive distortions:
- The most representative examples of distorted thoughts in my personal profile are:

3.6.3. Activity 3: The circle of distorted thinking

The aim of this activity is for participants to check the relationship between their distorted thoughts and their antisocial/criminal behaviour. We will begin by discussing, as a group, what they think a “circle of distorted thinking” is. We could start like this: “*what’s the meaning of the concept “circle of distorted thinking”? In our usual way of behaving, we normally establish a circle of distorted thoughts in connection with an antisocial/offending behaviour. This circle shows us the circular or recurrent nature of*

thoughts and the way we behave when faced with certain events in our lives. Since we are little, we learn to interpret the events in our lives by developing a series of thoughts, emotions and behaviours that become automated, because we repeat them many times over the years, and they are repeated in a circular way”.

On Sheet 4.2.3. “Graphical representation of the circle of distorted thinking” we can see graphically a hypothetical relationship between the different elements following the model proposed:

“A[antecedent] → B [**THOUGHTS** about A]→ C [consequences: emotions and behaviours that stem from thoughts]”

“A” (Antecedent): *It represents the triggering event or situation. It may be an external event or situation, or an internal event (such as another thought, an image, a fantasy, a specific behaviour, a feeling and/or emotion).*

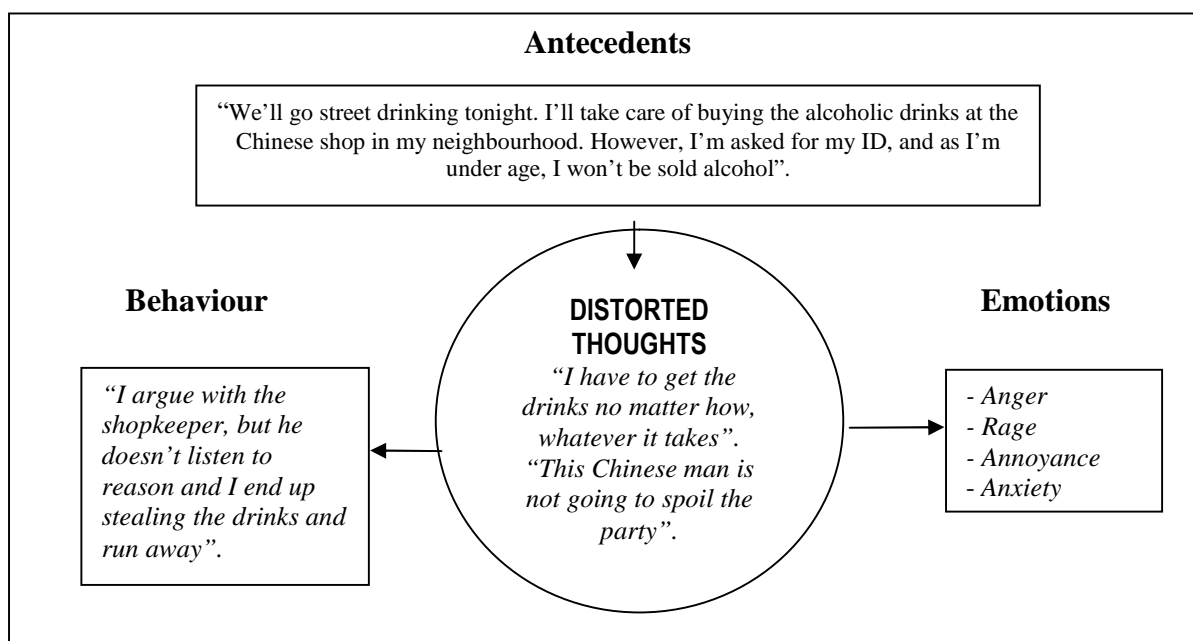
“B” (System of Beliefs/Thoughts): *It represents the system of beliefs one has (thoughts, justifications, explanations, memories, images, assumptions, inferences, attitudes, attributions, rules, values, ways of thinking and philosophy of life).*

“C” (Consequences/The way we behave): *It represents the consequence or reaction when faced with “B”. The “C”s can be of an emotional (emotions we feel after thinking about something concrete) and behavioural nature (what we do as a result of a particular way of thinking).*

To illustrate the concepts presented, we will then discuss the “circle of distorted thinking” with the help of a hypothetical example that the practitioner will analyse together with all the participants.

Sheet 4.2.3.

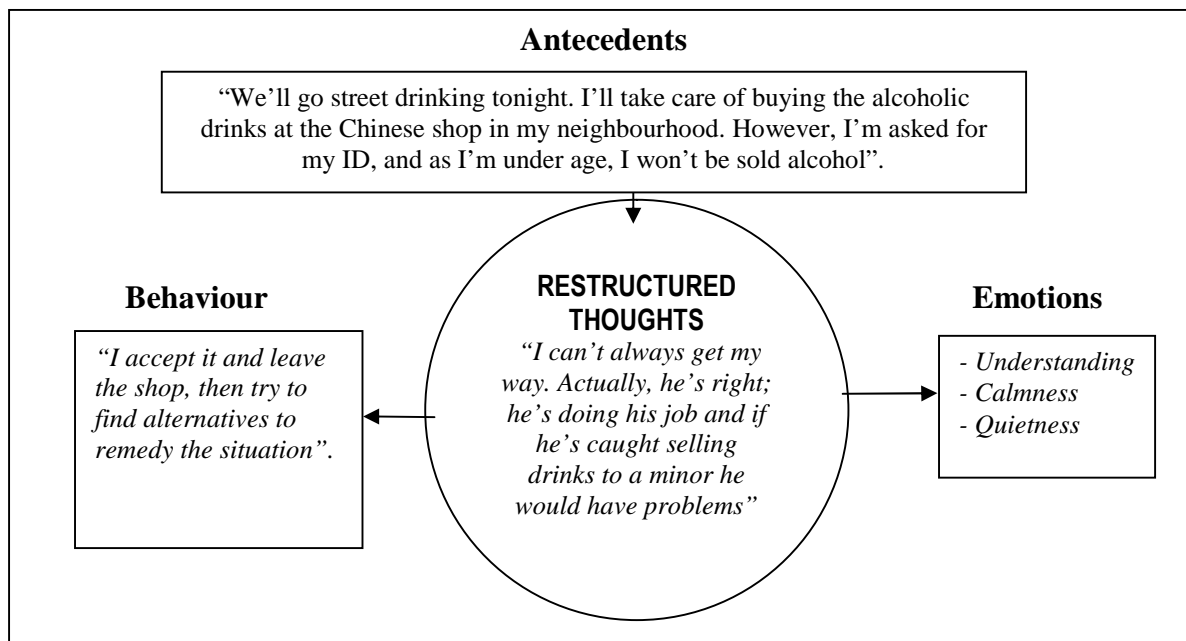
GRAPHICAL REPRESENTATION OF THE CIRCLE OF DISTORTED THINKING



Next, the same example is presented on Sheet 4.2.4. “*Example about a circle of restructured thinking*”, but in this case, a cognitive restructuring is done, together with all the members of the group, in order to learn to develop new thoughts, emotions and ways of behaving in situations that previously triggered an antisocial/criminal behaviour. The circle of restructured thinking refers to the ultimate goal a young offender has to attain as he learns to replace the distorted thoughts with others which are more consistent with a lifestyle alternative to delinquency.

Sheet 4.2.4.

EXAMPLE ABOUT A CIRCLE OF RESTRUCTURED THINKING

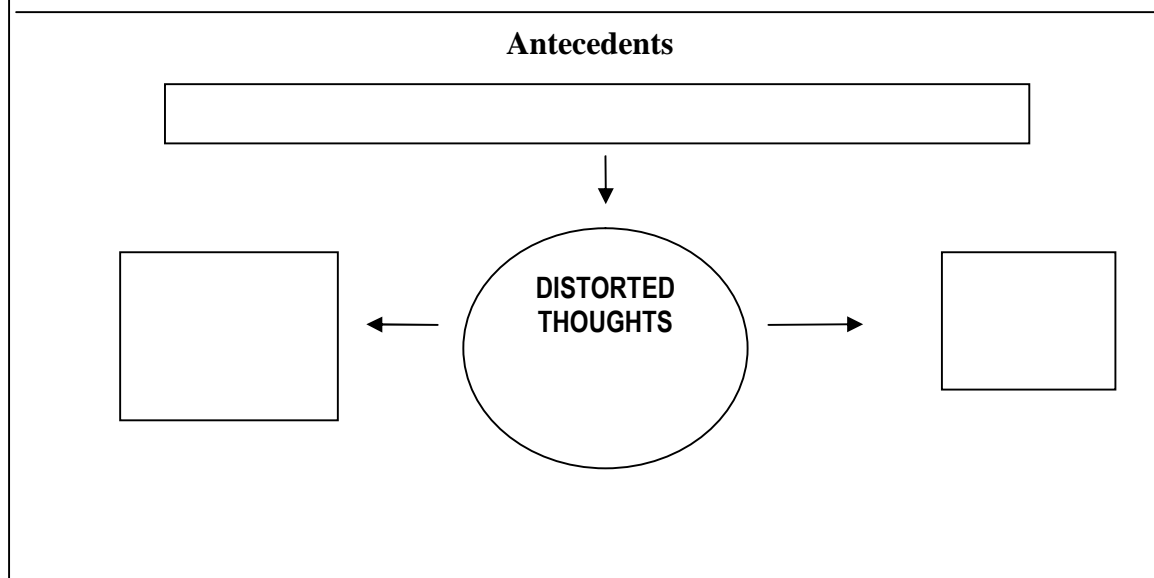


With the aim of implementing the concept of “circle of distorted thinking”, each participant is asked to prepare his own circle by analysing the data provided on Sheet 4.1.6. “*Justification for the criminal act for which I am here*” from the previous session. They are also asked to complete Sheet 4.2.5. “*My circle of distorted thinking*”.

Sheet 4.2.5.

MY CIRCLE OF DISTORTED THINKING

Instructions: complete your own circle of distorted thinking in connection with the events for which you are here



Once the circle of distorted thinking has been completed and analysed as a group, the participants are asked to individually try to make a cognitive restructuring of the antisocial situation for which they are having treatment. They will work on Sheet 4.2.6. “*My circle of restructured thinking*”, and will follow the previous example. Once the activity is over, the answers are shared. We must stress the importance, firstly, of identifying the distorted thoughts and, secondly, of being able to replace them with others which are more adaptive in order to overcome delinquency.

Sheet 4.2.6.

MY CIRCLE OF RESTRUCTURED THOUGHT

Instructions: complete your own circle of restructured thinking by making a cognitive restructuring of the situation considered		
<div style="margin-bottom: 10px;"> Antecedents <div style="border: 1px solid black; height: 25px; width: 55%; margin: 0 auto;"></div> </div> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center; margin-right: 20px;"> Behaviour <div style="border: 1px solid black; width: 180px; height: 95px; margin: 0 auto;"></div> </div> <div style="text-align: center; margin: 0 20px;"> <div style="border: 1px solid black; border-radius: 50%; width: 260px; height: 260px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: -20px; left: 50%; transform: translateX(-50%);">↓</div> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); font-weight: bold;">RESTRUCTURED THOUGHTS</div> <div style="position: absolute; bottom: -20px; left: 50%; transform: translateX(-50%);">←</div> <div style="position: absolute; bottom: -20px; right: 50%; transform: translateX(50%);">→</div> </div> </div> <div style="text-align: center; margin-left: 20px;"> Emotions <div style="border: 1px solid black; width: 135px; height: 65px; margin: 0 auto;"></div> </div> </div>		

3.6.4. Activity 4: Supplementary activity

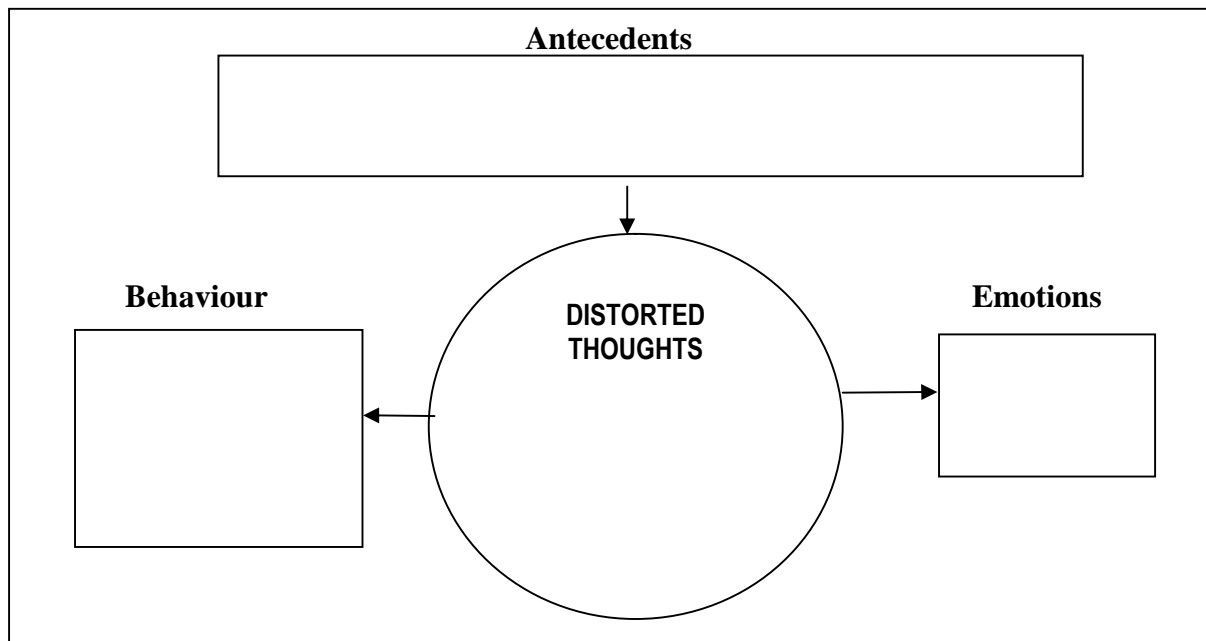
To consolidate the learning of the outline A→B→C in its “circle of distorted thinking” version, each participant is asked to apply the concepts learned in the previous examples to the case presented on Sheet 4.2.7. “*Applying the circle of distorted thinking to José and Carlos’s theft*”.

Sheet 4.2.7.

APPLYING THE CIRCLE OF DISTORTED THINKING TO JOSÉ AND CARLOS’ THEFT

Instructions: read the following example and draw the circle of distorted thinking for the main characters’ antisocial behaviour
<p>“Javier and Carlos are going through hard times; they need money to pay a debt they have with a very dangerous man. They both agree that the fastest and easiest way to get the money is to break into a shop and rob it. They feel confident that they will succeed. They don’t want any complications. They just want to take the money without hurting the shopkeeper. They aren’t even carrying guns. After observing the scene for a while, they wait for some men to go out of the shop and then decide to go in for the money. Carlos closes the door of the shop and keeps watch outside. Javier approaches the shopkeeper and says, “We won’t hurt you; just give us the money from the till quickly and we’ll leave!” The shopkeeper gets very</p>

nervous and takes a knife from the drawer. Before Javier can react, the shopkeeper stabs him in the stomach. Javier falls to the ground”. Seeing that their plan has failed, they feel disappointed.

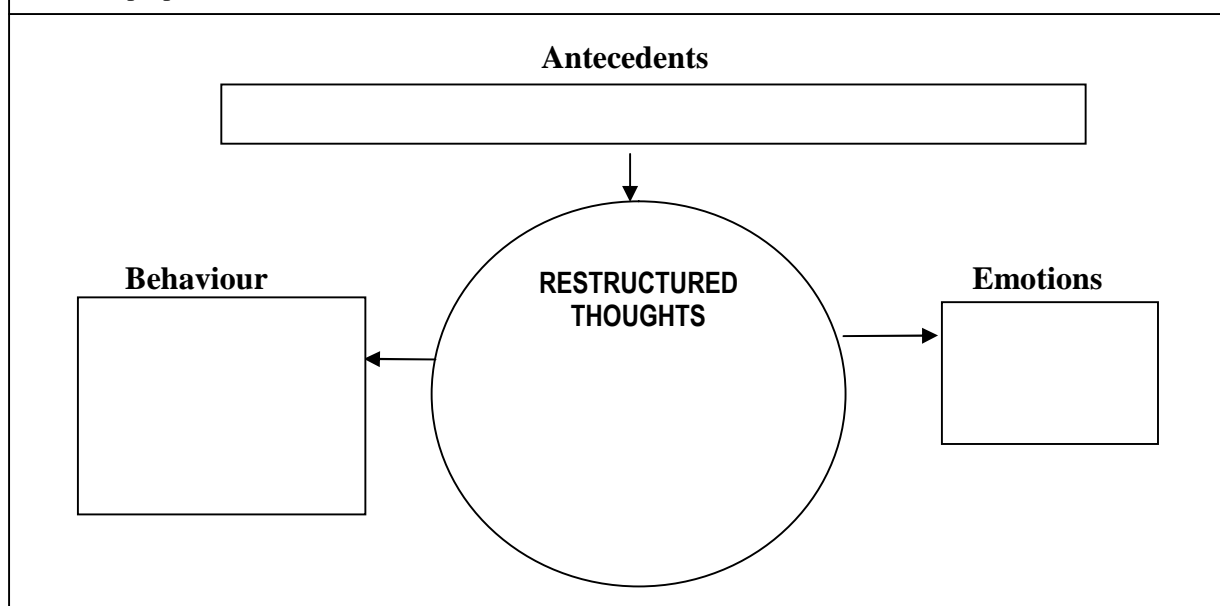


To finish this activity, we can ask the participants, as an activity for the next session, to make a circle of restructured thinking, applying it to the case of Carlos and Javier's theft on Sheet 4.2.8. *"Applying the circle of restructured thinking to José and Carlos' theft"*.

Sheet 4.2.8.

APPLYING THE CIRCLE OF RESTRUCTURED THINKING TO JOSÉ AND CARLOS' THEFT

Instructions: now complete the circle of restructured thinking by making a cognitive restructuring of the situation proposed



3.6.5. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

3.6.6. Assessment questions

1. In this session I’ve understood that what I think brings about some feelings, and this will influence my behaviour. Therefore, having negative thoughts will make me have unpleasant or negative emotions, and this can lead me to develop antisocial behaviours (TRUE).
2. With the help of the exercise about the “circle of distorted thinking”, I’ve understood that the thoughts associated with my antisocial behaviour are usually negative (TRUE).
3. Therefore, I’ve realized that if I maintain those negative thoughts, I’m very likely to develop antisocial behaviour (TRUE).

4. SESSION 3: CONSEQUENCES OF DISTORTED THOUGHTS

4.1. SPECIFIC OBJECTIVES

1. To learn the importance of the consequences of what we think.
2. To distinguish the consequences of our thoughts in the short and long term.
3. To learn to assess how the consequences of our thoughts affect us and others.

4.2. METHOD AND CONTENTS

The specific objectives of this session are to work, again, on the importance that our thoughts have on how we feel and behave, as we have seen over the previous sessions. More specifically, in this session, firstly, we will focus on the analysis of the consequences of our distorted way of thinking both for ourselves and for others.

Secondly, we will teach the participants to identify the positive and negative consequences of aggressive behaviour in the short and long term, both for oneself and for others. To that end, several hypothetical situations will be suggested, and the participants will also provide their own personal situations. These situations will be analysed to achieve the objectives established.

4.3. KEY CONCEPTS

- ✓ **Distorted thought:** explanation and justification we give for our behaviour which is removed from or not sustained by the reality of the person's life.
- ✓ **Short-term consequences:** result we get from the explanation or justification we give about the way we behave both for ourselves and for others in a short period of time.
- ✓ **Long-term consequences:** results we get from the explanation or justification for what we do, both for ourselves and for others, in a longer period of time.

4.4. ACTIVITIES

- Activity 1. Review of the supplementary activity
- Activity 2. Consequences of distorted thoughts
- Activity 3. Consequences of my way of thinking for me and for others
- Activity 4. The consequences of my behaviour
- Activity 5. Supplementary activity

4.5. MATERIAL

- Blackboard and chalk
- Sheet 4.3.1. Short-term consequences
- Sheet 4.3.2. Long-term consequences
- Sheet 4.3.3. Short-term consequences of my way of thinking for me and for others
- Sheet 4.3.4. Long-term consequences of my way of thinking for me and for others
- Sheet 4.3.5. More examples of consequences

Sheet 4.3.6. Short-term consequences of my thoughts and behaviour for me and for others

Sheet 4.3.7. Long-term consequences of my thoughts and behaviour for me and for others

Sheet 4.3.8. Assessing the short-term consequences of the case

Sheet 4.3.9. Assessing the long-term consequences of the case

4.6. DEVELOPMENT OF THE SESSION

4.6.1. Activity 1: Review of the supplementary activity

We review the circle of distorted thinking proposed as a supplementary activity in the previous session, analysing accurately the distorted thoughts that arise and their relationship with the rest of the elements described.

4.6.2. Activity 2: Consequences of distorted thoughts

The aim of this activity is for participants to understand, clearly and easily, the relationship between distorted thoughts and their consequences. We will start from the review of the supplementary activity to introduce the topic: *“as you have just seen in the circles of distorted thoughts, antisocial/offending or inappropriate behaviours are associated with a series of inadequate or distorted thoughts that have a decisive influence on our having that behaviour. Those distorted thoughts have a number of consequences that result from a young person’s antisocial/offending behaviour. Those consequences can be immediate (short-term) or more distant in time (long-term).*

Let’s see an example: you’re at home watching your favourite TV show. Your brother appears and takes the remote control because he wants to change channels. You think, “it’s always him; whenever I can relax and watch what I like for a while, in he comes and all he does is annoy me”. You ask him to give you the remote control back, but he doesn’t want to. You get very angry and end up kicking him. You take away the remote and continue watching your favourite show, but your brother doesn’t like being hit and decides to never lend you anything else. Besides, he tells your parents, who begin to punish you for behaviours similar to this one.

What would the immediate, short-term consequences be? You have the remote control and watch your favourite programme. What about the long-term consequences? The relationship with your brother becomes more difficult and your parents keep an eye on you, imposing harsher punishments”.

The practitioner is to emphasize the idea that short-term consequences are usually positive and related to the achievement of a goal, while long-term consequences tend to be negative and more centred on the consequences of deviant behaviour in different environments: personal, family, interpersonal, etc.

Then, Sheet 4.3.1. *“Short-term consequences”* is handed out to improve the understanding of this type of consequences. First, we analyse the example suggested, and then participants provide a personal example which must also be analysed.

Sheet 4.3.1.

SHORT-TERM CONSEQUENCES

Instructions: analyse the example suggested and then describe a personal situation of your own			
Situation	Thoughts	Events/behaviour	Consequences
As a punishment, I'm not getting any pocket money for a month and I have no money to go out tonight.	<i>"I can't accept it, I have to do something"</i> <i>"They will laugh at me"</i> <i>"I can't miss the party"</i>	Stealing from a shop in the neighbourhood	I get the money I needed, I feel good, I go to the party and have a great time
My example:			

Then Sheet 4.3.2. "Long-term consequences" is handed out and the participants carry out the same analysis as in the previous page, but focusing now on the long-term consequences.

Sheet 4.3.2.

LONG-TERM CONSEQUENCES

Instructions: analyse the example suggested and then describe a personal situation of your own			
Situation	Thoughts	Events/behaviour	Consequences
As a punishment, I'm not getting any pocket money for a month and I have no money to go out tonight.	<i>"I can't accept it, I have to do something"</i> <i>"They will laugh at me"</i> <i>"I can't miss the party"</i>	Stealing from a shop in the neighbourhood	- The police arrest me after conducting a research. - My parents punish me for a long time for what I have done.
My example:			

4.6.3. Activity 3: Consequences of my way of thinking for me and for others

This activity will help the participants to learn that their antisocial behaviour also has negative consequences for others.

To this end, we will give the following explanation: *"besides the types of consequences we have just seen, our aggressive or antisocial behaviour can have other types of consequences. Let's see it with the example included on Sheets 4.3.3. "Short-term consequences of my way of thinking for me and for others" and 4.3.4. "Long-term consequences of my way of thinking for me and for others".*

Sheet 4.3.3.

SHORT-TERM CONSEQUENCES OF MY WAY OF THINKING FOR ME AND FOR OTHERS

Instructions: read the situation proposed and pay attention to the short-term consequences
<i>"It's Saturday afternoon and you're with your friends in the park, smoking cigarettes and joints. You and your friends agree: "We've been here for a long time and can't think of anything interesting to do". You all have feelings of boredom. Suddenly, you see a woman walk in the park with a strange appearance. It's summer and the woman is wearing a jacket, boots and a headscarf. You think: "this woman appears to be a little crazy" and you begin to insult her. She replies to your insults and one of your friends runs to her; the woman runs away and falls, breaking her ankle. The police, who walk by, see everything and take you and your friends to the police station".</i>

THOUGHTS	FEELINGS	BEHAVIOUR	CONSEQUENCES FOR ME	CONSEQUENCES FOR OTHERS
-We've been here for a while and can't think of anything to do -This woman appears to be a little crazy	- Boredom - Livening up when you see the woman	- Sitting in the park, smoking cigarettes and joints - Insulting her and running after her	- Positive: laughing, enjoying seeing a person's suffering. - Negative: we're seen by the police and taken to the police station	- Negative: the woman is scared, falls and breaks her ankle

Sheet 4.3.4.

LONG-TERM CONSEQUENCES OF MY WAY OF THINKING FOR ME AND FOR OTHERS

Instructions: read the situation proposed and pay attention to the long-term consequences				
<i>"It's Saturday afternoon and you're with your friends in the park, smoking cigarettes and joints. You and your friends agree: "We've been here for a long time and can't think of anything interesting to do". You all have feelings of boredom. Suddenly, you see a woman walk in the park with a strange appearance. It's summer and the woman is wearing a jacket, boots and a headscarf. You think: "this woman appears to be a little crazy" and you begin to insult her. She replies to your insults and one of your friends runs to her; the woman runs away and falls, breaking her ankle. The police, who walk by, see everything and take you and your friends to the police station".</i>				
THOUGHTS	FEELINGS	BEHAVIOUR	CONSEQUENCES FOR ME	CONSEQUENCES FOR OTHERS
-We've been here for a long time and can't think of anything interesting to do -This woman appears to be a little crazy	- Boredom - Livening up when you see the woman	- Sitting in the park, smoking cigarettes and joints - Insulting her and running after her	- Positive: none - Negative: I have to work to pay compensation for injuries, I get no pocket money and I'm punished on a permanent basis	- Positive: none - Negative: the woman can't work for months due to a slow recovery. My family is the talk of the town, my parents don't trust me

Through these examples, we will continue emphasizing the idea that short-term consequences are often positive and long-term consequences are often negative. However, now we have highlighted that, with regard to others, the consequences are almost always negative.

To continue going more deeply into these concepts, it is advisable to do the exercises presented on Sheet 4.3.5. *"More examples of consequences"*, either individually or as a group.

Sheet 4.3.5.

MORE EXAMPLES OF CONSEQUENCES

Instructions: keep analysing possible consequences for these examples			
SITUATION	THOUGHTS	CONSEQUENCES FOR ME	CONSEQUENCES FOR OTHERS
While I'm walking down the street, I trip on someone's foot and fall. Without thinking, I push him, even though he has apologized to me.	<i>"He's done it on purpose"</i> <i>"I can't be taken for a fool"</i> <i>"They will laugh at me"</i>	- Short-term: - Long-term:	- Short-term: - Long-term:

I'm walking with my brother and I ask him to lend me his mobile phone, but he doesn't want to. I give him a slap on the back of the neck and then he lends it to me.	<i>"He doesn't lend it to me just to tease me"</i> <i>"If I ask him for it, he has to lend it to me"</i>	- Short-term: - Long-term:	- Short-term: - Long-term:
A guy in a disco tries to kiss my girlfriend. I see it from a distance, then go towards him and punch him. I'm thrown out of the disco.	<i>"He's laughing at me"</i> <i>"My girl is mine and nobody else's"</i> <i>"I can't sit back and do nothing"</i>	- Short-term: - Long-term:	- Short-term: - Long-term:

The participants' answers are discussed to check the understanding of the different types of consequences considered. Finally, as a group, we could discuss the consequences of the following behaviours: stealing from a cash dispenser, jumping the supermarket queue, staring at a person on the tube, having unprotected sex, insulting a classmate thinking she can't hear me, stealing money from my mother's purse, meeting a friend's boyfriend in secret, to speak ill of people who are not present, accepting drugs from strangers, stealing drinks from a nightclub bar and drinking them, getting in a car with strangers, going to the park with people who belong to gangs.

4.6.4. Activity 4: The consequences of my behaviour

This activity is intended for the participants to apply what they have learnt to their personal situation, becoming truly aware of the short and long-term consequences, both positive and negative, both for themselves and for others. Sheets 4.3.6. "*Short-term consequences of my thoughts and behaviour for me and for others*" and 4.3.7. "*Long-term consequences of my thoughts and behaviour for me and for others*" are handed out, pointing out that they will have to analyse the consequences of their distorted way of thinking in connection with the events for which they are in the centre.

Sheet 4.3.6.

SHORT-TERM CONSEQUENCES OF MY THOUGHTS AND BEHAVIOUR FOR ME AND FOR OTHERS

Instructions: analyse the short-term consequences for each of the categories included in connection with the events for which you are in the centre			
Negative thoughts you had:			
Offending behaviour:			
FOR MYSELF		FOR OTHERS	
Positive	Negative	Positive	Negative

Sheet 4.3.7.**LONG-TERM CONSEQUENCES OF MY THOUGHTS AND BEHAVIOUR FOR ME AND FOR OTHERS**

Instructions: analyse the long-term consequences for each of the categories included in connection with the events for which you are in the centre			
Negative thoughts you had:			
Offending behaviour:			
FOR MYSELF		FOR OTHERS	
Positive	Negative	Positive	Negative

We will mainly discuss the antisocial/criminal act for which they are in the centre. Alternatively or additionally (precautionary measures), other previous situations or antisocial behaviours could be analysed.

4.6.5. Activity 5: Supplementary activity

In order to consolidate the knowledge acquired, in the interval between this session and the next, the participants will analyse all types of consequences seen during this session with the help of a specific case. To this end, Sheets 4.3.8. “Assessing the short-term consequences of the case” and 4.3.9. “Assessing the long-term consequences of the case” will be handed out.

Sheet 4.3.8.**ASSESSING THE SHORT-TERM CONSEQUENCES OF THE CASE**

Instructions: analyse the short-term consequences for each of the categories included in connection with the situation described.			
Tito has arranged to meet his friends at Jorge’s house to spend the night together, as Jorge’s parents are away. They have already seen two films; they are having a good time, but everyone thinks about what else they could do to continue enjoying the night. They think they could go to the fiestas in a neighbouring village. Tito thinks, “ <i>we would have a great time, it would be an unforgettable night</i> ”, “ <i>I’m sure nobody will know about it, why should anything bad happen?</i> ” Tito is in high spirits and excited at the idea of going out. In order to travel there, they decide to go to the garage and steal a car that is easy to open.			
FOR THE MAIN CHARACTER		FOR OTHERS	
Positive	Negative	Positive	Negative

Sheet 4.3.9.**ASSESSING THE LONG-TERM CONSEQUENCES OF THE CASE**

Instructions: analyse the long-term consequences for each of the categories included in connection with the situation described.			
Tito has arranged to meet his friends at Jorge’s house to spend the night together, as Jorge’s parents are away. They have already seen two films; they are having a good time, but everyone thinks about what else they could do to continue enjoying the night. They think they could go to the fiestas in a neighbouring village. Tito thinks, “ <i>we would have a great time, it would be an unforgettable night</i> ”, “ <i>I’m sure nobody will know about it, why should anything bad happen?</i> ” Tito is in high spirits and excited at the idea of going out. In order to travel there, they decide to go to the garage and steal a car that is easy to open.			
FOR THE MAIN CHARACTER		FOR OTHERS	
Positive	Negative	Positive	Negative

4.6.6. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

4.6.7. Assessment questions

1. Through the analysis of personal consequences (for me) of my distorted way of thinking, I have found that in the short term the consequences are usually positive (I get what I want), but in the long term they are negative (deterioration of relations with others, legal problems, etc.) (TRUE).
2. Furthermore, I have understood that the consequences can also affect other people (TRUE).
3. The consequences of my antisocial behaviour and my distorted way of thinking will normally be negative for other people (TRUE).

5. SESSION 4: MODIFICATION OF DISTORTED THOUGHTS (I)

5.1. SPECIFIC OBJECTIVES

1. To acquire skills to modify the cognitive distortions.
2. To learn to identify and change distorted thoughts associated with antisocial/criminal behaviour.
3. To generalize and practice the strategies learnt in different situations.

5.2. METHOD AND CONTENTS

The aim of this session is to provide the participants with a series of basic strategies for the modification of the cognitive distortions associated with the development of antisocial behaviours.

To this end, we will start with a brief summary of the main cognitive distortions studied in the previous sessions. Then, some group dynamics are carried out for the participants to understand that these cognitive errors can be modified. Thirdly, techniques of cognitive restructuring will be explained so that they learn to modify their own distortions.

5.3. KEY CONCEPTS

- ✓ **Distorted/erroneous thoughts:** explanations and justifications we give for the events in our life. They have negative consequences.
- ✓ **Cognitive techniques:** a number of strategies designed to identify and modify the content of a young person's distorted thoughts, replacing them with more adaptive ones.
- ✓ **Alternative thoughts:** thoughts that we learn to develop in order to replace and change dysfunctional or erroneous thoughts.

5.4. ACTIVITIES

- Activity 1. Review of the supplementary activity
- Activity 2. Remembering distorted thoughts
- Activity 3. How to change distorted thoughts?
- Activity 4. Changing my own thoughts
- Activity 5. Generalizing the technique of cognitive restructuring to different situations
- Activity 6. Supplementary activity

5.5. MATERIAL

- Blackboard and chalk
- Table 4.4.1. Criteria for assessing distorted thoughts
- Sheet 4.4.1. Applying the criteria for assessing distorted thoughts
- Sheet 4.4.2. Restructuring distorted thoughts
- Sheet 4.4.3. Steps to change my distorted thoughts

Sheet 4.4.4. Steps to change distorted thoughts
 Sheet 4.4.5. Generalizing the modification of thoughts
 Sheet 4.4.6. Practicing alternative thoughts

5.6. DEVELOPMENT OF THE SESSION

5.6.1. Activity 1: Review of the supplementary activity

We review the self-report on thoughts and consequences, emphasizing the idea that distorted thoughts usually involve a number of significant negative consequences, either for ourselves or for others, both short and long-term.

5.6.2. Activity 2: Remembering distorted thoughts

In this activity we will briefly recall the distorted thoughts seen in previous sessions to favour a better identification. The practitioner can give the following explanation: *“today we are going to work on our distorted/negative thoughts, knowing how to identify them and learning to replace them with more adaptive ones. To that end, we will start by remembering the negative thoughts we saw the other day”*.

This review is done by using Sheet 4.1.4. *“Distorted thoughts”* again. The intrapersonal and interpersonal situations, and the participants’ potential negative thoughts, are read aloud again.

Once this activity is over, we go on to explain the next activity, which refers to how to change distorted thoughts, so that, once the participants understand the technique of cognitive restructuring, they can also replace the distorted/negative thoughts with more adaptive ones in order to develop a lifestyle alternative to violence.

Sheet 4.1.4. DISTORTED THOUGHTS

Instructions: read the following situations and identify distorted thoughts that the main characters in each of the stories could have	
SITUATION	DISTORTED THOUGHTS
Antonio is a 16-year-old teenager whose family has many economic problems. They can’t buy him the designer clothes he likes so much and all his friends wear. After urging his mother to buy him some trainers he wants, she refuses to buy them. Antonio gets very angry and nervous; he pushes his mother, who falls to the ground.	<i>“It’s always the same; she never wants to buy me anything I ask for. I’m sure she has the money, but prefers to spend it on her whims. What will my friends say? Everyone will laugh at me. It’s unfair; if she loved me as much as she says, she would buy me the trainers. She’s doing this to punish me. My mother won’t buy me the trainers. I can’t stand her, I’m fed up. She never understands me. She should be more considerate towards me”</i> .
Natalia hasn’t smoked cannabis for 6 months, since she was arrested by the police for drug use in the neighbourhood park. Last Saturday she had a traffic accident and she’s in pain; she has her leg in plaster. Natalia thinks that if she smoked a joint, the pain would lessen and she would feel better; that’s why she starts smoking cannabis again.	<i>“I can’t stand it any more, this pain is unbearable... it’s not fair that this accident happened to me... I’m stupid, if only I hadn’t ridden the motorcycle... I can’t take it anymore... I should take something to ease this pain. I remember people say that cannabis is used by doctors, I’m sure it’s good. Besides, it will be just this time... my parents should understand it if I smoked a joint to relieve this pain. Everyone would do the same in my situation. Until I take something to calm down, this pain will not change. If the pain stopped, I wouldn’t have to take anything. What if they tell me that the fracture is not going well? The doctor who has checked me today seemed to be worried. That’s because of my leg! I will have to be operated on... breaking your leg is the worst thing that can happen to you!”</i>

<p>Nerea hasn't drunk alcohol for several weeks. She doesn't know what's wrong, but the last few times she has drunk alcohol, she has gone out of control and has always started a fight with someone. Her friends have arranged to meet tonight to go street drinking. Nerea had no intention of going out, to avoid temptation, but she's starting to think that what happened was accidental, and if she doesn't drink much, she will be able to control herself. Finally, she meets her friends, drinks alcohol and gets into a fight with another girl again.</p>	<p><i>"Everybody is going to the party except me. They'll wonder what's wrong with me and think that I'm a bore, a fool, that it seems I like spoiling the fun, that they can't count on me for anything... I have to go. If I don't go out tonight, I will never be able to go out with them again. Well, perhaps I could go out and avoid drinking... If the party is spoiled, it will be my fault! But why shouldn't I drink? However, if I drink, these two weeks' effort will be useless. Besides, if I go, I'm sure I'll get into trouble. But if I don't go, they will think I'm stupid and I don't know how to have fun... Well, what happened last time needn't happen again, I can drink a little and that's it; I can cope. It's been a while since I last drank, so it's okay to have a couple of drinks". After the fight: "The other girl is to blame; she provoked me, she always does".</i></p>
<p>Teresa has gone shopping. She has a party on Saturday and wants to impress the boy she likes. The problem is that she has bought things she doesn't need for that day and she has little money left to buy a dress. When paying some shoes at a shop, the cashier goes to the back room to get a larger bag, and inadvertently leaves the till open. There's no one else in the store and Teresa sees a 50 euro note sticking out of the till. She can't resist the temptation, so she takes the note and puts it in her pocket.</p>	<p><i>"At last, I've had a little luck, it's fair to take these 50 euros from the cash register; I deserve it. I need that money. If he doesn't like me this Saturday, he will get off with another girl. I should take the money now, so I can buy that dress I like so much; in that dress I'm going to dazzle him. If I wear something different, he won't like me. Nobody will see me, and if I get caught, nothing will happen to me, as it's not much money. At the most, the shop assistant might scold me and that's all. Besides, this shop assistant is useless. Nothing will happen if I steal these 50 euros. Everyone would do the same in my situation. If my mother gave me some money every day, I wouldn't have to steal. I must take it and act normal".</i></p>
<p>Juan can't stop thinking about what happened the other day. He can't understand how it happened and he thinks that he could have got into big trouble. On Saturday night he went to the disco with his friends and his girlfriend. While they were there, a boy started talking to his girlfriend after having been looking at her all night. Every time Juan moved away, the other took advantage to talk to her. Juan began to sweat, he felt agitated and nervous; he thought that the guy wanted to laugh at him, and that he didn't like him and was going to take advantage of his girlfriend. He was restless and couldn't stop moving. His condition was such that he even attacked the boy, pushing him and warning him not to come near his girlfriend again.</p>	<p><i>"What's the matter with this guy? Every time I move away from my girlfriend, he comes up to talk to her. He's very full of himself, and he thinks he can get off with all the girls. I'm sure he wants to take away my girl. Does he think he can laugh at me? What about her? She shouldn't be talking to him; this girl's always paying attention to other guys. She seems to like making me jealous. Even though I have told her a thousand times not to fool around with others, the following weekend she does it again... All girls are shameless hussies. My friends must have noticed; that's why they say I'm a wimp, because I don't assert myself".</i></p>
<p>While Miguel Ángel and Fernando were buying the tickets for the concert on Saturday, Tito notices that further back in the queue is Rubén, the worst enemy of his friend Fernando. He realizes that Rubén is looking at Fernando disapprovingly, and tells him. But Fernando doesn't feel like picking a fight and ignores him. Tito insists that he can't let him laugh at him, that he's teasing him. Finally, Fernando approaches him and attacks him physically.</p>	<p><i>"How annoying! Wherever I go, I bump into him; I can never get rid of him, never. If he finally comes to the concert, he's going to spoil it. Tito's right... the way Rubén looks at me... he hates me. I should put an end to this misunderstanding once and for all; I should teach Rubén who I am. He has looked at me and has laughed, because I haven't said anything to him... I'm a coward".</i></p>
<p>Laura is a 15-year-old girl who likes to drink alcohol at weekends. She usually gets drunk on Saturday evening and often gets into fights with other girls. In addition, she really enjoys stealing other girls' bags while they are dancing at the disco.</p>	<p><i>Two more drinks and that's it; I can cope. Today I have to get a little tipsy, because the last few weeks have been horrible. These girls are all a bunch of spoilt brats; they are loaded, so if I steal any of their bags they won't even notice; it's fair. I can't stand people like them; they know nothing about life; it's not fair that they have no problems in their lives. Besides, look at the way they dance, they're teasing me and I won't control myself. Look, they're leaving. Actually, they're afraid of me.</i></p>

5.6.3. Activity 3: How to change distorted thoughts?

After finishing the discussion in the previous activity, the practitioner explains that a simple way to change our distorted thoughts is by applying the usefulness and evidence criteria for assessing them. The explanation of these criteria is included in Table 4.4.1. “*Criteria for assessing distorted thoughts*”. When applying these criteria, it is very important to consider two positions, as a young offender and as a non-offender, with the aim of helping the participants to learn clearly the differences involved in the way two opposing lifestyles are processed.

Table 4.4.1.

CRITERIA FOR ASSESSING DISTORTED THOUGHTS

1. EVIDENCE CRITERION - <i>As a young offender</i> : What basis have I got for thinking that way? What evidence have I got for thinking that way? - <i>As a non-offender</i> : What basis have I got for thinking that way? What evidence have I got for thinking that way?
2. USEFULNESS CRITERION - <i>As a young offender</i> : What advantages do I get from that way of thinking? Does it help me to feel good? Am I happier by thinking that way? - <i>As a non-offender</i> : What advantages do I get from that way of thinking? Does it help me to feel good? Am I happier by thinking that way?

While writing on the board the questions related to each of the criteria in connection with the two positions for change -as a young offender and as a non-offender-, the practitioner says: “*The evidence criterion helps us to assess what evidence we have to maintain that negative thought. The usefulness criterion helps us to see the advantages we get from that distorted way of thinking by contrasting a young offender’s lifestyle with that of a non-offender*”. This is to make them understand that this whole process of change is aimed at shaping a new lifestyle alternative to delinquency.

Then we focus on the examples on Sheet 4.4.1. “*Applying the criteria to assess distorted thoughts*”. The practitioner can draw a column for each criterion on the blackboard (evidence criterion/usefulness criterion), each of them with two positions (young offender/non-offender). The participants are asked to write down, on Sheet 4.4.1. “*Applying the criteria to assess distorted thoughts*”, the most relevant answers that come up during the discussion.

The implementation of this technique of cognitive restructuring can be carried out for each of the cases on Sheet 4.1.4. “*Distorted thoughts*”. Then we will analyse the first case. Once the process is understood, we can continue with the following cases. To make the situations more real, we will ask the participants to put themselves in the main character’s shoes and to consider that those situations have happened to them at some point in their lives. The participants’ manual includes worksheets for each of the situations on Sheet 4.1.4. “*Distorted thoughts*”.

Sheet 4.4.1.

APPLYING THE CRITERIA FOR ASSESSING DISTORTED THOUGHTS

Situation: Antonio is a 16-year-old teenager whose family has many economic problems. They can't buy him the designer clothes he likes so much and all his friends wear. After urging his mother to buy him some trainers he wants, she refuses to buy them. Antonio gets very angry and nervous; he pushes his mother, who falls to the ground.			
Distorted Thoughts: <i>"It's always the same; she never wants to buy me anything I ask for. I'm sure she has the money, but prefers to spend it on her whims. What will my friends say? Everyone will laugh at me. It's not fair; if she loved me as much as she says, she would buy me the trainers. She's doing this to punish me. My mother won't buy me the trainers. I can't stand her, I'm fed up. She never understands me. She should be more considerate towards me".</i>			
Resulting emotion: Angry, with internal rage.			
EVIDENCE CRITERION What advantages do I get from that way of thinking? Does it help me to feel good? Am I happier by thinking that way?		USEFULNESS CRITERION What advantages do I get from that way of thinking? Does it help me to feel good? Am I happier by thinking that way?	
As an offender	As a non-offender	As an offender	As a non-offender
<ul style="list-style-type: none"> - That's what I've always thought. Every time she says no to something I ask for, she does it to annoy me. - Thinking this way gives me strength to despise her and not feel any affection for her. - I'm used to doing what I want and I don't like to be contradicted. - My friends are going to notice that the trainers I'm wearing are very bad and I'm a fool. 	<ul style="list-style-type: none"> - When my mother says no, I'm sure she does it for my own good and to avoid suffering hardships at home. - My mother has the responsibility for the family and I have to learn not to pressure her into giving me everything I want. - If I had a little more self-esteem, I'd try to save or find a job to get my own money without pressuring and upsetting my mother. - I'm sure my friends won't look down on me for not wearing the new trainers. - I'm the one to blame for thinking that others will laugh at me just because of the trainers. 	<ul style="list-style-type: none"> - When I've been angry, I've almost always made my mother give me what I asked her for. - When my mother accepts my requests, I feel great because I get my own way. - Since I've always thought like this, if I get what I put my mind to, I feel good about myself. 	<ul style="list-style-type: none"> - I'm so used to pressuring others that I don't pay attention to how they feel when they say no. - The only thing I think about is how I feel and I always want things to be immediate. - I haven't really learnt to enjoy things by getting them myself; it's always other people that satisfy my needs. - If my friends really care about me, they will appreciate me for what I am and not for the trainers I wear.
Restructured Thoughts: <i>"My mother has told me that she can't buy me the trainers. Perhaps we are badly off for money at home now. My mother is also spending less money and she doesn't buy any whims for herself either. I'd love to have those trainers, but it's not the end of the world. I can buy them later. Anyway, it doesn't help to get angry with her. I will only make her completely refuse to buy me the trainers. I'd better try to negotiate with her for getting some money if I do some household chores. Sometimes it's difficult to live with my mother, but most of the times I need something, she tries to help me".</i>			
Resulting emotion: More quiet and calm.			

With the aim of acquiring more practice, the participants are asked to individually restructure the following situation on Sheet 4.1.4. *"Distorted thoughts"*. Once they

finish, the results are shared. The practitioner will structure all the information provided by the participants until the process is completed.

Sheet 4.4.2.

RESTRUCTURING DISTORTED THOUGHTS

Situation: Natalia hasn't smoked cannabis for 6 months, since she was arrested by the police for drug use in the neighbourhood park. Last Saturday she had a traffic accident and she's in pain; she has her leg in plaster. Natalia thinks that if she smoked a joint, the pain would lessen and she would feel better; that's why she starts smoking cannabis again.			
Distorted Thoughts: <i>"I can't stand it any more, this pain is unbearable... it's not fair that this accident happened to me... I'm stupid, if only I hadn't ridden the motorcycle... I can't take it anymore... I should take something to ease this pain. I remember people say that cannabis is used by doctors, I'm sure it's good. Besides, it will be just this time... my parents should understand it if I smoked a joint to relieve this pain. Everyone would do the same in my situation. Unless I take something to calm down, this pain won't change. If the pain stopped, I wouldn't have to take anything. What if they tell me that the fracture is not going well? The doctor who has checked me today seemed to be worried. That's because of my leg! I will have to be operated on... breaking your leg is the worst thing that can happen to you!"</i>			
Resulting emotion: Sad, angry			
EVIDENCE CRITERION What advantages do I get from that way of thinking? Does it help me to feel good? Am I happier by thinking that way?		USEFULNESS CRITERION What advantages do I get from that way of thinking? Does it help me to feel good? Am I happier by thinking that way?	
As an offender	As a non-offender	As an offender	As a non-offender
Restructured Thoughts: <i>"I'd rather I hadn't broken my leg, but that's something I can't change now. It was an accident. I wish it didn't hurt so much, but it's not so terrible. I can bear it. I've gone through worse situations and I didn't need to smoke. So I think now I can do it too. Smoking is damaging me a lot, I breathe worse now, I'm more irritable and I've noticed that I find it harder to understand things. I'll find another way to soothe the pain. I'll talk to the doctor on my next visit. Now I'll try to find something to do".</i>			
Resulting emotion: More quiet and calm.			

If necessary, the practitioner can keep practicing cognitive restructuring. To this end, he can use the list of interpersonal and intrapersonal situations included on Appendix 1, at the end of this module.

5.6.4. Activity 4: Changing my own thoughts

This activity is intended for participants to apply the two criteria to their own distorted thoughts in connection with the offending situation for which they are in the centre. To this end, each participant fills in Sheet 4.4.3. *"Steps to change my distorted thoughts"*, describing the criminal act for which they are serving a sentence and the characteristic thoughts of this way of behaving together with their associated feelings. After that, they apply the criteria in order to make a cognitive restructuring of their own cognitive distortions.

Sheet 4.4.3.

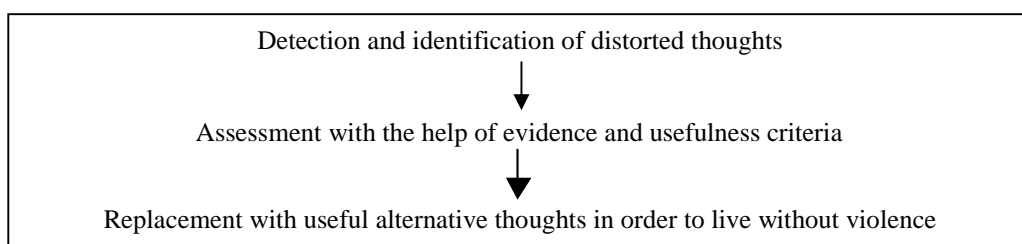
STEPS TO CHANGE MY DISTORTED THOUGHTS

Instructions: now analyse your own distorted thoughts associated with the offending behaviour for which you are here. Then apply the criteria and suggest restructured thoughts.			
Situation:			
Distorted thoughts:			
Resulting emotion:			
EVIDENCE CRITERION What advantages do I get from that way of thinking? Does it help me to feel good? Am I happier by thinking that way?		USEFULNESS CRITERION What advantages do I get from that way of thinking? Does it help me to feel good? Am I happier by thinking that way?	
As an offender	As a non-offender	As an offender	As a non-offender
Restructured thoughts:			
Resulting emotion:			

When the activity is finished, the practitioner will give the following explanation: “*we have reached the last step. As you see, it’s a simple process that begins with the detection and identification of thoughts, then we assess them with the criteria and, finally, we replace them with other thoughts that are more rational and adaptive*”. Sheet 4.4.4 “*Steps to change distorted thoughts*” includes a table with a summary of the steps necessary to carry out a cognitive restructuring.

Sheet 4.4.4.

STEPS TO CHANGE DISTORTED THOUGHTS



5.6.5. Activity 5: Generalizing the technique of cognitive restructuring to different situations

Then, we work on the examples presented on Sheet 4.4.5. “*Generalizing the modification of thoughts*”. To facilitate the understanding of the difference between opposing lifestyles, two criteria are included: the first refers to the way of thinking of young people with an antisocial lifestyle, and the second refers to the change we are trying to accomplish through this programme so that the participants develop a lifestyle alternative to delinquency. The characteristic thoughts of antisocial situations are examined and replaced with alternative ones which are characteristic of a lifestyle free of offending.

Sheet 4.4.5.

GENERALIZING THE MODIFICATION OF THOUGHTS

Instructions: read the following thoughts and suggest alternative thoughts as a non-offender	
THOUGHTS AS A YOUNG OFFENDER	ALTERNATIVE THOUGHTS AS A NON-OFFENDER
“Robbing a bank is better than robbing someone in the street, as the banks have insurance that covers those losses. They never lose”	
“It’s okay if I take a chocolate bar in the supermarket when I’m hungry and leave without paying, because I’m sure it doesn’t cost them half of what they’re going to charge me”	
“Stealing is never bad if you don’t hurt anyone”	
“Two more drinks and that’s it, I can cope. Today I have to get a little tipsy, because the last few weeks have been horrible. These girls are all a bunch of spoilt brats; they are loaded, so if I steal any of their bags they won’t even notice. It’s fair. I can’t stand people like them; they know nothing about life; it’s not fair that they have no problems in their lives”.	
At last, I’ve had a little luck, it’s fair to take these 50 euros from the cash register; I deserve it. I need that money. I should take the money now, so I can buy that dress I liked so much; in that dress I’m going to dazzle everyone. Nobody will see me, and if I get caught, nothing will happen to me, as it’s not much money. At the most, the shop assistant might scold me and that’s all. Besides, this shop assistant is useless. Nothing will happen if I steal these 50 euros. Everyone would do the same in my situation. If my mother gave me some money every day, I wouldn’t have to steal.	

The practitioner finishes this activity with a summary in which he must highlight the way of thinking that stems from a young offender’s lifestyle as opposed to a non-offender. Finally, as a group, we work on the participants’ distorted thoughts, discussing the application of the criteria and the possible alternative thoughts (each participant mentions his distorted thoughts, explains the application of the criteria and provides alternative thoughts; the other participants can give their opinions about each case).

5.6.6. Activity 5: Supplementary activity

To go more deeply into the method taught, Sheet 4.4.6. “*Practicing alternative thoughts*” is handed out and the participants are asked to find alternative thoughts for each of the situations proposed.

Sheet 4.4.6.

PRACTICING ALTERNATIVE THOUGHTS

Instructions: continue practicing. Describe the alternative thoughts that could be suggested for these examples of thoughts as a young offender	
THOUGHTS AS A YOUNG OFFENDER	ALTERNATIVE THOUGHTS AS A NON-OFFENDER
“If someone leaves their car open, they are urging you to steal it”	
“I have to get the alcohol no matter how, whatever it takes. This Chinese man is not going to spoil the party”	
“The girl has pushed me on purpose. I can’t be taken for a fool; they’ll laugh at me. I have to do something about it”	
“If I ask my brother for the video game console, he has to lend it to me”	
“My brother doesn’t lend me the mobile phone just to annoy me”	
“Only a coward would run away from a fight”	
“Many people break the law; it’s not so bad”	
“The problem of thefts is caused by security failures”	
“When I lose control, it’s because people incite me or bother me”	
“I have to hit him before he hits me”	

5.6.7. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

5.6.8. Assessment questions

1. In this session, I’ve understood that in order to be able to change my negative thoughts, the sequence I should follow is: to apply evidence and usefulness criteria → to detect and identify negative thoughts → to replace them with other alternative thoughts (FALSE).
2. The evidence criterion helps me to evaluate the evidence that I have for thinking in a particular way (TRUE).
3. When modifying distorted thoughts, I’ve realized that the profile of a young offender’s thoughts is different from that of a non-offender (TRUE).

APPENDIX 1

COGNITIVE RESTRUCTURING

List of intrapersonal and interpersonal situations to make a cognitive restructuring. The classification of the situations is presented; the situation, the distorted thoughts and the restructured thoughts are described. The participants would have to apply the criteria of evidence and usefulness of the distorted thoughts as “Offenders” and “Non-offenders”.

YOUNG OFFENDERS’ INTRAPERSONAL CONFLICT SITUATIONS

Classification	Situation	Deviant Thoughts	Non-deviant Thoughts
Coping with negative emotional states	Antonio is a 16-year-old teenager whose family has many economic problems. They can’t buy him the designer clothes he likes so much and all his friends wear. After urging his mother to buy him some trainers he wants, she refuses to buy them. Antonio gets very angry and nervous; he pushes his mother, who falls to the ground.	<i>“It’s always the same; she never wants to buy me anything I ask for. I’m sure she has the money, but prefers to spend it on her whims. What will my friends say? Everyone will laugh at me. It’s not fair; if she loved me as much as she says, she would buy me the trainers. She’s doing this to punish me. My mother won’t buy me the trainers. I can’t stand her, I’m fed up. She never understands me. She should be more considerate towards me”.</i>	<i>“My mother has told me that she can’t buy me the trainers. Perhaps we are badly off for money at home now. My mother is also spending less money and she doesn’t buy any whims for herself either. I’d love to have those trainers, but it’s not the end of the world. I can buy them later. Anyway, it doesn’t help to get angry with her. I will only make her completely refuse to buy me the trainers. I’d better try to negotiate with her for getting some money if I do some household chores. Sometimes it is difficult to live with my mother, but most of the times I need something, she tries to help me”.</i>
Coping with physical conditions	Natalia hasn’t smoked cannabis for 6 months, since she was arrested by the police for drug use in the neighbourhood park. Last Saturday she had a traffic accident and she’s in pain; she has her leg in plaster. Natalia knows that if she smoked a joint, the pain would lessen and she would feel better; that’s why she starts smoking cannabis again.	<i>“I can’t stand it any more, this pain is unbearable... it’s not fair that this accident happened to me... I’m stupid, if only I hadn’t ridden the motorcycle... I can’t take it anymore... I should take something to ease this pain. I remember people say that cannabis is used by doctors, I’m sure it’s good. Besides, it will be just this time... my parents should understand it if I smoked a joint to relieve this pain. Everyone would do the same in my situation. Unless I take something to calm down, this pain won’t change. If the pain stopped, I wouldn’t have</i>	<i>“I’d rather I hadn’t broken my leg, but that’s something I can’t change now. It was an accident. I wish it didn’t hurt so much, but it’s not so terrible. I can bear it. I’ve gone through worse situations and I didn’t need to smoke. So I think now I can do it too. Smoking is damaging me a lot, I breathe worse now, I’m more irritable and I’ve noticed that I find it harder to understand things. I’ll find another way to soothe the pain.</i>

		<i>to take anything. What if they tell me that the fracture is not going well? The doctor who has checked me today seemed to be worried. That's because of my leg! I will have to be operated on... breaking your leg is the worst thing that can happen to you!"</i>	<i>I'll talk to the doctor on my next visit. Now I'll try to find something to do".</i>
Testing personal control	Nerea hasn't drunk alcohol for several weeks. She doesn't know what's wrong, but the last few times she has drunk alcohol, she has gone out of control and has always started a fight with someone. Her friends have arranged to meet tonight to go street drinking. Nerea had no intention of going out, to avoid temptation, but she's starting to think that what happened was accidental, and if she doesn't drink much, she will be able to control herself. Finally, she meets her friends, drinks alcohol and gets into a fight with another girl again.	<i>"Everybody is going to the party except me. They'll wonder what's wrong with me and think that I'm a bore, a fool, that it seems I like spoiling the fun, that they can't count on me for anything... I have to go. If I don't go out tonight, I will never be able to go out with them again. Well, perhaps I could go out and avoid drinking... If the party is spoiled, it will be my fault! But why shouldn't I drink? However, if I drink, these two weeks' effort will be useless. Besides, if I go, I'm sure I'll get into trouble. But if I don't go, they will think I'm stupid and I don't know how to have fun... Well, what happened last time needn't happen again, I can drink a little and that's it; I can cope. It's been a while since I last drank, so it's okay to have a couple of drinks". After the fight: "The other girl is to blame; she provoked me, she always does".</i>	<i>Most people are going to that party, but many people aren't. I wouldn't think they are fools. They will probably have other things to do. I guess others won't think I am a bore for not going. Besides, my friends usually have a good time with me, and I go to most parties. Moreover, I always show them they can count on me. If I go to the party, I'll have more chances of drinking. When I drink, I can hardly tell when I have to stop to feel good. I'm aware that sometimes I get into fights. If I go to the party, I'll try to be busy in order not to drink. Many people don't drink and they aren't fools because of that. I know some very popular people who don't like drinking, and they aren't bores because of that. I'd like to go to the party and try not to drink.</i>
Giving in to temptation and wish	Teresa has gone shopping. She has a party on Saturday and wants to impress the boy she likes. The problem is that she has bought things she doesn't need for that day and she has little money left to buy a dress. When paying some shoes at a shop, the cashier goes to the back room to get a larger bag, and inadvertently leaves the till open. There's no one else in the store and Teresa sees a 50 euro note sticking out of the till. She can't resist	<i>"At last, I've had a little luck, it's fair to take these 50 euros from the cash register; I deserve it. I need that money. If he doesn't like me this Saturday, he will get off with another girl. I should take the money now, so I can buy that dress I like so much; in that dress I'm going to dazzle him. If I wear something different, he won't like me. Nobody will see me, and if I get caught, nothing will happen to me, as it's not much money. At the most, the shop assistant might scold me and that's all.</i>	<i>I'd love to wear that dress, but it isn't so important. He can like me with a different dress, because the most important thing is that he likes the way I am. And if he doesn't like me, that's his loss! I'd have a bad time, but I could bear it. Stealing isn't going to help me to win his heart. Besides, I can get into trouble. It's not worth it. If I had a shop, I wouldn't like to be robbed. Moreover, it</i>

	the temptation, so she takes the note and puts it in her pocket.	<i>Besides, this shop assistant is useless. Nothing will happen if I steal these 50 euros. Everyone would do the same in my situation. If my mother gave me some money every day, I wouldn't have to steal. I must take it and act normal".</i>	<i>isn't the image I want to give of myself. I can find a cheaper dress or I can borrow it from a friend. That way I can save something to go out another day.</i>
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Young Offenders' Interpersonal Conflict Situations

Classification	Situation	Deviant Thoughts	Non-deviant Thoughts
Coping with interpersonal conflicts	Juan can't stop thinking about what happened the other day. He can't understand how it happened and he thinks that he could have got into big trouble. On Saturday night he went to the disco with his friends and his girlfriend. While they were there, a boy started talking to his girlfriend after having been looking at her all night. Every time Juan moved away, the other took advantage to talk to her. Juan began to sweat, he felt agitated and nervous; he thought that the guy wanted to laugh at him, and that he didn't like him and was going to take advantage of his girlfriend. He was restless and couldn't stop moving. His condition was such that he even attacked the boy, pushing him and warning him not to come near his girlfriend again.	<i>"What's the matter with this guy? Every time I move away from my girlfriend, he comes up to talk to her. He's very full of himself, and he thinks he can get off with all the girls. I'm sure he wants to take away my girl. Does he think he can laugh at me? What about her? She shouldn't be talking to him; this girl's always paying attention to other guys. She seems to like making me jealous. Even though I have told her a thousand times not to fool around with others, the following weekend she does it again... All girls are shameless hussies. My friends must have noticed; that's why they say I'm a wimp, because I don't assert myself. Being my girlfriend, she should respect me more".</i>	<i>This guy's talking to my girlfriend. From his expression, he doesn't seem to be challenging me. I don't know what they're talking about, but the relationship with my girlfriend is going well. We've never talked about breaking up, so I have nothing to be afraid of. She's never been unfaithful to me. Anyway, if she wants to leave me, she'll do it, no matter what I do to stop her. By having a jealous behaviour, I'll just get her to go away from me. When they finish talking, I can ask her what they have been talking about and check whether there really is danger to my relationship.</i>
Social pressure	While Ángel and Fernando were buying the tickets for the concert on Saturday, Tito notices that further back in the queue is Rubén, the worst enemy of his friend Fernando. He realizes that Rubén is looking at Fernando disapprovingly, and tells him. But Fernando doesn't feel like picking a fight and ignores him. Tito insists that he can't let him laugh at him, that he's teasing him. Finally, Fernando approaches him and attacks him physically.	<i>"How annoying! Wherever I go, I bump into him; I can never get rid of him, never. If he finally comes to the concert, he's going to spoil it. Tito's right... the way Rubén looks at me... he hates me. I should put an end to this misunderstanding once and for all; I should teach Rubén who I am. He has looked at me and has laughed, because I haven't said anything to him... I'm a coward".</i>	<i>I don't like bumping into Rubén, but I can put up with it. He may be looking at me, but perhaps he doesn't intend to laugh at me. I haven't done anything to give him cause to start a fight. There's no reason why he should be thinking about me, he might be thinking about his own things. If I get into a fight, I won't get anything. Afterwards, I'll feel bad and I could have problems. Besides, if he's provoking me,</i>

			<i>then he'll get me to do what he wants me to. If he wants to laugh at me, he'll continue doing it, and I can't do anything to prevent it, so I'd better ignore him.</i>
Enhancing positive emotional states	Laura is a 15-year-old girl who likes to drink alcohol at weekends. She usually gets drunk on Saturday evening and often gets into fights with other girls. In addition, she really enjoys stealing other girls' bags while they are dancing at the disco.	<i>Two more drinks and that's it; I can cope. Today I have to get a little tipsy, because the last few weeks have been horrible. These girls are all a bunch of spoilt brats; they are loaded, so if I steal any of their bags they won't even notice. It's fair. I can't stand people like them; they know nothing about life; it's not fair that they have no problems in their lives. Besides, look at the way they dance, they're teasing me and I won't control myself. Look, they're leaving. Actually, they're afraid of me.</i>	<i>These last few weeks have been very difficult, but drinking won't make what I've been through look better. In any case, it will only make things more difficult, because when I drink, I usually get into trouble. I don't like these girls, but I can bear it. After all, I don't know anything about them and sometimes I've made mistakes when judging people by first impressions. I'd better ignore them, as it isn't worth getting into trouble. I'm above these things. I'd love to have a bag like theirs, but now it isn't possible. Maybe, in the future, I can save money to be able to buy it. Besides, perhaps a friend could lend me a similar one.</i>

6. SESSION 5: MODIFICATION OF DISTORTED THOUGHTS (II)

6.1. SPECIFIC OBJECTIVES

1. To acquire skills to modify the most common cognitive errors.
2. To learn to identify and change the distorted thoughts associated with antisocial/criminal behaviour.
3. To generalize and practice the strategies learnt through various situations.

6.2. METHOD AND CONTENTS

In this session, which is a follow-up to the previous one, we will continue giving the participants a series of basic strategies for managing the cognitive distortions related to the development of antisocial behaviour.

To this end, with the help of several fictitious examples and the ones provided by the participants themselves, we will practice techniques such as thought stopping by suggesting possible future situations in which it can be used. We will also remind them about the potential use of other strategies seen in previous modules.

6.3. KEY CONCEPTS

✓ **Distorted/erroneous thoughts:** explanations and justifications we give for the events in our life. They have negative consequences.

✓ **Cognitive techniques:** a number of strategies designed to identify and modify the content of a young person's thoughts, replacing negative ones with more rational and adaptive ones.

✓ **Alternative thoughts:** thoughts that we generate for interpreting a particular situation in a different way to how it was being done previously.

6.4. ACTIVITIES

Activity 1. Review of the supplementary activity

Activity 2. Thought stopping

Activity 3. Other possibilities

Activity 4. Looking ahead

6.5. MATERIAL

Blackboard and chalk

Table 4.5.1. Thought stopping

Sheet 4.5.1. Practicing negative thought stopping

Sheet 4.5.2. Other possibilities to control negative thoughts

Sheet 4.5.3. Situations where I can have distorted thoughts

6.6. DEVELOPMENT OF THE SESSION

6.6.1. Activity 1: Review of the supplementary activity

We will review the sheets about the process of replacing negative thoughts with more adaptive ones by properly identifying thoughts, applying the criteria and replacing negative thoughts.

6.6.2. Activity 2: Thought stopping

This activity is intended for participants to learn and practice the thought stopping method. Before carrying out the activity, we will review the entire process learnt for the modification of distorted thoughts, with the help of the contents seen in activity 4 of the previous session (Sheet 4.4.2. “*Steps to change distorted thoughts*”), analysing some of the examples described in that activity (Sheet 4.4.3. “*Modifying thoughts*”).

Once the process has been summarized, the practitioner introduces the topic of this activity as follows: “*in addition to the process we studied in the previous session, there are other simple strategies that help us control our erroneous thoughts. One of them is called thought stopping. What do you infer from the name? What do you think this technique involves?*”.

The practitioner allows time for the participants to answer and then explains the content of Table 4.5.1. “*Thought stopping*”. “*This technique is based on the fact that a sufficiently powerful stimulus will attract attention, causing us to stop paying attention to negative thoughts. That powerful stimulus can be a simple act, a particular word, etc. that we must determine before implementing the strategy. To this end, we will follow the following points (the practitioner writes them on the board):*

- 1) *To identify the occurrence of these thoughts.*
- 2) *Once the negative thoughts have been identified, we have to express them verbally.*
- 3) *To apply the stimulus that will be used to stop the thought.*
- 4) *To generate alternative thoughts and/or to perform distraction tasks.* “

Table 4.5.1.

Thought stopping



Then, the practitioner practices the development of the technique with the participants. As a stimulus, we could choose, for example, a simple word (e.g. STOP). The situation we have to practice could be: “*imagine you are in the park with your friends, sitting on a bench. Opposite you there is another group of boys. They are drinking alcohol and a little nervous. They start to pick on you and insult you. They say you are a chicken. Your friends tell you not to be afraid, because they’re just some kids and they should get what they deserve. Then, you think you can’t let them laugh at you like that, as you’ll be left*

looking like a fool, so you have to confront them”. When the participants have put themselves in the situation, they must identify the distorted thoughts and implement the chosen stimulus, as well as suggest alternative thoughts or tasks to carry out at that moment.

The practitioner says: *“the important thing is to use stimuli that are suitable for you; that is, if you find it easier to stamp your foot or bang on a table with your hand, instead of using the word STOP, then you must do that. You must also consider that doing this at home or here is not the same as doing it in the street, where you will have to find more subtle actions, like wearing a hair rubber band on your wrist, pulling it and let go of it to hit your wrist. What other stimuli do you think we could use? (The answers are written on the board for each participant to choose the one that best fits his situation)”*. Next, the practitioner emphasizes: *“you mustn’t forget that replacing the distorted thought with an alternative one is as important as having stopped that thought. That is, once we apply the chosen stimulus, we have to replace that distorted thought with a more adaptive one or start any activity or task that distracts us from that thought”*.

Then Sheet 4.5.1. “*Practicing negative thought stopping*” is handed out and the participants are asked to answer the questions and describe the thought stopping method, pointing out the alternative thoughts or distraction tasks that could be applied. In the last example, they must also describe their own particular situation with regard to the commission of their present offence.

Sheet 4.5.1.

PRACTICING NEGATIVE THOUGHT STOPPING

Instructions: read the examples and answer the questions that follow
- Situation 1: You are playing a football match. The match is against a neighbouring team, so there is a lot of rivalry. At a given point during the match, you bump into the player who is marking you. He is constantly tackling you, but the referee does not think it is punishable. After a tackle, you insult your opponent, which leads to a fight between both teams. Once the situation is calm, you are the only player that is sent off. Your coach and teammates reproach you for the way you have behaved. Given this response, you leave the stadium puzzled by your teammates’ reaction and you take the money the team has obtained from the ticket sales.
What negative thoughts could you have had?
Describe the implementation of thought stopping on this case, pointing out the alternative thoughts you could have or the tasks you could carry out.
- Situation 2: You’re a student of 2 nd year of Bachillerato. You find studying very difficult. After committing yourself to pass, in the second four-month period you take the exams, but they don’t reflect the effort you have made. Your teachers tell you that the study techniques you use may not be giving the expected result. Given this statement, you feel upset and don’t hesitate to throw one of your books to your tutor.
What negative thoughts could you have had?
Describe the implementation of thought stopping on this case, pointing out the alternative thoughts you could have or the tasks you could carry out.
- My case:
What negative thoughts could you have had?
Describe the implementation of thought stopping on this case, pointing out the alternative thoughts you could have or the tasks you could carry out.

Finally, there is a group debate on the first two questions, while the thought stopping method is tackled individually for the two fictitious cases and the real one.

6.6.3. Activity 3: Other possibilities

The main aim of these group dynamics is to suggest the possibility of using other strategies taught in other modules that could also be applied to the control of negative thoughts.

To this end, the participants are asked whether, apart from the methods learnt, they know or can think of any other ideas to be able to change our negative thoughts. The ideas are written on the blackboard. Finally, we explain that we can also help to control our thoughts through the strategies included on Sheet 4.5.2. *“Other possibilities to control negative thoughts”*:

Sheet 4.5.2.

OTHER POSSIBILITIES TO CONTROL NEGATIVE THOUGHTS

STRATEGY	USEFULNESS
Relaxation, breathing, counting backward	We focus our attention on the state of relaxation, so we block the negative thought.
Self-instructions	We stop the negative thought with a more positive and adaptive one that guides us to handle the situation.
Self-reinforcement	We give ourselves a verbal reinforcement (“you’ve done it, you’re great”) when we change a negative thought or when, in advance, we stop the distorted thought and replace it with a more appropriate one.

Based on the personal example described by each participant in the previous activity, we ask them to give examples about these methods. Depending on the time needed, some of the methods described by the participants could be put into practice.

6.6.4. Activity 4: Looking ahead

Finally, we have thought of an activity to help the participants become aware of the implementation of these techniques of cognitive restructuring, both in private situations and other types of situations. We expect them to plan possible high-risk situations in which distorted/negative thoughts can arise in different areas of their lives, distinguishing how to implement each method on each context. After explaining this idea, we hand out Sheet 4.5.3. *“Situations where I can have distorted thoughts”* and ask them to fill it in. Finally, we present the ideas and make a final conclusion.

Sheet 4.5.3.

SITUATIONS WHERE I CAN HAVE DISTORTED THOUGHTS

Instructions: think of other situations in which you can have distorted thoughts and answer the following questions
1. In what situations can my negative thoughts arise again? - Personal: - With my family - With my friends - With my classmates or workmates: - In the street, with a stranger: - In the centre:
2. Can I apply the methods learnt in the same way whether I’m at home or in my room, or in the middle of the street or in the park? - Which of them would change? - What part of the methods should I change? - Which of them could I apply in the same way?

6.6.5. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

6.6.6. Assessment questions

1. Thought stopping just involves identifying my negative thoughts and stopping them with a word or a gesture (FALSE).
2. Relaxation and breathing will not help me to control my negative thoughts; they are just strategies to calm down, and that cannot influence my thoughts (FALSE).
3. By learning techniques to change my negative thoughts I have realized that the most important thing is to replace my negative thoughts with alternative ones (TRUE).

MODULE V

Modification of aggressive habits

1. INTRODUCTION TO THE MODULE

1.1. APPROACH AND JUSTIFICATION

In the field of psychology, the explanation of criminal behaviour has focused on the analysis of risk factors that make a young person more likely to develop this type of deviant behaviours, which often begin in childhood, are consolidated in adolescence and become widespread in the early youth. In the beginning, these deviant behaviours often manifest themselves sporadically; however, as they repeat themselves, they become consolidated and widespread until a teenager's life revolves around them.

Research on criminal careers or *developmental criminology* sees crime in connection with the various life stages the individual goes through, especially during the periods of childhood, adolescence and youth (Benson, 2006; Farrington, 2008). It is considered that many young people engage in antisocial activities temporarily, during adolescence, but desist from them soon in a "natural" way. However, the priority for psychological analysis is "persistent" criminals. They constitute a small percentage of young people who start offending very early and will commit numerous and serious offences over long periods of their lives (Howell, 2003).

In studies of criminal careers, the sequence of crimes committed by an individual and the factors that are linked to the initiation, maintenance and termination of criminal activity are analysed (Redondo, 2007). Therefore, this module deals with how a young person acquires or begins antisocial behaviour. Behaviours that initially are not very important, such as insulting a classmate, a teacher or the parents, will escalate over the years and will be consolidated into a characteristic lifestyle known as juvenile delinquency (Piquero, 2001; Piquero and Moffitt, 2008). When the seriousness of these behaviours increases considerably and interferes with a young person's normal functioning in society, we find it included in our legislation: Law Regulating the Criminal Responsibility of Minors (OL 5/2000, of January 12).

Therefore, a young person's offending behaviour, connected with the aggression involved in the commission of offences against people and property, has two stages of analysis: a) preparing or seeking the offence, and b) the commission of the antisocial/criminal act. Both stages are consolidated when the young person comes into contact with the youth justice system. The first stage refers to the preliminary steps in the preparation of an offence. This is the most important stage, since the preparation often takes up more time (days, weeks, months) and energy than the criminal act itself. The behaviours that occur in the second phase are at the end of a young person's behaviour chain when he performs an antisocial act.

From the point of view of psychological intervention, it is necessary to work on the behaviours involved both in the commission of an antisocial/criminal act and in its preparation and, based on this analysis, to propose the development of intervention strategies to change each of the behaviours involved.

1.2. GENERAL OBJECTIVES

1. To analyse the process by which the antisocial/criminal behaviour is acquired, developed and maintained.

2. To develop the psychological breaking of the antisocial/criminal behaviour, both for the stage of seeking and for the stage of commission of a criminal act by applying techniques of exposure and lifestyle modification.

2. SESSION 1: CHARACTERIZATION OF AGGRESSIVE BEHAVIOUR: ACQUISITION AND DEVELOPMENT

2.1. SPECIFIC OBJECTIVES

1. To teach the participants the concept of aggression and its application to offences against people and property.
2. To understand the overall process by which aggressive behaviour starts and develops.
3. To analyse the psychological process by which aggressive behaviour starts and develops.

2.2. METHOD AND CONTENTS

This session is intended for participants to become aware of the occurrence of antisocial/criminal behaviours and how they develop in each of the two characteristic stages of criminal behaviour: the stage of seeking and the stage of commission of the offence. We will mainly focus on those offences which show the development of aggressive behaviour towards property and/or people.

For this purpose, the concept of aggression will be briefly reviewed on a theoretical level and then it will be applied to each participant's specific situation. In addition, we will analyse the main factors influencing the development of this type of behaviours.

2.3. KEY CONCEPTS

✓ **Aggression:** any behaviour that is intended to harm the person at whom it is aimed. It can be verbal, physical or sexual.

✓ **Acquisition:** steps that must be followed in order to learn any behaviour. In crime, these behaviours are deviant because they are far from what is socially expected.

✓ **Maintenance:** the process by which a particular behaviour is consolidated. In the case of delinquency, it refers to young people's behaviours which, by being repeated over time, form a socially deviant lifestyle.

✓ **Reinforcement:** the relationship established between behaviour and its consequences, contributing to its happening again.

2.4. ACTIVITIES

Activity 1. What is aggression?

Activity 2. Is my behaviour aggressive?

Activity 3. How is aggressive behaviour developed?

Activity 4. Supplementary activity

2.5. MATERIAL

Blackboard

Sheet 5.1.1. Concept of aggression

Sheet 5.1.2. Applying the concept of aggression

Sheet 5.1.3. Characterization of aggressive behaviour
 Sheet 5.1.4. Characteristics of my aggressive behaviour
 Sheet 5.1.5. How is aggression learnt?
 Sheet 5.1.6. Consequences of aggressive behaviour
 Sheet 5.1.7. Why is my aggressive behaviour maintained?
 Sheet 5.1.8. Why have I learnt to behave aggressively?
 Sheet 5.1.9. Analysing contingencies of aggressive behaviours
 Table 5.1.1. Questions about Daniel's case

2.6. DEVELOPMENT OF THE SESSION

2.6.1. Activity 1: What is aggression?

This activity is aimed at making the participants aware of the various forms in which aggressive behaviour manifests itself. The activity begins with the analysis of aggressive behaviour in two cases and then the participants are asked to remember, again, the criminal acts for which they are in the centre. We focus on Sheet 5.1.1. "*Concept of aggression*", and the various forms and features of this type of behaviour are described.

Sheet 5.1.1. CONCEPT OF AGGRESSION

Aggression is any sequence of behaviours intended to harm the person at whom it is aimed.
 Aggressive behaviour can be classified as follows:

1. Nature of aggression:

- Verbal aggression, such as insults, threats, humiliation, scorn, yelling, teasing someone.
- Physical aggression, such as punching, kicking, pushing, slapping, using a knife or weapon against someone.
- Sexual aggression, such as forcing someone to have sex when they do not want to, forcing someone to have sex without a condom, forcing someone to perform oral or anal sex when they do not want to, threatening or using force against someone to have sex.

2. Intentionality:

- Direct: direct attack against someone who becomes a victim because of the harm caused. For example, bruises, injuries, insults, threats, shouting, kicking.
- Indirect: direct attack against someone who becomes a victim because of the harm caused, when their property is destroyed or a distorted image is spread. For example, slanders, speaking evil behind them, destruction of personal property, slashing the tyres on the car.

3. Form:

- Reactive: the main objective is to harm the victim. This type of aggression is more impulsive. For example, pushing, insulting, threatening, humiliating.
- Proactive: in addition to harming the victim, the intention is to solve a problem or get something. This type of aggression is more premeditated and planned. For example, beating a person to rob him, fighting to prove that you are superior or to feel valued, smashing things or hitting someone for fun, threatening someone to do what I want.

Next, the theoretical concepts are applied to various aggressive behaviours exhibited by young people, so that the participants understand the importance of their behaviour and the relationship with the environment. We work on Sheet 5.1.2 "*Applying the concept of aggression*" with a simple case; the activity is done as a group, all together.

Sheet 5.1.2.

APPLYING THE CONCEPT OF AGGRESSION

Daniel is 15 and has been grounded for two weekends. He says he cannot stand his 12-year-old little sister, because she is spoiled, and every time he sees her, he can't resist the urge to insult her, pull her hair or give her a slap on the back of the neck. Moreover, Daniel loves to spy on her room, destroying her favourite poster every time she fixes it with sticky tape. He also tells his friends that she is a liar and he does not feel loved by her since the day she was ill with fever and his parents asked him to look after her; he left her alone when a friend called him to play football. When his parents came home, they found her in a state of dehydration due to fever and had to take her to casualty.

Daniel's case is discussed with the participants, making sure that they understand the concepts explained through the examples included in the story. After reading the case, the practitioner asks the questions listed in Table 5.1.1. "*Questions about Daniel's case*".

Table 5.1.1.

QUESTIONS ABOUT DANIEL'S CASE

- What aggressive behaviours do you notice in Daniel and what types are they?
Insulting (psychological, direct, active), hair pulling (physical, direct, active), kicking (physical, direct, active), destroying the poster (physical, indirect, active), saying she is a liar (psychological, indirect, active), leaving her alone when she was ill (passive).
- Is there any form of passive aggression? (Leaving her alone when she was ill)
- Before learning all I have explained, did you really think that these behaviours were aggressive? What has made you change your mind?
- Who suffers the consequences of Daniel's aggression?
- What about his parents? (regarding the fact that her sister becomes dehydrated and her health is at risk).

This activity is finished with a summary of the concept of aggression and its classification.

2.6.2. Activity 2: Is my behaviour aggressive?

In this activity we will have another look at the characteristics of the participants' antisocial acts that have been described in session 1 of Module 1 and throughout the entire programme.

The practitioner tells the participants to complete Sheet 5.1.3. "*Characterization of aggressive behaviour*", asking them to describe the antisocial acts they performed, both the ones for which they are in the centre (or serving a sentence at present) and other previous ones, analysing them now as aggressive behaviours. To make the task easier, the first two cases make reference to hypothetical events related to situations of intrapersonal and interpersonal aggression. If the participants have already verbalized their offences or aggressive behaviours in previous sessions, the task can begin by sharing the experiences, each of them remembering their specific situation aloud. The practitioner will help them describe the behavioural characteristics of an aggressive act in detail.

After the presentation of the activity, they are asked to put their particular case in writing on Sheet 5.1.3. "*Characterization of aggressive behaviour*".

Sheet 5.1.3.

CHARACTERIZATION OF AGGRESSIVE BEHAVIOUR

Instructions: describe the aggressive behaviours you see in the following cases and in your personal case	
SITUATIONS	DESCRIPTION
1. Antonio is a 16-year-old teenager whose family has many economic problems. They can't buy him the designer clothes he likes so much and all his friends wear. After urging his mother to buy him some trainers he wants, she refuses to buy them. Antonio gets very angry and nervous; he pushes his mother, who falls to the ground.	
2. Pedro has asked his brother to lend him his new trainers, but he has refused. He argues with him; he thinks it's unfair because he always lends him everything he asks for. But his brother doesn't give in. Pedro gets very angry; he didn't expect it. In the end, Pedro ends up punching his brother.	
3. Describe the criminal acts for which you are here.	
4. Describe other antisocial acts you have committed before.	

Next, each participant's criminal acts are classified according to the characteristics of aggression seen on Sheet 5.1.1. "*Concept of aggression*". The participants are asked to explain their situations and then all members of the group together will analyse the different aggressive behaviours.

This activity is finished with a summary given by each participant in which they have to describe the characteristics of their aggressive behaviour on Sheet 5.1.4. "*Characteristics of my aggressive behaviour*", considering all that has been learnt.

Sheet 5.1.4.

CHARACTERISTICS OF MY AGGRESSIVE BEHAVIOUR

Instructions: think about all that we have analysed and describe what your aggressive behaviour is really like

2.6.3. Activity 3: How is aggressive behaviour developed?

This activity is intended for participants to understand how aggressive behaviours have been developed, once they have become aware of the existence of such acts in their usual behaviour. To this end, the practitioner can introduce the activity as follows: "*once we have seen that we may be performing aggressive acts through apparently normal behaviours, we'll see what factors may influence the fact that these behaviours occur again*". We focus on Sheet 5.1.5. "*How is aggression learnt?*" and two fundamental concepts are explained:

Sheet 5.1.5.

HOW IS AGGRESSION LEARNT?

Aggressive behaviours are learnt through the consequences they have for those who perform them. There are two types of consequences, known as positive reinforcement and negative reinforcement. Both types of reinforcement share a characteristic: they make the behaviours that generate them be repeated with increasing frequency.

1. Positive reinforcement: relationship that is established between aggressive behaviour and the consequence it has. In this case, the consequence is positive, as it leads to a stimulus or action that is pleasant to the person who carries it out. For example, snatching a bag in the street and getting money to buy things I like. The behaviour would be “snatching a bag” and the consequence or positive reinforcement would be “the money I have obtained”. I am likely to continue snatching bags, as long as the appropriate conditions exist, so this aggressive behaviour will occur with increasing frequency.

2. Negative reinforcement: relationship that is established between aggressive behaviour and the elimination of an aversive stimulus that appears frequently. For example, a young person is walking down the street and another teenager stares defiantly at him. He approaches him and gives him a shove, and says “don’t ever look at me like that again”, and the teenager runs away. In this case, the aggressive behaviour “giving a shove” results in “getting rid of an unpleasant look that makes the young person feel bad”. If it is successful now, it is likely to be repeated again whenever the circumstances are similar to the ones on this occasion. This relationship between aggressive behaviour and what the young person gets from it is known as negative reinforcement: he eliminates something that is negative and unpleasant to him.

Then, as a group, we focus on the situations described on Sheet 5.1.6. “*Consequences of aggressive behaviour*”. The practitioner must highlight the importance of having had success, and how repetition makes it more likely for this way of behaving to be consolidated and repeated with increasing frequency.

Sheet 5.1.6.

CONSEQUENCES OF AGGRESSIVE BEHAVIOUR

Instructions: analyse the possible consequences (e.g. positive reinforcement and negative reinforcement) that the aggressive behaviours described have had and explain the relationship between aggressive behaviour and the consequence it has.	
SITUATIONS	WHAT ARE THE CONSEQUENCES OF THESE BEHAVIOURS?
Hitting a teacher because he has told me I’m irresponsible because I misbehave in class and don’t do my homework	
Stabbing a classmate with a knife, because he has said that I’m a brat without the courage to snatch a bag in the street	
Insulting or being disrespectful to my parents when they turn off the computer when I’m playing a game online	
Stealing a computer from someone’s house without getting caught	

After discussing the examples, the practitioner summarizes the concepts of positive and negative reinforcement, explaining them as follows: “*as you see, the main reason why an aggressive behaviour is repeated is the consequences it has for the person that carries it out. This is known as positive reinforcement and is explained as the process by which a particular behaviour is reinforced, i.e. it increases the probability of it happening again and being repeated because of the consequences it has. Positive reinforcement can involve material things or doing pleasant activities (e.g. money, playing Wii and video games, buying designer clothes), social recognition (e.g. being considered the best in the group of friends, praise, feeling powerful). For example, when*

I hit a classmate, the rest of the class encourage me and praise me for having done it, I gain fame among my classmates; or when I steal and get enough money to buy something I wanted.

The other important process that also makes someone continue behaving in an inappropriate manner is known as negative reinforcement, which involves getting rid of something that is unpleasant. For example, when I hit a classmate and prevent him from hitting me, or when I run away from home at night to avoid the punishment my parents gave me”.

Next, Sheet 5.1.7. “Why is my aggressive behaviour maintained” is handed out. We explain that they have to point out, for each of the personal situations seen in Activity 2 of this session, what have the consequences been for this type of aggressive behaviours to continue occurring, specifying whether it has been a positive or negative reinforcement.

Sheet 5.1.7.

WHY IS MY AGGRESSIVE BEHAVIOUR MAINTAINED?

Instructions: analyse the cases of activity 2 again, pointing out what type of reinforcement has taken place in each case			
SITUATIONS	DESCRIPTION OF THE AGGRESSIVE BEHAVIOUR	POSITIVE REINFORCEMENT	NEGATIVE REINFORCEMENT
1. Antonio is a 16-year-old teenager whose family has many economic problems. They can't buy him the designer clothes he likes so much and all his friends wear. After urging his mother to buy him some trainers he wants, she refuses to buy them. Antonio gets very angry and nervous; he pushes his mother, who falls to the ground.			
2. Pedro has asked his brother to lend him his new trainers, but he has refused. He argues with him; he thinks it's unfair because he always lends him everything he asks for. But his brother doesn't give in. Pedro gets very angry; he didn't expect it. In the end, Pedro ends up punching his brother.			
3. Describe the criminal acts for which you are here.			
4. Describe other antisocial acts you have committed before.			

After this activity, the participants must write down, on Sheet 5.1.8. “Why have I learnt to behave aggressively?”, the reasons why this way of behaving in certain situations of their lives has been maintained over the years and is being consolidated as a way of understanding their relationship with the world they live in.

Sheet 5.1.8.**WHY HAVE I LEARNT TO BEHAVE AGGRESSIVELY?**

Instructions: point out the reasons why you think your aggressive behaviour has been maintained over time

My aggressive behaviour has occurred repeatedly due to factors such as:

2.6.4. Activity 4: Supplementary activity

The participants are asked to analyse the situations suggested on Sheet 5.1.9. “*Analysing contingencies of aggressive behaviours*” for the next session. We summarize the concept of reinforcement, defining it as the relationship that is established between behaviour -in this case, aggressive behaviour- and its consequences. For example, if I give a push to someone who looks at me disapprovingly, the contingency would be established through the relationship between the person who looks at me disapprovingly and the behaviour I have when I push him. In this case, “the push” eliminates an aversive stimulus like “someone looks at me disapprovingly”, which is unpleasant to me. Therefore, we would be talking about negative reinforcement.

We ask the participants to analyse, for the next session, the two situations suggested in terms of the relationship between what the young person does and what he gets from it.

Sheet 5.1.9.**ANALYSING CONTINGENCIES OF AGGRESSIVE BEHAVIOURS**

SITUATION	DESCRIPTION OF THE AGGRESSIVE BEHAVIOUR	POSITIVE REINFORCEMENT	NEGATIVE REINFORCEMENT
1. Laura is a 15-year-old girl who likes to drink alcohol at weekends. She gets drunk on Saturday evenings and often starts fights with other girls. In addition, she really enjoys stealing other girls' bags while they are dancing at the disco.			
2. Juan is in the park playing with the new ball he's been given as a present recently. His brother, Javier, takes the ball and starts playing without Juan noticing it. Juan goes thoughtlessly towards Javier and kicks him.			

2.6.5. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

2.6.6. Assessment questions

1. No matter what aggressive behaviour I perform, the primary objective will be to harm another person (TRUE).
2. My aggressive behaviour will be repeated or will disappear depending on the consequences I get from it (TRUE).
3. A positive reinforcement of my aggressive behaviour involves avoiding something unpleasant through the occurrence of the aggressive behaviour (FALSE).

3. SESSION 2: CHARACTERIZATION OF AGGRESSIVE BEHAVIOUR: MAINTENANCE

3.1. SPECIFIC OBJECTIVES

1. To understand that every behaviour, including aggressive behaviour, has a beginning, a development and a consolidation or maintenance.
2. To analyse the evolution of a young person's aggressive behaviour from its beginning to the present time, and the possible consequences that have influenced this evolution.
3. To propose alternatives to break the behaviour chains that lead to the development of aggressive behaviours.

3.2. METHOD AND CONTENTS

In order to make the participants understand how their aggressive behaviour has evolved to the present time, our first aim is to make them aware that their aggressiveness has evolved over time because the motivations to behave like that have changed as well. Therefore, the way of showing aggression both towards people and objects is different nowadays compared to how it occurred earlier. The aggressive response parameters have changed through repetition: these behaviours initially had a low frequency and they were not so serious. Over time they have occurred with greater frequency and their seriousness has also increased.

The exercises proposed are intended to compare the reasons or consequences of behaving aggressively some time ago as opposed to how it occurs at present. We will try to teach the participants that human behaviour that is repeated becomes more and more complex and difficult to change. This type of behaviour leads to a lifestyle that leaves a deep imprint in our brains for having been repeated many times throughout days, weeks, months and years. As this aggressive form of behaviour changes, so do the reasons or consequences it has for the person who carries it out. So, if nothing is done to change this form of behaviour, a teenager who has started committing criminal acts will continue to exhibit such criminal behaviours, which will become more and more serious and will end up making the young person go to prison when he grows up.

With the help of the exercises proposed for the session, we will try to explain how aggressive behaviours are started, developed and consolidated over time. We will analyse what characteristics they had in the beginning, what elements were incorporated, how they manifest themselves at present and what consequences (e.g. positive reinforcement, negative reinforcement) make them be maintained.

Finally, the practitioner will guide the entire process of self-analysis of the participants' aggressive behaviour and, through a debate, he will provide an opportunity for the participants to develop a series of alternatives to their aggressive responses so that they can use them in different contexts of their lives.

3.3. KEY CONCEPTS

✓ **Aggression:** any behaviour that is intended to harm the person at whom it is aimed. It can be verbal, physical or sexual.

✓ **Learning:** it is the process by which we acquire knowledge, skills, attitudes or values, through study and/or experiences we have had.

✓ **Maintenance:** the process by which various factors contribute to the repeated occurrence of a particular behaviour over time.

✓ **Reinforcement:** it is the relationship that is established between behaviour and its consequences, contributing to its happening again.

3.4. ACTIVITIES

Activity 1. Review of the supplementary activity

Activity 2. Learning and unlearning

Activity 3. Evolution of aggression

Activity 4. Alternatives to aggressive behaviours

Activity 5. Supplementary activity

3.5. MATERIAL

Blackboard

Sheet 5.2.1. How has my aggressive behaviour developed

Sheet 5.2.2. Evolution of different aggressive behaviours

Sheet 5.2.3. Proposing aggressive behaviours

Sheet 5.2.4. Seeking alternatives to aggression in an intrapersonal situation

Sheet 5.2.5. Seeking alternatives to aggression in an interpersonal situation

Sheet 5.2.6. Seeking alternatives to aggression regarding the offending behaviour for which I am here

Sheet 5.2.7. Generalizing the learning of seeking alternatives

3.6. DEVELOPMENT OF THE SESSION

3.6.1. Activity 1: Review of supplementary activity

The supplementary activity of the last session is reviewed, highlighting the mechanisms by which an aggressive behaviour is learnt.

3.6.2. Activity 2: Learning and unlearning

This activity is intended for the participants to understand that all the behaviours we develop throughout our life are due to learning processes.

The practitioner explains: *“we learnt to eat, to get dressed, to be careful in dangerous places to avoid hurting ourselves. Through experience we transformed and shaped this learning. For example: to play football, the first thing was to learn to kick the ball and be able to get it in the goal. Then we realized that we needed to develop other skills to improve our game, such as dribbling, taking the throw-in and being coordinated with our teammates; over time and with gradual practice, we improved our abilities until we played perfectly. Throughout this process we learnt to differentiate appropriate game behaviours from inappropriate ones (e.g. grabbing or tripping the opponents, etc.)”*.

To see if they have understood the idea, Sheet 5.2.1. *“How has my aggressive behaviour developed”* is handed out and we ask them to complete the table. The practitioner will do the first two examples with them and then will ask them to analyse their aggressive behaviours from acquisition to maintenance.

Sheet 5.2.1.

HOW HAS MY AGGRESSIVE BEHAVIOUR DEVELOPED

SITUATION WITH AGGRESSIVE BEHAVIOUR	BEGINNING OR ACQUISITION	CONSOLIDATION OR MAINTENANCE
Aggressive behaviour with positive reinforcement	Stealing bags in the street to get money, threatening with a knife	Robbing people, shops, petrol stations, houses, cars, etc. with a knife or a gun
Aggressive behaviour with negative reinforcement	Insulting a person who looks at me defiantly to make him stop looking at me so that I don't feel uncomfortable	Insulting and physically attacking others in situations where I feel uncomfortable or ill at ease
Characteristic behaviours of my current offending behaviour		

3.6.3. Activity 3: Evolution of aggression

This activity is aimed at getting participants to understand that for aggressive behaviours to continue occurring, there is a motivation that makes them more and more complex. To that end, we will focus on the examples on Sheet 5.2.2. *“Evolution of different aggressive behaviours”*. The activity can be done as a group; the practitioner will control it and will write the answers on the board. The last row refers to the antisocial behaviour for which they are serving a sentence at the present time; it will only be completed when that behaviour is not included in any of the previous categories or when its nature is of particular seriousness or importance.

The practitioner explains: *“the consequences of a behaviour will motivate its continued repetition, from the beginning to the present time. So, when analysing why aggressive behaviour is maintained, we must analyse what we want to achieve when we exhibit it”*.

One of the questions that we can ask the participants is: why has my aggressive behaviour been maintained throughout the years? what did I get from it and what do I get now?

Sheet 5.2.2.

EVOLUTION OF DIFFERENT AGGRESSIVE BEHAVIOURS

BEHAVIOURS	STARTING AGE	WHAT DID I GET THROUGH IT?	CURRENT AGE	WHAT DO I GET NOW?
Robbing people and shops	12	Objects I wanted	16	Objects I wanted, my friends' admiration. Impressing girls.
Attacking people when I was angry				
Humiliating classmates or people I dislike				

Breaking rules at school, at home or in the centre				
Defying teachers, educators, tutors, etc.				
Taking drugs				
My antisocial behaviour				

3.6.4. Activity 4: Alternatives to aggressive behaviours

The importance of analysing aggressive behaviour in detail, from its beginning to its maintenance at the present time, resides in the participants becoming aware of the steps they have been taking over time, thus being able to develop strategies that help them generate behaviours alternative to aggression from its beginning to the present time.

To this end, the practitioner explains: *“as we already know how our aggressive behaviour works, now we will seek alternatives to learn to replace it with an alternative and more adaptive one for adequate personal and social functioning”*.

In order to do this exercise, firstly, with the help of Sheet 5.2.3. *“Proposing aggressive behaviours”*, we describe an intrapersonal situation that has led to aggressive behaviour. Secondly, we do the same with an interpersonal situation. Finally, we describe each participant’s antisocial behaviour when they committed the offence for which they are in the centre. In the right column, we describe the same behaviours in consecutive steps separated by a dash, until we get to the aggressive behaviour. The analysis of a first example has been included. In the case of precautionary measures, we will analyse the alleged events or other previous cases.

Sheet 5.2.3.

PROPOSING AGGRESSIVE BEHAVIOURS

Instructions: analyse the behaviour chain for each case, as you did in the first example	
OFFENDING SITUATION	BEHAVIOUR CHAIN IN CONSECUTIVE STEPS OR LINKS
1. It's 6 months since Jorge left the young offenders centre. He's attending group therapy and he's very happy and motivated. Today he has got up in very high spirits, as it's payday and he's going to buy a present for his girlfriend, because it's her birthday. After the group therapy, he goes to the bank to withdraw money, but suffers a big disappointment, because the money isn't in the bank account yet. He thinks about borrowing money from one of his best friends, so he goes to try to find him. His friend lives in the neighbourhood where he used to steal, as it's very easy to do it there. While he's waiting, anxious, he can't stop thinking that he can't let his girlfriend down; she'd be very angry if he didn't buy her a present. The problem is that his friend can't lend him any money, because he's unemployed. When he leaves his friend's house, he decides to steal an old woman's bag, as she walks past him. However, it's	(1) → When he gets up, he thinks about buying a present for his girlfriend after being paid → (2) he attends group therapy and, after it, he goes to the bank to take the money out, suffering a major disappointment when he sees that the money is not in the bank account yet → (3) he goes to a high risk area concerning the development of offending behaviours; the friend he wants to borrow the money from lives there → (4) he thinks that he can't let her girlfriend down on her birthday, he's nervous → (5) his friend can't lend him money, as he's unemployed; he decides to rob someone → (6) he sees an old woman that walks past him → (7) he steals her bag → (8) he comes back home without having bought the present → (9) his girlfriend notices something bad has happened → (10) he denies it, so they argue.

no use, as the woman had no more than 5 euros in the purse. He goes home without having bought the present. His girlfriend notices that something has happened, but he denies it, so they argue.	
2. Sergio and his friends are walking round the outskirts of their neighbourhood. They're having fun, horsing about, painting on old walls and throwing stones at the streetlights. The night would be perfect and the excitement higher if they sneaked into old Pepe's house and stole his motorbike to go for a ride. They think about it and finally decide to go into the garage to take the motorbike and go riding at top speed.	
3. Describe the antisocial events for which you are here:	

Once the three examples have been discussed and described in behaviour chains, we try to find alternatives for each of the exercises suggested. With the help of Sheets 5.2.4 "*Seeking alternatives to aggression in an intrapersonal situation*", 5.2.5. "*Seeking alternatives to aggression in an interpersonal situation*" and 5.2.6. "*Seeking alternatives to aggression regarding the offending behaviour for which I am here*", the participants are asked to think about different alternatives that were available to the young person as opposed to the aggressive behaviour he has performed in each of the previous examples. The first two examples can be done as a group, while the third case and each participant's own specific case can be done individually, putting them in writing on Sheet 5.2.6. "*Seeking alternatives to aggression regarding the offending behaviour for which I am here*".

Once the search for alternatives in the first two examples is finished, each alternative in each of the steps is given a score on a 0 to 10 scale, considering which one would be the best for a young person who is learning to lead a life free of offending. The next step is to describe an alternative behaviour by combining the best alternatives in each of the steps listed (those with a score equal to or greater than 8).

The practitioner finishes the session asking the whole group what conditions would make it more likely for them in the future to be able to respond to situations of personal aggression both in intrapersonal and interpersonal situations following the steps listed throughout the session.

Sheet 5.2.4.

SEEKING ALTERNATIVES TO AGGRESSION IN AN INTRAPERSONAL SITUATION

Instructions: think about the alternatives that could be suggested for each behaviour link and describe them
Situation: It's 6 months since Jorge left the young offenders centre. He's attending group therapy and he's very happy and motivated. Today he has got up in very high spirits, as it's payday and he's going to buy a present for his girlfriend, because it's her birthday. After the group therapy, he goes to the bank to withdraw money, but suffers a big disappointment, because the money isn't in the bank account yet. He thinks about borrowing money from one of his best friends, so he goes to try to find him. His friend lives in the neighbourhood where he used to steal, as it's very easy to do it there. While he's waiting, anxious, he can't stop thinking that he can't let his girlfriend down; she'd be very angry if he didn't buy her a present. The problem is that his friend can't lend him any money, because he's unemployed. When he leaves his friend's house, he decides to steal an old woman's bag, as she walks past him. However, it's no

use, as the woman had no more than 5 euros in the purse. He goes home without having bought the present. His girlfriend notices that something has happened, but he denies it, so they argue.

AGGRESSIVE BEHAVIOURS IN STEPS OR LINKS	ALTERNATIVES TO EACH STEP OR LINK IN THE CHAIN	0-10
1) When he gets up, he thinks about buying a present for his girlfriend after being paid	1) <i>Planning to buy the present another day</i> 2) <i>Thinking about the possibility of giving a different kind of present, such as writing a love letter, making a linen bracelet, etc.</i>	6 10
2) He attends group therapy and, after that, he goes to the bank to take the money out, suffering a major disappointment when he sees that the money is not in the bank account yet	1) <i>Staying calm, I can buy it another day</i> 2) <i>Understanding that the people in charge of paying the salaries need their time and maybe I'm one day early</i>	5 7
3) He goes to a high risk area concerning the development of offending behaviours; the friend he wants to borrow the money from lives there.	1) <i>Arranging to meet his friend in a different place to avoid temptation</i> 2) <i>Thinking that his friend is short of money and learning to solve my problems in a different way</i> 3) <i>As he is with his friend, showing some concern about him, asking him how he is doing and explaining to him the changes achieved through therapy</i>	8 7 9
4) He thinks that he can't let her girlfriend down on her birthday; he's nervous	1) <i>If I explain what's happened, she'll understand</i> 2) <i>There's always the possibility that buying a present isn't often the best solution, and it's better to do something yourself</i>	7 9
5) His friend can't lend him money; he decides to rob someone	1) <i>Telling yourself that you are opting for the easiest solution</i>	9
6) He sees an old woman that walks past him	1) <i>When he approaches her, thinking that he will give her a terrible fright and he will feel really bad for being selfish and not knowing how to give his girlfriend a different present.</i> 2) <i>Thinking how he would feel if someone stole his money after being paid</i>	7 9
7) He steals her bag	1) <i>After having snatched the bag, realizing that he is ruining everything he has worked for, and giving back the stolen bag, making an apology</i> 2) <i>Asking yourself, "can someone be equally happy by giving a present without having to rob anyone?, can I give the bag back to the woman?, how would I feel if I was able to put this alternative into practice?"</i>	10 10

My alternative way of non-offending behaviour would be:

- 1) *There's always the possibility that buying a present isn't often the best solution, and it's better to do something yourself.*
- 2) *Understanding that the people in charge of paying the salaries need their time and maybe I'm one day early.*
- 3) *As he's with his friend, showing some concern about him, asking him how he's doing and explaining to him the changes achieved through therapy.*
- 4) *When he decides to steal, telling yourself that you are opting for the easiest solution, and that's the way you've learnt to solve your problems.*
- 5) *Thinking how he would feel if, after having been paid, someone watched him and robbed him with a knife when leaving the cash machine.*
- 6) *After having snatched the bag, realizing that he's ruining everything he has worked for, and giving back the stolen bag, apologizing for having done it*
- 7) *Asking yourself, "can someone be equally happy by giving a present without having to rob anyone?, can I give the bag back to the woman?, how would I feel if I was able to put this alternative into practice?"*

Sheet 5.2.5.

SEEKING ALTERNATIVES TO AGGRESSION IN AN INTERPERSONAL SITUATION

Instructions: think about the alternatives that could be suggested for each behaviour link and describe them		
Situation: Sergio and his friends are walking round the outskirts of their neighbourhood. They're having fun, horsing about, painting on old walls and throwing stones at the streetlights. The night would be perfect and the excitement higher if they sneaked into old Pepe's house and stole his motorbike to go for a ride. He plans it with his friends and they end up doing it.		
AGGRESSIVE BEHAVIOURS IN STEPS OR LINKS	ALTERNATIVES TO EACH STEP OR LINK IN THE CHAIN	0 – 10
1) Walking round the outskirts of the neighbourhood	1) <i>Going to the cinema, doing some activity</i> 2)	
2) He has fun horsing about	1) <i>Going for a walk or playing some entertaining game</i> 2)	
3) He thinks it would be very exciting to sneak into Pepe's house	1) 2)	
3) He plans how to go into the house and steal the motorbike	1) 2)	
4) He steals the motorbike	1) 2)	
My alternative way of non-offending behaviour would be:		

Sheet 5.2.6.

SEEKING ALTERNATIVES TO AGGRESSION REGARDING THE OFFENDING BEHAVIOUR FOR WHICH I AM HERE

Instructions: think about the alternatives that could be suggested for each link in the behaviour chain and describe them; give each alternative a score from "0" to "10", taking into consideration the learning of behaviours alternative to aggression.		
Situation:		
AGGRESSIVE BEHAVIOURS IN STEPS OR LINKS	ALTERNATIVES TO EACH STEP OR LINK IN THE CHAIN	0 – 10
1)	1) 2)	
2	1) 2)	
3)	1) 2)	
4)	1) 2)	
5)	1) 2)	
6)	1) 2)	
7)	1) 2)	
8)	1) 2)	
My alternative way of non-offending behaviour would be:		

Another alternative task would involve watching a movie that shows aggressive behaviours and analysing them following the proposed outline. For example, “Barrio” (Fernando León de Aranoa, 1998; Sogetel, Elías Querejeta P.C., Mact Productions and M.G.N. Filmes), “Fresh” (Boaz Yakin, 1994; Miramax), “Colegas” (Eloy de la Iglesia, 1982; Divisa) or “Cool” (Theo Van Gogh, 2004; Column Productions).

3.6.5. Supplementary activity

In order to reinforce the understanding of the process of start, development and consolidation/maintenance of aggressive behaviours, we recommend, as a supplementary task, the analysis of a new instance of aggressive behaviour. They have to analyse it, first, in behaviour chains; then they have to seek different alternatives of behaviour for each step or link in the behaviour chain, as has been done in the previous exercises. Sheet 5.2.7. “*Generalizing the learning of seeking alternatives*” includes the example the participants will have to complete for the next session.

In this case they are asked to think of a plan of action to carry out the final alternative to the aggressive behaviour that is described in the task.

Sheet 5.2.7.

GENERALIZING THE LEARNING OF SEEKING ALTERNATIVES

Instructions: think about the alternatives that could be suggested for each link in the behaviour chain and describe them. Give each alternative a score from “0” to “10”, taking into consideration the learning of behaviours alternative to aggression. Finally, combining all the alternatives that have the highest score in each step, a plan of action alternative to the original aggressive behaviour is prepared.		
Situation: Natalia hasn’t smoked cannabis for 6 months, since she was arrested by the police for drug use in the neighbourhood park. Last Saturday she had a traffic accident and she’s in pain; she has her leg in plaster. Natalia knows that if she smoked a joint, the pain would lessen and she would feel better; that’s why she starts smoking cannabis again. As she has her leg in plaster, she can’t go out, so she smokes in the balcony. Yesterday her mother caught her smoking and started to reproach her for her behaviour. Natalia gets very angry because her mother should understand her situation, but she doesn’t. In view of her mother’s complaints, Natalia flies into a rage and hits her with the crutch.		
AGGRESSIVE BEHAVIOURS IN STEPS OR LINKS	ALTERNATIVES TO EACH STEP OR LINK IN THE CHAIN	0 – 10
1)	1) 2)	
2	1) 2)	
3)	1) 2)	
4)	1) 2)	
5)	1) 2)	
6)	1) 2)	
7)	1) 2)	
8)	1) 2)	
9)	1) 2)	
10)	1) 2)	

- My alternative way of non-offending behaviour would be:

3.6.6. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

3.6.7. Assessment questions

1. Even if the consequences or the reasons change, my current aggressive behaviour will remain the same as when it started (FALSE).
2. Like any behaviour, my aggressive behaviour has evolved over time, becoming more complex and therefore easier to change (FALSE).
3. Suggesting non-aggressive alternatives to each of the behaviour links in my aggressive behaviour allows me to develop a pattern of behaviour alternative or contrary to aggression (TRUE).

4. SESSION 3: BREAKING THE HABIT OF AGGRESSIVE BEHAVIOUR (I)

4.1. SPECIFIC OBJECTIVES

1. To recognize intrapersonal and interpersonal situations associated with delinquency in each participant.
2. To analyse the connection between these situations and the development of antisocial/criminal behaviours.
3. To expose oneself to such situations, analysing thoughts, emotions and practicing alternative responses.

4.2. METHOD AND CONTENTS

With the aim of getting the participants to learn to break the psychological connection between their aggressive behaviours and the situations that cause them (so that every time they have to face or are involved in these contexts they can provide non-aggressive and much more adaptive responses in order to learn to live without violence), in this session, firstly, we will begin by developing a list of personal situations in which the usual response is to resort to aggressive behaviours like the ones we have analysed.

Secondly, some cases will be suggested for implementing the analysis of triggering situations. Finally, participants will analyse their own situations in the hierarchy in terms of thoughts and emotions, and they will be exposed to them, practicing alternative responses.

4.3. KEY CONCEPTS

✓ **Breaking of the habit:** the process by which we stop associating a particular behaviour with specific situations, so that when these situations take place, the behaviour will not occur.

✓ **Exposure:** psychological strategy through which we face those situations that cause us fear, anxiety or any type of maladaptive behaviour.

4.4. ACTIVITIES

- Activity 1. Review of the supplementary activity
- Activity 2. My situations
- Activity 3. Analysing my situations
- Activity 4. Supplementary activity

4.5. MATERIAL

Blackboard

Sheet 5.3.1. My intrapersonal and interpersonal situations of violence

Sheet 5.3.2. Breaking the association between situations and antisocial behaviours

Sheet 5.3.3. Practicing a non-offending lifestyle

Sheet 5.3.4. I commit myself to making a change in my lifestyle

4.6. DEVELOPMENT OF THE SESSION

4.6.1. Activity 1: Review of the supplementary activity

We review the analysis of the chain of behaviours that lead to aggression in the case proposed, analysing both the behaviour links described and the alternatives to each of them. Finally, we review the action plans alternative to aggressive behaviour.

4.6.2. Activity 2: My situation

The aim of this activity is for participants to make a hierarchy of both intrapersonal and interpersonal situations in which they have learnt to respond in an aggressive or antisocial way. These can be everyday situations, past or present, in which they know they will behave aggressively because they have always done so. If they cannot remember such situations, they can have a look at the *“Scale of aggressive episodes in young people regarding intrapersonal and interpersonal situations”* (Appendix 1).

The practitioner explains: *“so far, in this module we have seen that aggressive behaviour, like any other behaviour, is learnt. This learning follows several stages known as start/acquisition, development and maintenance or consolidation. Therefore, the next step would involve identifying the intrapersonal and interpersonal situations where each young person is more likely to behave violently”*.

To this end, we will try to identify three intrapersonal situations and three interpersonal situations in each participant’s story. The situations will be listed on Sheet 5.3.1. *“My intrapersonal and interpersonal situations of violence”*.

Sheet 5.3.1.

MY INTRAPERSONAL AND INTERPERSONAL SITUATIONS OF VIOLENCE

Instructions: describe the three intrapersonal situations and the three interpersonal situations where you think you are more likely to behave in an aggressive or antisocial way	
TYPE OF SITUATION	DESCRIPTION OF THE SITUATION
Intrapersonal	1.
	2.
	3.
Interpersonal	1.
	2.
	3.

4.6.3. Activity 3: Analysing my situations

In this activity, we choose a situation from each category on Sheet 5.3.1. *“My intrapersonal and interpersonal situations of violence”* or from Appendix I (*“Scale of aggressive episodes in young people regarding intrapersonal and interpersonal situations”*) and we develop a series of strategies that result in an alternative form of coping response. The practitioner says: *“at this stage of the programme we are capable of analysing thoughts and feelings associated with aggressive behaviour for each of the situations described earlier. Now we will analyse two situations, one belonging to the*

intrapersonal category and the other belonging to the interpersonal category, and we will develop alternative ways of thinking, feeling and behaving in those situations”.

To this end, on Sheet 5.3.2. “*Breaking the association between situations and antisocial behaviours*” we will get the participants to study the alternatives to antisocial behaviour. Then, there will be a group debate about the following question: what can I do to break the connection between the situations described and the antisocial behaviour associated with them? The answer necessarily requires following these steps: a) seeking alternatives to aggressive thoughts, feelings and behaviour; b) explaining the concept of breaking of the habit, or breaking of the association between antisocial behaviour in its various manifestations (thoughts, feelings and behaviour) and the intrapersonal and interpersonal situations of the young person’s everyday life; c) what intervention strategies can be adopted, out of the ones we have seen so far, to get the participants to establish, through daily practice, a new association between these everyday situations and the non-offending behaviour; d) implementing the alternatives proposed, considering that change is achieved by repeating the alternative behaviour again and again, until the young person feels that the new way of behaving is consistent with his new lifestyle.

The practitioner does the first example of each category together with the participants and the other situations are analysed individually.

Sheet 5.3.2.

BREAKING THE ASSOCIATION BETWEEN SITUATIONS AND ANTISOCIAL BEHAVIOUR

Instructions: analyse the elements listed for each of the situations				
TYPE	SITUATION	THOUGHTS	EMOTIONS	BEHAVIOUR
<i>Offending</i>	Someone gives me a push at the disco and spills my drink all over me	<i>“He’s done it on purpose; he wanted to laugh at me and make me look stupid”</i>	Rage, anger, annoyance	I insult him and slap his face
<i>Non-offending</i>	Someone gives me a push at the disco and spills my drink all over me	<i>“He hasn’t noticed, it’s been an accident”, “it can happen to anyone”</i>	Calm	I talk to the person and accept his apologies
TYPE	SITUATION	THOUGHTS	EMOTIONS	BEHAVIOUR
<i>Offending</i>				
<i>Non-offending</i>				
TYPE	SITUATION	THOUGHTS	EMOTIONS	BEHAVIOUR
<i>Offending</i>				
<i>Non-offending</i>				
TYPE	SITUATION	THOUGHTS	EMOTIONS	BEHAVIOUR
<i>Offending</i>				
<i>Non-offending</i>				
TYPE	SITUATION	THOUGHTS	EMOTIONS	BEHAVIOUR
<i>Offending</i>				
<i>Non-offending</i>				
TYPE	SITUATION	THOUGHTS	EMOTIONS	BEHAVIOUR
<i>Offending</i>				
<i>Non-offending</i>				

This activity is finished with a personal plan of action for the coming weeks in which the participants will make a daily schedule in order to practice the characteristic alternative behaviours of a non-offending lifestyle. To that end, they will carry out these

activities for at least 15 minutes and, with the help of Sheet 5.3.3. “*Practicing a non-offending lifestyle*”, they will rate how they think they have done with regard to the new way of behaving and the degree of pleasure experienced, giving a score from 0 to 10. They continue practicing with all the situations on Sheet 5.3.2. “*Breaking the association between situations and antisocial behaviours*”.

Sheet 5.3.3.

PRACTICING A NON-OFFENDING LIFESTYLE

NON-DEVIANT BEHAVIOUR	TIME OF DAY AND PLACE TO PRACTICE	HOW HAVE I DONE? [0-10]	DEGREE OF PLEASURE [0-10]

4.6.4. Activity 4: Supplementary activity

With the aim of practicing a lifestyle alternative to aggression, each participant must continue practicing, for at least the next two weeks, non-offending behaviours as specified on Sheet 5.3.3 “*Practicing a non-offending lifestyle*”. The practitioner will highlight the importance of practicing these activities in order to break the association learnt over the years concerning the situations of his life that previously triggered antisocial/criminal behaviours.

For these activities to be more likely to be successful, it would be advisable to make a behavioural contract as the one on Sheet 5.3.4. “*I commit myself to making a change in my lifestyle*”, listing the behaviours to be practiced, the times of day and their duration.

Sheet 5.3.4.

I COMMIT MYSELF TO MAKING A CHANGE IN MY LIFESTYLE

Instructions: fill out the following commitment to change by specifying the non-deviant behaviours that you are going to practice, and the implementation schedule		
I,, commit myself to performing the following behaviour.....		
The implementation schedule will be as follows:.....		
<div style="display: flex; justify-content: space-between;"> <div>Signature: The participant</div> <div>The therapist/practitioner</div> </div>		
Place and date:		

4.6.5. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner

must give each participant a score from “0” to “10”, considering the following criteria:
a) work done and b) assimilation and internalization of the concepts discussed.

4.6.6. Assessment questions

1. An important step to change my antisocial behaviour is to know in what situations it usually occurs (TRUE).
2. In order to break the association between my antisocial behaviour and my everyday situations, the only thing I have to do is seek alternatives to the criminal behaviours (FALSE).
3. Thoughts related to my antisocial behaviour will change when my criminal behaviours change (FALSE).

5. SESSION 4: BREAKING THE HABIT OF AGGRESSIVE BEHAVIOUR (II)

5.1. SPECIFIC OBJECTIVES

1. To identify and analyse behaviours concerning the search for offences.
2. To expose oneself to the situations associated with seeking behaviours to generate new alternatives of response.
3. To practice the alternative behaviours to consolidate a non-offending lifestyle.

5.2. METHOD AND CONTENTS

Generally, young offenders have a specific style of seeking offences which often varies depending on the type of antisocial act they perform. Although they do not usually specialize in a specific type of offence and are normally versatile, they usually prefer the commission of a type of offences to others. For example, if a young person commits crimes against people more frequently, at a given time he can commit crimes against property, depending on the possibilities he has for committing a crime. It is likely that during the phase of preparation of an offence they will specialize increasingly in the commission of a specific antisocial act that may be associated with other ways of behaviour characteristic of other types of crime. In fact, over time, antisocial behaviours are generalized to various types of offences, as these behaviours are maintained through the consequences they produce.

To this end, we will focus, at a cognitive level, on the maps for the commission of an antisocial act, being exposed to them in order to break the association learnt between these contexts and the criminal behaviour. If we become involved at this early stage of preparation of the crime, we will be increasing the likelihood that the young person learns to break the sequence of behaviours that begin months, weeks and days before starting the commission of one or more deviant acts.

Once the participants are able to recognize what their cognitive maps of the crime are, they will be trained in the development of alternative maps and, finally, a list of behaviours incompatible with social deviance will be made, so that they can use them when they are facing high-risk situations or places.

5.3. KEY CONCEPTS

- ✓ **Psychological breaking of the habit:** the process by which we stop associating a particular behaviour with the situations in which it occurs
- ✓ **Exposure:** psychological strategy through which we face situations that cause us fear, anxiety or any other types of deviant behaviour.
- ✓ **Behaviour regarding the search for the offence:** a sequence of behaviours that are learnt to give rise to the commission of an antisocial/criminal behaviour.

5.4. ACTIVITIES

Activity 1. Review of the supplementary activity

Activity 2. Identifying neighbourhood or city areas where I have committed my antisocial/criminal acts

Activity 3. Drawing the map of the neighbourhood and/or city where I have committed my offending behaviours

Activity 4. Imagined exposure to my crime-seeking routes

Activity 5. Designing activities alternative to antisocial behaviour in my neighbourhood and/or city

Activity 6. Supplementary activity

5.5. MATERIAL

Blackboard

Coloured pencils and sheets of paper

Sheet 5.4.1. Identifying the geographical areas of my antisocial acts

Sheet 5.4.2. Prosocial leisure activities

Sheet 5.4.3. My personal commitment to carry out activities alternative to delinquency

5.6. DEVELOPMENT OF THE SESSION

5.6.1. Activity 1: Review of the supplementary activity

We review how the participants have carried out the activities planned to develop behaviours alternative to delinquency over the last week. The practitioner emphasizes the importance of performing these alternative behaviours as a way to replace their lifestyle with a more adaptive one which must be incompatible with delinquency.

5.6.2. Activity 2: Identifying neighbourhood or city areas where I have committed my antisocial/offending acts

This activity is aimed at helping the participants to identify, firstly, their own antisocial/offending behaviours in the last three years and identify the three most important ones. To that end, they can use their own offending behaviours, which were analysed in the previous sessions. Next, they are asked to identify, on Sheet 5.4.1. “*Identifying the geographical areas of my antisocial acts*”, the characteristic areas of their neighbourhood or city where they have exhibited those behaviours. Finally, Sheet 5.3.1. “*My intrapersonal and interpersonal situations of violence*” is used again, and they identify the areas in their neighbourhood or city where they have exhibited such behaviours.

Sheet 5.4.1.

IDENTIFYING THE GEOGRAPHICAL AREAS OF MY ANTISOCIAL ACTS

Instructions: describe the three intrapersonal situations and the three interpersonal situations in which you think you are more likely to behave in an aggressive or antisocial way. Then describe what offending behaviours you developed and the areas in your neighbourhood or city where you exhibited them		
TYPE OF SITUATION	DESCRIPTION OF VIOLENT BEHAVIOURS	NEIGHBOURHOOD OR CITY AREAS WHERE THEY ARE EXHIBITED
Violent behaviours in intrapersonal situations	1.	
	2.	
	3.	

Violent behaviours in interpersonal situations	1.	
	2.	
	3.	

The practitioner can choose an antisocial act of one of the participants, and then make an accurate description of the acts or behaviours through which he has broken the law. The practitioner also tries to describe how the participant has committed the offence and then writes this example on the board using the following scheme:

- a) Situation in which the act has taken place.
- b) What the preparation of the offence was like.
- c) Behaviours or acts performed by the young person which are considered to be antisocial.
- d) Description of the area in his neighbourhood or city where he has performed this type of behaviours.

Once they have understood the process, they are asked to fill in Sheet 5.4.1. “*Identifying the geographical areas of my antisocial acts*”, especially those neighbourhood or city areas where they have performed such antisocial behaviours.

Participants are allowed to provide examples of their own.

5.6.3. Activity 3: Drawing the map of the neighbourhood and/or city where I have committed my offending behaviours

Once we know the participants’ most characteristic antisocial behaviours, they draw a map of the neighbourhood and/or city where they have performed them. The practitioner will give each participant a blank sheet of paper and will tell them to draw the map of their city or neighbourhood, and then to colour the characteristic routes for each criminal behaviour, each in a different colour, following the description for each offending behaviour on Sheet 5.4.1. “*Identifying the geographical areas of my antisocial acts*”.

Once they have drawn the maps with their criminal routes individually, each participant will explain aloud his favourite routes to perform behaviours that lead to the commission of offences. The practitioner can ask each participant about the features of their way of seeking offences. As a group, they may suggest alternatives of behaviour to break the association between these contexts and the criminal act.

The most important thing in this activity is to provide the participants with an overall view of how their deviant behaviour fits in the environment they live in.

5.6.4. Activity 4: Imagined exposure to my crime-seeking routes

In this activity, the practitioner will come back to the contents on Sheet 5.4.1. “*Identifying the geographical areas of my antisocial acts*”, and the participants will carry out an exposure to each of them in their imagination. The practitioner will ask them to use the following method:

- a) Reading the first criminal scene in the table.
- b) Identifying it on the map they have drawn.
- c) Closing their eyes and imagining the last time they performed such behaviour, trying to put themselves in the scene and identifying their thoughts, how they felt in that situation and how they performed the antisocial behaviours described.
- d) The practitioner tries to get the participants to put themselves in the scene with as much realism as possible and tells them through signals to be concentrated.

They are asked to verbalize aloud how they feel in that situation and with what degree of realism they are experiencing it. For example, they will have to say, on a 0 to 10 scale, how they are experiencing it (where “0” is a hardly realistic experience and “10” is a very realistic experience). Exposure to this situation lasts approximately the time required until the experience loses intensity. The exposure can be stopped and restarted, coming back to the scene, as many times as necessary in order to have a reality test about the power these types of deviant behaviour have.

This activity is done with each of the scenes on Sheet 5.4.1. *“Identifying the geographical areas of my antisocial acts”* over several sessions, until each participant has been able to visualize his situations and become aware of how we function when we go back to the scenes in which the offence was committed.

To make this activity easier, the practitioner first makes sure that all the participants have completed Sheet 5.4.1. *“Identifying the geographical areas of my antisocial acts”*, and then each of them visualizes his own scene.

5.6.5. Activity 5: Designing activities alternative to antisocial behaviour in my neighbourhood and/or city

This activity is aimed at ensuring that the participants learn to carry out activities alternative to antisocial behaviour in their neighbourhood and/or city. To this end, they are given a blank sheet of paper and are asked again to draw a map of their neighbourhood and/or city and to try to design at least 4 activities alternative to antisocial behaviour. They must be related to how to use leisure in the environment in which they live. We can use examples of the prosocial leisure activities listed on Sheet 5.4.2. *“Prosocial leisure activities”*.

On the map of their city, they must design the route in which they will carry out those activities, and they will note them down at the end of the table. Then they will propose when they plan to do them and how often. If they understand this activity and carry it out frequently, we will be helping them to develop a new understanding of their environment, associated with activities alternative to the world of delinquency.

Sheet 5.4.2.

PROSOCIAL LEISURE ACTIVITIES

- Going to a pub, bar or cafe for a coffee or soft drink
- Being in the street, square or park with friends, chatting and hanging out
- Going to the cinema or to the theatre
- Practicing common collective or individual sports (football, basketball, tennis, cycling, etc.)
- Going to concerts or sporting events
- Go to a friend’s or relative’s house (birthday, dinner, playing video games, etc.)

- Taking part in an association or group
- Going on an excursion (country, mountain, city, etc.)
- Going camping, fishing, hiking
- Cultural activities like going to a theme park, planetarium, museums, etc.

5.6.6. Activity 6: Supplementary activity

This activity is aimed at reinforcing the carrying out of activities alternative to antisocial behaviour, as has been done in the previous activity. We try to get the participants to make a commitment through the behavioural contract included on Sheet 5.4.3. “*My personal commitment to carry out activities alternative to delinquency*”.

Sheet 5.4.3.

MY PERSONAL COMMITMENT TO CARRY OUT ACTIVITIES ALTERNATIVE TO DELINQUENCY

Instructions: fill out the following commitment pointing out the leisure activities alternative to antisocial behaviour that you are going to carry out

I,, commit myself to carrying out the following activities to strengthen a view of the neighbourhood and/or the city alternative to the one associated with antisocial behaviour.

- Activity 1:
- Activity 2:
- Activity 3:
- Activity 4:

I will carry them out on the following days:
during the following hours
and I will discover new sensations when carrying out new activities incompatible with offending behaviour.

Signed:

The participant

The therapist/practitioner

Place and date:

5.6.7. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

5.6.8. Assessment questions

1. With the help of the maps I have drawn in this session, I have realized that in order to be able to change my antisocial behaviour, it is not only important to know the situations in which I usually perform aggressive or criminal behaviours, but also to know in what areas of my neighbourhood or city I usually exhibit them (TRUE).
2. Knowing the areas in my neighbourhood or city where I usually commit antisocial acts will help me to change my offending behaviour. What I have to do is not go to those places anymore (FALSE).
3. An effective way to change my antisocial behaviour is to carry out activities alternative to delinquency in the places where I have committed my offences (TRUE).

MODULE VI

Personality and its influence on social deviance

1. INTRODUCTION TO THE MODULE

1.1. APPROACH AND JUSTIFICATION

Several of the individual factors that psychology uses to explain juvenile delinquency are related to personality variables, and the current empirical evidence shows a clear relationship between personality and delinquency (Lee, 2006; Villar, Luengo, Romero, Gómez-Fraguela and Sobral, 2008), with impulsivity and sensations seeking being a clear example of this type of relationship (Redondo, 2008). Consequently, young people who have a strong need for risk and excitement will have a greater predisposition towards the development of antisocial behaviour (Arnett, 2004, Lopez, 2006).

With regard to impulsivity, a considerable number of researches notes that young offenders act on impulse, and this tendency leads to a failure in establishing self-imposed limits to learn to regulate their behaviour in terms of way of thinking (characterized by a marked lack of personal reflection), acting (there is not a course of action to be followed consistently) and taking the required time to analyse the momentary circumstances to put off action, if necessary, or consider the possible consequences of such action. For example, they might have learnt that when faced with conflict situations that cause anxiety, this is reduced (at least temporarily) with rapid or impulsive action rather than analysis of the situation (Garrido, 2005).

A final factor that has been observed is the presence of low self-esteem or inflated self-esteem, a variable involved in the development of deviant behaviour, as it has been observed that a poor self-concept and a negative self-image are associated with various deviant and risk behaviours in adolescence (McGee and Williams, 2000; Peña and Graña, 2006; Parker and Benson, 2004; Wild et al., 2004).

In short, the aim of this module is to help the participants develop an image of themselves more suited to their personal circumstances, to learn to consider the role of impulsivity and the thirst for adventure in the way they behave and what they can do to get this type of personality variables to help them to succeed in replacing their criminal lifestyle with another which is more adaptive and consistent with their environment.

1.2. GENERAL OBJECTIVES

1. To help the participants develop a self-image more suited to their personal and social environment.
2. To consider individual differences as something positive, having an attitude of respect towards them and towards other people.
3. To detect and be aware of one's own impulsive behaviours, learning strategies to control them.
4. To identify extreme sensations and the association of pleasant emotions with activities that do not involve elements of risk.

2. SESSION 1: SELF-CONCEPT AND SELF-ESTEEM (I)

2.1. SPECIFIC OBJECTIVES

1. To be aware that each person is a unique and unrepeatable being, identifying what makes them different from others.
2. To identify emotions and feelings that help to create the concept and image we have of ourselves.
3. To reinforce the idea that feelings are determined by thoughts, not by events themselves, so they can be managed and changed.

2.2. METHOD AND CONTENTS

The first session of this module is intended for the participants to learn to evaluate what their personal image is like, what the positive or negative aspects are. They must also understand that the existence of features that make them different from others does not necessarily imply it is a shortcoming or something negative or problematic.

To this end, after a brief theoretical introduction about self-concept and self-esteem, the participants will carry out several group dynamics to achieve the objectives established. Firstly, they will define themselves both positively and negatively, describing their characteristics and qualities. Next, they will examine the thoughts and emotions associated with those personal qualities, as well as the behaviours that often occur in each of the situations proposed. Finally, some guidelines will be suggested for controlling the thoughts and emotions that are associated with negative self-esteem situations.

2.3. KEY CONCEPTS

✓ **Self-concept:** a concept or mental representation that a person has of himself/herself. It is related to the possibility of describing oneself in the most realistic and objective way as possible regarding the essential aspects of the human being (tastes, preferences, abilities, strengths, weaknesses).

✓ **Self-esteem:** assessment, opinion that a person has of himself/herself. It has to do with accepting and loving oneself with one's own qualities, defects and limitations. Self-esteem can be seen in connection with different aspects of the person: physical, emotional, relationships with others, academic competence, etc.

2.4. ACTIVITIES

Activity 1. Defining myself
Activity 2. Analysing my qualities
Activity 3. How to feel better?
Activity 4. Supplementary activity
Optional activities

2.5. MATERIAL

Blackboard and chalk
Sheet 6.1.1. Defining myself

Sheet 6.1.2. Analysing my qualities
 Sheet 6.1.3. The way I think, the way I feel
 Sheet 6.1.4. Guidelines for feeling better
 Sheet 6.1.5. Working on my self-esteem
 Sheet 6.1.6. "If I were..."
 Sheet 6.1.7. The chained elephant
 Sheet 6.1.8. Getting to know ourselves
 Table 6.1.1. Example of analysis of positive and negative situations

2.6. DEVELOPMENT OF THE SESSION

2.6.1. Activity 1: Defining myself

This first activity is aimed for participants to understand what self-concept and self-esteem are, so that they can give a definition of themselves later. The practitioner gives the following explanation: *"the first thing we will do is to start from a definition of self-concept and self-esteem. Can anyone tell me something about these concepts?"*. We allow them some time to answer, and write the answers on the board. Next, the therapist tries to see to what extent the descriptions provided by the participants match the definition of self-concept.

"Self-concept is the concept or mental representation that a person has of himself/herself. It is related to the possibility of describing oneself in the most realistic and objective way as possible regarding essential aspects of oneself (tastes, preferences, abilities, strengths, weaknesses, etc.). Self-concept is related to everything one has learnt throughout life and, therefore, is cumulative to the effect that the more things one has done to develop and grow as a human being, the better.

Self-esteem, by contrast, is an opinion or assessment that a person has of himself/herself and his/her abilities in connection with several criteria such as, for example, other people (how I think other people consider me) on an emotional, physical and/or intellectual level. It has to do with loving and accepting oneself. It can also refer to the assessment I make of my own qualities, defects or limitations in order to interact with others and to accept or reject myself. Therefore, self-esteem uses self-concept as a basis for having an opinion or assessment; self-concept refers to everything that has been learnt in the different aspects of life".

Next, Sheet 6.1.1. *"Defining myself"* is handed out to the participants, and we tell them to define themselves in general and then in the areas suggested.

Sheet 6.1.1. DEFINING MYSELF

Instructions: define yourself in general and in each of the sections listed
- I define myself as:
- Physically, I am...:
- Emotionally, I am...:
- When I interact with others, I am...:
- When working or studying, I am...:
- My positive qualities are...:
- My negative qualities are...:

Finally, we will analyse the most positive or negative side of the concepts that the participants have of themselves. We will also focus on their negative qualities, to the effect that they should represent a mere difference as compared to other people or a negative aspect in themselves, emphasizing the idea that there are certain characteristics that distinguish us from others, but they do not imply negative qualities.

2.6.2. Activity 2: Analysing my qualities

This activity is intended for the participants to be able to analyse the thoughts and emotions that are associated with the assessments one makes of oneself. The activity is introduced as follows: *“you may not have noticed that your brain is always in constant activity, thinking. In many cases, we aren’t even aware of it. Sometimes, when something happens to us, when we do something, or in a given situation, we say things to ourselves, we have a sort of interior monologue. Sometimes, we even say it aloud. I don’t know if you have noticed. For example, someone is walking down the street leisurely and he stumbles on a slab sticking out from the pavement; then he may start thinking “how stupid I am, people will say I’m so clumsy; I must be blind, how is it possible I haven’t seen the bloody tile... Does it sound familiar? Has it ever happened to you in another situation? Well, we can say to ourselves as many different things as there are people on earth, so we are going to do an exercise to see what you say to yourselves in different situations. All right?”.*

Sheet 6.1.2. “Analysing my qualities” is handed out, and we tell them that they must answer the question in the different situations suggested.

Sheet 6.1.2.

ANALYSING MY QUALITIES

Instructions: answer the question in each of the situations suggested		
- Situation 1: when you fail an exam, what do you say to yourself?		
- Situation 2: when you make a mistake, what do you say to yourself?		
- Situation 3: when you beat your friends at video games, what do you say to yourself?		
- Situation 4: when you do something you know is wrong, what do you say to yourself?		

Once they have finished, the ideas are presented and discussed. Next, two of the situations are chosen (if possible, one that involves negative aspects and another that involves positive aspects), and the participants are asked to complete Sheet 6.1.3. *“The way I think, the way I feel”*, writing down the thoughts, emotions and behaviours that apply in each case. The practitioner can use the example given in Table 6.1.1. *“Example of analysis of positive and negative situations”*.

Sheet 6.1.3.

THE WAY I THINK, THE WAY I FEEL

Instructions: point out the thoughts, emotions and behaviour you would have in each case		
- Situation 1:		
THOUGHTS	EMOTIONS	BEHAVIOUR
- Situation 2:		
THOUGHTS	EMOTIONS	BEHAVIOUR

Table 6.1.1.**EXAMPLE OF ANALYSIS OF POSITIVE AND NEGATIVE SITUATIONS**

Situation: when your teacher tells you off in class		
THOUGHTS	EMOTIONS	BEHAVIOUR
"I'm an idiot, now he'll take a dislike to me and he'll tell my parents I misbehave in class. Everyone will notice that I've been told off and they'll think I'm stupid"	Fear, shame, apprehension	I lower my head and can't concentrate during the rest of the class
"I won't take risks; I'll leave the jokes for playtime"	Calm, joy, self-confidence	I keep quiet and follow the class as normal

Finally, the results are discussed and the behaviour chains are written on the blackboard. We must emphasize the idea of the thought-emotion-behaviour sequence, i.e. how the way we think (positive and negative thoughts about what happens or about the situations in which we are) leads us to experience different emotions and different ways of behaving. The change is achieved by repeating an appropriate form of behaviour over and over in view of the demands of the environment. The repetition of an appropriate alternative behaviour involves a change in the way of feeling and thinking, and over time it is usually consistent with the change generated.

2.6.3. Activity 3: How to feel better?

The aim of this activity is to provide the participants with a series of simple guidelines that can be used in negative self-esteem situations. The practitioner explains: *"as we have seen in the previous activity, in order to feel better we must replace our thoughts, if they are negative or unpleasant, with more pleasant ones, as it is thoughts that create our feelings. Let's try out some tricks so that we can succeed, because it's not always easy to change the way we think or the things we say to ourselves"*.

Next, the participants are asked to provide ideas about the tricks we can use, writing their suggestions for each specific case. Then, Sheet 6.1.4. *"Guidelines for feeling better"* is handed out and the practitioner explains such guidelines, pointing out that they must apply them to the case below.

Sheet 6.1.4.**GUIDELINES FOR FEELING BETTER**

Instructions: read the tips listed below; they can help us to feel better. Then, apply them to Carlos' situation
1. Remember past successes in similar situations (for example, I fell on the Metro stairs and was helped by a handsome boy or girl).
2. Think of something that plays down the importance of the situation (for example, if they look at me thinking I am stupid: what do I care, do I even know them?).
3. Do not think in terms of all or nothing (for example, I'm not always clumsy, sometimes I'm good at doing things).
4. Do not generalize what is only one part or aspect (for example, I have a crooked nose, but I'm not ugly, I'm shy but I'm not an odd person).
5. Replace your feeling-based thought with a behaviour-based one (for example, I'm not a bore, I just didn't go out because I didn't feel like it).
6. Think of something that helps you to change what you don't like (for example, if I overcome my shyness and approach that group, I'll make some friends and I'll have a better time).
7. Do not plan impossible ideals.
8. Always think of something positive that is related.

- Situation: As usual, Carlos goes out at the weekend with his friends. There's a group of girls near them; he likes one of the girls a lot. Their eyes meet and they smile at each other. Finally, Carlos decides to say something to her, but she rejects him. He can't help thinking from that moment that he's a fool, and he shouldn't have said anything. He thinks: "She looked at me because I'm ridiculous and she was laughing at me. Now her friends will make fun of me because I didn't know what to say; anyone would have thought of something, but I'm not witty"; "she hasn't given me a chance; it's normal, I'm the ugliest of my friends, because sometimes they've had success with girls..."
- How does Carlos feel?
- How could he change it? (by changing his thoughts)
- What alternative thoughts or tricks could he use?
- What feelings would those new thoughts generate?

2.6.4. Activity 4: Supplementary activity

Through this activity, the participants will continue working on what has been learnt in the session about how to feel better in situations of personal assessment. To this end, Sheet 6.1.5. "*Working on my self-esteem*" is handed out and we explain that they have to fill it in with situations similar to the ones studied today, which might happen until the next session takes place or which have happened before. They will have to point out the negative thought about themselves, the alternative thought or other tricks that have helped them, and the feeling and behaviour that the new thought would generate.

Sheet 6.1.5.

WORKING ON MY SELF-ESTEEM

Instructions: describe situations similar to those studied in the session and point out the negative thought about yourself, the alternative thought and the feeling and behaviour that the new thought would generate				
SITUATION	NEGATIVE THOUGHT	ALTERNATIVE THOUGHT	NEW FEELING	NEW BEHAVIOUR

2.6.5. Optional activities

As an alternative to some of the activities suggested, we could carry out some of the following dynamics:

a) "If I were..." (Sheet 6.1.6.): they complete each of the statements, both about themselves and about one of the other participants, giving reasons for their answers.

Sheet 6.1.6.

"IF I WERE..."

Instructions: fill in the gaps in the questionnaire; think about what you answer and why. Remember you have to do it both about yourself and about another participant.
ABOUT MYSELF
1. If I were a tree , I would be....., because.....
2. If I were a weather condition (rainy, sunny, cloudy, windy, etc.), I would be....., because.....
3. If I were an animal , I would be....., because.....
4. If I were some fruit , I would be....., because.....
5. If I were a colour , I would be....., because.....
6. If I were a season of the year , I would be....., because.....

ABOUT ANOTHER PARTICIPANT	
1. If I were a tree , I would be....., because.....	
2. If I were a weather condition (rainy, sunny, cloudy, windy, etc.), I would be....., because.....	
3. If I were an animal , I would be....., because.....	
4. If I were some fruit , I would be....., because.....	
5. If I were a colour , I would be....., because.....	
6. If I were a season of the year , I would be....., because.....	

b) Story: “The chained elephant” (Sheet 6.1.7.): this story by Jorge Bucay is aimed at reflecting on and becoming aware of the origin and importance of emotions, as well as the importance of the behaviours learnt during our childhood, making the participants aware that the past has an influence, even though we cannot change it. After reading the story and answering the questions suggested in order to start the debate, you can ask the following questions: How do other people’s opinions influence our self-concept? Do you think our self-knowledge is modified throughout our life?

Sheet 6.1.7.

THE CHAINED ELEPHANT

Instructions: read the following story and answer the questions
<i>“When I was a child, I loved going to the circus, and what I liked most were the animals. I was quite impressed by the elephant, which also attracted other children’s attention, as I found out later. During the show, the huge animal displayed its weight, size and enormous strength, but after its performance and until some moments before returning to the stage, the elephant was kept with a chain that tied one of its legs to a small stake driven into the ground. However, the stake was just a tiny piece of wood buried in the earth. And though the chain was heavy, it seemed obvious that this animal, capable of tearing out a tree by its roots easily, could tear out the stake and run away.”</i>
- What’s the matter with the elephant? Why does it stay chained?
- Why doesn’t it run away ?

c) “Getting to know ourselves” (Sheet 6.1.8.): activity aimed at identifying qualities and defects.

Sheet 6.1.8.

GETTING TO KNOW OURSELVES

Instructions: read the following text and fill in the columns below			
Many of us have grown up with the idea that saying what we do well, our qualities, is a mistake and it means we are not humble. Why? Is it bad to have virtues?			
We also have defects, faults and limitations. We must realize that human beings are imperfect and must learn to accept their weaknesses, while knowing that they are doing the best they can. Therefore, we must be aware of our faults, because that knowledge of our defects helps us to find ways to overcome them.			
The very knowledge of our virtues and defects helps us to improve our self-esteem and to know our limitations and potential			
MY QUALITIES	WHAT ARE THEY USEFUL FOR	MY DEFECTS	HOW CAN I CHANGE THEM

2.6.6. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner

must give each participant a score from “0” to “10”, considering the following criteria:
a) work done and b) assimilation and internalization of the concepts discussed.

2.6.7. Assessment questions

1. The personal qualities that make me different from others are defects and negative aspects of myself (FALSE).
2. If I think negatively about myself or my abilities, I am improving my self-esteem (FALSE)
3. To feel better about myself, one of the first steps I should take is to change my negative thoughts (TRUE).

3. SESSION 2: SELF-CONCEPT AND SELF-ESTEEM (II)

3.1. SPECIFIC OBJECTIVES

1. To learn simple strategies to improve self-esteem.
2. To improve self-esteem from positive assessments of our personal characteristics.
3. To facilitate the expression of one's own qualities.

3.2. METHOD AND CONTENTS

This session is intended for participants to work on the positive qualities of both themselves and others, in order to achieve a more positive assessment of themselves.

We will start working on the verbalization of positive qualities of oneself. Then, we will focus on the qualities of others and on receiving praise. Finally, there will be a debate on the issues studied previously.

3.3. KEY CONCEPTS

✓ **Self-concept:** a concept or mental representation that a person has of himself/herself. It is related to the possibility of describing oneself in the most realistic and objective way as possible regarding the essential aspects of the human being (tastes, preferences, abilities, strengths, weaknesses).

✓ **Self-esteem:** assessment, opinion that a person has of himself/herself. It has to do with accepting and loving oneself with one's own qualities, defects and limitations. Self-esteem can be considered at different levels: physical, emotional, relationships with others, academic competence, etc.

✓ **Strategies to improve self-esteem:** techniques that contribute to the positive self-assessment and self-acceptance.

3.4. ACTIVITIES

Activity 1. Review of the supplementary activity

Activity 2. My positive qualities

Activity 3. The qualities of others

Activity 4. Reviewing the qualities

Activity 5. Supplementary activity

3.5. MATERIAL

Blackboard and chalk

Sheet 6.2.1. My positive qualities

Sheet 6.2.2. Getting to know others positively

Sheet 6.2.3. Positive qualities

Sheet 6.2.4. Reviewing the qualities

Sheet 6.2.5. Reporting qualities

3.6. DEVELOPMENT OF THE SESSION

3.6.1. Activity 1: Review of the supplementary activity

We review the self-report on self-esteem from the previous session, with a focus on alternative thoughts and the tricks used to improve the situations described, without forgetting how these alternative thoughts influence the origin of more adaptive emotions and behaviours.

3.6.2. Activity 2: My positive qualities

This activity is intended to allow the participants to improve their ability to express qualities about themselves. The practitioner gives the following explanation: *“today we will continue talking about self-concept and self-esteem. We have seen what they are and the importance of our thoughts on both concepts. We have also talked about some tricks that are useful for improving those thoughts. Now, we will delve deeper into these concepts and will develop another activity”*.

The practitioner will hand out Sheet 6.2.1. *“My positive qualities”* and explains that they have to complete the incomplete sentences that appear on it.

Sheet 6.2.1.

MY POSITIVE QUALITIES

Instructions: complete the sentences about yourself	
1. I'm kind because.....	
2. I'm good-looking because.....	
3. I'm friendly because.....	
4. I'm helpful because.....	
5. I'm funny because.....	
6. I'm..... because.....	
7. I'm..... because.....	
8. I'm..... because.....	
9. I'm..... because.....	
10. I'm..... because.....	

In the last 5 sentences, we tell them to include positive qualities that they think they have but do not appear in the first 5 sentences. All the participants read their answers and the practitioner gives a final summary when they have finished. Then the participants are asked, one by one, to play the role of a seller in a fair and to try to sell their product to the other participants. To that end, they will need to highlight the best qualities of the product.

It is important to consider that it is not uncommon to find adolescents with inflated self-esteem that does not conform to reality in its manifestation. Here again, the practitioners must be attentive to such young people, and when this kind of situations occur, they must help them to adjust their thoughts, emotions and behaviours.

3.6.3. Activity 3: The qualities of others

This activity is also aimed at encouraging the expression of other people's positive qualities, which is an important issue, especially in order to learn to handle a variety of

interpersonal situations they have to face. First, the practitioner hands out Sheet 6.2.2. “*Getting to know others positively*” to the participants and explains what they have to complete it, following these criteria:

- In the middle, a picture that has something to do with them.
- In the upper right corner, something they like.
- In the upper left corner, something they do well.
- In the lower right corner, a part of their body that they like.
- In the lower left corner, a quality of their own that makes them stand out.

Sheet 6.2.2.

GETTING TO KNOW OTHERS POSITIVELY

<p>Instructions: carry out the activity proposed, taking into account the following criteria:</p> <ul style="list-style-type: none"> - In the middle, a picture that has something to do with them. - In the upper right corner, something they like. - In the upper left corner, something they do well. - In the lower right corner, a part of their body that they like. - In the lower left corner, a quality of their own that makes them stand out.

The sheets are collected and mixed up. Each group member takes one at random and they give, either aloud or in writing, a hypothetical definition of the participant to whom the sheet belongs, without knowing who he is.

Next, the practitioner hands out Sheet 6.2.3. “*Positive qualities*”, and the participants read aloud each of the qualities in the table. For each of the qualities, the participants will give the name of a partner they consider to have that feature. If any of the participants did not get any positive qualities, we would ask the group members to say some.

Sheet 6.2.3.

POSITIVE QUALITIES

Instructions: read each of these qualities and think of a partner you believe to have that quality			
PHYSICAL	INTELLECTUAL	PERSONALITY	RELATIONSHIPS
Beautiful eyes	Intelligent	Responsible	Outgoing
Nice legs	Bright	Calm	Kind
Attractive	Imaginative	Patient	Polite
Agile	Creative		Friendly
Runs fast			Affectionate

Next, the participants will be asked to describe the most important positive quality they consider each of their partners have. Then, the practitioner will say the name of a participant, and the others will say the positive quality of that person; the same will be done with the rest of the participants. The answers will be written on the board, below the names of participants. Finally, we will ask each of them if they think that the qualities their partners have mentioned are correct, or if some of them are a positive surprise.

3.6.4. Activity 4: Reviewing the qualities

With the aim of getting the participants to internalize the contents learnt and improve their ability to verbalize positive qualities, we hand out Sheet 6.2.4. “*Reviewing the qualities*”, and ask them to do this activity, in writing and individually, considering what they have learnt in today’s session.

Sheet 6.2.4.

REVIEWING THE QUALITIES

Instructions: complete the following statements considering what you have learnt in today’s session
1. Before, I used to define myself as a.....person
2. Now, I define myself as a.....person
3. Before, my self-concept was more positive/negative. Now, it is more positive/negative
4. I thought others considered me a.....person
5. Now I know that others appreciate my.....
6. I hadn’t stopped to think that my partner.....excels at.....
7. Conclusions:

In the conclusions, the participants must analyse ideas like the following ones (if the participants do not provide them, then the practitioner suggests the ideas and lets the participants comment on them):

- We are not used to verbalizing positive things about ourselves or others.
- On the contrary, we often express negative things, our own and other people’s defects (and do not offer constructive criticism to help others).
- Culturally, we have been taught that saying our qualities implies being conceited, and saying other people’s qualities implies being a crawler.
- When we think about and express the positive things we have, we feel good and it improves our self-concept and self-esteem.
- When we express other people’s positive qualities, we make them feel good, we improve their self-concept and self-esteem, we improve our relationship with them and we contribute to make them maintain what we like about them.

3.6.5. Activity 5: Supplementary activity

With the aim of consolidating the knowledge acquired about the subject studied, until the next session takes place, the participants will have to complete Sheet 6.2.5. “*Reporting qualities*”, writing down the aspects proposed (the positive qualities they see in themselves and the ones others see in them) in each of the columns of the table. The practitioner can explain it like this: “*over the last few days we have seen that we feel better when we say the positive things we have. We have also noticed that we do not see our own qualities, but we do see other people’s qualities, and we have learnt to express them with less embarrassment than before. There’s a table on the sheet that I’m going to give you, and you must complete it with those positive qualities. If you don’t know what positive qualities others see in you, ask them directly. Here, you have been told some positive qualities they see in us; you can also ask other partners, friends and adults*”.

Sheet 6.2.5.
REPORTING QUALITIES

<i>Instructions:</i> keep reporting positive qualities you see in yourself and others see in you	
QUALITIES I SEE	QUALITIES SEEN BY OTHERS

3.6.6. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

3.6.7. Assessment questions

1. A very simple way to improve my self-esteem is to express positive qualities of myself (TRUE).
2. With the help of the exercise about expressing other people’s positive qualities, I have realized that if I tell someone what I like about him, I am encouraging him to maintain it (TRUE).
3. When we express the positive things others have, we are improving their self-esteem, but it will not influence the relationship we have (FALSE).

4. SESSION 3: IMPULSIVITY (I)

4.1. SPECIFIC OBJECTIVES

1. To learn to detect and be aware of impulsive behaviours we exhibit.
2. To distinguish impulsive from reflective behaviours.
3. To understand that impulsive behaviour can have unexpected negative consequences and it may not be the most appropriate response in certain situations.

4.2. METHOD AND CONTENTS

In order to identify and become aware of our own impulsive behaviours, as well as distinguish them from reflective behaviours, in this session we will do an exercise aimed at understanding the concept of impulsivity. Next, we will work on the content of the concept of impulsivity by using a fictional case about which the participants will discuss impulsive and reflective responses. Apart from this analysis, another one will be carried out concerning the consequences of such behaviours, so that the participants get a fuller picture of how inappropriate impulsive behaviours may be.

4.3. KEY CONCEPTS

✓ **Impulsivity:** “Not stopping to think”, tendency to respond quickly to situations and demands of our environment, without assessing the appropriateness or inappropriateness of our behaviour and without considering the consequences of such behaviours.

✓ **Reflexivity:** in opposition to impulsivity, it is the tendency to think about and distinguish what type of behaviours can occur in a situation and what consequences these behaviours will have.

4.4. ACTIVITIES

- Activity 1. Review of the supplementary activity
- Activity 2. Understanding impulsivity
- Activity 3. How do I respond?
- Activity 4. Supplementary activity

4.5. MATERIAL

- Blackboard
- Sheet 6.3.1. How do I respond?
- Sheet 6.3.2. Assessing the consequences of an impulsive act and a reflective act
- Sheet 6.3.3. My impulsive behaviour

4.6. DEVELOPMENT OF THE SESSION

4.6.1. Activity 1: Review of the supplementary activity

We review the self-report on positive qualities, checking the internalization of the knowledge acquired in previous sessions, as well as the improvement of the ability to verbalize these qualities.

4.6.2. Activity 2: Understanding impulsivity

This activity is designed for participants to understand what impulsive and reflective behaviours are, so as to be able to analyse each of them through specific examples. The practitioner introduces the topic as follows: *“In the last two sessions we spoke about self-esteem as the assessment we make of ourselves regarding different criteria, and how to improve it. In this session, we will talk about impulsivity. Do you know what it means to be impulsive, or have you ever been told that you are impulsive?”*.

They are allowed some time to provide ideas or to share personal examples of related situations. Next, the practitioner explains what impulsivity is: *“impulsivity is what we know as “not stopping to think”, the tendency to respond quickly without considering the consequences of a given behaviour. The opposite of impulsivity would be reflexivity, the tendency to think about and to distinguish what type of behaviours can occur in a situation and what consequences these behaviours will have. Can you give examples of situations with each of the two concepts I have explained?”*. We must emphasize the idea that the difference between impulsive and reflective behaviour does not imply one is bad and the other is good (reflective behaviour can also be mistaken and have negative consequences), but usually impulsive behaviour brings negative consequences and reflective behaviour brings positive consequences.

After analysing the examples provided by the participants, we propose a brief example. The practitioner offers a prize or gift to the first participant who claps when he says “NOW”. They prepare their hands and we begin to count “ONE... TWO... and... THREE!” All participants will probably have rushed to clap and it is after this short break that we say “NOW”. It is at this point that they realize that they have not controlled their impulsivity.

Finally, we ask the participants to tell about two personal situations in which they believe they have acted impulsively.

4.6.3. Activity 3: How do I respond?

This activity is aimed at helping the participants to develop a greater awareness of how to behave. To that end, the practitioner hands out Sheet 6.3.1. *“How do I respond?”* to be completed individually by the participants, considering the example suggested. The practitioner gives the following explanation: *“perhaps some of you don’t have older brothers, but imagine you do. Now read the situation and, when you finish, you will have to write down, as quickly as possible, what you would do in that situation. As soon as you finish, raise your hand to give it to me in the order in which you have finished”*.

Sheet 6.3.1.

HOW DO I RESPOND?

Instructions: read the following situation and write down how you would respond
- Situation: you’re in the park with your friends, playing with the ball that your older brother was given as a present. You have taken it without permission, because you know that if you asked him for it, he wouldn’t lend it to you, as it costs 40 euros. While you’re playing, somebody kicks the ball towards the road; it’s about to reach the road and, if a car hits it, it will probably explode.
What would you do?

Individually, the participants write down what they would do. When they have finished, the sheets are arranged according to how much time they have taken to answer; the practitioner reads the sheets aloud and writes the answers on the board. He will choose two of them: one considered as impulsive behaviour and the other as reflective behaviour. In the event that there is no reflective response, the practitioner will provide it. We must not say that one of the two answers chosen is impulsive behaviour and the other one is reflective behaviour. If possible, the impulsive behaviour will be chosen from the first answers given and the reflective behaviour from the last ones, as if there is some logic, the impulsive participants will finish first and the reflective ones will finish later. The practitioner now tells them to focus on Sheet 6.3.2. “*Assessing the consequences of an impulsive act and a reflective act*” and asks them to note down the two behaviours chosen, and the possible consequences of each, both short and long-term.

Sheet 6.3.2.

ASSESSING THE CONSEQUENCES OF AN IMPULSIVE ACT AND A REFLECTIVE ACT

Instructions: assess the possible consequences of each of the behaviours chosen		
IF I...	POSSIBLE POSITIVE CONSEQUENCES	POSSIBLE NEGATIVE CONSEQUENCES

When the participants finish, the answers are shared and the consequences suggested are written on the board. Finally, a discussion follows for each of the types of behaviour studied (impulsive and reflective), analysing the adequacy of each of them (those with negative consequences and those with positive consequences), and the implications of learning and implementing “thinking and analysing before acting” for the participants’ personal development.

4.6.4. Activity 4: Supplementary activity

So that the participants go more deeply into the analysis of impulsive behaviours, we ask them to fill out Sheet 6.3.3. “*My impulsive behaviour*” for the next session. They will have to refer to some situations in which they have acted impulsively. It is important to emphasize that this exercise will be necessary for the next session, hence the importance of doing it. If it were not possible, it will be done as the last activity of the session.

The practitioner explains that they have to include any situation in which they reacted without thinking and which they later regretted, or any situation in which they got angry about something, but lost all control of it because of the way they behaved. Using the sheet, they have to describe the situation, the impulsive behaviour and its consequences, as well as the possible reflective behaviour they could have exhibited and its possible consequences.

Sheet 6.3.3.

MY IMPULSIVE BEHAVIOUR

<i>Instructions:</i> describe situations in which you reacted impulsively, the impulsive behaviour itself and the consequences of that way of behaving	
SITUATIONS	DESCRIPTION
- Situation 1:	
Impulsive behaviour and consequences	
Reflective behaviour and consequences	
- Situation 2:	
Impulsive behaviour and consequences	
Reflective behaviour and consequences	

4.6.5. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

4.6.6. Assessment questions

1. In this session I have understood that when I act without thinking about the different behaviour choices I have, I am developing an impulsive behaviour (TRUE).
2. The only difference between an impulsive and a reflective behaviour is the fact that the reflective one is always going to be adequate (FALSE).
3. Normally, the consequences of my impulsive behaviour will be negative (TRUE).

5. SESSION 4: IMPULSIVITY (II)

5.1. SPECIFIC OBJECTIVES

1. To develop and increase the reflective capacity.
2. To learn strategies for controlling impulsivity.

5.2. METHOD AND CONTENTS

As a follow-up to the previous session, the current session is aimed at establishing a habit of self-control and reflexivity in the participants through the practice of strategies and patterns of behaviour in order to achieve their acquisition and maintenance, both in fictitious cases and in their own life, as well as to get the techniques to be generalized to daily life as much as possible.

5.3. KEY CONCEPTS

✓ **Impulsivity:** “Not stopping to think”, tendency to respond quickly to stimuli without stopping to think about the advisability or the consequences of exhibiting such behaviour.

✓ **Reflexivity:** in opposition to impulsivity, it is the tendency to think about and distinguish what type of behaviours can occur in a situation (either with or without a high degree of uncertainty) and what consequences these behaviours would have.

✓ **Self-control:** ability to manage one’s own feelings and to adjust behaviour depending on the demands of the environment.

5.4. ACTIVITIES

Activity 1. Review of the supplementary activity

Activity 2. Javier and his impulsive behaviours

Activity 3. My situations

Activity 4. Supplementary activity

5.5. MATERIAL

Blackboard and chalk

Sheet 6.4.1. Javier and his impulsive behaviours

Sheet 6.4.2. Implementing reflexivity on my life

5.6. DEVELOPMENT OF THE SESSION

5.6.1. Activity 1: Review of the supplementary activity

We review the self-report on situations related to impulsive behaviours, which had to be done between the last session and the current one, and we analyse the characteristics of those behaviours, as well as the consequences associated with that way of behaving. In connection with each of the impulsive behaviours that the participants have identified, the practitioner asks which would have been the best reflective behaviour and its possible consequences. The participants are reminded that these situations will be

discussed again later in another activity, because the purpose of the current session is to learn strategies that help us to control our impulsive behaviours, learning to exhibit reflective behaviours in a standard way in our daily lives.

5.6.2. Activity 2: Javier and his impulsive behaviours

This activity is intended for participants to develop their capacity for reflexivity as much as possible. For that purpose, the practitioner announces that he is going to read a situation that they will have to analyse by describing several reflective behaviours that would have been more positive for the person in that situation. He hands out Sheet 6.4.1. *“Javier and his impulsive behaviours”* and reads aloud the text included on it. After reading the situation, the practitioner analyses the text together with the participants, identifying and emphasizing the causes, the impulsive behaviour and its consequences. After analysing the text, we run a brainstorming session about the possible ways of acting in this situation; the suggestions must involve a reflective behaviour. All the possible answers are written on the board and discussed. The practitioner must highlight the assertive responses, emphasizing the negative consequences of aggressive responses.

Sheet 6.4.1.

JAVIER AND HIS IMPULSIVE BEHAVIOURS

Instructions: read the following text with your practitioner and underline the causes, the impulsive behaviour and the consequences of such behaviour.

“Javier, a 14-year-old high school student, didn’t have a good day. In the morning, before leaving home to go to school, he had argued with his mother. To make matters worse, he had forgotten the money for the mid-morning snack and the drawing he had to hand in. He was in the drawing class. The teacher scolded him for “not doing his homework” and then for speaking several times. The classmate sitting behind him began to ask him about the maths homework, when suddenly the teacher addressed him again:

“Javier, leave the class”.

“Me? Why?” Javier replied angrily.

“I’ve told you to leave class,” the teacher repeated.

“But I haven’t done anything,” Javier replied self-confidently.

“You haven’t done anything? First, you don’t bring your homework, and second, this is the third time I have scolded you in an hour.

Javier exploded, took the book and dropped it violently on the table, detaching the cover and spoiling several pages. As he was leaving, he kicked his rucksack and slammed the door. Javier had to go to see the director of studies, and his tutor had a chat with him. His parents found out about the incident and punished him by not letting him go out for two weeks and not using the computer or playing video games. As a consequence of kicking his rucksack, he broke the Discman headphones, and also had to mend the book, whose covers detached continually during the course, making it more difficult to handle”.

Among the possible answers, we must include the usefulness of self-control strategies such as (in some of them, the key is to gain time to think and decide what you want to do, “to delay impulsivity”):

- Pulling out of the situation before reaching the point of explosion and taking advantage to reflect on what I can say to the teacher.
- Counting from one to ten slowly before replying (in this way, there is a break, and more time to think).

- Giving instructions to oneself about the inappropriateness of the behaviour and thought, and about the negative consequences that will result from exhibiting that behaviour.
- Relaxing by breathing deeply 5 times.
- Finding something else to do for a few minutes.

Once the different alternative responses have been discussed, the practitioner will choose carefully, with the help of the participants, the appropriate reflective or non-impulsive responses, selecting the two most voted ones to be role-played.

5.6.3. Activity 3: My situations

For the development of this activity we will need the self-report from the previous session, which was done as a supplementary activity (Sheet 6.3.3 “*My impulsive behaviour*”). We will review the situations described by the participants again and we will choose five situations that are considered as clearly impulsive responses, or those that the practitioner deems most appropriate according to the characteristics of the participants. The participants will role-play the situations, using the self-control strategies that have been learnt. The practitioner, if appropriate, will guide and shape the participants’ responses while they role-play, so that the reflective responses and the self-control strategies can be developed successfully.

5.6.4. Activity 4: Supplementary activity

In order to generalize the acquisition of the habit of reflective behaviours as much as possible, we hand out Sheet 6.4.2. “*Implementing reflexivity on my life*”, and the participants are asked to complete the report with all the situations of their daily life on which they implement reflexivity, as opposed to impulsivity, and the strategies learnt.

Sheet 6.4.2.

IMPLEMENTING REFLEXIVITY ON MY LIFE

<i>Instructions:</i> report the situations in your daily life on which you implement reflexivity, as opposed to impulsivity, through the strategies learnt		
TRIGGER	REFLECTIVE BEHAVIOUR EXHIBITED	CONSEQUENCES

5.6.5. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

5.6.6. Assessment questions

1. In order to control my impulsive behaviour, a simple strategy involves stopping to think about what I can do, seeing the different alternatives of behaviour that I have (TRUE).
2. I must never get away from a situation in which I may act impulsively, as it will not be useful for exhibiting a reflective behaviour (FALSE).
3. The best way to control my impulsive behaviour is to try to solve the negative consequences it might have (FALSE).

6. SESSION 5: SENSATIONS SEEKING (I)

6.1. SPECIFIC OBJECTIVES

1. To identify extreme situations.
2. To change the participants' perception of extreme sensations by helping them to eliminate myths related to them.
3. To become aware that extreme sensations can be perceived and felt differently depending on the context, even though they are physiologically the same.

6.2. METHOD AND CONTENTS

In order to achieve the objectives established, we will begin the session with an explanation of the concepts on which we will work and with a brainstorming session carried out by the participants. We will stress the importance that attributions and thoughts have on this kind of sensations. Moreover, we will work on the difference between positive and pleasant sensations as opposed to negative and unpleasant ones.

Next, the participants will analyse some specific situations by breaking them down into thoughts, emotions and related physiological sensations.

6.3. KEY CONCEPTS

✓ **Extreme sensation:** sensory or emotional perception considered as extreme because of the level of excitement, pleasure and/or physiological arousal that it causes; it powerfully attracts the attention of the person who experiences it.

6.4. ACTIVITIES

- Activity 1. Review of the supplementary activity
- Activity 2. Extreme sensations
- Activity 3. Analysing sensations
- Activity 4. Supplementary activity

6.5. MATERIAL

- Blackboard and chalk
- Sheet 6.5.1. Analysing sensations
- Sheet 6.5.2. My sensations
- Table 6.5.1. Examples of situations or activities linked to extreme sensations

6.6. DEVELOPMENT OF THE SESSION

6.6.1. Activity 1: Review of the supplementary activity

The reflective behaviours reported in the supplementary activity from the previous session are reviewed, analysing the adequacy of both the causes and consequences of such behaviours. Thus, we check how the acquisition of reflexivity is being generalized and we motivate the participants to continue practicing this type of behaviours in order to consolidate them in their lives.

6.6.2. Activity 2: Extreme sensations

This activity is intended for participants to properly understand the concept of extreme sensations, as well as their main characteristics and the factors influencing them. The practitioner can introduce the topic as follows: *“today we begin a new topic; it’s a different topic, but it’s also related to the ones we have seen in this module, as it is another feature that people can have and that makes us behave inappropriately. Today we will talk about extreme sensations, the thirst for adventure or the search for excitement and new experiences. We all have used the expression “extreme sensations”, but do you know what extreme sensations are? We’ll try to define the concept. What do you understand by “extreme sensation”?”*.

The practitioner writes the participants’ ideas on the blackboard and guides the discussion so as to obtain suitable ideas. Next, the practitioner explains the concept: *“an extreme sensation is a sensory perception or emotion that is considered extreme because of the level of excitement, pleasure and/or physiological arousal that it causes; it powerfully attracts the attention. It is important to know that:*

- *We must not mistake an activity through which we get extreme sensations for the sensations themselves.*
- *An extreme sensation can be pleasant or unpleasant.*
- *An extreme sensation is not harmful, dangerous or hazardous by itself; it’s the behaviours that lead to it that can be harmful, dangerous or hazardous”*.

Then, the practitioner asks the participants to provide examples of extreme sensations, which are analysed considering the characteristics explained before. They are written on the board and the practitioner also writes them down on a sheet of paper to continue working on them in the next session.

6.6.3. Activity 3: Analysing sensations

This activity is intended for participants to break down sensations into thoughts, emotions and physiological symptoms in order to achieve a greater ability to identify them. To this end, we will try to find activities or situations in which the participants experience what we have defined as extreme sensations. We will work on the examples written on the board in the previous activity. Table 6.5.1. *“Examples of situations or activities linked to extreme sensations”* includes examples of such situations or activities.

Table 6.5.1.

EXAMPLES OF SITUATIONS OR ACTIVITIES LINKED TO EXTREME SENSATIONS

- | |
|--|
| <ul style="list-style-type: none">- Being chased by someone.- A final exam.- The first kiss with the person you like.- Receiving great or terrible news.- Riding an amusement park attraction.- Using drugs.- Practicing sports such as climbing, paragliding, hang-gliding, air surfing, etc.- Going bungee jumping..- Winning an important competition or game.- Getting a prize. |
|--|

- Yoga, tai chi, etc.
- Riding a roller coaster.
- Driving at 170 km/h.
- Running an “encierro”.

Out of all the examples suggested, the practitioner will choose two, one in which the extreme sensation is considered as positive or pleasant, and another in which it is perceived as negative or unpleasant. Besides, both examples should be as similar as possible in terms of the arousal or the bodily response caused by the extreme sensation. In addition, we will try to choose two sensations which are known to the group and which have been experienced by all or most of the participants. For example, getting a prize or winning a competition, and taking an exam. To this end, the participants can vote to see which ones are the most common among them.

Next, Sheet 6.5.1. “*Analysing sensations*” is handed out and the participants are asked to describe the thoughts they have in the two situations chosen, as well as the emotions and physiological sensations that are generated (what sensations do I perceive?, how does my body respond?).

Sheet 6.5.1. ANALYSING SENSATIONS

Instructions: analyse the thoughts, emotions and physiological sensations you would have in the two situations chosen.		
- Situation 1:		
THOUGHTS	EMOTIONS	PHYSIOLOGICAL SENSATIONS
- Situation 2:		
THOUGHTS	EMOTIONS	PHYSIOLOGICAL SENSATIONS

After preparing the report, the participants’ answers are shared. The practitioner must highlight the idea that the physiological responses or the sensations, and even the motor responses, are the same in both cases (increased heart rate, sweating, trembling, mental block, motor clumsiness), though one of the situations is perceived as pleasant and the other one as negative. The practitioner will ask the following question: “*then, what’s the difference between the two situations?*”. The expected answer is that the two situations are distinguished by the attributions made to them and the thoughts we generate depending on the context or situation experienced, but the extreme sensation is the same, even though it is perceived differently.

6.6.4. Activity 4: Supplementary activity

In order to further deepen the identification and analysis of extreme sensations, Sheet 6.5.2. “*My sensations*” is handed out to the participants. We tell them that they will have to continue reporting activities or situations involving extreme sensations, analysing them in a similar way to how we have done it during the session.

Sheet 6.5.2.

MY SENSATIONS

Instructions: continue reporting activities or situations that generate extreme sensations, analysing them in a similar way to how we have done it during the session.		
SITUATION	THOUGHTS	PHYSIOLOGICAL SENSATIONS

6.6.5. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

6.6.6. Assessment questions

1. In this session I have learnt that taking a very important final exam, going bungee jumping, paragliding and riding a roller coaster are examples of extreme sensations (FALSE).
2. Extreme sensations are not dangerous by themselves; the danger is in what I do to have them (TRUE).
3. I will perceive an extreme sensation as pleasant or unpleasant depending on the thoughts I have and attributions I make in each specific situation (TRUE).

7. SESSION 6: SENSATIONS SEEKING (II)

7.1. SPECIFIC OBJECTIVES

1. To distinguish between extreme sensations and activities or situations that generate such sensations.
2. To distinguish between activities that involve risk and others that do not.
3. To facilitate the development of alternatives so that the activities or situations that generate extreme sensations are not harmful or antisocial/criminal.
4. To become aware of the possibility of experiencing the same sensations through different activities.

7.2. METHOD AND CONTENTS

In order to achieve the goals established, in this session we will work on the awareness that different activities can make us experience the same sensations, which will facilitate the choice of activities alternative to the ones that imply some risk when trying to have extreme sensations. After analysing the high-risk situations, we will enhance the carrying out of alternative activities to achieve the same sensations as with high-risk activities. We will analyse their adequacy and possible consequences, which will be compared with those of high-risk activities.

7.3. KEY CONCEPTS

✓ **Extreme sensation:** sensory or emotional perception considered as extreme because of the level of excitement, pleasure and/or physiological arousal that it causes; it powerfully attracts the attention of the person who experiences it.

✓ **High-risk activity:** an action that involves a high probability of harm and long-term negative consequences.

7.4. ACTIVITIES

Activity 1. Review of the supplementary activity

Activity 2. High-risk situations

Activity 3. How to experience extreme sensations with and without risk

Activity 4. Seeking alternatives

7.5. MATERIAL

Blackboard and chalk

Sheet 6.6.1. High-risk situations

Sheet 6.6.2. Extreme sensations with and without risk

Sheet 6.6.3. Seeking alternatives without risk

7.6. DEVELOPMENT OF THE SESSION

7.6.1. Activity 1: Review of the supplementary activity

We review the report on activities that generate extreme sensations, analysing the thoughts and sensations they caused when we carried them out. The ideas discussed in

the previous session are highlighted, especially the fact that different situations may lead to the same sensations. We must also lay stress on the influence that our thoughts and attributions have for the situations to cause those sensations.

7.6.2. Activity 2: High-risk situations

The analysis carried out in the previous activity is used to introduce the current activity. The practitioner gives the following explanation: *“as we said in the last session, extreme sensations are not harmful by themselves; it is certain activities or situations that will lead to the risk of causing any harm or danger. We’ll see the possible consequences of the high-risk activities that make us experience extreme sensations”*. The practitioner hands out Sheet 6.6.1. *“High-risk situations”*, which the participants have to fill in by writing down the possible consequences that the high-risk activities suggested may have. They must also suggest other high-risk activities and their consequences. The practitioner can include high-risk situations experienced by the participants.

Sheet 6.6.1.

HIGH-RISK SITUATIONS

Instructions: point out the possible consequences that the high-risk activities suggested may have. Then, think about and describe other high-risk activities and their possible consequences		
ACTIVITY	POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES
Using drugs		
Bungee jumping		
Driving at 170 km/h		

Once the table has been completed, we present the results in a similar table on the board. It must be concluded that these high-risk activities generate more negative consequences; in addition, they represent an inappropriate form of behaviour. Then, the practitioner will ask *“if someone likes the sensations that result from these high-risk activities, should they go without experiencing them or should they carry out dangerous activities to have them?”*. Then a discussion follows, by means of a brainstorming session, to come to the conclusion that those sensations can be achieved through other activities that do not involve danger or risk.

7.6.3. Activity 3: How to experience extreme sensations with and without risk

This activity is intended for participants to become aware of the existence of other activities that do not involve risk, but help us to have the same sensations. To this end, the practitioner hands out Sheet 6.6.2. *“Extreme sensations with and without risk”* and gives the following explanation: *“as we have seen, there are certain sensations that can be achieved in different ways: some are dangerous and harmful to our health and others are positive or neutral both for our health and for people. Both types are accompanied by exciting sensations. Now you have to analyse the consequences that the following activities may have. Each pair of activities (taking an acid trip and watching a 3D film; going rock climbing without a harness and riding the roller coaster) involve a similar extreme sensation, but the possible consequences are very different”*.

Sheet 6.6.2.

EXTREME SENSATIONS WITH OR WITHOUT RISK

<i>Instructions:</i> analyse the consequences that the following activities may have	
TAKING AN ACID TRIP	
WATCHING A 3D FILM	
ROCK CLIMBING WITHOUT A HARNESS	
RIDING THE ROLLER COASTER	

The results are analysed, emphasizing the idea that you can have the same sensations with activities that do not involve risk.

7.6.4. Activity 4: Seeking alternatives

This activity is aimed at enabling the participants to develop a series of neutral or safe activities to experience extreme sensations. To this end, the practitioner gives the following explanation: *“as we have just said in the previous activity, we can have the sensations we like through other activities that are neutral or safe”*. Sheet 6.6.3 *“Seeking alternatives without risk”* is handed out and the participants are asked to report the possible consequences of the two activities without risk that are suggested, as well as four new activities and their possible consequences.

Sheet 6.6.3.

SEEKING ALTERNATIVES WITHOUT RISK

<i>Instructions:</i> report the possible consequences of the two activities without risk that are suggested. Besides, add four other activities without risk that can help you to have extreme sensations and analyse their possible consequences.		
ACTIVITY	POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES
Doing yoga		
Roller coaster		

The results are presented and then the practitioner includes them in the table of the previous activity. Next, a discussion follows in which we compare the consequences of the high-risk activities in the previous activity and the consequences of the activities without risk. We must reach the conclusion of the adaptability of the latter activities in relation to the former, and the possibility of having the same sensations with both.

7.6.5. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

7.6.6. Assessment questions

1. We can only have extreme sensations with high-risk and dangerous activities (FALSE).

2. The extreme sensations I get through high-risk activities are more intense than the ones I can get through safe activities (FALSE).
3. In this session I have understood that I can experience extreme sensations through safe activities, such as playing virtual or 3D car games instead of driving at 150 km/h (TRUE).

MODULE VII

Relapse prevention and strengthening of change

1. INTRODUCTION TO THE MODULE

1.1. APPROACH AND JUSTIFICATION

Relapse is defined as any return to the antisocial/criminal behaviour or the lifestyle that existed before the start of the programme, after an initial period of change in the offending lifestyle.

Relapse can manifest itself in different ways, such as returning to the earlier lifestyle, developing other inappropriate behaviours, or carrying out high-risk activities in the form of antisocial behaviours that are regarded as lapses. These initial manifestations in the form of lapses constitute, in many cases, the beginning of a relapse, and they could be analysed along a continuum, with the lapse at one end and the relapse at the other. Along this continuum, the young offender develops a series of cognitive, emotional and motor behaviours which, without therapeutic intervention, will eventually constitute a real relapse. These responses are present from the moment a young person has the first lapse, although the frequency and intensity of these components increase as the relapse is closer.

Marlatt and Gordon (1985) define lapse as the violation of a self-imposed rule or set of regulations governing a given behaviour. In the domain of young offenders, this rule is imposed by the therapeutic goal of replacing the offending lifestyle with another more adaptive to their social and family environment. According to the authors, when a lapse takes place, the rule is violated, and the occurrence of a specific antisocial behaviour or “lapse” is equivalent to the relapse itself, in the sense that the chain of behaviours that lead to the relapse is starting. Therefore, the intervention process on criminal behaviour involves a time perspective in which periods of change can be interspersed with periods of crisis characterized by the occurrence of antisocial behaviours. Thus, the process of therapeutic change from a criminal lifestyle to a lifestyle without delinquency would go through three stages: 1) making the commitment to change; 2) carrying out the change; and 3) maintaining the change accomplished. When the participants get to this stage of therapy, they are usually at the last stage at which a decline tends to occur in the educational and therapeutic process that had begun with the implementation of this treatment programme. Although the normal recovery process would involve going through these three general stages, young people may have lapses or relapses at the previous stages, when the therapeutic change is fragile and not yet consolidated. Therefore, through relapse prevention we try to further strengthen the change accomplished by young people in order to prevent a return to delinquency.

This last stage is characterized by the implementation of cognitive-behavioural intervention methods characteristic of the relapse prevention model, which is aimed at maintaining and improving the therapeutic process achieved at the first two stages (Laws, 2001, Redondo, 2007).

By implementing the model proposed by the authors (Marlatt and Gordon, 1985) to conceptualize relapse in the field of juvenile delinquency, relapse can be considered to begin in the form of thoughts, feelings or behaviours that, initially materialized in a simple lapse, lead to a complete relapse; that is, a relapse can start by making a *seemingly irrelevant decision*. When a young person makes such a decision, without being aware of what he is doing, he is increasing his vulnerability to relapse. For example, a young person who has been in treatment for 6 months and has not

reoffended, one day, when coming back home from high school, decides to go through his former neighbourhood, where he used to steal cars. This decision, of which he is not aware, places him in a *high-risk situation* in terms of reoffending. There has been a significant environmental change in the relapse process, as he is putting himself in a situation involving a risk that he had not faced for a long time. In this situation he has two possible responses: 1) realizing the decision he has made and the risk he is running, so that he decides to get away from the situation and not to come back to this place until he has recovered completely. This response will lead him to strengthen his self-efficacy and his therapeutic recovery process, and he will feel stronger and better about himself; 2) if the young person remains for a while in the high-risk situation, he will begin to rationalize the dilemma of reoffending with thoughts like “*nothing will happen if I do it once*”, “*I don’t think I’ll be caught*”, “*I’ll feel better if I don’t give way to temptation*”, “*I have to put myself to the test*”. He will also begin to anticipate the positive effects of the antisocial/criminal behaviour by thinking that if he does it again, he will feel great, as he used to, and this decision leads to a reduction in the control of antisocial behaviours that he had come to achieve, and will also give rise to a decrease in self-efficacy.

These two facts, the anticipation of positive effects (e.g. “*if I steal, I will get money*”) and the reduction in self-efficacy (e.g. “*I’ve returned to the point where I was a long time ago, I won’t be able to get out of this*”), are further steps in the relapse process. If there is no intervention at this point, the young person will steal again. If he is discovered, he will conceal it and deny it, and it is very likely that he will continue breaking the law. This is what Marlatt (1985) defined as the “abstinence violation effect”, which is characterized by:

1) Creation of a cognitive dissonance and a negative self-image, as well as the attribution of a personal inability to achieve recovery. The cognitive dissonance is generated as a result of a discrepancy between the young person’s cognitions and beliefs about himself (as a non-offender, since he had managed to change in recent months) and the occurrence of the behaviour that is inconsistent with this self-image (reoffending). The dissonance is experienced in the form of conflict or guilt about what he has done, encouraging him to exhibit behaviours (or cognitions) that eliminate or reduce this dissonance. If the problem behaviour (continuing stealing) has been exhibited in the past as a coping response to overcome conflict situations, it is likely that the young person develops deviant behaviours (offending behaviours) again in order to eliminate or reduce unpleasant feelings and sensations (e.g. he had set himself the goal of overcoming delinquency, but now he is reoffending again). The cognitive dissonance can also be reduced by altering, in a cognitive way, the new self-image (as a non-offender) that he had found out in the previous months of therapy, and he will try to bring it into line with the criminal behaviour he has taken up (e.g. “I thought I had overcome it, but I’ve realized that after a while I fall into the same trap again and again; I don’t know what I’m going to do to change permanently”).

2) Formulation of self-attributions that lead the young person to put the blame for the relapse on personal failure or on the fact that he is a weak person, instead of considering the relapse as a situational response at a particular specific point in his life. If the lapse is considered as a personal failure, the young person’s expectation that he will continue failing will increase.

3) A third component results from the consequences of antisocial/criminal behaviours. If the young person has success when he exhibits such behaviours and gets the same as always, he will have obtained again the positive and/or negative reinforcement that was present in the past, which is the cause of the recurrence of this type of deviant behaviours.

Consequently, this module is aimed at integrating all the changes that the programme has been building up to develop change in a young offender's lifestyle, resulting, by means of relapse prevention, in a better knowledge of oneself and the circumstances in which one lives, which make it more likely for the young person to return to the point at which he was. The first two sessions will address relapse prevention, while the following two sessions will deal with the strengthening of the change achieved during this educational and therapeutic treatment programme for young offenders.

1.2. OBJECTIVES

1. To identify high-risk situations that lead to the relapse process, while trying out strategies to stop the process.
2. To work on lapses and relapses, considering them as an opportunity to learn and not as a personal failure.
3. To develop self-knowledge that is more positive and adjusted to reality.
4. To establish future goals and hypothetical plans in the different areas of the participants' lives.

2. SESSION 1: RELAPSE PREVENTION: ASSESSMENT

2.1. SPECIFIC OBJECTIVES

1. To identify high-risk situations that increase the likelihood of relapse.
2. To analyse thoughts, emotions and behaviours that lead to relapse.
3. To understand relapse as a way to learn new strategies to overcome delinquency.

2.2. METHOD AND CONTENT

This session is intended for the participants to become aware of the possible individual situations that could lead them to relapse and, at the same time, to be able to analyse the thoughts, emotions and behaviours that take place in this type of situations in order to replace them with more adaptive ones that will be helpful to enhance the change.

To this end, we will explain that there are several variables that influence the lapse and/or relapse, and we will train the participants in the identification of this type of triggering situations. After identifying these situations, we will work on them in groups, so as to learn coping strategies appropriate to each case.

2.3. KEY CONCEPTS

- ✓ **Relapse:** the process whereby deviant behaviour reappears after a period of change.
- ✓ **High-risk situations:** situations in which antisocial/criminal behaviour is more likely to reappear.
- ✓ **Strategies for stopping the relapse process:** these are guidelines given to a young person in order to prevent the occurrence of lapse or relapse related to antisocial/criminal behaviour.

2.4. ACTIVITIES

- Activity 1. How does relapse occur?
- Activity 2. My relapse model
- Activity 3. Risk and warning signs in thoughts and emotions
- Activity 4. Risk and warning signs in behaviour
- Activity 5. Other risk and warning signs
- Activity 6. Supplementary activity

2.5. MATERIAL

- Blackboard and chalk
- Sheet 7.1.1. How does relapse occur?
- Sheet 7.1.2. My relapse model
- Sheet 7.1.3. Risk and warning signs in what I think and feel
- Sheet 7.1.4. Risk and warning signs in what I do
- Sheet 7.1.5. Other risk and warning signs
- Sheet 7.1.6. Preventing relapse

2.6. DEVELOPMENT OF THE SESSION

2.6.1. Activity 1: How does relapse occur?

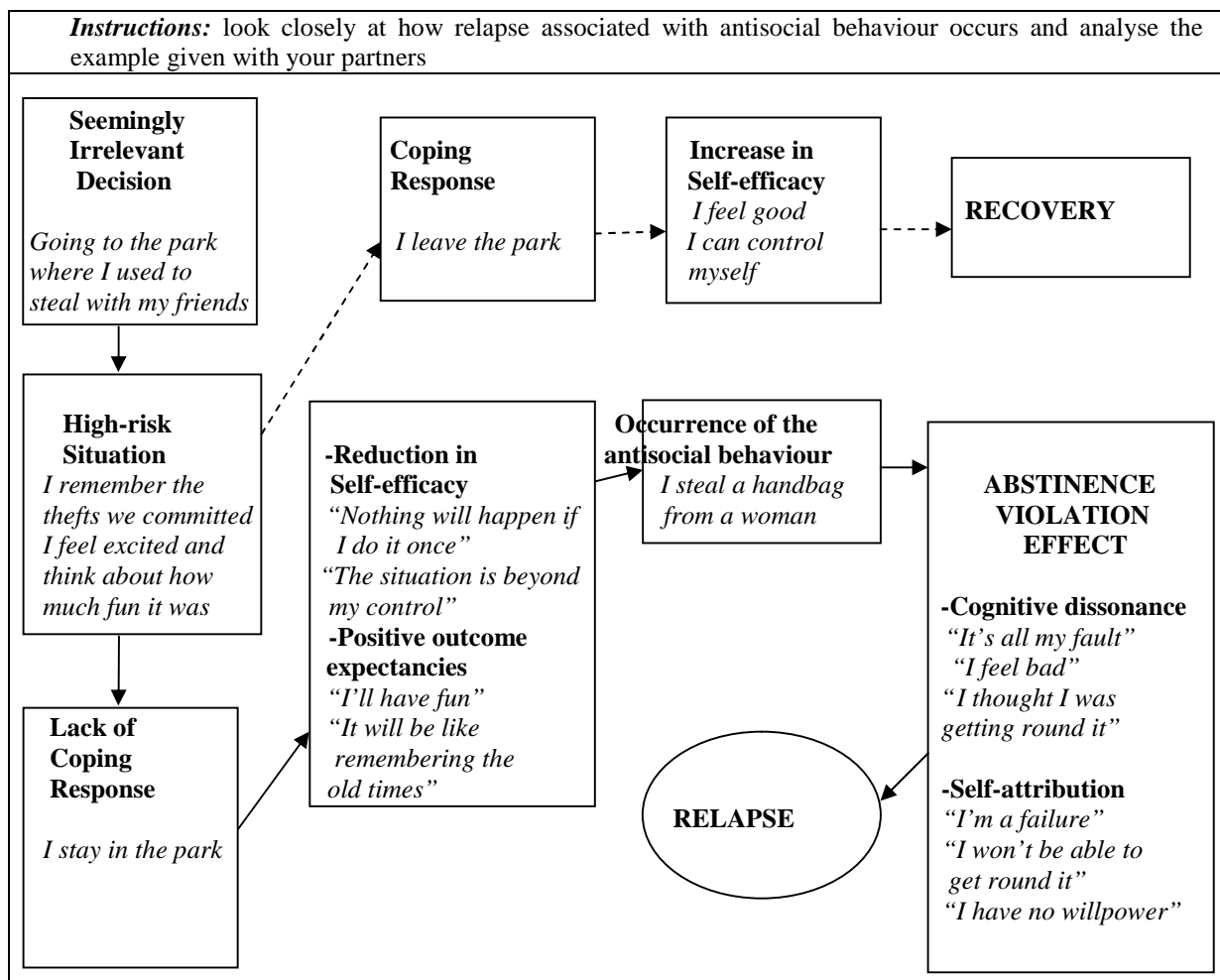
This activity is intended for participants to understand what relapse is and how its process develops. The practitioner explains: *“in the next two sessions we will talk about relapse prevention. Do you know what relapse is? Relapse is a process by which deviant behaviour reappears after a period of change, i.e. the reappearance of antisocial or offending behaviour after a period of time during which it has not been exhibited.*

The relapse process is very complex because there are a lot of factors that can lead us to the relapse. Thoughts, emotions and behaviours that lead to relapse are specially significant. It is therefore very important to learn to identify those factors and to recognise the causes of the aggressive or offending behaviour, because it will help us to stop it. Therefore, the purpose of this session is for you to learn to analyse the relapse in order to develop strategies that help you to stop it”.

Then, the practitioner hands out Sheet 7.1.1. *“How does relapse occur?”* and the example suggested is analysed as a group.

Sheet 7.1.1.

HOW DOES RELAPSE OCCUR?



To properly explain the relapse process, the practitioner can use the theoretical information contained in the section “Approach and justification” at the beginning of this module.

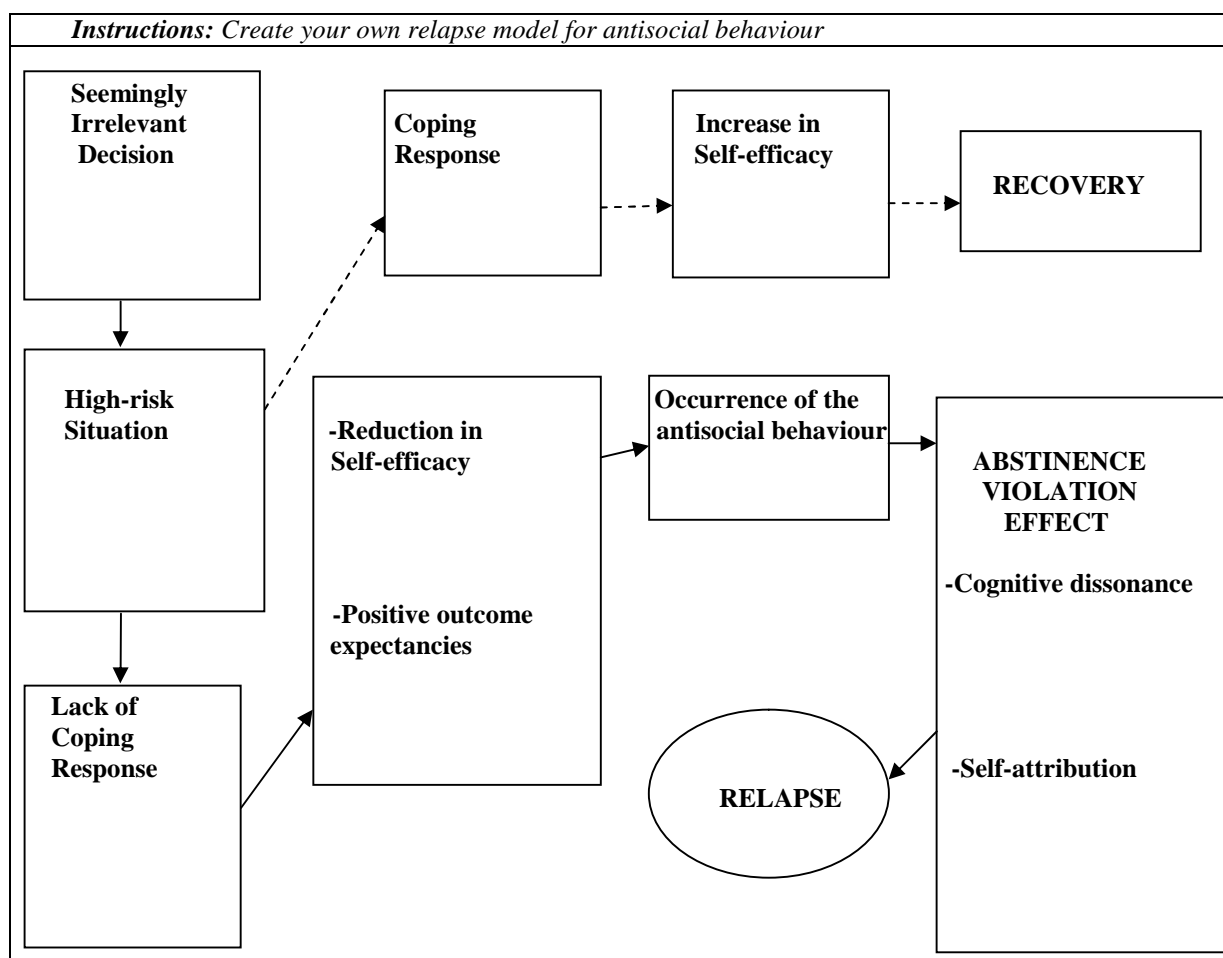
2.6.2. Activity 2: My relapse model

Following the same process as in the previous activity, this exercise is intended for the participants to analyse and understand how their relapse process has taken place, evaluating each of the necessary steps. To this end, the practitioner hands out Sheet 7.1.2. “*My relapse model*” and explains that they must provide the necessary information in each of the steps that have led them to have a relapse.

In the case of participants punished for their first offence, the exercise should be presented for the purposes of analysing the process that could lead to the commission of a new antisocial and/or criminal act.

Sheet 7.1.2.

MY RELAPSE MODEL



After each participant has shared his answers with the rest of the group, we must emphasize the differences between lapse and relapse, making sure that the participants understand them and stressing the importance of acquiring adequate coping skills that allow us to break the chain of steps that can lead a young person to reoffend.

2.6.3. Activity 3: Risk and warning signs in thoughts and emotions

Once the participants have understood the process or steps that can lead them to reoffend, the next step is to assess what elements or situations can contribute to the relapse process. The practitioner can introduce the activity as follows: *“now that you know how relapse occurs, we are going to see what situations, thoughts, emotions or behaviours can put us in a high-risk situation in which we may exhibit antisocial behaviour again. As I have just said, these risk elements may be in the environment, in what we think, feel or do. Let’s start by looking at the risk elements we can find in what we think and feel”*.

Next, the practitioner hands out Sheet 7.1.3. *“Risk and warning signs in what I think and feel”* and explains its theoretical content, as well as the examples included. Finally, after the explanation of the factors and the examples, the participants will write down their personal examples in the last column of the worksheet, referring either to the present or the past.

Sheet 7.1.3.

RISK AND WARNING SIGNS IN WHAT I THINK AND FEEL

Instructions: after learning that there may exist risk of reoffending in what we think and feel, provide your own personal examples about each of the elements described		
FACTORS	EXAMPLE	MY EXAMPLE
Negative attitudes: denying the existence of problems, negative feelings, or even the likelihood of reoffending. For example, having doubts about the recovery, impatience, relying too much on one’s own capabilities, dissatisfaction, having rigid attitudes and beliefs.	<i>“I haven’t committed any offences for three months; it hasn’t been so difficult”</i> <i>“I think I can control myself without anybody’s help”</i> <i>“I’ve overcome my problem”</i> <i>“It’s a question of willpower”</i>	
Idealizing the effect of the offence: continuing idealizing the positive consequences and rewards that were obtained through antisocial behaviour.	<i>“I bump into a friend with whom I used to steal and we remember euphorically what we used to do”</i>	
Negative feelings and moods: feelings of boredom, depression, loneliness, unhappiness, sadness, anger, anxiety, guilt, or sudden changes in mood.	<i>“I was so angry that I went out and attacked a man who told me off for pushing him”</i> <i>“Changing is pointless, I’ll always have problems”</i>	
Testing personal control: fantasies about having a high ability to control oneself, rationalizing and denying the danger of being in high-risk situations.	<i>“At this point, if I ever commit a theft, just one, it will not be a problem. That way I will know if I have control over the problem”</i>	
Positive emotional states: creating a false sense of security about the recovery process because of the presence of a somewhat exaggerated positive mood.	<i>“I’m very happy about my situation, everything is going really well. Actually, I’d be able to commit offences sporadically without losing control”</i>	
Dreams related to the relapse: having very vivid and recurring dreams about performing antisocial acts.	<i>“I’ve dreamt that I stole a car again, I have the feeling that I’ve had a relapse”</i> <i>“This dream means that I’m not completely motivated to continue treatment”</i>	

2.6.4. Activity 4: Risk and warning signs in behaviour

Continuing with the type of analysis carried out in the previous activity, in this exercise the participants will assess and analyse risk and warning factors related to the occurrence of high-risk behaviours. To this end, the practitioner explains: “*now we’ll see how much risk of exhibiting antisocial behaviours can be found in what we do, in our behaviour*”. Sheet 7.1.4 “*Risk and warning signs in what I do*” is handed out, and we do the same as in the previous activity.

Sheet 7.1.4.

RISK AND WARNING SIGNS IN WHAT I DO

Instructions: after learning that there may exist risk of reoffending in what we do, provide your own personal examples about each of the elements described		
FACTORS	EXAMPLE	MY EXAMPLE
Overreacting to lapses or relapses: the reaction to a lapse leads to a real relapse.	<i>“I’ve failed; all that I had achieved is now useless. It makes no sense to continue changing”</i>	
Impulsive behaviours: making snap decisions, without thinking, as in a sort of outburst of anger or frustration.	<i>Stopping treatment Leaving the job or the partner Risky investments</i>	
Other inappropriate behaviours: exhibiting behaviours that are not antisocial but are close to involve violation of the law, or are considered misdemeanours.	<i>“When I have a problem with someone, instead of hitting them, I will just laugh at them and insult them”</i>	
Gradual changes in lifestyle: some gradual changes begin to take place in daily life during recovery.	<i>Stopping doing the scheduled activities Reducing participation in the intervention programme Changing some daily habits</i>	

2.6.5. Activity 5: Other risk and warning signs

To complete the analysis of risk factors and situations, in this activity the participants will analyse other types of signs that may also influence the relapse process. The practitioner hands out Sheet 7.1.5. “*Other risk and warning signs*”, following the same process as in the last two activities.

Sheet 7.1.5.

OTHER RISK AND WARNING SIGNS

Instructions: after becoming acquainted with other risk signs, provide your own personal examples about each of the elements described		
FACTORS	EXAMPLE	MY EXAMPLE
Presence of mental disorders: they occur before or at the same time as the antisocial behaviour and they alter the way a person thinks, feels and behaves. For example, disorders related to anxiety, mood, drug use, personality, etc.	<i>“I was very angry, I could not control myself and I hit him” “I had to rob that woman, I needed the money for the cocaine I took yesterday”</i>	
Life events: negative, important and unexpected changes in a person’s life resulting in an exaggerated stress response.	<i>Death of a loved one Economic problems Losing the job</i>	

Family permissiveness: the family or the friends relax the rules of behaviour and ignore the relapse signs in the person's behaviour.	<i>"Whenever I have reoffended, my family and friends have been by my side. I have never been rejected"</i>	
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Finally, the group will summarize all the types of situations and risk elements that can encourage a young person to perform an antisocial/criminal act at some point.

2.6.6. Activity 5: Supplementary activity

In order for the participants to become acquainted with the subject of the next session, we hand out Sheet 7.1.6. *"Preventing relapse"*, pointing out that they have to think about what could have been changed in each case to prevent the characters' relapse in the examples included.

Sheet 7.1.6.

PREVENTING RELAPSE

Instructions: here are two examples of possible ways to have a relapse. Identify what could have been changed to prevent the relapse in each of the situations.
<p>- Case 1: Juan has just returned to school after spending some time in a young offender institution. When he is walking through the door, he hears giggles and whispers. Juan tries to keep walking as if nothing had happened, but the laughs are getting louder, and he feels his heart is beating faster and faster. Juan thinks "they're laughing at me; I can't allow it, otherwise they won't respect me". Then he turns around, approaches three guys that were behind him and pushes one of them against the wall, hitting him on the head. The guy receives a wound and is taken to hospital.</p> <p>- What could have been changed to prevent Juan's relapse?</p>
<p>- Case 2: Sandra is very happy to come back to her old neighbourhood and see her friends. When she is going home, she bumps into her three best friends, who are burning a bin near a bus stop. They are very happy to see her and run to her to say hello. "How cool, Sandra, just like in the old days. We've missed you. Look at this bus shelter, it's half broken, let's smash it to celebrate you're back!". Sandra thinks: "well, nothing will happen for doing it just once more, they're my friends and they just want to celebrate that I'm back...". They start kicking the shelter and smash it. They hear police sirens and run away.</p> <p>- What could have been changed to prevent Sandra's relapse?</p>

2.6.7. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from "0" to "10", considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

2.6.8. Assessment questions

1. The risk of exhibiting antisocial behaviour again can be found in what I think, feel and do; the environment or other people can never involve risk (FALSE).
2. After analysing all existing types of risk and warning signs with regard to reoffending, I have realized that thinking that you are able to get round it without help contributes to relapse (TRUE).
3. I am sure that experiencing a happy mood, even if exaggerated, will never influence having a relapse (FALSE).

3. SESSION 2: RELAPSE PREVENTION: INTERVENTION

3.1. SPECIFIC OBJECTIVES

1. To consolidate knowledge about personal risk situations or factors.
2. To learn strategies to stop the relapse process at its different stages (start-end).

3.2. METHOD AND CONTENT

This session is intended for the participants to learn and to develop strategies that help them to cope with future risk situations or factors regarding relapse.

To this end, we will start focusing on a hypothetical case in which the participants will have to analyse behaviour chains leading to relapse, proposing alternatives and giving a final solution involving behaviour without relapse. Next, they will do the same exercise but referring to their own case. Finally, a number of useful strategies for preventing relapse will be discussed.

3.3. KEY CONCEPTS

- ✓ **Relapse:** reappearance of the problem behaviour -in this case, criminal behaviour- after a period in which it has not been exhibited.
- ✓ **Strategies for stopping the relapse process:** these are the guidelines given to the person -in this case, the young offender- in order to prevent the reappearance of the problem behaviour that will lead him to reoffend.
- ✓ **Prevention:** anticipating a problem, difficulty or damage that is known in advance, thus preventing it from occurring.

3.4. ACTIVITIES

- Activity 1. Review of the supplementary activity
- Activity 2. How to prevent relapse?
- Activity 3. Coping with my relapses
- Activity 4. Strategies to prevent relapses

3.5. MATERIAL

- Blackboard and chalk
- Sheet 7.2.1. How to prevent Jorge's relapse?
- Sheet 7.2.2. Coping with my relapses
- Sheet 7.2.3. Strategies to prevent relapses

3.6. DEVELOPMENT OF THE SESSION

3.6.1. Activity 1: Review of the supplementary activity

We review the activity about preventing relapse, analysing the solutions the participants have provided to prevent the process in the cases analysed. The ideas are written on the blackboard, since they can be used later as an example.

3.6.2. Activity 2: How to prevent relapse?

With this activity we start work related to intervention on relapse prevention. To this end, the participants will focus on a fictitious case, and then they will also analyse their own case. This exercise involves breaking the main character's chain of behaviours leading to relapse down into behaviour links, so that alternatives to all the links can be ultimately suggested. Thus, the participants will realize that it is possible to stop a relapse at different points of the process, and the sooner the risk is eliminated, the higher the probability of success will be.

The practitioner hands out Sheet 7.2.1. "*How to prevent Jorge's relapse?*" and explains how to do the exercise. Once the behaviour links and all the possible alternatives have been thought of, the participants will assess their adequacy and/or effectiveness on a 0 to 10 scale. The ones with a score equal to or greater than 8 will be chosen in order to establish a pattern of behaviour alternative to relapse.

Sheet 7.2.1.

HOW TO PREVENT JORGE'S RELAPSE?

Instructions: describe the behaviour links that led Jorge to relapse. Then, suggest alternatives to each of the links. Finally, suggest a behaviour alternative to relapse.		
Situation: It's almost a year since Jorge last committed a theft. He believes that therapy is working, but he feels a bit tired, as it's too long. One afternoon, he's bored at home and decides to go for a walk in the park where he and his friends used to steal. He thinks that it's been a long time, so nothing bad should happen. While he's sitting on a bench, he begins to remember the "old days", when they used to steal and have a great time. He feels a bit excited. Because of that emotion, he thinks that perhaps he should leave the park, but he doesn't consider it dangerous, so he remains sitting there. The excitement has aroused his curiosity about what would happen if he had the chance of stealing. He believes that nothing would happen if he did it just once; at least, he'd do something exciting and funny. At that very moment, a woman's walking through the park alone, and Jorge doesn't think twice. He leaps on her, steals her purse and runs away to his house. When he's in his bedroom, he feels bad; he thinks he's a bad person and has spoilt all he'd achieved through therapy. He's very nervous and doesn't know what to do. But he's sure he's a hopeless case, so he phones his old friends and commits several robberies again.		
AGGRESSIVE BEHAVIOURS IN STEPS OR LINKS	ALTERNATIVES TO EACH STEP OR LINK IN THE CHAIN	SCORE
1)	1) 2)	
2)	1) 2)	
3)	1) 2)	
4)	1) 2)	
5)	1) 2)	
6)	1) 2)	
7)	1) 2)	
8)	1) 2)	
- My behaviour alternative to relapse would be:		

3.6.3. Activity 3: Coping with my relapses

In this exercise, in a similar way to the previous activity, the participants will have to examine their own relapse behaviour, analysing the behaviour links and the possible alternatives to each of them, and devising a final pattern of alternative behaviour. The exercise is included on Sheet 7.2.2. *“Coping with my relapses”*. In the case of participants punished for their first offence, the exercise will be presented in terms of what a future relapse could be like and how they could prevent it.

Sheet 7.2.2.

COPING WITH MY RELAPSES

Instructions: describe the situation in which you had the relapse and the behaviour links that led you to it. Then, suggest alternatives to each link. Finally, suggest a behaviour alternative to the relapse.		
Situation:		
AGGRESSIVE BEHAVIOURS IN STEPS OR LINKS	ALTERNATIVES TO EACH STEP OR LINK IN THE CHAIN	SCORE
1)	1) 2)	
2)	1) 2)	
3)	1) 2)	
4)	1) 2)	
5)	1) 2)	
6)	1) 2)	
7)	1) 2)	
8)	1) 2)	
- My behaviour alternative to relapse would be:		

3.6.4. Activity 4: Strategies to prevent relapses

In order to provide more solutions to stop the relapse process, the practitioner asks the participants to give ideas about it. The practitioner explains: *“as we saw in the review of the supplementary activity, some of the solutions we may suggest to stop the relapse process are Now you have to think about what we can do to prevent relapses in general, that is, not with respect to a specific case, but to any high-risk situation. Say anything that crosses your mind, as it may be more useful than you think”*.

All the ideas given by the participants are written on the board and discussed. Some of the following ideas can be taken into account: changing the thought, thinking about pleasant or vivid things, carrying out a different activity, telling someone you trust, thinking about the things you lost as a result of violence.

Then the practitioner will hand out Sheet 7.2.3. “*Strategies to prevent relapses*” and explains its contents: “*It may be stated that to prevent or stop the relapse process, we must consider several key factors*”.

Sheet 7.2.3.

STRATEGIES TO PREVENT RELAPSES

Instructions: please read this information carefully so as to have a greater range of strategies to prevent future relapses. Discuss them with your partners.
1. Being aware of the high-risk situations and factors that can lead us, little by little, to a relapse without realizing it.
2. Knowing how to identify the erroneous thoughts that are related to the relapse (“ <i>nothing will happen if I do it once</i> ”, “ <i>afterwards I’ll be able to control myself</i> ”), and change them so that it is easier for us to successfully overcome these situations.
3. Controlling the occasional failures or lapses : if we consider lapses as a personal failure, the likelihood of relapsing will increase. On the contrary, if we regard them as a mistake from which we can learn for the future, the likelihood of relapsing will be reduced.
4. Making a relapse contract : signing some kind of agreement with the therapist or the family about the steps to follow in case of having of a lapse or relapse. This contract may include punishments or fines in the event that you make a mistake, as well as something that must be done before the relapse. For example, waiting 15 minutes before committing the antisocial act and devoting that time to reflecting and reconsidering the situation.
5. You can plan crisis and relapses : rehearsing relapse episodes, in an imaginary or simulated way, in order to anticipate actual high-risk situations and behaviour, and to prepare yourself for coping with them.
6. Trying to avoid , as far as possible, environments that may pose a risk of relapse , and avoiding being influenced by other people with whom we associate antisocial behaviour.
7. Change your lifestyle: plan, along with your therapist or your family, the activities you can carry out throughout the day or in your free time. The activities must fit your needs.
Throughout this programme we have developed many skills and techniques that we can use to prevent relapses. Now is the time to fully implement them and check their benefits. In short , what we can do to prevent a relapse is: ➤ Identifying the specific high-risk situations, with the help of questions like: When do such things happen? How do they happen? How can I notice earlier? ➤ Anticipating . Thinking of the risks that a situation may involve before it takes place. ➤ Coping with the impulse to commit the act ➤ Imagining yourself before a STOP sign: <ul style="list-style-type: none"> • THINKING of something else, something pleasant that can calm you down. • ACTIVITY: replacing the activity you are carrying out with another that you enjoy. • REMEMBERING that you can ask someone you trust for help. • EXPRESSING the difficulties of staying calm and not resorting to violence or crime.

3.6.5. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria:
a) work done and b) assimilation and internalization of the concepts discussed.

3.6.6. Assessment questions

1. If a relapse process is not stopped at the start, there is no way to stop it (FALSE).
2. It is very important to suggest alternatives to the relapse in each of the behaviour links that can lead us to it (TRUE).
3. The more high-risk situations and signals I recognize and identify, the lower the risk of having a relapse (TRUE).

4. SESSION 3: GETTING TO KNOW MYSELF BETTER

4.1. SPECIFIC OBJECTIVES

1. To summarize all the elements seen throughout the programme.
2. To get a more accurate and realistic view of oneself and one's own abilities.
3. To plan future goals in various facets of our personal life.

4.2. METHOD AND CONTENT

In order to achieve the objectives established, we will develop some group dynamics, mainly aimed at integrating all the information seen throughout the programme, as well as planning future goals.

For that purpose, first of all, we will review the contents of the programme, summing up the relevant abilities and resources in each of the topics discussed. Next, personal goals will be established in different areas of life, alluding to the necessary intermediate goals and the abilities or resources that have to be taken into account.

4.3. KEY CONCEPTS

✓ **Emotion:** Multidimensional affective process that is usually brief, intense and temporarily associated with an internal or external triggering stimulus. It has 4 components: subjective (feeling), cognitive (assessment of the situation and the thoughts related to it), physiological (somatic functions) and motor-expressive (facial expression, voice, body movements).

✓ **Thought:** mental activity and creation, i.e. everything that is brought to life through the activity of the intellect. All that has a mental nature is considered thought, whether abstract, rational, creative, artistic, etc.

✓ **Behaviour:** people's actions and responses.

4.4. ACTIVITIES

Activity 1. Summarizing the programme

Activity 2. The ladder

Activity 3. Supplementary activity

4.5. MATERIAL

Blackboard and chalk

Sheet 7.3.1. Summarizing the programme

Sheet 7.3.2. Final summary

Sheet 7.3.3. My ladder

Sheet 7.3.4. Other goals in my life

Table 7.3.1. Contents of the programme

Table 7.3.2. Steps to become a mechanic/gardener/administrative assistant

4.6. DEVELOPMENT OF THE SESSION

4.6.1. Activity 1: Summarizing the programme

The aim of this activity is to enable the participants to go over and sum up the most relevant aspects that have been seen throughout the programme. To that end, the practitioner introduces the activity as follows: *“in order to strengthen and consolidate the changes you have accomplished throughout the programme, we will sum up everything that you think has helped you to consider a change in the following areas: admission of the offence; analysis of emotions and their influence on behaviour; the role of negative emotions and anger management; how to change distorted thoughts; how the aggression involved in an offence is initiated, developed, consolidated and changed; the role of personality in antisocial/offending behaviour; and how to prevent relapses. This summary of the programme will allow you to think of new goals and objectives to continue growing at a psychological level in the various aspects of your life”*.

The practitioner hands out Sheet 7.3.1. *“Summarizing the programme”* and tells the participants that they will have to complete each section with the aspects they remember having seen in the programme.

Sheet 7.3.1.

SUMMARIZING THE PROGRAMME

Instructions: in order to strengthen and consolidate the changes that you have accomplished throughout the programme, we will sum up everything that you consider has helped you to accomplish change in your lifestyle.	
- Admitting the offence	
- Analysis of emotions and their influence on offending behaviour	
- The role of negative emotions such as anger	
- Replacement of distorted thoughts with more adaptive ones	
- How aggressive behaviour is initiated, developed and consolidated	
- The role of personality in deviant behaviour	
- How to prevent relapses	

When they finish, the results are written on the board. If some items are not reported, the practitioner will mention them so that the participants can provide some ideas about them. The contents are listed in Table 7.3.1. *“Contents of the programme”*.

Table 7.3.1.

CONTENTS OF THE PROGRAMME

- Criminal (or offending) behaviour: Definitions of criminal behaviour; functional analysis of criminal behaviour (antecedents, behaviour, consequences); thoughts and related emotions; motivations for offending (interpersonal and intrapersonal); motivation for change (precontemplation, contemplation, preparation, change, maintenance and relapse)
- Emotions: What is an emotion; types of emotions (positive, negative); situation→thought→emotion; empathy (what is it, what does it involve and what is it useful for); anxiety (what is it; cognitive, physiological and motor components; its causes and its relationship to aggressive behaviour); management of emotions (negative thoughts and alternative thoughts, abdominal breathing)
- Negative emotions: What is anger; physiological, cognitive and motor components; A→B→C model; consequences of anger; triggers of anger; anger profile; functional analysis of anger; anger management (relaxation, alternative thoughts, self-instructions and self-reinforcement)

- Distorted thoughts: Types of thoughts; distorted thoughts; consequences; profile of thoughts; circle of risk ($A \rightarrow B \rightarrow C$); attributions; consequences of my way of thinking; how to change my distorted thoughts (identification; evidence and usefulness criteria; replacement with alternative thoughts; thought stopping)
- Characterization of aggressive behaviour: Definition of aggression; types of aggression (physical, psychological, sexual, direct and indirect, passive or active); development of aggressive behaviour (positive and negative reinforcement); developmental analysis of aggressive behaviour (what was it like when it started, what has been added, what has changed, etc.); alternative behaviours (self-instructions, resources); functional analysis of personal situations with aggressive behaviours; replacing high-risk maps and routes with alternative ones; relapse prevention (what is a relapse, high-risk situations and replacement with alternative ones)
- Personality: Self-esteem and self-concept (what is it, definition of oneself, tricks to feel better, one's own and other people's positive qualities); impulsivity (what is it, our impulsive behaviour and its consequences, analysis of situations with alternatives involving self-control); sensations seeking (extreme sensations; examples; personal cases; analysis of thoughts, emotions and related sensations; situations or activities that cause them; high-risk activities and replacement with others that do not involve danger)
- Relapse prevention: definition of lapse and relapse; relapse model; identification of risk and warning signs; strategies for preventing relapses

Finally, we hand out Sheet 7.3.2. “*Final summary*”. The participants have to summarize the most important things of all that has been previously discussed, considering the different areas. Then, a discussion follows, emphasizing the alternative abilities and resources that have been studied and learnt.

Sheet 7.3.2. FINAL SUMMARY

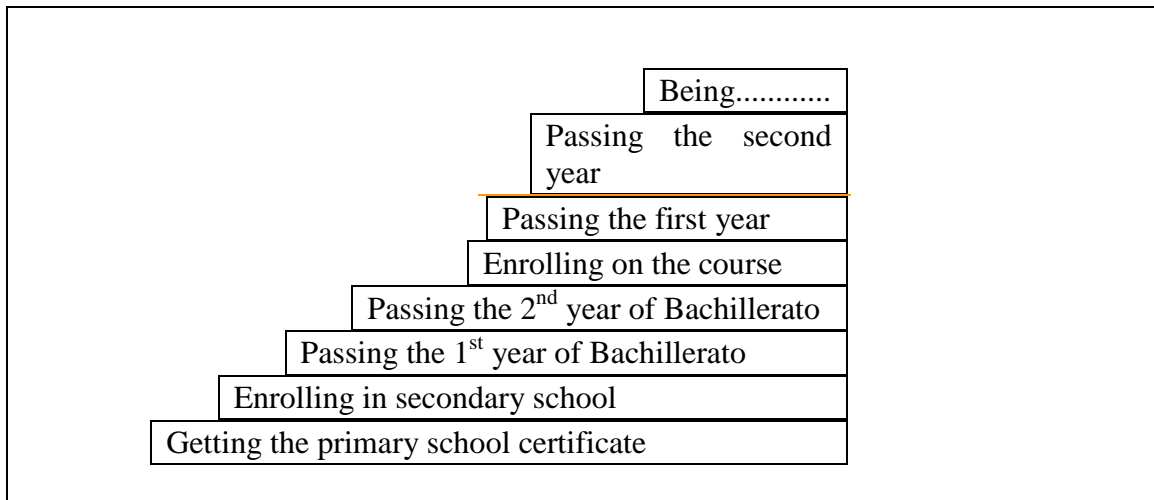
Instructions: after reviewing all the contents seen throughout the programme, point out the most important aspects in each section	
CONTENTS	MOST IMPORTANT ASPECTS
Offending behaviour	
Emotions	
Negative emotions	
Negative thoughts	
Aggressive behaviour	
Personality	
Relapse prevention	

4.6.2. Activity 2: The ladder

Once the participants have summed up all that has been seen throughout the programme, this activity is intended for them to set personal goals appropriate for different areas in their lives. For this purpose, the practitioner explains that, in order to achieve important things in our lives, we must first take small steps that will gradually lead us to discover other steps that will be more and more adaptive. That is, in order to achieve important things in our lives we must think in perspective, setting small goals and achieving them little by little.

Then the practitioner will explain the example included in Table 7.3.2. “*Steps to become a mechanic/gardener/administrative assistant*”. Several jobs are suggested for this activity, so that the practitioner chooses the one he deems most appropriate.

Table 7.3.2.
STEPS TO BECOME A MECHANIC/GARDENER/ADMINISTRATIVE ASSISTANT



Next, Sheet 7.3.3. “*My ladder*” is handed out. The participants must propose a goal in each of the areas suggested and complete the ladder with the necessary steps. When they have completed it, the results will be analysed and discussed, taking into account the abilities or resources that could be used.

Sheet 7.3.3.

MY LADDER

Instructions: think of a goal you can attain in each of these areas and complete the ladder with the necessary steps
- In my personal life:
- In my relationships:
- In my working or academic life:

4.6.3. Activity 3: Supplementary activity

Using Sheet 7.3.4. “*Other goals in my life*”, we ask the participants to set goals in other areas of their lives that have not been dealt with in the session, mentioning all the steps necessary to achieve the goals, as well as the abilities or resources.

Sheet 7.3.4.

OTHER GOALS IN MY LIFE

Instructions: continue setting goals you can achieve and complete the ladder with the necessary steps, abilities and resources
- Goal 1:
<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
- Abilities or resources I can use to attain this goal:
- Goal 2:
<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
- Abilities or resources I can use to attain this goal:
- Goal 3:
<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
- Abilities or resources I can use to attain this goal:

4.6.4. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from “0” to “10”, considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

4.6.5. Assessment questions

1. By summing up everything I have seen throughout the programme, I have remembered that I can only control my anger through arousal control strategies (FALSE).
2. I have also remembered that negative thoughts do not influence the way I behave (FALSE).
3. To achieve an important goal in my life, the best thing is to plan the steps I must follow (TRUE).

5. SESSION 4: HOW TO FOSTER A LIFESTYLE ALTERNATIVE TO AGGRESSION AND VIOLENCE

5.1. SPECIFIC OBJECTIVES

1. To establish goals in various areas of life as a future project.
2. To construct a framework alternative to violence and delinquency as a life project.
3. To consolidate and practice the resources acquired throughout the programme.

5.2. METHOD AND CONTENTS

In order to achieve the objectives established for this session, we will carry out exercises which stimulate the ability to think about the future, after the participants have left the centre.

We will deal with the identification of goals and dreams and establish the effort needed to carry them out. We will also ask the participants to reflect on their own qualities and abilities so that they can see that, with effort, they are capable of doing whatever they want to achieve.

5.3. KEY CONCEPTS

- ✓ **Future:** what will happen. What will happen when I leave the institution, when I have finished serving the sentence, etc.
- ✓ **Goal:** objective to be achieved. It can be related to oneself, the family, etc.
- ✓ **Effort:** using all the means you have in order to get something you want. For example: I work harder because I want to keep my job.

5.4. ACTIVITIES

- Activity 1. Review of the supplementary activity
- Activity 2. What can I do?
- Activity 3. Making plans
- Activity 4. No time to lose
- Activity 5. Final activity of the programme

5.5. MATERIAL

- Sheet 7.4.1. What can I do?
- Sheet 7.4.2. A guy like me
- Sheet 7.4.3. My goals in life
- Sheet 7.4.4. My plans for the future
- Sheet 7.4.5. My final commitment
- Table 7.4.1. Information about motivation and stages of change

5.6. DEVELOPMENT OF THE SESSION

5.6.1. Activity 1: Review of the supplementary activity

We review the goals established by the participants in the supplementary activity, analyzing both the intermediate steps to be determined and the adequacy of the resources that could be employed to achieve the goals. These goals will be used later as an example.

5.6.2. Activity 2: What can I do?

This activity is intended for the participants to be able to realize their abilities, what they can do well. For that purpose, we will emphasize their positive aspects.

The practitioner hands out Sheet 7.4.1. “*What can I do?*” and asks them to answer the questions, giving them about five minutes to do it.

To this end, we can give the following introduction: “*throughout the sessions you have learnt a lot about yourselves, your feelings, your thoughts... Today we will continue working so that you get to know yourselves a little better: we will see what your expectations are for the future, when you leave the centre, what abilities you know you have, and what abilities you have but still don’t know about. First, you’ll fill in the table on the sheet that I’m going to hand you out. There are only three questions. When you finish, we’ll comment on them. We’ll also try to find out, as a group, what you’re capable of doing, even though you aren’t aware of it or don’t want to see it.*”

Sheet 7.4.1. WHAT CAN I DO?

Instructions: think about the answers to the questions below	
What are my positive aspects/virtues?	
What am I capable of doing?	
If I tried harder, what else would I be able to achieve?	

The participants’ answers to the three questions are discussed as a group, commenting on the importance of being aware of our own abilities and virtues in order to organize our lives, achieve the desired goals and plan our future.

5.6.3. Activity 3: Making plans

This activity is intended for the participants to be able to make plans (positive plans) about their future, both short-term (in the centre) and long-term (when they leave it).

To this end, the practitioner will read the case included on Sheet 7.4.2. “*A guy like me*”. After reading the case, the participants must put themselves in the main character’s

place so as to analyze how their thoughts, feelings and behaviours have changed, and how their lives have improved significantly because of it. The participants must answer the questions included.

Finally, we will motivate them to be able to fulfil their dreams by integrating them with the abilities mentioned in the previous exercise. *“I’m proud of you because you’ve been able to find your virtues, as well as those of your partners. I’m sure you’ll be able to fulfil all your dreams and achieve everything you put your mind to, with effort and dedication, as Alberto did. Because you can get to have the life you want as well”.*

Sheet 7.4.2.

A GUY LIKE ME

<p>Instructions: read Alberto’s story and answer the questions below</p> <p>“Alberto was sent to the young offenders centre at the age of 15. He had been reported several times for stealing at knifepoint in his neighbourhood. But he didn’t care, as he thought that nothing would happen to him. He spent the money he stole on drinking alcohol with his friends in a park. When they got drunk, they smashed everything around them. One of his neighbours, Pedro, was fed up with him: the park where children played was full of broken glass, he was always robbing old or defenceless people, etc. Pedro decided to go to talk to him and ask him to go elsewhere to drink alcohol. When Pedro came up to him, Alberto took out the knife and stabbed him to death. The next day Alberto was arrested. After the trial, he ended up in an institution similar to this one, where you are now. At first, he didn’t care at all and he thought that Pedro deserved it for telling him what he had to do. He thought he could do as he pleased, so it was okay to “shut his neighbour up” forever.</p> <p>But after a few months, something began to change. Alberto was participating in a rehabilitation programme like the one you’ve followed, and he began to realize what he had done. At first, he thought the whole programme was silly, but gradually began to realize the damage he had done, the mistakes he had made, the feelings his offences had caused other people.</p> <p>Alberto, with the help of his practitioners, started making plans for his future life after leaving the centre: he wanted to finish secondary school and take a course in car maintenance, because he had always liked cars. He was also eager to see his parents and spend more time with them. He also had a girl in mind, a friend of his cousin Laura; he thought a lot about her and was planning to meet her when he left the centre, and to try to have a formal relationship with her, if she wanted.</p> <p>But in order to achieve all of that, first he would have to leave the centre, so he thought that he would get the most out of the time he had to remain there by helping the new guys not to feel so alone, to prevent anybody from taking advantage of them and to prevent them from getting into trouble. And so he did. As a result, the time he still had to remain in the centre was much calmer; he felt much better and realized he didn’t need to pick a fight or insult anyone to get what he wanted.</p> <p>Today Alberto is 20 years old. He works as a mechanic in the workshop of a friend of his father’s. Although he didn’t get the girl he wanted, he soon met another girl, Eva. She helped him with his studies, supported him when he felt bad and helped him in difficult times; he enjoyed being with her a lot”.</p>
<ul style="list-style-type: none"> - What were Alberto’s thoughts when he arrived at the centre? What were his feelings? - Why do you think he decided to change? Did his way of thinking change? - What has changed in Alberto’s life? - How did he feel after the change? - Do you think his life has improved? - Do you wish your story were similar to his?

5.6.4. Activity 4: No time to lose

This activity is intended for the participants to integrate the previous two activities and start to make short-term plans, so as to gradually begin to carry them out (e.g. to avoid fights). The participants are encouraged to see it as a possibility and to introduce goals on a social, familial, academic or occupational level.

Sheet 7.4.3.

MY GOALS IN LIFE

Then, on Sheet 7.4.4. “*My plans for the future*” they will add the abilities needed to meet the goals they have set for themselves in each of the areas of their lives, and the effort they will need to put in order to achieve them. The practitioner says: “*in order for you to realize that you are able to achieve it, we’ll see what you need in order to carry out each plan you make for the future, and how much real effort it will take. Thus, you’ll see that everything requires some effort, but if you really want it, the effort will be more bearable*”.

Sheet 7.4.4.

MY PLANS FOR THE FUTURE

[illegible]

5.6.5. Final activity of the programme

As a final activity, we will carry out a new assessment of the participants' motivation for change (3rd Assessment) with the aim of analyzing the changes made in degree of motivation of each participant in relation to the start of the programme (1st Assessment) and the end of the third module (2nd Assessment). To this end, we will use again the worksheet from the last session of the first module (Sheet 1.5.1 "*My motivation for change*").

If appropriate, the practitioner can briefly summarize the different stages of change and their main features. This summary is shown in Table 7.4.1. "*Information about motivation and stages of change*". In addition, the practitioner can use the examples given in the last session of the first module of the programme.

Sheet 1.5.1.

MY MOTIVATION FOR CHANGE

Instructions: tick the stage at which you think you are right now with regard to changing your antisocial/offending behaviour and write three reasons to justify your choice			
STAGES	1st ASSESSMENT Date:	2nd ASSESSMENT Date:	3rd ASSESSMENT Date:
PRECONTEMPLATION	Reasons:	Reasons:	Reasons:
CONTEMPLATION	Reasons:	Reasons:	Reasons:
PREPARATION	Reasons:	Reasons:	Reasons:
ACTION	Reasons:	Reasons:	Reasons:
MAINTENANCE	Reasons:	Reasons:	Reasons:
RELAPSE	Reasons:	Reasons:	Reasons:

Table 7.4.1.

INFORMATION ABOUT MOTIVATION AND STAGES OF CHANGE

When people want to change something, that change does not imply a rapid process. On the contrary, this is usually achieved by overcoming difficulties stage by stage. At each of these stages there are thoughts and emotions that help us accomplish change gradually, until we are finally able to achieve the goal we had set for ourselves. The phases or stages of change are:

1. Precontemplation of change: at this stage the young person does not think he has a problem or has to change anything. However, this does not mean that other important people in his life -parents, brothers/sisters and friends- do think the young person has a problem, despite the fact that they are the ones who are suffering the consequences of his behaviour.

2. Contemplation of change: young people who are at this stage begin to feel that they have a problem, although their initial awareness does not mean that they are willing to change. They are experiencing a sort of ambivalence and they are not sure about the pros and cons of continuing with their current lifestyle as opposed to changing it.

3. Preparation for change: this is where the young person decides he really has a problem he has to solve by changing his way of behaving, by developing a new way of thinking and feeling about himself and the world he lives in.

4. Action for change: at this stage the young person takes the necessary steps towards the change he has decided to accomplish.

5. Maintenance of change: at this stage the young person concentrates all his motivation on maintaining the new lifestyle, despite the temptations to drop it and return to the usual way of behaving.

6. Relapse: return to the behaviour that existed before the change, to any of the earlier stages. It is something expected and almost necessary, as it is not a failure but an experience in which one learns to analyse what stressful situations, lack of coping skills, feelings or thoughts help the appearance of the young person's behaviour that existed before the change.

After analyzing the motivation again and observing the changes that have taken place, on Sheet 7.4.5. "*My final commitment*", each participant must sign a commitment by which he undertakes to maintain the changes made so far.

Sheet 7.4.5.

MY FINAL COMMITMENT

I,....., place myself at the stage and commit myself to maintaining the following changes that I have accomplished through this programme:
.....
.....

Signature: The participant

Signature: The practitioner/therapist

Place and date:.....

Additionally, you can suggest the participants that they write a short diary in which they will summarize freely what they have learnt today. That is, they will write down and sum up what they expect from the future, what they want at all levels of their life, how they think they can achieve it, and whether they are now motivated to achieve it.

5.6.6. Summary of the session

As a conclusion to the session, the practitioner must briefly highlight the most important aspects that have been discussed and link them to the objectives established, so as to give the participants a sense of integration of all concepts discussed. The practitioner must give each participant a score from "0" to "10", considering the following criteria: a) work done and b) assimilation and internalization of the concepts discussed.

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